Foundation for Alliance for Education

Report of the Analyses of the Datasets From the

Connecticut Judicial Branch, Court Support Services Division

and the

Connecticut State Department of Education

For correspondence regarding this report and for further information contact Dr. Elena L. Grigorenko at the Yale Child Study Center, 230 S. Frontage Rd., New Haven, CT 06519, by email at Elena.Grigorenko@yale.edu, or by phone at (203) 737-2316

Table of Contents

1. What are the demographics of all the children and youth in the data set?..... 6

2. What are the academic profiles (i.e., grade level, special educational needs, discipline, achievement) of these children and youth? 8

3. What is the educational profile of youth transferred to the adult court? 30

4. What is the educational profile of youth admitted to detention? 31

5. What is the educational profile of youth placed on probation supervision? 33

6. What is the connection between chronic absenteeism and court involvement? . 35

7. What is the connection between special education and court involvement? 36

8. What is the connection between suspension/expulsion and court involvement? 45

9. What educational characteristics distinguish recidivists from non-recidivists? . 55

10. Conclusion 66

Tables

Table 1: *Demographic characteristics of all youth in the dataset (N = 58,678)* 1

Table 2: *Number of offenses committed by all youth (N = 58,678) between January 1, 2006, and December 31, 2012* 8

Table 3: *Demographic characteristics of the school year 2009-10 cohort* 10

Table 4a: *Special educational needs for students in the school year 2009-10* 12

Table 4b: *Received services for students with special educational needs in the school year 2009-10 (part 1)* 13

Table 4c: *Received services for students with special educational needs in the school year 2009-10 (part 2)* 14

Table 5: *Grade level of all students in the school year 2009-10* 15

Table 6a: *Standardized writing test scores on the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT)* 16

Table 6b: *Standardized reading test scores on the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT)* 17

Table 6c: *Standardized mathematics test scores on the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT)* 18

Table 6d: *Standardized science test scores on the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT)* 19

Table 7a: *Number of disciplinary incidents across school years 2006-2012* 28

Table 7b: *Number of suspensions and expulsions across school years 2006-2012* 29

Table 8: *Attendance rates (in %) across school years* 36

Table 9: *Chronic absenteeism across school years* 36

Table 10: *Grade level for chronically absent students in the 2009-10 school* year 37

Table 11: *Count of chronic absenteeism across grade levels* 37

Table 12: *Offense counts for five offense categories for chronically absent students* 38

Table 13: *Comparison of students who were chronically absent and who were not chronically absent* 40

Table 14: *Offense counts for five offense categories for students with and without special educational needs during the 2009-10 school year* 42

Table 15: *Comparison of students with and without special educational needs during the 2009-10 school year* 44
Table 16: *Number of expulsions across grades* 47
Table 17: *Number of in-school suspensions (ISS) across grades* 47
Table 18: *Number of out-of-school suspensions (OSS) across grades* 47
Table 19: *Offense counts for five offense categories for expelled and non-expelled students* 49
Table 20: *Comparison of expelled and non-expelled students*..... 50
Table 21: *Offense counts for five offense categories for students with in-school suspension and without in-school suspension* 51
Table 22: *Comparison of students with and without in-school suspension* 52
Table 23: *Offense counts for five offense categories for students with out-of-school suspension and without out-of-school suspension* 53
Table 24: *Comparison of students with and without out-of-school suspension*..... 54
Table 25: *Multinomial regression predicting the number of violent offenses* 57
Table 26: *Multinomial regression predicting the number of status offenses* 59
Table 27: *Multinomial regression predicting the number of property offenses* 61
Table 28: *Multinomial regression predicting the number of drug law violations* 63
Table 29: *Multinomial regression predicting the number of public order offenses* 65

Figures

Figure 1: *Percentages of youth in the school year 2009-10 with no offense, one offense, and two or more offenses for five types of offenses and the number of referrals* 9
Figure 2: *Proportion of court-involved students with special educational needs for different ethnicities and gender* 11
Figure 3: *Distribution of average CMT/CAPT scores across all grades by the number of referrals* 21
Figure 4: *Distribution of average CMT/CAPT scores across all grades by the number of violent offenses* 22
Figure 5: *Distribution of average CMT/CAPT scores across all grades by the number of status offenses* 23
Figure 6: *Distribution of average CMT/CAPT scores across all grades by the number of property offenses* 24
Figure 7: *Distribution of average CMT/CAPT scores across all grades by the number of drug law violations* 25
Figure 8: *Distribution of average CMT/CAPT scores across all grades by the number of public order offenses* 26
Figure 9: *Demographics of youth admitted to detention* 32
Figure 10: *Demographics of youth placed on probation supervision* 34
Figure 11: *The number of referrals to court by chronic absenteeism* 39
Figure 12: *The number of referrals to court by special educational needs* 43
Figure 13: *Number of referrals to court by expulsion, in-school suspension and out-of-school suspension* 48

1. What are the demographics of all the children and youth in the data set?

All data was compiled from the Connecticut Judicial Branch, Court Support Services Division (CSSD) and the Connecticut State Department of Education (CSDE). The complete dataset comprises 58,678 individuals who were involved with the Connecticut juvenile court system between January 1, 2006, and December 31, 2012. Table 1 contains the demographic characteristics of all of the individuals in the dataset. The majority of individuals were White (48.5%), followed by African-American (28.6%) and Hispanic (21.6%). More males (61.6%) than females (38.4%) were involved in this time span. About 27.4% of all individuals had been identified as having special educational needs. About 14% were eligible for free or reduced price lunches, and about 16.8% were identified as English language learners. The age at first offense ranged from 6.03 to 18 years (M = 14.60 years, SD = 1.61).

Table 1

Demographic characteristics of all youth in the dataset (N = 58,678)

	n	Valid %
Ethnicity		
American Indian/Alaskan Native	138	0.2
Asian/Pacific Islander	600	1.0
African-American	16,387	28.6
White	27,787	48.5
Hispanic	12,410	21.6
Missing	1,356 (2.3%)	
Gender		
Male	36,123	61.6
Female	22,555	38.4
Special Education Status		
Yes	16,065	27.4
No	42,613	72.6
Eligible for Free or Reduced Price Lunch		
Yes	8,208	14.0
No	50,470	86.0
English Language Learner		
Yes	9,876	16.8
No	48,802	83.2

Offenses were classified according to the taxonomy used by the Office for Juvenile Justice and Delinquency Prevention[1]. All offenses committed by a juvenile between the age of 10 and 17 were parceled into five multi-offense measures that reflect a count of five types of offenses: violent offenses (i.e., homicide, robbery, assault, violent sexual offenses, and other crimes against persons such as reckless endangerment, strangulation, threatening), status offenses (e.g., truancy, runaway), property offenses (e.g., burglary, arson), drug law violations (e.g., sale of certain illegal drugs) and crimes against public order (e.g., nonviolent sex offenses, breach of peace). Since a juvenile can be referred to court for multiple offenses, the counts for each unique court referral were based on the most serious offense as indicated by the Connecticut general statutes. Unique offenses handled in the adult court system were added to the counts for all offenses if juveniles committed a violent and/or serious offense between the ages of 14 and 17. Appendix A shows the classification schemes of offenses in the dataset.

More than half of the youth in the dataset were involved in the juvenile justice system just once between 2006 and 2012 (n = 34,317, 58.5%), about 17.5% (n = 10,242) had two referrals to court, and 24.1% (n = 14,119) had three or more referrals to court. Table 2 shows the number of youth who committed one offense, or two or more offenses for the five offense categories. Most of the offenses committed by youth were public order offenses, with 27.7% (n = 16,234) who committed one public order offense and 15.8% (n = 9,287) who committed two or more public order offenses.

[1] Puzzanchera, C., Adams, B., & Hockenberry, S. (2012). Juvenile court statistics 2009. Pittsburgh, PA: National Center for Juvenile Justice.

Table 2

Number of offenses committed by all youth (N = 58,678) between January 1, 2006, and December 31, 2012

	No offense	One offense	Two or more offenses
Violent offenses	42,467 (72.4%)	11,644 (19.8%)	4,567 (7.8%)
Status offenses	37,567 (64.0%)	15,944 (27.2%)	5,167 (8.8%)
Property offenses	36,551 (62.3%)	15,807 (26.9%)	6,320 (10.8%)
Drug law violations	51,574 (87.9%)	5,883 (10.0%)	1,221 (2.1%)
Public order offenses	33,157 (56.5%)	16,234 (27.7%)	9,287 (15.8%)

2. What are the academic profiles (i.e., grade level, special educational needs, discipline, achievement) of these children and youth?

The data was censored as defined by the juvenile's age in the span of available data. For example, individuals who were younger than 10 years at the final date of data collection (December 31, 2012) have only recently entered the juvenile justice system and are thus missing information for when they were older than 10 years of age. Similarly, juveniles who were older than 17 at the first date of data collection (January 1, 2006) are missing offense counts prior to the age of 17. Thus, to maximize the overlap of information across datasets, a sample of 42,001 students was selected who had available data on educational outcomes in the school year 2009-10. Figure 1 shows the percentages of youth with available data in the school year 2009-10 (n = 42,001) with no offense, one offense, and two or more offenses for five types of offenses.

Figure 1

Percentages of youth in the school year 2009-10 with no offense, one offense, and two or more offenses for five types of offenses and the number of referrals

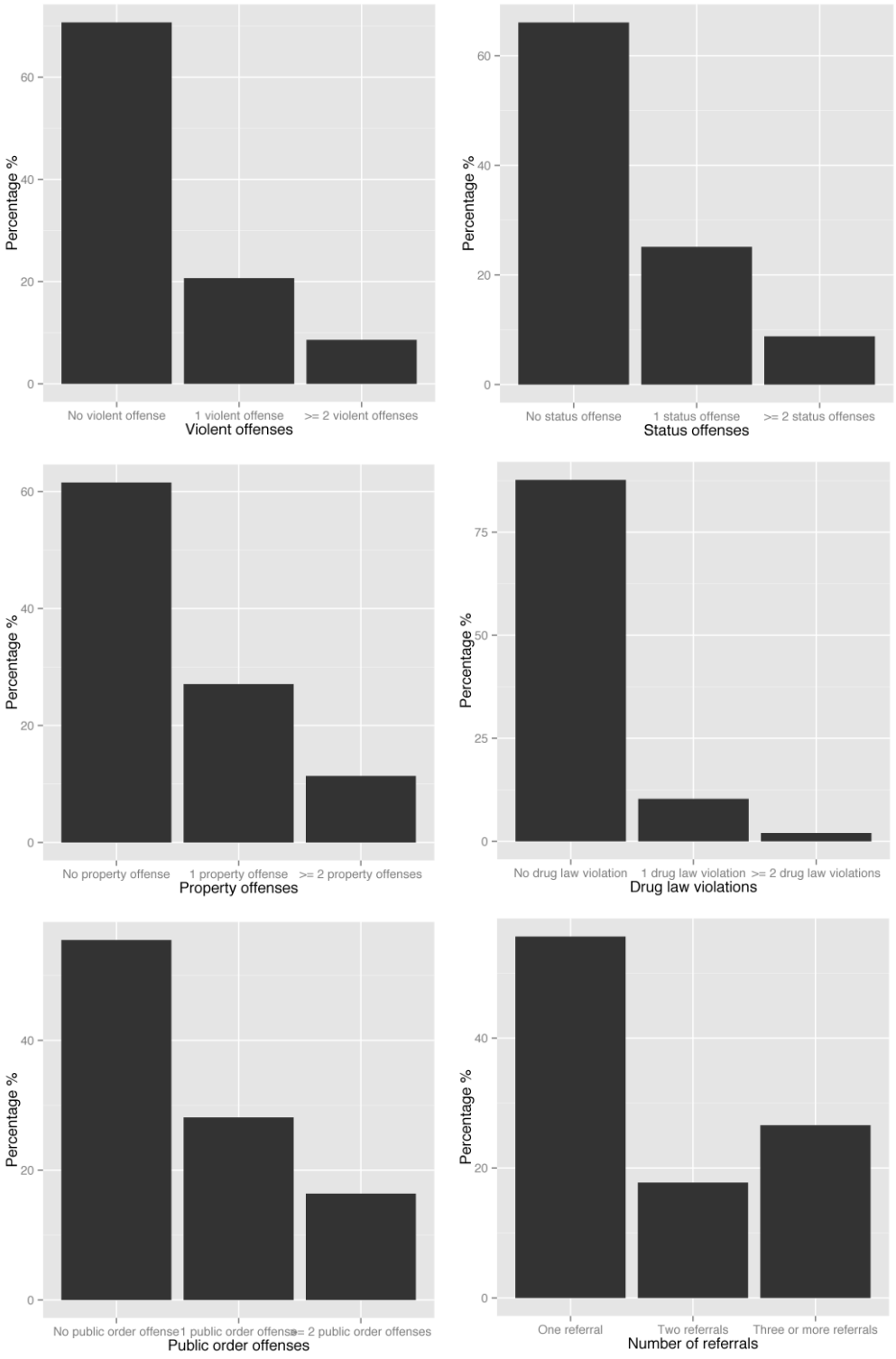


Table 3 shows the demographic characteristics of all students enrolled in the school year 2009-10.

Table 3

Demographic characteristics of the school year 2009-10 cohort

	All students (*n* = 42,001)		**Adult Court (*n* = 673)**		**Detention (*n* = 6,723)**		**Probation Supervision (*n* = 9,276)**	
	n	%	*n*	%	*n*	%	*n*	%
Ethnicity								
American Indian/Alaskan Native	98	0.2	-	-	VS	-	22	0.2
Asian/Pacific Islander	423	1.0	VS	-	34	0.5	80	0.9
African-American	12,115	28.8	342	51.4	2,965	44.1	2,474	26.7
White	20,616	49.1	161	24.2	2,035	30.3	5,071	54.7
Hispanic	8,749	20.8	158	23.7	1,680	25.0	1,629	17.6
Missing	-	-	VS	-	-	-	-	-
Gender								
Male	26,527	63.2	614	91.2	5,164	76.8	5,630	60.7
Female	15,474	36.8	59	8.8	1,559	23.2	3,646	39.3
Special Education Status								
Yes	13,357	31.8	248	36.8	3,175	47.2	3,128	33.7
No	28,644	68.2	425	63.2	3,548	52.8	6,148	66.3
Eligible for Free or Reduced Price Lunch								
Yes	7,401	17.6	84	12.5	949	14.1	1,741	18.8
No	34,600	82.4	589	87.5	5,774	85.9	7,535	81.2
English Language Learner								
Yes	8,922	21.2	97	14.4	1,254	18.7	2,028	21.9
No	33,079	78.8	576	85.6	5,469	81.3	7,248	78.1

Notes. VS = value suppressed (i.e., value smaller than 10).

A total of 13,357 students had been identified as having special educational needs in school year 2009-10. Figure 2 shows the proportion of court-involved students with special educational needs for different ethnicities and genders. Table 4 shows the number of students for specific types of disabilities. Learning disability (*n* = 3,482, 34.5%), emotional disturbance (*n* = 2,868, 28.4%), and other health impairment (*n* = 2,467, 24.4%) were the three most common types of disabilities in this sample. For all students with special educational needs, the mean range of time with non-disabled peers ranged from 0 to 100 per cent, with an average of 69.11% (*SD* = 36.21%). About 15.9% of the students with special educational needs were registered as receiving education in a separate school, a residential facility, or in a correctional facility in the school year 2009-10. About 37.6% participated in extracurricular activities. Social work services and counseling (including rehabilitation counseling) were received by 20.5% and 36.4% of the students, respectively, and were the two most common types of services received by students with special educational needs.

Figure 2

Proportion of court-involved students with special educational needs for different ethnicities and gender

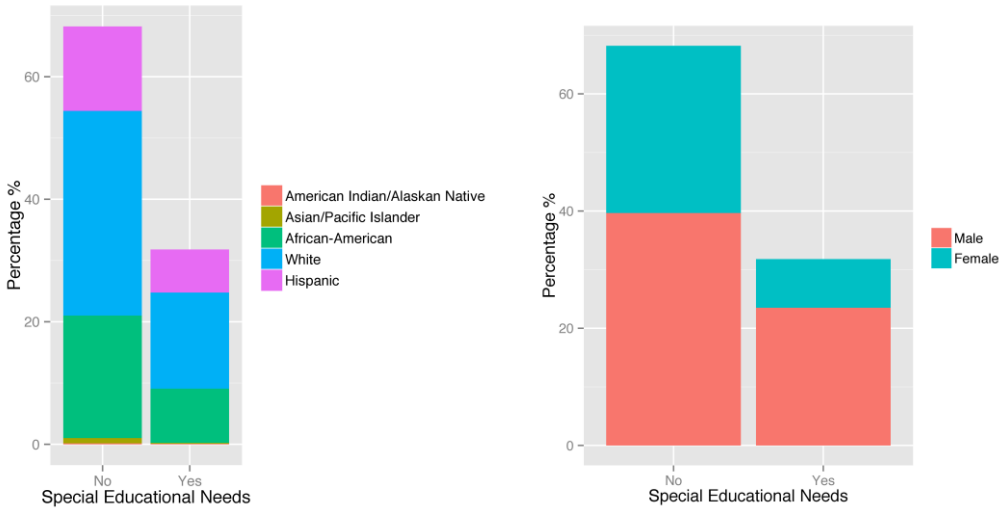


Table 4a

Special educational needs for students in the school year 2009-10

	All students with special educational needs in school year 2009-10		Adult Court		Detention		Probation Supervision	
	n	%	*n*	%	*n*	%	*n*	%
Disability								
Learning Disability	3,482	34.5	59	32.6	625	26.1	805	35.9
Intellectual Disability/Mental Retardation	185	1.8	VS	-	33	1.4	39	1.7
Emotional Disturbance	2,868	28.4	65	35.9	991	41.3	584	26.0
Speech/Language Impairment	709	7.0	VS	-	109	4.5	193	8.6
Other	270	2.7	VS	-	61	2.5	50	2.2
Other Health Impairment	2,467	24.4	37	20.4	567	23.7	551	24.6
Autism	124	1.2	VS	-	11	0.5	21	0.9
Environment								
79.1-100% TWNDP	5,665	56.1	74	40.9	1,011	42.2	1,326	59.1
40.1-79.0% TWNDP	1,621	16.0	19	10.5	301	12.6	361	16.1
0-40.0% TWNDP	1,125	11.1	29	16.0	391	16.3	251	11.1
Separate School	949	9.4	18	9.9	290	12.1	194	8.6
Residential Facility	455	4.5	17	9.4	234	9.8	79	3.5
Hospital/Homebound	86	0.9	VS	-	34	1.4	13	0.6
Correctional Facility	204	2.0	23	12.7	136	5.7	19	0.8

Notes. VS = value suppressed (i.e., value smaller than 10).

Table 4b

Received services for students with special educational needs in the school year 2009-10 (part 1)

	All students with special educational needs in school year 2009-10		Adult Court		Detention		Probation Supervision	
Extracurricular Activities								
	n	%	*n*	%	*n*	%	*n*	%
Yes	3,803	37.6	71	39.2	800	33.4	824	36.7
No	6,302	62.4	110	60.8	1,597	66.6	1,419	63.3
Speech / Language Pathology and Audiology								
Receiving	1,103	10.9	17	9.4	227	9.5	244	10.9
Not Receiving	9,002	89.1	164	90.6	2,170	90.5	1,999	89.1
Related Services 2 - Interpreting								
Receiving	VS	-	-	-	VS	-	-	-
Not Receiving	10,103	100	181	100	2,396	100	2,243	100
Psychological Services								
Receiving	204	2.0	VS	-	37	1.5	54	2.4
Not Receiving	9,901	98.0	179	98.9	2,360	98.5	2,189	97.6
Physical and Occupational Therapy								
Receiving	325	3.2	VS	-	37	1.5	83	3.7
Not Receiving	9,780	96.8	179	98.9	2,360	98.5	2,160	96.3
Recreation, Including Therapeutic Recreation								
Receiving	VS	-	-	-	-	-	-	-
Not Receiving	10,103	100	181	100	2,397	100	2,234	100
Social Work Services								
Receiving	2,069	20.5	43	23.8	593	24.7	443	19.8
Not Receiving	8,036	79.5	138	76.2	1,804	75.3	1,800	80.2

Notes. VS = value suppressed (i.e., value smaller than 10).

Table 4c

Received services for students with special educational needs in the school year 2009-10 (part 2)

	All students with special educational needs in school year 2009-10		Adult Court		Detention		Probation Supervision	
School Nurse Services								
	n	%	*n*	%	*n*	%	*n*	%
Receiving	VS	-	VS	-	VS	-	VS	-
Not Receiving	10,098	99.9	180	99.4	2,396	100	2,240	99.9
Counseling, Including Rehabilitation Counseling								
Receiving	3,680	36.4	75	41.4	1,062	44.3	1,432	63.8
Not Receiving	6,425	63.6	106	58.6	1,335	55.7	811	36.2
Orientation and Mobility Services								
Receiving	100	1.0	VS	-	47	2.0	23	1.0
Not Receiving	10,005	99.0	179	98.9	2,350	98.0	2,220	99.0
Medical Services (Diagnostic and Evaluation only)								
Receiving	-	-	-	-	-	-	-	-
Not Receiving	10,105	100	181	100	2,397	100	2,243	100
Transportation								
Receiving	775	7.7	20	11.0	285	11.9	151	6.7
Not Receiving	9,330	92.3	161	89.0	2,112	88.1	2,092	93.3

Notes. VS = value suppressed (i.e., value smaller than 10).

Table 5 shows the grade level of all students in the school year 2009-10. In the 2009-10 school year, about 2.9% of these students were in pre-K to grade 3, 43.7% were in elementary school age (grades 4 to 8), and 53.4% were in high school age (grades 9 to 12).

Table 5

Grade level of all students in the school year 2009-10

	All students		Adult court		Detention		Probation Supervision	
	n	%	*n*	%	*n*	%	*n*	%
Pre-K	VS	-	-	-	-	-	VS	-
Half day kindergarten	VS	-	-	-	-	-	-	-
Extended day Kindergarten	VS	-	-	-	-	-	VS	-
Full day kindergarten	36	0.1	-	-	VS	-	VS	-
Grade 1	103	0.2	-	-	VS	-	31	0.3
Grade 2	308	0.7	-	-	15	0.2	95	1.0
Grade 3	745	1.8	-	-	61	0.9	221	2.4
Grade 4	1,360	3.2	VS	-	149	2.2	425	4.6
Grade 5	2,222	5.3	VS	-	262	3.9	730	7.9
Grade 6	3,619	8.6	23	4.4	602	9.0	1,235	13.3
Grade 7	5,143	12.2	48	9.2	863	12.8	1,629	17.6
Grade 8	6,016	14.3	116	22.4	1,006	15.0	1,778	19.2
Grade 9	8,367	19.9	170	32.8	1,684	25.0	1,654	17.8
Grade 10	6,381	15.2	79	15.2	1,105	16.4	781	8.4
Grade 11	4,684	11.2	40	7.7	628	9.3	453	4.9
Grade 12	3,002	7.1	35	6.7	343	5.1	233	2.5

Notes. VS = value suppressed (i.e., value smaller than 10).

Table 6 shows the average achievement test scores for writing, reading, mathematics, and science by grade level on the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT). The CMT is a standardized test administered to students in grades 3 through 8. The CMT tests students in mathematics, reading comprehension, writing, and science. The CAPT is given in grade 10. Standardized test scale scores on the CMT and CAPT range from 100 to 400.

Table 6a

Standardized writing test scores on the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT)

	All students			Adult court			Detention			Probation Supervision		
	n	*M*	*SD*	*n*	*M*	*SD*	*n*	*M*	*SD*	*n*	*M*	*SD*
Grade 3	4,294	218.91	42.53	VS	-	-	444	209.80	40.92	1,384	220.06	43.95
Grade 4	7,519	219.54	40.21	26	207.12	45.31	943	209.29	37.97	2,500	220.36	40.80
Grade 5	12,109	224.75	39.43	69	204.44	31.71	1,709	212.40	36.86	3,991	226.31	40.22
Grade 6	17,340	222.69	39.85	153	206.76	36.78	2,557	209.81	36.34	5,555	224.88	40.16
Grade 7	22,360	217.93	35.74	242	200.27	33.41	3,424	203.95	33.92	6,579	219.85	35.60
Grade 8	26,070	220.99	38.95	289	203.87	35.25	3,852	203.90	36.41	6,745	222.86	39.07
Grade 10	22,179	210.50	34.34	186	213.05	40.72	2,497	209.33	39.46	4,307	233.75	42.74

Notes. *n* = sample size of students taking either the CMT or CAPT in the respective grade level. *M* = arithmetic mean. *SD* = standard deviation. VS = value suppressed (i.e., value smaller than 10).

Table 6b

Standardized reading test scores on the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT)

	All students			Adult court			Detention			Probation Supervision		
	n	*M*	*SD*	*n*	*M*	*SD*	*n*	*M*	*SD*	*n*	*M*	*SD*
Grade 3	4,117	205.61	39.84	VS	-	-	423	195.23	36.64	1,336	205.76	40.28
Grade 4	7,072	217.59	42.64	25	189.28	50.58	896	204.58	42.40	2,351	217.05	42.39
Grade 5	11,315	211.01	40.21	63	191.51	32.58	1,568	198.58	38.90	3,709	212.18	40.45
Grade 6	16,188	228.07	40.35	142	208.85	35.55	2,338	214.18	37.57	5,180	230.20	39.80
Grade 7	20,837	218.68	41.68	219	198.30	38.14	3,079	202.54	39.54	6,143	221.40	41.07
Grade 8	24,466	225.80	38.40	268	206.72	35.58	3,461	209.85	36.45	6,288	229.03	38.49
Grade 10	21,763	215.33	40.80	173	198.70	39.10	2,404	195.15	38.11	4,232	216.49	41.21

Notes. *n* = sample size of students taking either the CMT or CAPT in the respective grade level. *M* = arithmetic mean. *SD* = standard deviation. VS = value suppressed (i.e., value smaller than 10).

