

Annual Study of Suspensions and Expulsions

2003-04

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**Annual Study of Suspensions
And
Expulsions
2003-04**

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Summary and Key Findings

The results reported in the 2002-03 *Annual Study of Suspensions and Expulsions* indicated the number of suspensions and expulsions had risen over the last five years, both overall and for various student subgroups. This 2003-04 annual report shows suspensions continuing to increase while rates of expulsion have dropped from previous levels.

Between 2002-03 and 2003-04, the number of short-term suspensions given to North Carolina public school students increased from 282,240 to 311,482, a 10.4% increase. This increase was also evident among a variety of student subgroups. As in past years, male students (particularly Black/Multi-racial 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 2003-04.

Similar patterns are seen with respect to long-term suspensions. The number of long-term suspensions rose slightly in 2003-04, from 3,987 to 4,024 - a 0.9% increase. The number of female long-term suspensions declined by 7% from 161 in 2002-03 to 149 in 2003-04. 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. In contrast to the previous year, overall numbers of suspensions (both short and long-term) increased in charter schools in 2003-04.

Perhaps the most notable change is the decline in the number of expulsions reported particularly among African-American and Hispanic students. Overall, expulsions fell from 353 in 2002-03 to 205 in 2003-04, a 42% decrease. Expulsion rates decreased more than 60% among males and 48% among females in 2003-04. Decreases in the number of expulsions may have been due to increased utilization of alternative programs in North Carolina public schools.

Data on the number and characteristics of students served in alternative learning programs (ALPs) in 2003-04 are similar to previous years. Overall, the total number of enrollments in ALPs increased from 13,971 in 2002-03 to 17,712 in 2003-04, a 26.8% increase. Demographically, ALP students tend to represent some of the same student subgroups that are prominent among the suspended and expelled student populations.

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 2003-04 school year was designed to address the requirements specified in the legislation cited above.¹ Because no standardized mechanism exists within the state's Student Information Management System (SIMS) for the reporting of data on suspended and expelled students or for students placed in alternative programs, the data contained in this report had to be gathered from traditional and charter public schools as well as alternative schools/programs via paper and electronic surveys during the 2003-04 school year. The reporting of these data was therefore a logistical challenge. The new North Carolina Window of Information on Student Education (NCWISE) system was launched in October 2004 and will facilitate data collection and reporting in the future.²

Legislation Related to the Education of Suspended and Expelled Students

In *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*

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 2003-04 in a separate document.

² More information is available on NCWISE on the internet at: <http://www.ncwise.org/default.htm>

are encouraged to incorporate them in their safe school plans developed under GS 115C-105.47.”

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 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 (ALP) or alternative school 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 actual schools. Usually, both alternative schools and alternative programs serve students from other regular schools in the school district.

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

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

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

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

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

Alternative learning programs may also:

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

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

An alternative school is one option for an alternative learning program. It serves at-risk students and has an organizational designation based on the NCDPI 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. Currently, every LEA either had an ALP or requested a waiver. Even so, there are still problems, such as the following:

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

More information about alternative schools and the kinds of alternative learning programs aimed at addressing the needs of students is available on the NC Department of Public Instruction's website: www.ncpublicschools.org/schoolimprovement/alternative/learning/. A directory of ALPs is located at www.ncpublicschools.org/docs/schoolimprovement/alp.pdf.

Study Methodology

Contents of this Report

The first three sections of this report contain disaggregated data for suspensions and expulsions collected from all non-charter public schools in North Carolina. The next three 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 2003-04 were basically identical to those used in 2002-03, and are included in Appendices A-1 and A-2. Disaggregated suspension and expulsion data for the 2003-04 school year are displayed by LEA/charter school in Appendix A-3.

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 even the verified 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 non-academic problems or problems outside of school that impact learning such as family problems, substance abuse, or domestic abuse. This may in turn result in negative academic performances and places 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 were 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

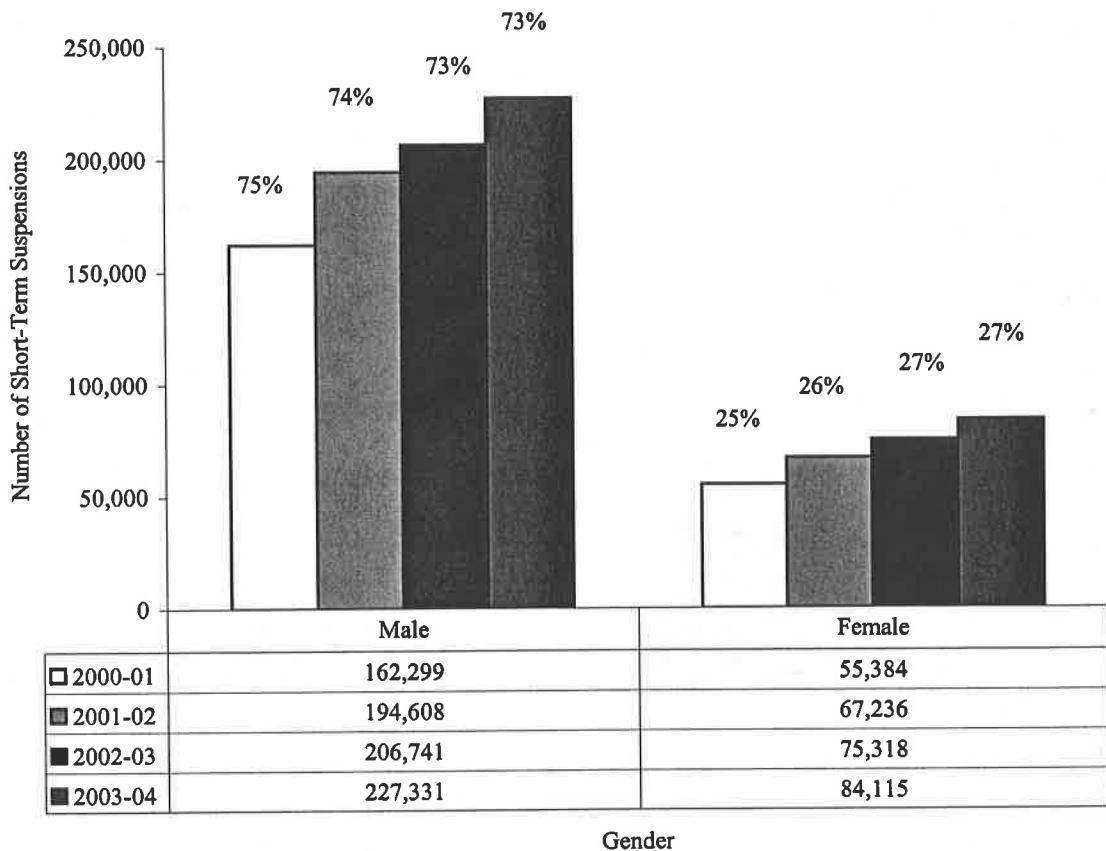
Short-Term Suspensions

This section reports data for students who were suspended for 10 days or less from the 117 LEAs across North Carolina (not including charter schools). 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: The percentages indicate the proportion of each gender with short-term suspensions. Gender was not reported for 75 short-term suspensions in 2000-01, 136 in 2001-02, 181 in 2002-03, and 36 in 2003-04.

Figure 1. Number of Short-Term Suspensions by Gender

- A total of 311,482 suspensions for ten days or less occurred in 2003-04. This represents a 10.4% increase from the previous year (282,240).
- The 311,482 short-term suspensions in 2003-04 were given to 150,916 different students (i.e., some students were suspended more than once), for an average of approximately 2.06 short-term suspensions per suspended student.
- These 311,482 short-term suspensions totaled 928,646 school days, or an average of 3 days per suspension in 2003-04.
- As in previous years, the majority of short-term suspensions in 2003-04 were given to male students.

Short-Term Suspensions by Gender

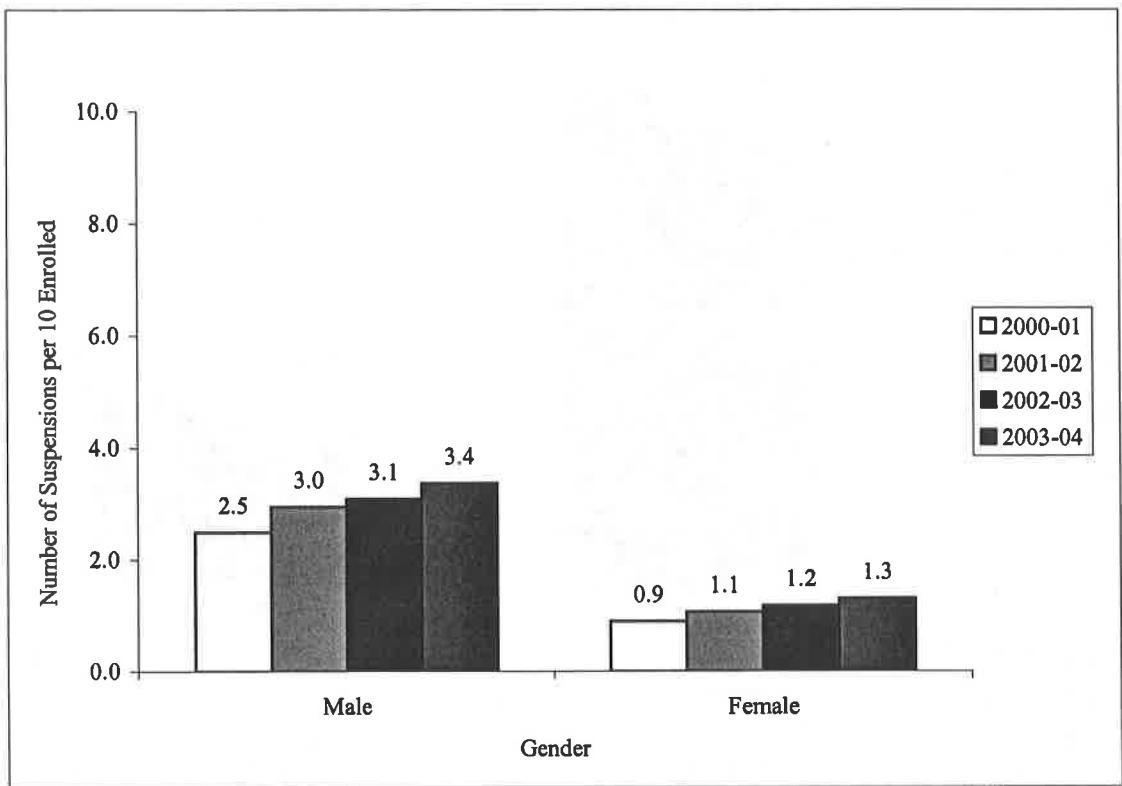
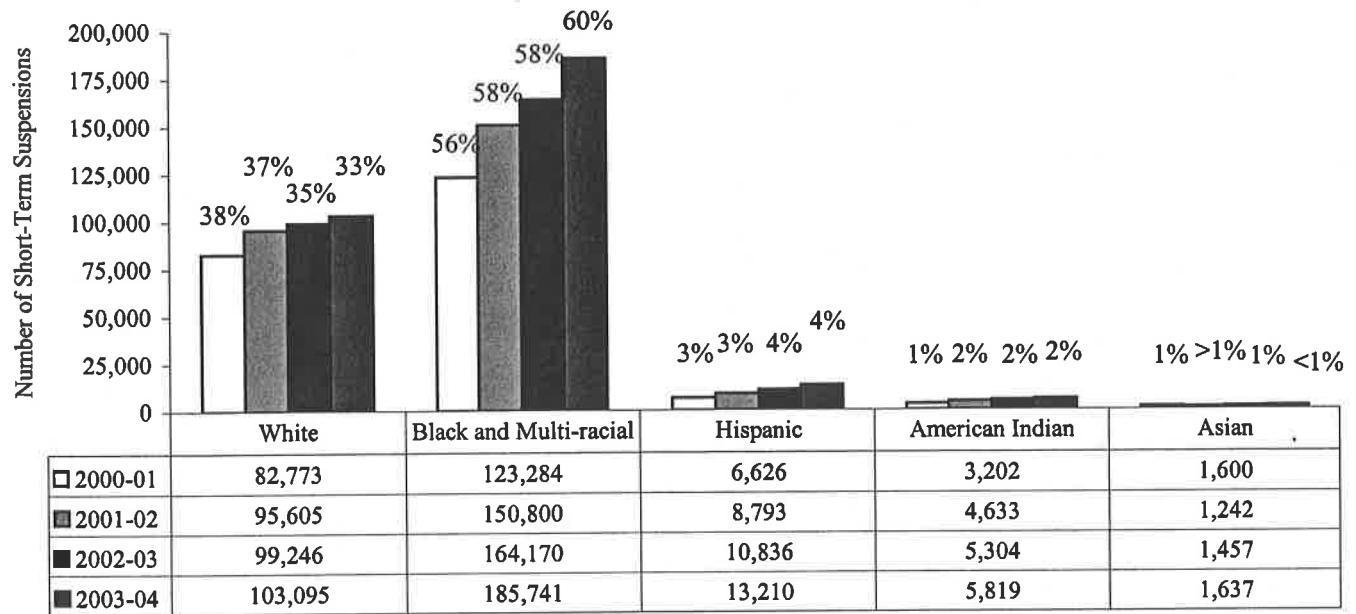


Figure 2. Short-Term Suspension Rates by Gender

- Rates of short-term suspension increased for both males and females in 2003-04.
- The rate of short-term suspensions for male students in 2003-04 is 2.6 times higher than for females. In 2002-03, this rate was approximately 2.5 times higher.

Short-Term Suspensions by Ethnicity



Note: The percentages indicate the proportion of short-term suspensions in each ethnicity. Ethnicity was not reported or was reported as "Other" for 273 short-term suspensions given in 2000-01, 907 in 2001-02, 1,227 in 2002-03, and 1,980 in 2003-04 (1,954 out of 1,980 were classified as Other in 2003-04).

Figure 3. Number of Short-Term Suspensions by Ethnicity

- White and Black/Multi-racial students accounted for the 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 2003-04.

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	2003-04	2000-01	2001-02	2002-03	2003-04	2000-01	2001-02	2002-03	2003-04
Asian Males	1,279	952	1,113	1,325	1	<1	<1	<1	1	1	1	1
Asian Females	321	289	344	312	<1	<1	<1	<1	1	1	1	1
Black/Multi-Racial Males	88,298	107,954	116,114	130,197	41	41	41	42	16	16	16	16
Black/Multi-Racial Females	34,974	42,845	48,034	55,528	16	16	17	18	15	15	15	15
Hispanic Males	5,135	6,880	8,242	10,455	2	3	3	3	2	3	3	3
Hispanic Females	1,490	1,913	2,589	2,755	1	1	1	<1	2	3	3	3
American Indian Males	2,409	3,407	3,830	4,157	1	1	1	1	1	1	1	1
American Indian Females	793	1,226	1,474	1,662	<1	<1	<1	<1	1	1	1	1
White Males	65,035	74,829	76,672	79,847	30	29	27	26	31	31	31	30
White Females	17,727	20,770	22,539	23,244	8	8	8	8	30	29	29	28
Total Number	217,461	261,065	280,951	309,482					1,268,422	1,286,931	1,304,325	1,325,707

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, for 1,289 in 2002-03, and for 2,000 in 2003-04 (1,952 were classified as Other). Percentages may not add to 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 2003-04 was higher than that for females within every ethnic group.
- Black/Multi-racial males represent approximately 16% of the overall student population. However, they accounted for over 40% of the short-term suspensions given over the last four years.
- In 2003-04, Black/Multi-racial females accounted for 18% of short-term suspensions, slightly higher than their representation in the overall student population. In contrast, White females account for 28% of the overall student population, but only 8% of short-term suspensions.

Short-Term Suspensions by Ethnicity and Gender

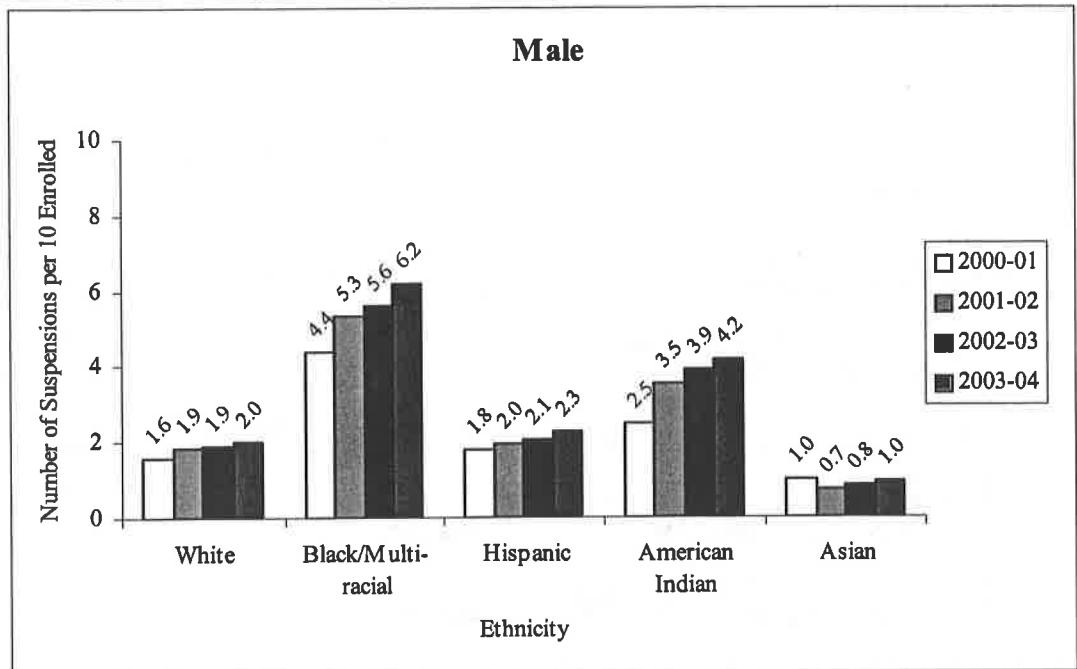


Figure 4. Male Short-Term Suspension Rates by Ethnicity

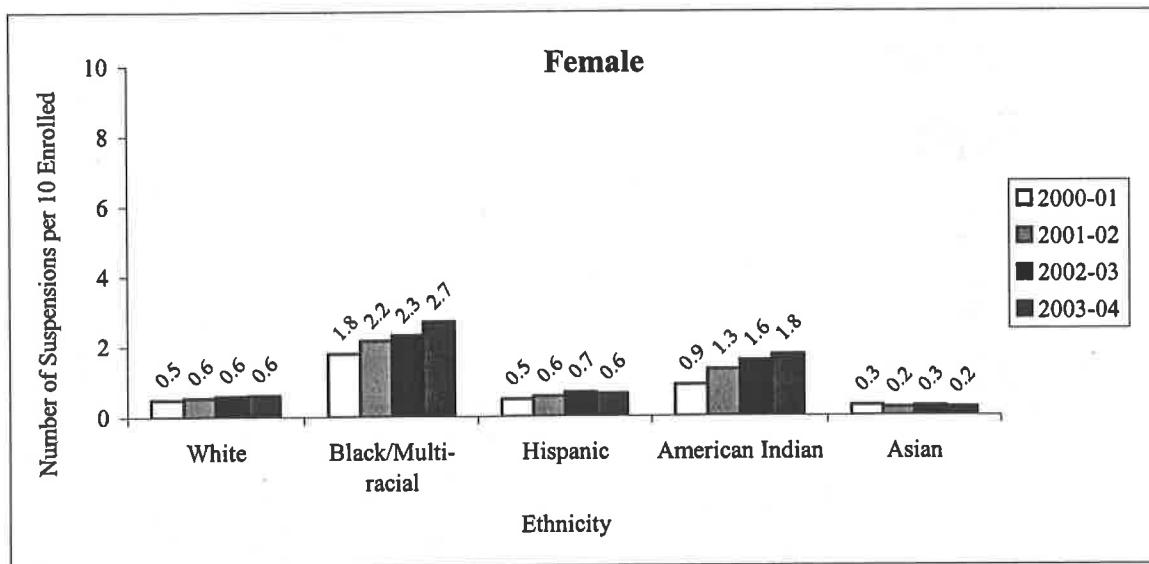
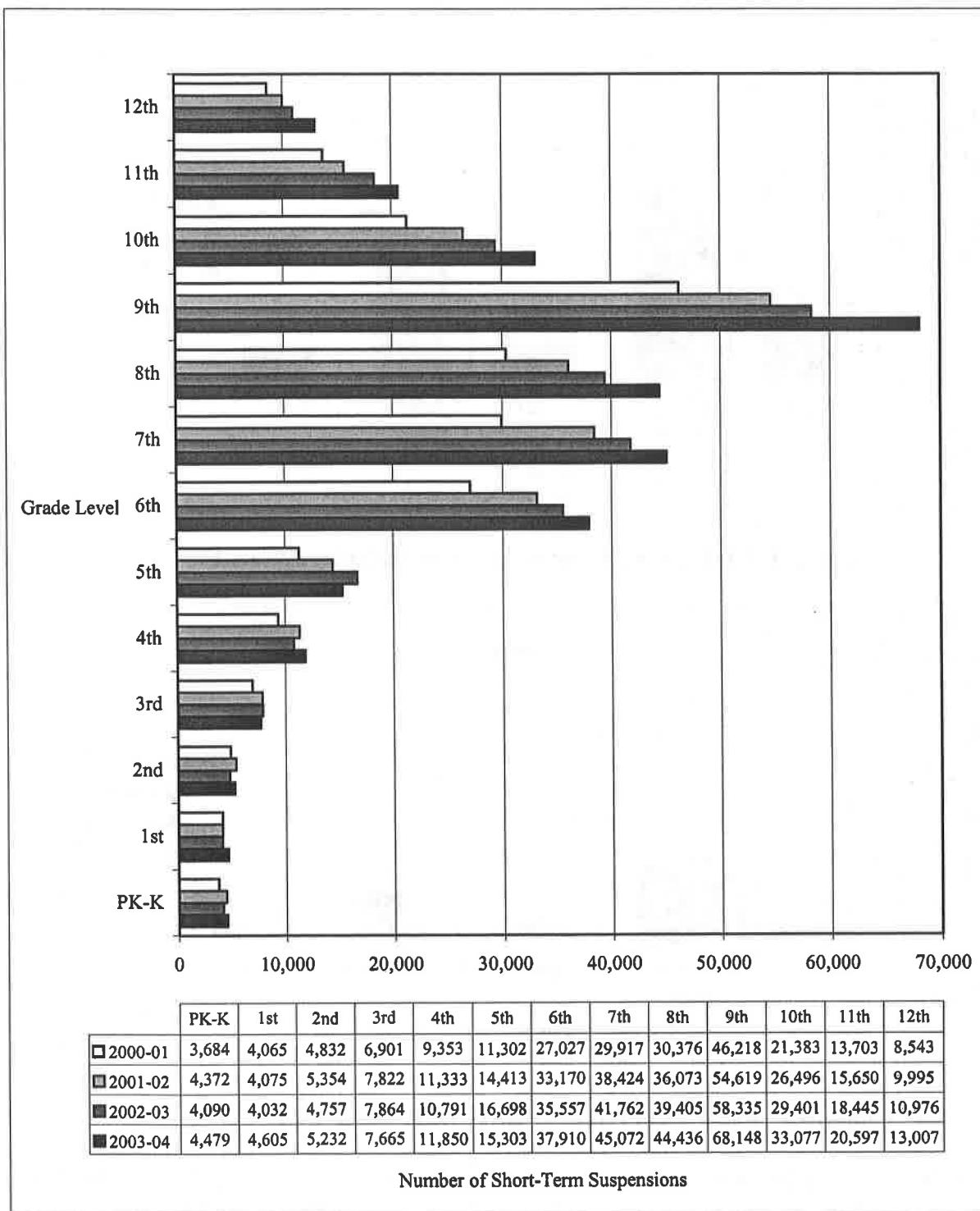


Figure 5. Female Short-Term Suspension Rates by Ethnicity

- 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 2003-04 were also among Black/Multi-racial and American Indian students. Short term suspension rates for Hispanic and Asian females decreased slightly.

