



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

Report to the Joint Legislative Education Oversight Committee

Annual Study of Suspensions and
Expulsions:
Preliminary Results 2001-02

SL 2001-424 Section 28.30 (f)

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Annual Study of Suspensions and Expulsions:

Preliminary Results

2001-02

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Public Schools of North Carolina

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Office of Curriculum and School Reform Services

and

Office of Accountability and Technology Services, Division of Accountability Services

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Ms. Laura Weakland, DPI Lead Graphic Artist, illustrated the cover of this report.

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Summary and Key Findings

In last year's *Annual Study of Suspensions and Expulsions: 2000-01*, the results indicated that the number of suspensions and expulsions rose between 1999-00 and 2000-01, both overall and for various student subgroups. The current draft installment of this annual report shows that these trends are probably continuing, and in some cases even accelerating. *Data are still being verified for many LEAs; therefore these results are preliminary, and the figures cited in this report are likely to change slightly in the release of the final report in June 2003.*

Between 2000-01 and 2001-02, the number of short-term suspensions given to North Carolina public school students increased from 219,423 to approximately 263,712 - a 20% increase. This increase was also evident among a variety of student subgroups. As in 2000-01, Male students (particularly Black males), American Indian students, students in grades six through nine, and students receiving special education services are among the groups that continued to be disproportionately represented among short-term suspended students in 2001-02.

Similar patterns are seen with respect to long-term suspensions. The number of long-term suspensions rose for the second consecutive year in 2001-02, from 2,736 to approximately 3,517 - a 29% increase. The same subgroups mentioned previously as being overrepresented among short-term suspended students are overrepresented in the long-term counts as well.

Perhaps the most notable trend evident in these data is the rise in the number of expulsions reported by schools - from 158 in 2000-01 to approximately 347 in 2001-02, an increase of 132%. An examination of expulsions among student subgroups again reveals the same basic pattern cited above for short-term and long-term suspensions.

Data on the number and characteristics of students served in alternative learning programs (ALPs) show a small decrease in the number of students served in 2001-02 compared to previous years. Demographically, ALP students tend to represent some of the same student subgroups that are prominent among the suspended and expelled student population. For a variety of reasons, it is unclear whether this drop in the number of students enrolling in ALPs is in any way related to the concomitant increases in suspensions and expulsions.

What is clear, however, is that North Carolina public school students are spending more and more time out of their home school environments because of suspensions and expulsions, and that these behavioral consequences are accrued disproportionately by certain subgroups. Perhaps not surprisingly, those overrepresented subgroups are often the same subgroups that have the most difficulty demonstrating academic proficiency. Out-of-school suspensions in 2001-02 totaled approximately *one million* instructional days for North Carolina students, which represents a significant loss of opportunity for both students and teachers in their quest to meet high standards. Behavioral prevention and intervention efforts designed to keep schools and students safe - particularly if those efforts involve removing a child from his/her normal school environment - must be complemented by continued support for those at-risk students. In order to meet the goals we have set for ourselves, we must continue to look for ways to help the wider group make progress while remaining vigilant in assisting those students who are most in need.

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 2001-02 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 traditional and charter public schools as well as alternative schools/programs via paper and electronic surveys during the 2001-02 school year. The reporting of these data was therefore a logistical challenge.

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 2001-02 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 LEA 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 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 superintendents and/or local boards of education, upon recommendation of principals, 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 and may become involved in health-risk behaviors or delinquent behaviors.

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 sometimes 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 sections of this report contain disaggregated data for suspensions and expulsions collected from all non-charter public schools in North Carolina. The next sections of this report include similar data for charter schools. The final section presents data on students served in alternative schools and alternative learning programs. The survey instruments used to gather the data in 2001-02 are included in Appendices A and B, and disaggregated suspension and expulsion data for the 2001-02 school year are displayed by LEA/charter school in Appendix C. **Please note that these data have not yet been fully verified for all LEAs and are subject to change in the final June 2003 version of this report. LEAs and charter schools whose data are displayed in regular font (i.e., not italics) in Appendix C are the only LEAs whose data were fully verified prior to the printing of this preliminary report.**

Comparison with Past Reports

The previous report in this series (covering the 2000-01 school year) did not contain data on short-term suspensions; those data were reported later in the year in a separate supplemental report. This year, however, the short-term suspension information is included in this main report. Also, as was mentioned in the 2000-01 report, the reporting of disaggregated data on students placed in ALPs called for in the legislation is now being drawn directly from the Student Data Rosters submitted by each ALP in the state each year as part of the legislatively-mandated annual ALP evaluation. Since the data for that evaluation are collected directly from the alternative programs themselves, they probably provide more reliable and accurate information on students served in those programs than the LEA-reported numbers that were collected in 2000-01. Where available, trend data on ALP students (as reported by ALPs) are also utilized to provide context for the current findings.

Several factors combined to make this year's study more challenging than it had been previously. In past years, the data for this report were gathered from each LEA and charter school via paper and electronic forms. In 2001-02, however, these data were collected at the school level, not the LEA level, which resulted in nearly 2,300 individual datafiles that had to be collected and combined compared to about 200 in past years. In addition, data from several LEAs and charter schools were either submitted late or needed to be corrected before processing,

which meant that the data for this report were not compiled into a single statewide database until December 2002.

Data Verification Issues

For the first time this year, NCDPI allowed LEAs and charter schools to provide corrections to their suspension and expulsion data during January 2003 in order to ensure that the resulting report was as accurate as possible. Over 20 LEAs provided corrected data for this report. In many cases, these corrections consisted of correcting underreporting of long-term suspensions, many of which had been inadvertently recorded as either suspensions of unknown duration or as expulsions. Other corrections mainly centered around fixing errors or omissions in demographic information for suspended and expelled students. Regardless of the nature of the corrections, however, in almost every case the corrected data resulted in an *increase* in the number of suspensions and expulsions being reported for those LEAs that made corrections. Many of these corrections were not fully reconciled until early in February 2003.

Following this correction period, however, it came to our attention that many other LEAs who did not contact NCDPI in January to offer corrections nonetheless still had significant errors in their data. This discovery prompted a delay in the issuing of this report along with a second plea to LEAs to contact NCDPI to correct any errors in their data by the end of March 2003. As of March 26, 2003, 43 additional LEAs and charter schools had corrected or verified their data, 37 were in the process of doing so but were unable to completely reconcile their information before the release of this preliminary report, and 83 others have yet to indicate to NCDPI whether their information is correct or whether it needs to be corrected in some fashion. Efforts to clear up these lingering uncertainties are ongoing and will be completed by May 2003 so that a final report can be issued in June 2003. **Based on the nature of the corrections made to date and those in progress, the major difference between this preliminary report and the final June 2003 report in terms of the statewide results will likely be a decrease in expulsions along with a slight increase in long-term suspensions.** The data regarding ALP placements will not change, as it is drawn from a separate data source.

Other Cautions Regarding Interpretation of Data

In the course of collecting these data in past years and conducting training for the current school year's (2002-03) Disciplinary Data Collection, NCDPI 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. Although this may seem obvious and inconsequential, it is not. The aforementioned absence of a statewide Student Code of Conduct, the implementation of so-called “zero tolerance” policies in various forms in some LEAs, and differing definitions of the term “suspension” across LEAs means that comparing counts or even rates of suspension between different LEAs will likely be an invalid measurement of the relative dispensation of disciplinary consequences. Therefore, the disaggregated LEA-level data in Appendix C are most useful for within-LEA comparisons of suspension and expulsion rates between subgroups and should *not* be used to characterize the disciplinary environment of any LEA or set of LEAs against others.

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 throughout this report, these two subgroups are usually 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.

It is also possible that even the verified LEA counts listed in Appendix C may differ slightly from the counts LEAs themselves may report locally. Some LEAs identified discrepancies in the numbers reported in Appendix C of this report but were unable to fully reconcile them with their own numbers. Some school systems have multiple data collection mechanisms for gathering and reporting disciplinary information that may not produce exactly the same counts and that may have contributed to those discrepancies. In addition, contractors working on the data collection for this report did implement some data quality control procedures that resulted in the deletion of some records that appeared to be duplicates (e.g., the same suspension or expulsion listed twice in a school’s datafile), which may also result in discrepancies between what is reported here and what an individual LEA may report in another context. Training and standardization efforts have been underway over the past two years and are continuously ongoing in an effort to ameliorate these kinds of difficulties and to ensure that the data underlying this report are as accurate as possible.

Critical Issues

The Use of Data to Stereotype Students

The data in this report indicate that suspensions and expulsions continue to increase 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 disciplined students, including those provided by community groups and agencies, that address both academic and non-academic needs.

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.

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, 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. According to a previous DPI study, about three-quarters of students who were long-term suspended or expelled in 1999-00 had the opportunity to attend alternative learning programs (NCDPI, 2001b). Those who are suspended and/or expelled and not placed in these or other programs, however, may go unsupervised and unserved. This may in turn result in negative academic consequences and may place those students at risk for 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.

In addition, it is critically important that high numbers of suspensions and expulsions in any one school or LEA not necessarily be viewed as indicative of an unsafe school environment. High numbers of suspensions and expulsions may in fact be a reflection of school environments where student misbehavior is not tolerated, where offenders are routinely identified and sanctioned, and/or where schools are diligent about recording and reporting accurate data on disciplinary events. In essence, the disciplinary data in this report represents only the numbers of students who “got caught”. Students whose misbehavior goes undiscovered or unpunished, or whose data do not get recorded for whatever reason, are not included in these figures. If it was possible to count all of those events and append them to the data reported here, the overall numbers as well as the relative distribution of the figures across years, across student subgroups, and across schools and LEAs might change.

Data that only measure negative events – and in this case, only those for which school staff were actually able to identify a student perpetrator – also do not fully capture the range of factors that affect safety. Support systems and processes in place for students who misbehave, the extent to which students feel that school staff are concerned and vigilant about maintaining safety, and the regularity with which disciplinary events are dealt with in a fair, consistent, and timely manner are but a few of the positive indicators of safety which often go unmeasured, yet they are equally if not more important to cultivating a safe, orderly, and healthy school environment than are the data reported in this document.

Section 1.1: LEA Short-Term Suspensions

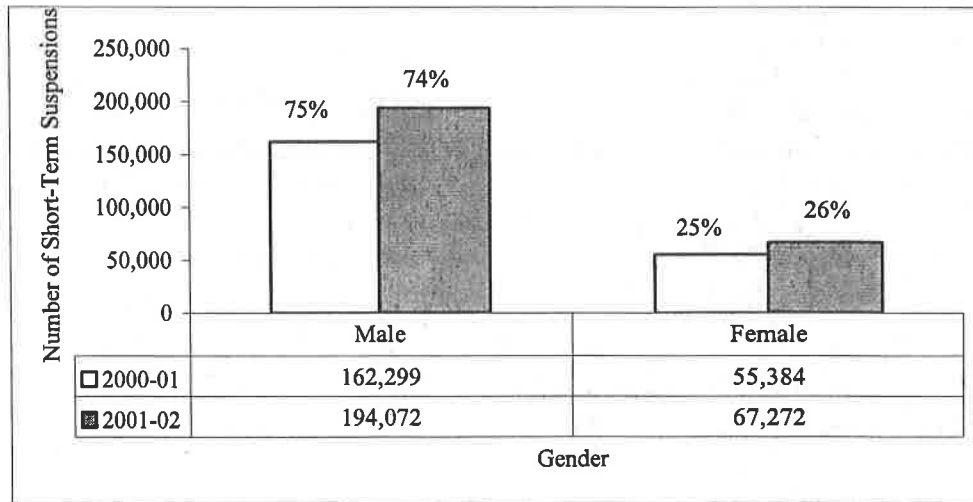
Short-Term Suspensions

This section reports data for students who were suspended for 10 days or less from the 117 LEAs across North Carolina. The data here reflect short-term suspensions that may include multiple suspensions per student. In addition to displaying numbers and percentages of suspensions given to different subgroups of students, charts are also presented showing suspension rates for selected subgroups. Calculating *rates* of suspension (e.g., the number of suspensions per 10 students enrolled) is one way to compare the extent of representation across groups more accurately than simple percentages, particularly when the groups vary widely in size. Rates can fluctuate greatly from year to year when the number of students is small, however; therefore, rates reported for small subgroups of students in this and subsequent sections of the report should be interpreted cautiously.

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 receive multiple short-term suspensions each 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., Figures 4 & 5) 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 of Black students.

Short-Term Suspensions by Gender



Note: Gender was not reported for 75 short-term suspensions in 2000-01 and for 243 short-term suspensions in 2001-02. The numbers in parentheses indicate the percentage of suspensions in each gender.

Figure 1. Number of Short-Term Suspensions by Gender.

- A total of 261,587 suspensions for ten days or less occurred in 2001-02. This represents a 20% increase from the previous year (217,758).
- The 261,587 short-term suspensions in 2001-02 were given to 134,133 different students (i.e., some students were suspended more than once), for an average of approximately 2 short-term suspensions per suspended student.
- These 261,372 short-term suspensions in 2001-02 totaled 748,885 school days, or an average of 2.9 school days per suspension.
- As in 2000-01, the majority (74%) of short-term suspensions in 2001-02 were given to male students.

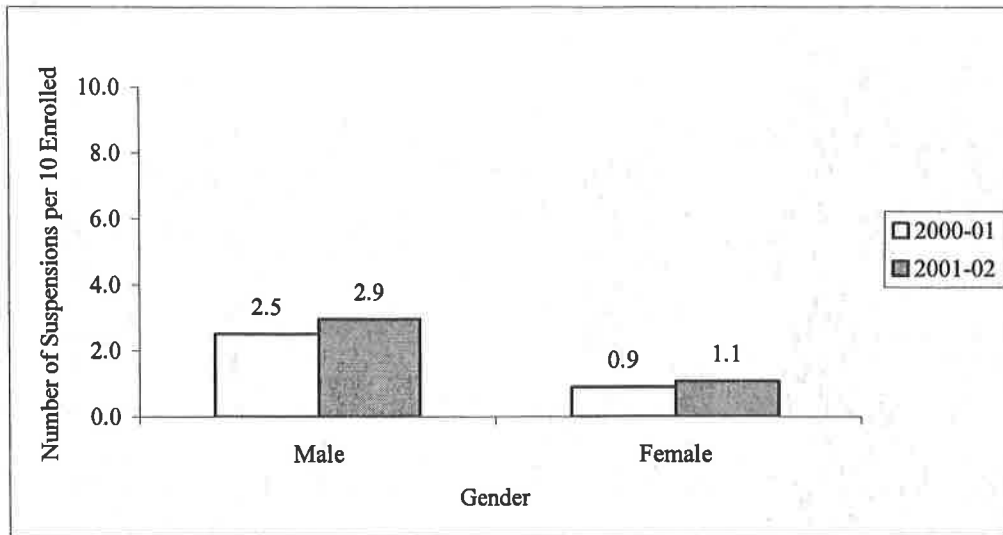
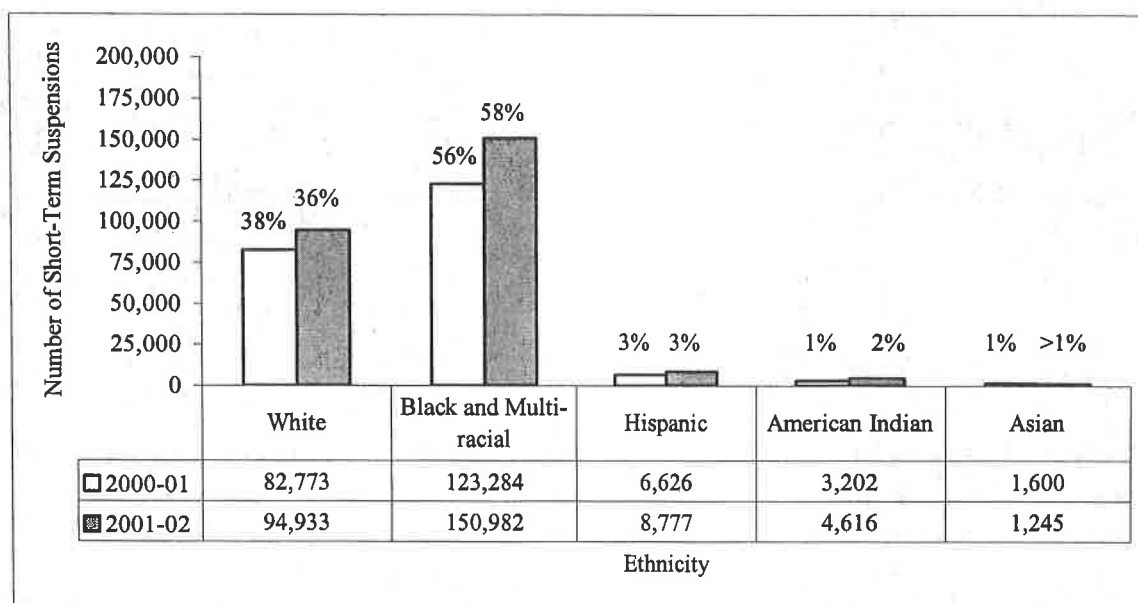


Figure 2. Short-Term Suspension Rates by Gender.

- Rates of short-term suspension increased for both males and females in 2001-02.
- The rate of short-term suspensions for male students in both 2000-01 and 2001-02 was nearly 3 times higher than for females.

Short-Term Suspensions by Ethnicity



Note: Ethnicity was not reported or was given as "Other" for 273 short-term suspensions given in 2000-01 and for 1,034 in 2001-02. The percentages in the chart represent the percentages of short-term suspensions in each ethnicity.

Figure 3. Number of Short-Term Suspensions by Ethnicity.

- White and Black/Multi-racial students accounted for the vast majority of short-term suspensions in both 2000-01 and 2001-02 (95%).
- Over half of all of the short-term suspensions given in 2000-01 and 2001-02 were given to Black/Multi-racial students.
- There was an increase in the number of short-term suspensions given across all ethnic groups in 2001-02 except Asian.

Short-Term Suspensions by Ethnicity and Gender

Ethnicity/Gender	# of Short-Term Suspensions		% of Short-Term Suspensions		% of Statewide Membership	
	2000-01	2001-02	2000-01	2001-02	2000-01	2001-02
Asian Males	1,279	950	1	<1	1	1
Asian Females	321	295	<1	<1	1	1
Black and Multi-Racial Males	88,298	107,937	41	41	16	16
Black Males	86,579	106,181	40	41	NA	NA
Multi-Racial Males	1,719	1,756	1	1	NA	NA
Black and Multi-Racial Females	34,974	43,011	16	17	15	15
Black Females	34,296	42,181	16	16	NA	NA
Multi-Racial Females	678	830	<1	<1	NA	NA
Hispanic Males	5,135	6,863	2	3	2	3
Hispanic Females	1,490	1,912	1	1	2	3
American Indian Males	2,409	3,396	1	1	1	1
American Indian Females	793	1,217	<1	<1	1	1
White Males	65,035	74,139	30	28	31	31
White Females	17,727	20,637	8	8	30	29
Total Number	217,461	260,545			1,268,422	1,268,931

Note: Ethnicity and/or gender was not reported or was reported as "Other" for 297 short-term suspensions in 2000-01 and for 1,042 in 2001-02. Percentages may not add to exactly 100 due to rounding.

Table 1. Short-Term Suspensions by Ethnicity and Gender.

- As in 2000-01, the percentage of short-term suspensions given to males in 2001-02 was higher than that for females within every ethnic group.
- In both 2000-01 and 2001-02, Black/Multi-racial males represented approximately 16% of the overall student population. However, they accounted for 41% of the short-term suspensions given during those same years.
- In both 2000-01 and 2001-02, Black/Multi-racial females accounted for a percentage of short-term suspensions that was roughly equal to their representation in the overall student population. In contrast, White females during those same years represented 29-30% of the overall student population, but they accounted for only 8% of short-term suspensions.

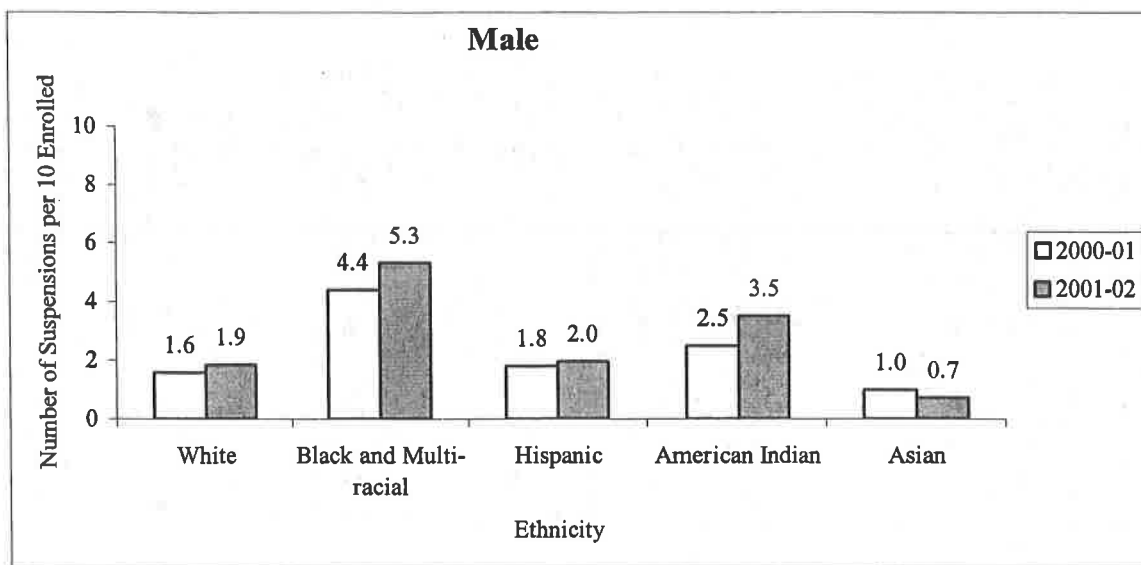


Figure 4. Male Short-Term Suspension Rates by Ethnicity.

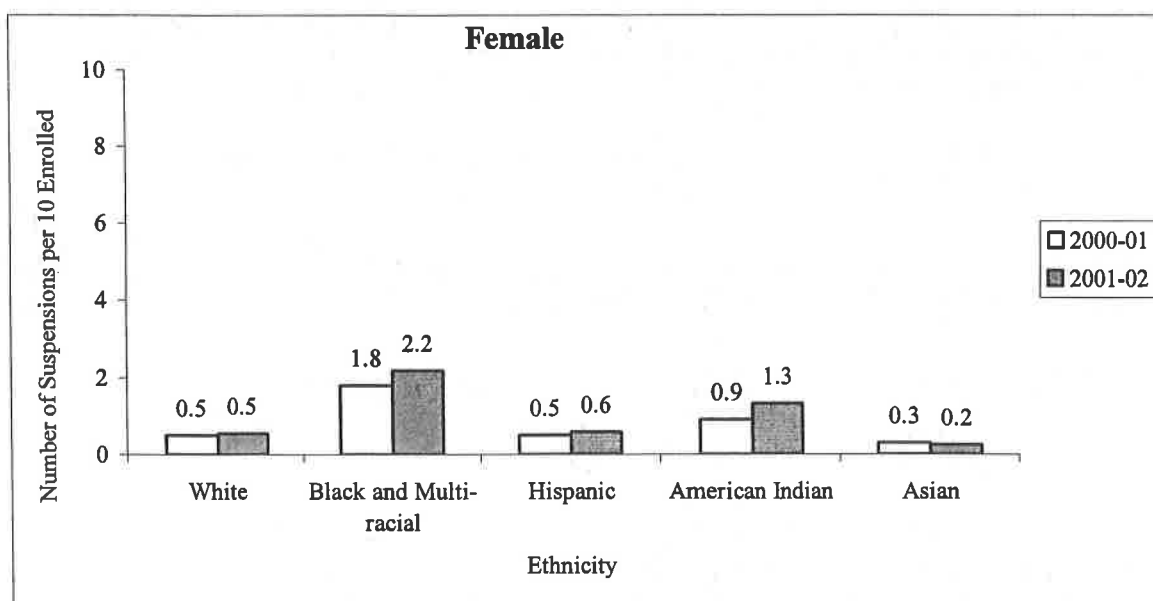
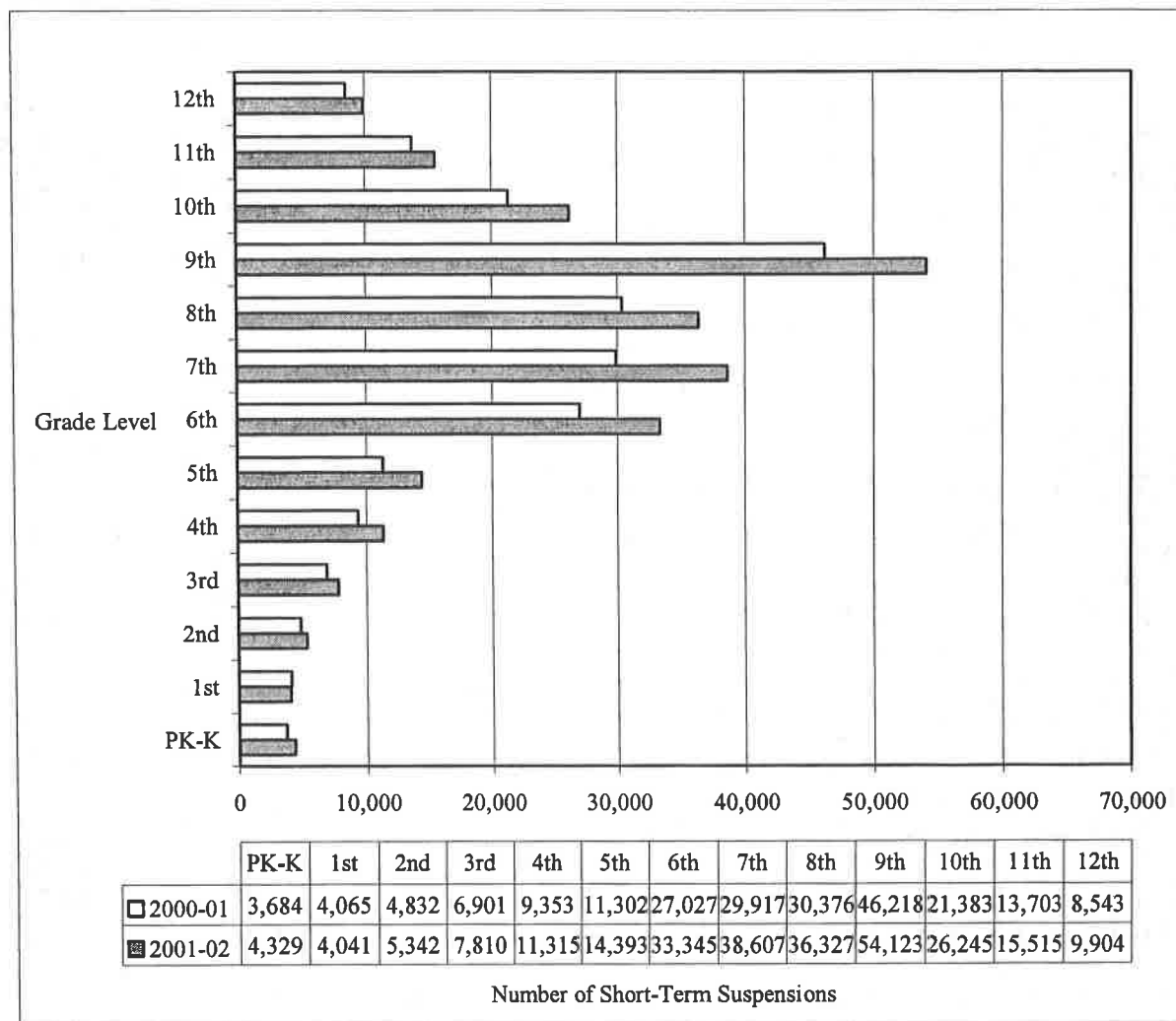


Figure 5. Female Short-Term Suspension Rates by Ethnicity.

- In both 2000-01 and 2001-02 among both males and females, Black/Multi-racial students had the highest rate of short-term suspensions, followed by American Indian students.
- The largest rate increases for each gender in 2001-02 were also among Black/Multi-racial and American Indian students.