Table 6c

Standardized mathematics test scores on the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT)

	All students			Adult court			Detention			Probation Supervision		
	n	*M*	*SD*	*n*	*M*	*SD*	*n*	*M*	*SD*	*n*	*M*	*SD*
Grade 3	4,209	216.63	49.93	VS	-	-	436	206.62	48.98	1,363	217.42	51.41
Grade 4	7,235	223.91	46.51	26	215.50	50.02	918	212.17	45.45	2,415	224.39	46.65
Grade 5	11,498	230.64	48.34	62	215.45	41.49	1,595	214.57	46.06	3,778	232.18	47.93
Grade 6	16,391	230.26	42.53	146	213.77	38.62	2,361	216.10	39.87	5,232	232.86	42.36
Grade 7	21,073	230.94	41.55	221	214.94	38.39	3,130	214.78	38.77	6,199	233.61	41.05
Grade 8	24,600	228.33	39.72	271	211.27	36.72	3,465	211.67	37.39	6,332	231.11	39.56
Grade 10	21,361	225.10	46.20	166	214.52	46.80	2,292	202.90	47.62	4,128	226.23	46.42

Notes. *n* = sample size of students taking either the CMT or CAPT in the respective grade level. *M* = arithmetic mean. *SD* = standard deviation. VS = value suppressed (i.e., value smaller than 10).

Table 6d

Standardized science test scores on the Connecticut Mastery Test (CMT) and the Connecticut Academic Performance Test (CAPT)

	All students			Adult court			Detention			Probation Supervision		
	n	*M*	*SD*	*n*	*M*	*SD*	*n*	*M*	*SD*	*n*	*M*	*SD*
Grade 3	VS	-	-	-	-	-	VS	-	-	VS	-	-
Grade 4	17	181.88	42.47	VS	-	-	VS	-	-	VS	-	-
Grade 5	12,179	220.88	44.23	69	201.04	34.93	1,720	205.38	40.78	4,015	222.58	44.20
Grade 6	17	176.24	43.93	-	-	-	VS	-	-	VS	-	-
Grade 7	141	188.75	37.37	VS	-	-	50	183.44	43.03	34	187.91	43.46
Grade 8	26,191	220.16	42.79	301	197.96	38.08	3,902	201.81	39.75	6,793	222.70	43.20
Grade 9	1,226	209.51	36.92	20	202.05	36.43	274	197.28	35.36	233	207.16	37.83
Grade 10	22,498	228.62	45.05	192	210.11	43.75	2,571	206.11	41.69	4,377	230.88	45.63

Notes. *n* = sample size of students taking either the CMT or CAPT in the respective grade level. *M* = arithmetic mean. *SD* = standard deviation. VS = value suppressed (i.e., value smaller than 10).

Figure 3 shows the distribution of average CMT/CAPT scores for writing, reading, mathematics, and science across all grades by the number of referrals. Each of the four plots in this figure represents a one-dimensional scatter plot, its distribution as a density shape and an average line for the distribution. The dotted line reflects the average score for the respective CMT/CAPT subtest. The bold black lines are the median value for each of the three groups (i.e., one referral, two referrals, three or more referrals). Figure 3 shows that more referrals to the juvenile court are related to lower standardized test scores for all four subtests. Figure 4 shows that a higher number of violent offenses is related to lower standardized test scores for all four subtests. Figure 5 shows that a higher number of status offenses is related to lower standardized test scores for all four subtests. With regard to property offenses, Figure 6 shows that there are no difference in standardized test scores between students who committed one property offense and students who did not commit a property offense. However, students who committed two or more property offenses scored lower on all four subtests compared to the remaining sample. Figure 7 shows that there were no apparent differences in students' standardized test scores with regard to the number of drug law violations. Finally, Figure 8 shows similar standardized test scores between students who committed no public order offenses and students who committed one public order offense. The standardized test scores of students who committed two or more public order offenses were noticeably lower compared to the rest of the sample.

Figure 3

Distribution of average CMT/CAPT scores across all grades by the number of referrals

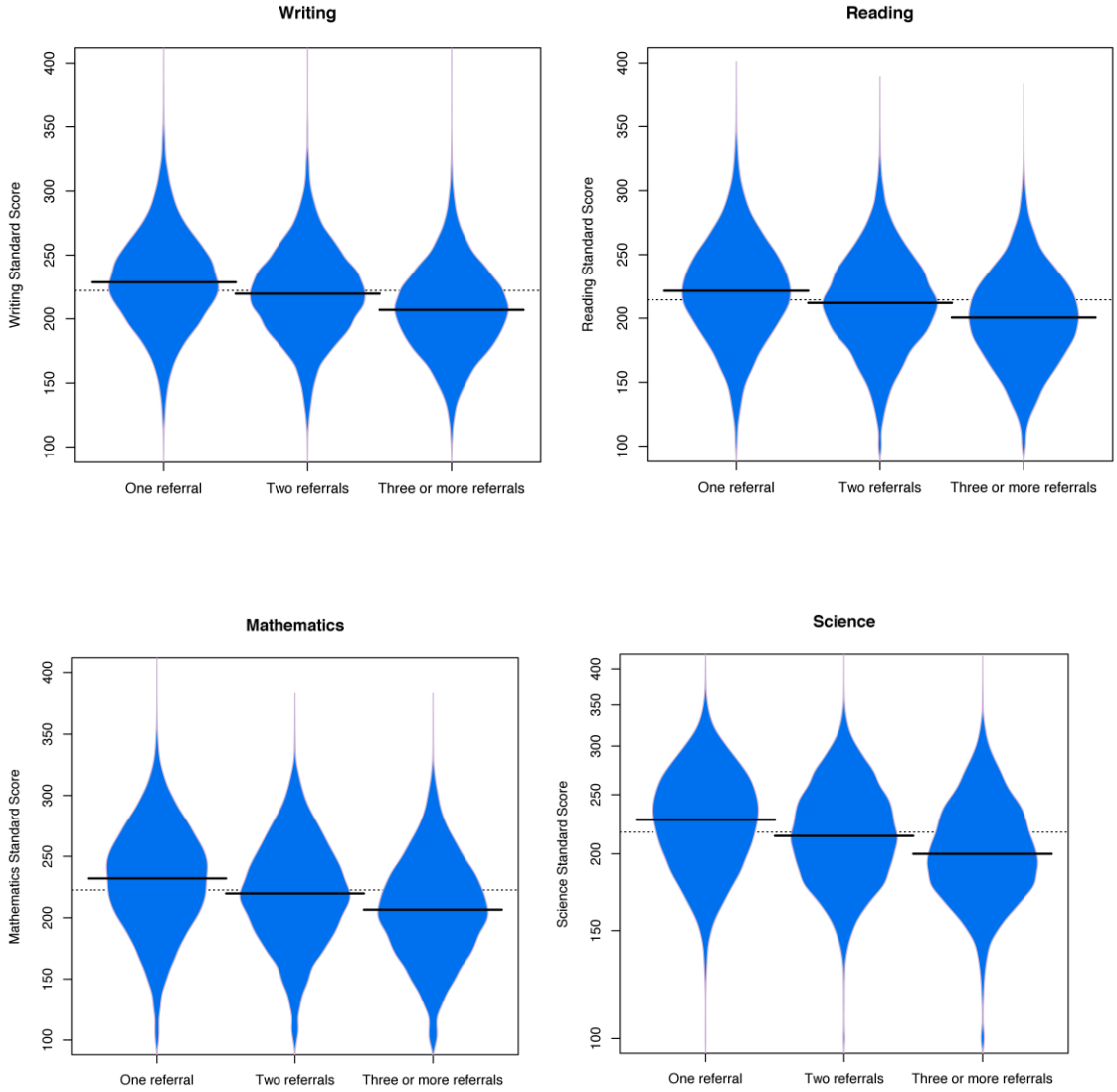


Figure 4

Distribution of average CMT/CAPT scores across all grades by the number of violent offenses

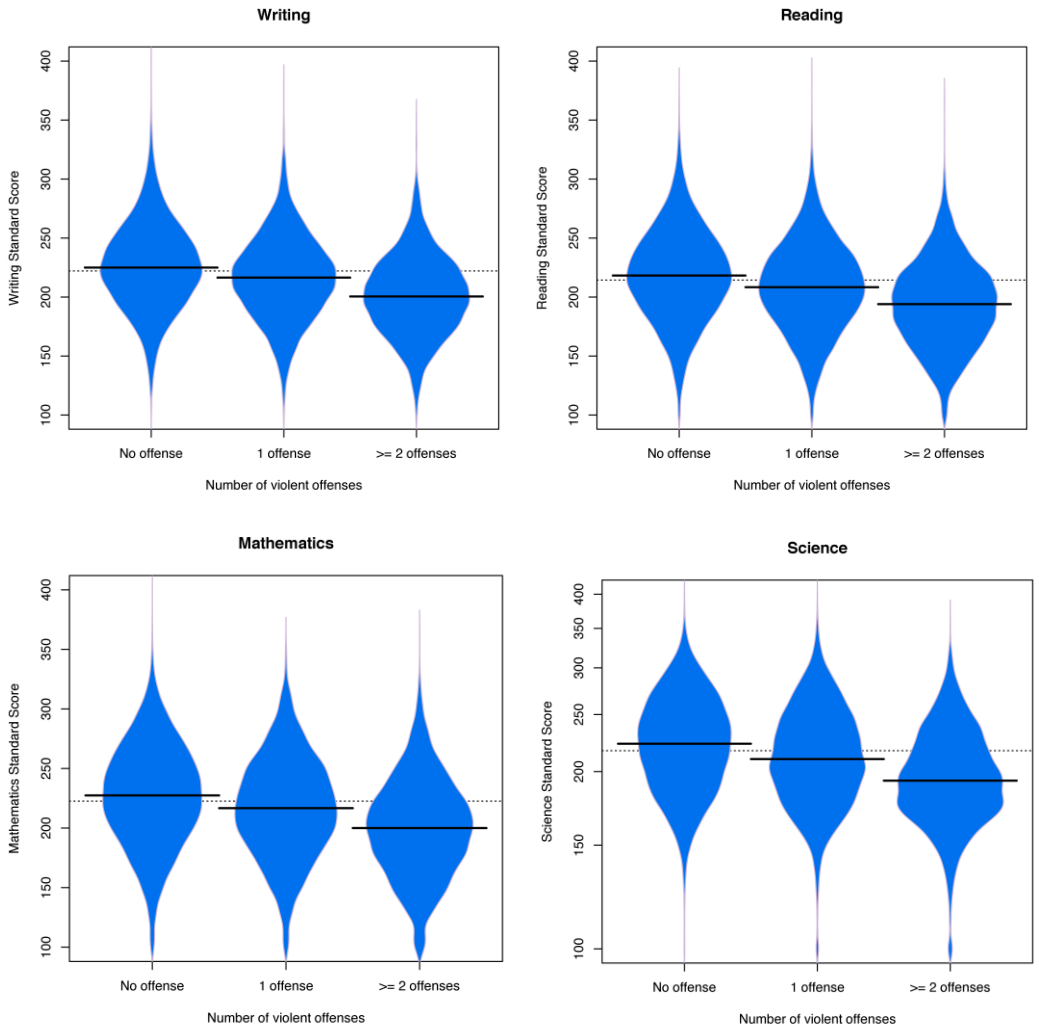


Figure 5

Distribution of average CMT/CAPT scores across all grades by the number of status offenses

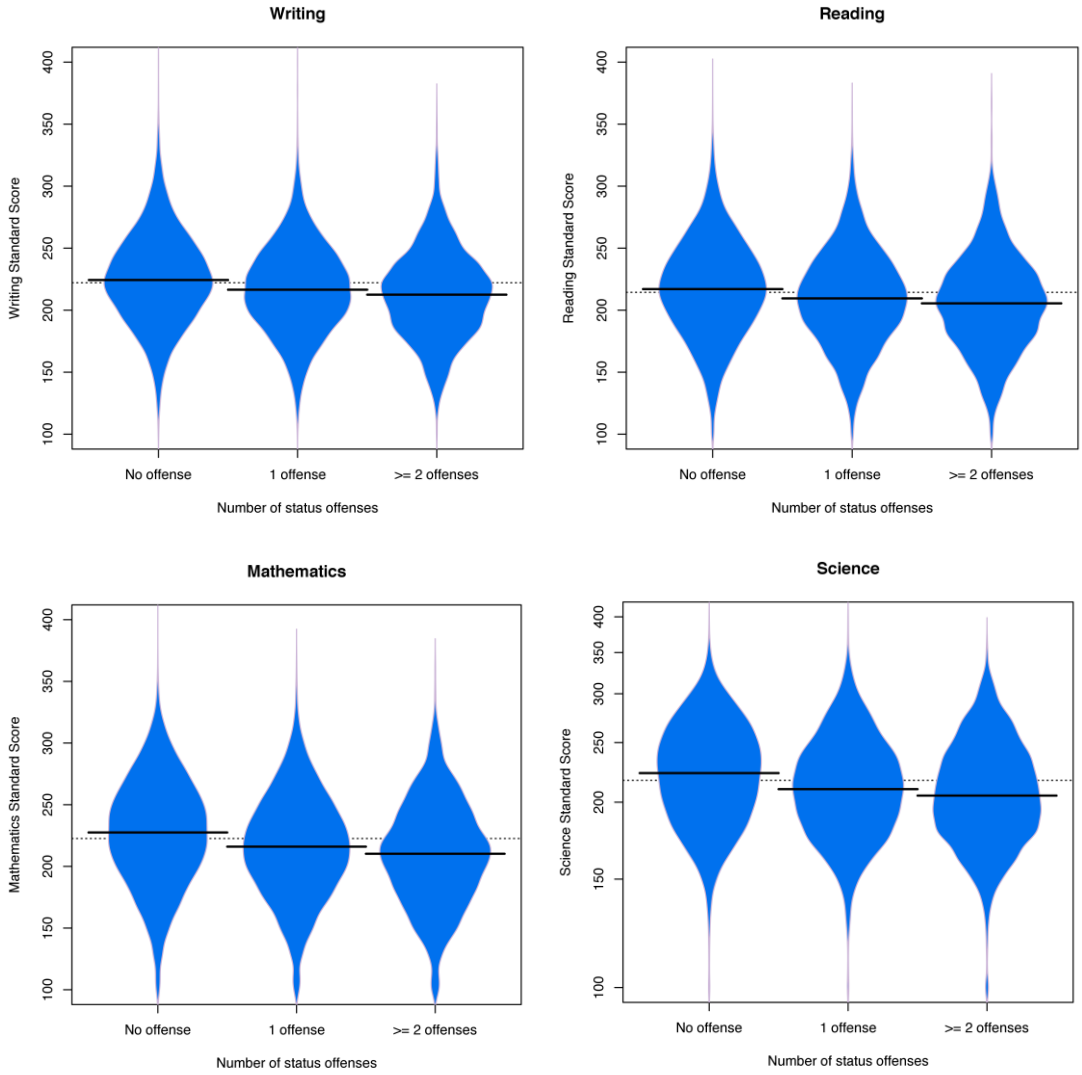


Figure 6

Distribution of average CMT/CAPT scores across all grades by the number of property offenses

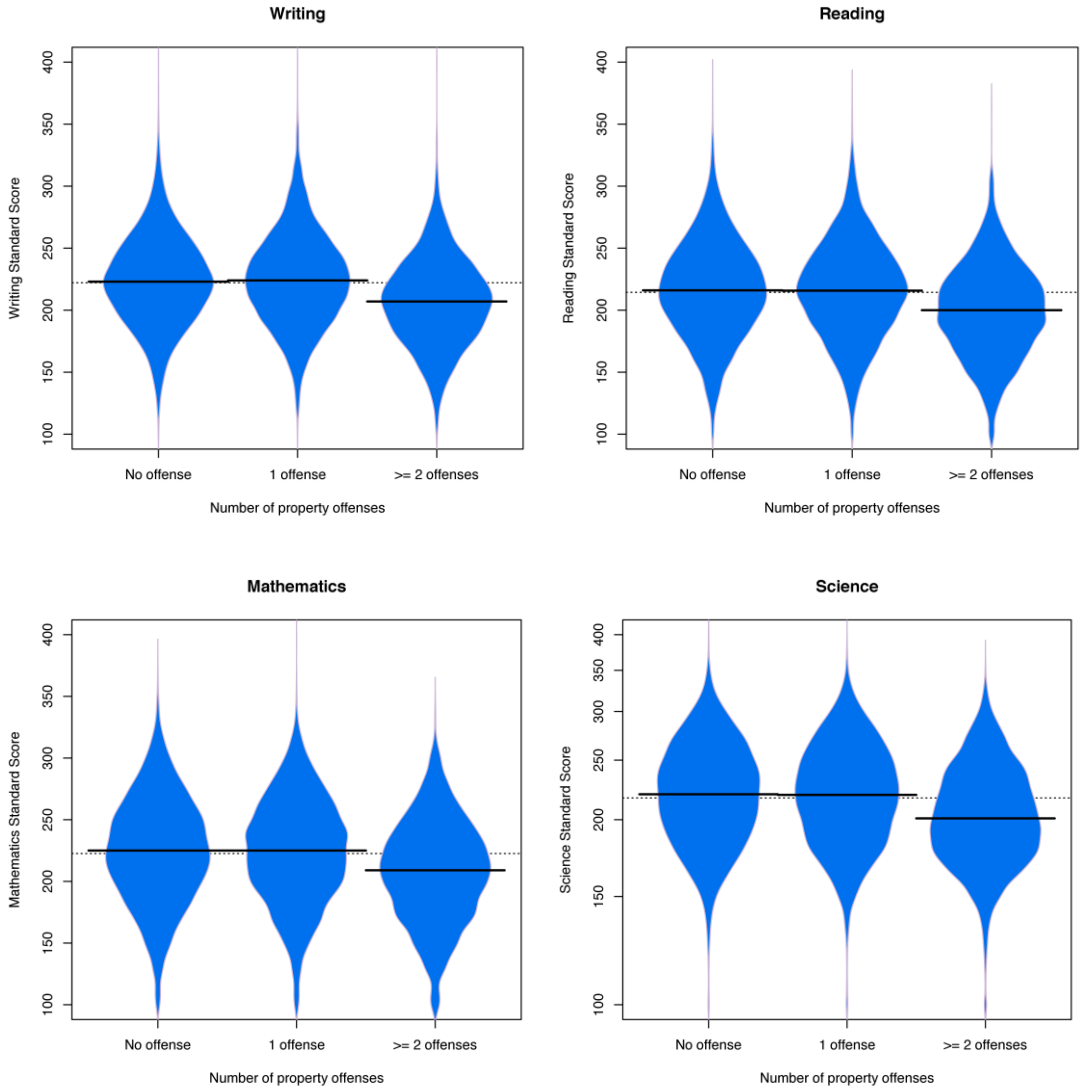


Figure 7

Distribution of average CMT/CAPT scores across all grades by the number of drug law violations

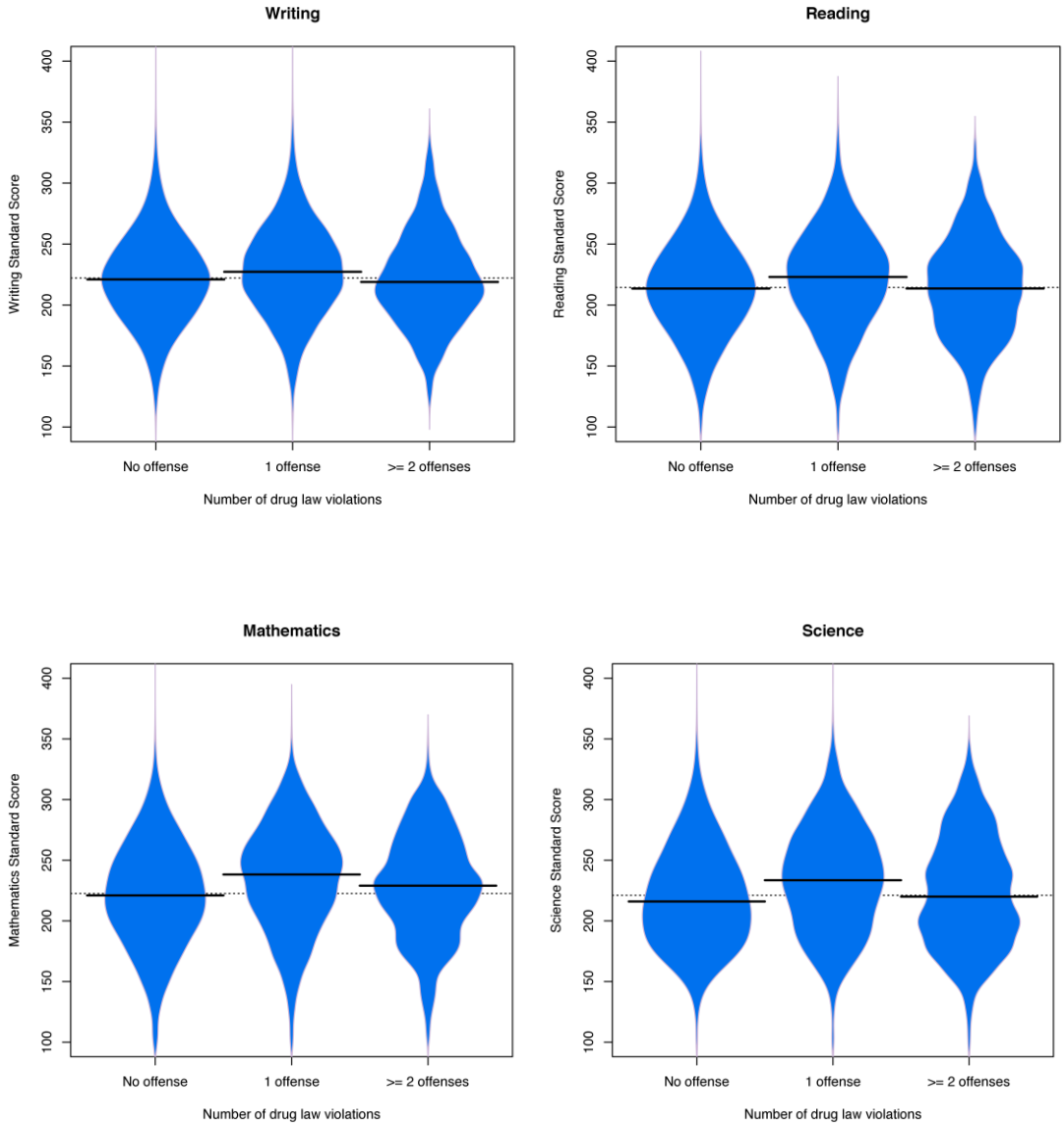


Figure 8

Distribution of average CMT/CAPT scores across all grades by the number of public order offenses

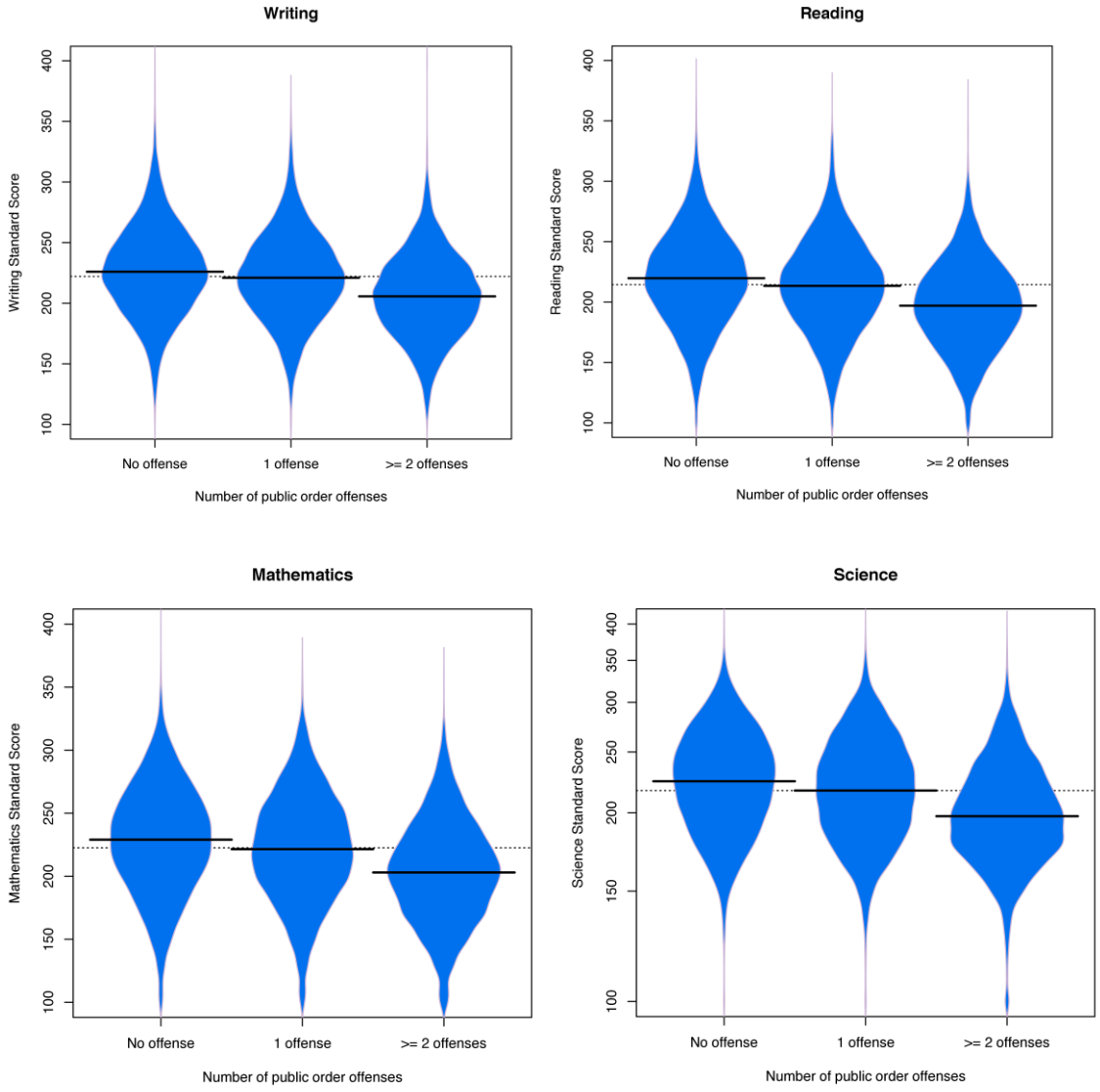


Table 7 shows the number of disciplinary incidents by three categories (no incident, one incident, two or more incidents), the number of suspensions, and the number of expulsions across all school years (2006-2012) for the school year 2009-10 cohort. School policy violations are the most common type of disciplinary incidents, with about 69.1% of the students who were registered for at least one incident. Violent crimes against persons were relatively uncommon categories, with about 2.6% of the students showing one or more incidents. About 7.6% of the students were expelled from school at least once between 2006 and 2012. Moreover, more than half of the students were registered with at least one out-of-school suspension (62.7%) and/or at least one in-school suspension (60.9%).