Short-Term Suspensions by Grade Level

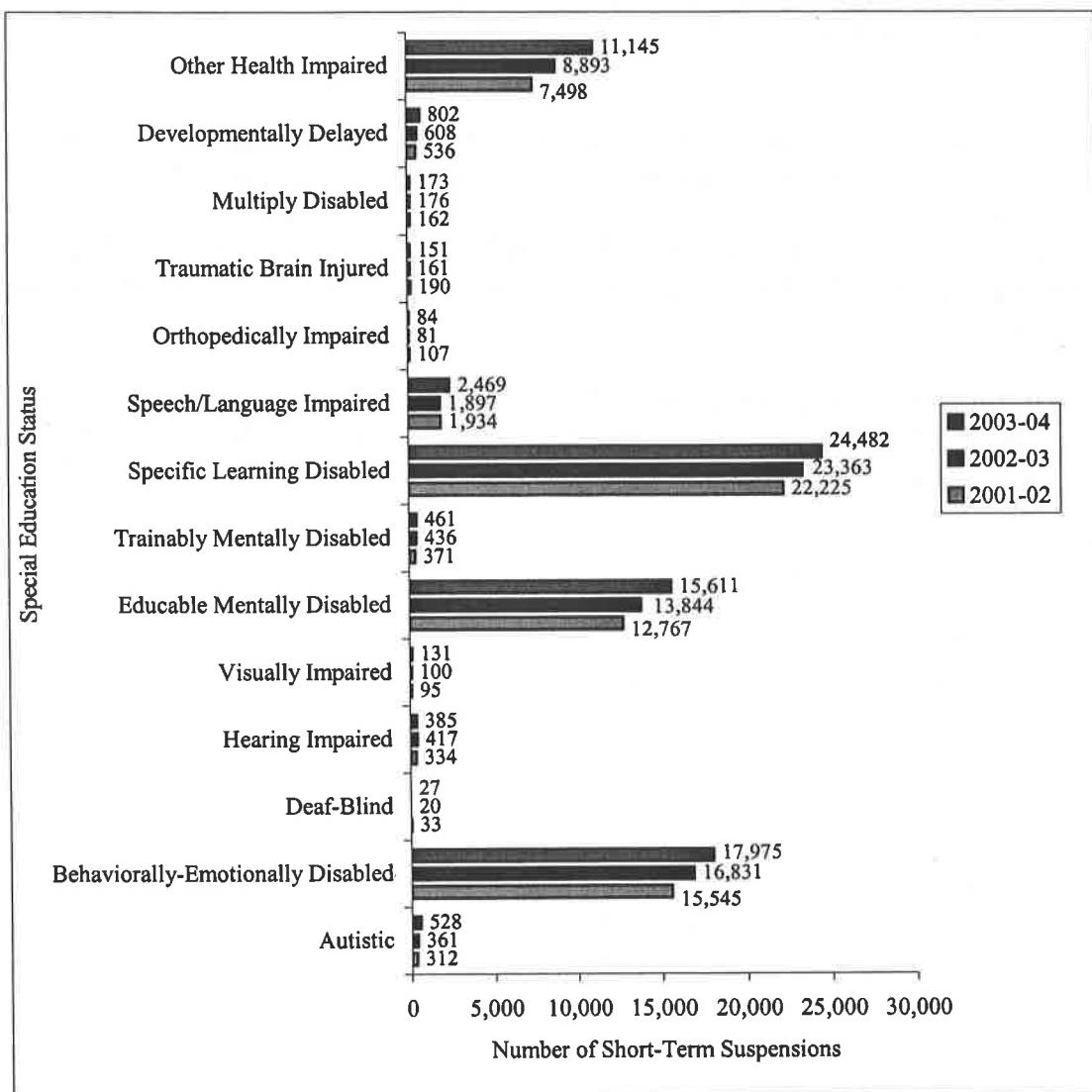


Note: Grade level was not reported for 454 short-term suspensions given in 2000-01, 184 in 2001-02, 127 in 2002-03, and 101 in 2003-04.

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 which accounted for 22% of short-term suspensions in 2003-04 and 21% in years prior.
- 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.
- For all grades except 3 and 5, overall short-term suspensions increased in 2003-04 relative to 2002-03. Grades 2 and 3 have less short-term suspensions in 2003-04 than in 2001-02.
- The largest percentage increases in short-term suspensions between 2002-03 and 2003-04 were among 12th grade students (>18% increase), 9th grade students (17%), and 1st grade students (14%).

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, 1,358 in 2003-04, and 3,005 in 2003-04. Years 1999-00 and 2000-01 are not shown because students in special education were grouped into fewer exceptionality categories.

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

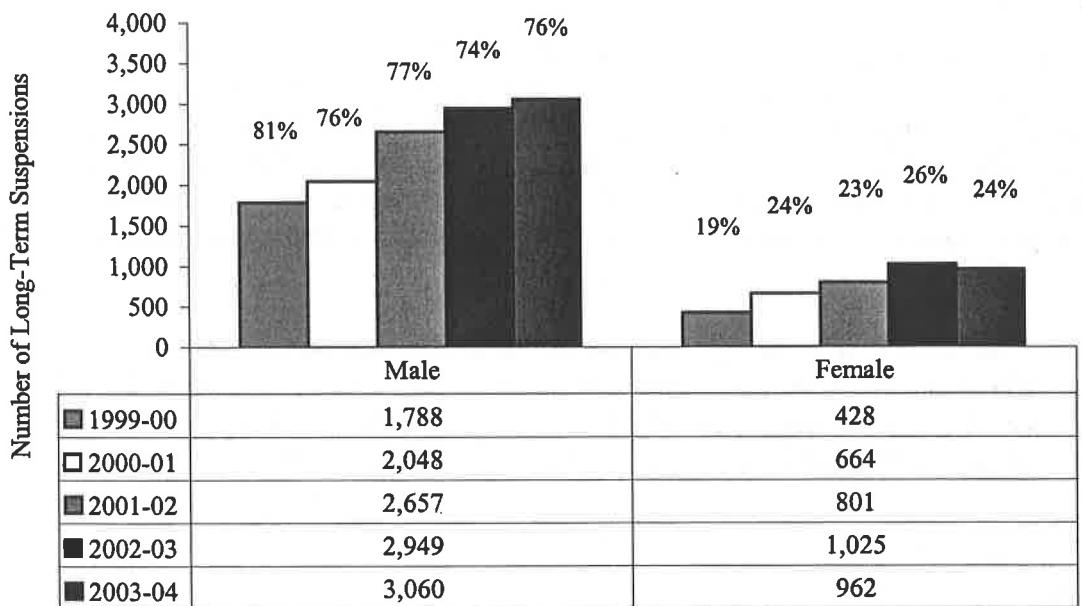
- In 2003-04, students receiving special education services received approximately 24% of all short-term suspensions, despite the fact that they constitute only 14% of the overall school population. This finding is consistent with results from previous years.
- The majority of short-term suspensions given to students receiving special education services in 2003-04 and 2002-03 were given to those whose primary service category was either specific learning-disabled, behaviorally-emotionally disabled, educable 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 percentages in the chart indicate the proportion of suspensions in each gender. Gender was not recorded for one long-term suspension in 2001-02 and 2 students in 2003-04.

Figure 8. Number of Long-Term Suspensions by Gender

- The number of long-term suspensions increased by approximately 1.2% between 2002-03 and 2003-04.
- Similar to previous years, the majority of long-term suspensions in 2003-04 were given to male students. The percentage given to female students actually decreased in 2003-04 and the increasing trend slowed among males.
- The 4,024 long-term suspensions in 2003-04 were given to 1,536 different students (i.e., a small number of students were long-term suspended more than once).
- Long-term suspensions in 2003-04 totaled 345,666 school days, or an average of approximately 86 school days per suspension.³

³ These calculations do not include 73 year-long suspensions (i.e., 365-day suspensions) for which the total number of suspended days corresponding *specifically* to the 2003-04 school year could not be accurately calculated. Therefore, had those been included, these calculations would have been slightly different.

Long-Term Suspensions by Gender

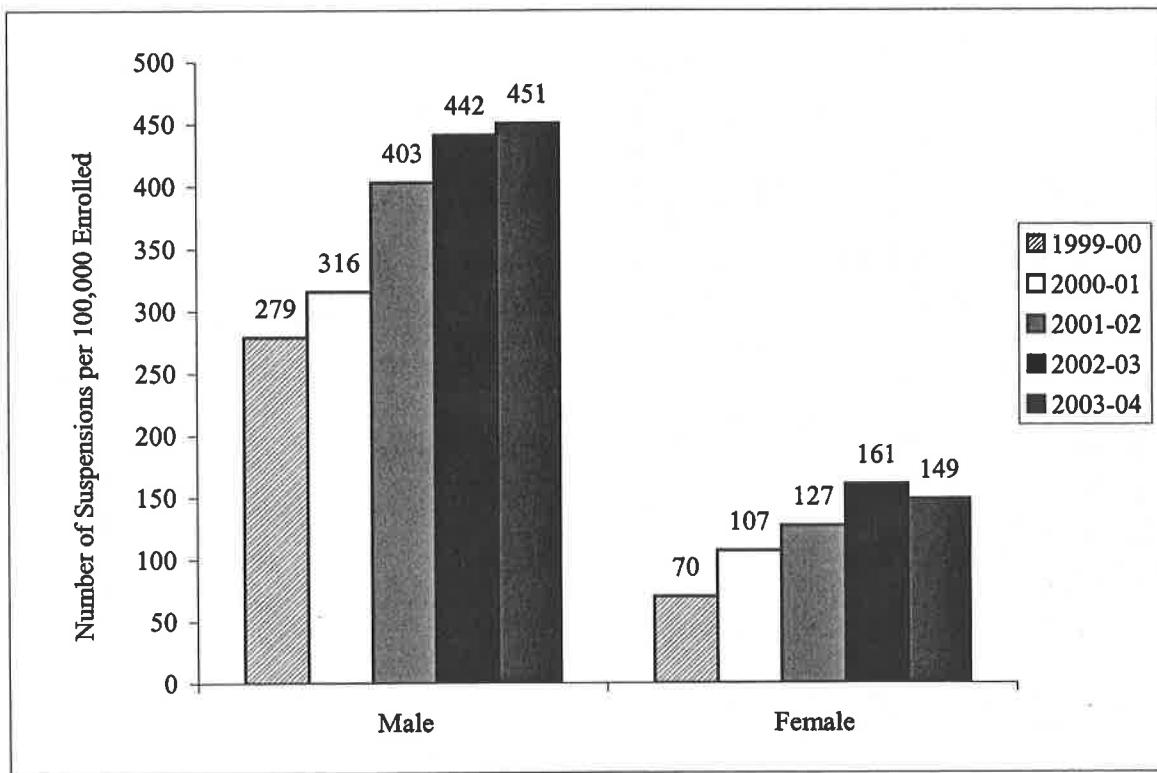
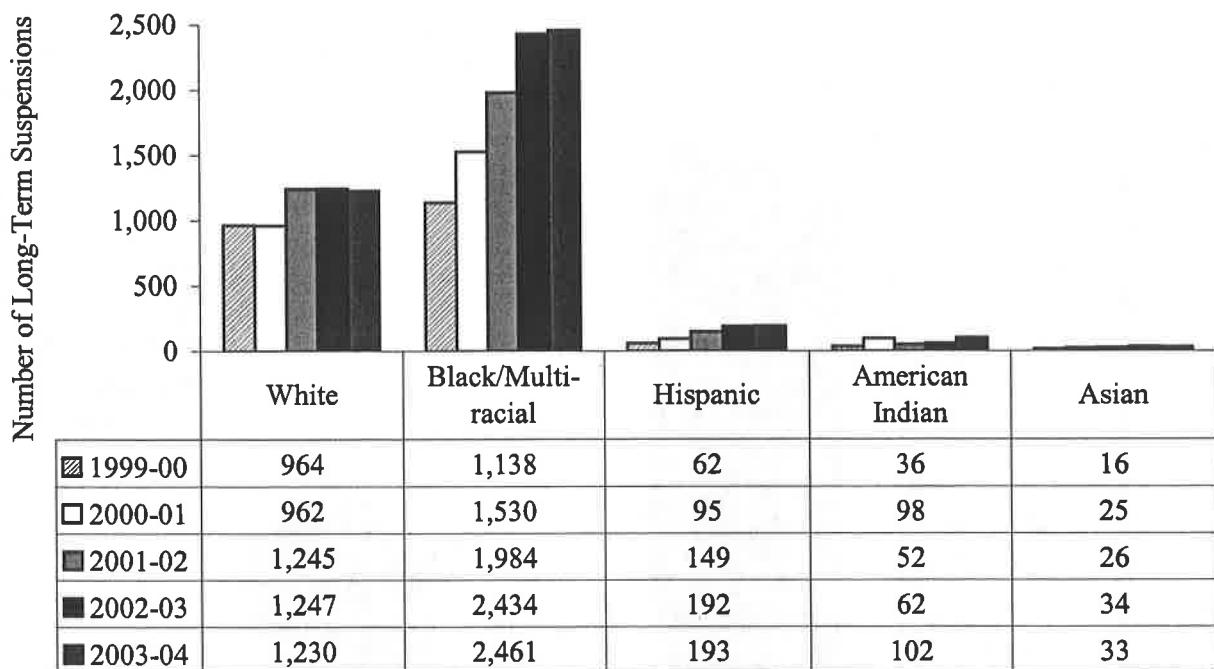


Figure 9. Long-Term Suspension Rates by Gender

- The rate of long-term suspensions for male students increased 13%, 28%, 10% and 2% over the past four years, respectively. The corresponding rate changes for females were 53%, 19%, 27%, and a decrease of 7%.
- In 1999-00, the long-term suspension rate among males was 4 times the rate for females. In 2003-04, the rate for males was 3.03 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. In 2003-04, ethnicity was reported as "Other" for 5 students.

Figure 10. Number of Long-Term Suspensions by Ethnicity

- White and Black students have accounted for the majority of long-term suspensions each year since 1999-00.
- The number of long-term suspensions given to students in each ethnic group increased slightly in 2003-04 for most groups other than American Indian students.
- 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 and American Indian students has more than tripled over that same time span.
- Since 1999-00, Black/Multi-racial students have accounted for over half of long-term suspensions (51% in 1999-00 to 61% in 2003-04). Long-term suspensions given to American Indian and Hispanic students have increased slightly (from 2% and 3% in 1999-00 to 3% and 5% in 2003-04, respectively) while the percentages given to White students during that same time period have declined (44% in 1999-00 to 31% in 2003-04).

Long-Term Suspensions by Ethnicity and Gender

Ethnicity/Gender	# of Long-Term Suspensions				% of Long-Term Suspensions				% of Statewide Membership							
	1999-00	2000-01	2001-02	2002-03	2003-04	1999-00	2000-01	2001-02	2002-03	2003-04	1999-00	2000-01	2001-02	2002-03	2003-04	
Asian Males	14	16	23	24	29	1	1	1	1	<1	1	1	1	1	1	1
Asian Females	2	9	3	10	4	<1	<1	<1	<1	<1	1	1	1	1	1	1
Black and Multi-Racial Males	867	1,123	1,498	1,757	1,835	39	41	43	44	46	16	16	16	16	16	16
Black and Multi-Racial Females	271	407	486	677	625	12	15	14	17	16	15	15	15	15	15	15
Hispanic Males	55	77	127	154	150	2	3	4	4	4	2	2	3	3	3	3
Hispanic Females	7	18	22	38	43	<1	1	1	1	1	2	2	3	3	3	3
American Indian Males	32	67	40	47	79	1	2	1	1	2	1	1	1	1	1	1
American Indian Females	4	31	12	15	23	<1	1	<1	<1	<1	1	1	1	1	1	1
White Males	820	763	968	964	965	37	28	28	24	24	32	31	31	31	30	30
White Females	144	199	277	283	264	7	7	8	7	7	30	30	29	29	28	28
Total Number	2,216	2,710	3,456	3,974	4,022						1,237,608	1,268,422	1,286,931	1,304,325	1,325,707	

Note: Ethnicity and/or gender was not reported or was reported as "Other" for a small number of long-term suspensions each year. In 2003-04, ethnicity was not reported or reported as "Other" for 7 students.

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 years.
- Black/Multi-racial males represented approximately 16% of the overall student population in all years; however, they have accounted for 39-46% 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 2003-04.
- Over time, Black/Multi-racial females accounted for a percentage of long-term suspensions that was close to their representation in the overall student population. In contrast, White females represented approximately 28-30% of the overall student population, but they accounted for only 7-8% of long-term suspensions.

Long-Term Suspensions by Ethnicity and Gender

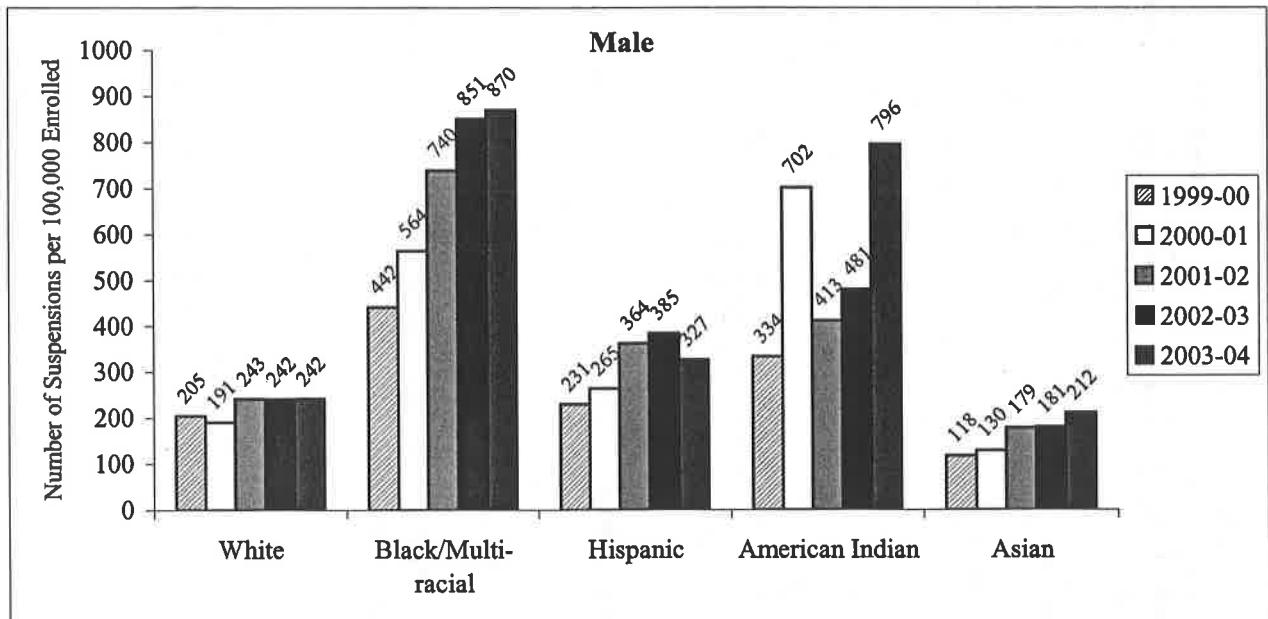


Figure 11. Male Long-Term Suspension Rates by Ethnicity

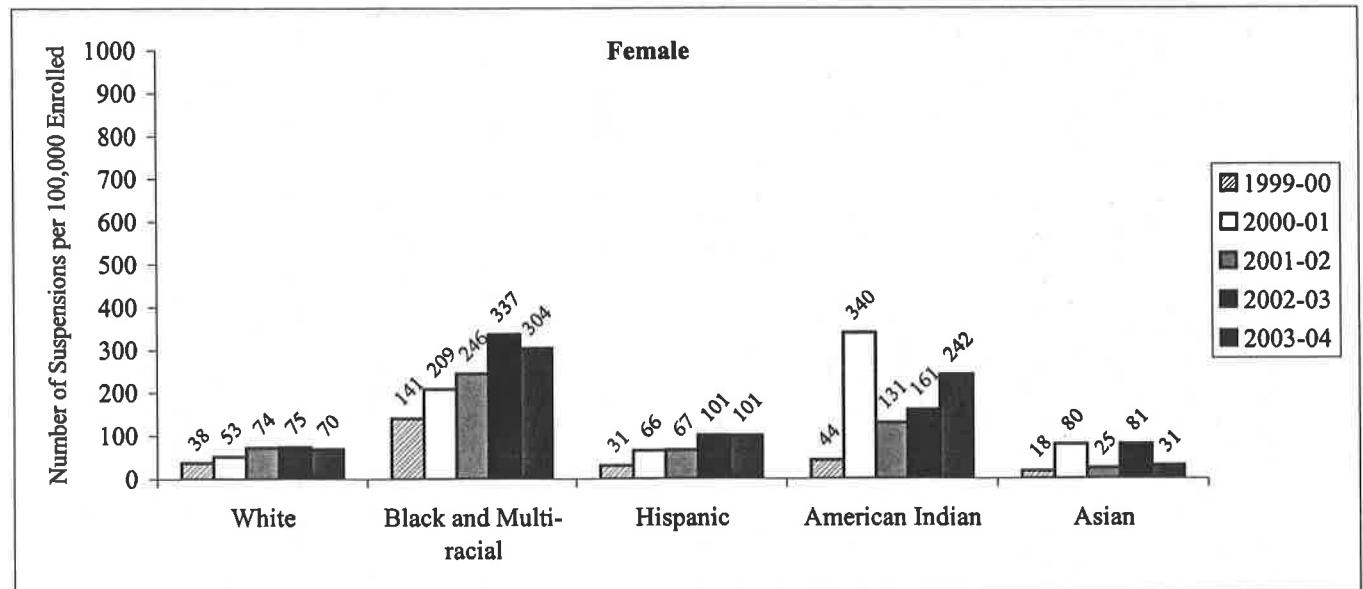
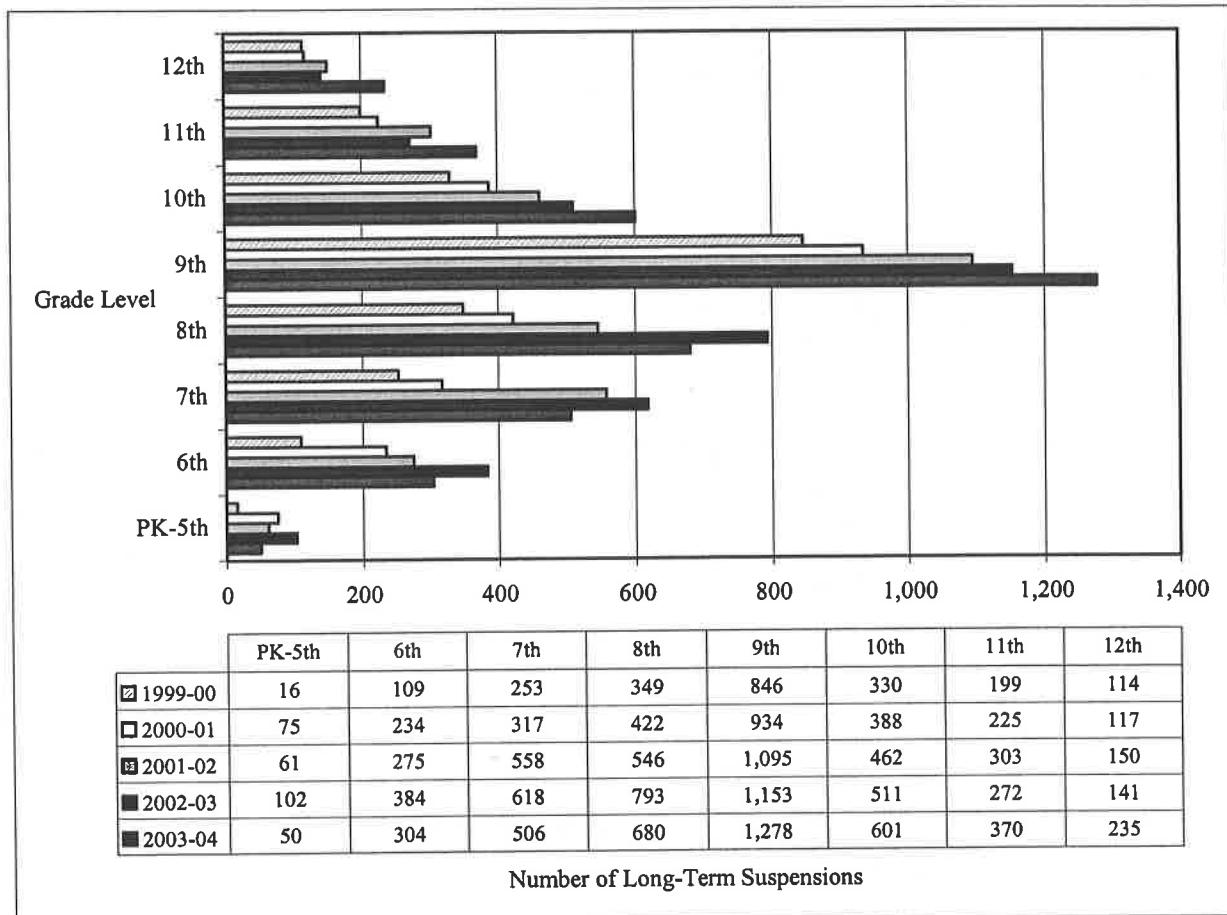


Figure 12. Female Long-Term Suspension Rates by Ethnicity

- 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 over the last five years.
- Long-term suspension rates increased most dramatically among American Indian males and females in 2003-04.

