

Annual Study of Suspensions and Expulsions: 2000-2001



Public Schools of North Carolina

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Summary and Key Findings

Section 1.1: LEA Suspensions

Number of Long-Term Suspensions (LTSs)

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

LTSs by Ethnicity and Gender

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

LTSs by Grade Level

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

LTSs for Special Status Student Categories

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

Types of Misconduct Leading to LTSs

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

Multiple Short-Term Suspensions (STSs)

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

Multiple Long-Term Suspensions (LTSs)

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

Section 1.2: LEA Expulsions

Number of Expelled Students

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

Expulsions by Ethnicity and Gender

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

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

Expulsions by Grade Level

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

Expulsions for Special Status Student Categories

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

Types of Misconduct Leading to Expulsion

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

Section 1.3: Placements in Alternative Learning Programs (ALPs)

ALPs Serving Suspended and/or Expelled Students

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

Number of ALP Placements

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

ALP Placements by Ethnicity and Gender

25. Male students and Black/Multi-racial students accounted for the majority of ALP placements in 2000-2001 (Figures 20 and 21).

26. More specifically, Black/Multi-racial males (41%) and White males (25%) accounted for approximately two-thirds of all ALP placements in 2000-2001 (Table 4).

27. Black/Multi-racial males, Black/Multi-racial females, and American Indian males are overrepresented in ALP placements relative to their presence in the overall student population. All other ethnic-gender groups are underrepresented (Table 4).

ALP Placements by Grade Level

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

ALP Placements for Special Status Student Categories

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

Types of Misconduct Leading to ALP Placement

30. For the first time in 2000-2001, data were collected as to the reasons why students were placed in ALPs. Aggressive or undisciplined behavior was the primary reason cited for almost half of ALP placements. In addition, 40% were due to truancy or unspecified rule violations (Figure 24).

31. Of the 16,591 students placed in ALPs in 2000-2001, 6,945 (42%) were placed on more than one occasion. Fourteen percent of students placed in ALPs during 2000-2001 were placed 4 or more times (Figure 25).

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

Number of LTSs

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

Charter School LTSs by Ethnicity and Gender

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

Charter School LTSs by Grade Level

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

Types of Misconduct Leading to Charter School LTSs

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

Charter School Multiple Short-Term Suspensions (STs)

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

Section 2.2: Charter School Expulsions

Number of Expelled Charter School Students

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

Charter School Expulsions by Ethnicity and Gender

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

Charter School Expulsions by Grade Level

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

Types of Misconduct Leading to Charter School Expulsion

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

Section 2.3: Charter School ALP Placements

Number of Charter School ALP Placements

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

Charter School ALP Placements by Ethnicity and Gender

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

Types of Misconduct Leading to Charter School ALP Placement

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

In-School Suspensions

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

Introduction

Background

Legislative Charge

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

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

Legislation Related to the Education of Suspended and Expelled Students

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

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

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

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

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

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

Definitions of Suspension and Expulsion

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

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

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

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

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

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

Alternative Learning Programs Defined

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

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

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

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

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

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

Alternative learning programs may also

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

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

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

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

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

Availability of ALPs for Suspended and Expelled Students

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

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

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

Study Methodology

Contents of this Report

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

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

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

Comparison with Past Reports

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

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

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

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

Cautions Regarding Interpretation of Data

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

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

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

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

Suspension and Expulsion: Critical Issues

The Use of Data to Stereotype Students

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

The Protection of Others Versus the Rehabilitation of Offenders

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

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

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

The Need for Comprehensive, Prevention-Oriented Solutions

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

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

References

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

Section 1.1: LEA Suspensions

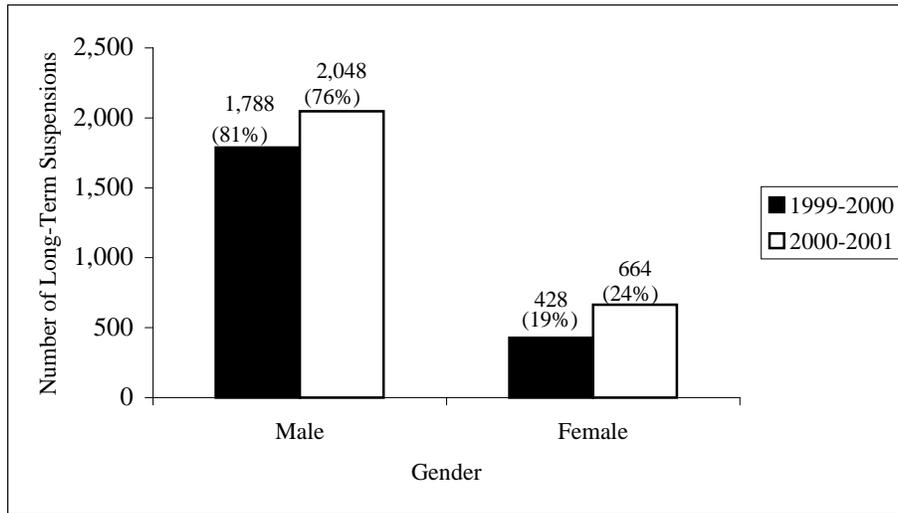
Long-Term Suspensions (LTS)

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

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

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

Long-Term Suspensions by Gender



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

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

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

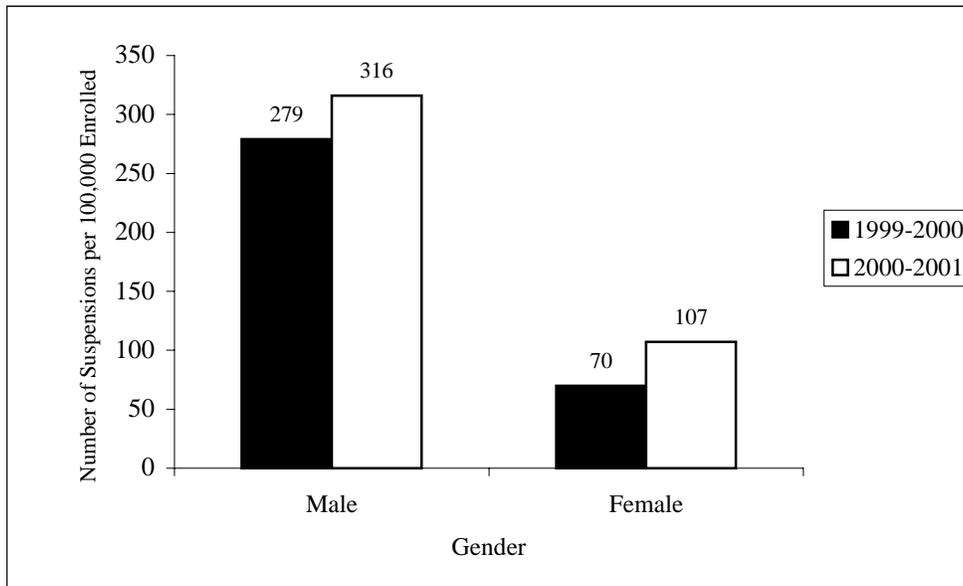
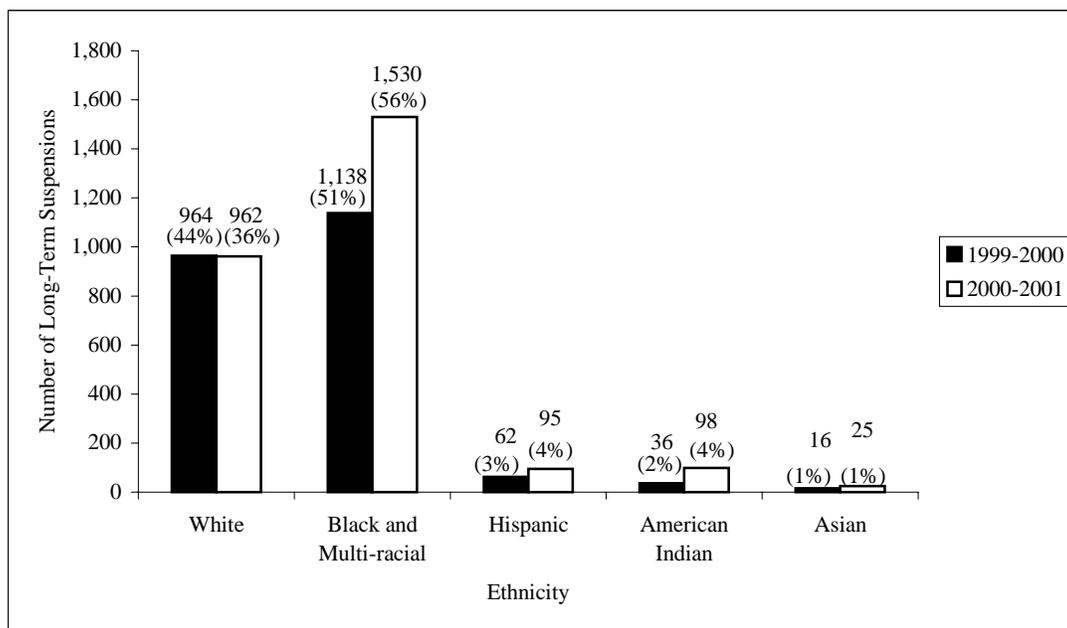


Figure 2. Long-Term Suspension Rates by Gender: 1999-2000 and 2000-2001.

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

Long-Term Suspensions by Ethnicity



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

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

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

Long-Term Suspensions by Ethnicity and Gender

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

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

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

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

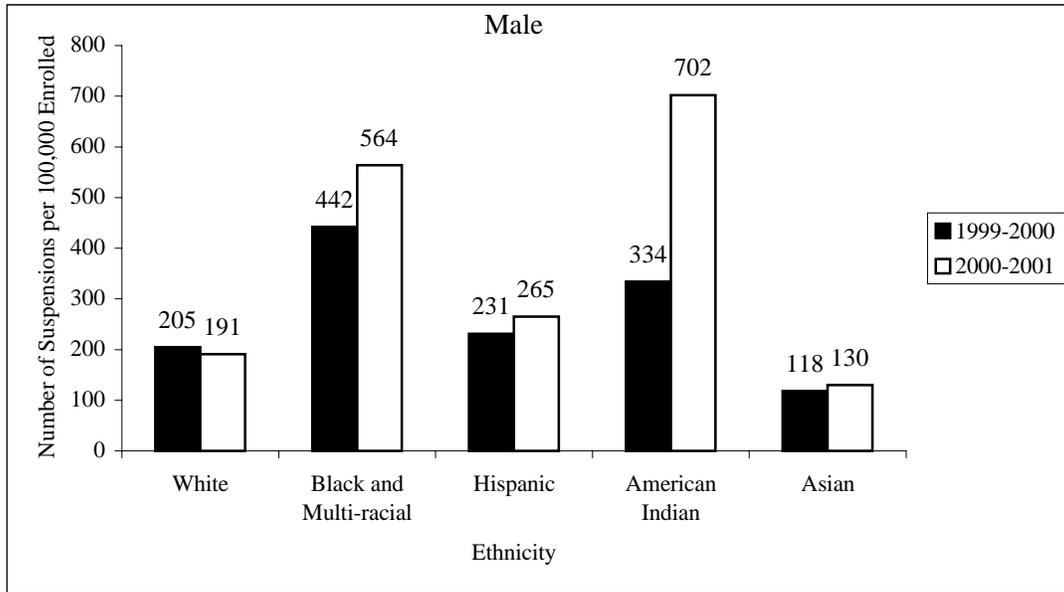


Figure 4. Male Long-Term Suspension Rates by Ethnicity: 1999-2000 and 2000-2001.