Table 7a

Number of disciplinary incidents across school years 2006-2012

	All students			Adult court			Detention			Probation Supervision		
	No in.	One in.	Two or more in.	No in.	One in.	Two or more in.	No in.	One in.	Two or more in.	No in.	One in.	Two or more in.
	n (%)	*n* (%)	*n* (%)	*n* (%)	*n* (%)	*n* (%)	*n* (%)	*n* (%)	*n* (%)	*n* (%)	*n* (%)	*n* (%)
Violent Crimes Against Persons	40,892 (97.4)	1,013 (2.4)	96 (0.2)	494 (95.2)	22 (4.2)	VS	6,433 (95.7)	263 (3.9)	27 (0.4)	8,984 (96.9)	254 (2.7)	38 (0.4)
Sexual Offense	39,452 (93.9)	2,107 (5.0)	442 (1.1)	448 (86.3)	57 (11.0)	14 (2.7)	6,024 (89.6)	554 (8.2)	145 (2.2)	8,667 (93.4)	488 (5.3)	121 (1.3)
Personally Threatening Behavior	30,674 (73.0)	6,643 (15.8)	4,684 (11.2)	293 (56.5)	115 (22.2)	111 (21.4)	3,814 (56.7)	1,468 (21.8)	1,441 (21.4)	6,489 (70.0)	1,543 (16.6)	1,244 (13.4)
Theft/Theft Related Behaviors	38,045 (90.6)	3,207 (7.6)	749 (1.8)	436 (84.0)	55 (10.6)	28 (5.4)	5,699 (84.8)	765 (11.4)	259 (3.9)	8,340 (89.9)	745 (8.0)	191 (2.1)
Physical/Verbal Confrontation	27,508 (65.5)	7,457 (17.8)	7,036 (16.8)	259 (49.9)	95 (18.3)	165 (31.8)	3,361 (50.0)	1,456 (21.7)	1,906 (28.4)	5,868 (63.3)	1,679 (18.1)	1,729 (18.6)
Fighting/Battery	26,346 (62.7)	8,065 (19.2)	7,590 (18.1)	255 (49.1)	104 (20.0)	160 (30.8)	3,063 (45.6)	1,499 (22.3)	2,161 (32.1)	5,588 (60.2)	1,780 (19.2)	1,908 (20.6)
Property Damage	38,729 (92.2)	2,746 (6.5)	526 (1.3)	445 (85.7)	54 (10.4)	20 (3.9)	5,823 (86.6)	729 (10.8)	171 (2.5)	8,531 (92.0)	618 (6.7)	127 (1.4)
Weapons	38,763 (92.3)	2,831 (6.7)	407 (1.0)	441 (85.0)	66 (12.7)	12 (2.3)	5,739 (85.4)	821 (12.2)	163 (2.4)	8,582 (92.5)	618 (6.7)	76 (0.8)
Drugs/Alcohol/Tobacco	36,575 (87.1)	3,937 (9.4)	1,489 (3.5)	422 (81.3)	72 (13.9)	25 (4.8)	5,412 (80.5)	912 (13.6)	399 (5.9)	8,181 (88.2)	796 (8.6)	299 (3.2)
School Policy Violations	12,982 (30.9)	5,125 (12.2)	23,894 (56.9)	82 (15.8)	55 (10.6)	382 (73.6)	990 (14.7)	575 (8.6)	5,158 (76.7)	2,954 (31.8)	1,137 (12.3)	5,185 (55.9)

Notes. In. = Incident. Numbers and percentages are presented for the school year 2009-10 cohort. VS = value suppressed.

Table 7b

Number of suspensions and expulsions across school years 2006-2012

	All students			Adult court			Detention			Probation Supervision		
	No in.	One in.	Two or more in.	No in.	One in.	Two or more in.	No in.	One in.	Two or more in.	No in.	One in.	Two or more in.
	n (%)	*n* (%)	*n* (%)	*n* (%)	*n* (%)	*n* (%)	*n* (%)	*n* (%)	*n* (%)	*n* (%)	*n* (%)	*n* (%)
Expulsions	38,817 (92.4)	2,814 (6.7)	370 (0.9)	399 (76.9)	101 (19.5)	19 (3.7)	5,644 (84.0)	907 (13.5)	172 (2.6)	8,683 (93.6)	531 (5.7)	62 (0.7)
Out-of-school suspensions	15,683 (37.3)	6,200 (14.8)	20,118 (47.9)	80 (15.4)	58 (11.2)	381 (73.4)	1,027 (15.3)	630 (9.4)	5,066 (75.4)	3,677 (39.6)	1,234 (13.3)	4,365 (47.1)
In-school suspensions	16,434 (39.1)	5,244 (12.5)	20,323 (48.4)	160 (30.8)	43 (8.3)	316 (60.9)	1.865 (27.7)	727 (10.8)	4,131 (61.4)	3,599 (38.8)	1,075 (11.6)	5,602 (49.6)

Notes. In. = Incident. Numbers and percentages are presented for the cohort of students enrolled in the school year 2009-10.

3. What is the educational profile of those youth transferred to the adult court?

From the school year 2009-10 cohort, 673 students (~1.6%) were transferred to the adult court. Table 3 shows the demographic characteristics of the sample of youth who were transferred to the adult court. The proportion of African-American youth who were transferred to the adult court was substantially higher (51.4%) than the proportion of African-American youth in the overall sample of court involved youth (28.8%). The majority (91.2%) of youth referred to the adult court were males. The proportion of students with special educational needs was higher in youth referred to adult court (36.8%) compared to the general sample of court-involved youth (31.8%).

Table 4 shows the special educational needs status and received services of youth in the school year 2009-10 cohort who were referred to the adult court. Similar to the overall sample of court involved youth, learning disability (32.6%), emotional disturbance (35.9%) and other health impairment (20.4%) were the three most common types of disabilities in the group of youth with special educational needs referred to the adult court. The mean range of time with non-disabled peers ranged from 0 to 100 per cent, with an average of 65.46% (*SD* = 40.01%).

Table 5 shows the grade level of students in the school year 2009-10 who were transferred to the adult court. The majority of the students (62.4%) were in high school age (grades 9-12). Table 6 shows the standardized test scores on the CMT and the CAPT of students referred to the adult court. Their writing, reading, and mathematics test scores were, on average, lower compared to the general cohort of students in the school year 2009-10, especially in grades 3-8.

Table 7 shows the number of disciplinary incidents, suspensions and expulsions across school years 2006-2012. Compared to the general cohort of students in the school year 2009-10, a higher proportion of youth transferred to the adult court had disciplinary incidents at schools across all categories. Youth who were transferred to the adult court were also expelled more often than the general cohort of students in the school year 2009-10 (23.2% vs. 7.6%), had more out-of-school suspensions (84.6% vs. 62.7%), and had more in-school suspensions (69.2% vs. 60.9%).

4. What is the educational profile of those youth admitted to detention?

From the overall sample of 42,001 youth with available data for the 2009-10 school year, 6,723 juveniles were admitted at least once to detention. Table 3 and Figure 9 show the demographic characteristics of the sample of youth who were admitted to detention. The proportion of African-American youth who were admitted to detention was substantially higher (44.1%) than the proportion of African-American youth in the overall sample of court involved youth (28.8%). The majority (76.8%) of youth admitted to detention were males. The proportion of students with special educational needs was higher in youth admitted to detention (47.2%) as compared to the general sample of court involved youth (31.8%).

Table 4 shows the special educational needs status and received services of youth in the school year 2009-10 cohort who were admitted to detention. Similar to the overall sample of court-involved youth, learning disability (26.1%), emotional disturbance (41.3%) and other health impairment (23.7%) were the three most common types of disabilities in the group of youth with special educational needs admitted to detention. The prevalence of emotional disturbances in the sample of students admitted to detention was noticeably higher than in the general cohort in the school year 2009-10 (41.3% vs. 28.4%). The mean time with non-disabled peers (TWNDP) ranged from 0 to 100 per cent, with an average of 61.97% (*SD* = 40.48%).

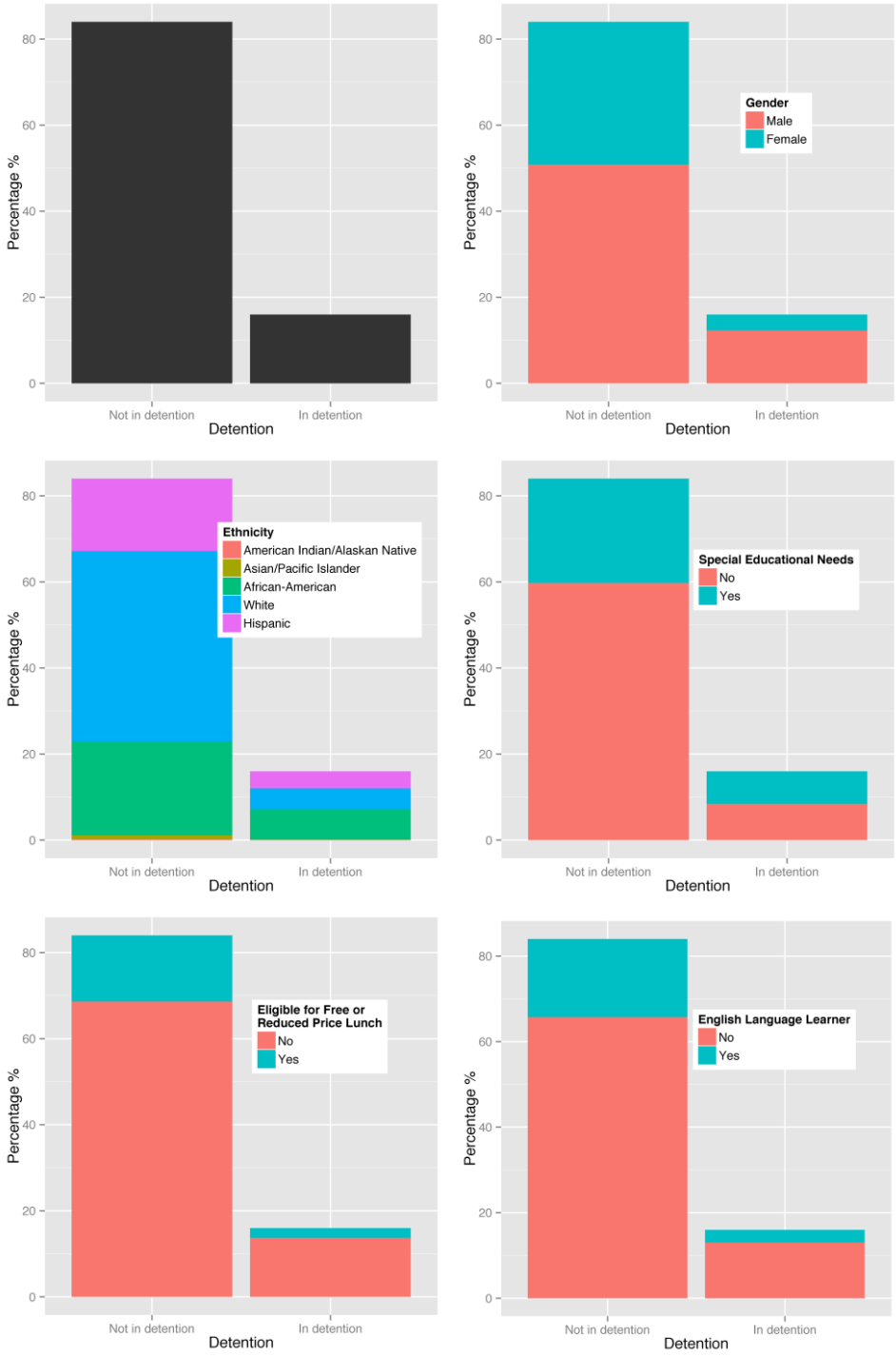
Table 5 shows the grade level of students in the school year 2009-10 who were admitted to detention. The majority of the students (55.8%) were in high school age (grades 9-12). Table 6 shows the standardized test scores on the CMT and the CAPT of students admitted to detention. Their writing, reading, and mathematics test scores were, on average, lower compared to the general cohort of students in the school year 2009-10, especially in grades 3-8.

Table 7 shows the number of disciplinary incidents, suspensions and expulsions across school years 2006-2012. Compared to the general cohort of students in the school year 2009-10, a higher proportion of youth admitted to detention had disciplinary incidents at schools across all categories, particularly for personally threatening behavior (43.3% vs. 27%). Youth who were admitted to detention were also expelled more often than the general cohort of students in the school year 2009-10 (16% vs. 7.6%), had more

out-of-school suspensions (84.7% vs. 62.7%), and had more in-school suspensions (72.3% vs. 60.9%).

Figure 9

Demographics of youth admitted to detention



5. What is the educational profile of those youth placed on probation supervision?

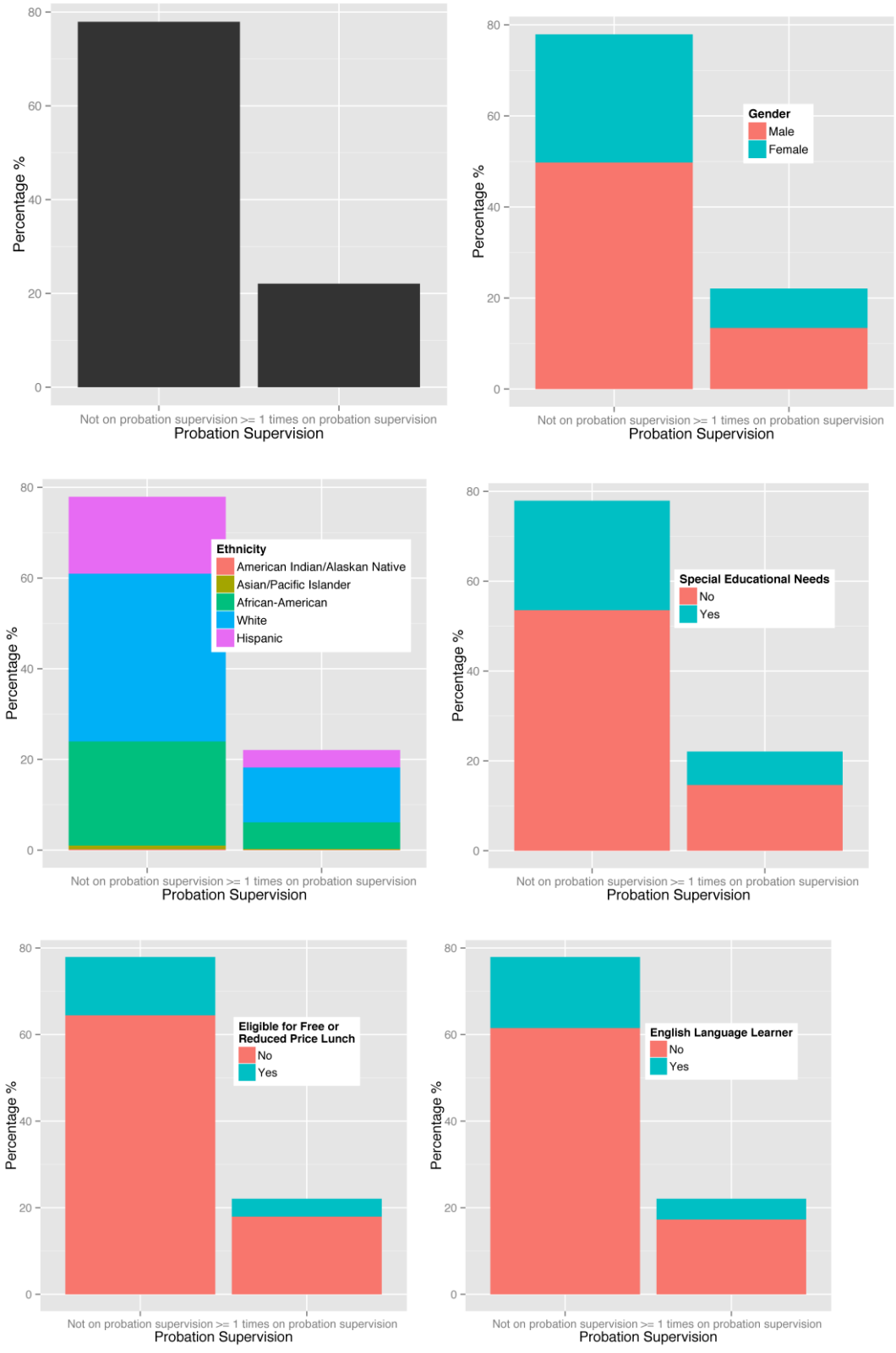
From the overall sample of 42,001 youth with available data in the 2009-10 school year, 9,276 juveniles were placed on probation supervision. The identification of youth placed on probation supervision was based on the disposition of the most serious offense within a case. Table 3 and Figure 10 show the demographic characteristics of the sample of youth who were placed on probation supervision. The proportion of African-American (26.7%) and Hispanic youth (17.6%) who were placed on probation supervision was somewhat lower than the proportion of these students in the overall sample of court involved youth. The majority (60.7%) of youth placed on probation supervision were males, which is similar to the general 2009-10 school year cohort. The proportion of students with special educational needs was slightly higher in youth placed on probation supervision (33.7%) as compared to the general sample of court involved youth (31.8%).

Table 4 shows the special educational needs status and received services of youth in the school year 2009-10 cohort who were placed on probation supervision. Similar to the overall sample of court-involved youth, learning disability (35.9%), emotional disturbance (26.0%) and other health impairment (24.6%) were the three most common types of disabilities in the group of youth with special educational needs placed on probation supervision. The mean range of time with non-disabled peers ranged from 0 to 100 per cent, with an average of 70.57% (*SD* = 35.22%). Table 5 shows the grade level of students in the school year 2009-10 who were placed on probation supervision. The majority of the students (62.6%) were in middle school age (grades 4-8). Table 6 shows the standardized test scores on the CMT and the CAPT of students placed on probation supervision. Their writing, reading, and mathematics test scores were, on average, similar compared to the general cohort of court-involved youth in the school year 2009-10.

Table 7 shows the number of disciplinary incidents, suspensions and expulsions across school years 2006-2012. Compared to the general cohort of students in the school year 2009-10, youth placed on probation supervision had similar levels of disciplinary incidents at schools across all categories. They also had a similar prevalence of expulsions, in-school suspension, and out-of-school suspensions.

Figure 10

Demographics of youth placed on probation supervision



6. What is the connection between chronic absenteeism and court involvement?

The student's attendance rate was computed as the student's total days of attendance divided by the student's total days of membership. A student is classified as chronically absent if his/her attendance rate is less than or equal to 90%. Table 8 shows the attendance rates of the 2009-10 school year cohort in percent by school year. Out of the cohort from school year 2009-10, 29,328 (69.8%) were chronically absent in at least one grade from Pre-K to grade 12. Table 9 shows rates of chronic absenteeism across all school years. Tables 10 shows the grade level for students who were chronically absent in the 2009-10 school year and students who were not chronically absent. The highest levels of chronic absenteeism were registered for grades 9 (29.3%) and 10 (24.9%). Table 11 shows the count of chronic absenteeism across all grade levels between pre-K and grade 12. Most of the students were chronically absent in one (22.8%), two (20.2%) or three (13%) grades. Table 12 compares the offense counts for five offense categories (violent offenses, status offenses, property offenses, drug law violations, and public order offenses) between students who were chronically absent and who were not chronically absent during the 2009-10 school year. Results from a series of Chi-Square (χ^2) tests showed significant associations between chronic absenteeism and the number of offenses (one offense, two or more offenses) for all five offense categories. This association was strongest for status offenses, with chronically absent students being almost twice as often involved in the juvenile justice system because of status offenses (29.4%) compared to students who were not chronically absent (15.2%). Students who were chronically absent also recidivated more often with regard to status offenses (11.2%) compared to students who were not chronically absent (3.2%). Figure 11 shows the association between chronic absenteeism and the number of referrals to court.

Table 13 compares students who were chronically absent and who were not chronically absent during the 2009-10 school year with regard to demographic characteristics, transfer to the adult court, placement on probation supervision, and admission to detention. Results showed a number of statistically significant associations between chronic absenteeism and demographic characteristics. For instance, chronically absent students were admitted to detention more often (19.2%) than students who were not chronically absent (8.7%). Moreover, the proportion of chronically absent African-

American and Hispanic students was higher (30.0% and 24.1%, respectively) than in the general cohort in the school year 2009-10 (26.2% and 13.3%, respectively). Finally, more students with special educational needs were chronically absent (34.1%) compared to students with special educational needs who were not chronically absent (26.5%). Appendix B shows a breakdown of chronic absenteeism by grade level in relation to court involvement and demographic characteristics.

Table 8

Attendance rates (in %) across school years

School year	*M*	*SD*
2006-2007	91.78	9.81
2007-2008	84.54	17.73
2008-2009	89.12	13.37
2009-2010	88.07	14.37
2010-2011	87.11	15.24
2011-2012	86.49	16.28
2012-2013	84.54	17.73

Table 9

Chronic absenteeism across school years

School year	Not chronically absent (%)	Chronically absent (%)
2006-2007	31,798 (75.7)	10,203 (24.3)
2007-2008	31,128 (74.1)	10,873 (25.9)
2008-2009	28,087 (66.9)	13,914 (33.1)
2009-2010	26,834 (63.9)	15,167 (36.1)
2010-2011	28,030 (66.7)	13,971 (33.3)
2011-2012	29,952 (71.3)	12,049 (28.7)
2012-2013	31,128 (74.1)	10,873 (25.9)

Table 10

Grade level for chronically absent students in the 2009-10 school year

Grade level	Not chronically absent (%)	Chronically absent (%)
Pre-K	41,984 (100.0)	17 (0.0)
Half day kindergarten	41,980 (100.0)	21 (0.0)
Extended day Kindergarten	41,995 (100.0)	VS
Full day kindergarten	41,880 (99.7)	121 (0.3)
Grade 1	41,555 (98.9)	446 (1.1)
Grade 2	41,085 (97.8)	916 (2.2)
Grade 3	40,352 (96.1)	1,649 (3.9)
Grade 4	39,299 (93.6)	2,702 (6.4)
Grade 5	37,806 (90.0)	4,195 (10.0)
Grade 6	35,968 (85.6)	6,033 (14.4)
Grade 7	33,709 (80.3)	8,292 (19.7)
Grade 8	33,081 (78.8)	8,920 (21.2)
Grade 9	29,682 (70.7)	12,319 (29.3)
Grade 10	31,520 (75.1)	10,471 (24.9)
Grade 11	33,697 (80.2)	8,304 (19.8)
Grade 12	36,782 (87.6)	5,219 (12.4)

Notes. VS = value suppressed (i.e., value smaller than 10).

Table 11

Count of chronic absenteeism across grade levels

	n	%
Never chronically absent	12,673	30.2
Chronically absent in one grade	9,556	22.8
Chronically absent in two grades	8,489	20.2
Chronically absent in three grades	5,452	13.0
Chronically absent in four grades	3,203	7.6
Chronically absent in five grades	1,839	4.4
Chronically absent in six grades	789	1.9

Table 12

Offense counts for five offense categories for chronically absent students

	Not chronically absent *n* = 12,673	Chronically absent *n* = 29,328	χ^2-Test
Violent offenses			
No offense	9,693 (76.5%)	20,009 (68.2%)	
One offense	2,434 (19.2%)	6,250 (21.3%)	
Two or more offenses	546 (4.3%)	3,069 (10.5%)	χ^2 (df = 2) = 493.98, p < .001
Status offenses			
No offense	10,331 (81.5%)	17,419 (59.4%)	
One offense	1,931 (15.2%)	8,620 (29.4%)	
Two or more offenses	411 (3.2%)	3,289 (11.2%)	χ^2 (df = 2) = 1,999.78, p < .001
Property offenses			
No offense	7,959 (62.8%)	17,890 (61.0%)	
One offense	3,811 (30.1%)	7,568 (25.8%)	
Two or more offenses	903 (7.1%)	3,870 (13.2%)	χ^2 (df = 2) = 351.08, p < .001
Drug law violations			
No offense	11,163 (88.1%)	25,663 (87.5%)	
One offense	1,338 (10.6%)	2,987 (10.2%)	
Two or more offenses	172 (1.4%)	678 (2.3%)	χ^2 (df = 2) = 41.38, p < .001
Public order offenses			
No offense	7,800 (61.5%)	15,495 (52.8%)	
One offense	3,733 (29.5%)	8,086 (27.6%)	
Two or more offenses	1,140 (9.0%)	5,747 (19.6%)	χ^2 (df = 2) = 738.74, p < .001

Notes. Percentages are within chronic absenteeism category.

