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

Report to the North Carolina General Assembly

Consolidated Data Report, 2018-2019

Annual Report of School Crime & Violence
Annual Report of Suspensions & Expulsions
Annual Report on the Use of Corporal Punishment
Annual Report on Reassignments for Disciplinary Reasons
Annual Report on Alternative Learning Placements
Annual Report on Dropout Rates

General Statutes 115C 12(21), (27)

Date Due: March 15, 2020
Report # ----
DPI Chronological Schedule, 2019-2020

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Background

This consolidated report includes the annual reports on School Crime and Violence, Suspensions and Expulsions, Alternative Learning Program (ALP) Enrollments, Reassignments for Disciplinary Purposes, Uses of Corporal Punishment, and Dropout Counts and Rates. This report may be found online with historical data and other additional data tables at https://www.dpi.nc.gov/data-reports/dropout-and-discipline-data/discipline-alp-and-dropout-annual-reports.

G.S. 115C-12(27) requires the State Board of Education to report annually on dropout events and rates, suspensions and expulsions, reassignments for disciplinary purposes, uses of corporal punishment, and alternative learning program enrollments. The requirement to report annually on school crime and violence comes from G.S. 115C-12(21).

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INTRODUCTION

For learning to occur in a classroom, students need to be engaged and know that they are safe and supported by the adults in their school building. School leaders must be intentional about creating safe and supportive schools and ensuring students are engaged in their own personalized learning journey. From the teacher who manages a classroom, to the school board members who approve the official Codes of Conduct, to all families who desire to have their students engaged in class and learning at the highest levels every day, every member of a school community must believe that school discipline is simply a means to an end and that the schools to which our students attend are deserving of them. School discipline should not be viewed as a way to manage students and deliver a punishment, but instead a chance to grow students in reinforcing expectations. If a school community has intentionally set the expectation that certain behaviors are not in alignment with a positive school culture, students will strive to meet the high expectations that the adults in their lives have set for them.

While this consolidated data report does not offer recommended actions for schools to improve school and community culture, this report does offer subgroup-specific data and opportunities for comparative analysis in student discipline and dropout outcomes. The greatest value of this report is not just the final numbers, but to show which schools and districts have reported improvements in making schools safer and in keeping students engaged in their learning journey.

This report will begin with general findings before providing specific data per section: school crime and violence, suspensions and expulsions, alternative learning placements, and dropout rates. All figures are tables are labeled according to the respective sections: C for school crime and violence, S for suspensions and expulsions, R for student reassignments, A for alternative learning placements, and D for dropout rates.

In previous consolidated reports, the rates for crimes and suspensions were reported using various denominators (i.e., per 10, per 100, per 1000). In this 2018-2019 consolidated report, rates have been standardized across the crime & violence and short-term suspension reports to reflect a rate per 1000 students. Long-term suspension rates are reported per 100,000.

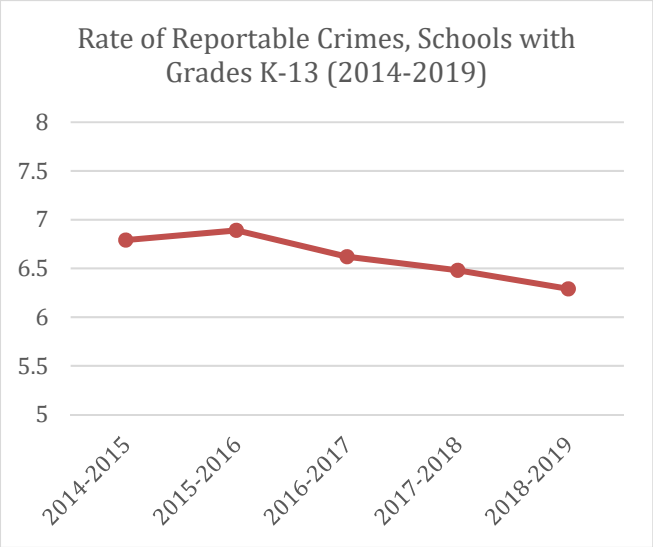
CONSOLIDATED FINDINGS

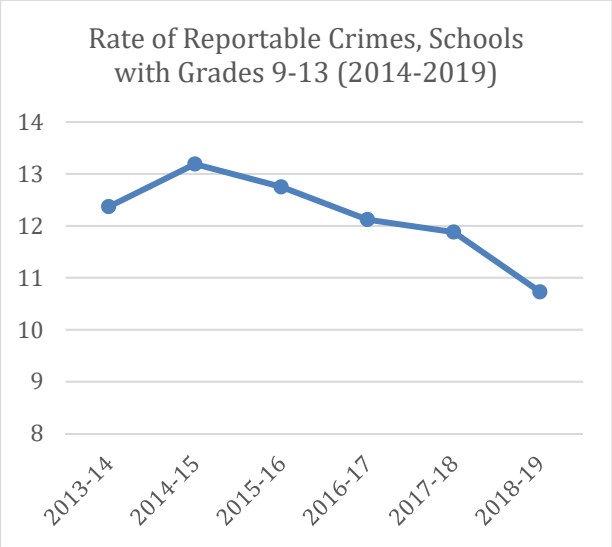
Statewide Trends

- The number and rate of crimes reported on North Carolina school campuses have steadily decreased over the last several years.
- Long and short-term suspension rates have declined compared to last year.
- The dropout rate has decreased for the second consecutive year.

Reportable Crimes

- Both the number of reportable crimes at North Carolina schools and the rate of crime have steadily decreased over the last several years.





- The number of reportable crimes on high school campuses decreased by 11% from 2017-2018 to 2018-2019.
- The high school crime rate decreased 9.0%, a significant decrease from the previous year's decrease of 2%.

Short-Term Suspensions

- In 2018-2019, there were 203,298 short-term suspensions reported statewide, a decrease of 3.8% from the 211,228 reported in the 2017-2018 academic year.

- In 2018-2019, the rate of short-term suspensions for American Indian, Black, Hispanic, and Two or More Races students decreased slightly compared to the previous academic year. The rate of short-term suspensions for Asian, White, and Pacific Islander students increased slightly compared to the previous academic year.

- In 2018-2019, black male students had the highest rate of short-term suspension, followed by American Indian males. These rates did decrease from the 2017-2018 academic year. Short-term suspension rates for Asian students – both male and female – had the greatest increase since the previous academic year.

- Ninth graders received the largest number of suspensions for the fifth year in a row, and ninth graders saw the greatest decrease in the number of short-term suspensions compared to the 2017-2018 academic year.

- In 2018-2019, the middle grades – sixth, seventh, and eighth grades – each saw an increase in the number of short-term suspensions compared to the 2017-2018 academic year.

Long-Term Suspensions

- In 2018-2019, 587 long-term suspensions were reported, a 12.77% decrease from the 673 long-term suspensions reported in 2017-2018, and a 15.5% decrease from the 2016-2017 academic year.

- It is important to note that because some students received more than one long-term suspension, the 587 long-term suspensions reported in 2018-2019 were assigned to 575 individual students for an average of 72.97 days of school missed. Overall, 42,833 days of school were missed throughout the state due to long-term suspensions in the 2018-2019 academic year.

- High school students received 326 long-term suspensions, a 22% decrease from the 419 recorded in 2017-2018 and a 28.8% decrease from the 458 recorded in the 2016-2017 academic year.

Expulsions

- In 2018-2019, there were 23 expulsions in North Carolina schools, an increase of one from the 2017-18 academic year.

Corporal Punishment

- In the 2018-2019 academic year, zero school districts reported the use of corporal punishment.

- The zero reported in 2018-2019 should be compared to the 2017-2018 academic year: two LEAs employed corporal punishment for a total of 60 uses, 15 less than the 75 reported uses in the 2016-2017 academic year.

Alternative Schools and Programs

- In 2018-19, North Carolina public schools assigned 238,697 in-school suspensions of a half day or more to 119,323 students. This is a 0.24% increase over the 238,115 in-school suspensions reported in 2017-18. In addition, 28,379 partial day in-school

suspensions were assigned to 18,363 students; this is a 3.8% decrease from the 29,494 partial day suspensions assigned in 2017-18.

- Students spent a total of 355,138 days in in-school suspension. The average length of an in-school suspension was 1.49 days, down 0.67% from the average length of 1.50 days in 2017-18.

- Black students received the most in-school suspensions, followed by white students and Hispanic students. Seventh graders received the most in-school suspensions (37,949), followed by ninth graders (35,912) and sixth graders (35,045).

- In 2018-19, schools reported 4,357 assignments of students to ALPSs for disciplinary reasons. Black students were assigned to ALPs for disciplinary reasons the most often, followed by white students and Hispanic students. Ninth graders were most often assigned to ALPSs for disciplinary reasons, followed by seventh graders and eighth graders. Of the 4,354 ALP assignments for disciplinary reasons, 990 involved students with disabilities.

- There were 11,292 unique/individual students placed in ALPSs over the course of the 2018-19 school year, a decrease of 0.26% from 2017-18. Only 17% of the placements were for the entire school year. About 57% of the placements were for one semester or less.

- More males were placed in alternative learning programs and schools than females, and black students were placed more frequently than other ethnic groups. For the 2018-19 school year, black and American Indian students were placed at the highest rate (14.5 and 14.4% respectively, as measured by placements per 1000 students), followed by multiracial students. The grade level most frequently placed was ninth.

<u>Dropouts</u>

- The North Carolina high school dropout rate for the 2018-2019 academic year decreased to 2.01% from the 2017-2018 dropout rate of 2.18% in 2017-18. Grades 9-13 reported 9,512 dropouts in 2018-2019, a decrease of 9.6% (n=1,011) from the total of 10,523 reported in 2017-2018.

- Over half of LEAs (51.5%) witnessed a decrease in their high school dropout rates from the previous academic year.

- Dropout rates for all race/ethnic groups – except American Indian students and Pacific Islander females – decreased from the 2017-2018 academic year. The dropout rate for Pacific Islander females increased 38.4%, the greatest percentage increase of all race/ethnic groups. Relatedly, the greatest decrease (28.5%) in the dropout rate was reported for Pacific Islander males.

- Attendance issues were again cited most frequently as the main reason for a student dropping out, accounting for over half (45.7%) of all dropouts. The second and third most widely reported dropout reason codes were "unknown" at 9.3% and "lack of engagement with school and/or peers" at 8.95%.

Three-Year Trends in All Annual Reports

- The LEAs that have witnessed a three-year decrease in the rate of crime, short-term suspensions, and dropouts are Jackson County, Stokes County, Hickory City, Edenton/Chowan, and Macon County. Each of these LEAs had an average decrease (in crime rate, short-term suspensions, and dropout rate) of at least 50%.

- The LEAs that have witnessed a three-year increase in the rate of crime, short-term suspensions, and dropouts are Avery County, Bertie County, Newton Conover City, Henderson County, Asheboro City, and Swain County.

2018-2019 SCHOOL CRIME AND VIOLENCE

Introduction

In 1993, the General Assembly passed the Safe Schools Act requiring Local Education Agencies (LEAs) to report specified acts of crime and violence to the State Board of Education (SBE). General Statute 115C-288(g) describes the school principal's responsibility "to report certain acts to law enforcement" and lists crimes that are required to be reported.

GS 115C-12(21) requires the SBE "to compile an annual report on acts of violence in the public schools." The SBE has defined 16 criminal acts that are to be included in its annual report. Nine of the 16 are considered dangerous and violent.

These nine dangerous and violent acts and their reference codes are:

- Homicide (D)
- Assault resulting in serious bodily injury (AR)
- Assault involving the use of a weapon (AW)
- Rape (R)
- Sexual offense (SO)
- Sexual assault (SA)
- Kidnapping (K)
- Robbery with a dangerous weapon (RW)
- Taking indecent liberties with a minor (IM)

Schools that report at least two violent acts and five or more violent acts per thousand students in two consecutive years and where "conditions that contributed to the commission of those offenses are likely to continue into another school year" may be deemed Persistently Dangerous Schools (SBE Policy SSCH-006) by the SBE. No schools have ever been designated as Persistently Dangerous by the SBE.

The other seven acts and their reference codes included in this report are:

- Assault on school personnel (AP)
- Bomb threat (BT)
- Burning of a school building (BS)
- Possession of alcoholic beverage (PA)
- Possession of a firearm or powerful explosive (PF)
- Possession of a weapon (PW)

All crimes occurring on school campuses and other facilities used by schools must be reported and are included in this report, regardless of whether the crimes were committed by students or staff. Crimes occurring on a school supervised field trip must also be reported.

The data used in this annual report were largely collected in the PowerSchool Incident Management Module. Schools initially entered their data in PowerSchool, and the data was

extracted to a state discipline dataset at year's end. Data consolidation and verification procedures, as well as data compellation, were handled by the Data, Research, and Federal Reporting Division of NCDPI. The report was compiled by the Office of the State Superintendent.

Additional figures and tables may be found online at https://www.dpi.nc.gov/data-reports/discipline-alp-and-dropout-data. Note that in previous consolidated reports, the rates for crimes and suspensions were reported using various denominators (i.e., per 10, per 100, per 1000). In this 2018-2019 consolidated report, rates have been standardized across the crime & violence and short-term suspension reports to reflect a rate per 1000 students. Long-term suspension rates are reported per 100,000.

General Findings

Both the number and the rates of reportable crime have steadily decreased over the last five years. The tables below show the total reportable acts of crime and rate for each of the last five years using final Average Daily Membership (ADM) as the denominator.

TABLE C1. COUNT AND RATE (PER 1,000 ENROLLED) OF REPORTED ACTS OF CRIME, GRADES K-13

Reporting Year	Total Acts	Rate
2014-15	10,347	6.79
2015-16	10,020	6.89
2016-17	9,834	6.62
2017-18	9,747	6.48
2018-19	9,554	6.29

TABLE C2. COUNT AND RATE (PER 1,000 ENROLLED) OF REPORTED ACTS OF CRIME, GRADES 9-13

Reporting Year	Total Acts	Rate
2013-14	5,475	12.37
2014-15	5,847	13.19
2015-16	5,774	12.75
2016-17	5,543	12.12
2017-18	5,456	11.88
2018-19	4,850	10.73

The rate of reported acts of crime for both grades K-13 and grades 9-13 is at its lowest in five years. Considering that most reportable crimes are at the high school level, it is important to note that the number of reportable crimes by high school students decreased 11% from 2017-2018 to 2018-2019. The rate of crime decreased 9% in the same timeframe, much stronger than the 2% decrease from the 2016-2017 academic year to the 2017-2018 academic year.

TABLE C3. ONE YEAR PERCENT IN NUMBER OF REPORTABLE ACTS BY TYPE

Reported Acts of Crime	Number of Acts 2017-2018	Number of Acts 2018-2019	% Change
Possession of a Controlled Substance in Violation of Law	4,589	4,604	0.30%
Possession of a Weapon	2,534	2,053	-19.00%
Assault on School Personnel	1,262	1,495	18.50%
Possession of Alcoholic Beverage	890	885	-0.60%
Possession of a Firearm or Powerful Explosive	128	124	-3.10%
Sexual Assault not including Rape or Sexual Offense	115	139	20.90%
Sexual Offense	70	86	22.90%
Bomb Threat	67	33	-50.70%
Assault Involving Use of a Weapon	44	41	-6.80%
Assault Resulting in Serious Injury	44	75	70.50%
Burning of a School Building	1	12	1100%
Robbery with a Dangerous Weapon	1	1	-
Death By Other Than Natural Causes	1	0	-
Rape	1	3	-
Taking Indecent Liberties with a Minor	0	0	-
Kidnapping	0	3	-

While the overall total number of reportable acts of crimes has decreased from the previous academic year, the percent change of each reportable crime varies. The numbers and percent change of each of the offenses reported in the 2017-2018 and the 2018-2019 academic years are shown in the table above (Table C3).

It is critical to note that not every act of crime reported is committed by a student. For example, if an individual with no affiliation to the school commits a crime on school grounds, that incident must still be reported by the school.

TABLE C4. 2018-2019 REPORTED STATEWIDE ACTS BY OFFENDER TYPE

SPECIFIED ACTS	TOTAL NUMBER OF ACTS	TOTAL NO. OF ACTS BY OFFENDER TYPE	
		STUDENTS	OTHER
Possession of a Controlled Substance in Violation of Law	4,604	4449	1
Possession of a Weapon	2,053	2043	3
Assault on School Personnel	1495	1494	1
Possession of Alcoholic Beverage	885	850	0
Sexual Assault not including Rape or Sexual Offense	139	139	0
Possession of a Firearm or Powerful Explosive	124	121	3
Sexual Offense	86	86	0
Assault Resulting in Serious Injury	75	75	0
Assault Involving Use of a Weapon	41	41	0
Bomb Threat	33	32	1
Burning of a School Building	12	12	0
Kidnapping	3	3	0
Rape	3	2	1
Robbery with a Dangerous Weapon	1	1	0
Death By Other Than Natural Causes	0	0	0
Taking Indecent Liberties with a Minor	0	0	0
Total	**9,554**	**9348**	**10**

Just as the frequency of reportable crimes varies by crime and type of offender, the frequency of crimes varies by grade span. Elementary, middle, and high schools differ in the types of crimes most frequently reported. The two most frequently reported crimes in elementary school were assault on school personnel and possession of a weapon. In middle schools, the three most frequency reported crimes were possession of a controlled substance, possession of a weapon, and assault on school personnel. In high schools, the order of crime frequency was 1) possession of a controlled substance, 2) possession of a weapon, and 3) possession of an alcoholic beverage. The table below shows the total reported statewide offenses/acts by school level and is ranked by the total number of occurrences of specified acts.

Regarding Table C4 below, a combination elementary/middle school must include some or all of the grade levels defined as elementary (PK-5) and middle (6-8). A combination middle/high school must include some or all of the grade levels defined as middle (6-8) and high school (9-12).

TABLE C5. 2018-2019 REPORTED STATEWIDE ACTS BY SCHOOL LEVEL

SPECIFIED ACTS	TOTAL NUMBER OF ACTS	TOTAL NO. OF ACTS BY SCHOOL LEVEL					
		PK-5	ELEM/MID*	G6-8	MID/HIGH**	G9-12	OTHER†
Possession of a Controlled Substance in Violation of Law	4,604	74	125	911	229	3,190	75
Possession of a Weapon	2,053	451	115	683	79	688	37
Assault on School Personnel	1495	730	104	275	48	280	58
Possession of Alcoholic Beverage	885	31	52	265	53	465	19
Sexual Assault not including Rape or Sexual Offense	139	9	10	61	12	43	4
Possession of a Firearm or Powerful Explosive	124	15	3	35	5	63	3
Sexual Offense	86	5	4	29	2	37	9
Assault Resulting in Serious Injury	75	7	3	13	3	47	2
Assault Involving Use of a Weapon	41	3	4	14	2	17	1
Bomb Threat	33	3	1	13	2	13	1
Burning of a School Building	12	2	4	4	0	2	0
Kidnapping	3	0	0	1	0	2	0
Rape	3	0	0	0	1	2	0
Robbery with a Dangerous Weapon	1	0	0	0	0	1	0
Death By Other Than Natural Causes	0	0	0	0	0	0	0
Taking Indecent Liberties with a Minor	0	0	0	0	0	0	0
Total	**9,554**	**1,330**	**425**	**2,304**	**436**	**4,850**	**209**

FIGURE C1. NUMBER OF SCHOOLS REPORTING ACTS RANGING FROM ZERO TO MORE THAN 30

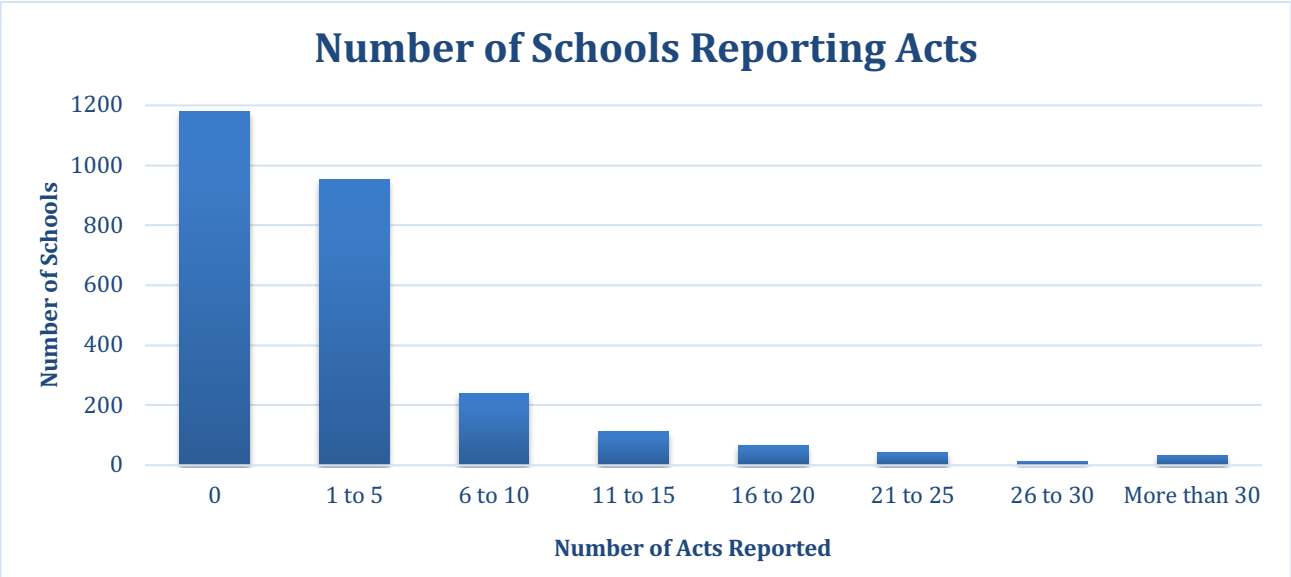


FIGURE C2. TEN-YEAR TREND IN NUMBER OF REPORTED ACTS RECEIVING HIGHEST TOTAL OCCURRENCES

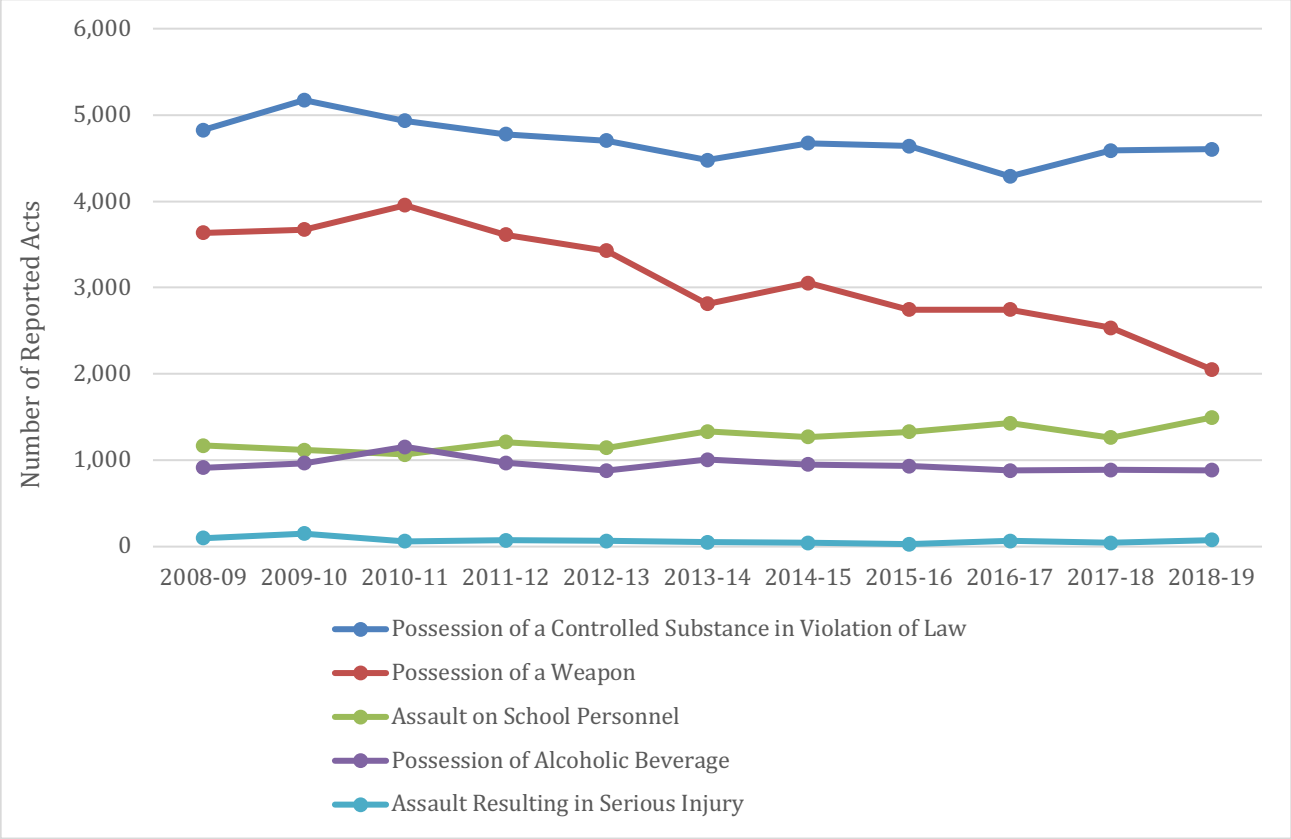


Table C6 below details the number and rates of reportable crime in Grades 9-13 by LEA. Some general trends include:

- The LEAs that had zero reported acts of crime were Edenton-Chowan Schools, Whiteville City Schools, Weldon City Schools, Jackson County Public Schools.