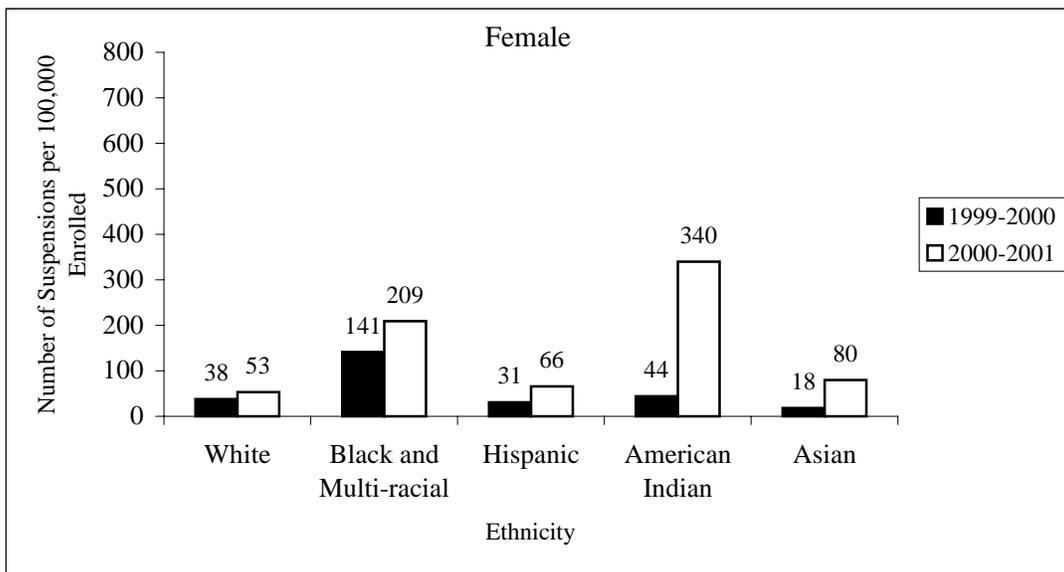
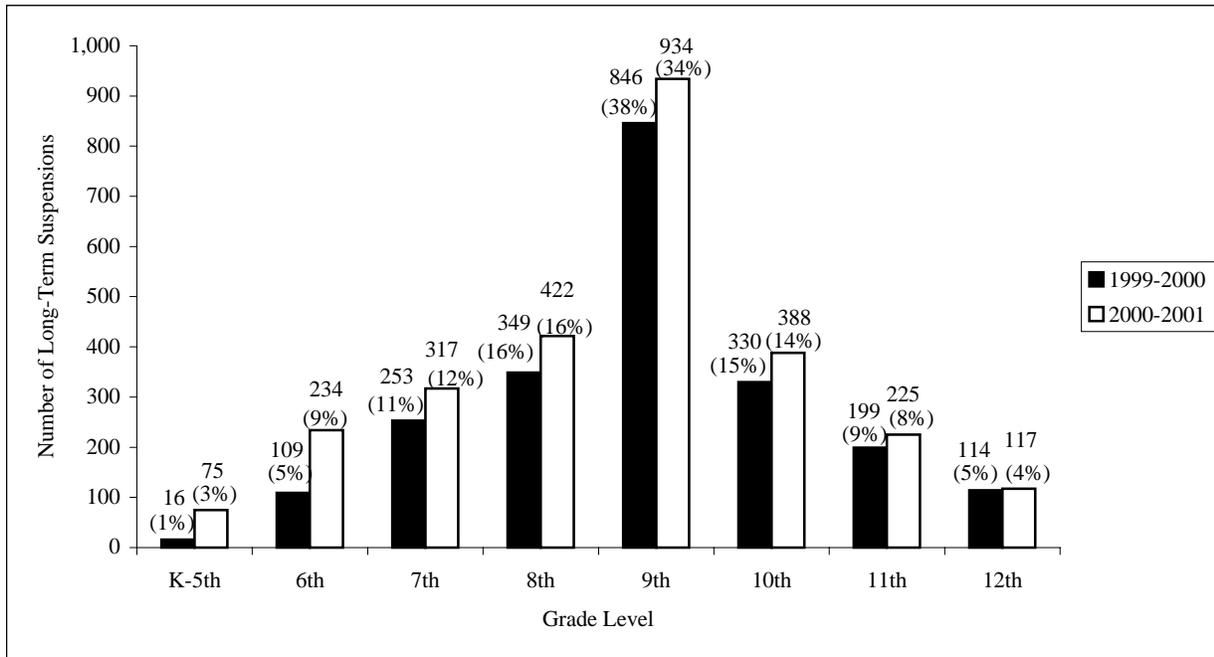


Figure 5. Female Long-Term Suspension Rates by Ethnicity: 1999-2000 and 2000-2001.

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

Long-Term Suspensions by Grade Level

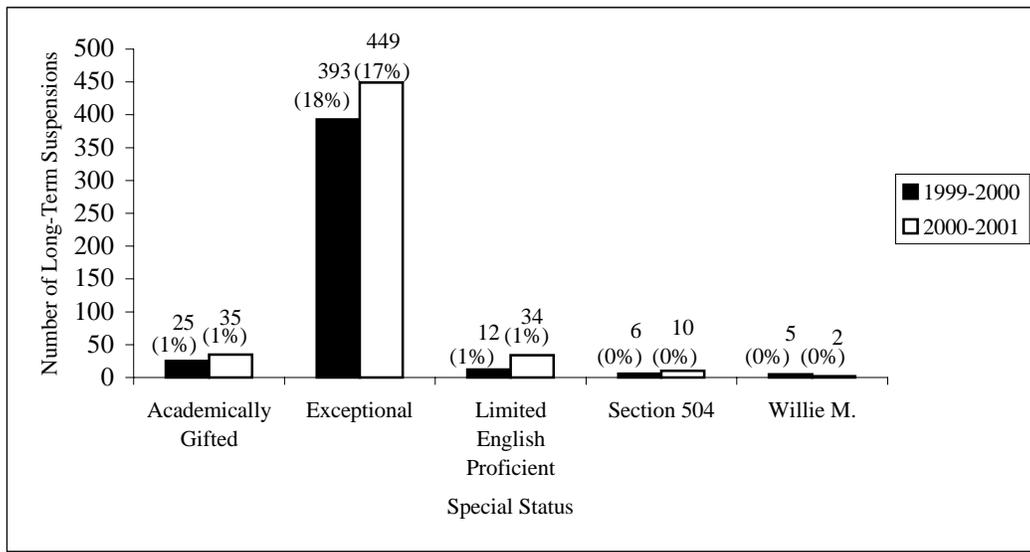


Note: The numbers in parentheses indicate the percent of long-term suspensions in each grade.

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

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

Long-Term Suspensions for Special Status Students

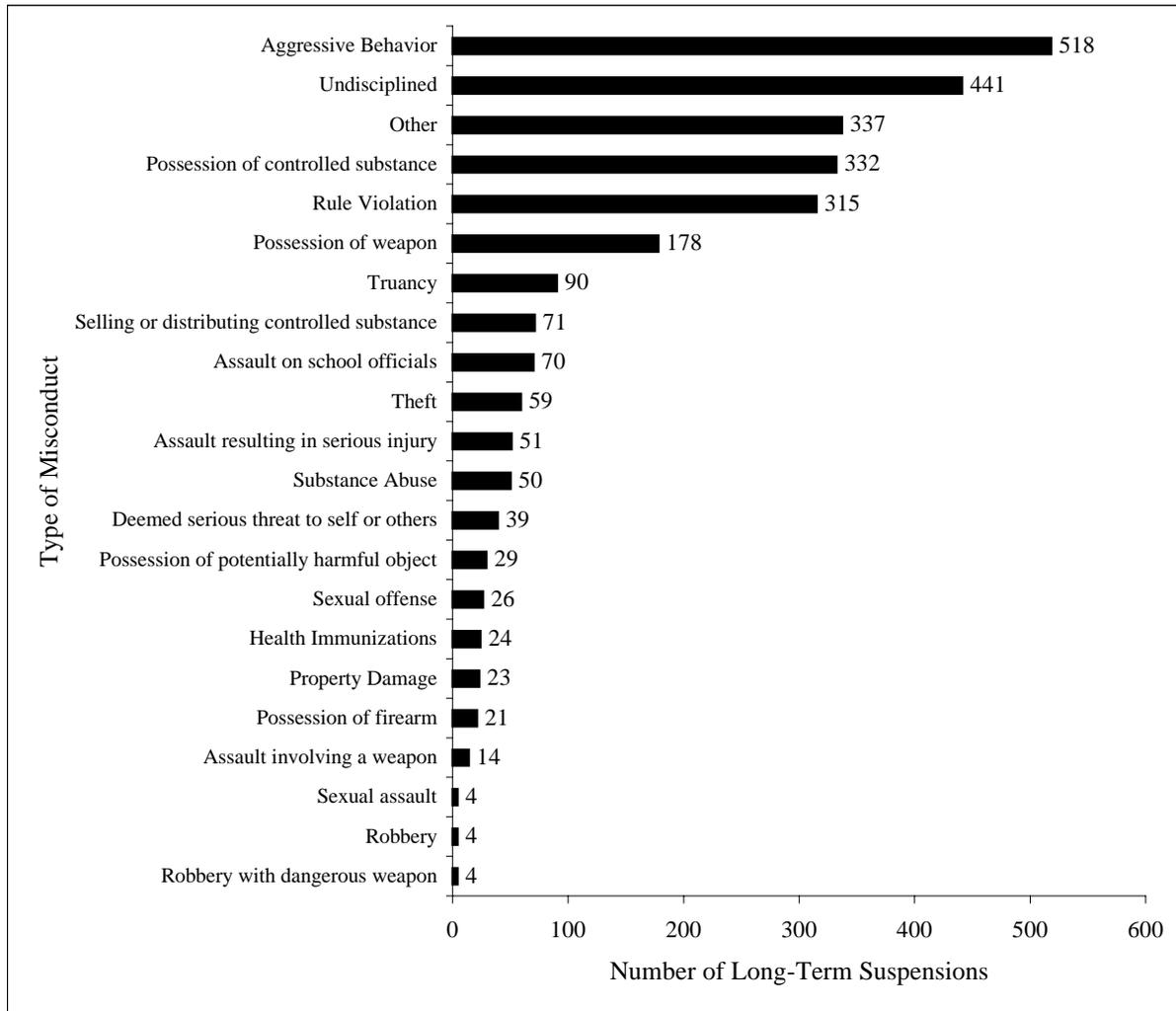


Note: The Willie M program was officially discontinued in July of 2000; however, some students who were served in that program when it was in existence are still enrolled in school.

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

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

Long-Term Suspensions by Type of Misconduct



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

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

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

Multiple Suspensions

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

Multiple Short-Term Suspensions

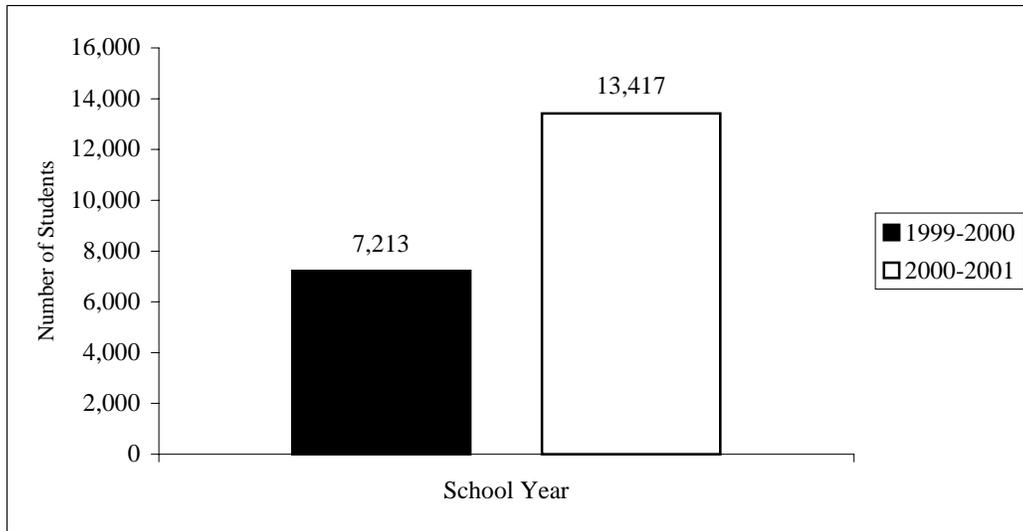


Figure 9. Number of Students with Multiple Short-Term Suspensions that when Added Together Equal More than 10 Days: 1999-2000 and 2000-2001.

