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State Board of Education
Department of Public Instruction

Report to the Joint Legislative Education Oversight Committee

Annual Study of Suspensions and
Expulsions and
Annual Dropout Data Report

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Annual Study of Suspensions and Expulsions (2002-2003)



MARCH 2004

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Annual Study of Suspensions and Expulsions:

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Summary and Key Findings

In last year's *Annual Study of Suspensions and Expulsions: 2001-02* (NCDPI, 2003), the results indicated that the number of suspensions and expulsions rose between 1999-00 and 2001-02, both overall and for various student subgroups. The current installment of this annual report shows that these trends are probably continuing, and in some cases even accelerating.

Between 2001-02 and 2002-03, the number of short-term suspensions given to North Carolina public school students increased from 264,287 to 283,823- a 7% increase. This increase was also evident among a variety of student subgroups. As in past years, 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 2002-03.

Similar patterns are seen with respect to long-term suspensions. The number of long-term suspensions rose for the third consecutive year in 2002-03, from 3,484 to 3,987 - a 14% increase. With the exception of students receiving special education services, the same subgroups mentioned previously as being overrepresented among short-term suspended students are overrepresented in the long-term counts as well. Interestingly, suspensions (both short and long-term) declined in charter schools in 2002-03 while other public schools continued to experience an increase.

Perhaps the most notable trend evident in these data is the rise in the number of expulsions reported - from 256 in 2001-02 to 381 in 2002-03. An examination of expulsions among student subgroups again reveals the same basic patterns cited above for short-term and long-term suspensions.

The characteristics of students served in alternative learning programs (ALPs) in 2002-03 are similar to previous years, but overall enrollments appear to be rising again after a one-year decline in 2001-02. Demographically, ALP students tend to reflect the same student subgroups that are prominent among the suspended and expelled student population.

Clearly, more and more North Carolina public school students are spending more and more time out of their home school environments because of suspensions and expulsions. Approximately one out of every nine public school students in North Carolina was suspended from school at least once in 2002-03. In addition, the 287,810 suspensions handed out in 2002-03 totaled *over 1,000,000 instructional days*, which represents a significant loss of opportunity for both students and teachers in their quest to meet high standards. It is of even greater concern that these behavioral consequences continue to accrue disproportionately to certain subgroups of students. Not surprisingly, these are often the same subgroups that have the most difficulty meeting academic proficiency 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 ongoing, appropriate and comprehensive support for those at-risk students to ensure that they are not left behind academically and socially.

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 2002-03 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 electronic surveys during the 2002-03 school year. The reporting of these data was therefore a logistical challenge.

Legislation Related to the Education of Suspended and Expelled Students

In *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 2002-03 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 committed by students are often dealt with using short-term suspensions, which can last up to ten days. Principals usually make decisions about whether 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 (e.g., NCDPI, 2002c). Without effective intervention, behavior problems that lead to an out-of-school suspension may 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 long-term suspended 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 those suspensions, and whether an ALP placement is provided. 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 official stand-alone 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 HSP-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, not every suspended or expelled student will get an ALP placement, for reasons including 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 2002-03 were basically identical to those used in 2001-02, and are included in Appendices A and B. Disaggregated suspension and expulsion data for the 2002-03 school year are displayed by LEA/charter school in Appendix C.

Cautions Regarding Interpretation of Data

In the course of collecting these data in past years and conducting training, 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 "zero tolerance" policies in various forms in many 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 the LEA counts listed in Appendix C may differ slightly from the counts LEAs themselves may report locally. LEAs often identify discrepancies in the numbers reported in Appendix C of this report but are not always able 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. Although many such discrepancies were cleared up when these data were released in December 2003 via the state report card website (<http://www.ncreportcards.com>) in the form of suspension and expulsion rates by school, undoubtedly there are other discrepancies that went unidentified. In addition, contractors working on the data collection for this report did implement many data quality control procedures that resulted in the alteration of some records that appeared to be incorrect, 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 few 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 and complete 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

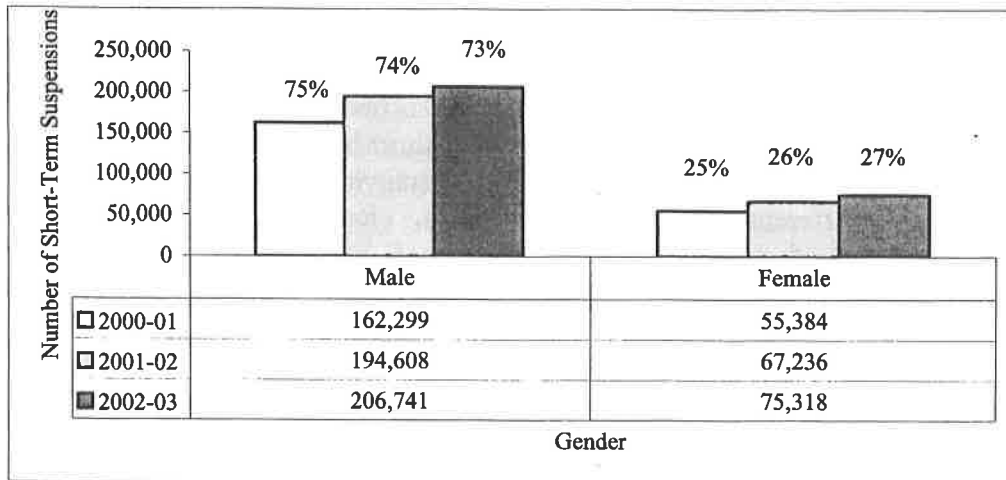
Short-Term Suspensions

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 some 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, 136 in 2001-02, and 181 in 2002-03. The numbers in parentheses indicate the percentage of suspensions in each gender.

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

- A total of 282,240 suspensions for ten days or less occurred in 2002-03. This represents an 8% increase from the previous year (261,980).
- The 282,240 short-term suspensions in 2002-03 were given to 139,818 different students (i.e., some students were suspended more than once), for an average of approximately 2 short-term suspensions per suspended student.
- These 282,240 short-term suspensions totaled 817,523 school days, or an average of 2.9 days per suspension.
- As in previous years, the majority of short-term suspensions in 2002-03 were given to male students.

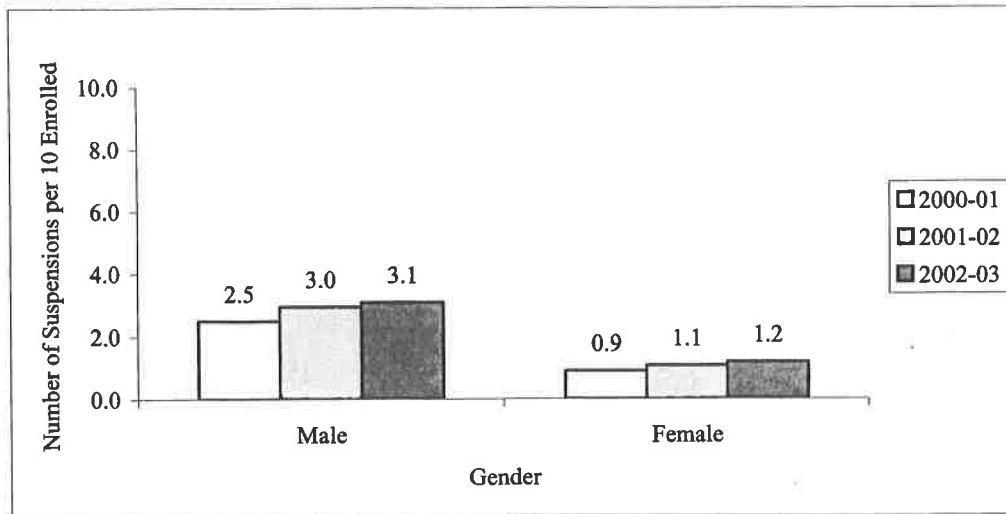
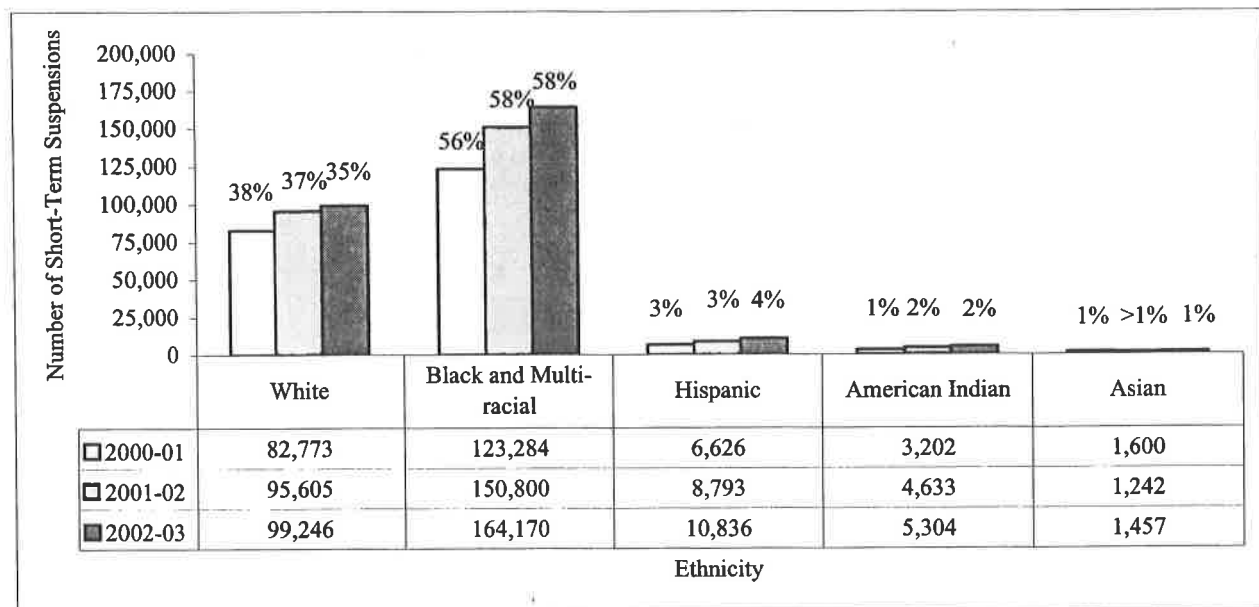


Figure 2. Short-Term Suspension Rates by Gender.

- Rates of short-term suspension increased for both males and females in 2002-03.
- The rate of short-term suspensions for male students in both 2000-01 and 2001-02 was nearly 3 times higher than for females. In 2002-03, this rate was approximately 2.5 times higher.

Short-Term Suspensions by Ethnicity



Note: Ethnicity was not reported or was reported as "Other" for 273 short-term suspensions given in 2000-01, 907 in 2001-02, and 1,227 in 2002-03. 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 each year since 2000-01.
- Over half of all of the short-term suspensions given each year since 2000-01 were given to Black/Multi-racial students.
- There was an increase in the number of short-term suspensions given across all ethnic groups in 2002-03.

Short-Term Suspensions by Ethnicity and Gender

Ethnicity/Gender	# of Short-Term Suspensions			% of Short-Term Suspensions			% of Statewide Membership		
	2000-01	2001-02	2002-03	2000-01	2001-02	2002-03	2000-01	2001-02	2002-03
Asian Males	1,279	952	1,113	1	<1	<1	1	1	1
Asian Females	321	289	344	<1	<1	<1	1	1	1
Black/Multi-Racial Males	88,298	107,954	116,114	41	41	41	16	16	16
Black/Multi-Racial Females	34,974	42,845	48,034	16	16	17	15	15	15
Hispanic Males	5,135	6,880	8,242	2	3	3	2	3	3
Hispanic Females	1,490	1,913	2,589	1	1	1	2	3	3
American Indian Males	2,409	3,407	3,830	1	1	1	1	1	1
American Indian Females	793	1,226	1,474	<1	<1	<1	1	1	1
White Males	65,035	74,829	76,672	30	29	27	31	31	31
White Females	17,727	20,770	22,539	8	8	8	30	29	29
Total Number	217,461	261,065	280,951				1,268,422	1,286,931	1,304,325

Note: Ethnicity and/or gender was not reported or was reported as "Other" for 297 short-term suspensions in 2000-01, for 1,370 in 2001-02, and for 1,289 in 2002-03. Percentages may not add to exactly 100 due to rounding.

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

- As in previous years, the percentage of short-term suspensions given to males in 2002-03 was higher than that for females within every ethnic group.
- In each of the past three years, 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 each of the past three years, 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.

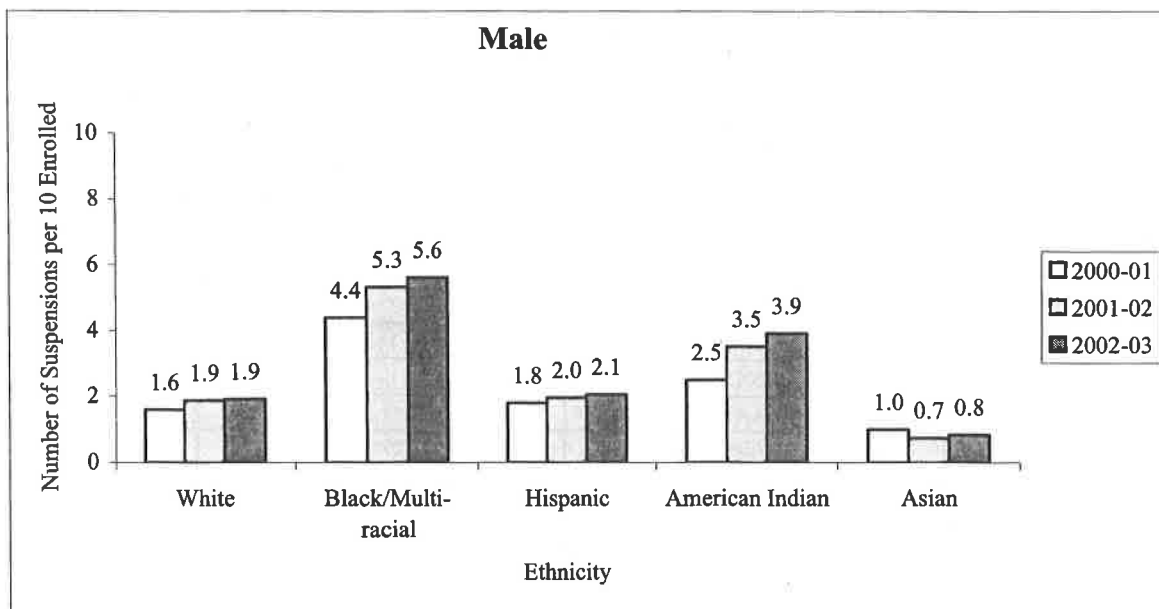


Figure 4. Male Short-Term Suspension Rates by Ethnicity.

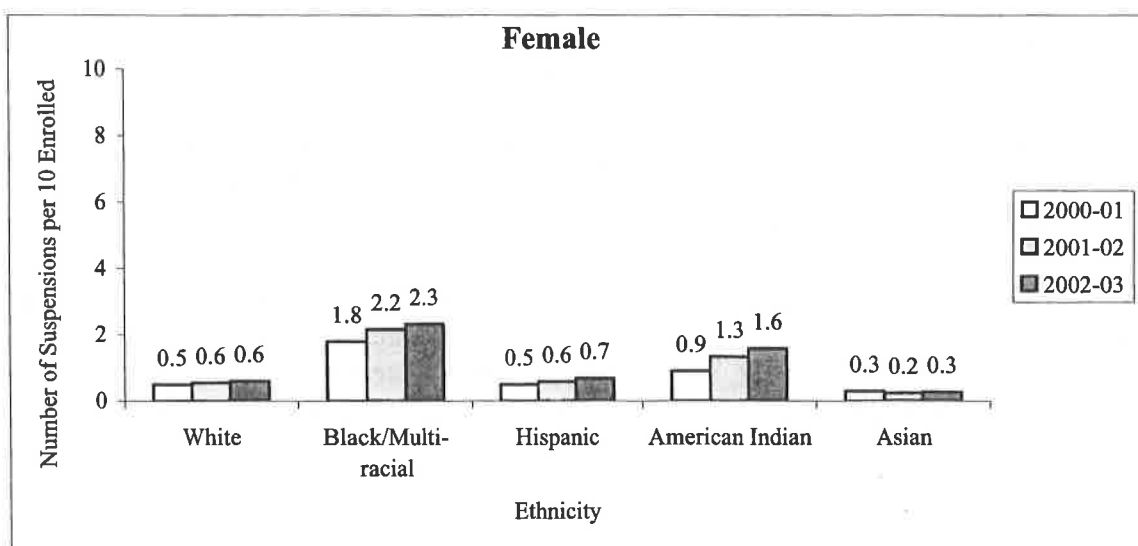
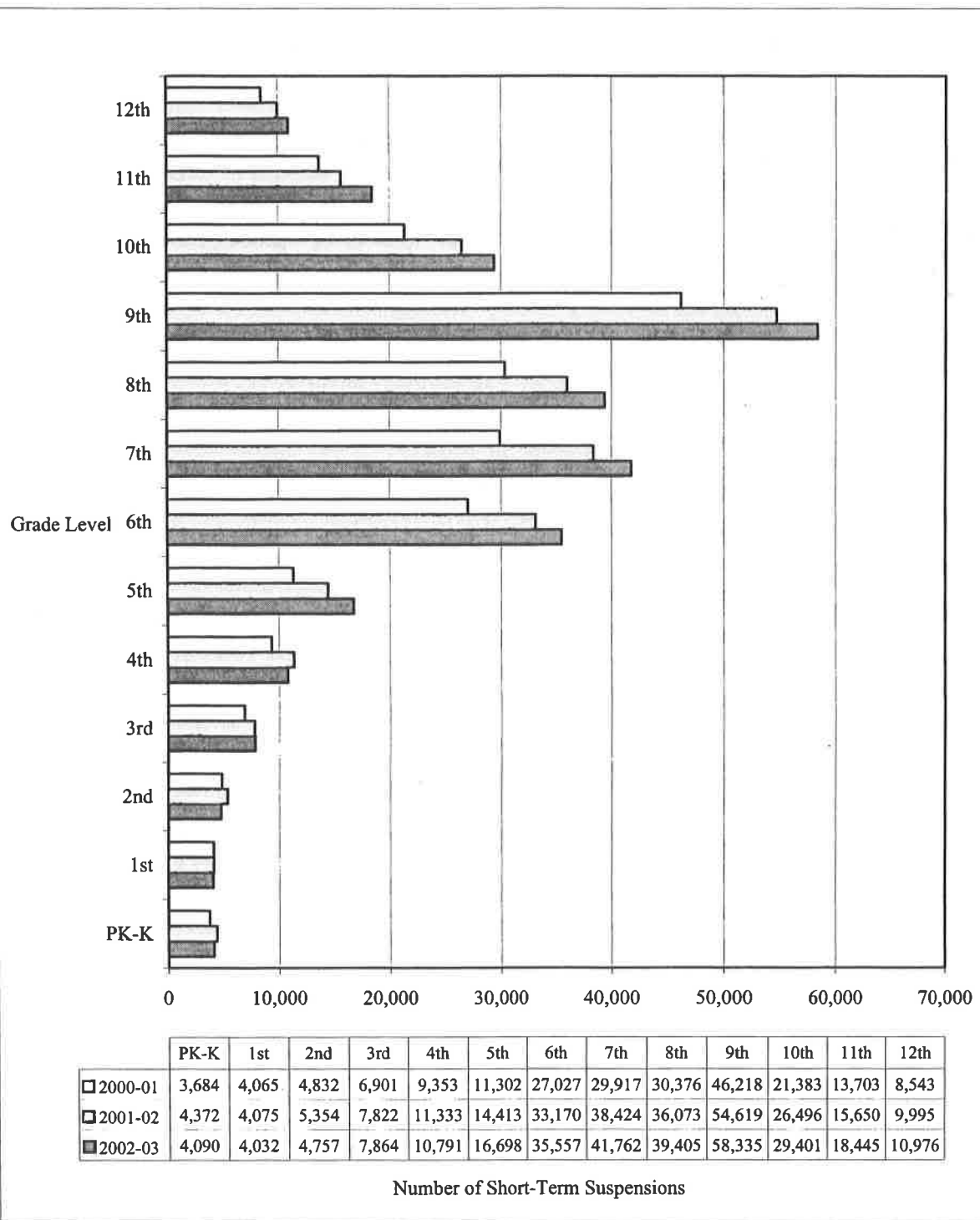


Figure 5. Female Short-Term Suspension Rates by Ethnicity.

- Each year since 2000-01, 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 2002-03 were also among Black/Multi-racial and American Indian students. This was also true in 2001-02.

Short-Term Suspensions by Grade Level

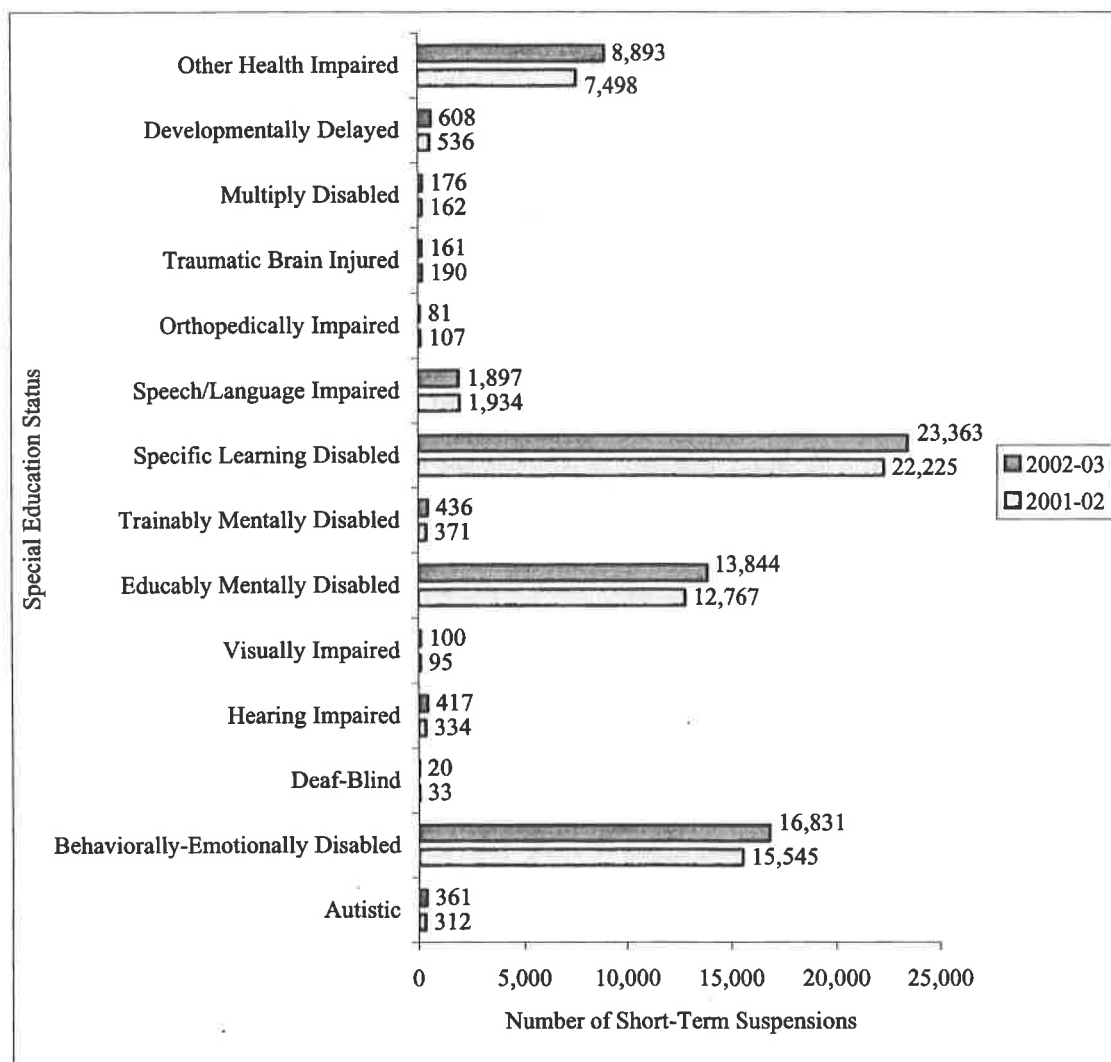


Note: Grade level was not reported for 454 short-term suspensions given in 2000-01, 184 in 2001-02, and 127 in 2002-03.

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

- The most common grade level for short-term suspensions each year has been the ninth grade (21% each year).
- The incidence of short-term suspensions in each year rose dramatically in the middle grades up through grade nine, then steadily declined in grades ten through twelve.
- Compared to 2001-02, the number of short-term suspensions generally increased in grades 5-12, but generally declined below grade 5.
- The largest increases between 2001-02 and 2002-03 were in 11th grade (18% increase), 5th grade (16%), and 10th grade (11%).

Short-Term Suspensions for Students Receiving Special Education Services



Note: Special education status was not reported for 245 short-term suspensions given in 2001-02 and 1,358 in 2002-03.

