

Report to the
Joint Legislative Education
Oversight Committee on

*Revising the School Accountability Model
for the ABCs to Include a Closing the
Achievement Gap Component*

January 2002



Public Schools of North Carolina
State Board of Education . Department of Public Instruction
Office of Instructional and Accountability Services

State Board of Education

Phillip J. Kirk, Jr.
Chairman
Raleigh

Jane P. Norwood
Vice Chair
Charlotte

Kathy A. Taft
Greenville

Michelle Howard-Vital
Wilmington

Edgar D. Murphy
Durham

Evelyn B. Monroe
West End

Maria T. Palmer
Chapel Hill

Ronald E. Deal
Hickory

Wayne McDevitt
Asheville

Zoe W. Locklear
Pembroke

Patricia Nickens Willoughby
Raleigh

Beverly Perdue
Lieutenant Governor
New Bern

Richard Moore
State Treasurer
Kittrell

NC Department of Public Instruction

Michael E. Ward, State Superintendent

301 North Wilmington Street • Raleigh, North Carolina 27601-2825 • Website: www.ncpublicschools.org

Report to the Joint Legislative Education Oversight Committee

Revising the School Accountability Model for the ABCs to Include A Closing the Achievement Gap Component

Background

State Department of Public Instruction

Over the last two years the state of North Carolina has aggressively tackled the long-standing issue of closing the achievement gap. The State Superintendent, Mike Ward, said the state has ethical and economic reasons for closing the gap. "The gaps are persistent, and it's our moral obligation to do all that we can to close them."

The state superintendent issued a call to school administrators, parents, and communities across the state to find the will to close the achievement gaps between students and to challenge all students to reach higher expectations set under the ABCs of Public Education and by the new Student Accountability Standards. With the support of the State Board of Education (SBE), he unveiled his Ten-Point Plan for Closing the Minority Achievement Gap at the April, 2000 "Closing the Achievement Gap: Improving Minority and At-Risk Student Achievement Conference."

In May of 2000, the State Board of Education (SBE) approved/endorsed recommendations to close the achievement gap and challenge all students to higher levels of performance. At the recommendation of the State Superintendent, the SBE

- adopted a policy statement that supported setting growth goals across all levels to assure that children at every performance level improve academically and that all students experiencing difficulty get help to reach proficiency and beyond;
- endorsed the creation of a permanent advisory committee to address the issues of higher standards and closing performance gaps by race, gender, certain disabilities, and socio-economic status (North Carolina Commission on Raising Achievement and Closing Gaps); and
- endorsed establishing a section within the Department of Public Instruction (DPI) to provide technical assistance to schools and school systems to help close the gaps and assure progress at all levels of performance (Closing the Achievement Gap Section at DPI).

General Assembly

The General Assembly has provided key legislation in the past two years to address the closing the gap issue as well. In 1999-2000, Section 8.28.(c) of House Bill 1840 required the SBE to produce an annual Minority Achievement Report Card based on data the SBE collects from local school administrative units and individual schools. Also, Section 8.28.(d) required the SBE to develop guidelines to enable the formation of a local task force in each local school administrative unit. The purpose of this task force is to advise and work with the local board of education and administration on closing the gap in academic achievement and on developing a collaborative plan for achieving the goal.

Special provisions in the 1999 budget of the North Carolina General Assembly established legislation to provide for a pilot program to test and evaluate a revised school accountability model for the ABCs to explore ways of going beyond existing standards for school growth and status. Section 8.36 of the special provisions required that the SBE establish a pilot program in up to five LEAs “for the purpose of determining whether revisions in the present accountability model... are likely to result in more students demonstrating mastery of grade level subject matter and skills... For purposes of the pilot program, the State Board shall disaggregate student performance within designated demographic groups or designated student performance level groups or both.”

During its last session, the General Assembly established legislation to include a “closing the achievement gap” component in its measurement of educational growth in student performance for each school (Senate Bill 1005 Section 28.30.(a). “The ‘closing the achievement gap’ component shall measure and compare the performance of each subgroup in a school’s population to ensure that all subgroups as identified by the State Board are meeting State standards.” Section 28.30.(b) “required that the State Board shall report its plan to include measurement of ‘closing the achievement gap’ in educational growth in student performance for each school to the Joint Legislative Education Oversight Committee by January 15, 2002.”

United States Congress

In December 2001, members of the House and Senate reached agreement resulting in reform of the Elementary and Secondary Education Act (ESEA). One such reform effort pertained to closing the achievement gap. “The purpose of this title is to ensure that all children have a fair, equal, and significant opportunity to obtain a high quality education and reach, at a minimum, proficiency on challenging State academic standards and state academic assessments. This purpose can be accomplished by...*Closing the achievement gap between high and low-performing children, especially the achievement gaps between minority and nonminority students, and between disadvantaged children and their more advantaged peers...*”¹

Results of Previous Reports

Two reports were presented to the SBE in December 2001 addressing the issue of closing the gap. The North Carolina Commission on Raising Achievement and Closing Gaps appointed in the summer of 2000 was charged with advising the SBE, the State Superintendent, and local school systems on “ways to close the number of gaps that exist in student achievement outcomes and student participation rates in advanced classes.” The Commission recommended that the SBE adopt a closing the gap component to the accountability model that sets a universal standard and sets measures and incentives at the school district level. In terms of closing the gap, the Commission encouraged the SBE to look beyond the ABCs model to other approaches that may be better suited to meeting the goal of closing the gap (e.g., California and Texas).

The ABCs Pilot program report showed the program stimulated some improvement in students’ mastery of grade level subject matter and skills. However, because it was not a randomized research study, the Pilot study did not provide strong proof that revisions in the current accountability model would necessarily result in more students demonstrating academic improvement in the future. Nor did the study address whether the Pilot Program model revisions would be the best revisions to include in a future modified accountability model.

¹ H.R. 1, *No Child Left Behind Act*: Title I-Improving the Academic Achievement of the Disadvantaged (2001, p.18). President Bush was expected to sign H.R. 1 during the week of December 17, 2001.

Recommendations in the report were to discontinue the ABCs Pilot Program at the conclusion of the 2001-2002 school year, and use the results of this report in combination with the above mentioned report to formulate a method to include a closing the gap component into the ABCs for the 2002-2003 school year.

Plan of Action

Staff at the Department of Public Instruction (DPI) will explore the ways of including a closing the gap component in the current ABCs model and/or develop a closing the gap model based on models that have proven successful in other states and input from various groups reflecting the diversity of the state. (See Appendix for list of groups involved in the process). DPI will utilize information from past and present reports on the issue of closing the gap. (These reports are included in the appendix).

Opportunities for input will be made periodically through SBE meetings and other public meetings. In addition, public input on developing the model for including the closing the gap component will take place at both the 2002 Accountability Conference in February, and the 2002 Improving Minority and At-Risk Students Achievement Conference in March.

Issues

The ABCs pilot program implemented in five LEAs geographically representative of the state, used school-based growth standards in each of ten subgroups of students defined by ethnicity, socioeconomic status or prior achievement level. Awards were provided to schools that met growth standards in all applicable subgroups. However, the results of the pilot study were inconclusive in terms of how effective this strategy would be to raise achievement and close gaps. In addition, the report by the North Carolina Commission on Raising Achievement and Closing Gaps recommended that *the SBE adopt a closing the gap component to the accountability system that sets a universal standard and sets measures and incentives at the school district level. In terms of closing the gap, the Commission encourages the SBE to look beyond the ABCs model to other approaches that may be better suited to meeting the goal of closing the gap.*² Both of these reports bring to bare additional issues to address in developing a closing the gap the component for the state's accountability program. These issues are:

1. How should school-based accountability standards be revised?
2. How will the subgroups be defined?
3. Will some or all of the same subgroups used in the Pilot program be included, and/or other subgroups added?
4. Should other measures be added (i.e., participation rates in advanced classes and suspension rates)?
5. What will be the significant number of students needed in each subgroup?

² The North Carolina Commission on Raising Achievement and Closing Gaps (2001 p.15).

6. How will weighting be used for each subgroup so that schools will not be penalized for not having student representation in a particular group?
7. Will the focus be on K-8, as was the case with the Pilot Schools, or will high schools be included? Depending on the model design, some performance indicators may be appropriate for K-8, while others would be more specific to high schools. Current ABCs model in high schools is not readily adapted to subgroups.
8. How will growth for the subgroups be defined? For example, the North Carolina Commission on Raising Achievement and Closing Gaps recommended that 95% of all ethnic/racial and socioeconomic groups reach grade level proficiency by the year 2010. However, the current ABCs model defines growth as changes in average scale scores.
9. Will a school have to meet or exceed its growth **and** meet or exceed each subgroup's growth to be eligible for incentive awards? Will expected growth be set the same or differently for both schools and subgroups of students?
10. Will it be necessary to include the 'closing the gap' component in the Administrative Procedures Act (APA) prior to implementation in the 2002-2003 school year? The APA requires approximately six months for approval in writing the new policy, which means the process will not be completed prior to the start of the 2002-2003 school year.

Closing the achievement gap is a complex undertaking requiring numerous technical decisions, as well as substantive policy decisions. These questions illustrate the challenge it will be to include a closing the gap component in the state's accountability model by 2002-2003.

Timeline

A tentative timeline has been established for the 2001-2002 school year to schedule meetings and discussions with various groups on how to develop a model that includes a closing the gap component. The timeline also shows other events related to model development and refinement. The revised accountability model will be presented to the SBE and the Joint Education Oversight Committee consistent with the requirements set forth in the legislation.

Revising the School Accountability Model for the ABCs to Include A Closing the Achievement Gap Component

Tentative Timeline

Date	Activity/Event
January 9, 2002	Submit report to the SBE for approval
January 15, 2002	Report sent to Joint Legislative Education Oversight Committee (JLEOC)
January, 2002	Meet with groups within DPI, NC Commission on Raising Achievement and Closing Gaps, and various advisory groups for input on model development
February, 2002	Gather research from consortiums within the state and states that have successfully implemented a closing the gap component in their accountability model
February, 2002	Hold a panel discussion on "closing the gap" at the 2002 Accountability Conference
February, 2002	Provide information on model development to the North Carolina Education Research Council of the Education Cabinet
March, 2002	Follow-up meeting with groups identified at the January 2002 meeting
March 15, 2002	Utilize information presented by the North Carolina Education Research Council of the Education Cabinet to the JLEOC on its review of findings and reports to close the achievement gap
April 8-10, 2002	Present an overview of the model at the 2002 Improving Minority and At-Risk Students Achievement Conference for feedback
April, 2002	Meet with DPI and consortium groups to finalize the model
May 1, 2002	Submit draft of including the closing the gap component in the state's accountability model to the SBE
June 5, 2002	SBE approves model for including a closing the gap component in the state's accountability program
June 15, 2002	SBE reports to the JLEOC regarding the model for including a closing the gap component starting with the 2002-2003 school year
August, 2002	Closing the Gap component is implemented statewide for 2002-2003
September, 2003	Subgroup Performance on end-of-grade and end-of-course tests are analyzed to assist policymakers in gauging the progress and status of minority achievement in North Carolina's public schools, and to measure the effectiveness of the model.
October, 2003	Findings of the analysis are presented to the SBE.
November, 2003	SBE reports to the JLEOC in regard to the progress made during the first year of implementing the 'closing the gap' component in the state's accountability model. ³

³ Reading-equating study of old and new tests from July through August will cause a delay in reporting ABCs of Public Education results for 2003.

Appendix

Listing of Organizations Involved with Revising the School Accountability Model for the ABCs to Include a Closing the Achievement Gap Component

Division of School Improvement staff at DPI

Closing the Achievement Gap Section staff at DPI

The Division of Accountability Services/Reporting Section staff at DPI

The North Carolina Commission on Raising Achievement and Closing Gaps appointed in the summer of 2000 and charged with advising the SBE, the State Superintendent, and local school systems on ways to close the number of gaps that exist in student achievement outcomes and student participation rates in advanced classes.

North Carolina Education Research Council of the Education Cabinet report to the Joint Legislative Education Oversight Committee on its review and findings of studies and reports to close the achievement gap (Section 8.28.(i) HB 1840).

Historically Minority Colleges and Universities Consortium was formed, in partnership with DPI, to expand partnerships among public school systems, families, businesses, community-based organizations, and the faith community to identify resources and strategies to close the achievement gap of minority students.

A Research Consortium composed of The Center for Child and Family Policy, Terry Sanford Institute of Public Policy Duke University and General Administration of the University of North Carolina Researchers from East Carolina University, North Carolina Central University, The University of North Carolina at Chapel Hill and The University of North Carolina at Greensboro.

Reports on Minority Achievement Gaps

The North Carolina Commission on Raising Achievement and Closing Gaps first report to the State Board of Education on December 5th, 2001.

Results of the 2000-01 ABCs Pilot Program to Test and Evaluate Revised School Accountability Model for the ABCs Plan on December 5, 2001.

Minority Achievement Gaps in North Carolina, the Southeast, and the Nation. Research provides understanding of the achievement gap (April, 2000).

Minority Achievement Report: Trends in Subgroup Performance aims to assist policymakers in gauging the progress and status of minority achievement in North Carolina's public schools, facilitate the comparison of the academic achievement of racial/ethnic students in North Carolina with that of peer groups in the nation, and apprise the public of the status of academic achievement among various racial/ethnic subgroups in North Carolina (August, 2001).

Closing the Achievement Gap: Views from Nine Schools. A research unit at DPI identified a set of relatively high performing high minority schools, and their preliminary investigations have highlighted the role of district officials and policies played in the success of the schools (August, 2000).

Report to the
Joint Legislative Education
Oversight Committee on
*Proposed Policies and Proposed
Changes for Policies for
Testing Students with Disabilities*

March 2002



Public Schools of North Carolina
State Board of Education • Department of Public Instruction
Office of Instructional and Accountability Services

State Board of Education

Phillip J. Kirk, Jr.
Chairman
Raleigh

Jane P. Norwood
Vice Chair
Charlotte

Kathy A. Taft
Greenville

Margaret B. Harvey
Kinston

Edgar D. Murphy
Durham

Evelyn B. Monroe
West End

Maria T. Palmer
Chapel Hill

Ronald E. Deal
Hickory

Robert R. Douglas
Asheville

Zoe W. Locklear
Pembroke

Eddie Davis III
Durham

Beverly Perdue
Lieutenant Governor
New Bern

Richard Moore
State Treasurer
Kittrell

NC Department of Public Instruction

Michael E. Ward, State Superintendent

301 North Wilmington Street • Raleigh, North Carolina 27601-2825 • Website: www.ncpublicschools.org

**Report to the Joint Legislative
Education Oversight Committee
on
Proposed Policies and Proposed Changes for Policies
for
Testing Students with Disabilities**

Introduction

On September 21, 2001, the General Assembly of North Carolina ratified Senate Bill 1005 which had many implications for the State Board of Education and the North Carolina Statewide Testing Program. Among the implications for the State Board of Education and the North Carolina Statewide Testing Program is the following section which has to do with proposed policies and proposed policy changes for testing student with disabilities. This report is being filed in response to Section 28.17.(f) G.S. 115C-174(a) which reads as follows:

SECTION 28.17.(f) G. S. 115C-174(a) reads as rewritten: (a) The State Board of Education shall establish policies and guidelines necessary for minimizing the time students spend taking tests administered through State and local testing programs and for otherwise carrying out the provisions of this Articles. The State Board of Education's policies regarding the testing of children with disabilities shall (i) provide board accommodations and alternate methods of assessment that are consistent with a child's individualized education program and section 504 (29 U.S.C. §794) plans, (ii) prohibit the use of statewide tests as the sole determinant of decisions about a child's graduation or promotion, and (iii) provide parents with information about the Statewide Testing Program and options for students with disabilities. The State Board shall report its proposed policies and proposed changes in policies to the Joint Legislative Education Oversight Committee prior to adoption.

The State Board of Education policies regarding testing students with disabilities shall:

- (i) **Provide broad accommodations and alternate methods of assessment that are consistent with a child's individualized education program and section 504(29 U.S.C. § 794) plans:**

The State Board of Education establishes rules, policies, and procedures that ensure that students with disabilities have opportunities to access the state-mandated curricula and testing program in a way that provides them with the greatest possible challenge which enables them to maximize their potential. The Board has made great strides in this area since 1997 by expanding the programs of study, the statewide assessment system, and the ABCs Accountability program to focus more on inclusion and access rather than exemption.

The Board's rules, policies, and procedures have included accommodations and modifications that facilitate student access to the statewide testing program. The list of accommodations has grown over the years to include the use of assistive technology and other methods that enhance students' ability to access the tests yet

do not interfere with the validity of the results from the tests. Since the 1997 Amendment of the IDEA (Individuals with Disabilities Education Act) the list of accommodations has been expanded to include the use of accommodations that are typically used with the student during routine classroom instruction even though the accommodation may not appear among the list of approved accommodations provided as information to the schools by the North Carolina Department of Public Instruction (NCDPI). Effective with the 2001-02 school year any accommodation may be used if routinely used in the classroom and the need for such an accommodation is documented in the student's individualized education program (IEP) or Section 504 plan.

The NCDPI requires the schools to report the accommodations/modifications used during each test administration as a means of monitoring the methods used and in order to ensure that the accommodation/modification used does not invalidate the results from the tests. Test results that have been invalidated due to the use of accommodations/modifications such as "reading the reading tests aloud" and "using a calculator on the calculator inactive portion of the test" are not used in the general reporting of the state test results or the state's ABCs Accountability Program.

For the 2001-02 school year, the State Board of Education has permitted the use of the following accommodations for students with disabilities identified under IDEA and Section 504 during the administration of North Carolina tests included in the statewide testing program:

Accommodations*	Students with Disabilities Identified under IDEA and Section 504
Assistive Technologies/Devices	Yes
Braille Edition	Yes
Braille Writer	Yes
Computer Skills Portfolio Assessment	The Computer Skills Test Only
Cranmer Abacus	Yes
Dictation to a Scribe	Yes
Home/Hospital Testing	Yes
Interpreter/Transliterator Signs/Cues the Test	All Tests Except for Reading
Large Print Edition	Yes
Magnification Devices	Yes
Multiple Testing Sessions	Yes
Scheduled Extended Time	Yes
One Test Item Per Page	Yes
Student Marks Answers in Test Book	Yes
Test Administrator Reads Test Aloud (in English)	All Tests Except for Reading
Testing in a Separate Room	Yes
Use of Typewriter or Word Processor	Typically For the Writing Tests
North Carolina Computerized Adaptive Testing System (NCCATS)	Reading and Mathematics Only Grades 3-8

*School personnel responsible for administering tests using accommodations are required to participate in special training sessions on the appropriate uses of the accommodations.

In addition, since the passage of the revised IDEA amendments of 1997, the State Board of Education has adopted several policies in which the statewide assessment program has been expanded to include:

(1) The North Carolina Alternate Assessment Portfolio (NCAAP)

The NCAAP is an alternate assessment instrument that requires teachers to assess students using a year-long portfolio process in which the teacher collects evidence of student performance on tasks identified in each of the four domains—Community, Career/Vocational, Communication, and Personal/Home Management—as identified from goals specified in the student's Individualized Education Program (IEP). The NCAAP has been designed to assess students with disabilities who (1) are assigned to grades 3-8 or grades where statewide assessments are administered, (2) have a current IEP, (3) have a serious cognitive deficit, and (4) are following a functional curriculum as an extension of the North Carolina *Standard Course of Study*. The student's IEP team makes the decision that the NCAAP is the appropriate assessment option for the student after making a determination that the student cannot participate in the standard EOG administration for his or her grade even with available accommodations.

The student portfolios are scored centrally; although, North Carolina special education teachers are trained to score the portfolios during the summer. An individual student report is generated from the scoring as well as a portfolio quality score for each scored portfolio. The student portfolios and the assigned scores are returned to the schools soon after the completion of the summer scoring process. The results are also aggregated from the classrooms, schools, and districts to generate reports of student performance at the various levels.

The NCAAP focuses on tasks specified by the special education teachers and is tied to the goals specified on each student's individualized education program (IEP). The alternate assessment portfolio was initially implemented during the 2000-01 school year as a component of the statewide testing program and was included in the performance composite of the school-based ABCs Accountability Program effective that same year. Approximately 3,400 students with disabilities in grades 3-8 are assessed annually using the North Carolina Alternate Assessment Portfolio.

(2) The North Carolina Alternate Assessment Academic Inventory (NCAAAI)

The NCAAAI is an alternate assessment in which teachers utilize a checklist to evaluate student performance on curriculum benchmarks in the areas of reading, mathematics, and writing. The NCAAAI has been devised for students with disabilities for whom the IEP or Section 504 committee determines that due to the nature of the disability, the standard end-of-grade (EOG) tests (with or without accommodations), the NCAAP, or the NCCATS are inappropriate assessments. The NCAAAI is the appropriate assessment for students who are assigned to grades 3 through 8, have a current IEP or Section 504 Plan, and are expected to master the curriculum benchmarks in reading, writing, and mathematics as specified in the NCAAAI for a specific grade level.

Teachers evaluate students on the NCAAAI at three points during the year—(1) during the first month of the school year to establish a baseline, (2) during the month that begins the second semester to determine mid-year progress, and (3) during the final month of the school year to determine year-end or the summative performance level of the student. Teachers use rating descriptors of 0-8 to define the level of student performance and include evidence of student performance to support their evaluation. Data or results from the final, summative assessment are captured on a scannable document that, when electronically scanned, generates a database which produces individual student reports for students, parents, and teachers. Results from the NCAAAI are aggregated from the classrooms, schools, and districts to generate reports of student performance at the various levels.

The curriculum benchmarks are identified by the department's curriculum staff and are aligned with the standard course of study and the competencies assessed by the end-of-grade tests. The competencies set forth the expectations of what

students should know and be able to do in a content area at a particular grade level. Because the assessment is teacher directed, the instrument provides a mechanism for assessing student performance and progress when access to the other assessments, even with accommodations, is not possible. The instrument can be used for students with a variety of disabilities who are able to access the English Language arts and mathematics curricula regardless of the grade level.

The North Carolina Alternate Assessment Academic Inventory is being implemented as a component of the statewide testing program effective with the 2001-02 school year. (2000-01 was a pilot year.) Approximately 15,000 students statewide in grades 3-8 are participating in this alternate assessment in at least one of the content areas for the 2001-02 school year. The results from the NCAAAI will be included in the performance composite of the school-based ABCs Accountability Program effective with the 2001-02 school year.

(3) The North Carolina Computerized Adaptive Testing System (NCCATS)

The NCCATS uses a computer application transmitted from a secure website to assess student performance in reading and mathematics by selecting test questions from the regular end-of-grade (EOG) test item pool which are appropriate for the individual student's level of functioning within the curriculum. This assessment instrument is designed to be an appropriate assessment tool for students with disabilities who are in grades 3-8, have a current IEP or Section 504 plan, are being instructed in reading and mathematics competencies, and the IEP or Section 504 Committee determines that the student is functioning so far below grade level or due to the nature of their disability, the standard grade-level EOG tests, with or without accommodations, are not valid instruments for assessing the student's performance. The NCCATS computer application selects questions from an EOG test item bank that has been expanded to contain items from grades 2-8 and 10 (items from the North Carolina High School Comprehensive Test (HSCT) pool) based on a student's response to the previous item until the system determines the appropriate level of student performance. The NCCATS uses the same developmental scale scores and achievement levels as the standard EOG tests in reading and mathematics and the HSCT. (2000-01 was a pilot year for the NCCATS.)

For the 2001-02 school year, results from the NCCATS will be included in the performance composite of the ABCs Accountability Program. In cases where students have a pre-score (from previous standard test administration with or without accommodations) the student's scores will also be included in the growth composite of the ABCs Accountability Program. Approximately 28,000 administrations of the NCCATS are expected to occur for the 2001-02 school year.

(ii) Prohibit the use of statewide tests as the sole determinant of decisions about a child's graduation or promotion:

Although the State Board of Education has adopted policies that require students to demonstrate mastery of competencies measured by the end-of-grade (EOG) tests in reading and mathematics at grades 3, 5, and 8, and computer skills proficiency and grade 8 reading and mathematics mastery as graduation requirements, its implementation of the requirements requires the following:

- (1) Students have multiple opportunities to take the tests within the year and over the years of a student's high school career. For instance, for the EOG student accountability requirements at grades 3, 5, and 8, students may be tested up to three times at the end of the school year in order to determine grade-level mastery in reading and mathematics. In addition, at grades 3, 5, and 8, the standard error of measurement (SEM) is applied to the student's score for each test administration. The use of the SEM takes into account the fact that there is measurement error in test results.

For the graduation testing requirements such as computer skills and the current high school competency tests, students begin taking the tests while in grade 8. Since each student has at least two opportunities to take the tests each year beginning with grade 8, students have as many as 16 opportunities (including the summers) to meet the computer skills proficiency requirement prior to graduation and 14 opportunities (including the summers) to complete the competency requirements in reading and mathematics. In addition, students with disabilities may use the computer skills portfolio to meet the computer skills proficiency graduation standard, if appropriate and documented in the student's IEP.

For the proposed high school exit exam, an eleventh grade test of high school essential skills required for graduation, students with disabilities who are following the Occupational Course of Study will not be required to take or demonstrate mastery of the competencies measured by the North Carolina High School Exit Exam.

Senate Bill 1005 SECTION 28.17.b.G.S. 115C-288(a) states that to Grade and Classify Pupils. – The principal shall have authority to grade and classify pupils. In determining the appropriate grade for a pupil who is already attending a public school, the principal shall consider the pupil's classroom work and grades, the pupil's scores on standardized tests, and the best educational interests of the pupil. The principal shall not make the decision solely on the basis of standardized test scores. If a principal's decision to retain a child in the same grade is partially based on the pupils' scores on standardized tests, those test scores shall be verified as accurate.

The Board shall direct the department to declare the accuracy of the test scores upon the commencement of each testing cycle. This declaration shall be imposed prior to the generation of test scores or the printing of student reports at the LEA level.

In addition, Senate Bill 1005 "§ 115C-47. Powers and duties generally states that in addition to the powers and duties designated in G.S. 115C-36, local boards of education shall have the power or duty: To adopt Policies Related to Student Retention Decisions.—Local boards shall adopt policies related to G.S. 115C-45(c) that include opportunities for parents and guardians to discuss the decision to retain students." Local boards of education have been fully informed of these powers and duties generally.

(iii) Provide parents with information about the Statewide Testing Program and options for students with disabilities:

The State Board of Education policy HSP-A-001, 16 NCAC 6D.0302 Test Administration states that:

- (g) LEAs shall, at the beginning of each school year provide information to students and parents or guardians advising them of the district-wide and state-mandated tests that students will be required to take during that school year. In addition, LEAs shall provide information to the students and parents or guardians to advise them of the dates the tests will be administered and how the results from the tests will be used and the consequences thereof. Also, information provided to parents about the tests shall include whether the State Board of Education or the local board of education requires the test.
- (h) LEAs shall report scores resulting from the administration of district-wide and state-mandates tests to students and parents or guardians along with valid score interpretation information within thirty (30) days from generation of the score at the LEA level or from the receipt of the score and interpretive documentation from the department.
- (i) At the time that scores are reported for tests required for graduation such as the high school competency tests, the computer skills tests, and the high school exit exam, the LEA shall provide information to students and parents or guardians to advise whether or not the student(s) has met the standard for the test. If a student fails to meet the standard for the test, the student and parents or guardians shall be informed at the time of reporting, the date(s) when focused remedial instruction will be available and the date of the next testing opportunity.

In addition, the State Board of Education supports the federal requirement that parents be contacted and included in all IEP or Section 504 team meetings where decisions are made about the testing of students with disabilities.

- (iv) **The State Board shall report its proposed policies and proposed changes in policies to the Joint Legislative Education Oversight Committee prior to adoption.**

The State Board of Education reports on the following proposed policies or proposed changes to policies related to the testing of children with disabilities:

1. The State Board of Education proposes to implement a revised method for scoring and reporting the North Carolina Alternate Assessment Portfolio for students with serious cognitive disabilities effective with the scoring and reporting of the summer of 2002. The Board is proposing to change the scoring by having all student portfolios read and scored by two independent readers thereby generating a single portfolio score by adding the scores provided by each scorer/reader to generate a total raw score scale of 0-32 points.

Domain	Reader 1*	Reader 2*
Communication	0-4	0-4
Personal and Home Management	0-4	0-4
Career and Vocation	0-4	0-4
Community	0-4	0-4
Total Possible Points Per Reader	16	16
Total Maximum Points Per Portfolio	32	

*A non-scorable category will also be given to portfolios in which:

- (1) Insufficient evidence is provided to determine the task level;
- (2) Domain omitted without completed Domain Omission Form; and/or
- (3) Student Inappropriately placed in the North Carolina Alternate Assessment Portfolio.

Each student's performance will be reported using a single portfolio score of 0-32. A 70 percent perfect agreement (inter-rater reliability) of scores is required at the task level. In addition, the portfolio scores are proposed to be converted to Performance Standards or achievement levels recommended as follows:

Achievement Level	Achievement Level Description	Proposed Cut Scores
I	Students performing at this level do not have sufficient master of their IEP goals as assessed by the portfolio.	0-10
II	Students performing at this level inconsistently demonstrate mastery of their IEP goals as assessed by the portfolio.	11-16
III	Students performing at this level often demonstrate mastery of their IEP goals as assessed by the portfolio.	17-22
IV	Students performing at this level consistently demonstrate mastery of their IEP goals as assessed by the portfolio.	23-32

The proposed changes to the scoring and reporting of the portfolio have been endorsed by the representatives of the NCDPI Testing and Accountability staff, representatives of the NCDPI Exceptional Children staff, the department's Testing Students with Disabilities Committee, and the department's North Carolina Testing and Accountability Technical Advisory Committee. The proposed change in the policy related to the scoring and reporting of student performance on the North Carolina Alternate Assessment Portfolio ensures a process that will achieve greater validity and reliability of the scores. The proposed changes will align the scoring and reporting of the alternate assessment portfolio with the scoring and reporting processes used for the other assessment instruments in the statewide testing program.