Long-Term Suspensions by Grade Level

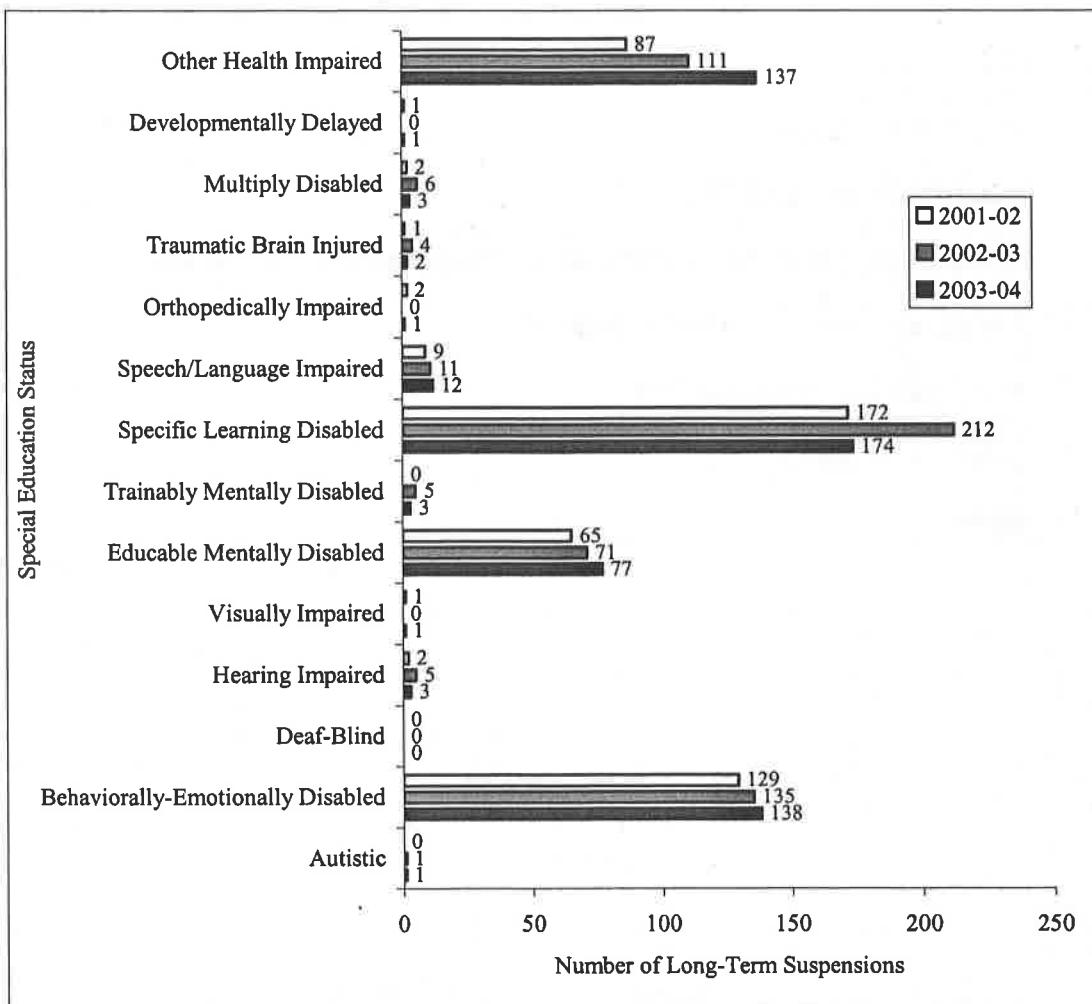


Note: Grade level was not provided for nine long-term suspensions in 2001-02.

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

- Over the past five years, very few long-term suspensions were given to students in grades K through five in either year. Totals for these grades and grades 6 through 8 actually declined in 2003-04. The largest decline (-51%) was among students in grades PK through 5.
- Starting in grade six, the number of long-term suspensions increases dramatically and peaks at grade nine. The number of long-term suspensions increased dramatically between 2002-03 and 2003-04 for grades 9 through 12. The largest percentage increase (67%) was among students in grade 12.
- Approximately one-third of all long-term suspensions over the past five 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 and 21 in 2003-04. Years 1999-00 and 2000-01 are not shown because students in special education were grouped into fewer exceptionality categories.

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

- For the last three years, students receiving special education services accounted for 14% of all long-term suspensions, down from 18% in 2000-01. Total numbers declined or stayed the same for seven of the fourteen exceptional categories.
- The majority of long-term suspensions given to students receiving special education services in 2003-04 were given to students whose primary service category was either specific learning-disabled, behaviorally-emotionally disabled, other health impaired, or educable mentally disabled.

Multiple Suspensions

This section reports data for students who were suspended on multiple occasions during 2003-04. 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

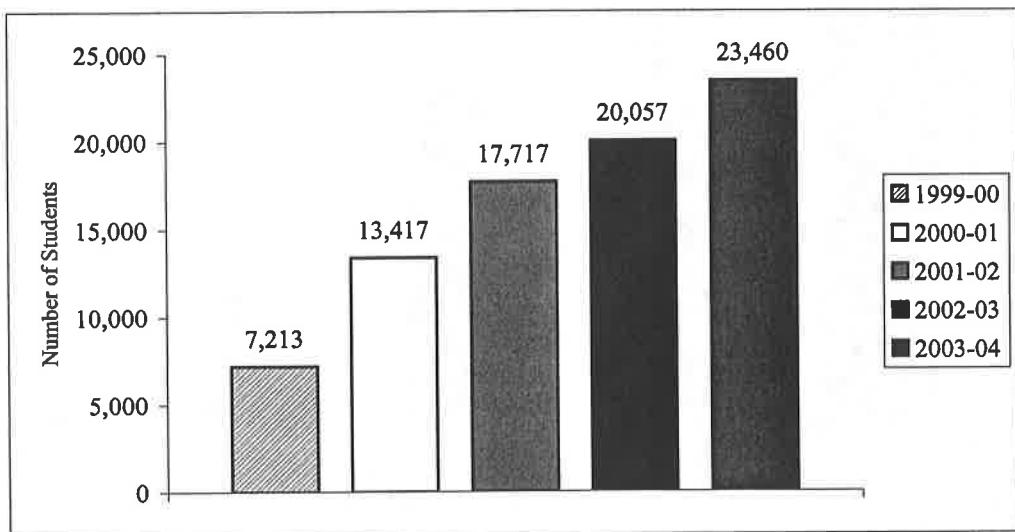


Figure 15. Number of Students with Multiple Short-Term Suspensions that when Added Together Equal More than 10 Days

- 23,460 students were short-term suspended multiple times totaling more than 11 days in 2003-04. This represents a 17% increase compared to the 2002-03 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.)

Multiple Short-Term Suspensions

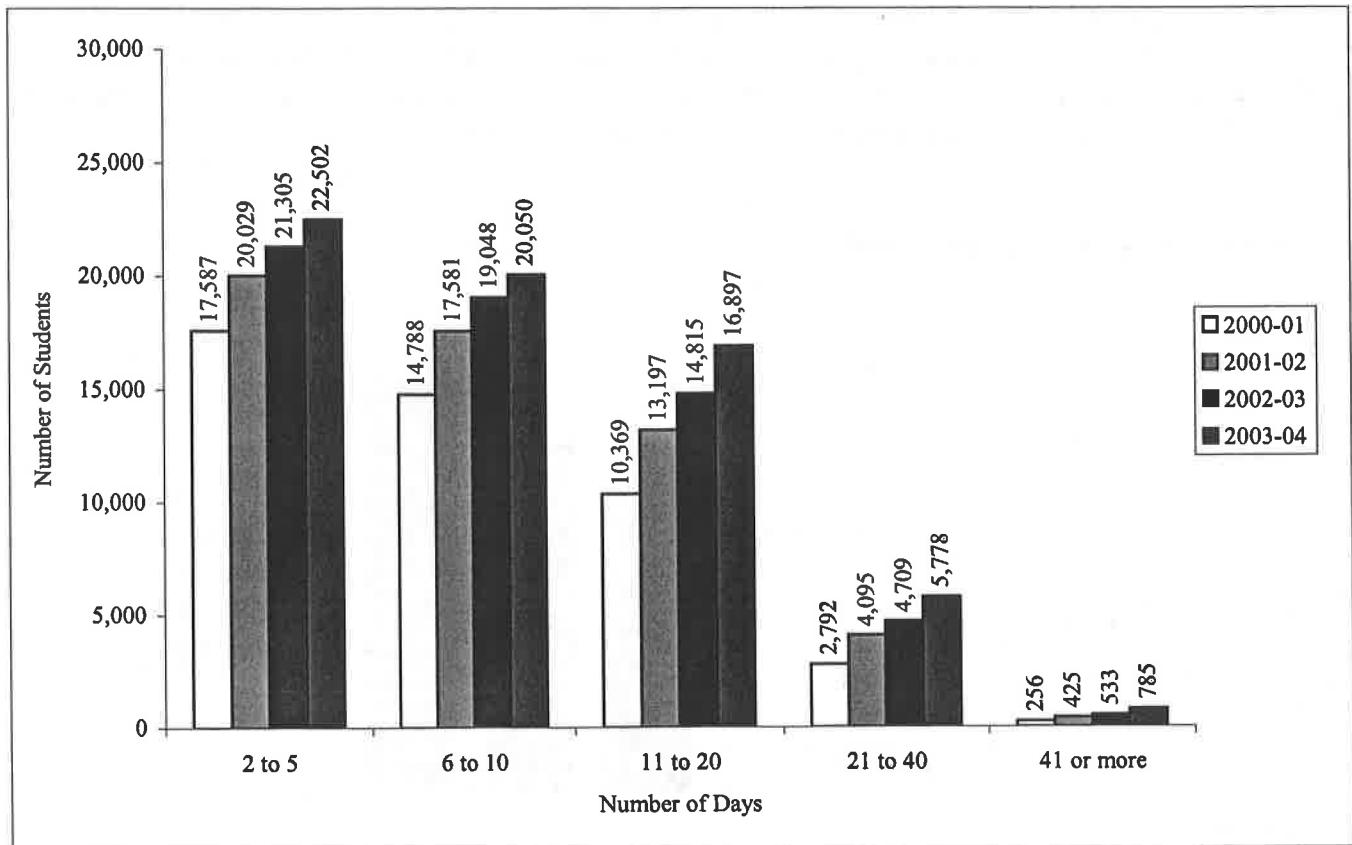


Figure 16. Duration of Multiple Short-Term Suspensions Given to Students

- The total number of students receiving multiple short-term suspensions of any length in 2003-04 was 66,012, up from 60,410 in 2002-03. Of those, 42,552 students (64%) had multiple short-term suspensions that totaled 10 days or less.

Multiple Long-Term Suspensions

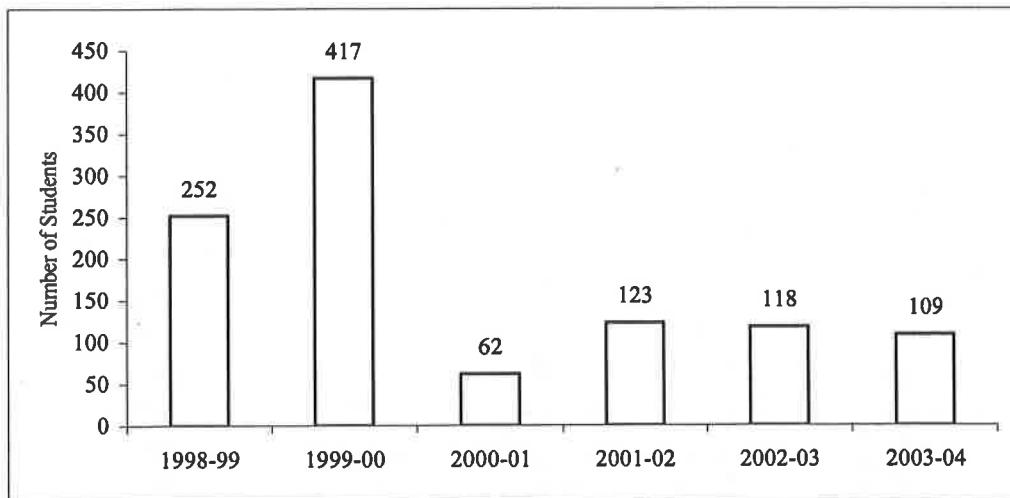


Figure 17. Number of Students with Multiple Long-Term Suspensions

- The number of students who received multiple long-term suspensions dropped slightly between 2002-03 and 2003-04.

Multiple Long-Term Suspensions

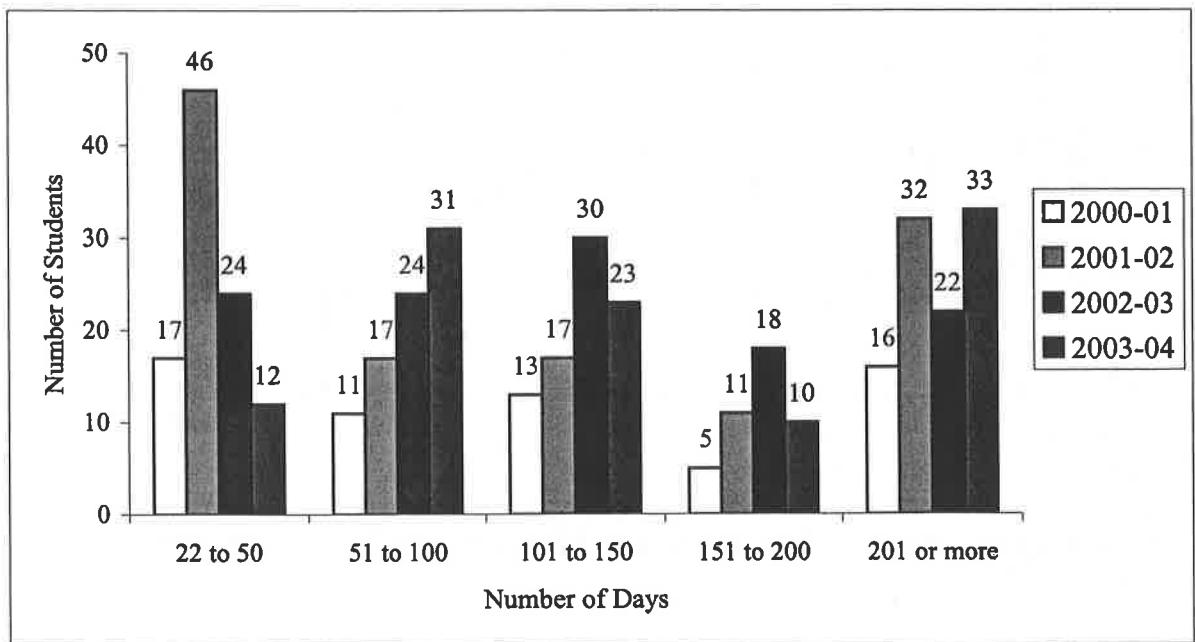


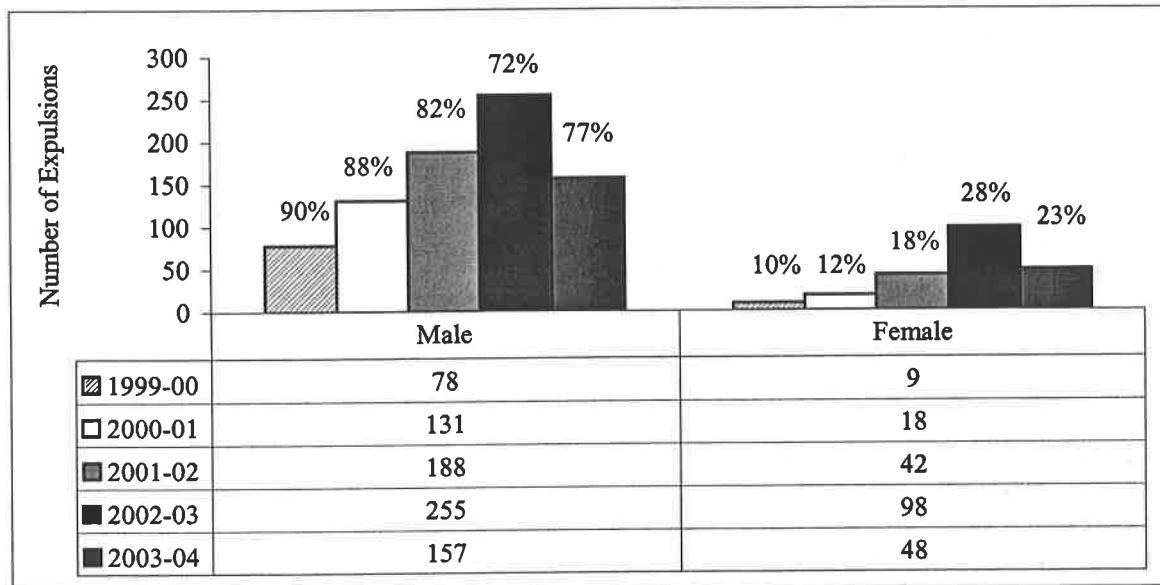
Figure 18. Duration of Multiple Long-Term Suspensions Given to Students

- In 2003-04, 66 (61%) of the 109 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 2003-04 school year. Students who are expelled from school in North Carolina are never allowed to return to North Carolina public schools again, although many are subsequently served in alternative learning programs. 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

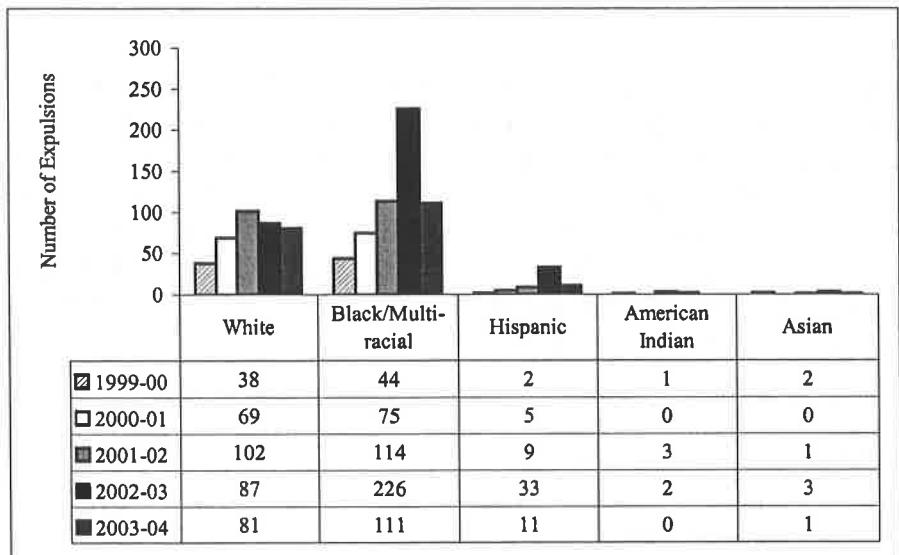


Note: The percentages above indicate the proportion of expulsions by gender.

Figure 19. Number of Expulsions by Gender

- In 2003-04, 205 students were expelled. This represents a 42% overall decrease from 2002-03. Expulsion rates decreased more than 60% among males and 48% among females in 2003-04.
- Male students outnumber the number of female students expelled by more than 3 to 1 in 2003-04.

Expulsions by Ethnicity



Note: Ethnicity was recorded as "Other" for one expulsion in 2001-02 and 2003-04.

Figure 20. Number of Expulsions by Ethnicity

- Compared to 2002-03, expulsions decreased in 2003-04 among all ethnic groups, particularly Black/Multi-racial and Hispanic students.
- The number of Black/Multi-racial students expelled from school decreased by over 50% between 2002-03 and 2003-04, while the number of Hispanic students expelled decreased more than 66%.⁴
- As previous years, the majority of expelled students in 2003-04 were either Black/Multi-racial (54%) or White (40%).

⁴ Because the total number of American Indian and Asian students expelled is relatively small compared to other groups, percent changes from one year to the next appear much larger, and, therefore, they are not discussed here.

Expulsions by Ethnicity and Gender

Ethnicity/Gender	# of Expulsions						% of Expulsions						% of Statewide Membership					
	1999- 00	2000- 01	2001- 02	2002- 03	2003- 04	1999- 00	2000	2001	2002	2003	1999-00	2000-01	2001-02	2002-03	2003-04			
Asian Males	1	0	1	3	0	1	0	<1	1	0	1	1	1	1	1	1	1	
Asian Females	1	0	0	0	1	1	0	0	0	<1	1	1	1	1	1	1	1	
Black/Multi-Racial Males	41	66	98	154	79	47	44	43	44	39	16	16	16	16	16	16	16	
Black/Multi-Racial Females	3	9	16	72	32	4	6	7	21	16	15	15	15	15	15	15	15	
Hispanic Males	2	5	8	30	10	2	3	3	9	5	2	2	3	3	3	3	3	
Hispanic Females	0	0	1	3	1	0	0	<1	1	<1	2	2	3	3	3	3	3	
American Indian Males	1	0	2	2	0	1	0	1	0	0	1	1	1	1	1	1	1	
American Indian Females	0	0	1	0	0	0	0	<1	0	0	0	1	1	1	1	1	1	
White Males	33	60	78	64	67	38	40	34	18	33	32	31	31	31	31	30	30	
White Females	5	9	24	23	14	6	6	10	7	7	30	30	29	29	28	28	28	
Total Number	87	149	229	351	205						1,237,608	1,268,422	1,286,931	1,304,325	1,325,707			

Note: Ethnicity was recorded as "Other" for one expulsion in 2001-02 and one in 2003-04.

Table 3. Expulsions by Ethnicity and Gender

- In 2003-04, White and Black/Multi-racial males and females accounted for most of the expelled students.
- Black/Multi-racial males made up 39% of the expelled students in 2003-04, despite the fact that they accounted for only 16% of the overall student population. White males made up 33% of all expelled students in 2003-04, slightly above their 30% representation in the overall student population.
- In 2003-04, Black/Multi-racial female students represented a proportion of expulsions close to their presence in the general student population; White females made up 28% of the overall student population but only represented 7% of all expulsions.

Expulsions by Ethnicity and Gender

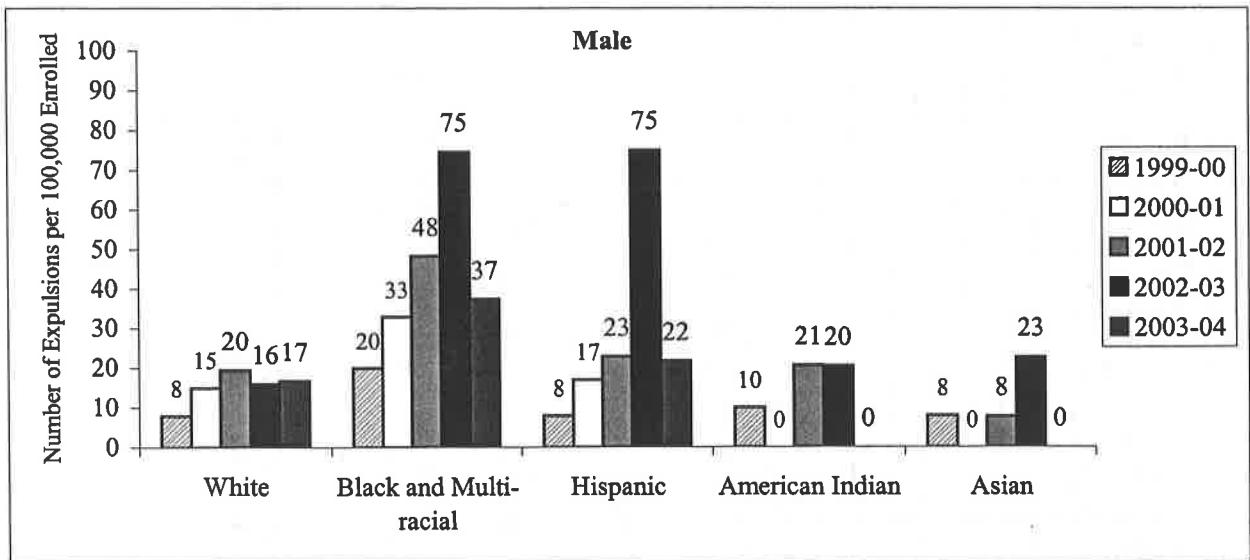


Figure 21. Male Expulsion Rates by Ethnicity

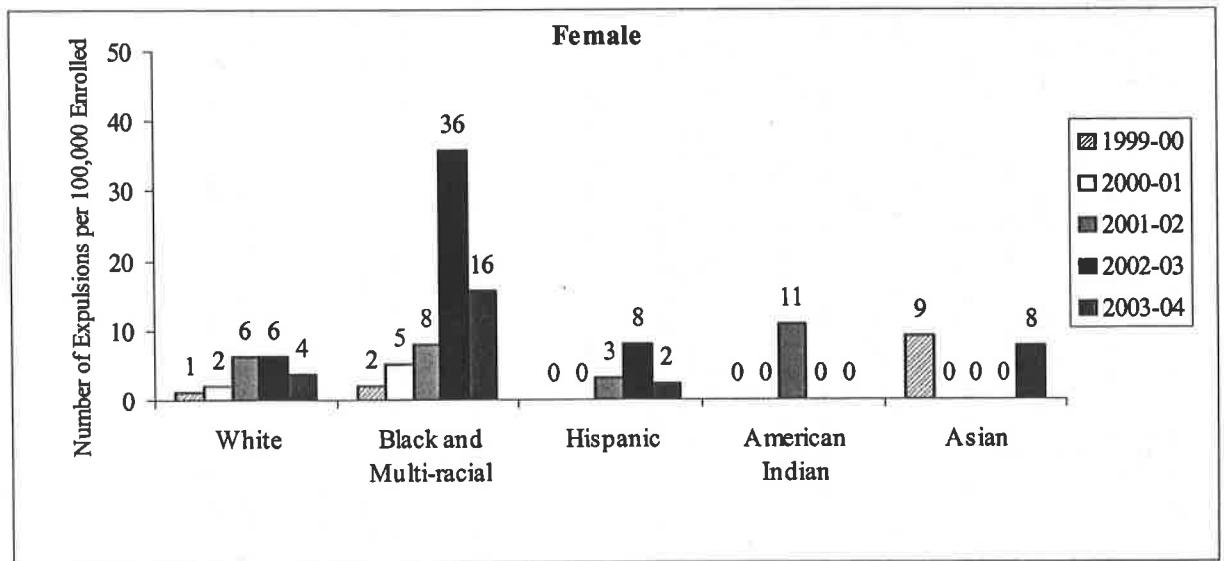


Figure 22. Female Expulsion Rates by Ethnicity

- In 2003-04, expulsion rates decreased dramatically among all groups except White males and Asian females.⁵

⁵ Because the total number of Asian females expelled is very small relative to other ethnic groups, this increase in rates appears dramatic. In fact, the change in the number of expelled Asian females went from 0 in 2002-03 to 1 in 2003-04.