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

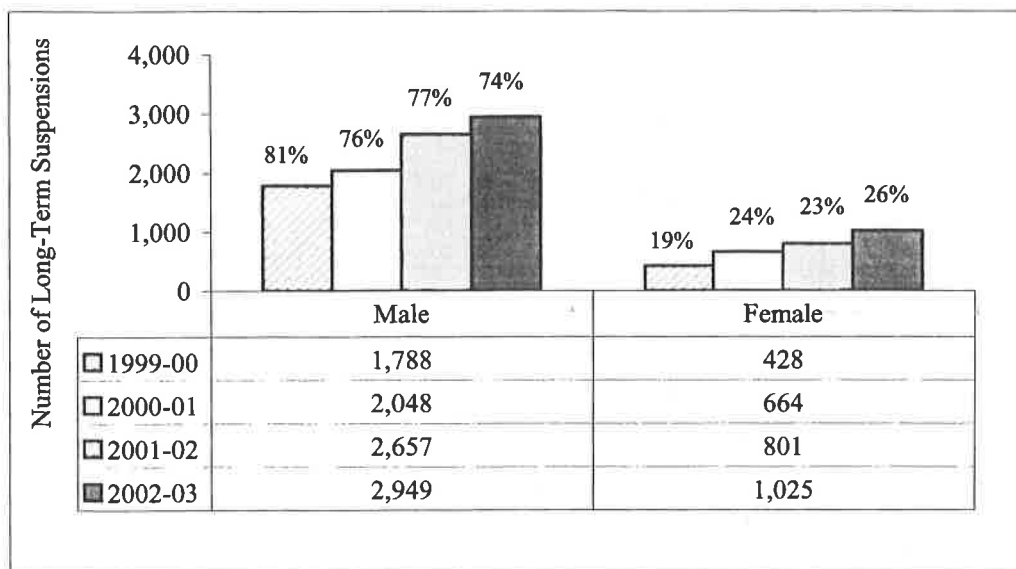
- In 2002-03, students receiving special education services received approximately 24% of all short-term suspensions, despite the fact that they constitute only 14% of the overall school population. This finding is consistent with results from 2001-02 and 2000-01 as well (NCDPI, 2003).
- The majority of short-term suspensions given to students receiving special education services in both 2001-02 and 2002-03 were given to those 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 some who may have been suspended and subsequently sent to alternative programs. It should also be noted that some students receive 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 one long-term suspension in 2001-02.

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

- The number of long-term suspensions increased by approximately 15% between 2001-02 and 2002-03.
- Similar to previous years, the majority of long-term suspensions in 2002-03 were given to male students. However, the percentage being given to female students has generally increased since 1999-00.
- The 3,974 long-term suspensions in 2002-03 were given to 3,850 different students (i.e., a small number of students were long-term suspended more than once).
- Long-term suspensions in 2002-03 totaled 267,785 school days, or an average of approximately 67 school days per suspension.²

² These calculations do not include 125 yearlong suspensions (i.e., 365-day suspensions) for which the total number of suspended days corresponding *specifically* to the 2002-03 school year could not be accurately calculated. Therefore, had those been included, these calculations would have been slightly different.

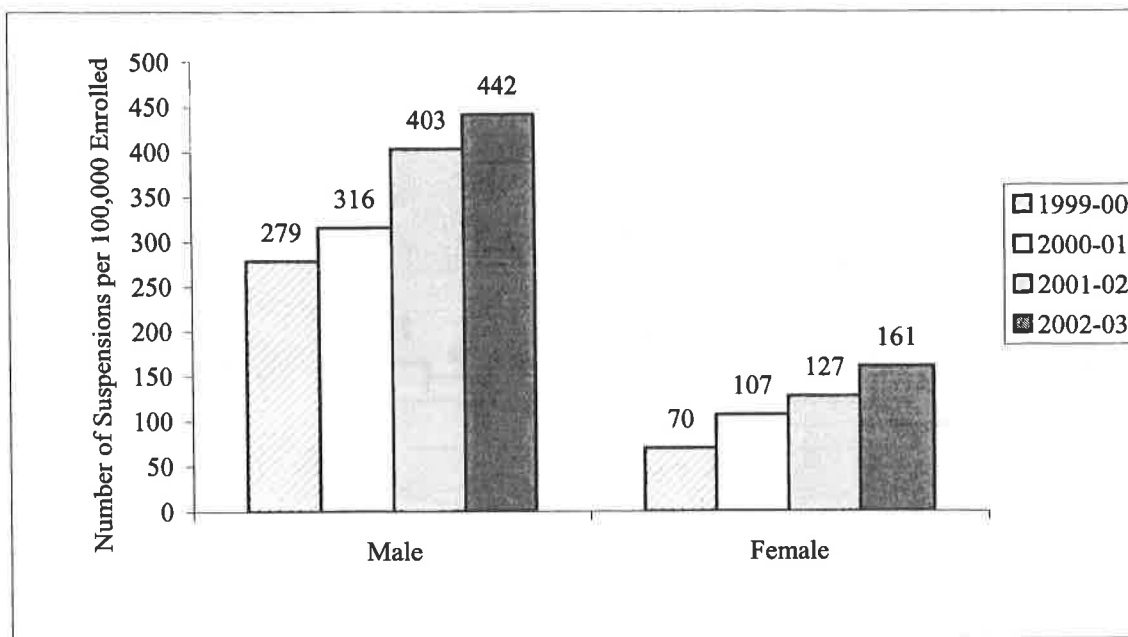
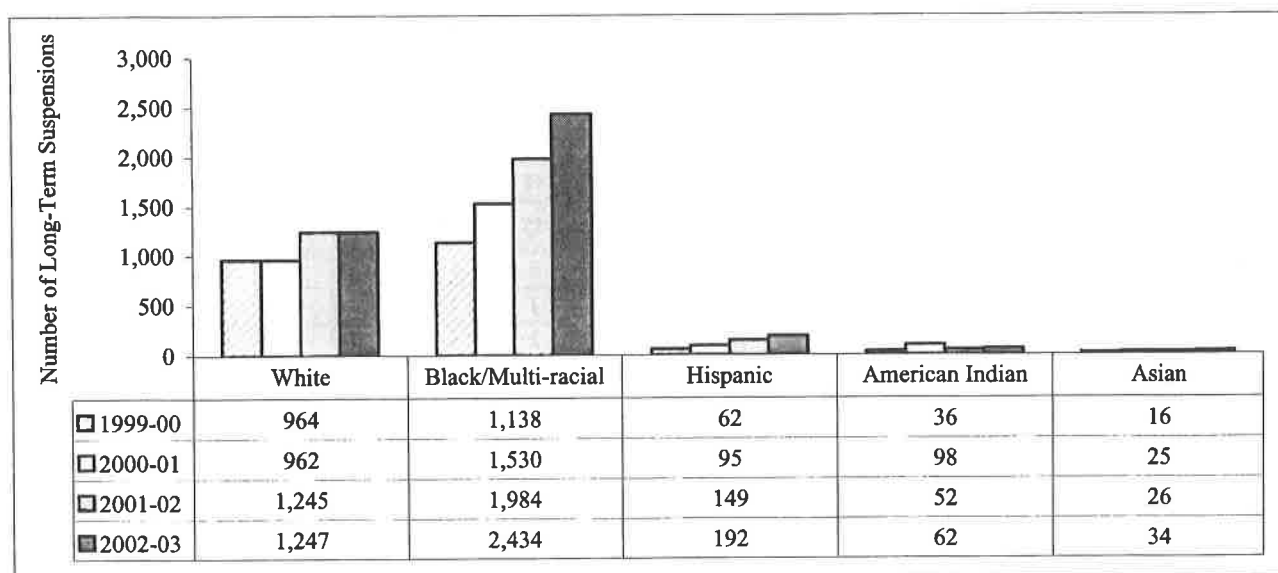


Figure 9. Long-Term Suspension Rates by Gender.

- The rate of long-term suspensions for male students increased 13%, 28%, and 10% over the past three years, respectively. The corresponding rate increases for females were 53%, 19%, and 27%.
- In 1999-00, the long-term suspension rate among males was 4 times the rate for females. In 2002-03, the rate for males was 2.75 times the female rate.

Long-Term Suspensions by Ethnicity



Note: 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 students in each ethnic group increased in 2002-03.
- The number of long-term suspensions given to Asian and to Black/Multi-racial students has more than doubled since 1999-00. The number given to Hispanic students has more than tripled over that same time span.
- Since 1999-00, Black/Multi-racial students have accounted for an increasing percentage of long-term suspensions (51% in 1999-00 to 61% in 2002-03), while the percentage given to White students during that same time period has declined (44% in 1999-00 to 31% in 2002-03).

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	02-03	99-00	00-01	01-02	02-03	99-00	00-01	01-02	02-03
Asian Males	14	16	23	24	1	1	1	1	1	1	1	1
Asian Females	2	9	3	10	<1	<1	<1	<1	1	1	1	1
Black and Multi-Racial Males	867	1,123	1,498	1,757	39	41	43	44	16	16	16	16
Black and Multi-Racial Females	271	407	486	677	12	15	14	17	15	15	15	15
Hispanic Males	55	77	127	154	2	3	4	4	2	2	3	3
Hispanic Females	7	18	22	38	<1	1	1	1	2	2	3	3
American Indian Males	32	67	40	47	1	2	1	1	1	1	1	1
American Indian Females	4	31	12	15	<1	1	<1	<1	1	1	1	1
White Males	820	763	968	964	37	28	28	24	32	31	31	31
White Females	144	199	277	283	7	7	8	7	30	30	29	29
Total Number	2,216	2,710	3,456	3,974								

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 four years.
- Black/Multi-racial males represented approximately 16% of the overall student population over the past four 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 declined between 1999-00 and 2002-03.
- Over the past four years, 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.

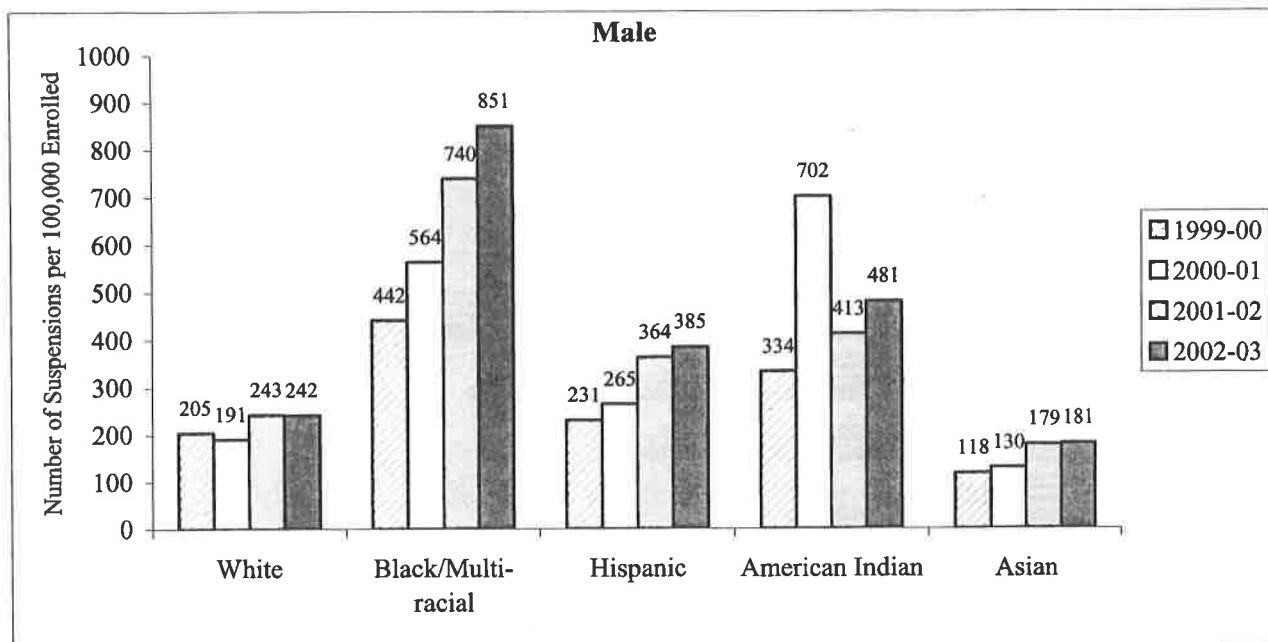


Figure 11. Male Long-Term Suspension Rates by Ethnicity.

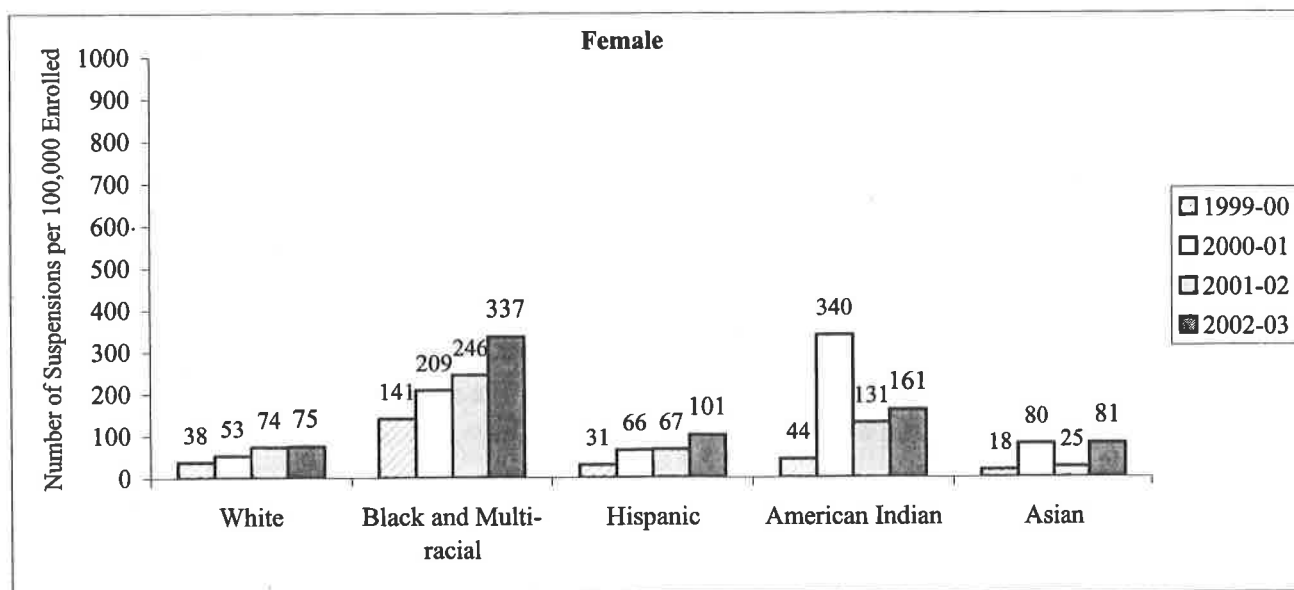
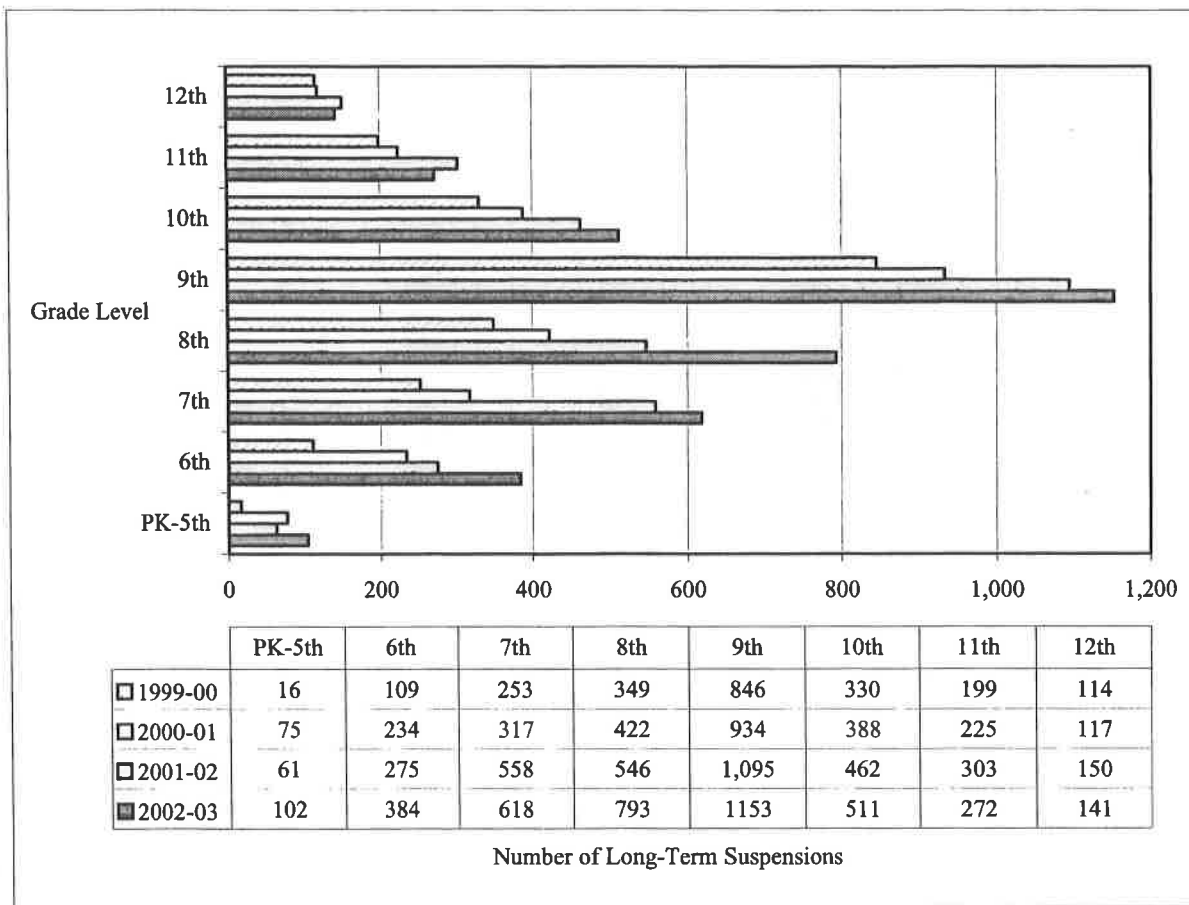


Figure 12. Female Long-Term Suspension Rates by Ethnicity.

- A comparison of Figures 11 and 12 reveals that long-term suspensions were given to males at a much higher rate than females for all ethnic groups each of the last four years.
- Long-term suspension rates increased in 2002-03 for all subgroups except White males.

Long-Term Suspensions by Grade Level

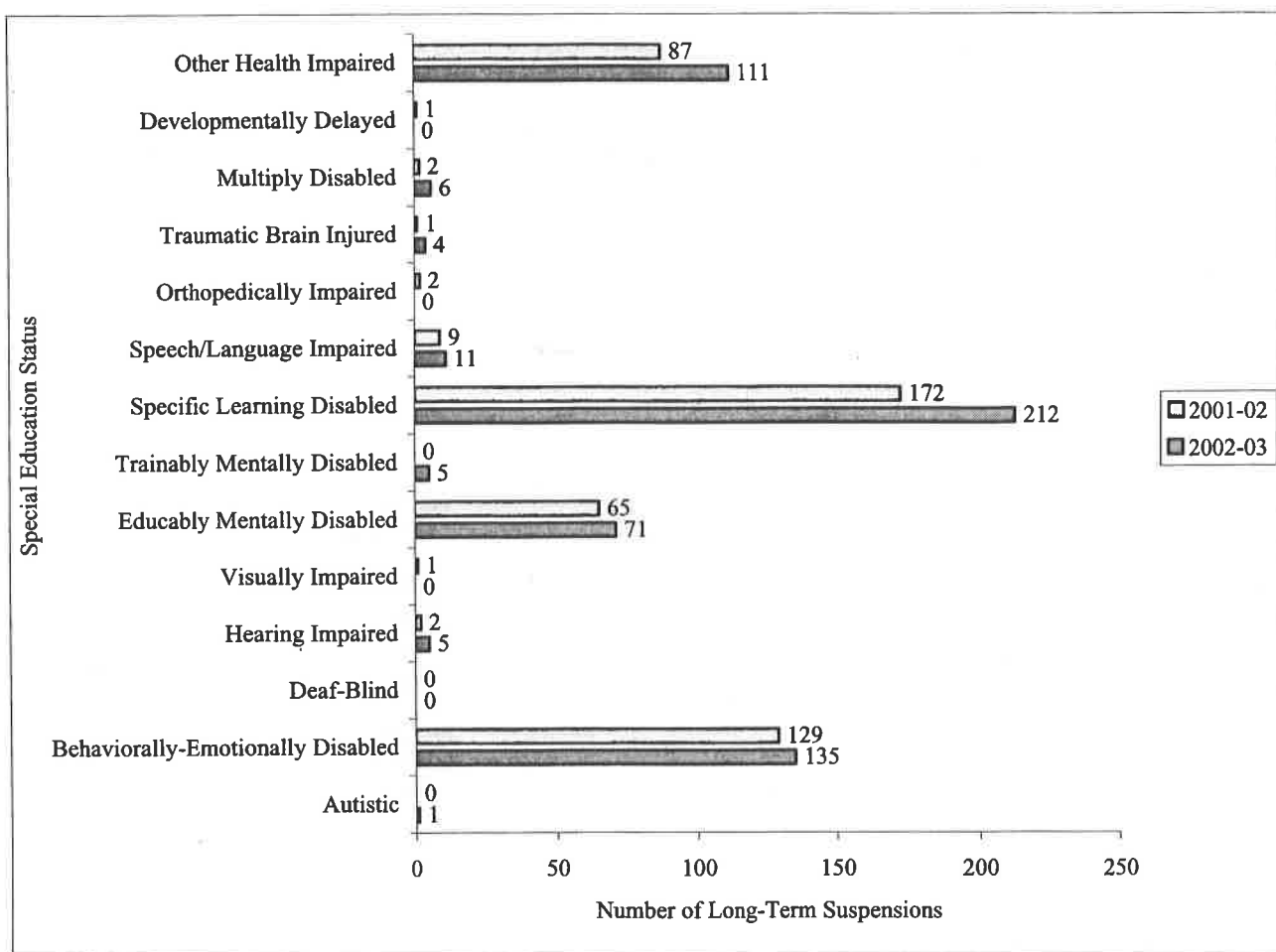


Note: Grade level was not provided for nine long-term suspensions in 2001-02.

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

- Over the past four years, 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 2001-02 and 2002-03 at every grade level except grades 11 and 12. The largest increases were in PreK-5 (67%), grade 8 (45%), and grade 6 (40%).
- Approximately one-third of all long-term suspensions over the past four 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 20 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 also evident among students receiving special education services.
- In 2002-03, students receiving special education services accounted for 14% of all long-term suspensions. In 2001-02 they also accounted for approximately 14%, down from 18% in 2000-01.
- The majority of long-term suspensions given to students receiving special education services in both 2001-02 and 2002-03 were given to students whose primary service category was either specific learning-disabled, behaviorally-emotionally disabled, other health impaired, or educably mentally disabled.

Multiple Suspensions

This section reports data for students who were suspended on multiple occasions during 2002-03. 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

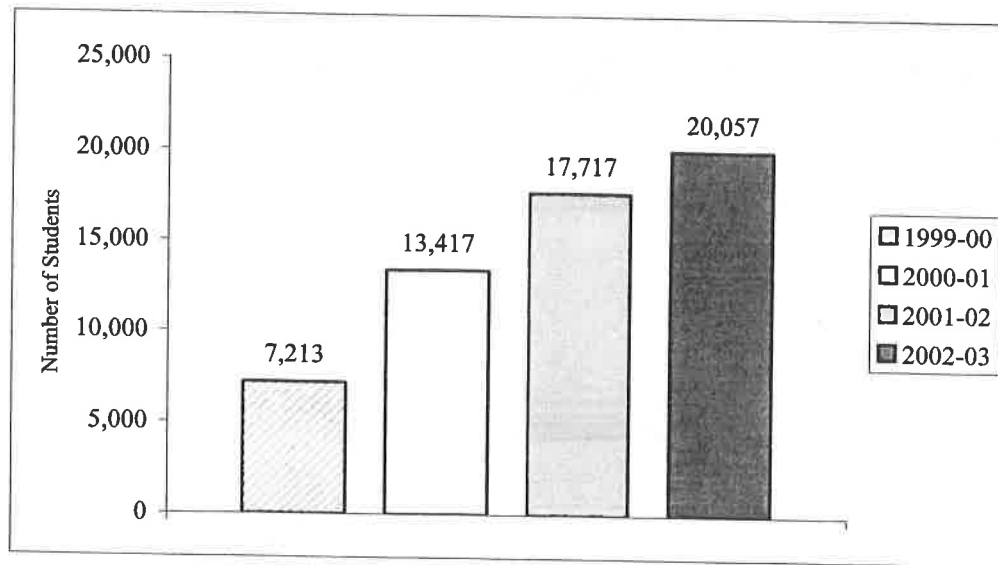


Figure 15. Number of Students with Multiple Short-Term Suspensions that when Added Together Equal More than 10 Days.