2. The Algebra I exemption in General Statute 115C-81 reads as follows; "The State Board shall not adopt or enforce any rule that requires Algebra I as a graduation standard or as a requirement for a high school diploma for any student whose individualized education program (i) identifies the student as learning disabled in the area of mathematics and (ii) states that this learning disability will prevent the student from mastering Algebra I."

In 1998, the parents of a student filed a complaint with the U. S. Department of Education, Office of Civil Rights alleging that the exemption of Algebra I for such a narrow scope of disabilities is discriminatory to students with mental disabilities that may keep him or her from successfully completing Algebra I. While the complaint was resolved, the larger issue of the exemption was not. The legislation raises several issues regarding the high school exit exam, now under development and scheduled for implementation in the spring of 2004 for the graduates of 2005, since that exam will measure competencies from the Algebra I course. There are implications involved in continuing the exemption, rescinding it (legislatively), or even expanding it. At its January 2002 meeting, the State Board of Education discussed the issues related to the Algebra I exemption and formed an ad hoc committee to study the issues and to make recommendations to the full Board.

discussed the issues related to the Algebra I exemption and formed an ad hoc committee to study the issues and to make recommendations to the full Board.

In addition, the State Board of Education has directed the department to collect data from local school districts regarding the Algebra I exemption. The data are being collected by department staff. Some changes to the existing policy may be proposed depending upon the action of the ad hoc committee and the full Board.

3. Students with disabilities in grades 3, 5, and 8 who take the North Carolina Computerized Adaptive Testing System (NCCATS) in the spring of 2002 are currently expected to participate in retesting as do the students who take the regular EOG administration (with or without accommodations). Some LEAs have raised logistical and timing issues related to the use of computer labs at the end of the school year to do the retesting.
4. Another issue being studied relates to school districts where high numbers of students with disabilities are clustered in certain school buildings. The concern expressed by the schools is that the inclusion of test scores from these students probably will lower the overall performance of the school's results.

The Board is committed to providing students with disabilities the opportunity to access the curriculum and the statewide testing program in order to be held to standards comparable to those of other students. The Board is constantly seeking strategies and processes that will meet the requirements of federal legislation regarding the access and inclusion of students with disabilities with the ultimate goal of helping each child to realize his or her potential.

The above summarizes the various issues affecting testing students with disabilities that are currently being studied.

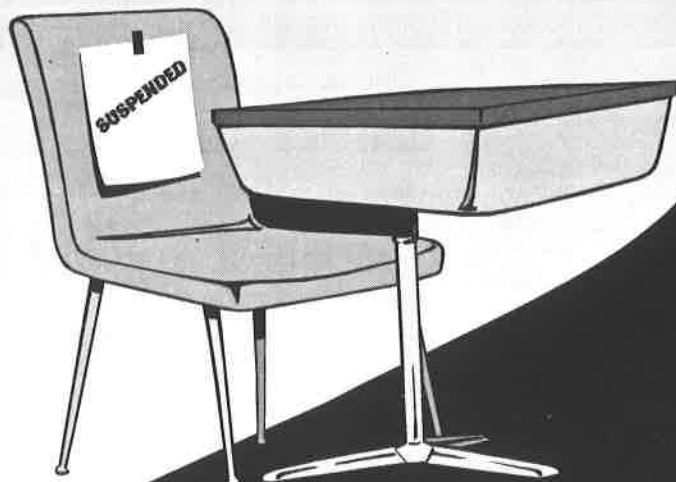
SECTION 28.30.(f) G.S. 115C-12(27) reads as rewritten:

"§ 115C-12. Powers and duties of the Board generally.

The general supervision and administration of the free public school system shall be vested in the State Board of Education. The State Board of Education shall establish policy for the system of free public schools, subject to laws enacted by the General Assembly. The powers and duties of the State Board of Education are defined as follows:

- (27) Reporting Dropout Rates and Expelled Students. Rates, Suspensions, Expulsions, and Alternative Placements. - The State Board shall report annually to the Joint Legislative Education Oversight Committee and the Commission on Improving the Academic Achievement of Minority and At-Risk Students on the numbers of students who have dropped out of school, been suspended, been expelled, or been placed in an alternative program. The data shall be reported in a disaggregated manner and be readily available to the public. The State Board shall not include students that have been expelled from school when calculating the dropout rate. The Board shall maintain a separate record of the number of students who are expelled from school."

Annual Study of Suspensions and Expulsions (2000-2001)



FEBRUARY 2002

Public Schools of North Carolina
State Board of Education
Department of Public Instruction
Instructional and Accountability Services
Division of Accountability Services

Annual Study of Suspensions and Expulsions:

2000-2001



Public Schools of North Carolina

State Board of Education/Department of Public Instruction

Office of Instructional and Accountability Services

Division of Accountability Services

Acknowledgements

The study of suspensions and expulsions in 2000-2001 was conducted by the North Carolina Department of Public Instruction (NCDPI), Division of Accountability Services, with technical assistance from the Center for Urban Affairs and Community Services (CUACS) at North Carolina State University.

Ms. Dee Brewer, Senior Research and Evaluation Consultant with NCDPI, along with Dr. Carolyn Cobb, Chief Consultant of the Evaluation Section at NCDPI, oversaw survey design and development. Dr. Bradley McMillen, Senior Research and Evaluation Consultant with NCDPI, oversaw data analysis and the editing and formatting of the final document. Ms. Andrea Barefoot and Ms. Kathleen Snyder from the CUACS provided technical assistance to LEAs completing the surveys, monitored data collection and data entry. Ms. Andrea Barefoot and Ms. Alissa Bernholz conducted all analyses contained herein. Dr. Yevonne Brannon, CUACS, assisted in the coordination of staff and editing the report.

Ms. Laura Weakland, DPI Lead Graphic Artist, illustrated the cover of this report, which was designed by Ms. Brewer.

The NCDPI gratefully acknowledges the contributions of LEA and school personnel who completed the surveys and provided the data for analyses. The surveys were completed with short timelines and were very labor-intensive. The care and effort to provide the best data possible are appreciated.

Table of Contents

Summary and Key Findings.....	i
Introduction	
Background	1
Study Methodology	5
Critical Issues	7
References	8
Section 1.1: LEA Suspensions	9
Section 1.2: LEA Expulsions	23
Section 1.3: LEA ALP Placements	30
Section 2.1: Charter School Suspensions.....	39
Section 2.2: Charter School Expulsions	46
Section 2.3: Charter School ALP Placements.....	50
Appendices	
A. North Carolina LEA Expulsions and Long-term Suspensions 1998-1999 Survey Form.....	A-1
B. Survey of 1999-2000 Long-term Suspensions, Expulsions, and Disciplinary Alternative Education Placements	B-1
C. North Carolina LEA Roster of 2000-01 Suspensions, Expulsions, and Disciplinary Alternative Education Placements	C-1
D. LEA Totals of Suspensions and Expulsions by Ethnicity and Gender: 1999-2000.....	D-1
E. Charter School Totals of Suspensions and Expulsions by Ethnicity and Gender: 1999-2000	E-1
F. LEA Totals of Suspensions and Expulsions by Ethnicity and Gender: 2000-2001	F-1
G. Charter School Totals of Suspensions and Expulsions by Ethnicity and Gender: 2000-2001	G-1

List of Tables

Local Education Agencies

Table 1. Long-term Suspensions by Ethnicity and Gender: 1999-2000 and 2000-2001	13
Table 2. Expulsions by Ethnicity and Gender: 1999-2000 and 2000-2001	25
Table 3. ALPs that Serve Suspended and Expelled Students by Grade Level: 2000-2001	30
Table 4. ALP Placements by Ethnicity and Gender: 2000-2001	34

List of Figures

Section 1.1

Figure 1. Number of Long-Term Suspensions by Gender: 1999-2000 and 2000-2001	10
Figure 2. Long-Term Suspension Rates by Gender: 1999-2000 and 2000-2001	11
Figure 3. Number of Long-Term Suspensions by Ethnicity: 1999-2000 and 2000-2001	12
Figure 4. Male Long-Term Suspension Rates by Ethnicity: 1999-2000 and 2000-2001	14
Figure 5. Female Long-Term Suspension Rates by Ethnicity: 1999-2000 and 2000-2001	14
Figure 6. Number of Long-Term Suspensions by Grade Level: 1999-2000 and 2000-2001	16
Figure 7. Number of Long-Term Suspensions by Special Status Categories: 1999-2000 and 2000-2001	17
Figure 8. Number of Long-Term Suspensions by Type of Misconduct: 2000-2001	18
Figure 9. Number of Students with Multiple Short-Term Suspensions that when Added Together Equal More than 10 Days: 1999-2000 and 2000-2001	19
Figure 10. Duration of Multiple Short-Term Suspensions Given to Students: 2000-2001	20
Figure 11. Number of Students with Multiple Long-Term Suspensions: 1998-1999 through 2000-2001	21
Figure 12. Duration of Multiple Long-Term Suspensions Given to Students: 2000-2001	22

Section 1.2

Figure 13. Number of Expulsions by Gender: 1999-2000 and 2000-2001	23
Figure 14. Number of Expulsions by Ethnicity: 1999-2000 and 2000-2001	24
Figure 15. Male Expulsion Rates by Ethnicity: 1999-2000 and 2000-2001	26
Figure 16. Female Expulsion Rates by Ethnicity: 1999-2000 and 2000-2001	26
Figure 17. Number of Expulsions by Grade Level: 1999-2000 and 2000-2001	27
Figure 18. Number of Expulsions by Special Status Categories: 1999-2000 and 2000-2001	28
Figure 19. Number of Expulsions by Type of Misconduct: 2000-2001	29

Section 1.3

Figure 20. Number of ALP Placements by Gender: 2000-2001	32
Figure 21. Number of ALP Placements by Ethnicity: 2000-2001	33
Figure 22. Number of ALP Placements by Grade Level: 2000-2001	35
Figure 23. Number of ALP Placements by Special Status Categories: 2000-2001	36
Figure 24. Number of ALP Placements by Type of Misconduct: 2000-2001	37
Figure 25. Number of Multiple ALP Placements Given to Students: 2000-2001	38

Section 2.1

Figure 26. Charter School Long-Term Suspensions by Gender: 1999-2000 and 2000-2001	40
Figure 27. Charter School Long-Term Suspensions by Ethnicity: 1999-2000 and 2000-2001	41

Figure 28. Charter School Long-Term Suspensions by Grade Level: 1999-2000 and 2000-2001.....	42
Figure 29. Charter School Long-Term Suspensions by Type of Misconduct: 2000-2001.....	43
Figure 30. Number of Charter School Students with Multiple Short-Term Suspensions that when Added Together Equal More than 10 Days: 2000-2001.....	44
Figure 31. Duration of Multiple Short-Term Suspensions Given to Charter School Students: 2000-2001	45

Section 2.2

Figure 32. Charter School Expulsions by Gender: 1999-2000 and 2000-2001	46
Figure 33. Charter School Expulsions by Ethnicity: 1999-2000 and 2000-2001	47
Figure 34. Charter School Expulsions by Grade Level: 1999-2000 and 2000-2001	48
Figure 35. Charter School Expulsions by Type of Misconduct: 2000-2001	49

Section 2.3

Figure 36. Charter School ALP Placements by Gender: 2000-2001	50
Figure 37. Charter School ALP Placements by Ethnicity: 2000-2001	51
Figure 38. Charter School ALP Placements by Grade Level: 2000-2001	52
Figure 39. Charter School ALP Placements by Type of Misconduct: 2000-2001	53

Summary and Key Findings

Section 1.1: LEA Suspensions

Number of Long-Term Suspensions (LTSs)

1. The number of LTSs given to North Carolina public school students in the 117 LEAs increased from 2,216 in 1999-2000 to 2,712 in 2000-2001. This represents a 22% increase over that period (Figure 1). Correspondingly, the LTS rate increased from 177 per 100,000 students in 1999-2000 to 214 per 100,000 students in 2000-2001 (Table 1). These rates indicate that the increase in LTSs over the two-year period holds true even when accounting for increases in student enrollment in the state during that same period.

LTSs by Ethnicity and Gender

2. Male students received 76% of all LTSs in 2000-2001, compared to 81% in 1999-2000. Between 1999-2000 and 2000-2001, the LTS rate among male students increased approximately 13%, while the rate for females increased by approximately 53% (Figures 1 & 2).
3. Over half of the LTSs given in both 1999-2000 and 2000-2001 were given to Black/Multi-racial students (Figure 3). Compared to other ethnic subgroups, Black/Multi-racial students also had the highest LTS rate in 1999-2000, but in 2000-2001, American Indian students were the ethnic group with the highest LTS rate. Between 1999-2000 and 2000-2001, all ethnic-gender groups experienced an increase in LTS rate except White males (Figures 4 & 5).
4. Among all ethnic-gender groups, Black/Multi-racial males accounted for the highest percentage of LTSs in both 1999-2000 and 2000-2001 (39% and 41%, respectively). They are the most over-represented category of LTS students, about 2.5 times their representation in the general student population (Table 1).
5. Regardless of ethnicity, the percentage of LTSs given to female students was lower than (or, in the case of Black/Multi-racial females, equal to) their representation in the statewide student population (Table 1).

LTSs by Grade Level

6. The frequency of LTSs increases with each grade level from K through 9, peaks at 9th grade, and then decreases from 10th grade onward. Ninth graders receive about one-third of all LTSs (Figure 6).
7. Between 1999-2000 and 2000-2001, the number of LTSs increased at every grade level; however, the increase was most dramatic in grades K through 6 (Figure 6).

LTSs for Special Status Student Categories

8. In both 1999-2000 and 2000-2001, special status students (e.g., students receiving special education services, Limited English Proficient students, etc.) accounted for almost one in every five LTSs. The *number* of LTSs given to special status students, however, increased from 441 in 1999-2000 to 530 in 2000-2001 (Figure 7).

Types of Misconduct Leading to LTSs

9. For the first time in 2000-2001, data were collected as to the reasons why students were given LTSs. Aggressive or undisciplined behavior was the primary reason cited for 36% of all LTSs. In addition; 17% of LTSs were due to issues related to controlled substances, and local rule violations accounted for 12% of LTSs (Figure 8).

Multiple Short-Term Suspensions (STSs)

10. The number of students receiving multiple STSs totaling more than 10 days (i.e., the equivalent of a long-term suspension) appears to have increased between 1999-2000 and 2000-2001 (Figure 9).
11. In 2000-2001, 45,792 students - approximately 4% of the overall student population - received multiple STSs of any length (Figure 10).

Multiple Long-Term Suspensions (LTSs)

12. The number of students receiving multiple LTSs decreased dramatically from 417 in 1999-2000 to only 62 in 2000-2001 (Figure 11).

Section 1.2: LEA Expulsions

Number of Expelled Students

13. Between 1999-2000 and 2000-2001, the number of students expelled from the 117 LEAs increased from 87 to 149 – an increase of 71%. Correspondingly, the expulsion rate increased from 7 per 100,000 students in 1999-2000 to 12 per 100,000 students in 2000-2001. These rates indicate that the increase in LTSs over the two-year period holds true even when accounting for the increases in student enrollment in the state during that same period (Figure 13 and Table 2).

Expulsions by Ethnicity and Gender

14. Across the two-year period from 1999-2000 to 2000-2001, nearly 89% of the students expelled were male (Figure 13).

15. For the two years reported, almost half of expelled students were Black/Multi-racial males, despite the fact that they constitute only 16% of the overall student population. White male students account for most of the other expulsions (38-40%). Both White and Hispanic males are also slightly overrepresented among expelled students relative to their presence in the overall student population (Table 2).
16. Asian students, American Indian students, and female students of all ethnicities were rarely expelled in either 1999-2000 or 2000-2001 (Table 2).
17. Expulsion rates increased between 1999-2000 and 2000-2001 for White and Black/Multi-racial students of both genders, as well as for Hispanic males (Figures 15 and 16).

Expulsions by Grade Level

18. As is true for long-term suspensions, the vast majority of expulsions occur in grades 6-12, with 9th grade being the most common year (Figure 17).
19. Expulsions increased between 1999-2000 and 2000-2001 at most grade levels. The largest increase, however, was in grades 6 through 8 (Figure 17).

Expulsions for Special Status Student Categories

20. In 1999-2000, special status students (e.g., students receiving special education services, Limited English Proficient students, etc.) accounted for approximately 14% of all expulsions. This figure increased to 21% in 2000-2001 (Figure 18).
21. In 1999-2000, students receiving special education services accounted for only 5% of expulsions. In 2000-2001, however, they accounted for approximately 19% of all expulsions (Figure 18).

Types of Misconduct Leading to Expulsion

22. For the first time in 2000-2001, data were collected as to the reasons why students were expelled from school. Aggressive or undisciplined behavior was the reason cited for approximately one-third of expulsions. In addition, 20% were due to issues related to controlled substances, while 9% were due to offenses involving weapons (Figure 19).

Section 1.3: Placements in Alternative Learning Programs (ALPs)

ALPs Serving Suspended and/or Expelled Students

23. Of the 209 ALPs in the state in 2000-2001, twice as many serve LTS students (80%) as serve expelled students (41%). ALPs that serve both middle and high school students were more likely to serve suspended and expelled students than ALPs that served only high school students or only middle school students (Table 3).

Number of ALP Placements

24. In 2000-2001, the number of students placed in ALPs from the 117 LEAs was 33,484. These placements involved 16,591 students, indicating that some students were placed more than once during the year.

ALP Placements by Ethnicity and Gender

25. Male students and Black/Multi-racial students accounted for the majority of ALP placements in 2000-2001 (Figures 20 and 21).
26. More specifically, Black/Multi-racial males (41%) and White males (25%) accounted for approximately two-thirds of all ALP placements in 2000-2001 (Table 4).
27. Black/Multi-racial males, Black/Multi-racial females, and American Indian males are overrepresented in ALP placements relative to their presence in the overall student population. All other ethnic-gender groups are underrepresented (Table 4).

ALP Placements by Grade Level

28. Approximately one-fourth of all ALP placements in 2000-2001 were given to 9th grade students. Ninth grade is the most common year for ALP placements; the number of placements gradually increases each year up to grade 9, and then declines through grade 12 (Figure 22).

ALP Placements for Special Status Student Categories

29. In 2000-2001, special status students (e.g., students receiving special education services, Limited English Proficient students, etc.) accounted for approximately 22% of all ALP placements. Students receiving special education services accounted for the vast majority of these ALP placements (Figure 23).

Types of Misconduct Leading to ALP Placement

30. For the first time in 2000-2001, data were collected as to the reasons why students were placed in ALPs. Aggressive or undisciplined behavior was the primary reason cited for almost half of ALP placements. In addition, 40% were due to truancy or unspecified rule violations (Figure 24).
31. Of the 16,591 students placed in ALPs in 2000-2001, 6,945 (42%) were placed on more than one occasion. Fourteen percent of students placed in ALPs during 2000-2001 were placed 4 or more times (Figure 25).

Section 2.1: Charter School Long-Term Suspensions (LTSs)

Number of LTSs

32. Among the charter schools reporting data (92% in 1999-2000 and 81% in 2000-2001), the number of LTSs dropped drastically from 91 in 1999-2000 to 24 in 2000-2001 (Figure 26).
33. In both years, either one or two charter schools (schools designed to serve at-risk students) accounted for at least half of all charter school LTSs.

Charter School LTSs by Ethnicity and Gender

34. Male students accounted for just over half of all charter school LTSs in both 1999-2000 and 2000-2001 (Figure 26).
35. Approximately two-thirds of all charter school LTSs in both 1999-2000 and 2000-2001 were given to Black/Multi-racial students (Figure 27).

Charter School LTSs by Grade Level

36. In both 1999-2000 and 2000-2001, the majority of LTSs in charter schools were given to students in grades 8 and 9 (Figure 28).

Types of Misconduct Leading to Charter School LTSs

37. Aggressive or undisciplined behavior was the most common type of misconduct that led to LTSs in charter schools in 2000-2001.

Charter School Multiple Short-Term Suspensions (STSs)

38. The number of charter school students receiving multiple STSs remained steady between 1999-2000 and 2000-2001. The majority of charter school students who received multiple STSs were suspended for less than 10 days (Figures 30 and 31).

Section 2.2: Charter School Expulsions

Number of Expelled Charter School Students

39. The number of expulsions reported by charter schools dropped slightly between 1999-2000 and 2000-2001 (Figure 32). In 2000-2001, the majority of charter school expulsions were accounted for by one school.

Charter School Expulsions by Ethnicity and Gender

40. Most of the students expelled from charter schools in both 1999-2000 and 2000-2001 were Black/Multi-racial. With the exception of one Hispanic student in 2000-2001, all other students expelled from charters in either year were White. Two-thirds of expelled charter school students were males (Figures 32 and 33).

Charter School Expulsions by Grade Level

41. There has been little change in the grade distribution of expelled students from charter schools between 1999-2000 and 2000-2001. As was true for LTSS, the eighth and ninth grades are also the most common grades for a student to be expelled (Figure 34).

Types of Misconduct Leading to Charter School Expulsion

42. Rule violations, possession of weapons, theft, and aggressive or undisciplined behavior each accounted for 16% of charter school expulsions in 2000-2001 (Figure 35).

Section 2.3: Charter School ALP Placements

Number of Charter School ALP Placements

43. In 2000-2001, 71 ALP Placements were reported by charter schools, with all but 3 of those placements reported by one school (Figure 36).

Charter School ALP Placements by Ethnicity and Gender

44. Most of the students placed in ALPs from charter schools in 2000-2001 were Black/Multi-racial (66%) or White (32%). With respect to gender, four out of five expelled charter school students were males (Figures 36 and 37).

Types of Misconduct Leading to Charter School ALP Placement

45. The most common reasons for charter school ALP placements in 2000-2001 were aggressive or undisciplined behavior (66%) and rule violations (25%; Figure 39).

In-School Suspensions

In 2000-2001, attempts were made to collect data on in-school suspensions, similar to what was collected for out-of-school suspensions, expulsions, and ALP placements. However, schools were unable to provide this information due to the sheer volume of in-school suspensions that are given each year. Attempts were made by NCDPI in November 2000 to allow for aggregate reporting of in-school suspensions (in lieu of reporting them incident by incident). However, even with this adjustment, only 27% of LEAs were able to report complete in-school suspension data for all of their schools. Therefore, in-school suspension data were not analyzed for this report due to the exceedingly large amounts of missing information. The requirement for schools to report in-school suspension data has been eliminated in 2001-2002, with the exception of in-school suspensions that are given as a consequence for the 17 incidents defined by law that schools must report to law enforcement agencies.

Introduction

Background

Legislative Charge

The State Board of Education shall report annually to the Joint Legislative Education Oversight Committee and the Commission on Improving the Academic Achievement of Minority and At-Risk Students on the numbers of students who have dropped out of school, been suspended, been expelled, or been placed in an alternative program. The data shall be reported in a disaggregated manner and be readily available to the public [G.S. 115C-12(27) and SL 2001-424 Sec. 28.30(f)]

The Annual Study of Suspensions and Expulsions for the 2000-2001 school year was designed to address the requirements specified in the legislation cited above¹. Because no standardized mechanism exists within the state's Student Information Management System for the reporting of data on suspended and expelled students or for students placed in alternative programs, the data contained in this report had to be gathered from LEAs via paper and electronic surveys during the 2000-2001 school year. The reporting of these data was therefore a logistical challenge, especially for the larger districts.

Legislation Related to the Education of Suspended and Expelled Students

In re Jackson, 84 NC App.167 167, 352 SE2d 449 (1987) it was ruled that *"The public schools have no affirmative duty to provide an alternate educational program for suspended students, in the absence of a legislative mandate."*

Further in the State v. Davis, --NC App.--, 485 2E 2d 329 (1997), it was ruled that *"The primary goal of suspension and expulsion is the protection of the student body."*

Session Law 1998-220 states that *"The superintendent makes decisions concerning suspension or expulsion of students."*

GS 115C-47, Section (32a), which refers to appropriate services to students who drop out of school, states that *"Local boards of education are encouraged to establish alternative learning programs (ALPs)...when feasible and appropriate, for students who are subject to long-term suspension or expulsion...Upon adoption of guidelines under this subdivision, local boards are encouraged to incorporate them in their safe school plans developed under GS 115C-105.47."*

¹ This report does not, however, cover the legislative provision cited above with respect to dropouts. Dropout data has historically been gathered by NCDPI through a separate data collection mechanism and were reported for 2000-2001 in a separate document.

Thus, legislation has evolved from a more exclusive focus on the protection of the larger student body to include concern for the continued education of suspended and expelled students as appropriate.

Definitions of Suspension and Expulsion

There is not a uniform, statewide Student Code of Conduct. Therefore, within legal limits, specific behaviors constituting misconduct and the definitions of those behaviors vary across LEAs and schools. Local school boards are responsible for translating school laws into policies for each school district but there are no standards for the development of local discipline codes. Requirements for student conduct, along with consequences for breaking the rules, are described in policies and procedures and are communicated to students, parents, and the public in each LEA's local Student Code of Conduct. In all discipline cases, students identified to receive services in programs for Exceptional Children and other special status categories are entitled to all protections provided by those laws. The law does require the following of schools with respect to at all students at risk of academic failure or disruptive behavior. GS 115C-105.45 requires that

All schools must have plans, policies, and procedures for dealing with disorderly and disruptive students. All schools and school units must have effective measures for assisting students who are at risk of academic failure or of engaging in disruptive and disorderly behavior. (1997-443, s. 8.29 (r)(1).)

Short-term suspensions. Lesser offenses are often dealt with using short-term suspensions, which can last from one to ten days. Principals make decisions about whether or not to suspend a student short-term, about the duration of that suspension, and about whether the short-term suspension is to be served in or out of school. In-school suspensions are usually served in an *in-school suspension classroom*. When a school does not have an in-school suspension program or when offenses are more serious or chronic, they may be dealt with through short-term, out-of-school suspensions. In either case, a student may have multiple, short-term suspensions throughout the year such that the cumulative days suspended includes a significant portion of the student's academic year. Time out of school almost always has a negative impact on achievement and progress. In such cases, without effective intervention, behavior problems often get worse.

Long-term suspensions. More serious offenses are usually dealt with using long-term suspensions as a consequence. Long-term suspensions last from eleven days up to the remainder of the school year. It is possible for a student to receive more than one long-term suspension during the year. When a student is long-term suspended, the student may not return to their regular program in their home school for the duration of the suspension. Districts may allow students to attend an alternative learning program or alternative school (ALP) during their long-term suspension. However, certain very serious offenses may result in the student not being allowed to enroll in any school or program for the remainder of the calendar year or being suspended for an entire school year, which is called a *365-day suspension*. Usually the Superintendent and/or the local board of education, upon recommendation of the principal, make decisions on a case-by-case basis about long-term suspensions (including 365-day suspensions), the length of the suspensions, and ALP placements. If the student is not admitted to an ALP, the

student is out of school for the duration of the suspension, often unsupervised. The student may then become more at-risk of academic failure; involvement in high-risk behaviors such as sex, drugs/alcohol/tobacco; delinquent behaviors; and/or serious trouble with the law.

Expulsion. When a student is expelled from school, the student cannot return to their home school or any school, ever. As with long-term suspensions, the Superintendent and/or the local board of education, upon the recommendation of the principal, make decisions about student expulsions on a case-by-case basis. An expulsion is usually reserved for cases where the student is at least 14 years of age and presents a clear threat of danger to self or others. The acts do not have to occur on school premises for the superintendent and/or school board to expel a student. The law allows districts to permit some expelled students to enroll in ALPs to complete their education. If not, the students are out of school, and, like long-term suspended students, often go unsupervised, and therefore are at increased risk of more serious problems.

Alternative Learning Programs Defined

Alternative learning programs (ALPs) operate with a range of missions and primary target populations. In addition to students who are enrolled because of academic, attendance, and life problems (pregnancy, parenting, work), some ALPs also enroll students with mild, moderate, or severe discipline problems, including suspended or expelled students, on a case-by-case basis. Some ALPs are programs within a regular school and some are actual schools. Usually, both alternative schools and alternative programs serve students from other regular schools in the school district.

The State Board of Education, as required by GS 115C-12 (24) amended by HB 168 of the 1999 Session of the General Assembly, adopted a definition of what constitutes an alternative school or program. Basic differences between an alternative school and an alternative program usually have to do with size, management, and accountability. The following definition is described in SBE policy HAS-Q-001, in the broader policy having to do with school dropouts:

Alternative Learning Programs - Alternative Learning Programs are defined as services for students at risk of truancy, academic failure, behavior problems, and/or dropping out of school. These services should be designed to better meet the needs of students who have not been successful in the regular public school setting. Alternative learning programs serve students at any level who are

- *suspended and/or expelled,*
- *at risk of participation in juvenile crime,*
- *have dropped out and desire to return to school,*
- *have a history of truancy,*
- *are returning from juvenile justice settings or psychiatric hospitals,*
- *whose learning styles are better served in an alternative setting.*

Alternative learning programs provide individualized programs outside of a standard classroom setting in a caring atmosphere in which students learn the skills necessary to redirect their lives. An alternative learning program must

- *provide the primary instruction for selected at-risk students*
- *enroll students for a designated period of time, usually a minimum of one academic grading period, and*
- *offer course credit or grade-level promotion credit in core academic areas.*

Alternative learning programs may also

- *address behavioral or emotional problems that interfere with adjustment to or benefiting from the regular education classroom,*
- *provide smaller classes and/or student/teacher ratios,*
- *provide instruction beyond regular school hours,*
- *provide flexible scheduling, and/or*
- *assist students in meeting graduation requirements other than course credits.*

Alternative learning programs for at-risk students typically serve students in an alternative school or alternative program within the regular school.