Expulsions by Grade Level

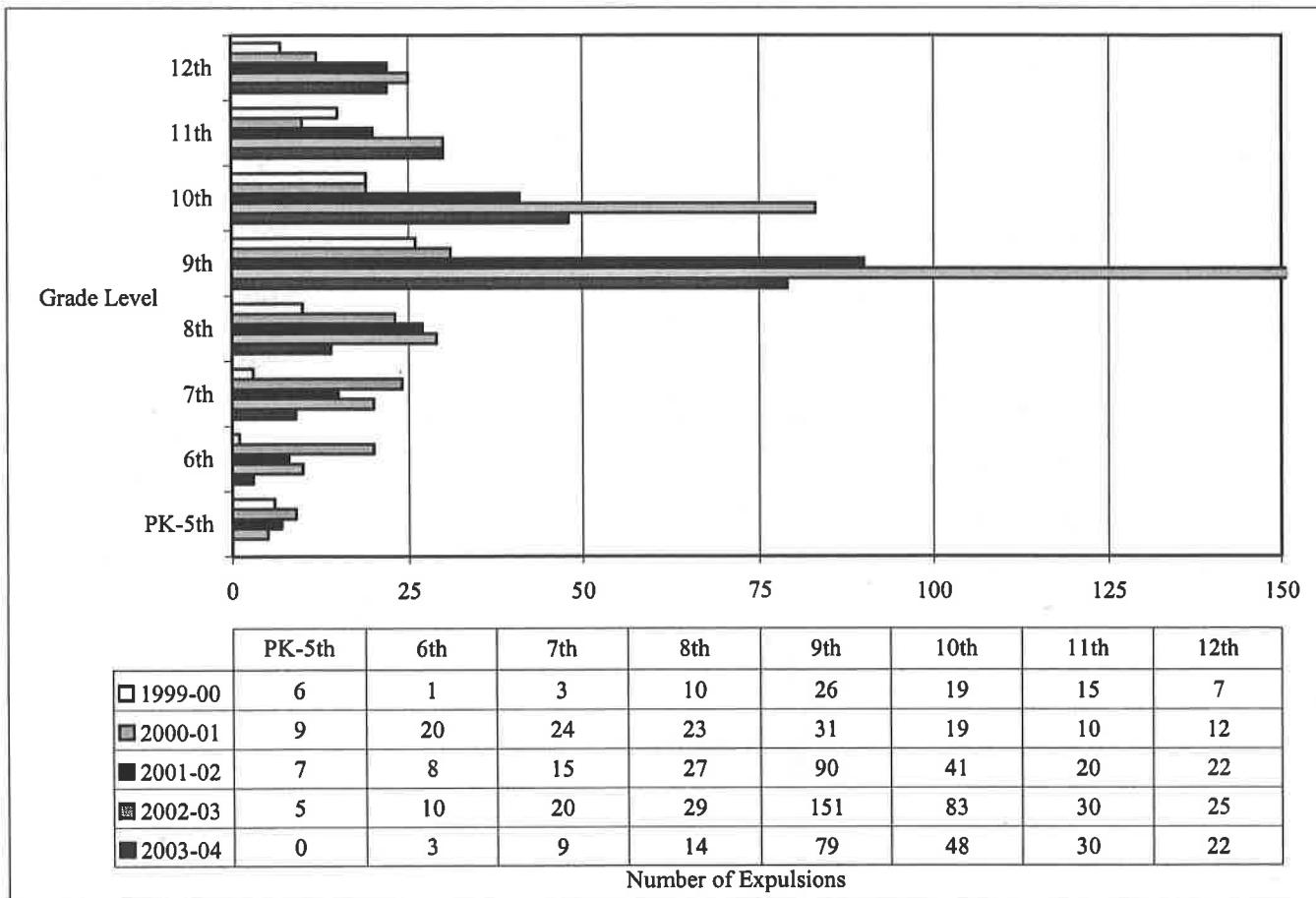
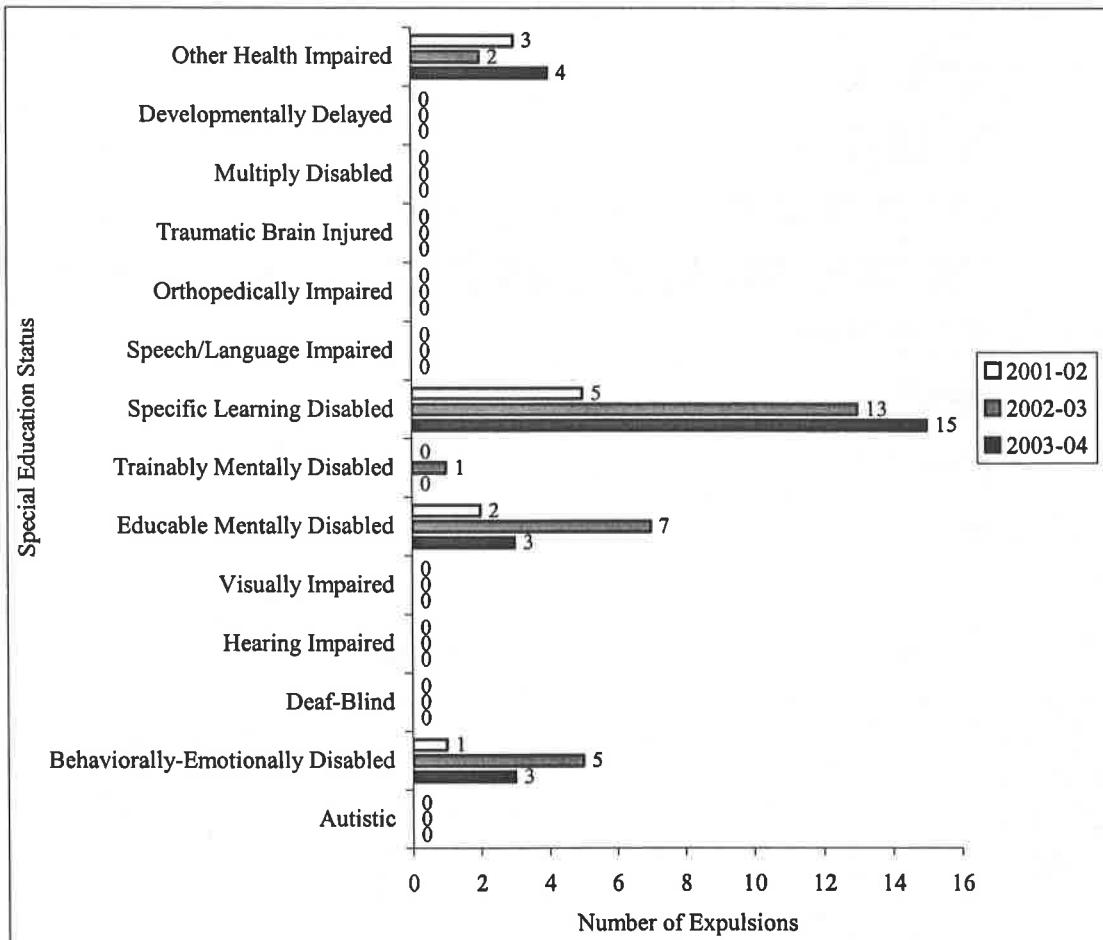


Figure 23. Number of Expulsions by Grade Level

- In 2003-04, expulsions decreased at all grade levels except 11th grade, with particularly large percentage decreases in grades PK through 5 (-100%), grade 6 (-70%), and grade 7 (-55%).
- In each of the past five 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



Note: Years 1999-00 and 2000-01 are not shown because students in special education were grouped into fewer exceptionality categories.

Figure 24. Number of Expulsions by Special Education Status

- Approximately 12% of expelled students in 2003-04 were receiving special education services. This figure is up from 8% in 2002-03, but lower than the proportion in 1999-00 (19%).
- Similar to patterns of suspensions, students whose primary service category is specific learning disabled, behaviorally-emotionally disabled, educable mentally disabled, or other health impaired account for almost all expulsions among students receiving special education services in 2003-04.

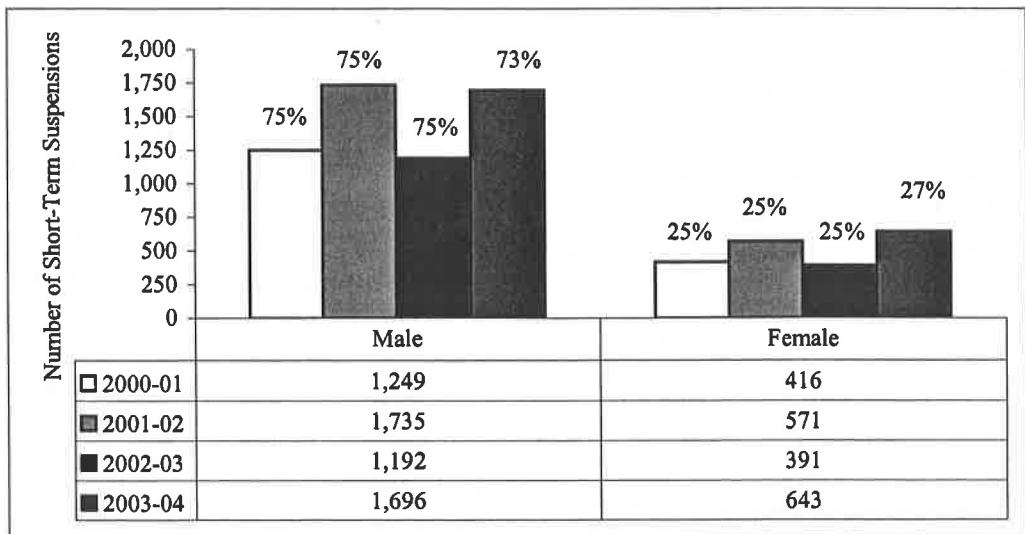
Section 2.1: Charter School Short-Term Suspensions

Data on charter school suspensions and expulsions have been collected for the past four years. Sections 2.1 through 2.3 of this report present 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 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, 2002-03, and 2003-04 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 percentages indicate the proportion 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 2,339 suspensions from charter schools for ten days or less occurred in 2003-04, which represents a 48% increase compared to 2002-03. These suspensions were given to 1,428 different students (i.e., some students were suspended more than once), for an average of 1.6 short-term suspensions per suspended student.
- These 2,339 short-term suspensions in 2003-04 totaled 6,025 school days, or an average of 2.6 days per suspension.
- In each of the past four years, the majority of short-term suspensions from charter schools were given to male students.

Charter School Short-Term Suspensions by Gender

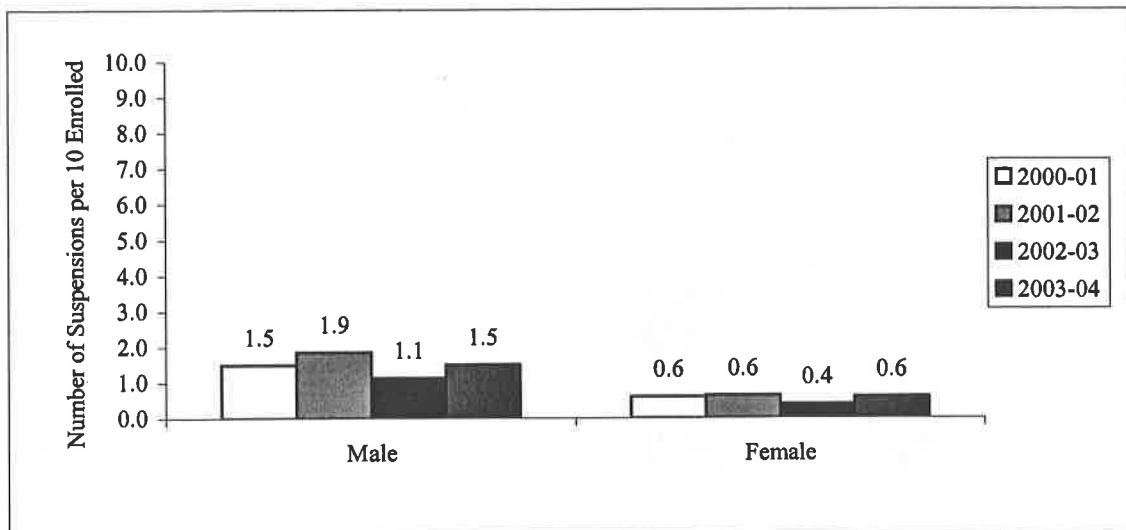
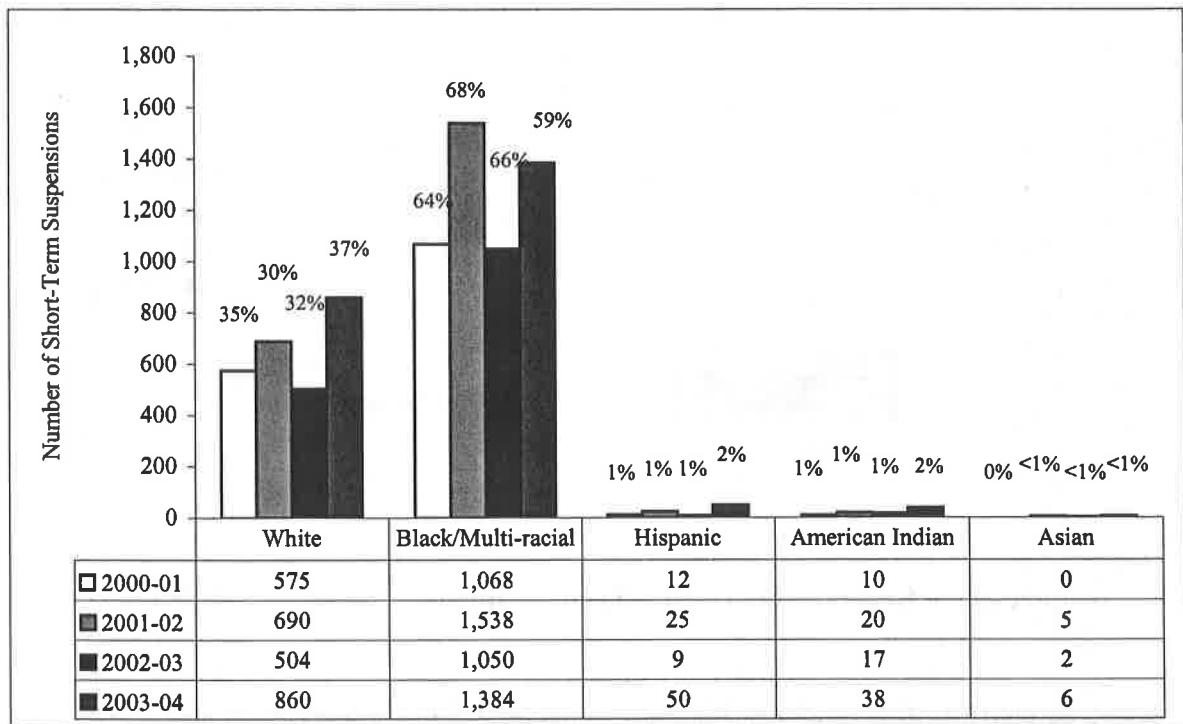


Figure 26. Charter School Short-Term Suspension Rates by Gender

- Rates of short-term suspension for both males and females increased between 2002-03 and 2003-04.
- The rate of short-term suspensions for male students in charter schools during 2003-04 was approximately 2.5 times higher than the corresponding rate for females.

Charter School Short-Term Suspensions by Ethnicity



Note: The percentages represent the proportion of short-term suspensions for each category. Ethnicity was not recorded or was recorded as "Other" for 29 short-term suspensions in 2001-02, one in 2002-03, and one in 2003-04.

Figure 27. Charter School Short-Term Suspensions by Ethnicity

- White and Black/Multi-racial students accounted for almost all charter school short-term suspensions in each of the past three years. More than half of charter school short-term suspensions were given to Black/Multi-racial students.
- The number of short-term suspensions increased in 2003-04 among all ethnic groups.

Charter School Short-Term Suspensions by Ethnicity and Gender

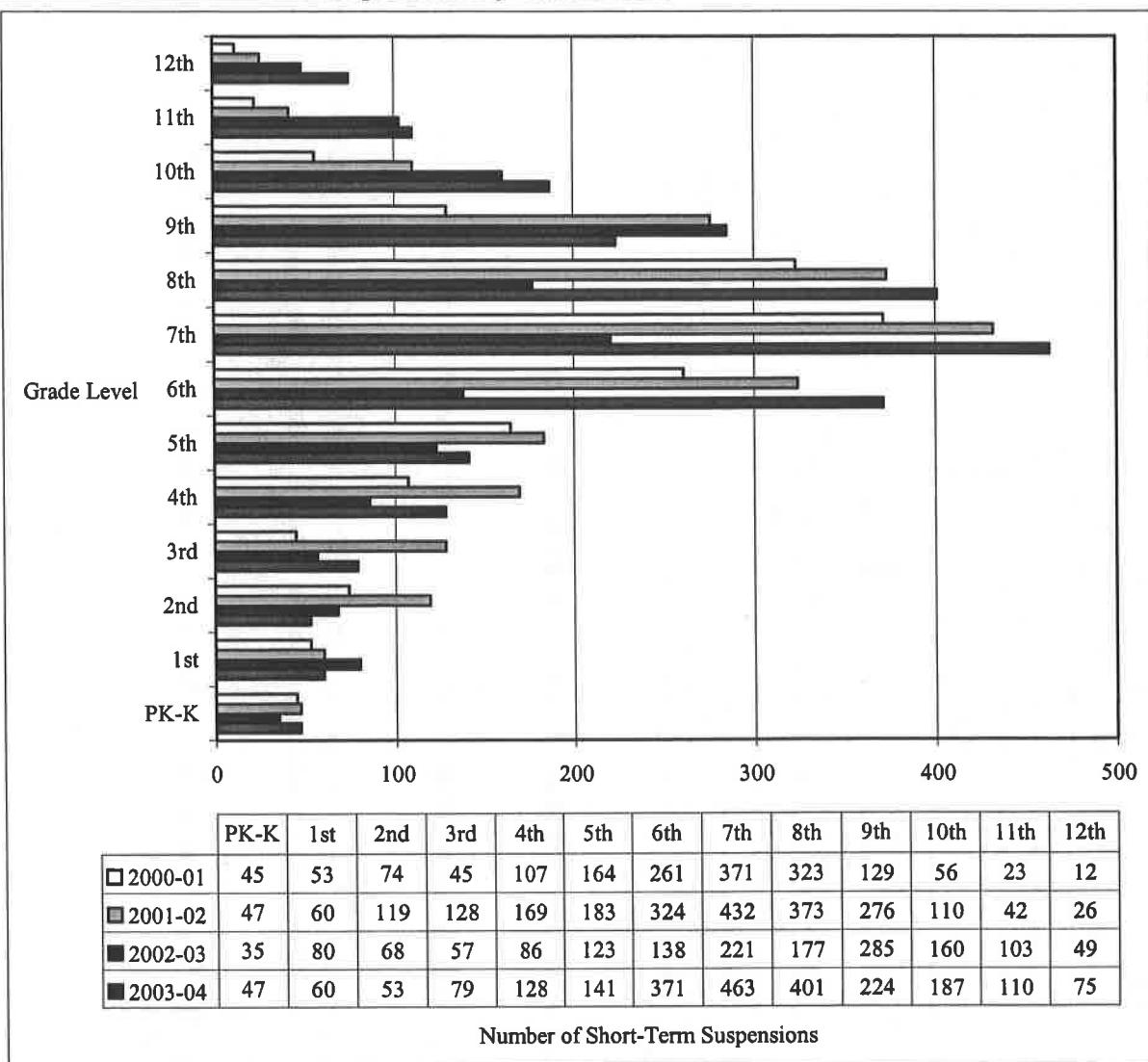
Ethnicity/Gender	# of Short-Term Suspensions				% of Short-Term Suspensions				% of Statewide Membership			
	2000-01	2001-02	2002-03	2003-04	2000-01	2001-02	2002-03	2003-04	2000-01	2001-02	2002-03	2003-04
Asian Males	0	5	1	6	0	<1	<1	<1	<1	1	1	<1
Asian Females	0	0	1	0	0	0	<1	0	<1	1	<1	<1
Black/Multi-Racial Males	796	1,176	791	972	48	52	50	42	23	21	20	19
Black/Multi-Racial Females	272	361	259	412	16	16	16	18	20	19	18	17
Hispanic Males	9	17	6	34	1	1	<1	1	1	1	1	1
Hispanic Females	3	8	3	16	<1	<1	<1	<1	1	1	1	2
American Indian Males	7	15	11	24	<1	1	1	1	1	1	1	<1
American Indian Females	3	5	6	14	<1	<1	<1	<1	1	1	1	<1
White Males	437	498	382	659	26	22	24	28	27	28	29	29
White Females	138	192	122	201	8	8	8	9	26	28	29	29
Total Number	1,665	2,277	1,582	2,338					15,523	18,200	20,366	21,915

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, one suspension in 2002-03, and one in 2003-04.

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

- The percentage of short-term suspensions given to males was higher than that for females in every ethnic group in each of the past four years.
- Black/Multi-racial males represented approximately 19% of the overall charter school student population in 2003-04; however, they accounted for 42% of the short-term suspensions given during that same year. A similar pattern was evident in previous years.
- 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 2003-04.

Charter School Short-Term Suspensions by Grade Level

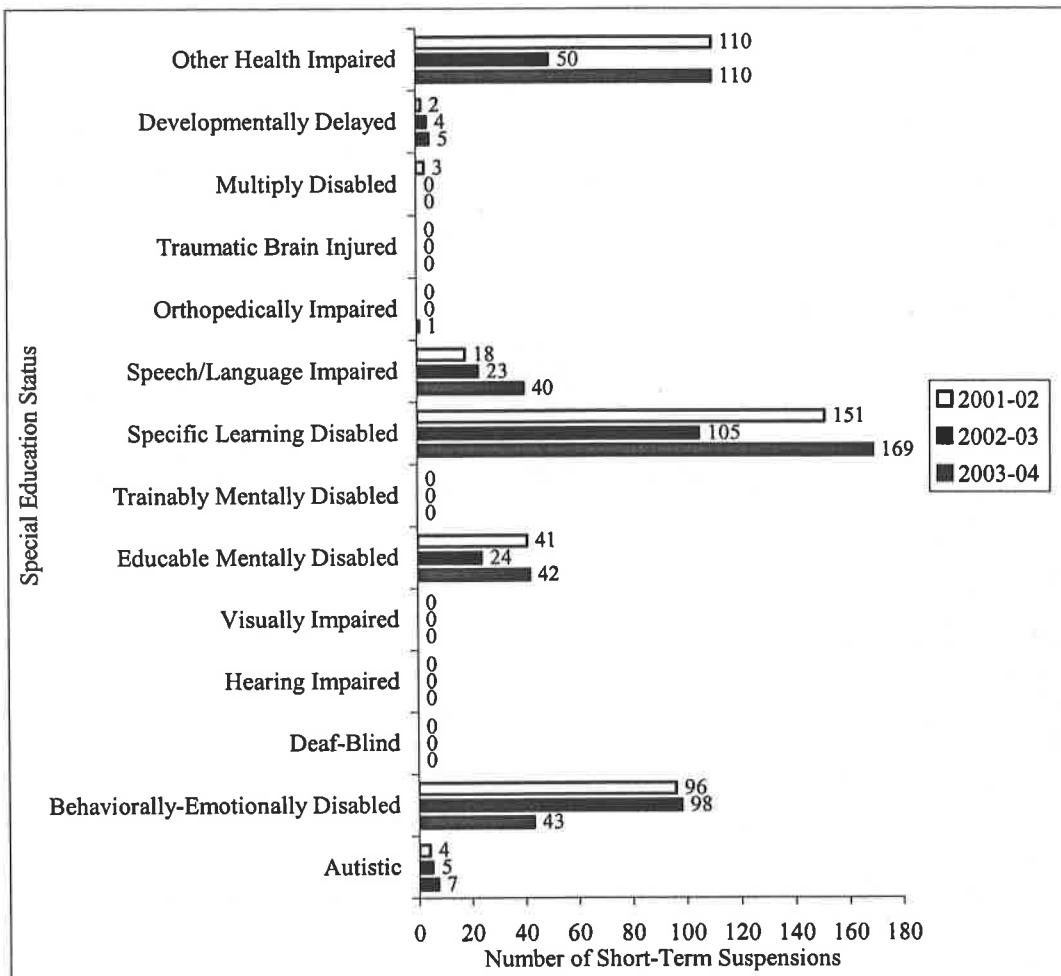


Note: Grade level was not reported for 18 short-term suspensions in 2000-01 and 2001-02, and one suspension in 2003-04.