- 20,057 students were short-term suspended multiple times totaling more than 11 days in 2002-03. This represents a 13% increase compared to the 2001-02 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.)*

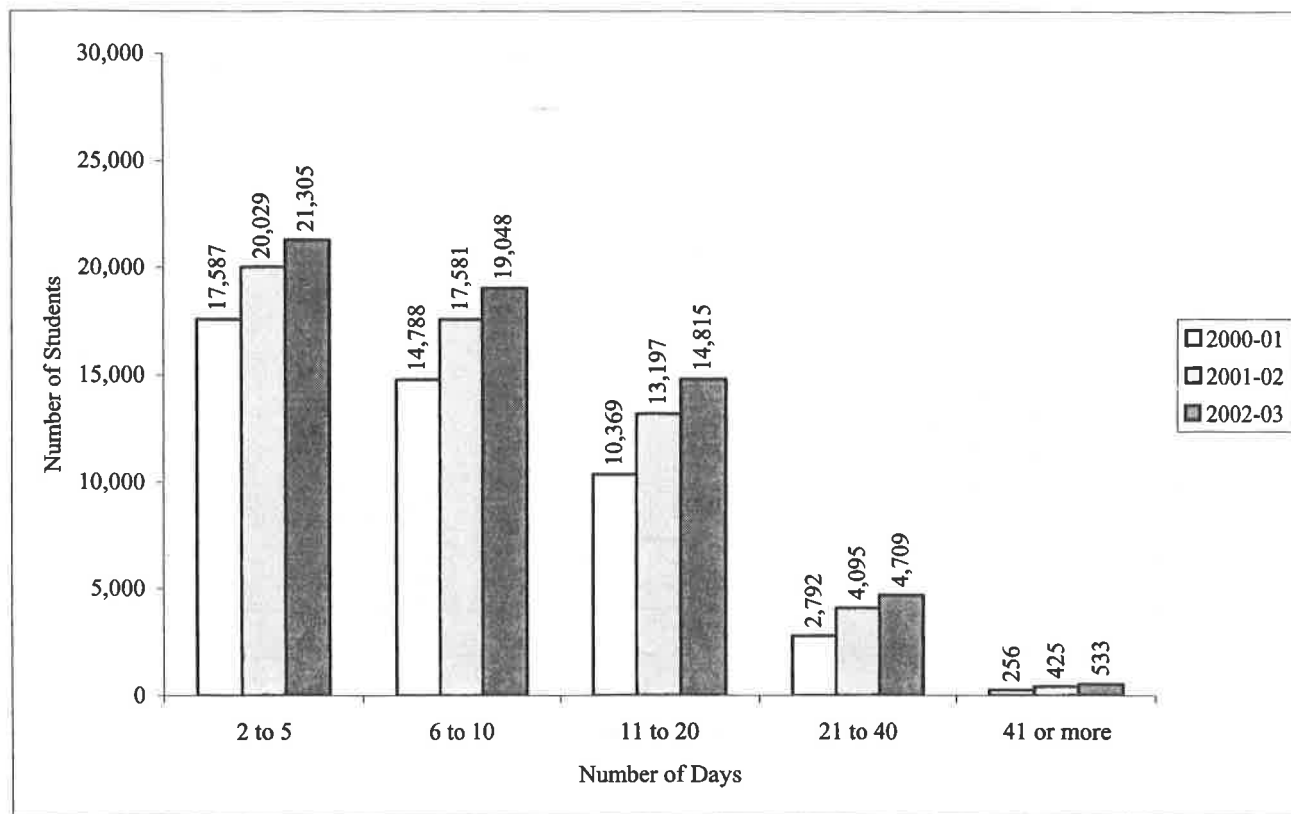


Figure 16. Duration of Multiple Short-Term Suspensions Given to Students.

- The total number of students receiving multiple short-term suspensions of any length in 2002-03 was 60,410, up from 55,327 in 2001-02. Of those, 40,353 students had multiple short-term suspensions that totaled 10 days or less.

Multiple Long-Term Suspensions

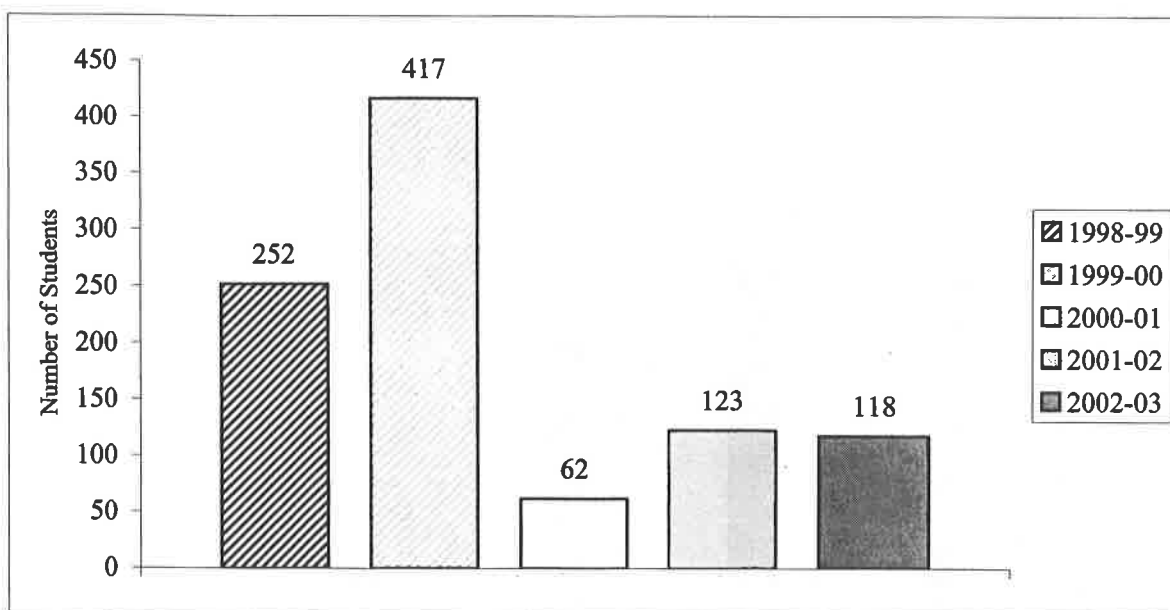


Figure 17. Number of Students with Multiple Long-Term Suspensions.

- The number of students who received multiple long-term suspensions dropped slightly between 2001-02 and 2002-03.

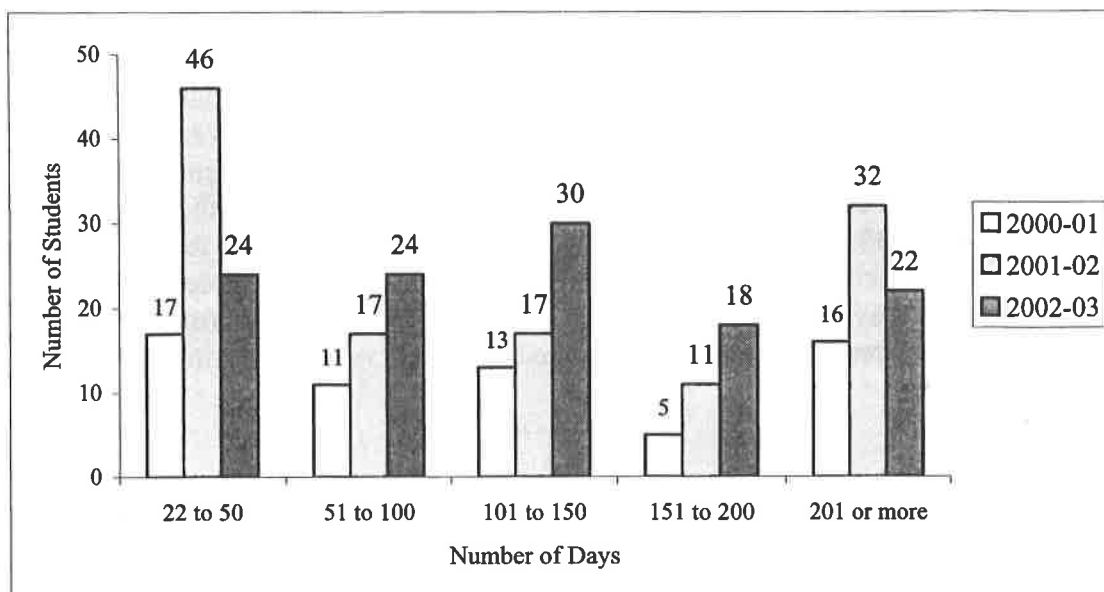


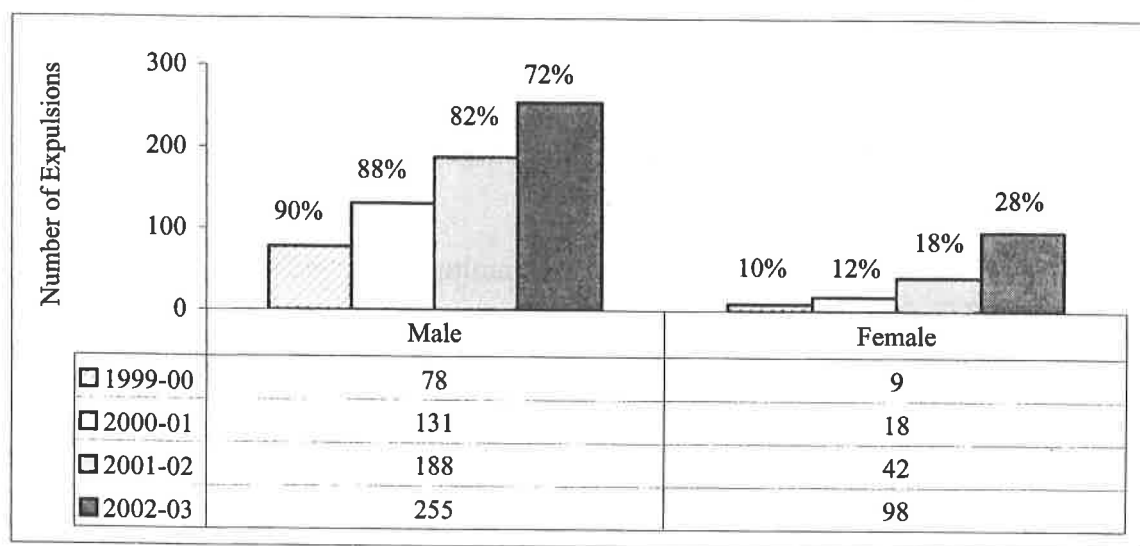
Figure 18. Duration of Multiple Long-Term Suspensions Given to Students.

- In 2002-03, 70 of the 118 students who received multiple long-term suspensions were suspended for more than 100 days.

Section 1.3: LEA Expulsions

This section reports data for students who were expelled from school during the 2002-03 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

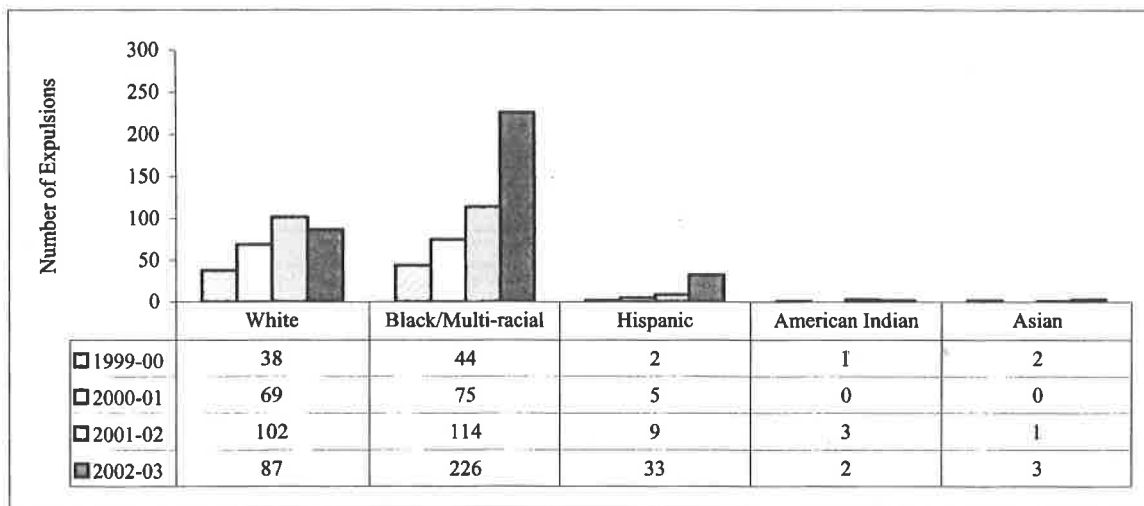


Note: The numbers in parentheses indicate the percentage of expulsions by gender.

Figure 19. Number of Expulsions by Gender.

- In 2002-03, 353 students were expelled. This represents a 53% increase from 2001-02.
- The percentage of expulsions accounted for by females has nearly tripled in the past four years.

Expulsions by Ethnicity



Note: Ethnicity was recorded as "Other" for one expulsion in 2001-02.

Figure 20. Number of Expulsions by Ethnicity.

- Compared to 2001-02, expulsions increased in 2002-03 among Black/Multi-racial, Hispanic, and Asian students.
- In particular, the number of Black/Multi-racial students expelled from school almost doubled between 2001-02 and 2002-03, while the number of Hispanic students expelled more than tripled.
- As previous years, the vast majority of expelled students in 2002-03 were either Black/Multi-racial or White.

Expulsions by Ethnicity and Gender

Ethnicity/Gender	# of Expulsions				% of Expulsions				% of Statewide Membership			
	99-00	00-01	01-02	02-03	99-00	00-01	01-02	02-03	99-00	00-01	01-02	02-03
Asian Males	1	0	1	3	1	0	<1	1	1	1	1	1
Asian Females	1	0	0	0	1	0	0	0	1	1	1	1
Black/Multi-Racial Males	41	66	98	154	47	44	43	44	16	16	16	16
Black/Multi-Racial Females	3	9	16	72	4	6	7	21	15	15	15	15
Hispanic Males	2	5	8	30	2	3	3	9	2	2	3	3
Hispanic Females	0	0	1	3	0	0	<1	1	2	2	3	3
American Indian Males	1	0	2	2	1	0	1	1	1	1	1	1
American Indian Females	0	0	1	0	0	0	<1	0	1	1	1	1
White Males	33	60	78	64	38	40	34	18	32	31	31	31
White Females	5	9	24	23	6	6	10	7	30	30	29	29
Total Number	87	149	229	351								

Note: Ethnicity was recorded as "Other" for one expulsion in 2001-02 and two in 2002-03.

Table 3. Expulsions by Ethnicity and Gender.

- Prior to 2002-03, White and Black/Multi-racial males accounted for most of the expelled students. In 2002-03, however, Black females accounted for more suspensions than did White males.
- Black/Multi-racial males made up 44% of the expelled students in 2002-03, despite the fact that they accounted for only 16% of the overall student population. Black/Multi-racial Females and Hispanic Males are also over-represented among expelled students relative to their presence in the general student population.
- White males were also over-represented among expelled students relative to their presence in the overall student population until 2002-03.

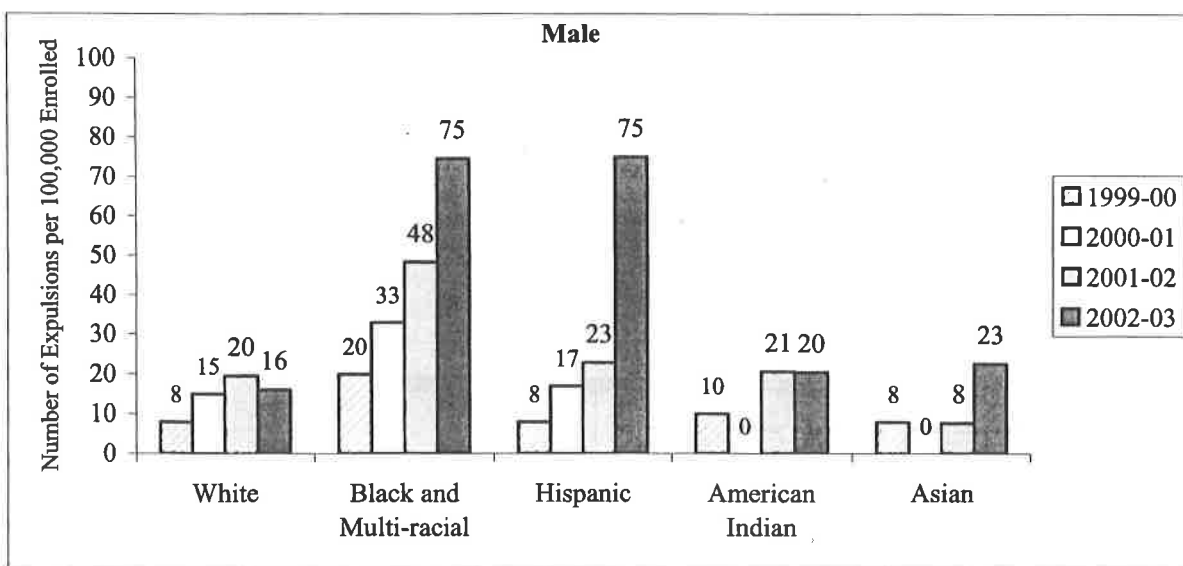


Figure 21. Male Expulsion Rates by Ethnicity.

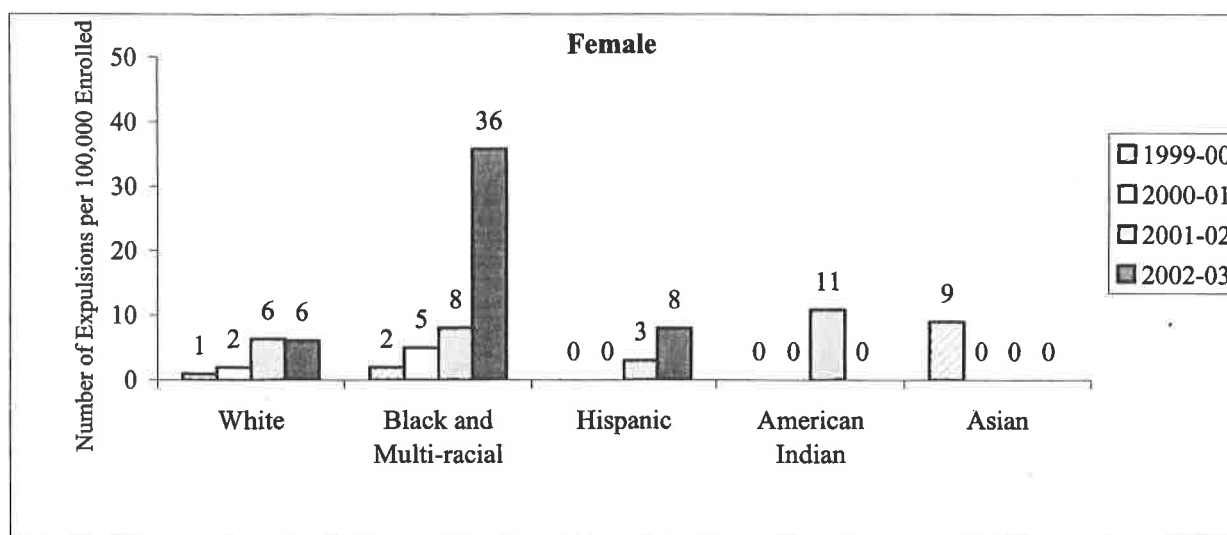


Figure 22. Female Expulsion Rates by Ethnicity.

- In 2002-03, expulsion rates increased most dramatically among Hispanic and Black/Multi-racial students of both genders, as well as Asian males. Expulsion rates among all other subgroups either remained level or dropped.

Expulsions by Grade Level

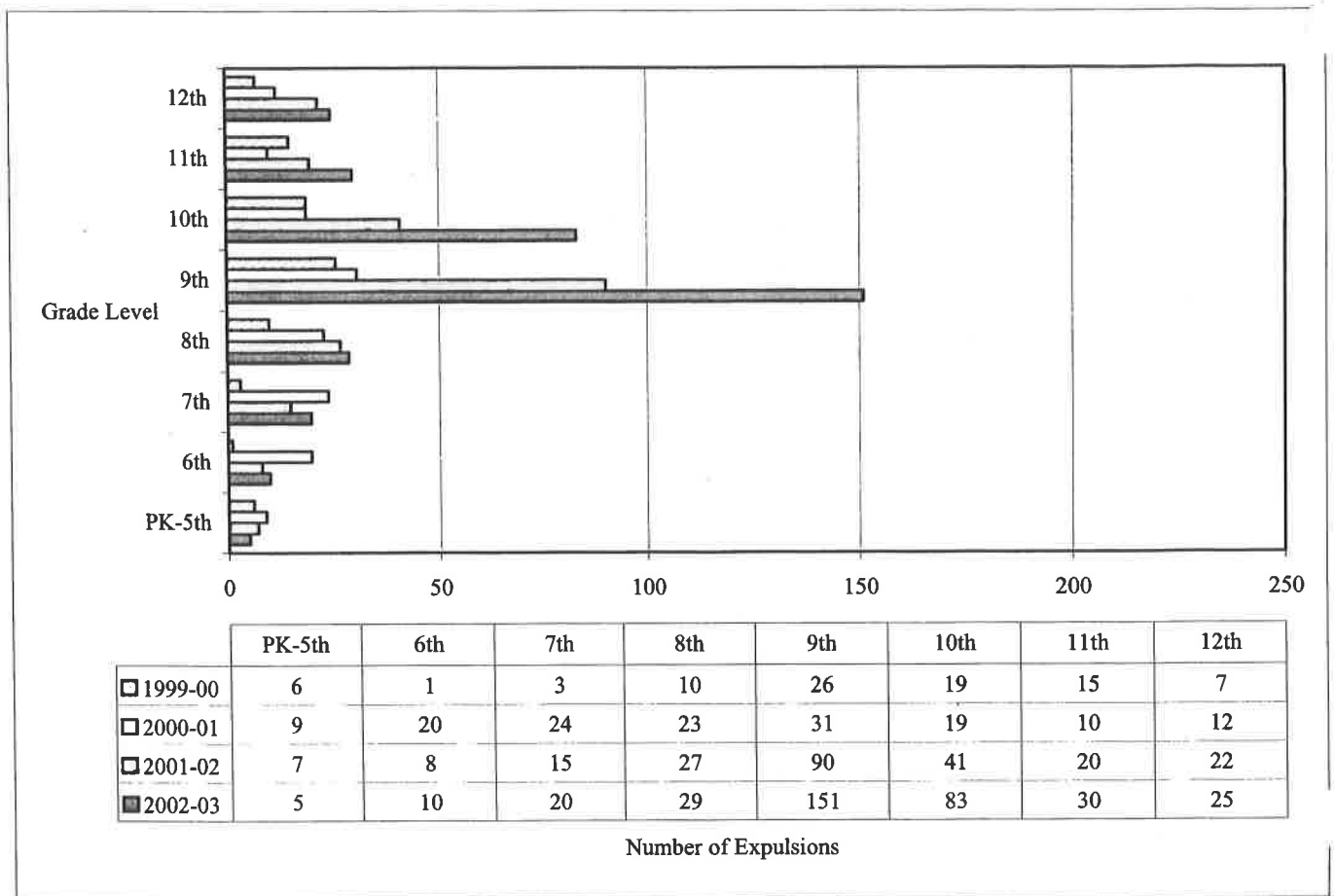


Figure 23. Number of Expulsions by Grade Level.