Short-Term Suspensions by Grade Level

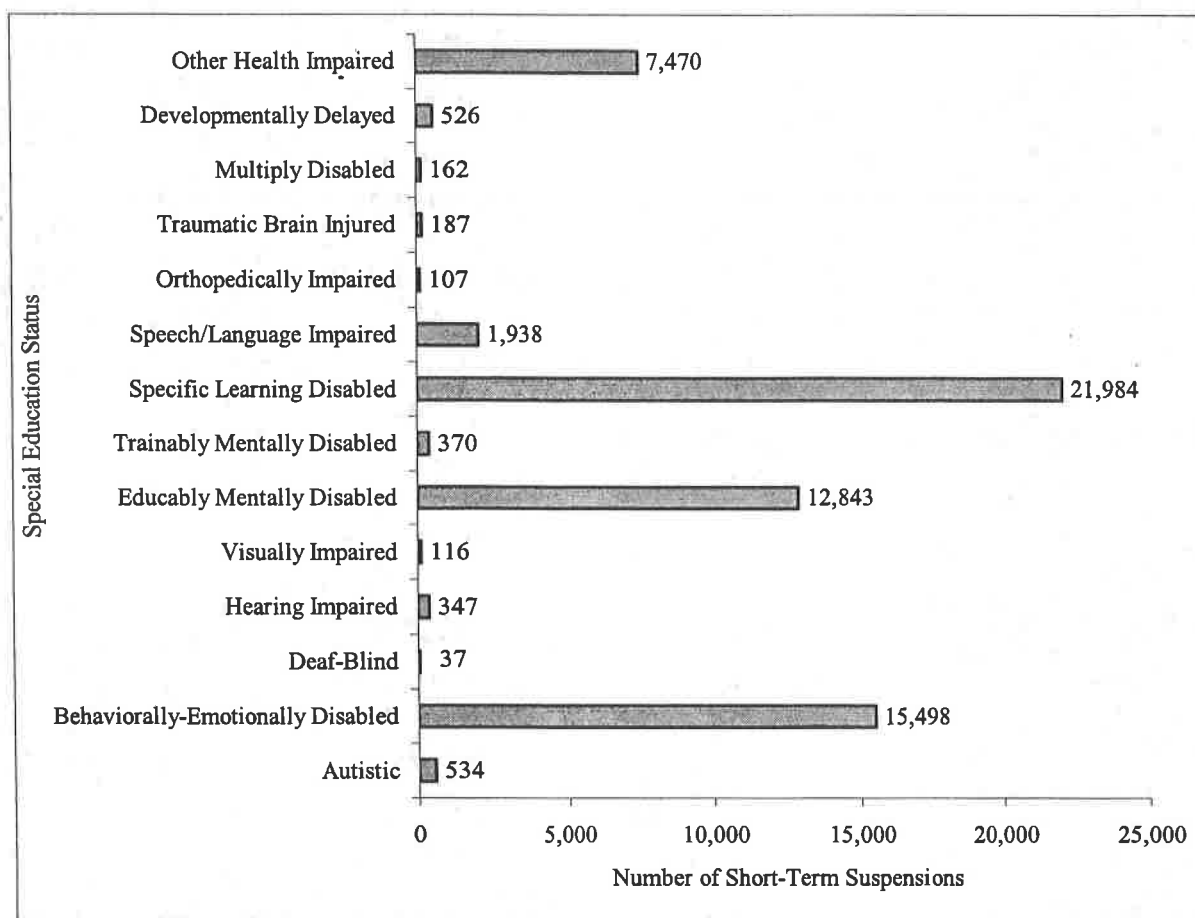


Note: Grade level was not reported for 454 short-term suspensions given in 2000-01 and 291 in 2001-02.

Figure 6. Number of Short-Term Suspensions by Grade Level.

- The most common grade level for short-term suspensions in both 2000-01 and 2001-02 was the ninth grade (21% each year).
- The incidence of short-term suspensions in both 2000-01 and 2001-02 rose dramatically in the middle grades up through grade nine, then steadily declined in grades ten through twelve.
- Compared to 2000-01, the number of short-term suspensions increased in 2001-02 in each grade level except 1st grade.
- The largest increases between 2000-01 and 2001-02 were in 7th grade (29% increase), 5th grade (27%), and 10th grade (23%).

Short-Term Suspensions for Students Receiving Special Education Services



Note: Special education status was not reported for 77 short-term suspensions given in 2001-02.

Figure 7. Number of Short-Term Suspensions by Special Education Status.

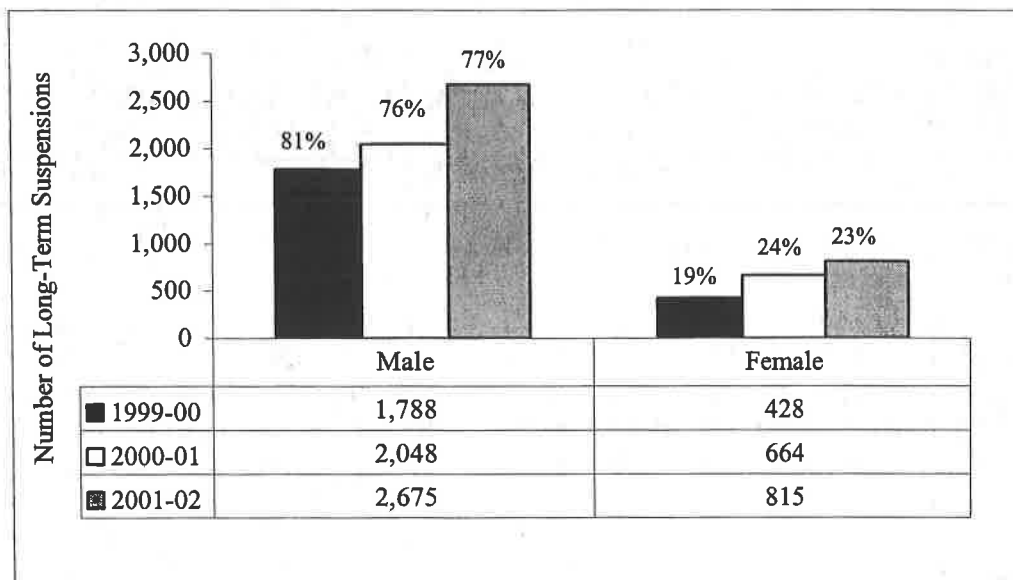
- In 2001-02, students receiving special education services accounted for approximately 24% of all short-term suspensions. In 2000-01, this figure was 27%.
- The majority of short-term suspensions given to students receiving special education services in 2001-02 were given to students whose primary service category was either specific learning-disabled, behaviorally-emotionally disabled, educably mentally disabled, or other health impaired.

Section 1.2: LEA Long-Term Suspensions

This section reports data for students who were suspended for 11 or more days. The data here reflect long-term suspensions (LTSS) that 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, particularly when the groups vary widely in size.

It should be noted that these data 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 any given year; therefore, these charts represent numbers of suspensions, not unique students.

Long-Term Suspensions by Gender



Note: The numbers in the chart indicate the percentage of suspensions in each gender. Gender was not recorded for two long-term suspensions in 2001-02.

Figure 8. Number of Long-Term Suspensions by Gender.

- The number of long-term suspensions has increased by more than 20% in each of the past two years.
- Similar to previous years, the majority of long-term suspensions in 2001-02 were given to male students.
- The 3,492 long-term suspensions in 2001-02 were given to 3,347 different students (i.e., a small number of students were long-term suspended more than once).
- Long-term suspensions in 2001-02 totaled 223,439 school days, or an average of approximately 64 school days per suspension.²

² These calculations do not include 126 yearlong suspensions (i.e., 365-day suspensions) for which the total number of suspended days corresponding *specifically* to the 2001-02 school year could not be accurately calculated. Therefore, had those been included, these calculations would have been slightly higher.

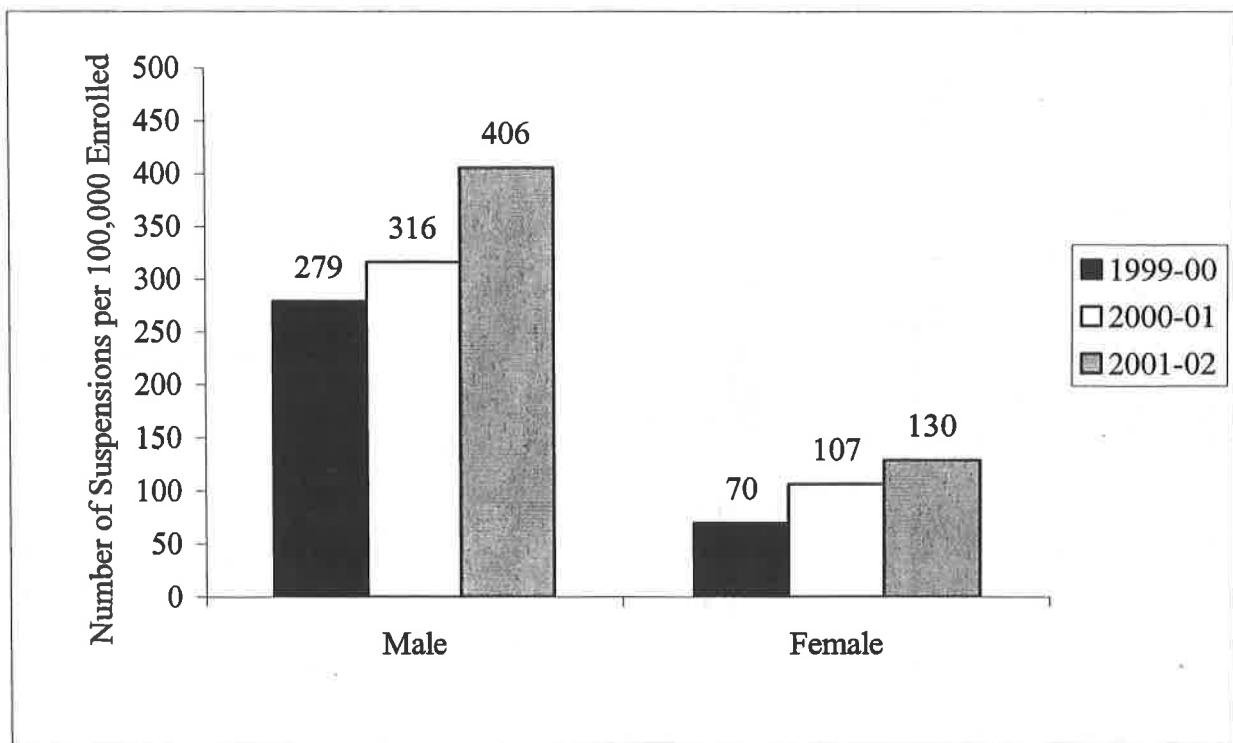
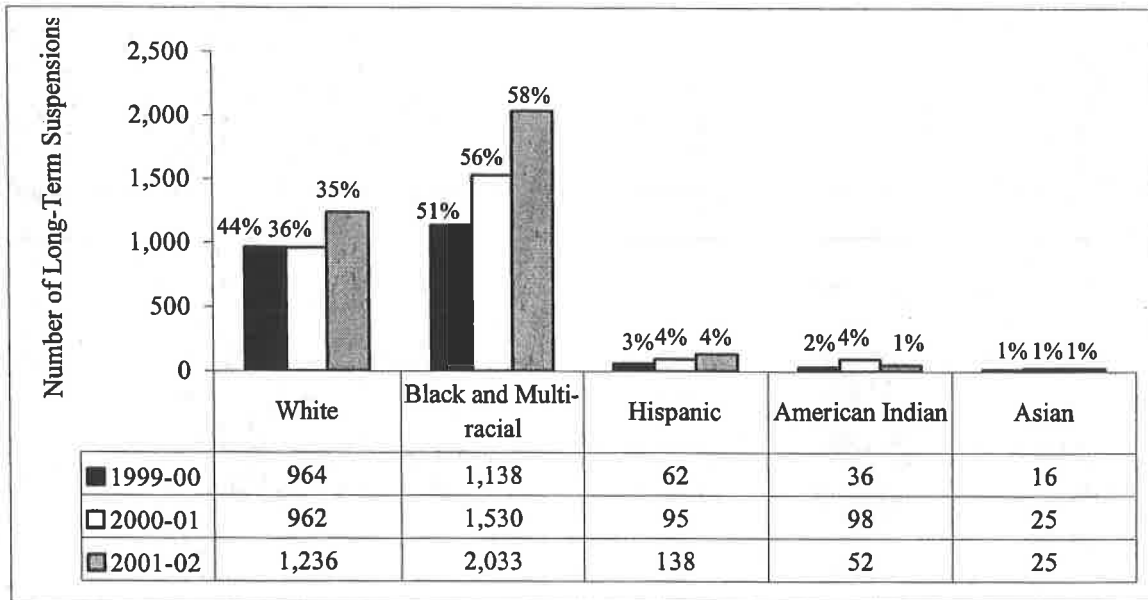


Figure 9. Long-Term Suspension Rates by Gender.

- The rate of long-term suspensions for male students increased 13% between 1999-00 and 2000-01, and then increased 28% between 2000-01 and 2001-02.
- The rate of long-term suspensions for female students increased 53% between 1999-00 and 2000-01, and then increased 21% between 2000-01 and 2001-02.
- Similar to what is shown by the raw percentages in Figure 8, the rate of long-term suspensions for male students is over 3 times higher than for females.

Long-Term Suspensions by Ethnicity



Note: The percentages in the chart indicate the percentage of suspensions in each ethnicity. Ethnicity was not reported or was reported as "Other" for a small number of long-term suspensions each year.

Figure 10. Number of Long-Term Suspensions by Ethnicity.

- White and Black students have accounted for the vast majority of long-term suspensions each year since 1999-00.
- The number of long-term suspensions given to White, Black/Multi-racial, and Hispanic students increased in 2001-02, while the number given to American Indian students decreased.
- The number of long-term suspensions given to Black/Multi-racial students has nearly doubled (from 1,138 to 2,033) since 1999-00.
- The number of long-term suspensions given to Hispanic students has more than doubled (from 62 to 138) in the past two years.

Long-Term Suspensions by Ethnicity and Gender

Ethnicity/Gender	# of Long-Term Suspensions			% of Long-Term Suspensions			% of Statewide Membership		
	99-00	00-01	01-02	99-00	00-01	01-02	99-00	00-01	01-02
Asian Males	14	16	23	1	1	1	1	1	1
Asian Females	2	9	2	<1	<1	<1	1	1	1
Black and Multi-Racial Males	867	1,123	1,536	39	41	44	16	16	16
Black Males	853	1,096	1,506	38	40	43	NA	NA	NA
Multi-Racial Males	14	27	30	1	1	1	NA	NA	NA
Black and Multi-Racial Females	271	407	497	12	15	14	15	15	15
Black Females	265	397	489	12	15	14	NA	NA	NA
Multi-Racial Females	6	10	8	<1	<1	<1	NA	NA	NA
Hispanic Males	55	77	117	2	3	3	2	2	3
Hispanic Females	7	18	21	<1	1	1	2	2	3
American Indian Males	32	67	40	1	2	1	1	1	1
American Indian Females	4	31	12	<1	1	<1	1	1	1
White Males	820	763	955	37	28	27	32	31	31
White Females	144	199	281	7	7	8	30	30	29
Total Number	2,216	2,710	3,484				1,252,597	1,268,422	1,268,931

Note: Ethnicity and/or gender was not reported or was reported as "Other" for a small number of long-term suspensions each year.

Table 2. Long-Term Suspensions by Ethnicity and Gender.

- The percentage of long-term suspensions given to males was higher than that for females in every ethnic group across all three years.
- Black/Multi-racial males represented approximately 16% of the overall student population over the past three years. However, they have accounted for 39-44% of the long-term suspensions given during those same years
- The percentage of long-term suspensions given to White males in both 2000-01 and 2001-02 was slightly lower than their representation in the overall student population.
- In both 2000-01 and 2001-02, 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 29-30% of the overall student population, but they accounted for only 7-8% of long-term suspensions.

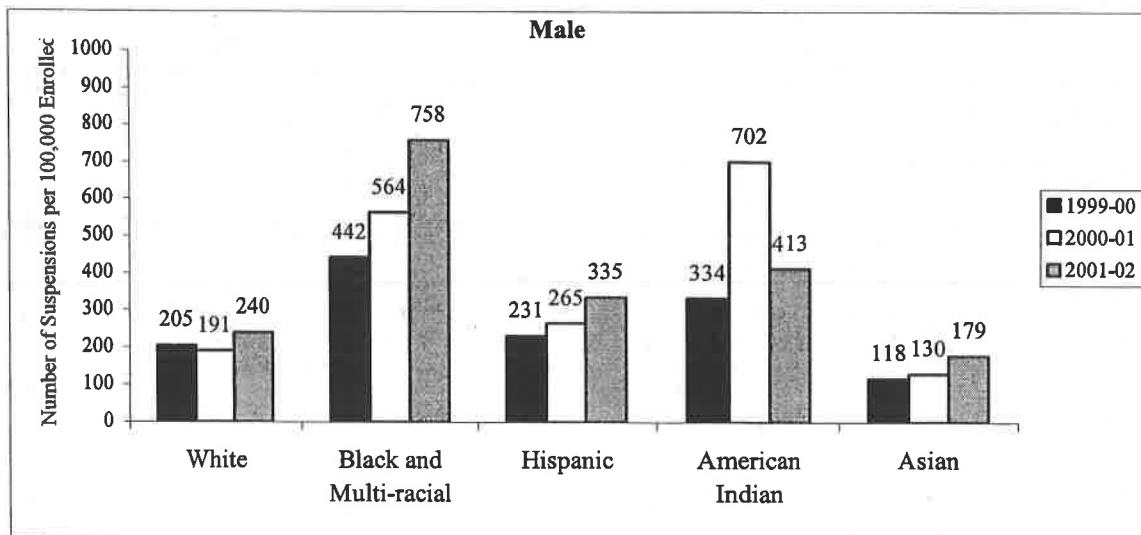


Figure 11. Male Long-Term Suspension Rates by Ethnicity.

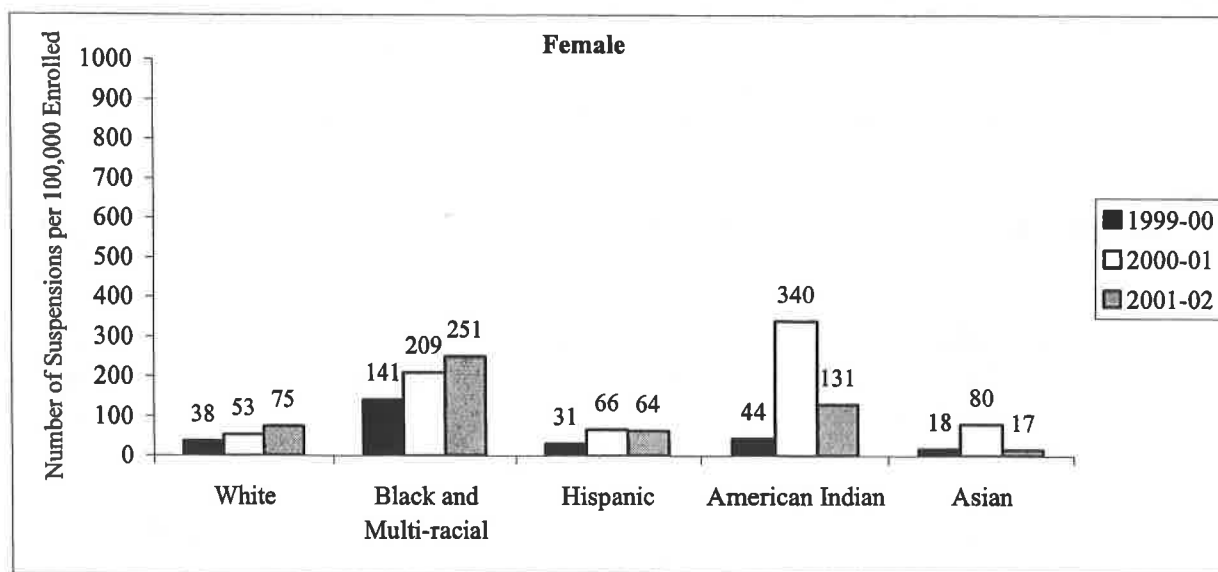
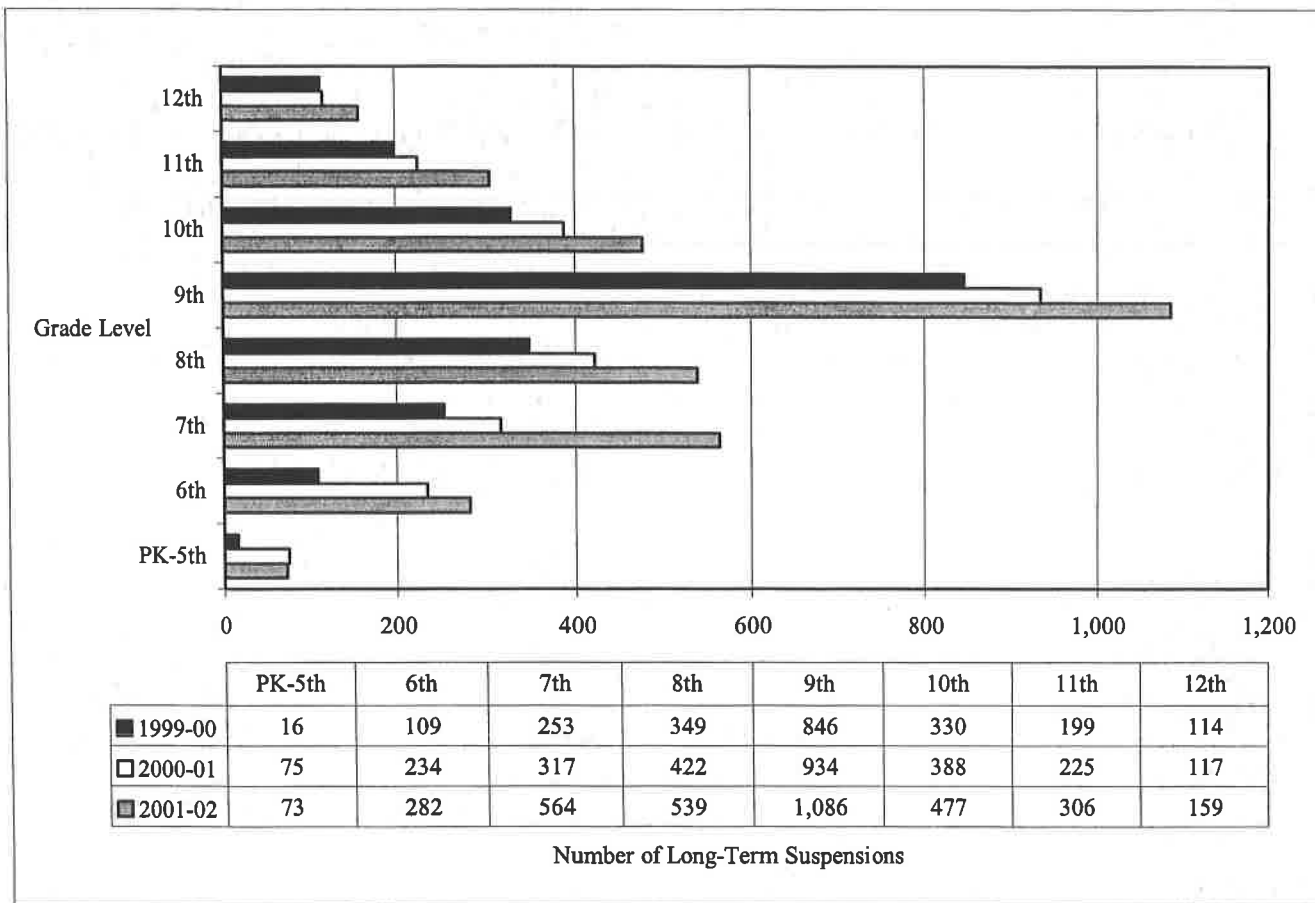


Figure 12. Female Long-Term Suspension Rates by Ethnicity.

- A comparison of Figures 11 and 12 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 2001-02 for White and Black/Multi-racial students in both gender groups. Rates also increased for Hispanic and Asian males.
- Long-term suspension rates decreased in 2001-02 among male and female American Indian students as well as Hispanic females and Asian females.
- Among females, White students showed the greatest increase in rates of long-term suspensions between 2000-01 and 2001-02 (42% increase). Among males, the largest rate increase was among Asians (38% increase).

Long-Term Suspensions by Grade Level

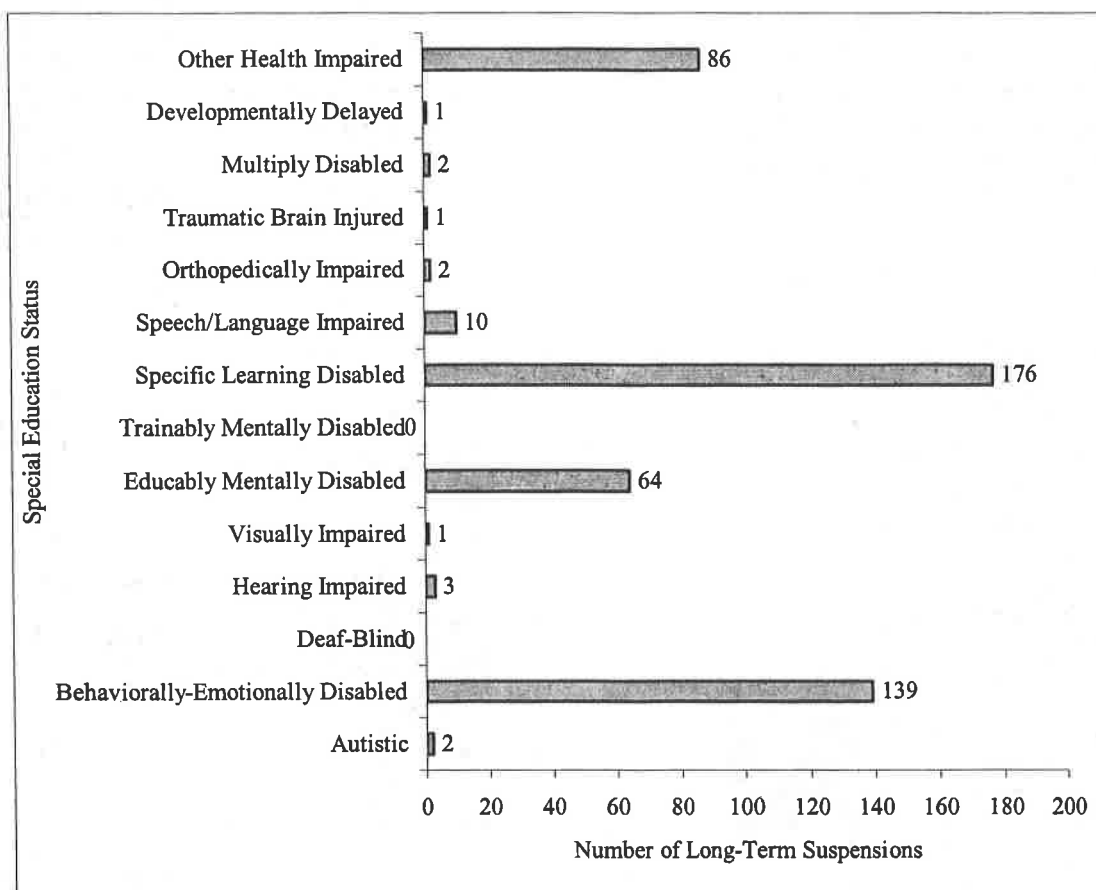


Note: Grade level was not provided for six long-term suspensions in 2001-02.

Figure 13. Number of Long-Term Suspensions by Grade Level.

- Very few long-term suspensions were given to students in grades K through five in either year. Starting in grade six, the number of long-term suspensions begins to increase and peaks at grade nine.
- The number of long-term suspensions increased between 2000-01 and 2001-02 at every grade level above 5th grade. The largest increase was in 7th grade (78%).
- Approximately one-third of all long-term suspensions over the past three years were given to 9th grade students.
- Similar to the pattern seen for short-term suspensions, the incidence of long-term suspensions increases throughout the middle grades, peaks at grade nine, then steadily declines in grades ten through twelve.