An Alternative School is one option for an alternative learning program. It serves at-risk students and has an organizational designation based on the DPI assignment of an official school code. An alternative school is different from a regular public school and provides choices of routes to completion of school. For the majority of students, the goal is to return to the regular public school. Alternative schools may vary from other schools in such areas as teaching methods, hours, curriculum, or sites, and they are intended to meet particular learning needs.

An ALP is a program that serves students at any level, serves suspended and expelled students, serves students whose learning styles are better served in an alternative learning program, or provides individualized programs outside of a standard classroom setting in a caring atmosphere in which students learn the skills necessary to redirect their lives. They also

- *Are for students at risk of school failure, dropping out of school, or involvement in juvenile crime;*
- *Provide primary instruction for students enrolled;*
- *Offer course credit or grade-level promotion credit in core academic areas;*
- *Are for designated periods of time (not drop in);*
- *Assist students in meeting requirements for graduation.*

Availability of ALPs for Suspended and Expelled Students

Suspended and expelled students in North Carolina are placed in ALPs on a ***case-by-case basis***, based on processes and procedures developed by each of the 117 Local Education Agencies (LEAs) and the nearly 100 charter schools. Legislation requires that, unless granted a waiver by the State Board of Education (SBE), every district was to have an ALP by July 1,

2000. As of November 2001, every LEA either had an ALP or had requested a waiver (NCDPI, 2001a). Even so, there are still problems, such as the following:

- The ALP that currently exists may not serve all age/grade levels resulting in a lack of service for suspended or expelled students at other grade levels.
- The student enrollment of the ALP may be at its capacity.
- The nature of the student's offense may mean that ALP placement would jeopardize the safety of others enrolled in the ALP.
- ALP staff may not have the skills to manage the student and meet the student's needs.

Study Methodology

Contents of this Report

The first section of this report contains disaggregated statewide data for suspensions, expulsions, and ALP placements collected from 117 LEAs. The second section of this report includes disaggregated data from charter schools on suspensions, expulsions, and ALP placements. The survey instruments used to gather the data are included in Appendices A through C, and disaggregated suspension and expulsion data for the 1999-2000 and 2000-2001 school years are displayed by LEA/charter school in Appendices D through G.

Currently, statewide student membership data are combined for Black and Multi-racial ethnic groups. Therefore, when comparisons of suspension and expulsion data are made to the statewide student population, these two subgroups must be combined as well. Multi-racial students comprise one percent or less of the total student membership at the state level; thus, the state data provide a reasonable reference point for Black students.

This report contains only limited information on short-term suspensions (i.e., suspensions lasting 10 days or less). More detailed information on short-term suspensions as well as the academic performance of suspended students based on the 2000-2001 school year is forthcoming in a supplemental report later this year.

Comparison with Past Reports

Several factors combined to make this year's study more challenging than it had been previously. As in past years, the data for this report were gathered from each LEA and charter school via paper and electronic forms. The data were due to be returned to NCDPI's contractors by June 15, 2001. However, data from several LEAs and charter schools were submitted late, in some cases as late as November 2001. Collecting data on individual students in 2000-2001 instead of aggregate counts of students also resulted in an exponential increase in the amount of data that had to be entered and cleaned by NCDPI's contractors. These two factors made the on-time delivery of the report much more difficult this year.

The predecessor to this report - Three Year Trends of Long-Term Suspended and Expelled Students (1997-2000) - was created in 2001 to address a slightly different legislative

reporting requirement. Where possible, this study and report were structured to preserve trend information from that report. However, there were significant changes made to the survey form used for this study in 2000-2001 that rendered much of the trend information from that earlier report incompatible with the current year's data.

These changes were implemented to enable more in-depth analysis using student-level data. They included the elimination and/or rewording of some questions along with a change requiring LEAs to provide information on *individual* students who were suspended, expelled, or placed in alternative educational settings in lieu of simple aggregate counts of students (see Appendices A, B, and C for copies of the 1998-1999, 1999-2000, and 2000-2001 surveys). In 1999-2000, the intent of the legislation was to determine, for each gender/ethnic category, both *the number of students committing suspendable or expellable acts* and to broadly determine *the consequences for those acts*. For 2000-2001, however, the focus of the legislation shifted from the commission of suspendable or expellable acts to simply *numbers of students suspended, expelled, or placed in alternative educational settings*. The format of this report and the data collection for the current year (2001-2002) are both responsive to that change as well.

Cautions Regarding Interpretation of Data

In the course of completing this study and conducting training for the current school year's (2001-2002) Study of Suspensions and Expulsions, the evaluators discovered that some schools and LEAs consider a student placed in an ALP as being suspended or expelled, while others do not. This discrepancy is likely related to both local policies and to the inability of the state's Student Information Management System (SIMS) to record a student as being (a) both suspended and enrolled in an ALP or as (b) both expelled and enrolled in an ALP. Therefore, the statewide suspension and expulsion data in this report are likely to be an underestimate of the true numbers of students who are suspended or expelled from their home schools. However, unless this discrepancy affects the data for certain subgroups of students more than others (which is not very likely), then the relative comparisons of subgroup differences and trends over time detailed in this report should not be significantly affected.

For the purposes of this study, a student was considered to be suspended or expelled if the LEA reported them to be suspended out-of-school or expelled, regardless of whether that student was reported to have been placed in an ALP concurrent with that suspension or expulsion. This method of counting, which allowed individual LEAs to presumably use their own definitions of what constitutes a suspension, differs somewhat from the definition used in the 2000 report of suspended and expelled students (NCDPI, 2001b). That report also included in its suspension and expulsion totals students who committed suspendable or expellable acts but were placed in ALPs in lieu of suspension or expulsion as the consequence for those acts. In this report, those students were instead included in the ALP placement numbers if the school system did not also consider them to be suspended or expelled. Therefore, the number of suspensions and expulsions reported here for the 1999-2000 school year (including the LEA and charter school figures presented in Appendices D and E) are lower than those found in last year's report.

For this study, LEAs and charter schools were asked only to provide information on *disciplinary* ALP placements, and not ALP placements due to non-disciplinary reasons. Therefore, it should be noted that the total number of students placed in ALPs in 2000-2001 (regardless of reason for placement) may be higher. Despite this provision, the number of

disciplinary ALP placements reported by LEAs and charter schools for this study was roughly equal to recent figures for *all* ALP placements as collected directly from alternative programs for NCDPI's annual report of the Alternative Learning Programs Evaluation, even though ALPs report that approximately half of all placements are primarily for academic rather than behavioral reasons (NCDPI, 2001c). In addition, schools report that data for suspended and expelled students are more consistently recorded than are data for ALP placements. Therefore, the disciplinary ALP placement numbers in this report may suffer from some inaccuracies. Beginning next year, the reporting of disaggregated data on students placed in ALPs called for in the previously-cited legislation will be drawn directly from the NCDPI's annual report of the Alternative Learning Programs Evaluation. Since the data for that evaluation are collected directly from the alternative programs, they probably provide more reliable and accurate information on students placed in those programs.

Suspension and Expulsion: Critical Issues

The Use of Data to Stereotype Students

The data in this report indicate that suspensions, expulsions, and ALP placements are increasing overall, and that certain subgroups of students are disproportionately represented in those events. However, these data should not be used to label or stereotype any student. The fact remains that the majority of students – of any age, gender, or ethnicity – will never commit an offense resulting in suspension or expulsion from school. Rather, these data should be used by schools and districts as an impetus to examine disciplinary policies for equity, to target prevention efforts on vulnerable subgroups, to study ways to provide earlier intervention, and to explore a broader array of services for students, including those provided by community groups and agencies, that address both academic and non-academic needs.

The Protection of Others Versus the Rehabilitation of Offenders

Each year, for a variety of reasons, thousands of students are suspended and expelled from North Carolina's schools. Reasons range from truancy to disruptive behavior, to chronic discipline problems, violence, and criminal acts. Sometimes discipline problems are rooted in academic problems or problems outside of school that impact learning such as family problems, substance abuse, or domestic abuse. During these suspensions and expulsions, about three quarters of the students have the opportunity to attend alternative learning programs (ALPs) and about a fourth do not (NCDPI, 2001b). Those who are suspended and expelled out of school often go unsupervised, resulting in negative academic consequences and all too frequently, increases in crime and delinquency problems.

Although removing a student from school may create a better learning environment for others whose education was being disrupted by that student's actions, the removed student does not typically benefit from removal, nor does simply removing the student from school address the cause of the student's misbehavior in any way. The more time a student spends out of school, the more her/his academic progress will likely suffer. As these students fall further behind in their academic progress, it increases the probability that they will not catch up with their schoolwork, or worse, that they may never return to school. Alternative strategies to serve

the academic and behavioral needs of suspended and expelled students are necessary to prevent at-risk students from becoming "repeat offenders" after they return to their home school, and to ensure that their difficulties do not escalate to the point where more serious behavioral events occur or where students drop out of school altogether. Although suspensions and expulsions are legitimate and reasonable means to ensure a safe, orderly and caring school climate, that alone should not be the end goal of student discipline. Significant remediation efforts need to take place to ensure that those students who are removed from school for purposes of ensuring safety and order get the help they need to return the regular school environment and be successful, both behaviorally and academically.

The Need for Comprehensive, Prevention-Oriented Solutions

Schools have the primary responsibility in our society for educating children and youth. However, schools are often distracted from that mission when a child's behavior jeopardizes the safety and learning of her/himself and the other students in the school. Surveys and polls covering educational issues consistently show that school safety is one of the public's primary concerns. At the same time, policymakers, business leaders, and the community at large are demanding increased academic performance and higher standards for all students. Schools therefore have the daunting task of addressing the learning needs of an increasingly diverse student population while also ensuring safety and order in their buildings.

While improving the school environment greatly enhances the safety of students, there are limits on the extent to which schools can shape and influence students' behavior. School-age children typically spend only 17-20% of their waking hours in school during a given calendar year. Consequently, many of the factors that shape student behavior emanate from sources outside of school, as well as from early experiences children have prior to entering school. Suspensions and expulsions often result from behaviors ranging from "lesser" problems such as bullying, fist fights, name-calling, and many forms of harassment, to more "extreme" problems involving criminal behaviors such as substance abuse, assault, carrying weapons to school, or murder. These issues may be rooted in the need to learn better self-control and assume personal responsibility, educational approaches that do not match students' needs, problematic environments (in or out of school), family and personal issues, or combinations of these and other factors. Efforts to prevent behavioral problems in schools will therefore be most effective when (a) there is a comprehensive focus on the full range of students' needs - academic, behavioral, and other; (b) when there is efficient and focused collaboration between schools, families, and other community agencies that are charged with serving students who are at risk for behavioral problems; and (c) when these efforts begin as early as possible in children's lives, before they enter school and before patterns of negative behavior have the chance to take root.

References

- North Carolina Department of Public Instruction (2001a). Alternative school and program directory: 2000-2001. Raleigh, NC: Author.
- North Carolina Department of Public Instruction (2001b). Three-year trends of long-term suspended and expelled students (1997-2000). Raleigh, NC: Author.
- North Carolina Department of Public Instruction (2001c). Alternative learning programs evaluation: 1999-2000. Raleigh, NC: Author.

Section 1.1: LEA Suspensions

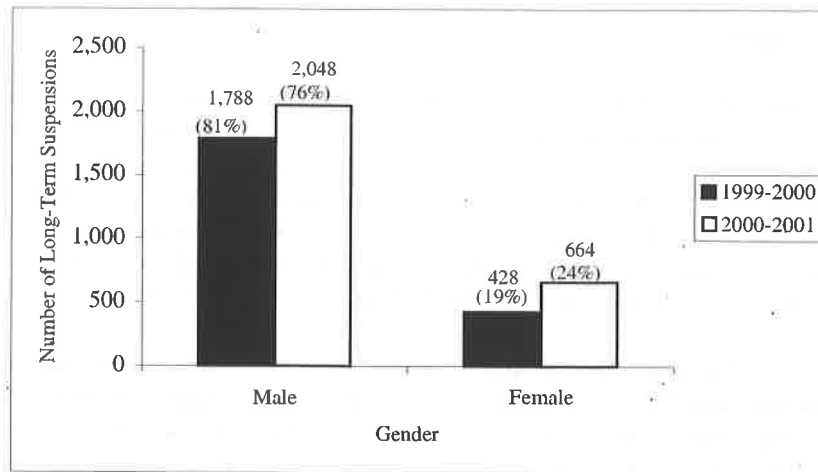
Long-Term Suspensions (LTS)

This section reports data for students who were suspended for 11 or more days (LTS). The data here reflect long-term suspensions which may include multiple suspensions per student. In addition to displaying numbers and percentages of suspended students, charts are also presented showing suspension rates for selected subgroups of students. Calculating *rates* of suspension (e.g., the number of students suspended per 100,000 enrolled) is one way to compare the extent of representation across groups more accurately than simple percentages. It is an especially useful indicator when small numbers of students are involved.

It should be noted that these numbers include students who were suspended out-of-school as well as those who may have been suspended and subsequently sent to alternative programs. It should also be noted that some students likely received multiple long-term suspensions during the 2000-2001 school year; therefore, these charts represent numbers of suspensions, not numbers of unique students.

Data for Black/Multi-racial students are reported as one group in this report in most instances, because the NCDPI combines these students when reporting the size of the overall student population by ethnicity. Therefore, the calculation of suspension rates (e.g., Figure 2) and analyses of suspensions of Black/Multi-racial students relative to their overall representation in the public schools (e.g., Table 1) cannot be made separately. However, since Multi-racial students are estimated to represent less than 1% of the total student population, these data still provide a fairly clear picture of suspensions and expulsions of Black students.

Long-Term Suspensions by Gender



Note: The numbers in parentheses indicate the percent of suspensions in each gender.

Figure 1. Number of Long-Term Suspensions by Gender: 1999-2000 and 2000-2001.

- The number of long-term suspensions given to students increased from 2,216 in 1999-2000 to 2,712 in 2000-2001 – a 22% increase.
- Similar to 1999-2000, the majority (76%) of those suspensions in 2000-2001 were given to male students.
- The 2,712 long-term suspensions in 2000-2001 were given to 2,646 different students, meaning a small number of students were long-term suspended more than once.

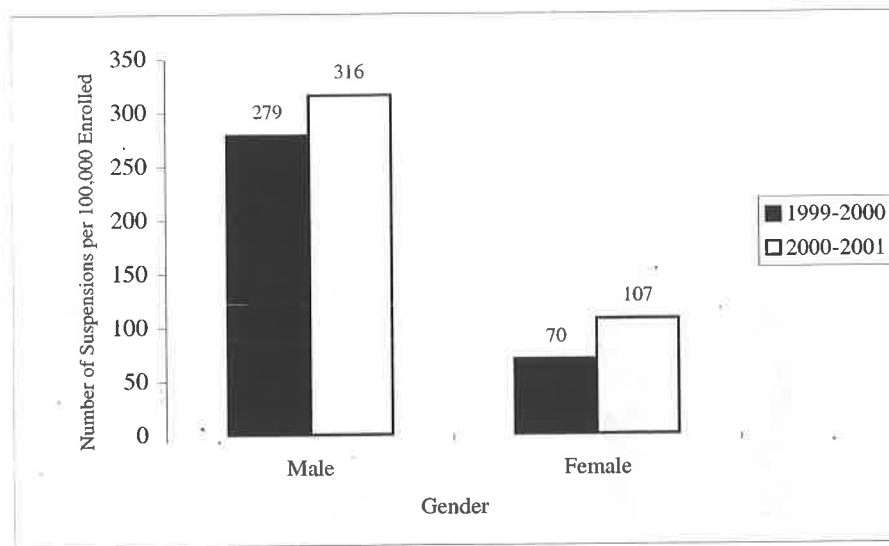
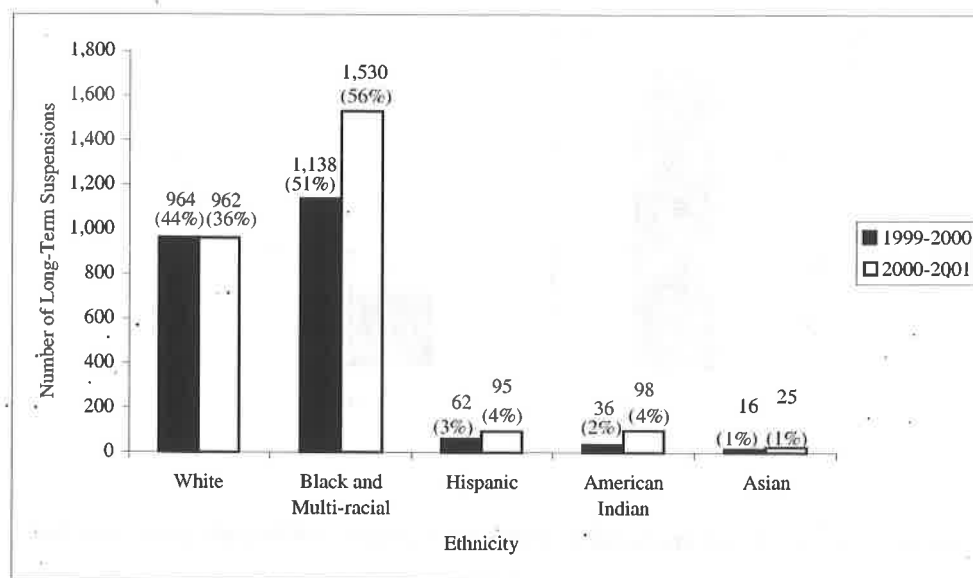


Figure 2. Long-Term Suspension Rates by Gender: 1999-2000 and 2000-2001.

- The rate of long-term suspensions for male students in 2000-2001 was 316 per 100,000 males enrolled. This represents a 13% increase from the previous year. The rate for females was 107 per 100,000 - a 53% increase over 1999-2000.
- Similar to what is shown by the raw percentages in Figure 1, the rate of long-term suspensions for male students is approximately 3 times higher than for females.

Long-Term Suspensions by Ethnicity



Note: Ethnicity was not reported for 2 students in 2000-2001; therefore, the total is 2 less than what was reported in Figure 1. The numbers in parentheses are the percent of long-term suspensions for each category.

Figure 3. Number of Long-Term Suspensions by Ethnicity: 1999-2000 and 2000-2001.

- The number of suspensions given to students in all ethnic categories increased in 2000-2001, with the exception of White students.
- The number of suspensions given to Black/Multi-racial students increased from 1,138 to 1,530 between 1999-2000 and 2000-2001 – a 34% increase.
- The number of suspensions given to American Indian students nearly tripled between 1999-2000 and 2000-2001.
- White and Black students accounted for the vast majority of long-term suspensions in both 1999-2000 (95%) and 2000-2001 (92%).

Long-Term Suspensions by Ethnicity and Gender

Ethnicity/Gender	Number of Long-Term Suspensions		Percent of Long-Term Suspensions		Ethnic/Gender Groups as Percent of Statewide Enrollment	
	1999-2000	2000-2001	1999-2000	2000-2001	1999-2000	2000-2001
Asian Males	14	16	1	1	1	1
Asian Females	2	9	0	0	1	1
Black and Multi-Racial Males	867	1,123	39	41	16	16
Black Males	853	1,096	38	40	NA	NA
Multi-Racial Males	14	27	1	1	NA	NA
Black and Multi-Racial Females	271	407	12	15	15	15
Black Females	265	397	12	15	NA	NA
Multi-Racial Females	6	10	0	0	NA	NA
Hispanic Males	55	77	2	3	2	2
Hispanic Females	7	18	0	1	2	2
American Indian Males	32	67	1	2	1	1
American Indian Females	4	31	0	1	1	1
White Males	820	763	37	28	32	31
White Females	144	199	7	7	30	30
Total Number	2,216	2,710			1,252,597	1,268,422

Note: Ethnicity was not reported for 2 students in 2000-2001; therefore, the total is 2 less than what was reported in Figure 1.

Table 1. Long-Term Suspensions by Ethnicity and Gender: 1999-2000 and 2000-2001.

- The percentage of long-term suspensions given to males was higher than that for females in every ethnic group across both years.
- Black/Multi-racial males represented approximately 16% of the overall student population in 2000-2001. However, they accounted for 41% of the long-term suspensions given during that same year. This is consistent with the pattern seen in 1999-2000.
- The percentage of long-term suspensions given to White males decreased in 2000-2001 to a level that was generally proportional to their representation in the overall student population.
- In both 1999-2000 and 2000-2001, Black/Multi-racial females accounted for a percentage of long-term suspensions that was roughly equal to their representation in the overall student population. In contrast, White females represented approximately 30% of the overall student population, but they accounted for only 7% of long-term suspensions.

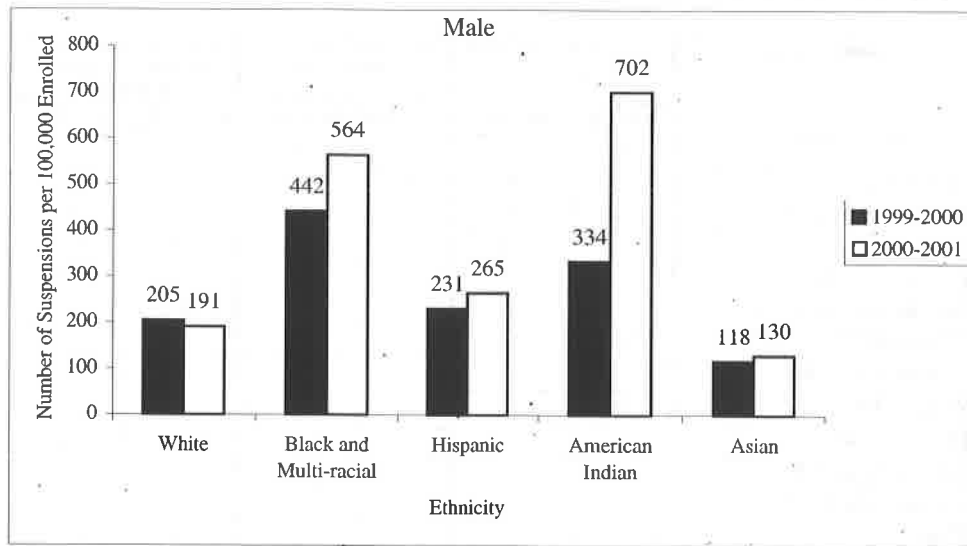


Figure 4. Male Long-Term Suspension Rates by Ethnicity: 1999-2000 and 2000-2001.

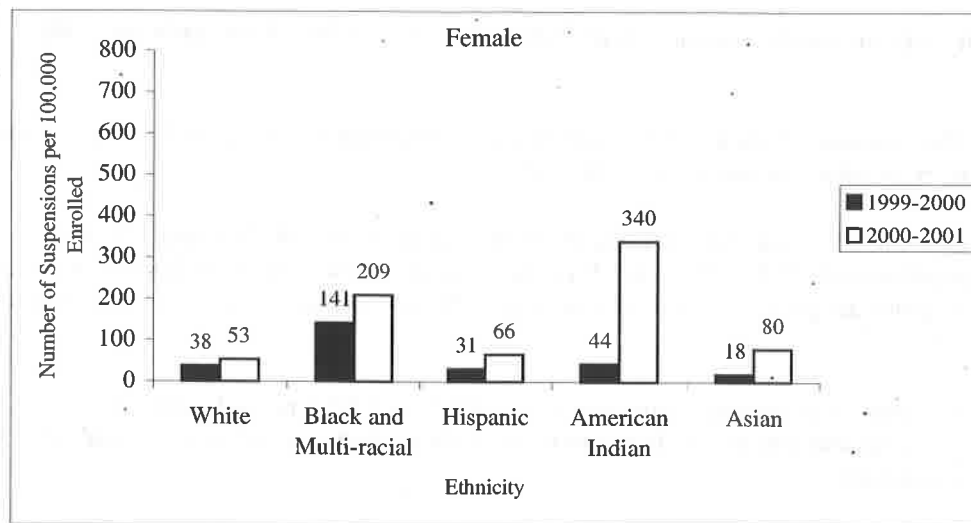
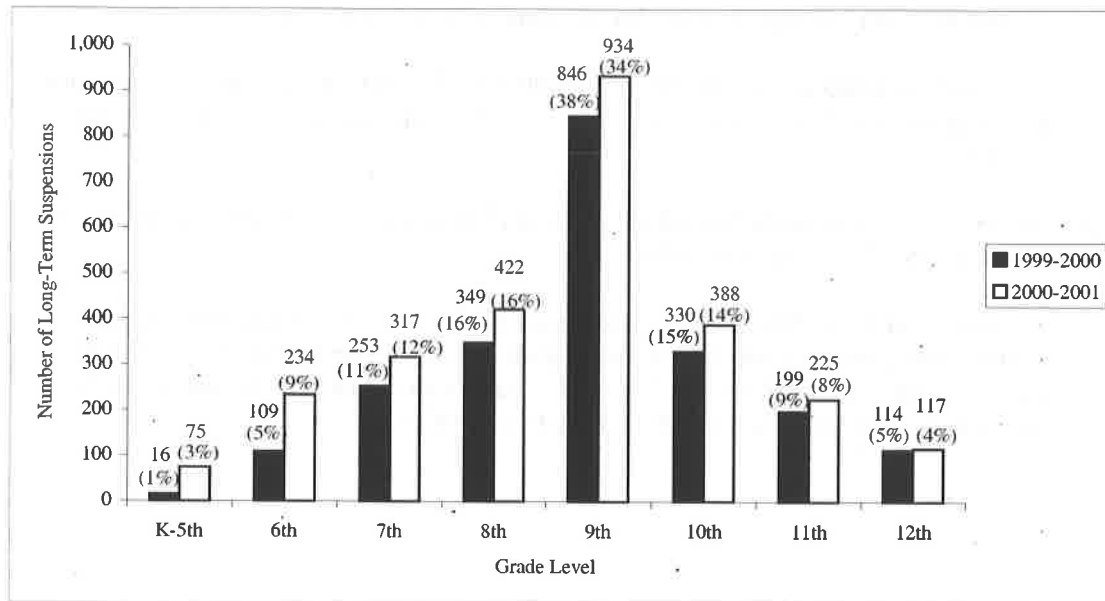


Figure 5. Female Long-Term Suspension Rates by Ethnicity: 1999-2000 and 2000-2001.

- A comparison of Figures 4 and 5 shows that long-term suspensions were given to males at a much higher rate than females for all ethnic groups in both years.
- Long-term suspension rates increased in 2000-2001 for each ethnic-gender group, with the exception of White males. These increases were generally more dramatic among females.
- American Indian students showed the greatest increase in rates of long-term suspensions between 1999-2000 and 2000-2001.
- The pattern in 1999-2000 across ethnic groups for both males and females is generally similar, with Black students having the highest rate of long-term suspensions, followed by American Indian students. In 2000-2001, American Indian students had the highest rate of long-term suspensions, followed by Black students.

Long-Term Suspensions by Grade Level

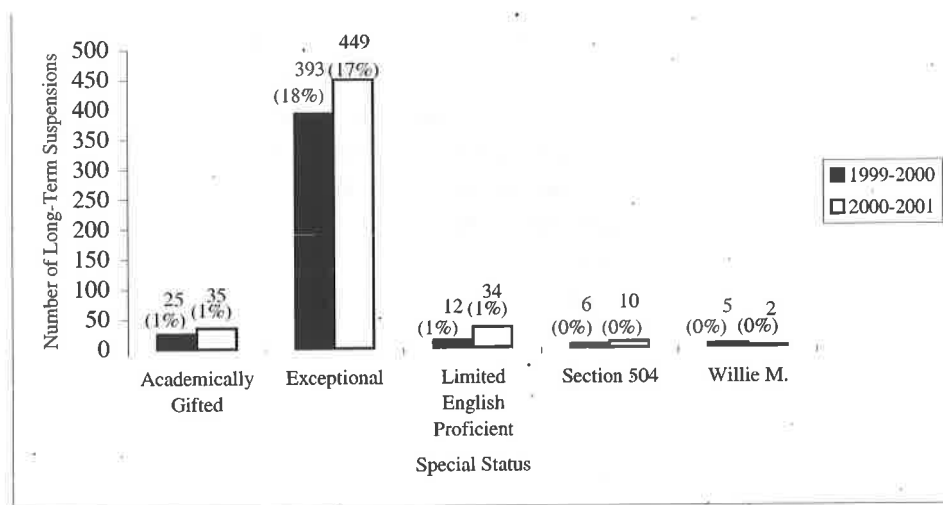


Note: The numbers in parentheses indicate the percent of long-term suspensions in each grade.

Figure 6. Number of Long-Term Suspensions by Grade Level: 1999-2000 and 2000-2001.

- Very few long-term suspensions were given to students in grades K through five in either year. Starting in grade six, the number of suspensions begins to increase and peaks at grade nine.
- The number of long-term suspensions given at every grade level increased between 1999-2000 and 2000-2001, with the most dramatic increases seen in grades K through six.
- Approximately one-third of long-term suspensions are given to ninth grade students. The incidence of long-term suspensions then steadily declines in grades ten through twelve, possibly due in part to some at-risk students dropping out of school.