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

- As in past years, the incidence of short-term suspensions in charter schools in 2003-04 generally increased from kindergarten through seventh grade, then steadily declined in grades eight through twelve.
- For every year other than 2002-03, the most common grade levels for charter school short-term suspensions are grades six through eight.
- Charter school short-term suspensions increased across most grade levels between 2002-03 and 2003-04; however, short-term suspensions decreased in grades 1 and 2 as well as grade 9.

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. Years 1999-00 and 2000-01 are not shown because students in special education were grouped into fewer exceptionality categories.

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

- Although they represented 14% of the charter school student population in 2003-04, students receiving special education services received 18% of all short-term suspensions given to charter school students. This finding is consistent with past years' findings.
- The majority of short-term suspensions given to charter school students receiving special education services in 2003-04 were given to students whose primary service category was either specific learning disabled, other health impaired, behaviorally-emotionally disabled, educable mentally disabled, or speech/language impaired.

Section 2.2: Charter School Long-Term Suspensions

Charter School Long-Term Suspensions by Gender

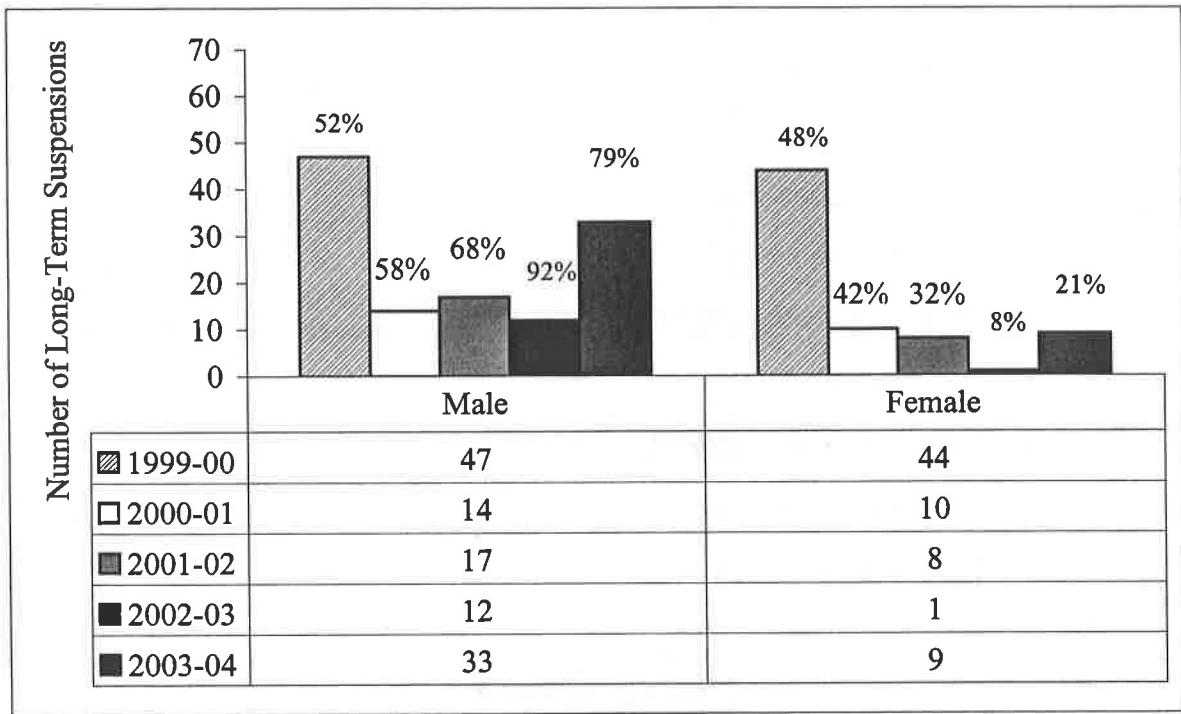


Figure 30. Charter School Long-Term Suspensions by Gender

- The total number of long-term suspensions reported by charter schools in 2003-04 has increased since 2002-03.
- The 42 long-term suspensions in 2003-04 were given to 18 different students. Six of these were 365-day suspensions.
- Charter school long-term suspensions totaled 4,381 school days, or an average of 61 school days per long-term suspension in 2003-04. This figure does not include the 6 year-long suspensions (i.e., 365 days).

Charter School Long-Term Suspensions by Ethnicity

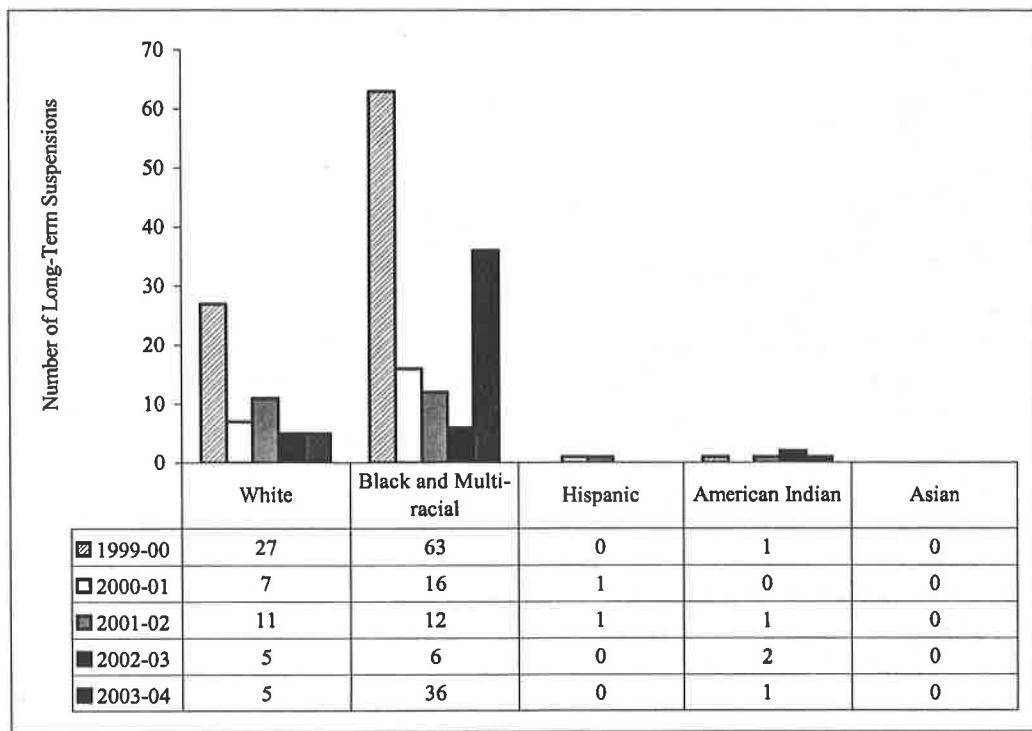


Figure 31. Charter School Long-Term Suspensions by Ethnicity

- In each of the past five years, Black/Multi-racial students accounted for most of the long-term suspensions in charter schools, followed by White students.

Charter School Long-Term Suspensions by Grade Level

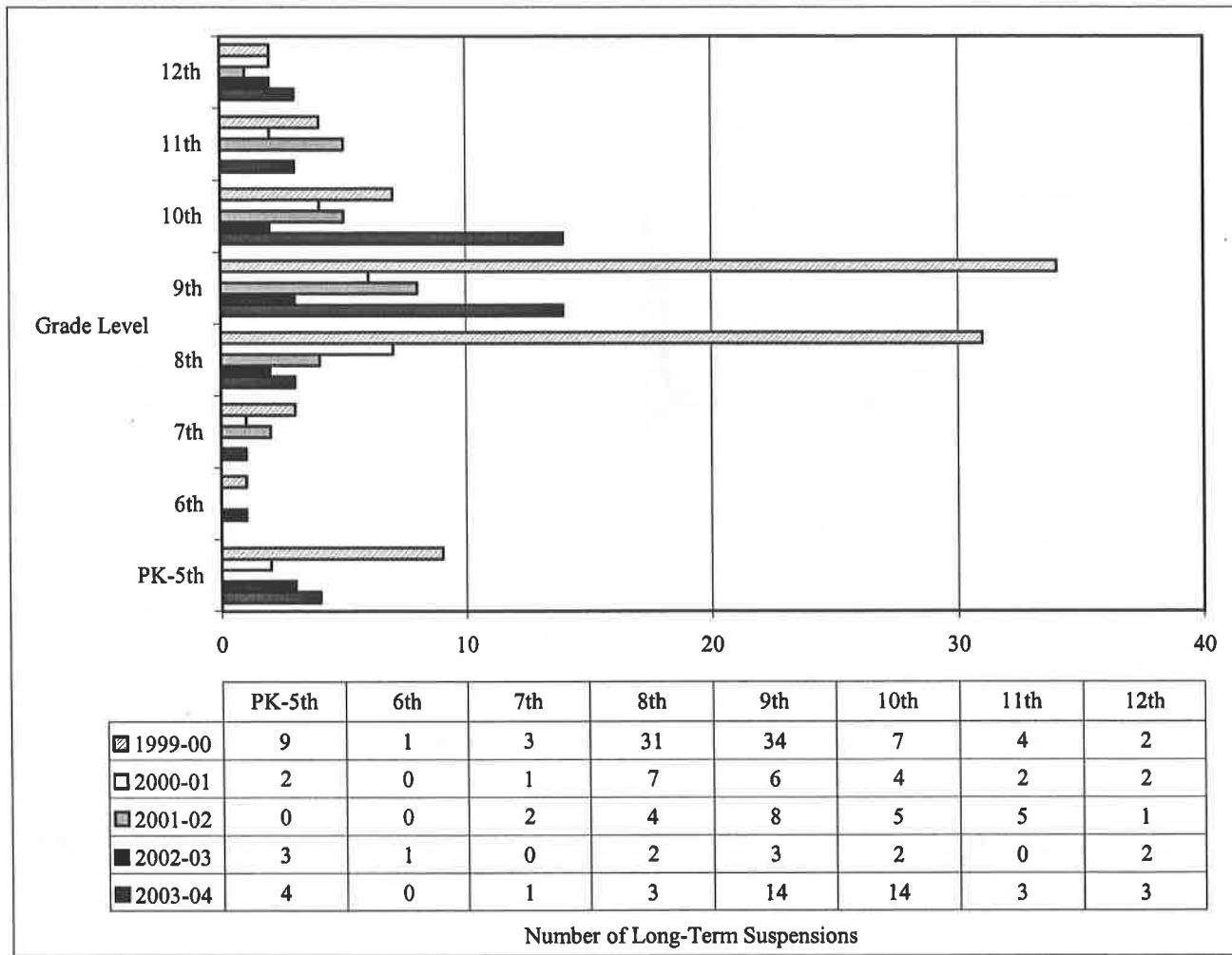


Figure 32. Charter School Long-Term Suspensions by Grade Level

- Over the past five years, the majority of long-term suspensions in charter schools were given to students in grades 8 through 11. In 2003-04, grades 9 and 10 show a significant increase in the number of long-term suspensions.

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). No charter school students received multiple long-term suspensions (suspension of 11 days or more) in 2003-04.

Multiple Short-Term Suspensions

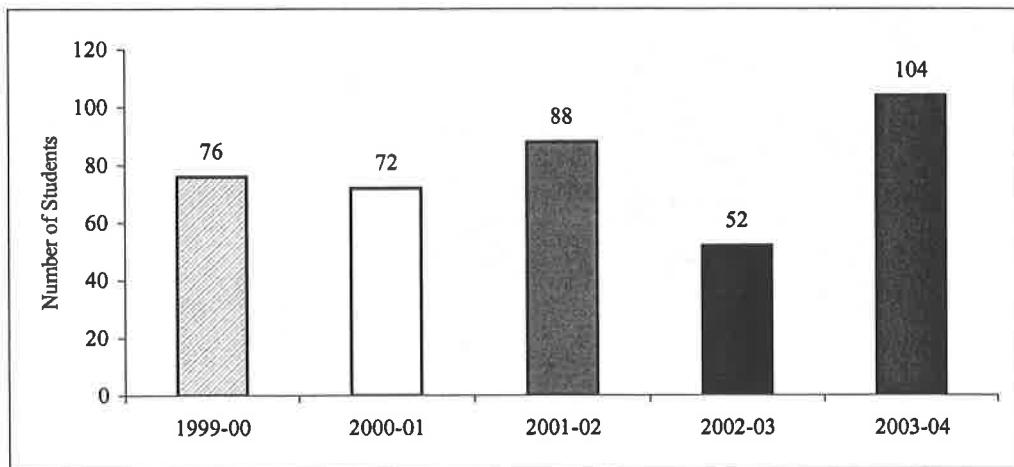


Figure 33. Number of Charter School Students with Multiple Short-Term Suspensions that when Added Together Equal More than 10 Days

- One hundred four charter school students were short-term suspended multiple times totaling more than 11 days in 2003-04, a 100% increase from 2002-03.
- No charter schools reported any students with multiple long-term suspensions in 2002-03 or 2003-04.

Multiple Short-Term Suspensions

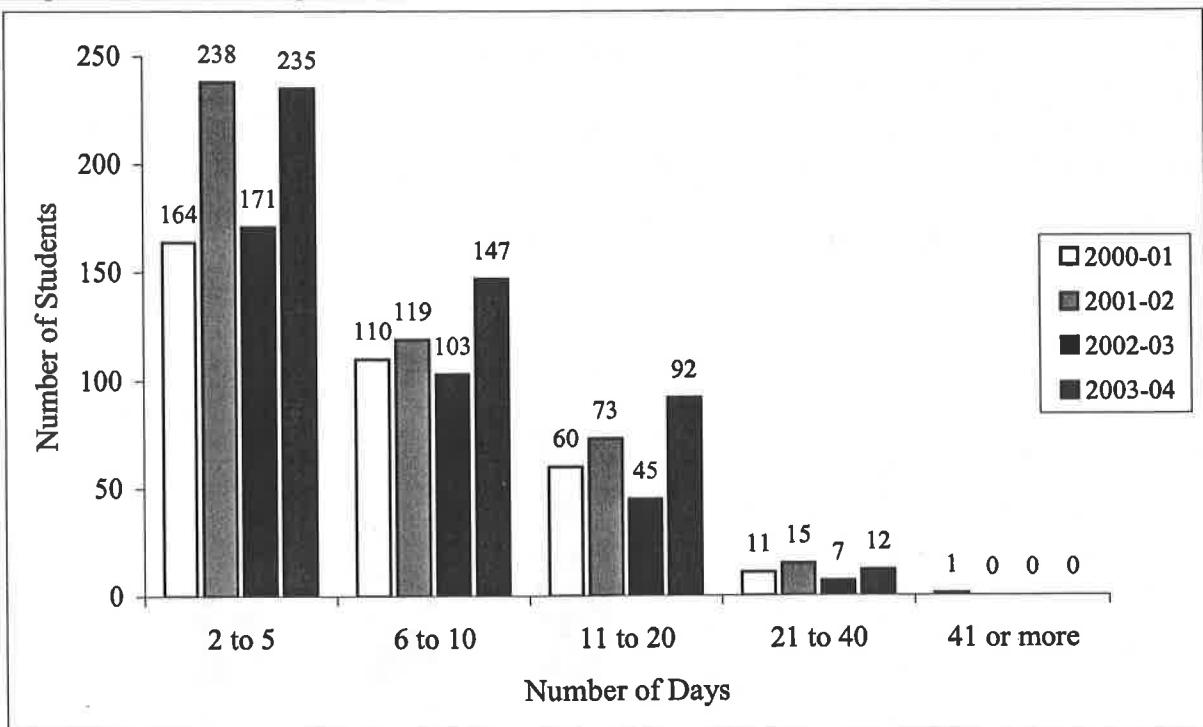


Figure 34. Duration of Multiple Short-Term Suspensions Given to Charter School Students

- The total number of charter school students receiving multiple short-term suspensions that totaled 10 days or less increased in 2003-04.
- Almost half (48%) of all multiple short-term charter school suspensions in 2003-04 were for a total of 5 days or less.

Section 2.3: Charter School Expulsions

In 2003-04, three charter schools accounted for 11 (or 79%) of the 14 expulsions reported by charter schools. They were Laurinburg Homework Center (43%), Crossroads Charter High School (21%), and Kennedy Charter School (14%). 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 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

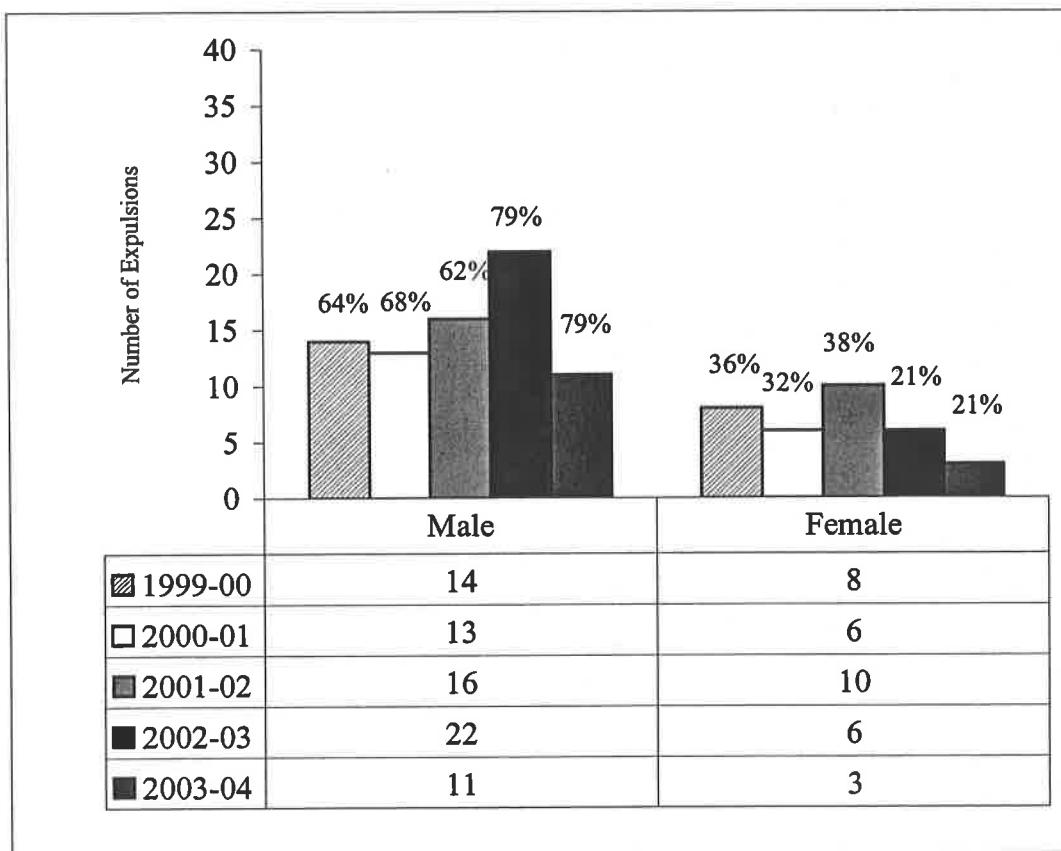


Figure 35. Charter School Expulsions by Gender

- The number of expulsions from charter schools decreased in 2003-04.
- Males were more likely than females to be expelled from charter schools in each of the past five years.

Charter School Expulsions by Ethnicity

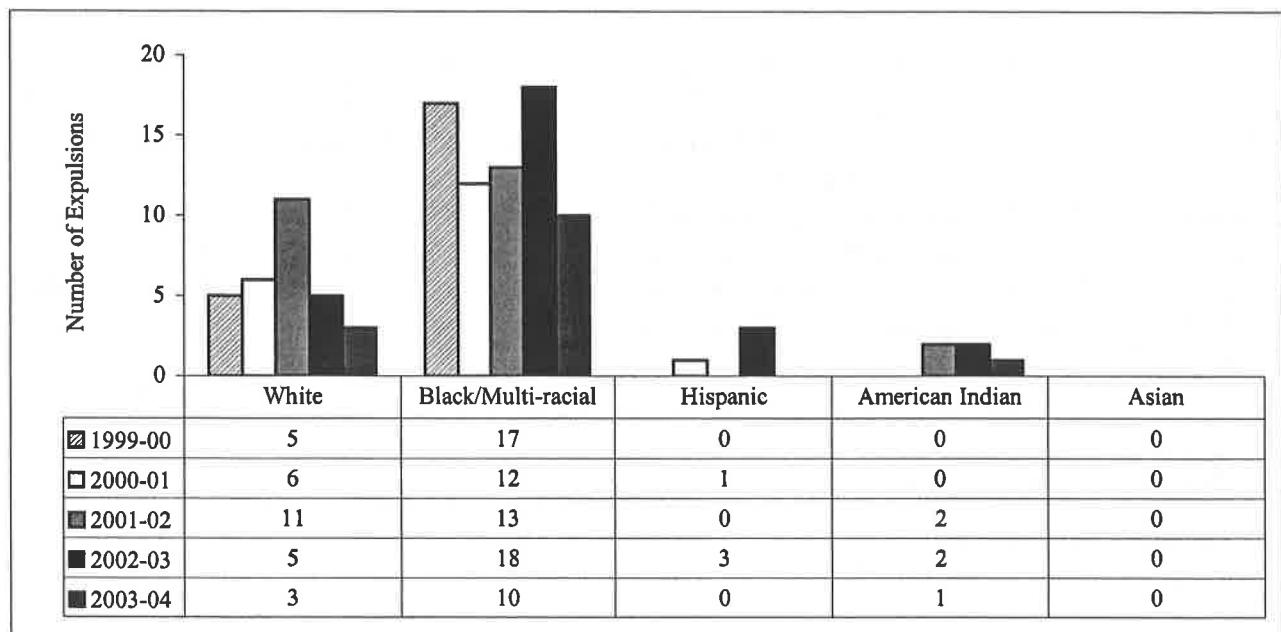


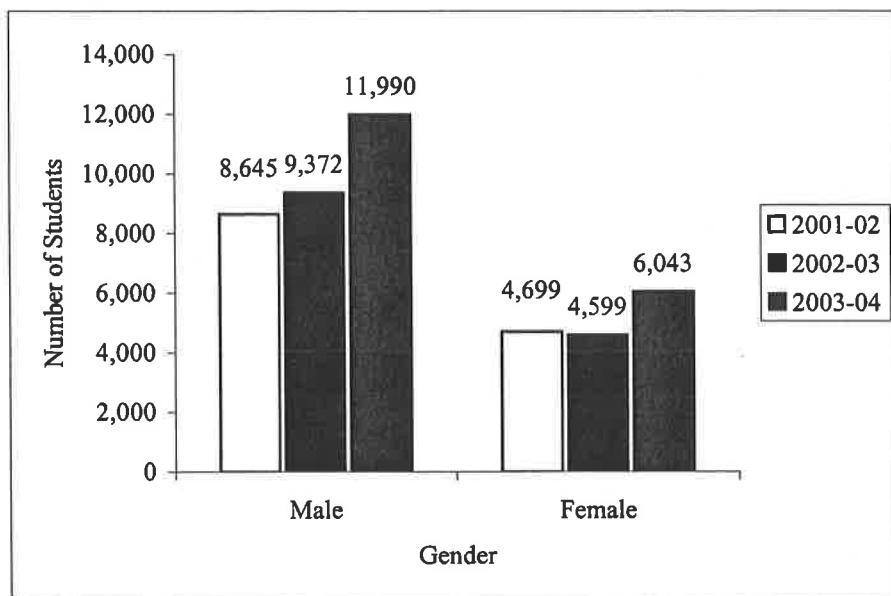
Figure 36. Charter School Expulsions by Ethnicity

- Most of the students expelled from charter schools over the past five years were Black/Multi-racial and White students. Both groups showed a significant decrease in 2003-04.

Section 3.1: Alternative Learning Program Students

In 2003-04, there were 188 alternative learning 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. 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. The data presented here are from 187 of the 188 identified ALPs (99.5%); the remaining ALP submitted incomplete data to NCDPI for 2003-04. Therefore, the actual number of students served in these programs in 2003-04 was slightly higher than what is presented. Comparisons of yearly data should take into account yearly differences in the response rate and its effect on the totals presented for each school year.

ALP Students by Gender



Note: Gender was not provided for 382 students served in ALPs in 2001-02. Totals for 2003-04 do not include data from one ALP in the Winston-Salem/Forsyth school system.

Figure 38. Number of ALP Students by Gender

- A total of 18,033 students were enrolled in alternative schools and programs during the 2003-04 school year. This represents a 29% increase from 2002-03. These 18,033 enrollments were accounted for by 16,479 unique students (i.e., some students enrolled more than once during the year). This total does not include data from one ALP in Winston-Salem/ Forsyth County.
- Similar to previous years, the number of male students served in ALPs in 2003-04 was more than double that of female students (66% vs. 34%). The average number of days an ALP student was enrolled in an ALP during the 2003-04 school year was 77 days (not including the 1,321 records missing the number of days enrolled in an ALP).