Long-Term Suspensions for Students Receiving Special Education Services



Note: Special education status was not recorded for 15 long-term suspensions in 2001-02.

Figure 14. Number of Long-Term Suspensions by Special Education Status.

- The general trend of increases in numbers of long-term suspensions in the overall student population is not evident among students receiving special education services. In 2001-02, they accounted for approximately 14% of all long-term suspensions, down from 18% in 2000-01.
- The majority of long-term suspensions given to students receiving special education services in 2001-02 were given to students whose primary service category was either specific learning-disabled, behaviorally-emotionally disabled, or other health impaired.

Multiple Suspensions

This section reports data for students who were suspended on multiple occasions during 2001-02. Data are shown separately for students receiving multiple short-term suspensions (i.e., multiple suspensions of less than 11 days each) and for students receiving multiple long-term suspensions (i.e., multiple suspensions of 11 days or more each).

Multiple Short-Term Suspensions

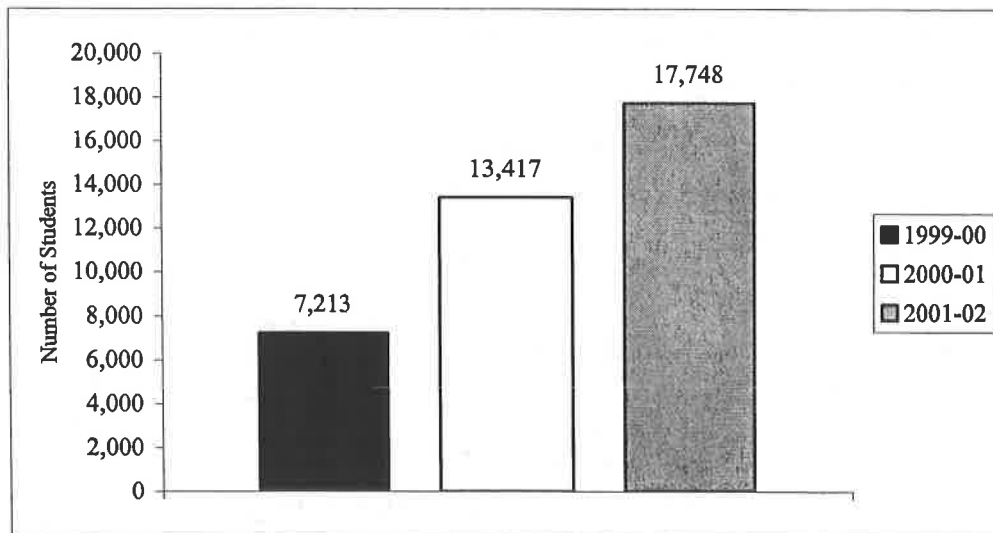


Figure 15. Number of Students with Multiple Short-Term Suspensions that when Added Together Equal More than 10 Days.

- 17,748 students were short-term suspended multiple times totaling more than 11 days in 2001-02. This represents a 32% increase compared to the 2000-01 school year. (Note that in 1999-00, only 92 of the 117 LEAs responded to this question, therefore the 1999-00 figure of 7,213 may be artificially low.)

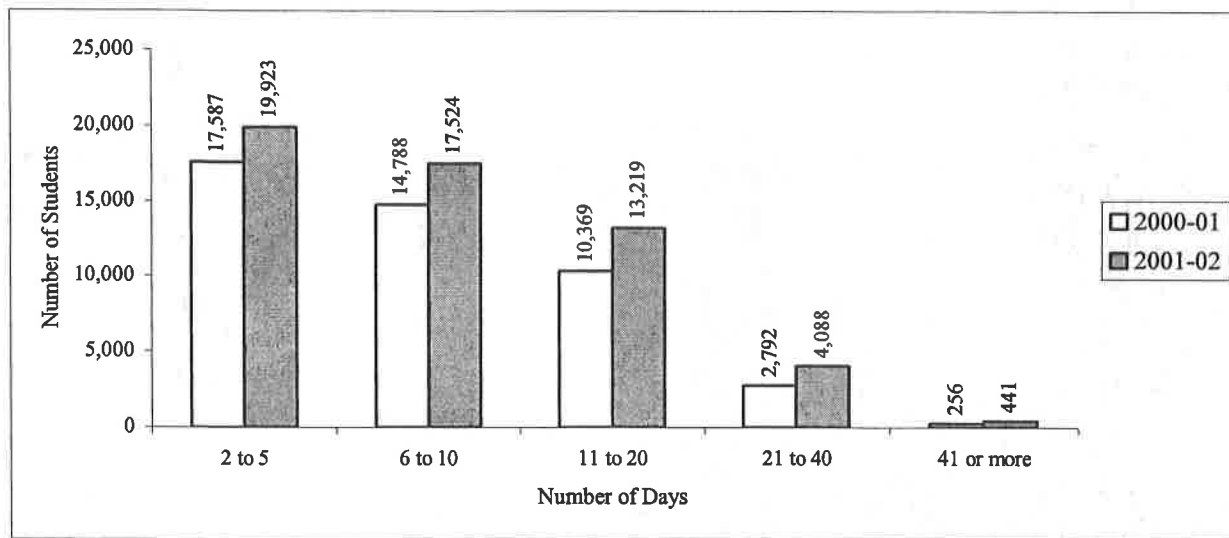


Figure 16. Duration of Multiple Short-Term Suspensions Given to Students.

- The total number of students receiving multiple short-term suspensions of any length in 2001-02 was 55,195, up from 45,792 in 2000-01. Of those, 37,447 students had multiple short-term suspensions that totaled 10 days or less.

Multiple Long-Term Suspensions

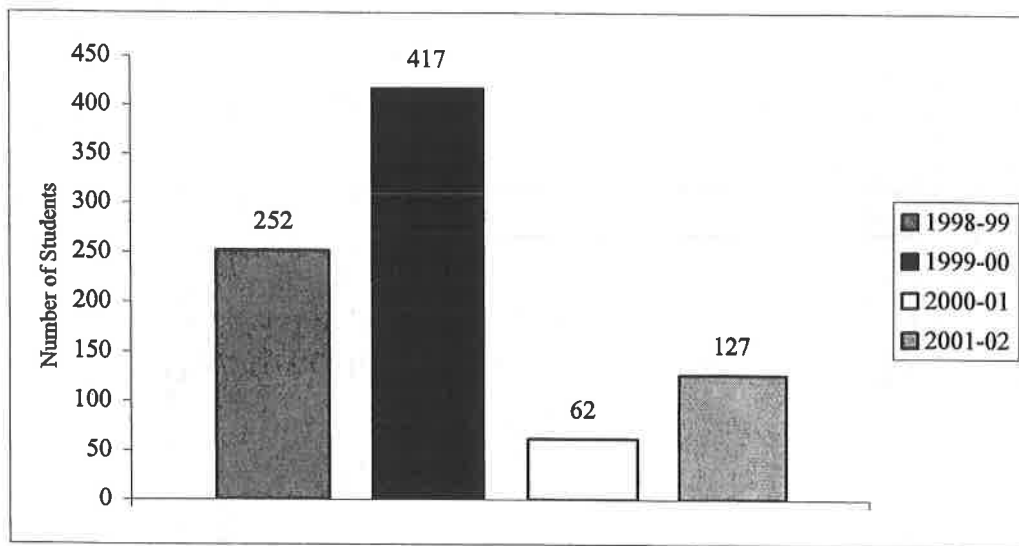


Figure 17. Number of Students with Multiple Long-Term Suspensions.

- The number of students who received multiple long-term suspensions doubled in 2001-02 after decreasing substantially in 2000-01.

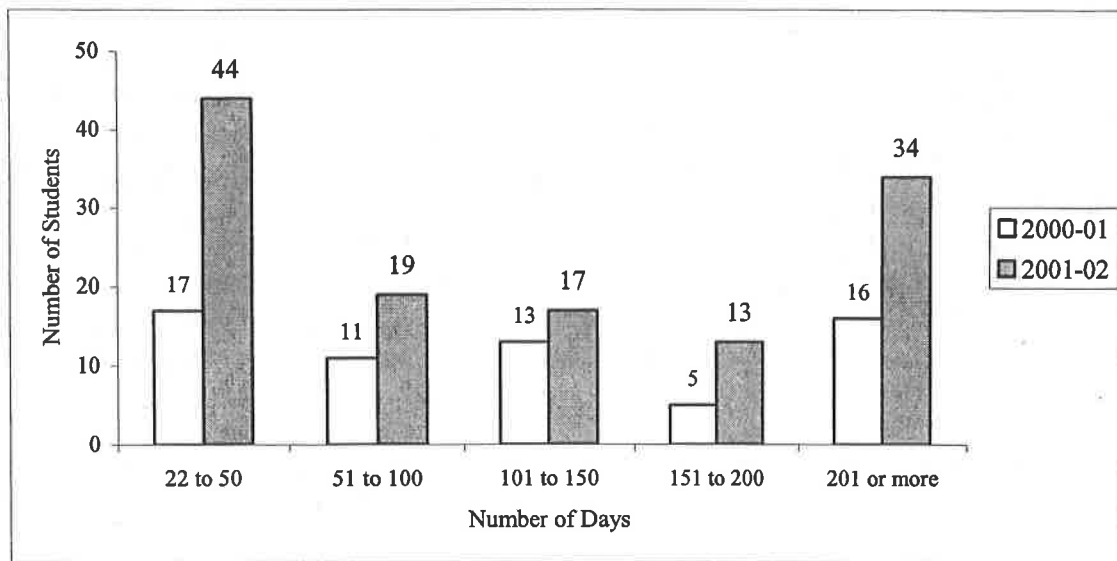


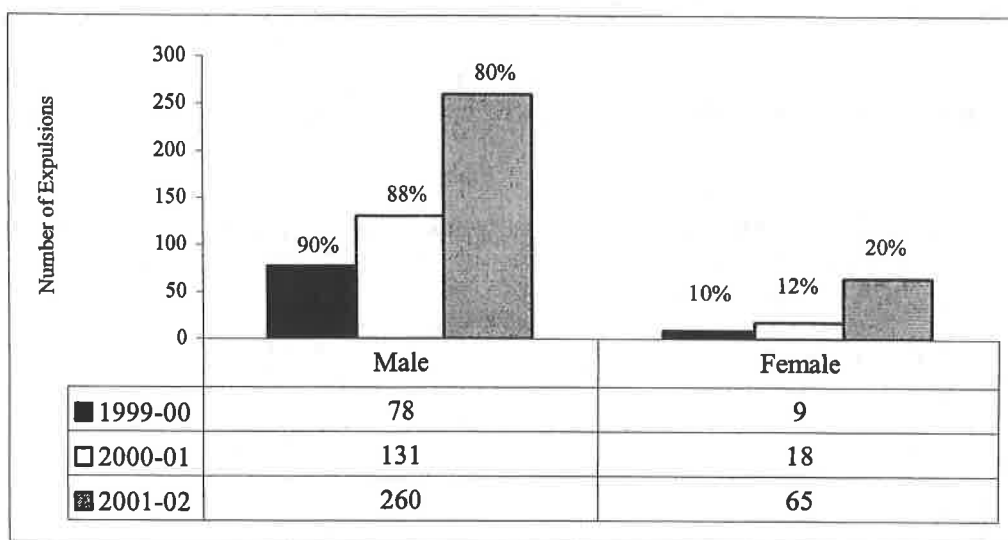
Figure 18. Duration of Multiple Long-Term Suspensions Given to Students.

- In 2001-02, 127 students received 269 multiple long-term suspensions, averaging 2.1 per student. Approximately half of those 127 students received multiple long-term suspensions totaling more than 100 days.

Section 1.3: LEA Expulsions

This section reports data for students who were expelled from school during the 2001-02 school year. Students who are expelled from school in North Carolina are never allowed to return to the North Carolina public schools again, although many are subsequently served in alternative learning programs (NCDPI, 2001b). 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, particularly when the groups vary widely in size.

Expulsions by Gender

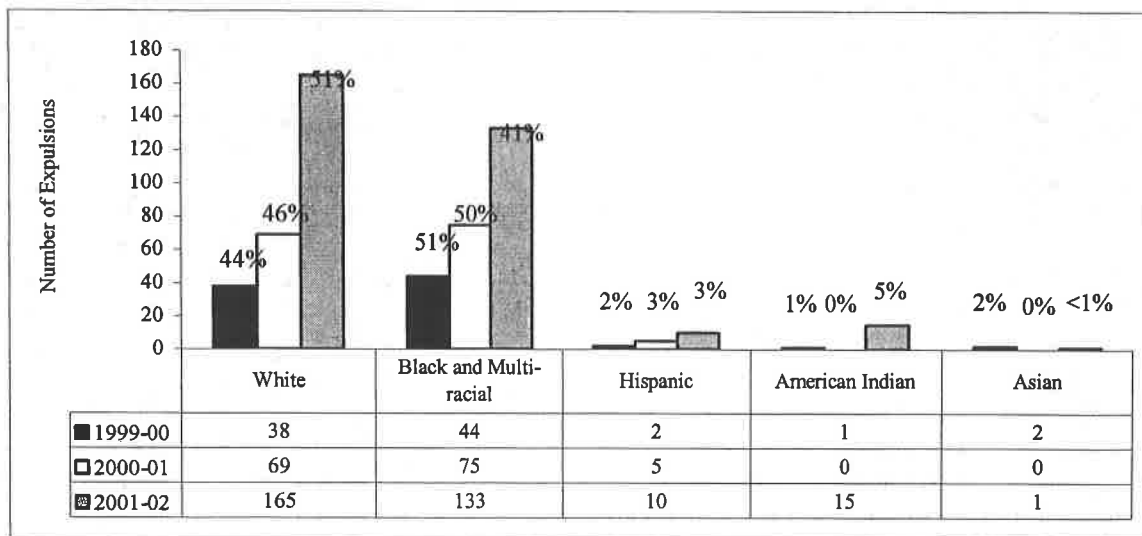


Note: The numbers in parentheses indicate the percentage of expulsions by gender. There was no gender recorded for two expulsions in 2001-02.

Figure 19. Number of Expulsions by Gender.

- In 2001-02, 327 students were expelled. This represents a 119% increase from 2000-01.
- The percentage of expulsions accounted for by females has doubled in the past two years.

Expulsions by Ethnicity



Note: There was no ethnicity recorded for two expulsions in 2001-02.

Figure 20. Number of Expulsions by Ethnicity.

- Compared to 2000-01, expulsions increased across all ethnic groups in 2001-02. In particular, the number of White students expelled from school in 2001-02 was approximately 2.4 times higher than in 2000-01.
- As previous years, the vast majority of expelled students in 2001-02 were either White (51%) or Black/Multi-racial (41%).

Expulsions by Ethnicity and Gender

Ethnicity/Gender	# of Expulsions			% of Expulsions			% of Statewide Membership		
	99-00	00-01	01-02	99-00	00-01	01-02	99-00	00-01	01-02
Asian Males	1	0	1	1	0	<1	1	1	1
Asian Females	1	0	0	1	0	0	1	1	1
Black and Multi-Racial Males	41	66	110	47	44	34	16	16	16
Black Males	41	66	107	47	44	33	NA	NA	NA
Multi-Racial Males	0	0	3	0	0	1	NA	NA	NA
Black and Multi-Racial Females	3	9	23	4	6	7	15	15	15
Black Females	3	9	23	4	6	7	NA	NA	NA
Multi-Racial Females	0	0	0	0	0	0	NA	NA	NA
Hispanic Males	2	5	8	2	3	2	2	2	3
Hispanic Females	0	0	2	0	0	<1	2	2	3
American Indian Males	1	0	12	1	0	4	1	1	1
American Indian Females	0	0	3	0	0	1	1	1	1
White Males	33	60	128	38	40	39	32	31	31
White Females	5	9	37	6	6	11	30	30	29
Total Number	87	149	325				1,252,597	1,268,422	1,268,931

Note: There was either no gender or ethnicity recorded for two expulsions in 2001-02.

Table 3. Expulsions by Ethnicity and Gender.

- Similar to previous years, White and Black/Multi-racial males accounted for most (73%) of the expelled students in 2001-02.
- Although the percentage declined in 2001-02, Black/Multi-racial males still made up 34% of the expelled students last year, despite the fact that they account for only 16% of the overall student population.
- White males and American Indian males are also overrepresented among expelled students, relative to their presence in the overall student population. All other groups except American Indian females are underrepresented.

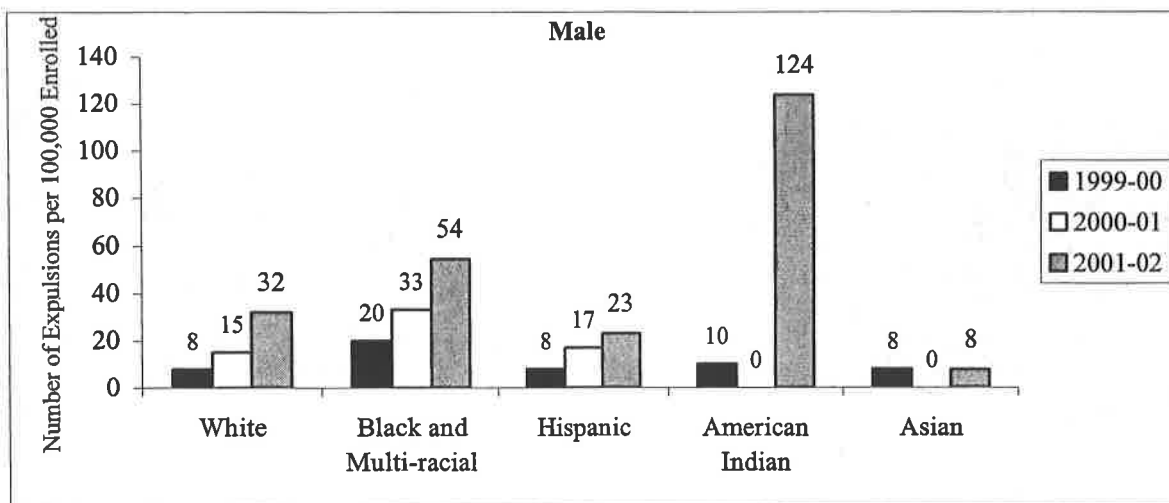


Figure 21. Male Expulsion Rates by Ethnicity.

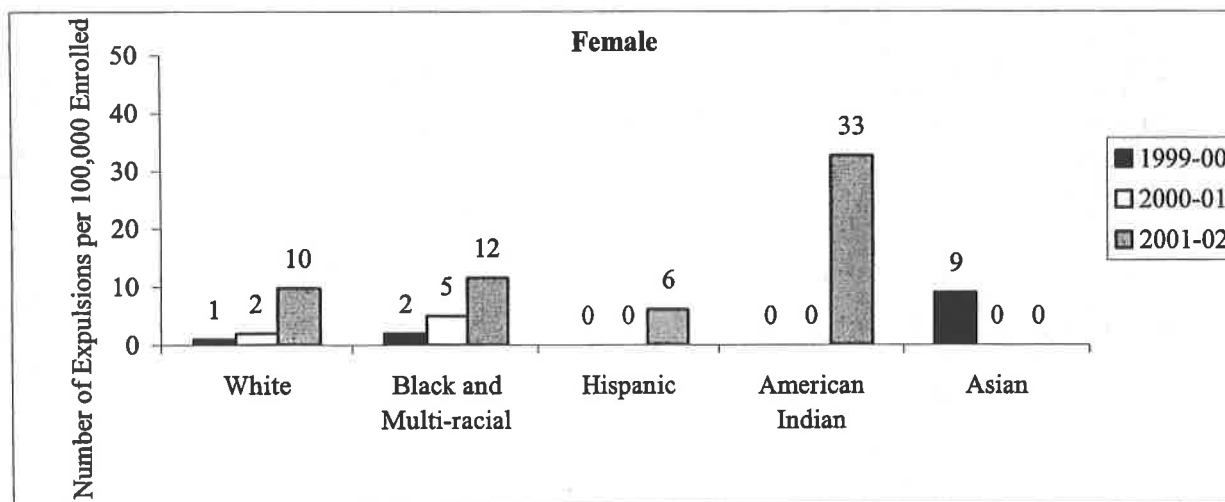
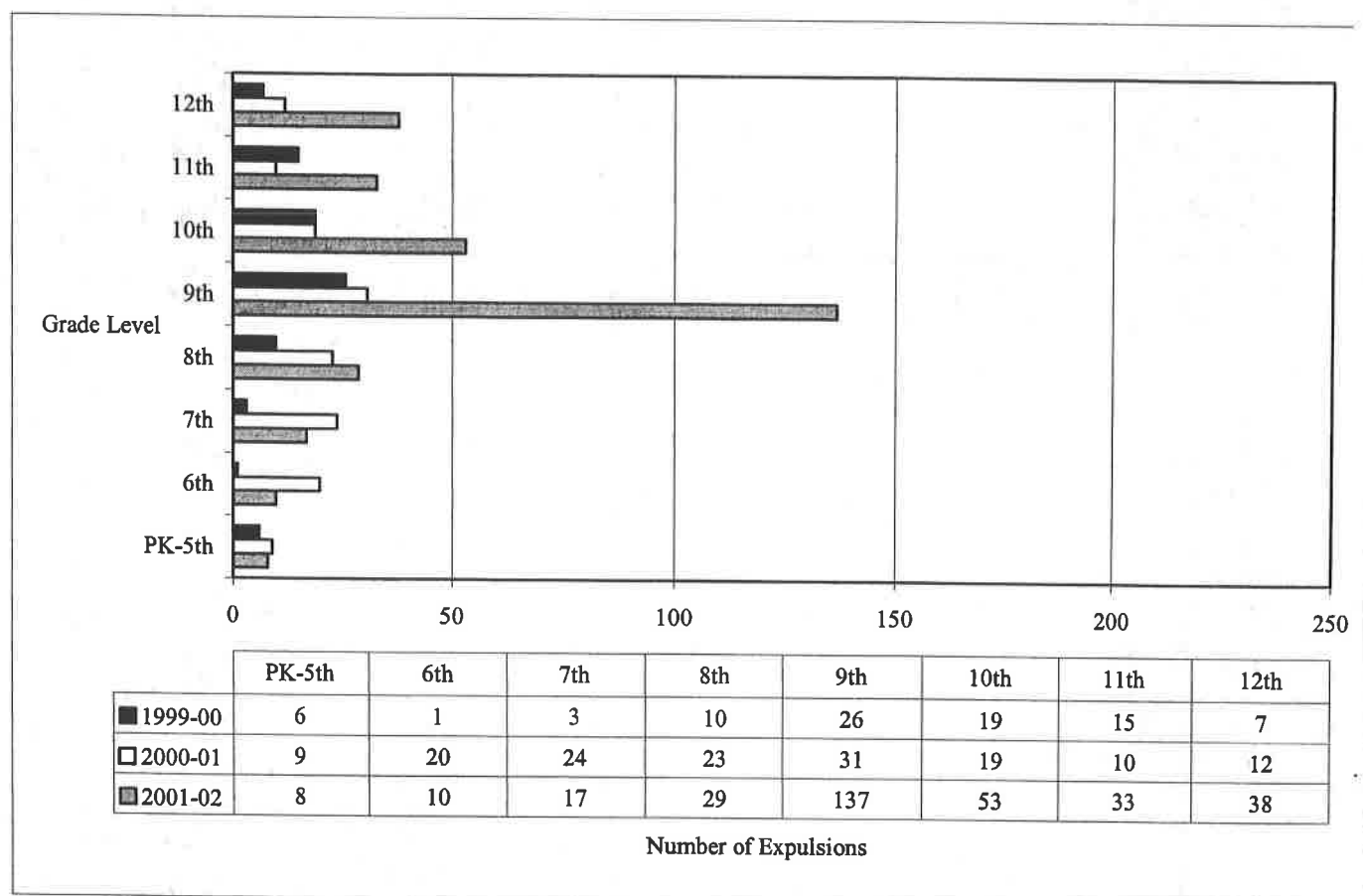


Figure 22. Female Expulsion Rates by Ethnicity.

- Expulsion rates all ethnic-gender groups increased between 2000-01 and 2001-02 with the exception of Asian females.
- American Indian students had the highest rate of expulsion among both males and females in 2001-02, followed by Black/Multi-racial students.

Expulsions by Grade Level



Note: Grade level was not recorded for four expulsions in 2001-02.

Figure 23. Number of Expulsions by Grade Level.

- In 2001-02 there was a large increase in expulsions of students in grades 8-12, particularly at 9th grade.
- In each of the past three years, 9th grade has been the most common grade for expulsions.
- Similar to the pattern seen for short- and long-term suspensions, expulsions increase throughout the middle grades, peak at grade nine, then decline in grades ten through twelve.

Expulsions for Students Receiving Special Education Services

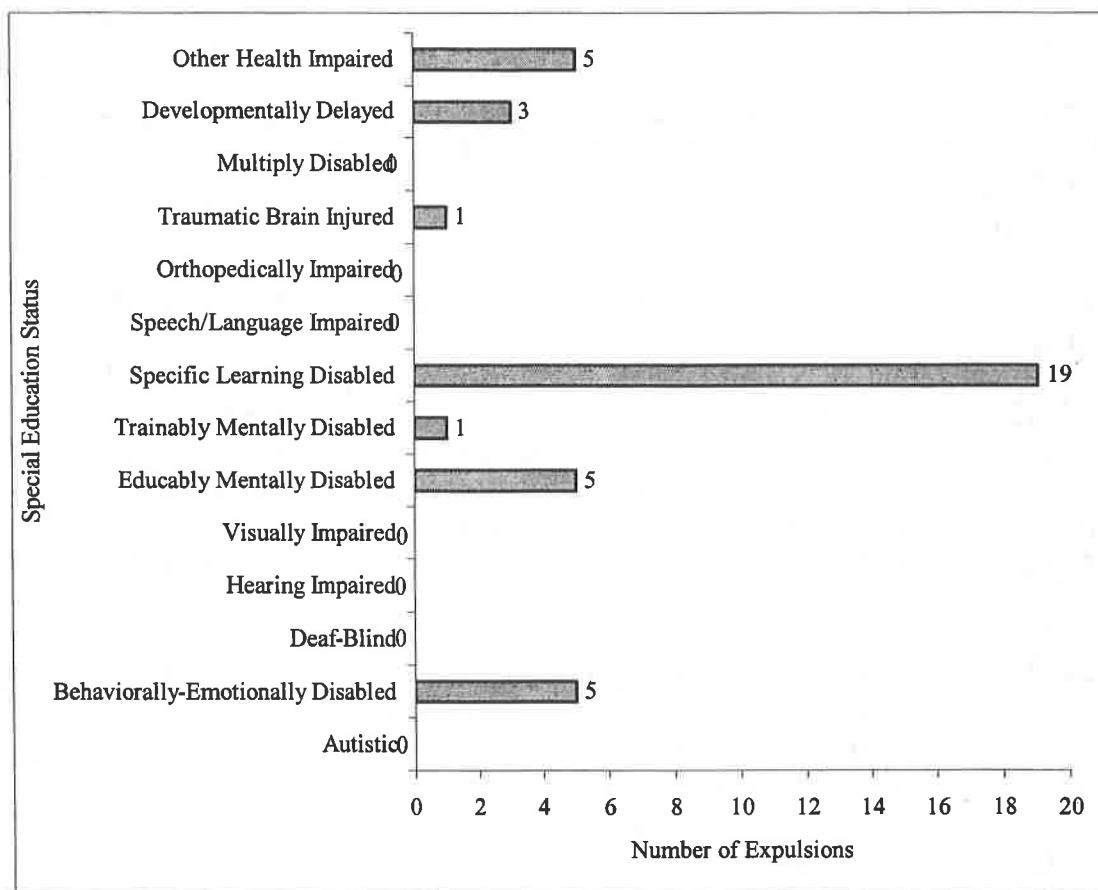


Figure 24. Number of Expulsions by Special Education Status.