Long-Term Suspensions for Special Status Students

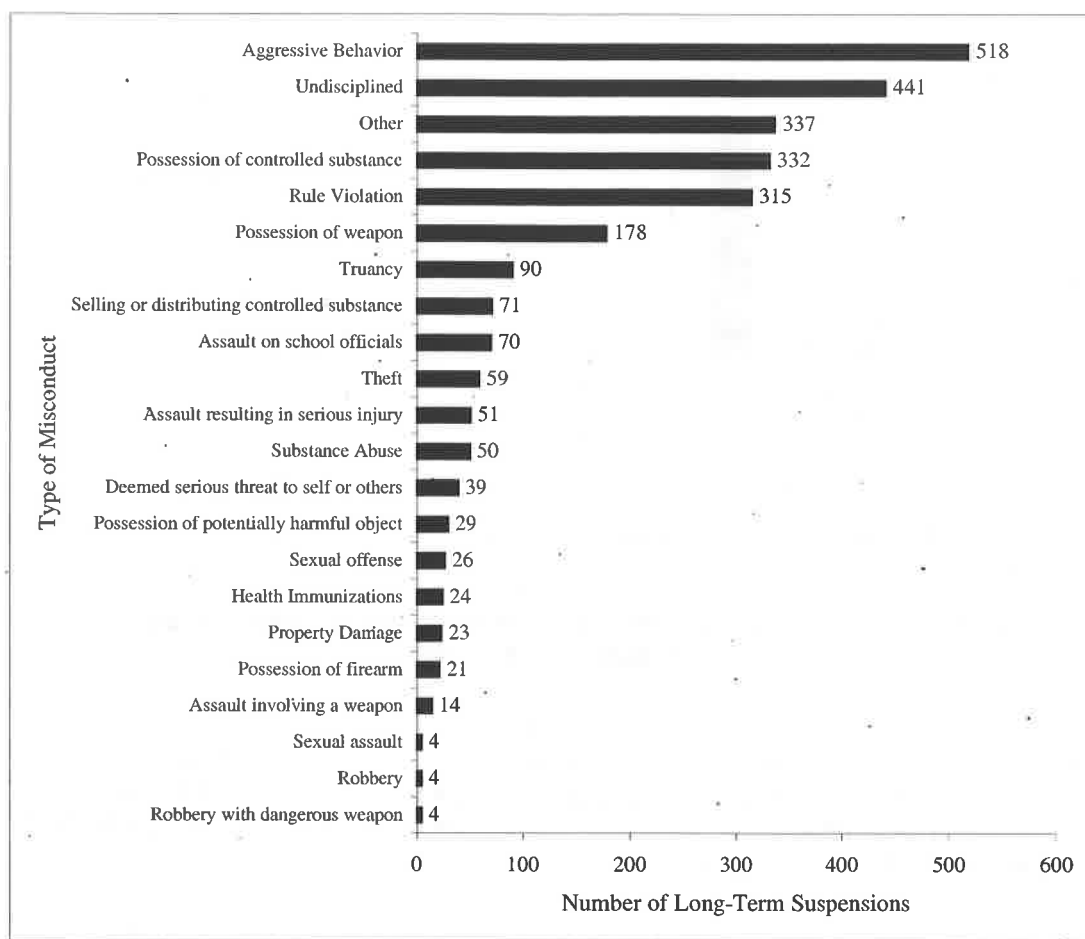


Note: The Willie M program was officially discontinued in July of 2000; however, some students who were served in that program when it was in existence are still enrolled in school.

Figure 7. Number of Long-Term Suspensions by Special Status Categories: 1999-2000 and 2000-2001.

- The general trend of increases in numbers of suspensions in the overall student population is also evident among special status students. The number of long-term suspensions given to students in special status categories increased between 1999-2000 and 2000-2001.
- In 1999-2000, special status students accounted for approximately 20% of all long-term suspensions; in 2000-2001, this percentage decreased slightly to 19%.

Long-Term Suspensions by Type of Misconduct



Note: Reason for suspension was not provided for 12 of 2,712 long-term suspensions given in 2000-2001.

Figure 8. Number of Long-Term Suspensions by Type of Misconduct: 2000-2001.

- For the first time in 2000-2001, data were collected on the reasons why students were given LTSs. Thirty-six percent of the LTSs given in 2000-2001 were the result of aggressive or undisciplined behavior.
- Seventeen percent of LTSs were due to either the sale, possession or distribution of controlled substances.
- Rule violations (i.e., various policies that vary by school and by system) accounted for 12% of LTSs in 2000-2001.
- The use or possession of a weapon was a factor in 8% of all LTSs.

Multiple Suspensions

This section reports data for students who were suspended on multiple occasions during 2000-2001. Data are shown separately for students receiving multiple short-term suspensions (suspensions of less than 11 days) and for students receiving multiple long-term suspensions (suspensions of 11 days or more).

Multiple Short-Term Suspensions

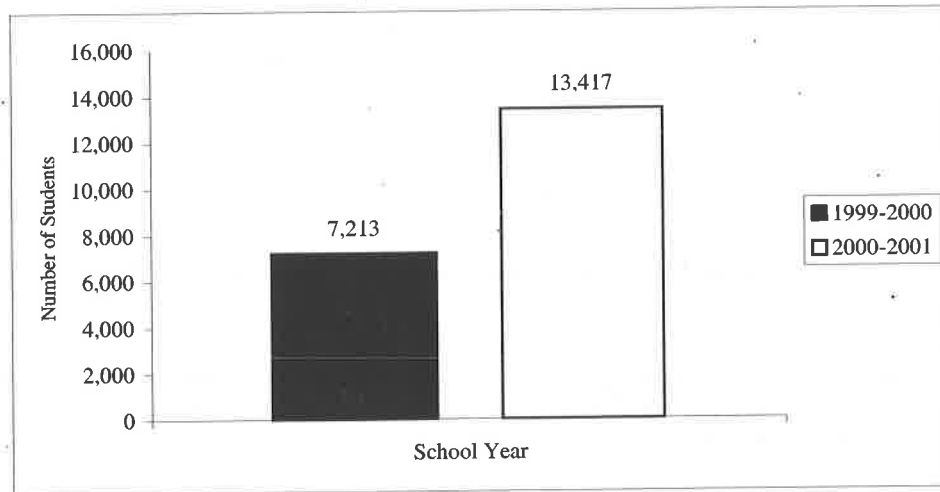


Figure 9. Number of Students with Multiple Short-Term Suspensions that when Added Together Equal More than 10 Days: 1999-2000 and 2000-2001.

- 13,417 students were short-term suspended multiple times totaling more than 11 days in 2000-2001, almost double the number from 1999-2000. Note that in 1999-2000, only 92 of the 117 LEAs responded to this question, therefore the 1999-2000 figure of 7,213 may be artificially low.

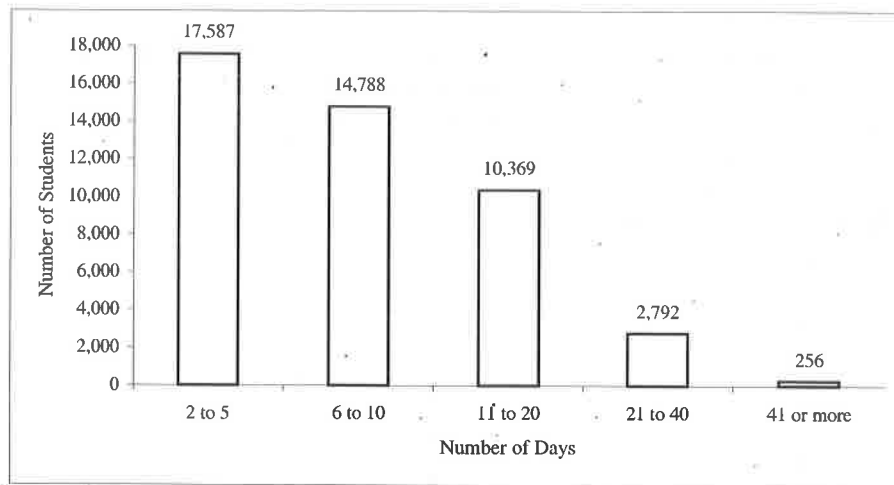


Figure 10. Duration of Multiple Short-Term Suspensions Given to Students: 2000-2001.

- The total number of students receiving multiple short-term suspensions of any length in 2000-2001 was 45,792. Of those, 32,375 students had multiple short-term suspensions that totaled 10 days or less.

Multiple Long-Term Suspensions

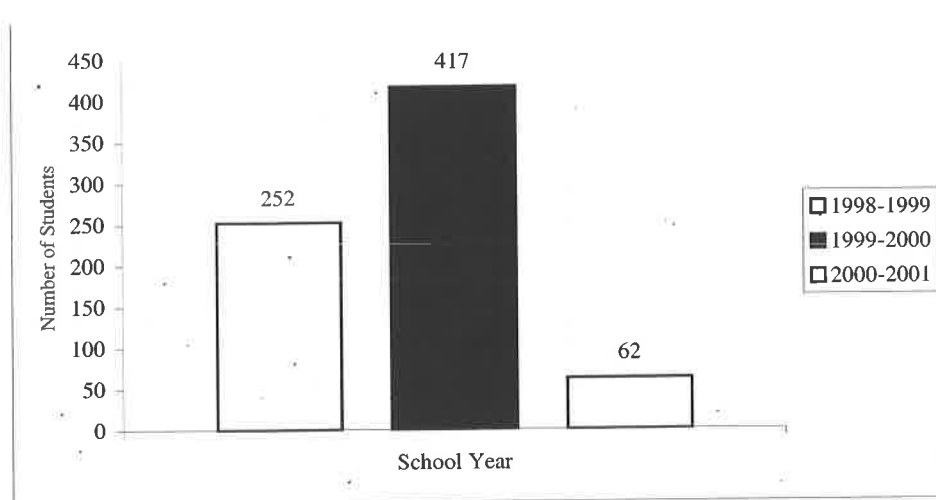


Figure 11. Number of Students with Multiple Long-Term Suspensions: 1998-1999 through 2000-2001.

- The number of students who received multiple long-term suspensions decreased substantially in 2000-2001 to 62 after an increase the previous year:

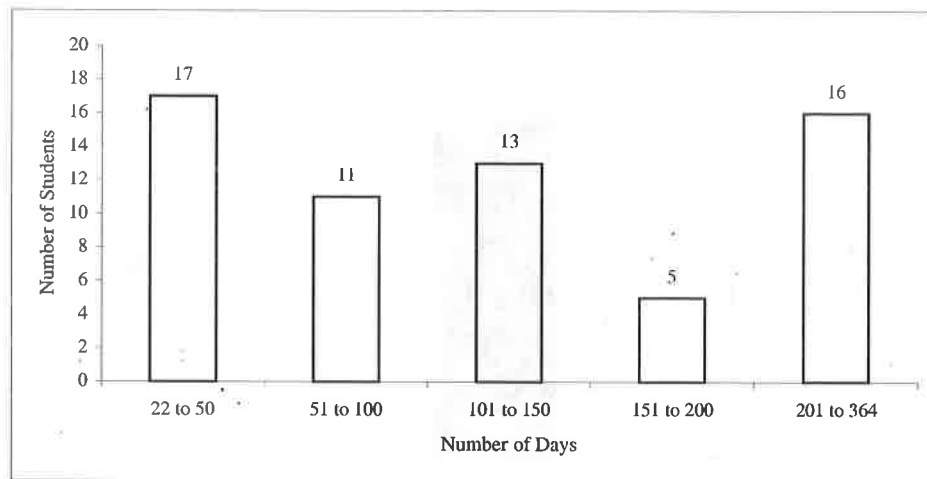


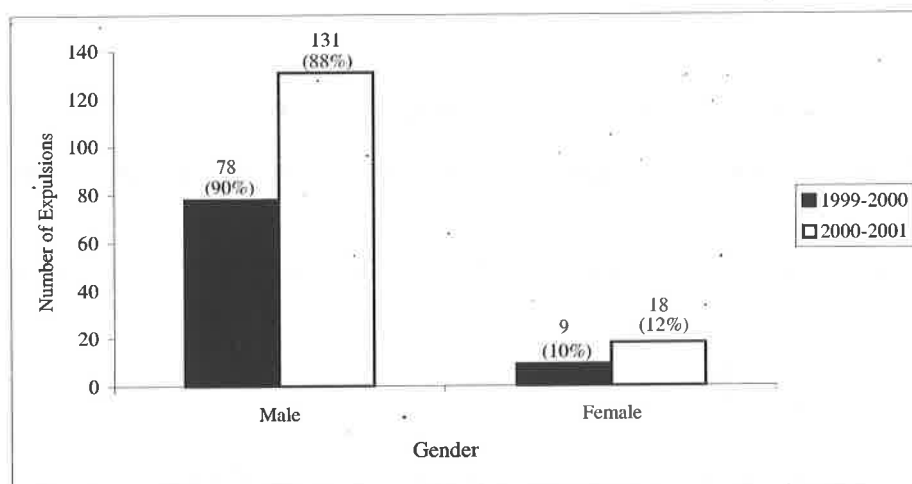
Figure 12. Duration of Multiple Long-Term Suspensions Given to Students: 2000-2001.

- In 2000-2001, 62 students received the 128 multiple long-terms suspensions, averaging 2 per student. Over half of those 62 students were suspended for a total of more than 100 days.

Section 1.2: LEA Expulsions

This section reports data for students who were expelled from school during the 2000-2001 school year. Students who are expelled from school in North Carolina are never allowed to return to the North Carolina public schools again. In addition to displaying numbers and percentages of expelled students, charts are also presented showing expulsion rates for selected subgroups of students. Calculating *rates* of expulsion (e.g., the number of students expelled per 100,000 enrolled) is one way to compare the extent of representation across groups more accurately than simple percentages. It is an especially useful indicator when small numbers of students are involved.

Expulsions by Gender

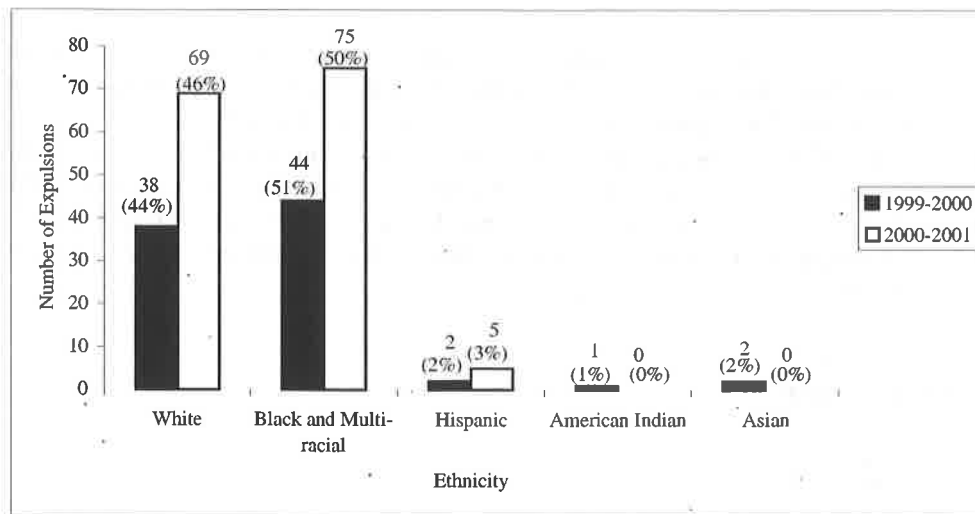


Note: The numbers in parentheses indicate the percent of expulsions by gender.

Figure 13. Number of Expulsions by Gender: 1999-2000 and 2000-2001.

- In 2000-2001, 149 students were expelled. This represents a 71% increase from 1999-2000.
- Of the 149 students expelled in 2000-2001, the vast majority were male. This pattern is largely consistent with 1999-2000.

Expulsions by Ethnicity



Note: The numbers in parentheses indicate the percent of expulsions by ethnic group.

Figure 14. Number of Expulsions by Ethnicity: 1999-2000 and 2000-2001.

- Expulsions of White, Black/Multi-racial and Hispanic students increased substantially in 2000-2001.
- As in 1999-2000, the vast majority of expelled students in 2000-2001 were Black/Multi-racial (50%) or White (46%).
- No American Indian or Asian students were expelled in 2000-2001.

Expulsions by Ethnicity and Gender

Ethnic/Gender	Number Expelled		Percent of Expelled		Ethnic/Gender Group as Percent of Statewide Enrollment	
	1999-2000	2000-2001	1999-2000	2000-2001	1999-2000	2000-2001
Asian Males	1	0	1	0	1	1
Asian Females	1	0	1	0	1	1
Black and Multi-racial Males	41	66	47	44	16	16
Black Males	41	66	47	44	NA	NA
Multi-racial Males	0	0	0	0	NA	NA
Black and Multi-racial Females	3	9	4	6	15	15
Black Females	3	9	4	6	NA	NA
Multi-racial Females	0	0	0	0	NA	NA
Hispanic Males	2	5	2	3	2	2
Hispanic Females	0	0	0	0	2	2
American Indian Males	1	0	1	0	1	1
American Indian Females	0	0	0	0	1	1
White Males	33	60	38	40	32	31
White Females	5	9	6	6	30	30
Total Number	87	149			1,252,597	1,268,422

Table 2. Expulsions by Ethnicity and Gender: 1999-2000 and 2000-2001.

- Similar to 1999-2000, White and Black/Multi-racial males accounted for 88% of all expelled students in 2000-2001.
- Black/Multi-racial males made up 44% of the expelled students in 2000-2001 (47% in 1999-2000), despite the fact that they account for only 16% of the overall student population.
- White males and Hispanic males are also slightly overrepresented among expelled students, relative to their presence in the overall student population. All other groups are underrepresented.
- Black females in 2000-2001 accounted for the same number of expulsions as White females, even though White females outnumber Black females in the overall student population by a 2:1 margin.

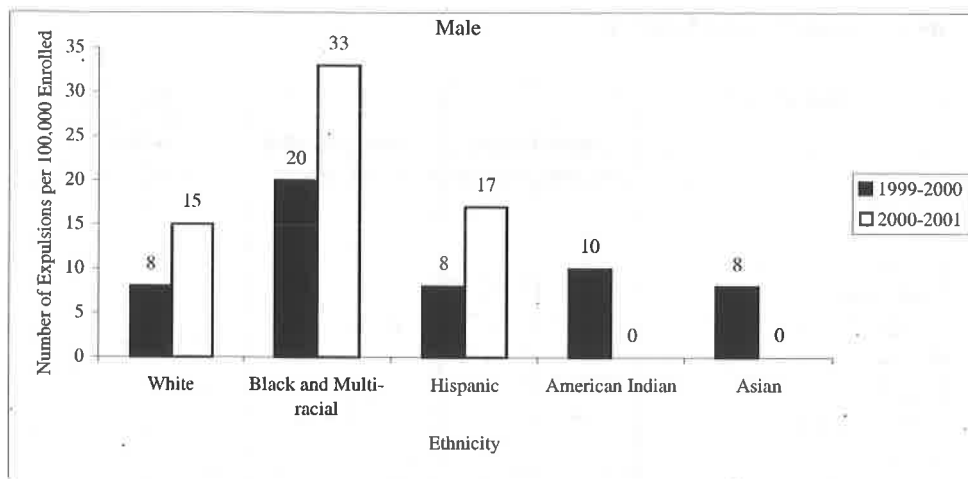


Figure 15. Male Expulsion Rates by Ethnicity: 1999-2000 and 2000-2001.

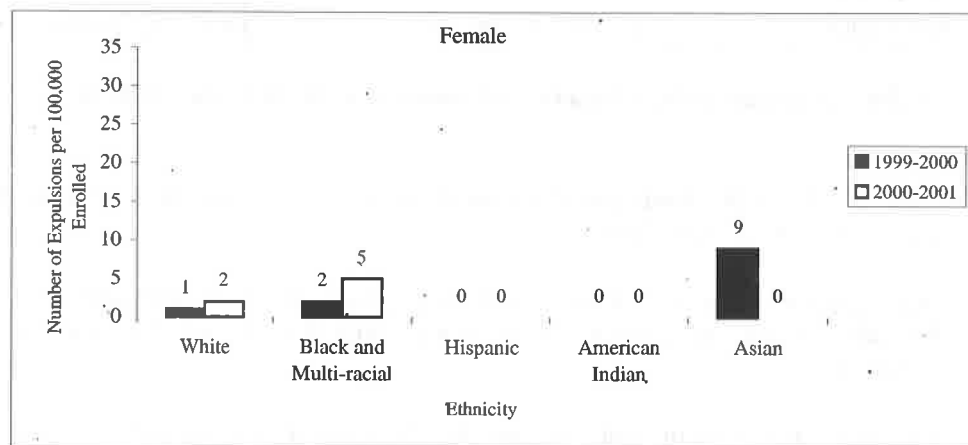
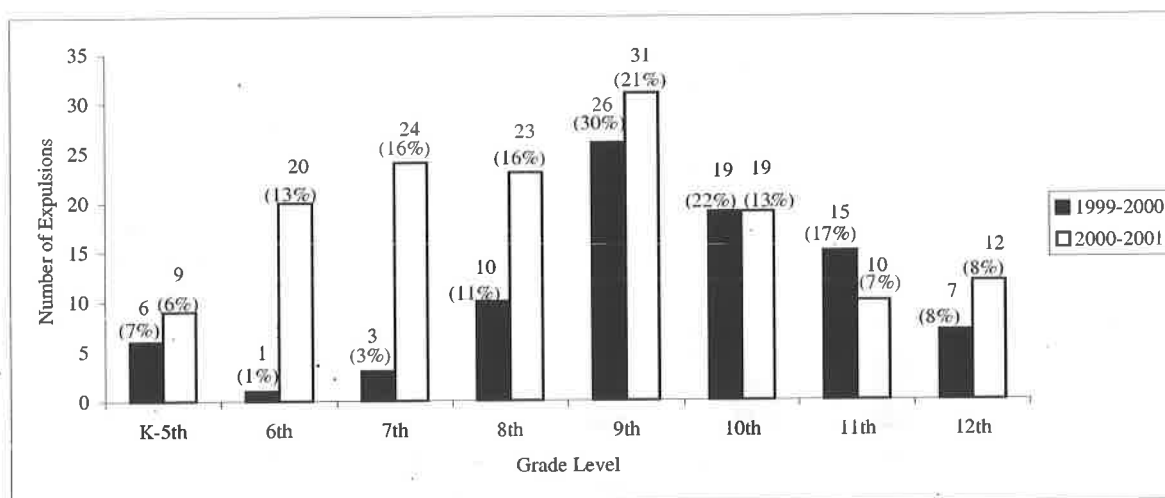


Figure 16. Female Expulsion Rates by Ethnicity: 1999-2000 and 2000-2001.

- Expulsion rates for White, Black/Multi-racial and Hispanic males increased from 1999-2000 to 2000-2001.
- The rate of expulsion for Black/Multi-racial males was higher than all other groups for both years.
- Expulsion rates for American Indian and Asian students decreased between 1999-2000 and 2000-2001.
- The rate of expulsions for females in the White and Black/Multi-racial groups increased in 2000-2001 when compared to the previous year.

Expulsions by Grade Level

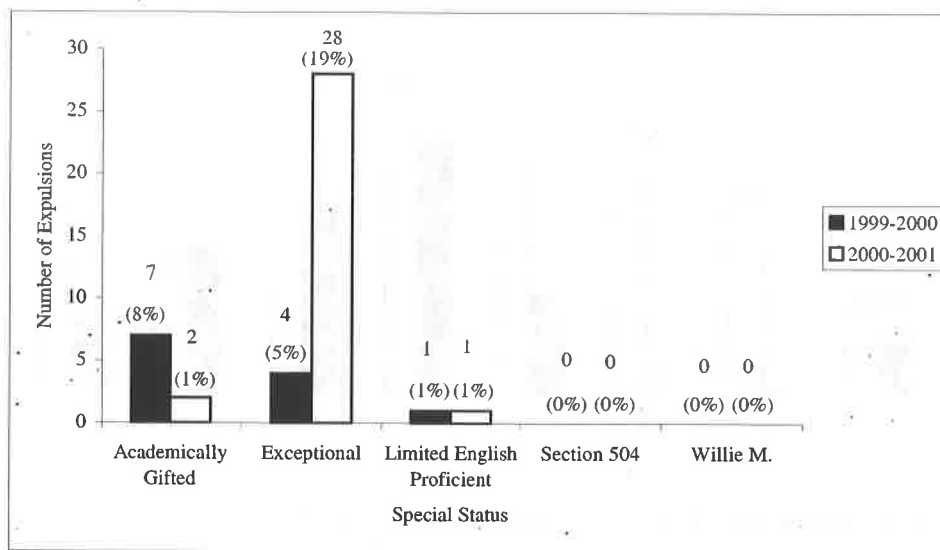


Note: The numbers in parentheses indicate the percent of expulsions in each category.

Figure 17. Number of Expulsions by Grade Level: 1999-2000 and 2000-2001.

- Very few students in either year were expelled in grades K through five. In 2000-2001, however, there was a large increase in expulsions of middle grades students.
- For both years, the ninth grade has been the most common grade for expulsions.

Expulsions for Special Status Students

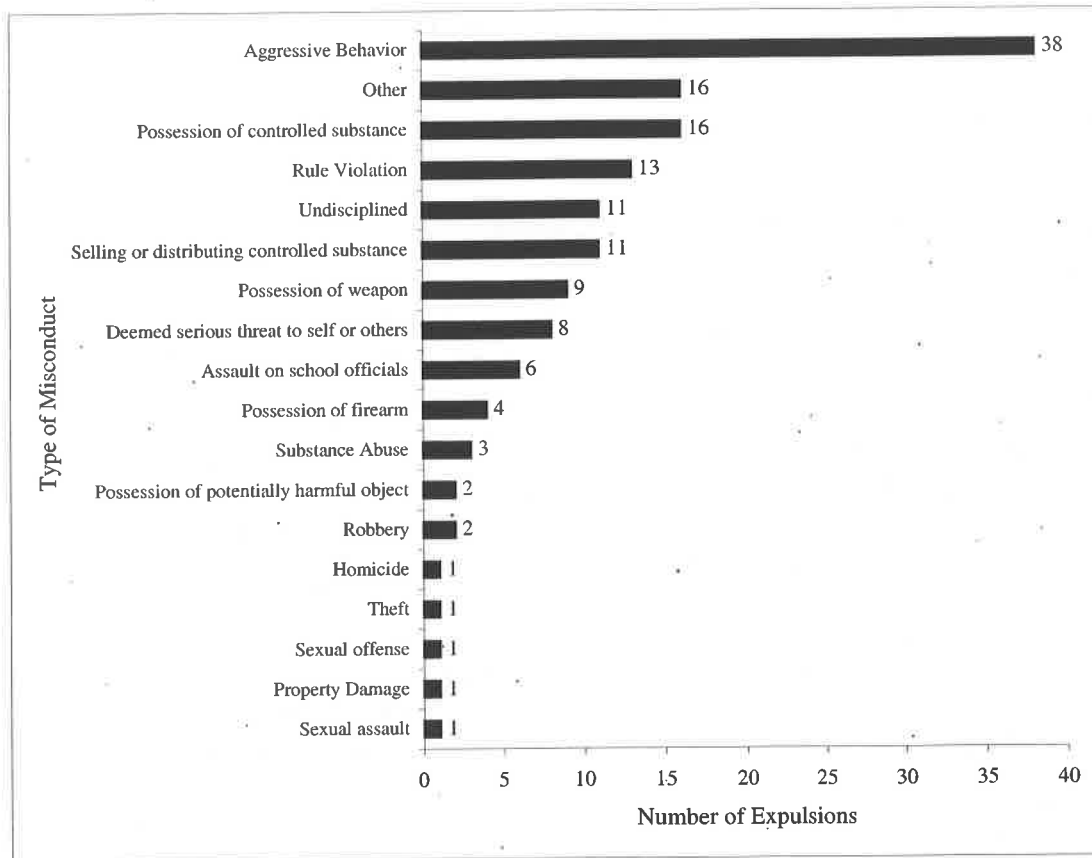


Note: The numbers in parentheses indicate the percent of expulsions in each special status category.

Figure 18. Number of Expulsions by Special Status Categories: 1999-2000 and 2000-2001.

- Twenty-one percent of expelled students in 2000-2001 were classified as special status students, up from only 14% in 1999-2000.
- In 2000-2001, the number of expelled students classified as Exceptional Children (i.e., students receiving special education services) rose dramatically, accounting for nearly one-fifth of all expulsions.

Expulsions by Type of Misconduct



Note: Reasons for expulsion were not provided in 5 cases.

Figure 19. Number of Expulsions by Type of Misconduct: 2000-2001.

- For the first time in 2000-2001, information was collected on the reasons why students were expelled from school. Approximately one-third of all expulsions in 2000-2001 were due to aggressive or undisciplined behavior.
- Thirty expulsions (20%) were a result of problems with controlled substances.
- Thirteen expulsions (9%) involved the use or possession of a weapon.

Section 1.3: LEA ALP Placements

In 2000-2001, there were 209 Alternative Learning Programs (ALPs) in operation in North Carolina LEAs. Students are often placed in ALPs for disciplinary reasons, sometimes after being expelled or suspended from their home public school. However, not all ALPs serve suspended and/or expelled students (Table 3).