- In 2002-03, expulsions increased at all grade levels from 6 to 12, with particularly large increases in grade 10 (102%) and grade 9 (68%).
- In each of the past four 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

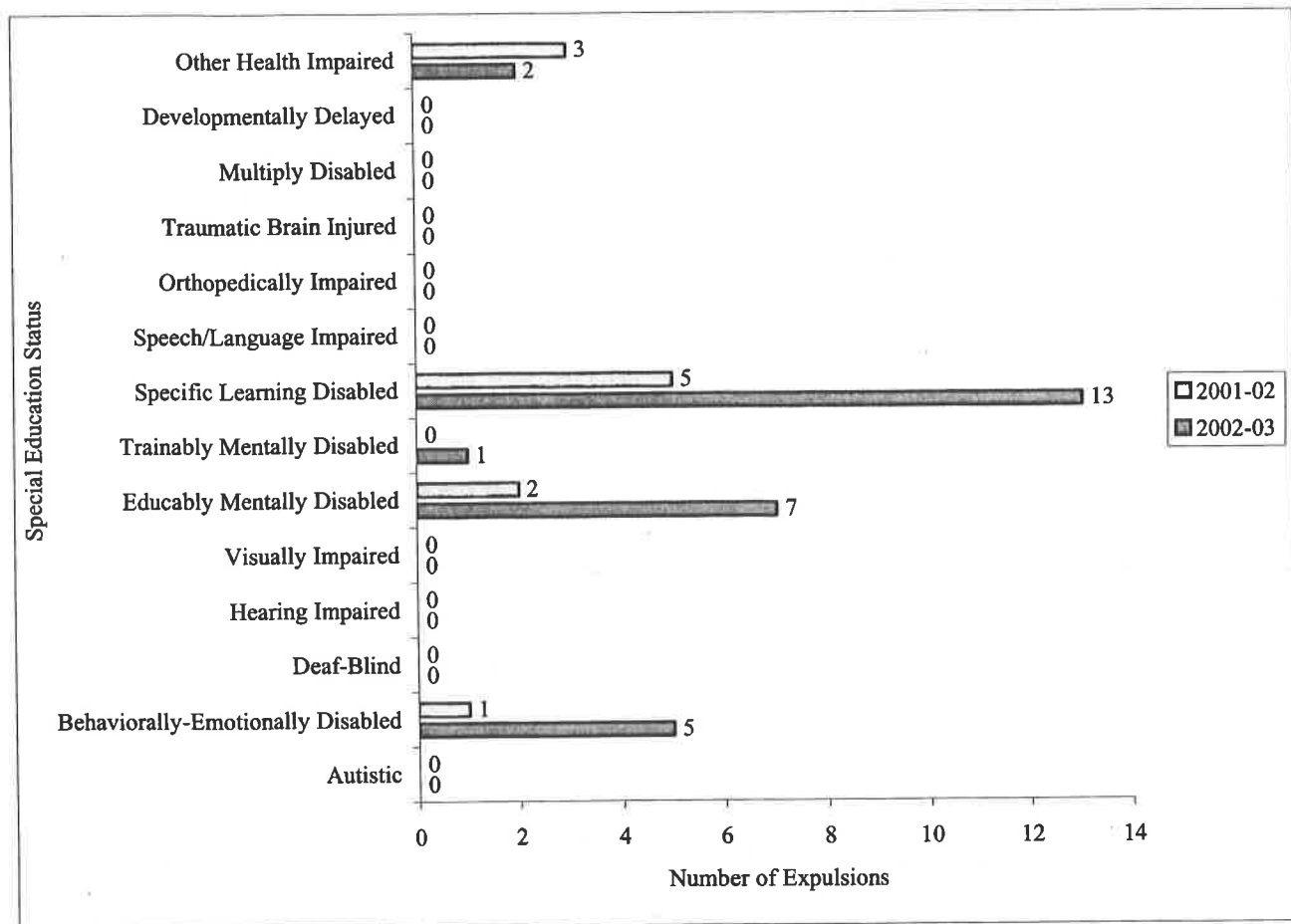


Figure 24. Number of Expulsions by Special Education Status.

- Approximately 8% of expelled students in 2002-03 were receiving special education services. This figure is up from 5% in 2001-02, but still much lower than the figure in 1999-00 (19%).
- 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 almost all expulsions among students receiving special education services.

Section 2.1: Charter School Short-Term Suspensions

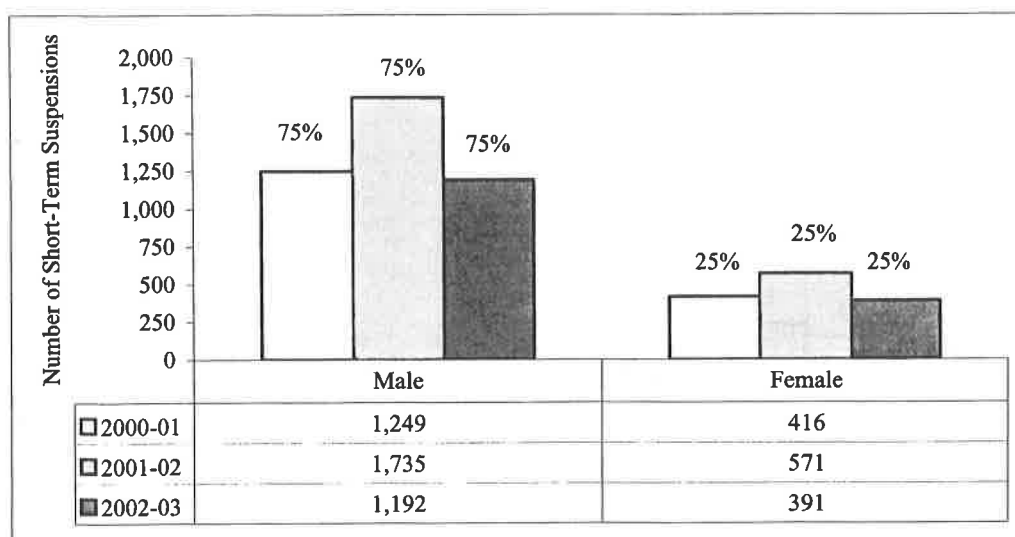
Data on charter school suspensions and expulsions have been collected for the past four years. Sections 2.1 through 2.3 of this report presents some similar tables and charts to those presented in previous sections for other LEAs (a charter school is technically considered to be both a school and an 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 and 2002-03, 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 one short-term suspension in 2001-02.

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

- A total of 1,583 suspensions from charter schools for ten days or less occurred in 2002-03, which represents a 31% decrease compared to 2001-02. These suspensions were given to 982 different students (i.e., some students were suspended more than once), for an average of 1.6 short-term suspensions per suspended student.
- These 1,583 short-term suspensions in 2002-03 totaled 3,703 school days, or an average of 2.3 days per suspension.
- In each of the past three years, the majority (75%) of short-term suspensions from charter schools were given to male students.

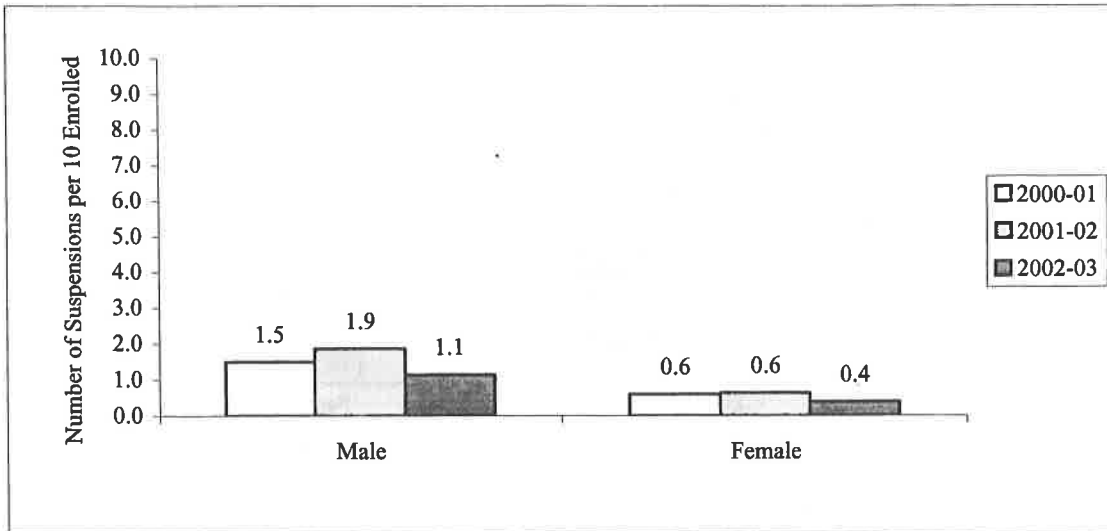
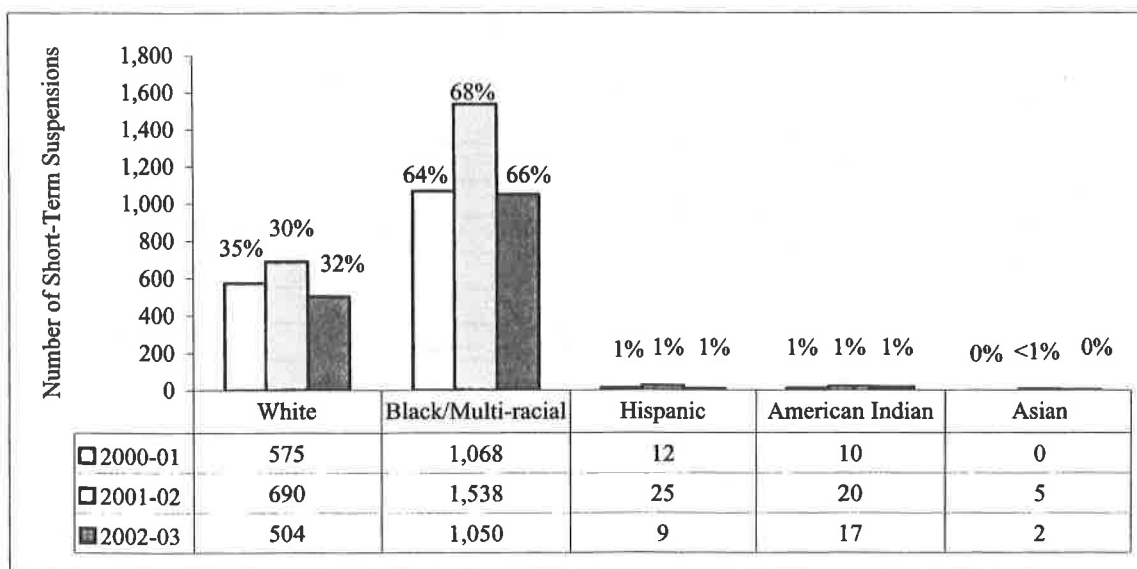


Figure 26. Charter School Short-Term Suspension Rates by Gender.

- Rates of short-term suspension for both males and females dropped between 2001-02 and 2002-03.
- The rate of short-term suspensions for male students in charter schools during 2002-03 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 29 short-term suspensions in 2001-02 and one in 2002-03.

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 each of the past three years. Approximately two-thirds of charter school short-term suspensions were given to Black/Multi-racial students.
- The number of short-term suspensions decreased in 2002-03 among all ethnic groups.

Charter School Short-Term Suspensions by Ethnicity and Gender

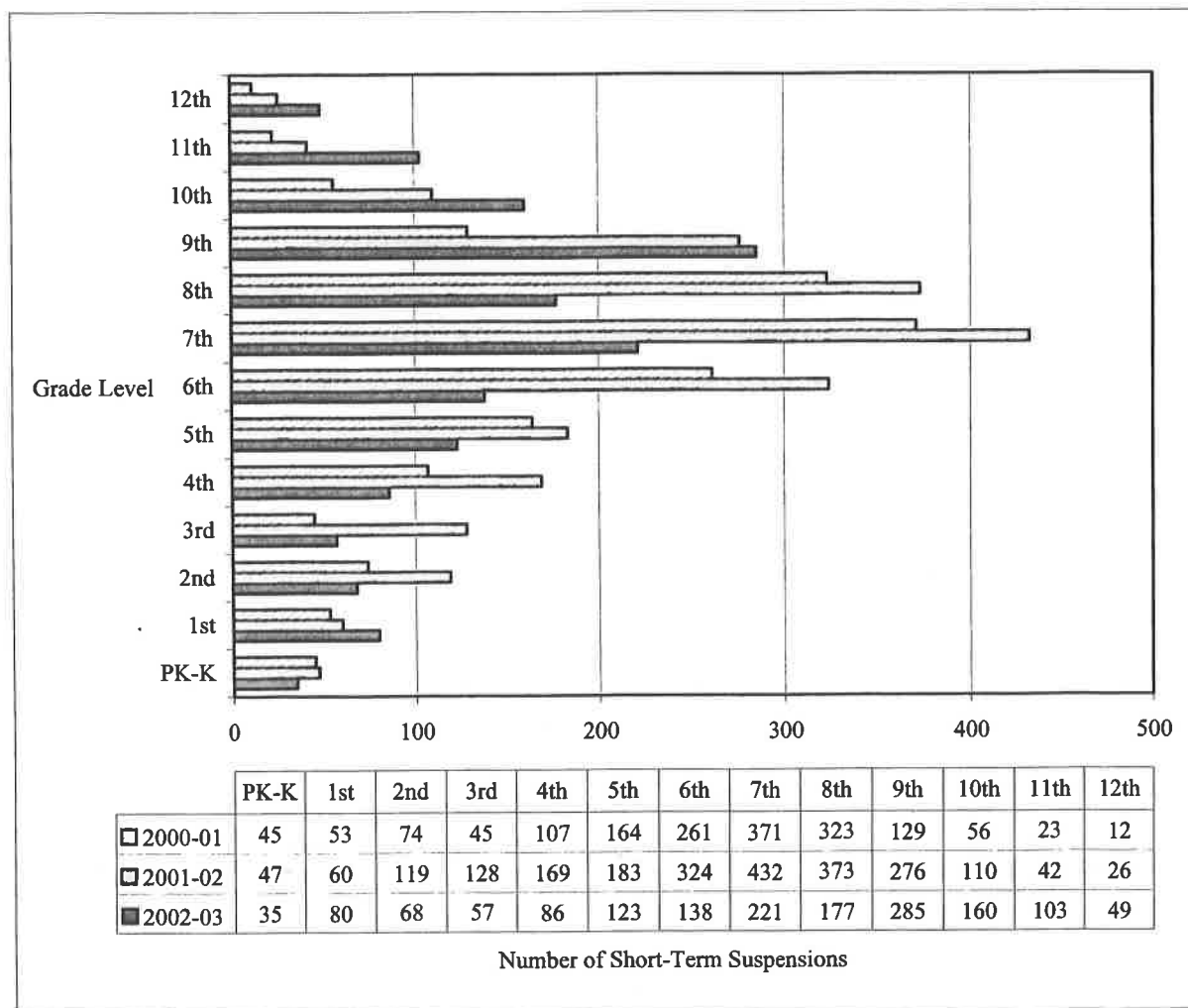
Ethnicity/Gender	# of Short-Term Suspensions			% of Short-Term Suspensions			% of Statewide Membership		
	2000-01	2001-02	2002-03	2000-01	2001-02	2002-03	2000-01	2001-02	2002-03
Asian Males	0	5	1	0	<1	<1	<1	1	1
Asian Females	0	0	1	0	0	<1	<1	1	<1
Black/Multi-Racial Males	796	1,176	791	48	52	50	23	21	20
Black/Multi-Racial Females	272	361	259	16	16	16	20	19	18
Hispanic Males	9	17	6	1	1	<1	1	1	1
Hispanic Females	3	8	3	<1	<1	<1	1	1	1
American Indian Males	7	15	11	<1	1	1	1	1	1
American Indian Females	3	5	6	<1	<1	<1	1	1	1
White Males	437	498	382	26	22	24	27	28	29
White Females	138	192	122	8	8	8	26	28	29
Total Number	1,665	2,277	1,582				15,523	18,200	20,366

Note: Percentages may not add to exactly 100 due to rounding. Ethnicity and/or gender were not recorded for 30 short-term suspensions in 2001-02 and one in 2002-03.

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 most ethnic groups in each of the past three years.
- Black/Multi-racial males represented approximately 20% of the overall charter school student population in 2002-03. However, they accounted for 50% of the short-term suspensions given during that same year. A similar pattern was evident in 2000-01 and 2001-02.
- 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 2002-03.

Charter School Short-Term Suspensions by Grade Level

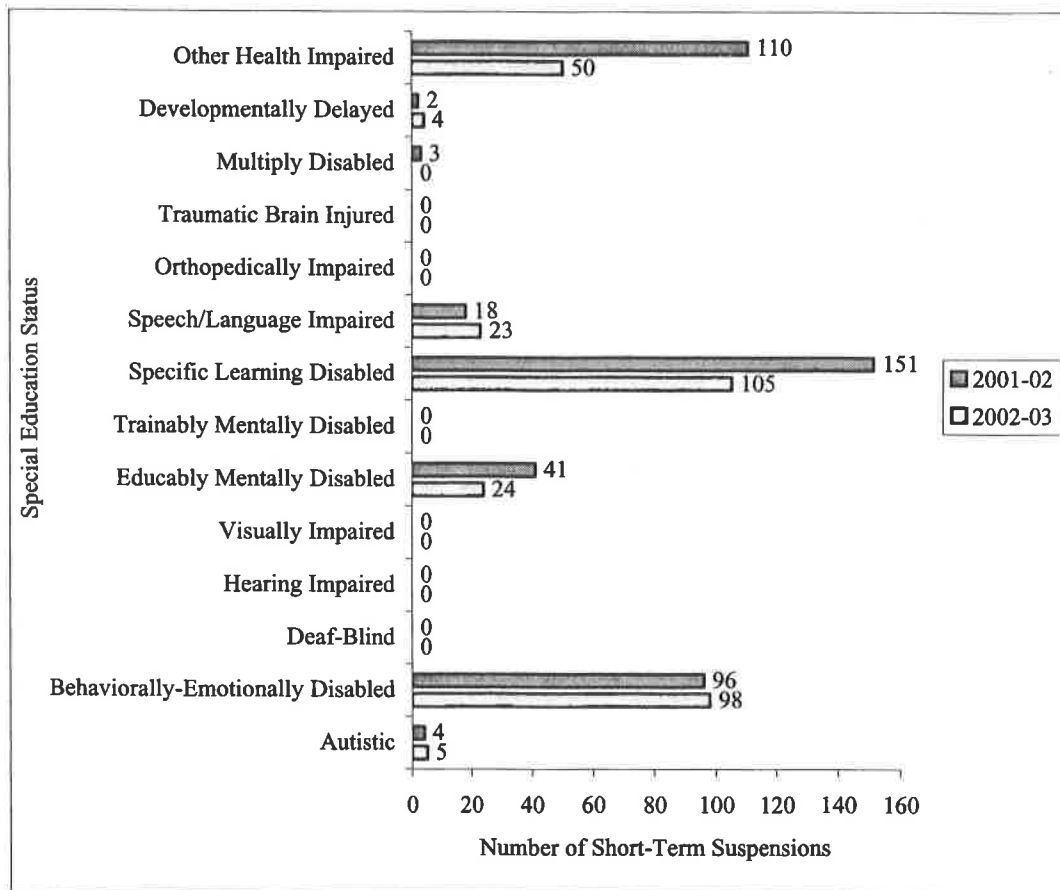


Note: Grade level was not reported for 18 short-term suspensions in 2000-01 and 2001-02, and one in 2002-03.

Figure 28. Charter School Short-Term Suspensions by Grade Level.

- As in past years, the incidence of short-term suspensions in charter schools in 2002-03 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 decreased across most grade levels between 2001-02 and 2002-03; however, short-term suspensions increased in grade 1 as well as grades 9-12.

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



Note: Special education status was not recorded for 29 suspended students in 2001-02.

Figure 29. Charter School Short-Term Suspensions by Special Education Status.

- Although they represented only approximately 14% of the charter school student population in 2002-03, students receiving special education services received 20% of all short-term suspensions given to charter school students. This finding is consistent with past years' findings as well (NCDPI, 2003).
- The majority of short-term suspensions given to charter school students receiving special education services in 2002-03 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

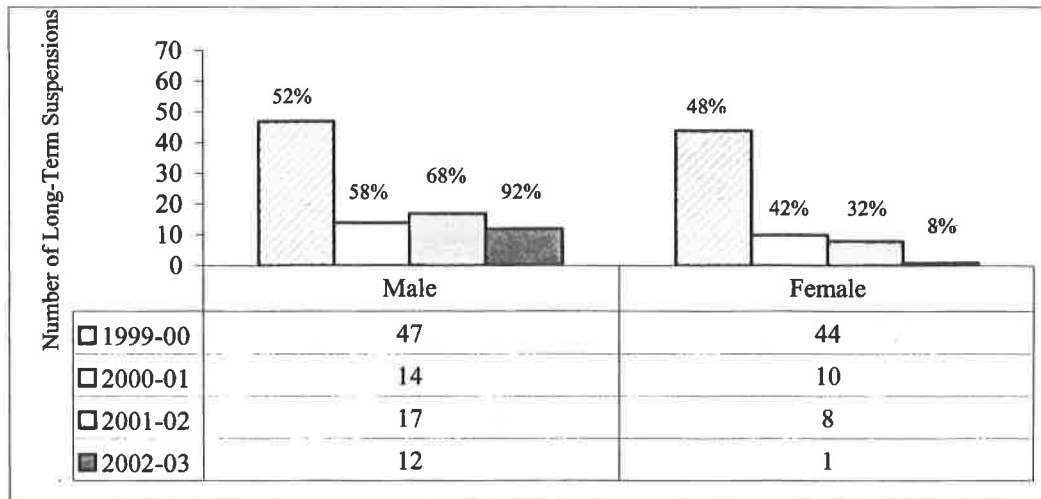


Figure 30. Charter School Long-Term Suspensions by Gender.

- The total number of long-term suspensions reported by charter schools has decreased significantly since 1999-00.
- The percentage of long-term suspensions given to male students in charter schools has increased gradually since 1999-00.
- The 13 long-term suspensions in 2002-03 were given to 13 different students. Five of these were 365-day suspensions.
- Charter school long-term suspensions totaled 252 school days, or an average of 19 school days per long-term suspension in 2002-03. This figure does not include the 5 yearlong suspensions (i.e., 365 days).

Charter School Long-Term Suspensions by Ethnicity

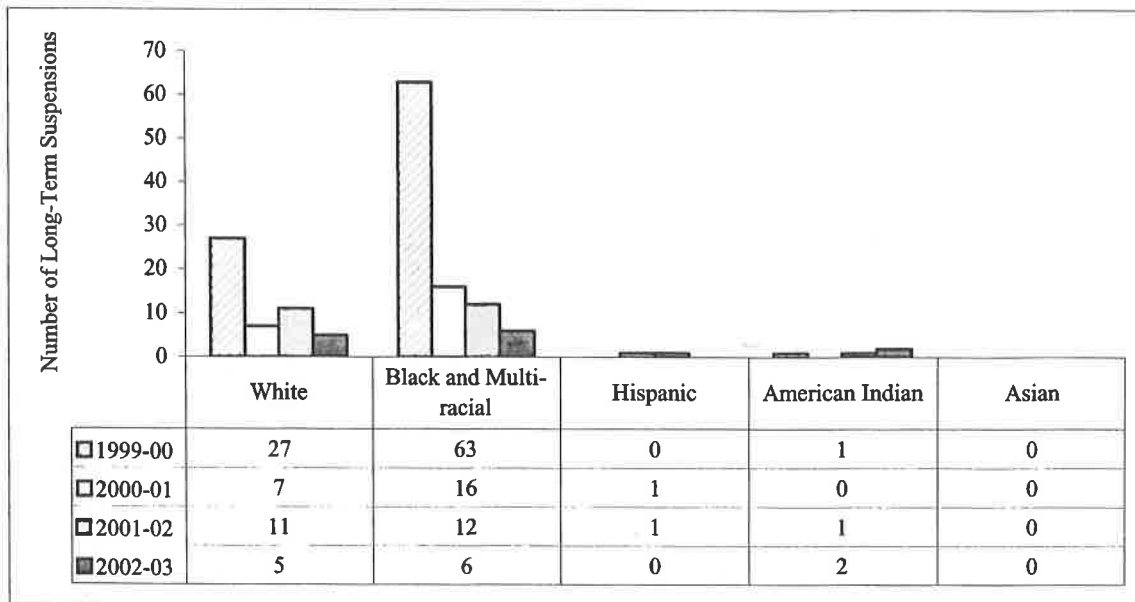


Figure 31. Charter School Long-Term Suspensions by Ethnicity.

- In each of the past four years, Black/Multi-racial students accounted for the most LTSs in charter schools, followed by White students.

- **Charter School Long-Term Suspensions by Grade Level**

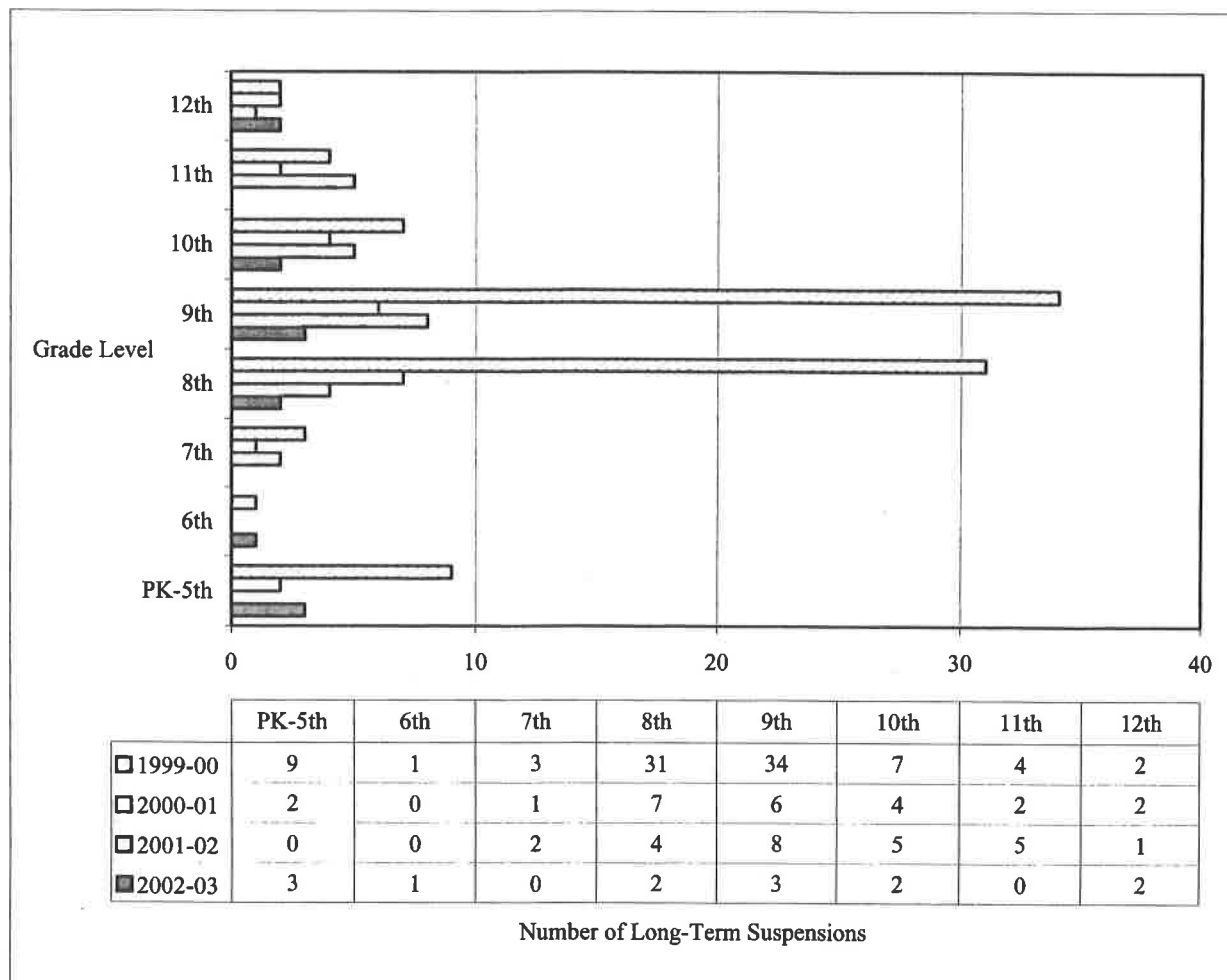


Figure 32. Charter School Long-Term Suspensions by Grade Level.