- Approximately 12% of expelled students in 2001-02 were receiving special education services, down from 19% in 1999-00.
- Similar to patterns of suspensions, students whose primary service category is specific learning disabled, behaviorally-emotionally disabled, educably mentally disabled, or other health impaired account for more expulsions than students served in other categories.

Section 2.1: Charter School Short-Term Suspensions

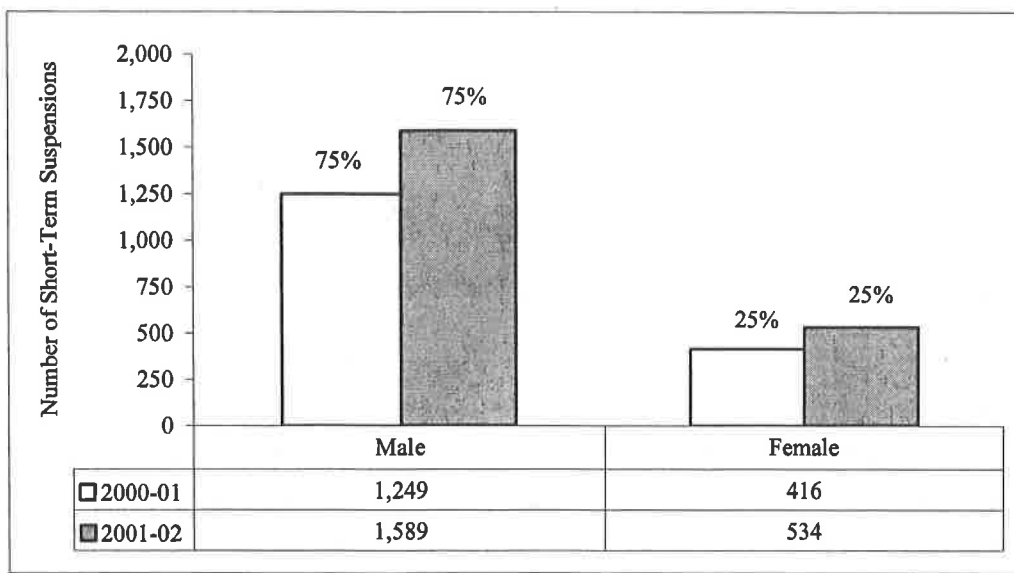
Data on charter school suspensions and expulsions have been collected for the past three years. Sections 2.1 through 2.3 of this report presents some similar tables and charts to those presented in previous sections for other LEAs (a charter school is technically considered to be both a school and an LEA in North Carolina). However, because the numbers are quite small, and since most of the long-term suspensions and expulsions 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 1999-00, 69 of 75 charter schools (92%) returned the suspension/expulsion 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. These two schools are dedicated specifically to working with high-risk students, many of whom have been suspended or expelled from other public schools or were otherwise previously unsuccessful in school.

In 2000-01, 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 2000-01. For 2001-02, all charter schools submitted data.

Because the number of charter school suspensions and expulsions are relatively small, some graphs and tables depicted for LEAs in previous sections are not reproduced for charter schools. Specifically, data regarding multiple long-term suspensions and rates of long-term suspensions and expulsions are not included due to small counts.

Charter School Short-Term Suspensions by Gender



Note: The numbers in parentheses indicate the percentage of suspensions in each gender. No gender information was recorded for two short-term suspensions in 2001-02.

Figure 25. Charter School Short-Term Suspensions by Gender.

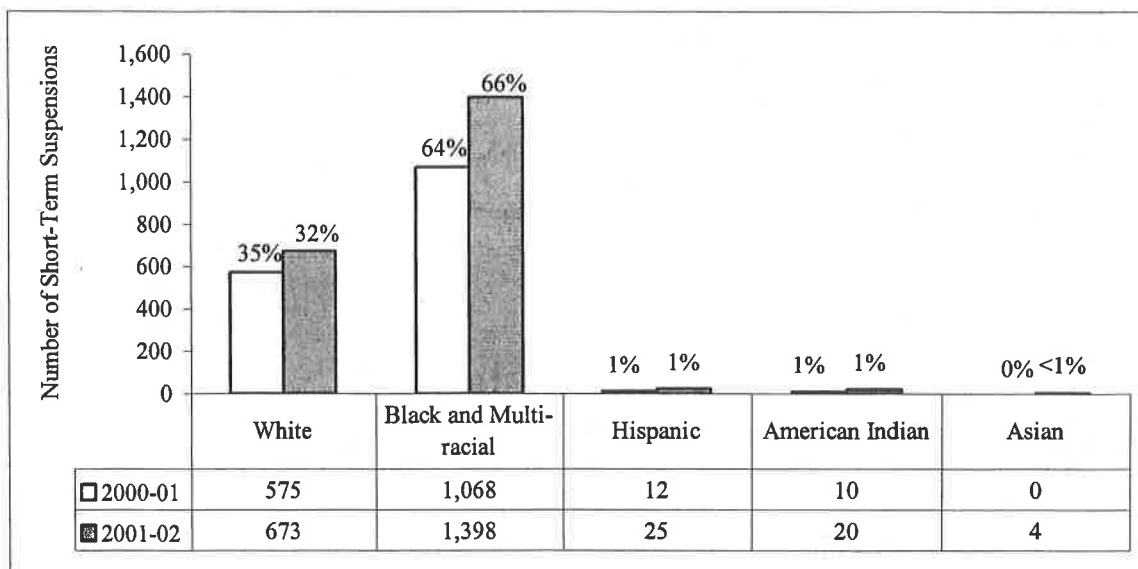
- A total of 2,125 suspensions from charter schools for ten days or less occurred in 2001-02, which represents a 28% increase compared to 2000-01. These suspensions were given to 1,302 different students (i.e., some students were suspended more than once), for an average of 1.6 short-term suspensions per suspended student.
- These 2,125 short-term suspensions in 2001-02 totaled 5,039 days, or an average of 2.4 days per suspension.
- In both 2000-01 and 2001-02, the majority (75%) of short-term suspensions from charter schools were given to male students.



Figure 26. Charter School Short-Term Suspension Rates by Gender.

- The rate of short-term suspensions for male students in charter schools during 2001-02 was approximately 3 times higher than the corresponding rate for females.

Charter School Short-Term Suspensions by Ethnicity



Note: The numbers in parentheses are the percentage of short-term suspensions for each category. Ethnicity was not recorded or was recorded as "Other" for five short-term suspensions in 2001-02.

Figure 27. Charter School Short-Term Suspensions by Ethnicity.

- White and Black/Multi-racial students accounted for the almost all charter school short-term suspensions in 2000-01 and 2001-02. Almost two-thirds of charter school short-term suspensions were given to Black/Multi-racial students.
- The number of short-term suspensions increased in 2001-02 among all ethnic groups.

Charter School Short-Term Suspensions by Ethnicity and Gender

Ethnicity/Gender	# of Short-Term Suspensions		% of Short-Term Suspensions		% of Statewide Charter School Membership	
	2000-01	2001-02	2000-01	2001-02	2000-01	2001-02
Asian Males	0	4	0	<1	<1	1
Asian Females	0	0	0	0	<1	1
Black and Multi-Racial Males	796	1,066	48	50	23	21
Black Males	775	1,044	47	49	NA	NA
Multi-Racial Males	21	22	1	1	NA	NA
Black and Multi-Racial Females	272	331	16	16	20	19
Black Females	257	323	15	15	NA	NA
Multi-Racial Females	15	8	1	<1	NA	NA
Hispanic Males	9	17	1	1	1	1
Hispanic Females	3	8	<1	<1	1	1
American Indian Males	7	15	<1	1	1	1
American Indian Females	3	5	<1	<1	1	1
White Males	437	485	26	23	27	28
White Females	138	188	8	9	26	28
Total Number	1,665	2,122			15,523	18,200

Note: Percentages may not add to exactly 100 due to rounding. Ethnicity and/or gender were not recorded for six short-term suspensions in 2001-02.

Table 4. Charter School Short-Term Suspensions by Ethnicity and Gender.

- The percentage of short-term suspensions given to males was higher than that for females in every ethnic group in 2001-02.
- Black/Multi-racial males represented approximately 21% of the overall charter school student population in 2001-02. However, they accounted for 50% of the short-term suspensions given during that same year. A similar pattern was evident in 2000-01.
- All ethnic-gender groups other than Black/Multi-racial males were either underrepresented or proportionally represented among short-term suspended students in charter schools in 2001-02.

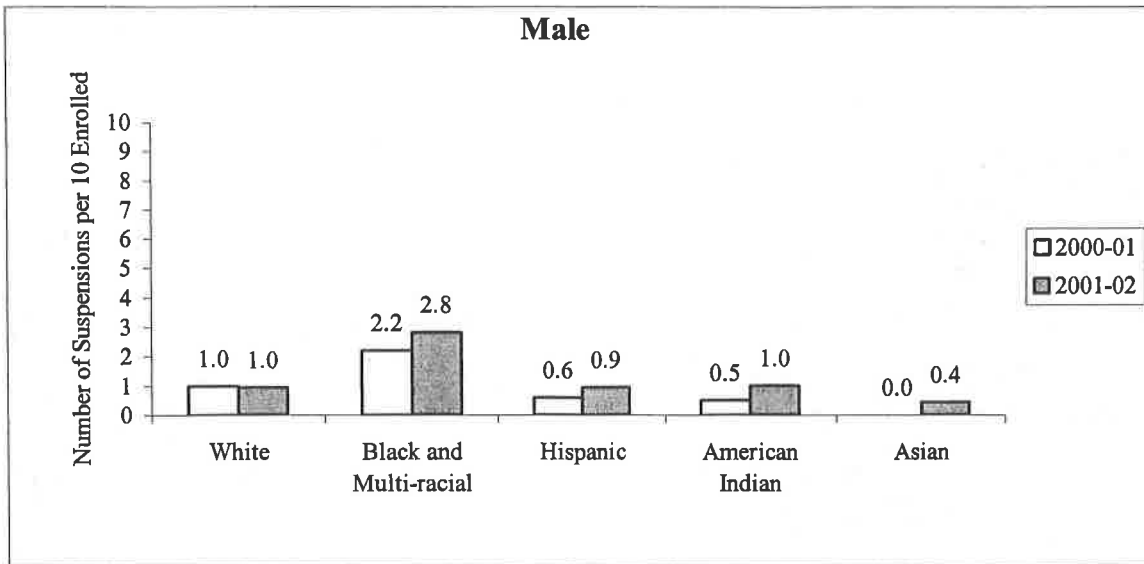


Figure 28. Charter School Male Short-Term Suspension Rates by Ethnicity.

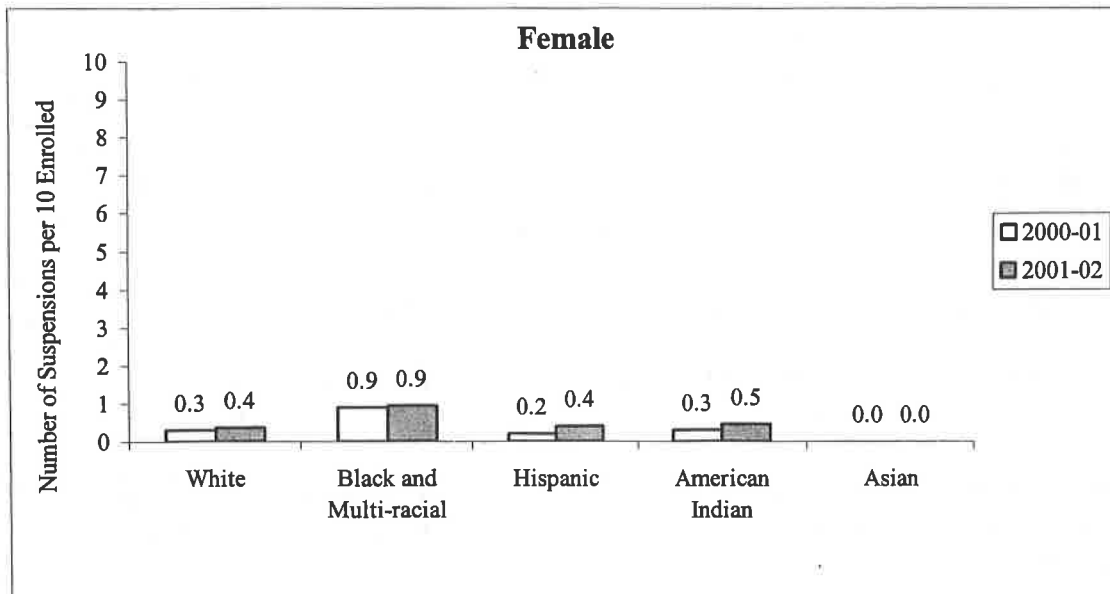
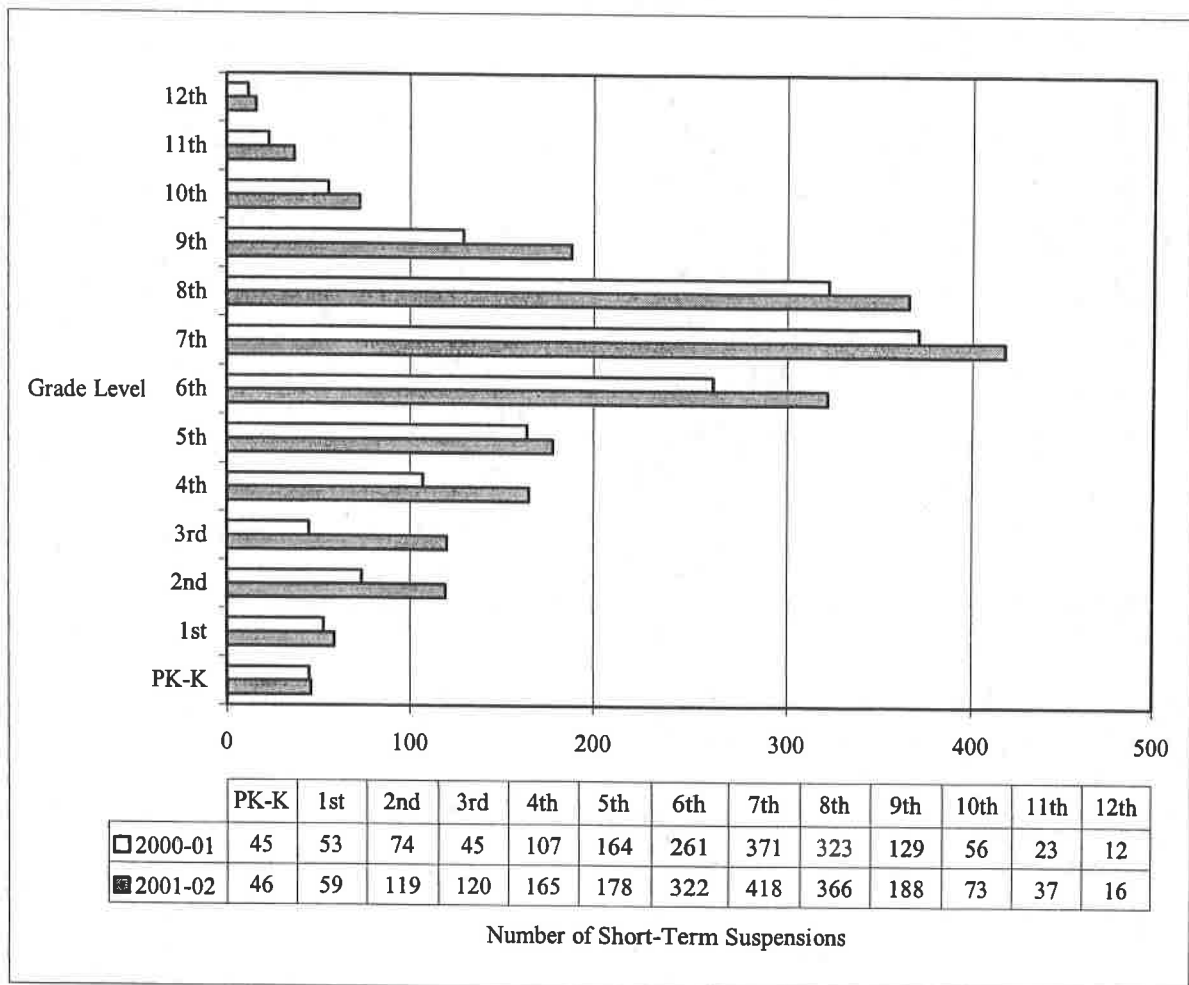


Figure 29. Charter School Female Short-Term Suspension Rates by Ethnicity.

- A comparison of Figures 28 and 29 shows that charter school short-term suspensions were given to males at a higher rate than females for all ethnic groups in 2001-02.
- The pattern in both 2000-01 and 2001-02 across ethnic groups for both genders shows Black/Multi-racial students having the highest rate of short-term suspensions.

Charter School Short-Term Suspensions by Grade Level

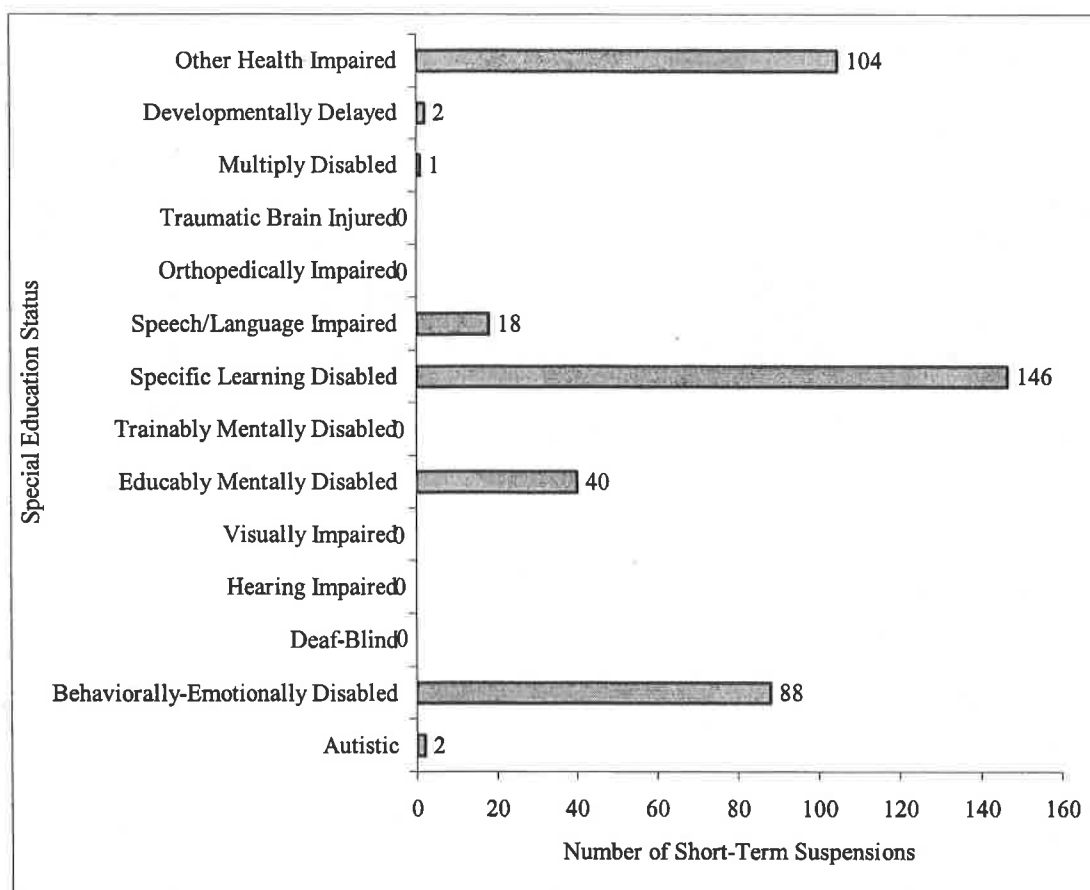


Note: Grade level was not reported for 2 short-term suspensions in 2000-01 and for 18 in 2001-02.

Figure 30. Charter School Short-Term Suspensions by Grade Level.

- The incidence of short-term suspensions in charter schools generally increased from kindergarten through seventh grade, then steadily declined in grades eight through twelve.
- The most common grade levels for charter school short-term suspensions are grades six through eight.
- Charter school short-term suspensions increased across all grade levels between 2000-01 and 2001-02. The largest percentage increases, however, were in grades three and four.

Charter School Short-Term Suspensions for Students Receiving Special Education Services



Note: Special education status was not recorded for 4 suspended students in 2001-02.

Figure 31. Charter School Short-Term Suspensions by Special Education Status.

- Although they represented only approximately 10% of the charter school student population in 2000-01, students receiving special education services received 23% of all short-term suspensions given to charter school students (NCDPI, 2002b).
- In 2001-02, special education students comprised approximately 13% of the charter school student population and received 19% of all of the short-term suspensions given to charter school students.
- The majority of short-term suspensions given to charter school students receiving special education services in 2001-02 were given to students whose primary service category was either specific learning-disabled, behaviorally-emotionally disabled, or other health impaired.

Section 2.2: Charter School Long-Term Suspensions

Charter School Long-Term Suspensions by Gender

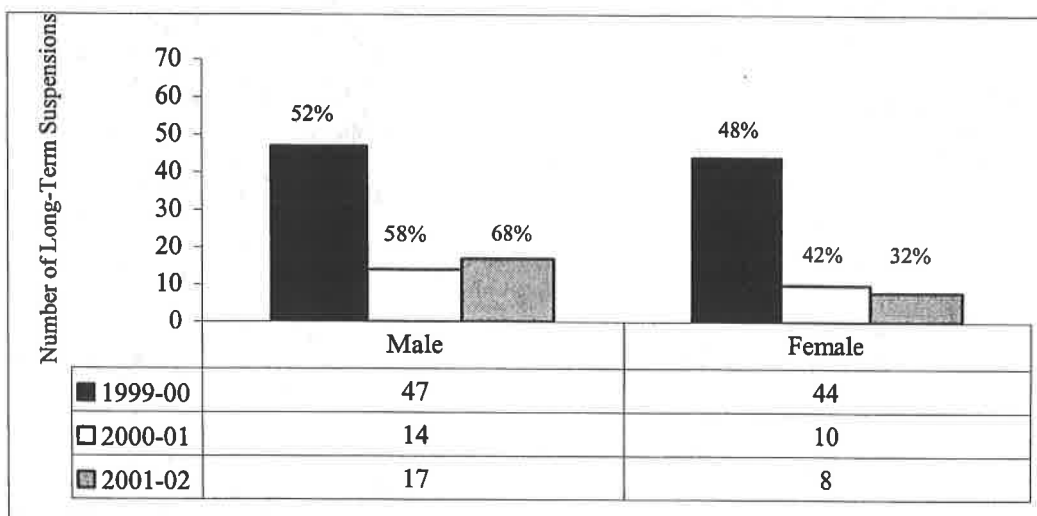


Figure 32. Charter School Long-Term Suspensions by Gender.

- The total number of long-term suspensions reported by charter schools dropped drastically from 1999-00 to 2000-01, then leveled off in 2001-02.
- The percentage of long-term suspensions given to male students has increased gradually since 1999-00.
- The 25 long-term suspensions in 2001-02 were given to 25 different students. Twelve of these were 365-day suspensions.
- Charter school long-term suspensions totaled 823 school days, or an average of 63 school days per long-term suspension in 2001-02. This figure does not include the 12 yearlong suspensions (i.e., 365 days).

Charter School Long-Term Suspensions by Ethnicity

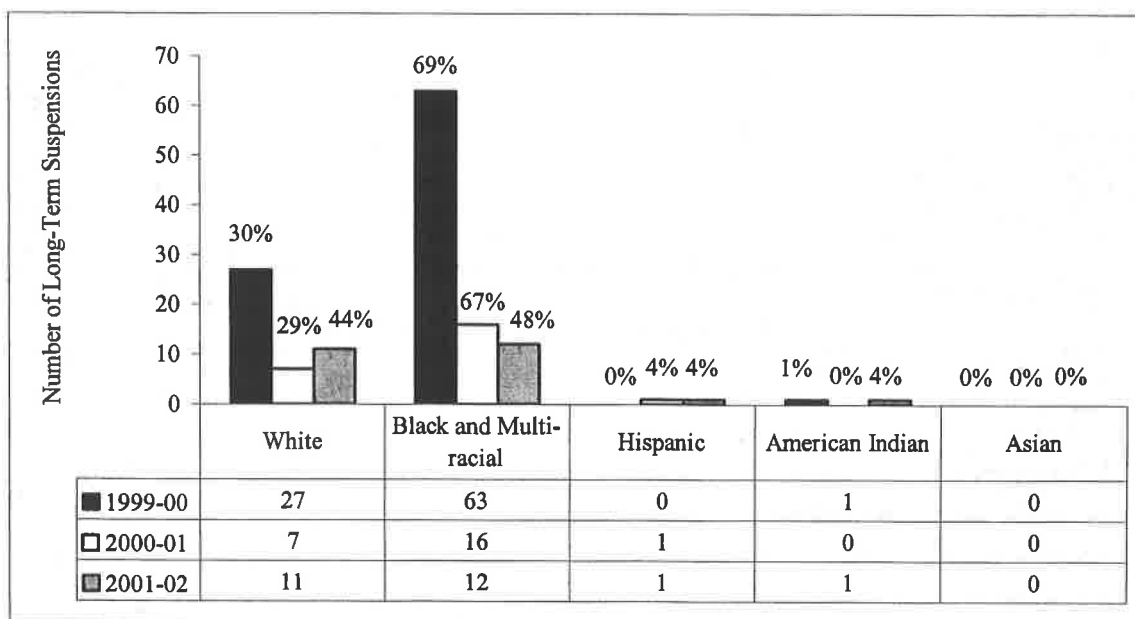


Figure 33. Charter School Long-Term Suspensions by Ethnicity.

- In both 1999-00 and 2000-01, Black/Multi-racial students accounted for the most LTSS in charter schools, followed by White students. In 2001-02, however, the difference between the White and Black/Multi-racial percentages narrowed.

Charter School Long-Term Suspensions by Grade Level

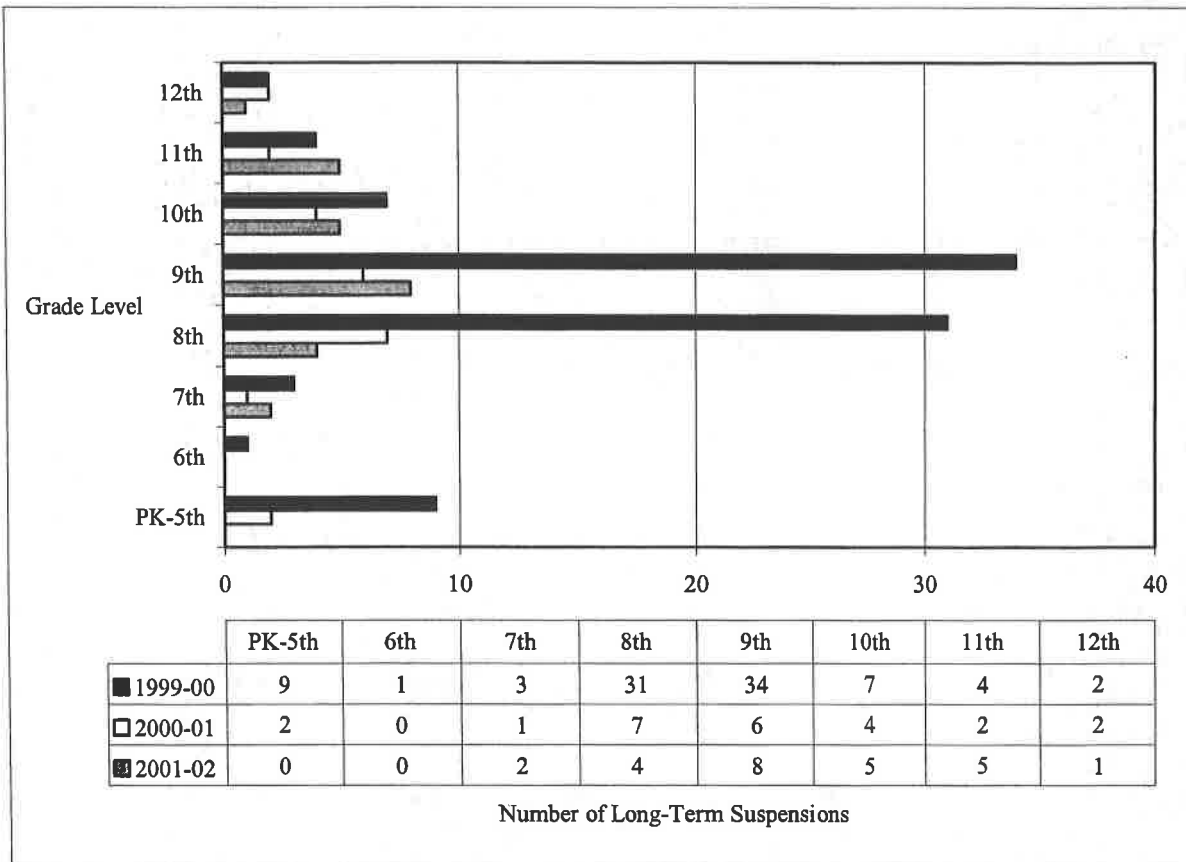


Figure 34. Charter School Long-Term Suspensions by Grade Level.