ALPs Serving Suspended and/or Expelled Students

Grades 9 – 12

(64 ALPs representing 31% of all ALPs in state)

		ALP Served Expelled Students?		Total
		Yes	No	
ALP Served Long-term Suspended Students?	Yes	15 (23%)	32 (50%)	47 (73%)
	No	0 (0%)	17 (27%)	17 (27%)
Total		15 (23%)	49 (77%)	64 (100%)

Grades 6 – 12

(88 ALPs representing 42% of all ALPs in state)

		ALP Served Expelled Students?		Total
		Yes	No	
ALP Served Long-term Suspended Students?	Yes	44 (50%)	33 (38%)	77 (88%)
	No	3 (3%)	8 (9%)	11 (13%)
Total		47 (53%)	41 (47%)	88 (100%)

Grades 6 – 8

(38 ALPs representing 18% of all ALPs in state)

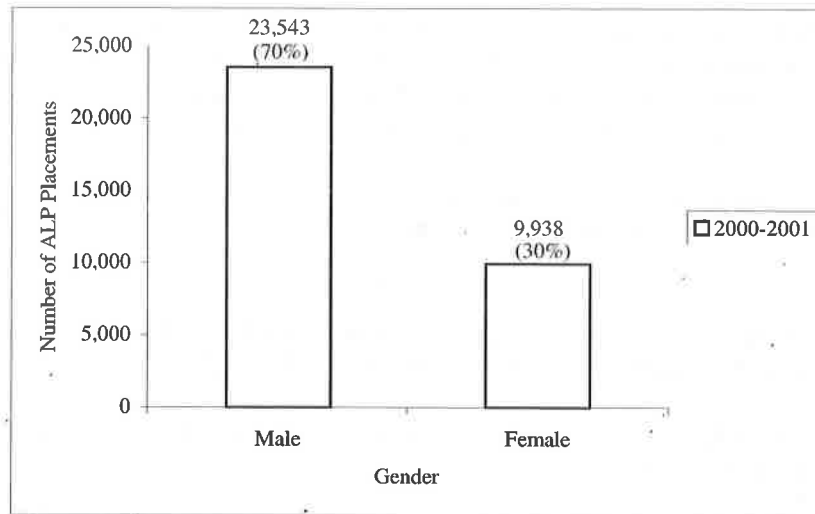
		ALP Served Expelled Students?		Total
		Yes	No	
ALP Served Long-term Suspended Students?	Yes	14 (37%)	14 (37%)	28 (74%)
	No	1 (3%)	9 (24%)	10 (26%)
Total		15 (39%)	23 (61%)	38 (100%)

Note: Most ALPs (91%) were composed of one of three grade spans as shown in this table: 9-12, 6-12, and 6-8. The numbers in parentheses represent the percent of ALPs within a given grade span.

Table 3. ALPs that Serve Suspended and Expelled Students by Grade Level: 2000-2001.

- ALPs serving grades 6-12 in 2000-2001 were most likely to serve expelled students; 50% served both expelled and LTS students and 3% served expelled but not LTS students. That compares to a total of only 23% of 9-12 ALPs and 39% of 6-8 ALPs that served expelled students. There were only 4 ALPs that reported serving expelled students exclusively, three in the 6-12 grade span, and one in the 6-8 grade span.
- ALPs serving grade spans 6-12 were most likely to serve LTS students (88%). Almost three-quarters of the other two types of ALPs served LTS students (73% of 9-12; 74% of 6-8).
- About one-quarter of both 9-12 ALPs (27%) and 6-8 ALPs (24%) did not serve *either* LTS or expelled students, compared to only 9% of the 6-12 ALPs.
- Of the 209 ALPs in the state in 2000-2001, twice as many serve LTS students (80%) as serve expelled students (41%).

ALP Placements by Gender

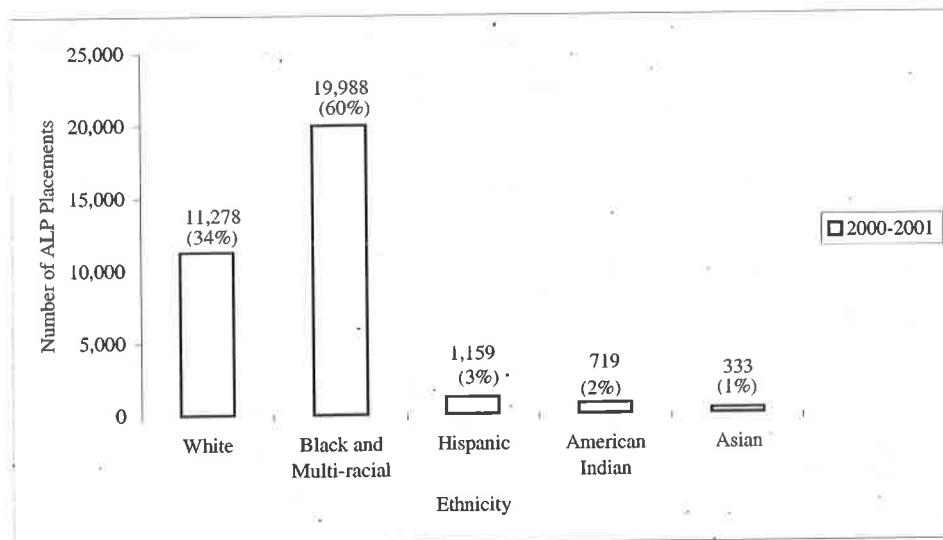


Note: The number in parentheses indicates the percent of ALP placements in each gender group.

Figure 20. Number of ALP Placements by Gender: 2000-2001.

- In the 117 LEAs reporting data for 2000-2001, a total of 33,484 ALP placements were made for 16,591 students. This means that some students were placed in ALPs multiple times during the year.
- The number of ALP placements involving male students was more than double that of female students.

ALP Placements by Ethnicity



Note: The number in parenthesis is the percentage of ALP placements for each ethnic category.

Figure 21. Number of ALP Placements by Ethnicity: 2000-2001.

- Over half of ALP placements in 2000-2001 involved Black/Multi-racial students.
- White students represented one-third of ALP placements in 2000-2001.
- Hispanic, American Indian, and Asian students collectively comprised 6% of the ALP placements.

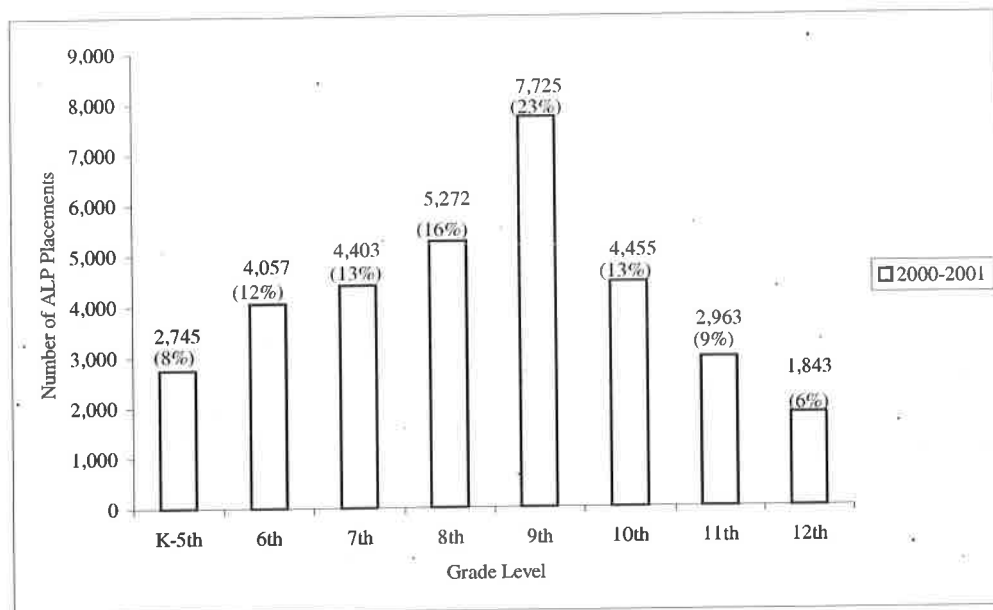
ALP Placements by Ethnicity and Gender

Ethnicity/Gender	Number of ALP Placements	Percent of ALP Placements	Ethnic/Gender Groups as Percent of Statewide Enrollment
	2000-2001	2000-2001	2000-2001
Asian Males	236	1	1
Asian Females	97	0	1
Black and Multi-Racial Males	13,596	41	16
Black Males	13,289	40	NA
Multi-Racial Males	307	1	NA
Black and Multi-Racial Females	6,392	19	15
Black Females	6,237	19	NA
Multi-Racial Females	155	0	NA
Hispanic Males	818	2	2
Hispanic Females	341	1	2
American Indian Males	519	2	1
American Indian Females	200	1	1
White Males	8,370	25	31
White Females	2,907	9	30
Total Number	33,476		1,268,422

Table 4. ALP Placements by Ethnicity and Gender: 2000-2001.

- Among all ethnic-gender groups, Black/Multi-racial males accounted for the largest percentage (41%) of ALP placements in 2000-2001.
- White males are the second largest ethnic-gender group represented, accounting for 25% of all ALP placements.
- The percent of female placements is lower than male placements in each ethnic-gender group.
- Black/Multi-racial males, Black/Multi-racial females, and American Indian males are overrepresented in ALP placements relative to their presence in the overall student population. All other ethnic-gender groups are underrepresented.

ALP Placements by Grade Level



Note: The numbers in parentheses indicates the percent of ALP placements in each grade.

Figure 22. Number of ALP Placements by Grade Level: 2000-2001.

- Only 8% of ALP placements in 2000-2001 involved students in kindergarten through grade 5. Starting in grade six, the number of placements began to increase and peaked at grade nine.
- Ninth grade students accounted for about one-quarter of all ALP placements in 2000-2001.

ALP Placements for Special Status Students

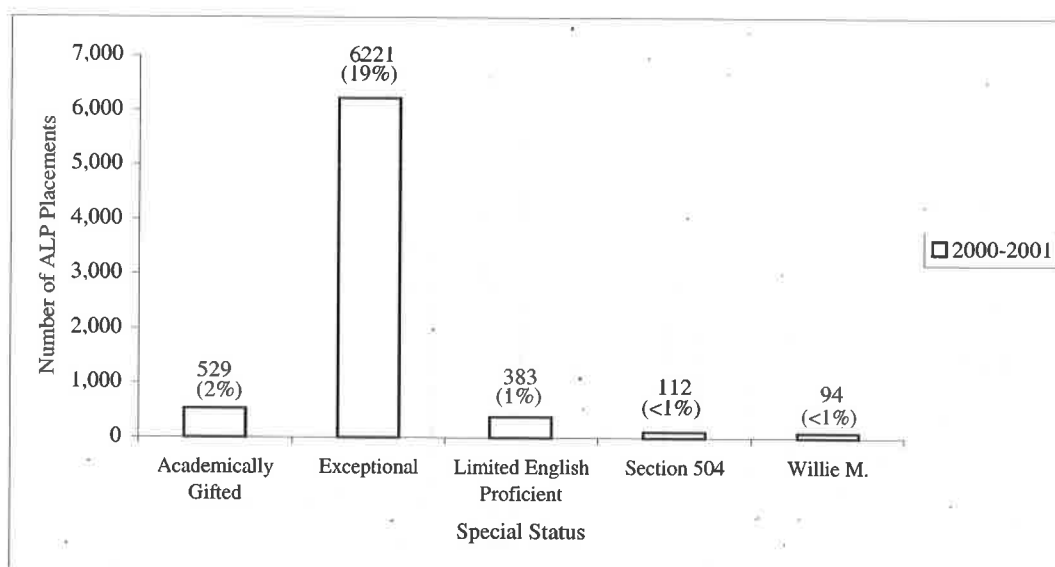


Figure 23. Number of ALP Placements by Special Status Categories: 2000-2001.

- Nineteen percent of all ALP placements in 2000-2001 involved Exceptional Children.
- Students that were Academically Gifted made up only 2% of all ALP placements.
- ALP placements involving students in other special status categories totaled 589 (less than 2% of all placements).

Disciplinary Reasons for ALP Placements

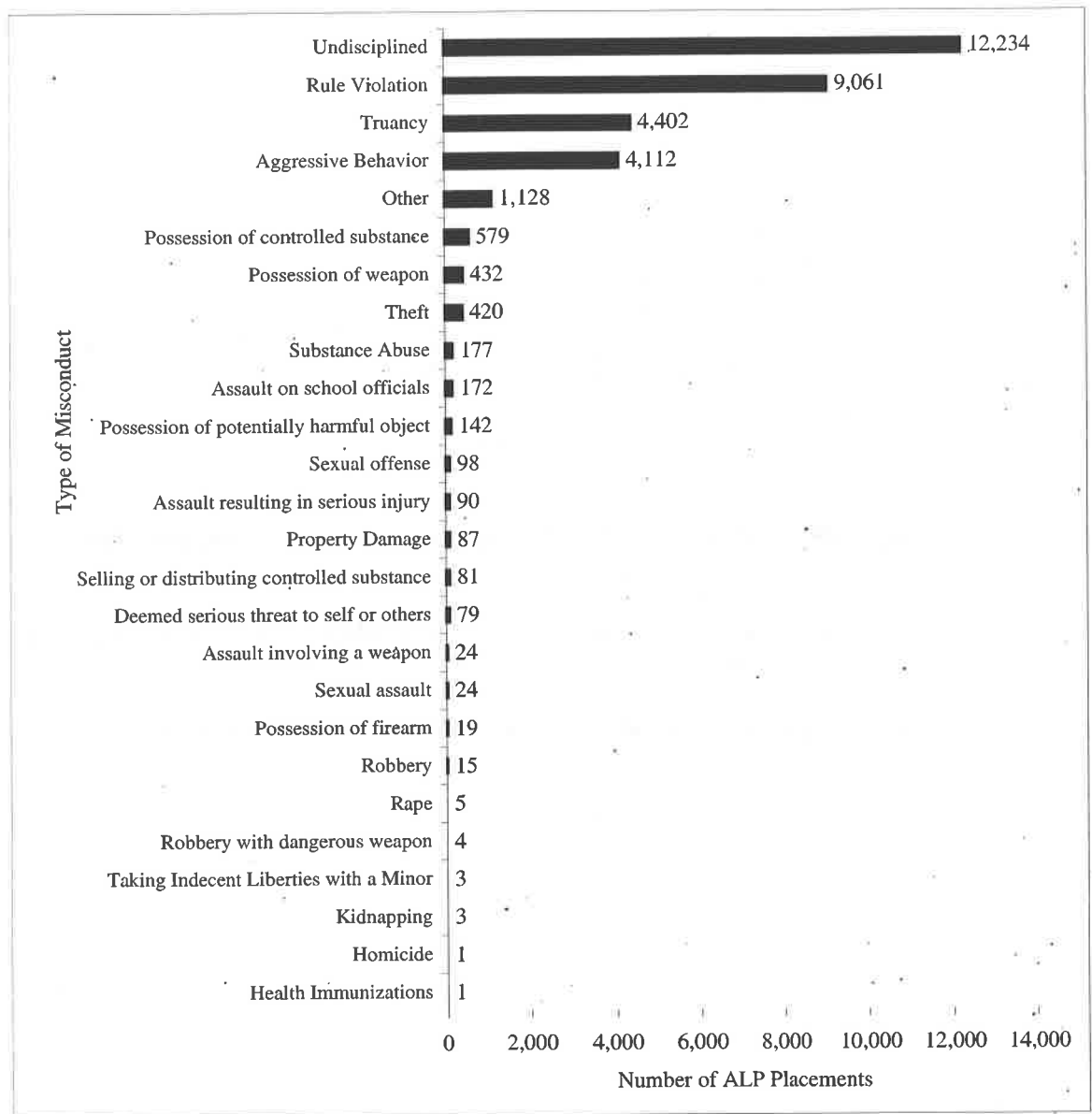


Figure 24. Number of ALP Placements by Type of Misconduct: 2000-2001.

- Undisciplined or aggressive behavior accounted for almost 50% of all ALP placements in 2000-2001.
- Truancy and rule violations were the reasons for 40% of ALP placements.

Multiple ALP Placements

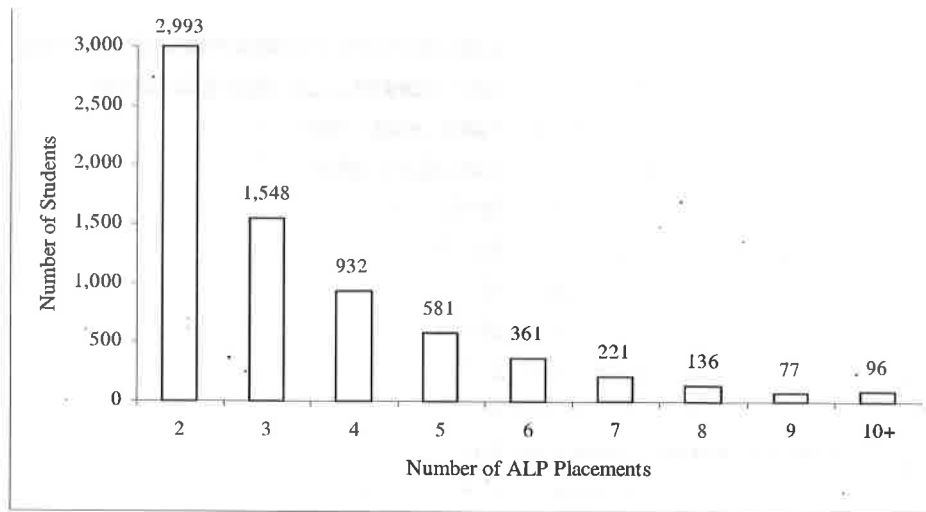


Figure 25. Number of Multiple ALP Placements Given to Students: 2000-2001.

- Of the 16,591 students placed in ALPs in 2000-2001, 6,945 (42%) were placed on more than one occasion.
- Fourteen percent of students placed in ALPs were placed 4 or more times.

Section 2.1: Charter School Suspensions

Data on charter school long-term suspensions (LTSs) and expulsions were collected for two years: 1999-2000 and 2000-2001. This part of the report presents some similar tables and charts to those presented in Part I for other Local Education Agencies (a charter school is technically considered to be both a school and an LEA in North Carolina). However, because the numbers are quite small, and since most of the long-term suspensions, expulsions, and ALP placements each year are accounted for by only one or two schools, caution should be used in making broad generalizations about charter schools based on these data. Small changes in numbers could change the picture dramatically.

In 1999-2000, 69 of 75 charter schools (92%) returned the survey. Only about one-third of the 69 schools reported any long-term suspensions, for a total of 153 LTS students. Two schools (Laurinburg Homework Center - 62%, Wayne County Technical Academy - 13%) accounted for three-fourths of all charter school LTSs in 1999-2000. (Note that LIFT Academy was not included in the 1999-2000 data.) These two schools are designed specifically to target high-risk students, many of whom have been suspended or expelled from other public schools or were otherwise previously unsuccessful in school.

In 2000-2001, 70 of 86 charter schools (81%) returned the survey. Only 8 of the 70 schools reported any long-term suspensions, for a total of 24 long-term suspensions. One school (Laurinburg Homework) again accounted for 50% of all charter school long-term suspensions in 2000-2001.

Because the number of charter school suspensions and expulsions are small, some graphs depicted in Part I are not reproduced for charter schools. These include graphs regarding special status students and multiple long-term suspensions and ALP placements.

Charter School Long-Term Suspensions by Gender

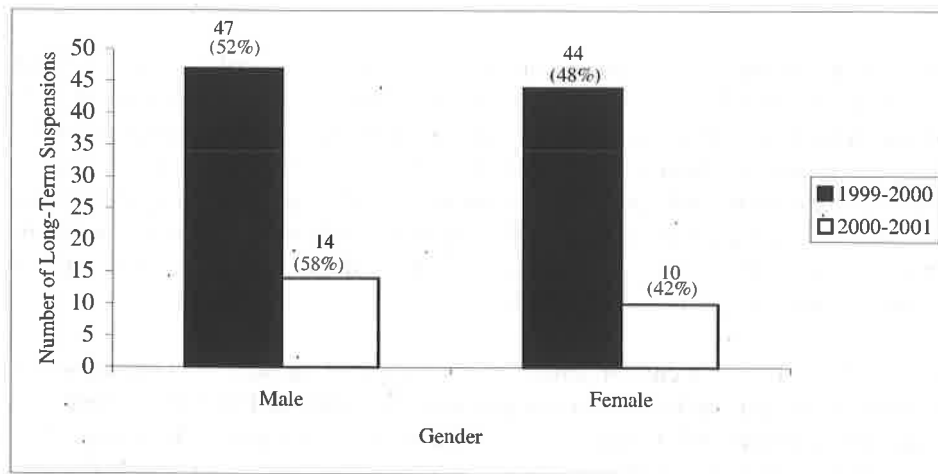


Figure 26. Charter School Long-Term Suspensions by Gender: 1999-2000 and 2000-2001.

- The number of LTSs reported by charter schools dropped drastically from 1999-2000 to 2000-2001 (70% for males and 77% for females).
- The percentage of LTSs given to male students increased slightly from 52% in 1999-2000 to 58% in 2000-2001.

Charter School Long-Term Suspensions by Ethnicity

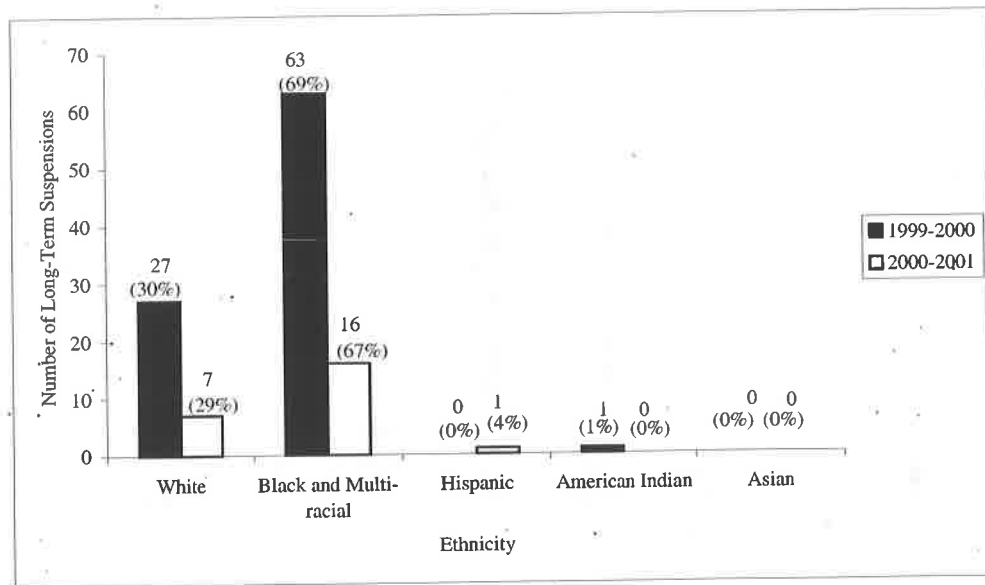


Figure 27. Charter School Long-Term Suspensions by Ethnicity: 1999-2000 and 2000-2001.

- While there was a significant decrease in the *number* of LTSs from charter schools in 2000-2001, the *percentage* of LTSs across the various ethnic groups remained largely stable.
- In both 1999-2000 and 2000-2001, Black/Multi-racial students accounted for the most LTSs in charter schools, followed by White students.

Charter School Long-Term Suspensions by Grade Level

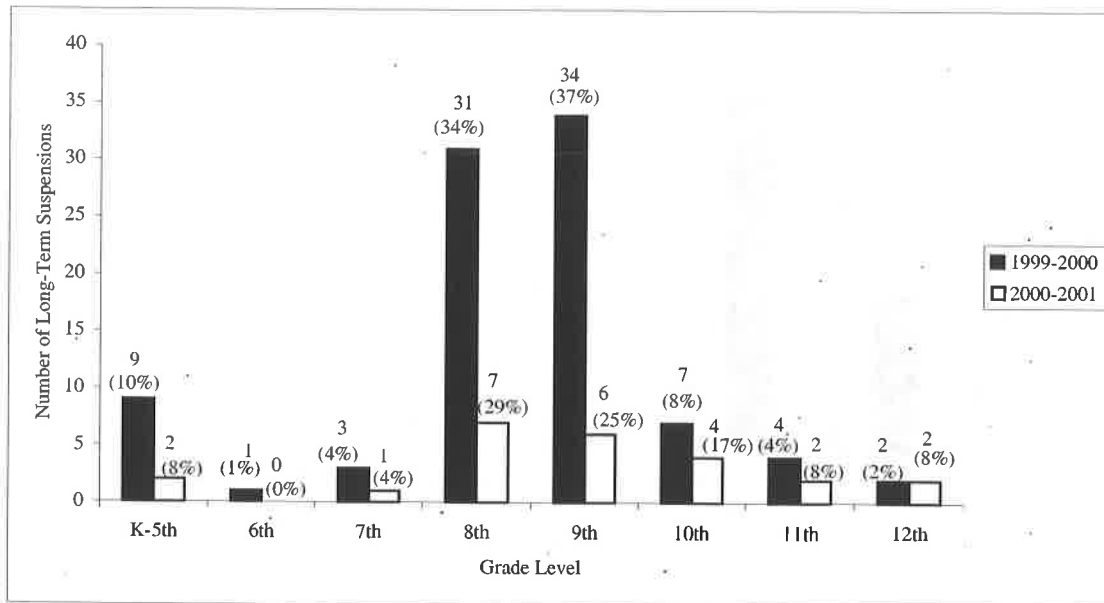


Figure 28. Charter School Long-Term Suspensions by Grade Level: 1999-2000 and 2000-2001.

- In both 1999-2000 and 2000-2001, the majority of LTSs in charter schools were given to students in grades 8 and 9.

Charter School Long-Term Suspensions by Type of Misconduct

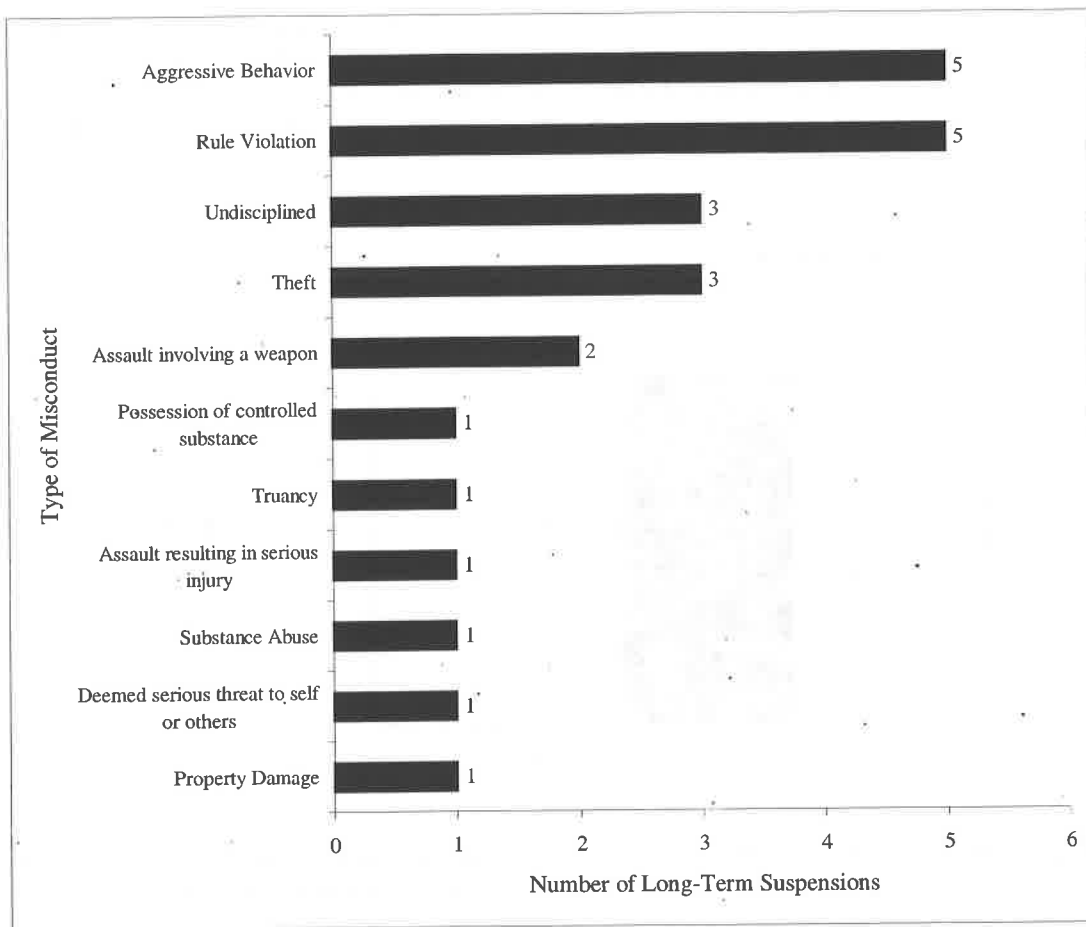


Figure 29. Charter School Long-Term Suspensions by Type of Misconduct: 2000-2001.

- For the first time in 2000-2001, data were collected on the types of misconduct that led to LTSs in charter schools. Aggressive or undisciplined behavior was the most common type of misconduct that led to LTSs in charter schools in 2000-2001.
- Rule violations and theft were the other most common types of misconduct that led to LTSs.

Multiple Suspensions

This section reports data for charter school students who were suspended on multiple occasions during 2000-2001. Data are shown for students receiving multiple short-term suspensions (suspensions of less than 11 days). Because only 1 charter school student received a multiple long-term suspension (suspension of 11 days or more), no graph is included to depict multiple long-term suspensions.

Multiple Short-Term Suspensions

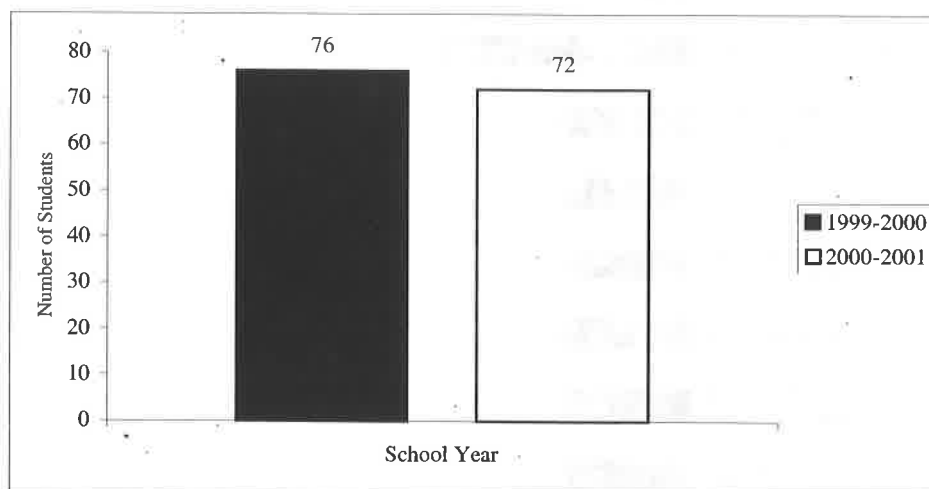


Figure 30. Number of Charter School Students with Multiple Short-Term Suspensions that when Added Together Equal More than 10 Days: 2000-2001.