Figure 11

The number of referrals to court by chronic absenteeism

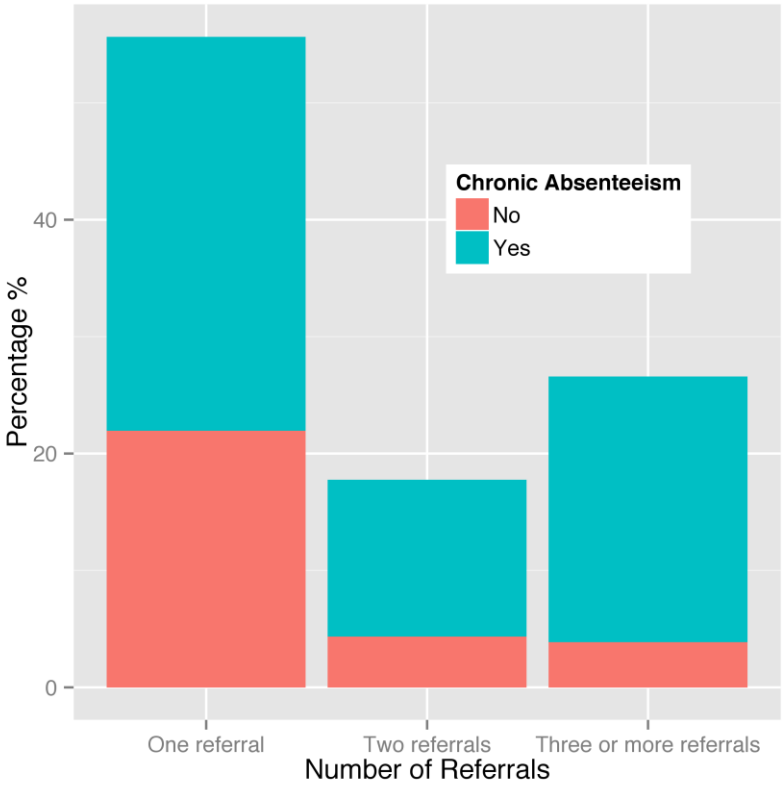


Table 13

Comparison of students who were chronically absent and who were not chronically absent

	Not chronically absent *n* = 12,673	Chronically absent *n* = 29,328	χ^2-Test
Transfer to adult court			
No	12,572 (99.2%)	28,910 (98.6%)	
Yes	101 (0.8%)	418 (1.4%)	χ^2 (*df* = 1) = 28.62, *p* < .001
Probation Supervision			
No	9,965 (78.6%)	22,760 (77.6%)	
Yes	2,708 (21.4%)	6,568 (22.4%)	χ^2 (*df* = 1) = 5.42, *p* = .020
Detention			
No	11,568 (91.3%)	23,710 (80.8%)	
Yes	1,105 (8.7%)	5,618 (19.2%)	χ^2 (*df* = 1) = 716.90, *p* < .001
Gender			
Male	8,565 (67.6%)	17,962 (61.2%)	
Female	4,108 (32.4%)	11,366 (38.8%)	χ^2 (*df* = 1) = 152.84, *p* < .001
Ethnicity			
American Indian/Alaskan Native	35 (0.3%)	63 (0.2%)	
Asian/Pacific Islander	203 (1.6%)	220 (0.8%)	
African-American	3,320 (26.2%)	8,795 (30.0%)	
White	7,435 (58.7%)	13,181 (44.9%)	
Hispanic	1,680 (13.3%)	7,069 (24.1%)	χ^2 (*df* = 4) = 948.65, *p* < .001
Special Educational Needs			
No	9,314 (73.5%)	19,330 (65.9%)	
Yes	3,359 (26.5%)	9,998 (34.1%)	χ^2 (*df* = 1) = 234.85, *p* < .001
Free or Reduced Price Lunch			
No	10,343 (81.6%)	24,257 (82.7%)	
Yes	2,330 (18.4%)	5,071 (17.3%)	χ^2 (*df* = 1) = 7.31, *p* = .007
English Language Learner			
No	10,189 (80.4%)	22,890 (78.0%)	
Yes	2,484 (19.6%)	6,438 (22.0%)	χ^2 (*df* = 1) = 29.24, *p* < .001

Notes. Percentages are within chronic absenteeism category.

7. What is the connection between special education and court involvement?

Table 14 shows the offense counts for five offense categories (violent offenses, status offenses, property offenses, drug law violations, and public order offenses) for students who had identified special educational needs and students who had no identified special educational needs during the 2009-10 school year. Results showed statistically significant associations between special educational needs status and offending for all five offense categories. The strongest association was found for public order offenses. Students with special educational needs showed recidivism rates that were almost twice as high (24.9%) compared to students without special educational needs (12.5%). Figure 12 shows the association between special educational needs and the number of referrals to court. With regard to demographic characteristics, Table 15 shows that a significantly higher proportion of students with special educational needs were admitted to detention (23.8%) compared to students without special educational needs (12.4%).

Table 14

Offense counts for five offense categories for students with and without special educational needs during the 2009-10 school year

	No special educational needs *n* = 28,644	Special educational needs *n* = 13,357	χ^2-Test
Violent offenses			
No offense	21,392 (74.7%)	8,310 (62.2%)	
One offense	5,529 (19.3%)	3,155 (23.6%)	
Two or more offenses	1,723 (6.0%)	1,892 (14.2%)	χ^2 (df = 2) = 985.31, p < .001
Status offenses			
No offense	19,908 (69.5%)	7,842 (58.7%)	
One offense	6,791 (23.7%)	3,760 (28.2%)	
Two or more offenses	1,945 (6.8%)	1,755 (13.1%)	χ^2 (df = 2) = 648.89, p < .001
Property offenses			
No offense	17,851 (62.3%)	7,998 (59.9%)	
One offense	8,140 (28.4%)	3,219 (24.2%)	
Two or more offenses	2,653 (9.3%)	2,120 (15.9%)	χ^2 (df = 2) = 417.46, p < .001
Drug law violations			
No offense	25,077 (87.5%)	11,749 (88.0%)	
One offense	3,025 (10.6%)	1,300 (9.7%)	
Two or more offenses	542 (1.9%)	308 (2.3%)	χ^2 (df = 2) = 13.95, p = .001
Public order offenses			
No offense	16,965 (59.2%)	6,330 (47.4%)	
One offense	8,112 (28.3%)	3,707 (27.8%)	
Two or more offenses	3,567 (12.5%)	3,320 (24.9%)	χ^2 (df = 2) = 1,085.74, p < .001

Notes. Percentages are within the special educational needs category.

Figure 12

The number of referrals to court by special educational needs

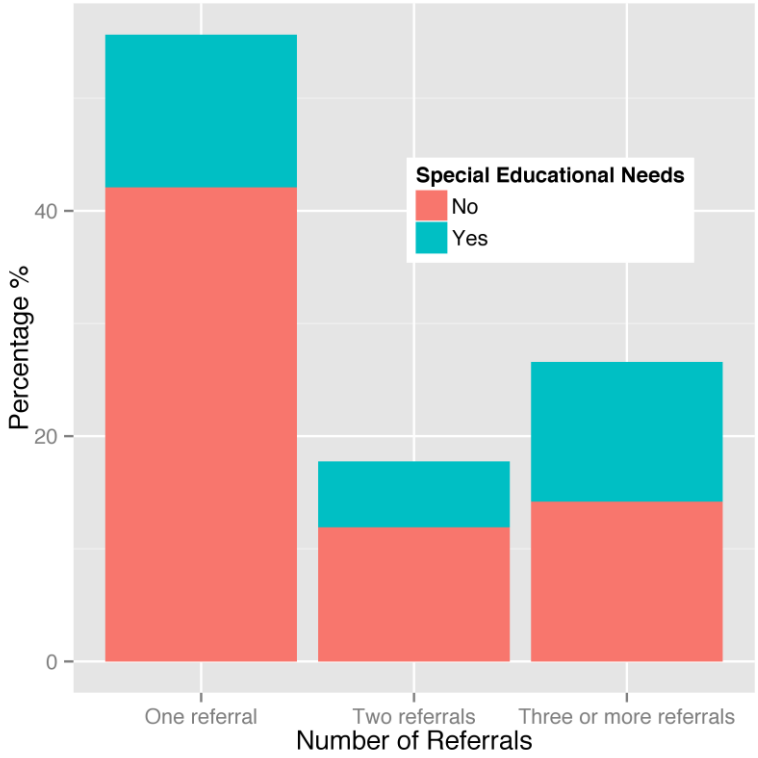


Table 15

Comparison of students with and without special educational needs during the 2009-10 school year

	No special educational needs *n* = 28,644	Special educational needs *n* = 13,357	χ^2-Test
Transfer to adult court			
No	28,339 (98.9%)	13,143 (98.4%)	
Yes	305 (1.1%)	214 (1.6%)	χ^2 (*df* = 1) = 21.55, *p* < .001
Probation Supervision			
No	22,496 (78.5%)	10,229 (76.6%)	
Yes	6,148 (21.5%)	3,128 (23.4%)	χ^2 (*df* = 1) = 20.23, *p* < .001
Detention			
No	25,096 (87.6%)	10,182 (76.2%)	
Yes	3,548 (12.4%)	3,175 (23.8%)	χ^2 (*df* = 1) = 878.03, *p* < .001
Gender			
Male	16,659 (58.2%)	9,868 (73.9%)	
Female	11,985 (41.8%)	3,489 (26.1%)	χ^2 (*df* = 1) = 967.43, *p* < .001
Ethnicity			
American Indian/Alaskan Native	60 (0.2%)	38 (0.3%)	
Asian/Pacific Islander	361 (1.3%)	62 (0.5%)	
African-American	8,405 (29.3%)	3,710 (27.8%)	
White	14,025 (49.0%)	6,591 (49.3%)	
Hispanic	5,793 (20.2%)	2,956 (22.1%)	χ^2 (*df* = 4) = 83.45, *p* < .001
Free or Reduced Price Lunch			
No	23,386 (81.6%)	11,214 (84.0%)	
Yes	5,258 (18.4%)	2,143 (16.0%)	χ^2 (*df* = 1) = 33.55, *p* < .001
English Language Learner			
No	22,574 (78.8%)	10,505 (78.6%)	
Yes	6,070 (21.2%)	2,852 (21.4%)	χ^2 (*df* = 1) = 0.14, *p* = .707

Notes. Percentages are within the special educational needs category.

8. What is the connection between suspension/expulsion and court involvement?

Out of the cohort from school year 2009-10, 2,833 (6.7%) were expelled in at least one grade from pre-K to grade 12. A total of 24,352 students (58.0%) were suspended in school in at least one grade from pre-K to grade 12. A total of 24,507 students (58.3%) were suspended in school in at least one grade from pre-K to grade 12. Table 16 shows the number of expulsions across grades. Table 17 shows the number of in-school suspensions (ISS) across grades. Table 18 shows the number of out-of-school suspensions (OSS) across grades. Figure 13 shows the number of referrals for students with and without expulsion, in-school suspension, and out-of-school suspension.

Table 19 shows the offense counts for five offense categories (violent offenses, status offenses, property offenses, drug law violations, and public order offenses) for expelled and non-expelled students. There were statistically significant associations between expulsion and offenses for all five offenses categories. In particular, more expelled students (24.4%) showed one instance of drug law violations compared to non-expelled students (9.3%). Moreover, expelled students (7.2%) showed a 4.5 times higher recidivism rate with regard to drug law violations than non-expelled students (1.6%). Similarly, more expelled students (31.7%) had one public order offense compared to non-expelled students (27.9%). Moreover, expelled students (32.8%) showed a recidivism rate with regard to public order offenses that was twice that of non-expelled students (15.2%). Expelled students were three times more often referred to the adult court (3.6%) compared to non-expelled students (1.1%). In addition, the rate of expelled students who were admitted to detention (34.8%) was more than twice as high as the proportion of non-expelled students admitted to detention (14.8%). The proportion of African-American students among expelled students (39.7%) was substantially higher than among non-expelled students (28.1%).

Table 22 shows offense counts for students with in-school suspensions and without in-school suspension. Results showed statistically significant associations between all offense categories, particularly for public order offenses. Specifically, more students with at least one in-school suspension had one public order offense (30.4%) compared to students without in-school suspension (25.0%). Moreover, students with in-

school suspension had a recidivism rate with regard to public order offenses that was almost twice as high (20.6%) as that of students without in-school suspension (10.5%). Furthermore, there were a number of statistically significant links between in-school suspensions and demographic characteristics. For example, more expelled students were admitted to detention (18.7%) compared to non-expelled students (12.2%). Also, African-American students were represented among expelled students with a higher proportion (31.6%) compared to non-expelled students (25.0%).

Table 23 shows offense counts for five offense categories for students with out-of-school suspensions and without out-of-school suspensions. The strongest associations between out-of-school suspension and offending were found for public order offenses and violent offenses. Specifically, students with out-of-school suspensions showed higher rates of offending with regard to public order offenses (31.3%) compared to students without out-of-school suspensions (23.8%). Also, students with out-of-school suspensions showed a recidivism rate with regard to public order offenses that was more than 3.5 times higher (23.5%) compared to students without out-of-school suspensions. With regard to violent offenses, more students with out-of-school suspensions committed one violent offense (24.7%) compared to students without out-of-school suspensions (15.0%). Moreover, students with out-of-school suspensions showed a recidivism rate with regard to violent offenses that was more than 3 times higher (12.2%) compared to students without out-of-school suspensions (3.6%). With regard to demographic characteristics, students with out-of-school suspensions were admitted to detention at a higher rate (21.7%) compared to students without out-of-school suspensions (8.0%). With regard to ethnicity, African-American students were overrepresented among students with out-of-school suspensions (36.5%) compared to students without out-of-school suspensions (18.1%). The same is true for Hispanic students (24.5% vs. 15.6%).

Table 16

Number of expulsions across grades

	n	%
No expulsion	39,168	93.3
One expulsion	2,646	6.3
Two expulsions	184	0.4
Three expulsions	VS	-

Table 17

Number of in-school suspensions (ISS) across grades

	n	%
No ISS	17,649	42.0
One ISS	10,295	24.5
Two ISS	7,588	18.1
Three ISS	4,385	10.4
Four ISS	1,713	4.1
Five ISS	371	0.9

Table 18

Number of out-of-school suspensions (OSS) across grades

	n	%
No OSS	17,494	41.7
One OSS	10,327	24.6
Two OSS	7,378	17.6
Three OSS	4,343	10.3
Four OSS	1,892	4.5
Five OSS	567	1.3

Figure 13

Number of referrals to court by expulsion, in-school suspension and out-of-school suspension

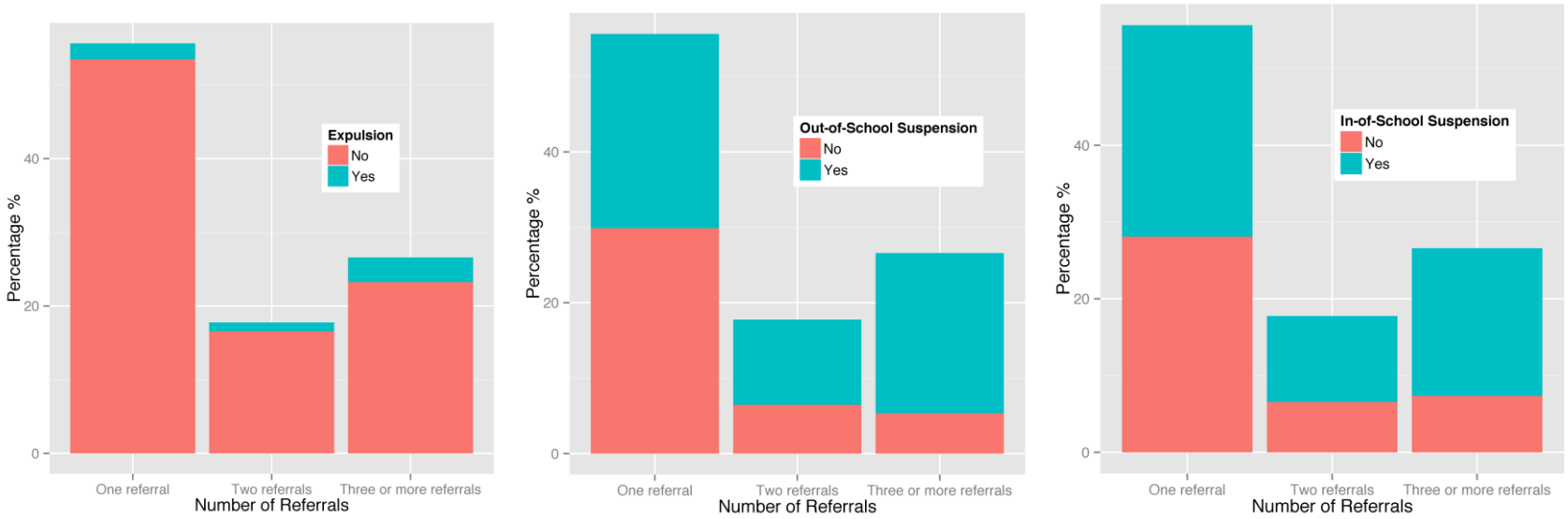


Table 19

Offense counts for five offense categories for expelled and non-expelled students

	No expulsion *n* = 39,168	Expulsion *n* = 2,833	χ^2-Test
Violent offenses			
No offense	28,157 (71.9%)	1,545 (54.5%)	
One offense	7,920 (20.2%)	764 (27.0%)	
Two or more offenses	3,091 (7.9%)	524 (18.5%)	χ^2 (*df* = 2) = 515.85, *p* < .001
Status offenses			
No offense	23,738 (65.7%)	2,012 (71.0%)	
One offense	9,963 (25.4%)	588 (20.8%)	
Two or more offenses	3,467 (8.9%)	233 (8.2%)	χ^2 (*df* = 2) = 35.49, *p* < .001
Property offenses			
No offense	24,404 (62.3%)	1,445 (51.0%)	
One offense	10,610 (27.1%)	769 (27.1%)	
Two or more offenses	4,154 (10.6%)	619 (21.8%)	χ^2 (*df* = 2) = 348.74, *p* < .001
Drug law violations			
No offense	34,890 (89.1%)	1,936 (68.3%)	
One offense	3,633 (9.3%)	692 (24.4%)	
Two or more offenses	645 (1.6%)	205 (7.2%)	χ^2 (*df* = 2) = 1,126.40, *p* < .001
Public order offenses			
No offense	22,289 (56.9%)	1,006 (35.5%)	
One offense	10,921 (27.9%)	898 (31.7%)	
Two or more offenses	5,958 (15.2%)	929 (32.8%)	χ^2 (*df* = 2) = 729.72, *p* < .001

Notes. Percentages are within the expulsion category.

Table 20

Comparison of expelled and non-expelled students

	No expulsion *n* = 39,168	Expulsion *n* = 2,833	χ^2-Test
Transfer to adult court			
No	38,750 (98.9%)	2,732 (96.4%)	
Yes	418 (1.1%)	101 (3.6%)	χ^2 (*df* = 1) = 135.07, *p* < .001
Probation Supervision			
No	30,442 (77.7%)	2,283 (80.6%)	
Yes	8,726 (22.3%)	550 (19.4%)	χ^2 (*df* = 1) = 12.60, *p* < .001
Detention			
No	33,390 (85.2%)	1,888 (66.6%)	
Yes	5,778 (14.8%)	945 (33.4%)	χ^2 (*df* = 1) = 680.19, *p* < .001
Gender			
Male	24,282 (62.0%)	2,245 (79.2%)	
Female	14,886 (38.0%)	588 (20.8%)	χ^2 (*df* = 1) = 337.86, *p* < .001
Ethnicity			
American Indian/Alaskan Native	94 (0.2%)	VS	
Asian/Pacific Islander	409 (1.0%)	14 (0.5%)	
African-American	10,989 (28.1%)	1,126 (39.7%)	
White	19,352 (49.9%)	1,084 (38.3%)	
Hispanic	8,144 (20.8%)	605 (21.4%)	χ^2 (*df* = 4) = 207.08, *p* < .001
Special Educational Needs			
No	26,556 (67.8%)	2,088 (73.7%)	
Yes	12,612 (32.2%)	745 (26.3%)	χ^2 (*df* = 1) = 42.44, *p* < .001
Free or Reduced Price Lunch			
No	32,223 (82.3%)	2,377 (83.9%)	
Yes	6,945 (17.7%)	456 (16.1%)	χ^2 (*df* = 1) = 4.87, *p* = .027
English Language Learner			
No	30,795 (78.6%)	2,284 (80.6%)	
Yes	8,373 (21.4%)	549 (19.4%)	χ^2 (*df* = 1) = 6.31, *p* < .012

Notes. Percentages are within the expulsion category.

Table 21

Offense counts for five offense categories for students with in-school suspension and without in-school suspension

	No in-school suspension *n* = 17,649	In-school suspension *n* = 24,352	χ^2-Test
Violent offenses			
No offense	13,386 (75.8%)	16,316 (67.0%)	
One offense	3,105 (17.6%)	5,579 (22.9%)	
Two or more offenses	1,158 (6.6%)	2,457 (10.1%)	χ^2 (*df* = 2) = 515.85, *p* < .001
Status offenses			
No offense	11,813 (66.9%)	15,937 (65.4%)	
One offense	4,443 (25.2%)	6,108 (25.1%)	
Two or more offenses	1,393 (7.9%)	2,307 (9.5%)	χ^2 (*df* = 2) = 32.49, *p* < .001
Property offenses			
No offense	11,546 (65.4%)	14,303 (58.7%)	
One offense	4,694 (26.6%)	6,685 (27.5%)	
Two or more offenses	1,409 (8.0%)	3,364 (13.8%)	χ^2 (*df* = 2) = 382.20, *p* < .001
Drug law violations			
No offense	15,703 (89.0%)	21,123 (86.7%)	
One offense	1,634 (9.3%)	2,691 (11.1%)	
Two or more offenses	312 (1.8%)	538 (2.2%)	χ^2 (*df* = 2) = 47.59, *p* < .001
Public order offenses			
No offense	11,385 (64.5%)	11,910 (48.8%)	
One offense	4,405 (25.0%)	7,414 (30.4%)	
Two or more offenses	1,859 (10.5%)	5,028 (20.6%)	χ^2 (*df* = 2) = 729.72, *p* < .001

Notes. Percentages are within the in-school suspension category.

Table 22

Comparison of students with and without in-school suspension

	No in-school suspension *n* = 17,649	In-school suspension *n* = 24,352	χ^2-Test
Transfer to adult court			
No	17,464 (99.0%)	24,018 (98.6%)	
Yes	185 (1.0%)	334 (1.4%)	χ^2 (*df* = 1) = 8.77, *p* = .003
Probation Supervision			
No	13,876 (78.6%)	18,849 (77.4%)	
Yes	3,773 (21.4%)	5,503 (22.6%)	χ^2 (*df* = 1) = 8.85, *p* = .003
Detention			
No	15,490 (87.8%)	19,788 (81.3%)	
Yes	2,159 (12.2%)	4,564 (18.7%)	χ^2 (*df* = 1) = 322.44, *p* < .001
Gender			
Male	10,302 (58.4%)	16,225 (66.6%)	
Female	7,347 (41.6%)	8,127 (33.4%)	χ^2 (*df* = 1) = 299.71, *p* < .001
Ethnicity			
American Indian/Alaskan Native	43 (0.2%)	55 (0.2%)	
Asian/Pacific Islander	250 (1.4%)	173 (0.7%)	
African-American	4,418 (25.0%)	7,697 (31.6%)	
White	9,598 (54.4%)	11,018 (45.2%)	
Hispanic	3,340 (18.9%)	5,409 (22.2%)	χ^2 (*df* = 4) = 431.31, *p* < .001
Special Educational Needs			
No	12,546 (71.1%)	16,098 (66.1%)	
Yes	5,103 (28.9%)	8,254 (33.9%)	χ^2 (*df* = 1) = 117.05, *p* < .001
Free or Reduced Price Lunch			
No	14,777 (83.7%)	19,823 (81.4%)	
Yes	2,872 (16.3%)	4,529 (18.6%)	χ^2 (*df* = 1) = 38.11, *p* < .001
English Language Learner			
No	14,194 (80.4%)	18,885 (77.6%)	
Yes	3,455 (19.6%)	5,467 (22.4%)	χ^2 (*df* = 1) = 50.51, *p* < .001

Notes. Percentages are within the in-school suspension category.

Table 23

Offense counts for five offense categories for students with out-of-school suspension and without out-of-school suspension

	No out-of-school suspension *n* = 17,649	Out-of-school suspension *n* = 24,352	χ^2-Test
Violent offenses			
No offense	14,241 (81.4%)	15,461 (63.1%)	
One offense	2,627 (15.0%)	6,057 (24.7%)	
Two or more offenses	626 (3.6%)	2,989 (12.2%)	χ^2 (*df* = 2) = 1,829.53, *p* < .001
Status offenses			
No offense	11,789 (67.4%)	15,961 (65.1%)	
One offense	4,416 (25.2%)	6,135 (25.0%)	
Two or more offenses	1,289 (7.4%)	2,411 (9.8%)	χ^2 (*df* = 2) = 78.75, *p* < .001
Property offenses			
No offense	11,611 (66.7%)	14,188 (57.9%)	
One offense	4,843 (27.7%)	6,536 (26.7%)	
Two or more offenses	990 (5.7%)	3,783 (15.4%)	χ^2 (*df* = 2) = 989.92, *p* < .001
Drug law violations			
No offense	15,574 (89.0%)	21,252 (86.7%)	
One offense	1,689 (9.7%)	2,636 (10.8%)	
Two or more offenses	231 (1.3%)	619 (2.5%)	χ^2 (*df* = 2) = 91.50, *p* < .001
Public order offenses			
No offense	12,199 (69.7%)	11,096 (45.3%)	
One offense	4,160 (23.8%)	7,659 (31.3%)	
Two or more offenses	1,135 (6.5%)	5,752 (23.5%)	χ^2 (*df* = 2) = 3,098.72, *p* < .001

Notes. Percentages are within the out-of-school suspension category.

Table 24

Comparison of students with and without out-of-school suspension

	No out-of-school suspension *n* = 17,649	Out-of-school suspension *n* = 24,352	χ^2-Test
Transfer to adult court			
No	17,377 (99.3%)	24,105 (98.4%)	
Yes	117 (0.7%)	402 (1.6%)	χ^2 (*df* = 1) = 78.95, *p* < .001
Probation Supervision			
No	13,550 (77.5%)	19,175 (78.2%)	
Yes	3,944 (22.5%)	5,332 (21.8%)	χ^2 (*df* = 1) = 3.68, *p* = .055
Detention			
No	16,098 (92.0%)	19,180 (78.3%)	
Yes	1,396 (8.0%)	5,327 (21.7%)	χ^2 (*df* = 1) = 1,436.83, *p* < .001
Gender			
Male	10,074 (57.6%)	16,453 (67.1%)	
Female	7,420 (42.4%)	8,054 (32.9%)	χ^2 (*df* = 1) = 400.13, *p* < .001
Ethnicity			
American Indian/Alaskan Native	43 (0.2%)	55 (0.2%)	
Asian/Pacific Islander	276 (1.6%)	147 (0.6%)	
African-American	3,174 (18.1%)	8,941 (36.5%)	
White	11,264 (64.4%)	9,352 (38.2%)	
Hispanic	2,737 (15.6%)	6,012 (24.5%)	χ^2 (*df* = 4) = 3,104.86, *p* < .001
Special Educational Needs			
No	12,953 (74.0%)	15,691 (64.0%)	
Yes	4,541 (26.0%)	8,816 (36.0%)	χ^2 (*df* = 1) = 472.15, *p* < .001
Free or Reduced Price Lunch			
No	14,365 (82.1%)	20,235 (82.6%)	
Yes	3,129 (17.9%)	4,272 (17.4%)	χ^2 (*df* = 1) = 1.45, *p* = .228
English Language Learner			
No	13,954 (79.8%)	19,125 (78.0%)	
Yes	3,540 (20.2%)	5,382 (22.0%)	χ^2 (*df* = 1) = 18.17, *p* < .001

Notes. Percentages are within the out-of-school suspension category.