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

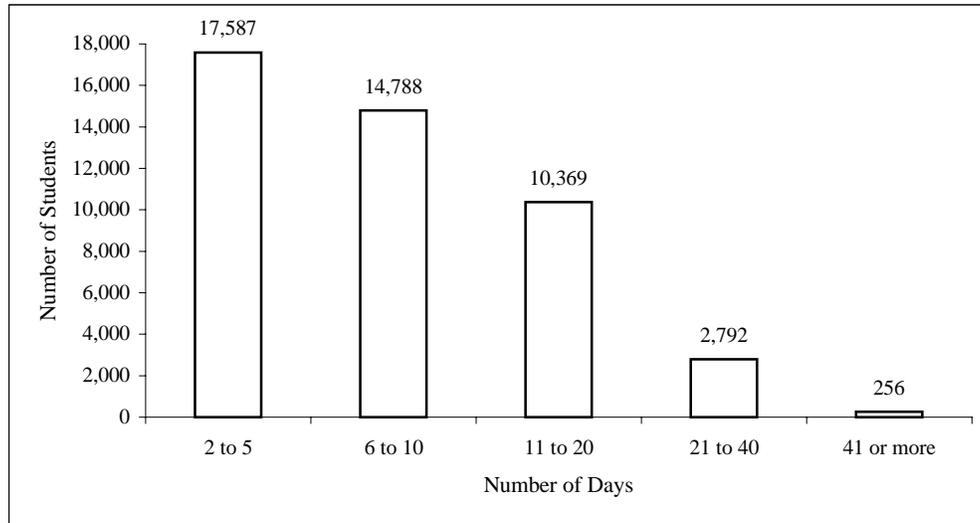


Figure 10. Duration of Multiple Short-Term Suspensions Given to Students: 2000-2001.

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

Multiple Long-Term Suspensions

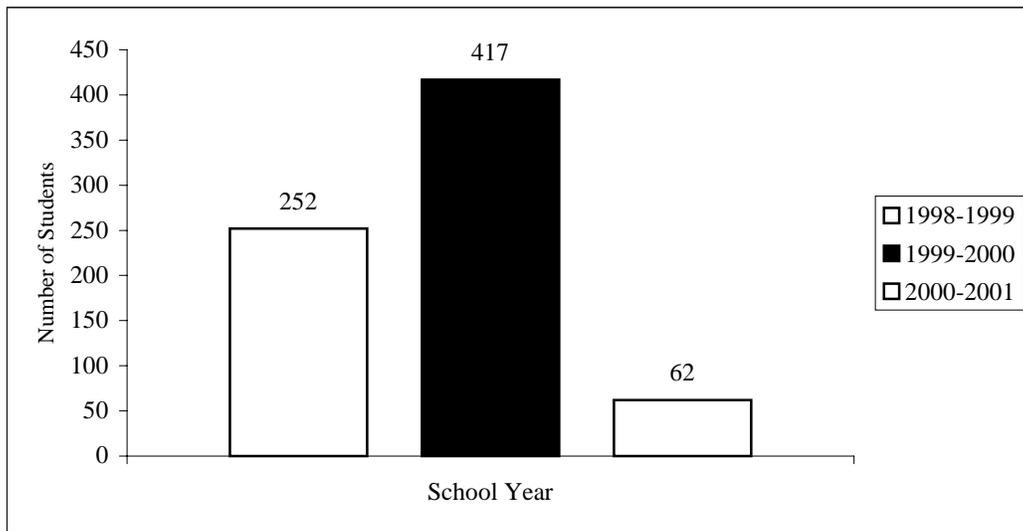


Figure 11. Number of Students with Multiple Long-Term Suspensions: 1998-1999 through 2000-2001.

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

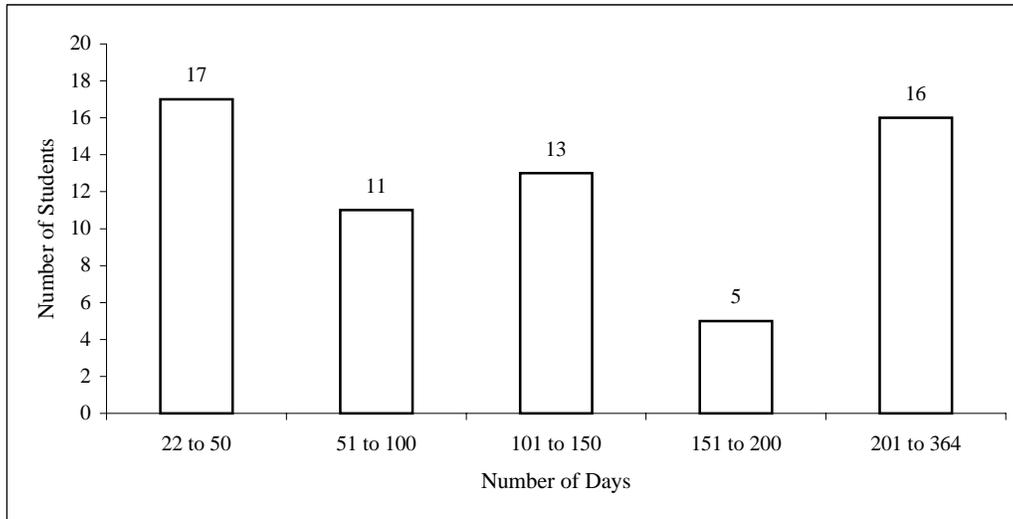


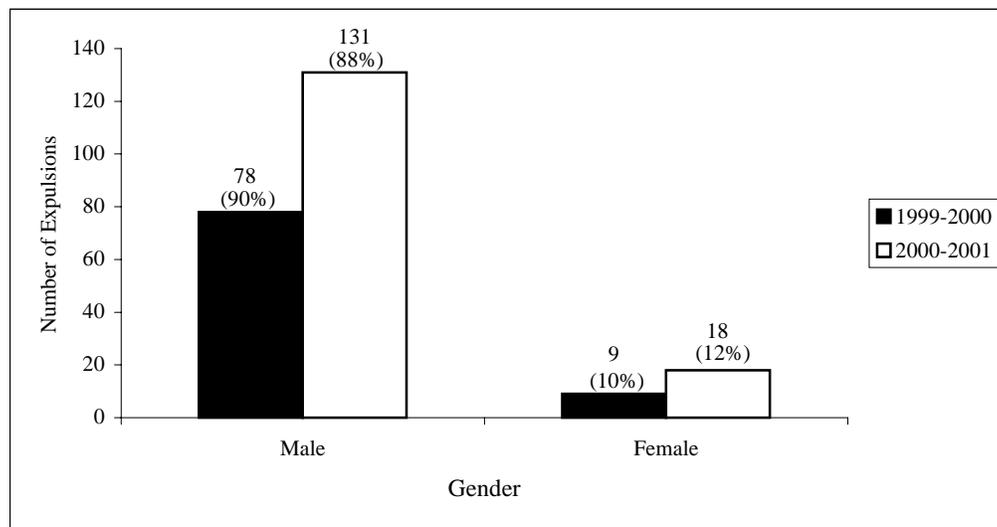
Figure 12. Duration of Multiple Long-Term Suspensions Given to Students: 2000-2001.

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

Section 1.2: LEA Expulsions

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

Expulsions by Gender

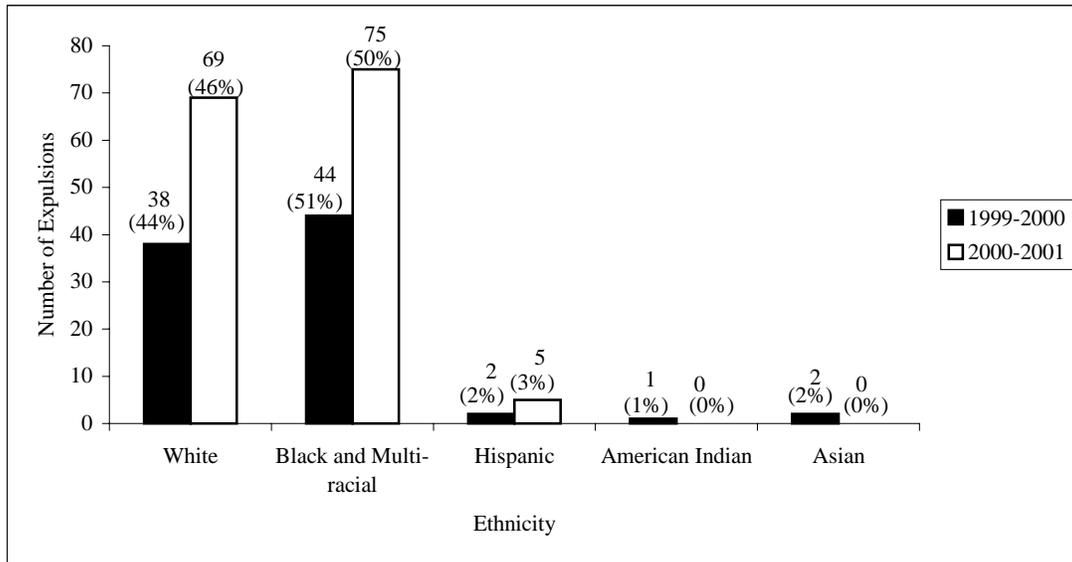


Note: The numbers in parentheses indicate the percent of expulsions by gender.

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

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

Expulsions by Ethnicity



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

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

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

Expulsions by Ethnicity and Gender

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

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

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

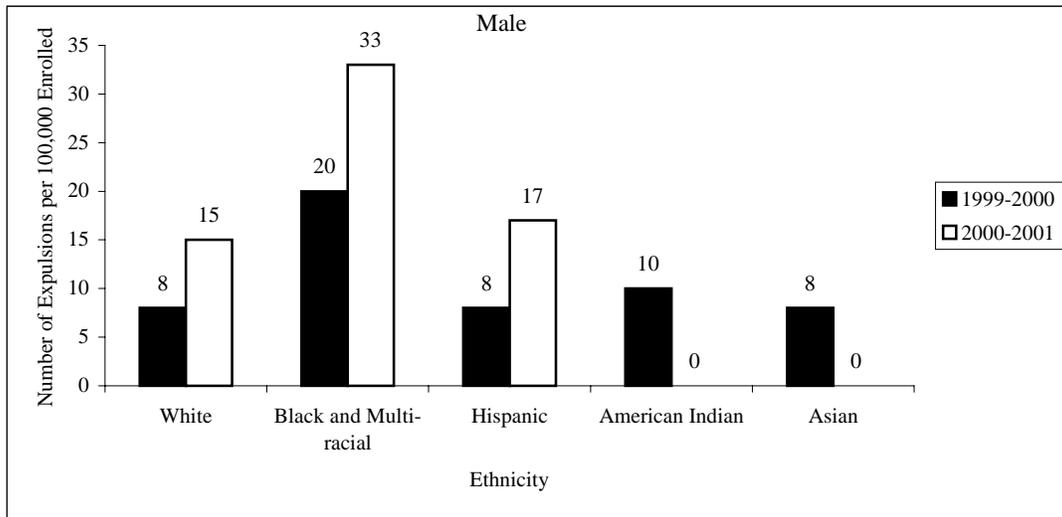


Figure 15. Male Expulsion Rates by Ethnicity: 1999-2000 and 2000-2001.