- In both 1999-00 and 2000-01, the majority of LTSs in charter schools were given to students in grades eight and nine.
- In 2000-01, 72% of charter school long-term suspensions were given to students in grades eight through eleven.

Multiple Suspensions

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

Multiple Short-Term Suspensions

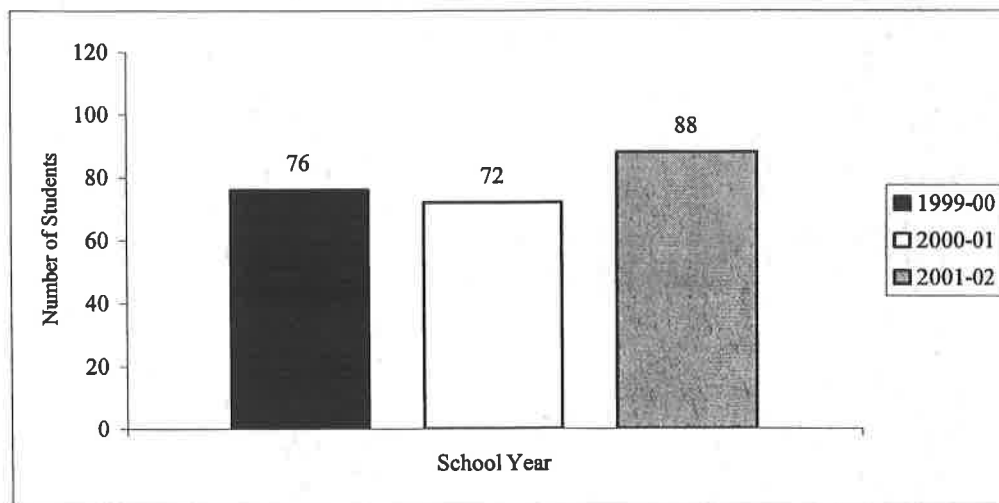


Figure 35. Number of Charter School Students with Multiple Short-Term Suspensions that when Added Together Equal More than 10 Days.

- 88 charter school students were short-term suspended multiple times totaling more than 11 days in 2001-02, an increase of 22% from 2000-01.
- No charter schools reported any students with multiple long-term suspensions in 2001-02.

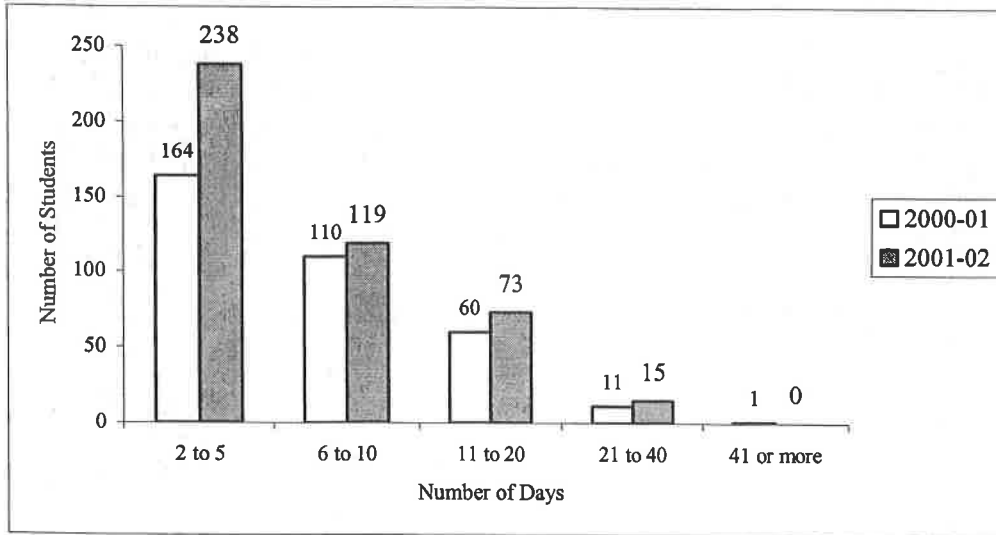


Figure 36. Duration of Multiple Short-Term Suspensions Given to Charter School Students.

- The total number of charter school students receiving multiple short-term suspensions that totaled 10 days or less increased from 346 in 2000-01 to 445 in 2001-02, corresponding to a 29% increase.
- Over half of multiple short-term suspended charter school students in 2001-02 were suspended for a total of 5 days or less.

Section 2.3: Charter School Expulsions

In 2001-02, two charter schools - Crossroads Charter High School and Laurinburg Homework Center - accounted for 24 (60%) of the 40 expulsions reported by charter schools. 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 charter school expulsions traditionally come from a small number of schools (NCDPI, 2002b), 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

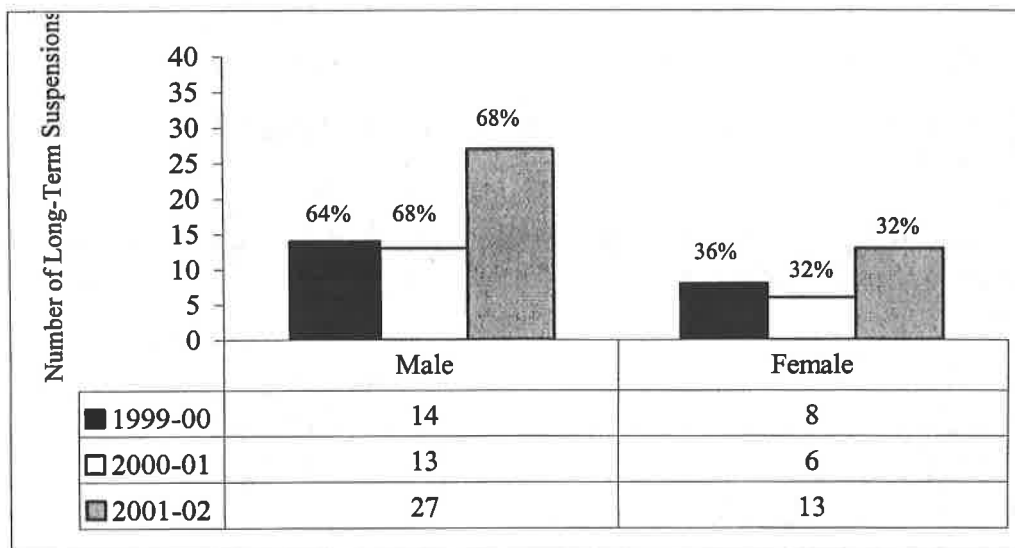


Figure 37. Charter School Expulsions by Gender.

- The number of expulsions from charter schools dropped slightly between 1999-00 and 2000-01, then increased substantially in 2001-02.
- About twice as many males as females were expelled from charter schools in each of the past three years.

Charter School Expulsions by Ethnicity

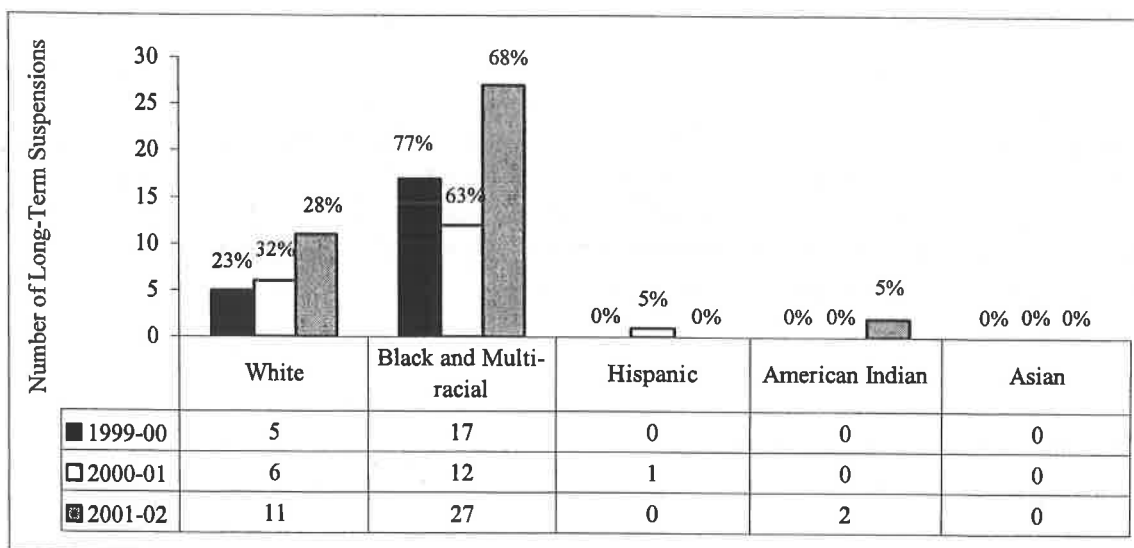


Figure 38. Charter School Expulsions by Ethnicity.

- Most of the students expelled from charter schools over the past three years were Black/Multi-racial. Most other students expelled from charter schools in over that time were White.

Charter School Expulsions by Grade Level

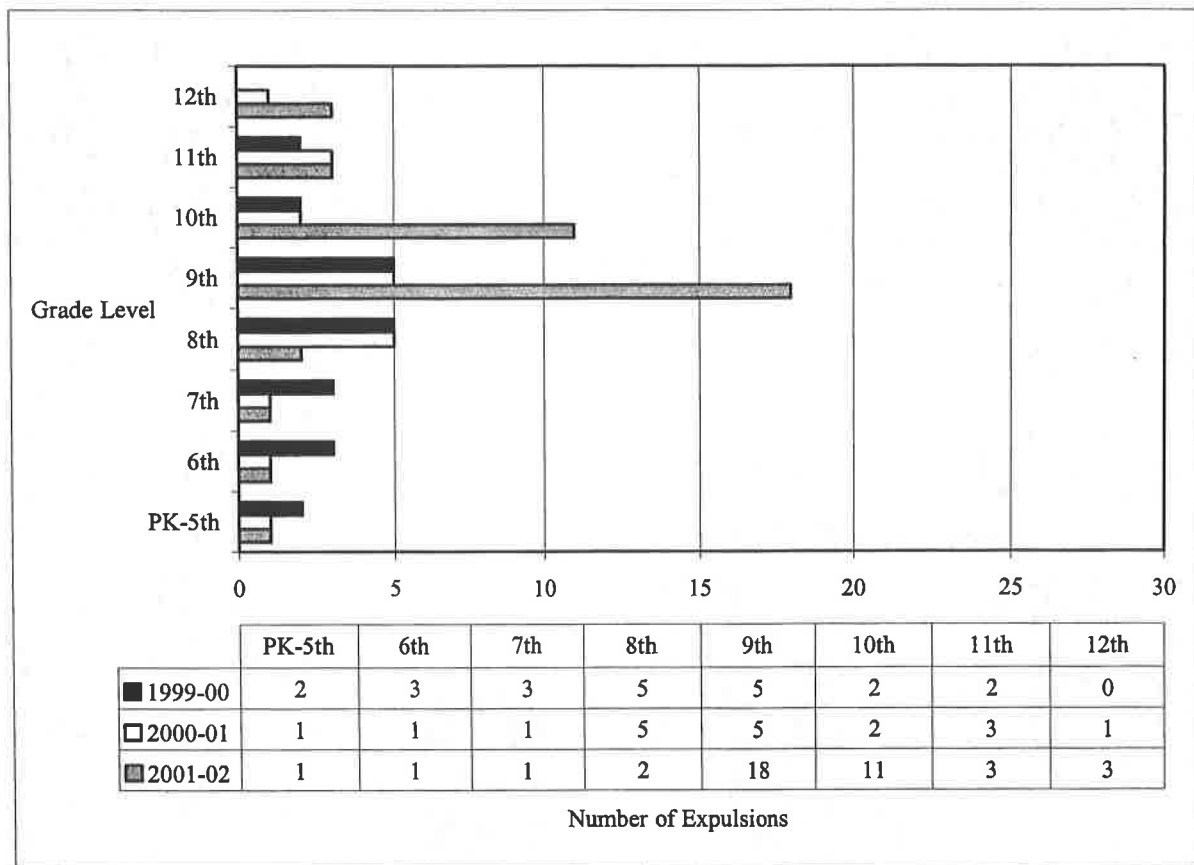


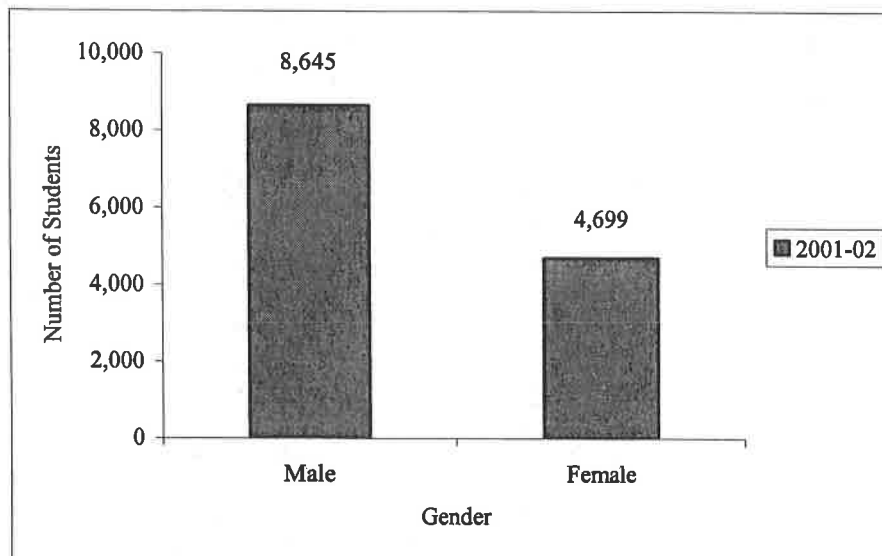
Figure 39. Charter School Expulsions by Grade Level.

- The increase in expulsions in charter schools in 2001-02 primarily involved increases in expulsions at the 9th and 10th grades.
- Similar to the pattern seen in long-term suspensions, grades eight through eleven are the most common grades for expulsions in charter schools.

Section 3.1: Alternative Learning Program Students

In 2001-02, there were 209 alternative schools and programs (ALPs) in operation in North Carolina. Students are often placed in ALPs for disciplinary reasons, sometimes after being expelled or suspended from their home schools. However, not all ALPs serve suspended and/or expelled students (NCDPI, 2001c). Data for ALP students from the 117 LEAs and all charter schools were included together in this section, largely due to the fact that few charter schools actually refer students to ALPs (NCDPI, 2002b).

ALP Students by Gender

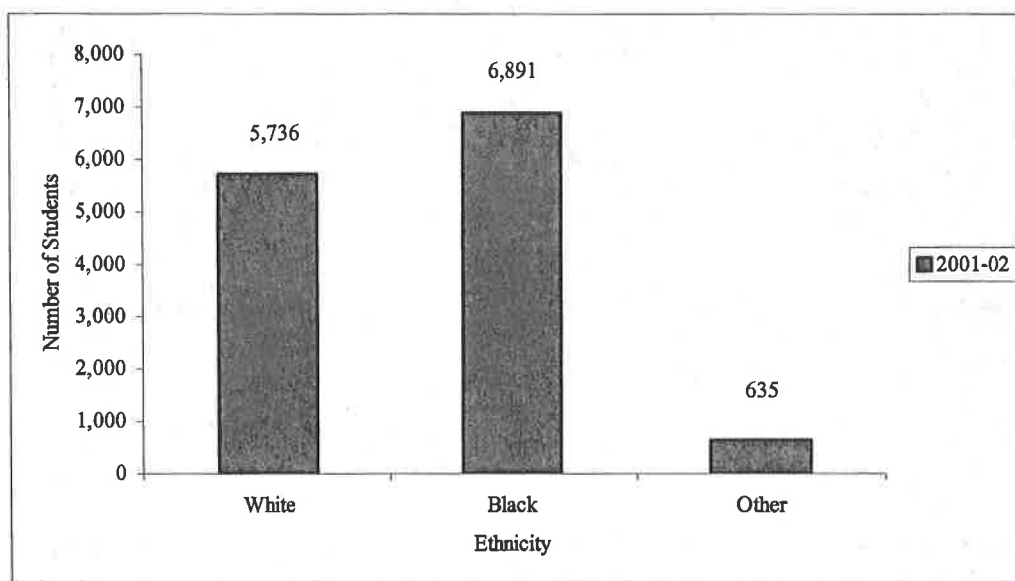


Note: Gender was not provided for 382 students served in ALPs in 2001-02.

Figure 40. Number of ALP Students by Gender.

- A total of 13,726 students were served in alternative schools and programs during the 2001-02 school year. This number represents a slight decline from previous years (NCDPI, 2002a).
- Similar to previous years, the number of male students served in ALPs in 2001-02 was almost double that of female students (65% vs. 35%).
- The average number of days an ALP student was enrolled in an ALP during the 2001-02 school year was 84 days.

ALP Students by Ethnicity



Note: Ethnicity was not provided for 464 ALP students in 2001-02.

Figure 41. Number of ALP Students by Ethnicity.

- Similar to previous years (NCDPI, 2002a), the majority of students enrolling in ALPs in 2001-02 were Black (52%) or White (43%).

ALP Placements by Ethnicity and Gender

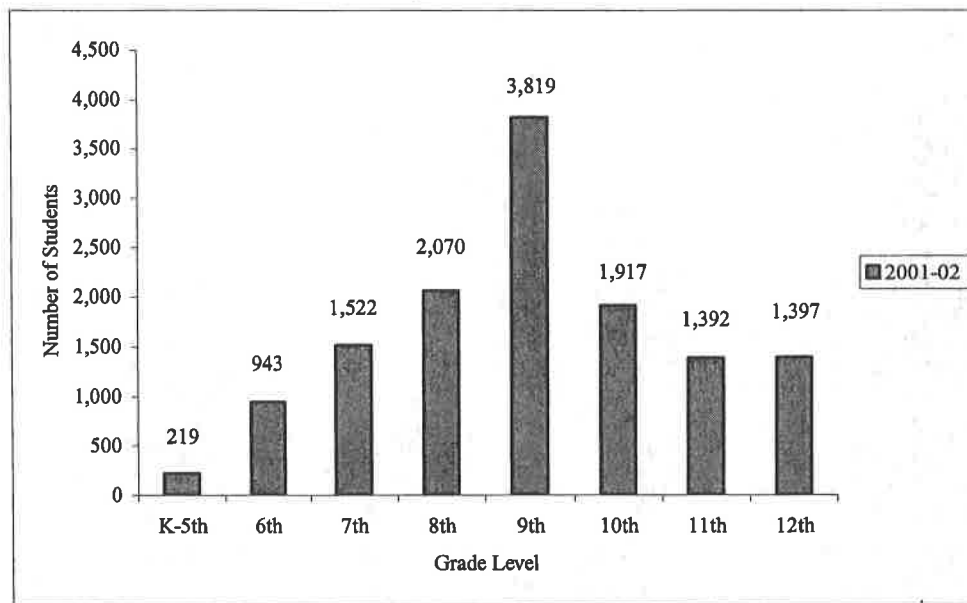
Ethnicity/Gender	# ALP Students 01-02	% ALP Students 01-02	% Statewide Enrollment
Black Males	4,343	33	16
Black Females	2,539	19	15
White Males	3,826	29	31
White Females	1,908	14	29
Other Males	423	3	5
Other Females	210	2	5
Total Number	13,249		1,268,931

Note: Gender and/or ethnicity information was not provided for 477 ALP students in 2001-02. Statewide percentages for Black males and females include Multi-racial students.

Table 5. ALP Students by Ethnicity and Gender.

- Among all ethnic-gender groups, Black/Multi-racial males accounted for the largest percentage (33%) of ALP students in 2001-02. White males are the second largest ethnic-gender group represented in ALPs. These percentages are similar to those reported for previous years (NCDPI, 2002a).
- The percentage of females in ALPs is lower than of males within each ethnic-gender group.
- Black males and Black females are overrepresented in ALPs relative to their presence in the overall statewide student population, while White males are represented proportionally. Students of other ethnicities are, on the whole, underrepresented in ALPs. This finding is also consistent with previous years (NCDPI, 2002a).

ALP Placements by Grade Level

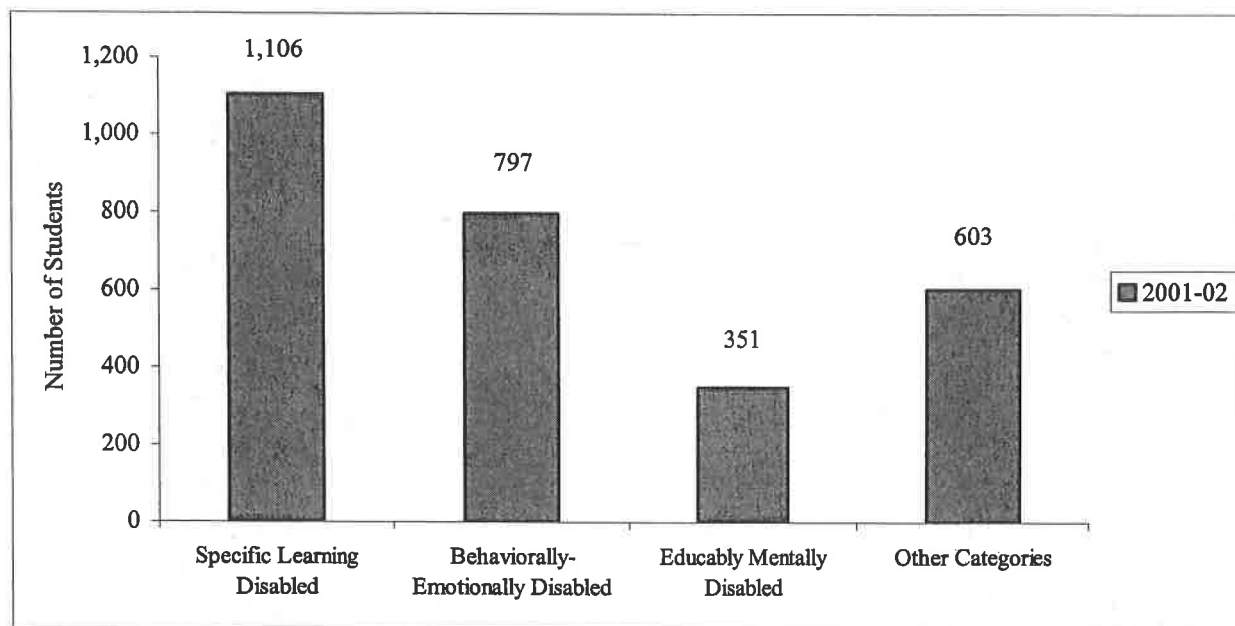


Note: Grade level was not provided for 447 ALP students in 2001-02.

Figure 42. Number of ALP Students by Grade Level.

- Only about 2% of ALP students in 2001-02 were enrolled in grades K through 5. Starting in grade six, the number of placements increases, peaking at grade 9. This pattern is reminiscent of the pattern seen with suspensions and expulsions.
- About 29% of all ALP students in 2001-02 were 9th graders. This figure is consistent with ALP enrollment patterns over the past several years (NCDPI, 2002a).
- Prior to 2001-02, the percentage of ALP students who were enrolled in the middle grades (grades 6-8) had been increasing, from 29% in 1996-97 to approximately 39% in 2000-02 (NCDPI, 2002a). In 2001-02, however, this percentage dipped to 34%.

ALP Placements for Students Receiving Special Education Services



Note: Information was only collected on a subset of special education categories. Special education status data were not recorded for 2,419 ALP students in 2001-02.

Figure 43. Number of ALP Students by Special Education Status.

- Approximately 24% of students in ALPs in 2001-02 were eligible for special education services. This percentage is similar to figures from 2000-01 (NCDPI, 2002a).
- In 2001-02, students that were classified as specific learning disabled accounted for approximately 9% of the overall ALP population, while students classified as behaviorally-emotionally disabled accounted for an additional 6%. These figures are similar to those for 2000-01 (NCDPI, 2002a).

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: 1999-00. Raleigh, NC: Author.

North Carolina Department of Public Instruction (2002a). Alternative learning programs evaluation: 2000-01. Raleigh, NC: Author.

North Carolina Department of Public Instruction (2002b). Annual study of suspensions and expulsions: 2000-01. Raleigh, NC: Author.

Appendix A

Disciplinary Data Collection Form, 2001-02

Instructions for Completing the North Carolina 2001-02 Disciplinary Data Collection Form

Purpose of this Form

This 2001-02 Disciplinary Data Collection Form has been designed to replace two data collection forms that have been required by DPI in the past: *The School Report for the Annual Report on School Crime and Violence*, and the *LEA Roster of Suspensions, Expulsions, and Disciplinary Alternative Education Placements*. In past years, these two data collections (both of which gather data that DPI must report to the General Assembly each year) had been done separately, using two different forms. The 2001-02 Disciplinary Data Collection Form was designed so that schools can now use a single form to satisfy both of these reporting requirements.

When to Use this Form

Every time a legally-reportable offense, an out-of-school suspension³ (short- or long-term), or an expulsion occurs at your school during the 2001-02 school year, a record should be entered on this form. Less serious incidents (such as those resulting in detentions, in-school suspensions and the like) do not need to be reported on this form, unless those incidents involve a legally-reportable offense, an out-of-school suspension, or an expulsion.

What to Enter on this Form

Using the instructions beginning on page 3, please provide all required information for each offender each time he/she commits any act that (a) must be reported to law enforcement or (b) results in a student offender being suspended out-of-school or expelled. Thus, an offender who re-commits a particular act or receives these disciplinary consequences on more than one occasion during the year should be listed each time any of these events occur. Be sure to document legally-reportable offenses that occur on school property⁴ after normal or usual school operating hours, even if the offenders are unknown or known to be non-students. Also note as you read these instructions that some of the columns on the form apply only to student offenders, and therefore do not have to be completed if the offender is not a student.

How to Record and Submit Data on this Form

Data may be entered directly into the Microsoft Excel file on the enclosed diskette or recorded on paper using the enclosed paper form. **If at all possible, please enter the data directly into**

³ In-school suspensions should only be recorded on this form if they are incurred as a result of one of the 17 offenses that schools are required to report to law enforcement (see page 4 for a list of these).

⁴ "School property" includes school grounds, school buses, and the location of any school-sponsored event.

the Excel file on the enclosed disk and submit it at the end of the school year. If you have to record these data on paper, make as many copies of the form as you need. Regardless of whether you record these data on disk or on paper, be sure to retain a copy of the data for your records.

All data must be submitted through the LEA Superintendent's office (or, in the case of charter schools, through the Director/Principal's office). LEA Superintendents and Charter School Directors/Principals must send a signed copy of the Verification Form (see page 10) along with the data to certify that the data are complete and accurate. Data need to be submitted to the contact person listed below at the end of the school year.