- Over the past four years, the majority of LTSs in charter schools were given to students in grades 8 through 11.

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

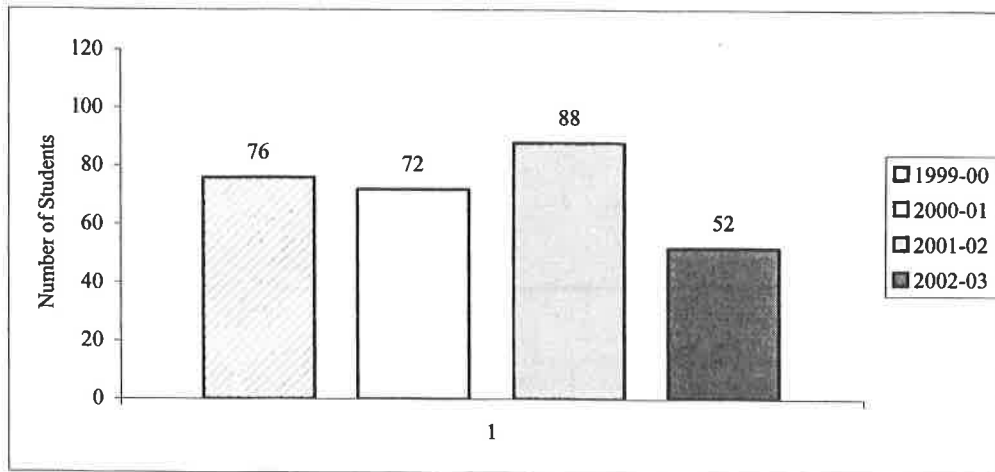


Figure 33. Number of Charter School Students with Multiple Short-Term Suspensions that when Added Together Equal More than 10 Days.

- Fifty-two charter school students were short-term suspended multiple times totaling more than 11 days in 2002-03, a decrease of 41% from 2001-02.
- No charter schools reported any students with multiple long-term suspensions in 2002-03.

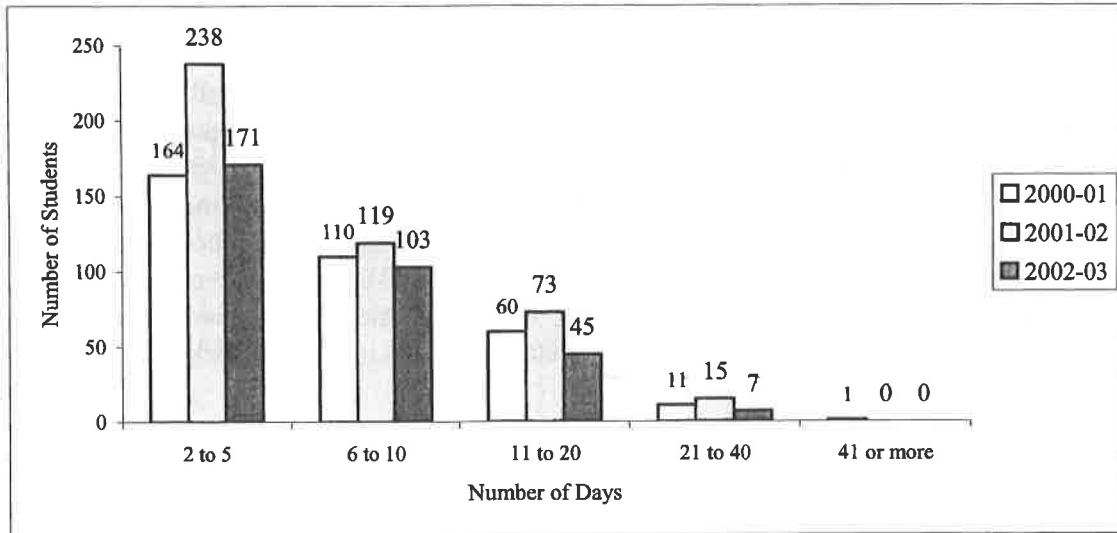


Figure 34. Duration of Multiple Short-Term Suspensions Given to Charter School Students.

- The total number of charter school students receiving multiple short-term suspensions that totaled 10 days or less decreased for the second consecutive year in 2002-03.
- Over half of multiple short-term suspended charter school students in 2002-03 were suspended for a total of 5 days or less.

Section 2.3: Charter School Expulsions

In 2002-03, three charter schools - Crossroads Charter High School, Sallie B. Howard, and Laurinburg Homework Center - accounted for 21 (75%) of the 28 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, 2003), and because not all charter schools reported data in earlier years. Therefore, the extent to which these data can be interpreted in terms of trends or generalized to all charter schools is questionable.

Charter School Expulsions by Gender

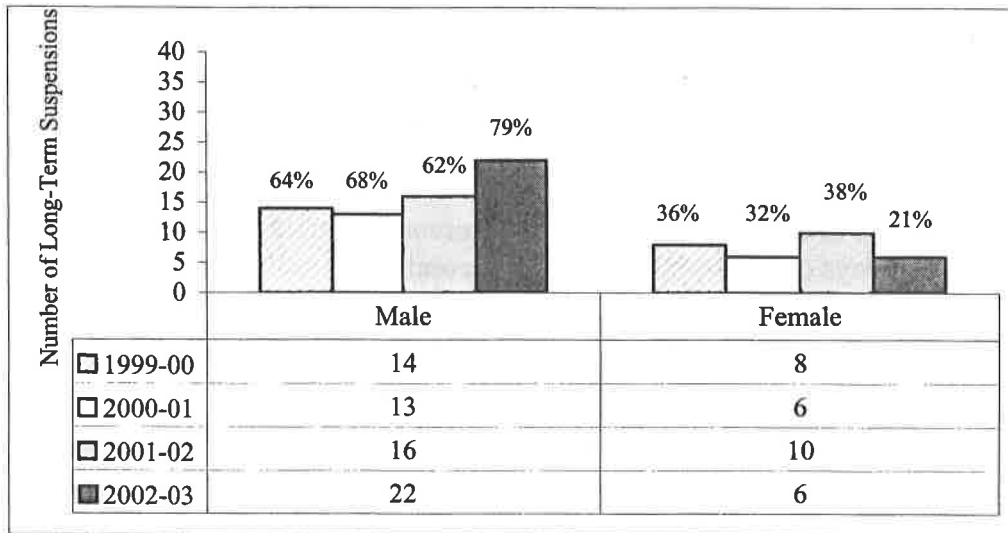


Figure 35. Charter School Expulsions by Gender.

- The number of expulsions from charter schools increased for the second consecutive year in 2002-03.
- Males were more likely than females to be expelled from charter schools in each of the past four years.

Charter School Expulsions by Ethnicity

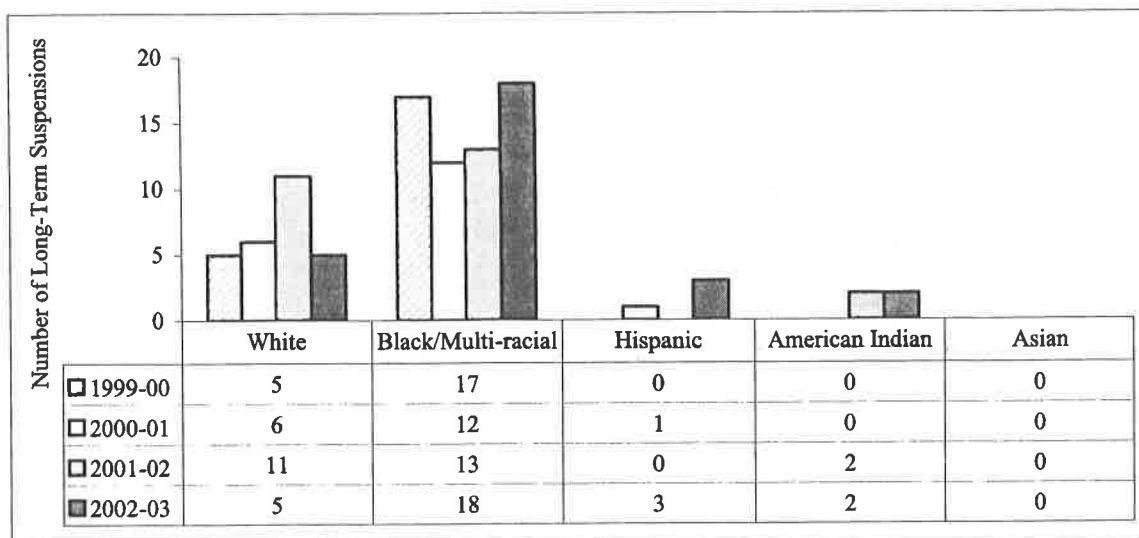


Figure 36. Charter School Expulsions by Ethnicity.

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

Charter School Expulsions by Grade Level

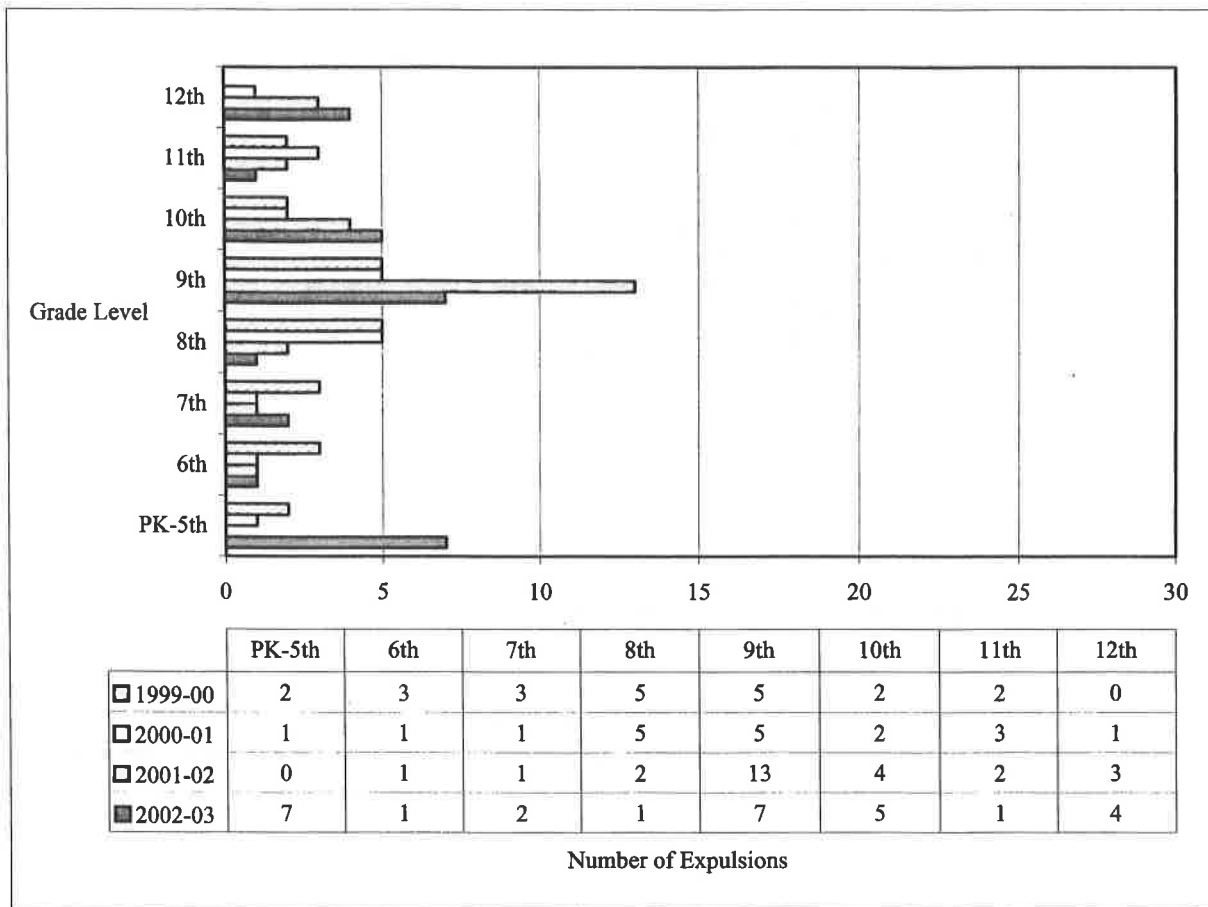


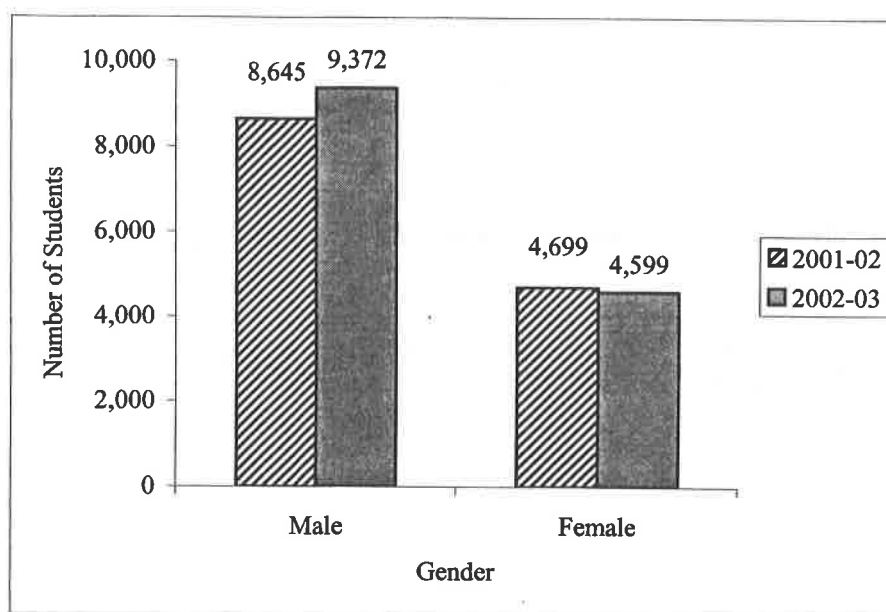
Figure 37. Charter School Expulsions by Grade Level.

- Similar to the pattern seen in long-term suspensions, grades 8 through 12 have been the most common grades for expulsions in charter schools.
- The number of expulsions in charter schools in 2002-03 increased substantially in grades K-5 and decreased substantially in grade 9.

Section 3.1: Alternative Learning Program Students

In 2002-03, there were 185 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). **The data presented here are from only 143 of the 185 identified ALPs (77%); the remaining 42 ALPs did not submit data to NCDPI for 2002-03. Therefore, the actual number of students served in these programs in 2002-03 was likely higher than what is presented here.**

ALP Students by Gender

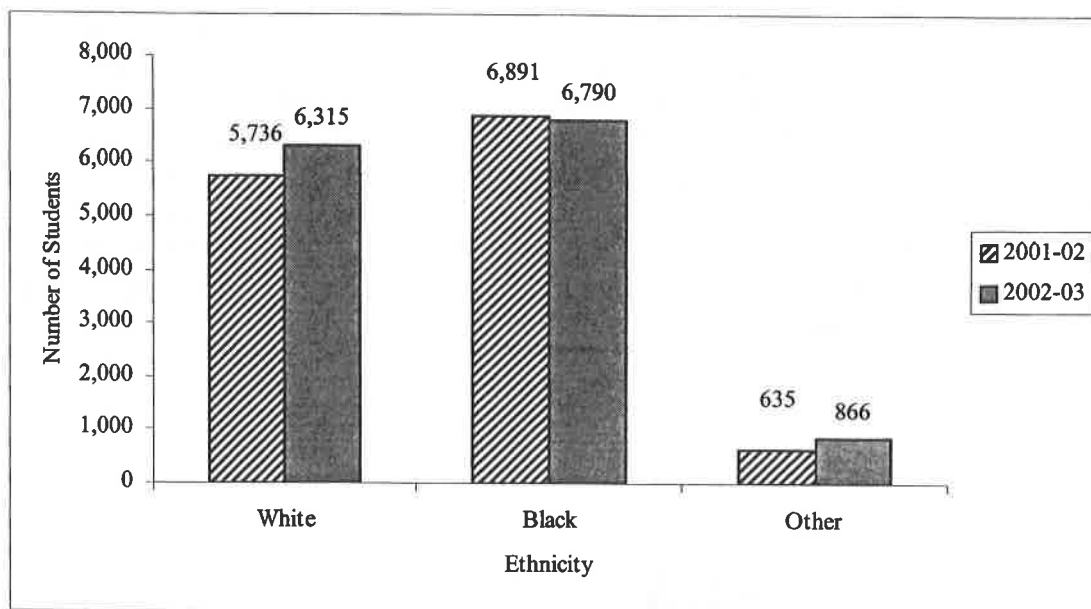


Note: Gender was not provided for 382 students served in ALPs in 2001-02.

Figure 38. Number of ALP Students by Gender.

- A total of 13,971 students were enrolled in ALPs during 2002-03. This number represents a slight increase from 2001-02, but is still lower than previous years (NCDPI, 2002a). These 13,971 enrollments were accounted for by 12,696 unique students (i.e., some students enrolled more than once during the year).
- Similar to previous years, the number of male students served in ALPs in 2002-03 was almost double that of female students (67% vs. 33%).
- The average number of days an ALP student was enrolled in an ALP during the 2002-03 school year was 78 days.

ALP Students by Ethnicity



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

Figure 39. Number of ALP Students by Ethnicity.

- Similar to previous years (NCDPI, 2002a), the majority of students enrolling in ALPs in 2002-03 were Black (49%) or White (45%).

ALP Placements by Ethnicity and Gender

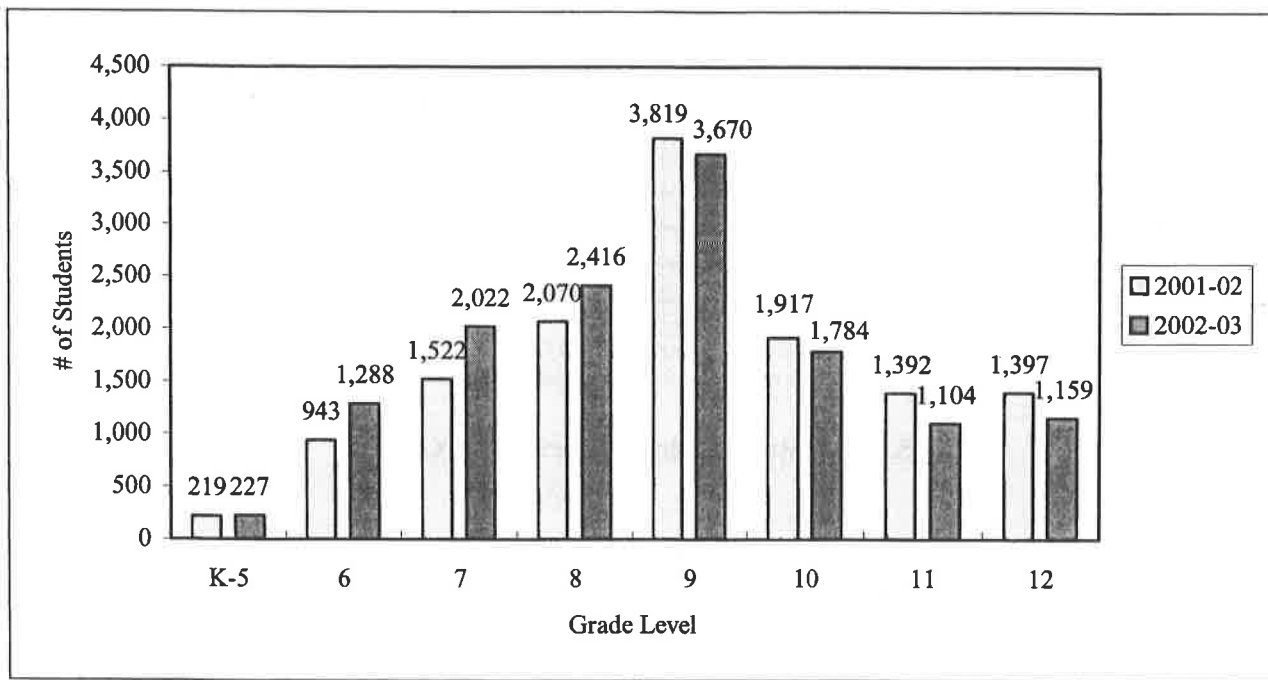
Ethnicity/Gender	# ALP Students 2001-02	# ALP Students 2002-03	% ALP Students 2001-02	% ALP Students 2002-03	% Statewide Enrollment, 2002-03
Black Males	4,343	4,267	33	31	16
Black Females	2,539	2,389	19	17	15
White Males	3,826	4,123	29	30	31
White Females	1,908	2,069	14	15	29
Other Males	423	532	3	4	5
Other Females	210	310	2	2	5
Total Number	13,249	13,690			1,304,325

Note: Gender and/or ethnicity information was not provided for 477 ALP students in 2001-02 and 281 in 2002-03. 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 males accounted for the largest percentage of ALP students in both 2001-02 and 2002-03. 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 for 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 ethnic-gender groups are, on the whole, underrepresented in ALPs. This finding is also consistent with previous years (NCDPI, 2002a).

ALP Placements by Grade Level

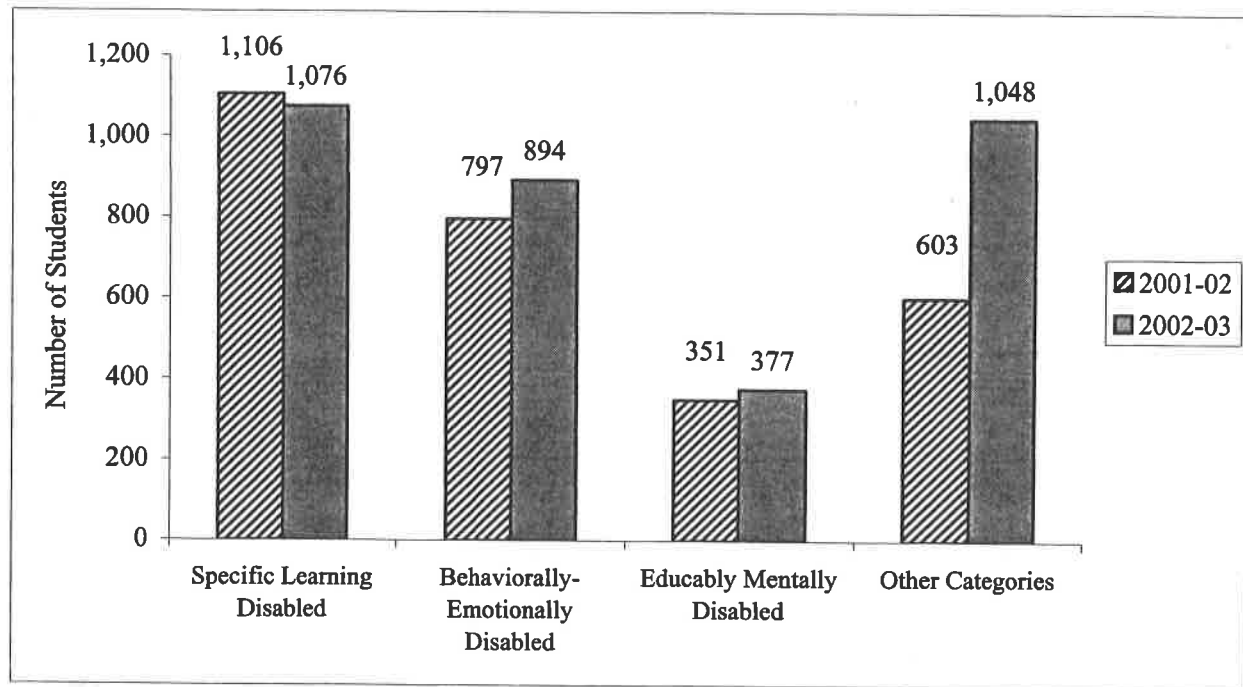


Note: Grade level was not provided for 447 ALP students in 2001-02 and 301 in 2002-03.