9. What educational characteristics distinguish recidivists from non-recidivists?

In this section we extend the previous univariate approach into a multivariate approach with the goal of identifying educational characteristics that differentiate youth who did and did not commit a particular offense, and characteristics that differentiate one-time offenders from recidivists. This approach allows the estimation of the effect of a particular variable while controlling for the effect of other variables in the same model. To be consistent with the previous analyses, we focus these analyses on the students with available data in the 2009-10 school year. We conduct one multinomial regression analysis for violent offenses, status offenses, property offenses, drug law violations, and public order offenses, respectively. As predictors of the odds of committing one offense vs. no offense, and two or more offenses vs. just one offense, we included: (1) gender; (2) ethnicity; (3) special educational needs status (yes/no); (4) eligibility for free/reduced price lunches (yes/no); (5) English Language Learner status (yes/no); (6) expulsion in any grade between 2006 and 2012 (yes/no); (7) in-school suspension in any grade between 2006 and 2012 (yes/no); (8) out-of-school suspension in any grade between 2006 and 2012 (yes/no); (9) chronic absenteeism in any grade between 2006 and 2012 (yes/no); (10) age at first offense; (11) standardized CMT/CAPT reading test score; (12) standardized CMT/CAPT writing test score; and (13) standardized CMT/CAPT math test score.

Regarding violent offenses (see Table 25), results show that the odds of committing one violent offense vs. no violent offense are 28.8% higher for African-American youth compared to Hispanic youth, 17.4% lower for students who did not have special educational needs, 31.7% lower for students who were never expelled from school, 12.4% lower for students who were never given in-school suspension, and 41.5% lower for students who were never given out-of-school suspension. Moreover, one standard deviation decrease in the age at first offense (i.e., 1.61 years) was associated with a 12.3% increase in the odds of committing one violent offense.

Furthermore, African-American students were 28.1% more likely to reoffend with a violent offense compared to Hispanic students, while recidivism was 16.3% less likely for White students. The odds for violent recidivism were 31.3% lower for students without special educational needs compared to students with special educational needs.

Moreover, the odds of violent recidivism were 26.1% higher for students who were not English Language Learners, 38.5% lower for students who were never expelled, 40.5% lower for students who were never given out-of-school suspensions, and 53.5% lower for students who were not chronically absent. In addition, a one standard deviation decrease in the age at first offense was associated with a 16.1% increase in the odds of violent reoffending.

Table 25

Multinomial regression predicting the number of violent offenses

	No violent offense vs. one violent offense				One violent offense vs. two or more violent offenses			
	B	Sign. (*p*)	OR	95%-CI for OR	*B*	Sign. (*p*)	OR	95%-CI for OR
Gender (Male)	.058	.053	1.06	.999-1.124	.101	.057	1.106	.997-1.228
Ethnicity (Hispanic)								
AI/AN	-.446	.162	.640	.343-1.195	.669	.151	1.952	.783-4.864
A/PI	-.035	.807	.966	.732-1.275	-.547	.133	.579	.283-1.181
AA	.253	.000	1.288	1.193-1.391	.248	.000	1.281	1.135-1.446
W	-.057	.137	.944	.876-1.018	-.178	.007	.837	.734-.953
SEN (No)	-.191	.000	.826	.775-.881	-.362	.000	.697	.628-.773
FRL (No)	-.030	.593	.971	.870-1.082	-.077	.421	.926	.769-1.116
ELL (No)	.067	.206	1.069	.964-1.185	.232	.009	1.261	1.059-1.501
EXP (No)	-.381	.000	.683	.618-.755	-.487	.000	.615	.537-.704
ISS (No)	-.132	.000	.876	.824-.932	-.040	.469	.961	.863-1.070
OSS (No)	-.537	.000	.585	.548-.624	-.520	.000	.595	.521-.679
Absenteeism (No)	.030	.338	1.03	.969-1.094	-.766	.000	.465	.409-.528
Age at first offense	-.131	.000	.877	.864-.891	-.175	.000	.839	.819-.861
CMT/CAPT Reading	-.001	.034	.999	.997-1.000	.001	.502	1.001	.998-1.003
CMT/CAPT Writing	-.002	.035	.998	.997-1.000	-.005	.000	.995	.993-.998
CMT/CAPT Math	.001	.309	1.001	.999-1.002	-.001	.148	.999	.997-1.000

Notes. Reference categories are printed in parentheses. *B* = unstandardized regression weight. Sign. = significance level. OR = odds ratio. CI = confidence interval. AI/AN = American-Indian/Alaskan Native. A/PI = Asian/Pacific Islander. AA = African-American. W = White. SEN = special educational needs. FRL = eligible for free/reduced price lunches. ELL = English Language Learner. EXP = expulsion. ISS = in-school suspension. OSS = out-of-school suspension. CMT = Connecticut Mastery Test. CAPT = Connecticut Academic Performance Test.

Regarding status offenses (see Table 26), results show that the odds of committing one status offense vs. no status offense are 42.3% lower for males compared to females, 82.9% higher for American-Indian/Alaskan Natives compared to Hispanic students, 29.6% lower for Asian/Pacific Islander compared to Hispanic students, 48.8% lower for African-American youth compared to Hispanic youth, 48.5% lower for White youth than for Hispanic youth, 25% lower for students with special educational needs, 42.7% higher for students who were never expelled, 35.6% higher for students who were never given out-of-school suspensions, and 63.1% lower for students who were never chronically absent. Moreover, one standard deviation decrease in the age at first offense (i.e., 1.61 years) was associated with a 2.7% increase in the odds of committing one status offense.

Furthermore, males had 24.1% lower odds of committing two or more status offenses, while the odds were 12.2% lower for African-American compared to Hispanic students, 27.1% higher for White compared to Hispanic students, 30.1% lower for students without special educational needs, 14.2% lower for students who never received in-school suspensions, 16.8% lower for student who were never given out-of-school suspensions, and 49.2% lower for students who were never chronically absent. In addition, a one standard deviation decrease in the age at first offense was associated with a 21.7% increase in the odds of recidivism with another status offense.

Table 26

Multinomial regression predicting the number of status offenses

	No status offense vs. one status offense				One status offense vs. two or more status offenses			
	B	Sign. (*p*)	OR	95%-CI for OR	*B*	Sign. (*p*)	OR	95%-CI for OR
Gender (Male)	-.549	.000	.577	.546-.610	-.276	.000	.759	.692-.833
Ethnicity (Hispanic)								
AI/AN	.604	.012	1.829	1.139-2.938	.152	.645	1.164	.609-2.224
A/PI	-.351	.006	.704	.548-.904	.074	.758	1.077	.672-1.726
AA	-.670	.000	.512	.476-.550	-.130	.034	.878	.778-.990
W	-.663	.000	.515	.481-.552	.240	.000	1.271	1.138-1.419
SEN (No)	-.287	.000	.750	.705-.798	-.359	.000	.699	.633-.771
FRL (No)	.013	.808	1.013	.915-1.121	-.140	.099	.869	.736-1.027
ELL (No)	.015	.752	1.016	.923-1.117	.140	.074	1.151	.986-1.342
EXP (No)	.356	.000	1.427	1.280-1.591	-.177	.051	.838	.701-1.001
ISS (No)	-.015	.611	.985	.930-1.044	-.153	.003	.858	.776-.948
OSS (No)	.304	.000	1.356	1.275-1.442	-.184	.001	.832	.749-.924
Absenteeism (No)	-.998	.000	.369	.346-.393	-.676	.000	.508	.441-.586
Age at first offense	-.027	.000	.973	.958-.988	-.245	.000	.783	.765-.802
CMT/CAPT Reading	.003	.000	1.003	1.002-.1004	.003	.011	1.003	1.001-1.005
CMT/CAPT Writing	-.006	.000	.994	.993-.996	.000	.685	1.000	.997-1.002
CMT/CAPT Math	-.001	.073	.999	.998-1.000	-.002	.065	.998	.997-1.000

Notes. Reference categories are printed in parentheses. *B* = unstandardized regression weight. Sign. = significance level. OR = odds ratio. CI = confidence interval. AI/AN = American-Indian/Alaskan Native. A/PI = Asian/Pacific Islander. AA = African-American. W = White. SEN = special educational needs. FRL = eligible for free/reduced price lunches. ELL = English Language Learner. EXP = expulsion. ISS = in-school suspension. OSS = out-of-school suspension. CMT = Connecticut Mastery Test. CAPT = Connecticut Academic Performance Test.

Regarding property offenses (see Table 27), results show that the odds of committing one property offense vs. no property offense are 12.6% higher for males compared to females, 47.6% higher for Asian/Pacific Islander compared to Hispanic youth, 40.4% higher for African-American youth compared to Hispanic youth, 30.5% higher for White compared to Hispanic youth, 17.3% higher for students without special educational needs, 10.9% lower for students who were never expelled from school, 12.8% lower for students who were never given in-school suspension, and 14.9% higher for students who were never chronically absent. Moreover, one standard deviation decrease in the age at first offense (i.e., 1.61 years) was associated with a 2.5% increase in the odds of committing one property offense.

Furthermore, males had 11.2% lower odds of committing two or more property offenses, while the odds were 32.2% lower for Asian/Pacific Islander compared to Hispanic students, 28.8% lower for African-American compared to Hispanic students, 23.4% lower for White compared to Hispanic students, 14.8% lower for students without special educational needs, 12.2% higher for students who were never expelled from school, 14.7% higher for students who never received in-school suspensions, and 13% lower for students who were never chronically absent. In addition, a one standard deviation decrease in the age at first offense was associated with a 2.5% increase in the odds of recidivism with another property offense.

Table 27

Multinomial regression predicting the number of property offenses

	No property offense vs. one property offense				One property offense vs. two or more property offenses			
	B	Sign. (*p*)	OR	95%-CI for OR	*B*	Sign. (*p*)	OR	95%-CI for OR
Gender (Male)	.119	.000	1.126	1.069-1.187	-.119	.000	.888	.843-.936
Ethnicity (Hispanic)								
AI/AN	-.529	.073	.589	.330-1.050	.529	.073	1.698	.953-3.027
A/PI	.389	.001	1.476	1.175-1.854	-.389	.001	.678	.539-.851
AA	.339	.000	1.404	1.305-1.510	-.339	.000	.712	.662-.766
W	.267	.000	1.305	1.217-1.400	-.267	.000	.766	.714-.822
SEN (No)	.160	.000	1.173	1.104-1.246	-.160	.000	.852	.802-.906
FRL (No)	-.016	.759	.984	.890-1.089	.016	.759	1.016	.919-1.123
ELL (No)	.038	.439	1.039	.943-1.144	-.038	.439	.963	.874-1.060
EXP (No)	-.115	.023	.891	.807-.984	.115	.023	1.122	1.016-1.240
ISS (No)	-.137	.000	.872	.826-.921	.137	.000	1.147	1.086-1.210
OSS (No)	-.044	.130	.957	.904-1.013	.044	.130	1.045	.987-1.106
Absenteeism (No)	.139	.000	1.149	1.090-1.212	-.139	.000	.870	.825-.917
Age at first offense	-.025	.000	.975	.962-.989	.025	.000	1.025	1.011-1.040
CMT/CAPT Reading	-.003	.000	.997	.996-.999	.003	.000	.1003	1.001-1.004
CMT/CAPT Writing	.004	.000	1.004	1.003-1.005	-.004	.000	.996	.995-.997
CMT/CAPT Math	-.001	.005	.999	.998-1.000	.001	.005	1.001	1.000-1.002

Notes. Reference categories are printed in parentheses. *B* = unstandardized regression weight. Sign. = significance level. OR = odds ratio. CI = confidence interval. AI/AN = American-Indian/Alaskan Native. A/PI = Asian/Pacific Islander. AA = African-American. W = White. SEN = special educational needs. FRL = eligible for free/reduced price lunches. ELL = English Language Learner. EXP = expulsion. ISS = in-school suspension. OSS = out-of-school suspension. CMT = Connecticut Mastery Test. CAPT = Connecticut Academic Performance Test.

Regarding drug law violations (see Table 28), results show that the odds of committing one drug law violation vs. no drug law violation offense are 191.1% higher for males compared to females, 114.9% higher for White vs. Hispanic students, 26.9% higher for students who were not English Language Learners, 71.3% lower for students who were never expelled from school, 11.5% lower for students who were never given in-school suspensions, 24.1% lower for students who never received out-of-school suspensions, and 11.2% lower for students who were never chronically absent. Moreover, one standard deviation decrease in the age at first offense (i.e., 1.61 years) was associated with a 22.4% increase in the odds of committing one drug law violation.

Furthermore, males had 129.0% higher odds of committing two or more drug law violations, while the odds were 39.5% higher for African-American youth compared to Hispanic youth, 31.1% lower for students who were never expelled from school, 30.1% lower for students who were never given out-of-school suspensions, and 41.7% lower for students who were never chronically absent. In addition, a one standard deviation decrease in the age at first offense was associated with a 10.5% increase in the odds of recidivism with another drug law violation.

Table 28

Multinomial regression predicting the number of drug law violations

	No drug law violation vs. one drug law violation				One drug law violation vs. two or more drug law violations			
	B	Sign. (*p*)	OR	95%-CI for OR	*B*	Sign. (*p*)	OR	95%-CI for OR
Gender (Male)	1.069	.000	2.911	2.654-3.194	.829	.000	2.290	1.693-3.098
Ethnicity (Hispanic)								
AI/AN	.287	.483	1.332	.598-2.967	-.125	.907	.882	.106-7.307
A/PI	.207	.293	1.230	.836-1.809	-.123	.823	.884	.302-2.590
AA	.085	.195	1.089	.957-1.238	.333	.028	1.395	1.037-1.875
W	.765	.000	2.149	1.915-2.412	-.039	.784	.962	.727-1.273
SEN (No)	-.034	.455	.967	.885-1.056	-.144	.166	.866	.707-1.061
FRL (No)	-.132	.110	.876	.745-1.030	.018	.928	1.019	.683-1.518
ELL (No)	.238	.003	1.269	1.081-1.488	.172	.393	1.188	.800-1.765
EXP (No)	-1.250	.000	.287	.257-.319	-.372	.000	.689	.562-.844
ISS (No)	-.122	.004	.885	.815-.961	.039	.704	1.040	.849-1.273
OSS (No)	-.276	.000	.759	.696-.828	-.358	.002	.699	.560-.873
Absenteeism (No)	-.119	.004	.888	.819-.962	-.540	.000	.583	.467-.727
Age at first offense	.202	.000	1.224	1.197-1.252	-.110	.000	.895	.850-.944
CMT/CAPT Reading	-.001	.459	.999	.998-1.001	-.001	.542	.999	.995-1.003
CMT/CAPT Writing	.002	.013	1.002	1.000-1.004	.001	.724	1.001	.996-1.005
CMT/CAPT Math	.004	.000	1.004	1.003-1.006	.002	.375	1.002	.998-1.005

Notes. Reference categories are printed in parentheses. *B* = unstandardized regression weight. Sign. = significance level. OR = odds ratio. CI = confidence interval. AI/AN = American-Indian/Alaskan Native. A/PI = Asian/Pacific Islander. AA = African-American. W = White. SEN = special educational needs. FRL = eligible for free/reduced price lunches. ELL = English Language Learner. EXP = expulsion. ISS = in-school suspension. OSS = out-of-school suspension. CMT = Connecticut Mastery Test. CAPT = Connecticut Academic Performance Test.

Regarding public order offenses (see Table 29), results show that the odds of committing one public order offense vs. no public order offense are 24.1% lower for Asian/Pacific Islander compared to Hispanic youth, 23.3% higher for African-American youth compared to Hispanic youth, 10.5% higher for White compared to Hispanic youth, 9.4% lower for youth without special educational needs, 14.1% lower for students who were not eligible for free/reduced price lunches, 12.3% higher for students who were not English Language Learners, 37.7% lower for students who were never expelled from school, 21% lower for students who were never given in-school suspensions, 43.4% lower for students who never received out-of-school suspensions, and 13.3% higher for students who were never chronically absent. Moreover, one standard deviation decrease in the age at first offense (i.e., 1.61 years) was associated with a 3.3% increase in the odds of committing one public order offense.

Furthermore, males had 15.4% lower odds of committing two or more public order offense, while the odds were 127.6% higher for American Indian/Alaskan Natives compared to Hispanic youth, 16.5% higher for African-American compared to Hispanic youth, 35.5% lower for students without special educational needs, 15.7% higher for students who were not eligible for free/reduced price lunches, 38% lower for students who were never expelled from school, 26.6% lower for students who were never given in-school suspension, 50.5% lower for students who never received out-of-school suspensions, and 49.4% lower for students who were never chronically absent. In addition, a one standard deviation decrease in the age at first offense was associated with a 21.2% increase in the odds of recidivism with another public order offense.

Table 29

Multinomial regression predicting the number of public order offenses

	No public order offense vs. one public order offense				One public order offense vs. two or more public order offenses			
	B	Sign. (*p*)	OR	95%-CI for OR	*B*	Sign. (*p*)	OR	95%-CI for OR
Gender (Male)	-.020	.463	.980	.929-1.034	-.164	.000	.848	.785-917
Ethnicity (Hispanic)								
AI/AN	-.439	.129	.645	.366-1.135	.822	.023	2.276	1.121-4.620
A/PI	-.275	.036	.759	.587-.982	.086	.712	1.090	.690-1.723
AA	.209	.000	1.233	1.146-1.326	.153	.002	1.165	1.058-1.283
W	.100	.005	1.105	1.031-1.185	-.039	.438	.962	.872-1.061
SEN (No)	-.099	.001	.906	.852-.962	-.439	.000	.645	.594-.699
FRL (No)	-.152	.003	.859	.777-.950	.146	.044	1.157	1.004-1.333
ELL (No)	.116	.019	1.123	1.019-1.236	-.021	.756	.979	.858-1.118
EXP (No)	-.473	.000	.623	.564-.690	-.478	.000	.620	.554-.693
ISS (No)	-.236	.000	.790	.748-.834	-.309	.000	.734	.674-.799
OSS (No)	-.569	.000	.566	.535-.600	-.704	.000	.495	.448-.546
Absenteeism (No)	.125	.000	1.133	1.074-1.196	-.682	.000	.506	.461-.554
Age at first offense	-.033	.000	.967	.953-.981	-.238	.000	.788	.772-.804
CMT/CAPT Reading	-.001	.356	.999	.998-1.001	-.001	.467	.999	.998-1.001
CMT/CAPT Writing	.000	.559	1.000	.999-1.002	-.002	.031	.998	.996-1.000
CMT/CAPT Math	-.001	.238	.999	.998-1.000	-.002	.002	.998	.996-.999

Notes. Reference categories are printed in parentheses. *B* = unstandardized regression weight. Sign. = significance level. OR = odds ratio. CI = confidence interval. AI/AN = American-Indian/Alaskan Native. A/PI = Asian/Pacific Islander. AA = African-American. W = White. SEN = special educational needs. FRL = eligible for free/reduced price lunches. ELL = English Language Learner. EXP = expulsion. ISS = in-school suspension. OSS = out-of-school suspension. CMT = Connecticut Mastery Test. CAPT = Connecticut Academic Performance Test.

10. Conclusion

This dataset provides unique opportunities for understanding the associations between educational outcomes and court involvement from a longitudinal perspective. These prospects include the capacity to use multi-year indicators of delinquent behavior *and* educational outcomes to study parallel growth processes and trajectories of court-involvement over time from middle childhood to young adulthood. Nevertheless, this dataset also represents a number of limitations and open questions that need to be addressed in the future. First, to draw valid inferences about the causal mechanisms behind the associations between education and court involvement, it is imperative to obtain a control sample from the general population of school-age youth in Connecticut. This may include the identification of a sample using propensity score matching procedures based on gender and grade level for each school year in the study span (i.e., 2006 to 2012). Aggregate statistics of educational characteristics could then be obtained from this sample that could be disaggregated across demographic variables to serve as a comparison for the sample of court-involved students. Second, there is presumably a considerable not yet identified overlap in the involvement of these court-involved youth with multiple state systems and agencies, including the Department of Children and Families (DCF). An analysis of the developmental outcomes of court-involved youth remains necessarily incomplete without the consideration of specific experiences and needs of youth involved with other state agencies. Thus, we encourage the formation of similar collaborations and data exchange agreements with agencies such as DCF and the Department of Labor to allow a comprehensive investigation of the complex developmental trajectories of these youth.

We feel strongly that students' experiences in school may be closely related to subsequent delinquent behavior. Thus, to explore in more depth and detail the relationship between an individual's education and engagement with the juvenile justice system, we suggest looking specifically at some particular categories of students who need special services: those identified as having special education needs, and those identified as ELL (English Language Learners). First, the data presented here shows that about 32% of students involved with the court have been identified as having special education needs (most of them boys, ~74%; most of them white, ~49%). Further, it

appears that of those who are referred to court three or more times, about half of them have been identified as having special education needs. Almost 25% of students expelled from school and about one third of students who experience in-school suspension are students with special educational needs. About half of the court-involved students identified as having special needs have committed one or more status offenses. More should be explored here: How are students diagnosed? How did the diagnoses these students receive change over times and with different school locales, and did the nature of their engagement with the court change with these? Then, what corresponding services are available to these students? That is, it might be informative to look at the stability and consistency of these students' diagnoses and services over time and how this might affect delinquent behavior, i.e., their engagement with the court system.

Second, of the court-involved youth with available data in the 2009-10 school year, about 21% have been identified as English Language Learners (ELL). About 19.4% of the expelled students were ELL, 22.4% of the students given in-school suspension were ELL, and 22.0% of out-of-school suspensions involve ELL students. As one would expect students to develop out of this category, a closer look at the relationship between ELL status and experience with the juvenile justice system could be very informative. Many questions could be addressed. For example, is their delinquent behavior more related to their ELL status (i.e., difficulty in school) or to their status as immigrants, who may be acculturating into peer groups who are similarly disenchanted or disengaged with school? Does their assignment as ELL students change over time, as expected? Are differences in the educational and delinquency trajectories of these students related at all to school district, geographic location, or the type of community or neighborhood in which they live? There are several facets of being ELL that should be examined in more depth, to better understand the roles responsibilities of the schools and communities into which immigrant populations may be entering.

Exploring both of these lines of inquiry, concerning students with special needs and ELL students, may help us to understand how difficulties in school due to particular issues (the need for special education, the need to learn English as a second language) may be linked to delinquency. These may lead to new interventions or systems of

oversight for these students to help keep them from entering the juvenile justice system in the first place.

Finally, given the state of the literature and these data, we cannot stress enough the importance of multidimensional collaborations between CSSD and SDE. Academic attainment and achievement remain both major risk (when low) and protective (when high) factors for delinquency. Moreover, adequate education resulting in gainful employment is the most effective evidence-based path to desistance. Thus, aligning the efforts of CSSD and SDE in engaging JJ youth in adequate educational opportunities is essential.