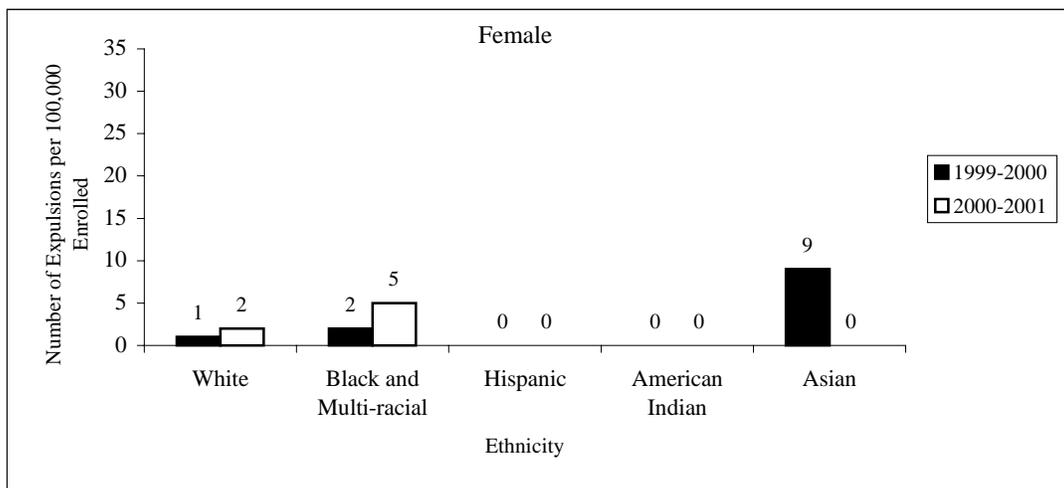
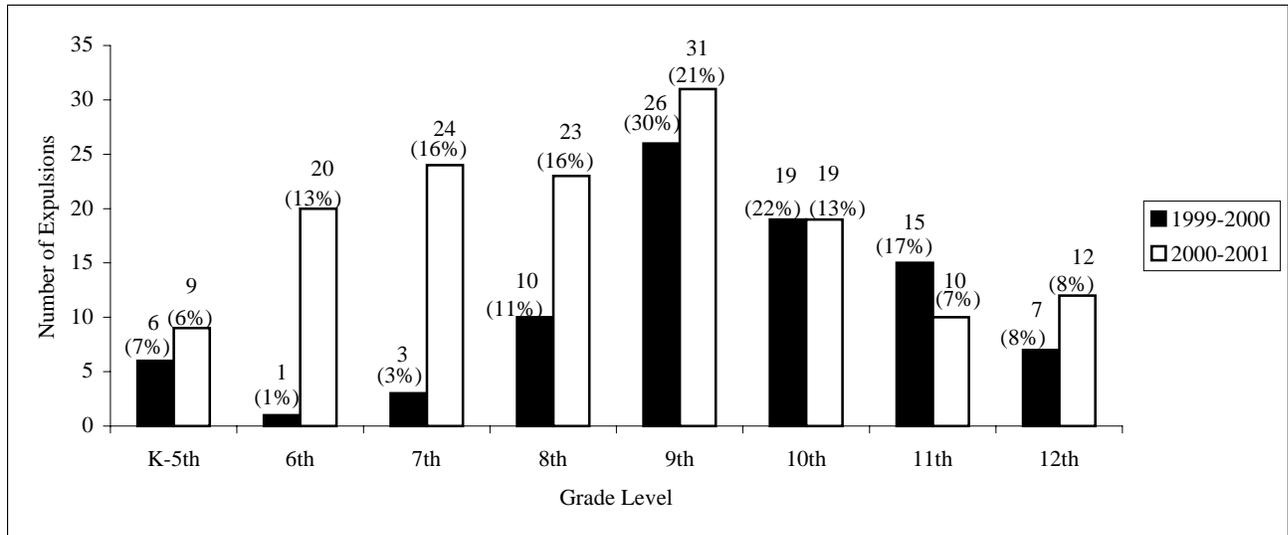


Figure 16. Female Expulsion Rates by Ethnicity: 1999-2000 and 2000-2001.

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

Expulsions by Grade Level

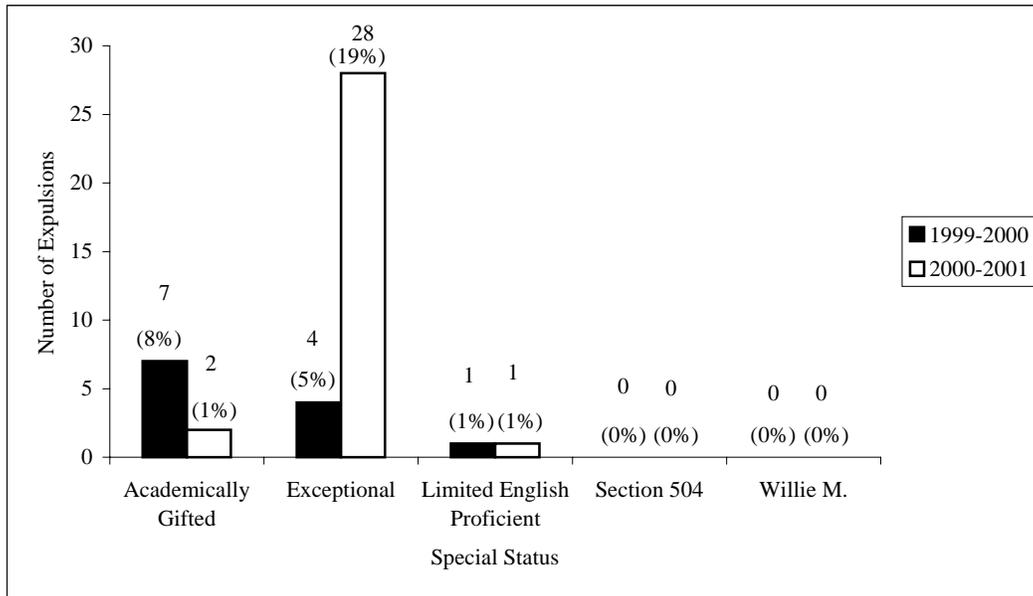


Note: The numbers in parentheses indicate the percent of expulsions in each category.

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

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

Expulsions for Special Status Students

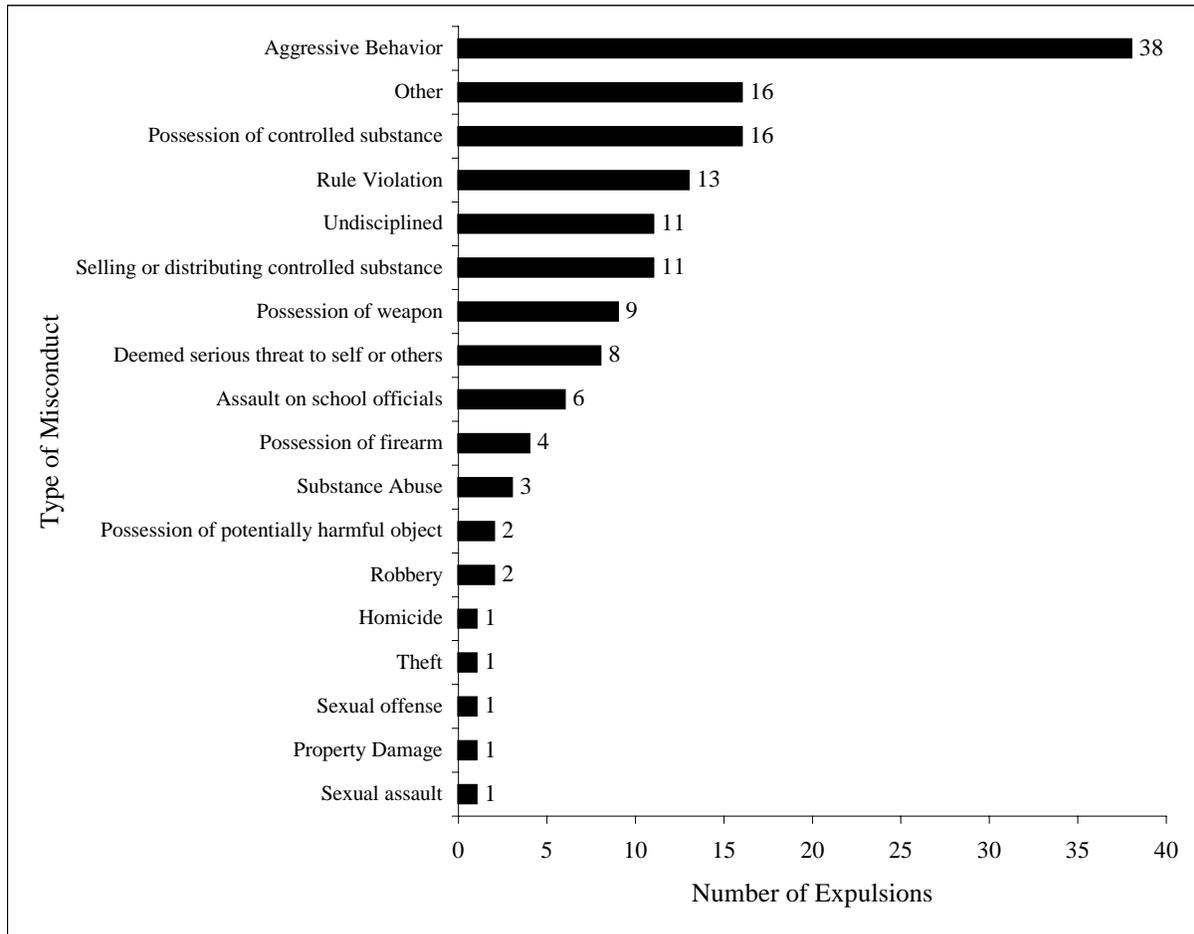


Note: The numbers in parentheses indicate the percent of expulsions in each special status category.

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

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

Expulsions by Type of Misconduct



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

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

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

Section 1.3: LEA ALP Placements

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

ALPs Serving Suspended and/or Expelled Students

Grades 9 – 12

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

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

Grades 6 – 12

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

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

Grades 6 – 8

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

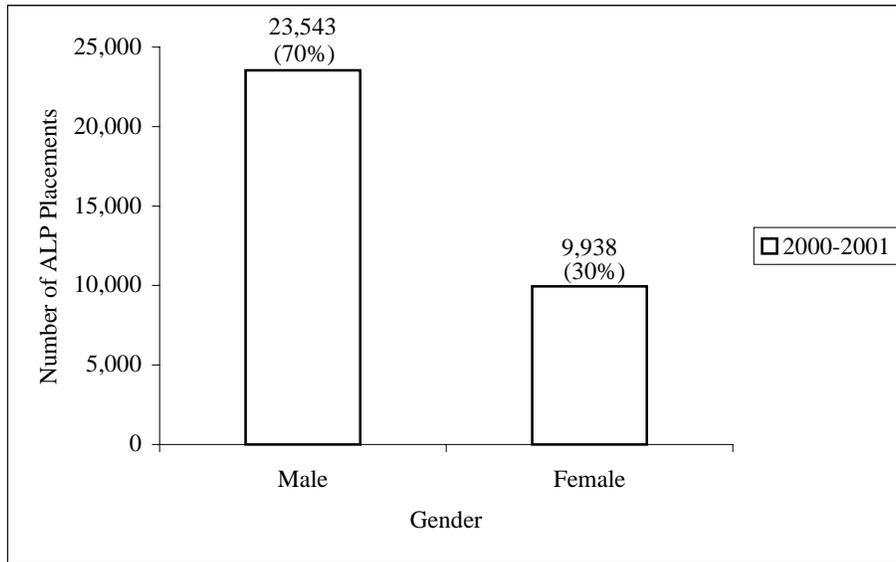
		ALP Served Expelled Students?		Total
		Yes	No	
ALP Served Long-term Suspended Students?	Yes	14 (37%)	14 (37%)	28 (74%)
	No	1 (3%)	9 (24%)	10 (26%)
Total		15 (39%)	23 (61%)	38 (100%)