Figure 40. Number of ALP Students by Grade Level.

- 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 2000-01 (NCDPI, 2002a). In 2001-02, this percentage dipped to 34%. In 2002-03, however, this percentage increased again to 42%.
- Only about 2% of ALP students in 2001-02 and 2002-03 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 27% of all ALP students in 2002-03 were 9th graders. This figure is consistent with ALP enrollment patterns over the past several years (NCDPI, 2002a).

ALP Placements for Students Receiving Special Education Services



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

Figure 41. Number of ALP Students by Special Education Status.

- Approximately 24% of students in ALPs in 2002-03 were eligible for special education services. This percentage is similar to figures from previous years (NCDPI, 2002a).
- In 2002-03, students that were classified as specific learning disabled accounted for approximately 8% of the overall ALP population, while students classified as behaviorally-emotionally disabled accounted for an additional 6%. These figures are similar to those for 2001-02 (NCDPI, 2002a).

References

- North Carolina Department of Public Instruction. (2001a). *Alternative school and program directory: 2000-2001*. Raleigh, NC: Author. Available online at <http://www.ncpublicschools.org/accountability/evaluation/alternative/alp.htm>
- North Carolina Department of Public Instruction. (2001b). *Three-year trends of long-term suspended and expelled students (1997-2000)*. Raleigh, NC: Author. Available online at <http://www.ncpublicschools.org/accountability/evaluation/legislative/report.htm>
- North Carolina Department of Public Instruction. (2001c). *Alternative learning programs evaluation: 1999-00*. Raleigh, NC: Author. Available online at <http://www.ncpublicschools.org/accountability/evaluation/legislative/report.htm>
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- North Carolina Department of Public Instruction. (2002c). *Annual study of suspensions and expulsions: 2000-01 Supplement. Short-term suspensions and the academic achievement of suspended students*. Raleigh, NC: Author. Available online at <http://www.ncpublicschools.org/accountability/evaluation/legislative/report.htm>
- North Carolina Department of Public Instruction. (2003). *Annual study of suspensions and expulsions: 2001-02*. Raleigh, NC: Author. Available online at <http://www.ncpublicschools.org/accountability/evaluation/legislative/report.htm>

Appendix A

Disciplinary Data Collection Form, 2002-03

Instructions for Completing the North Carolina 2002-03 Disciplinary Data Collection Form

(revised 5/15/03)

What's New for 2002-03

The 2002-03 Disciplinary Data Collection Form is identical to the 2001-02 form, which was redesigned in the summer of 2001 to replace two data collection forms that have been required by DPI in the past. A few cosmetic changes have been made to provide for ease and accuracy of data entry. These include:

- the addition of drop-down menus for most fields to allow for “point-and-click” data entry;
- the addition of pop-up error messages that will inform the user when he/she has entered invalid data (e.g., entering data other than an M or F in the Gender field, etc.);
- the addition of field descriptions that can be accessed by clicking on the column headings.

The most significant change for the 2002-03 school year is the requirement that **all schools must submit electronic data**, either using the Microsoft Excel version of the Form that is available on DPI's website (<http://www.ncpublicschools.org/Accountability/evaluation/ddcf/index.htm>) or another software program that can produce an electronic Excel-compatible file analogous to that Excel file – same fields in the same order using the same coding rubric. Allowable formats include dBase, Lotus 1-2-3, Quattro Pro, and others. Questions about compatibility for LEAs and schools using other software for data collection should be directed to one of the DPI contact persons listed below. Please note that this change does not prohibit schools from recording their data on paper throughout the year; the data just need to be entered into an electronic file before being submitted at the end of the year.

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 2002-03 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)

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).

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 Data

Data may be entered directly into the Microsoft Excel file provided on the aforementioned website. Data may also be recorded in another fashion as long as a Microsoft Excel-compatible datafile can be produced at the end of the year that conforms to the format of the file on the enclosed diskette (data fields in the same order, same codes used for each field, etc.). Schools are strongly encouraged to save a copy of their data before submitting it at the end of the year in the event that the data get lost or corrupted after they are submitted.

How to Submit Data

Please note that the submission of data to DPI on paper forms, which schools were allowed to do in past years, is no longer acceptable. 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.

NOTE: For schools that have no out-of-school suspensions, expulsions, or legally reportable incidents, a simple written statement should be submitted along with the data from the other schools in the LEA that lists the names and 6-digit school codes of the schools that had no incidents. That way, we can separate schools whose data were not submitted from those who simply had no data to report.

The data will be collected and compiled for the agency by our contractors at NC State University. Please submit data files, along with the completed Verification Form, no later than June 30, 2003 to:

Marguerite Peebles
Alternative and Safe Schools/Instructional Support Section
NC Department of Public Instruction
6350 Mail Service Center
Raleigh, NC 27699-6350

Submitting data by emailing files is **not** recommended, due to the fact that individually-identifiable student information of a sensitive nature is involved. We suggest that data be

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

submitted on CD, floppy disk, or other medium via a carrier that can track the package (FedEx, UPS, registered mail, etc).

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

Marguerite Peebles
DPI, Alternative and Safe Schools Section
Phone: 919-807-3940 email: mpeebles@dpi.state.nc.us

or

Brad McMillen
DPI, Division of Accountability Services
Phone: 919-807-3808 email: bmcmlle@dpi.state.nc.us

<u>Column on Form</u>	<u>What to Enter</u>
Incident #	Incident number. Number the first incident that occurs at your school during the 2002-03 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 for each offender on separate rows using the same incident number (see the examples on page 11 for an illustration of how this should be done.) 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 after 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 (enter a brief 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 hyphens (e.g., 241568456, <u>not</u> 241-56-8456).
Gender – Student Offender	Gender of student offender. NOTE: Must be entered as a capitalized letter – entries of 'm' or 'f' will result in an error message. M = Male F = Female
Ethnicity – Student Offender	Ethnicity of student offender. NOTE: Must be entered as a capitalized letter – entries of lower case letters will result in an error message. A = Asian-American B = Black/African-American H = Hispanic I = American Indian/Native American M = Multi-racial W = White O = Other ethnicity (enter a brief explanation in Other/Comments column)

Age – Student Offender	Age in years of student offender.
Grade Level – Student Offender	Grade level of student offender. Even if the student offender is from another school, this information should be entered if at all possible.
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> <ul style="list-style-type: none"> 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
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> <ul style="list-style-type: none"> 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) 16 = Sexual offense 17 = Taking indecent liberties with a minor 18 = Other offense resulting in an out-of-school suspension or expulsion

#1 – Reported to Law Enf. and #2 – Reported to Law Enf.	<p>Indicate whether Offense #1 and/or Offense #2 were reported to law enforcement. NOTE: Must be entered as a capitalized letter – entries of ‘y’ or ‘n’ will result in an error message.</p> <p>Y = Yes N = No</p>
Weapon Used/Possessed	<p>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.</p> <p>1 = Handgun 2 = Rifle 3 = Shotgun 4 = Other firearm 5 = Knife 6 = Box cutter 7 = Razor 8 = Other (<i>enter a brief explanation in Other/Comments column</i>)</p>
Consequence – 1 and Consequence – 2 and Consequence – 3	<p>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>):</p> <p>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>enter a brief explanation in Other/Comments column</i>)</p>
If OSS - Number of Days and If ISS - Number of Days	<p>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.</p>

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>enter a brief explanation in Other/Comments column</i>)</p>
Other/Comments	<p>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).</p>

Definitions of Offenses Required to be Reported for the 2002-03 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 Threat⁵** (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 Beverage⁶** (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.
10. **Possession of a Firearm or Powerful Explosive.⁷** 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.

⁵ 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.

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.

⁷ 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.

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.
- 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.

2002-03 Discipline Data Collection

Verification Form

LEA or Charter School Name: _____

I certify that these data are accurate and complete.

Signature of LEA Superintendent or Charter School Director/Principal

Please include this form with the submission of your data for the 2002-03 school year.

Examples of How to Record Incidents Using the DDCF

Here are four hypothetical incidents occurring at a school during the 2002-03 school year. The table below shows how these incidents would be recorded on the Disciplinary Data Collection Form.

Example Incident #1

On September 28, a seventeen year-old 11th grade White male student was suspended out-of-school for one week (five school days) for hitting his teacher.

Example Incident #2

On October 4, a sixteen year-old White male and a fifteen year-old White male, both of whom are in the 10th grade, get into a fight in the cafeteria. Both are suspended out-of-school for three days. The principal decides not to report the fight to law enforcement.

Example Incident #3

On October 19, a fifteen year-old Hispanic female and a sixteen year-old White female, both of whom are in the 10th grade, are suspended out-of-school for three weeks (15 school days) after being caught smoking marijuana in the bathroom.

Example Incident #4

A football game is held on the school grounds on the night of October 25. A Black female student from the "home" school attends the game, and is sexually assaulted in the stands by a Black male student from the "visiting" school. He is eighteen years old and is in the 12th grade. He is also found to be in possession of alcohol at the time. He is expelled from school and is referred to an alcohol abuse treatment program.

Incident #	Date Incident Occurred	Offender Identity	Student SSN or Student ID Number	Gender - Student Offender	Ethnicity - Student Offender	Age - Student Offender	Grade Level - Student Offender	EC Status - Student Offender	Offense #1	#1 - Reported to Law Enf.?	Offense #2	#2 - Reported to Law Enf.?	Weapon Used/Possessed	Consequence - 1	Consequence - 2	Consequence - 3	If OSS - Number of Days	If ISS - Number of Days	Victim Type - 1	Victim Type - 2	Victim Type - 3	Other/Comments
1	9/28/02	1	123238765	M	W	17	11	1	3	Y				4			5		2			
2	10/04/02	1	124671122	M	W	16	10	1	18	N				4			3					
2	10/04/02	1	128665109	M	W	15	10	1	18	N				4			3					
3	10/19/02	1	116438891	F	H	15	10	1	9	Y				4			15					
3	10/19/02	1	122414311	F	W	16	10	1	9	Y				4			15					
4	10/25/02	4	189723341	M	B	18	12	1	15	Y	8	Y		5	8				1			

Appendix B

Alternative Learning Programs Student Data Roster, 2002-03

LEA: _____
 School/Program Name _____
 Name of Person Completing This Form: _____
 Phone Number: _____

LEA: _____
 School/Program Name _____
 Name of Person Completing This Form: _____
 Phone Number: _____

LEA: _____
 School/Program Name _____
 Name of Person Completing This Form: _____
 Phone Number: _____

Alternative Learning Program Student Data Roster Instruction Sheet for the 2002-2003 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.
 Please complete one roster for the 2002-03 school year, NOT one roster for each semester.

The following codes should be used to complete the Alternative Learning Program Student Data Roster:

<u>Field</u>	<u>Information</u>
Last Name	Student's last name.
First Name	Student's first name.
SSN or Other Student ID Number	Social security number, SIMS ID, NCWISE ID, or other student ID number.
Date of entry	Enrollment date, in MM/DD/YY format (e.g., 10/4/02). If the student began the school year in your program, enter the first day of school as the date of entry.
Gender	M = Male F = Female
Ethnicity	A = Asian B = Black H = Hispanic/Latino I = American Indian M = Multi-racial O = Other W = White
Birthdate	Student's date of birth, in MM/DD/YY format (e.g., 12/13/87).
Grade level	PK, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, or 12
EC Status	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

(over)

Free/Reduced Price Lunch	Is the student eligible for free or reduced price lunch? N = No Y = Yes
LEP	Is the student designated as Limited English Proficient? N = No Y = Yes
Home School Code	Enter the student's six digit home school code. The first three digits are the LEA number and the last three digits are the school number.
Residence	With whom does the student currently live? 1 = with parent(s) 2 = with other relatives 3 = foster care arrangement 4 = residential/group care setting 5 = other
Adjudicated	Has the student been adjudicated by the court? N = No Y = Yes
Why in	What is the primary reason that the student entered the program? 1 = Academic difficulty 8 = Aggressive behavior (e.g. fighting, threats) 2 = Academic acceleration 9 = Personal/family problems 3 = Disruptive behavior 10 = Emotional problems (e.g. depression, abuse) 4 = Attendance/truancy 11 = Student/Parent Choice 5 = Work/job 12 = Deemed serious threat to self or others 6 = Pregnancy 13 = Returning dropout 7 = Substance abuse 14 = Other
Disciplinary Action	If the student is enrolled because of a disciplinary action by the regular school, which most accurately describes the placement? <i>Leave blank if none of these apply.</i> 1 = ALP placement is the only consequence 2 = ALP placement is combined with short-term suspension (less than 10 days) 3 = ALP placement is combined with long-term suspension (10 days or longer) 4 = ALP placement is combined with expulsion
Re-enrollment	Has this student been served in this program at an earlier point during this school year? N = No (i.e., this student is attending for the first time this year) Y = Yes (i.e., the student has been here at least once already this year)
Number days enrolled	Total number of <u>school</u> days student is enrolled in the ALP for this placement.
Number days absent	Number of days absent from the ALP during this placement.

(over)

Student Status Indicate each student's status upon exit from the ALP or their status at the end of the school year, whichever comes first. For students enrolled in the ALP more than once during the year, list each enrollment separately and record their status each time they leave.

- | | |
|--|--|
| 1 = Still enrolled in ALP and remained in same grade | 8 = Dropped out of school (other than transferred to community college or ABE program) |
| 2 = Still enrolled in ALP and promoted to next grade | 9 = In training school, juvenile detention center, or jail |
| 3 = Returned to home/regular school and remained in same grade | 10 = Long-term suspension |
| 4 = Returned to home/regular school and promoted to next grade | 11 = Expelled from school |
| 5 = Graduated from high school | 12 = Left school for employment prior to graduation |
| 6 = Transferred to another school district | 13 = Left school for hospital or therapeutic residential facility |
| 7 = Transferred to community college, GED program or Adult Basic Education (ABE) prior to graduation | 14 = Deceased |
| | 15 = Other |

Thank you for your assistance.

If you have any questions concerning this form please contact Amity Crowther at (919) 962-7069 or crowther@email.unc.edu

Return the Student Data Roster by US Mail no later than June 14, 2003 to:

**Ms. Amity Crowther
Center for Developmental Science CB #8115
University of North Carolina-Chapel Hill
Chapel Hill, NC 27699-8115**

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.

Appendix C

LEA and Charter School Totals of Suspensions and Expulsions by Ethnicity and Gender: 2002-03

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2002-03	# Long-Term Suspensions, 2002-03	# Suspensions of Unspecified Duration, 2002-03	# Expulsions, 2002-03
Alamance-Burlington (010)	Female	Am Indian	2	0		0
	Female	Asian	4	0		0
	Female	Black	605	0	2	0
	Female	Hispanic	82	0		0
	Female	Multi	21	0		0
	Female	White	578	1		0
	Male	Am Indian	1	0		0
	Male	Asian	13	0		0
	Male	Black	1548	5	2	0
	Male	Hispanic	295	1	4	0
	Male	Multi	40	0	1	0
	Male	Other	2	0		0
	Male	Unspecified	0	0	1	0
	Male	White	1729	11	3	0
	Unspecified	Hispanic	1	0		0
Alexander (020)	Female	Black	21	0		0
	Female	Hispanic	9	0		0
	Female	White	123	1		0
	Male	Am Indian	1	0		0
	Male	Asian	4	0		0
	Male	Black	103	1		0
	Male	Hispanic	40	0		1
	Male	Multi	5	0		0
	Male	White	457	3		0
Alleghany (030)	Female	White	7	0		0
	Male	Black	1	0		0
	Male	White	24	1		0
Anson (040)	Female	Am Indian	1	0		0
	Female	Asian	1	0		0
	Female	Black	603	3		0
	Female	Hispanic	2	0		0
	Female	White	53	1		0
	Male	Am Indian	1	0		0
	Male	Asian	3	0		0
	Male	Black	1303	9		0
	Male	Hispanic	10	0		0
	Male	Multi	4	0		0
	Male	White	193	4		0
Ashe (050)	Female	White	36	0		0
	Male	Hispanic	6	0		0
	Male	White	148	0		0

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2002-03	# Long-Term Suspensions, 2002-03	# Suspensions of Unspecified Duration, 2002-03	# Expulsions, 2002-03
Avery (060)	Female	White	17	0		0
	Male	Asian	1	0		0
	Male	Black	1	0		0
	Male	White	95	0		0
Beaufort (070)	Female	Black	378	0		0
	Female	Hispanic	4	0		0
	Female	Multi	2	0		0
	Female	White	128	0		0
	Male	Black	954	0		1
	Male	Hispanic	29	0		0
	Male	Multi	12	0		0
	Male	Unspecified	1	0		0
	Male	White	475	0		0
Bertie (080)	Female	Black	80	0		1
	Female	White	6	0		0
	Male	Asian	1	0		0
	Male	Black	341	0		0
	Male	White	35	0		0
Bladen (090)	Female	Black	37	0		0
	Female	Multi	1	0		0
	Female	White	16	0		0
	Male	Black	85	0		0
	Male	Multi	2	0		0
	Male	White	126	0		0
Brunswick (100)	Female	Am Indian	10	0		0
	Female	Black	249	0		0
	Female	Hispanic	14	0		0
	Female	Other	11	0		0
	Female	White	365	2		0
	Male	Am Indian	21	0		0
	Male	Asian	10	0	1	0
	Male	Black	629	0	3	0
	Male	Hispanic	49	0		0
	Male	Multi	3	0		0
	Male	Other	17	0		0
	Male	White	1144	6	4	0

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2002-03	# Long-Term Suspensions, 2002-03	# Suspensions of Unspecified Duration, 2002-03	# Expulsions, 2002-03
Buncombe (110)	Female	Am Indian	3	1		0
	Female	Asian	1	0		0
	Female	Black	125	3		0
	Female	Hispanic	15	0		0
	Female	Multi	13	1		0
	Female	Other	1	0		0
	Female	Unspecified	2	0		0
	Female	White	722	19		2
	Male	Am Indian	15	0		0
	Male	Asian	11	0		0
	Male	Black	336	15		0
	Male	Hispanic	120	4		0
	Male	Multi	58	0		0
	Male	Unspecified	2	0		0
	Male	White	2281	63		0
	Unspecified	White	1	0		0
Asheville City (111)	Female	Am Indian	1	0		0
	Female	Black	330	4		0
	Female	Hispanic	9	0		0
	Female	Multi	9	0		0
	Female	White	107	0		0
	Male	Am Indian	1	0		0
	Male	Black	606	5	2	0
	Male	Hispanic	19	0		0
	Male	Multi	32	0		0
	Male	Other	1	0		0
	Male	White	282	5		0
Burke (120)	Female	Asian	14	0		0
	Female	Black	73	0		0
	Female	Hispanic	17	0		0
	Female	Other	11	0		0
	Female	White	316	0	2	0
	Male	Asian	71	0	1	0
	Male	Black	138	0		0
	Male	Hispanic	48	0		0
	Male	Multi	4	0		0
	Male	Other	29	0		1
	Male	Unspecified	1	0		0
	Male	White	1058	2	6	0

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2002-03	# Long-Term Suspensions, 2002-03	# Suspensions of Unspecified Duration, 2002-03	# Expulsions, 2002-03
Cabarrus (130)	Female	Am Indian	1	0		0
	Female	Asian	2	0		0
	Female	Black	385	24		0
	Female	Hispanic	62	3		0
	Female	Multi	19	0		0
	Female	Unspecified	2	0		0
	Female	White	628	19	2	0
	Male	Am Indian	7	0		0
	Male	Asian	4	0		0
	Male	Black	957	41	4	2
	Male	Hispanic	165	4		0
	Male	Multi	48	0		0
	Male	White	1644	61	4	0
	Unspecified	White	1	0		0
Kannapolis City (132)	Female	Black	153	0		0
	Female	Hispanic	12	0		0
	Female	Multi	7	0		0
	Female	White	83	2	1	0
	Male	Am Indian	1	0		0
	Male	Asian	9	2		0
	Male	Black	393	10		0
	Male	Hispanic	71	0		0
	Male	Multi	16	0		0
	Male	White	323	1		0
Caldwell (140)	Female	Black	58	1		0
	Female	Hispanic	2	0		0
	Female	Multi	8	0		0
	Female	White	253	8		0
	Male	Black	168	2		0
	Male	Hispanic	21	0		0
	Male	Multi	21	1		0
	Male	White	825	23	1	0
Camden (150)	Female	Black	9	0		0
	Female	White	29	1		0
	Male	Asian	1	0		0
	Male	Black	46	0	2	1
	Male	White	98	0	2	0

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2002-03	# Long-Term Suspensions, 2002-03	# Suspensions of Unspecified Duration, 2002-03	# Expulsions 2002-03
Carteret (160)	Female	Black	45	2		0
	Female	Hispanic	21	0		0
	Female	Multi	5	0		0
	Female	White	210	2		0
	Male	Am Indian	3	0		0
	Male	Asian	2	0		0
	Male	Black	245	3		1
	Male	Hispanic	18	0		0
	Male	Multi	59	0		0
	Male	White	987	7		0
Caswell (170)	Female	Black	222	0		0
	Female	Hispanic	12	0		0
	Female	Multi	1	0		0
	Female	White	93	0		0
	Male	Asian	2	0		0
	Male	Black	496	0		0
	Male	Hispanic	13	0		0
	Male	Multi	2	0		0
	Male	White	395	0	1	0
Catawba (180)	Female	Asian	10	0		0
	Female	Black	78	0		0
	Female	Hispanic	8	0		0
	Female	Multi	4	0		0
	Female	White	274	0	1	0
	Male	Am Indian	1	0		0
	Male	Asian	23	0		0
	Male	Black	196	0		0
	Male	Hispanic	45	0		0
	Male	Multi	15	0		0
	Male	White	972	0	1	0
Hickory City (181)	Female	Am Indian	2	0		0
	Female	Asian	5	0		0
	Female	Black	294	9		0
	Female	Hispanic	44	0		0
	Female	Multi	9	0	1	0
	Female	White	155	0		0
	Male	Asian	15	0		0
	Male	Black	535	17	2	1
	Male	Hispanic	95	0		0
	Male	Multi	21	0		0
	Male	White	388	3		2

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2002-03	# Long-Term Suspensions, 2002-03	# Suspensions of Unspecified Duration, 2002-03	# Expulsions, 2002-03
Newton-Conover City (182)	Female	Asian	3	0		0
	Female	Black	67	0		0
	Female	Hispanic	28	0		0
	Female	Multi	14	0		0
	Female	White	76	0		0
	Male	Asian	23	0		0
	Male	Black	115	0		0
	Male	Hispanic	37	0		0
	Male	Multi	12	0		0
	Male	White	229	0		0
Chatham (190)	Female	Am Indian	1	1		0
	Female	Asian	1	0		0
	Female	Black	102	1		0
	Female	Hispanic	20	0		0
	Female	Multi	3	0		0
	Female	White	101	3		0
	Male	Am Indian	3	0		0
	Male	Asian	4	0		0
	Male	Black	388	6	1	1
	Male	Hispanic	58	0		0
	Male	Multi	30	0		0
	Male	White	448	7	2	0
Cherokee (200)	Female	Multi	1	0		0
	Female	White	59	1	1	0
	Male	Black	5	0		0
	Male	Hispanic	2	0		0
	Male	Multi	2	0		0
	Male	White	174	2	9	0
Edenton/Chowan (210)	Female	Black	102	4		0
	Female	White	27	0		0
	Male	Am Indian	2	0		0
	Male	Asian	1	0		0
	Male	Black	240	5		0
	Male	Multi	2	0		0
	Male	White	112	5		0
Clay (220)	Female	White	6	0		0
	Male	Black	1	0		0
	Male	White	5	0		0

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2002-03	# Long-Term Suspensions, 2002-03	# Suspensions of Unspecified Duration, 2002-03	# Expulsions 2002-03
Cleveland (230)	Female	Black	207	1	1	1
	Female	Hispanic	4	0		0
	Female	Other	12	0		0
	Female	White	326	0	1	0
	Male	Black	568	0	1	0
	Male	Hispanic	20	0		0
	Male	Other	24	0		0
	Male	White	944	2	5	1
Kings Mountain City (231)	Female	Asian	1	0		0
	Female	Black	168	1		0
	Female	Hispanic	2	0		0
	Female	Other	7	0	1	0
	Female	White	248	1	2	0
	Male	Am Indian	1	0		0
	Male	Asian	7	0		0
	Male	Black	447	0	2	0
	Male	Hispanic	5	0		0
	Male	Other	8	0		0
	Male	White	738	0	5	4
Shelby City (232)	Female	Black	289	0	3	0
	Female	Other	6	0		0
	Female	White	28	0		0
	Male	Black	475	2	3	0
	Male	Hispanic	13	0		0
	Male	Other	10	0		0
	Male	White	73	0		0
Columbus (240)	Female	Am Indian	2	0		0
	Female	Black	229	0		0
	Female	Hispanic	1	0		0
	Female	White	48	0		0
	Male	Am Indian	31	0		0
	Male	Black	457	2		2
	Male	Hispanic	16	0		0
	Male	Multi	3	0		0
	Male	White	196	0		1