The data will be collected and compiled for the agency by our contractors at North Carolina State University. Please return completed diskettes or forms, along with the completed Verification Form, no later than June 30, 2002 to:

Ms. Andrea Barefoot
Disciplinary Data Collection
Center for Urban Affairs and Community Services
North Carolina State University
Box 7401
Raleigh, NC 27695-7401

Use the instructions on the following pages to record data on the form. If you have questions about how to complete the form, please call:

Dennis Stacey
DPI
Alternative and Safe Schools Section
Phone: 919-807-3946

or

Brad McMillen
DPI
Evaluation Section
Phone: 919-807-3808

<u>Column on Form</u>	<u>What to Enter</u>⁵
Incident #	Incident number. Number the first incident that occurs at your school during the 2001-02 school year with a '1', and count upward from there as subsequent incidents occur at your school. If more than one offender is involved in the same incident, enter the required information <u>for each offender</u> on separate rows <u>using the same incident number</u> . If an incident occurs at a school where the student offender(s) are not members, the school where the incident occurred must report the incident on its form.
Date Incident Occurred	The date on which the specified incident occurred, in MM/DD/YY format (e.g., 12/10/01, 9/6/01, etc.)
Offender Identity	Identity of the person committing the offense(s) during the incident (NOTE: If the offender is not a student, you can skip to the "Offense #1" column <u>after</u> completing this column): 1 = Student from the school where the incident occurred 2 = Staff 3 = Parent/Caregiver 4 = Student from another school 5 = Unidentified offender 6 = Other (write explanation in Other/Comments column)
SSN or Student ID Number	Social Security Number or other ID number of the offender, if the offender is a student. Enter this number <u>without</u> the requisite hyphens (e.g., 241568456, <u>not</u> 241-56-8456).
Gender – Student Offender	Gender of student offender: M = Male F = Female
Ethnicity – Student Offender	Ethnicity of student offender: A = Asian-American B = Black/African-American H = Hispanic I = American Indian/Native American M = Multi-racial W = White O = Other ethnicity (write explanation in Other/Comments column)

⁵ Any time one of the "Other" codes is used on the Form for any column, write out a brief explanation in the "Other/Comments" column in the corresponding row on the form. If you are entering more information than will fit in that space, just continue onto the next line on the form.

Age – Student Offender	Age in years of student offender.
Grade Level – Student Offender	Grade level of student offender.
EC Status – Student Offender	<p>Offender's Exceptional Children status at the time of the incident, if the offender is a student. <i>(NOTE: Use "1" for non-exceptional students, do <u>not</u> just leave the column blank):</i></p> <p>1 = Not exceptional/non-disabled 2 = Autistic 3 = Behaviorally-Emotionally Disabled 4 = Deaf-Blind 5 = Hearing Impaired 6 = Visually Impaired 7 = Educably Mentally Disabled 8 = Trainably Mentally Disabled 9 = Specific Learning Disabled 10 = Speech/Language Impaired 11 = Orthopedically Impaired 12 = Traumatic Brain Injured 13 = Multihandicapped/ Multiply Disabled 14 = Developmentally Delayed 15 = Other Health Impaired</p>
Offense #1 and Offense #2	<p>Nature of the offense(s) that resulted in the disciplinary action(s) for the offender. Enter the appropriate code for the offense committed under "Offense #1". If there was a second offense committed concurrently, enter the code for that offense in the "Offense #2" column. Otherwise, leave the Offense #2 column blank. Specific definitions for each of these offenses are found on pages 7-9 of this document.</p> <p>1 = Assault resulting in serious injury 2 = Assault involving use of a weapon 3 = Assault on school personnel (<u>not</u> resulting in serious injury) 4 = Bomb threat 5 = Burning of a school building 6 = Death by other than natural causes 7 = Kidnapping 8 = Possession of alcoholic beverage 9 = Possession of controlled substance in violation of law 10 = Possession of a firearm or powerful explosive 11 = Possession of a weapon (excluding firearms and powerful explosives) 12 = Rape 13 = Robbery with a dangerous weapon 14 = Robbery without a dangerous weapon 15 = Sexual assault (not involving rape or sexual offense)</p>

	16 = Sexual offense 17 = Taking indecent liberties with a minor 18 = Other offense resulting in an out-of-school suspension or expulsion <i>(write explanation in Other/Comments column)</i>
#1 – Reported to Law Enf. and #2 – Reported to Law Enf.	Indicate whether Offense #1 and/or Offense #2 were reported to law enforcement: Y = Yes N = No
Weapon Used/Possessed	Type of weapon used or possessed by the offender, if any. If neither the primary nor the secondary offense involved a weapon, leave this column blank. 1 = Handgun 2 = Rifle 3 = Shotgun 4 = Other firearm 5 = Knife 6 = Box cutter 7 = Razor 8 = Other <i>(write explanation in Other/Comments column)</i>
Consequence – 1 and Consequence – 2 and Consequence – 3	Type of consequence(s) incurred for the offense(s) committed. Use these columns to record up to 3 types of consequences incurred by the offender <i>(NOTE: codes 9-11 apply <u>only</u> to exceptional students):</i> 1 = Detention (during or after school) 2 = Privileges taken away 3 = In-school suspension (ISS; use <u>only</u> in conjunction with offense codes 1 through 17) 4 = Out-of-school suspension (OSS) 5 = Expulsion 6 = Student placed in an Alternative School 7 = Student placed in an Alternative Learning Program 8 = Offender referred to a treatment program 9 = Unilateral change in placement (EC students only) 10 = Hearing held, resulting in no change in placement (EC students only) 11 = Change in placement due to determination of a Hearing Officer (EC students only) 12 = Student placed in homebound instructional program 13 = Community legal/court system action or decision pending 14 = Other <i>(write explanation in Other/Comments column)</i>
If OSS - Number of Days and If ISS - Number of Days	These columns only need to be completed if the offender is a student and if OSS or ISS are used as consequences for the offense(s) recorded (i.e., if a 3 or 4 is coded in one of the Consequence columns). If OSS and/or ISS are

	used as a consequence, use these columns to record the total number of school days (<u>not</u> calendar days) the student is suspended. For example, if one of the consequences for an offense was a one-week OSS, you would record a 5 in the "OSS - Number of Days" column for that student. An exception to this is a mandatory "365-day" suspension, which is recorded as calendar days.
Victim Type - 1 and Victim Type - 2 and Victim Type - 3	<p>Identity of victim affected by the offense(s) committed. Use these three columns to record up to 3 different types of victims involved. If there is no victim associated with the offense(s), leave these columns blank.</p> <p>1 = Student from the school where the incident occurred 2 = Staff 3 = Parent/Caregiver 4 = Student from another school 5 = Other (<i>write explanation in Other/Comments column</i>)</p>
Other/Comments	Use this field to explain any uses of the "Other" codes for the previous fields, or to document any other clarifications or explanations associated with the data recorded for the particular offense(s).

DEFINITIONS OF OFFENSES REQUIRED TO BE REPORTED
for the 2001-02 *Disciplinary Data Collection*

1. **Assault Resulting in Serious Injury.** An intentional physical attack causing the victim **obvious severe or aggravated** bodily injury involving (a) broken bones, loss of teeth, possible internal injuries; severe lacerations and bleeding; or loss of consciousness; and/or (b) requiring emergency medical services by trained school personnel or other health professionals (e.g. EMS) and/or hospitalization. If the offender used a weapon in an assault resulting in serious injury, report **both** Assault Resulting in Serious Injury and Assault Involving Use of a Weapon. Fights or affrays, where no weapon was used, resulting in no apparent or serious injuries are not required by state law to be reported, even if the incident resulted in suspensions or expulsion for the student. Local School Board policy may require reporting of fights or affrays to law enforcement. (State law G.S. 115C-391 requires that local boards of education remove to an alternative educational setting any student who is at least 13 and who physically assaults and seriously injures a teacher or other school personnel. If no appropriate alternative education setting is available, then the board shall suspend for no less than 300 days but no more than 365 days any student who is at least 13 and who physically assaults and seriously injures a teacher or other school personnel.)
2. **Assault Involving Use of a Weapon.** An assault by one person against another where the attacker either uses a weapon or displays a weapon in a threatening manner. Weapon is defined as: Any firearm or explosive device; force-impacting device; knife or sharp-edged or sharp-pointed utensil, device or tool; or any article, instrument or substance which can or is likely to produce death or great bodily harm. **If a firearm or other weapon is used in the commission of any offense, the type of weapon must be identified in the WEAPON USED/POSSESSED column of the Data Collection Form.**
3. **Assault on School Personnel.** An assault is an intentional physical attack by one person on another. An assault is either the actual **intentional** striking of another person, or an **attempt** to physically strike another by an **intentional** show of force or menace of violence sufficient to put a reasonable person in fear of immediate physical injury. This offense includes assaults on school personnel that do not involve use of a weapon and do not result in apparent serious injury. If apparent serious injury to school personnel results from the assault, **report as Assault Resulting in Serious Injury**. If the assault involves use of a weapon **report as Assault Involving Use of a Weapon**. Victims included in this category are school administrators, education professionals (e.g. teachers), classified staff members (e.g. custodial, clerical), and adult volunteers. Acts which would not be reported are things such as unintentional pushing and jostling, as in a crowd; a school staff member who is accidentally struck while attempting to break up a fight or affray; or a volunteer who is knocked down by a student carelessly rushing through a door. Verbal threats to physically attack are not included unless they are accompanied by an act that is an intentional show of force or menace of violence sufficient to put a reasonable person in fear of immediate physical injury.

4. **Bomb Threat⁶** (See G.S. 14-69.1 and 14-69.2). Making or communicating a false bomb threat in any form, including a computer message; or perpetrating a bomb threat hoax by bringing a fake explosive device, whether openly or concealed, onto school property or to school-sponsored events (both are considered Class H felonies by G.S. 14-69.1 and G.S. 14-69.2).
5. **Burning of a School Building** (See G.S. 14-60). Any person who maliciously and willfully sets fire to, burns or causes to be burned (i.e. aids, directs or procures the burning of) any school building owned, leased or used by the public schools (considered a Class F felony by G.S. 14-60).
6. **Death By Other Than Natural Causes.** The killing of a living person, done either by another or by suicide. Acts to be reported under this category include murder, manslaughter, death by vehicle, killing in self-defense, killing done by an insane person, accidental killing and suicide. Killing is to be reported if either the death or the act causing it occurred on school property, and regardless of whether the victim is associated with the school. Examples of incidents to be reported are the accidental death of a child in a school bus accident, or a victim on school property shot by someone located on or off school property.
7. **Kidnapping.** Confining, restraining or removing from one place to another a person, without his/her or the victim's or a minor victim's parents' consent, for the purpose of committing a felony; or holding a victim as hostage or for ransom, or for use as a shield. A parent taking a child in violation of a court order, although it may be a crime, is not kidnapping for this purpose.
8. **Possession of Alcoholic Beverage⁷** (See G.S. 18B-300 to 302). Any underage person who purchases, provides or sells to another, possesses or has in his/her immediate custody or control, or consumes malt beverages, fortified or unfortified wine, or spirituous liquor, in any amount or form, on school property owned or leased by the local board of education, or at school-sponsored events (comparable to a misdemeanor violation by G.S. 18B-102 and G.S. 18B-300, 301 and 302).
9. **Possession of Controlled Substance in Violation of Law.** Possession of narcotic drugs on or in the immediate control of the person. Narcotic drugs include any form of cocaine, marijuana, heroin, LSD, methamphetamine, and all drugs listed in the North Carolina Controlled Substances Act. Possession of any amount in any form must be reported. Unauthorized possession of a prescription drug (e.g., Ritalin) is included in this category. The principal should confer with law enforcement personnel when in doubt as to whether a drug is a controlled substance. Alcohol possession should be reported as **Possession of Alcoholic Beverage**.

⁶ Because this definition is a summary of lengthy and detailed legislation, users of the definition should consult their school board attorney or the <http://www.ncga.state.nc.us/Statutes/toc-1.html> website for further details or clarifications regarding its use.

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10. **Possession of a Firearm or Powerful Explosive.**⁸ Any unauthorized person possessing on their person or within their custody or control, or storing, or carrying, whether openly or concealed, locked or unlocked, any firearm or powerful explosive, whether operable or inoperable, on school property; or bringing such a device onto school property. Persons authorized to carry weapons on school property are law enforcement officers, firefighters, and emergency service personnel *when discharging their official duties* (State law G.S. 115C-391 requires that local boards of education suspend for 365 days any student who brings a “weapon” onto school property. Weapons are defined as any gun, rifle, pistol, or other firearm of any kind, or any dynamite cartridge, bomb, grenade, mine or other powerful explosive, as defined in G.S. 14-284.1; and this does not apply to fireworks. Superintendents may modify the suspension on a case-by-case basis, but a written explanation for the decision must be included with the school’s Annual Report on School Crime and Violence). The type of any firearm(s) that is/are involved must be identified in the WEAPON USED/POSSESSED column of the Data Collection Form.
11. **Possession of a Weapon.** Possessing on their person or within their custody or control, storing, or carrying, by any unauthorized person, whether openly or concealed, a weapon, excluding firearms and powerful explosives, defined as follows: Any BB gun, stun gun, air rifle, air pistol, bowie knife, dirk, dagger, slungshot, leaded cane, switchblade knife, blackjack, metallic knuckles, razors and razor blades, any sharp pointed or edged instrument except instructional supplies, unaltered nail files and clips and tools used solely for preparation of food, instruction and maintenance. This category covers possession of all weapons, other than firearms and powerful explosives, which the law prohibits on educational property (N.C.G.S. § 14-269.2). Persons authorized to possess such weapons are law enforcement officers, firefighters and emergency service personnel when discharging their official duties. **Report type of weapon unlawfully possessed in the WEAPON USED/POSSESSED column of the Data Collection Form.**¹
12. **Rape.** Rape may be statutory or forcible. **Forcible Rape** is vaginal intercourse committed by force and without the consent of the victim, regardless of age. **Statutory Rape** is vaginal intercourse committed on a child under the age of 16 by a person who is at least 12 years old and at least 4 years older than the victim, regardless of whether the victim consented. Consensual vaginal intercourse between a 13, 14 or 15 year old girl or boy and a 16 year old girl or boy is not a crime; statutory rape requires at least four years between birthdays of the victim and perpetrator. Some examples of incidents which must be reported under this category are consensual intercourse between a 19-year old and a 15-year old; consensual intercourse with a person who is mentally handicapped or incapacitated, or physically helpless, regardless of whether the victim consented; or intercourse with an intoxicated or drugged victim who is too incapacitated to give consent.

⁸ Because “Bomb Possession” involves the G.S. 14-269.2 definition of a bomb or “powerful explosive” as a **felony-level weapon** (G.S. 14-269.2 (b1), as differentiated from a felony “firearm” weapon (G.S. 14-269.2 (b), former definitions of “possession of a firearm” and “possession of a (misdemeanor) weapon” have been revised.

- 13. Robbery With a Dangerous Weapon (Armed Robbery).** Theft or attempted theft of anything of value from the person of another, or from the area under the immediate bodily control of the other, by using a dangerous weapon or by an act threatening use of a dangerous weapon. A dangerous weapon is any article, instrument or substance that is likely to produce death or great bodily harm. Forcible theft or attempted theft from a person without the use of a dangerous weapon should be reported under Robbery Without a Dangerous Weapon. **Report type of weapon used in the WEAPON USED/POSSESSED column of the Data Collection Form.**
- 14. Robbery Without a Dangerous Weapon.** The taking or attempting to take anything of value from another's person, by force, or by an act threatening force or violence, which puts a victim in fear, without the use of a weapon. The stealing of someone's property without the use of force or from a source other than the victim's person is not included in this offense. If the taking from the person involves use of a dangerous weapon the incident is reported under Robbery With a Dangerous Weapon.
- 15. Sexual Assault (Not Involving Rape or Sexual Offense).** An assault of a sexual nature. An unauthorized and unwanted, intentional, or forcible touching of a sex organ of a person of the opposite sex. Sex organs are the breasts of females and genital areas of males and females. This category includes forcibly and intentionally grabbing the clothed or unclothed breast or genitals of a person of the opposite sex, without the consent of the victim. Report **attempted rape** and **attempted sexual offense** under this category. **The difference between Sexual Assault and Sexual Offense** is that Sexual Assault involves **forcible and intentional touching without penetration** of a sex organ, and Sexual Offense involves **penetration** of a sex organ or anus by any object, or touching another's mouth or anus by the male sex organ.
- 16. Sexual Offense.** Sexual Offense may be **forcible** or **statutory**. **Forcible Sexual Offense** is actual oral-genital contact, or penile-anal penetration, or insertion of any object, including a finger, into the genital or anal opening of another person's body, committed by force and without the consent of the victim. **Statutory Sexual Offense** is any of the above acts committed on a child under the age of 16 by a person who is at least 12 years old and at least 4 years older than the victim, regardless of whether the victim consented. **Statutory Sexual Offense** is also any of the above acts committed on a person who is mentally handicapped or incapacitated or physically helpless, regardless of whether the victim consented. **The difference between Rape and Sexual Offense** is that Rape involves vaginal intercourse only, and Sexual Offense involves oral-genital contact, penile-anal penetration, or genital or anal penetration by any object.
- 17. Taking Indecent Liberties With A Minor.** Committing a sexual act with or in the presence of a child under the age of 16 years, by a person at least age 16 and at least five years older than the child, for sexual gratification, regardless of whether force was used, or whether the victim consented. Examples of acts to be reported under this category are intentional exposure of genitals in front of a child; showing a child pornography, secretly or in the child's presence; or photographing girls changing clothes or using toilets, if these acts are done for sexual gratification.

Appendix B

Alternative Learning Programs Student Data Roster, 2001-02

Alternative Learning Program Student Data Roster

Instruction Sheet for the 2001-2002 School Year

Please fill out all information for each student as they enter the program.
 A student *that re-enrolls during the year should be listed again on the roster each time they re-enter.*
 If you choose to use the diskette to record your data, please write the name of your ALP on the front of the diskette.

The following codes should be used.

<u>Data</u>	<u>Information</u>
Student Name	Student's name [Last Name, First Name, Middle Initial]
SSN	Social Security Number
Home School Code	Enter the student's six digit Home School Code number. The first three digits are the LEA number, and the last three digits are the School number.
Grade level	PK, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12
Gender	M = Male, F = Female
Ethnicity	W = White B = Black H = Hispanic M = Multi-racial A = Asian N = American Indian O = Other
Age	Age at current entry into program.
Free/Reduced Price Lunch	Is the student eligible for Free/Reduced Price Lunch? 1 = Yes 2 = No
EC Category	Exceptional Child Category: 1 = Learning Disabled 2 = Behaviorally/Emotionally Disabled 3 = Educable Mentally Disabled 4 = Other Health Impaired 5 = Other 6 = None
Section 504	Is the student classified as Section 504? 1 = Yes 2 = No
LEP	Is the student classified as Limited English Proficient? 1 = Yes 2 = No 3 = Unknown

Adjudicated	Has the student been adjudicated by the court? 1 = Yes 2 = No																
Date of entry	Enrollment date (month, day, and year).																
Why in	Why did the student enter the program? Please indicate only ONE primary reason. <table border="0"> <tr> <td>01 = Academic Difficulty</td> <td>08 = Aggressive Behavior (e.g. fighting, threats)</td> </tr> <tr> <td>02 = Academic Acceleration</td> <td>09 = Personal/Family Problems</td> </tr> <tr> <td>03 = Disruptive Behavior</td> <td>10 = Emotional Problems (e.g. depression, abuse)</td> </tr> <tr> <td>04 = Attendance/Tuancy</td> <td>11 = Student/Parent Choice</td> </tr> <tr> <td>05 = Work/Job</td> <td>12 = Deemed serious threat to self or others</td> </tr> <tr> <td>06 = Pregnancy</td> <td>13 = Returning Dropout</td> </tr> <tr> <td>07 = Substance Abuse</td> <td>14 = Other</td> </tr> </table>	01 = Academic Difficulty	08 = Aggressive Behavior (e.g. fighting, threats)	02 = Academic Acceleration	09 = Personal/Family Problems	03 = Disruptive Behavior	10 = Emotional Problems (e.g. depression, abuse)	04 = Attendance/Tuancy	11 = Student/Parent Choice	05 = Work/Job	12 = Deemed serious threat to self or others	06 = Pregnancy	13 = Returning Dropout	07 = Substance Abuse	14 = Other		
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Disciplinary Action	Was the student enrolled because of any of the following disciplinary actions by the regular school? <i>Leave blank if none of these apply.</i> 1 = Short-term Suspension (less than 10 days) 2 = Long-term Suspension (more than 10 days) 3 = Expulsion																
Number days enrollment enrolled in ALP	Total number of school days enrolled in the ALP for this placement (list each ALP separately).																
Number days absent	Number of days absent <u>while enrolled in ALP</u> during 2001-02.																
Student Status	Indicate each student's status at the end of the year or, if the student exited the ALP before the end of the year, indicate student status upon exit from ALP. For student enrolled in ALP more than once during the year list each enrollment separately. <table border="0"> <tr> <td>01= Still enrolled in ALP and remained in Same Grade</td> <td>08 = Dropped out of school (other than transferred to Community College or ABE program)</td> </tr> <tr> <td>02= Still enrolled in ALP and Promoted to Next Grade</td> <td>09 = In Training School, Juvenile Detention Center, or Jail</td> </tr> <tr> <td>03= Returned to Home/Regular School and Remained in Same Grade</td> <td>10 = Long-term suspension</td> </tr> <tr> <td>04=Returned to Home/Regular School and Promoted to Next Grade</td> <td>11 = Expelled from School</td> </tr> <tr> <td>05=Graduated from High School</td> <td>12 = Left school for employment prior to graduation</td> </tr> <tr> <td>06=Transferred to another School District</td> <td>13 = Left school for hospital or therapeutic residential facility</td> </tr> <tr> <td>07=Transferred to Community College GED Program or Adult Basic Education prior to graduation</td> <td>14 = Deceased</td> </tr> <tr> <td></td> <td>15 = Other</td> </tr> </table>	01= Still enrolled in ALP and remained in Same Grade	08 = Dropped out of school (other than transferred to Community College or ABE program)	02= Still enrolled in ALP and Promoted to Next Grade	09 = In Training School, Juvenile Detention Center, or Jail	03= Returned to Home/Regular School and Remained in Same Grade	10 = Long-term suspension	04=Returned to Home/Regular School and Promoted to Next Grade	11 = Expelled from School	05=Graduated from High School	12 = Left school for employment prior to graduation	06=Transferred to another School District	13 = Left school for hospital or therapeutic residential facility	07=Transferred to Community College GED Program or Adult Basic Education prior to graduation	14 = Deceased		15 = Other
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Thank you for your assistance.

If you have any questions concerning this form contact Kathleen Snyder at (919) 515-1301 or Kathleen_Snyder@NCSU.edu.

Return the Student Data Roster by US Mail no later than June 14, 2002 to:

**Ms. Kathleen Snyder
North Carolina State University
Box 7401
Raleigh, NC 27695-7401**

Remember to retain a copy of the completed data for your records. Please put the name of your ALP and LEA on the diskette if you are submitting a diskette instead of a paper copy of the roster.

Appendix C

LEA and Charter School Totals of Suspensions and Expulsions by Ethnicity and Gender: 2001-02

NOTE: LEAs whose data have been verified are displayed in regular font. LEAs whose data are in *italics* are either unverified or only partially verified as of March 26, 2003.

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2001-02	# Long-term Suspensions, 2001-02	# Suspensions of Unspecified Duration, 2001-02	# Expulsions, 2001-02
Alamance-Burlington (010)	Unspecified	Unspecified	0	0	2	0
	Female	Unspecified	1	0		0
	Female	Asian	9	0		0
	Female	Black	433	0		0
	Female	Hispanic	59	0		0
	Female	Am Indian	5	0		0
	Female	Multi	29	0		0
	Female	White	459	0		0
	Male	Unspecified	1	0		0
	Male	Asian	11	0		0
	Male	Black	1192	2		0
	Male	Hispanic	288	0		1
	Male	Am Indian	6	0		0
	Male	Multi	26	0		0
	Male	White	1427	1		0
Alexander (020)	Unspecified	Unspecified	0	0		0
	Female	Asian	2	0		0
	Female	Black	24	0		0
	Female	Hispanic	4	0		0
	Female	Multi	1	0		0
	Female	White	146	8		0
	Male	Asian	10	0		0
	Male	Black	77	0		0
	Male	Hispanic	22	1		0
	Male	Multi	1	0		0
	Male	White	400	8		0
Alleghany (030)	Female	White	2	0		0
	Male	White	37	1		0

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2001-02	# Long-term Suspensions, 2001-02	# Suspensions of Unspecified Duration, 2001-02	# Expulsions, 2001-02
Anson (040)	Female	Asian	8	0		0
	Female	Black	606	0	1	0
	Female	Am Indian	4	0		0
	Female	White	48	0	2	0
	Male	Asian	6	0		0
	Male	Black	1234	0	22	0
	Male	Hispanic	2	0		0
	Male	Am Indian	4	0		0
	Male	Multi	2	0		0
	Male	White	189	0		0
Ashe (050)	Unspecified	Unspecified	22	0		0
	Female	White	32	0		0
	Male	Hispanic	5	1		0
	Male	White	156	3		0
Avery (060)	Unspecified	Unspecified	0	0		0
	Female	White	15	0		0
	Male	Hispanic	1	0		0
	Male	White	137	0		0
Beaufort (070)	Unspecified	Unspecified	0	0		0
	Female	Black	319	13	2	0
	Female	Multi	7	0		0
	Female	White	107	0		0
	Male	Unspecified	1	0		0
	Male	Black	1005	44	31	0
	Male	Hispanic	34	0	2	0
	Male	Multi	16	2		0
	Male	White	619	21	8	0

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2001-02	# Long-term Suspensions, 2001-02	# Suspensions of Unspecified Duration, 2001-02	# Expulsions, 2001-02
Bertie (080)	Female	Black	91	0		0
	Female	White	6	0		0
	Male	Black	326	0	1	0
	Male	White	26	0		0
Bladen (090)	Unspecified	Unspecified	0	0		0
	Female	Black	114	2		0
	Female	Hispanic	0	0		0
	Female	Am Indian	2	0		0
	Female	White	54	0		0
	Male	Black	207	1		2
	Male	Hispanic	1	0		0
	Male	Am Indian	7	0		0
	Male	Multi	6	0		0
	Male	White	205	2		1
Brunswick (100)	Unspecified	Unspecified	0	0		0
	Female	Asian	3	0		0
	Female	Black	240	0		1
	Female	Hispanic	10	0		0
	Female	Am Indian	8	0		0
	Female	Multi	2	0		0
	Female	Other	3	0		0
	Female	White	389	1	1	0
	Male	Asian	4	0		0
	Male	Black	567	0	3	0
	Male	Hispanic	29	0		0
	Male	Am Indian	11	0		0
	Male	Other	23	0		1
	Male	White	1181	6	9	0

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2001-02	# Long-term Suspensions, 2001-02	# Suspensions of Unspecified Duration, 2001-02	# Expulsions, 2001-02
Buncombe (110)	Unspecified	Unspecified	2	0		0
	Female	Asian	1	0		0
	Female	Black	160	2		0
	Female	Hispanic	8	0		0
	Female	Am Indian	3	0		0
	Female	Multi	11	0		0
	Female	White	663	12		0
	Male	Unspecified	2	0		0
	Male	Asian	4	0		0
	Male	Black	355	9		0
	Male	Hispanic	54	1	1	0
	Male	Am Indian	10	0		0
	Male	Multi	64	0		0
	Male	Other	1	0		0
	Male	White	2282	43	3	0
Asheville City (111)	Female	Black	264	8		1
	Female	Hispanic	6	0		0
	Female	White	63	0		0
	Male	Asian	3	0		0
	Male	Black	579	5	1	0
	Male	Hispanic	17	0		0
	Male	Multi	24	1		0
	Male	White	205	1	1	0

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2001-02	# Long-term Suspensions, 2001-02	# Suspensions of Unspecified Duration, 2001-02	# Expulsions, 2001-02
Burke (120)	Female	Asian	10	0		0
	Female	Black	67	0		0
	Female	Hispanic	9	0		0
	Female	Multi	1	0		0
	Female	Other	9	0		0
	Female	White	293	1	1	1
	Male	Asian	70	0		0
	Male	Black	167	1		0
	Male	Hispanic	42	0		0
	Male	Am Indian	1	0		0
	Male	Multi	3	0		0
	Male	Other	8	0		0
	Male	White	1085	4		3
Cabarrus (130)	Unspecified	Unspecified	1	1		2
	Female	Unspecified	1	1		0
	Female	Asian	1	0		0
	Female	Black	446	9	1	0
	Female	Hispanic	24	2		0
	Female	Multi	18	0		0
	Female	White	517	20	2	0
	Male	Unspecified	1	0		0
	Male	Asian	3	0		0
	Male	Black	942	45	12	0
	Male	Hispanic	122	2		0
	Male	Am Indian	2	0		0
	Male	Multi	23	2		0
	Male	Other	2	0		0
	Male	White	1599	65	5	0