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

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

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

ALP Placements by Gender

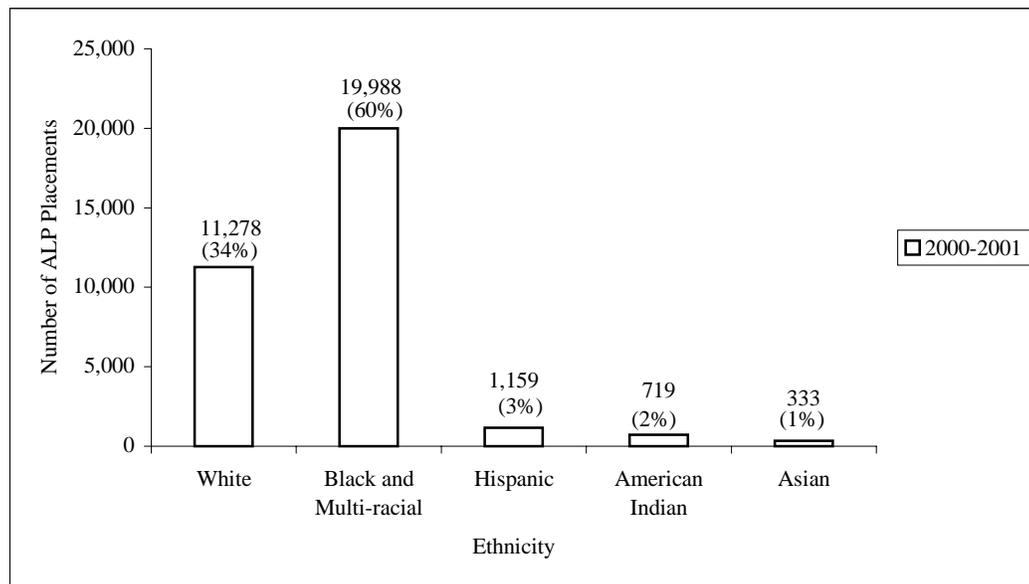


Note: The number in parentheses indicates the percent of ALP placements in each gender group.

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

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

ALP Placements by Ethnicity



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

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

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

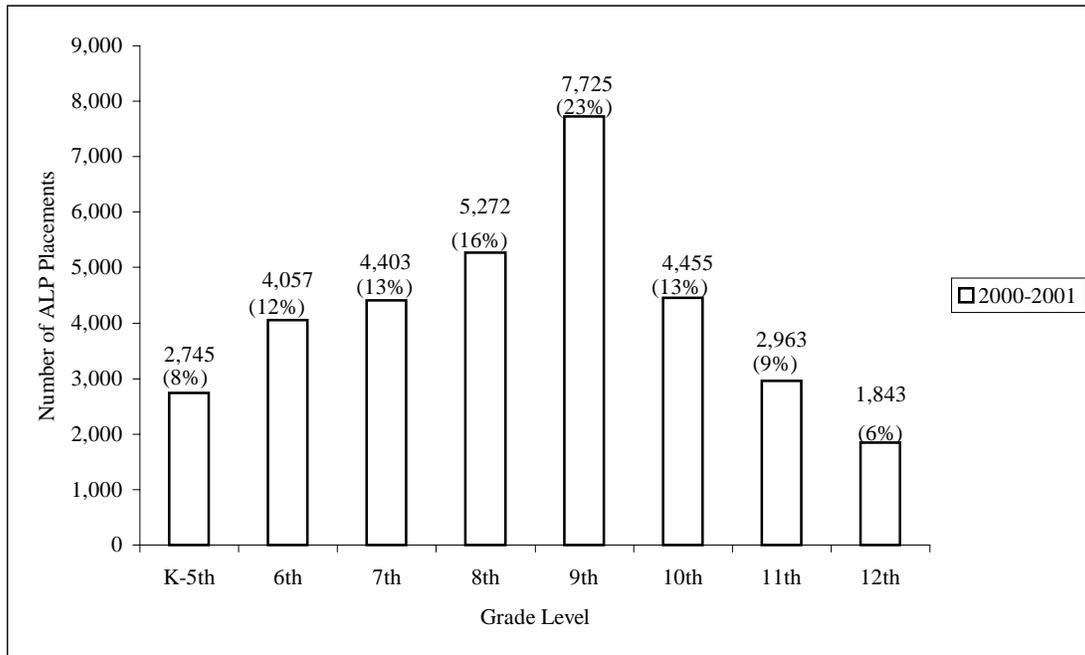
ALP Placements by Ethnicity and Gender

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

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

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

ALP Placements by Grade Level



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

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

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

ALP Placements for Special Status Students

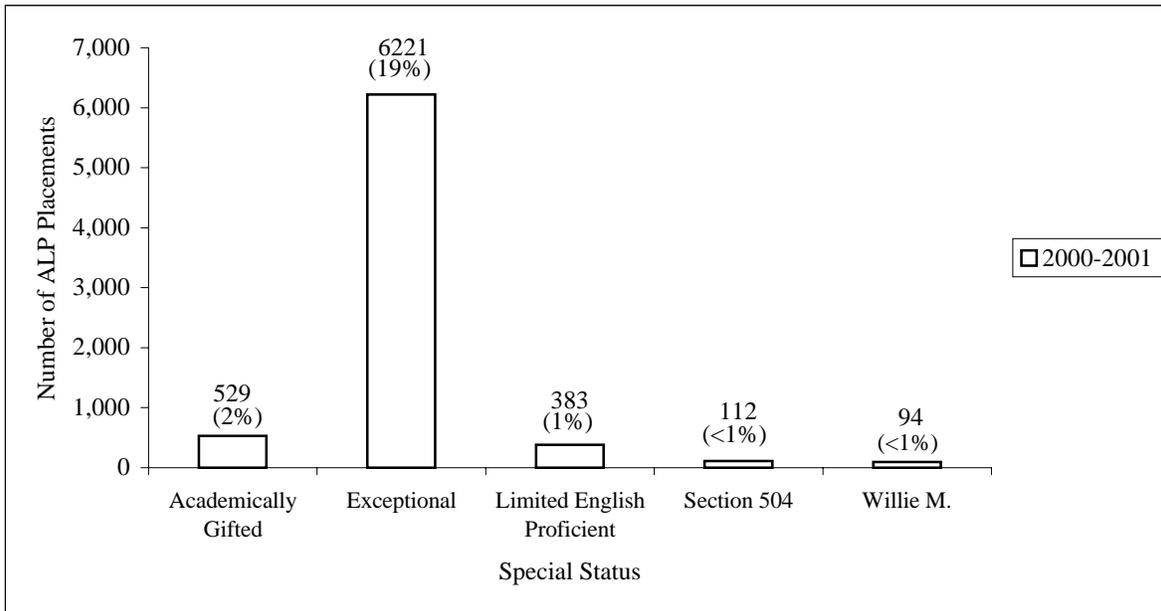


Figure 23. Number of ALP Placements by Special Status Categories: 2000-2001.

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

Disciplinary Reasons for ALP Placements

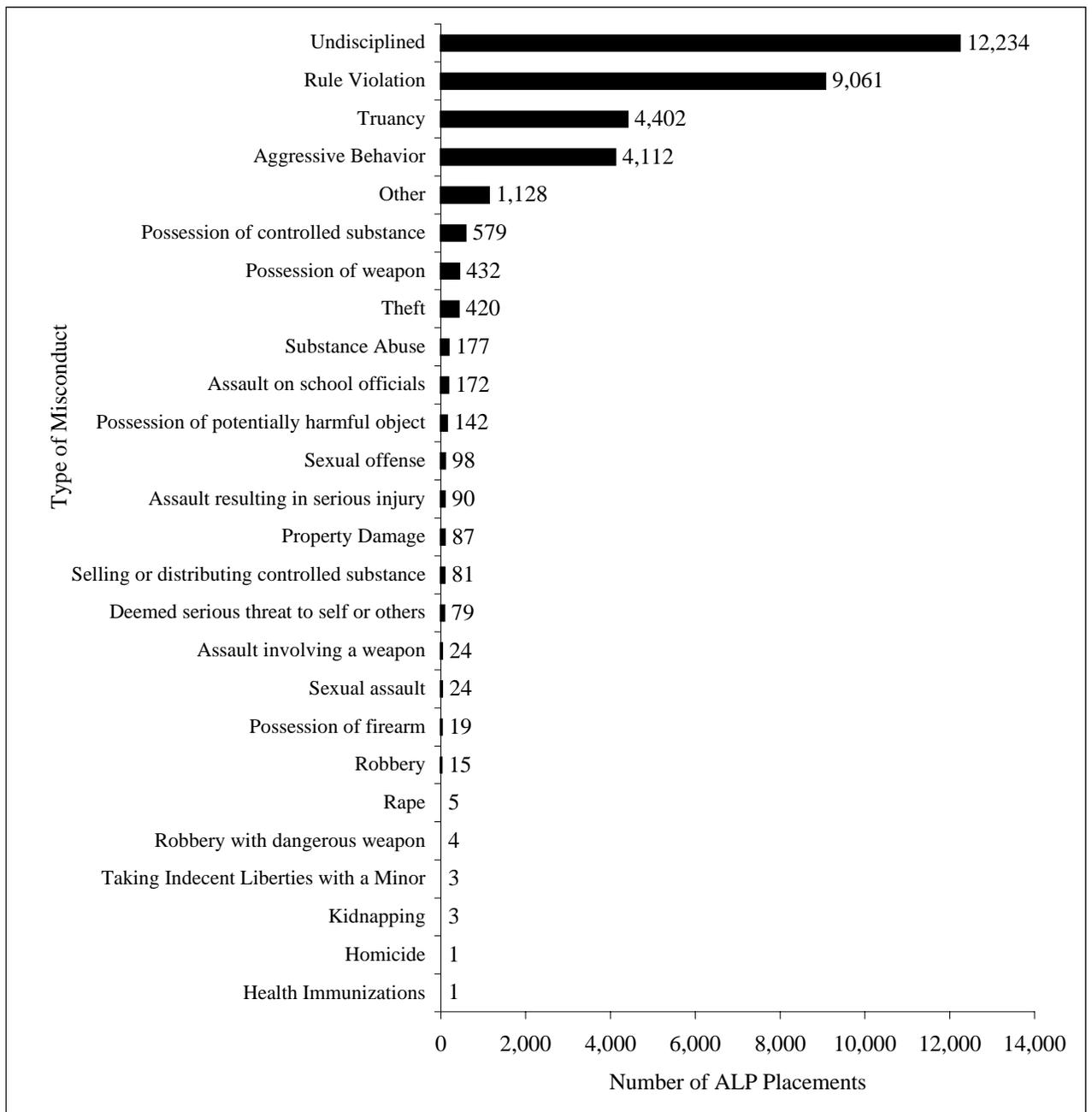


Figure 24. Number of ALP Placements by Type of Misconduct: 2000-2001.