- The LEAs reporting the largest 3-year decreases in rates of grade 9-13 reported crimes were Edenton-Chowan Schools, Whiteville City Schools, Weldon City Schools, Jackson County Public Schools, Camden County Schools, Yancey County Schools, Stokes County Schools, and Montgomery County Schools.

- The LEAs with the highest rates of reported acts of crime in grades 9-13 were Avery County Schools, Alleghany County Schools, McDowell County Schools, Watauga County Schools, Bertie County Schools.

- The LEAs reporting the largest 3-year increases in rates of grade 9-13 reported crimes were Bertie County, Avery County, Alleghany County, McDowell County, Clay County, Caldwell County, Mooresville Graded SSD, and Richmond County.

TABLE C6. 2018-2019 NUMBER OF GRADE 9-13 REPORTABLE CRIMES AND RATES (PER 1,000 ENROLLED) BY LEA

LEA Code	LEA Name	Reportable Crimes	ADM, grades 9-13	Reportable Crime Rate (per 1,000 ADM)
	State	4,850	452,073	10.73
010	Alamance-Burlington Schools	81	6,778	11.95
020	Alexander County Schools	14	1,376	10.17
030	Alleghany County Schools	13	419	31.03
040	Anson County Schools	7	957	7.31
050	Ashe County Schools	10	905	11.05
060	Avery County Schools	21	570	36.84
070	Beaufort County Schools	21	1,979	10.61
080	Bertie County Schools	17	675	25.19
090	Bladen County Schools	10	1,363	7.34
100	Brunswick County Schools	21	3,923	5.35
110	Buncombe County Schools	180	7,375	24.41
111	Asheville City Schools	7	1,307	5.36
120	Burke County Schools	33	3,662	9.01
130	Cabarrus County Schools	58	10,267	5.65
132	Kannapolis City Schools	10	1,567	6.38
140	Caldwell County Schools	49	3,589	13.65
150	Camden County Schools	1	597	1.68
160	Carteret County Public Schools	32	2,453	13.05
170	Caswell County Schools	4	734	5.45
180	Catawba County Schools	56	4,910	11.41
181	Hickory City Schools	9	1,159	7.77
182	Newton Conover City Schools	10	932	10.73
190	Chatham County Schools	32	2,668	11.99
200	Cherokee County Schools	6	1,043	5.75
210	Edenton-Chowan Schools	0	570	0.00
220	Clay County Schools	5	362	13.81
230	Cleveland County Schools	78	4,371	17.84
240	Columbus County Schools	8	1,876	4.26
241	Whiteville City Schools	0	699	0.00
250	Craven County Schools	51	3,833	13.31
260	Cumberland County Schools	220	14,742	14.92
270	Currituck County Schools	4	1,241	3.22
280	Dare County Schools	7	1,556	4.50
290	Davidson County Schools	54	6,001	9.00
291	Lexington City Schools	4	801	4.99

292	Thomasville City Schools	8	642	12.46
300	Davie County Schools	5	1,902	2.63
310	Duplin County Schools	9	2,689	3.35
320	Durham Public Schools	148	10,288	14.39
32N	Research Triangle High School	0	549	0.00
330	Edgecombe County Public Schools	33	1,764	18.71
340	Winston Salem/Forsyth County Schools	172	16,344	10.52
350	Franklin County Schools	45	2,609	17.25
360	Gaston County Schools	48	9,371	5.12
370	Gates County Schools	9	462	19.48
380	Graham County Schools	2	346	5.78
390	Granville County Schools	25	2,332	10.72
400	Greene County Schools	11	880	12.50
410	Guilford County Schools	367	22,416	16.37
41K	Piedmont Classical High School	4	440	9.09
420	Halifax County Schools	9	556	16.19
421	Roanoke Rapids City Schools	5	917	5.45
422	Weldon City Schools	0	329	0.00
430	Harnett County Schools	45	5,871	7.66
440	Haywood County Schools	38	2,173	17.49
450	Henderson County Schools	48	4,063	11.81
460	Hertford County Schools	6	814	7.37
470	Hoke County Schools	15	2,292	6.54
490	Iredell-Statesville Schools	62	6,820	9.09
491	Mooresville Graded School District	25	1,850	13.51
500	Jackson County Public Schools	0	1,128	0.00
510	Johnston County Schools	62	11,234	5.52
520	Jones County Schools	6	295	20.34
530	Lee County Schools	46	2,868	16.04
540	Lenoir County Public Schools	18	2,415	7.45
550	Lincoln County Schools	29	3,535	8.20
560	Macon County Schools	5	1,276	3.92
570	Madison County Schools	9	752	11.97
580	Martin County Schools	2	747	2.68
590	McDowell County Schools	53	1,736	30.53
600	Charlotte-Mecklenburg Schools	554	43,086	12.86
60U	Commonwealth High School	0	237	0.00
610	Mitchell County Schools	11	614	17.92
61L	Stewart Creek High School	0	195	0.00
620	Montgomery County Schools	2	1,118	1.79
630	Moore County Schools	37	3,968	9.32

640	Nash-Rocky Mount Schools	20	4,447	4.50
650	New Hanover County Schools	77	7,895	9.75
660	Northampton County Schools	4	458	8.73
670	Onslow County Schools	79	6,942	11.38
680	Orange County Schools	18	2,322	7.75
681	Chapel Hill-Carrboro City Schools	43	3,892	11.05
690	Pamlico County Schools	4	440	9.09
700	Elizabeth City-Pasquotank Public Schools	4	1,492	2.68
710	Pender County Schools	24	2,978	8.06
720	Perquimans County Schools	11	450	24.44
730	Person County Schools	25	1,253	19.95
740	Pitt County Schools	61	7,120	8.57
750	Polk County Schools	10	662	15.11
760	Randolph County School System	96	5,030	19.09
761	Asheboro City Schools	3	1,272	2.36
770	Richmond County Schools	32	2,107	15.19
780	Public Schools of Robeson County	102	6,114	16.68
790	Rockingham County Schools	55	3,580	15.36
800	Rowan-Salisbury Schools	92	5,841	15.75
810	Rutherford County Schools	16	2,439	6.56
820	Sampson County Schools	17	2,463	6.90
821	Clinton City Schools	9	798	11.28
830	Scotland County Schools	14	1,501	9.33
840	Stanly County Schools	15	2,476	6.06
850	Stokes County Schools	2	1,886	1.06
860	Surry County Schools	24	2,384	10.07
861	Elkin City Schools	1	346	2.89
862	Mount Airy City Schools	2	521	3.84
870	Swain County Schools	12	557	21.54
880	Transylvania County Schools	14	1,097	12.76
890	Tyrrell County Schools	1	179	5.59
900	Union County Public Schools	150	13,988	10.72
910	Vance County Schools	15	1,361	11.02
920	Wake County Schools	499	49,089	10.17
92K	Raleigh Charter High School	0	560	0.00
92U	Longleaf School of the Arts	2	334	5.99
930	Warren County Schools	10	583	17.15
93L	Central Wake Charter High School	0	185	0.00
940	Washington County Schools	1	348	2.87
94Z	Northeast Regional School - Biotech//Agri	0	212	0
950	Watauga County Schools	42	1,383	30.37

960	Wayne County Public Schools	30	5,405	5.55
970	Wilkes County Schools	47	2,786	16.87
980	Wilson County Schools	33	3,450	9.57
990	Yadkin County Schools	27	1,574	17.15
995	Yancey County Schools	1	654	1.53

2018-2019 SUSPENSIONS AND EXPULSIONS

Introduction

Definitions of Suspension and Expulsion

Lesser offenses committed by students are often dealt with using in-school suspensions or short-term suspensions, which are out-of-school suspensions of one to ten days. Principals usually make decisions about whether to suspend a student in-school or short-term out-of-school and about the duration of suspensions.

Long-term suspensions are suspensions greater than 11 days. When a student is suspended long-term, the student may not return to his or her regular 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 suspensions. For reporting purposes, students are not considered suspended while attending an ALP or alternative school.

Certain very serious offenses may result in the student not being allowed to enroll in any school or program for the remainder of the school year or being suspended for an entire calendar year (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.

When a student is expelled from school, the student cannot return to the home school or any other school within the LEA. 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 or school board to expel a student. Some districts allow expelled students to apply for readmission after a specified time.

In previous consolidated reports, the rates for crimes and suspensions were reported using various denominators (i.e., per 10, per 100, per 1000). In the 2018-2019 consolidated report, rates have been standardized across the crime & violence and short-term suspension reports to reflect a rate per 1000 students.

Section 1. Short-Term Suspensions

A short-term suspension equates to a student being suspended for 10 days or less. The data in this section reflect total numbers of short-term suspensions that may include multiple suspensions per student, as some students receive multiple short-term suspensions each year. The charts and tables in this section represent numbers of suspensions, not numbers of unique students. For this year's report, short-term suspension rates are calculated per 1,000 students, not per 100 students as was the case in previous years. To calculate short-term suspension rates:

(total # of event occurrence / LEA population)*1000

In 2018-2019, there were 203,298 short-term suspensions reported statewide, a decrease of 3.8% from the 211,228 reported in the 2017-2018 academic year. The short-term suspension rate was 130.9 suspensions per one thousand students, a 5.7% decrease from the previous year.

While most of the visualized data in this section represent suspensions, not numbers of unique students, it is important to note that of the 203,298 short-term suspensions in 2018-2019, 110,927 individual students were affected by these short-term suspensions for an average of 1.83 short-term suspensions per-student. The average duration of a single short-term suspension was 3 days. More information on the gender and ethnicity of unique students and short-term suspensions can be found in Figure S8.

As for the high school grades, 67,952 short-term suspensions were reported statewide for a rate of 150 suspensions per 1000 students. The short-term suspension rate decreased 16% from the 2017-2018 academic year.

The LEAs that reported the lowest rates of grade 9-13 short-term suspensions in 2018-2019 were Clay County, Elkin City, Jackson County, Macon County, and Chapel-Hill Carrboro City.

LEAs with the highest rates of grade 9-13 short-term suspensions were Anson County, Northampton County, Bertie County, Robeson County, Vance County, and Pitt County.

In 2018-2019 LEAs with the largest 3-year percentage decreases (reductions compared to 2015-16) in rates of grade 9-13 short-term suspensions were Jackson County, Macon County, Halifax County, Stokes County, Elkin City Schools.

LEAs with the largest 3-year percentage increases in rates of grade 9-13 short-term suspensions were Bertie County, Graham County, Avery County, Watauga County, and Swain County.

FIGURE S1. SHORT-TERM SUSPENSIONS BY GENDER

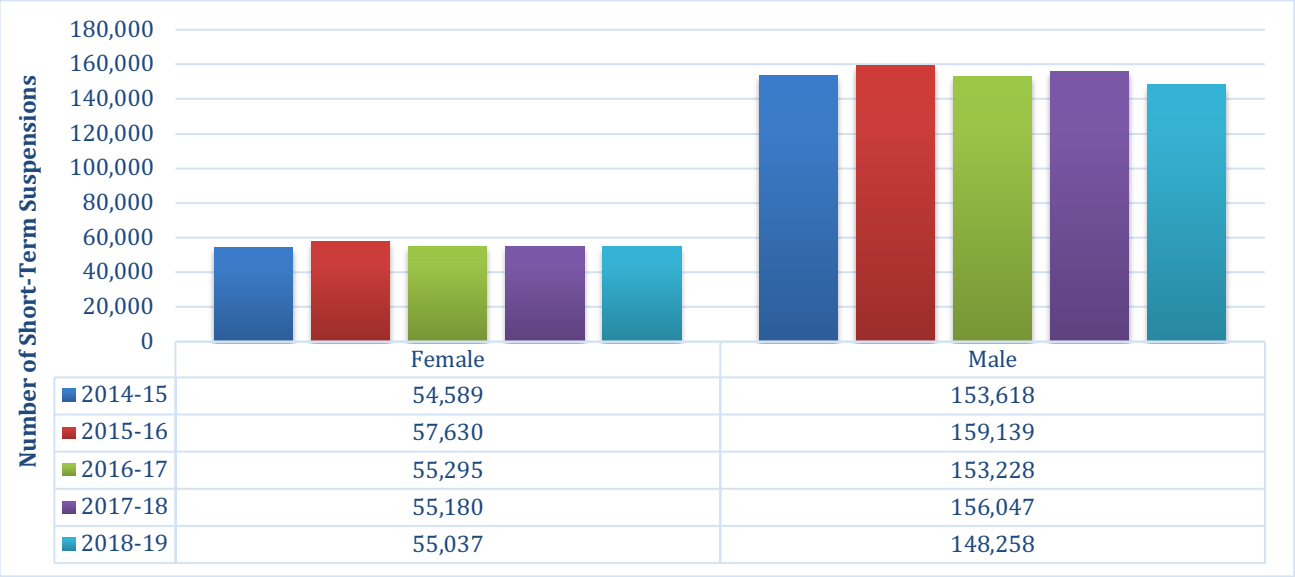
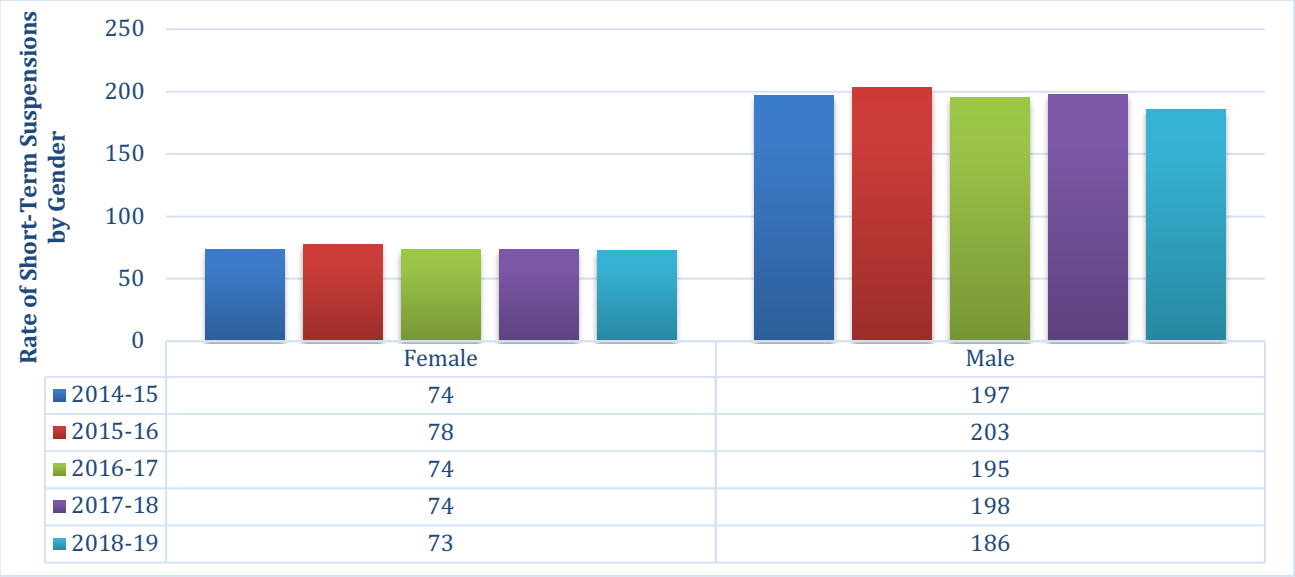


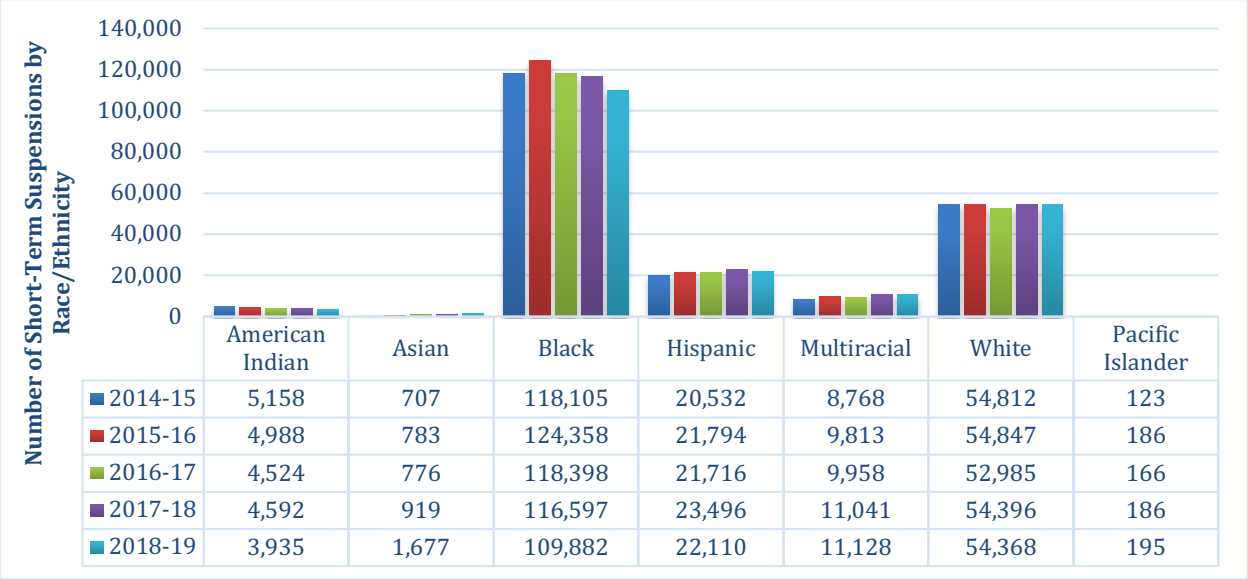
FIGURE S2. SHORT-TERM SUSPENSIONS RATE (PER 1,000 ENROLLED)[1], BY GENDER



- The rate of short-term suspensions for male students was 2.55 times the rate for females in 2018-2019.
- In 2018-2019, both the rate and number of short-term suspensions for both males and females decreased from the previous academic year.

[1] In previous consolidated reports, the rates for crimes and suspensions were reported using various denominators (i.e., per 10, per 100, per 1000). In this 2018-2019 consolidated report, rates have been standardized across the crime & violence and short-term suspension reports to reflect a rate per 1000 students.