Appendix A

Classification scheme for status offenses

CT General Statute	Description
46b-120(10)(B	RUNNING AWAY FROM SECURE PLCMT
46b-120(2(B(i	YOUTH IN CRISIS- RUNAWAY
46b-120(2(Bii	YOUTH IN CRISIS-BEYOND CONTROL
46b-120(2Biii	YOUTH IN CRISIS-SCHOOL ABSENCE
46b-120(3)(A)	YOUTH IN CRISIS - RUNAWAY
46b-120(3)(B)	YOUTH IN CRISIS-BEYOND CONRTOL
46b-120(3)(C)	YOUTH IN CRISIS-SCHOOL ABSENCE
46b-120(5)(A)	FWSN - RUNAWAY
46b-120(5)(B	FWSN - BEYOND CONTROL
46b-120(5)(C)	FWSN-INDECENT/IMMORAL CONDUCT
46b-120(5)(D)	FWSN - TRUANCY
46b-120(5)(D*	DEFIANT OF SCHOOL RULES
46b-120(5)(E)	FWSN-SEX INTERCOURSE- CHILDREN
46b-120(7)(A)	FWSN - RUNAWAY
46b-120(7)(B)	FWSN - BEYOND CONTROL
46b-120(7)(C)	FWSN-INDECENT/IMMORAL CONDUCT
46b-120(7)(D)	FWSN - TRUANCY
46b-120(7)(E*	FWSN-SEX INTERCOURSE- CHILDREN
46b-120(8)(A)	FWSN - RUNAWAY
46b-120(8)(B)	FWSN - BEYOND CONTROL
46b-120(8)(C)	FWSN-INDECENT/IMMORAL CONDUCT
46b-120(8)(D)	FWSN-TRUANCY
46b-120(8)(E)	FWSN-SEX INTERCOURSE- CHILDREN
46b-120(D)*	DEFIANT OF SCHOOL RULES
46b-120(D)*	TRUANCY
46b-149f(a)	FWSN-VIOLATION OF COURT ORDER
46b-149f(b)	FWSN-IMMED PHYS HARM/IMNT RISK
PA07-4(32)(b)	FWSN-IMMED PHYS HARM/IMNT RISK

Classification scheme for property offenses

CT General Statute	Description
23-4-1(b)(1)	VANDALISM
53-347a(a)*	FORGE STAMP/LBL
53a-101	BURGLARY 1ST DEG
53a-101(a)(1)	BURGLARY 1ST DEG-DEADLY WEAPON
53a-101(a)(2)	BURGLARY 1
53a-101(a)(3)	BURGLARY 1ST DEG-AT NIGHT
53a-102	BURGLARY 2ND DEG
53a-102a	BURGLARY 2ND DEG-FIREARM
53a-103	BURGLARY 3RD DEG
53a-103a	BURGLARY 3RD DEG-FIREARM
53a-106	POSSESSION OF BURGLAR TOOLS
53a-107	CRIMINAL TRESPASS 1ST DEG
53a-107(a)(4)	CRIM TRESPASS 1ST DEG-PUB LAND
53a-108	CRIMINAL TRESPASS 2ND DEG
53a-108(a)(2)	CRIM TRESPASS 2ND DEG-PUB LAND
53a-109	CRIMINAL TRESPASS 3RD DEG
53a-109(a)(3)	CRIM TRESPASS 3RD DEG-PUB LAND
53a-110a	SIMPLE TRESPASS
53a-110b	VIO PROTECT ORD
53a-110d	TRESPASS OF RAILROAD PROPERTY
53a-111	ARSON 1ST DEG
53a-112	ARSON 2ND DEG
53a-113	ARSON 3RD DEG
53a-114	RECKLESS BURNING
53a-115	CRIMINAL MISCHIEF 1ST DEG
53a-115(a)(5)	CRIM MISCHIEF 1ST DEG-PUB LAND
53a-116	CRIMINAL MISCHIEF 2ND DEG
53a-116(a)(3)	CRIM MISCHIEF 2ND DEG-PUB LAND
53a-117	CRIMINAL MISCHIEF 3RD DEG
53a-117(a)(3)	CRIM MISCH 3RD-INTENT PUB LAND
53a-117(a)(4)	CRIM MISCHIF 3RD-NEGL PUB LAND
53a-117a	CRIMINAL MISCHIEF 4TH DEG
53a-117a(a)(4	CRIM MISCHF 4-ALRM ON PUB LAND
53a-117e	CRIM DAMAGE PROPERTY 1ST DEG
53a-117f	CRIM DAMAGE PROPERTY 2ND DEG
53a-117g	CRIM DAMAGE PROPERTY 3RD DEG
53a-117k	DAMAGE RR PRP 1
53a-117l	DAMAGE RAILROAD PRPRTY 2ND DEG
53a-117m	DAMAGE RAILROAD PRPRTY 3RD DEG

53a-119b(a)	USE MOTOR VEHICLE WO PRMISSION
53a-119b(a)*	USE MTR VEH WO PRMSN (SBS OFF)
53a-119b(b)	USE VESSEL WO PERMISSION
53a-119b(c)	UNAUTH DAMAGE TO MOTOR VEHICLE
53a-119b(c)*	TAMPERING WITH MOTOR VEHICLE
53a-119b(c***	TAMPER WITH MTR VEH (SBS OFF)
53a-122	LARCENY 1ST DEG
53a-122(a)(2)	LARCENY 1ST-VAL PROP.>$20
53a-122(a)1	LARCENY 1ST BY EXTORTION
53a-123	LARCENY 2ND DEG
53a-123(a)3	LARCENY 2ND FROM PERSON
53a-124	LARCENY 3RD DEG
53a-125	LARCENY 4TH DEG
53a-125a	LARCENY 5TH DEG
53a-125b	LARCENY 6TH DEG
53a-126a	CRIMINAL TROVER 1ST DEG
53a-126a*	CRIM TROVER 1ST DEG (SBS OFF)
53a-126b	CRIMINAL TROVER 2ND DEG
53a-127a	ILL ENTRY COIN MACHINE BY KEY
53a-127b	FRAUDULENT USE OF AUTO TELLER
53a-127c	UTILITY THEFT
53a-127f	ILL POSS OF SHOPLIFTING DEVICE
53a-127g	POSS ID DEVICE
53a-128	ISSUING A BAD CHECK $500-$1000
53a-128(c)(1)	ISSUE BAD CHECK
53a-128(c)(2)	ISSUE BAD CHECK
53a-128(c)(3)	ISSUE BAD CHECK
53a-128(c)(4)	ISSUING A BAD CHECK UNDER $250
53a-128*	ISSUE BAD CHECK
53a-128b	FLS STMNT-PROCURE CREDIT CARD
53a-128c(a)	CREDIT CARD THEFT
53a-128c(b)	CREDIT CARD THEFT
53a-128c(c)	ILL SALE OF CREDIT CARD
53a-128c(d)	CREDIT CARD FRAUD
53a-128c(e)	CREDIT CARD THEFT
53a-128c(f)	CREDIT CARD FORGERY
53a-128c(g)	CREDIT CARD FRAUD
53a-128d	<$500 ON REVOKED CREDIT CARD
53a-128d*	>$500 ON REVOKED CREDIT CARD
53a-128f	ILL CMPLTN/RPRDCTN-CREDIT CARD
53a-128g	RECEIPT FROM ILL USE CREDCARD
53a-128i(a)	CRED CARD PNLTY

53a-129	MISAPPLICATION OF PROPERTY
53a-138	FORGERY 1ST DEG
53a-139	FORGERY 2ND DEG
53a-140	FORGERY 3RD DEG
53a-141	CRIM SIMULATION
53a-142	FORGERY OF SYMBOLS
54-33e	DSTROY PROPERTY
PA05-220(2)	OP MV W/HNDHLD TEL/MOB ELC DEV

Classification scheme for drug law violations

CT General Statute	Description
21a-108(1)	ILL OBTN PRCRPTN DRUG-FRAUD
21a-108(2)	ILL SALE PRESCRIPTION DRUGS
21a-108(4)	ILL USE FORGED PRESCRIPTION
21a-108(5)	ILL USE FALSE LABEL ON DRUGS
21a-245	VIO RESTRICTED SUBSTANCES REGS
21a-246	PROD/PREP CNTROLD SUB W/O LIC
21a-256	VIO CONTROLLED SUBST LABEL REQ
21a-257	FLR KEEP NARC IN ORG CONTAINER
21a-266(a)(1)	OBT DRUG BY FRD
21a-266(a)(2)	FORGED PRESCRPT
21a-266(f)	FALSE LABELLING
21a-266(h)	DOCTOR SHOPPING
21a-267(a)	USE OF DRUG PARA EXCPT<1/2 OZ
21a-267(b)	DELIVERY OF DRUG PARAPHERNALIA
21a-267(c)	NON-STDNT POS DRG PARA NR SCHL
21a-267(d(1st	USE/POS DRUG PARA< 1/2 OZ MARI
21a-267(d)(1)	USE/POS DRUG PARA< 1/2 OZ MARI
21a-267(d)(2)	DELIVR DRUG PARA <1/2 OZ MARIJ
21a-268	MISREPRESENT CONTROLLED SBSTNC
21a-277(a)	SALE OF HALLUCINOGEN/NARCOTIC
21a-277(a)*	SALE HLCGN/NARCOTIC (2ND OFF)
21a-277(a)**	SALE HLCGN/NARCOTIC (SBS OFF)
21a-277(a)**+	POSS W/INTENT (3RD OFF)
21a-277(a)*+	POSSESS W/INTENT (2ND OFF)
21a-277(a)+	POSSESS W/INTENT TO SELL/DSPNS
21a-277(b)	SALE OF CONTROLLED SUBSTANCE
21a-277(b)*	SALE CNTRL SUBSTANCE (SBS OFF)
21a-277(b)**	DISPENSE CONTROLLED SUBSTANCE
21a-277(b)*+	POSSESS W/INTENT (SBS OFF)
21a-277(b)+	POSSESS W/INTENT TO SELL/DSPNS
21a-277(c)	OPERATION OF DRUG FACTORY
21a-277(c)*	OP DRUG FACTORY
21a-278(a)	SALE OF CERTAIN ILLEGAL DRUGS
21a-278(a)+	POSSESS W/INTENT TO SELL/DSPNS
21a-278(b)	SALE OF CERTAIN ILLEGAL DRUGS
21a-278(b)*	SALE CERTAIN ILL DRG (SBS OFF)
21a-278(b)*+	POSSESS W/INTENT (SBS OFF)
21a-278(b)+	POSS INTENT SELL/DSPNS NONDPNT
21a-278a(a)	DIST CONT SUB TO PERSON <18 YR
21a-278a(b)	CNT SUB WI 1500 SCH/HSG/DY CR

21a-279(a)	POSSESSION OF NARCOTICS
21a-279(a)*	POSSESS NARCOTICS (2ND OFF)
21a-279(a)**	POSSESS NARCOTICS (SBS OFF)
21a-279(b)	POSS HALLUCINOGEN/>4 OZ MRJANA
21a-279(b)*	POSS HLCNGN/>4OZ MJ (SBS OFF)
21a-279(c)	POS CNTRD SBST/1/2TO<4OZ MARIJ
21a-279(c)*	POSS CNT SUB/<4OZ MJ (SBS OFF)
21a-279(d)	NONSTDNT-DRGS NR SCH/HSG/DY CR
21a-279a(a)(1	POSS LESS THAN 1/2 OZ CANNABIS
21a-279a(a)(2	POSS < 1/2 OZ CANNABIS-SBS OFF
21a-279a1st	POSS LESS THAN 1/2 OZ CANNABIS
21a-279a2nd	POSS < 1/2 OZ CANNABIS-SBS OFF
PA11-71(1(a(1	POSS LESS THAN 1/2 OZ CANNABIS
PA11-71(1(a(2	POSS < 1/2 OZ CANNABIS-SBS OFF

Classification scheme of public order offenses

CT General Statute	Description
14-300c(b)*	WALK ON ROAD WHILE INTOXICATED
23-4-1(o)	DISORDERLY CNDT
26-118*	ILL FISHING IN RESERVOIR
26-27*	HUNT/TRAP/FISH
29-28	PISTOL PRMT VIO
29-33*	ILL TRANSFER PISTOL/REVOLVER
29-33**	ILL TRANSFER STOLEN PSTL/RVLVR
29-34(a)*	FALSE STATEMENT
29-34(b)	ILL XFER PISTOL TO PERSON < 21
29-348	ILL POSSESSION OF EXPLOSIVES
29-349(b)	ILL USE EXPLOSIVES WO PERMIT
29-35(a)	CARRYING PISTOL WO PERMIT
29-35(b)	CARRY PSTL PRMT
29-36	ILL ALTERATION FIREARM IDENTS
29-37a(j)	ILL SALE FIRARM
29-37b	FL PROVIDE LOCK
29-37i	FL STOR FIREARM
29-38	ILL POSS WEAPON IN MTR VEHICLE
30-113	VIO LIQUOR CONTROL ACT/PERMITS
30-74(b)	ILL SALE OF ALCOHOL - CLUB/ORG
30-77	ILL DISPOSE LIQUOR WO PERMIT
30-86	IL SALE/DEL LIQ MINOR/DRUNKARD
30-86*	ILL DELIVER LIQUOR TO MINOR
30-86a	FLS STMT-PROCURE LIQUOR
30-88a*	USE MV OPTR LIC TO OBTN LIQUOR
30-89(a)	ILL PURCHASE OF LIQUOR/MINOR
30-89(b)	POSESSION OF LIQUOR BY A MINOR
30-89(b)(1)	POSS ALC BY MINOR PUBL STR/HWY
30-89(b)(1)*	POSS ALC BY MINOR (SBS)
30-89(b)(2)	POS ALC BY MINOR OTHR PUB/PRIV
30-89(b)(2)*	VIO 30-89(B)(2) (SBS)
30-89(b)*	MINOR POSSESSION LIQUOR (SBS)
30-89a(1)(2)*	FAIL HALT POS ALC MINOR (SBS)
30-89a(a)(1)	PERMIT MINOR TO POSESS ALCOHOL
30-89a(a)(1)*	PERMIT MINOR POSS ALC (SBS)
30-89a(a)(2)	FAIL TO HALT POSS ALC BY MINOR
30-90	IL MNR LOITERNG
53-202(b)	MACHINE GUN
53-202(c)	MACHINE GUN
53-202aa	FIRARM TRAFIK-5 OR LESS FIRARM

53-202b(a)(1)	ILL SALE OF ASSAULT WEAPON
53-202c	IL PS ASSLT WPN
53-202c*	IL PS ASSLT WPN
53-202k	ENHANCD PENALTY
53-203	ILL DISCHARGE OF FIREARM
53-204	FIRE GUN NR HWY
53-205	LOADED GUN IN MV/SNOWMOBILE
53-206	CARRYING A DANGEROUS WEAPON
53-206	CARRYING A DANGEROUS WEAPON
53-206c(b)	SALE OF FACSIMILE FIREARM
53-206c(c)	ILL USE OF FACSIMILE FIREARM
53-206c(d)	IL USE FAKE GUN
53-206d(a)	ILL CARRY FIREARM-UI DRUGS/ALC
53-258a	MISUSE OF FLAG
53-278b(a)	IL GAMBLING
53-343a(b)	ILL PRESENT AT GAMING-UNDER 21
53-343a(c)	ILL WAGERING-UNDER 21
53-343a(d)	FALSE AGE OR ID FOR GAMING<21
53-80a	ILL BOMB MANUFACTURE
53a-147	BRIBERY
53a-147*	BRIBERY
53a-148*	BRIBERY
53a-149*	BRIBERY
53a-150*	WITNESS BRIBERY
53a-151*	TAMPERING-WITNESS
53a-151a	INTIMIDATION OF WITNESS
53a-155	TAMPERING-PHYSICAL EVIDENCE
53a-157a	FALSE STATEMENT 1ST DEG
53a-157b	FALSE STATEMENT 2ND DEG
53a-163	SOLICIT/ACCEPT BENEFIT-RIGGING
53a-165aa	HINDER PRSCTN 1
53a-166	HINDERING PROSECUTION 2ND DEG
53a-166*	HINDER PRSCTN 2
53a-167*	HINDERING PROSECUTION 3RD DEG
53a-167a	INTERFERE WITH OFFCR/RESISTING
53a-167a(a)	INTRFERE/RESIST
53a-169	ESCAPE 1ST DEG
53a-170	ESCAPE 2ND DEG
53a-171	ESCAPE FROM CUSTODY
53a-171*	ESCAPE FROM CUSTODY-FELONY CHG
53a-172	FAILURE TO APPEAR 1ST DEG
53a-172*	FLR TO APPEAR 1
53a-173	FAILURE TO APPEAR 2ND DEG

53a-173*	FLR TO APPEAR 2
53a-174(a)	CONVEY UNAUTH ITEM INTO INST
53a-174a	WEAPON-CORRECTIONS INSTITUTION
53a-175	RIOT 1ST DEG
53a-176	RIOT 2ND DEG
53a-177	UNLAWFUL ASSEMBLY
53a-178	INCITING TO RIOT
53a-179a	INCITE INJURY-PERSON/PROPERTY
53a-179b	RIOT IN INSTUTN
53a-180	FALSE REPORT OF INCIDENT
53a-180*	FALSE INCIDENT REPORT 1ST DEG
53a-180a*	FALSE REPORT CAUSING INJ/DEATH
53a-180aa	BREACH OF PEACE 1ST DEG
53a-180b	FALSE RPT CONCERNING INJ/DEATH
53a-180c	FALSE INCIDENT REPORT 2ND DEG
53a-180d	MISUSE EMERGNCY 911-FALSE ALRM
53a-180d(a)(2	MISUSE EMERGNCY 911-FALS REPRT
53a-181	BREACH OF PEACE 2ND DEG
53a-181	BREACH OF PEACE 2ND DEG
53a-181(a)(1)	BREACH PEACE 2ND-VIOLNT/THREAT
53a-181(a)(2)	BREACH PEACE 2ND-ASSAULT/STRIK
53a-181(a)(5)	BREACH PEACE 2ND-PUBLIC PLACE
53a-181a	CREATING A PUBLIC DISTURBANCE
53a-181c	STALKING 1ST DEG
53a-181d	STALKING 2ND DEG
53a-181e	STALKING 3RD DEG
53a-181j	INTIMIDATE DUE TO BIAS 1ST DEG
53a-181k	INTIMIDATE DUE TO BIAS 2ND DEG
53a-181l	INTIMIDATE DUE TO BIAS 3RD DEG
53a-182	DISORDERLY CONDUCT
53a-182(a)(1)	DISORDERLY CONDUCT-VIOL/THREAT
53a-182(a)(2)	DIS CONDUCT - ANNOY/INTRF PERS
53a-182a	ILL OBSTRUCT FREE PASSAGE
53a-183b	INTERFERING W/AN EMERGNCY CALL
53a-185	LOITERING IN OR ABOUT SCHOOL
53a-186	PUBLIC INDECENCY
53a-189	EAVESDROPPING
53a-189a	VOYEURISM
53a-189a(a)(2	VOYEURISM-INTNT
53a-189a*	VOYEURISM
53a-189b	DISSEMINATE VOYEURISM MATERIAL
53a-192	COERCION
53a-194	OBSCENITY

53a-196a	EMPLOY MINOR-OBSCENE PRFORMNCE
53a-196b	PROMOTE MINOR-OBSCENE PRFRMNCE
53a-196c*	IMPORTING CHILD PORNOGRAPHY
53a-196d	ILL POSSESS CHILD PORNOGRAPHY
53a-196d*	ILL POSSESS CHILD PORN 1ST DEG
53a-196e	ILL POSSESS CHILD PORN 2ND DEG
53a-196f	ILL POSSESS CHILD PORN 3RD DEG
53a-196h(a)(1	SEXTING POSESS BY 13-15 YR OLD
53a-196h(a)(2	SEXTING TRANSMIT BY 13-15 YEAR
53a-211	POS SAWED OFF SHOTGUN/SILENCER
53a-212	STEALING FIREARM
53a-214	CRIMINL LOCKOUT
53a-216	CRIMINAL USE OF WEAPON
53a-217	CRIM POSS FRARM/AMM/DFNS WEAPN
53a-217a	NEG GUN STORAGE
53a-217b	POSSESS WEAPON ON SCHOOL GRNDS
53a-217c	CRIM POSSESS PISTOL/REVOLVER
53a-217d	ILL BODY ARMOR
53a-217e(d)	NEGLIGENT HUNTING 3RD DEG
53a-217e(e)	NEGLIGENT HUNTING 4TH DEG
53a-218	INTERFERENCE WITH CEMETERY
53a-221	MEMORIAL PLAQUE
53a-82	PROSTITUTION PERSON 16 OR OVER
53a-83	PATRONIZING A PROSTITUTE
53a-83a	PATRONIZE PROST
53a-86	PRMTE PROSTTN 1
53a-87	PRMTE PROSTTN 2
53a-87(a)(2)	PROMOTE PROSTITUTION 2-VCTM<18
53a-90a(b)(1)	ENTICE MINOR
54-33d	INTERFERENCE WITH SEARCH
PA03-43	INTERFERING W/AN EMERGNCY CALL
PA06-112(1)	PERMIT MINOR TO POSESS ALCOHOL
PA07-106(6(a1	MISUSE EMERGNCY 911-FALSE ALRM
PA10-110(1(a2	SEXTING TRANSMIT BY 13-15 YEAR
PA10-191(1(a1	SEXTING POSESS BY 13-15 YR OLD
PA10-191(1(a2	SEXTING TRANSMIT BY 13-15 YEAR

Appendix B

Associations between chronic absenteeism, court involvement, and demographic characteristics for grades 1 through 12

Grade 1	Violent offenses			
	No offense	One offense	Two or more offenses	Total
Not chronically absent	29,339 (70.6%)	8,620 (20.7%)	3,596 (8.7%)	41,555 (100%)
Chronically absent	363 (81.4%)	64 (14.3%)	19 (4.3%)	446 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 2) = 25.88, p < .001.

Grade 1	Status offenses			
	No offense	One offense	Two or more offenses	Total
Not chronically absent	27,495 (66.2%)	10,386 (25.0%)	3,674 (8.8%)	41,555 (100%)
Chronically absent	255 (57.2%)	165 (37.0%)	26 (5.8%)	446 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 2) = 35.25, p < .001.

Grade 1	Property offenses			
	No offense	One offense	Two or more offenses	Total
Not chronically absent	25,381 (61.3%)	11,316 (27.2%)	4,758 (11.4%)	41,555 (100%)
Chronically absent	368 (82.5%)	63 (14.1%)	15 (3.4%)	446 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 2) = 85.57, p < .001.

Grade 1	Drug law violations			
	No offense	One offense	Two or more offenses	Total
Not chronically absent	36,389 (87.6%)	4,316 (10.4%)	850 (2.0%)	41,555 (100%)
Chronically absent	437 (98%)	VS	VS	446 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 2) = 44.59, p < .001.
VS = value suppressed (i.e., value smaller than 10).

Grade 1	Public order offenses			
	No offense	One offense	Two or more offenses	Total
Not chronically absent	22,961 (55.3%)	11,731 (28.2%)	6,863 (16.5%)	41,555 (100%)
Chronically absent	334 (74.9%)	88 (19.7%)	24 (5.4%)	446 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 2) = 75.36, p < .001.

Grade 1	Transfer to adult court		
	No	Yes	Total
Not chronically absent	41,036 (98.8%)	519 (1.2%)	41,555 (100%)
Chronically absent	446 (100.0%)	-	446 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 5.64, p = .018.

Grade 1	Probation Supervision		
	No	Yes	Total
Not chronically absent	32,388 (77.9%)	9,167 (22.1%)	41,555 (100%)
Chronically absent	337 (75.6%)	109 (24.4%)	446 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 1.45, p = .228.

Grade 1	Detention		
	No	Yes	Total
Not chronically absent	34,865 (83.9%)	6,690 (16.1%)	41,555 (100%)
Chronically absent	413 (92.6%)	33 (7.4%)	446 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 24.84, p < .001.

Grade 1	Gender		
	Male	Female	Total
Not chronically absent	26,217 (63.1%)	15,338 (36.9%)	41,555 (100%)
Chronically absent	310 (69.5%)	136 (30.5%)	446 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 7.81, p = .005.

Grade 1	Ethnicity					
	American Indian/Alaskan Native	Asian/Pacific Islander	African-American	White	Hispanic	Total
Not chronically absent	97 (0.2%)	422 (1.0%)	11,945 (28.7%)	20,445 (49.2%)	8,646 (20.8%)	41,555 (100%)
Chronically absent	VS	VS	170 (38.1%)	171 (38.3%)	103 (23.1%)	446 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 4) = 7.81, p = .005. VS = value suppressed (i.e., value smaller than 10).

Grade 1	Special Education Needs		
	No	Yes	Total
Not chronically absent	28,393 (68.3%)	13,162 (31.7%)	41,555 (100%)
Chronically absent	251 (56.3%)	195 (43.7%)	446 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 29.53, p < .001.

Grade 1	Free or Reduced Price Lunch		
	No	Yes	Total
Not chronically absent	34,206 (82.3%)	7,349 (17.7%)	41,555 (100%)
Chronically absent	394 (88.3%)	52 (11.7%)	446 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 11.04, p = .001.

Grade 1	English Language Learner		
	No	Yes	Total
Not chronically absent	32,716 (78.7%)	8,839 (21.3%)	41,555 (100%)
Chronically absent	363 (81.4%)	83 (18.6%)	446 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 1.87, p = .172.

Grade 2	Violent offenses			
	No offense	One offense	Two or more offenses	Total
Not chronically absent	29,027 (70.7%)	8,514 (20.7%)	3,544 (8.6%)	41,085 (100%)
Chronically absent	675 (73.7%)	170 (18.6%)	71 (7.8%)	916 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 2) = 4.00, p = .136.

Grade 2	Status offenses			
	No offense	One offense	Two or more offenses	Total
Not chronically absent	27,236 (66.3%)	10,235 (24.9%)	3,614 (8.8%)	41,085 (100%)
Chronically absent	514 (56.1%)	316 (34.5%)	86 (9.4%)	916 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 2) = 47.18, p < .001.

Grade 2	Property offenses			
	No offense	One offense	Two or more offenses	Total
Not chronically absent	25,142 (61.2%)	11,235 (27.3%)	4,708 (11.5%)	41,085 (100%)
Chronically absent	707 (77.2%)	144 (15.7%)	65 (7.1%)	916 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 2) = 96.92, p < .001.

Grade 2	Drug law violations			
	No offense	One offense	Two or more offenses	Total
Not chronically absent	35,934 (87.5%)	4,302 (10.5%)	849 (2.1%)	41,085 (100%)
Chronically absent	892 (97.3%)	23 (2.5%)	VS	916 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 2) = 44.59, p < .001.

Grade 2	Public order offenses			
	No offense	One offense	Two or more offenses	Total
Not chronically absent	22,667 (55.2%)	11,612 (28.3%)	6,806 (16.6%)	41,085 (100%)
Chronically absent	628 (68.6%)	207 (22.6%)	81 (8.8%)	916 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 2) = 71.77, p < .001.

Grade 2	Transfer to adult court		
	No	Yes	Total
Not chronically absent	40,568 (98.7%)	517 (1.3%)	41,085 (100%)
Chronically absent	914 (99.8%)	VS	916 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 7.94, p = .005. VS = value suppressed (i.e., value smaller than 10).

Grade 2	Probation Supervision		
	No	Yes	Total
Not chronically absent	32,082 (78.1%)	9,003 (21.9%)	41,085 (100%)
Chronically absent	643 (70.2%)	273 (29.8%)	916 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 32.42, p < .001.

Grade 2	Detention		
	No	Yes	Total
Not chronically absent	34,474 (83.9%)	6,611 (16.1%)	41,085 (100%)
Chronically absent	804 (87.8%)	112 (12.2%)	916 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 9.95, p = .002.

Grade 2	Gender		
	Male	Female	Total
Not chronically absent	25,918 (63.1%)	15,167 (36.9%)	41,085 (100%)
Chronically absent	609 (66.5%)	307 (33.5%)	916 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 4.45, p = .005.

Grade 2	Ethnicity					
	American Indian/Alaskan Native	Asian/Pacific Islander	African-American	White	Hispanic	Total
Not chronically absent	95 (0.2%)	418 (1.0%)	11,794 (28.7%)	20,229 (49.2%)	8,549 (20.8%)	41,085 (100%)
Chronically absent	VS	VS	321 (35.0%)	387 (42.2%)	200 (21.8%)	916 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 4) = 24.18, p = .005. VS = value suppressed (i.e., value smaller than 10).

Grade 2	Special Education Needs		
	No	Yes	Total
Not chronically absent	28,111 (68.4%)	12,974 (31.6%)	41,085 (100%)
Chronically absent	533 (58.2%)	383 (41.8%)	916 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 43.27, p < .001.