- 72 students were short-term suspended multiple times totaling more than 11 days, a slight decrease from 1999-2000.
- Only 1 charter school student had a multiple long-term suspension in 2000-2001.

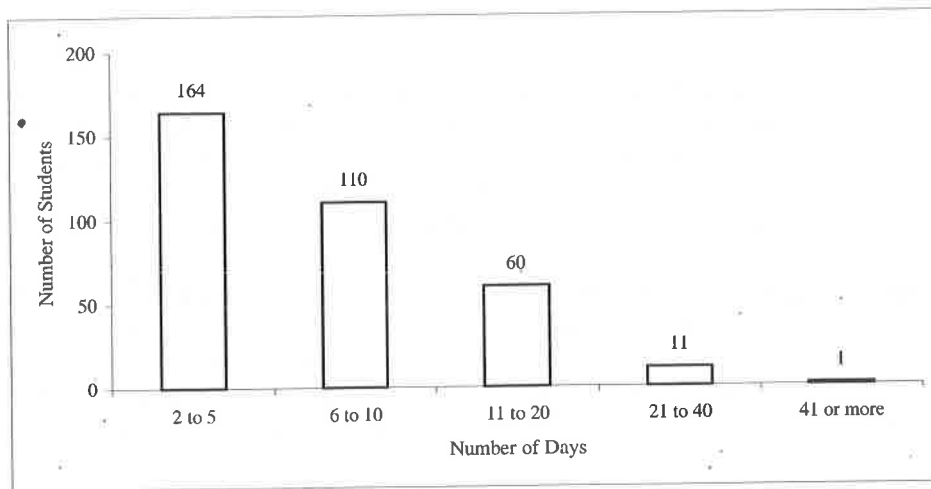


Figure 31, Duration of Multiple Short-Term Suspensions Given to Charter School Students: 2000-2001.

- The total number of students receiving multiple short-term suspensions that totaled 10 days or less was 346.
- Nearly half of multiple short-term suspensions totaled less than 5 days. Another 32% totalled between 6 and 10 days.

Section 2.2: Charter School Expulsions

In 1999-2000, 22 expulsions were reported by charter schools. Although Laurinburg Homework Center suspended a large number of students in 1999-2000, they did not *expel* any students. Wayne Technical Academy reported 4 expulsions in 1999-2000, leaving a total of 18 expulsions for all other reporting charter schools. In 2000-2001, charter schools reported 19 expulsions. The majority were reported by Laurinburg Homework Center (53%).

Because the numbers of expulsions for charter schools each year are so small, changes even in one number can shift the percentages dramatically. Patterns and percentages should be interpreted cautiously, due to the fact that the majority of suspensions come from only one school in 2000-2001 and because not all charter schools reported data each year. Therefore, the extent to which these data can be generalized to all charter schools is questionable.

Charter School Expulsions by Gender

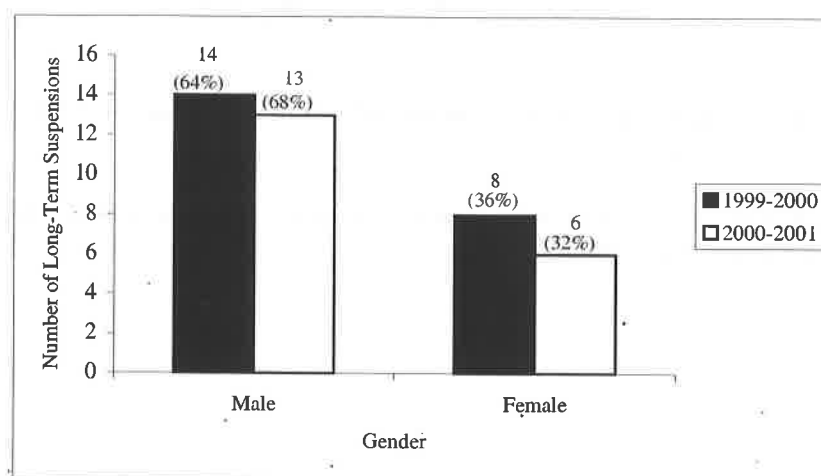


Figure 32. Charter School Expulsions by Gender: 1999-2000 and 2000-2001.

- The number of expulsions from charter schools dropped slightly between 1999-2000 and 2000-2001.
- About twice as many males than females were expelled from charter schools in both 1999-2000 and 2000-2001.

Charter School Expulsions by Ethnicity

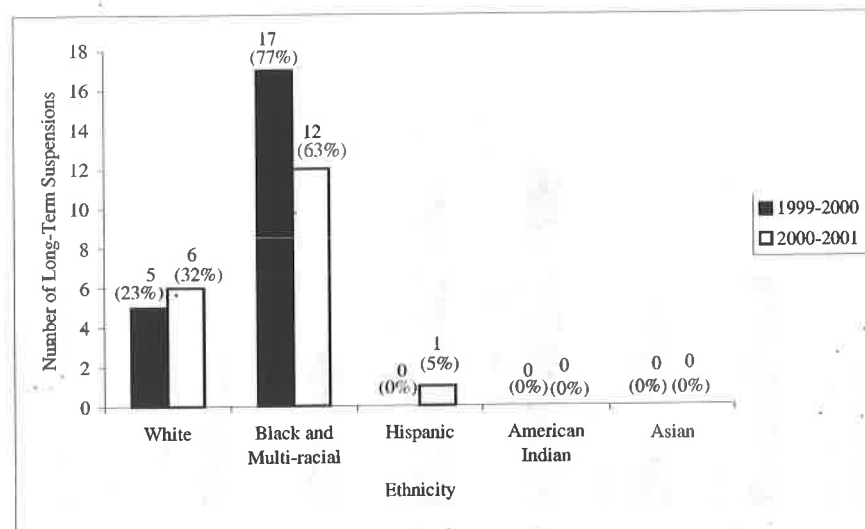


Figure 33. Charter School Expulsions by Ethnicity: 1999-2000 and 2000-2001.

- Most of the students expelled from charter schools in 1999-2000 and 2000-2001 were Black/Multi-racial. With the exception of one Hispanic student in 2000-2001, all other students expelled from charters in either year were White.

Charter School Expulsions by Grade Level

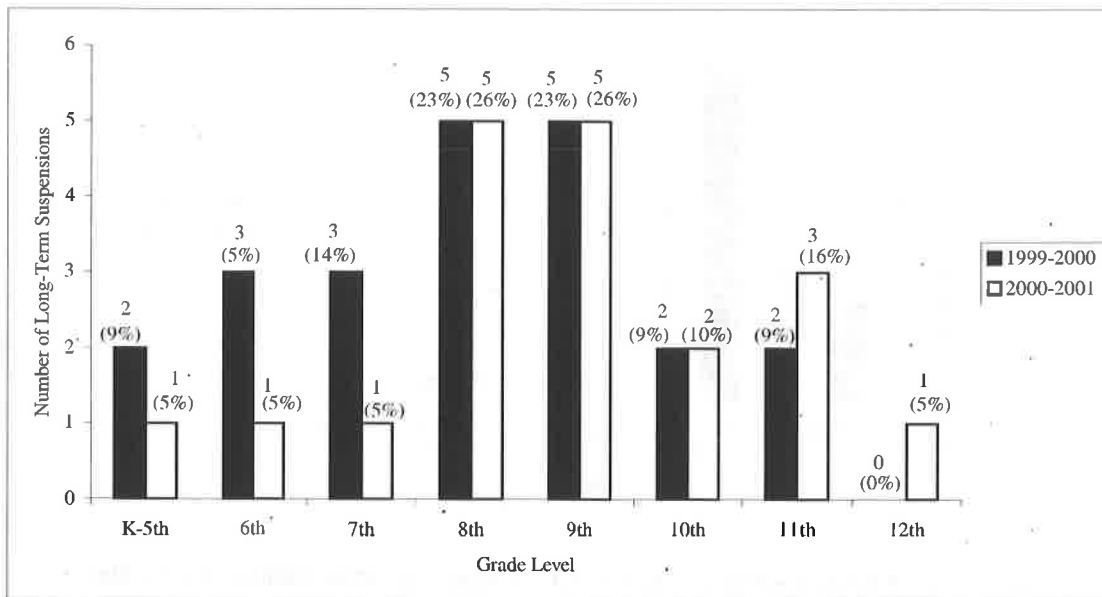


Figure 34. Charter School Expulsions by Grade Level: 1999-2000 and 2000-2001.

- There has been little change in the grade distribution of expelled students from charter schools between 1999-2000 and 2000-2001. As was true for LTSSs, the eighth and ninth grades are also the most common grades for a student to be expelled from a charter school.

Charter School Expulsions by Type of Misconduct

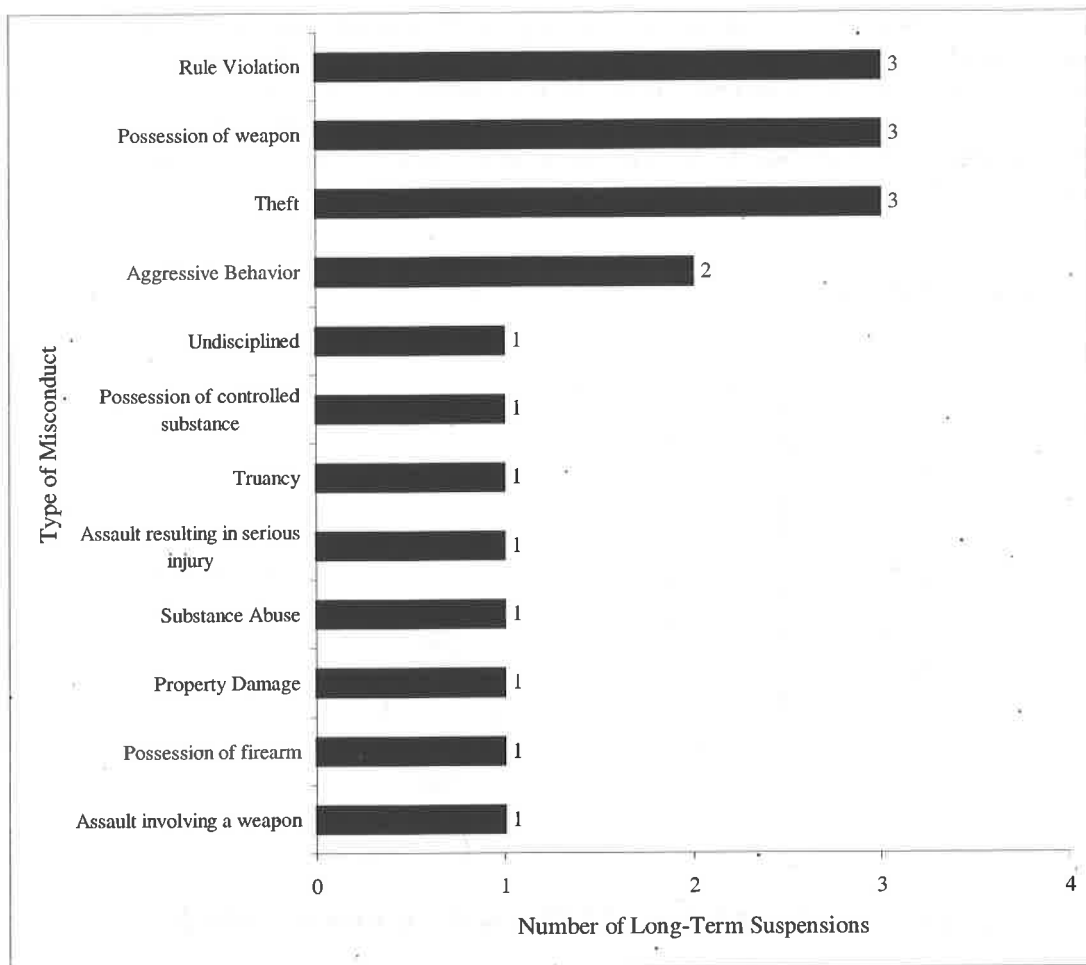


Figure 35. Charter School Expulsions by Type of Misconduct: 2000-2001.

- With respect to reasons for expulsion, rule violations, possession of a weapon, theft, and aggressive or undisciplined behavior each accounted for 16% of charter school expulsions in 2000-2001.

Section 2.3. Charter School ALP Placements

In 2000-2001, 71 ALP placements were reported by charter schools. Nearly all of these referrals, however, were from Downtown Middle School (96%). Therefore, the data in this section basically constitute a description of ALP placements in a single charter school; the extent to which these data can be generalized to all charter schools is questionable at best. In 2000-2001, data were collected from charter schools on ALP placements for the first time, therefore there is no trend information in this section.

ALP Placements by Gender

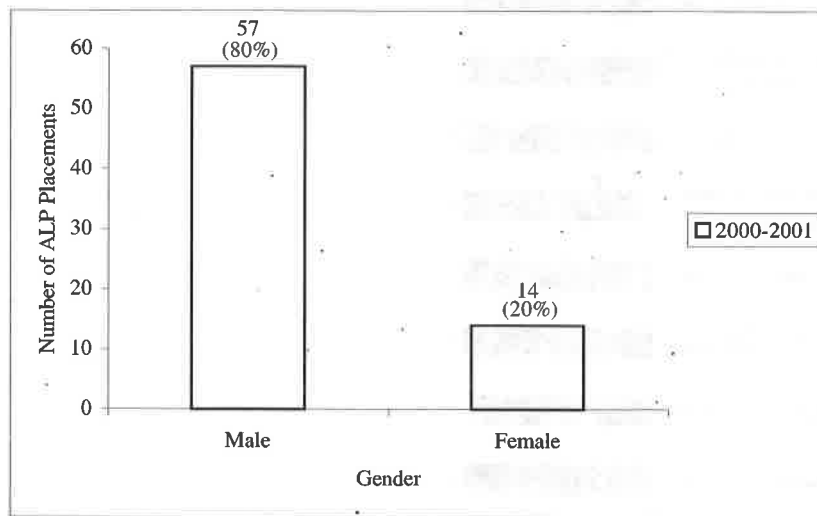


Figure 36. Charter School ALP Placements by Gender: 2000-2001.

- Males accounted for the majority of ALP placements from charter schools in 2000-2001.

ALP Placements by Ethnicity

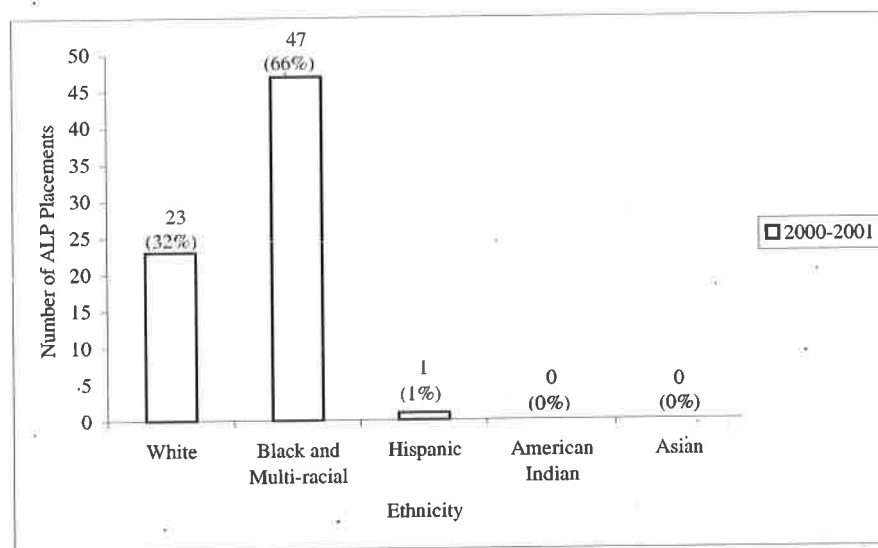


Figure 37. Charter School ALP Placements by Ethnicity: 2000-2001.

- Black/Multi-racial students (66%), followed by White students (32%), accounted for all but one of the ALP placements from charter schools in 2000-2001.

ALP Placements by Grade Level

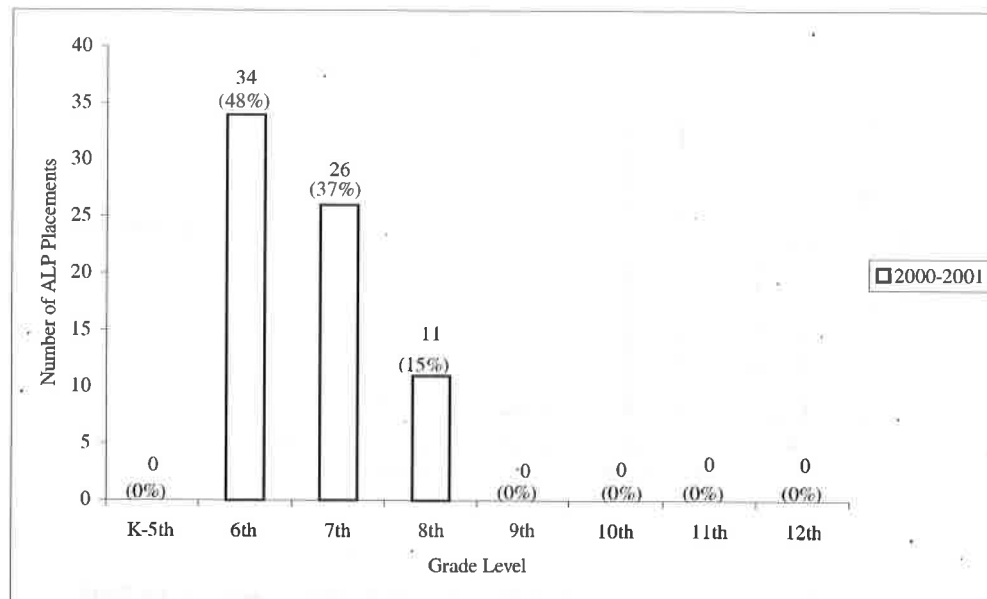


Figure 38. Charter School ALP Placements by Grade Level: 2000-2001.

- All ALP placements from charter schools in 2000-2001 were for students in grades 6 through 8, with 6th grade (48%) being the most common (note that the one school that accounted for 96% of charter school ALP placements is a middle school).

Charter School ALP Placements by Type of Misconduct

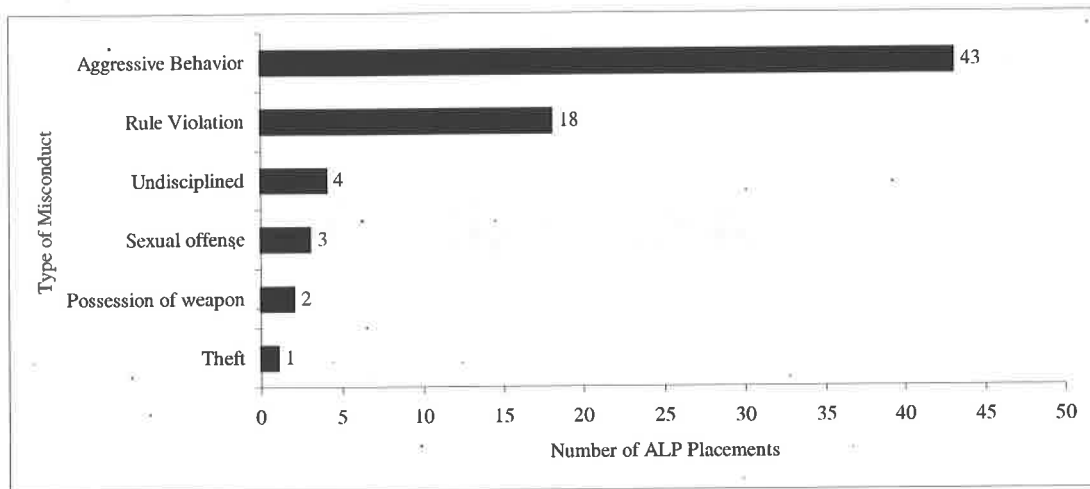


Figure 39. Charter School ALP Placements by Type of Misconduct: 2000-2001.

- The most common reasons for ALP placement of charter school students were aggressive or undisciplined behavior (66%), followed by rule violations (25%).

Appendix A

North Carolina LEA Expulsions and Long-term Suspensions 1998-1999 Survey Form

North Carolina LEA Expulsions & Long-Term Suspensions 1998-1999

This information is requested by NC Department of Public Instruction, Division of Accountability Services, Evaluation Section.

Please return completed survey **no later than Friday, May 12, 2000**, to:
 Andrea Barefoot, Center for Urban Affairs & Community Services, NCSU Box 7401, Raleigh, North Carolina 27695-7401
 phone: (919) 515-1316 fax: (919) 515-3642 e-mail: Andrea_Barefoot@ncsu.edu

If you have questions, please call Andrea Barefoot at (919) 515-1316. Thank you for your assistance.

Person Completing Form: LEA Name: LEA Number: 01
 Phone Number: () - Fax Number: () - Today's Date: / /

PLEASE PROVIDE THE FOLLOWING INFORMATION FOR YOUR LEA FOR THE 1998-99 SCHOOL YEAR ONLY.

EXPULSIONS

(Expulsions are defined as those who shall never return to school.)

1. Record the number of students expelled **during 1998-1999** by ethnicity, gender, and grade. These are students who shall never return to school. (Record zero ["0"] in each box for which no students were expelled. Do not leave any box blank.)

RACE or ETHNICITY	GENDER	GRADE LEVEL													
		K	1	2	3	4	5	6	7	8	9	10	11	12	
White	Male														LEA 02 (6-57) (1-5) (6-57)
	Female														
Black	Male														LEA 03 (1-5) (6-57) LEA 04 (1-5) (6-57)
	Female														
Hispanic	Male														LEA 05 (1-5) (6-57) LEA 06 (1-5) (6-57)
	Female														
Native American	Male														LEA 07 (1-5) (6-57) LEA 08 (1-5) (6-57)
	Female														
Asian	Male														LEA 09 (1-5) (6-57) LEA 10 (1-5) (6-57)
	Female														
Multiracial	Male														LEA 11 (1-5) (6-57) LEA 12 (1-5) (6-57)
	Female														

Do not write in the gray areas.

(1-3) (4-5)

(6-57) (1-5) (6-57)

(1-5) (6-57) (1-5) (6-57)

(1-5) (6-57) (1-5) (6-57)

(1-5) (6-57) (1-5) (6-57)

(1-5) (6-57) (1-5) (6-57)

(1-5) (6-57) (1-5) (6-57)

2. Were any of the expelled students Academically Gifted?

- ☐ Yes ⁽¹⁾
☐ No ⁽²⁾
☐ Not tracked/information not available ⁽³⁾

If "yes": How many expelled students were Academically Gifted? ⁽³⁾

NUMBER OF ACADEMICALLY GIFTED STUDENTS
EXPELLED

(58-62)

3. Were any of the expelled students Exceptional (BEH, LD, MH, etc.)?

- ☐ Yes ⁽¹⁾
☐ No ⁽²⁾
☐ Not tracked/information not available ⁽³⁾

If "yes": How many expelled students were Exceptional? ⁽³⁾

NUMBER OF EXCEPTIONAL STUDENTS EXPELLED

(63-67)

4. Were any of the expelled students Limited English Proficient?

- ☐ Yes ⁽¹⁾
☐ No ⁽²⁾
☐ Not tracked/information not available ⁽³⁾

If "yes": How many expelled students were Limited English Proficient? ⁽³⁾

NUMBER OF LIMITED ENGLISH PROFICIENT
STUDENTS EXPELLED

(68-72)

5. Were any of the expelled students Section 504?

- ☐ Yes ⁽¹⁾
☐ No ⁽²⁾
☐ Not tracked/information not available ⁽³⁾

If "yes": How many expelled students were Section 504? ⁽³⁾

NUMBER OF SECTION 504 STUDENTS EXPELLED

(73-77)

LEA 13 (1-5)

6. Were any of the expelled students Willie M.?

- ☐ Yes ⁽¹⁾
☐ No ⁽²⁾
☐ Not tracked/information not available ⁽³⁾

If "yes": How many expelled students were Willie M.? ⁽³⁾

NUMBER OF WILLIE M. STUDENTS EXPELLED

(6-10)

7. Record the number of expelled students for whom an alternative education program was *considered*:

(11-14)

8. Record the number of expelled students for whom an alternative education program was *provided*:

(15-18)

9. For those expelled students *not provided* an alternative education program, what was the most common reason the alternative program was not provided? [CHECK ONE BOX]

- ☐ Alternative education program enrollment was already at capacity ⁽⁰¹⁾
☐ No alternative education program was available for students for the needed grade level ⁽⁰²⁾
☐ No alternative education program existed to serve the students' needs/problems ⁽⁰³⁾
☐ Student behavior would jeopardize the safety and/or well-being of other students in alternative education program ⁽⁰⁴⁾
☐ Other (specify) _____

ED. CODE

(19-20)

LONG-TERM SUSPENSIONS

(Long-term suspensions are defined as those lasting more than 10 days.)

10. Record the number of students suspended for more than 10 days **during 1998-1999** by ethnicity, gender, and grade.
(Record zero ["0"] in each box for which no students were suspended. Do not leave any box blank.)

RACE or ETHNICITY	GENDER	GRADE LEVEL														
		K	1	2	3	4	5	6	7	8	9	10	11		12	
White	Male														LEA 14	(1-5) (6-57)
	Female														LEA 15	(1-5) (6-57)
Black	Male														LEA 16	(1-5) (6-57)
	Female														LEA 17	(1-5) (6-57)
Hispanic	Male														LEA 18	(1-5) (6-57)
	Female														LEA 19	(1-5) (6-57)
Native American	Male														LEA 20	(1-5) (6-57)
	Female														LEA 21	(1-5) (6-57)
Asian	Male														LEA 22	(1-5) (6-57)
	Female														LEA 23	(1-5) (6-57)
Multiracial	Male														LEA 24	(1-5) (6-57)
	Female														LEA 25	(1-5) (6-57)
															LEA 26	(1-5)

11. Record the **total number of all suspensions** for the following durations. Students with multiple suspensions will be counted more than once in the appropriate categories.

Number of days	Number of suspensions	Number of days	Number of suspensions	Number of days	Number of suspensions	Number of days	Number of suspensions
11 - 20 days:		61 - 70 days:		111 - 120 days:		151 - 160 days:	
21 - 30 days:		71 - 80 days:		121 - 130 days:		161 - 170 days:	
31 - 40 days:		81 - 90 days:		131 - 140 days:		171 - 180 days:	
41 - 50 days:		91 - 100 days:		141 - 150 days:		365 days:	
51 - 60 days:		101 - 110 days:					

12. Were any of the long-term suspended students Academically Gifted?

☐ Yes (1)

If "yes": How many long-term suspended students were Academically Gifted?

☐ No (2)

☐ Not tracked/information not available (3)

NUMBER OF ACADEMICALLY GIFTED STUDENTS
LONG-TERM SUSPENDED

(6-10)

13. Were any of the long-term suspended students Exceptional (BEH, LD, MH, etc.)?

☐ Yes (1)

If "yes": How many long-term suspended students were Exceptional?

☐ No (2)

☐ Not tracked/information not available (3)

NUMBER OF EXCEPTIONAL STUDENTS LONG-TERM
SUSPENDED

(11-15)

14. Were any of the long-term suspended students Limited English Proficient?

☐ Yes (1)

If "yes": How many long-term suspended students were Limited English Proficient?

☐ No (2)

☐ Not tracked/information not available (3)

NUMBER OF LIMITED ENGLISH PROFICIENT
STUDENTS LONG-TERM SUSPENDED

(16-20)

15. Were any of the long-term suspended students Section 504?

☐ Yes (1)

If "yes": How many long-term suspended students were Section 504?

☐ No (2)

☐ Not tracked/information not available (3)

NUMBER OF SECTION 504 STUDENTS LONG-TERM
SUSPENDED

(21-25)

16. Were any of the long-term suspended students Willie M.?

☐ Yes (1)

If "yes": How many long-term suspended students were Willie M.?

☐ No (2)

☐ Not tracked/information not available (3)

NUMBER OF WILLIE M. STUDENTS LONG-TERM
SUSPENDED

(26-30)

17. Record the number of long-term suspended students for whom an alternative education program was *considered*:

(31-34)

- 18a. Record the number of long-term suspended students for whom an alternative education program was *provided*:

(35-38)

- 18b. For the long-term suspended students provided an alternative education program placement, what was the total number of days all students were suspended? (For example, if a total of 10 students were suspended and placed in an alternative education program for a total of 15 days each, write 150 in this box.)

(39-42)

19. For those long-term suspended students *not provided* an alternative education program, what was the most common reason the alternative program was not provided? [CHECK ONE BOX]

☐ Alternative education program enrollment was already at capacity (01)

☐ No alternative education program was available for students for the needed grade level (02)

☐ No alternative education program existed to serve the students' needs/problems (03)

☐ Student behavior would jeopardize the safety and/or well-being of other students in alternative education program (04)

☐ Other (specify) _____

ED. CODE _____

(43-44)

20. Record the total number of students who received multiple long-term suspensions (more than 10 days)?

(45-48)

Appendix B

Survey of 1999-2000 Long-term Suspensions, Expulsions, and Disciplinary Alternative Education Placements

North Carolina LEA

Survey of 1999-2000 Long-term Suspensions, Expulsions, and Disciplinary Alternative Education Placements

This information is required by G.S. 115C-276(r) and SI. 2000-67 to be provided to NC Department of Public Instruction, Division of Accountability Services, Evaluation Section. **Please return this form (address on page 8) by October 20, 2000.**
If you have questions, call Andrea Barefoot at (919) 515-1316 or Dee Brewer at (919) 715-1365. Thank you for your assistance.