FIGURE S3. SHORT-TERM SUSPENSIONS BY RACE/ETHNICITY



	American Indian	Asian	Black	Hispanic	Multiracial	White	Pacific Islander
2014-15	5,158	707	118,105	20,532	8,768	54,812	123
2015-16	4,988	783	124,358	21,794	9,813	54,847	186
2016-17	4,524	776	118,398	21,716	9,958	52,985	166
2017-18	4,592	919	116,597	23,496	11,041	54,396	186
2018-19	3,935	1,677	109,882	22,110	11,128	54,368	195

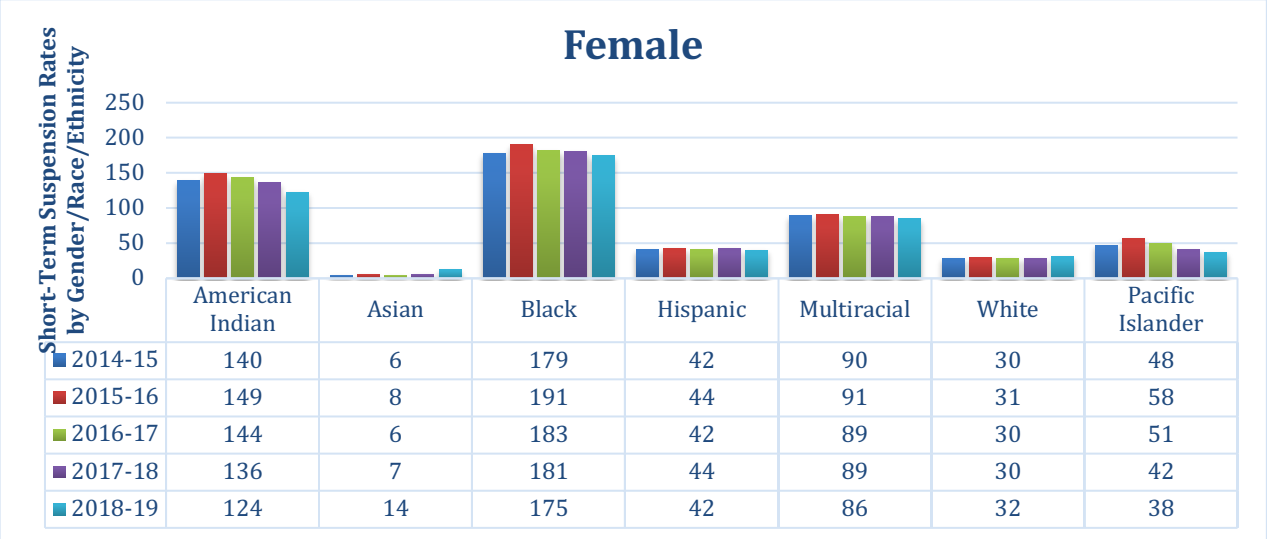
FIGURE S4. SHORT-TERM SUSPENSIONS RATE (PER 1,000 ENROLLED)[2], BY RACE/ETHNICITY

	American Indian	Asian	Black	Hispanic	Multiracial	White	Pacific Islander
2014-15	252	16	300	88	160	71	63
2015-16	249	17	317	89	169	72	93
2016-17	233	16	303	84	162	71	81
2017-18	246	18	300	88	169	73	88
2018-19	217	31	282	79	160	74	90

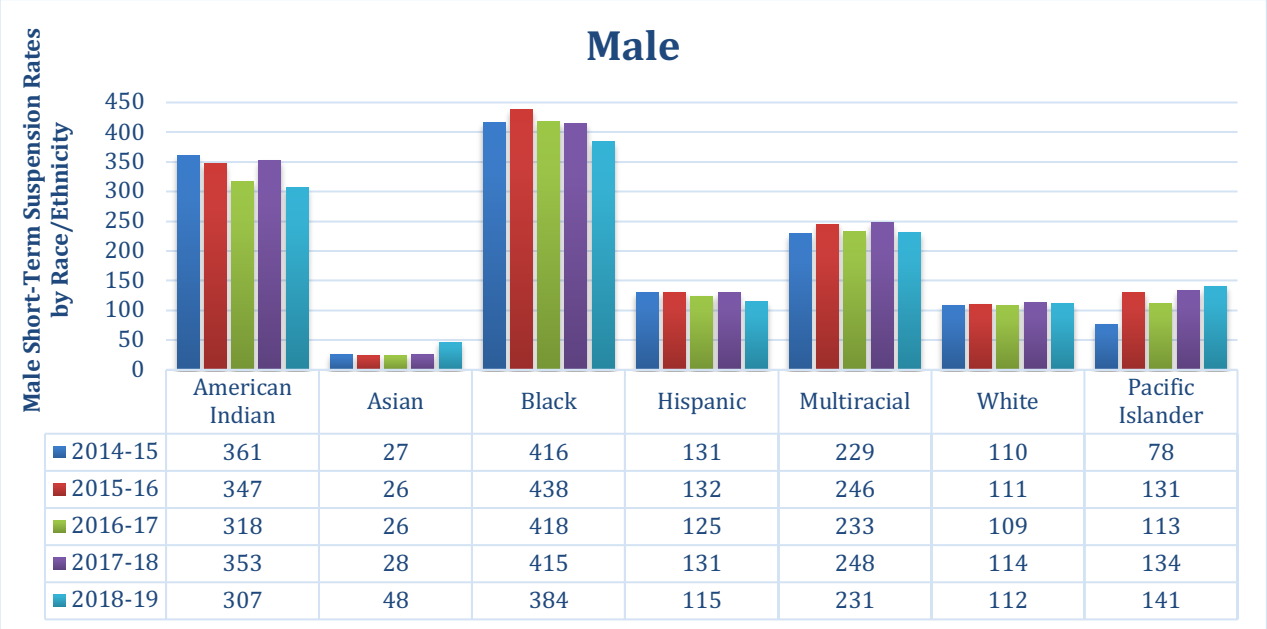
- In 2018-2019, the rate of short-term suspensions for American Indian, Black, Hispanic, and Two or More Races students decreased slightly compared to the previous academic year.
- The rate of short-term suspensions for Asian, White, and Pacific Islander students increased slightly compared to the previous academic year.

[2] In previous consolidated reports, the rates for crimes and suspensions were reported using various denominators (i.e., per 10, per 100, per 1000). In this 2018-2019 consolidated report, rates have been standardized and short-term suspension rates are calculated per 1000 students.

FIGURE S5. SHORT-TERM SUSPENSION RATES (PER 1,000 ENROLLED)[3] BY RACE/ETHNICITY AND GENDER



	American Indian	Asian	Black	Hispanic	Multiracial	White	Pacific Islander
2014-15	140	6	179	42	90	30	48
2015-16	149	8	191	44	91	31	58
2016-17	144	6	183	42	89	30	51
2017-18	136	7	181	44	89	30	42
2018-19	124	14	175	42	86	32	38

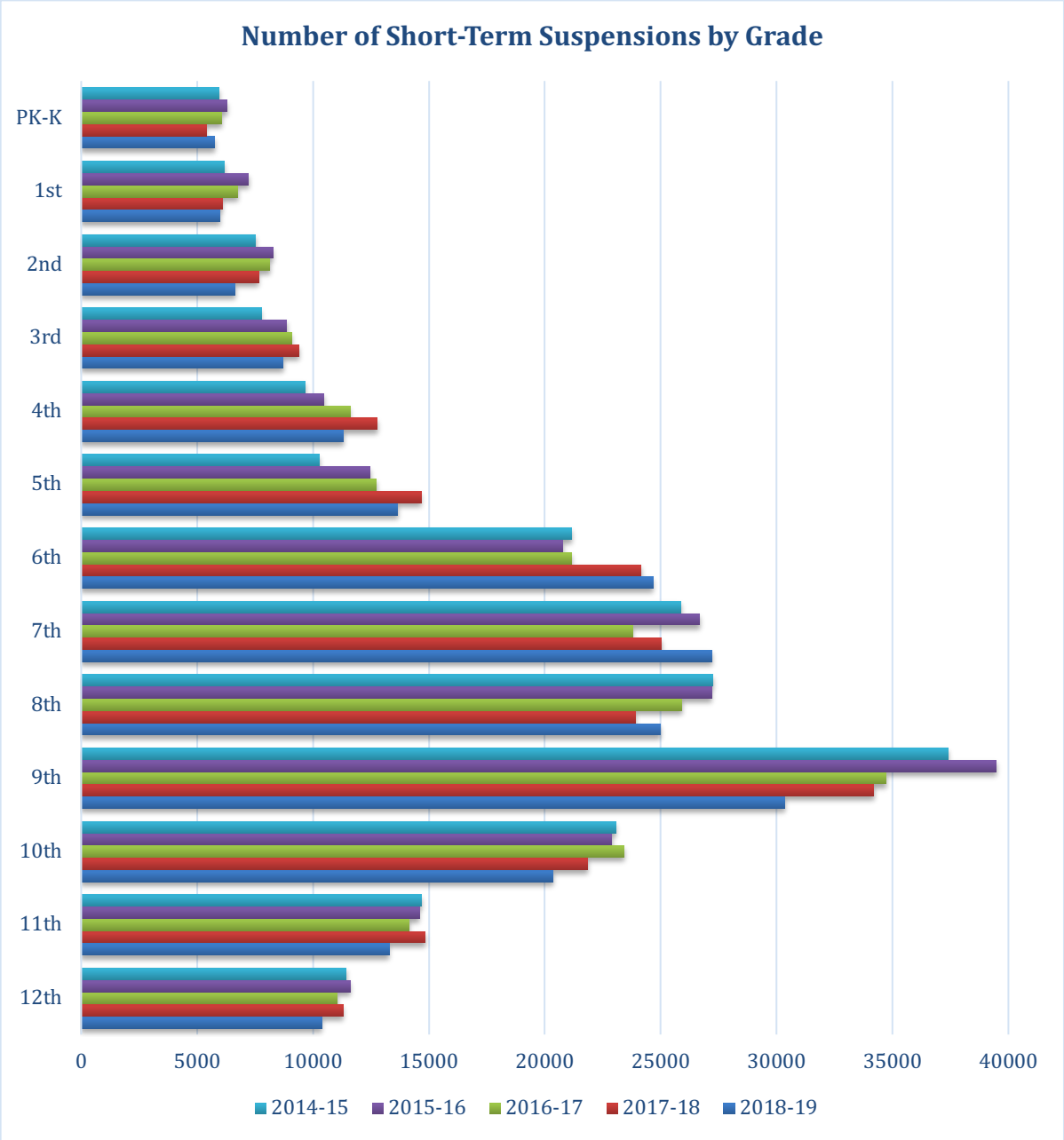


	American Indian	Asian	Black	Hispanic	Multiracial	White	Pacific Islander
2014-15	361	27	416	131	229	110	78
2015-16	347	26	438	132	246	111	131
2016-17	318	26	418	125	233	109	113
2017-18	353	28	415	131	248	114	134
2018-19	307	48	384	115	231	112	141

- In 2018-2019, black male students had the highest rate of short-term suspension, followed by American Indian males. These rates did decrease from the 2017-2018 academic year.
- Short-term suspension rates for Asian students – both male and female – had the greatest increase from the previous academic year.

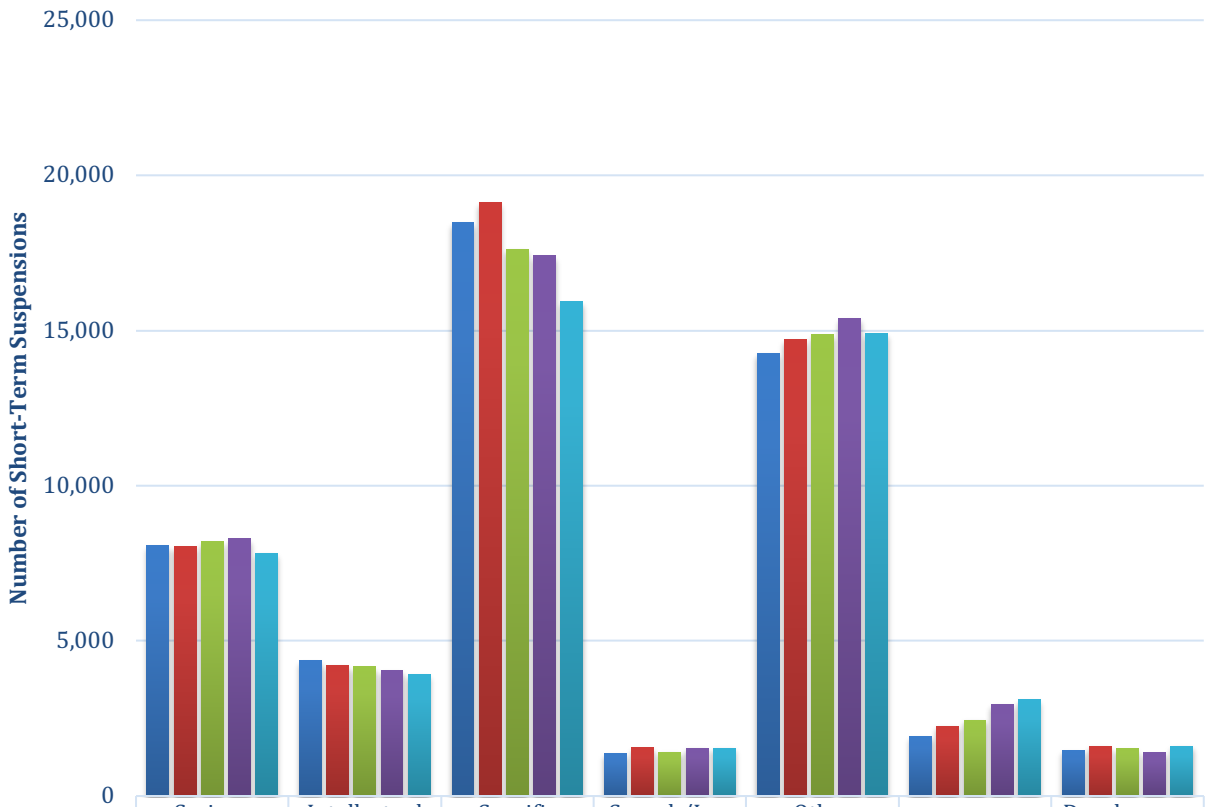
[3] In previous consolidated reports, the rates for crimes and suspensions were reported using various denominators (i.e., per 10, per 100, per 1000). In this 2018-2019 consolidated report, rates have been standardized and short-term suspension rates are calculated per 1000 students.

FIGURE S6. SHORT-TERM SUSPENSIONS BY GRADE



- Ninth graders received the largest number of suspensions for the fifth year in a row.
- Ninth graders saw the greatest decrease in the number of short-term suspensions compared to the 2017-2018 academic year.
- In 2018-2019, the middle grades – sixth, seventh, and eighth grades – each saw an increase in the number of short-term suspensions compared to the 2017-2018 academic year.

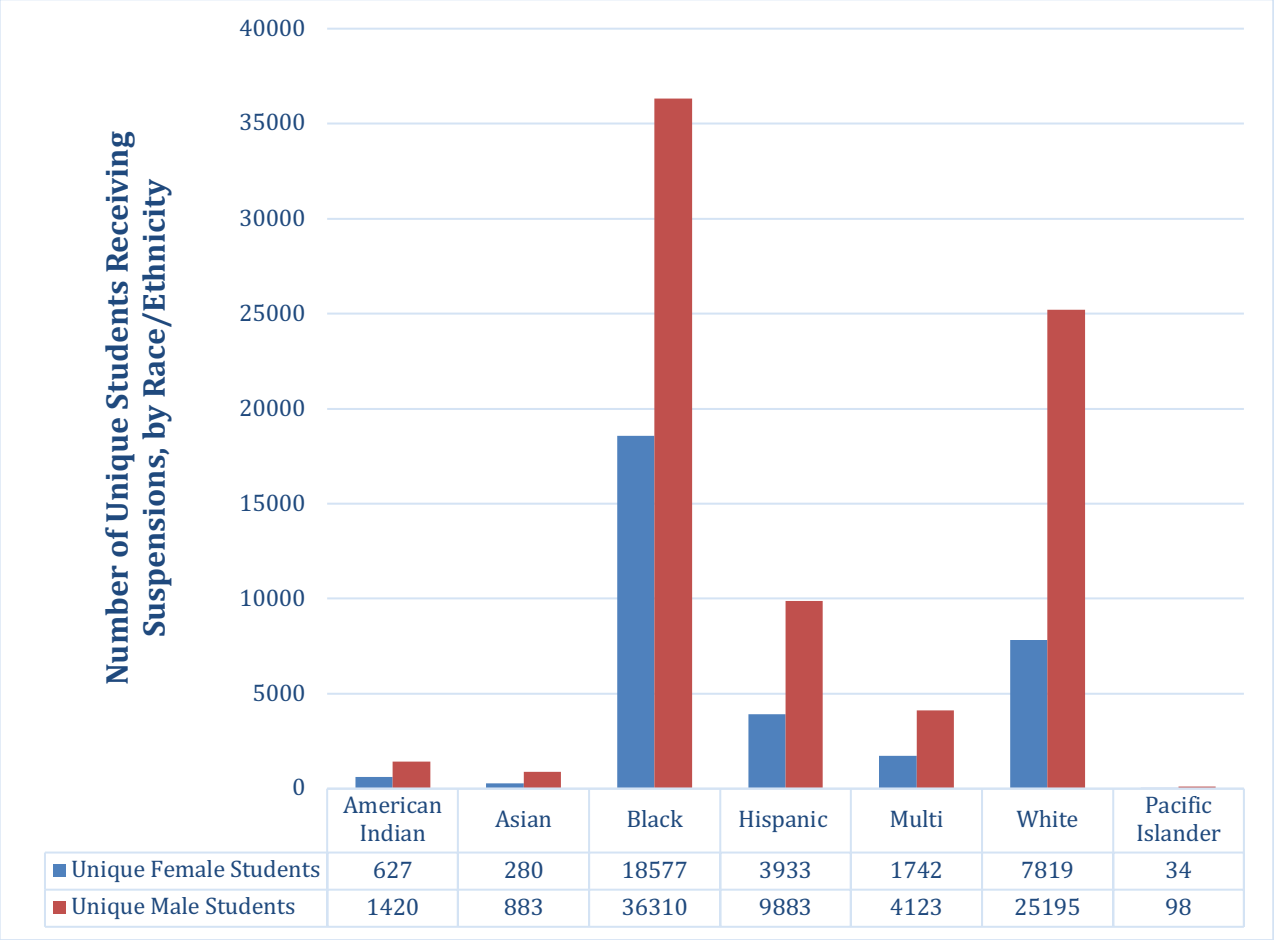
FIGURE S7. SHORT-TERM SUSPENSIONS BY EXCEPTIONAL CHILDREN (EC) STATUS



	Serious Emotional Disability	Intellectual Disability-Mild	Specific Learning Disabled	Speech/Language Impaired	Other Health Impaired	Autistic	Developmentally Delayed
2014-15	8,067	4,375	18,480	1,398	14,267	1,939	1,483
2015-16	8,049	4,227	19,124	1,581	14,713	2,279	1,618
2016-17	8,211	4,166	17,612	1,434	14,875	2,469	1,536
2017-18	8,284	4,057	17,403	1,559	15,396	2,964	1,415
2018-19	7816	3934	15923	1561	14905	3120	1620

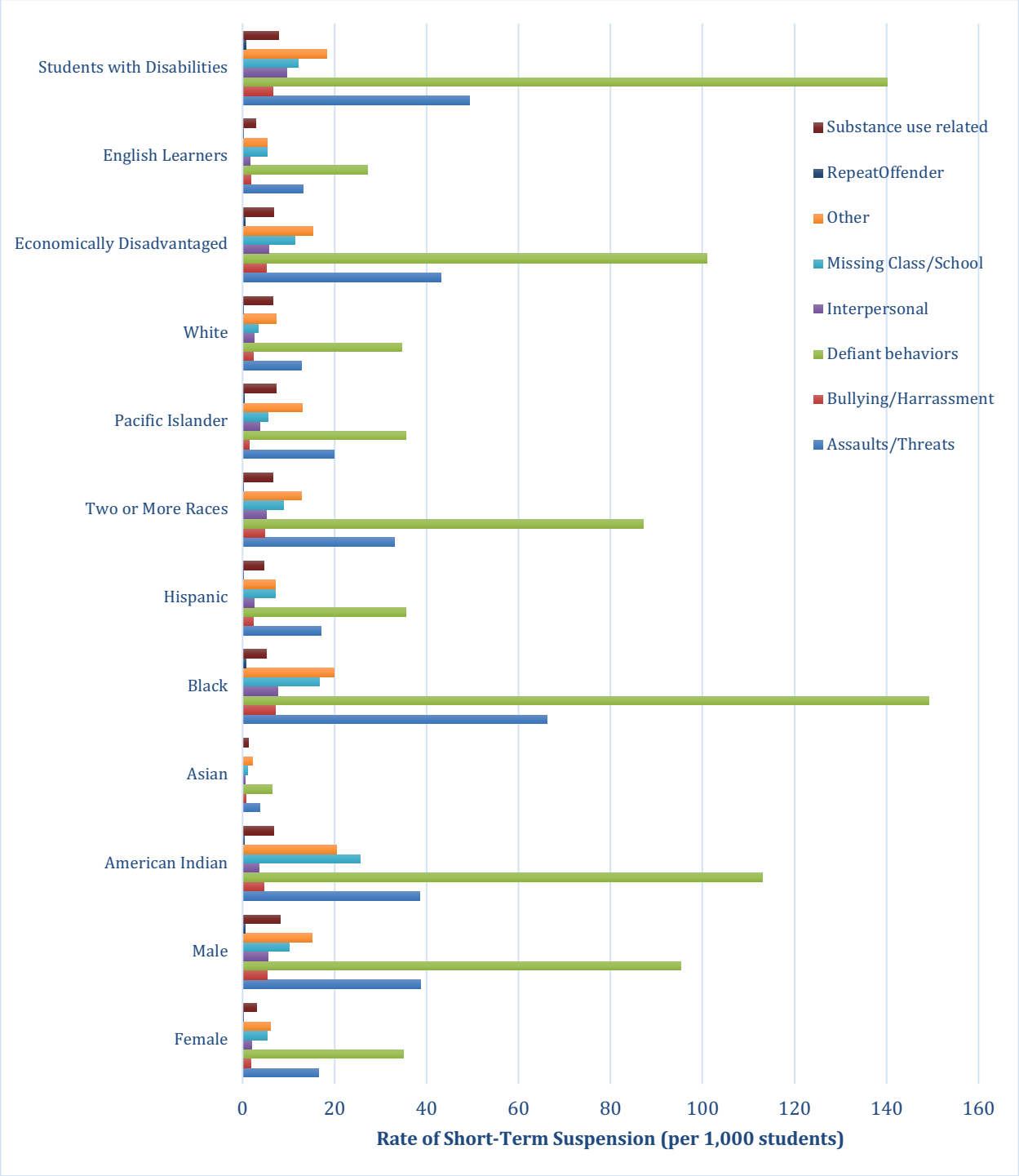
- Exceptional children received 24% of the short-term suspensions in 2018-2019, a slight 0.7% decrease from the 2017-2018 academic year.
- The number of short-term suspensions for students with a developmental delay, autism, or speech/language impairment increased from the 2017-2018 academic year.
- The number of short-term suspensions assigned to students with a speech/language impairment, other health impairment, autism, or developmental delay has increased since 2014-2015.
- The number of short-term suspensions assigned to students with a serious emotional disability, intellectual disability (mild), or specific learning disability has decreased since 2014-2015.