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2001-02	# Long-term Suspensions, 2001-02	# Suspensions of Unspecified Duration, 2001-02	# Expulsions, 2001-02
Kannapolis City (132)	Female	Asian	1	0		0
	Female	Black	127	0		0
	Female	Hispanic	14	0		0
	Female	Multi	8	1		0
	Female	White	100	2		0
	Male	Asian	12	0		0
	Male	Black	309	4		0
	Male	Hispanic	50	2		0
	Male	Multi	14	0		0
	Male	White	304	6		0
Caldwell (140)	Unspecified	Unspecified	1	0		0
	Female	Black	39	0		0
	Female	Multi	5	0		0
	Female	White	201	4		0
	Male	Asian	1	0		0
	Male	Black	84	0		0
	Male	Hispanic	15	0		0
	Male	Multi	4	0		0
	Male	White	725	11		0
Camden (150)	Female	Black	32	2		0
	Female	White	27	0		0
	Male	Black	32	0		0
	Male	Other	1	0		0
	Male	White	80	4		0

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2001-02	# Long-term Suspensions, 2001-02	# Suspensions of Unspecified Duration, 2001-02	# Expulsions, 2001-02
<i>Carteret (160)</i>	<i>Unspecified</i>	<i>Unspecified</i>	6	0		0
	<i>Female</i>	<i>Asian</i>	1	0		0
	<i>Female</i>	<i>Black</i>	56	0		0
	<i>Female</i>	<i>Hispanic</i>	1	0		0
	<i>Female</i>	<i>Am Indian</i>	1	0		0
	<i>Female</i>	<i>Multi</i>	2	0		0
	<i>Female</i>	<i>White</i>	184	2		2
	<i>Male</i>	<i>Asian</i>	1	0		0
	<i>Male</i>	<i>Black</i>	191	0		0
	<i>Male</i>	<i>Hispanic</i>	12	0		0
	<i>Male</i>	<i>Multi</i>	29	0		0
	<i>Male</i>	<i>White</i>	769	4		3
<i>Caswell (170)</i>	<i>Unspecified</i>	<i>Unspecified</i>	1	0		0
	<i>Female</i>	<i>Black</i>	66	0		0
	<i>Female</i>	<i>Hispanic</i>	2	0		0
	<i>Female</i>	<i>Multi</i>	5	0		0
	<i>Female</i>	<i>White</i>	33	0		0
	<i>Male</i>	<i>Black</i>	181	0	2	0
	<i>Male</i>	<i>Hispanic</i>	4	0		0
	<i>Male</i>	<i>Multi</i>	12	0		0
	<i>Male</i>	<i>White</i>	170	0		0
<i>Catawba (180)</i>	<i>Unspecified</i>	<i>Unspecified</i>	0	0		0
	<i>Female</i>	<i>Asian</i>	4	0		0
	<i>Female</i>	<i>Black</i>	75	0		0
	<i>Female</i>	<i>Hispanic</i>	7	0		0
	<i>Female</i>	<i>Multi</i>	1	0		0
	<i>Female</i>	<i>White</i>	231	0		0
	<i>Male</i>	<i>Asian</i>	23	0		0
	<i>Male</i>	<i>Black</i>	208	0		0
	<i>Male</i>	<i>Hispanic</i>	64	0		0
	<i>Male</i>	<i>Multi</i>	13	0		0
	<i>Male</i>	<i>White</i>	1006	0		0

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2001-02	# Long-term Suspensions, 2001-02	# Suspensions of Unspecified Duration, 2001-02	# Expulsions, 2001-02
Hickory City (181)	Unspecified	Unspecified	0	0		0
	Female	Asian	6	0		0
	Female	Black	224	0		0
	Female	Hispanic	11	0		0
	Female	Am Indian	1	0		0
	Female	Multi	11	0		0
	Female	White	145	0		0
	Male	Asian	15	0		0
	Male	Black	500	0	3	0
	Male	Hispanic	83	0		0
	Male	Multi	19	0		0
	Male	White	406	1	5	0
Newton-Conover City (182)	Female	Asian	4	0		0
	Female	Black	41	0		0
	Female	Hispanic	14	0		0
	Female	Multi	23	0		0
	Female	White	41	1		0
	Male	Asian	12	0		0
	Male	Black	111	0		0
	Male	Hispanic	44	1		0
	Male	Multi	6	0		0
	Male	White	182	2		0

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2001-02	# Long-term Suspensions, 2001-02	# Suspensions of Unspecified Duration, 2001-02	# Expulsions, 2001-02
<i>Chatham (190)</i>	<i>Unspecified</i>	<i>Unspecified</i>	0	0		0
	<i>Unspecified</i>	<i>Asian</i>	1	0		0
	<i>Female</i>	<i>Black</i>	157	2	1	0
	<i>Female</i>	<i>Hispanic</i>	14	0		0
	<i>Female</i>	<i>Multi</i>	6	0		0
	<i>Female</i>	<i>White</i>	95	3	1	0
	<i>Male</i>	<i>Black</i>	398	6	3	0
	<i>Male</i>	<i>Hispanic</i>	66	1		0
	<i>Male</i>	<i>Am Indian</i>	2	0		0
	<i>Male</i>	<i>Multi</i>	11	0		0
	<i>Male</i>	<i>White</i>	436	12		0
<i>Cherokee (200)</i>	<i>Unspecified</i>	<i>Unspecified</i>	2	0		0
	<i>Female</i>	<i>White</i>	42	1		0
	<i>Male</i>	<i>Black</i>	5	0		0
	<i>Male</i>	<i>Hispanic</i>	2	0		0
	<i>Male</i>	<i>Multi</i>	1	0		0
	<i>Male</i>	<i>White</i>	114	0	1	0
<i>Edenton-Chowan (210)</i>	<i>Female</i>	<i>Black</i>	131	1		0
	<i>Female</i>	<i>Hispanic</i>	1	0		0
	<i>Female</i>	<i>White</i>	16	0		0
	<i>Male</i>	<i>Black</i>	345	4		1
	<i>Male</i>	<i>Multi</i>	2	0		0
	<i>Male</i>	<i>White</i>	114	1		0
<i>Clay (220)</i>	<i>Female</i>	<i>White</i>	4	1		0
	<i>Male</i>	<i>White</i>	19	1		0

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2001-02	# Long-term Suspensions, 2001-02	# Suspensions of Unspecified Duration, 2001-02	# Expulsions, 2001-02
<i>Cleveland (230)</i>	<i>Female</i>	<i>Black</i>	177	0		0
	<i>Female</i>	<i>Hispanic</i>	5	0		0
	<i>Female</i>	<i>Other</i>	1	0		0
	<i>Female</i>	<i>White</i>	268	0		0
	<i>Male</i>	<i>Black</i>	469	1	1	1
	<i>Male</i>	<i>Hispanic</i>	11	0		0
	<i>Male</i>	<i>Other</i>	16	0		0
	<i>Male</i>	<i>White</i>	978	0	1	0
<i>Kings Mountain City (231)</i>	<i>Female</i>	<i>Black</i>	93	0		0
	<i>Female</i>	<i>Hispanic</i>	2	0		0
	<i>Female</i>	<i>Am Indian</i>	1	0		0
	<i>Female</i>	<i>Other</i>	2	0		0
	<i>Female</i>	<i>White</i>	174	1		0
	<i>Male</i>	<i>Asian</i>	6	0		0
	<i>Male</i>	<i>Black</i>	228	3		0
	<i>Male</i>	<i>Hispanic</i>	3	0		0
	<i>Male</i>	<i>Am Indian</i>	3	0		0
	<i>Male</i>	<i>Multi</i>	6	0		0
	<i>Male</i>	<i>Other</i>	4	0		0
	<i>Male</i>	<i>White</i>	507	8		0
<i>Shelby City (232)</i>	<i>Female</i>	<i>Black</i>	239	0		0
	<i>Female</i>	<i>Hispanic</i>	7	0		0
	<i>Female</i>	<i>Multi</i>	1	0		0
	<i>Female</i>	<i>Other</i>	3	0		0
	<i>Female</i>	<i>White</i>	22	0		0
	<i>Male</i>	<i>Black</i>	387	0	2	0
	<i>Male</i>	<i>Hispanic</i>	6	0		0
	<i>Male</i>	<i>Other</i>	1	0		0
	<i>Male</i>	<i>White</i>	47	0		0

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2001-02	# Long-term Suspensions, 2001-02	# Suspensions of Unspecified Duration, 2001-02	# Expulsions, 2001-02
<i>Columbus (240)</i>	<i>Unspecified</i>	<i>Unspecified</i>	0	0		0
	<i>Female</i>	<i>Black</i>	156	1		0
	<i>Female</i>	<i>Hispanic</i>	2	0		0
	<i>Female</i>	<i>Am Indian</i>	1	0		0
	<i>Female</i>	<i>Multi</i>	2	0		0
	<i>Female</i>	<i>White</i>	28	0		0
	<i>Male</i>	<i>Black</i>	557	3	4	1
	<i>Male</i>	<i>Hispanic</i>	14	0		0
	<i>Male</i>	<i>Am Indian</i>	5	0		0
	<i>Male</i>	<i>Multi</i>	6	0		0
	<i>Male</i>	<i>White</i>	183	0		0
<i>Whiteville City (241)</i>	<i>Unspecified</i>	<i>Unspecified</i>	0	0		0
	<i>Female</i>	<i>Black</i>	99	0		0
	<i>Female</i>	<i>Am Indian</i>	6	0		0
	<i>Female</i>	<i>Multi</i>	2	0		0
	<i>Female</i>	<i>White</i>	35	0		0
	<i>Male</i>	<i>Black</i>	238	0	4	0
	<i>Male</i>	<i>Hispanic</i>	1	0		0
	<i>Male</i>	<i>Am Indian</i>	2	0		0
	<i>Male</i>	<i>Multi</i>	5	0		0
	<i>Male</i>	<i>White</i>	104	0	2	0

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2001-02	# Long-term Suspensions, 2001-02	# Suspensions of Unspecified Duration, 2001-02	# Expulsions, 2001-02
Craven (250)	Unspecified	Unspecified	0	0		0
	Unspecified	White	1	0		0
	Female	Asian	2	0		0
	Female	Black	832	0	6	0
	Female	Hispanic	24	0	1	0
	Female	Am Indian	4	0		0
	Female	Multi	16	0		0
	Female	White	328	3	3	0
	Male	Unspecified	1	0		0
	Male	Asian	7	0	1	0
	Male	Black	1780	1	22	1
	Male	Hispanic	48	0	1	0
	Male	Am Indian	3	0		0
	Male	Multi	9	0		0
	Male	White	1018	0	20	1
Cumberland (260)	Unspecified	Unspecified	5	1		0
	Female	Asian	10	0		0
	Female	Black	1693	161	4	0
	Female	Hispanic	89	7		0
	Female	Am Indian	35	3		0
	Female	Multi	52	2		0
	Female	White	446	51		0
	Male	Unspecified	1	0		0
	Male	Asian	32	5		0
	Male	Black	4187	414	4	0
	Male	Hispanic	230	26		0
	Male	Am Indian	132	16		0
	Male	Multi	84	5		0
	Male	Other	4	0		0
	Male	White	1668	165	2	0

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2001-02	# Long-term Suspensions, 2001-02	# Suspensions of Unspecified Duration, 2001-02	# Expulsions, 2001-02
<i>Currituck (270)</i>	<i>Unspecified</i>	<i>Unspecified</i>	1	0		0
	<i>Female</i>	<i>Asian</i>	2	0		0
	<i>Female</i>	<i>Black</i>	27	0		0
	<i>Female</i>	<i>Hispanic</i>	1	0		0
	<i>Female</i>	<i>White</i>	188	0		0
	<i>Male</i>	<i>Black</i>	64	1		0
	<i>Male</i>	<i>Hispanic</i>	4	0		0
	<i>Male</i>	<i>Am Indian</i>	1	0		0
	<i>Male</i>	<i>Multi</i>	7	0		0
	<i>Male</i>	<i>White</i>	345	0		1
<i>Dare (280)</i>	<i>Female</i>	<i>Black</i>	1	0		0
	<i>Female</i>	<i>Multi</i>	3	0		0
	<i>Female</i>	<i>White</i>	91	1		1
	<i>Male</i>	<i>Unspecified</i>	1	0		0
	<i>Male</i>	<i>Black</i>	11	1		1
	<i>Male</i>	<i>Hispanic</i>	8	0		0
	<i>Male</i>	<i>Multi</i>	1	0		0
	<i>Male</i>	<i>White</i>	259	1	2	1
<i>Davidson (290)</i>	<i>Unspecified</i>	<i>Unspecified</i>	0	0		0
	<i>Female</i>	<i>Asian</i>	1	0		0
	<i>Female</i>	<i>Black</i>	22	0		0
	<i>Female</i>	<i>Hispanic</i>	11	0		0
	<i>Female</i>	<i>Am Indian</i>	8	0		0
	<i>Female</i>	<i>Multi</i>	16	0		0
	<i>Female</i>	<i>White</i>	901	4		1
	<i>Male</i>	<i>Asian</i>	10	0		0
	<i>Male</i>	<i>Black</i>	111	0		0
	<i>Male</i>	<i>Hispanic</i>	13	0		0
	<i>Male</i>	<i>Am Indian</i>	27	0		0
	<i>Male</i>	<i>Multi</i>	13	1		0
	<i>Male</i>	<i>Other</i>	1	0		0
	<i>Male</i>	<i>White</i>	2740	14	3	0

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2001-02	# Long-term Suspensions, 2001-02	# Suspensions of Unspecified Duration, 2001-02	# Expulsions, 2001-02
<i>Lexington City (291)</i>	<i>Female</i>	<i>Black</i>	3	0		0
	<i>Female</i>	<i>Hispanic</i>	1	0		0
	<i>Female</i>	<i>Multi</i>	1	0		0
	<i>Female</i>	<i>White</i>	2	0		0
	<i>Male</i>	<i>Asian</i>	2	0		0
	<i>Male</i>	<i>Black</i>	38	0		0
	<i>Male</i>	<i>Hispanic</i>	10	0		0
	<i>Male</i>	<i>Multi</i>	4	0		0
	<i>Male</i>	<i>White</i>	19	0		0
<i>Thomasville City (292)</i>	<i>Female</i>	<i>Black</i>	3	0		0
	<i>Female</i>	<i>White</i>	1	0		0
	<i>Male</i>	<i>Black</i>	4	0		2
	<i>Male</i>	<i>Hispanic</i>	2	0		0
	<i>Male</i>	<i>Multi</i>	1	0		0
	<i>Male</i>	<i>White</i>	6	0	1	0
<i>Davie (300)</i>	<i>Female</i>	<i>Black</i>	35	0		0
	<i>Female</i>	<i>Hispanic</i>	2	0		0
	<i>Female</i>	<i>White</i>	58	0		0
	<i>Male</i>	<i>Black</i>	73	0		0
	<i>Male</i>	<i>Hispanic</i>	31	0		0
	<i>Male</i>	<i>White</i>	261	0		1
<i>Duplin (310)</i>	<i>Unspecified</i>	<i>Unspecified</i>	0	0	1	0
	<i>Female</i>	<i>Black</i>	536	0		0
	<i>Female</i>	<i>Hispanic</i>	119	0		0
	<i>Female</i>	<i>Am Indian</i>	1	0		0
	<i>Female</i>	<i>White</i>	133	0		0
	<i>Male</i>	<i>Black</i>	1442	0	1	0
	<i>Male</i>	<i>Hispanic</i>	246	0		0
	<i>Male</i>	<i>Multi</i>	13	0		0
	<i>Male</i>	<i>White</i>	552	0		0

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2001-02	# Long-term Suspensions, 2001-02	# Suspensions of Unspecified Duration, 2001-02	# Expulsions, 2001-02
Durham (320)	Unspecified	Unspecified	1	0		0
	Female	Asian	3	0		0
	Female	Black	1726	13	10	0
	Female	Hispanic	84	0		0
	Female	Am Indian	4	0		0
	Female	Multi	46	0		0
	Female	White	178	3	1	0
	Male	Unspecified	3	0		0
	Male	Asian	13	0		0
	Male	Black	4831	65	25	4
	Male	Hispanic	379	5		0
	Male	Am Indian	6	0		0
	Male	Multi	75	1		0
	Male	Other	3	0		0
	Male	White	621	13		0
Edgecombe (330)	Unspecified	Unspecified	5	0		0
	Female	Black	560	1	1	0
	Female	Hispanic	3	0		0
	Female	Multi	4	0		0
	Female	White	108	1	2	0
	Male	Black	1607	10	4	0
	Male	Hispanic	40	1		0
	Male	Multi	2	0		0
	Male	Other	12	0		0
	Male	White	618	1	5	0

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2001-02	# Long-term Suspensions, 2001-02	# Suspensions of Unspecified Duration, 2001-02	# Expulsions, 2001-02
<i>Forsyth (340)</i>	<i>Female</i>	<i>Asian</i>	2	0		0
	<i>Female</i>	<i>Black</i>	2353	4	11	0
	<i>Female</i>	<i>Hispanic</i>	115	0		0
	<i>Female</i>	<i>Am Indian</i>	12	0		0
	<i>Female</i>	<i>Multi</i>	68	0	1	0
	<i>Female</i>	<i>White</i>	590	0	3	0
	<i>Male</i>	<i>Asian</i>	18	0		0
	<i>Male</i>	<i>Black</i>	5699	7	45	0
	<i>Male</i>	<i>Hispanic</i>	440	0	8	0
	<i>Male</i>	<i>Am Indian</i>	22	0		0
	<i>Male</i>	<i>Multi</i>	143	0		0
	<i>Male</i>	<i>White</i>	2052	3	20	0
<i>Franklin (350)</i>	<i>Female</i>	<i>Black</i>	236	4	2	2
	<i>Female</i>	<i>Hispanic</i>	9	0		0
	<i>Female</i>	<i>Am Indian</i>	3	0		0
	<i>Female</i>	<i>Multi</i>	2	0		0
	<i>Female</i>	<i>White</i>	143	3		0
	<i>Male</i>	<i>Asian</i>	1	0		0
	<i>Male</i>	<i>Black</i>	687	10	3	0
	<i>Male</i>	<i>Hispanic</i>	73	1		0
	<i>Male</i>	<i>Am Indian</i>	3	0		0
	<i>Male</i>	<i>Multi</i>	4	0	1	0
	<i>Male</i>	<i>White</i>	497	12	3	1

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2001-02	# Long-term Suspensions, 2001-02	# Suspensions of Unspecified Duration, 2001-02	# Expulsions, 2001-02
<i>Gaston (360)</i>	<i>Unspecified</i>	<i>Other</i>	<i>1</i>	<i>0</i>		<i>0</i>
	<i>Female</i>	<i>Asian</i>	<i>4</i>	<i>0</i>		<i>0</i>
	<i>Female</i>	<i>Black</i>	<i>972</i>	<i>2</i>		<i>0</i>
	<i>Female</i>	<i>Hispanic</i>	<i>39</i>	<i>0</i>		<i>0</i>
	<i>Female</i>	<i>Other</i>	<i>25</i>	<i>0</i>		<i>0</i>
	<i>Female</i>	<i>White</i>	<i>1448</i>	<i>1</i>		<i>1</i>
	<i>Male</i>	<i>Asian</i>	<i>36</i>	<i>0</i>		<i>0</i>
	<i>Male</i>	<i>Black</i>	<i>2295</i>	<i>4</i>	<i>2</i>	<i>5</i>
	<i>Male</i>	<i>Hispanic</i>	<i>86</i>	<i>0</i>		<i>0</i>
	<i>Male</i>	<i>Am Indian</i>	<i>6</i>	<i>0</i>		<i>0</i>
	<i>Male</i>	<i>Other</i>	<i>60</i>	<i>0</i>		<i>0</i>
	<i>Male</i>	<i>White</i>	<i>4475</i>	<i>4</i>	<i>1</i>	<i>4</i>
<i>Gates (370)</i>	<i>Female</i>	<i>Black</i>	<i>40</i>	<i>0</i>		<i>0</i>
	<i>Female</i>	<i>Multi</i>	<i>2</i>	<i>0</i>		<i>0</i>
	<i>Female</i>	<i>White</i>	<i>20</i>	<i>0</i>		<i>0</i>
	<i>Male</i>	<i>Black</i>	<i>106</i>	<i>0</i>	<i>1</i>	<i>0</i>
	<i>Male</i>	<i>Hispanic</i>	<i>4</i>	<i>0</i>		<i>0</i>
	<i>Male</i>	<i>Multi</i>	<i>3</i>	<i>0</i>		<i>0</i>
	<i>Male</i>	<i>White</i>	<i>64</i>	<i>0</i>		<i>0</i>
<i>Graham (380)</i>	<i>Female</i>	<i>White</i>	<i>2</i>	<i>1</i>		<i>0</i>
	<i>Male</i>	<i>White</i>	<i>0</i>	<i>4</i>		<i>0</i>

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2001-02	# Long-term Suspensions, 2001-02	# Suspensions of Unspecified Duration, 2001-02	# Expulsions, 2001-02
Granville (390)	Unspecified	Unspecified	2	0		0
	Female	Asian	1	0		0
	Female	Black	336	1		0
	Female	Hispanic	3	0		0
	Female	Multi	4	0		0
	Female	White	154	1		0
	Male	Unspecified	2	0		0
	Male	Asian	6	0		0
	Male	Black	1054	8	2	1
	Male	Hispanic	31	0	1	0
	Male	Multi	25	0		0
	Male	White	580	2	1	0
Greene (400)	Female	Black	247	0		0
	Female	Hispanic	20	0		0
	Female	Multi	1	0		0
	Female	White	58	0		0
	Male	Asian	2	0		0
	Male	Black	746	0	1	0
	Male	Hispanic	68	0		0
	Male	White	151	0	1	0

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2001-02	# Long-term Suspensions, 2001-02	# Suspensions of Unspecified Duration, 2001-02	# Expulsions, 2001-02
Guilford (410)	Unspecified	Unspecified	3	0	2	0
	Female	Unspecified	2	0		0
	Female	Asian	47	1		0
	Female	Black	2610	69	4	0
	Female	Hispanic	70	0		0
	Female	Am Indian	14	2		0
	Female	Multi	58	0		0
	Female	Other	1	0		0
	Female	White	552	11	1	0
	Male	Unspecified	9	1		0
	Male	Asian	127	10		0
	Male	Black	6467	233	9	0
	Male	Hispanic	193	11		0
	Male	Am Indian	50	1		0
	Male	Multi	174	2		0
	Male	Other	5	0		0
	Male	White	2227	59	2	0
Halifax (420)	Female	Black	394	0		0
	Female	Am Indian	17	0		0
	Female	Multi	2	0		0
	Female	White	21	0		0
	Male	Asian	1	0		0
	Male	Black	1170	0		0
	Male	Am Indian	95	0		0
	Male	Multi	3	0		0
	Male	White	51	0		0

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2001-02	# Long-term Suspensions, 2001-02	# Suspensions of Unspecified Duration, 2001-02	# Expulsions, 2001-02
<i>Roanoke Rapids City (421)</i>	<i>Unspecified</i>	<i>Unspecified</i>	56	0		0
	<i>Female</i>	<i>Asian</i>	1	0		0
	<i>Female</i>	<i>Black</i>	42	0		0
	<i>Female</i>	<i>White</i>	54	0		0
	<i>Male</i>	<i>Black</i>	84	0		0
	<i>Male</i>	<i>Am Indian</i>	2	0		0
	<i>Male</i>	<i>White</i>	206	0		0
<i>Weldon City (422)</i>	<i>Unspecified</i>	<i>Unspecified</i>	8	0		0
	<i>Female</i>	<i>Black</i>	76	0		1
	<i>Female</i>	<i>White</i>	2	0		0
	<i>Male</i>	<i>Asian</i>	1	0		0
	<i>Male</i>	<i>Black</i>	248	0	5	1
	<i>Male</i>	<i>White</i>	1	0		0
<i>Harnett (430)</i>	<i>Unspecified</i>	<i>Unspecified</i>	0	0		0
	<i>Female</i>	<i>Asian</i>	1	0		0
	<i>Female</i>	<i>Black</i>	402	0		0
	<i>Female</i>	<i>Hispanic</i>	49	0		0
	<i>Female</i>	<i>Am Indian</i>	6	0		0
	<i>Female</i>	<i>Multi</i>	28	0		0
	<i>Female</i>	<i>White</i>	282	0		0
	<i>Male</i>	<i>Asian</i>	4	0		0
	<i>Male</i>	<i>Black</i>	985	15		0
	<i>Male</i>	<i>Hispanic</i>	144	3		0
	<i>Male</i>	<i>Am Indian</i>	10	0		0
	<i>Male</i>	<i>Multi</i>	24	0		0
	<i>Male</i>	<i>White</i>	958	11		0

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2001-02	# Long-term Suspensions, 2001-02	# Suspensions of Unspecified Duration, 2001-02	# Expulsions, 2001-02
Haywood (440)	Female	Black	9	0		0
	Female	White	254	9		0
	Male	Black	20	1		0
	Male	Hispanic	3	0		0
	Male	Am Indian	2	0		0
	Male	White	488	12		0
Henderson (450)	Unspecified	Unspecified	1	0		0
	Female	Asian	1	0		0
	Female	Black	39	0		0
	Female	Hispanic	13	0		0
	Female	Multi	1	0		0
	Female	White	174	1		1
	Male	Asian	4	0		0
	Male	Black	101	0		0
	Male	Hispanic	81	0	1	0
	Male	Am Indian	1	0		0
	Male	Multi	16	0		0
	Male	Other	4	0		0
	Male	White	590	0		0
Hertford (460)	Unspecified	Unspecified	4	0		0
	Female	Unspecified	4	0		0
	Female	Black	471	0		0
	Female	White	37	0		0
	Male	Black	855	0		0
	Male	Multi	1	0		0
	Male	White	63	0		0

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2001-02	# Long-term Suspensions, 2001-02	# Suspensions of Unspecified Duration, 2001-02	# Expulsions, 2001-02
<i>Hoke (470)</i>	<i>Unspecified</i>	<i>Unspecified</i>	6	0		0
	<i>Female</i>	<i>Asian</i>	7	0		0
	<i>Female</i>	<i>Black</i>	476	4	5	0
	<i>Female</i>	<i>Hispanic</i>	26	1		0
	<i>Female</i>	<i>Am Indian</i>	136	1	2	0
	<i>Female</i>	<i>Multi</i>	13	0	1	0
	<i>Female</i>	<i>White</i>	100	2	4	0
	<i>Male</i>	<i>Unspecified</i>	1	0		0
	<i>Male</i>	<i>Asian</i>	1	0		0
	<i>Male</i>	<i>Black</i>	1184	26	15	0
	<i>Male</i>	<i>Hispanic</i>	40	0		0
	<i>Male</i>	<i>Am Indian</i>	417	11	13	0
	<i>Male</i>	<i>Multi</i>	11	1		0
	<i>Male</i>	<i>White</i>	312	7	11	0
<i>Hyde (480)</i>	<i>Male</i>	<i>Black</i>	4	0		0
	<i>Male</i>	<i>Multi</i>	2	0		0
<i>Iredell-Statesville (490)</i>	<i>Female</i>	<i>Asian</i>	3	0		0
	<i>Female</i>	<i>Black</i>	338	1		0
	<i>Female</i>	<i>Hispanic</i>	17	0		0
	<i>Female</i>	<i>Am Indian</i>	5	0		0
	<i>Female</i>	<i>Multi</i>	8	0		0
	<i>Female</i>	<i>White</i>	337	0		0
	<i>Male</i>	<i>Asian</i>	32	0		0
	<i>Male</i>	<i>Black</i>	819	0		0
	<i>Male</i>	<i>Hispanic</i>	102	0		0
	<i>Male</i>	<i>Am Indian</i>	5	0		0
	<i>Male</i>	<i>Multi</i>	18	0		0
	<i>Male</i>	<i>White</i>	1474	1		0