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

Multiple ALP Placements

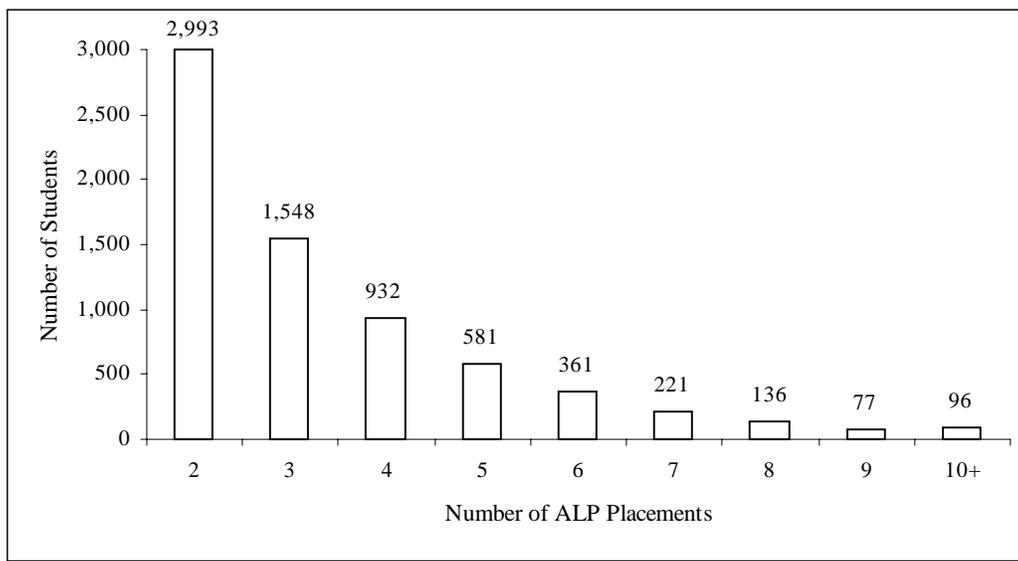


Figure 25. Number of Multiple ALP Placements Given to Students: 2000-2001.

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

Section 2.1: Charter School Suspensions

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

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

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

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

Charter School Long-Term Suspensions by Gender

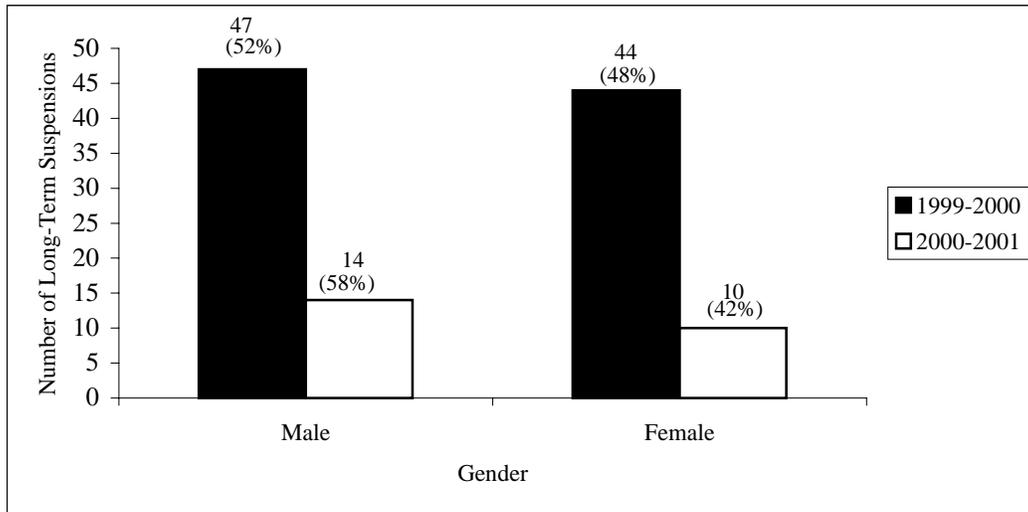


Figure 26. Charter School Long-Term Suspensions by Gender: 1999-2000 and 2000-2001.

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

Charter School Long-Term Suspensions by Ethnicity

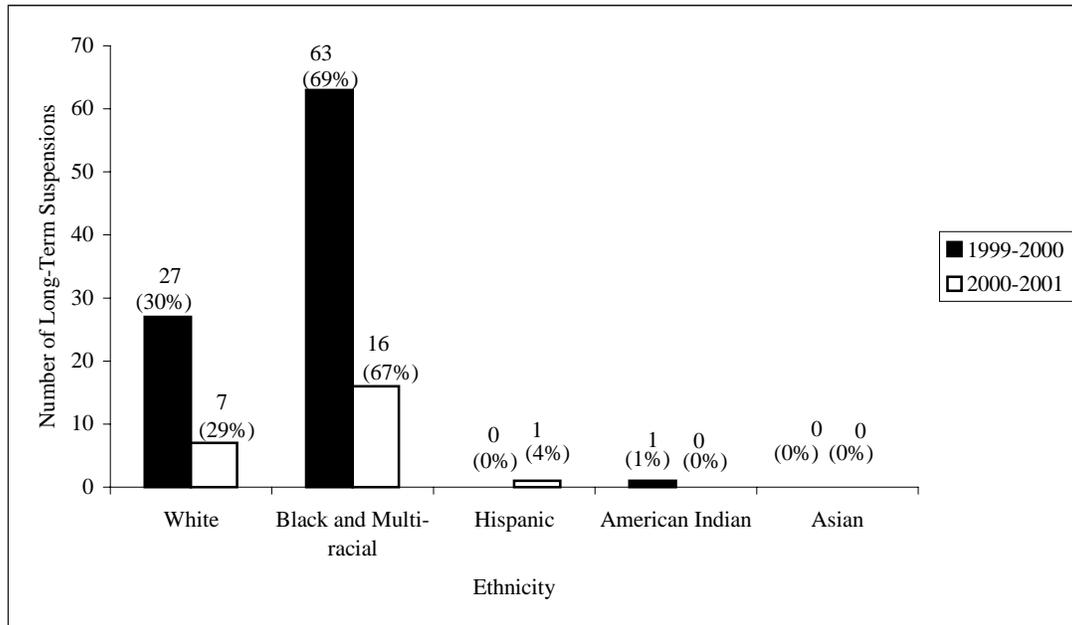


Figure 27. Charter School Long-Term Suspensions by Ethnicity: 1999-2000 and 2000-2001.

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

Charter School Long-Term Suspensions by Grade Level

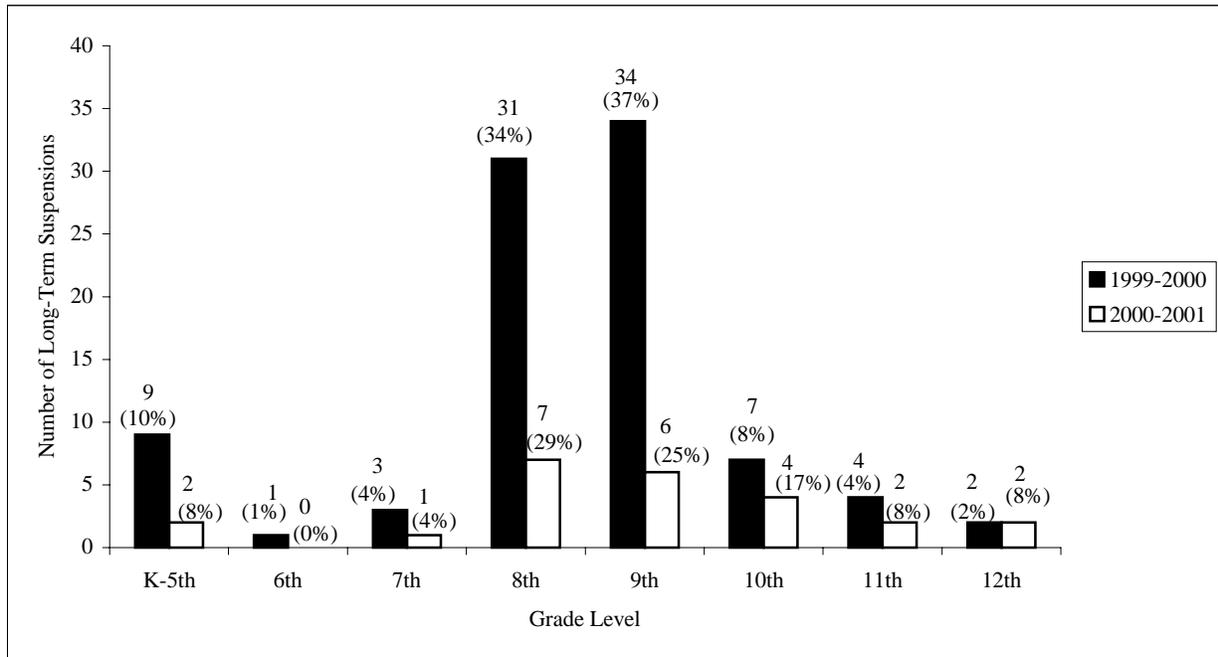


Figure 28. Charter School Long-Term Suspensions by Grade Level: 1999-2000 and 2000-2001.

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

Charter School Long-Term Suspensions by Type of Misconduct

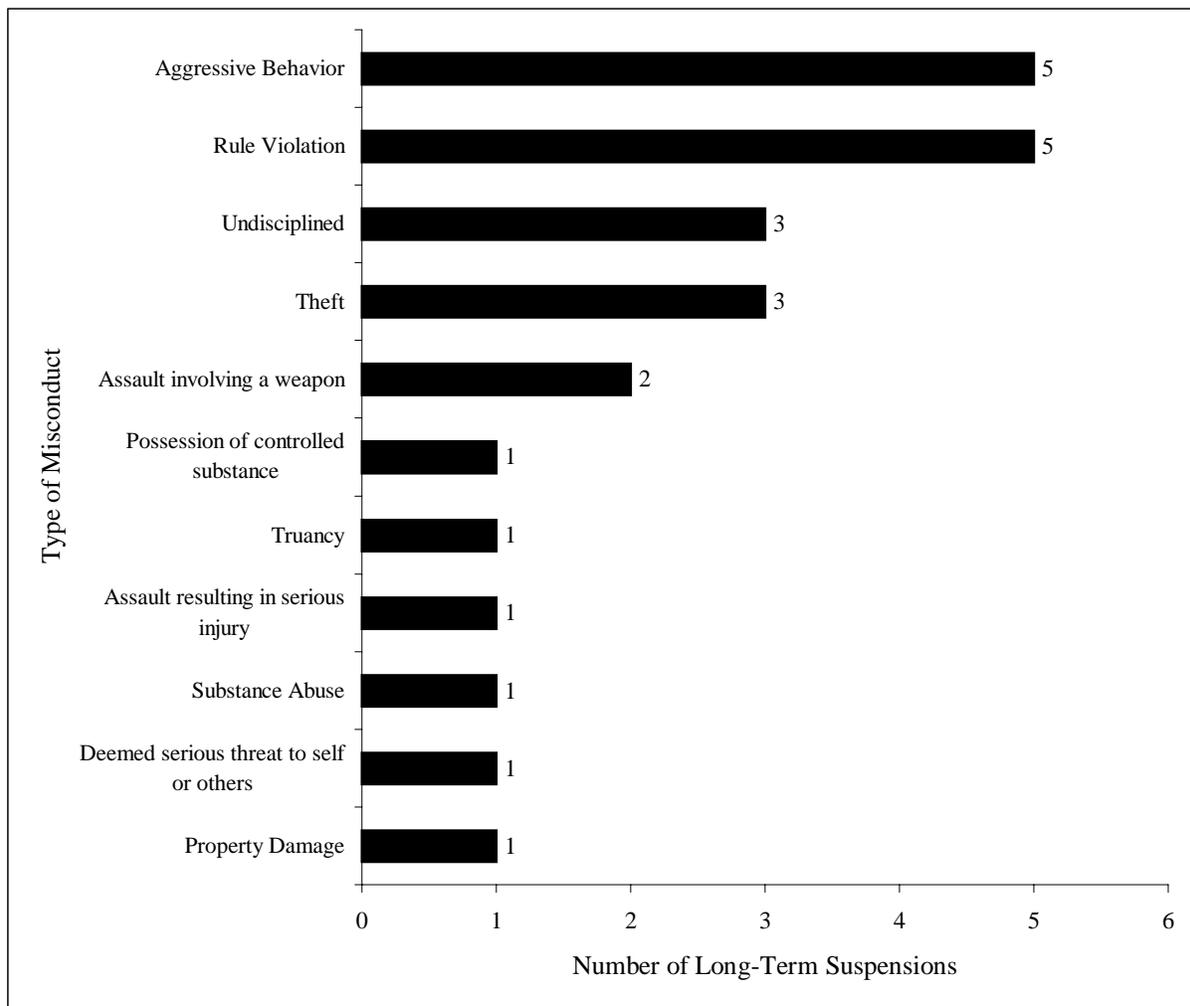


Figure 29. Charter School Long-Term Suspensions by Type of Misconduct: 2000-2001.