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2002-03	# Long-Term Suspensions, 2002-03	# Suspensions of Unspecified Duration, 2002-03	# Expulsions, 2002-03
Whiteville City (241)	Female	Am Indian	1	0		0
	Female	Black	122	0		0
	Female	Hispanic	4	0		0
	Female	White	43	0		0
	Male	Black	300	2	2	1
	Male	Hispanic	1	0		0
	Male	Multi	13	0		0
	Male	White	120	0		0
Craven (250)	Female	Am Indian	1	0		0
	Female	Asian	3	0		0
	Female	Black	607	7	1	2
	Female	Hispanic	6	1		0
	Female	Other	21	0		0
	Female	White	274	0	2	0
	Male	Am Indian	5	0		0
	Male	Asian	11	0	1	0
	Male	Black	1383	17	1	5
	Male	Hispanic	46	3		1
	Male	Multi	1	0		0
	Male	Other	28	1		0
	Male	White	951	7	6	1
Cumberland (260)	Female	Am Indian	43	6		0
	Female	Asian	18	2		0
	Female	Black	1952	159	3	0
	Female	Hispanic	92	13		0
	Female	Multi	62	4		0
	Female	Other	5	0		0
	Female	White	592	60		0
	Male	Am Indian	138	16		0
	Male	Asian	49	6		0
	Male	Black	4761	370	4	0
	Male	Hispanic	258	23		0
	Male	Multi	107	6		0
	Male	Other	7	0		0
	Male	Unspecified	1	0		0
	Male	White	1751	124	3	0

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2002-03	# Long-Term Suspensions, 2002-03	# Suspensions of Unspecified Duration, 2002-03	# Expulsions 2002-03
Currituck (270)	Female	Black	28	0		0
	Female	Multi	1	0		0
	Female	White	184	1		0
	Male	Am Indian	3	0		0
	Male	Black	48	0		0
	Male	Hispanic	8	0		0
	Male	Multi	1	0		0
	Male	White	381	4		0
Dare (280)	Female	Black	10	0		0
	Female	Hispanic	2	0		0
	Female	White	71	1		0
	Male	Black	19	0		0
	Male	Hispanic	5	0		0
	Male	Multi	1	0		0
	Male	White	246	6		0
Davidson (290)	Female	Am Indian	3	0		0
	Female	Asian	4	0		0
	Female	Black	33	1		0
	Female	Hispanic	16	0		0
	Female	Multi	5	0		0
	Female	White	780	8		0
	Male	Am Indian	16	0		0
	Male	Asian	9	1		0
	Male	Black	117	0		0
	Male	Hispanic	14	0		0
	Male	Multi	14	0		0
	Male	Other	1	0		0
	Male	White	2798	16		0
Lexington City (291)	Female	Asian	13	0		0
	Female	Black	223	0		2
	Female	Hispanic	38	0		1
	Female	Other	12	0		0
	Female	White	100	0	1	0
	Male	Am Indian	34	0		1
	Male	Asian	71	0		1
	Male	Black	597	1	1	3
	Male	Hispanic	84	0	1	0
	Male	Other	18	0		0
	Male	White	358	1	1	0

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2002-03	# Long-Term Suspensions, 2002-03	# Suspensions of Unspecified Duration, 2002-03	# Expulsions, 2002-03
Thomasville City (292)	Female	Am Indian	2	0		0
	Female	Black	142	0		0
	Female	Hispanic	32	0		0
	Female	Multi	1	0		0
	Female	Other	3	0		0
	Female	Unspecified	3	0		0
	Female	White	130	0		1
	Male	Black	490	0	3	0
	Male	Hispanic	48	1		0
	Male	Multi	10	0		0
	Male	Other	3	0		0
	Male	Unspecified	4	0		0
	Male	White	283	0		0
Davie (300)	Female	Black	37	0		0
	Female	Hispanic	4	0		0
	Female	White	63	0		0
	Male	Am Indian	1	0		0
	Male	Black	72	0		0
	Male	Hispanic	25	0		0
	Male	Multi	4	0		0
	Male	White	252	0		0
Duplin (310)	Female	Am Indian	5	0		0
	Female	Black	572	0	2	0
	Female	Hispanic	102	0		0
	Female	Multi	2	0		0
	Female	White	133	0		0
	Male	Am Indian	2	0		0
	Male	Black	1499	3	3	0
	Male	Hispanic	238	1		0
	Male	Multi	1	0		0
	Male	White	569	1		0

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2002-03	# Long-Term Suspensions, 2002-03	# Suspensions of Unspecified Duration, 2002-03	# Expulsions, 2002-03
Durham (320)	Female	Am Indian	2	0		0
	Female	Asian	3	0		0
	Female	Black	1952	13		0
	Female	Hispanic	64	0		0
	Female	Multi	42	0		0
	Female	White	133	1		0
	Male	Am Indian	7	0		0
	Male	Asian	20	0		0
	Male	Black	5245	40	1	0
	Male	Hispanic	293	2		0
	Male	Multi	124	3		0
	Male	White	546	14		0
Edgecombe (330)	Female	Black	699	3		0
	Female	Hispanic	4	0		0
	Female	Multi	3	0		0
	Female	Other	1	0		0
	Female	White	136	0		0
	Male	Asian	1	0		0
	Male	Black	1949	9		3
	Male	Hispanic	35	0		0
	Male	Multi	7	0		0
	Male	Other	1	0		0
	Male	White	666	5		1
Winston-Salem/Forsyth (340)	Female	Am Indian	16	0		0
	Female	Asian	9	0		0
	Female	Black	2758	3	16	0
	Female	Hispanic	146	0		0
	Female	Multi	54	0	1	0
	Female	White	713	1	2	5
	Male	Am Indian	24	0		0
	Male	Asian	38	0		0
	Male	Black	6233	8	29	19
	Male	Hispanic	676	0	1	1
	Male	Multi	176	0		0
	Male	White	2150	4	7	12

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2002-03	# Long-Term Suspensions, 2002-03	# Suspensions of Unspecified Duration, 2002-03	# Expulsions, 2002-03
Franklin (350)	Female	Am Indian	1	0		0
	Female	Black	223	1	1	0
	Female	Hispanic	15	0		0
	Female	Multi	2	0		0
	Female	White	79	2		0
	Male	Black	505	2	5	0
	Male	Hispanic	35	0		0
	Male	Multi	23	0		0
	Male	White	415	11	4	1
Gaston (360)	Female	Asian	9	1		0
	Female	Black	998	8	3	1
	Female	Hispanic	46	1		0
	Female	Other	18	1		0
	Female	White	1412	7	7	1
	Male	Am Indian	27	0		0
	Male	Asian	27	0		0
	Male	Black	2162	17	10	0
	Male	Hispanic	167	2		5
	Male	Other	54	0		0
	Male	White	3860	26	10	0
Gates (370)	Female	Black	56	1		0
	Female	Multi	2	0		0
	Female	White	68	2		0
	Male	Black	153	0		1
	Male	Hispanic	7	0		0
	Male	Multi	2	0		0
	Male	White	135	0		0
Graham (380)	Female	White	1	0		0
	Male	White	4	0		0

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2002-03	# Long-Term Suspensions, 2002-03	# Suspensions of Unspecified Duration, 2002-03	# Expulsions, 2002-03
Granville (390)	Female	Am Indian	1	0		0
	Female	Asian	1	0		0
	Female	Black	178	3		0
	Female	Hispanic	3	0		0
	Female	Multi	3	0		0
	Female	White	122	1		0
	Male	Asian	7	0		0
	Male	Black	629	10		0
	Male	Hispanic	17	0		0
	Male	Multi	4	0		0
	Male	Other	1	0		0
	Male	Unspecified	1	0		0
	Male	White	433	8	1	0
Greene (400)	Female	Black	184	0		0
	Female	Hispanic	9	0		0
	Female	White	28	0		0
	Male	Asian	1	0		0
	Male	Black	618	1	2	0
	Male	Hispanic	37	0		0
	Male	White	154	0		0
Guilford (410)	Female	Am Indian	22	2		0
	Female	Asian	57	1		0
	Female	Black	2946	114	4	0
	Female	Hispanic	77	2		0
	Female	Multi	93	2		0
	Female	White	590	23	1	0
	Male	Am Indian	41	2		0
	Male	Asian	119	5		0
	Male	Black	6857	322	6	0
	Male	Hispanic	189	5	2	0
	Male	Multi	204	7		0
	Male	Other	1	0		0
	Male	White	2325	80	1	0
Halifax (420)	Female	Am Indian	15	0		0
	Female	Asian	1	0		0
	Female	Black	217	0		0
	Female	White	11	0		0
	Male	Am Indian	46	1		0
	Male	Black	726	10		0
	Male	Multi	7	0		0
	Male	Other	1	0		0
	Male	White	32	0		0

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2002-03	# Long-Term Suspensions, 2002-03	# Suspensions of Unspecified Duration, 2002-03	# Expulsions, 2002-03
Roanoke Rapids City (421)	Female	Asian	8	0		0
	Female	Black	64	0		0
	Female	Hispanic	1	0		0
	Female	White	140	1		0
	Male	Black	182	0	1	0
	Male	Hispanic	1	0		0
	Male	White	341	0	1	0
Weldon City (422)	Female	Black	90	0	1	0
	Female	White	2	0		0
	Male	Asian	1	0		0
	Male	Black	261	0		0
	Male	Hispanic	1	0		0
	Male	Other	1	0		0
	Male	White	2	0		0
Harnett (430)	Female	Am Indian	3	0		0
	Female	Asian	3	0		0
	Female	Black	430	2	1	0
	Female	Hispanic	45	1		0
	Female	Multi	33	1		0
	Female	White	249	1		0
	Male	Am Indian	21	0		0
	Male	Black	1012	15		0
	Male	Hispanic	142	3		0
	Male	Multi	32	1		0
	Male	White	775	9		0
Haywood (440)	Female	Am Indian	4	1		0
	Female	Black	5	0		0
	Female	Hispanic	6	0		0
	Female	White	238	2	1	0
	Male	Am Indian	4	0	1	0
	Male	Asian	2	0		0
	Male	Black	24	0		0
	Male	Hispanic	16	0		0
	Male	Multi	4	0		0
	Male	White	595	11	1	0

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2002-03	# Long-Term Suspensions, 2002-03	# Suspensions of Unspecified Duration, 2002-03	# Expulsions, 2002-03
Henderson (450)	Female	Black	31	1	1	0
	Female	Hispanic	24	0		0
	Female	Multi	6	1		0
	Female	Other	2	0		0
	Female	White	206	7	1	0
	Male	Am Indian	1	0		0
	Male	Asian	5	1		0
	Male	Black	157	5	1	0
	Male	Hispanic	93	4		3
	Male	Multi	12	0		0
	Male	Other	6	0		0
	Male	White	728	12	3	0
Hertford (460)	Female	Am Indian	2	0		0
	Female	Black	475	0		0
	Female	Multi	2	0		0
	Female	White	38	0		0
	Male	Am Indian	9	0		0
	Male	Black	943	3		1
	Male	Hispanic	2	0		0
	Male	Multi	5	0		0
	Male	White	74	0		0
Hoke (470)	Female	Am Indian	79	1	4	0
	Female	Asian	5	0		0
	Female	Black	297	11	12	0
	Female	Hispanic	10	0		0
	Female	Multi	6	0		0
	Female	White	50	1		0
	Male	Am Indian	237	8	2	0
	Male	Asian	11	0		0
	Male	Black	731	29	19	1
	Male	Hispanic	31	1	1	0
	Male	Multi	20	1		0
	Male	White	227	13	8	0
Hyde (480)	Female	Black	59	0		0
	Female	White	10	0		0
	Male	Black	131	0		0
	Male	Hispanic	4	0		0
	Male	White	33	0		0

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2002-03	# Long-Term Suspensions, 2002-03	# Suspensions of Unspecified Duration, 2002-03	# Expulsions, 2002-03
Iredell-Statesville (490)	Female	Am Indian	3	0		0
	Female	Asian	1	0		0
	Female	Black	612	0		0
	Female	Hispanic	46	0		0
	Female	Multi	22	0		0
	Female	White	525	0		1
	Male	Am Indian	3	0		0
	Male	Asian	29	0		0
	Male	Black	1360	1		0
	Male	Hispanic	194	0		0
	Male	Multi	34	0		0
	Male	White	1931	1		0
Mooreville City (491)	Female	Am Indian	1	0		0
	Female	Asian	2	0		0
	Female	Black	62	0		0
	Female	Multi	2	0		0
	Female	Other	1	0		0
	Female	White	57	0	1	0
	Male	Asian	4	0		0
	Male	Black	267	0	1	0
	Male	Other	1	0		0
	Male	White	366	3		0
Jackson (500)	Female	Am Indian	15	0		0
	Female	Multi	1	0		0
	Female	White	92	0		0
	Male	Am Indian	50	1		1
	Male	Black	14	0		0
	Male	Hispanic	4	0		0
	Male	Multi	1	0		0
	Male	White	269	0		0

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2002-03	# Long-Term Suspensions, 2002-03	# Suspensions of Unspecified Duration, 2002-03	# Expulsions, 2002-03
Johnston (510)	Female	Am Indian	5	0		0
	Female	Asian	1	0		0
	Female	Black	699	13	1	0
	Female	Hispanic	111	1		0
	Female	Multi	15	0		0
	Female	White	564	9	1	0
	Male	Am Indian	10	0		0
	Male	Asian	9	1		0
	Male	Black	2070	33	2	0
	Male	Hispanic	435	5		0
	Male	Multi	55	1		0
	Male	Other	5	0		0
	Male	White	2404	25		0
Jones (520)	Female	Black	18	0		0
	Female	Multi	1	0		0
	Female	White	5	0		0
	Male	Black	54	8		3
	Male	Multi	2	0		0
	Male	Unspecified	1	0		0
	Male	White	21	0		1
Lee (530)	Female	Asian	2	0		0
	Female	Black	175	2		0
	Female	Hispanic	50	2		0
	Female	White	119	4		1
	Male	Am Indian	10	0		0
	Male	Asian	2	0		0
	Male	Black	604	8		1
	Male	Hispanic	214	22	1	1
	Male	Multi	35	1		0
	Male	White	515	9		1
	Unspecified	Black	2	0		0
	Unspecified	Hispanic	1	0		0
	Unspecified	White	1	0		0

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2002-03	# Long-Term Suspensions, 2002-03	# Suspensions of Unspecified Duration, 2002-03	# Expulsions, 2002-03
Lenoir (540)	Female	Black	753	0	3	0
	Female	Hispanic	21	0		0
	Female	Multi	5	0		0
	Female	White	124	0		0
	Male	Asian	3	0		0
	Male	Black	1627	1	2	0
	Male	Hispanic	61	0		0
	Male	Multi	9	0		0
	Male	Unspecified	2	0		0
	Male	White	449	1		0
Lincoln (550)	Female	Am Indian	2	0		0
	Female	Asian	1	0		0
	Female	Black	108	0	1	1
	Female	Hispanic	12	0	1	0
	Female	Multi	1	0		0
	Female	White	311	0		0
	Male	Am Indian	1	0		0
	Male	Black	146	3		3
	Male	Hispanic	57	0		0
	Male	Multi	20	1		1
	Male	Other	7	0		0
	Male	Unspecified	4	0		0
	Male	White	1111	2	7	0
Macon (560)	Female	White	69	0		0
	Male	Black	2	0		0
	Male	Hispanic	5	0		0
	Male	White	188	1		0
Madison (570)	Female	Hispanic	1	0		0
	Female	White	62	0		0
	Male	Hispanic	1	0		0
	Male	Multi	1	0		0
	Male	White	241	1		1
Martin (580)	Female	Black	287	0		0
	Female	Hispanic	4	0		0
	Female	White	34	0		0
	Male	Am Indian	1	0		0
	Male	Black	743	2		0
	Male	Hispanic	11	0		0
	Male	Other	5	0		0
	Male	White	149	0		0

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2002-03	# Long-Term Suspensions, 2002-03	# Suspensions of Unspecified Duration, 2002-03	# Expulsions, 2002-03
McDowell (590)	Female	Black	6	1		0
	Female	Hispanic	1	0		0
	Female	White	161	5		0
	Male	Black	25	0		0
	Male	Hispanic	3	0		0
	Male	Multi	1	0		0
	Male	White	343	11		3
Charlotte-Mecklenburg (600)	Female	Am Indian	42	0		0
	Female	Asian	67	4	1	0
	Female	Black	7532	110	2	49
	Female	Hispanic	389	4	1	1
	Female	Multi	52	3		0
	Female	Other	84	1		0
	Female	Unspecified	11	0		0
	Female	White	1213	10	3	4
	Male	Am Indian	98	1	1	0
	Male	Asian	226	2		2
	Male	Black	16679	154	25	83
	Male	Hispanic	929	11	2	14
	Male	Multi	138	0		0
	Male	Other	189	0	1	1
	Male	Unspecified	29	0		0
	Male	White	3280	29	8	9
Mitchell (610)	Female	Asian	9	0		0
	Female	Black	112	0		0
	Female	Hispanic	41	0		0
	Female	Multi	1	0		0
	Female	White	129	0	1	0
	Male	Am Indian	1	0		0
	Male	Asian	6	0		0
	Male	Black	280	0	1	0
	Male	Hispanic	79	0		0
	Male	White	449	2	3	0
Montgomery (620)	Female	Asian	9	0		0
	Female	Black	141	0		0
	Female	Hispanic	61	0		0
	Female	Multi	1	0		0
	Female	White	135	0		0
	Male	Am Indian	2	0		0
	Male	Asian	6	0		0
	Male	Black	325	0	1	0
	Male	Hispanic	134	0		0
	Male	White	500	0	1	0

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2002-03	# Long-Term Suspensions, 2002-03	# Suspensions of Unspecified Duration, 2002-03	# Expulsions, 2002-03
Moore (630)	Female	Am Indian	2	0		0
	Female	Asian	1	0		0
	Female	Black	145	0	2	0
	Female	Hispanic	4	0		0
	Female	Multi	3	0		0
	Female	White	73	0		0
	Male	Am Indian	10	0		0
	Male	Asian	2	0		0
	Male	Black	390	2	3	0
	Male	Hispanic	27	0		0
	Male	Multi	14	0		0
	Male	Other	1	0		0
	Male	White	386	0	2	0
	Unspecified	Black	8	0		0
	Unspecified	Multi	1	0		0
	Unspecified	White	14	0		0
Nash-Rocky Mount (640)	Female	Am Indian	1	0		0
	Female	Black	876	2		0
	Female	Hispanic	18	0		0
	Female	Multi	9	0		0
	Female	Unspecified	10	0		0
	Female	White	100	1		0
	Male	Asian	17	0	1	0
	Male	Black	2131	4	1	0
	Male	Hispanic	60	0		1
	Male	Multi	12	0		0
	Male	Unspecified	11	0		0
	Male	White	501	1	1	0
New Hanover (650)	Female	Am Indian	5	0		0
	Female	Asian	3	0		0
	Female	Black	1143	2	7	0
	Female	Hispanic	22	0		0
	Female	Multi	2	0		0
	Female	Other	41	0	1	0
	Female	White	512	1	2	0
	Male	Am Indian	12	0		0
	Male	Asian	9	0		0
	Male	Black	1833	2	8	0
	Male	Hispanic	54	0	1	0
	Male	Multi	9	0		0
	Male	Other	79	0		0
	Male	White	1457	3	6	2

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2002-03	# Long-Term Suspensions, 2002-03	# Suspensions of Unspecified Duration, 2002-03	# Expulsions, 2002-03
Northampton (660)	Female	Black	201	0		0
	Female	Multi	5	0		0
	Female	White	17	0		0
	Male	Black	572	1	6	0
	Male	White	69	0	4	0
Onslow (670)	Female	Am Indian	8	0		0
	Female	Asian	2	0		0
	Female	Black	243	0		0
	Female	Hispanic	23	0		0
	Female	Multi	28	0		0
	Female	White	197	0		0
	Male	Am Indian	9	0		0
	Male	Asian	11	0	1	0
	Male	Black	758	0		0
	Male	Hispanic	71	0		0
	Male	Multi	108	0		0
	Male	Other	8	0		0
	Male	Unspecified	1	0		0
	Male	White	966	0		0
Orange (680)	Female	Am Indian	1	0		0
	Female	Black	162	0		2
	Female	Hispanic	2	0		0
	Female	Multi	7	0		0
	Female	White	127	0		0
	Male	Am Indian	2	0		0
	Male	Asian	1	0		0
	Male	Black	355	0	1	2
	Male	Hispanic	16	0		0
	Male	Multi	15	0		0
	Male	White	433	1	3	2
Chapel Hill-Carrboro (681)	Female	Asian	1	0		0
	Female	Black	49	1		0
	Female	Hispanic	8	0		0
	Female	Multi	1	0		0
	Female	White	18	0		0
	Male	Asian	8	0		0
	Male	Black	179	0		0
	Male	Hispanic	23	0	1	0
	Male	Multi	6	0		0
	Male	White	143	4		0

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2002-03	# Long-Term Suspensions, 2002-03	# Suspensions of Unspecified Duration, 2002-03	# Expulsions, 2002-03
Pamlico (690)	Female	Black	66	0		0
	Female	Hispanic	1	0		0
	Female	White	50	1		0
	Male	Black	172	1		0
	Male	Multi	2	0		0
	Male	White	181	1		0
Elizabeth City-Pasq. (700)	Female	Am Indian	2	0		0
	Female	Black	356	1		0
	Female	Multi	8	0		0
	Female	White	149	0		0
	Male	Am Indian	8	0		0
	Male	Asian	4	0		0
	Male	Black	1151	6		0
	Male	Hispanic	12	0		0
	Male	Multi	15	0		0
	Male	White	429	2		0
Pender (710)	Female	Black	209	1	8	0
	Female	Hispanic	11	0		0
	Female	Multi	2	0		0
	Female	Other	1	0	1	0
	Female	White	126	0	1	0
	Male	Am Indian	2	0		0
	Male	Asian	1	0		0
	Male	Black	585	0	12	1
	Male	Hispanic	32	0		0
	Male	Multi	13	0		0
	Male	Other	5	0		0
	Male	White	608	4	21	2
	Unspecified	Other	101	0	2	0
Perquimans (720)	Female	Black	26	1		0
	Female	White	42	0		0
	Male	Am Indian	3	0		0
	Male	Black	123	2		0
	Male	Multi	1	0		0
	Male	White	126	1		1
Person (730)	Female	Black	222	1	1	0
	Female	Hispanic	1	0		0
	Female	White	72	0	3	1
	Male	Black	478	2		0
	Male	Hispanic	6	0		0
	Male	Multi	6	0		0
	Male	Other	1	0		0
	Male	White	243	0	2	0

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2002-03	# Long-Term Suspensions, 2002-03	# Suspensions of Unspecified Duration, 2002-03	# Expulsions, 2002-03
Pitt (740)	Female	Asian	4	0		0
	Female	Black	2105	11	1	0
	Female	Hispanic	29	0		0
	Female	Multi	27	0		0
	Female	White	349	2		0
	Male	Am Indian	2	0		0
	Male	Asian	7	0		0
	Male	Black	4666	37	4	3
	Male	Hispanic	100	2		1
	Male	Multi	32	0		0
	Male	Other	4	0		0
	Male	White	1217	10		0
Polk (750)	Female	Black	8	0		0
	Female	Hispanic	1	0		0
	Female	White	54	0		0
	Male	Black	17	0		0
	Male	Hispanic	4	0		0
	Male	White	122	0		0
Randolph (760)	Female	Am Indian	1	0		0
	Female	Asian	6	0		0
	Female	Black	15	1		0
	Female	Hispanic	2	0		0
	Female	Multi	13	1		0
	Female	White	210	3		0
	Male	Am Indian	16	1		0
	Male	Asian	2	0		0
	Male	Black	98	2		0
	Male	Hispanic	50	2		0
	Male	Multi	15	0		0
	Male	White	861	41		0
Asheboro City (761)	Female	Am Indian	1	0		0
	Female	Black	62	0		0
	Female	Hispanic	16	0		0
	Female	Multi	1	0		0
	Female	White	54	0		0
	Male	Asian	2	0		0
	Male	Black	145	0		0
	Male	Hispanic	68	0		0
	Male	Multi	9	0		0
	Male	Other	2	0		0
	Male	White	190	1		0