LEA Info

Local Education Agency Information

Name of Person Completing Form: _____ LEA Name: _____ LEA Code: _____ Card 01
Phone Number of Person Completing Form: _____ Fax Number: _____ Today's Date: _____

(1-3)
(4-5)
(6-11)

Section I.

Students Whose Behavior Could Have Led To Long-Term, Out-Of-School Suspension, But Who Were Placed Instead In An Alternative Education Program.

1. Indicate the number of **students** by gender, ethnicity, and grade level who, as a result of misconduct that **could have led** to a long-term suspension, **were placed instead** in an **alternative learning program (ALP)**, or who **were provided instruction** by a homebound teacher. Include Exceptional Children, Section 504, Willie M., and Limited English Proficient students.

GRADE	WHITE		BLACK		HISPANIC		NATIVE AMERICAN		ASIAN		MULTIRACIAL		
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
K													(12-59)
1													Dup LEA - Card 02 (1-5) (6-53)
2													Dup LEA - Card 03 (1-5) (6-53)
3													Dup LEA - Card 04 (1-5) (6-53)
4													Dup LEA - Card 05 (1-5) (6-53)
5													Dup LEA - Card 06 (1-5) (6-53)
6													Dup LEA - Card 07 (1-5) (6-53)
7													Dup LEA - Card 08 (1-5) (6-53)
8													Dup LEA - Card 09 (1-5) (6-53)
9													Dup LEA - Card 10 (1-5) (6-53)
10													Dup LEA - Card 11 (1-5) (6-53)
11													Dup LEA - Card 12 (1-5) (6-53)
12													Dup LEA - Card 13 (1-5) (6-53)
TOTAL													Dup LEA - Card 14 (1-5) (6-65)
GRAND TOTAL												(66-71)	

2. How many of the **students** reported in the grand total in item number 1 above, received alternative education placements because of misconduct for "365-day" infractions of the law/Student Code of Conduct? **Number of Students:**
 [CHECK THIS BOX IF THIS INFORMATION IS NOT TRACKED: ☐]

(6-11)

3. **Special Status Students:** How many of the **students** indicated in the grand total in item number 1 above were officially classified in one of the following categories? CHECK (✓) THE BOX BELOW
IF THIS INFORMATION
IS NOT TRACKED

Number of Students



- | | | |
|--|--------------------------|---------|
| A. Academically gifted | <input type="checkbox"/> | (12-17) |
| B. All other categories of Exceptional Children (e.g., BEH, LD, EMH) | <input type="checkbox"/> | (18-23) |
| C. Limited English Proficient | <input type="checkbox"/> | (24-29) |
| D. Section 504 | <input type="checkbox"/> | (30-35) |
| E. Willie M | <input type="checkbox"/> | (36-41) |
| F. Homebound (who <u>did</u> receive instruction from a Homebound Teacher) | <input type="checkbox"/> | (42-47) |

4. For students placed in an alternative education program as a result of misconduct that could have led to a long-term suspension, what were the **3 most common reasons** the students were provided alternative education instead of out-of-school suspension? **Report only reasons related to misconduct that could have led to long-term suspensions.** Reasons do not have to be listed in priority order.

[CHECK THIS BOX IF THIS INFORMATION IS NOT TRACKED: ☐]

- | | | |
|-----------|----------------|---------|
| (1) | ED. CODE | (48-49) |
| (2) | ED. CODE | (50-51) |
| (3) | ED. CODE | (52-53) |

Section II.

Students Whose Behavior Did Lead To Long-Term, Out-Of-School Suspension, Who Were Not Placed In An Alternative Learning Program.

5. Indicate the number of students by gender, ethnicity, and grade level, who as a result of their misconduct, were given an out-of-school long-term suspension. Also include Exceptional Children, Section 504, Willie M. and Limited English Proficient students. Include students coded "1H" who did NOT receive instruction by a Homebound Teacher.

GRADE	WHITE		BLACK		HISPANIC		NATIVE AMERICAN		ASIAN		MULTIRACIAL		Dup LEA - Card 16 (1-5) (6-53)
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
K													
1													Dup LEA - Card 17 (1-5) (6-53)
2													Dup LEA - Card 18 (1-5) (6-53)
3													Dup LEA - Card 19 (1-5) (6-53)
4													Dup LEA - Card 20 (1-5) (6-53)
5													Dup LEA - Card 21 (1-5) (6-53)
6													Dup LEA - Card 22 (1-5) (6-53)
7													Dup LEA - Card 23 (1-5) (6-53)
8													Dup LEA - Card 24 (1-5) (6-53)
9													Dup LEA - Card 25 (1-5) (6-53)
10													Dup LEA - Card 26 (1-5) (6-53)
11													Dup LEA - Card 27 (1-5) (6-53)
12													Dup LEA - Card 28 (1-5) (6-53)
TOTAL													Dup LEA - Card 29 (1-5) (6-65)
GRAND TOTAL												(66-71)	

6. How many students reported in the grand total in item number 5 were long-term suspended out-of-school for **365 days**? **Number of Students:** _____

[CHECK THIS BOX IF THIS INFORMATION IS NOT TRACKED: ☐]

7. Record the **total number of days** these students, indicated in the grand total in item number 5 above, were given long-term, out-of-school suspension **BUT** do **not** include 365-day suspensions in this calculation. **Number of Days:** _____

[CHECK THIS BOX IF THIS INFORMATION IS NOT TRACKED: ☐]

8. **Special Status Students:** How many of the students indicated in the grand total in item number 5 above were officially classified in one of the following categories? CHECK (✓) THE BOX BELOW
IF THIS INFORMATION
IS NOT TRACKED

	<i>Number of Students</i>	↓
A. Academically gifted	_____	<input type="checkbox"/> (18-23)
B. All other categories of Exceptional Children (e.g., BEH, LD, MH) ...	_____	<input type="checkbox"/> (24-29)
C. Limited English Proficient	_____	<input type="checkbox"/> (30-35)
D. Section 504	_____	<input type="checkbox"/> (36-41)
E. Willie M	_____	<input type="checkbox"/> (42-47)
F. Homebound (who <u>did not</u> receive instruction from a Homebound Teacher)	_____	<input type="checkbox"/> (48-53)

9. What were the **3 most common reasons** students received out-of-school suspensions instead of receiving placement in an alternative education program? **Report only reasons related to misconduct that led to out-of-school, long-term suspensions.** Reasons do not have to be listed in priority order.

[CHECK THIS BOX IF THIS INFORMATION IS NOT TRACKED: ☐]

(1) _____	ED. CODE _____	(54-55)
(2) _____	ED. CODE _____	(56-57)
(3) _____	ED. CODE _____	(58-59)

**Section
III.**

Students Who Received Multiple Short-Term Suspensions That Totaled 11 Or More Days Or Received Multiple Long-Term Suspensions Within The 1999-2000 Academic Year.

10. What is the total number of **students** who received multiple short-term suspensions that, when combined, totaled 11 or more days? *Number of Students:* _____ (60-65)
[CHECK THIS BOX IF THIS INFORMATION IS NOT TRACKED: ☐]

11. What is the total number of **students** who received multiple long-term suspensions (of 11 or more days each) within the 1999-2000 academic year? *Number of Students:* _____ (66-71)
[CHECK THIS BOX IF THIS INFORMATION IS NOT TRACKED: ☐]

12. How many of the **students**, indicated in item number 11 above, were initially given an alternative education placement but subsequently received a long-term, out-of-school suspension from the alternative school or program? *Number of Students:* _____ (72-77)
[CHECK THIS BOX IF THIS INFORMATION IS NOT TRACKED: ☐]

**Section
IV.**

**Students Whose Misconduct Could Have Led To Expulsion, But Who Were INSTEAD
Placed In An Alternative Education Program.**

13. Indicate the number of **students**, by gender, ethnicity, and grade level, who as a result of misconduct that **could have led** to an expulsion, **were instead placed** in an **alternative education program** or who **were provided instruction** by a Homebound Teacher. Include Exceptional Children, Section 504, Willie M., and Limited English Proficient students.

GRADE	WHITE		BLACK		HISPANIC		NATIVE AMERICAN		ASIAN		MULTIRACIAL	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
K												
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
TOTAL												
GRAND TOTAL												

14. **Special Status Students:** How many of the **students** indicated in the grand total in item number 13 above were officially classified in one of the following categories?

CHECK (✓) THE BOX BELOW
IF THIS INFORMATION
IS NOT TRACKED

Number of Students ↓

- | | | | |
|--|-------|--------------------------|---------|
| A. Academically gifted | _____ | <input type="checkbox"/> | (6-11) |
| B. All other categories of Exceptional Children (e.g., BEH, LD, MH) ... | _____ | <input type="checkbox"/> | (12-17) |
| C. Limited English Proficient | _____ | <input type="checkbox"/> | (18-23) |
| D. Section 504 | _____ | <input type="checkbox"/> | (24-29) |
| E. Willie M | _____ | <input type="checkbox"/> | (30-35) |
| F. Homebound (who <u>did</u> receive instruction from a Homebound Teacher) | _____ | <input type="checkbox"/> | (36-41) |

15. For students placed in an alternative education program as a result of misconduct that could have led to out-of-school expulsion, what were the **3 most common reasons** the students were provided alternative education instead of expulsion? **Report only reasons that could have led to out-of-school expulsions.** Reasons do not have to be listed in priority order.
[CHECK THIS BOX IF THIS INFORMATION IS NOT TRACKED: ☐]

(1) _____
(2) _____
(3) _____

ED.CODE _____

(42-43)

ED.CODE _____

(44-45)

ED.CODE _____

(46-47)

**Section
V.**

Students Whose Misconduct Did Lead To Expulsion.

16. Indicate the number of **students**, by gender, ethnicity, and grade level, who, as a result of misconduct, **were expelled** out-of-school rather than being placed in an alternative education program: Include students coded "1H" who did NOT receive instruction from a Homebound Teacher. Also include Exceptional Children, Section 504, Willie M., and Limited English Proficient students who were expelled.

GRADE	WHITE		BLACK		HISPANIC		NATIVE AMERICAN		ASIAN		MULTIRACIAL	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE
K												
1												
2												
3												
4												
5												
6												
7												
8												
9												
10												
11												
12												
TOTAL												
GRAND TOTAL												

Dup LEA - Card 46

(1-5)

Dup LEA - Card 47

(1-5)

Dup LEA - Card 48

(1-5)

Dup LEA - Card 49

(1-5)

Dup LEA - Card 50

(1-5)

Dup LEA - Card 51

(1-5)

Dup LEA - Card 52

(1-5)

Dup LEA - Card 53

(1-5)

Dup LEA - Card 54

(1-5)

Dup LEA - Card 55

(1-5)

Dup LEA - Card 56

(1-5)

Dup LEA - Card 57

(1-5)

Dup LEA - Card 58

(1-5)

Dup LEA - Card 59

(1-5)

(6-53)
(66-71)

17. **Special Status Students:** How many of the **students** indicated in the grand total in item number 16 above were officially classified in one of the following categories?

CHECK (✓) THE BOX BELOW
IF THIS INFORMATION
IS NOT TRACKED

Number of Students

- | | | | |
|--|-------|--------------------------|---------|
| A. Academically gifted | _____ | <input type="checkbox"/> | (6-11) |
| B. All other categories of Exceptional Children (e.g., BEH, LD, MH) ... | _____ | <input type="checkbox"/> | (12-17) |
| C. Limited English Proficient | _____ | <input type="checkbox"/> | (18-23) |
| D. Section 504..... | _____ | <input type="checkbox"/> | (24-29) |
| E. Willie M..... | _____ | <input type="checkbox"/> | (30-35) |
| F. Homebound (who <u>did not</u> receive instruction from a Homebound Teacher) | _____ | <input type="checkbox"/> | (36-41) |

18. What were the **3 most common reasons** students were expelled instead of being placed in an alternative education program? **Report only reasons that could have led to expulsion.**
Reasons do not have to be listed in priority order.

[CHECK THIS BOX IF THIS INFORMATION IS NOT TRACKED: ☐]

- | | | |
|-----------|----------------|---------|
| (1) _____ | ED. CODE _____ | (42-43) |
| (2) _____ | ED. CODE _____ | (44-45) |
| (3) _____ | ED. CODE _____ | (46-47) |

Section VI.

Zero-Tolerance Discipline Policies.

19. Are there any acts of misconduct for which your local board of education mandates out-of-school suspension or expulsion districtwide and will not allow consideration of alternative education placement? (i.e., Does your board of education have a "zero-tolerance" policy regarding any specific acts of misconduct?)

Yes (1) ☐ (48)
No (0) ☐

20. [IF QUESTION 19 IS YES:] Please specify the types of misconduct that automatically lead to **out-of-school long-term suspension** with no chance of alternative education placement. Prioritizing responses is not required.

- | | | |
|-----------|----------------|---------|
| (1) _____ | ED. CODE _____ | (49-50) |
| (2) _____ | ED. CODE _____ | (51-52) |
| (3) _____ | ED. CODE _____ | (53-54) |

21. [IF QUESTION 19 IS YES:] Please specify the types of misconduct that automatically lead to **expulsion** with no chance of alternative education placement. Prioritizing is not required.

- | | | |
|-----------|----------------|---------|
| (1) _____ | ED. CODE _____ | (55-56) |
| (2) _____ | ED. CODE _____ | (57-58) |
| (3) _____ | ED. CODE _____ | (59-60) |

22. In the absence of, or in addition to, districtwide policies, do any **individual schools** within your district maintain zero tolerance policies (that mandate out-of-school suspension and will not allow consideration of alternative education placement) related to specific instances of misconduct?
- [CHECK THIS BOX IF THIS INFORMATION IS NOT TRACKED: ☐]
- Yes (1) ☐ (61)
No (0) ☐

23. [IF QUESTION 22 IS YES:] Please specify the types of misconduct in these schools automatically leading to out-of-school suspension with no chance of alternative education placement. Prioritizing responses is not required.

(1) _____ ED.CODE _____ (62-63)
(2) _____ ED.CODE _____ (64-65)
(3) _____ ED.CODE _____ (66-67)

Section VII.

Other Disciplinary Policies/Practices.

24. Is it common practice for students awaiting disciplinary actions to be sent home (SIMS Code 3 or equivalent) until those decisions are made when the action relates to long-term suspension, expulsion, or disciplinary placement in an alternative school or program?

Yes (1) ☐ (68)
No (0) ☐

25. [IF QUESTION 24 IS YES:] What is the typical number of days most students await the decision at home?

[CHECK THIS BOX IF THIS INFORMATION IS NOT TRACKED: ☐] Number of days: _____ (69-71)

This information is required by G.S. 115C-276(r) to be provided to NC Department of Public Instruction, Division of Accountability Services, Evaluation Section.

Please return this form by October 20, 2000 to:

**Ms. Andrea Barefoot
Suspension & Expulsion Survey 1999-2000
The Center for Urban Affairs & Community Services
Box 7401
Raleigh, NC 27695-7401**

(or fax this form to: (919) 515-3642)

**If you have questions, call Andrea Barefoot at (919) 515-1316 or Dee Brewer at (919) 715-1365.
Thank you for your assistance.**

Appendix C

North Carolina LEA Roster of 2000-01 Suspensions, Expulsions, and Disciplinary Alternative Education Placements

North Carolina LEA Roster of 2000-01

Suspensions, Expulsions, and Disciplinary Alternative Education Placements

Instruction Sheet

Please fill out all information for each student who commits an act resulting in a suspension, expulsion, or disciplinary alternative education placement. Students who receive one of these disciplinary consequences more than once during the year should be **listed separately** for each incident.

Please retain a copy of the completed information for your records. Data must be submitted through the LEA Superintendent's Office. No data will be accepted directly from a school. LEA and Charter School Superintendents must sign the survey to certify that the data are complete and accurate. Those submitting data on diskette are asked to please print a copy of the completed survey, obtain the Superintendent's signature on that copy, and return it with the diskette.

Return completed survey data by US mail no later than June 15, 2001 to:

**Ms. Andrea Barefoot
Suspension and Expulsion Survey
North Carolina State University
Box 7401
Raleigh, NC 27695-7401**

Use the information below to complete the roster. If you have questions, please call Andrea Barefoot at (919) 515-1316 or Dee Brewer at (919) 715-1365. Thank you for your assistance.

<u>Data</u>	<u>Information</u>
Student Name	Student's name [First Name, Middle Initial, Last Name]
SSN	Social Security Number
Grade Level	PK, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
Sex	M = Male, F = Female
Race	<div style="display: flex; justify-content: space-between;"> <div> 1 = Asian 2 = Black 3 = Hispanic 4 = Multi-racial </div> <div> 5 = American Indian 6 = White 7 = Other </div> </div>
Age	Age of student.
Acad. Gifted	Is the student classified as Academically Gifted? Circle one: Y = Yes N = No (if using diskette/electronic copy, Enter Y or N)
EC Category	Exceptional Child Category: <div style="display: flex; justify-content: space-between;"> <div> 1 = Learning Disabled 2 = Behaviorally/Emotionally Handicapped </div> <div> 3 = Educable Mentally Handicapped 4 = Other 5 = None </div> </div>
Willie M	Is the student classified as Willie M? Circle one: Y = Yes N = No (if using diskette/electronic copy, Enter Y or N)
Section 504	Is the student classified as Section 504? Circle one: Y = Yes N = No (if using diskette/electronic copy, Enter Y or N)
LEP	Is the student classified as Limited English Proficient? Circle one: Y = Yes N = No (if using diskette/electronic copy, Enter Y, or N)
Homebound Placement	Is the student classified as Homebound Placement? Circle one: Y = Yes N = No (if using diskette/electronic copy, Enter Y or N)
Homebound Instruction Provided	Does the student receive homebound instruction? Circle one: Y = Yes N = No (if using diskette/electronic copy, Enter Y or N)

**Type of
Misconduct**

Enter one type of misconduct which led to the suspension, expulsion, or alternative education placement?

- 1 = Property damage
- 2 = Theft
- 3 = Truancy
- 4 = Undisciplined (e.g. rowdy, fidgety)
- 5 = Aggressive Behavior (e.g. fighting, threats)
- 6 = Substance Abuse
- 7 = Health Immunizations
- 8 = Rule Violation
- 9 = Assault involving the use of a weapon
- 10 = Assault resulting in serious personal injury
- 11 = Assault on school officials, employees and volunteers
- 12 = Homicide (murder, manslaughter, death by vehicle)
- 13 = Kidnapping
- 14 = Possession of a controlled substance
- 15 = Selling or distributing controlled substances
- 16 = Possession of a firearm
- 17 = Possession of a weapon
- 18 = Possession of potentially harmful object (e.g. nail file)
- 19 = Rape
- 20 = Robbery
- 21 = Robbery with a dangerous weapon
- 22 = Sexual assault
- 23 = Sexual offense
- 24 = Taking indecent liberties with a minor
- 25 = Deemed a serious threat to self or others
- 26 = Other

**Student sent home
pending disciplinary
action**

Was the student sent home pending disciplinary action?

Circle one: Y = Yes N = No (if using diskette/electronic copy, Enter Y or N)

**Was an ALP
Considered?**

Was an alternative learning program considered for the student? If the student was suspended or expelled from an alternative education program, was a different alternative education program considered?

Circle one: Y = Yes N = No (if using diskette/electronic copy, Enter Y or N)

**Was an ALP
Provided?**

Was an alternative learning program provided for the student? If the student was suspended or expelled from an alternative education program, was a different alternative education program provided?

Circle one: Y = Yes N = No (if using diskette/electronic copy, Enter Y or N)

**Length of
Time Assigned
to ALP**

- 1 = Less than or equal to 6 weeks
- 2 = More than 6 weeks but less than or equal to 9 weeks
- 3 = More than 9 weeks but less than or equal to 1 semester
- 4 = More than one semester but less than 1 year
- 5 = 365 days
- 6 = other

**Reason ALP
Not Provided**

- 1 = Alternative education program enrollment was already at capacity.
- 2 = No alternative education program was available for student at the needed grade level.
- 3 = No alternative education program existed to serve the student's needs/problems.
- 4 = Student behavior would jeopardize other students in alternative education program.
- 5 = Student was suspended/expelled from the only alternative education program available.
- 6 = Other

**Disciplinary
Consequence
Other than ALP**

- | | |
|---|--------------------------|
| 1 = In-school short-term suspension | 3 = Long-term suspension |
| 2 = Out-of-school short term suspension | 4 = Expulsion |
| | 5 = None |

Date of Action

Date student was sent to alternative education program, suspended, or expelled (month/day/year).

**Number of Days
Suspended**

Indicate the number of days suspended from either regular or alternative school/program by placing the number in the appropriate column: ISS for in-school suspension or OSS for out-of-school suspension.

North Carolina LEA Roster of 2000-01 Suspensions, Expulsions, and Disciplinary Alternative Education Placements

This information is requested by NC Department of Public Instruction, Division of Accountability Services, Evaluation Section and is required by G.S. 115C-276(r) and Part VIII of SL2000-67, Section 8.28(g). Please make additional copies of this form as needed and complete the LEA contact information on each copy. See Instruction Sheet for complete instructions. If you have questions, please call Andrea Barefoot at (919) 515-1316 or Dee Brewer at (919) 715-1365. Thank you for your assistance.

Person Completing Form: _____		Phone Number: _____		LEA Name: _____	
Superintendent's Signature: _____		Date Submitted: _____		LEA Code: _____	

Name			SSN	Grade Level	Sex	Race	Age	Acad. Gifted	EC Category	Willie M	Section 504	LEP	Homebound Placement	Homebound Instruction Provided	Type of Misconduct	Student sent home pending disciplinary action	Was an ALP Considered?	Was an ALP Provided?	Length of Time Assigned to ALP	Reason ALP Not Provided	Disciplinary Consequence Other than ALP	Date of Action	Number of Days Suspended		
First	MI	Last																					ISS	OSS	
			-	-				Y	N	Y	N	Y	N	Y	N	Y	N	Y	N			/	/		
			-	-				Y	N	Y	N	Y	N	Y	N	Y	N	Y	N			/	/		
			-	-				Y	N	Y	N	Y	N	Y	N	Y	N	Y	N			/	/		
			-	-				Y	N	Y	N	Y	N	Y	N	Y	N	Y	N			/	/		
			-	-				Y	N	Y	N	Y	N	Y	N	Y	N	Y	N			/	/		
			-	-				Y	N	Y	N	Y	N	Y	N	Y	N	Y	N			/	/		
			-	-				Y	N	Y	N	Y	N	Y	N	Y	N	Y	N			/	/		
			-	-				Y	N	Y	N	Y	N	Y	N	Y	N	Y	N			/	/		
			-	-				Y	N	Y	N	Y	N	Y	N	Y	N	Y	N			/	/		
			-	-				Y	N	Y	N	Y	N	Y	N	Y	N	Y	N			/	/		
			-	-				Y	N	Y	N	Y	N	Y	N	Y	N	Y	N			/	/		
			-	-				Y	N	Y	N	Y	N	Y	N	Y	N	Y	N			/	/		
			-	-				Y	N	Y	N	Y	N	Y	N	Y	N	Y	N			/	/		
			-	-				Y	N	Y	N	Y	N	Y	N	Y	N	Y	N			/	/		
			-	-				Y	N	Y	N	Y	N	Y	N	Y	N	Y	N			/	/		
			-	-				Y	N	Y	N	Y	N	Y	N	Y	N	Y	N			/	/		

Appendix D

LEA Totals of Suspensions and Expulsions by Ethnicity and Gender: 1999-2000

1999-2000

[illegible]

1999-2000

LEA Name	Number of Long-Term Suspensions												Number of Expulsions											
	Asian		Black		Hispanic		American Indian		Multiracial		White		Asian		Black		Hispanic		American Indian		Multiracial		White	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Greene County	0	0	2	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Guilford County	4	1	69	26	4	0	1	0	1	0	49	6	0	0	0	0	0	0	0	0	0	0	0	0
Halifax County	0	0	14	2	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Roanoke Rapids City	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Weldon City	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	0	0	0	0	0	0	0	0	0
Harnett County	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haywood County	0	0	1	0	0	0	0	0	0	0	24	0	0	0	0	0	0	0	0	0	0	0	0	0
Henderson County	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0
Hertford County	0	0	4	1	0	0	0	0	0	0	0	0	0	0	4	1	0	0	0	0	0	0	0	0
Hoke County	0	0	26	9	1	0	8	1	0	0	10	1	0	0	0	0	0	0	0	0	0	0	0	0
Hyde County	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Iredell-Statesville	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Mooresville City	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Jackson County	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Johnston County	0	0	3	1	4	5	0	0	0	0	5	0	0	0	0	0	0	0	0	0	0	0	0	0
Jones County	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Lee County	0	0	10	0	0	0	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Lenoir County	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Lincoln County	0	0	3	1	1	0	0	0	0	0	20	0	0	0	0	0	0	0	0	0	0	0	0	0
Macon County	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Madison County	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Martin County	0	0	7	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
McDowell County	0	0	0	0	0	0	0	0	0	0	6	1	0	0	0	0	0	0	0	0	0	0	2	0
Charlotte-Mecklenburg	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mitchell County	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Montgomery County	0	0	8	1	1	1	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0
Moore County	0	0	2	1	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
Nash-Rocky Mount	0	0	29	6	0	0	0	0	0	0	5	0	0	0	0	0	0	0	0	0	0	0	0	0
New Hanover County	0	0	34	11	0	0	0	0	2	0	43	10	0	0	0	0	0	0	0	0	0	0	0	0
Northampton County	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0
Onslow County	0	0	5	0	0	0	0	0	1	0	3	2	0	0	1	0	0	0	0	0	0	0	0	0
Orange County	0	0	7	0	0	0	0	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0
Chapel Hill-Carrboro	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Pamlico County	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Elizabeth City/Pasquotank	0	0	10	6	0	0	0	0	0	0	4	3	0	0	0	0	0	0	0	0	0	0	1	0
Pender County	0	0	3	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0
Perquimans County	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1
Person County	0	0	2	0	0	0	0	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0
Pitt County	0	0	28	22	2	0	0	0	0	0	18	1	0	0	0	0	0	0	0	0	0	0	1	0
Polk County	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Randolph County	0	0	5	1	1	0	0	0	0	0	65	14	0	0	0	0	0	0	0	0	0	0	0	0
Asheboro City	0	0	6	1	1	0	0	0	1	0	7	1	0	0	0	0	0	0	0	0	0	0	0	0
Richmond County	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Robeson County	0	0	18	2	0	0	15	2	0	0	5	0	0	0	0	0	0	0	0	0	0	0	0	0
Rockingham County	0	0	25	7	0	0	0	0	0	0	51	6	0	0	0	0	0	0	0	0	0	0	0	0
Rowan-Salisbury	0	0	15	5	0	0	0	0	0	0	6	3	0	0	0	0	0	0	0	0	0	0	0	0
Rutherford County	0	0	2	0	0	0	0	0	0	0	20	2	0	0	0	0	0	0	0	0	0	0	0	0
Sampson County	0	0	4	0	1	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0

1999-2000

LEA Name	Number of Long-Term Suspensions												Number of Expulsions											
	Asian		Black		Hispanic		American Indian		Multiracial		White		Asian		Black		Hispanic		American Indian		Multiracial		White	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Clinton City	0	0	9	1	0	0	1	0	0	0	3	0	0	0	3	0	0	0	1	0	0	0	1	0
Scotland County	0	0	11	1	0	0	0	0	0	0	4	0	0	0	1	0	0	0	0	0	0	0	0	0
Stanly County	0	0	3	2	0	0	0	0	0	0	6	0	0	0	0	0	0	0	0	0	0	0	0	0
Stokes County	0	0	0	1	0	0	0	0	0	0	6	2	0	0	0	0	0	0	0	0	0	0	0	0
Surry County	0	0	1	0	6	0	0	0	0	1	26	5	0	0	0	0	0	0	0	0	0	0	1	0
Elkin City	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mount Airy City	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0
Swain County	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Transylvania County	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Tyrrell County	0	0	5	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0
Union County	0	0	9	6	1	0	1	0	0	0	25	2	0	0	0	0	0	0	0	0	0	0	0	0
Vance County	0	0	16	9	0	0	0	0	0	0	7	2	0	0	0	0	0	0	0	0	0	0	0	0
Wake County	1	1	85	27	9	1	1	1	0	2	48	16	0	0	0	0	0	0	0	0	0	0	1	0
Warren County	0	0	15	4	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0
Washington County	0	0	0	0	0	0	0	0	2	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Watauga County	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Wayne County	0	0	5	1	0	0	0	0	0	0	3	1	0	0	2	0	0	0	0	0	0	0	0	0
Wilkes County	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0
Wilson County	0	0	29	14	0	0	0	0	0	0	12	0	0	0	0	0	0	0	0	0	0	0	0	0
Yadkin County	0	0	0	0	0	0	0	0	0	0	2	2	0	0	0	0	0	0	0	0	0	0	0	0
Yancey County	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	14	2	853	265	55	7	32	4	14	6	820	144	1	1	41	3	2	0	1	0	0	0	33	5

Appendix E

Charter School Totals of Suspensions and Expulsions by Ethnicity and Gender: 1999-2000

Charter Schools 1999-2000

LEA Name	Number of Long-Term Suspensions												Number of Expulsions											
	Asian		Black		Hispanic		American Indian		Multi-racial		White		Asian		Black		Hispanic		American Indian		Multi-racial		White	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Lakeside School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
River Mill Charter	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grandfather Academy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Crossnore Academy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Evergreen Community	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Francine Delany	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Cape Lookout Marine	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tiller School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Engelmann	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chatham Charter	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
The Learning Center	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Oma's Inc.	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Maureen Joy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Healthy Start	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Kestrel Heights	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	3	0	0	0	0	0	0	0	0
Turning Point	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0
Omuteko Gwamaziima	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Research Triangle	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Success Academy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Quality Education	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0
Downtown Middle	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
C.G. Woodson	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
East Winston Primary	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Winston Salem Academy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Highland	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Imani Institute	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Greensboro Academy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Harnett Early Childhood	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mountain Community	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
American Renaissance Mid.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Developmental Day	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Summit Charter	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Provisions Academy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Children's Village Academy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Lincoln Charter	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Community Charter	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sugar Creek	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Kennedy Charter	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Lake Norman	0	0	1	0	0	0	0	0	0	0	3	0	0	0	1	0	0	0	0	0	0	0	3	0
MAST	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
STARS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Rocky Mt. Charter Public	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Orange Co. Charter	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