FIGURE S8. NUMBER OF UNIQUE STUDENTS WHO RECEIVED SHORT-TERM SUSPENSIONS, BY GENDER & RACE/ETHNICITY



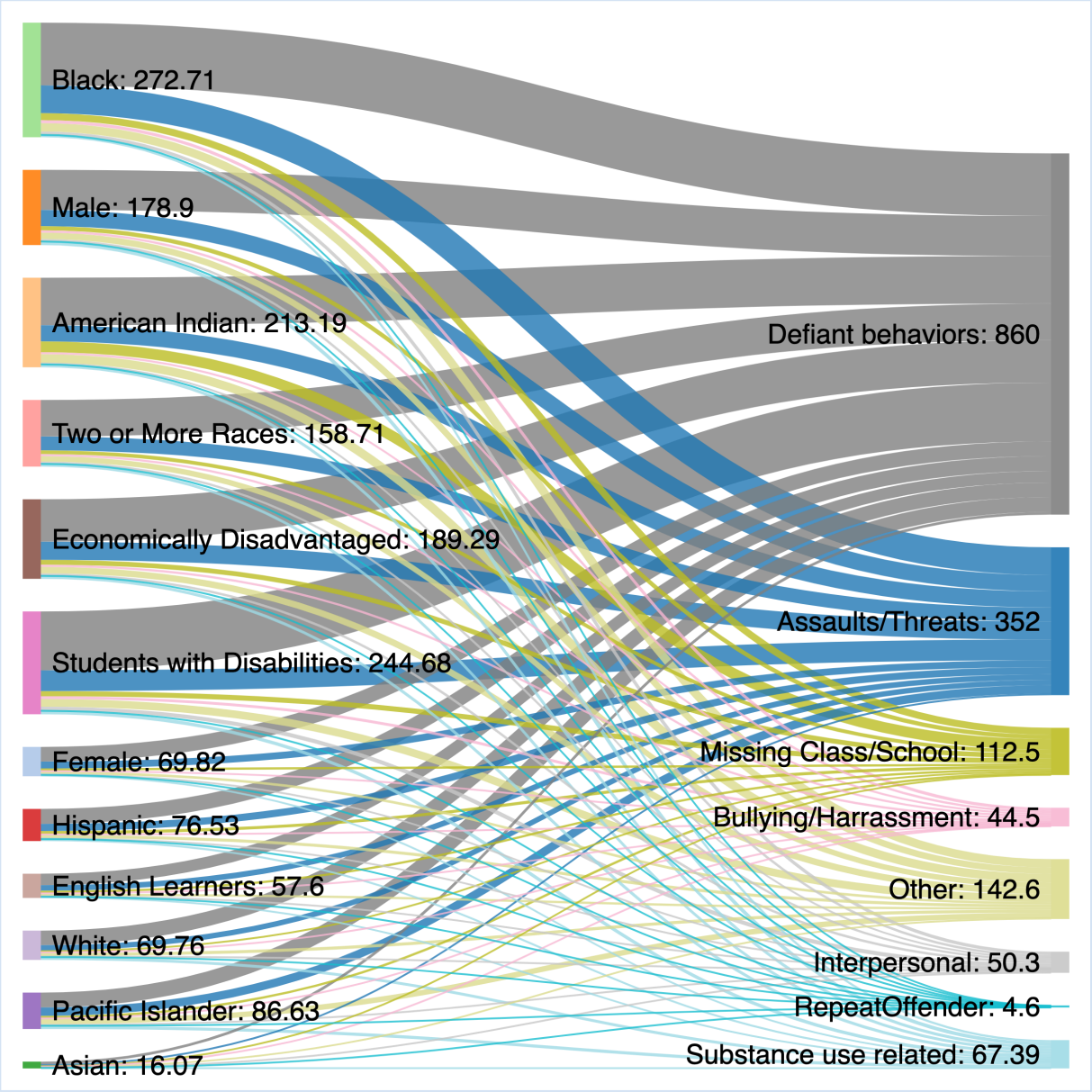
- In 2018-2019, of the 203,298 short-term suspensions, 110,927 were received by individual students for an average of 1.83 short-term suspensions per-student.
- Of the 110,927 individual students who received short-term suspensions, 70.24% were male.
- Of the 110,927 individual students who received short-term suspensions, 49.48% were black students. More specifically, 32.73% were black males. White males made up 22.71% of short-term suspensions received in 2018-2019, followed by black females at 16.75%, and Hispanic males at 8.91%.

FIGURE S9A. SHORT-TERM SUSPENSION RATES (PER 1,000 ENROLLED)[4] BY GENDER, RACE/ETHNICITY, AND CLASSIFICATION, GROUPED BY BEHAVIOR



[4] In previous consolidated reports, the rates for crimes and suspensions were reported using various denominators (i.e., per 10, per 100, per 1000). In this 2018-2019 consolidated report, rates have been standardized and short-term suspension rates are calculated per 1000 students.

FIGURE S9B. SHORT-TERM SUSPENSION RATES (PER 1,000 ENROLLED)[5] BY GENDER, RACE/ETHNICITY, AND CLASSIFICATION, GROUPED BY BEHAVIOR



- Of the short-term suspensions that we assigned in the 2018-2019 academic year, over half were due to defiant behavior, followed by Assaults/Threats at 21.5%.
- Of the 102,269 suspensions that resulted from defiant behavior, 74.9% were assigned to economically disadvantaged students, followed by 56.9% that were assigned to black students and 28.7% that were assigned to students with disabilities.

[5] In previous consolidated reports, the rates for crimes and suspensions were reported using various denominators (i.e., per 10, per 100, per 1000). In this 2018-2019 consolidated report, rates have been standardized and short-term suspension rates are calculated per 1000 students.

Section 2. Long-Term Suspensions

Long-term suspensions are suspensions that last 11 or more school days. Long term suspensions do not include students who were enrolled in an alternative learning program within 10 days of their suspension. Rates for long-term suspensions are calculated per 100,000 students.

In 2018-2019, 587 long-term suspensions were reported, a 12.77% decrease from the 673 long-term suspensions reported in 2017-2018, and a 15.5% decrease from the 2016-2017 academic year.

It is important to note that because some students received more than one long-term suspension, the 587 long-term suspensions reported in 2018-2019 were assigned to 575 individual students for an average of 72.97 days of school missed. Overall, 42,833 days of school were missed throughout the state due to long-term suspensions in the 2018-2019 academic year.

High school students received 326 long-term suspensions, a 22% decrease from the 419 recorded in 2017-2018 and a 28.8% decrease from the 458 recorded in the 2016-2017 academic year.

FIGURE S10. LONG-TERM SUSPENSIONS BY GENDER

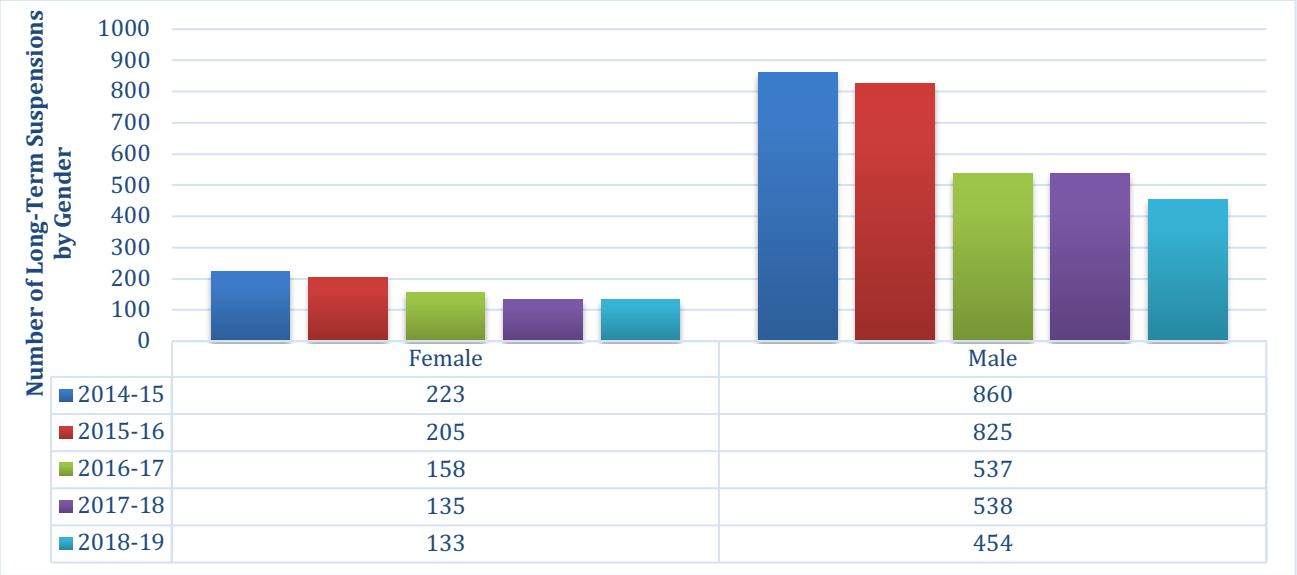
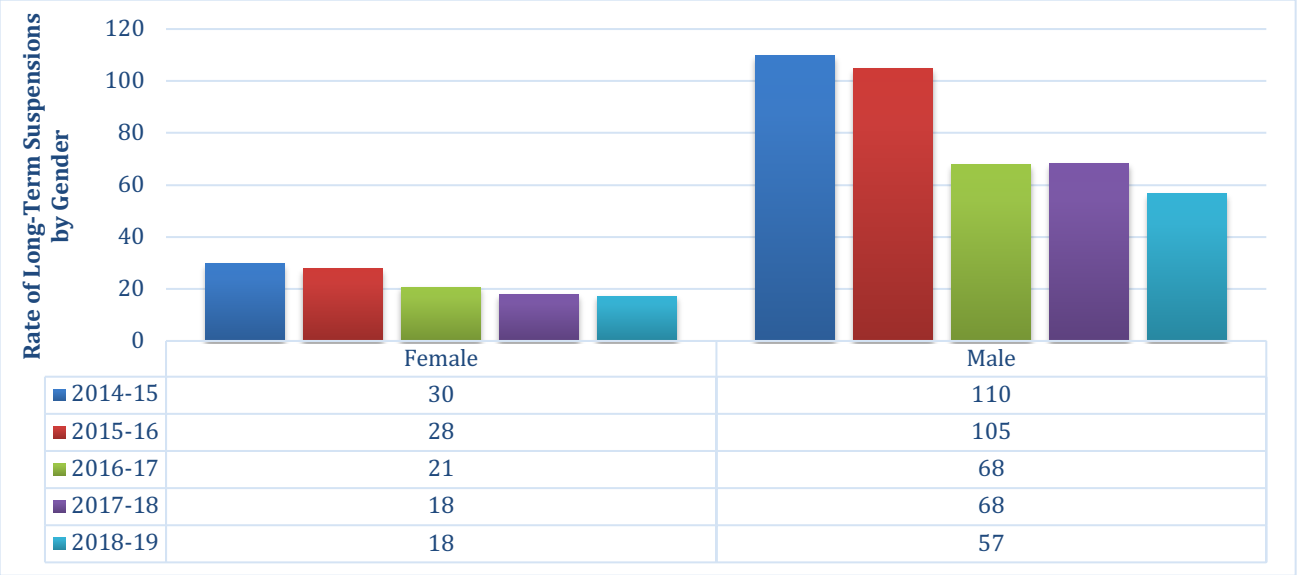
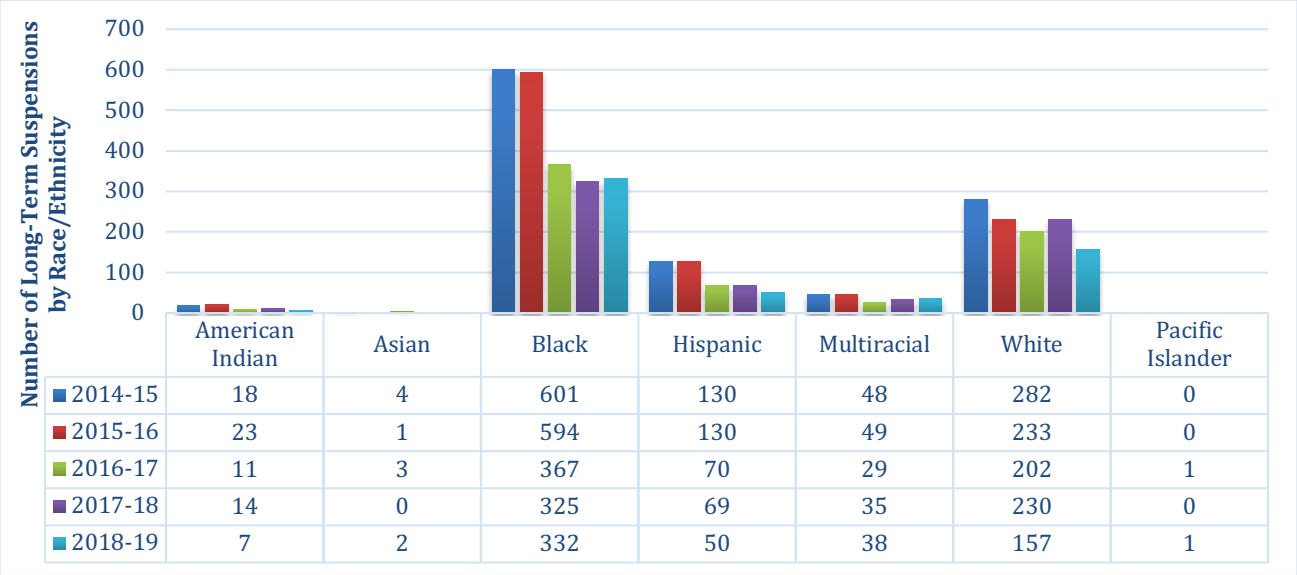


FIGURE S11. RATE (PER 100,000 ENROLLED) OF LONG-TERM SUSPENSIONS BY GENDER



- The rate of long-term suspensions for male students in was 68% greater than the rate for females in 2018-2019.
- In 2018-2019, both the rate and number of long-term suspensions for males decreased from the previous academic year.

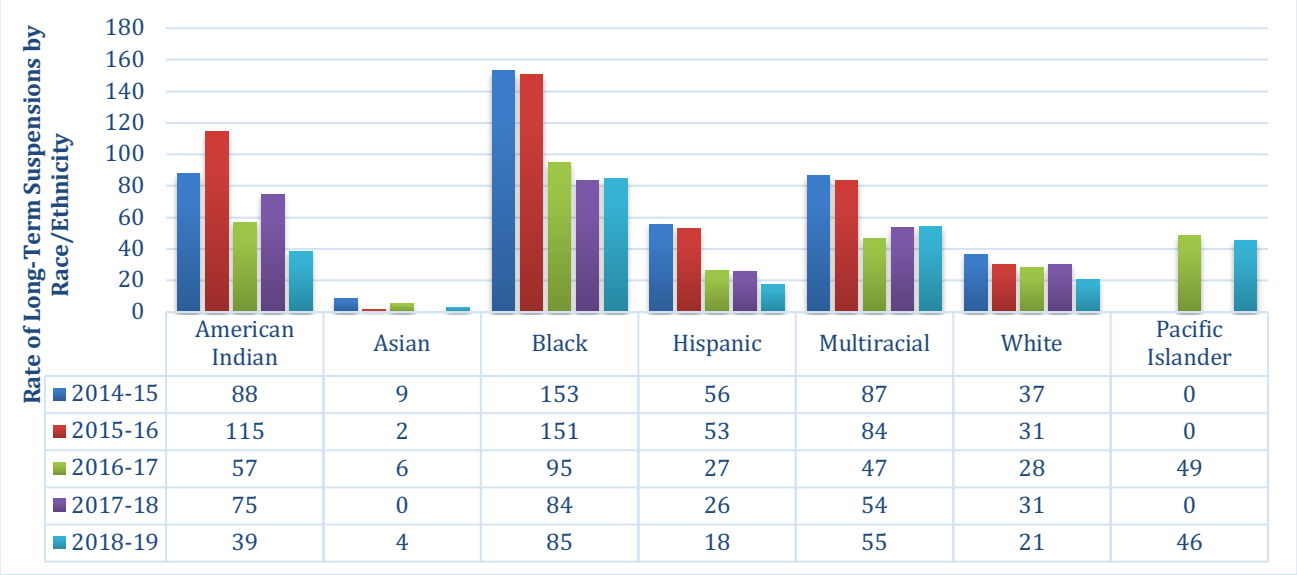
FIGURE S12. LONG-TERM SUSPENSIONS BY RACE/ETHNICITY



	American Indian	Asian	Black	Hispanic	Multiracial	White	Pacific Islander
2014-15	18	4	601	130	48	282	0
2015-16	23	1	594	130	49	233	0
2016-17	11	3	367	70	29	202	1
2017-18	14	0	325	69	35	230	0
2018-19	7	2	332	50	38	157	1

FIGURE S13. RATE (PER 100,000 ENROLLED) OF LONG-TERM SUSPENSIONS BY RACE/ETHNICITY

Note: The long-term suspension rate per 100,000 students enrolled will be alarming for Pacific Islander students considering there were *less than 2,000 Pacific Islander students enrolled* in North Carolina public schools in 2018-2019.

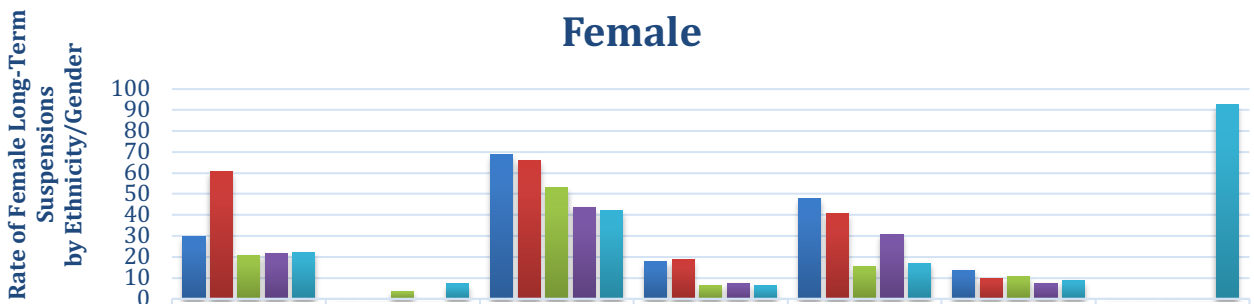


	American Indian	Asian	Black	Hispanic	Multiracial	White	Pacific Islander
2014-15	88	9	153	56	87	37	0
2015-16	115	2	151	53	84	31	0
2016-17	57	6	95	27	47	28	49
2017-18	75	0	84	26	54	31	0
2018-19	39	4	85	18	55	21	46

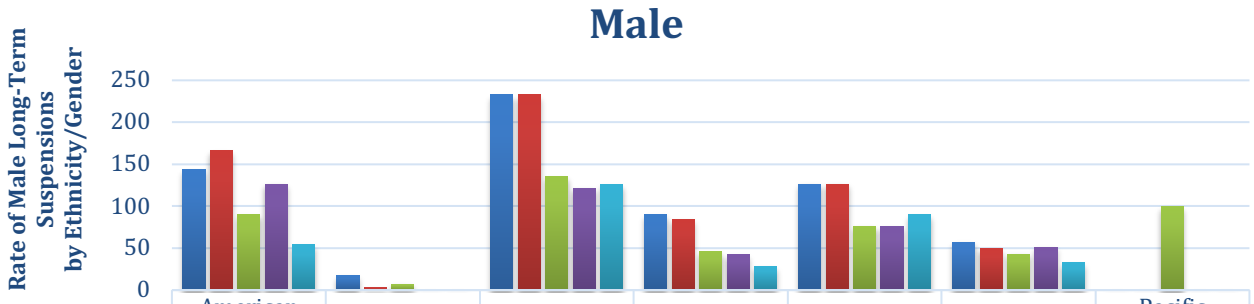
- In 2018-2019, the rate of long-term suspensions for American Indian, Hispanic, and White students decreased slightly compared to the previous academic year.

FIGURE S14. LONG-TERM SUSPENSION RATES PER 100,000 STUDENTS BY ETHNICITY AND GENDER

Note: The long-term suspension rate per 100,000 students enrolled will be alarming for Pacific Islander students considering there were *less than 1,000 Pacific Islander female students and less than 1,000 Pacific Islander male students enrolle*d in North Carolina public schools in 2018-2019.



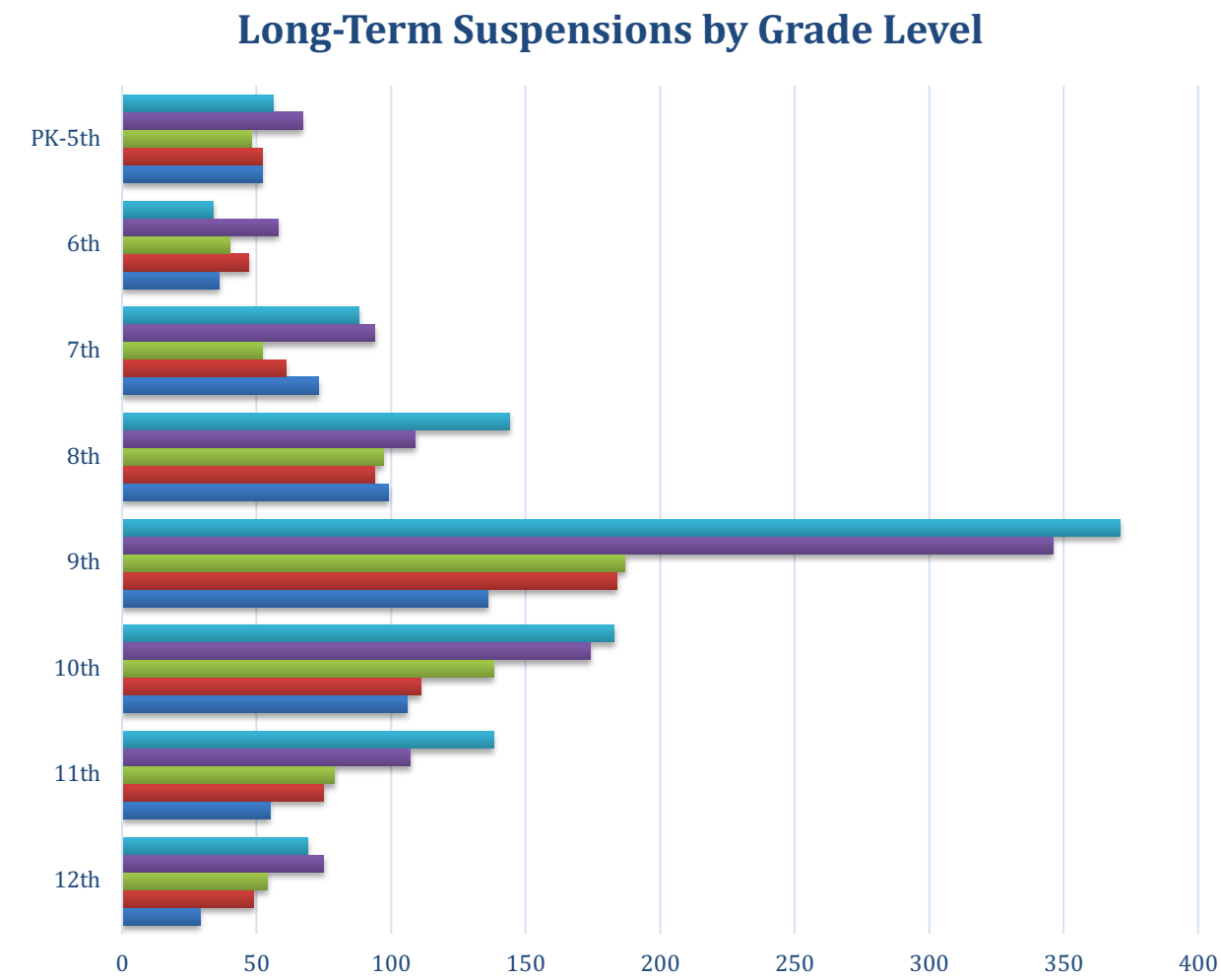
	American Indian	Asian	Black	Hispanic	Multiracial	White	Pacific Islander
2014-15	30	0	69	18	48	14	0
2015-16	61	0	66	19	41	10	0
2016-17	21	4	53	7	16	11	0
2017-18	22	0	44	8	31	8	0
2018-19	23	8	42	7	17	9	93



	American Indian	Asian	Black	Hispanic	Multiracial	White	Pacific Islander
2014-15	144	18	233	91	127	58	0
2015-16	167	4	233	85	127	50	0
2016-17	91	8	136	46	77	44	100
2017-18	127	0	122	43	76	52	0
2018-19	54	0	126	29	91	33	0

- Long-term suspension rates for American Indian male students, Hispanic male students, and White male students decreased the previous academic year, but that improvement is only mirrored for their female peers who were Two or More Races.