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2001-02	# Long-term Suspensions, 2001-02	# Suspensions of Unspecified Duration, 2001-02	# Expulsions, 2001-02
Mooresville City (491)	Female	Black	70	1		0
	Female	Multi	1	0		0
	Female	White	62	0		0
	Male	Asian	3	0		0
	Male	Black	259	5		0
	Male	Multi	3	0		0
	Male	Other	1	0		0
	Male	White	248	3		0
Jackson (500)	Female	Hispanic	2	0		0
	Female	Am Indian	9	0		0
	Female	White	32	0		0
	Male	Black	4	0		0
	Male	Am Indian	16	0		0
	Male	White	98	0	1	0
Johnston (510)	Unspecified	Unspecified	0	0		0
	Female	Asian	6	0		0
	Female	Black	702	10		0
	Female	Hispanic	103	1		0
	Female	Am Indian	12	0		0
	Female	Multi	21	0		0
	Female	White	599	18		0
	Male	Asian	4	0		0
	Male	Black	1974	38		0
	Male	Hispanic	366	8		0
	Male	Am Indian	21	1		0
	Male	Multi	44	4		0
	Male	Other	13	0		0
	Male	White	2248	30		0

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2001-02	# Long-term Suspensions, 2001-02	# Suspensions of Unspecified Duration, 2001-02	# Expulsions, 2001-02
Jones (520)	Female	Black	26	0	1	0
	Female	White	16	0		0
	Male	Asian	1	0		0
	Male	Black	82	0	4	0
	Male	Hispanic	1	0		0
	Male	Am Indian	5	0		0
	Male	Multi	2	0		0
	Male	White	53	0	1	0
Lee (530)	Female	Asian	2	1		0
	Female	Black	184	0	1	0
	Female	Hispanic	29	0		0
	Female	Multi	3	0		0
	Female	White	90	0		0
	Male	Asian	2	0		0
	Male	Black	579	8	3	0
	Male	Hispanic	147	3	3	0
	Male	Am Indian	9	1	1	0
	Male	Multi	23	0		0
	Male	White	549	3	5	0
Lenoir (540)	Unspecified	Unspecified	0	0		0
	Unspecified	White	1	0		0
	Female	Black	595	3	3	5
	Female	Hispanic	16	2		0
	Female	Multi	16	0		0
	Female	White	110	1		1
	Male	Unspecified	2	0		0
	Male	Asian	4	0		0
	Male	Black	1544	12	10	6
	Male	Hispanic	40	1		0
	Male	Am Indian	3	0		0
	Male	Multi	11	0		0
	Male	White	517	6	5	1

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2001-02	# Long-term Suspensions, 2001-02	# Suspensions of Unspecified Duration, 2001-02	# Expulsions, 2001-02
Lincoln (550)	Female	Asian	2	0		0
	Female	Black	119	0	1	2
	Female	Hispanic	25	0		1
	Female	Am Indian	1	0		0
	Female	Multi	3	0		0
	Female	Other	1	0		0
	Female	White	383	0	7	2
	Male	Unspecified	1	0		0
	Male	Asian	2	0		0
	Male	Black	331	0	6	2
	Male	Hispanic	146	0		0
	Male	Am Indian	5	0		0
	Male	Multi	9	0		0
	Male	White	1519	5	17	12
Macon (560)	Unspecified	Other	0	0	8	0
	Female	Asian	1	0		0
	Female	Black	3	0		0
	Female	White	64	0		0
	Male	Black	3	0		0
	Male	Hispanic	3	0		0
	Male	Other	3	0		0
	Male	White	242	0		2
Madison (570)	Female	White	40	0		0
	Male	Hispanic	3	0		0
	Male	Multi	5	0		0
	Male	White	160	3		0

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2001-02	# Long-term Suspensions, 2001-02	# Suspensions of Unspecified Duration, 2001-02	# Expulsions, 2001-02
<i>Martin (580)</i>	<i>Female</i>	<i>Black</i>	294	3		0
	<i>Female</i>	<i>Hispanic</i>	2	0		0
	<i>Female</i>	<i>White</i>	52	0		0
	<i>Male</i>	<i>Asian</i>	1	0		0
	<i>Male</i>	<i>Black</i>	779	5	2	0
	<i>Male</i>	<i>Hispanic</i>	6	0		0
	<i>Male</i>	<i>Multi</i>	1	0		0
	<i>Male</i>	<i>White</i>	206	2		0
<i>McDowell (590)</i>	<i>Female</i>	<i>Black</i>	5	0		0
	<i>Female</i>	<i>Am Indian</i>	1	0		0
	<i>Female</i>	<i>White</i>	112	1		2
	<i>Male</i>	<i>Asian</i>	2	0		0
	<i>Male</i>	<i>Black</i>	23	2		2
	<i>Male</i>	<i>Hispanic</i>	4	0		0
	<i>Male</i>	<i>Multi</i>	1	0		0
	<i>Male</i>	<i>White</i>	368	10		11

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2001-02	# Long-term Suspensions, 2001-02	# Suspensions of Unspecified Duration, 2001-02	# Expulsions, 2001-02
<i>Charlotte-Mecklenburg (600)</i>	<i>Unspecified</i>	<i>Unspecified</i>	40	0		0
	<i>Unspecified</i>	<i>White</i>	1	0		0
	<i>Female</i>	<i>Unspecified</i>	73	0		0
	<i>Female</i>	<i>Asian</i>	61	0		0
	<i>Female</i>	<i>Black</i>	5719	31	22	7
	<i>Female</i>	<i>Hispanic</i>	193	2		0
	<i>Female</i>	<i>Am Indian</i>	32	1		0
	<i>Female</i>	<i>Multi</i>	55	0		0
	<i>Female</i>	<i>Other</i>	1	0		0
	<i>Female</i>	<i>White</i>	1047	6	3	0
	<i>Male</i>	<i>Unspecified</i>	196	0	7	0
	<i>Male</i>	<i>Asian</i>	194	2		1
	<i>Male</i>	<i>Black</i>	13993	71	55	41
	<i>Male</i>	<i>Hispanic</i>	616	4	2	2
	<i>Male</i>	<i>Am Indian</i>	113	0		1
	<i>Male</i>	<i>Multi</i>	102	1		0
	<i>Male</i>	<i>Other</i>	16	0		0
	<i>Male</i>	<i>White</i>	3496	12	11	9
<i>Mitchell (610)</i>	<i>Female</i>	<i>Black</i>	1	0		0
	<i>Female</i>	<i>Hispanic</i>	1	0		0
	<i>Female</i>	<i>White</i>	15	0	9	0
	<i>Male</i>	<i>Hispanic</i>	3	0		0
	<i>Male</i>	<i>Multi</i>	2	0		0
	<i>Male</i>	<i>White</i>	52	0	57	0

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2001-02	# Long-term Suspensions, 2001-02	# Suspensions of Unspecified Duration, 2001-02	# Expulsions, 2001-02
Montgomery (620)	Unspecified	Unspecified	0	0		0
	Female	Unspecified	1	0		0
	Female	Black	54	0		0
	Female	Hispanic	16	0		0
	Female	White	44	0		0
	Male	Asian	1	0		0
	Male	Black	181	1	6	1
	Male	Hispanic	28	0		0
	Male	Am Indian	3	0		0
	Male	White	214	0		0
Moore (630)	Female	Black	182	0		0
	Female	Hispanic	10	0		0
	Female	Am Indian	3	0		0
	Female	Multi	1	0		0
	Female	White	158	0	1	0
	Male	Unspecified	14	0		0
	Male	Black	576	0		0
	Male	Hispanic	45	0		0
	Male	Am Indian	21	0		0
	Male	Multi	3	0		0
	Male	White	587	0	3	4

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2001-02	# Long-term Suspensions, 2001-02	# Suspensions of Unspecified Duration, 2001-02	# Expulsions, 2001-02
Nash-Rocky Mount (640)	Unspecified	Unspecified	1	0		0
	Female	Unspecified	1	0		0
	Female	Black	788	0		0
	Female	Hispanic	8	0		0
	Female	Am Indian	1	0		0
	Female	Multi	7	0		0
	Female	White	109	0		0
	Male	Unspecified	3	0		0
	Male	Asian	12	0		0
	Male	Black	1924	1	2	0
	Male	Hispanic	60	0		0
	Male	Multi	11	0		0
	Male	White	538	1		1
New Hanover (650)	Unspecified	Unspecified	0	0		0
	Female	Asian	2	0		0
	Female	Black	804	11	1	0
	Female	Hispanic	11	0		0
	Female	Am Indian	5	0		0
	Female	Multi	9	0		0
	Female	Other	15	1		0
	Female	White	418	15	1	0
	Male	Unspecified	1	0		0
	Male	Asian	10	0		0
	Male	Black	1816	44	2	4
	Male	Hispanic	26	2	1	0
	Male	Am Indian	13	1		0
	Male	Multi	15	0		0
	Male	Other	59	2		0
	Male	White	1221	37		4

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2001-02	# Long-term Suspensions, 2001-02	# Suspensions of Unspecified Duration, 2001-02	# Expulsions, 2001-02
Northampton (660)	Female	Black	199	0		0
	Female	White	18	0		0
	Male	Black	557	0	2	0
	Male	White	61	0		0
Onslow (670)	Female	Asian	3	0		0
	Female	Black	269	0	1	0
	Female	Hispanic	27	0		0
	Female	Am Indian	6	0		0
	Female	Multi	47	0		0
	Female	Other	1	0		0
	Female	White	218	0		3
	Male	Asian	15	0		0
	Male	Black	846	0	1	0
	Male	Hispanic	77	0		0
	Male	Am Indian	6	0		0
	Male	Multi	79	1	1	0
	Male	Other	1	0		0
	Male	White	997	0	5	3
Orange (680)	Female	Unspecified	3	0		0
	Female	Asian	1	0		0
	Female	Black	117	0		0
	Female	Hispanic	5	0		0
	Female	Multi	5	0		0
	Female	White	101	0		0
	Male	Unspecified	5	0		0
	Male	Black	315	0		0
	Male	Hispanic	8	0		0
	Male	Am Indian	5	0		0
	Male	Multi	8	0		0
	Male	White	359	5		0

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2001-02	# Long-term Suspensions, 2001-02	# Suspensions of Unspecified Duration, 2001-02	# Expulsions, 2001-02
Chapel Hill-Carrboro (681)	Unspecified	Unspecified	1	0		0
	Female	Asian	0	0		0
	Female	Black	71	0		0
	Female	Hispanic	1	0		0
	Female	White	23	0		0
	Male	Asian	7	0		0
	Male	Black	154	0		0
	Male	Hispanic	19	0		0
	Male	Multi	4	0		0
	Male	White	82	1		0
Pamlico (690)	Female	Black	65	0		0
	Female	White	45	0		0
	Male	Black	173	0	2	0
	Male	White	127	0		0
Eliz. City/Pasquotank (700)	Female	Black	369	0	2	0
	Female	Hispanic	1	0		0
	Female	Am Indian	4	0		0
	Female	Multi	7	0		0
	Female	White	126	0	1	0
	Male	Black	855	0		0
	Male	Hispanic	1	0		0
	Male	Am Indian	10	0		0
	Male	Multi	9	0		0
	Male	White	362	1	1	0

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2001-02	# Long-term Suspensions, 2001-02	# Suspensions of Unspecified Duration, 2001-02	# Expulsions, 2001-02
<i>Pender (710)</i>	<i>Unspecified</i>	<i>Unspecified</i>	2	0		0
	<i>Female</i>	<i>Black</i>	151	1	55	1
	<i>Female</i>	<i>Hispanic</i>	12	0	1	0
	<i>Female</i>	<i>Am Indian</i>	0	0	2	0
	<i>Female</i>	<i>Multi</i>	1	0	3	0
	<i>Female</i>	<i>White</i>	93	0	48	5
	<i>Male</i>	<i>Black</i>	548	1	202	15
	<i>Male</i>	<i>Hispanic</i>	31	0	13	0
	<i>Male</i>	<i>Am Indian</i>	1	0		0
	<i>Male</i>	<i>Multi</i>	1	0	6	3
	<i>Male</i>	<i>Other</i>	1	0		0
	<i>Male</i>	<i>White</i>	494	5	114	12
<i>Perquimans (720)</i>	<i>Female</i>	<i>Black</i>	39	0	1	0
	<i>Female</i>	<i>White</i>	19	0		0
	<i>Male</i>	<i>Black</i>	155	0	1	0
	<i>Male</i>	<i>Multi</i>	6	0		0
	<i>Male</i>	<i>White</i>	136	0		0
<i>Person (730)</i>	<i>Unspecified</i>	<i>Unspecified</i>	0	0		0
	<i>Female</i>	<i>Black</i>	191	0		0
	<i>Female</i>	<i>Hispanic</i>	2	0		0
	<i>Female</i>	<i>Multi</i>	4	0		0
	<i>Female</i>	<i>Other</i>	0	0		0
	<i>Female</i>	<i>White</i>	73	0	1	0
	<i>Male</i>	<i>Unspecified</i>	0	0		0
	<i>Male</i>	<i>Black</i>	524	1		0
	<i>Male</i>	<i>Hispanic</i>	13	0		0
	<i>Male</i>	<i>Multi</i>	4	0		0
	<i>Male</i>	<i>Other</i>	3	0		0
	<i>Male</i>	<i>White</i>	337	1		0

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2001-02	# Long-term Suspensions, 2001-02	# Suspensions of Unspecified Duration, 2001-02	# Expulsions, 2001-02
Pitt (740)	Female	Asian	5	0		0
	Female	Black	2057	11	2	0
	Female	Hispanic	31	0		0
	Female	Am Indian	3	0		0
	Female	Multi	11	0		0
	Female	White	337	6		0
	Male	Asian	9	1		0
	Male	Black	4655	49	5	1
	Male	Hispanic	97	1		0
	Male	Am Indian	6	0		0
	Male	Multi	67	0		0
	Male	White	1326	20	3	0
Polk (750)	Female	Black	8	0		0
	Female	Multi	1	0		0
	Female	White	60	0		0
	Male	Black	46	0		0
	Male	Hispanic	8	0		0
	Male	White	261	0		0
Randolph (760)	Female	Asian	3	0		0
	Female	Black	23	0		0
	Female	Hispanic	4	0		0
	Female	Am Indian	4	0		0
	Female	Multi	5	1		0
	Female	White	227	8		0
	Male	Asian	1	0		0
	Male	Black	92	3		0
	Male	Hispanic	55	3		0
	Male	Am Indian	8	0		0
	Male	Multi	18	0		0
	Male	White	964	38		0

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2001-02	# Long-term Suspensions, 2001-02	# Suspensions of Unspecified Duration, 2001-02	# Expulsions, 2001-02
Asheboro City (761)	Female	Black	58	0		0
	Female	Hispanic	15	0		0
	Female	Am Indian	3	0		0
	Female	Multi	2	0		0
	Female	White	44	0		1
	Male	Asian	2	0		0
	Male	Black	187	0	1	1
	Male	Hispanic	68	0		2
	Male	Multi	8	0		0
	Male	Other	1	0		0
	Male	White	222	0	1	0
Richmond (770)	Female	Black	174	4		0
	Female	Hispanic	2	0		0
	Female	Am Indian	11	1		0
	Female	Multi	2	0		0
	Female	Other	1	0		0
	Female	White	105	2		0
	Male	Asian	6	0		0
	Male	Black	663	13	2	0
	Male	Hispanic	22	0		0
	Male	Am Indian	38	0		0
	Male	Multi	6	0		0
	Male	White	403	9		0

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2001-02	# Long-term Suspensions, 2001-02	# Suspensions of Unspecified Duration, 2001-02	# Expulsions, 2001-02
Robeson (780)	Unspecified	Unspecified	0	0		0
	Female	Black	681	0		0
	Female	Hispanic	15	0		0
	Female	Am Indian	765	2	1	2
	Female	Multi	6	0		0
	Female	White	190	0		0
	Male	Asian	7	0		0
	Male	Black	1901	5		4
	Male	Hispanic	46	0		0
	Male	Am Indian	2005	6		10
	Male	Multi	36	0		0
	Male	White	595	1		4
Rockingham (790)	Female	Black	324	0		0
	Female	Hispanic	19	0		0
	Female	Am Indian	1	0		0
	Female	Multi	1	0		0
	Female	Other	7	0		0
	Female	White	437	0		0
	Male	Asian	2	0		0
	Male	Black	824	1		0
	Male	Hispanic	75	1		0
	Male	Am Indian	5	0		0
	Male	Other	22	0		0
	Male	White	1680	4	1	0

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2001-02	# Long-term Suspensions, 2001-02	# Suspensions of Unspecified Duration, 2001-02	# Expulsions, 2001-02
Rowan-Salisbury (800)	Unspecified	Unspecified	1	0		0
	Female	Asian	7	0		0
	Female	Black	918	1	2	3
	Female	Hispanic	32	0		0
	Female	Am Indian	2	0		1
	Female	Multi	13	0		0
	Female	White	619	1	3	7
	Male	Unspecified	2	0		0
	Male	Asian	11	0		0
	Male	Black	1900	2	11	3
	Male	Hispanic	124	1	2	2
	Male	Am Indian	22	0		0
	Male	Multi	35	0		0
	Male	White	2109	2	12	11
Rutherford (810)	Female	Black	134	5		0
	Female	Hispanic	2	1		1
	Female	Multi	2	0		0
	Female	White	319	10		0
	Male	Black	356	8	3	1
	Male	Hispanic	11	4		1
	Male	Multi	11	0		0
	Male	White	1047	30	4	3
Sampson (820)	Female	Black	162	0		0
	Female	Hispanic	24	0		0
	Female	Am Indian	4	0		0
	Female	Multi	3	0		0
	Female	White	101	0		0
	Male	Black	557	0		0
	Male	Hispanic	112	0		0
	Male	Am Indian	13	0		0
	Male	Multi	11	0		0
	Male	White	403	0		0

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2001-02	# Long-term Suspensions, 2001-02	# Suspensions of Unspecified Duration, 2001-02	# Expulsions, 2001-02
Clinton City (821)	Female	Black	163	0		0
	Female	Hispanic	7	0		0
	Female	Am Indian	1	0		0
	Female	Multi	2	0		0
	Female	White	13	0		0
	Male	Unspecified	1	0		0
	Male	Black	457	0	1	0
	Male	Hispanic	37	0		0
	Male	Am Indian	6	0		0
	Male	Multi	2	0		0
	Male	White	119	0	1	0
Scotland (830)	Unspecified	White	2	0		0
	Female	Unspecified	1	0		0
	Female	Black	462	3		0
	Female	Hispanic	10	0		0
	Female	Am Indian	27	1		0
	Female	Multi	2	0		0
	Female	White	141	1		0
	Male	Asian	20	2		0
	Male	Black	1019	1		1
	Male	Hispanic	3	0		0
	Male	Am Indian	120	1		0
	Male	Multi	10	0		0
	Male	White	247	0		0

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2001-02	# Long-term Suspensions, 2001-02	# Suspensions of Unspecified Duration, 2001-02	# Expulsions, 2001-02
Stanly (840)	Unspecified	Unspecified	5	0		0
	Female	Unspecified	1	0		0
	Female	Asian	7	0		0
	Female	Black	202	1		0
	Female	Hispanic	9	0		0
	Female	Multi	5	0		0
	Female	White	226	4		1
	Male	Unspecified	1	0		0
	Male	Asian	34	0		0
	Male	Black	580	3	1	0
	Male	Hispanic	64	0		0
	Male	Am Indian	3	0		0
	Male	Multi	15	0		0
	Male	White	1201	4		1
Stokes (850)	Unspecified	Unspecified	0	0		0
	Unspecified	White	1	0		0
	Female	Black	17	0		0
	Female	Hispanic	7	0		0
	Female	Multi	7	0		0
	Female	White	103	3		0
	Male	Black	38	1		0
	Male	Hispanic	5	0		0
	Male	Multi	2	0		0
	Male	White	439	2		0

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2001-02	# Long-term Suspensions, 2001-02	# Suspensions of Unspecified Duration, 2001-02	# Expulsions, 2001-02
<i>Surry (860)</i>	<i>Unspecified</i>	<i>Unspecified</i>	2	0		0
	<i>Female</i>	<i>Asian</i>	3	0		0
	<i>Female</i>	<i>Black</i>	15	0		0
	<i>Female</i>	<i>Hispanic</i>	12	2		0
	<i>Female</i>	<i>Multi</i>	1	0		0
	<i>Female</i>	<i>White</i>	149	6		0
	<i>Male</i>	<i>Asian</i>	3	0		0
	<i>Male</i>	<i>Black</i>	64	3		0
	<i>Male</i>	<i>Hispanic</i>	84	0		0
	<i>Male</i>	<i>Am Indian</i>	2	0		0
	<i>Male</i>	<i>Multi</i>	7	1	1	0
	<i>Male</i>	<i>White</i>	586	13	3	0
<i>Elkin City (861)</i>	<i>Female</i>	<i>Black</i>	1	0		0
	<i>Male</i>	<i>Hispanic</i>	2	0		0
	<i>Male</i>	<i>White</i>	4	0		0
<i>Mount Airy City (862)</i>	<i>Female</i>	<i>Black</i>	6	0		0
	<i>Female</i>	<i>Hispanic</i>	1	0		0
	<i>Female</i>	<i>White</i>	5	0		0
	<i>Male</i>	<i>Black</i>	5	0		0
	<i>Male</i>	<i>Hispanic</i>	1	0		0
	<i>Male</i>	<i>Multi</i>	1	0		0
	<i>Male</i>	<i>White</i>	21	0		0
<i>Swain (870)</i>	<i>Female</i>	<i>Am Indian</i>	11	0		0
	<i>Female</i>	<i>White</i>	40	0		0
	<i>Male</i>	<i>Unspecified</i>	1	0		0
	<i>Male</i>	<i>Asian</i>	1	0		0
	<i>Male</i>	<i>Black</i>	3	0		0
	<i>Male</i>	<i>Am Indian</i>	45	0		0
	<i>Male</i>	<i>Multi</i>	4	0		0
	<i>Male</i>	<i>White</i>	93	0		0

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2001-02	# Long-term Suspensions, 2001-02	# Suspensions of Unspecified Duration, 2001-02	# Expulsions, 2001-02
Transylvania (880)	Female	Black	2	0		0
	Female	Multi	3	0		0
	Female	White	41	2		0
	Male	Black	17	0		0
	Male	Am Indian	1	0		0
	Male	Multi	9	0		0
	Male	White	163	1		0
Tyrrell (890)	Female	Black	60	0		0
	Female	Hispanic	1	0		0
	Female	White	9	0		0
	Male	Asian	7	0		0
	Male	Black	132	1		0
	Male	Hispanic	1	0		0
	Male	White	45	1		0
Union (900)	Female	Asian	10	0		0
	Female	Black	568	5	2	0
	Female	Hispanic	64	0		0
	Female	Am Indian	4	0		0
	Female	Other	17	0		0
	Female	White	468	5	1	6
	Male	Asian	5	0		0
	Male	Black	1363	27	1	5
	Male	Hispanic	205	4		0
	Male	Am Indian	16	0		1
	Male	Other	24	0		0
	Male	White	1909	32	1	20

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2001-02	# Long-term Suspensions, 2001-02	# Suspensions of Unspecified Duration, 2001-02	# Expulsions, 2001-02
Vance (910)	Female	Asian	2	0		0
	Female	Black	1006	2	3	0
	Female	Hispanic	12	0		0
	Female	Am Indian	5	0		0
	Female	Other	5	0		0
	Female	White	158	0		0
	Male	Asian	5	0		0
	Male	Black	2739	8	11	0
	Male	Hispanic	53	0	1	0
	Male	Am Indian	6	0		0
	Male	Other	20	0		0
	Male	White	492	0		0
Wake (920)	Unspecified	Unspecified	14	0		0
	Female	Asian	33	0		0
	Female	Black	2899	85		0
	Female	Hispanic	237	3		0
	Female	Am Indian	21	1		0
	Female	Multi	120	3		0
	Female	White	981	40		0
	Male	Asian	71	3		0
	Male	Black	7198	225		0
	Male	Hispanic	637	26		0
	Male	Am Indian	27	2		0
	Male	Multi	206	8		0
	Male	White	3860	137		0

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2001-02	# Long-term Suspensions, 2001-02	# Suspensions of Unspecified Duration, 2001-02	# Expulsions, 2001-02
Warren (930)	Female	Black	134	2		0
	Female	Am Indian	2	0		0
	Female	White	18	0		0
	Male	Unspecified	1	0		0
	Male	Asian	1	0		0
	Male	Black	350	6		0
	Male	Hispanic	1	0		0
	Male	Am Indian	9	0		0
	Male	Multi	1	0		0
	Male	White	100	1		0
Washington (940)	Female	Black	164	0		0
	Female	Multi	1	0		0
	Female	White	13	0		0
	Male	Black	425	3		0
	Male	Hispanic	2	0		0
	Male	Multi	6	0		0
	Male	White	70	1		0
Wautauga (950)	Female	White	5	0		0
	Male	Black	3	0		0
	Male	Hispanic	2	0		0
	Male	White	84	1	4	1

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2001-02	# Long-term Suspensions, 2001-02	# Suspensions of Unspecified Duration, 2001-02	# Expulsions, 2001-02
Wayne (960)	Unspecified	Unspecified	13	0		0
	Unspecified	Black	1	0		0
	Female	Asian	5	0		0
	Female	Black	1209	0	2	0
	Female	Hispanic	26	0		0
	Female	Am Indian	2	0		0
	Female	Multi	2	0		0
	Female	Other	19	0		0
	Female	White	374	1		0
	Male	Asian	13	0		0
	Male	Black	2779	6	11	0
	Male	Hispanic	104	0	1	0
	Male	Am Indian	1	0		0
	Male	Multi	11	0		0
	Male	Other	33	0		0
	Male	White	1244	0	5	0
Wilkes (970)	Female	Black	17	0	1	0
	Female	Hispanic	4	0		0
	Female	Multi	1	0		0
	Female	White	93	1	3	2
	Male	Black	44	1	1	0
	Male	Hispanic	17	0		0
	Male	Am Indian	0	0		0
	Male	Multi	5	0	2	0
	Male	White	458	6	39	11

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2001-02	# Long-term Suspensions, 2001-02	# Suspensions of Unspecified Duration, 2001-02	# Expulsions, 2001-02
<i>Wilson (980)</i>	<i>Unspecified</i>	<i>Unspecified</i>	28	0		0
	<i>Female</i>	<i>Unspecified</i>	1	0		0
	<i>Female</i>	<i>Asian</i>	7	0		0
	<i>Female</i>	<i>Black</i>	744	10		0
	<i>Female</i>	<i>Hispanic</i>	11	0		0
	<i>Female</i>	<i>Multi</i>	0	1		0
	<i>Female</i>	<i>White</i>	112	1		0
	<i>Male</i>	<i>Unspecified</i>	3	1		0
	<i>Male</i>	<i>Asian</i>	12	0		0
	<i>Male</i>	<i>Black</i>	2039	27		0
	<i>Male</i>	<i>Hispanic</i>	93	2		0
	<i>Male</i>	<i>Multi</i>	18	0		0
	<i>Male</i>	<i>Other</i>	3	0		0
	<i>Male</i>	<i>White</i>	612	10		0
<i>Yadkin (990)</i>	<i>Female</i>	<i>Black</i>	1	0		0
	<i>Female</i>	<i>Hispanic</i>	8	0		0
	<i>Female</i>	<i>White</i>	39	0		0
	<i>Male</i>	<i>Black</i>	13	0		0
	<i>Male</i>	<i>Hispanic</i>	25	1		0
	<i>Male</i>	<i>White</i>	120	2		2
<i>Yancey (995)</i>	<i>Female</i>	<i>White</i>	41	0		0
	<i>Male</i>	<i>Asian</i>	3	0		0
	<i>Male</i>	<i>Black</i>	2	0		0
	<i>Male</i>	<i>White</i>	154	1		0