Grade 2	Free or Reduced Price Lunch		
	No	Yes	Total
Not chronically absent	33,808 (82.3%)	7,277 (17.7%)	41,085 (100%)
Chronically absent	792 (86.5%)	124 (13.5%)	916 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 10.76, p = .001.

Grade 2	English Language Learner		
	No	Yes	Total
Not chronically absent	32,354 (78.7%)	8,731 (21.3%)	41,085 (100%)
Chronically absent	725 (79.1%)	191 (20.9%)	916 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 0.09, p = .770.

Grade 3	Violent offenses			
	No offense	One offense	Two or more offenses	Total
Not chronically absent	28,544 (70.7%)	8,333 (20.7%)	3,475 (8.6%)	40,352 (100%)
Chronically absent	1,158 (70.2%)	351 (21.3%)	140 (8.5%)	1,649 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 2) = 0.40, p = .821.

Grade 3	Status offenses			
	No offense	One offense	Two or more offenses	Total
Not chronically absent	26,891 (66.6%)	9,930 (24.6%)	3,531 (8.8%)	40,352 (100%)
Chronically absent	859 (52.1%)	621 (37.7%)	169 (10.2%)	1,649 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 2) = 162.21, p < .001.

Grade 3	Property offenses			
	No offense	One offense	Two or more offenses	Total
Not chronically absent	24,620 (61.0%)	11,078 (27.5%)	4,654 (11.5%)	40,352 (100%)
Chronically absent	1,229 (74.5%)	301 (18.3%)	119 (7.2%)	1,649 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 2) = 122.51, p < .001.

Grade 3	Drug law violations			
	No offense	One offense	Two or more offenses	Total
Not chronically absent	35,238 (87.3%)	4,271 (10.6%)	843 (2.1%)	40,352 (100%)
Chronically absent	1,588 (96.3%)	54 (3.3%)	VS	1,649 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 2) = 118.45, p < .001. VS = value suppressed (i.e., value smaller than 10).

Grade 3	Public order offenses			
	No offense	One offense	Two or more offenses	Total
Not chronically absent	22,245 (55.1%)	11,438 (28.3%)	6,669 (16.5%)	40,352 (100%)
Chronically absent	1,050 (63.7%)	381 (23.1%)	218 (13.2%)	1,649 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 2) = 46.90, p < .001.

Grade 3	Transfer to adult court		
	No	Yes	Total
Not chronically absent	39,839 (98.7%)	513 (1.3%)	40,352 (100%)
Chronically absent	1,643 (99.6%)	VS	1,649 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 10.69, p = .001. VS = value suppressed (i.e., value smaller than 10).

Grade 3	Probation Supervision		
	No	Yes	Total
Not chronically absent	31,610 (78.3%)	8,742 (21.7%)	40,352 (100%)
Chronically absent	1,115 (67.6%)	534 (32.4%)	1,649 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 105.78, p < .001.

Grade 3	Detention		
	No	Yes	Total
Not chronically absent	33,865 (83.9%)	6,487 (16.1%)	40,352 (100%)
Chronically absent	1,413 (85.7%)	236 (14.3%)	1,649 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 3.67, p = .055.

Grade 3	Gender		
	Male	Female	Total
Not chronically absent	25,482 (63.1%)	14,870 (36.9%)	40,352 (100%)
Chronically absent	1,045 (63.4%)	604 (36.6%)	1,649 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 0.03, p = .854.

Grade 3	Ethnicity					
	American Indian/Alaskan Native	Asian/Pacific Islander	African-American	White	Hispanic	Total
Not chronically absent	97 (0.2%)	415 (1.0%)	11,546 (28.6%)	19,930 (49.4%)	8,364 (20.7%)	40,352 (100%)
Chronically absent	VS	VS	569 (34.5%)	686 (41.6%)	385 (23.3%)	1,649 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 4) = 50.71, p < .001. VS = value suppressed (i.e., value smaller than 10).

Grade 3	Special Education Needs		
	No	Yes	Total
Not chronically absent	27,680 (68.6%)	12,672 (31.4%)	40,352 (100%)
Chronically absent	964 (58.5%)	685 (41.5%)	1,649 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 75.06, p < .001.

Grade 3	Free or Reduced Price Lunch		
	No	Yes	Total
Not chronically absent	33,205 (82.3%)	7,147 (17.7%)	40,352 (100%)
Chronically absent	1,395 (84.6%)	254 (15.4%)	1,649 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 5.82, p = .016.

Grade 3	English Language Learner		
	No	Yes	Total
Not chronically absent	31,803 (78.8%)	8,549 (21.2%)	40,352 (100%)
Chronically absent	1,276 (77.4%)	373 (22.6%)	1,649 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 1.95, p = .163.

Grade 4	Violent offenses			
	No offense	One offense	Two or more offenses	Total
Not chronically absent	27,797 (70.7%)	8,154 (20.7%)	3,348 (8.5%)	39,299 (100%)
Chronically absent	1,905 (70.5%)	530 (19.6%)	267 (9.9%)	2,702 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 2) = 7.04, p = .030.

Grade 4	Status offenses			
	No offense	One offense	Two or more offenses	Total
Not chronically absent	26,385 (67.1%)	9,556 (24.3%)	3,358 (8.5%)	39,299 (100%)
Chronically absent	1,365 (50.5%)	995 (36.8%)	342 (12.7%)	2,702 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 2) = 311.71, p < .001.

Grade 4	Property offenses			
	No offense	One offense	Two or more offenses	Total
Not chronically absent	23,917 (60.9%)	10,859 (27.6%)	4,523 (11.5%)	39,299 (100%)
Chronically absent	1,932 (71.5%)	520 (19.2%)	250 (9.3%)	2,702 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 2) = 123.50, p < .001.

Grade 4	Drug law violations			
	No offense	One offense	Two or more offenses	Total
Not chronically absent	34,291 (87.3%)	4,173 (10.6%)	835 (2.1%)	39,299 (100%)
Chronically absent	2,535 (93.8%)	152 (5.6%)	15 (0.6%)	2,702 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 2) = 118.45, p < .001.

Grade 4	Public order offenses			
	No offense	One offense	Two or more offenses	Total
Not chronically absent	21,635 (55.1%)	11,156 (28.4%)	6,508 (16.6%)	39,299 (100%)
Chronically absent	1,660 (61.4%)	663 (24.5%)	379 (14.0%)	2,702 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 2) = 41.79, p < .001.

Grade 4	Transfer to adult court		
	No	Yes	Total
Not chronically absent	38,791 (98.7%)	508 (1.3%)	39,299 (100%)
Chronically absent	2,691 (99.6%)	11 (0.4%)	2,702 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 16.25, p < .001.

Grade 4	Probation Supervision		
	No	Yes	Total
Not chronically absent	30,882 (78.6%)	8,417 (21.4%)	39,299 (100%)
Chronically absent	1,843 (68.2%)	859 (31.8%)	2,702 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 158.10, p < .001.

Grade 4	Detention		
	No	Yes	Total
Not chronically absent	33,040 (84.1%)	6,259 (15.9%)	39,299 (100%)
Chronically absent	2,238 (82.8%)	464 (17.2%)	2,702 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 2.92, p = .088.

Grade 4	Gender		
	Male	Female	Total
Not chronically absent	24,866 (63.3%)	14,433 (36.7%)	39,299 (100%)
Chronically absent	1,661 (61.5%)	1,041 (38.5%)	2,702 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 3.52, p = .060.

Grade 4	Ethnicity					
	American Indian/Alaskan Native	Asian/Pacific Islander	African-American	White	Hispanic	Total
Not chronically absent	93 (0.2%)	406 (1.0%)	11,251 (28.6%)	19,481 (49.6%)	8,068 (20.5%)	39,299 (100%)
Chronically absent	VS	17 (0.6%)	864 (32.0%)	1,135 (42.0%)	681 (25.2%)	2,702 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 4) = 70.20, p < .001. VS = value suppressed (i.e., value smaller than 10).

Grade 4	Special Education Needs		
	No	Yes	Total
Not chronically absent	27,045 (68.8%)	12,254 (31.2%)	39,299 (100%)
Chronically absent	1,599 (59.2%)	1,103 (40.8%)	2,702 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 108.33, p < .001.

Grade 4	Free or Reduced Price Lunch		
	No	Yes	Total
Not chronically absent	32,302 (82.2%)	6,997 (17.8%)	39,299 (100%)
Chronically absent	2,298 (85.0%)	404 (15.0%)	2,702 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 14.17, p < .001.

Grade 4	English Language Learner		
	No	Yes	Total
Not chronically absent	30,971 (78.8%)	8,328 (21.2%)	39,299 (100%)
Chronically absent	2,108 (78.0%)	594 (22.0%)	2,702 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 0.95, p = .330.

Grade 5	Violent offenses			
	No offense	One offense	Two or more offenses	Total
Not chronically absent	26,769 (70.8%)	7,850 (20.8%)	3,187 (8.4%)	37,806 (100%)
Chronically absent	2,933 (69.9%)	834 (19.9%)	428 (10.2%)	4,195 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 2) = 15.63, p < .001.

Grade 5	Status offenses			
	No offense	One offense	Two or more offenses	Total
Not chronically absent	25,619 (67.8%)	9,066 (24.0%)	3,121 (8.3%)	37,806 (100%)
Chronically absent	2,131 (50.8%)	1,485 (35.4%)	579 (13.8%)	4,195 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 2) = 492.38, p < .001.

Grade 5	Property offenses			
	No offense	One offense	Two or more offenses	Total
Not chronically absent	22,961 (60.7%)	10,495 (27.8%)	4,350 (11.5%)	37,806 (100%)
Chronically absent	2,888 (68.8%)	884 (21.1%)	423 (10.1%)	4,195 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 2) = 109.41, p < .001.

Grade 5	Drug law violations			
	No offense	One offense	Two or more offenses	Total
Not chronically absent	32,929 (87.1%)	4,078 (10.8%)	799 (2.1%)	37,806 (100%)
Chronically absent	3,897 (92.9%)	247 (5.9%)	51 (1.2%)	4,195 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 2) = 117.50, p < .001.

Grade 5	Public order offenses			
	No offense	One offense	Two or more offenses	Total
Not chronically absent	20,814 (55.1%)	10,790 (28.5%)	6,202 (16.4%)	37,806 (100%)
Chronically absent	2,481 (59.1%(	1,029 (24.5%)	685 (16.3%)	4,195 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 2) = 32.98, p < .001.

Grade 5	Transfer to adult court		
	No	Yes	Total
Not chronically absent	37,313 (98.7%)	493 (1.3%)	37,806 (100%)
Chronically absent	4,169 (99.4%)	26 (0.6%)	4,195 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 14.49, p < .001.

Grade 5	Probation Supervision		
	No	Yes	Total
Not chronically absent	29,846 (78.9%)	7,960 (21.1%)	37,806 (100%)
Chronically absent	2,879 (68.6%)	1,316 (31.4%)	4,195 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 233.52, p < .001.

Grade 5	Detention		
	No	Yes	Total
Not chronically absent	31,852 (84.3%)	5,954 (15.7%)	37,806 (100%)
Chronically absent	3,426 (81.7%)	769 (18.3%)	4,195 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 18.73, p < .001.

Grade 5	Gender		
	Male	Female	Total
Not chronically absent	23,930 (63.3%)	13,876 (36.7%)	37,806 (100%)
Chronically absent	2,597 (61.9%)	1,598 (38.1%)	4,195 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 3.13, p = .077.

Grade 5	Ethnicity					
	American Indian/Alaskan Native	Asian/Pacific Islander	African-American	White	Hispanic	Total
Not chronically absent	91 (0.2%)	403 (1.1%)	10,797 (28.6%)	18,800 (49.7%)	7,715 (20.4%)	37,806 (100%)
Chronically absent	VS	20 (0.5%)	1,318 (31.4%)	1,816 (43.3%)	1,034 (24.6%)	4,195 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 4) = 89.10, p < .001.

Grade 5	Special Education Needs		
	No	Yes	Total
Not chronically absent	26,078 (69.0%)	11,728 (31.0%)	37,806 (100%)
Chronically absent	2,566 (61.2%)	1,629 (38.8%)	4,195 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 106.21, p < .001.

Grade 5	Free or Reduced Price Lunch		
	No	Yes	Total
Not chronically absent	31,118 (82.3%)	6,688 (17.7%)	37,806 (100%)
Chronically absent	3,482 (83.0%)	713 (17.0%)	4,195 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 1.25, p = .263.

Grade 5	English Language Learner		
	No	Yes	Total
Not chronically absent	29,929 (79.2%)	7,877 (20.8%)	37,806 (100%)
Chronically absent	3,150 (75.1%)	1,045 (24.9%)	4,195 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 37.49, p < .001.

Grade 6	Violent offenses			
	No offense	One offense	Two or more offenses	Total
Not chronically absent	25,557 (71.1%)	7,446 (20.7%)	2,965 (8.2%)	35,968 (100%)
Chronically absent	4,145 (68.7%)	1,238 (20.5%)	650 (10.8%)	6,033 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 2) = 42.56, p < .001.

Grade 6	Status offenses			
	No offense	One offense	Two or more offenses	Total
Not chronically absent	24,566 (68.3%)	8,536 (23.7%)	2,866 (8.0%)	35,968 (100%)
Chronically absent	3,184 (52.8%)	2,015 (33.4%)	834 (13.8%)	6,033 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 2) = 581.74, p < .001.

Grade 6	Property offenses			
	No offense	One offense	Two or more offenses	Total
Not chronically absent	21,845 (60.7%)	10,010 (27.8%)	4,113 (11.4%)	35,968 (100%)
Chronically absent	4,004 (66.4%)	1,369 (22.7%)	660 (10.9%)	6,033 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 2) = 78.11, p < .001.

Grade 6	Drug law violations			
	No offense	One offense	Two or more offenses	Total
Not chronically absent	31,367 (87.2%)	3,833 (10.7%)	768 (2.1%)	35,968 (100%)
Chronically absent	5,459 (90.5%)	492 (8.2%)	82 (1.4%)	6,033 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 2) = 53.10, p < .001.

Grade 6	Public order offenses			
	No offense	One offense	Two or more offenses	Total
Not chronically absent	19,862 (55.2%)	10,283 (28.6%)	5,823 (16.2%)	35,968 (100%)
Chronically absent	3,433 (56.9%)	1,536 (25.5%)	1,064 (17.6%)	6,033 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 2) = 27.21, p < .001.

Grade 6	Transfer to adult court		
	No	Yes	Total
Not chronically absent	35,518 (98.7%)	450 (1.3%)	35,968 (100%)
Chronically absent	5,964 (98.9%)	69 (1.1%)	6,033 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 0.49, p = .485.

Grade 6	Probation Supervision		
	No	Yes	Total
Not chronically absent	28,581 (79.5%)	7,387 (20.5%)	35,968 (100%)
Chronically absent	4,144 (68.7%)	1,889 (31.3%)	6,033 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 348.48, p < .001.

Grade 6	Detention		
	No	Yes	Total
Not chronically absent	30,389 (84.5%)	5,579 (15.5%)	35,968 (100%)
Chronically absent	4,889 (81.0%)	1,144 (19.0%)	6,033 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 45.78, p < .001.

Grade 6	Gender		
	Male	Female	Total
Not chronically absent	22,788 (63.4%)	13,180 (36.6%)	35,968 (100%)
Chronically absent	3,739 (62.0%)	2,294 (38.0%)	6,033 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 4.23, p = .040.

Grade 6	Ethnicity					
	American Indian/Alaskan Native	Asian/Pacific Islander	African-American	White	Hispanic	Total
Not chronically absent	82 (0.2%)	389 (1.1%)	10,326 (28.7%)	17,965 (49.9%)	7,206 (20.0%)	35,968 (100%)
Chronically absent	16 (0.3%)	34 (0.6%)	1,789 (29.7%)	2,651 (43.9%(	1,543 (25.6%)	6,033 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 4) = 129.79, p < .001.

Grade 6	Special Education Needs		
	No	Yes	Total
Not chronically absent	24,925 (69.3%)	11,043 (30.7%)	35,968 (100%)
Chronically absent	3,719 (61.6%)	2.314 (38.4%)	6,033 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 139.53, p < .001.

Grade 6	Free or Reduced Price Lunch		
	No	Yes	Total
Not chronically absent	29,594 (82.3%)	6,374 (17.7%)	35,968 (100%)
Chronically absent	5,006 (83.0%)	1,027 (17.0%)	6,033 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 1.74, p = .188.

Grade 6	English Language Learner		
	No	Yes	Total
Not chronically absent	28,486 (79.2%)	7,482 (20.8%)	35,968 (100%)
Chronically absent	4,593 (76.1%)	1,440 (23.9%)	6,033 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 29.05, p < .001.

Grade 7	Violent offenses			
	No offense	One offense	Two or more offenses	Total
Not chronically absent	24,161 (71.7%)	6,916 (20.5%)	2,632 (7.8%)	33,709 (100%)
Chronically absent	5,541 (66.8%)	1,768 (21.3%)	983 (11.9%)	8,292 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 2) = 150.86, p < .001.

Grade 7	Status offenses			
	No offense	One offense	Two or more offenses	Total
Not chronically absent	23,143 (68.7%)	7,985 (23.7%)	2,581 (7.7%)	33,709 (100%)
Chronically absent	4,607 (55.6%)	2,566 (30.9%)	1,110 (13.5%)	8,292 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 2) = 569.77, p < .001.

Grade 7	Property offenses			
	No offense	One offense	Two or more offenses	Total
Not chronically absent	20,541 (60.9%)	9,397 (27.9%)	3,771 (11.2%)	33,709 (100%)
Chronically absent	5,308 (64.0%)	1,982 (23.9%)	1,002 (12.1%)	8,292 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 2) = 53.75, p < .001.

Grade 7	Drug law violations			
	No offense	One offense	Two or more offenses	Total
Not chronically absent	29,340 (87.05%)	3,643 (10.8%)	726 (2.2%)	33,709 (100%)
Chronically absent	7,486 (90.3%)	682 (8.2%)	124 (1.5%)	8,292 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 2) = 65.32, p < .001.

Grade 7	Public order offenses			
	No offense	One offense	Two or more offenses	Total
Not chronically absent	18,783 (55.7%)	9,651 (28.6%)	5,275 (15.6%)	33,709 (100%)
Chronically absent	4,512 (54.4%)	2,168 (26.1%)	1,612 (19.4%)	8,292 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 2) = 75.00, p < .001.

Grade 7	Transfer to adult court		
	No	Yes	Total
Not chronically absent	33,307 (98.8%)	402 (1.2%)	33,709 (100%)
Chronically absent	8,175 (98.6%)	117 (1.4%)	8,292 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 2.60, p = .107.

Grade 7	Probation Supervision		
	No	Yes	Total
Not chronically absent	26,818 (79.6%)	6,891 (20.4%)	33,709 (100%)
Chronically absent	5,907 (71.2%)	2,385 (28.8%)	8,292 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 267.72, p < .001.

Grade 7	Detention		
	No	Yes	Total
Not chronically absent	28,687 (85.1%)	5,022 (14.9%)	33,709 (100%)
Chronically absent	6,591 (79.5%)	1,701 (20.5%)	8,292 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 156.10, p < .001.

Grade 7	Gender		
	Male	Female	Total
Not chronically absent	21,436 (63.6%)	12,273 (36.4%)	33,709 (100%)
Chronically absent	5,091 (51.4%)	3,201 (38.6%)	8,292 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 13.78, p < .001.

Grade 7	Ethnicity					
	American Indian/Alaskan Native	Asian/Pacific Islander	African-American	White	Hispanic	Total
Not chronically absent	80 (0.2%)	380 (1.1%)	9,703 (28.8%)	16,950 (50.3%)	6,596 (19.6%)	33,709 (100%)
Chronically absent	18 (0.2%)	43 (0.5%)	2,412 (29.1%)	3,666 (44.2%)	2,153 (26.0%)	8,292 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 4) = 205.55, p < .001.

Grade 7	Special Education Needs		
	No	Yes	Total
Not chronically absent	23,450 (69.6%)	10,259 (30.4%)	33,709 (100%)
Chronically absent	5,194 (62.6%)	3,098 (37.4%)	8,292 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 147.25, p < .001.

Grade 7	Free or Reduced Price Lunch		
	No	Yes	Total
Not chronically absent	27,786 (82.4%)	5,923 (17.6%)	33,709 (100%)
Chronically absent	6,814 (82.2%)	1,478 (17.8%)	8,292 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 0.29, p = .587.

Grade 7	English Language Learner		
	No	Yes	Total
Not chronically absent	26,818 (79.6%)	6,891 (20.4%)	33,709 (100%)
Chronically absent	6,261 (75.5%)	2,031 (24.5%)	8,292 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 62.28, p < .001.

Grade 8	Violent offenses			
	No offense	One offense	Two or more offenses	Total
Not chronically absent	23,822 (72.0%)	6,689 (20.2%)	2,570 (7.8%)	33,081 (100%)
Chronically absent	5,880 (65.9%)	1,995 (22.4%)	1,045 (11.7%)	8,920 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 2) = 179.64, p < .001.

Grade 8	Status offenses			
	No offense	One offense	Two or more offenses	Total
Not chronically absent	23,068 (69.7%)	7,638 (23.1%)	2,375 (7.2%)	33,081 (100%)
Chronically absent	4,682 (52.5%)	2,913 (32.7%)	1,325 (14.9%)	8,920 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 2) = 1041.98, p < .001.

Grade 8	Property offenses			
	No offense	One offense	Two or more offenses	Total
Not chronically absent	20,206 (61.1%)	9,240 (27.9%)	3,635 (11.0%)	33,081 (100%)
Chronically absent	5,643 (63.3%)	2,139 (24.0%)	1,138 (12.8%)	8,920 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 2) = 65.29, p < .001.

Grade 8	Drug law violations			
	No offense	One offense	Two or more offenses	Total
Not chronically absent	28,862 (87.2%)	3,525 (10.7%)	694 (2.1%)	33,081 (100%)
Chronically absent	7,964 (89.3%)	800 (9.0%)	156 (1.7%)	8,920 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 2) = 26.97, p < .001.

Grade 8	Public order offenses			
	No offense	One offense	Two or more offenses	Total
Not chronically absent	18,560 (56.1%)	9,503 (28.7%)	5,018 (15.2%)	33,081 (100%)
Chronically absent	4,735 (53.1%)	2,316 (26.0%)	1,869 (21.0%)	8,920 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 2) = 173.96, p < .001.

Grade 8	Transfer to adult court		
	No	Yes	Total
Not chronically absent	32,708 (98.9%)	373 (1.1%)	33,081 (100%)
Chronically absent	8,774 (98.4%)	146 (1.6%)	8,920 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 14.93, p < .001.

Grade 8	Probation Supervision		
	No	Yes	Total
Not chronically absent	26,268 (79.4%)	6,813 (20.6%)	33,081 (100%)
Chronically absent	6,457 (72.4%)	2,463 (27.6%)	8,920 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 201.04, p < .001.

Grade 8	Detention		
	No	Yes	Total
Not chronically absent	28,289 (85.%)	4,792 (14.5%)	33,081 (100%)
Chronically absent	6,989 (78.4%)	1,931 (21.6%)	8,920 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 268.07, p < .001.

Grade 8	Gender		
	Male	Female	Total
Not chronically absent	21,151 (63.9%)	11,930 (36.1%)	33,081 (100%)
Chronically absent	5,376 (60.3%)	3,544 (39.7%)	8,920 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 40.62, p < .001.

Grade 8	Ethnicity					
	American Indian/Alaskan Native	Asian/Pacific Islander	African-American	White	Hispanic	Total
Not chronically absent	73 (0.2%)	376 (1.1%)	9,627 (29.1%)	16,700 (50.5%)	6,305 (19.1%)	33,081 (100%)
Chronically absent	25 (0.3%)	47 (0.5%)	2,488 (27.9%)	3,916 (43.9%)	2,444 (27.4%)	8,920 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 4) = 327.13, p < .001.

Grade 8	Special Education Needs		
	No	Yes	Total
Not chronically absent	23,072 (69.7%)	10,009 (30.3%)	33,081 (100%)
Chronically absent	5,572 (62.5%)	3,348 (37.5%)	8,920 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 171.57, p < .001.

Grade 8	Free or Reduced Price Lunch		
	No	Yes	Total
Not chronically absent	27,253 (82.4%)	5,828 (17.6%)	33,081 (100%)
Chronically absent	7,347 (82.4%)	1,573 (17.6%)	8,920 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 0.00, p = .970.

Grade 8	English Language Learner		
	No	Yes	Total
Not chronically absent	26,309 (79.5%)	6,772 (20.5%)	33,081 (100%)
Chronically absent	6,770 (75.9%)	2,150 (24.1%)	8,920 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 55.40, p < .001.

Grade 9	Violent offenses			
	No offense	One offense	Two or more offenses	Total
Not chronically absent	21,573 (72.7%)	6,009 (20.2%)	2,100 (7.1%)	29,682 (100%)
Chronically absent	8,129 (66.0%)	2,675 (21.7%)	1,515 (12.3%)	12,319 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 2) = 340.18, p < .001.

Grade 9	Status offenses			
	No offense	One offense	Two or more offenses	Total
Not chronically absent	21,367 (72.0%)	6,455 (21.7%)	1,860 (6.3%)	29,682 (100%)
Chronically absent	6,383 (51.8%)	4,096 (33.2%)	1,840 (14.9%)	12,319 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 2) = 1737.51, p < .001.

Grade 9	Property offenses			
	No offense	One offense	Two or more offenses	Total
Not chronically absent	18,523 (62.4%)	8,268 (27.9%)	2,891 (9.7%)	29,682 (100%)
Chronically absent	7,326 (59.9%)	3,111 (25.3%)	1,882 (15.3%)	12,319 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 2) = 268.84, p < .001.

Grade 9	Drug law violations			
	No offense	One offense	Two or more offenses	Total
Not chronically absent	26,130 (88.0%)	3,020 (10.2%)	532 (1.8%)	29,682 (100%)
Chronically absent	10,696 (86.8%)	1,305 (10.6%)	318 (2.6%)	12,319 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 2) = 29.72, p < .001.