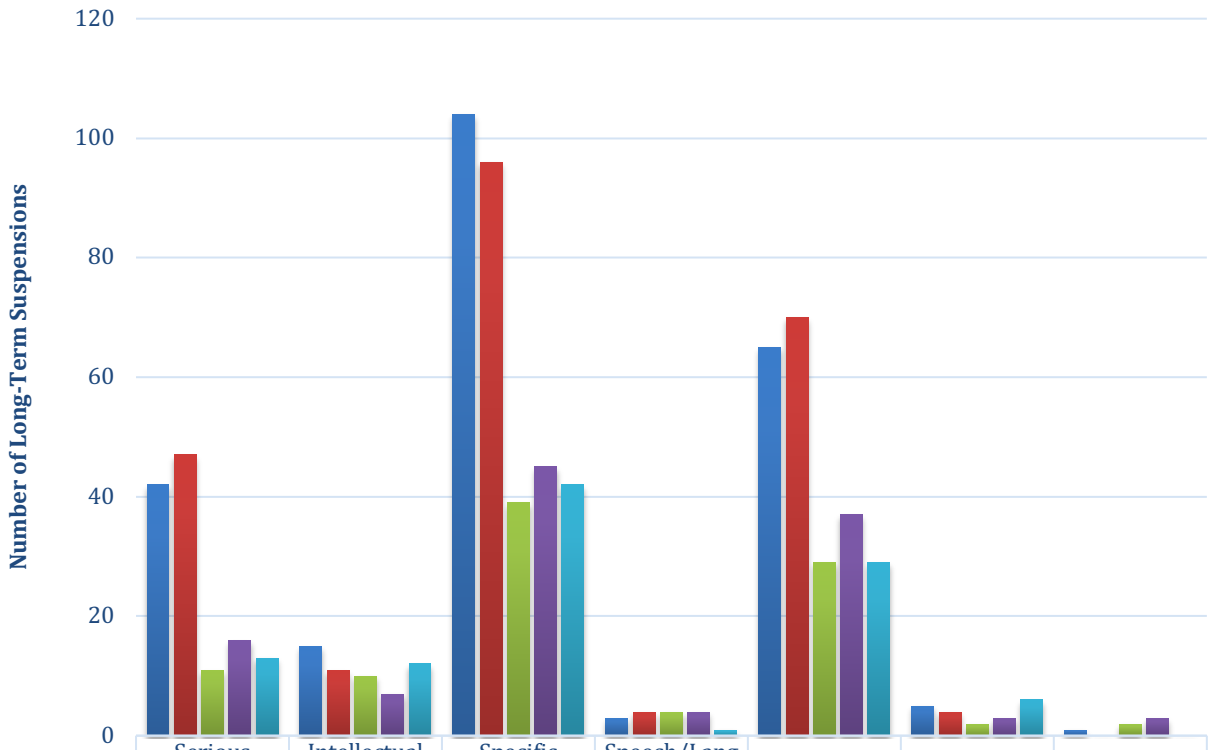
FIGURE S15. LONG-TERM SUSPENSIONS BY GRADE LEVEL



	12th	11th	10th	9th	8th	7th	6th	PK-5th
2014-15	69	138	183	371	144	88	34	56
2015-16	75	107	174	346	109	94	58	67
2016-17	54	79	138	187	97	52	40	48
2017-18	49	75	111	184	94	61	47	52
2018-19	29	55	106	136	99	73	36	52

- Ninth graders received the greatest number of long-term suspensions for the fifth year in a row.
- The number of long-term suspensions for ninth grade students has decreased 63% since 2014-2015.
- In 2018-2019, seventh, and eighth grades were the only grades to experience an increase in the number of long-term suspensions compared to the 2017-2018 academic year.

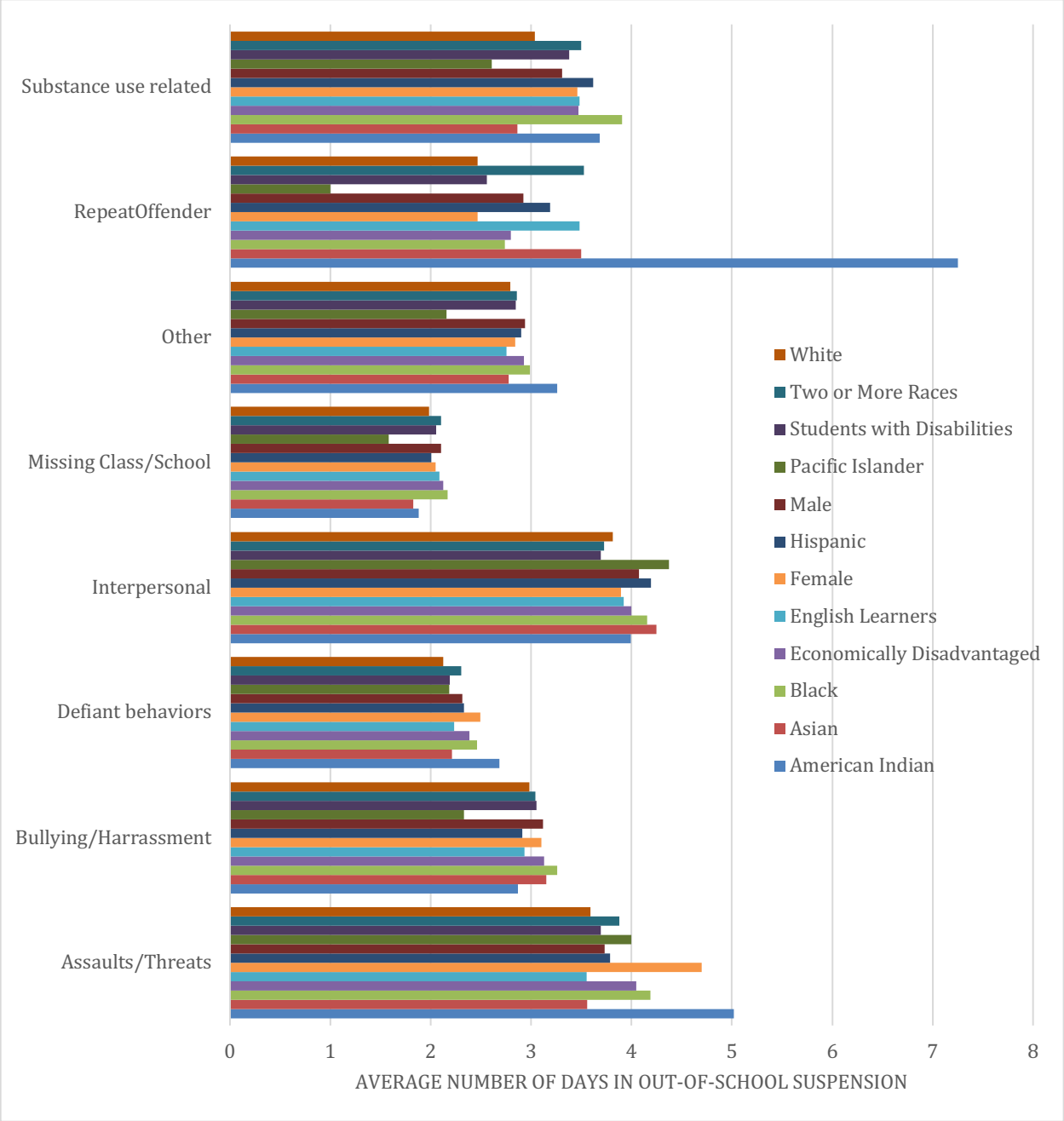
FIGURE S16. LONG-TERM SUSPENSIONS BY LARGEST CATEGORIES OF EXCEPTIONAL CHILDREN (EC) STATUS



	Serious Emotional Disability	Intellectual Disability-Mild	Specific Learning Disabled	Speech/Language Impaired	Other Health Impaired	Autistic	Developmentally Delayed
2014-15	42	15	104	3	65	5	1
2015-16	47	11	96	4	70	4	0
2016-17	11	10	39	4	29	2	2
2017-18	16	7	45	4	37	3	3
2018-19	13	12	42	1	29	6	0

- The number of students with a mild intellectual disability was the only exceptionality to witness an increase in the number of long-term suspensions.
- Since the 2014-2015 academic year, there has been a sharp decrease in the number of long-term suspensions for students in all categories.

FIGURE S17. AVERAGE NUMBER OF DAYS FOR OUT-OF-SCHOOL SUSPENSIONS BY GENDER, RACE/ETHNICITY, AND CLASSIFICATION, GROUPED BY BEHAVIOR[8]



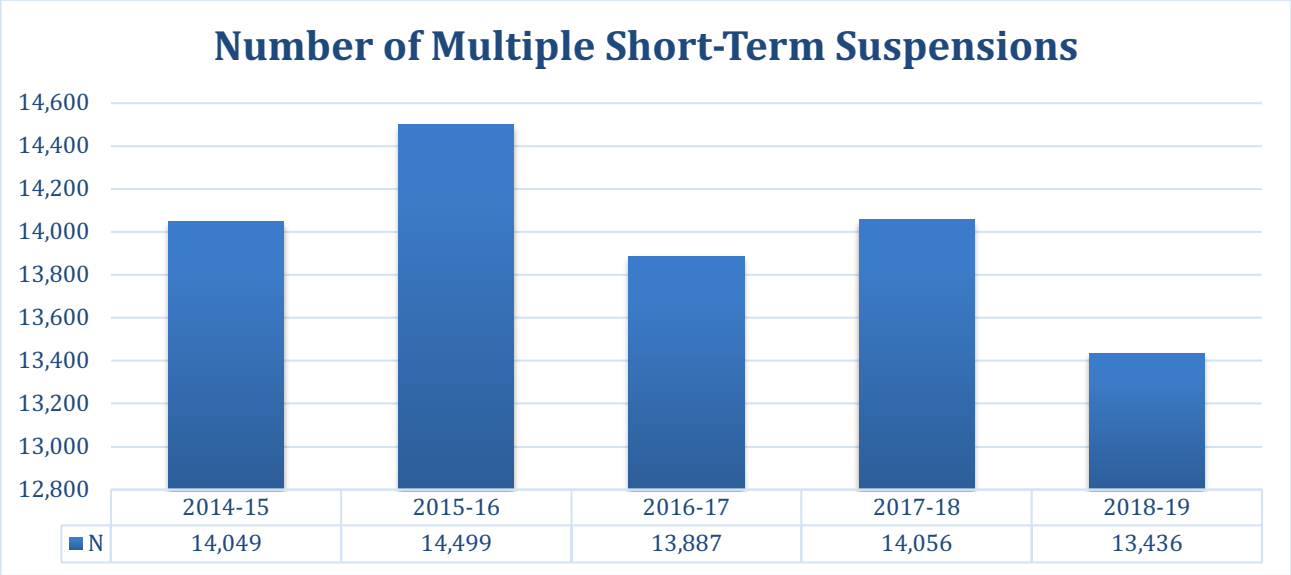
- The average number of out-of-school suspension days given to all students cited for repeat offending was 2.83 days. American Indian students cited for repeat offending received on average 7.25 days in out-of-school suspension.
- The average number of out-of-school suspension days given to all students cited for assaults/threats was 4.01. That number for American Indian students was 5.02 followed by female students at 4.70 days and black students at 4.19 days.

[8] More information on behavior categories can be found in Appendix A.

Section 3. Multiple Suspensions

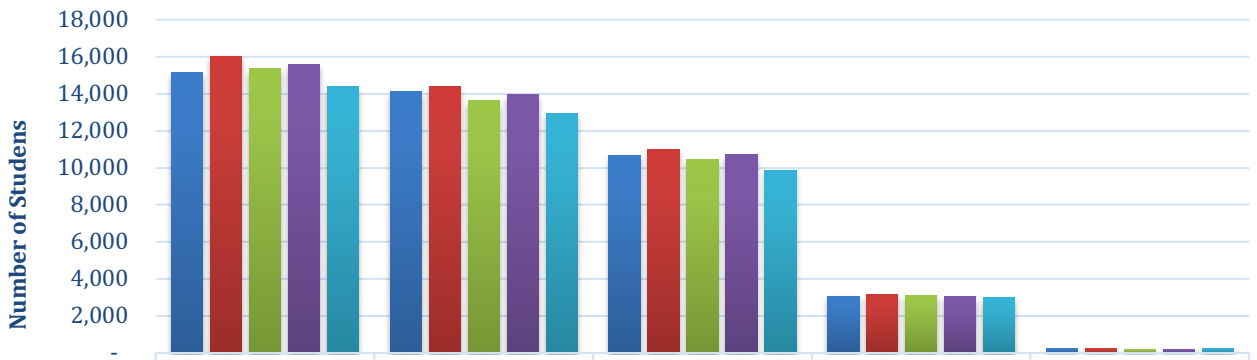
This section reports data for students who were suspended on multiple occasions during the 2018-2019 school year. A short-term suspension will be less than 10 days of schools missed, but multiple suspensions may cause a student to miss more than 10 days of school.

FIGURE S18. MULTIPLE SHORT-TERM SUSPENSIONS



- The number of students whose combined lengths of multiple short-term suspensions exceeded tend days decreased 4.4% from the previous academic year.
- The number of students whose combined lengths of multiple short-term suspensions is at its lowest point since the 2014-2015 academic year.

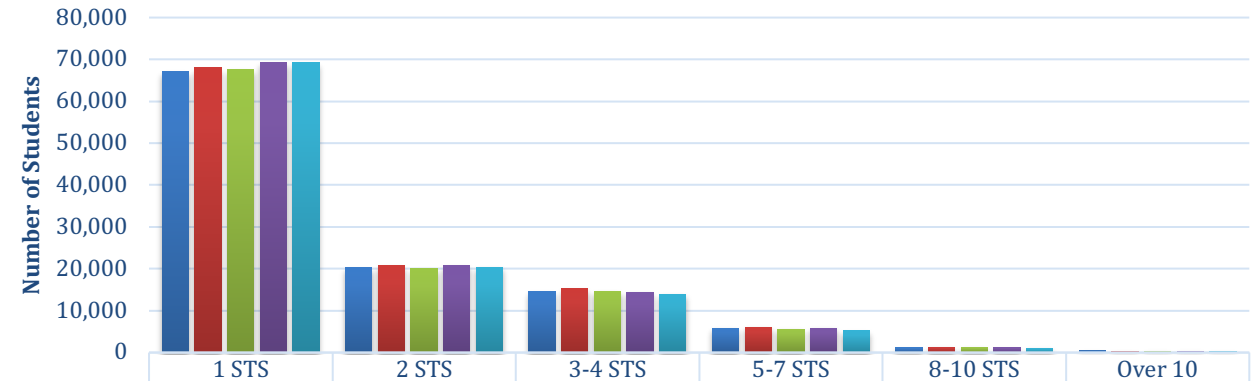
FIGURE S19. DURATION OF MULTIPLE SHORT-TERM SUSPENSIONS GIVEN TO STUDENTS



	2 to 5 days	6 to 10 days	11 to 20 days	21 to 40 days	41 or more days
2014-15	15,141	14,106	10,676	3,115	258
2015-16	16,010	14,384	11,019	3,209	271
2016-17	15,385	13,612	10,462	3,161	264
2017-18	15,594	13,962	10,730	3,067	259
2018-19	14380	12951	9888	3025	311

- The goal should be for students to experience shorter suspensions. In 2018-2019, there were fewer students in all ranges of durations, except for the 41 or more days designation.

FIGURE S20. NUMBER OF SHORT-TERM SUSPENSIONS RECEIVED BY STUDENTS



	1 STS	2 STS	3-4 STS	5-7 STS	8-10 STS	Over 10
2014-15	67,053	20,442	14,719	6,057	1,335	412
2015-16	68,001	20,945	15,240	6,292	1,506	528
2016-17	67,535	20,114	14,738	5,804	1,455	447
2017-18	69,203	20,842	14,603	6,008	1,334	449
2018-19	69,315	20,569	14,143	5,314	1,203	383

- In 2018-2019, most students who received short-term suspensions received only one. This is consistent with previous years.

Section 4. Expulsions

This section reports data for students who were expelled from school during the 2017-18 school year. Generally, students who are expelled from a district are not allowed to continue attending a school in the district; however, some districts allow students to apply for readmission. Other expelled students may apply for admission in another district or at a charter school.

In 2018-2019, there were 23 expulsions in North Carolina schools, an increase of one from the 2017-18 academic year.

FIGURE S21. EXPULSIONS BY GENDER

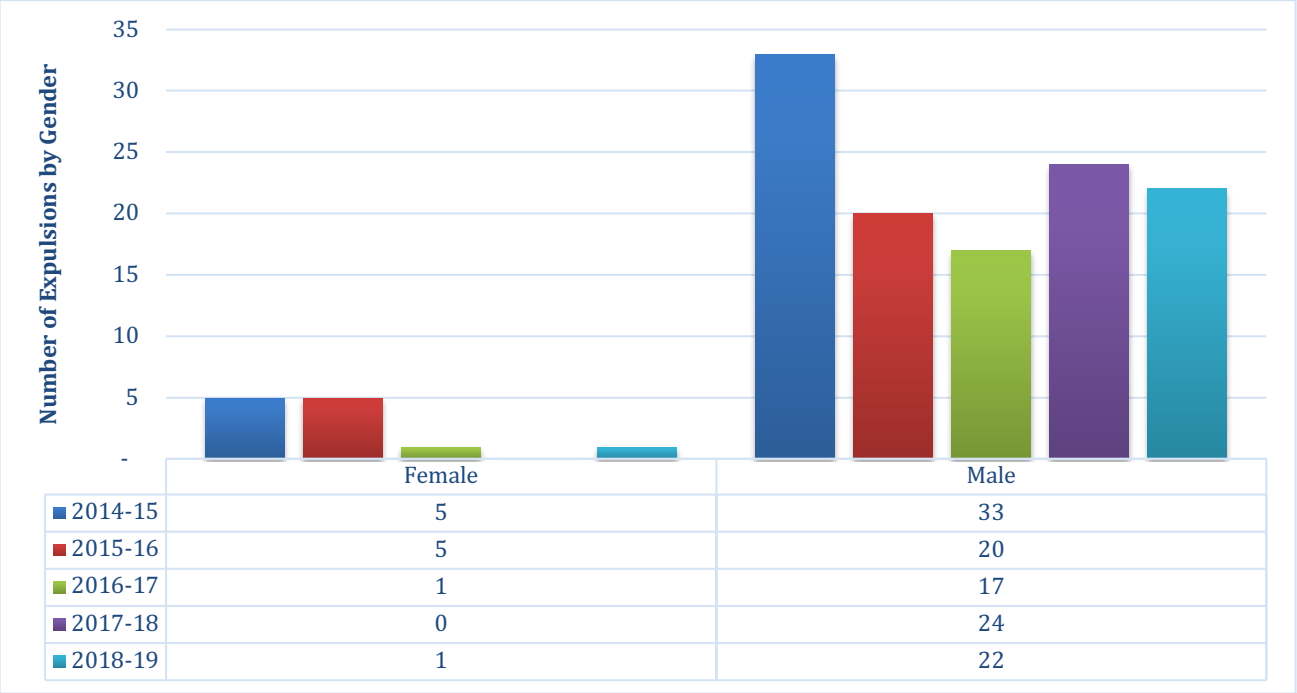
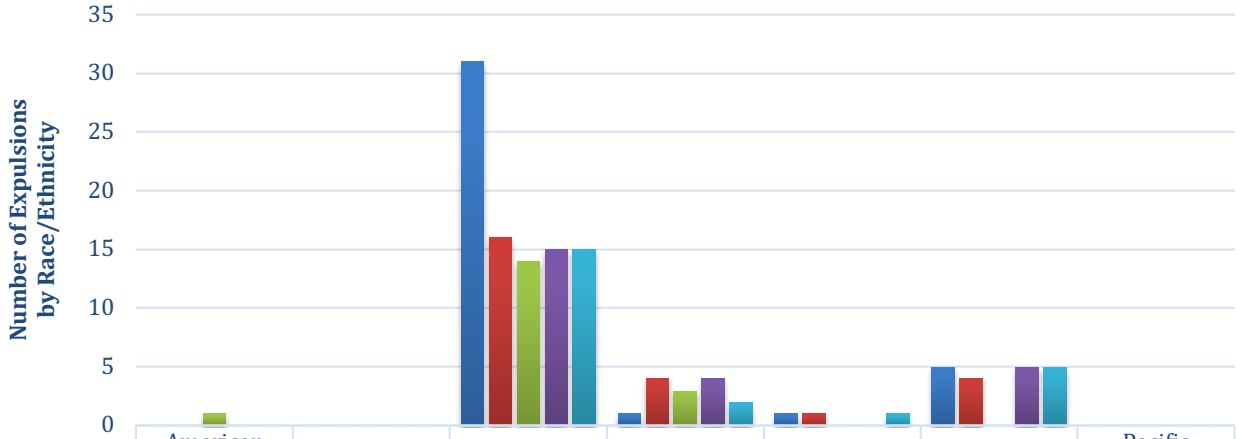


FIGURE S22. EXPULSIONS BY RACE/ETHNICITY



	American Indian	Asian	Black	Hispanic	Multiracial	White	Pacific Islander
2014-15	0	0	31	1	1	5	0
2015-16	0	0	16	4	1	4	0
2016-17	1	0	14	3	0	0	0
2017-18	0	0	15	4	0	5	0
2018-19	0	0	15	2	1	5	0

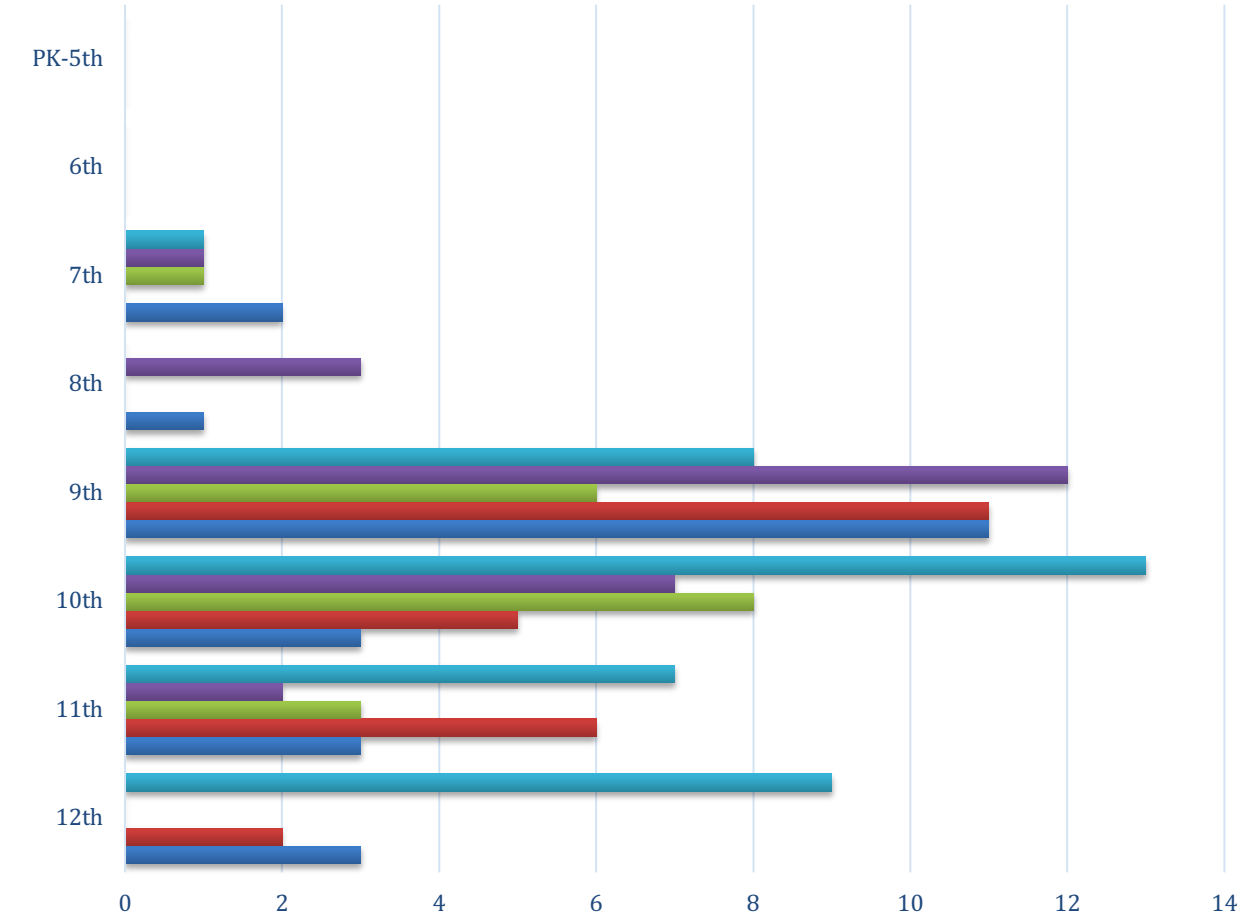
- Of the 23 students expelled in 2018-2019, fifteen (65%) were black students, five (21.7%) were white students, and two (8.7%) were Hispanic students.
- The number of expulsions by race/ethnicity did not change significantly from the previous academic year.