**Charter Schools
1999-2000**

LEA Name	Number of Long-Term Suspensions												Number of Expulsions											
	<u>Asian</u>		<u>Black</u>		<u>Hispanic</u>		<u>American Indian</u>		<u>Multi-racial</u>		<u>White</u>		<u>Asian</u>		<u>Black</u>		<u>Hispanic</u>		<u>American Indian</u>		<u>Multi-racial</u>		<u>White</u>	
	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>
New Century Charter	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	1	0	1
Village Charter	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arapahoe	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Right Step Academy	0	0	2	1	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0
CIS Academy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Rowan Academy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Thomas Jefferson	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0
Laurinburg	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Laurinburg Homework	0	0	12	17	0	0	0	1	0	0	3	15	0	0	0	0	0	0	0	0	0	0	0	0
Stanly Co, Community	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Brevard Academy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Vance Charter	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Exploris	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
J.H. Baker Jr. Charter	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Magellan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sterling Montessori	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Franklin Academy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
East Wake Academy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SPARC Academy	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Raleigh Charter High	0	0	1	0	0	0	0	0	0	0	0	1	0	0	1	0	0	0	0	0	0	0	0	1
Northeast Raleigh	0	0	6	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Quest Academy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dillard Academy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Wayne Academy	0	0	10	6	0	0	0	0	0	0	0	0	0	0	2	2	0	0	0	0	0	0	0	0
Bridges	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
S.B Howard	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	37	26	0	0	0	1	0	0	10	17	0	0	11	5	0	0	0	0	0	1	3	2

Appendix F

LEA Totals of Suspensions and Expulsions by Ethnicity and Gender: 2000-2001

2000-2001

LEA Name	Number of Long-Term Suspensions												Number of Expulsions											
	Asian		Black		Hispanic		American Indian		Multiracial		White		Asian		Black		Hispanic		American Indian		Multiracial		White	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Alamance-Burlington	0	0	3	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0
Alexander County	0	0	1	0	1	0	0	0	0	0	7	0	0	0	0	0	0	0	0	0	0	0	0	0
Allegany County	0	0	0	0	0	0	0	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0	2	
Anson County	0	0	7	0	0	0	0	0	0	0	3	0	0	0	1	0	0	0	0	0	0	0	0	0
Ashe County	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	
Avery County	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Beaufort County	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Bertie County	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bladen County	0	0	6	0	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
Brunswick County	0	0	0	0	0	0	0	0	0	0	2	2	0	0	1	0	0	0	0	0	0	1	1	
Buncombe County	0	0	7	0	0	0	0	0	2	0	23	7	0	0	0	0	0	0	0	0	0	0	0	0
Asheville City	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Burke County	0	0	0	0	0	0	0	0	1	0	10	4	0	0	0	0	0	0	0	0	0	0	0	0
Cabarrus County	8	2	41	16	6	1	0	0	0	0	73	9	0	0	1	0	0	0	0	0	0	1	0	
Kannapolis City	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	1	0	
Caldwell County	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Camden County	0	0	0	0	0	0	0	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0
Carteret County	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	1	1	
Caswell County	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Catawba County	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hickory City	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	
Newton Conover City	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chatham County	0	0	1	1	1	0	0	0	0	0	3		0	0	17	0	2	0	0	0	0		11	0
Cherokee County	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	
Edenton/Chowan	0	0	2	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	2	0	
Clay County	0	0	0	0	0	0	0	0	0	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0
Cleveland County	0	0	0	0	0	0	0	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0
Kings Mountain	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Shelby City	0	0	6	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Columbus County	0	0	3	1	0	0	0	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0	1	
Whiteville City	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	3	0	
Craven County	0	0	9	0	0	0	0	0	0	0	3	1	0	0	0	0	0	0	0	0	0	0	0	0
Cumberland County	2	2	377	150	27	8	15	9	7	3	154	56	0	0	0	0	0	0	0	0	0	0	0	0
Currituck County	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	6	0	
Dare County	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	1	0	
Davidson County	0	0	0	0	0	0	0	0	0	0	14	3	0	0	0	0	0	0	0	0	0	0	0	0
Lexington City	1	1	3	3	1	0	0	0	1	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0
Thomasville City	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	2	0	0	0	0	1	0	4	0
Davie County	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Duplin County	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0	0	0	0	0	0	0	0	0
Durham	0	0	29	15	1	0	0	0	2	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0
Edgecombe County	0	0	3	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Winston-Salem/Forsyth	0	0	1	1	1	0	0	0	0	0	0	1	0	0	10	3	1	0	0	0	0	3	2	
Franklin County	0	0	12	2	1	0	0	0	1	0	18	4	0	0	1	0	1	0	0	0	0	0	0	0
Gaston County	1	1	30	5	0	0	0	0	0	0	29	5	0	0	3	0	0	0	0	0	0	2	0	
Gates County	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Graham County	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Granville County	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0

2000-2001 •

LEA Name	Number of Long-Term Suspensions												Number of Expulsions											
	Asian		Black		Hispanic		American Indian		Multiracial		White		Asian		Black		Hispanic		American Indian		Multiracial		White	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Greene County	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Guilford County	0	0	4	2	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0
Halifax County	0	0	2	0	0	0	0	0	0	0	0	0	0	0	5	0	0	0	0	0	0	0	0	0
Roanoke Rapids City	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	4	0
Weldon City	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Harnett County	0	0	7	1	1	0	0	0	0	0	2	2	0	0	1	0	0	0	0	0	0	0	0	0
Haywood County	0	0	0	1	0	0	0	0	0	0	9	3	0	0	0	0	0	0	0	0	0	0	1	0
Henderson County	0	0	0	1	0	0	0	0	0	0	5	0	0	0	0	0	0	0	0	0	0	0	0	0
Hertford County	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hoke County	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hyde County	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Iredell-Statesville	0	0	1	0	0	0	0	0	0	0	6	1	0	0	0	0	0	0	0	0	0	0	1	0
Mooresville City	0	0	1	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0
Jackson County	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Johnston County	0	0	20	0	1	0	0	0	0	0	10	2	0	0	0	0	0	0	0	0	0	0	0	0
Jones County	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Lee County	0	0	1	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Lenoir County	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Lincoln County	0	0	1	0	0	0	0	0	0	2	8	4	0	0	0	0	0	0	0	0	0	0	1	0
Macon County	0	0	0	0	0	0	0	0	0	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0
Madison County	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Martin County	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
McDowell County	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0
Charlotte-Mecklenburg	1	1	71	38	5	5	0	0	1	0	21	8	0	0	0	0	0	0	0	0	0	0	0	0
Mitchell County	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Montgomery County	0	0	4	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Moore County	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Nash-Rocky Mount	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0
New Hanover County	1	1	60	21	1	0	0	0	2	1	64	16	0	0	0	0	0	0	0	0	0	0	0	0
Northampton County	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Onslow County	0	0	2	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
Orange County	0	0	1	2	0	0	0	0	0	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0
Chapel Hill-Carrboro	0	0	2	1	0	0	0	0	0	0	2	0	0	0	0	1	0	0	0	0	0	0	1	0
Pamlico County	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Elizabeth City/Pasquotank	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
Pender County	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0
Perquimans County	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	1
Person County	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Pitt County	0	0	8	2	1	0	0	0	0	1	2	0	0	0	1	0	0	0	0	0	0	0	1	1
Polk County	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Randolph County	0	0	3	0	2	0	0	0	2	0	50	9	0	0	0	0	0	0	0	0	0	0	0	0
Asheboro City	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Richmond County	0	0	0	0	0	0	0	0	0	0	0	0	0	0	3	0	0	0	0	0	0	0	2	0
Robeson County	0	0	35	4	0	0	42	21	2	0	5	1	0	0	0	0	0	0	0	0	0	0	0	0
Rockingham County	0	0	0	0	0	0	0	0	0	0	1	1	0	0	1	0	0	0	0	0	0	0	0	0
Rowan-Salisbury	0	0	1	2	0	0	0	0	0	0	11	4	0	0	4	0	0	0	0	0	0	0	3	0
Rutherford County	0	0	1	3	2	0	0	0	0	0	13	0	0	0	0	0	0	0	0	0	0	0	0	0
Sampson County	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

2000-2001

LEA Name	Number of Long-Term Suspensions												Number of Expulsions											
	Asian		Black		Hispanic		American Indian		Multiracial		White		Asian		Black		Hispanic		American Indian		Multiracial		White	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Clinton City	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Scotland County	0	0	5	4	0	0	4	0	0	0	4	1	0	0	0	0	0	0	0	0	0	0	0	0
Stanly County	0	0	0	0	0	0	0	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0
Stokes County	0	0	0	0	1	0	0	0	0	0	3	1	0	0	0	0	0	0	0	0	0	0	0	0
Surry County	0	0	0	0	1	0	0	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0
Elkin City	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mount Airy City	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Swain County	0	0	0	0	0	0	1	0	0	0	2	1	0	0	0	0	0	0	0	0	0	0	0	0
Transylvania County	0	0	0	0	0	0	0	0	0	0	3	1	0	0	0	0	0	0	0	0	0	0	0	0
Tyrrell County	0	0	4	1	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0
Union County	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0
Vance County	0	1	36	10	0	0	0	0	0	0	11	0	0	0	0	0	0	0	0	0	0	0	0	0
Wake County	2	0	223	84	21	4	3	1	3	3	126	43	0	0	1	0	0	0	0	0	0	0	1	0
Warren County	0	0	16	8	0	0	0	0	1	0	5	1	0	0	1	0	0	0	0	0	0	0	0	0
Washington County	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Watauga County	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0
Wayne County	0	0	3	0	0	0	0	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0
Wilkes County	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Wilson County	0	0	25	13	0	0	0	0	2	0	2	1	0	0	0	0	0	0	0	0	0	0	0	0
Yadkin County	0	0	0	0	0	0	0	0	0	0	4	1	0	0	0	0	0	0	0	0	0	1	0	0
Yancey County	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	16	9	1096	397	77	18	67	31	27	10	763	199	0	0	65	9	5	0	0	0	1	0	60	9

Appendix G

Charter School Totals of Suspensions and Expulsions by Ethnicity and Gender: 2000-2001

Charter Schools

2000-2001

LEA Name	Number of Long-Term Suspensions												Number of Expulsions											
	Asian		Black		Hispanic		American Indian		Multi-racial		White		Asian		Black		Hispanic		American Indian		Multi-racial		White	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Lakeside School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
River Mill Charter	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Grandfather Academy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Crossnore Academy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Washington Montessori	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Charter Day School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Francine Delany	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Evergreen Community	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Cape Lookout Marine	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tiller School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0
Engelmann	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chatham Charter	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Woods Charter	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
The Learning Center	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Alpha Academy	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Maureen Joy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Healthy Start	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Carter Community	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Kestrel Heights	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Turning Point	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Research Triangle	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Success Academy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Omuteko Gwamaziima	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Lift Academy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Quality Education	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Downtown Middle	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
C.G. Woodson	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
East Winston Primary	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Forsyth Academies	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Highland	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Piedmont Community	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Imani Institute	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Greensboro Academy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Phoenix Academy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Harnett Early Childhood	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mountain Community	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
American Renaissance	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Developmental Day	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
American Renaissance Mid.	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Success Institute	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Summit Charter	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Provisions Academy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	1	0
Children's Village Academy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Lincoln Charter	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Charter Schools 2000-2001

LEA Name	Number of Long-Term Suspensions												Number of Expulsions											
	Asian		Black		Hispanic		American Indian		Multi-racial		White		Asian		Black		Hispanic		American Indian		Multi-racial		White	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Community Charter	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Kennedy Charter	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Lake Norman	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sugar Creek	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Metrolina Regional	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MAST	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
STARS	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Rocky Mt. Charter Public	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Cape Fear Center	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Orange Co. Charter	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Village Charter	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
New Century Charter	0	0	1	0	0	0	0	0	0	0	2	0	0	0	1	0	0	0	0	0	0	0	2	0
Arapahoe	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bethel Hill	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CIS Academy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Bethany Community	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Rowan Academy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Thomas Jefferson	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Laurinburg	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
Laurinburg Homework	0	0	4	5	0	0	0	0	2	0	0	1	0	0	4	4	0	0	0	0	1	0	0	1
Stanly Co. Community	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Millennium	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Brevard Academy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Union Academy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Vance Charter	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Exploris	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
J.H. Baker Jr. Charter	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Magellan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sterling Montessori	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Franklin Academy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
East Wake Academy	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
SPARC Academy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Northeast Raleigh	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
PreEminent Charter	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Quest Academy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Raleigh Charter High	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Community Partners	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Haliwa-Saponi Tribal	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dillard Academy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Wayne Academy	0	0	1	1	0	1	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Bridges	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
S.B Howard	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	7	7	0	1	0	0	2	0	5	2	0	0	7	4	1	0	0	0	1	0	4	2

SECTION 28.30.(f) G.S. 115C-12(27) reads as rewritten:

"§ 115C-12. Powers and duties of the Board generally.

The general supervision and administration of the free public school system shall be vested in the State Board of Education. The State Board of Education shall establish policy for the system of free public schools, subject to laws enacted by the General Assembly. The powers and duties of the State Board of Education are defined as follows:

- (27) Reporting Dropout Rates—and Expelled—Students.Rates, Suspensions, Expulsions, and Alternative Placements. – The State Board shall report annually to the Joint Legislative Education Oversight Committee and the Commission on Improving the Academic Achievement of Minority and At-Risk Students on the numbers of students who have dropped out of school, been suspended, been expelled, or been placed in an alternative program. The data shall be reported in a disaggregated manner and be readily available to the public. The State Board shall not include students that have been expelled from school when calculating the dropout rate. The Board shall maintain a separate record of the number of students who are expelled from school."

Report to the Joint Legislative Education Oversight Committee on the

Dropout Data Report 2000 - 2001

March, 2002

Prepared by: Instructional and Accountability Services
Contact: Henry L. Johnson



Public Schools of North Carolina
State Board of Education . Department of Public Instruction

Dropout Data Report 2000-01

Public Schools of North Carolina
State Board of Education
Department of Public Instruction

February 2002

INTRODUCTION

The schools of North Carolina are working to provide the best possible educational services they currently can while seeking constantly to improve. The Department of Public Instruction is committed to assisting our schools. Each school system's dropout rate is one of the measures of success in the move toward educating all children, and each public school in North Carolina continues to make progress in its own way towards this goal.

Local systems with the support of the Department have focused on keeping students enrolled in the face of historically high dropout rates in North Carolina and the Southeast. The ABCs Program for school reform makes assistance available to all schools in North Carolina; measures of accountability show that this assistance is improving teaching and learning in classrooms throughout the state. As the ABCs help make schools more effective for *all* students, those who might leave will more likely stay.

The dropout rate is a key indicator of school success; unfortunately, the numbers indicate that we are continuing to lose too many students. The future of our state and nation demands that all children be educated. So long as we believe this is their best preparation for becoming active citizens, we must not give up hope on any child or teen.

This book presents self-reported data on dropouts during 2000-01. Local systems collect these data which are not audited by the Department but are checked for discrepancies. We intend that these data should provide a baseline for designing and implementing programs that meet the needs of at-risk school membership. As in past years, the demographic analysis is based on a duplicated count of dropouts, collected by the National Center for Education Statistics, which counts each incident of dropping out. For example, if a student dropped out in 1999-00 only to return and drop out again in 2000-01, he/she is counted twice or duplicated. However, if he/she drops out twice in the same school year, he/she is not counted twice.

A chart appears in the back of this edition which logs local school system data by rate and number for the years 1988-89 through 1997-98. If a system has undergone consolidation, its rates and numbers may be compared before and after the merger. By also using the chart starting on page five, rates and numbers may be compared for each year in the last thirteen years. **The striking increase in the dropout rate beginning in 1998-99 can be largely attributed to a change in counting policy. Students who transfer from high school to community college are now counted as a dropout where they previously were not. Therefore useful comparisons among the three most recent years and the years before are rendered difficult, at best, by this change in policy.**

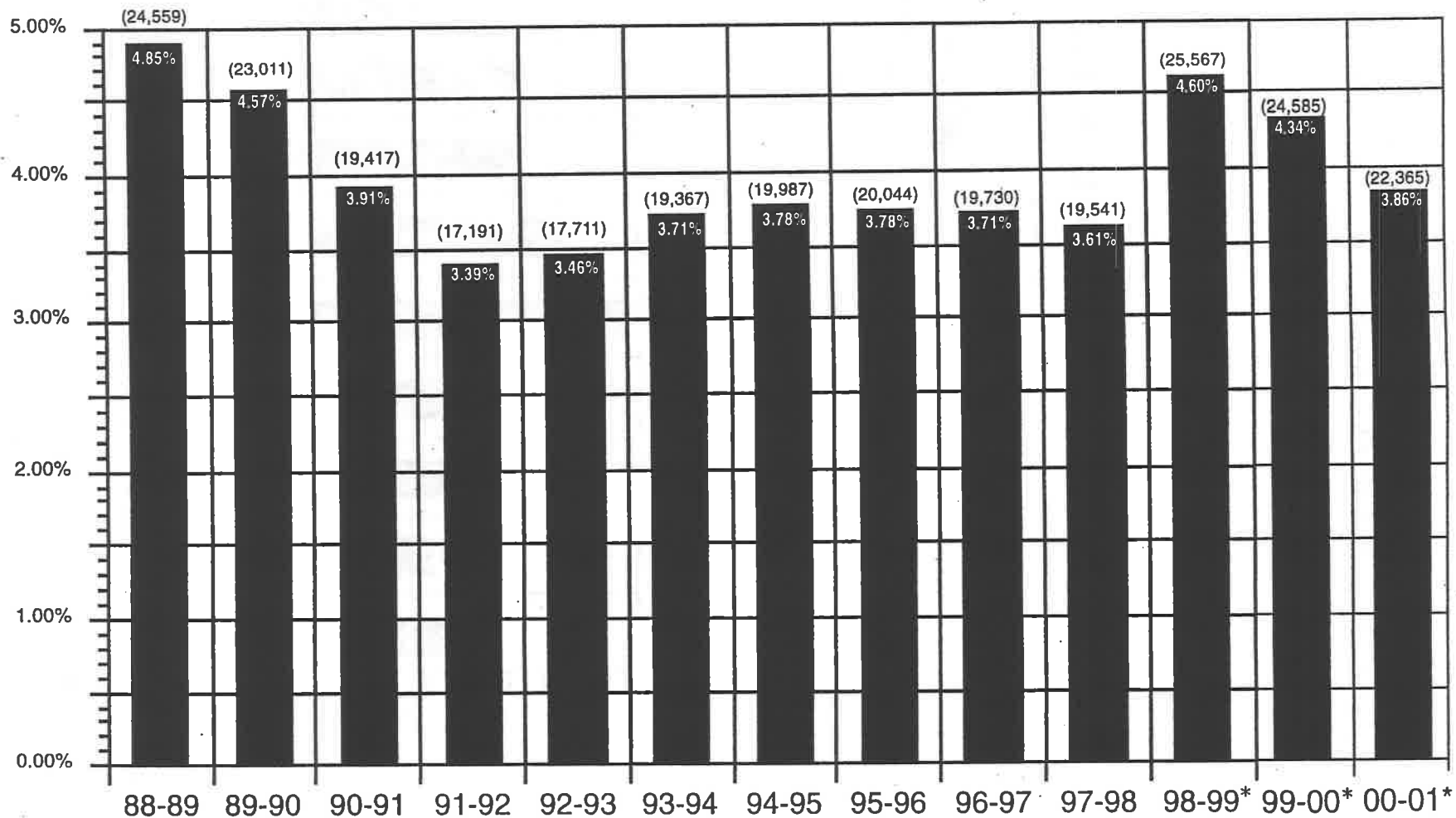
As an important footnote, local boards have discretionary money to spend on dropout prevention through PRC 69. Each board, advised by its educators, decides how to apply its money to meet local needs (House Bill 6, ratified July, 1995: School Flexibility/Accountability). These funds are not categorical, freeing this Department from the burden of oversight while placing tremendous responsibility on the county or city system. It is our hope that the data in this book will aid North Carolina educators as they measure progress in meeting those responsibilities.

TABLE OF CONTENTS

Introduction	1
Thirteen Years of North Carolina Data, Duplicated Grades 7-12	2
Percent of Each Race/Gender Group in Grades 1-12 Who Dropped Out, 2000-01	3
Dropout Data Grades 7-12 and 9-12 by Local School Systems	4
Public Schools of North Carolina, 1998-99, 1999-00, and 2000-01	
Dropout Data for Grades 7-12	5
Public Schools of North Carolina, 1998-99, 1999-00, and 2000-01	
Dropout Data for Grades 9-12	9
Grades 7-12 Gender and Race/Ethnicity Breakdown of Dropouts by	
LEA/Charter School, Duplicated Counts for 2000-01	13
Grades 9-12 Gender and Race/Ethnicity Breakdown of Dropouts by	
LEA/Charter School, Duplicated Counts for 2000-01	17
2000-01 Data for Grades 1-12	21
North Carolina School Membership and Dropouts by Race, 2000-01	22
North Carolina School Membership and Dropouts by Gender, 2000-01	23
North Carolina School Membership and Dropouts by Race and Gender, 2000-01	24
2000-01 Grade Levels of Dropouts	25
Ages of Dropouts, 2000-01	26
Reasons for Dropping Out, 2000-01, Grades 1-12	27
Grades 1-12 Gender and Race/Ethnicity Breakdown of Dropouts by School and	
LEA, Duplicated Counts for 2000-01	28
Ten Years of School System Data--Duplicated Grades 7-12	57

Thirteen Years of North Carolina Data Duplicated Grades 7-12

■ Duplicated Dropout Rate

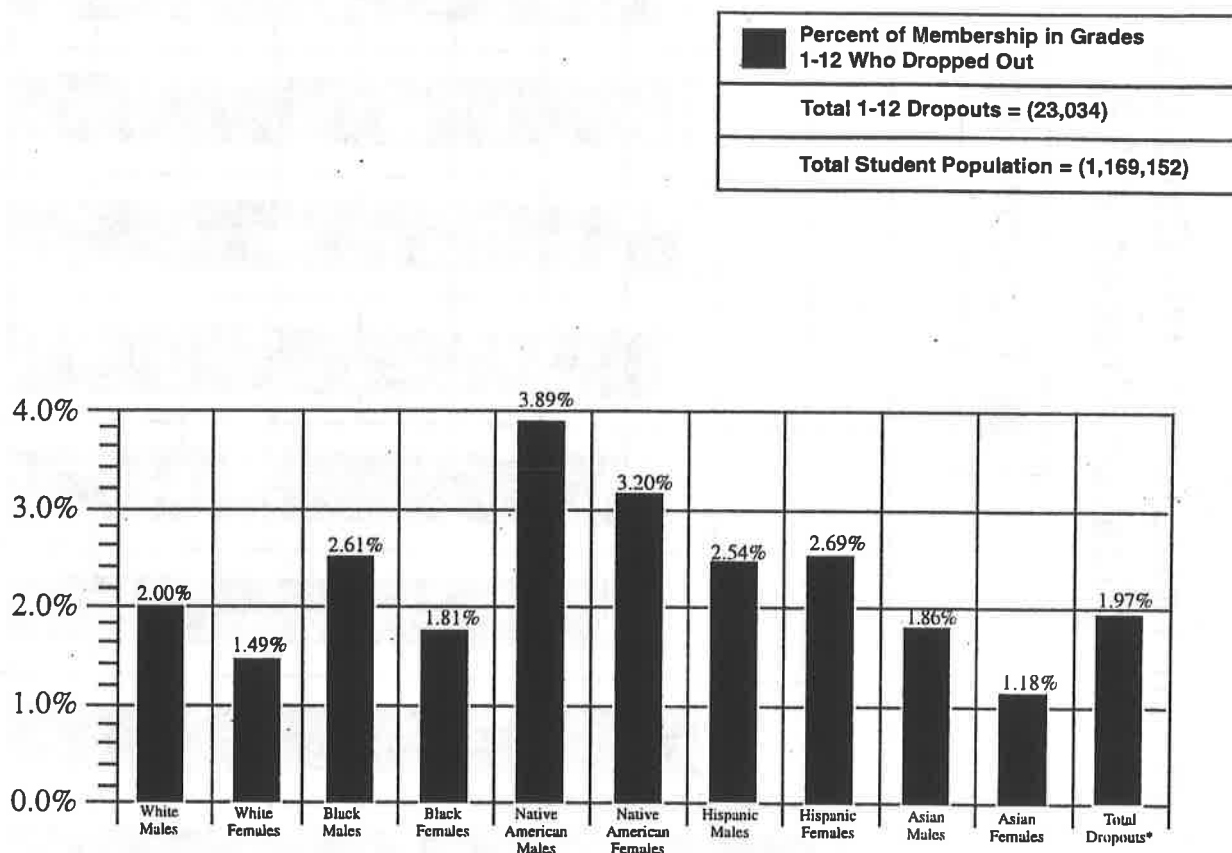


Numbers in parenthesis show incidents of leaving school. Since 88-89, the total is 273,075.

*See introduction, page 1, for note on change in counting policy beginning with 1998-99.

One of the most informative graphs is shown below and presents that part of each gender/racial group which drops out in grades 1-12. Close study of this graph indicates that males are the more at risk in each racial group except Hispanics.

Percent of Each Race/Gender Group in Grades 1-12 Who Dropped Out 2000-01



More attention needs to be paid to the disaggregated data shown in the graph above. These data may suggest re-focusing programs to address the needs of specific populations.

* (as a percent of total student population, grades 1-12)

DROPOUT DATA
GRADES 7-12 and 9-12
BY LOCAL SCHOOL SYSTEMS

Public Schools of North Carolina
1998-99, 1999-00, and 2000-01 Dropout Data for Grades 7-12
(Duplicated Counts and Rates for LEAs and Charter Schools,
Excluding Expelled Students Per G.S. 115C-12(27))

LEA No.	Local Education Agency Or Charter School	1998-99 7-12 Dropouts		1999-00 7-12 Dropouts		2000-01 7-12 Dropouts	
		Numbers	Rates	Numbers	Rates	Numbers	Rates
01A	LAKESIDE CHARTER	2	6.56	*	*	*	*
01B	RIVER MILL CHARTER	*	*	*	*	3	2.58
010	ALAMANCE-BURLINGTON	418	4.75	443	4.82	388	4.02
020	ALEXANDER COUNTY **	152	6.35	108	4.53	90	3.71
030	ALLEGHANY COUNTY	21	3.12	28	4.34	15	2.38
040	ANSON COUNTY	159	7.76	132	6.54	95	4.71
050	ASHE COUNTY	98	6.12	84	5.39	53	3.46
06B	CROSSNORE ACADEMY CHRTR	*	*	5	10.99	5	10.99
060	AVERY COUNTY	67	6.06	54	5.11	32	3.09
070	BEAUFORT COUNTY	148	4.38	172	5.05	159	4.66
080	BERTIE COUNTY	105	5.85	70	4.02	69	4.00
090	BLADEN COUNTY	81	3.21	77	3.09	81	3.25
100	BRUNSWICK COUNTY	211	4.74	263	5.80	214	4.62
110	BUNCOMBE COUNTY	522	4.61	559	4.87	457	3.94
111	ASHEVILLE CITY	88	4.58	76	3.99	67	3.53
120	BURKE COUNTY	414	6.68	296	4.73	223	3.45
130	CABARRUS COUNTY	310	3.78	311	3.67	272	3.08
132	KANNAPOLIS CITY	62	3.49	81	4.30	65	3.40
140	CALDWELL COUNTY	216	4.08	230	4.23	218	3.92
150	CAMDEN COUNTY	23	3.63	38	5.88	28	4.31
16A	CAPE LOOKOUT CHARTER	31	24.12	37	26.71	36	26.09
160	CARTERET COUNTY	174	4.16	177	4.22	154	3.71
170	CASWELL COUNTY	76	4.73	81	4.89	40	2.46
180	CATAWBA COUNTY	294	4.21	288	3.98	268	3.60
181	HICKORY CITY	120	6.29	143	7.04	124	5.92
182	NEWTON-CONOVER CITY	19	1.57	23	1.88	32	2.61
19B	WOODS CHARTER	2	2.21	*	*	5	5.99
190	CHATHAM COUNTY	129	4.38	160	5.17	161	5.00
20A	THE LEARNING CENTER CHRTR	*	*	*	*	1	9.09
200	CHEROKEE COUNTY	74	4.53	62	3.75	65	3.87
210	EDENTON/CHOWAN	31	2.56	43	3.54	35	2.90
220	CLAY COUNTY	23	3.53	36	5.48	25	3.93
230	CLEVELAND COUNTY	188	4.82	137	3.47	147	3.61
231	KINGS MOUNTAIN CITY	105	5.53	97	5.09	104	5.23
232	SHELBY CITY	67	5.02	58	4.40	57	4.25
240	COLUMBUS COUNTY	159	4.51	190	5.39	158	4.61
241	WHITEVILLE CITY ***	62	4.87	55	4.30	49	3.80
250	CRAVEN COUNTY	294	4.46	300	4.53	310	4.68
260	CUMBERLAND COUNTY	994	4.33	803	3.46	737	3.12
270	CURRITUCK COUNTY	79	5.29	89	5.81	60	3.89