Grade 9	Public order offenses			
	No offense	One offense	Two or more offenses	Total
Not chronically absent	17,038 (57.4%)	8,570 (28.9%)	4,074 (13.7%)	29,682 (100%)
Chronically absent	6,257 (50.8%)	3,249 (26.4%)	2,813 (22.8%)	12,319 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 2) = 528.46, p < .001.

Grade 9	Transfer to adult court		
	No	Yes	Total
Not chronically absent	29,396 (99.0%)	286 (1.0%)	29,682 (100%)
Chronically absent	12,086 (98.1%)	233 (1.9%)	12,319 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 61.41, p < .001.

Grade 9	Probation Supervision		
	No	Yes	Total
Not chronically absent	23,281 (78.4%)	6,401 (21.6%)	29,682 (100%)
Chronically absent	9,444 (76.7%)	2,875 (23.3%)	12,319 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 15.90, p < .001.

Grade 9	Detention		
	No	Yes	Total
Not chronically absent	25,792 (86.9%)	3,890 (13.1%)	29,682 (100%)
Chronically absent	9,486 (77.0%)	2,833 (23.0%)	12,319 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 633.55, p < .001.

Grade 9	Gender		
	Male	Female	Total
Not chronically absent	19,192 (64.7%)	10,490 (35.3%)	29,682 (100%)
Chronically absent	7,335 (59.5%)	4,984 (40.5%)	12,319 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 97.95, p < .001.

Grade 9	Ethnicity					
	American Indian/Alaskan Native	Asian/Pacific Islander	African-American	White	Hispanic	Total
Not chronically absent	67 (0.2%)	347 (1.2%)	8,384 (28.2%)	15,636 (52.7%)	5,248 (17.7%)	29,682 (100%)
Chronically absent	31 (0.3%)	76 (0.6%)	3,731 (30.3%)	4,980 (40.4%)	3,501 (28.4%)	12,319 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 4) = 787.43, p < .001.

Grade 9	Special Education Needs		
	No	Yes	Total
Not chronically absent	20,608 (69.4%)	9,074 (30.6%)	29,682 (100%)
Chronically absent	8,036 (65.2%)	4,283 (34.8%)	12,319 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 70.70, p < .001.

Grade 9	Free or Reduced Price Lunch		
	No	Yes	Total
Not chronically absent	24,330 (82.0%)	5,352 (18.0%)	29,682 (100%)
Chronically absent	10,270 (83.4%)	2,049 (16.6%)	12,319 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 11.73, p = .001.

Grade 9	English Language Learner		
	No	Yes	Total
Not chronically absent	23,574 (79.4%)	6,108 (20.6%)	29,682 (100%)
Chronically absent	9,505 (77.2%)	2,814 (22.8%)	12,319 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 26.69, p < .001.

Grade 10	Violent offenses			
	No offense	One offense	Two or more offenses	Total
Not chronically absent	22,608 (71.7%)	6,409 (20.3%)	2,513 (8.0%)	31,530 (100%)
Chronically absent	7,094 (67.7%)	2,275 (21.7%)	1,102 (10.5%)	10,471 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 2) = 84.41, p < .001.

Grade 10	Status offenses			
	No offense	One offense	Two or more offenses	Total
Not chronically absent	21,572 (68.4%)	7,473 (23.7%)	2,485 (7.9%)	31,530 (100%)
Chronically absent	6,178 (59.0%)	3,078 (29.4%)	1,215 (11.6%)	10,471 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 2) = 330.57, p < .001.

Grade 10	Property offenses			
	No offense	One offense	Two or more offenses	Total
Not chronically absent	19,769 (62.7%)	8,533 (27.1%)	3,228 (10.2%)	31,530 (100%)
Chronically absent	6,080 (58.1%)	2,846 (27.2%)	1,545 (14.8%)	10,471 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 2) = 168.61, p < .001.

Grade 10	Drug law violations			
	No offense	One offense	Two or more offenses	Total
Not chronically absent	27,871 (88.4%)	3,099 (9.8%)	560 (1.8%)	31,530 (100%)
Chronically absent	8,955 (85.5%)	1,226 (11.7%)	290 (2.8%)	10,471 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 2) = 72.71, p < .001.

Grade 10	Public order offenses			
	No offense	One offense	Two or more offenses	Total
Not chronically absent	18,057 (57.3%)	8,839 (28.0%)	4,634 (14.7%)	31,530 (100%)
Chronically absent	5,238 (50.0%)	2,980 (28.5%)	2,253 (21.5%)	10,471 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 2) = 297.84, p < .001.

Grade 10	Transfer to adult court		
	No	Yes	Total
Not chronically absent	31,166 (98.8%)	364 (1.2%)	31,530 (100%)
Chronically absent	10,316 (98.5%)	155 (1.5%)	10,471 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 6.84, p = .009.

Grade 10	Probation Supervision		
	No	Yes	Total
Not chronically absent	24,425 (77.5%)	7,105 (22.5%)	31,530 (100%)
Chronically absent	8,300 (79.3%)	2,171 (20.7%)	10,471 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 14.811, p < .001.

Grade 10	Detention		
	No	Yes	Total
Not chronically absent	26,914 (85.4%)	4,616 (14.6%)	31,530 (100%)
Chronically absent	8,364 (79.9%)	2,107 (20.1%)	10,471 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 175.72, p < .001.

Grade 10	Gender		
	Male	Female	Total
Not chronically absent	20,365 (64.6%)	11,165 (35.4%)	31,530 (100%)
Chronically absent	6,162 (58.8%)	4,309 (41.2%)	10,471 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 111.34, p < .001.

Grade 10	Ethnicity					
	American Indian/Alaskan Native	Asian/Pacific Islander	African-American	White	Hispanic	Total
Not chronically absent	71 (0.2%)	348 (1.1%)	8,993 (28.5%)	15,964 (50.6%)	6,154 (19.5%)	31,530 (100%)
Chronically absent	27 (0.3%)	75 (0.7%)	3,122 (29.8%)	4,652 (44.4%)	2,595 (24.8%)	10,471 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 4) = 182.87, p < .001.

Grade 10	Special Education Needs		
	No	Yes	Total
Not chronically absent	21,653 (68.7%)	9,877 (31.3%)	31,530 (100%)
Chronically absent	6,991 (66.8%)	3,480 (33.2%)	10,471 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 13.21, p < .001.

Grade 10	Free or Reduced Price Lunch		
	No	Yes	Total
Not chronically absent	25,966 (82.4%)	5,564 (17.6%)	31,530 (100%)
Chronically absent	8,634 (82.5%)	1,837 (17.5%)	10,471 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 0.06, p = .811.

Grade 10	English Language Learner		
	No	Yes	Total
Not chronically absent	24,888 (78.9%)	6,642 (21.1%)	31,530 (100%)
Chronically absent	8,191 (78.2%)	2,280 (21.8%)	10,471 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 26.69, p < .001.

Grade 11	Violent offenses			
	No offense	One offense	Two or more offenses	Total
Not chronically absent	23,938 (71.0%)	6,937 (20.6%)	2,822 (8.4%)	33,697 (100%)
Chronically absent	5,764 (69.4%)	1,747 (21.0%)	793 (9.5%)	8,304 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 2) = 13.84, p = .001.

Grade 11	Status offenses			
	No offense	One offense	Two or more offenses	Total
Not chronically absent	22,433 (66.6%)	8,294 (24.6%)	2,970 (8.8%)	33,697 (100%)
Chronically absent	5,317 (64.0%)	2,257 (27.2%)	730 (8.8%)	8,304 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 2) = 23.99, p < .001.

Grade 11	Property offenses			
	No offense	One offense	Two or more offenses	Total
Not chronically absent	21,004 (62.3%)	9,011 (26.7%)	3,682 (10.9%)	33,697 (100%)
Chronically absent	4,845 (58.3%)	2,368 (28.5%)	1,091 (13.1%)	8,304 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 2) = 53.62, p < .001.

Grade 11	Drug law violations			
	No offense	One offense	Two or more offenses	Total
Not chronically absent	29,775 (88.4%)	3,311 (9.8%)	611 (1.8%)	33,697 (100%)
Chronically absent	7,051 (84.9%)	1,014 (12.3%)	239 (2.9%)	8,304 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 2) = 83.19, p < .001.

Grade 11	Public order offenses			
	No offense	One offense	Two or more offenses	Total
Not chronically absent	19,095 (56.7%)	9,405 (27.9%)	5,197 (15.4%)	33,697 (100%)
Chronically absent	4,200 (50.6%)	2,414 (29.1%)	1,690 (20.4%)	8,304 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 2) = 146.42, p < .001.

Grade 11	Transfer to adult court		
	No	Yes	Total
Not chronically absent	33,267 (98.7%)	430 (1.3%)	33,697 (100%)
Chronically absent	8,215 (98.9%)	89 (1.1%)	8,304 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 2.28, p = .131.

Grade 11	Probation Supervision		
	No	Yes	Total
Not chronically absent	25,925 (76.9%)	7,772 (23.1%)	33,697 (100%)
Chronically absent	6,800 (81.9%)	1,504 (18.1%)	8,304 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 94.97, p < .001.

Grade 11	Detention		
	No	Yes	Total
Not chronically absent	28,340 (84.1%)	5,357 (15.9%)	33,697 (100%)
Chronically absent	6,938 (83.6%)	1,366 (16.4%)	8,304 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 1.51, p = .219.

Grade 11	Gender		
	Male	Female	Total
Not chronically absent	21,682 (64.3%)	12,015 (35.7%)	33,697 (100%)
Chronically absent	4,845 (58.3%)	3,459 (41.7%)	8,304 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 103.03, p < .001.

Grade 11	Ethnicity					
	American Indian/Alaskan Native	Asian/Pacific Islander	African-American	White	Hispanic	Total
Not chronically absent	83 (0.2%)	348 (1.0%)	9,670 (28.7%)	16,631 (49.4%)	6,965 (20.7%)	33,697 (100%)
Chronically absent	15 (0.2%)	75 (0.9%)	2,445 (29.4%)	3,985 (48.0%)	1,784 (21.5%)	8,304 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 4) = 8.28, p = .082.

Grade 11	Special Education Needs		
	No	Yes	Total
Not chronically absent	22,925 (68.0%)	10,722 (32.0%)	33,697 (100%)
Chronically absent	5,719 (68.9%)	2,585 (31.1%)	8,304 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 2.16, p = .142.

Grade 11	Free or Reduced Price Lunch		
	No	Yes	Total
Not chronically absent	27,797 (82.5%)	5,900 (17.5%)	33,697 (100%)
Chronically absent	6,803 (81.9%)	1,501 (18.1%)	8,304 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 1.47, p = .225.

Grade 11	English Language Learner		
	No	Yes	Total
Not chronically absent	26,526 (78.7%)	7,171 (21.3%)	33,697 (100%)
Chronically absent	6,553 (78.9%)	1,751 (21.1%)	8,304 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 0.15, p = .698.

Grade 12	Violent offenses			
	No offense	One offense	Two or more offenses	Total
Not chronically absent	25,874 (70.3%)	7,667 (20.8%)	3,241 (8.8%)	36,782 (100%)
Chronically absent	3,828 (73.3%)	1,017 (19.5%)	374 (7.2%)	5,219 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 2) = 24.28, p < .001.

Grade 12	Status offenses			
	No offense	One offense	Two or more offenses	Total
Not chronically absent	24,091 (65.5%)	9,311 (25.3%)	3,380 (9.2%)	36,782 (100%)
Chronically absent	3,659 (70.1%)	1,240 (23.8%)	320 (6.1%)	5,219 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 2) = 67.63, p < .001.

Grade 12	Property offenses			
	No offense	One offense	Two or more offenses	Total
Not chronically absent	22,813 (62.0%)	9,772 (26.6%)	4,197 (11.4%)	36,782 (100%)
Chronically absent	3,036 (58.2%)	1,607 (30.8%)	576 (11.0%)	5,219 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 2) = 41.67, p < .001.

Grade 12	Drug law violations			
	No offense	One offense	Two or more offenses	Total
Not chronically absent	32,330 (87.9%)	3,728 (10.1%)	724 (2.0%)	36,782 (100%)
Chronically absent	4,496 (86.1%)	597 (11.4%)	126 (2.4%)	5,219 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 2) = 13.63, p = .001.

Grade 12	Public order offenses			
	No offense	One offense	Two or more offenses	Total
Not chronically absent	20,513 (55.8%)	10,287 (28.0%)	5,982 (16.3%)	36,782 (100%)
Chronically absent	2,782 (53.3%)	1,532 (29.4%)	905 (17.3%)	5,219 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 2) = 11.36, p = .003.

Grade 12	Transfer to adult court		
	No	Yes	Total
Not chronically absent	36,307 (98.7%)	475 (1.3%)	36,782 (100%)
Chronically absent	5,175 (99.2%)	44 (0.8%)	5,219 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 7.53, p = .006.

Grade 12	Probation Supervision		
	No	Yes	Total
Not chronically absent	28,213 (76.7%)	8,569 (23.3%)	36,782 (100%)
Chronically absent	4,512 (86.5%)	707 (13.5%)	5,219 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 252.50, p < .001.

Grade 12	Detention		
	No	Yes	Total
Not chronically absent	30,718 (83.5%)	6,064 (16.5%)	36,782 (100%)
Chronically absent	4,560 (87.4%)	659 (12.6%)	5,219 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 50.64, p < .001.

Grade 12	Gender		
	Male	Female	Total
Not chronically absent	23,542 (64.0%)	13,240 (36.0%)	36,782 (100%)
Chronically absent	2,985 (57.2%)	2,234 (42.8%)	5,219 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 191.07, p < .001.

Grade 12	Ethnicity					
	American Indian/Alaskan Native	Asian/Pacific Islander	African-American	White	Hispanic	Total
Not chronically absent	93 (0.3%)	367 (1.0%)	10,624 (28.9%)	17,966 (48.8%)	7,732 (21.0%)	36,782 (100%)
Chronically absent	VS	56 (1.1%)	1,491 (28.6%)	2,650 (50.8%)	1,017 (19.5%)	5,219 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 4) = 13.89, p = .008. VS = value suppressed (i.e., value smaller than 10).

Grade 12	Special Education Needs		
	No	Yes	Total
Not chronically absent	24,977 (67.9%)	11,805 (32.1%)	36,782 (100%)
Chronically absent	3,667 (70.3%)	1,552 (29.7%)	5,219 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 11.71, p = .001.

Grade 12	Free or Reduced Price Lunch		
	No	Yes	Total
Not chronically absent	30,288 (82.3%)	6,494 (17.7%)	36,782 (100%)
Chronically absent	4,312 (82.6%)	907 (17.4%)	5,219 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 0.24, p = .624.

Grade 12	English Language Learner		
	No	Yes	Total
Not chronically absent	28,835 (78.4%)	7,947 (21.6%)	36,782 (100%)
Chronically absent	4,244 (81.3%)	975 (18.7%)	5,219 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 23.36, p < .001.

Across all grades	Violent offenses			
	No offense	One offense	Two or more offenses	Total
Never chronically absent	9,693 (76.5%)	2,434 (19.2%)	546 (4.3%)	12,673 (100%)
Chronically absent in one grade	6,603 (69.1%)	2,015 (21.1%)	938 (9.8%)	9,556 (100%)
Chronically absent in two grades	5,748 (67.7%)	1,839 (21.7%)	902 (10.6%)	8,489 (100%)
Chronically absent in three grades	3,614 (66.3%)	1,231 (22.6%)	607 (11.1%)	5,452 (100%)
Chronically absent in four grades	2,179 (68.0%)	669 (20.9%)	355 (11.1%)	3,203 (100%)
Chronically absent in five grades	1,287 (70.0%)	358 (19.5%)	194 (10.5%)	1,839 (100%)
Chronically absent in six grades	578 (73.3%)	138 (17.5%)	73 (9.3%)	789 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 12) = 526.27, p < .001.

Across all grades	Status offenses			
	No offense	One offense	Two or more offenses	Total
Never chronically absent	10,331 (81.5%)	1,931 (15.2%)	411 (3.2%)	12,673 (100%)
Chronically absent in one grade	6,151 (64.4%)	2,500 (26.2%)	905 (9.5%)	9,556 (100%)
Chronically absent in two grades	5,205 (61.3%)	2,382 (28.1%)	902 (10.6%)	8,489 (100%)
Chronically absent in three grades	3,125 (57.3%)	1,721 (31.6%)	606 (11.1%)	5,452 (100%)
Chronically absent in four grades	1,712 (53.4%)	1,037 (32.4%)	454 (14.2%)	3,203 (100%)
Chronically absent in five grades	887 (48.2%)	664 (36.1%)	288 (15.7%)	1,839 (100%)
Chronically absent in six grades	339 (43.0%)	316 (40.1%)	134 (17.0%)	789 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 12) = 2,401.21, p < .001.

Across all grades	Property offenses			
	No offense	One offense	Two or more offenses	Total
Never chronically absent	7,959 (62.8%)	3,811 (30.1%)	903 (7.1%)	12,673 (100%)
Chronically absent in one grade	5,641 (59.0%)	2,572 (26.9%)	1,343 (14.1%)	9,556 (100%)
Chronically absent in two grades	5,072 (59.7%)	2,301 (27.1%)	1,116 (13.1%)	8,489 (100%)
Chronically absent in three grades	3,348 (61.4%)	1,347 (24.7%)	757 (13.9%)	5,452 (100%)
Chronically absent in four grades	2,037 (63.6%)	759 (23.7%)	407 (12.7%)	3,203 (100%)
Chronically absent in five grades	1,222 (66.4%)	433 (23.5%)	184 (10.0%)	1,839 (100%)
Chronically absent in six grades	570 (72.2%)	156 (19.8%)	63 (8.0%)	789 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 12) = 463.88, p < .001.

Across all grades	Drug law violations			
	No offense	One offense	Two or more offenses	Total
Never chronically absent	11,163 (88.1%)	1,338 (10.6%)	172 (1.4%)	12,673 (100%)
Chronically absent in one grade	8,219 (86.0%)	1,063 (11.1%)	274 (2.9%)	9,556 (100%)
Chronically absent in two grades	7,361 (86.7%)	919 (10.8%)	209 (2.5%)	8,489 (100%)
Chronically absent in three grades	4,810 (88.2%)	542 (9.9%)	100 (1.8%)	5,452 (100%)
Chronically absent in four grades	2,853 (89.1%)	288 (9.0%)	62 (1.9%)	3,203 (100%)
Chronically absent in five grades	1,682 (91.5%)	128 (7.0%)	29 (1.6%)	1,839 (100%)
Chronically absent in six grades	738 (93.5%)	47 (6.0%)	VS	789 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 12) = 142.30, p < .001. VS = value suppressed (i.e., value smaller than 10).

Across all grades	Public order offenses			
	No offense	One offense	Two or more offenses	Total
Never chronically absent	7,800 (61.5%)	3,733 (29.5%)	1,140 (9.0%)	12,673 (100%)
Chronically absent in one grade	4,893 (51.2%)	2,799 (29.3%)	1,864 (19.5%)	9,556 (100%)
Chronically absent in two grades	4,453 (52.5%)	2,354 (27.7%)	1,682 (19.8%)	8,489 (100%)
Chronically absent in three grades	2,919 (53.5%)	1,468 (26.9%)	1,065 (19.5%)	5,452 (100%)
Chronically absent in four grades	1,731 (54.0%)	833 (26.0%)	639 (20.0%)	3,203 (100%)
Chronically absent in five grades	1,034 (56.2%)	442 (24.0%)	363 (19.7%)	1,839 (100%)
Chronically absent in six grades	465 (58.9%)	190 (24.1%)	134 (17.0%)	789 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 12) = 783.14, p < .001.

Across all grades	Transfer to adult court		
	No	Yes	Total
Never chronically absent	12,572 (99.2%)	101 (0.8%)	12,673 (100%)
Chronically absent in one grade	9,405 (98.4%)	151 (1.6%)	9,556 (100%)
Chronically absent in two grades	8,357 (98.4%)	132 (1.6%)	8,489 (100%)
Chronically absent in three grades	5,375 (98.6%)	77 (1.4%)	5,452 (100%)
Chronically absent in four grades	3,164 (98.8%)	39 (1.2%)	3,203 (100%)
Chronically absent in five grades	1,821 (99.0%)	18 (1.0%)	1,839 (100%)
Chronically absent in six grades	788 (99.9%)	VS	789 (100%)

Notes. % are within chronic absenteeism category. Chi-Square ($df = 6$) = 46.72, $p < .001$.

Across all grades	Probation Supervision		
	No	Yes	Total
Never chronically absent	9,965 (78.6%)	2,708 (21.4%)	12,673 (100%)
Chronically absent in one grade	7,809 (81.7%)	1,747 (18.3%)	9,556 (100%)
Chronically absent in two grades	6,690 (78.8%)	1,799 (21.2%)	8,489 (100%)
Chronically absent in three grades	4,112 (75.4%)	1,340 (24.6%)	5,452 (100%)
Chronically absent in four grades	2,313 (72.2%)	890 (27.8%)	3,203 (100%)
Chronically absent in five grades	1,288 (70.0%)	551 (30.0%)	1,839 (100%)
Chronically absent in six grades	548 (69.5%)	241 (30.5%)	789 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 6) = 267.37, p < .001.

Across all grades	Detention		
	No	Yes	Total
Never chronically absent	11,568 (91.3%)	1,105 (8.7%)	12,673 (100%)
Chronically absent in one grade	7,804 (81.7%)	1,752 (18.3%)	9,556 (100%)
Chronically absent in two grades	6,834 (80.5%)	1,655 (19.5%)	8,489 (100%)
Chronically absent in three grades	4,348 (79.8%)	1,104 (20.2%)	5,452 (100%)
Chronically absent in four grades	2,547 (79.5%)	656 (20.5%)	3,203 (100%)
Chronically absent in five grades	1,502 (81.7%)	337 (18.3%)	1,839 (100%)
Chronically absent in six grades	675 (85.6%)	114 (14.4%)	789 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 6) = 745.41, p < .001.

Across all grades	Gender		
	Male	Female	Total
Never chronically absent	8,565 (67.6%)	4,108 (32.4%)	12,673 (100%)
Chronically absent in one grade	6,060 (63.4%)	3,496 (36.6%)	9,556 (100%)
Chronically absent in two grades	5,246 (61.8%)	3,243 (38.2%)	8,489 (100%)
Chronically absent in three grades	3,263 (59.8%)	2,189 (40.2%)	5,452 (100%)
Chronically absent in four grades	1,880 (58.7%)	1,323 (41.3%)	3,203 (100%)
Chronically absent in five grades	1,066 (58.0%)	773 (42.0%)	1,839 (100%)
Chronically absent in six grades	447 (56.7%)	342 (43.4%)	789 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 6) = 202.56, p < .001.

Across all grades	Ethnicity					
	American Indian/Alaskan Native	Asian/Pacific Islander	African-American	White	Hispanic	Total
Never chronically absent	35 (0.3%)	203 (1.6%)	3,320 (26.2%)	7,435 (58.7%)	1,680 (13.3%)	12,673 (100%)
Chronically absent in one grade	20 (0.2%)	87 (0.9%)	2,796 (29.3%)	4,486 (46.9%)	2,167 (22.7%)	9,556 (100%)
Chronically absent in two grades	17 (0.2%)	70 (0.8%)	2,605 (30.7%)	3,847 (45.3%)	1,950 (23.0%)	8,489 (100%)
Chronically absent in three grades	12 (0.2%)	36 (0.7%)	1,706 (31.3%)	2,361 (43.3%)	1,337 (24.5%)	5,452 (100%)
Chronically absent in four grades	VS	18 (0.6%)	971 (30.3%)	1,324 (41.3%)	882 (27.5%)	3,203 (100%)
Chronically absent in five grades	VS	VS	534 (29.0%)	780 (42.4%)	518 (28.2%)	1,839 (100%)
Chronically absent in six grades	VS	VS	182 (23.2%)	383 (48.5%)	215 (27.2%)	789 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 4) = 1,055.00, p < .001. VS = value suppressed (i.e., value smaller than 10).

Across all grades	Special Education Needs		
	No	Yes	Total
Never chronically absent	9,314 (73.5%)	3,359 (26.5%)	12,673 (100%)
Chronically absent in one grade	6,495 (68.0%)	3,061 (32.0%)	9,556 (100%)
Chronically absent in two grades	5,703 (67.2%)	2,786 (32.8%)	8,489 (100%)
Chronically absent in three grades	3,536 (64.9%)	1,916 (35.1%)	5,452 (100%)
Chronically absent in four grades	2,021 (63.1%)	1,182 (36.9%)	3,203 (100%)
Chronically absent in five grades	1,136 (61.8%)	703 (38.2%)	1,839 (100%)
Chronically absent in six grades	439 (55.6%)	350 (44.4%)	789 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 6) = 327.09, p < .001.

Across all grades	Free or Reduced Price Lunch		
	No	Yes	Total
Never chronically absent	10,343 (81.6%)	2,330 (18.4%)	12,673 (100%)
Chronically absent in one grade	7,924 (82.9%)	1,632 (17.1%)	9,556 (100%)
Chronically absent in two grades	6,991 (82.4%)	1,498 (17.6%)	8,489 (100%)
Chronically absent in three grades	4,467 (81.9%)	985 (18.1%)	5,452 (100%)
Chronically absent in four grades	2,648 (82.7%)	555 (17.3%)	3,203 (100%)
Chronically absent in five grades	1,567 (85.2%)	272 (14.8%)	1,839 (100%)
Chronically absent in six grades	660 (83.7%)	129 (16.3%)	789 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 6) = 19.01, p = .004.

Across all grades	English Language Learner		
	No	Yes	Total
Never chronically absent	10,189 (80.4%)	2,484 (19.6%)	12,673 (100%)
Chronically absent in one grade	7,609 (79.6%)	1,947 (20.4%)	9,556 (100%)
Chronically absent in two grades	6,644 (78.3%)	1,845 (21.7%)	8,489 (100%)
Chronically absent in three grades	4,191 (76.9%)	1,261 (23.1%)	5,452 (100%)
Chronically absent in four grades	2,418 (75.5%)	785 (24.5%)	3,203 (100%)
Chronically absent in five grades	1,432 (77.9%)	407 (22.1%)	1,839 (100%)
Chronically absent in six grades	596 (75.5%)	193 (24.5%)	789 (100%)

Notes. % are within chronic absenteeism category. Chi-Square (df = 1) = 63.72, $p < .001$.