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

Multiple Suspensions

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

Multiple Short-Term Suspensions

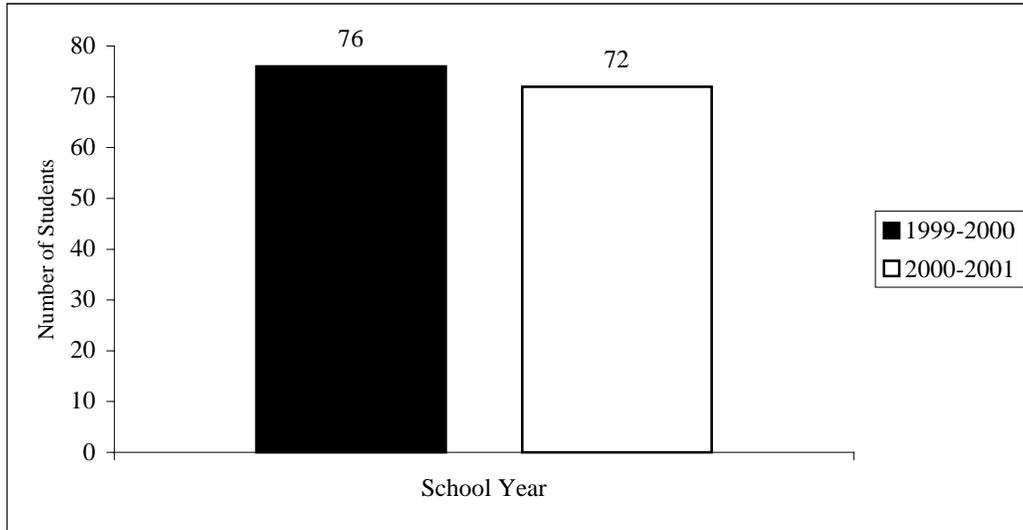


Figure 30. Number of Charter School Students with Multiple Short-Term Suspensions that when Added Together Equal More than 10 Days: 2000-2001.

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

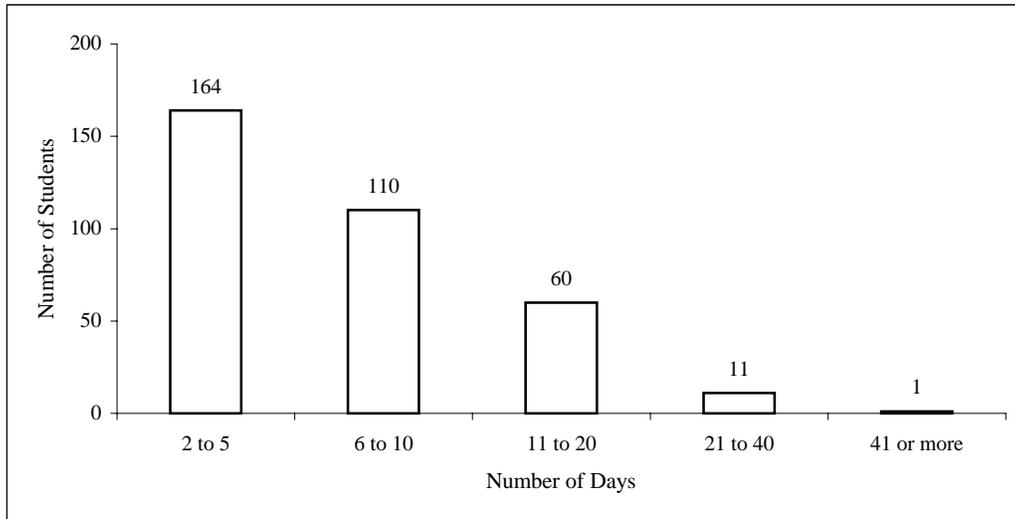


Figure 31. Duration of Multiple Short-Term Suspensions Given to Charter School Students: 2000-2001.

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

Section 2.2: Charter School Expulsions

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

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

Charter School Expulsions by Gender

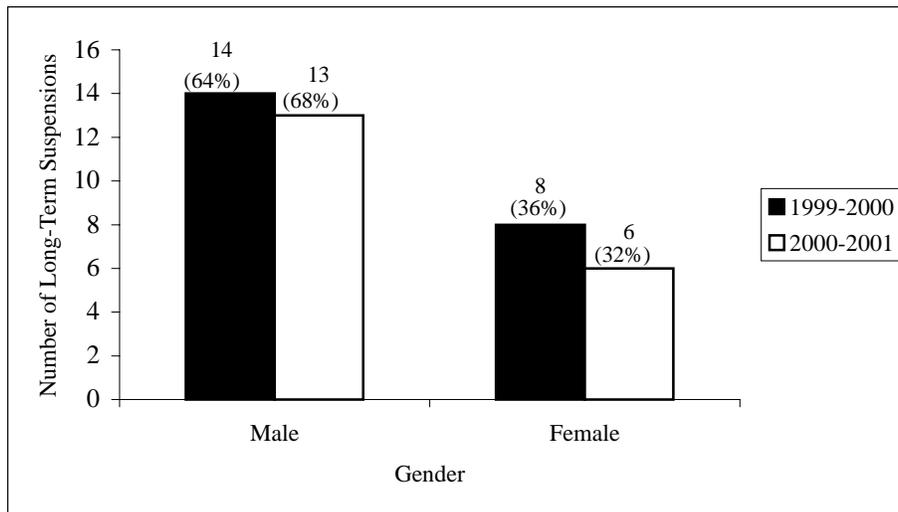


Figure 32. Charter School Expulsions by Gender: 1999-2000 and 2000-2001.

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

Charter School Expulsions by Ethnicity

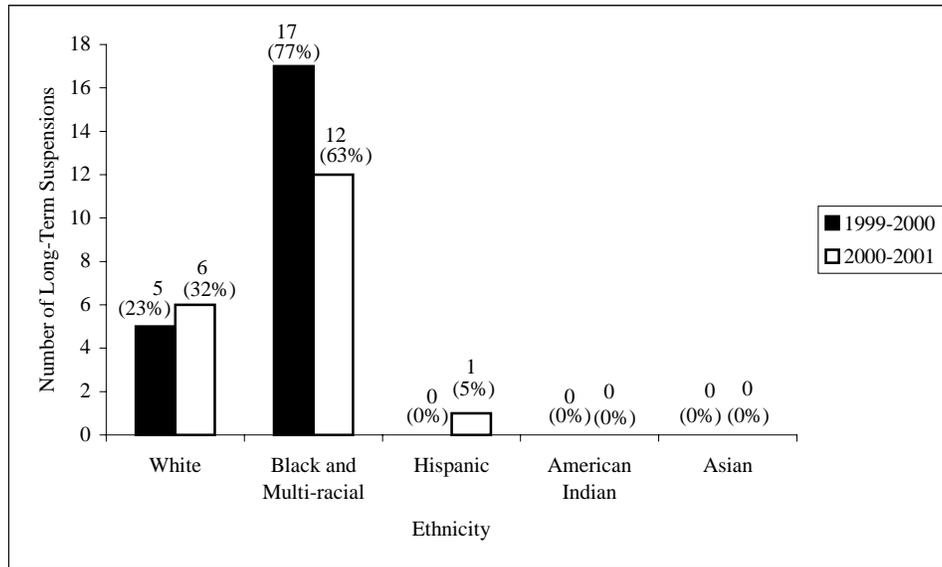


Figure 33. Charter School Expulsions by Ethnicity: 1999-2000 and 2000-2001.

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

Charter School Expulsions by Grade Level

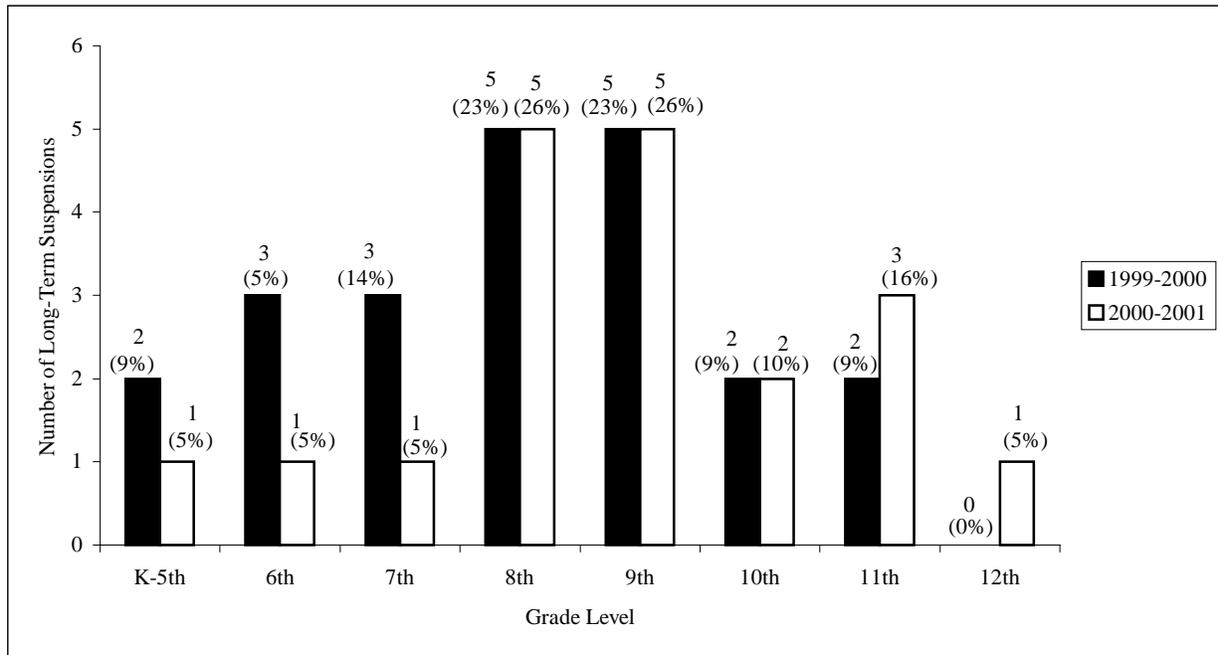


Figure 34. Charter School Expulsions by Grade Level: 1999-2000 and 2000-2001.