TABLE S1. EXPULSIONS FOR STUDENTS RECEIVING SPECIAL EDUCATION SERVICES

Special Education Status	2014-15	2015-16	2016-17	2017-18	2018-19
Developmentally Delayed	0	0	0	0	0
Other Health Impaired	1	0	2	0	2
Serious Emotional Disability	0	1	0	0	1
Intellectual Disability - Mild	0	0	0	0	0
Specific Learning Disabled	3	2	2	2	3
Speech/Language Impaired	0	0	0	1	0

- Of the 23 students expelled in 2018-2019, six (26%) were students receiving special education services.
- The number of students with special needs who were expelled in 2018-2019 increased from three in the 2017-2018 year to six in 2018-2019.

FIGURE S23. EXPULSIONS BY GRADE LEVEL



	12th	11th	10th	9th	8th	7th	6th	PK-5th
2014-15	9	7	13	8	0	1	0	0
2015-16	0	2	7	12	3	1	0	0
2016-17	0	3	8	6	0	1	0	0
2017-18	2	6	5	11	0	0	0	0
2018-19	3	3	3	11	1	2	0	0

- Ninth graders received the most expulsions in the 2018-2019 academic year, which is consistent with the previous year.
- Most expulsions came from the high school grades.

Section 5. Suspensions and Expulsions by LEA

Further and more detailed information can be found online at: http://www.dpi.state.nc.us/research/discipline/reports/. Unlike the 2017-2018 Consolidated Data Report, charter schools are included in the tables as opposed to providing them as a separate table. Specifically, the following tables can be found online:

- Counts of short-term suspensions in all LEAs and charter schools for each gender/race combination.
- In addition to the counts of short-term suspensions, the number of days of short-term suspensions, the average duration (in number of days) of short-term suspension, and the short-term suspension rate for all LEAs and charter schools.
- Counts of long-term suspensions in all LEAs and charter schools for each gender/race combination.
- Counts of expulsions in all LEAs and charter schools for each gender/race combination.

2018-2019 USES OF CORPORAL PUNISHMENT

Introduction and General Findings

This report delivers disaggregated data on uses of corporal punishment per G.S. 115C-12(27). Corporal punishment uses are disaggregated by Local Education Agency (LEA), gender, race/ethnicity, grade level, type of disability, and reason for punishment.

Although some corporal punishment data has been captured for some LEAs over many years, 2010-11 was the first year that all uses of corporal punishment were required to be reported. In the 2018-2019 academic year, zero school districts reported the use of corporal punishment. In the 2017-2018 academic year, two LEAs employed corporal punishment for a total of 60 uses, 15 less than the 75 reported uses in the 2016-2017 academic year.

2018-2019 STUDENT REASSIGNMENTS FOR DISCIPLINARY PURPOSES

Introduction

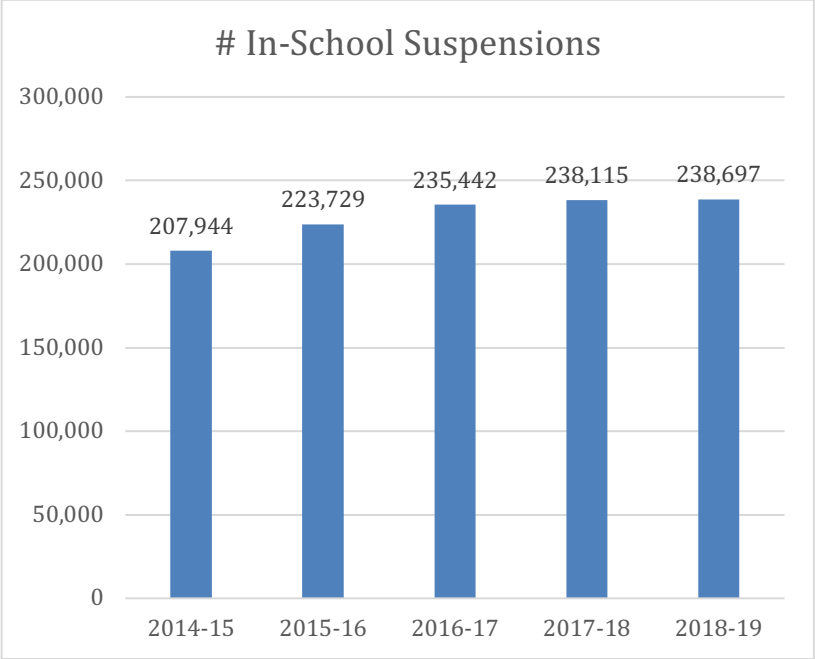
This report delivers disaggregated data on students reassigned for disciplinary purposes per G.S. 115C-12(27). In North Carolina, when students are reassigned to an area apart from the regular classroom for a relatively short period of time, the action is classified as an in-school suspension. Many assignments to in-school suspensions are for a single day or only part of a day. Some assignments last multiple days. Students given in-school suspensions are usually provided with assignments from their teacher.

Students who are reassigned for longer periods of time attend Alternative Learning Programs and Schools (ALPSs). ALPSs have their own teachers who provide instruction to students. Decisions to reassign a student to an ALPS usually involve input from the LEA level as well as the schools involved. ALPSs include programs located within schools, programs at off-site locations, and stand-alone schools.

General Findings

In 2018-19, North Carolina public schools assigned 238,697 in-school suspensions of a half day or more to 119,323 students. This is a 0.24% increase over the 238,115 in-school suspensions reported in 2017-18.

FIGURE R1. IN-SCHOOL SUSPENSIONS REPORTS – 2018-19 SCHOOL YEAR



Students spent a total of 355,138 days in in-school suspension. The average length of an in-school suspension was 1.49 days, down 0.67% from the average length of 1.50 days in 2017-18.

In addition, 28,379 partial day in-school suspensions were assigned to 18,363 students; this is a 3.8% decrease from the 29,494 partial day suspensions assigned in 2017-18.

Full Day In-School Suspension Demographics

Of the 238,697-full day in-school suspensions, 170,140 were assigned to males and 68,043 were assigned to females (gender information was missing from 514 suspensions).

The table below shows the reported number of full-day in-school suspensions and days of in-school suspension by race/ethnicity. Black students received the most in-school suspensions, followed by white students and Hispanic students.

TABLE R1. FULL DAY IN-SCHOOL SUSPENSIONS BY RACE/ETHNICITY

Race/Ethnicity	In-School Suspensions	ISS Days
Asian	3,035	4,919
Black	109,143	165,695
Hispanic	32,433	48,270
American Indian	2,364	3,735
Multiracial	12,669	18,569
Hawaiian/Pacific Island	246	401
White	78,290	113,484
Missing	20	65

TABLE R2. FULL DAY IN-SCHOOL SUSPENSIONS BY GRADE LEVEL, 2018-19

Grade Level	In-School Suspensions	ISS Days
Kindergarten	2,532	2,590
1	3,631	3,679
2	4,649	5,168
3	6,183	7,067
4	8,162	9,888
5	9,584	12,574
6	35,045	56,204
7	37,949	61,715
8	33,107	52,778
9	35,912	54,050
10	26,986	40,280
11	19,636	28,458
12	14,794	20,607

Table R2 displays in-school suspensions by grade level. Seventh graders received the most in-school suspensions (37,949), followed by ninth graders (35,912) and sixth graders (35,045).

TABLE R3. FULL DAY IN-SCHOOL SUSPENSIONS BY EXCEPTIONALITY, 2018-19.

Primary Exceptionality	In-School Suspensions	ISS Days
Autism	1902	2,630
Developmental Delay	715	703
Deafness	8	13
Serious Emotional Disability	4,913	7,692
Hearing Impairment	208	345
Intellectual Disability - Mild	3,283	5,201
Intellectual Disability - Moderate	204	271
Intellectual Disability - Severe	2	2
Specific Learning Disability	20,284	30,795
Multiple Disabilities	77	84
Other Health Impairment	15,998	24,229
Orthopedic Impairment	19	25
Speech or Language Impairment	1,559	1,970
Traumatic Brain Injury	110	164
Visual Impairment	50	76

Table R3 shows the breakdown of in-school suspensions assigned to special education students by primary exceptionality.

Students are assigned to ALPSs for at least a grading period and sometimes for the remainder of the school year or longer. In 2018-19, schools reported 4,357 assignments of students to ALPSs for disciplinary reasons. Of the 4,357 placements assigned, 61.3% (n=2,694) were also assigned as a short-term suspension, meaning the start of their suspension was less than 11 days until they were placed into an ALP. Additionally, 1.22% (n=53) were assigned as a long-term suspension, meaning they were coded as receiving a long-term remainder of the school year.

Demographics for ALPSs as a Disciplinary Action

In the 2018-19 school year, 3,099 males and 1,255 females were assigned to alternative learning programs or schools for disciplinary reasons.

TABLE R4. ALP AS A DISCIPLINARY ACTION BY RACE/ETHNICITY, 2018-19

Race/Ethnicity	# ALP Assignments
Asian	49
Black	2,814
Hispanic	552
American Indian	57
Multiracial	225
Hawaiian/Pacific Islander	3
White	654
Total	4,354

Table R4 shows the breakdown by race/ethnicity. Black students were assigned to ALPs for disciplinary reasons the most often, followed by white students and Hispanic students.

TABLE R5. ALP AS A DISCIPLINARY ACTION BY GRADE LEVEL, 2018-19

Grade Level	# ALP Assignments
Kindergarten	18
1	43
2	5
3	43
4	40
5	48
6	500
7	824
8	678
9	963
10	579
11	372
12	241
Total	4,354

Table R5 displays a breakdown by grade level. Ninth graders were most often assigned to ALPSs for disciplinary reasons, followed by seventh graders and eighth graders.

Of the 4,354 ALP assignments for disciplinary reasons, 990 involved students with disabilities. Table R6 shows the primary exceptionality for these students.

TABLE R6. ALP AS A DISCIPLINARY ACTION BY EXCEPTIONALITY, 2018-19

Primary Exceptionality	# ALP Assignments*
Autism	22
Developmental Delay	3
Serious Emotional Disability	185
Hearing Impairment	3
Intellectual Disability - Mild	93
Intellectual Disability - Moderate	4
Specific Learning Disability	355
Other Health Impairment	314
Orthopedic Impairment	1
Speech or Language Impairment	9
Traumatic Brain Injury	1
Total	990

2018-2019 ALTERNATIVE LEARNING PROGRAM & SCHOOL PLACEMENTS

Introduction

Alternative Learning Programs and Schools (APLSs) are safe, orderly, caring and inviting learning environments that assist students with overcoming challenges that may place them "at-risk" of academic failure. The goal of each program and school is to provide a rigorous education while developing individual student strengths, talents, and interests.

ALPSs operate with a range of missions and primary target populations. In addition to students who are enrolled because of academic challenges, attendance issues, and life problems (pregnancy, parenting, work), some programs also enroll students with mild, moderate, or severe discipline problems, including suspended or expelled students.

ALPSs 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.
ALPSs serve students at any level who:

- are suspended and/or expelled
- are 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
- have learning styles that are better served in an alternative setting

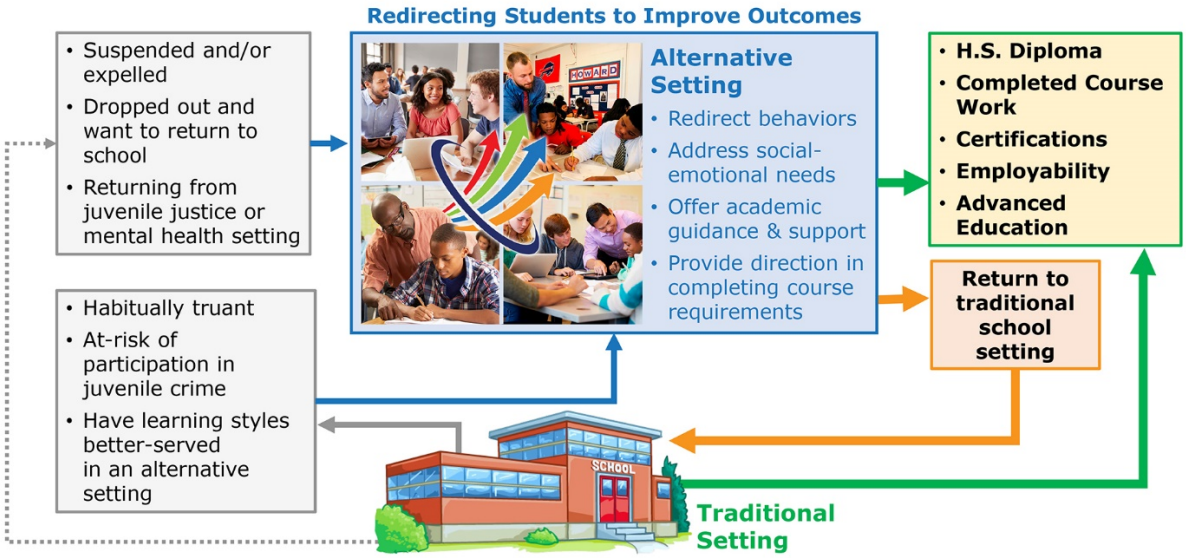
ALPSs should:

- provide the primary instruction for selected at-risk students
- enroll students for a minimum of one academic grading period
- offer course credit or grade-level promotion credit in core academic areas
- provide transition support to and from/between the school of origin and alternative learning program
- provide smaller classes and/or student/teacher

Programs vs. Schools

- **Alternative Learning Programs** are established in affiliation with a traditional accredited school. The information that is generated by the participants of the program becomes a part of the history and documentation of a traditional school. A program may be housed within a school, on the same site, or at a different location within the district.
- **Alternative Learning Schools** serve at-risk students and have an organizational designation based on the DPI assignment of an official school code. An alternative school is different from a regular public school and provides choices of routes to completion of school. For most 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 specific learning needs.

Below is a flowchart showing the various paths students may take entering and existing alternative leaning environments.



Student Pathways - Entering and Existing ALPSs

More information about Alternative Learning Programs and Schools is available at http://www.ncpublicschools.org/alp/.

General Findings

This section reports total placements in Alternative Learning Programs and Schools (ALPS) regardless of the reason for the placement. ALPSs reported 12,364 student placements in the 2018-19 school year, a 3.0% decrease from 2017-18.

There were 11,292 unique/individual students placed in ALPSs over the course of the 2018-19 school year, a decrease of 0.26% from 2017-19. Only 17% of the placements were for the entire school year. About 57% of the placements were for one semester or less.

Students are assigned to alternative schools and programs for a variety of purposes. In many cases, students are assigned for behavior reasons, either to address chronic behavioral issues or because an infraction was committed that would have resulted in a long-term suspension were it not for the alternative program option. Many students are assigned to ALPSs for academic reasons, usually so they can benefit from low student-teacher ratios and the targeted assistance employed by ALPS teachers. In some LEAs, parents and/or students can request placement in an ALPS for academic or other reasons. In general, students are assigned to ALPSs because they are at-risk in some way or unable to perform optimally in a traditional school environment.

When students are placed in an alternative learning program or school, a code is entered to designate the main reason for the placement. Table A1 below shows the various reasons students are assigned to ALPSs; the most frequently reported reason was chronic misbehavior.

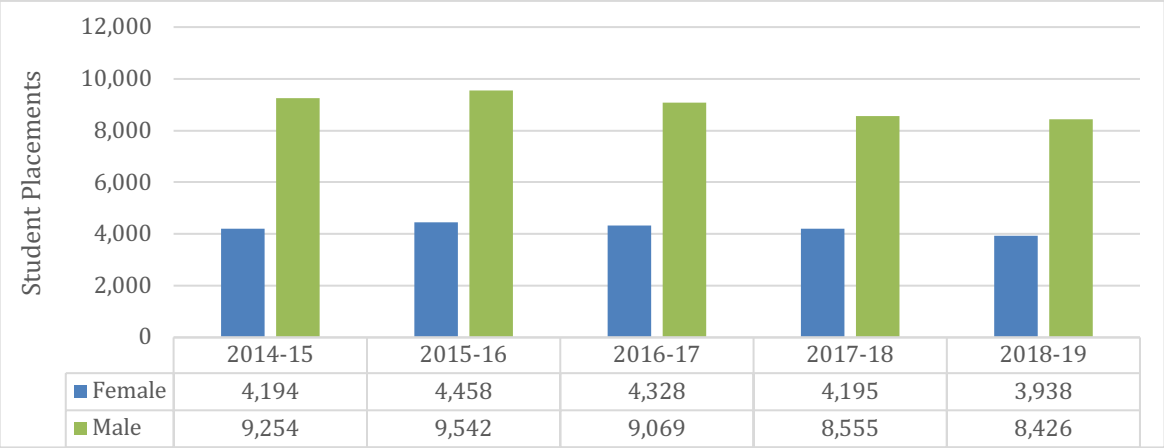
TABLE A1. REASONS FOR STUDENT ASSIGNMENTS TO ALTERNATIVE LEARNING PROGRAMS & SCHOOLS (2018-19)

Reason for Placement	Count	Percent
Chronic misbehavior	4,262	33.4
Instead of long-term suspension	1,747	13.7
Student and/or parent choice	1,699	13.3
Academic difficulty	1,673	13.1
Emotional and/or psychological problems	745	5.8
Transfer from ALP or other facility	614	4.8
Academic acceleration or credit recovery	565	4.4
Attendance problem	525	4.1
Dropout recovery	224	1.8
Result of EC hearing for discipline reasons	219	1.7
Personal and/or family problem	184	1.4
Felony charge	179	1.4
Pregnancy related	67	0.5
Result of EC Hearing for academic reasons	36	0.3
Employment related	9	0.1

Demographics

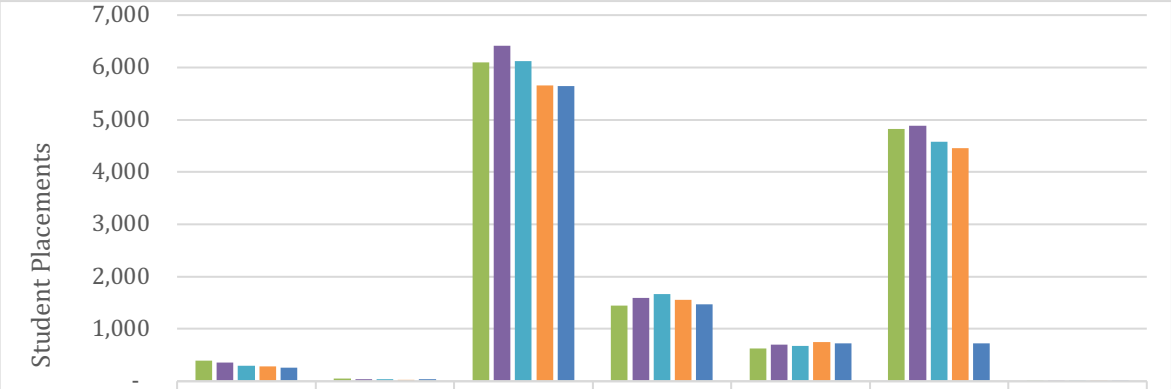
As shown in Figures A1 and A2 below, more males were placed in alternative learning programs and schools than females, and black students were placed more frequently than other ethnic groups. For the 2018-19 school year, black and American Indian students were placed at the highest rate (14.5 and 14.4% respectively, as measured by placements per 1000 students), followed by multiracial students. The grade level most frequently placed was ninth (see Figure A4).