Charter School Expulsions by Grade Level

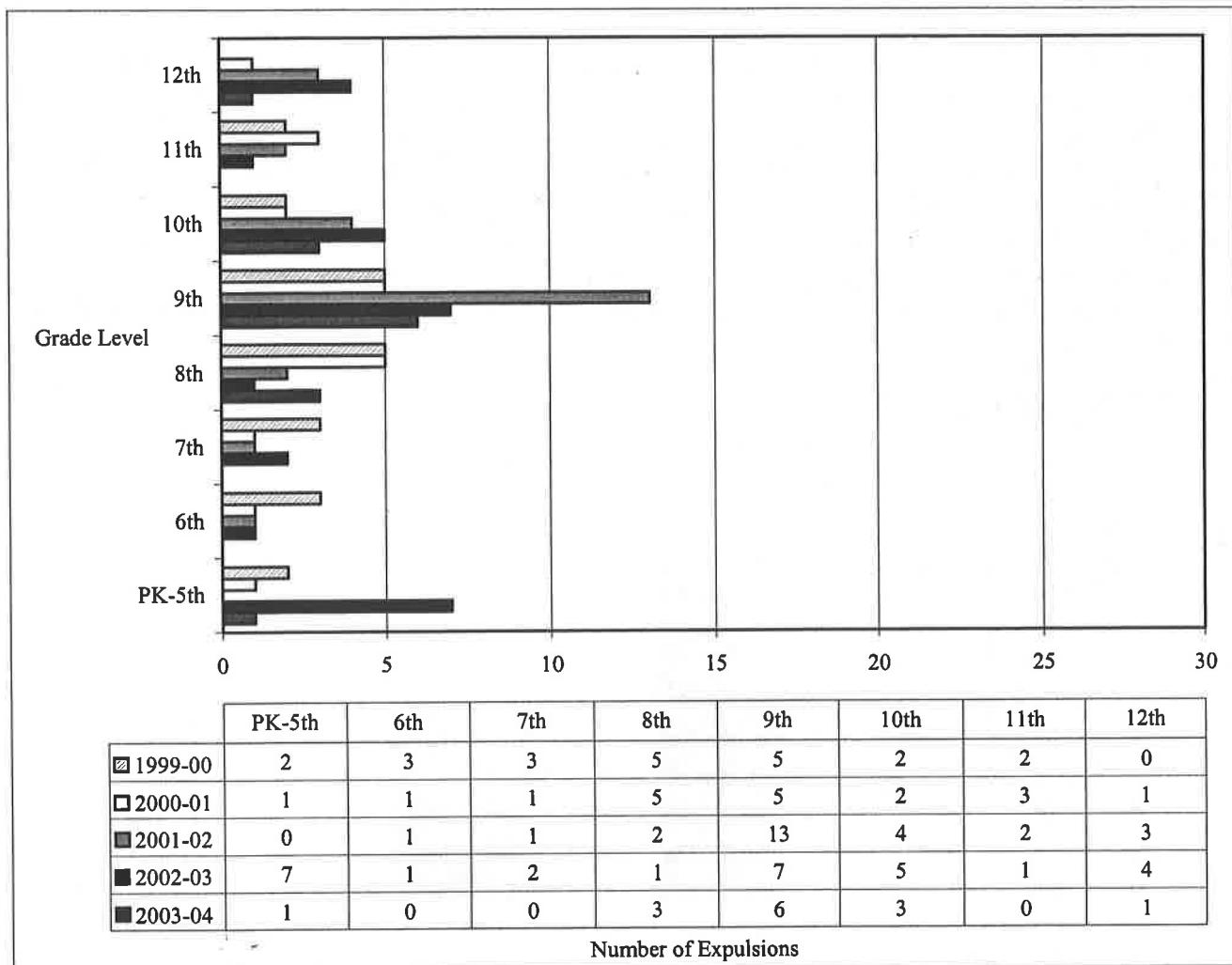


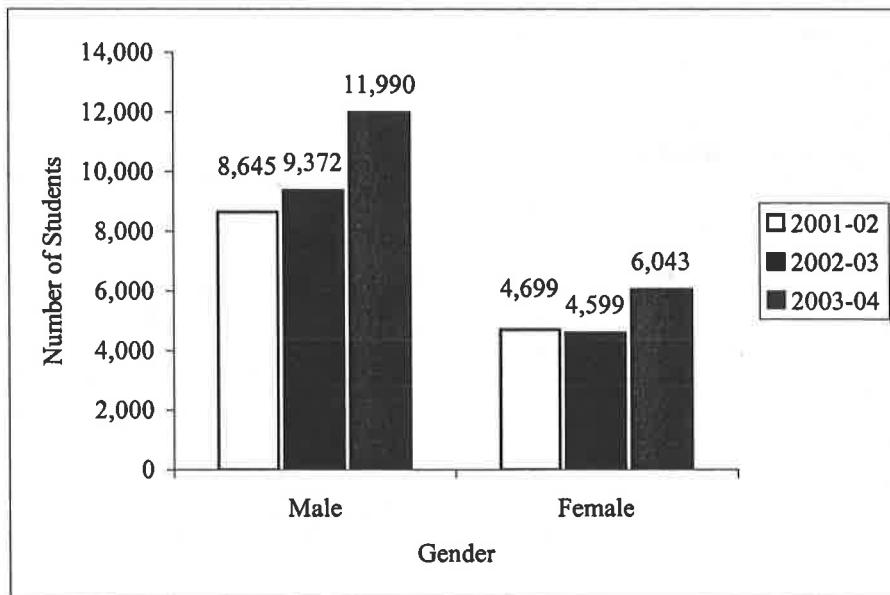
Figure 37. Charter School Expulsions by Grade Level

- Similar to the pattern seen in long-term suspensions, grades 8 through 12 have been the most common grades for expulsions in charter schools for all years other than 1999-00.
- The number of expulsions in charter schools in 2003-04 decreased substantially in grades PK-5 and decreased in all grades except grade 8.

Section 3.1: Alternative Learning Program Students

In 2003-04, there were 188 alternative learning 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. 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. The data presented here are from 187 of the 188 identified ALPs (99.5%); the remaining ALP submitted incomplete data to NCDPI for 2003-04. Therefore, the actual number of students served in these programs in 2003-04 was slightly higher than what is presented. Comparisons of yearly data should take into account yearly differences in the response rate and its effect on the totals presented for each school year.

ALP Students by Gender

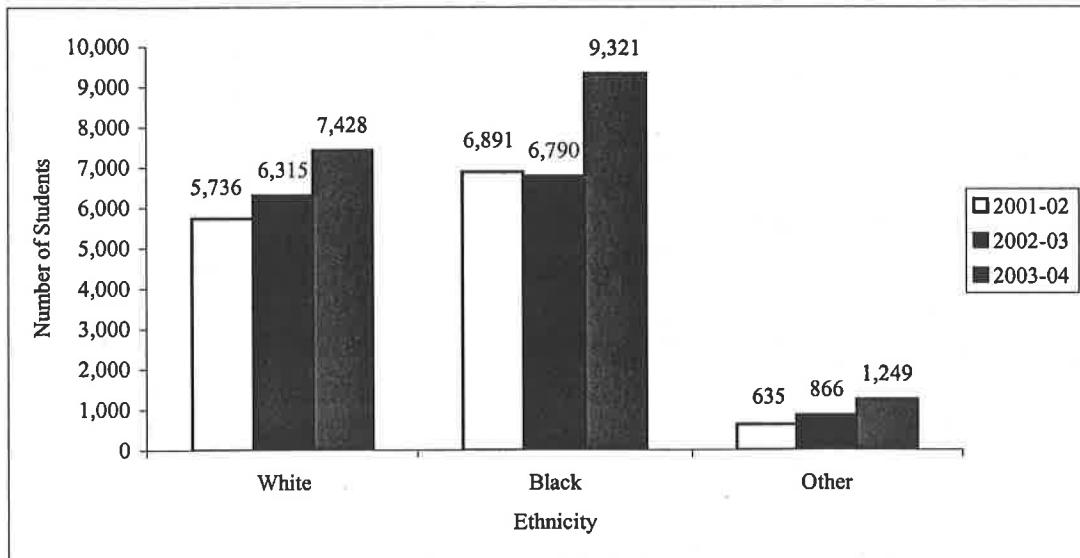


Note: Gender was not provided for 382 students served in ALPs in 2001-02. Totals for 2003-04 do not include data from one ALP in the Winston-Salem/Forsyth school system.

Figure 38. Number of ALP Students by Gender

- A total of 18,033 students were enrolled in alternative schools and programs during the 2003-04 school year. This represents a 29% increase from 2002-03. These 18,033 enrollments were accounted for by 16,479 unique students (i.e., some students enrolled more than once during the year). This total does not include data from one ALP in Winston-Salem/ Forsyth County.
- Similar to previous years, the number of male students served in ALPs in 2003-04 was more than double that of female students (66% vs. 34%). The average number of days an ALP student was enrolled in an ALP during the 2003-04 school year was 77 days (not including the 1,321 records missing the number of days enrolled in an ALP).

ALP Students by Ethnicity



Note: Ethnicity was not provided for 464 ALP students in 2001-02 and 35 students in 2003-04. “Other” ethnicities include Asian, American Indian, Hispanic, and Multi-racial, as well as other ethnic groups.

Figure 39. Number of ALP Students by Ethnicity

- Representation among Black students in ALPs rose from 49% in 2002-03 to 52% in 2003-04. Black and White students continue to account for the majority of students enrolled in ALPs in 2003-04.

ALP Placements by Ethnicity and Gender

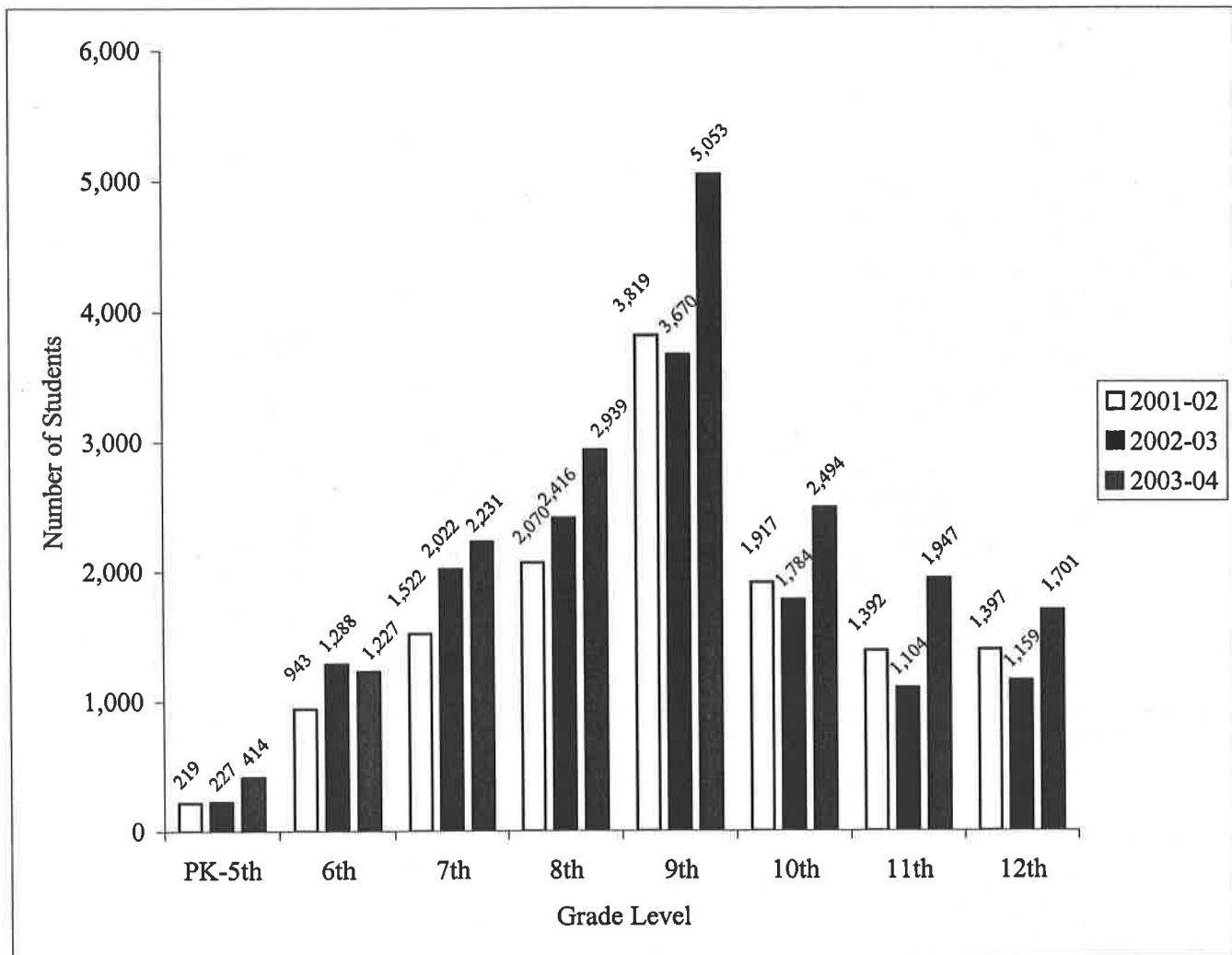
Ethnicity/Gender	# ALP Students 2001-02	# ALP Students 2002-03	# ALP Students 2003-04	% ALP Students 2001-02	% ALP Students 2002-03	% ALP Students 2003-04	% Statewide Enrollment 2003-04
Black Males	4,343	4,267	6,075	33	31	34	16
Black Females	2,539	2,389	3,246	19	17	18	15
White Males	3,826	4,123	5,053	29	30	28	30
White Females	1,908	2,069	2,375	14	15	13	28
Other Males	423	532	839	3	4	5	5
Other Females	210	310	410	2	2	2	5
Total Number	13,249	13,690	17,998				1,325,707

Note: Gender and/or ethnicity information was not provided for 477 ALP students in 2001-02, 281 in 2002-03, and 35 in 2003-04. "Other males and females" includes Asian, American Indian, Hispanic, Multi-ethnic and other ethnicities. The percentages for Black males and females in the "% Statewide Enrollment 2003-04" include Multi-racial students.

Table 5. ALP Students by Ethnicity and Gender

- Among all ethnic-gender groups, Black males accounted for the largest percentage (34%) of ALP students in 2003-04. White males (28%) are the second largest ethnic-gender group represented in ALPs. These percentages are similar to those reported for previous years.
- The percentage of females in ALPs is lower than the percentage of males within each ethnic-gender group.
- Black males and females are overrepresented in ALPs relative to their presence in the overall statewide student population. Other males are represented proportionally. White males, females and students of other ethnicities are, on the whole, underrepresented in ALPs.

ALP Placements by Grade Level

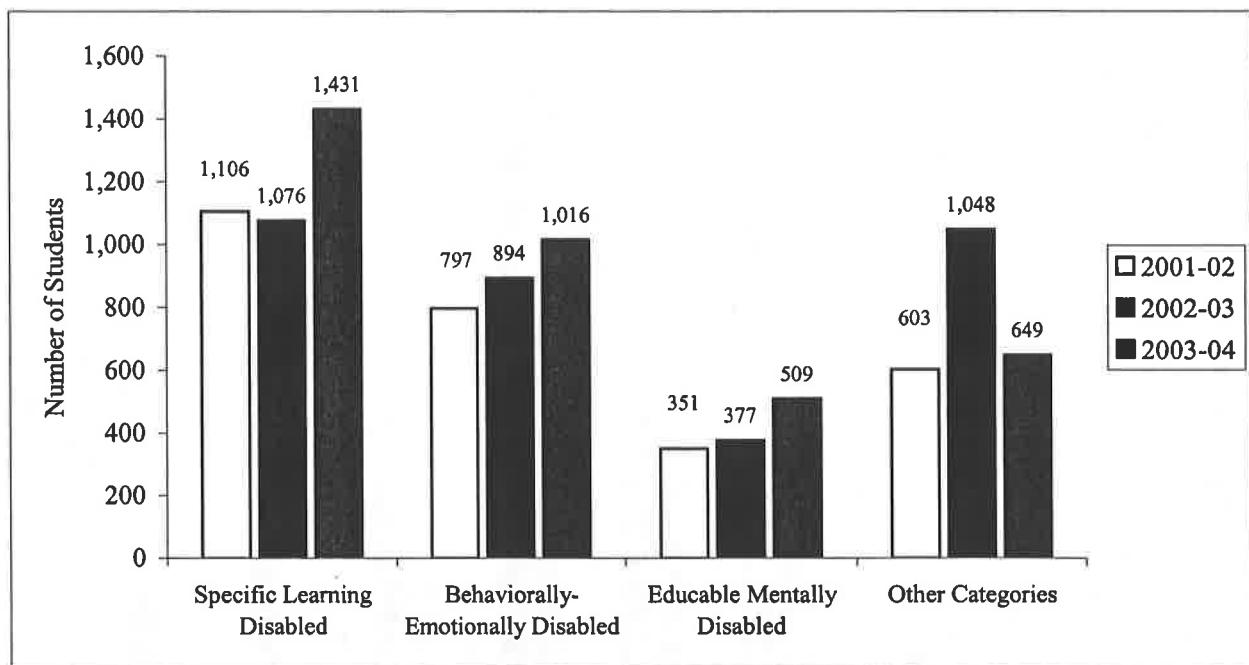


Note: Grade level was not provided for 447 ALP students in 2001-02, 301 in 2002-03, and 27 students in 2003-04.

Figure 40. Number of ALP Students by Grade Level

- The percentage of ALP students who were enrolled in the middle grades (grades 6-8) has decreased from 42% in 2002-03 to 36% in 2003-04.
- Consistent with 2001-02 and 2002-03, only 2% of ALP students in 2003-04 were enrolled in grades PK through 5. Starting in grade six, the number of placements increased, peaking at grade 9. This pattern is reminiscent of the pattern seen with suspensions and expulsions.
- About 28% of all ALP students in 2003-04 were 9th graders. This figure is consistent with ALP enrollment patterns over the past several years.

ALP Placements for Students Receiving Special Education Services



Note: Fewer special education categories were used in years prior to 2001-02 therefore earlier years are not shown in the graph. Special education status data were not recorded for 2,419 ALP students in 2001-02 and 142 students in 2003-04.

Figure 41. Number of ALP Students by Special Education Status

- Approximately 20% of students in ALPs in 2003-04 were eligible for special education services. This percentage is similar to figures from previous years.
- In 2003-04, 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 6%. These figures are similar to those for 2002-03.

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Appendix A
Disciplinary Data Collection Form
2003-04

		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

- Select each column heading below for a description of that field
- See the instructions for completing the form (located on the worksheet behind this one) for a list of codes to be used for each field and their descriptions

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

Instructions for Completing the North Carolina 2003-04 Disciplinary Data Collection Form

(revised 5/15/03)

The 2003-04 Disciplinary Data Collection Form is identical to the 2002-03 form, which was redesigned in the summer of 2001 to replace two data collection forms that have been required by NCDPI 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.

All schools must submit electronic data, either using the Microsoft Excel version of the Form that is available on NCDPI'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 NCDPI 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 suspension⁶ (short- or long-term), or an expulsion occurs at your school during the 2003-04 school year, a record should be entered on this form. Less serious incidents (such as those resulting in detentions, in-school suspensions and the like) do not need to be reported on this form, unless those incidents involve a legally-reportable offense, an out-of-school suspension, or an expulsion.

What to Enter on this Form

Using the instructions beginning on page 3, please provide all required information for each offender each time he/she commits any act that (a) must be reported to law enforcement or (b) results in a student offender being suspended out-of-school or expelled. Thus, an offender who re-commits a particular act or receives these disciplinary consequences on more than one

⁶ 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).

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 property⁷ 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 NCDPI 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, 2004 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 submitted on CD, floppy disk, or other medium via a carrier that can track the package (FedEx, UPS, registered mail, etc).

⁷ "School property" includes school grounds, school buses, and the location of any school-sponsored event.

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

or

Brad McMillen
NCDPI, Division of Accountability Services
Phone: 919-807-3808 email: bmcmille@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 2003-04 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 <i>(NOTE: If the offender is not a student, you can skip to the "Offense #1" column after completing this column):</i> <p>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)</p>
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> <p>1 = Not exceptional/non-disabled 2 = Autistic 3 = Behaviorally-Emotionally Disabled 4 = Deaf-Blind 5 = Hearing Impaired 6 = Visually Impaired 7 = Educable Mentally Disabled 8 = Trainably Mentally Disabled 9 = Specific Learning Disabled 10 = Speech/Language Impaired 11 = Orthopedically Impaired 12 = Traumatic Brain Injured 13 = Multihandicapped/Multiply Disabled 14 = Developmentally Delayed 15 = Other Health Impaired</p>
Offense #1 and Offense #2	<p>Nature of the offense(s) that resulted in the disciplinary action(s) for the offender. Enter the appropriate code for the offense committed under "Offense #1". If there was a second offense committed concurrently, enter the code for that offense in the "Offense #2" column. Otherwise, leave the Offense #2 column blank. Specific definitions for each of these offenses are found on pages 7-9 of this document.</p> <p>1 = Assault resulting in serious injury 2 = Assault involving use of a weapon 3 = Assault on school personnel (<u>not</u> resulting in serious injury) 4 = Bomb threat 5 = Burning of a school building 6 = Death by other than natural causes 7 = Kidnapping 8 = Possession of alcoholic beverage 9 = Possession of controlled substance in violation of law 10 = Possession of a firearm or powerful explosive 11 = Possession of a weapon (excluding firearms and powerful explosives) 12 = Rape 13 = Robbery with a dangerous weapon 14 = Robbery without a dangerous weapon 15 = Sexual assault (not involving rape or sexual offense) 16 = Sexual offense 17 = Taking indecent liberties with a minor 18 = Other offense resulting in an out-of-school suspension or expulsion</p>

#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 only 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	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. 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>)
Other/Comments	Use this field to explain any uses of the “Other” codes for the previous fields, or to document any other clarifications or explanations associated with the data recorded for the particular offense(s).

Definitions of Offenses Required to be Reported for the 2003-04 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 Threat⁸** (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 Beverage⁹** (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.

⁸ 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.

⁹ 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.

10. Possession of a Firearm or Powerful Explosive.¹⁰ Any unauthorized person possessing on their person or within their custody or control, or storing, or carrying, whether openly or concealed, locked or unlocked, any firearm or powerful explosive, whether operable or inoperable, on school property; or bringing such a device onto school property. Persons authorized to carry weapons on school property are law enforcement officers, firefighters, and emergency service personnel *when discharging their official duties* (State law G.S. 115C-391 requires that local boards of education suspend for 365 days any student who brings a “weapon” onto school property. Weapons are defined as any gun, rifle, pistol, or other firearm of any kind, or any dynamite cartridge, bomb, grenade, mine or other powerful explosive, as defined in G.S. 14-284.1; and this does not apply to fireworks. Superintendents may modify the suspension on a case-by-case basis, but a written explanation for the decision must be included with the school’s Annual Report on School Crime and Violence). The type of any firearm(s) that is/are involved must be identified in the WEAPON USED/POSSESSED column of the Data Collection Form.

11. Possession of a Weapon. Possessing on their person or within their custody or control, storing, or carrying, by any unauthorized person, whether openly or concealed, a weapon, excluding firearms and powerful explosives, defined as follows: Any BB gun, stun gun, air rifle, air pistol, bowie knife, dirk, dagger, slingshot, 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.¹¹

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.

¹⁰ Because “Bomb Possession” involves the G.S. 14-269.2 definition of a bomb or “powerful explosive” as a **felony-level weapon** (G.S. 14-269.2 (b1)), as differentiated from a felony “firearm” weapon (G.S. 14-269.2 (b)), former definitions of “possession of a firearm” and “possession of a (misdemeanor) weapon” have been revised.

13. Robbery With a Dangerous Weapon (Armed Robbery). Theft or attempted theft of anything of value from the person of another, or from the area under the immediate bodily control of the other, by using a dangerous weapon or by an act threatening use of a dangerous weapon. A dangerous weapon is any article, instrument or substance that is likely to produce death or great bodily harm. Forceable 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.

2003-04 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 2003-04 school year.