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2002-03	# Long-Term Suspensions, 2002-03	# Suspensions of Unspecified Duration, 2002-03	# Expulsions, 2002-03
Richmond (770)	Female	Am Indian	3	0		0
	Female	Black	261	3	1	0
	Female	Hispanic	1	0		0
	Female	Multi	3	0		0
	Female	White	120	2		0
	Male	Am Indian	33	1		0
	Male	Asian	1	0		0
	Male	Black	648	7		0
	Male	Hispanic	22	0		0
	Male	Multi	8	0		0
	Male	Other	1	0		0
	Male	White	421	4		0
Robeson (780)	Female	Am Indian	1033	3		0
	Female	Asian	2	0		0
	Female	Black	814	1		0
	Female	Hispanic	30	0		0
	Female	Multi	9	0		0
	Female	White	230	0		0
	Male	Am Indian	2500	14		0
	Male	Asian	5	0		0
	Male	Black	2242	19		0
	Male	Hispanic	130	1		0
	Male	Multi	54	0		0
	Male	White	769	18		0
Rockingham (790)	Female	Am Indian	3	0		0
	Female	Asian	2	0		0
	Female	Black	307	1		3
	Female	Hispanic	22	0		1
	Female	Other	6	0		0
	Female	White	376	1	1	0
	Male	Am Indian	4	0		0
	Male	Asian	2	0		0
	Male	Black	796	1		2
	Male	Hispanic	62	0		1
	Male	Multi	7	0		0
	Male	Other	23	0	1	0
	Male	Unspecified	2	0		0
	Male	White	1312	2	3	2

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2002-03	# Long-Term Suspensions, 2002-03	# Suspensions of Unspecified Duration, 2002-03	# Expulsions, 2002-03
Rowan-Salisbury (800)	Female	Am Indian	3	0		0
	Female	Asian	8	0		0
	Female	Black	891	3	3	8
	Female	Hispanic	53	0		0
	Female	Multi	20	0		0
	Female	White	777	2		4
	Male	Am Indian	5	0	1	0
	Male	Asian	17	0		0
	Male	Black	1953	6	5	9
	Male	Hispanic	123	0	1	0
	Male	Multi	52	0		0
	Male	Unspecified	1	0		0
	Male	White	2226	7	1	10
	Unspecified	Black	9	0		0
	Unspecified	Hispanic	3	0		0
	Unspecified	Multi	2	0		0
	Unspecified	White	18	0		0
Rutherford (810)	Female	Black	86	0		0
	Female	Hispanic	6	1		0
	Female	Multi	2	0		0
	Female	White	214	7		0
	Male	Black	288	0		0
	Male	Hispanic	16	1		0
	Male	Multi	10	0		0
	Male	White	802	6	1	0
Sampson (820)	Female	Am Indian	2	0		0
	Female	Black	168	0		0
	Female	Hispanic	20	0		0
	Female	Multi	5	0		0
	Female	White	99	0		0
	Male	Am Indian	12	0		0
	Male	Asian	1	0		0
	Male	Black	612	0	1	0
	Male	Hispanic	132	0		0
	Male	Multi	19	0		0
	Male	Unspecified	1	0		0
	Male	White	456	1	1	0

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2002-03	# Long-Term Suspensions, 2002-03	# Suspensions of Unspecified Duration, 2002-03	# Expulsions, 2002-03
Clinton City (821)	Female	Black	29	0		0
	Female	Hispanic	1	0		0
	Male	Am Indian	2	0		0
	Male	Black	71	0		0
	Male	Hispanic	4	0		0
	Male	Other	3	0		0
	Male	White	18	0		0
Scotland (830)	Female	Am Indian	81	0	1	0
	Female	Black	539	0		0
	Female	Hispanic	1	0		0
	Female	Multi	1	0		0
	Female	Other	4	0		0
	Female	White	138	0		0
	Male	Am Indian	213	0		0
	Male	Black	1195	2		0
	Male	Hispanic	3	0		0
	Male	Other	5	0		0
	Male	White	368	0		0
Stanly (840)	Female	Am Indian	1	0		0
	Female	Asian	9	0		0
	Female	Black	286	0		0
	Female	Hispanic	6	0		0
	Female	Multi	17	0		0
	Female	Unspecified	1	0		0
	Female	White	298	0		0
	Male	Asian	26	0		0
	Male	Black	683	0	1	0
	Male	Hispanic	41	0		0
	Male	Multi	44	0		0
	Male	Unspecified	2	0		0
	Male	White	1381	2	3	1
Stokes (850)	Female	Black	13	0		0
	Female	Hispanic	1	0		0
	Female	White	145	2		0
	Male	Black	51	0		0
	Male	Hispanic	2	0		0
	Male	Multi	7	1		0
	Male	White	479	3		1

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2002-03	# Long-Term Suspensions, 2002-03	# Suspensions of Unspecified Duration, 2002-03	# Expulsions, 2002-03
Surry (860)	Female	Am Indian	1	0		0
	Female	Black	9	1		0
	Female	Hispanic	6	0		0
	Female	Multi	1	0		0
	Female	White	202	2		0
	Male	Asian	4	0		0
	Male	Black	50	1		0
	Male	Hispanic	62	1		0
	Male	Multi	5	0		0
	Male	White	801	19		0
Elkin City (861)	Female	Black	2	0		0
	Female	Hispanic	1	0		0
	Female	White	8	0		0
	Male	Black	3	0		0
	Male	Hispanic	3	0		0
	Male	White	16	0	1	0
Mount Airy City (861)	Female	Black	1	0		0
	Female	Hispanic	1	0		0
	Female	White	10	0		0
	Male	Black	5	0		0
	Male	Hispanic	3	0		0
	Male	Multi	1	0		0
	Male	White	18	0		0
Swain (870)	Female	Am Indian	13	0		0
	Female	Black	1	0		0
	Female	Multi	1	0		0
	Female	White	53	0		0
	Male	Am Indian	50	0		0
	Male	Black	1	0		0
	Male	Hispanic	2	0		0
	Male	Multi	3	0		0
	Male	White	104	0		0
Transylvania (880)	Female	Black	1	0		0
	Female	Multi	3	0		0
	Female	White	20	0		0
	Male	Am Indian	2	0		0
	Male	Black	9	0		0
	Male	Multi	6	0		0
	Male	White	160	2	2	0

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2002-03	# Long-Term Suspensions, 2002-03	# Suspensions of Unspecified Duration, 2002-03	# Expulsions, 2002-03
Tyrrell (890)	Female	Black	61	2		0
	Female	White	18	0		0
	Male	Black	141	8		0
	Male	Hispanic	1	0		0
	Male	White	53	2		0
Union (900)	Female	Am Indian	8	0		0
	Female	Asian	2	0		0
	Female	Black	561	7		1
	Female	Hispanic	84	0		0
	Female	Other	22	0		0
	Female	White	448	12	1	0
	Male	Am Indian	22	0		0
	Male	Asian	6	0		0
	Male	Black	1335	32	4	0
	Male	Hispanic	219	9		0
	Male	Other	50	1		0
	Male	White	1825	33	2	1
Vance (910)	Female	Am Indian	1	0		0
	Female	Black	817	6		1
	Female	Hispanic	23	0		0
	Female	Other	4	0		0
	Female	White	128	2		0
	Male	Am Indian	3	1		0
	Male	Black	2303	34	1	0
	Male	Hispanic	56	2		0
	Male	Other	19	0		0
	Male	White	365	4	1	0
Wake (920)	Female	Am Indian	7	0		0
	Female	Asian	32	2		0
	Female	Black	3264	90		0
	Female	Hispanic	243	8		0
	Female	Multi	96	2		0
	Female	White	999	31		0
	Male	Am Indian	27	0		0
	Male	Asian	105	6		0
	Male	Black	7745	293		2
	Male	Hispanic	728	40		1
	Male	Multi	231	9		0
	Male	White	3960	126		2

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2002-03	# Long-Term Suspensions, 2002-03	# Suspensions of Unspecified Duration, 2002-03	# Expulsions, 2002-03
Warren (930)	Female	Am Indian	6	0		0
	Female	Black	160	5		0
	Female	Hispanic	1	0		0
	Female	Multi	1	0		0
	Female	White	14	0		0
	Male	Am Indian	5	1		0
	Male	Black	406	11	2	0
	Male	Hispanic	7	0		0
	Male	Multi	6	1		0
	Male	White	75	0		0
Washington (940)	Female	Asian	1	0		0
	Female	Black	230	0		0
	Female	White	11	0		0
	Male	Black	448	0		0
	Male	Multi	4	0		0
	Male	Other	1	0		0
	Male	White	92	0		0
Watauga (950)	Female	Black	5	0		0
	Female	White	78	3		0
	Male	Asian	1	0		0
	Male	Black	7	0		0
	Male	Hispanic	3	0		0
	Male	Multi	1	0		0
	Male	White	235	7		0
	Female	Asian	3	0		0
Wayne (960)	Female	Black	1393	2	6	0
	Female	Hispanic	71	1		0
	Female	Other	36	0		0
	Female	White	418	1	1	0
	Male	Am Indian	6	0		0
	Male	Asian	14	0		0
	Male	Black	3640	17	7	0
	Male	Hispanic	188	0	5	0
	Male	Other	79	1		0
	Male	White	1530	6	4	0
	Unspecified	Other	17	0		0

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2002-03	# Long-Term Suspensions, 2002-03	# Suspensions of Unspecified Duration, 2002-03	# Expulsions, 2002-03
Wilkes (970)	Female	Black	17	0	1	0
	Female	Hispanic	3	0	1	0
	Female	White	100	0		3
	Male	Black	42	0		1
	Male	Hispanic	14	0	3	0
	Male	Multi	5	0	3	0
	Male	Other	2	0		0
	Male	White	423	2	6	2
	Unspecified	Unspecified	1	0		0
Wilson (980)	Female	Black	614	14	2	0
	Female	Hispanic	20	0		0
	Female	Multi	9	0		0
	Female	White	94	2		0
	Male	Asian	5	0		0
	Male	Black	1802	37		0
	Male	Hispanic	68	4		0
	Male	Multi	16	0		0
	Male	Other	3	0		0
	Male	White	459	7	1	0
Yadkin (990)	Female	Black	5	0		0
	Female	Hispanic	5	0		0
	Female	White	50	0		0
	Male	Am Indian	1	0		0
	Male	Black	13	0		0
	Male	Hispanic	32	0		0
	Male	Other	0	0	1	0
	Male	White	207	0	1	0
Yancey (995)	Female	Hispanic	1	0		0
	Female	White	27	0		0
	Male	Hispanic	3	0		0
	Male	Multi	1	0		0
	Male	White	170	1		0
Lakeside School (010801)	Female	Black	8	0		0
	Female	White	3	0		0
	Male	Black	12	0		0
	Male	White	3	0		0
Crossnore Academy (060802)	Female	Asian	1	0		0
	Female	Black	2	0		0
	Female	White	4	0		0
	Male	Black	2	0		0
	Male	White	22	0		0

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2002-03	# Long-Term Suspensions, 2002-03	# Suspensions of Unspecified Duration, 2002-03	# Expulsions, 2002-03
Wash. Montessori (070801)	Male	White	1	0		0
Evergreen Comm. (110801)	Female	Black	3	0		0
	Female	White	6	0		0
	Male	Black	10	0		0
	Male	Multi	1	0		0
	Male	White	55	0		0
ArtSpace (110802)	Male	White	1	0		0
Francine Delany (110801)	Female	Black	1	0		0
	Male	Black	18	0		0
	Male	White	8	0		0
Cape Lookout (160801)	Female	Black	7	0		0
	Female	White	11	0		0
	Male	Black	15	0		0
	Male	White	39	0		0
Tiller School (160802)	Female	White	1	0		0
	Male	White	2	0		0
Engelmann (180802)	Male	Black	3	0		0
Chatham Charter (190801)	Female	Black	2	0		0
	Male	Black	2	0		0
	Male	White	2	1		0
Woods Charter (190802)	Female	White	10	0		0
	Male	Asian	1	0		0
	Male	Black	3	0		0
	Male	White	10	1		0
Alpha Academy (260802)	Female	Black	11	0		0
	Female	Multi	6	0		0
	Female	White	1	0		0
	Male	Black	19	0		0
	Male	Hispanic	2	0		0
	Male	White	8	0		0
Maureen Joy Charter (320801)	Female	Black	7	0		1
	Male	Black	57	0		0
	Male	White	1	0		0
Healthy Start Acad. (320802)	Female	Black	6	0		0
	Male	Black	19	1		0
	Male	Multi	1	0		0

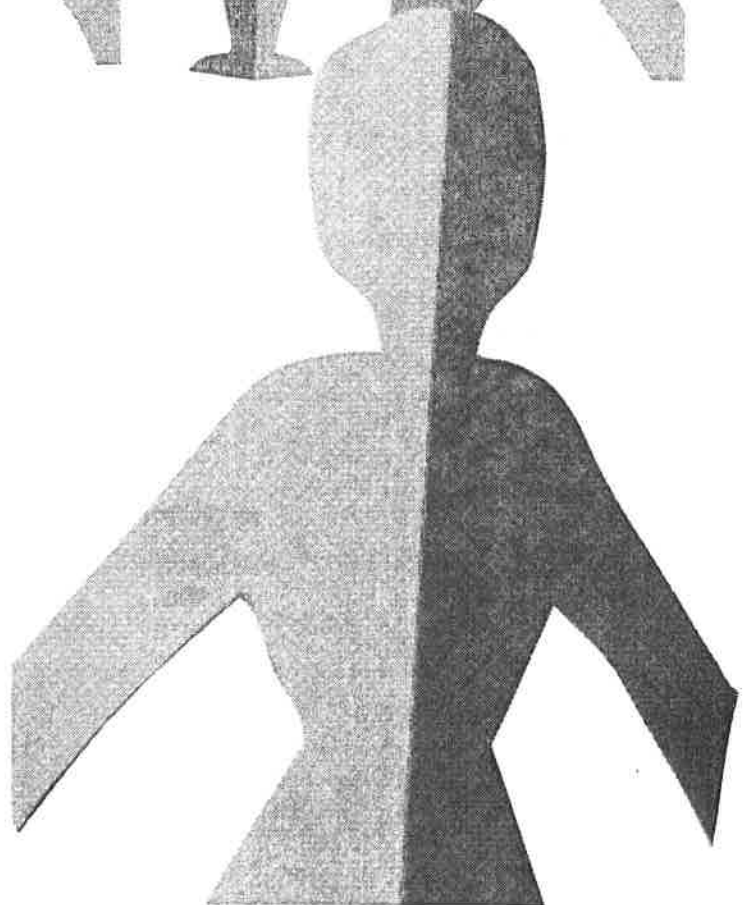
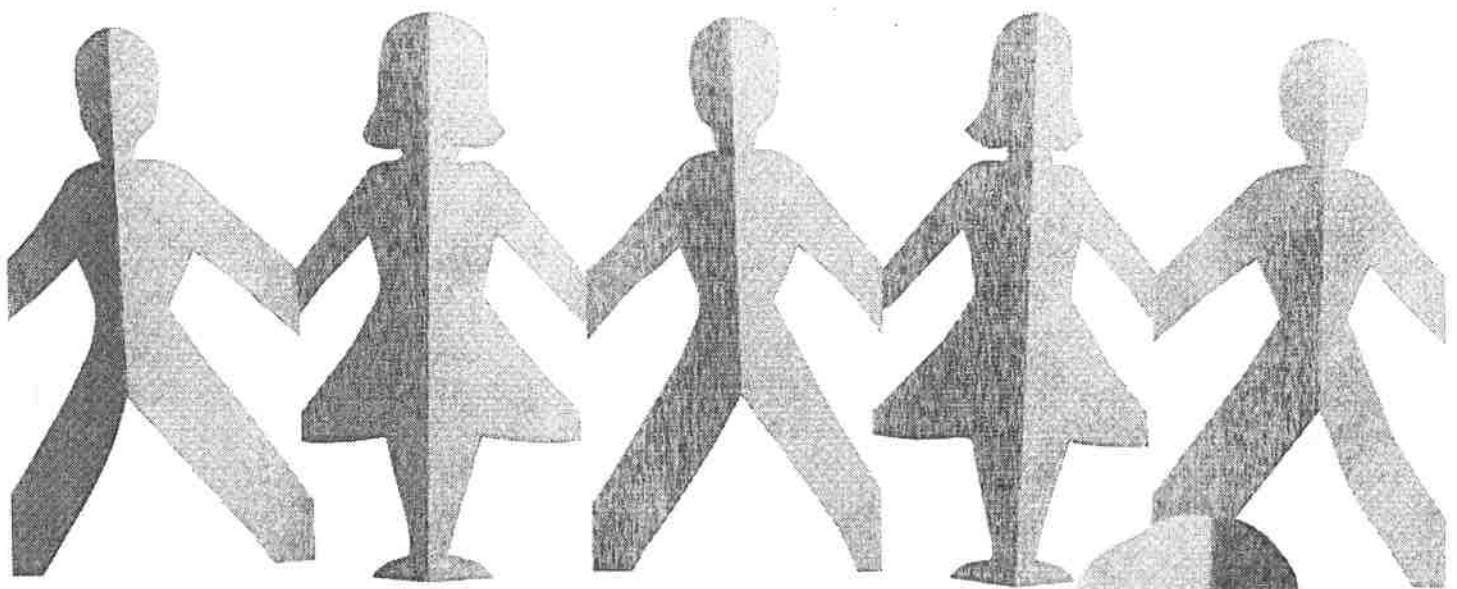
LEA	Gender	Ethnicity	# Short-Term Suspensions, 2002-03	# Long-Term Suspensions, 2002-03	# Suspensions of Unspecified Duration, 2002-03	# Expulsions, 2002-03
Carter Comm. Charter (320803)	Female	Black	3	0		0
	Male	Black	13	0		0
Omuteko Gwamaz. (320807)	Female	Black	5	0		0
	Male	Black	10	0		1
Quality Educ. Acad. (340802)	Female	Black	1	0		0
	Male	Black	8	0		0
Downtown Middle (340803)	Female	Black	1	0		0
	Female	White	1	0		0
	Male	White	2	1		0
Arts Based Elem. (340807)	Male	Black	1	0		0
Highland Charter (360801)	Male	Black	1	0		0
Guilford Charter (410803)	Female	Black	20	0		0
	Male	Black	133	1		0
	Male	Other	1	0		0
	Male	White	10	0		0
Provisions Academy (530801)	Male	Black	0	0	1	0
	Male	White	0	0	1	0
Children's Village (540801)	Female	Black	6	0		0
	Male	Black	13	0		0
Community Charter (600801)	Female	White	1	0		0
	Male	Black	10	0		0
Sugar Creek Charter (600802)	Female	Black	27	0		0
	Male	Black	85	0		0
Kennedy Charter (600803)	Female	Black	16	0		0
	Female	White	1	0		0
	Male	Am Indian	9	0		0
	Male	Black	50	0		0
	Male	White	22	0		0
Lake Norman Charter (600804)	Female	White	10	0		0
	Male	Black	3	0		0
	Male	White	12	0		0

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2002-03	# Long-Term Suspensions, 2002-03	# Suspensions of Unspecified Duration, 2002-03	# Expulsions, 2002-03
Crossroads Charter (600808)	Female	Black	79	0		0
	Female	Hispanic	3	0		0
	Male	Black	167	0		9
	Male	Hispanic	1	0		0
	Male	White	2	0		0
MAST (630801)	Female	Black	2	0		0
	Male	Black	2	0		0
	Male	White	2	0		0
STARS (630802)	Male	Black	2	0		0
Cape Fear Ctr. For Inq. (650801)	Female	Black	4	0		0
	Female	White	1	0		0
	Male	Black	6	0		0
	Male	White	13	0		0
Orange Charter (680801)	Female	Multi	1	0		0
	Female	White	12	0		0
	Male	Black	9	0		0
	Male	Multi	3	0		0
	Male	White	9	0		0
New Century Charter (680802)	Female	White	3	0		1
	Male	Black	0	1		1
	Male	White	1	0		0
Arapahoe Charter (690801)	Female	White	3	0		0
	Male	White	9	0		0
TJ Classical Acad. (810801)	Female	White	7	0		1
	Male	Black	1	0		0
	Male	Hispanic	2	0		0
	Male	White	33	1		1
Laurinburg Charter (830801)	Female	Black	6	0		0
	Male	Black	7	0	1	0
Laurinburg Hwk. Ctr. (830802)	Female	Am Indian	6	0		0
	Female	Black	15	1		1
	Female	White	18	0		0
	Male	Am Indian	2	2		2
	Male	Black	26	1		1
	Male	White	24	1		1

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2002-03	# Long-Term Suspensions, 2002-03	# Suspensions of Unspecified Duration, 2002-03	# Expulsions, 2002-03
Gray Stone Day (840802)	Male	White	1	0		0
Millennium Charter (860801)	Female	White	2	0		0
	Male	Black	1	0		0
Mountain Discovery (870801)	Male	White	9	0		0
Vance Charter (910801)	Female	Black	1	0		0
	Female	White	7	0		0
	Male	Black	1	0		0
	Male	White	34	0		0
Sterling Montessori (920805)	Female	White	0	0		1
East Wake Academy (920807)	Female	Black	7	0		0
	Female	White	7	0		0
	Male	Black	22	0		0
	Male	Multi	1	0		0
	Male	White	25	0		0
Community Partners (920816)	Female	Black	3	0		0
	Female	White	13	0		0
	Male	Black	3	0		0
	Male	Multi	2	0		0
	Male	White	19	0		0
Sallie B. Howard (980801)	Female	Black	8	0		1
	Female	Multi	1	0		0
	Male	Black	48	1		3
	Male	Hispanic	1	0		3

Dropout Data Report

2002-03



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

February 2004

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Executive Summary

Background - A Brief History

The history of dropout data collection begins in 1985 when the General Assembly established the state dropout prevention fund as part of the Basic Education Program. The lawmakers' intent was to increase the number and range of services to at-risk students in an effort to reduce the number of students who were dropping out of school. The State Board of Education made dropout prevention a part of the educational program of each school system in North Carolina, and the North Carolina Department of Public Instruction (DPI) was charged with providing guidelines, standards, procedures and information to support this statewide effort.

From that time until present, there has been a concerted effort to account for every student who leaves school prior to graduation. At first, these dropout counts were estimates, but in 1988-89, actual counts of students were collected and reported. These dropout rates in the early years were calculated for grades 9-12 and 7-12.

In 1991-92, the Department of Public Instruction implemented federal guidelines for reporting dropouts: this meant that each event of dropping out was to be counted. If a student dropped out more than once, he/she would be reported more than once, so this came to be called the *duplicated* count. The state continued to count the unduplicated dropouts as well, so there were two reported rates: the state (unduplicated) and the federal (duplicated). The 7-12 dropout rate became the official dropout rate, since it was more inclusive of the students who were actually dropping out of school, and thus more accurate. In 1991-92, grade 9-12 rates were no longer reported.

Then, in 1995, a new accountability program, the ABCs of Public Education, was piloted across North Carolina. The following year it was implemented in elementary and middle schools across the state. When the ABCs were implemented in high schools, the dropout rate was incorporated in the high school model. The rates were included for information only in 1998-99 and 1999-00, but in 2000-01 the grades 9-12 dropout rates were included in the ABCs as a measure of high school growth/gain. Since then, this rate has become a component in the growth model for all high schools.

Other changes were made in dropout reporting procedures in the late 90's. In 1998 state officials made two significant changes in how dropouts were counted:

1. students who left school prior to graduating and enrolled in a community college program must be counted as dropouts, and
2. there was to be only one dropout rate, based on the duplicated count.

Today, dropout rates are reported using the event (duplicated) count, and students who leave school to obtain a GED are counted as dropouts. Still, many questions remain about the state's ability to accurately track dropouts. Counting students who are no longer in school is not

easy. Dropouts do not behave in ways that make them easy to track. Student movement from school to school, state to state, and even to other countries presents a major challenge.

Lawmakers, school administrators and the public continue to view the dropout rate as a key indicator of school success. The 2001 North Carolina General Assembly passed legislation to improve tracking and reduce the number of dropouts.

Data Collection Process

On a specified date in October of each school year, school systems (LEAs) and charter schools in North Carolina begin dropout data submission through the student information management systems (SIMS and NCWISE). The school system must report each student dropout (grades 1 through 12) as defined by North Carolina's definition of a dropout, which mirrors that of the U.S. Department of Education's National Center for Education Statistics (NCES).

A dropout is a student who

- was enrolled in school at some time during the previous school year, which is the reporting year;
- was not enrolled on Day 20 of the current school year;
- has not graduated from high school or completed a state or district approved educational program; and does not meet any of the following reporting exclusions:
 1. transferred to another public school district, private school, home school or state/district approved educational program,
 2. temporarily absent due to suspension or school approved illness, or
 3. death.

North Carolina's Compulsory Attendance Law (G.S. 115C-378) requires every parent, guardian, or other person in North Carolina having charge or control of a child between the ages of 7 and 16 years of age to cause that child to attend school continuously for a period equal to the time which the public school to which the child is assigned is in session. This means that all students between the ages of 7 and 16 who do not meet exemptions, like transferring to another school, must be counted as dropouts.

These data are processed at the state agency, reviewed for discrepancies, and sent back to the LEAs for verification. Dropout rates are computed at DPI, using the following formula.

Total Number Dropouts

[20th Day Memb. 2002-03 minus Initial Enrollees (FM20s) + 20th Day Memb. 2003-04] divided by 2 + Numerator

Presentation of Results

The dropout data collection results are presented in the Public Schools of North Carolina's *Dropout Data Report, 2002-03*. This report, consisting of an executive summary and three parts, is sent to State Board of Education members and is posted on the agency web site. Part One of the report contains the grades 7-12 and 9-12 numbers and rates of dropout events for five consecutive school years (1998-2003).