FIGURE A1. ALP PLACEMENTS BY GENDER



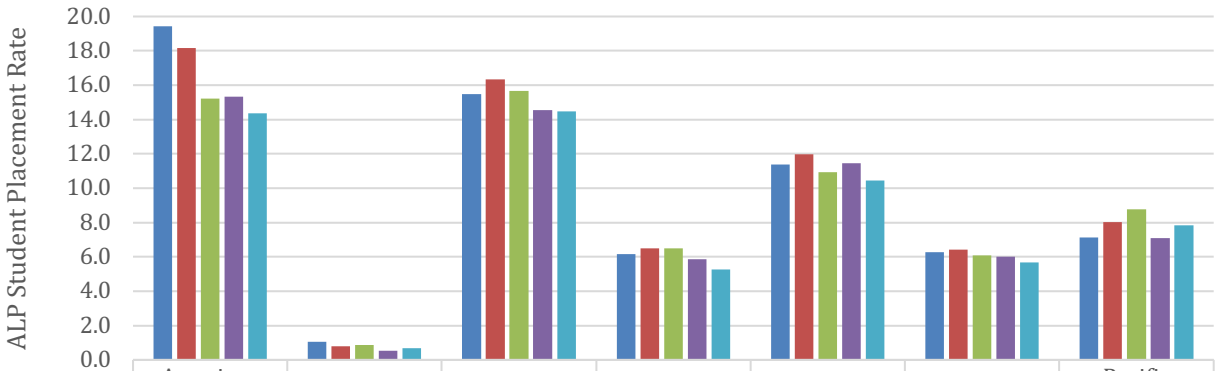
	2014-15	2015-16	2016-17	2017-18	2018-19
Female	4,194	4,458	4,328	4,195	3,938
Male	9,254	9,542	9,069	8,555	8,426

FIGURE A2. ALP PLACEMENTS BY RACE/ETHNICITY



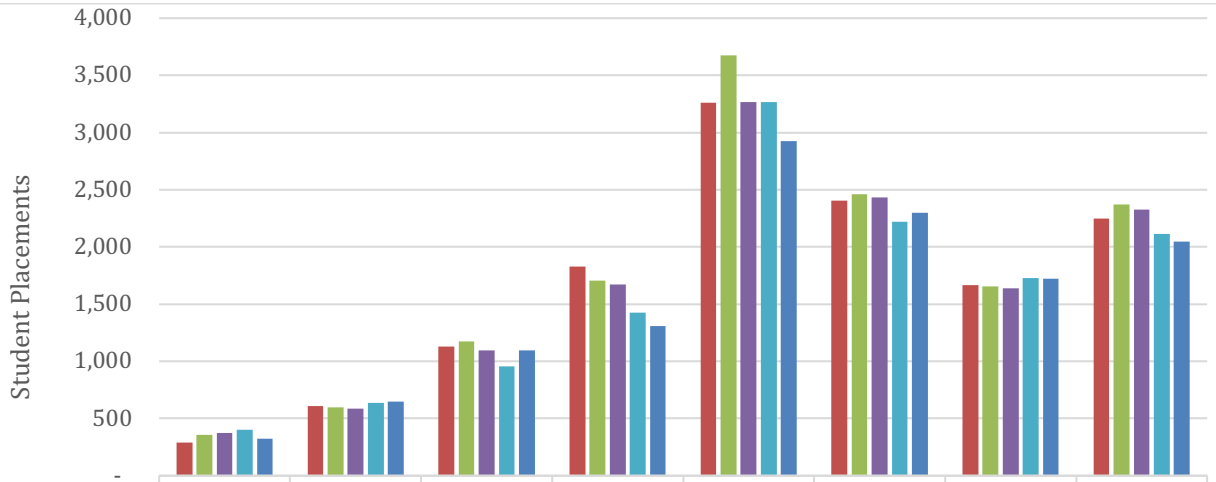
	American Indian	Asian	Black	Hispanic	Multi	White	Pacific
2014-15	397	46	6,092	1,445	625	4,829	14
2015-16	363	36	6,412	1,598	696	4,879	16
2016-17	296	42	6,120	1,671	673	4,577	18
2017-18	286	27	5,651	1,561	748	4,462	15
2018-19	260	36	5,644	1,471	728	728	17

FIGURE A3. ALP PLACEMENT RATE BY RACE/ETHNICITY (PLACEMENTS PER 1,000 STUDENTS)



	American Indian	Asian	Black	Hispanic	Multiracial	White	Pacific Islander
2014-15	19.4	1.1	15.5	6.2	11.4	6.3	7.1
2015-16	18.1	0.8	16.3	6.5	12.0	6.4	8.0
2016-17	15.2	0.9	15.7	6.5	10.9	6.1	8.8
2017-18	15.3	0.5	14.6	5.8	11.5	6.0	7.1
2018-19	14.4	0.7	14.5	5.3	10.4	5.7	7.8

FIGURE A4. ALP PLACEMENTS BY GRADE LEVEL

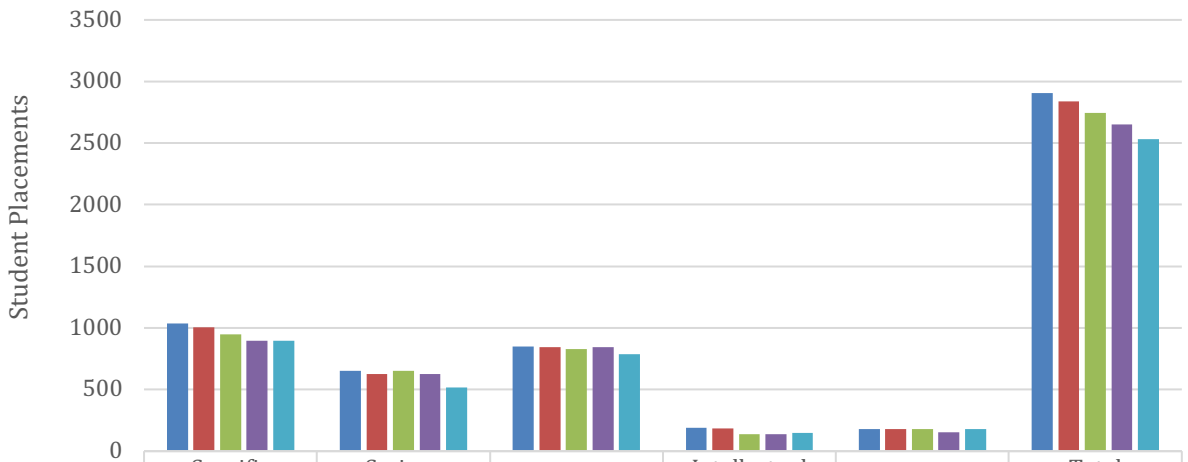


	Grade K-5	Grade 6	Grade 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
2014-15	291	611	1132	1831	3263	2405	1667	2248
2015-16	358	597	1174	1705	3673	2463	1656	2374
2016-17	376	585	1098	1672	3268	2431	1640	2327
2017-18	404	638	956	1424	3267	2220	1728	2113
2018-19	323	650	1094	1308	2923	2299	1721	2046

Students with Disabilities

In the 2018-19 school year, there were 2,530 placements of students with disabilities (SWD) in ALPSs (students with disabilities are also referred to as exceptional children). These placements comprised 20.5% of all ALPS placements. Figure A5 below illustrates by year the numbers of students with disabilities placed in alternative programs.

FIGURE A5. ALP PLACEMENTS BY PRIMARY EXCEPTIONALITY



	Specific Learning Disabled	Serious Emotional Disability	Other Health Impaired	Intellectual Disability - Mild	Other Categories	Total Placements of SWD
2014-15	1036	650	847	191	180	2904
2015-16	1005	624	844	185	180	2838
2016-17	949	652	828	139	179	2747
2017-18	896	624	843	136	154	2653
2018-19	898	519	788	147	178	2530

2018-2019 DROPOUT COUNTS AND RATES

Introduction

To meet the requirements of North Carolina General Statute 115C-12(27), dropouts are reported for each Local Educational Agency (LEA) and charter school in the state, and "event dropout rates" are computed. The event dropout rate, or simply the "dropout rate," is the number of students in a designated grade span dropping out in one year, divided by a measure of the total students in that grade span. Rates are calculated for grades 7-12 and 9-12. Grade 13 is included in these rates for districts with Early Colleges.

The dropout rate is calculated as follows:

$$\frac{100 \times \text{Number of 2018-219 Dropouts}}{(\text{20th Day Membership 2018-19} + \text{Number of 2018-19 Dropouts})}$$

A student is considered a dropout if they attended any part of the 2018-2019 academic year and did not return to school for the 2019-2020 academic year. Specifically, the dropout designation was given to any student who withdrew during the 2018-2019 academic year and was not enrolled on the 20th school day of 2019-2020 and - any student who completed the 2018-2019 school year and did not enroll and attend at least one day during the first twenty days of 2019-2020.

Event rates are also referred to as "duplicate" rates because a single individual may be counted as a dropout more than once if he or she drops out of school in multiple years. However, no student who drops out is counted more than once each year. Dropouts do not include students below the compulsory school age or students in Pre-kindergarten or Kindergarten.

A dropout is defined by State Board policy (DROP-001) as "any student who leaves school for any reason before graduation or completion of a program of studies without transferring to another elementary or secondary school." For reporting purposes, a dropout is a student who was enrolled at some time during the previous school year, but who was not enrolled (and who does not meet reporting exclusions) on day 20 of the current school year. Schools that cannot document a former student's enrollment in a United States school must report that student as a dropout. An exception is made for students who are known to have left the country.

Schools may exclude "initial enrollees" from their dropout count. These are students who leave school within twenty days of their first enrollment in a particular LEA. Other reporting exclusions include expelled students and students who transfer to a private school, home school, or a state-approved educational program. Students who are not enrolled on day 20 because they have serious illnesses or are serving suspensions are also not counted as dropouts. Since 1998, students who leave the public schools to attend community colleges have been counted as dropouts. Students who are expelled from a school and who fail to return to school are coded with "Expulsion" (EXPL) as the reason for dropping out. In accordance with NC General Statute

§115C-12 (21), expelled students are not to be counted in the dropout rate, therefore, these dropout events are not included in the official counts or rates that appear in this report.

Beginning with the 2015-16 data collection LEAs could be granted an exception for students who leave school to attend an Adult High School program at the local community college if the district has an affiliation agreement with the college and the students are tracked for continuous enrollment. In these cases, LEAs are required to submit the students in the dropout collection, but the dropouts do not count in the statistics. The School Data Division of the North Carolina Department of Public Instruction compiles dropout data entered by schools and/or LEAs. The data are self-reported by the districts, and the State agency does not conduct an official audit.

General Findings

Dropout Rates

- Over half of LEAs (51.5%) witnessed a decrease in their high school dropout rates from the previous academic year.

- The North Carolina high school dropout rate for the 2018-2019 academic year decreased for the second year in a row to 2.01%.

- LEAs reporting the lowest high school dropout rates were Franklin County, Alexander County, Yadkin County, Ashe County, and Whiteville City. LEAs reporting the highest high school dropout rates were Swain County, Northampton County, Martin County, Edgecombe County, and Durham County.

- LEAs with the largest 3-year percentage decreases in high school dropout rate (2015-2016 to 2018-2019) were Franklin County, Alexander County, Yadkin County, Whiteville City, and Ashe County. LEAs with the largest 3-year percentage increases were Newton Conover City, Avery County, Jones County, Caldwell County, and Yancey County.

Dropout Counts

- Grades 9-13 reported 9,512 dropouts in 2018-2019, a decrease of 9.6% from the total of 10,523 reported in 2017-2018, and a 14% decrease from the 2016-2017 academic year.

Gender, Race, and Grade

- Dropout rates for all race/ethnic groups – except American Indian students and Pacific Islander females – decreased from the 2017-2018 academic year. The dropout rate for Pacific Islander females increased 38.4%, the greatest percentage increase of all race/ethnic groups. Relatedly, the greatest decrease (28.5%) in the dropout rate was reported for Pacific Islander males.

- Male students accounted for 63% of the reported dropouts.

Reason Codes

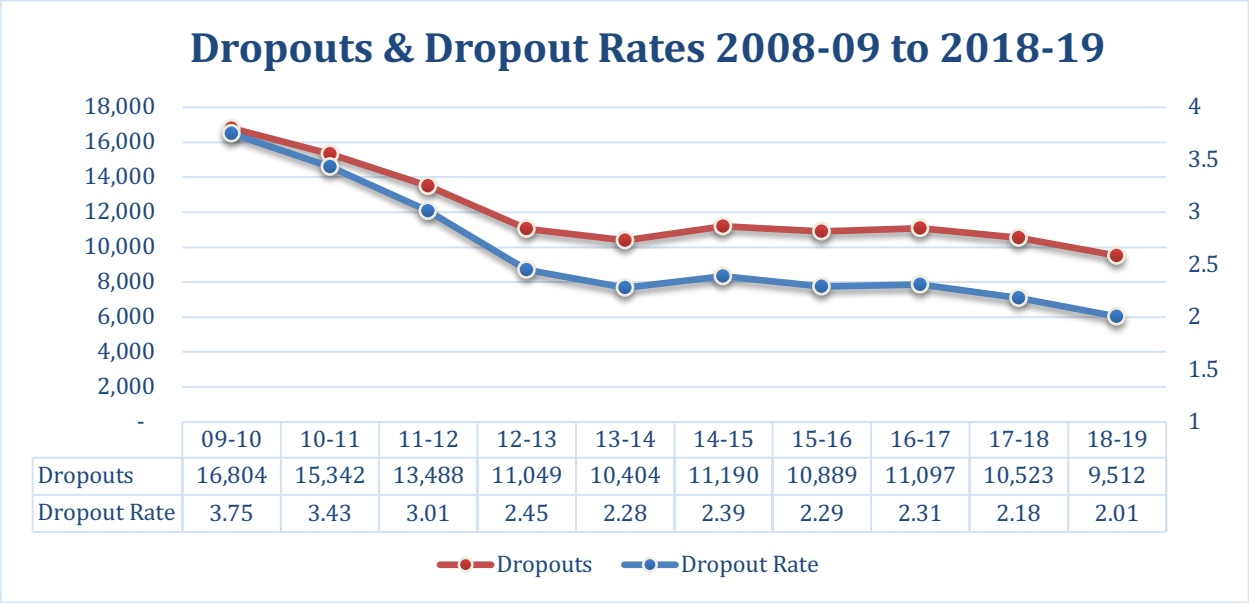
- Attendance issues were again cited most frequently as the main reason for a student dropping out, accounting for almost half (45.7%) of all dropouts. The second and third most widely reported dropout reason codes were unknown at 9.3% and lack of engagement with school and/or peers at 8.95%.

Trends and Categorical Data

Dropout Rates Over Time

While the North Carolina high school dropout rate for the 2018-2019 academic year decreased only a few points from the 2017-2018 dropout rate, since the 2008-2019 academic year, the dropout rate has decreased 46%.

FIGURE D1. DROPOUT NUMBERS AND RATES (PER 100 STUDENTS) 2008-2009 TO 2018-2019



	09-10	10-11	11-12	12-13	13-14	14-15	15-16	16-17	17-18	18-19
Dropouts	16,804	15,342	13,488	11,049	10,404	11,190	10,889	11,097	10,523	9,512
Dropout Rate	3.75	3.43	3.01	2.45	2.28	2.39	2.29	2.31	2.18	2.01

Exception for dropouts attending Community College Adult High School Programs

The State Board of Education amended policy DROP-000 in 2015, creating the W2T withdrawal code designation for students leaving school to attend an Adult High School program at the local Community College. These students continue to be reported as dropouts along with all students leaving school for community colleges, but they are not counted in the statistics if the following conditions are met:

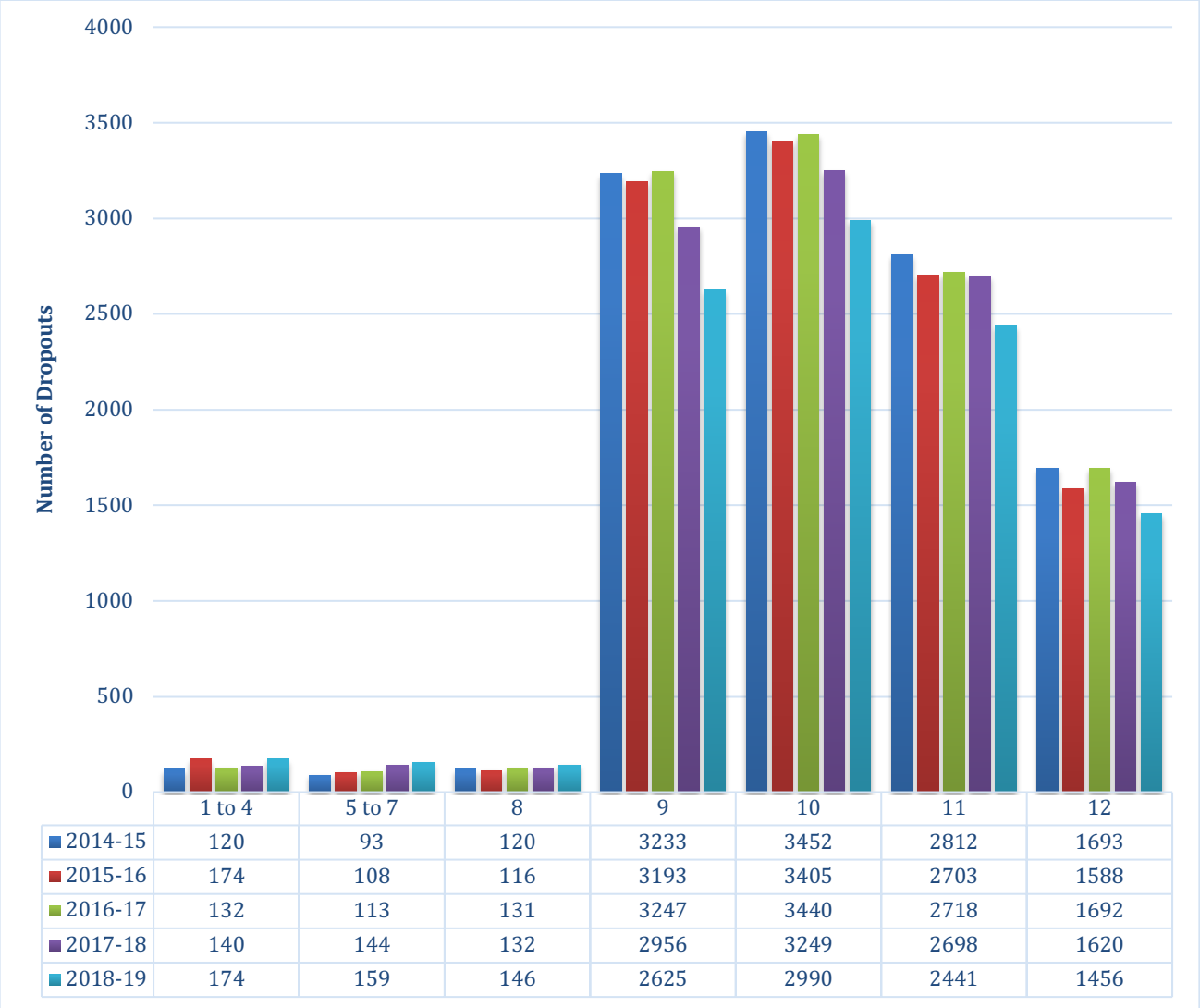
- the community college program is Adult High School, not GED or some other program,
- the LEA has an Agreement of Affiliation with the community college regarding the Adult High School program, and
- the students are tracked for continuous enrollment (meaning both fall and spring semesters).

If a student does not maintain continuous enrollment in the Adult High School program the school must change the W2T designation to W2 (non-completer) and report the student as a dropout in the next dropout data collection. There were 305 W2T-coded dropouts reported by 55 LEAs and 7 charter schools.

Dropouts by Grade Level

In the 2018-2019 academic year, students dropped out most frequently at grade 10 (29.9%), followed by grade 9 (26.3%), grade 11 (24.4%), and grade 12 (14.6%). The high school grade with the largest percentage decrease in dropouts from the 2017-18 academic year was ninth grade (11.5%) followed by twelfth grade (10.5%).

FIGURE D2. FREQUENCY DISTRIBUTION OF DROPOUTS BY GRADE LEVEL



	1 to 4	5 to 7	8	9	10	11	12
2014-15	120	93	120	3233	3452	2812	1693
2015-16	174	108	116	3193	3405	2703	1588
2016-17	132	113	131	3247	3440	2718	1692
2017-18	140	144	132	2956	3249	2698	1620
2018-19	174	159	146	2625	2990	2441	1456

Reasons for Dropping Out

In most districts, school social workers or school counselors are responsible for documenting the reasons for dropping out. By their very nature, dropout events can be difficult to investigate, leading to circumstances when school officials must provide an "approximate" reason for a student's leaving school. A reason code of MOVE is often used when the student cannot be located. The attendance (ATTD) reason code frequently has been used when one of the more specific reasons was not applicable. The Dropout Data Collecting and Reporting Procedures Manual states that ATTD should be used when "the student dropped out due to excessive absences that caused the student to become ineligible or in jeopardy of becoming ineligible to receive course credits." Year after year, ATTD is by far the most frequently reported reason code. ATTD accounted for 45.76% of all reasons for dropping out in 2018-2019. Table D1 displays the frequencies of all reason codes that were submitted for dropout events that occurred in grades 9 through 13.

TABLE D1. HIGH SCHOOL DROPOUT REASON CODES REPORTED IN 2018-2019

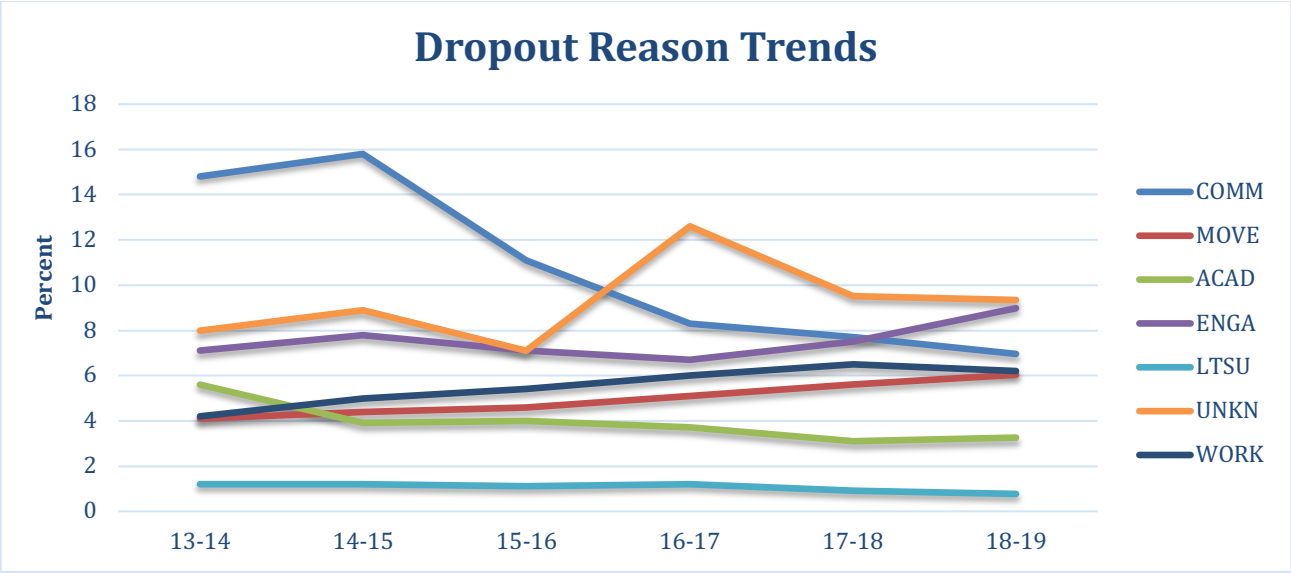
Reason	Code	Count	Percent
Attendance	ATTD	4353	45.76
Unknown	UNKN	883	9.28
Lack of engagement with school and/or peers	ENGA	851	8.95
Enrollment in a community college	COMM	659	6.93
Choice of work over school	WORK	590	6.2
Moved, school status unknown	MOVE	572	6.01
Academic problems	ACAD	310	3.26
Unstable home environment	HOME	186	1.96
Incarcerated in adult facility	INCR	162	1.7
Discipline problem	DISC	164	1.72
Psychological or emotional difficulties	PSEM	141	1.48
Runaway	RNAW	108	1.14
Pregnancy	PREG	91	0.96
Health problems	HEAL	75	0.79
Failure to return after a long-term suspension	LTSU	73	0.77
Need to care for children	CHLD	72	0.76
Employment necessary	EMPL	71	0.75
Difficulties with English language	LANG	49	0.52
Expectations of culture, family, or peers	EXPC	48	0.5
Suspected substance abuse	ABUS	47	0.49
Marriage	MARR	7	0.07

TABLE D2. CHANGES IN THE PROPORTIONS OF REASON CODES REPORTED FROM 2017-2018 TO 2018-2019

	Percent of Codes Reported		Change in Percent
Reason	2017-18	2018-19	
Attendance	47.3	45.7	-1.6
Unknown	9.5	9.3	-0.2
Enrollment in a community college	7.7	9.0	1.3
Lack of engagement with school and/or peers	7.5	7.0	-0.5
Choice of work over school	6.5	6.2	-0.3
Moved, school status unknown	5.6	6.0	0.4
Academic problems	3.1	3.3	0.2
Incarcerated in adult facility	2.1	2.0	-0.1
Unstable home environment	1.7	1.7	0.0
Discipline problem	1.5	1.7	0.2
Runaway	0.9	1.5	0.6
Failure to return after a long-term suspension	0.9	1.1	0.2
Pregnancy	0.8	1.0	0.2
Psychological or emotional difficulties	1.2	0.8	-0.4
Need to care for children	1.0	0.8	-0.2
Health problems	0.7	0.8	0.1
Employment necessary	0.6	0.7	0.1
Suspected substance abuse	0.7	0.5	-0.2
Expectations of culture, family, or peers	0.5	0.5	0.0
Difficulties with English language	0.1	0.5	0.4
Marriage	0.1	0.1	0.0

The reason codes that had the greatest increase from the previous academic year was 1.3 percentage points in the category of enrollment in a community college (COMM). The largest decrease was 1.6 percentage points in the category of attendance (ATTD). Tracking reason codes over time can assist in identifying family situations, personal issues, external incentives, and school environmental stressors that may lead to dropouts. ATTD (Attendance) has been by far the most frequently cited reason code for many years, accounting for over 40% of dropout reasons. Figure D3 shows the variation in proportions of frequently reported reason codes (other than ATTD) over the last six years.