Examples of How to Record Incidents Using the DDCF

Here are four hypothetical incidents occurring at a school during the 2003-04 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

2003-04

2003-04 Alternative Learning Program Student Data Roster

- See the instructions for completing the form (located on the worksheet behind this one) for a list of codes to be used for each field and their descriptions

16

School/Program Name _____

Name of Person Completing This Form:

Ezano *Minister*

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Comments
Student Status
Days Absent
Days Enrolled
Re-enrollment
Disciplinary Action
Why In
Adjudicated
Residence
Home School Code
LEP Status
Free/Reduced Price Lunch
EC Status
Grade Level
Birthdate
Ethnicity
Gender
Date of Entry
SSN or Other
Student ID Number
First Name
Last Name

Alternative Learning Program Student Data Roster Instruction Sheet for the 2003-2004 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 2003-04 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 = Educable Mentally Disabled 8 = Trainably Mentally Disabled 9 = Specific Learning Disabled 10 = Speech/Language Impaired 11 = Orthopedically Impaired 12 = Traumatic Brain Injured 13 = Multihandicapped/ Multiply Disable 14 = Developmentally Delayed 15 = Other Health Impaired

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
2 = Still enrolled in ALP and promoted to next grade
3 = Returned to home/regular school and remained in same grade
4 = Returned to home/regular school and promoted to next grade
5 = Graduated from high school
6 = Transferred to another school district
7 = Transferred to community college, GED program or Adult Basic Education (ABE) prior to graduation

8 = Dropped out of school (other than transferred to community college or ABE program)
9 = In training school, juvenile detention center, or jail
10 = Long-term suspension
11 = Expelled from school
12 = Left school for employment prior to graduation
13 = Left school for hospital or therapeutic residential facility
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, 2004 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

2003-04

Appendix C
2003-04 LEA and Charter School Totals of Suspensions and Expulsions by Ethnicity and Gender

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2003-04	# Long-Term Suspensions, 2003-04	# Suspensions of Unspecified Duration, 2003-04	# Expulsions, 2003-04
Alamance-Burlington (010)	Female	Asian	7	0		0
	Female	Black/Multi-racial	915	1		0
	Female	Hispanic	110	0		0
	Female	White	631	3		0
	Male	Asian	34	0		0
	Male	Black/Multi-racial	2,125	7		0
	Male	Hispanic	491	0		0
	Male	Am Indian	8	0		0
	Male	White	1,953	9		1
Alexander (020)	Female	Black/Multi-racial	37	0		0
	Female	Hispanic	5	0		0
	Female	White	112	3		0
	Male	Asian	13	0		0
	Male	Black/Multi-racial	79	1		0
	Male	Hispanic	31	0		0
	Male	Am Indian	1	0		0
	Male	White	456	3		0
Alleghany (030)	Female	White	6	0		0
	Male	Black/Multi-racial	1	0		0
	Male	Hispanic	1	0		0
	Male	White	32	0		0
Anson (040)	Female	Asian	1	0		0
	Female	Black/Multi-racial	466	4		0
	Female	Am Indian	1	0		0
	Female	White	72	0		0
	Male	Asian	3	0		0
	Male	Black/Multi-racial	992	6		0
	Male	Hispanic	8	0		0
	Male	Am Indian	8	0		0
	Male	White	163	3		0
Ashe (050)	Female	White	29	0		0
	Male	Black/Multi-racial	6	0		0
	Male	Hispanic	2	0		0
	Male	White	108	0	1	0
Avery (060)	Female	White	35	0		0
	Male	Hispanic	4	0		0
	Male	White	170	0		0

Appendix C
2003-04 LEA and Charter School Totals of Suspensions and Expulsions by Ethnicity and Gender

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2003-04	# Long-Term Suspensions, 2003-04	# Suspensions of Unspecified Duration, 2003-04	# Expulsions, 2003-04
Beaufort (070)	Female	Unspecified	1	0		0
	Female	Black/Multi-racial	516	1		0
	Female	Hispanic	8	0		0
	Female	White	156	0		0
	Male	Black/Multi-racial	1,265	1		1
	Male	Hispanic	41	0		0
	Male	White	509	2		0
Bertie (080)						
	Female	Black/Multi-racial	54	0		0
	Female	White	1	0		0
	Male	Black/Multi-racial	251	0		0
	Male	Am Indian	1	0		0
Bladen (090)	Male	White	27	0		0
	Female	Black/Multi-racial	24	0		0
	Female	White	8	0		0
	Male	Black/Multi-racial	85	0	5	3
Brunswick (100)	Male	White	37	1	1	1
	Female	Black/Multi-racial	229	2		0
	Female	Hispanic	7	0		0
	Female	Am Indian	5	0		0
	Female	Other	17	0		0
	Female	White	272	6	1	0
	Male	Asian	3	0		0
	Male	Black/Multi-racial	685	3	2	0
	Male	Hispanic	33	0		0
	Male	Am Indian	8	0		0
Buncombe (110)	Male	Other	27	0		0
	Male	White	998	4	5	0
	Unspecified	White	1	0		0
	Female	Unspecified	1	0		0
	Female	Asian	5	0		0
	Female	Black/Multi-racial	222	4		0
	Female	Hispanic	13	0		0
	Female	Am Indian	8	0		0
	Female	White	735	3		0
	Male		4	0		0
	Male	Asian	21	0		0
	Male	Black/Multi-racial	470	10		0

Appendix C
2003-04 LEA and Charter School Totals of Suspensions and Expulsions by Ethnicity and Gender

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2003-04	# Long-Term Suspensions, 2003-04	# Suspensions of Unspecified Duration, 2003-04	# Expulsions, 2003-04
Asheville City (111)	Female	Black/Multi-racial	377	5		1
	Female	Hispanic	8	1		0
	Female	White	55	1		0
	Male	Black/Multi-racial	733	9	1	1
	Male	Hispanic	17	0		0
	Male	White	185	2		0
Burke (120)	Female	Asian	11	0		0
	Female	Black/Multi-racial	53	0		0
	Female	Hispanic	13	0		0
	Female	Other	10	0		0
	Female	White	338	0	3	0
	Male	Asian	74	0		0
	Male	Black/Multi-racial	157	0	2	0
	Male	Hispanic	61	0		0
	Male	Other	35	0		0
	Male	White	1,168	1	9	1
Cabarrus (130)	Female	Asian	2	0		0
	Female	Black/Multi-racial	547	20	9	0
	Female	Hispanic	42	6		0
	Female	Am Indian	3	0		0
	Female	White	553	14	7	0
	Male	Asian	7	0		0
	Male	Black/Multi-racial	1,205	50	12	0
	Male	Hispanic	189	8	1	0
	Male	Am Indian	5	0		0
	Male	White	1,608	49	30	2
Kannapolis City (132)	Female	Black/Multi-racial	181	0		0
	Female	Hispanic	17	0		0
	Female	White	77	0		0
	Male	Asian	7	0		0
	Male	Black/Multi-racial	438	4		0
	Male	Hispanic	94	1		0
	Male	White	329	3		0
Caldwell (140)	Female	Black/Multi-racial	66	0		0
	Female	Hispanic	5	0		0
	Female	White	301	6		0
	Male	Asian	5	1		0
	Male	Black/Multi-racial	219	1	2	0
	Male	Hispanic	19	1		0
	Male	Am Indian	0	0		0

Appendix C
2003-04 LEA and Charter School Totals of Suspensions and Expulsions by Ethnicity and Gender

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2003-04	# Long-Term Suspensions, 2003-04	# Suspensions of Unspecified Duration, 2003-04	# Expulsions, 2003-04
	Male	White	964	15	3	0
Camden (150)	Female	Black/Multi-racial	23	0		0
	Female	White	33	0		0
	Male	Black/Multi-racial	39	0		0
	Male	White	99	1		0
Carteret (160)	Female	Asian	1	0		0
	Female	Black/Multi-racial	50	0		0
	Female	Hispanic	9	0		0
	Female	White	212	2		0
	Male	Asian	1	0		0
	Male	Black/Multi-racial	233	1		0
	Male	Hispanic	38	0		0
	Male	Am Indian	5	0		0
	Male	White	1,005	4		2
Caswell (170)			3	0		0
	Female	Black/Multi-racial	109	0	1	2
	Female	Hispanic	6	0		0
	Female	White	63	0	1	0
	Male	Black/Multi-racial	257	0	4	1
	Male	Hispanic	7	0		0
	Male	Other	2	0		0
	Male	White	217	0		0
Catawba (180)	Female	Asian	8	0		0
	Female	Black/Multi-racial	86	0		0
	Female	Hispanic	15	0		0
	Female	Am Indian	1	0		0
	Female	White	258	0		0
	Male	Asian	33	0		0
	Male	Black/Multi-racial	274	0		0
	Male	Hispanic	59	0		0
	Male	Am Indian	4	0		0
	Male	White	895	1	1	0
Hickory City (181)	Female	Asian	3	0		0
	Female	Black/Multi-racial	265	0		0
	Female	Hispanic	21	0		0
	Female	White	127	0		0
	Male	Asian	24	0		0
	Male	Black/Multi-racial	555	0		0
	Male	Hispanic	110	0		0
	Male	Am Indian	8	0		0

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2003-04 LEA and Charter School Totals of Suspensions and Expulsions by Ethnicity and Gender

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2003-04	# Long-Term Suspensions, 2003-04	# Suspensions of Unspecified Duration, 2003-04	# Expulsions, 2003-04
	Male	White	367	0		0
Newton-Conover City (182)	Female	Black/Multi-racial	66	0		0
	Female	Hispanic	7	0		0
	Female	White	75	0		0
	Male	Asian	4	0		0
	Male	Black/Multi-racial	118	0		0
	Male	Hispanic	34	0		0
	Male	White	161	0		0
Chatham (190)	Female	Black/Multi-racial	115	1		0
	Female	Hispanic	20	1		0
	Female	Am Indian	1	0		0
	Female	White	91	1		0
	Male	Asian	4	0		0
	Male	Black/Multi-racial	354	6		0
	Male	Hispanic	61	1		0
	Male	Am Indian	1	0		0
	Male	White	454	6	1	0
Cherokee (200)	Female	Black/Multi-racial	5	0		0
	Female	White	31	0		0
	Male	Black/Multi-racial	7	0		0
	Male	Hispanic	3	0		0
	Male	Am Indian	3	0		0
	Male	White	165	0		0
Edenton/Chowan (210)	Female	Black/Multi-racial	148	1		0
	Female	White	13	0		0
	Male	Black/Multi-racial	283	7		0
	Male	Hispanic	1	0		0
	Male	White	124	2	1	0
Clay (220)	Female	White	3	0		0
	Male	Hispanic	1	0		0
	Male	White	2	4		0
Cleveland (230)	Female	Asian	1	0		0
	Female	Black/Multi-racial	210	1		0
	Female	Hispanic	9	0		0
	Female	Other	6	0		0
	Female	White	290	0		0
	Male	Asian	4	0		0
	Male	Black/Multi-racial	536	0	3	0
	Male	Hispanic	25	0		0

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2003-04 LEA and Charter School Totals of Suspensions and Expulsions by Ethnicity and Gender

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2003-04	# Long-Term Suspensions, 2003-04	# Suspensions of Unspecified Duration, 2003-04	# Expulsions, 2003-04
	Male	Other	13	0		0
	Male	White	850	2		0
Kings Mountain City (231)	Female	Asian	1	0		0
	Female	Black/Multi-racial	185	0		0
	Female	Hispanic	5	0		0
	Female	Other	5	0		0
	Female	White	293	1	1	3
	Male	Asian	17	0		0
	Male	Black/Multi-racial	483	0	1	6
	Male	Hispanic	21	0		0
	Male	Am Indian	10	0		0
	Male	Other	10	0		0
	Male	White	923	3	2	4
Shelby City (232)	Female	Black/Multi-racial	455	3	3	4
	Female	Hispanic	12	0		0
	Female	Other	7	0		0
	Female	White	34	0	1	0
	Male	Black/Multi-racial	646	0	2	0
	Male	Hispanic	25	1		0
	Male	Other	27	0		0
	Male	White	77	0		0
Columbus (240)	Female	Black/Multi-racial	248	0		0
	Female	Hispanic	3	0		0
	Female	Am Indian	4	0		0
	Female	White	51	0		0
	Male	Black/Multi-racial	468	0	1	0
	Male	Hispanic	15	0		0
	Male	Am Indian	30	0		0
	Male	White	208	0	1	0
Whiteville City (241)	Female	Black/Multi-racial	47	0		0
	Female	Hispanic	2	0		0
	Female	White	18	2		0
	Male	Black/Multi-racial	183	7		0
	Male	White	78	1		0
Craven (250)	Female	Asian	12	0		0
	Female	Black/Multi-racial	774	0		0
	Female	Hispanic	29	0		0
	Female	Am Indian	6	0		0
	Female	Other	13	0		0
	Female	White	363	2	1	0

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2003-04 LEA and Charter School Totals of Suspensions and Expulsions by Ethnicity and Gender

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2003-04	# Long-Term Suspensions, 2003-04	# Suspensions of Unspecified Duration, 2003-04	# Expulsions, 2003-04
	Male	Asian	11	0		0
	Male	Black/Multi-racial	1,599	10	1	1
	Male	Hispanic	52	0		0
	Male	Am Indian	6	0		0
	Male	Other	52	0		0
	Male	White	1,023	0	1	0
Cumberland (260)	Female	Asian	17	0		0
	Female	Black/Multi-racial	2,292	146		0
	Female	Hispanic	104	10		0
	Female	Am Indian	41	6		0
	Female	Other	5	1		0
	Female	White	508	40		0
	Male	Asian	52	3		0
	Male	Black/Multi-racial	5,503	405		0
	Male	Hispanic	261	18		0
	Male	Am Indian	127	16		0
	Male	Other	21	0		0
	Male	White	1,866	150		0
Currituck (270)	Female	Black/Multi-racial	20	0		0
	Female	White	139	3		0
	Male	Asian	8	0		0
	Male	Black/Multi-racial	80	1		0
	Male	Hispanic	5	0		0
	Male	Other	1	0		0
	Male	White	355	7		0
Dare (280)	Female	Black/Multi-racial	10	0		0
	Female	Hispanic	2	0		0
	Female	White	77	0		0
	Male	Black/Multi-racial	36	0		0
	Male	Hispanic	7	0		0
	Male	White	213	2		1
Davidson (290)	Female	Asian	2	0		0
	Female	Black/Multi-racial	36	0		0
	Female	Hispanic	16	1		0
	Female	Am Indian	1	0		0
	Female	White	715	1		0
	Male	Asian	17	0		0
	Male	Black/Multi-racial	118	0		0
	Male	Hispanic	30	0		0
	Male	Am Indian	16	0		0
	Male	Other	6	0		0

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2003-04 LEA and Charter School Totals of Suspensions and Expulsions by Ethnicity and Gender

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2003-04	# Long-Term Suspensions, 2003-04	# Suspensions of Unspecified Duration, 2003-04	# Expulsions, 2003-04
	Male	White	2,463	7		0
Lexington City (291)	Female	Asian	4	0		0
	Female	Black/Multi-racial	161	7		0
	Female	Hispanic	32	0		0
	Female	Other	19	0		0
	Female	White	47	1	1	0
	Male	Asian	40	1		0
	Male	Black/Multi-racial	397	4	1	0
	Male	Hispanic	66	3		0
	Male	Other	46	0	2	0
	Male	White	217	3	1	0
Thomasville City (292)	Female	Black/Multi-racial	99	1		1
	Female	Hispanic	7	0		0
	Female	Other	1	0		0
	Female	White	27	1		0
	Male	Asian	10	0		0
	Male	Black/Multi-racial	359	2		0
	Male	Hispanic	28	1		0
	Male	White	148	0		0
Davie (300)	Female	Black/Multi-racial	25	0		0
	Female	Hispanic	3	0		0
	Female	White	51	0		0
	Male	Black/Multi-racial	62	0	1	1
	Male	Hispanic	26	0		0
	Male	White	244	0		2
Duplin (310)	Female	Black/Multi-racial	638	0		0
	Female	Hispanic	111	0		0
	Female	Am Indian	1	0		0
	Female	Other	1	0		0
	Female	White	115	0		0
	Male	Black/Multi-racial	1,411	0	1	0
	Male	Hispanic	394	0		0
	Male	White	596	0	1	1
Durham (320)	Female	Asian	1	0		0
	Female	Black/Multi-racial	2,469	7		0
	Female	Hispanic	90	0		0
	Female	Am Indian	1	0		0
	Female	White	198	2		0
	Male	Asian	10	1		0
	Male	Black/Multi-racial	5,951	42		3

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2003-04 LEA and Charter School Totals of Suspensions and Expulsions by Ethnicity and Gender

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2003-04	# Long-Term Suspensions, 2003-04	# Suspensions of Unspecified Duration, 2003-04	# Expulsions, 2003-04
	Male	Hispanic	412	10		0
	Male	Am Indian	4	0		0
	Male	White	607	9		0
Edgecombe (330)	Female	Black/Multi-racial	870	5	3	0
	Female	Hispanic	5	0		0
	Female	Am Indian	1	0		0
	Female	White	146	1	1	0
	Male	Asian	3	0		0
	Male	Black/Multi-racial	2,118	1	4	0
	Male	Hispanic	60	0	1	0
	Male	Am Indian	7	0		0
	Male	Other	2	0		0
	Male	White	744	1	1	0
Winston-Salem/Forsyth (340)	Female	Asian	5	0		0
	Female	Black/Multi-racial	3,360	6		2
	Female	Hispanic	215	2		0
	Female	Am Indian	5	0		0
	Female	White	679	4		3
	Male	Asian	48	1		0
	Male	Black/Multi-racial	7,128	45	8	23
	Male	Hispanic	913	7		6
	Male	Am Indian	35	0		0
	Male	White	2,298	32		17
Franklin (350)	Female	Black/Multi-racial	385	4	1	3
	Female	Hispanic	23	0		0
	Female	Am Indian	4	1		0
	Female	White	137	3		0
	Male		1	0		0
	Male	Asian	3	0		0
	Male	Black/Multi-racial	838	12	1	1
	Male	Hispanic	89	2		0
	Male	Other	1	0		0
	Male	White	551	14		1
Gaston (360)	Female	Asian	5	0		0
	Female	Black/Multi-racial	1,165	5		0
	Female	Hispanic	54	0		0
	Female	Am Indian	4	0		0
	Female	Other	21	0		0
	Female	White	1,651	14	1	0
	Male	Asian	25	0		0
	Male	Black/Multi-racial	2,618	17		0

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2003-04 LEA and Charter School Totals of Suspensions and Expulsions by Ethnicity and Gender

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2003-04	# Long-Term Suspensions, 2003-04	# Suspensions of Unspecified Duration, 2003-04	# Expulsions, 2003-04
	Male	Hispanic	200	1		0
	Male	Am Indian	25	0		0
	Male	Other	77	0		0
	Male	White	4,267	23		0
Gates (370)	Female	Black/Multi-racial	50	0		0
	Female	White	55	0		2
	Male	Black/Multi-racial	150	1		0
	Male	Hispanic	1	0		0
	Male	White	156	0		4
Graham (380)	Female	Asian	1	0		0
	Female	White	34	0	8	0
	Male	Asian	6	0		0
	Male	Am Indian	0	0	1	0
	Male	White	56	0	45	0
Granville (390)	Female	Asian	1	0		0
	Female	Black/Multi-racial	403	12		0
	Female	Hispanic	11	0		0
	Female	Am Indian	2	0		0
	Female	White	144	3		0
	Male	Unspecified	1	0		0
	Male	Asian	5	0		0
	Male	Black/Multi-racial	1,156	40		2
	Male	Hispanic	22	0		0
	Male	White	585	9		2
Greene (400)	Female	Black/Multi-racial	259	0		0
	Female	Hispanic	13	0		0
	Female	White	34	0		0
	Male	Asian	3	0		0
	Male	Black/Multi-racial	758	0		0
	Male	Hispanic	74	0		0
	Male	White	137	0		0
Guilford (410)	Female	Asian	33	0		0
	Female	Black/Multi-racial	2,815	119		0
	Female	Hispanic	68	1		0
	Female	Am Indian	30	3		0
	Female	White	556	17		0
	Male	Asian	126	6		0
	Male	Black/Multi-racial	6,864	327		0
	Male	Hispanic	253	2		0
	Male	Am Indian	98	5		0

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2003-04 LEA and Charter School Totals of Suspensions and Expulsions by Ethnicity and Gender

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2003-04	# Long-Term Suspensions, 2003-04	# Suspensions of Unspecified Duration, 2003-04	# Expulsions, 2003-04
	Male	White	2,084	74	1	0
Halifax (420)	Female	Black/Multi-racial	345	0		0
	Female	Am Indian	6	0		0
	Female	White	5	0		0
	Male	Asian	7	0		0
	Male	Black/Multi-racial	938	10		0
	Male	Am Indian	74	1		0
	Male	Other	1	0		0
	Male	White	47	1		0
Roanoke Rapids City (421)	Female	Black/Multi-racial	74	0	2	0
	Female	Other	5	0	1	0
	Female	White	87	0	6	0
	Male	Asian	1	0		0
	Male	Black/Multi-racial	145	0	8	0
	Male	Hispanic	16	0		0
	Male	Other	9	0	1	0
	Male	White	259	0	11	0
Weldon City (422)	Unspecified	Black/Multi-racial	0	0	1	0
	Female	Black/Multi-racial	88	0		0
	Female	White	2	0		0
	Male	Black/Multi-racial	259	1	1	0
	Male	Other	1	0		0
	Male	White	2	0		0
Harnett (430)	Female	Asian	2	0		0
	Female	Black/Multi-racial	518	7		0
	Female	Hispanic	39	0		0
	Female	Am Indian	5	0		0
	Female	White	275	3		0
	Male	Unspecified	2	0		0
	Male	Asian	6	0		0
	Male	Black/Multi-racial	1,100	31		0
	Male	Hispanic	128	3		1
	Male	Am Indian	16	1		0
	Male	White	903	15		1
Haywood (440)	Female	Black/Multi-racial	9	0		0
	Female	Hispanic	3	1		0
	Female	Am Indian	7	0		0
	Female	White	288	20	2	0
	Male	Asian	0	0		0
	Male	Black/Multi-racial	27	0		0

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2003-04 LEA and Charter School Totals of Suspensions and Expulsions by Ethnicity and Gender

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2003-04	# Long-Term Suspensions, 2003-04	# Suspensions of Unspecified Duration, 2003-04	# Expulsions, 2003-04
	Male	Hispanic	10	0		0
	Male	Am Indian	2	0		0
	Male	White	770	56	6	0
Henderson (450)	Unspecified	White	0	1		0
	Female	Black/Multi-racial	51	0		0
	Female	Hispanic	32	0		0
	Female	Am Indian	1	0		0
	Female	Other	1	0		0
	Female	White	170	1	2	0
	Male	Asian	1	0		0
	Male	Black/Multi-racial	183	0		0
	Male	Hispanic	122	4		0
	Male	White	701	4	1	0
Hertford (460)	Female	Black/Multi-racial	605	1		0
	Female	Am Indian	1	0		0
	Female	Other	1	0		0
	Female	White	53	0		0
	Male	Black/Multi-racial	1,028	3		1
	Male	Hispanic	3	0		0
	Male	Am Indian	3	0		0
	Male	Other	1	0		0
	Male	White	93	0		0
Hoke (470)	Female	Asian	27	0		0
	Female	Black/Multi-racial	216	10		0
	Female	Hispanic	0	1		0
	Female	Am Indian	38	4		0
	Female	White	31	1		0
	Male	Asian	64	6		0
	Male	Black/Multi-racial	560	22	2	0
	Male	Hispanic	26	2		0
	Male	Am Indian	63	9		0
	Male	Other	1	0		0
	Male	White	175	6		0
Hyde (480)	Female	Black/Multi-racial	31	1		0
	Female	Hispanic	1	0		0
	Female	White	9	0		0
	Male	Black/Multi-racial	61	2		1
	Male	Hispanic	4	0		0
	Male	White	43	0	1	0
Iredell-Statesville (490)	Female	Asian	10	0		0

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2003-04 LEA and Charter School Totals of Suspensions and Expulsions by Ethnicity and Gender

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2003-04	# Long-Term Suspensions, 2003-04	# Suspensions of Unspecified Duration, 2003-04	# Expulsions, 2003-04
	Female	Black/Multi-racial	427	0		1
	Female	Hispanic	29	0		0
	Female	White	532	0		0
	Male	Asian	26	0		0
	Male	Black/Multi-racial	1,092	0		2
	Male	Hispanic	163	0		0
	Male	White	1,795	1	4	0
Mooresville City (491)	Female	Black/Multi-racial	120	0		0
	Female	Hispanic	1	0		0
	Female	Other	4	0		0
	Female	White	146	1		0
	Male	Asian	4	0		0
	Male	Black/Multi-racial	409	2		0
	Male	Hispanic	29	0		0
	Male	Other	4	0		0
	Male	White	518	4	1	0
Jackson (500)	Female	Unspecified	1	0		0
	Female	Black/Multi-racial	2	0		0
	Female	Hispanic	5	0		0
	Female	Am Indian	28	0		0
	Female	White	113	0		0
	Male	Black/Multi-racial	30	0		0
	Male	Hispanic	12	0		0
	Male	Am Indian	108	0		0
	Male	White	334	0		0
Johnston (510)	Female	Asian	4	0		0
	Female	Black/Multi-racial	728	10		0
	Female	Hispanic	103	0		0
	Female	Am Indian	3	0		0
	Female	Other	2	0		0
	Female	White	525	6		0
	Male	Asian	9	1		0
	Male	Black/Multi-racial	2,145	21		0
	Male	Hispanic	455	7		0
	Male	Am Indian	8	0		0
	Male	Other	7	0		0
	Male	White	2,114	20		0
Jones (520)	Female	Black/Multi-racial	30	0		0
	Female	White	13	0		0
	Male	Black/Multi-racial	126	1		0
	Male	Hispanic	4	0		0

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2003-04 LEA and Charter School Totals of Suspensions and Expulsions by Ethnicity and Gender

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2003-04	# Long-Term Suspensions, 2003-04	# Suspensions of Unspecified Duration, 2003-04	# Expulsions, 2003-04
	Male	White	58	0		0
Lee (530)	Female	Asian	1	0		0
	Female	Black/Multi-racial	216	1	1	0
	Female	Hispanic	68	0	1	0
	Female	Other	1	0		0
	Female	White	156	0		0
	Male	Asian	3	1		0
	Male	Black/Multi-racial	791	8	4	0
	Male	Hispanic	317	2		0
	Male	Am Indian	3	0		0
	Male	Other	15	0		0
	Male	White	622	6	1	0
Lenoir (540)	Unspecified	Black/Multi-racial	12	0		0
	Unspecified	White	2	0		0
	Female	Black/Multi-racial	640	1	2	0
	Female	Hispanic	24	0		0
	Female	Am Indian	1	0		0
	Female	White	126	5	2	0
	Male	Asian	1	0		0
	Male	Black/Multi-racial	1,525	6		0
	Male	Hispanic	38	0		0
	Male	White	451	4		0
Lincoln (550)	Female	Black/Multi-racial	174	0		0
	Female	Hispanic	24	0		0
	Female	Am Indian	4	0		0
	Female	Other	5	0		0
	Female	White	402	0	1	0
	Male	Asian	2	0		0
	Male	Black/Multi-racial	276	0	1	0
	Male	Hispanic	98	0		0
	Male	Am Indian	10	0		0
	Male	Other	13	0		0
	Male	White	1,482	3		0
Macon (560)	Female	Black/Multi-racial	2	0		0
	Female	Hispanic	1	0		0
	Female	Other	1	0		0
	Female	White	83	1		0
	Male	Black/Multi-racial	15	0		0
	Male	Hispanic	5	0		0
	Male	Am Indian	2	0		0
	Male	White	245	0		0

Appendix C
2003-04 LEA and Charter School Totals of Suspensions and Expulsions by Ethnicity and Gender

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2003-04	# Long-Term Suspensions, 2003-04	# Suspensions of Unspecified Duration, 2003-04	# Expulsions, 2003-04
Madison (570)	Female	White	45	0		0
	Male	Black/Multi-racial	1	0		0
	Male	Hispanic	1	0		0
	Male	White	289	1	2	4
Martin (580)	Female	Black/Multi-racial	353	0		0
	Female	Hispanic	1	0		0
	Female	Other	3	0		0
	Female	White	51	0		0
	Male	Black/Multi-racial	923	3		0
	Male	Hispanic	8	0		0
	Male	White	216	0		0
McDowell (590)	Female	Black/Multi-racial	4	0		0
	Female	Hispanic	3	0		0
	Female	White	61	1		4
	Male	Asian	1	0		0
	Male	Black/Multi-racial	13	0		0
	Male	Hispanic	4	0		0
	Male	White	150	5		6
Charlotte-Mecklenburg (600)	Unspecified	Black/Multi-racial	1	0		0
	Female	Asian	66	0		1
	Female	Black/Multi-racial	9,010	14	10	11
	Female	Hispanic	370	0	1	0
	Female	Am Indian	51	0		0
	Female	Other	295	0		0
	Female	White	1,368	1	2	1
	Male	Unspecified	1	0		0
	Male	Asian	209	0	1	0
	Male	Black/Multi-racial	19,985	17	28	18
	Male	Hispanic	1,411	1		1
	Male	Am Indian	153	0		0
	Male	Other	533	0	1	1
	Male	White	3,920	6	8	11
Mitchell (610)	Female	Black/Multi-racial	1	0		0
	Female	White	28	2		0
	Male	Black/Multi-racial	1	0		0
	Male	Hispanic	4	0		0
	Male	White	62	2		0
Montgomery (620)	Female	Black/Multi-racial	88	0	1	0
	Female	Hispanic	23	0	1	0

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2003-04 LEA and Charter School Totals of Suspensions and Expulsions by Ethnicity and Gender

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2003-04	# Long-Term Suspensions, 2003-04	# Suspensions of Unspecified Duration, 2003-04	# Expulsions, 2003-04
Charlotte (1,120)	Female	White	125	0		0
	Male	Asian	4	0		0
	Male	Black/Multi-racial	300	0		0
	Male	Hispanic	39	0		0
	Male	White	271	0	1	0
Moore (630)	Unspecified	Unspecified	1	0		0
	Female	Unspecified	0	0		0
	Female	Asian	0	0		0
	Female	Black/Multi-racial	299	0	7	2
	Female	Hispanic	19	0		0
	Female	Am Indian	4	0		0
	Female	Other	1	0		0
	Female	White	109	0	1	0
	Male	Unspecified	2	0		0
	Male	Asian	8	0	1	0
	Male	Black/Multi-racial	613	3	5	1
	Male	Hispanic	51	0	1	0
	Male	Am Indian	22	0		0
	Male	Other	2	0		0
	Male	White	457	0	6	0
Nash-Rocky Mount (640)	Female	Asian	2	0		0
	Female	Black/Multi-racial	958	3	2	0
	Female	Hispanic	20	0		0
	Female	White	130	0		0
	Male	Unspecified	1	0		0
	Male	Asian	16	0		0
	Male	Black/Multi-racial	2,342	14	5	0
	Male	Hispanic	102	0	1	0
	Male	Am Indian	1	0		0
	Male	Other	3	0		0
	Male	White	625	2	4	0
New Hanover (650)	Female	Asian	4	0		0
	Female	Black/Multi-racial	972	3	1	0
	Female	Hispanic	24	0		0
	Female	Am Indian	8	0		0
	Female	Other	48	1	1	0
	Female	White	421	0	1	0
	Male	Asian	11	0		0
	Male	Black/Multi-racial	1,758	5	3	1
	Male	Hispanic	53	0		0
	Male	Am Indian	10	0		0
	Male	Other	132	0		0

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2003-04 LEA and Charter School Totals of Suspensions and Expulsions by Ethnicity and Gender

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2003-04	# Long-Term Suspensions, 2003-04	# Suspensions of Unspecified Duration, 2003-04	# Expulsions, 2003-04
	Male	White	1,179	3	6	0
Northampton (660)	Female	Black/Multi-racial	202	0		1
	Female	Hispanic	1	0		0
	Female	White	27	0		0
	Male	Black/Multi-racial	737	0	1	0
	Male	Hispanic	1	0		0
	Male	White	89	0		0
Onslow (670)	Female	Asian	2	0		0
	Female	Black/Multi-racial	322	0		0
	Female	Hispanic	29	1		0
	Female	Am Indian	5	0		0
	Female	Other	1	0		0
	Female	White	233	1		0
	Male	Asian	18	1		0
	Male	Black/Multi-racial	948	9		0
	Male	Hispanic	139	0		0
	Male	Am Indian	7	0		0
	Male	White	1,097	2		0
Orange (680)	Female	Black/Multi-racial	88	0		0
	Female	Hispanic	2	0		0
	Female	White	65	0		0
	Male	Black/Multi-racial	323	2		1
	Male	Hispanic	10	0		0
	Male	Am Indian	6	0		0
	Male	White	346	2	1	0
Chapel Hill-Carrboro (681)	Female	Black/Multi-racial	82	0		0
	Female	Hispanic	6	1		0
	Female	White	29	0		0
	Male	Asian	7	0		0
	Male	Black/Multi-racial	235	6		0
	Male	Hispanic	52	3	1	1
	Male	White	172	6		0
Pamlico (690)	Female	Black/Multi-racial	68	0		0
	Female	White	46	0		0
	Male	Black/Multi-racial	144	0		0
	Male	Hispanic	1	0		0
	Male	White	170	0		0
Elizabeth City-Pasq. (700)	Female	Asian	6	0		0
	Female	Black/Multi-racial	421	0		0

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2003-04 LEA and Charter School Totals of Suspensions and Expulsions by Ethnicity and Gender

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2003-04	# Long-Term Suspensions, 2003-04	# Suspensions of Unspecified Duration, 2003-04	# Expulsions, 2003-04
	Female	Hispanic	1	0		0
	Female	White	180	0		0
	Male	Asian	2	0		0
	Male	Black/Multi-racial	1,190	0		0
	Male	Hispanic	13	0		0
	Male	White	542	0		0
Pender (710)	Female	Black/Multi-racial	275	0	1	0
	Female	Hispanic	10	0		0
	Female	White	168	2		1
	Male	Asian	9	0		0
	Male	Black/Multi-racial	827	7	1	1
	Male	Hispanic	41	2		0
	Male	Am Indian	1	0		0
	Male	White	813	6	1	2
Perquimans (720)	Female	Unspecified	1	0		0
	Female	Black/Multi-racial	71	0		0
	Female	Hispanic	3	0		0
	Female	White	66	0		0
	Male	Black/Multi-racial	237	1		0
	Male	Hispanic	4	0		0
	Male	Am Indian	5	0		0
	Male	Other	1	0		0
	Male	White	182	2		0
Person (730)	Female	Black/Multi-racial	248	2	1	0
	Female	Hispanic	1	0	1	0
	Female	Am Indian	4	0		0
	Female	White	81	0	1	0
	Male	Black/Multi-racial	544	0	17	0
	Male	Hispanic	12	0	1	0
	Male	White	360	0	5	0
Pitt (740)	Female	Asian	1	0		0
	Female	Black/Multi-racial	2,382	30		0
	Female	Hispanic	23	0		0
	Female	Am Indian	1	0		0
	Female	White	313	7		0
	Male	Asian	12	0		0
	Male	Black/Multi-racial	5,313	87		1
	Male	Hispanic	140	3		0
	Male	Am Indian	3	0		0
	Male	White	1,253	22		0

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2003-04 LEA and Charter School Totals of Suspensions and Expulsions by Ethnicity and Gender

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2003-04	# Long-Term Suspensions, 2003-04	# Suspensions of Unspecified Duration, 2003-04	# Expulsions, 2003-04
Polk (750)	Female	Black/Multi-racial	12	0		0
	Female	Hispanic	1	0		0
	Female	White	53	0		0
	Male	Black/Multi-racial	27	0		0
	Male	Hispanic	5	0		0
	Male	White	122	1		1
Randolph (760)	Female	Black/Multi-racial	31	1		0
	Female	Hispanic	7	0		0
	Female	White	176	6		0
	Male	Asian	2	0		0
	Male	Black/Multi-racial	85	1		0
	Male	Hispanic	57	1		0
	Male	Am Indian	14	2		0
	Male	White	749	26		0
Asheboro City (761)	Female	Asian	1	0		0
	Female	Black/Multi-racial	61	0		0
	Female	Hispanic	39	0		0
	Female	White	45	0		0
	Male	Asian	2	0		0
	Male	Black/Multi-racial	173	1		0
	Male	Hispanic	101	0		0
	Male	White	224	0		0
Richmond (770)	Female	Black/Multi-racial	340	0		0
	Female	Hispanic	4	0		0
	Female	Am Indian	11	0		0
	Female	White	167	1		0
	Male	Asian	1	1		0
	Male	Black/Multi-racial	769	14	2	1
	Male	Hispanic	11	0		0
	Male	Am Indian	34	0		0
Robeson (780)	Male	White	489	1		0
	Female	Asian	1	0		0
	Female	Black/Multi-racial	963	7		0
	Female	Hispanic	55	2		0
	Female	Am Indian	1,216	8		0
	Female	White	332	2		0
	Male	Asian	14	0		0
	Male	Black/Multi-racial	2,529	25		0
	Male	Hispanic	122	1		0
	Male	Am Indian	2,804	38		0
	Male	White	834	14		0

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2003-04 LEA and Charter School Totals of Suspensions and Expulsions by Ethnicity and Gender

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2003-04	# Long-Term Suspensions, 2003-04	# Suspensions of Unspecified Duration, 2003-04	# Expulsions, 2003-04
Rockingham (790)	Female	Asian	1	0		0
	Female	Black/Multi-racial	414	0	1	1
	Female	Hispanic	15	0		0
	Female	Am Indian	5	0		0
	Female	Other	17	0		0
	Female	White	458	0	6	0
	Male	Asian	1	0		0
	Male	Black/Multi-racial	968	0	6	1
	Male	Hispanic	72	0		0
	Male	Am Indian	9	0		0
	Male	Other	39	0		0
	Male	White	1,330	0	18	1
Rowan-Salisbury (800)	Female	Asian	3	0		0
	Female	Black/Multi-racial	1,210	1	7	0
	Female	Hispanic	57	0		0
	Female	Am Indian	1	0		0
	Female	White	722	4	11	0
	Male	Asian	14	0		0
	Male	Black/Multi-racial	2,445	1	33	0
	Male	Hispanic	175	0	3	0
	Male	Am Indian	15	0	1	0
	Male	White	2,291	11	39	0
Rutherford (810)	Unspecified	White	1	0		0
	Female	Unspecified	1	0		0
	Female	Black/Multi-racial	133	2	1	0
	Female	Hispanic	7	0		0
	Female	White	238	6		0
	Male	Unspecified	4	0		0
	Male	Black/Multi-racial	403	7	1	0
	Male	Hispanic	43	0		0
	Male	Am Indian	1	0		0
	Male	White	969	12	4	0
Sampson (820)	Female	Black/Multi-racial	169	0		0
	Female	Hispanic	25	0		0
	Female	White	127	0		0
	Male	Asian	2	0		0
	Male	Black/Multi-racial	696	2		0
	Male	Hispanic	124	0		0
	Male	Am Indian	17	0		0
	Male	Other	2	0		0
	Male	White	610	0		0

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2003-04 LEA and Charter School Totals of Suspensions and Expulsions by Ethnicity and Gender

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2003-04	# Long-Term Suspensions, 2003-04	# Suspensions of Unspecified Duration, 2003-04	# Expulsions, 2003-04
Clinton City (821)	Female	Black/Multi-racial	258	0	1	0
	Female	Hispanic	15	0		0
	Female	Am Indian	2	0		0
	Female	Other	5	0		0
	Female	White	52	0		0
	Male	Asian	1	0		0
	Male	Black/Multi-racial	651	2	4	2
	Male	Hispanic	39	0		0
	Male	Am Indian	2	0		0
	Male	Other	1	0		0
	Male	White	170	0		0
Scotland (830)	Unspecified	Black/Multi-racial	3	1		0
	Female	Black/Multi-racial	606	10	1	0
	Female	Hispanic	6	0		0
	Female	Am Indian	72	1		0
	Female	Other	2	0		0
	Female	White	134	1		0
	Male	Asian	3	0		0
	Male	Black/Multi-racial	1,444	22	3	0
	Male	Hispanic	3	0		0
	Male	Am Indian	222	7	1	0
	Male	Other	12	0		0
	Male	White	475	10		0
Stanly (840)	Female	Asian	13	1		0
	Female	Black/Multi-racial	313	1		0
	Female	Hispanic	14	0		0
	Female	Am Indian	5	0		0
	Female	White	413	0		0
	Male	Asian	37	0		0
	Male	Black/Multi-racial	818	9		0
	Male	Hispanic	53	0		0
	Male	Am Indian	6	0		0
	Male	White	1,488	7		0
Stokes (850)	Female	Black/Multi-racial	14	0		0
	Female	Hispanic	4	0		1
	Female	White	125	3	1	0
	Male	Asian	1	0		0
	Male	Black/Multi-racial	47	0		0
	Male	Hispanic	5	0		0
	Male	Am Indian	3	0		0
	Male	White	387	5	1	0

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2003-04 LEA and Charter School Totals of Suspensions and Expulsions by Ethnicity and Gender

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2003-04	# Long-Term Suspensions, 2003-04	# Suspensions of Unspecified Duration, 2003-04	# Expulsions, 2003-04
Surry (860)	Female	Asian	1	0		0
	Female	Black/Multi-racial	30	0		0
	Female	Hispanic	18	0		0
	Female	Am Indian	1	0		0
	Female	White	196	1		0
	Male	Asian	2	0		0
	Male	Black/Multi-racial	69	2		0
	Male	Hispanic	62	0		0
	Male	White	745	6		0
Elkin City (861)	Female	Black/Multi-racial	4	0		0
	Female	White	7	0		0
	Male	Black/Multi-racial	2	0		0
	Male	Hispanic	2	0		0
	Male	White	17	0		0
Mount Airy City (862)	Female	Black/Multi-racial	6	0		0
	Female	Hispanic	3	0		0
	Female	White	12	0		0
	Male	Asian	1	0		0
	Male	Black/Multi-racial	15	0		0
	Male	Hispanic	4	0		0
	Male	White	44	0		0
Swain (870)	Female	Black/Multi-racial	1	0		0
	Female	Am Indian	20	0		0
	Female	White	50	0		0
	Male	Black/Multi-racial	1	0		0
	Male	Hispanic	2	0		0
	Male	Am Indian	26	0		0
	Male	White	130	0		0
Transylvania (880)	Female	Black/Multi-racial	6	0		0
	Female	White	37	1		0
	Male	Black/Multi-racial	17	1		1
	Male	Hispanic	1	0		0
	Male	Am Indian	1	0		0
	Male	White	172	7		0
Tyrrell (890)	Female	Black/Multi-racial	53	2		0
	Female	Hispanic	6	0		0
	Female	White	12	1		0
	Male	Black/Multi-racial	141	13		0
	Male	White	25	0		0

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2003-04 LEA and Charter School Totals of Suspensions and Expulsions by Ethnicity and Gender

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2003-04	# Long-Term Suspensions, 2003-04	# Suspensions of Unspecified Duration, 2003-04	# Expulsions, 2003-04
Union (900)	Unspecified	Other	12	0		0
	Female	Black/Multi-racial	663	9		0
	Female	Hispanic	87	0		0
	Female	Am Indian	16	0		0
	Female	Other	34	1		0
	Female	White	551	12	2	0
	Male	Asian	6	3		0
	Male	Black/Multi-racial	1,616	33	2	0
	Male	Hispanic	248	6		0
	Male	Am Indian	24	0		0
	Male	Other	55	2		0
	Male	White	2,053	41	1	0
Vance (910)	Female	Black/Multi-racial	924	9	2	0
	Female	Hispanic	16	0		0
	Female	Am Indian	2	0		0
	Female	Other	2	0		0
	Female	White	144	1		0
	Male	Asian	5	0		0
	Male	Black/Multi-racial	2,374	25	4	0
	Male	Hispanic	34	2		0
	Male	Am Indian	1	0		0
	Male	Other	34	0		0
	Male	White	368	3	1	0
Wake (920)	Female	Asian	39	3		0
	Female	Black/Multi-racial	4,218	136		0
	Female	Hispanic	262	15		0
	Female	Am Indian	18	0		0
	Female	White	1,104	31		0
	Male	Asian	148	3		0
	Male	Black/Multi-racial	9,565	376		4
	Male	Hispanic	970	54		1
	Male	Am Indian	41	0		0
	Male	White	4,106	140		1
Warren (930)	Female	Black/Multi-racial	143	0		0
	Female	Hispanic	3	0		0
	Female	Am Indian	6	0		0
	Female	White	29	0		0
	Male	Asian	1	0		0
	Male	Black/Multi-racial	311	4		0
	Male	Hispanic	7	0		0
	Male	Am Indian	5	0		0

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2003-04 LEA and Charter School Totals of Suspensions and Expulsions by Ethnicity and Gender

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2003-04	# Long-Term Suspensions, 2003-04	# Suspensions of Unspecified Duration, 2003-04	# Expulsions, 2003-04
	Male	White	61	0		0
Washington (940)	Female	Black/Multi-racial	231	0		0
	Female	White	18	0		0
	Male	Asian	2	0		0
	Male	Black/Multi-racial	460	1		0
	Male	Other	2	0		0
	Male	White	71	0		0
Watauga (950)	Female	Black/Multi-racial	10	0		0
	Female	Hispanic	1	0		0
	Female	White	65	6		0
	Male	Unspecified	1	0		0
	Male	Asian	5	0		0
	Male	Black/Multi-racial	8	0		0
	Male	Hispanic	1	0		0
	Male	White	291	8		0
Wayne (960)	Female	Asian	7	0		0
	Female	Black/Multi-racial	2,207	0	82	3
	Female	Hispanic	91	0	3	0
	Female	Am Indian	1	0		0
	Female	Other	75	0	1	0
	Female	White	407	0	3	0
	Male	Asian	18	0	1	0
	Male	Black/Multi-racial	4,812	2	174	0
	Male	Hispanic	238	0	8	0
	Male	Am Indian	12	0	2	0
	Male	Other	140	0	2	0
	Male	White	1,963	0	20	0
Wilkes (970)	Female	Black/Multi-racial	26	0		0
	Female	Hispanic	11	0		0
	Female	Other	1	0		0
	Female	White	160	2	3	0
	Male	Black/Multi-racial	77	0		0
	Male	Hispanic	41	0	2	0
	Male	Other	1	0		0
	Male	White	644	1	5	1
Wilson (980)	Female	Black/Multi-racial	822	9		0
	Female	Hispanic	15	0		0
	Female	White	102	0		0
	Male	Asian	16	0		0
	Male	Black/Multi-racial	2,220	13	3	0

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2003-04 LEA and Charter School Totals of Suspensions and Expulsions by Ethnicity and Gender

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2003-04	# Long-Term Suspensions, 2003-04	# Suspensions of Unspecified Duration, 2003-04	# Expulsions, 2003-04
	Male	Hispanic	110	0		0
	Male	Am Indian	3	0		0
	Male	Other	1	0		0
	Male	White	449	2		0
Yadkin (990)	Female	Black/Multi-racial	10	0		0
	Female	Hispanic	7	0		0
	Female	White	48	0		0
	Male	Black/Multi-racial	14	0		0
	Male	Hispanic	25	0		0
	Male	White	174	0		0
Yancey (995)	Female	White	49	0		0
	Male	Asian	1	0		0
	Male	Black/Multi-racial	3	0		0
	Male	Hispanic	5	0		0
	Male	White	219	3		0
Lakeside School (01A)	Female	Black/Multi-racial	11	0		0
	Female	White	1	0		0
	Male	Black/Multi-racial	9	0		0
	Male	White	2	0		0
Clover Garden (01C)	Female	Hispanic	1	0		0
	Female	White	2	0		0
	Male	White	14	0		0
Crossnore Academy (06B)	Female	Black/Multi-racial	1	0		0
	Female	White	3	0		0
	Male	Hispanic	4	0		0
	Male	White	30	0		0
Wash. Montessori (07A)	Male	White	1	0		0
Evergreen Comm. (11A)	Female	Black/Multi-racial	3	0		0
	Female	White	8	0		0
	Male	Black/Multi-racial	7	0		0
	Male	Hispanic	1	0		0
	Male	White	61	0		0
Francine Delany (11K)	Female	Black/Multi-racial	2	0		0
	Male	Black/Multi-racial	11	0		0
	Male	White	4	0		0
Cape Lookout (16A)	Female	Black/Multi-racial	2	0		0

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LEA	Gender	Ethnicity	# Short-Term Suspensions, 2003-04	# Long-Term Suspensions, 2003-04	# Suspensions of Unspecified Duration, 2003-04	# Expulsions, 2003-04
	Male	Black/Multi-racial	3	0		0
	Male	White	5	0		0
Tiller School (16B)	Female	White	1	0		0
	Male	Black/Multi-racial	1	0		0
Engelmann (18B)	Male	White	1	0		0
Chatham Charter (19A)	Male	Black/Multi-racial	2	0		0
	Male	White	1	0		0
Woods Charter (19B)	Female	Black/Multi-racial	1	0		
	Female	White	6	0		
	Male	Black/Multi-racial	3	0		
	Male	White	9	0		
The Learning Center (20A)	Male	White	1	0		0
Alpha Academy (26B)	Female	Black/Multi-racial	65	0		0
	Female	White	6	0		0
	Male	Black/Multi-racial	37	0		0
	Male	Hispanic	1	0		0
	Male	White	3	0		0
Maureen Joy Charter (32A)	Female	Black	30	0		0
	Male	Black	50	0	1	0
Healthy Start Academy (32B)	Female	Black	3	0		0
	Male	Black	13	0		0
Carter Community (32C)	Female	Black	9	0		0
	Male	Black	81	0		1
Kestrel Heights School (32D)	Female	Black	12	0		0
	Female	White	1	0		0
	Male	Black	31	0		0
	Male	Hispanic	1	0		0
	Male	White	4	0		0
Ann Atwater Community (32J)	Female	Black	14	0		0
	Female	White	3	0		0
	Male	Black	28	2		0
	Male	Hispanic	2	0		0
	Male	White	7	0		0

Appendix C
2003-04 LEA and Charter School Totals of Suspensions and Expulsions by Ethnicity and Gender

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2003-04	# Long-Term Suspensions, 2003-04	# Suspensions of Unspecified Duration, 2003-04	# Expulsions, 2003-04
Quality Education Academy (34B)	Male	Black	9	0		0
Downtown Middle (34C)	Female	Black	10	0		0
	Female	White	1	0		0
	Male	Black	46	0	1	0
	Male	White	14	0		0
Forsyth Academies (34F)	Female	Black	10	0		0
	Female	White	2	0		0
	Male	Black	17	0		0
	Male	Hispanic	5	0		0
	Male	White	10	0		0
Imani Institute (41A)	Female	Black	18	0		0
	Female	White	2	0		0
	Male	Black	50	0		0
	Male	Am Indian	1	0		0
	Male	White	2	0		0
Greensboro Academy (41B)	Male	Black	4	0		0
	Male	White	8	0		0
Guilford Charter (41C)	Female	Black	13	0		0
	Male	Black	44	0		0
	Male	White	5	0		0
Phoenix Academy Inc (41D)	Male	Black	3	0		0
American Renaissance Middle (49B)	Female	Black/Multi-racial	2	0		0
	Female	White	7	0		0
	Male	Black/Multi-racial	6	0		0
	Male	White	18	0		0
Children's Village (54A)	Female	Black/Multi-racial	2	0		0
	Male	Black/Multi-racial	27	0		1
	Male	Hispanic	1	0		0
Lincoln Charter (55A)	Female	Hispanic	2	0		0
	Female	White	14	0		0
	Male	White	23	0		0
Sugar Creek Charter (60B)	Female	Black	33	0		0
	Female	White	2	0		0