FIGURE D3. TRENDS IN PROPORTIONS OF HIGH SCHOOL DROPOUT REASON CODES REPORTED, AFTER ATTD



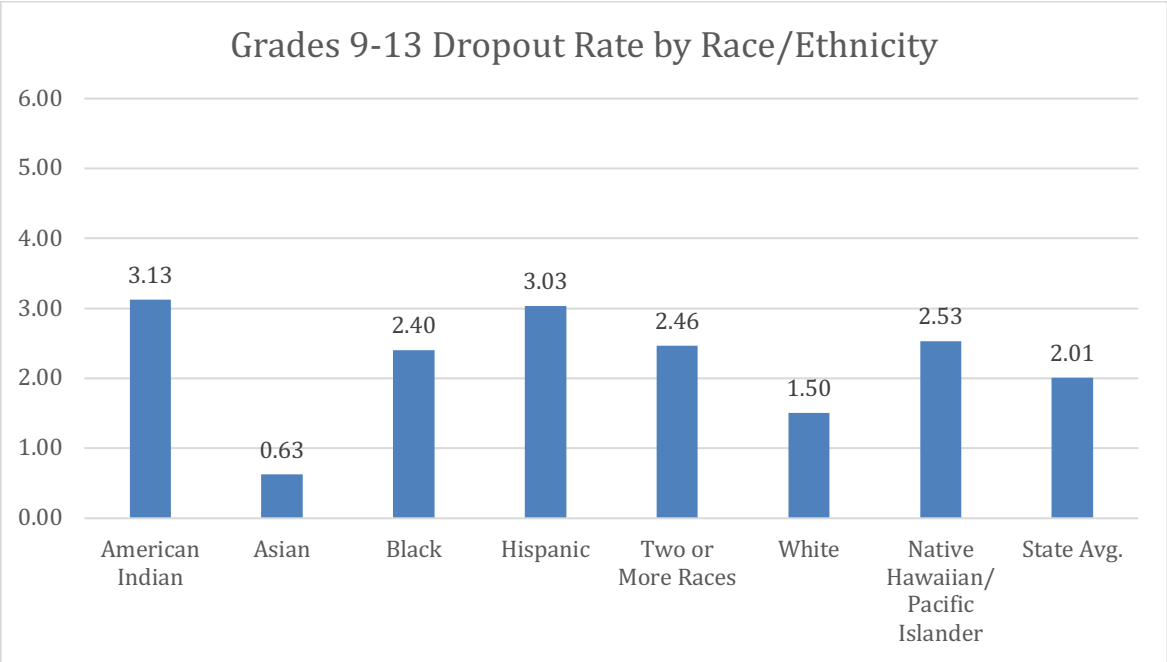
Some things to note from the six-year dropout rate trends depicted above are:

- Considerable variability in the Unknown (UNKN) category.
- An unfortunate increase in the Lack of Engagement with School and/or Peers (ENGA).
- An encouraging and somewhat steady decrease in the Failure to Return after a Long-Term Suspension (LTSU) category.

TABLE D3. CHANGE IN HIGH SCHOOL DROPOUT COUNTS BY RACE/ETHNICITY, 2017-2018 TO 2018-2019.

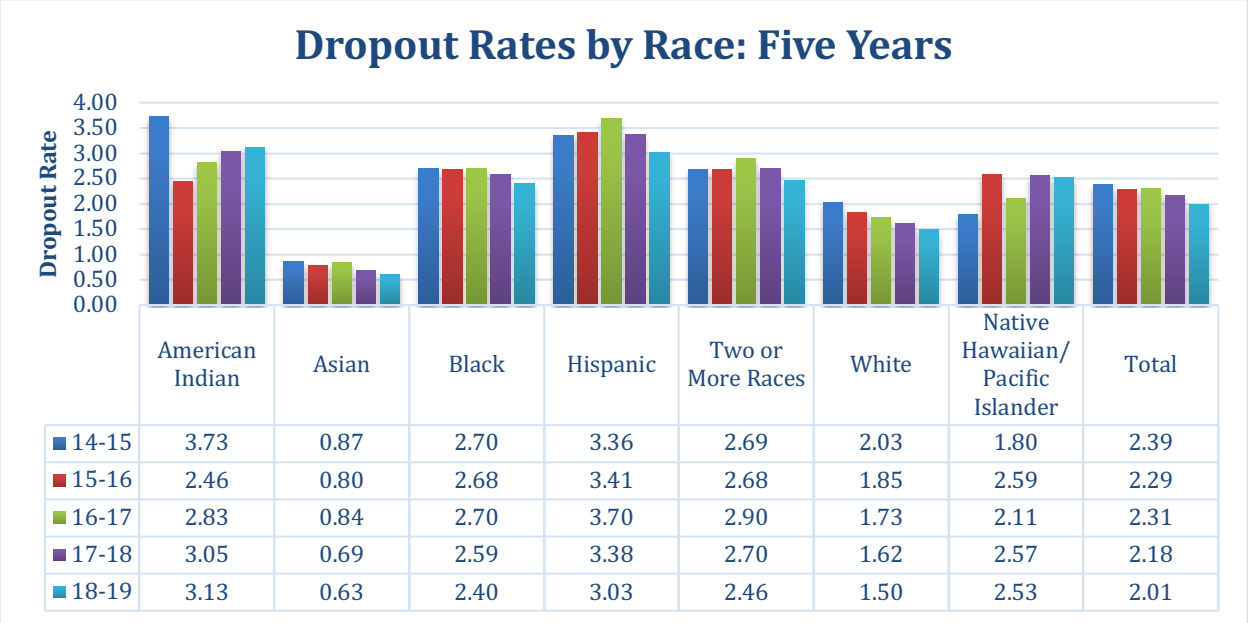
Ethnic Group	2017-18	2018-19	Change
American Indian	184	171	-13
Asian	99	92	-7
Black	3204	2828	-376
Hispanic	2566	2357	-209
Two or More Races	505	479	-26
White	3950	3534	-416
Native Hawaiian/ Pacific Islander	15	14	-1
Total	10523	9475	-1048

FIGURE D4. 2018-2019 HIGH SCHOOL DROPOUT RATES BY RACE/ETHNICITY.



American Indian students had the highest dropout rate (3.11), with Hispanic students following closely behind (3.03). Only White and Asian students had dropout rates lower than the state average of 2.1 (dropouts per 100).

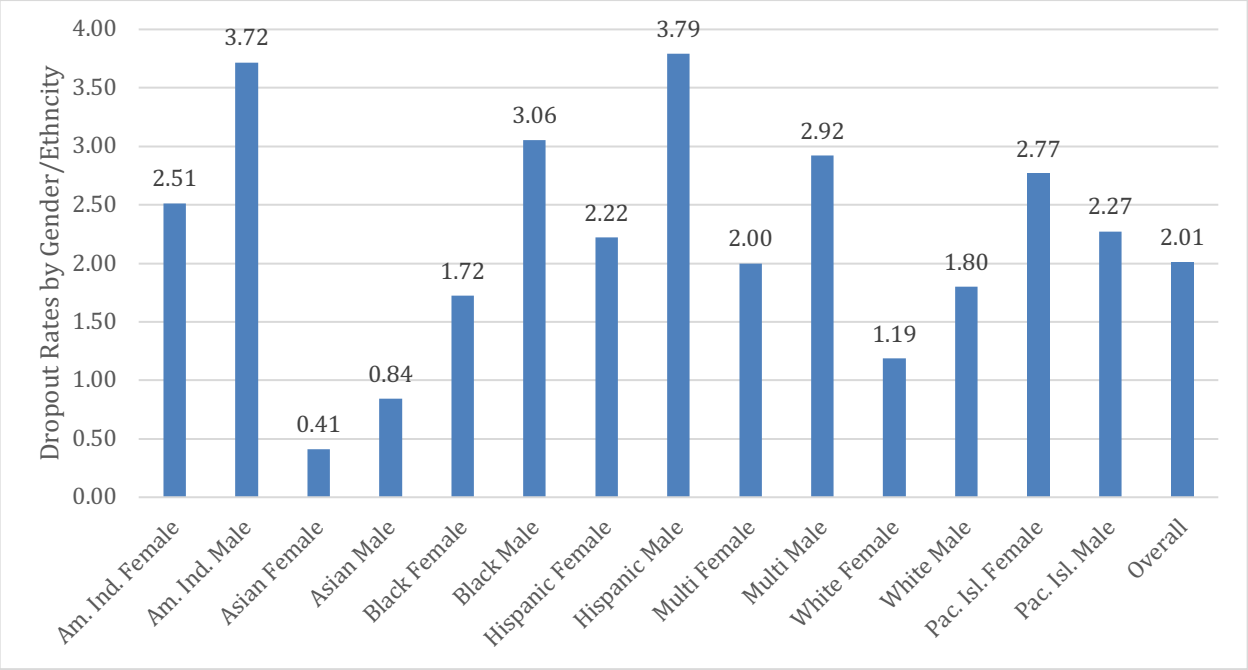
FIGURE D5. HIGH SCHOOL DROPOUT RATES FOR RACE/ETHNIC GROUPS, 2014-2015 TO 2018-2019



	American Indian	Asian	Black	Hispanic	Two or More Races	White	Native Hawaiian/ Pacific Islander	Total
14-15	3.73	0.87	2.70	3.36	2.69	2.03	1.80	2.39
15-16	2.46	0.80	2.68	3.41	2.68	1.85	2.59	2.29
16-17	2.83	0.84	2.70	3.70	2.90	1.73	2.11	2.31
17-18	3.05	0.69	2.59	3.38	2.70	1.62	2.57	2.18
18-19	3.13	0.63	2.40	3.03	2.46	1.50	2.53	2.01

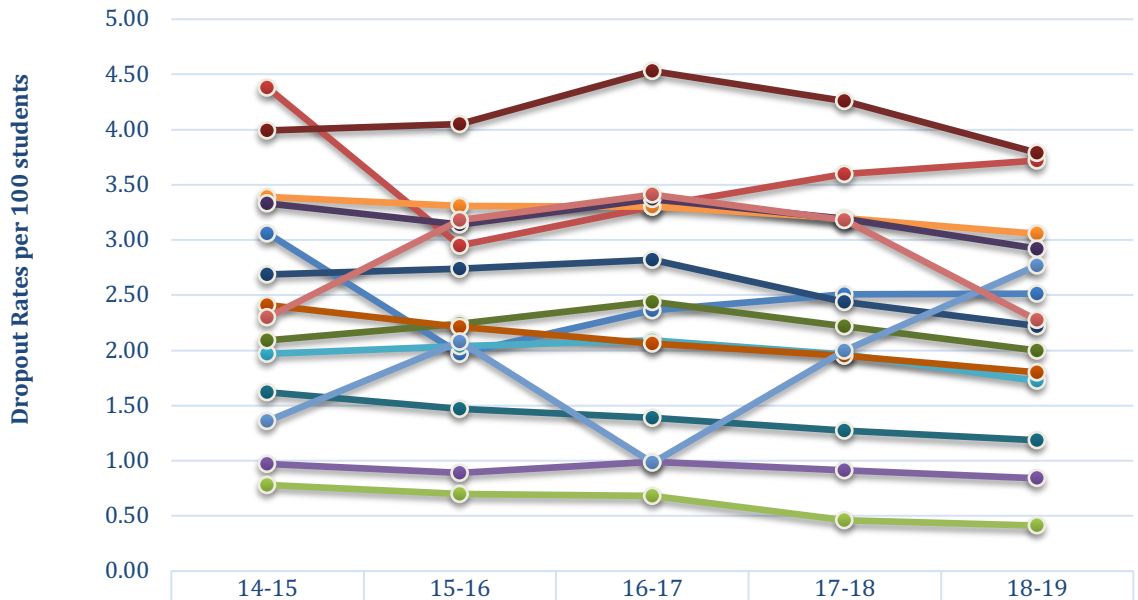
Figure D5 shows the dropout rates for each group over the period of 2014-2015 to 2018-2019. Not only has the state dropout rate decreased over this period, but most race/ethnic groups have also seen a gradual decrease over this period of time. Native Hawaiian/Pacific Islanders have seen an increase (40%) over time but saw a slight decrease from the 2017-2018 academic year.

FIGURE D6. HIGH SCHOOL DROPOUT RATES FOR RACE/ETHNIC-GENDER GROUPS FOR 2018-2019



Hispanic male students had the highest dropout rate at 3.79, followed by American Indian males at 3.72, and black males at 3.06, multiracial males at 2.92, Pacific Islander females at 2.77, American Indian females at 2.51, Pacific Islander males at 2.27, and Hispanic females at 2.22. All other groups had rates lower than the state average of 2.1.

FIGURE D7. HIGH SCHOOL DROPOUT RATES FOR RACE/ETHNIC-GENDER GROUPS, 2014-2015 TO 2018-2019.



	14-15	15-16	16-17	17-18	18-19
Am. Ind. Fem	3.06	1.97	2.36	2.51	2.51
Am. Ind. Male	4.38	2.95	3.30	3.60	3.72
Asian Fem	0.78	0.70	0.68	0.46	0.41
Asian Male	0.97	0.89	0.99	0.91	0.84
Black Fem	1.97	2.04	2.09	1.96	1.72
Black Male	3.39	3.31	3.30	3.20	3.06
Hisp Fem	2.69	2.74	2.82	2.44	2.22
Hisp Male	3.99	4.05	4.53	4.26	3.79
Multi Fem	2.09	2.24	2.44	2.22	2.00
Multi Male	3.33	3.14	3.37	3.19	2.92
White Fem	1.62	1.47	1.39	1.27	1.19
White Male	2.41	2.21	2.06	1.95	1.80
Pac. Isl. Fem	1.36	2.08	0.98	2.00	2.77
Pac. Isl. Male	2.30	3.18	3.41	3.18	2.27

The overall state dropout rate has been relatively stable over time, yet the dropout rate for Pacific Islander female has increased dramatically. Since the 2014-2015 academic year, the dropout rate for Pacific Islander female students has doubled, even though most other race/ethnic groups have witnessed a decrease in their dropout rates over the last five years, with the exception of multiracial males and females (15.9% and 2%, respectively). The largest dropout rate decreases since 2014-2015 were among Asian females (51.0%) and Asian males (32.8%).

APPENDIX A – BEHAVIOR DEFINITIONS

Figures S9a, S9b, and S17 in this report reference the relationships between student race, gender, and classification with the specific behaviors that led to suspensions. Below are the specific behaviors and their respective categories with codes that are used in this report.

Category	Description	Code
Bullying/ Harassment	UB: Bullying	52
	UB: Cyber-bullying	94
	UB: Harassment - Sexual	38
	UB: Harassment - Disability	102
	UB: Harassment - Racial	101
	UB: Harassment – Religious affiliation	110
	UB: Harassment – Sexual orientation	109
	UB: Harassment - Verbal	25
Assaults/ Threats	UB: Affray (G.S. 14-33)	21
	UB: Assault - other	45
	UB: Assault on non-student w/o weapon & not resulting in serious injury	71
	UB: Assault on student	44
	UB: Assault on student w/o weapon & not resulting in serious injury	72
	UB: Fighting	24
	UB: Robbery without a weapon	93
	UB: Threat of physical attack with a firearm	105
	UB: Threat of physical attack with a weapon	106
	UB: Threat of physical attack without a weapon	107
	UB: Unlawfully setting a fire	18
	UB: Violent assault not resulting in serious injury	90
Defiant behavior	UB: Disorderly conduct (G.S. 14-288.4(a)(6))	22
	UB: Aggressive behavior	27
	UB: Disrespect of faculty/staff	61
	UB: Disruptive behavior	42
	UB: Inappropriate Behavior	114
	UB: Inappropriate language/disrespect	32
	UB: Insubordination	33
Interpersonal	UB: Communicating threats (G.S. 14-277.1)	19
	UB: Discrimination	80
	UB: Excessive display of affection	63
	UB: Extortion	23
	UB: Gang activity	79

	UB: Hazing	26
	UB: Indecent Exposure	115
	UB: Mutual sexual contact between two students	68
Missing Class/School	UB: Cutting class	74
	UB: Excessive tardiness	64
	UB: Late to class	78
	UB: Leaving class without permission	66
	UB: Leaving school without permission	67
	UB: Skipping school	75
	UB: Truancy	30
Other	UB: Being in an unauthorized area	59
	UB: Bus misbehavior	37
	UB: Cell phone use	60
	UB: Dress code violation	31
	UB: False fire alarm	29
	UB: Falsification of information	35
	UB: Gambling	34
	UB: Honor code violation	28
	UB: Inappropriate items on school property	40
	UB: Misuse of school technology	91
	UB: Other	69
	UB: Other School Defined Offense	58
	UB: Possession of counterfeit items	46
	UB: Property damage	39
	UB: Theft	36
	UB: Use of counterfeit items	47
Repeat Offender	UB: Repeat offender	92
Substance use related	UB: Possession of chemical or drug paraphernalia	51
	UB: Possession of student's own prescription drug	86
	UB: Possession of tobacco	41
	UB: Under the influence of alcohol	95
	UB: Under the influence of controlled substances	96
	UB: Use of tobacco	70
	UB: Possession of Vaping Device	116
	UB: Use of Vaping Device	117

While Figures S9a and S9b in this report do show the proportionality of short-term suspension rates by subgroup by behavior, the tables below provide those numbers in detail. Table A shows rates per 100 of that subgroup enrolled throughout the state and Table B shows rates per 1,000 of that subgroup enrolled throughout the state. The best way to read these tables is to note that students are counted in the numerators as many times as they were suspended. For example, for every 100

American Indian students in the state, according to Table A, 3.86 suspensions were given as a result of Assaults/Threats.

TABLE A, APPENDIX A. RATES OF SHORT-TERM SUSPENSION RATES (PER 100 ENROLLED) BY GENDER, RACE/ETHNICITY, AND CLASSIFICATION, GROUPED BY BEHAVIOR.

Student Subgroup	Assaults/ Threats	Bullying/ Harrassment	Defiant behaviors	Interpersonal	Missing Class/School	Other	Repeat Offender	Substance use related
American Indian	3.86	0.47	11.31	0.35	2.56	2.04	0.04	0.68
Asian	0.38	0.08	0.64	0.06	0.11	0.21	0.00	0.12
Black	6.62	0.72	14.92	0.77	1.66	1.99	0.08	0.52
Econ. Disadvantaged	4.32	0.52	10.10	0.57	1.15	1.53	0.05	0.68
English Learners	1.32	0.18	2.72	0.17	0.53	0.53	0.02	0.29
Female	1.64	0.18	3.49	0.21	0.54	0.60	0.01	0.31
Hispanic	1.70	0.23	3.56	0.25	0.71	0.71	0.03	0.47
Male	3.87	0.54	9.52	0.56	1.01	1.51	0.05	0.83
Pacific Islander	1.98	0.14	3.55	0.37	0.55	1.29	0.05	0.74
Students w/ Disabilities	4.94	0.66	14.02	0.95	1.20	1.83	0.08	0.78
Two or More Races	3.30	0.49	8.71	0.52	0.88	1.29	0.03	0.65
White	1.27	0.24	3.46	0.25	0.34	0.73	0.02	0.67

TABLE B, APPENDIX A. RATES OF SHORT-TERM SUSPENSION RATES (PER 1,000 ENROLLED) BY GENDER, RACE/ETHNICITY, AND CLASSIFICATION, GROUPED BY BEHAVIOR.

Student Subgroup	Assaults/ Threats	Bullying/ Harrassment	Defiant behaviors	Interpersonal	Missing Class/School	Other	Repeat Offender	Substance use related
American Indian	38.55	4.70	113.06	3.54	25.63	20.38	0.44	6.85
Asian	3.77	0.80	6.36	0.60	1.13	2.08	0.04	1.23
Black	66.23	7.21	149.18	7.68	16.63	19.91	0.76	5.15
Econ. Disadvantaged	43.21	5.18	101.04	5.71	11.46	15.26	0.55	6.84
English Learners	13.15	1.76	27.24	1.72	5.30	5.32	0.20	2.90
Female	16.44	1.79	34.91	2.05	5.41	6.04	0.14	3.08
Hispanic	16.98	2.34	35.58	2.48	7.10	7.13	0.27	4.66
Male	38.66	5.44	95.22	5.60	10.06	15.09	0.53	8.27
Pacific Islander	19.82	1.38	35.48	3.69	5.53	12.90	0.46	7.37
Students w/ Disabilities	49.37	6.63	140.22	9.55	12.05	18.34	0.76	7.82
Two or More Races	32.96	4.87	87.07	5.24	8.84	12.86	0.27	6.54
White	12.73	2.37	34.61	2.51	3.35	7.34	0.18	6.68