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

Charter School Expulsions by Type of Misconduct

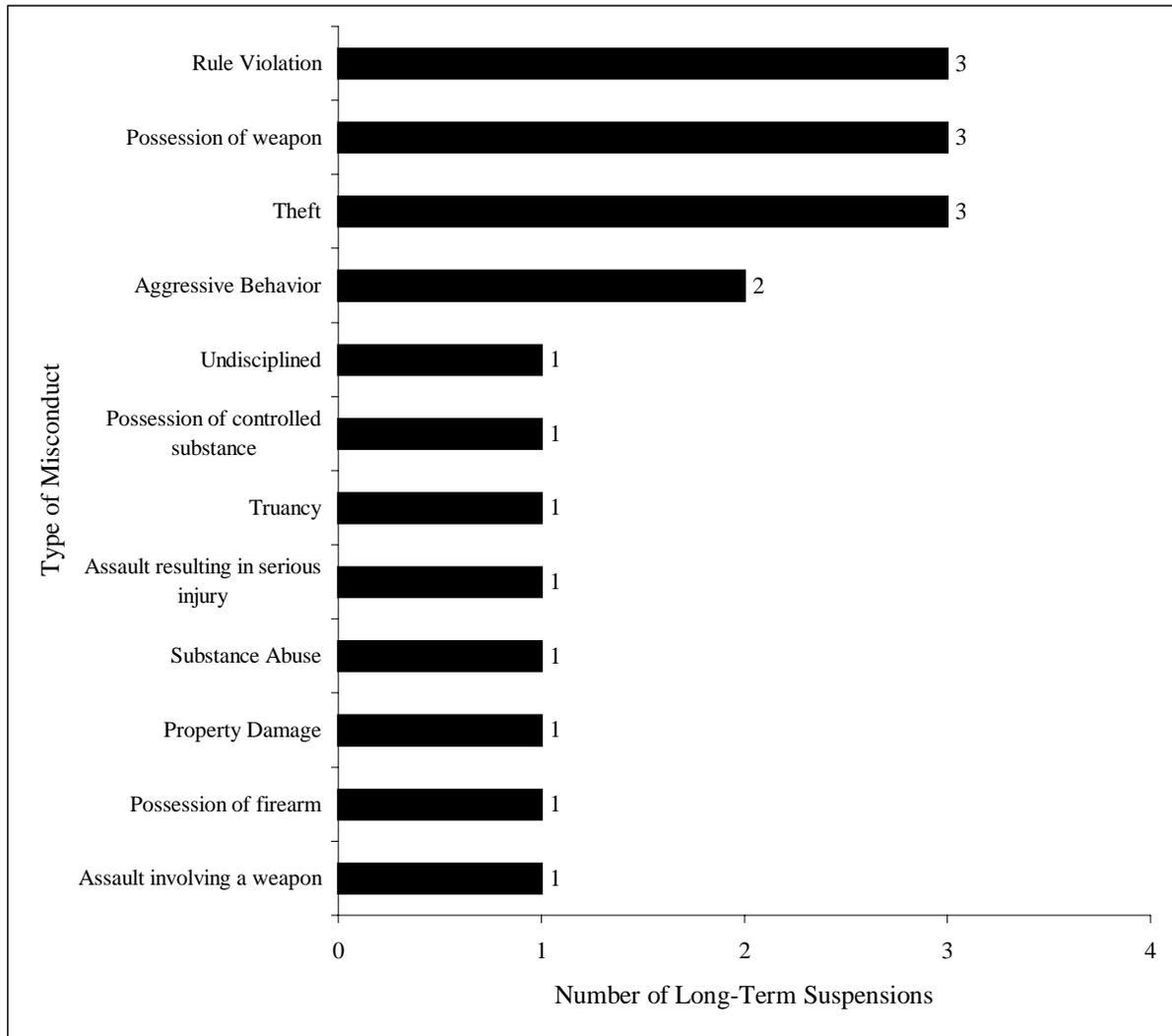


Figure 35. Charter School Expulsions by Type of Misconduct: 2000-2001.

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

Section 2.3. Charter School ALP Placements

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

ALP Placements by Gender

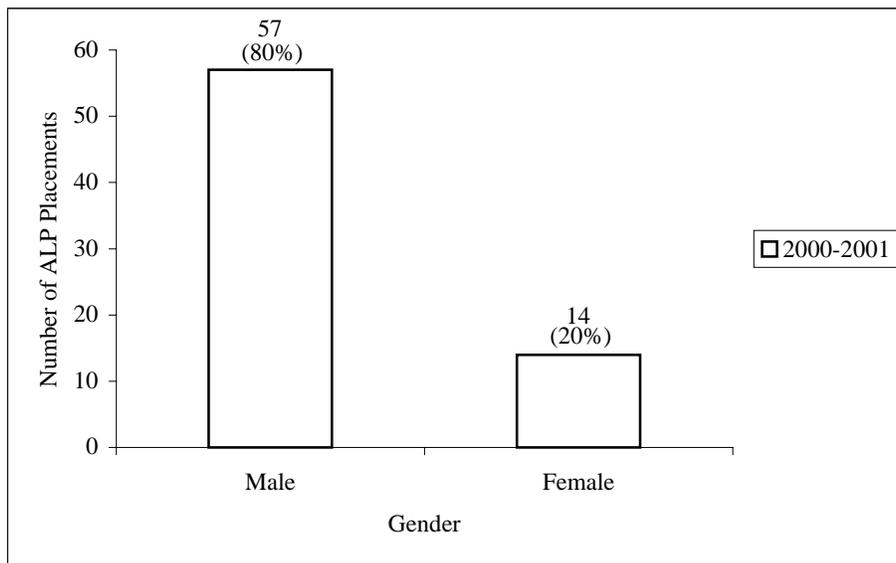


Figure 36. Charter School ALP Placements by Gender: 2000-2001.

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

ALP Placements by Ethnicity

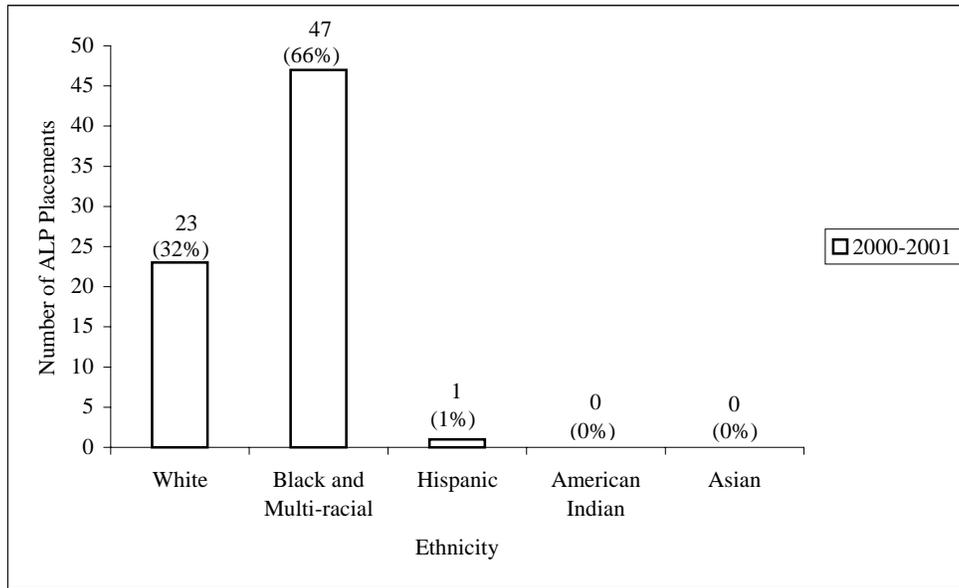


Figure 37. Charter School ALP Placements by Ethnicity: 2000-2001.

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

ALP Placements by Grade Level

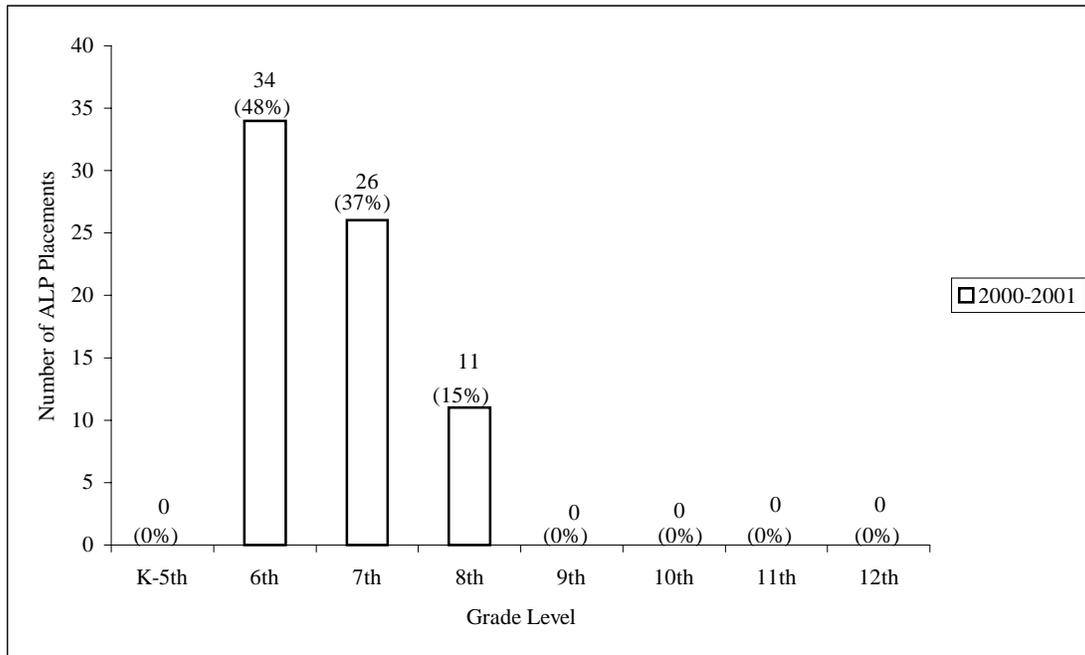


Figure 38. Charter School ALP Placements by Grade Level: 2000-2001.

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

Charter School ALP Placements by Type of Misconduct

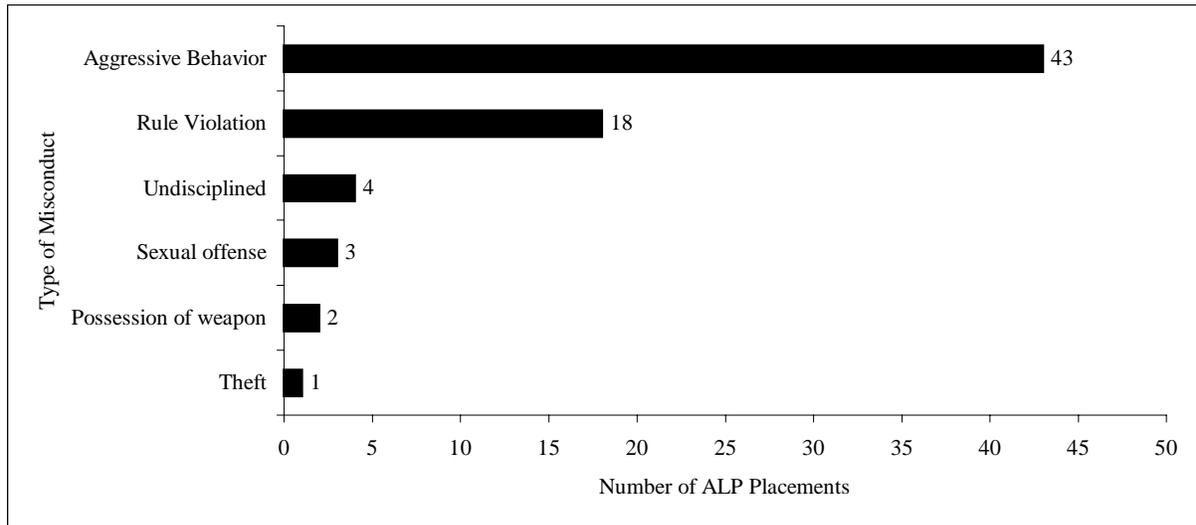


Figure 39. Charter School ALP Placements by Type of Misconduct: 2000-2001.

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

Appendix A

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

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

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

Please return completed survey no later than Friday, May 12, 2000, to:

Andrea Barefoot, Center for Urban Affairs & Community Services, NCSU Box 7401, Raleigh, North Carolina 27695-7401
 phone: (919) 515-1316 fax: (919) 515-3642 e-mail: Andrea_Barefoot@ncsu.edu

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

Person Completing Form:

LEA Name:

LEA Number:

(1-3)
(4-5)

Phone Number:

 - -

Fax Number:

 () -

Today's Date:

 / /

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

EXPULSIONS

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

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

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

2. Were any of the expelled students Academically Gifted?

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

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

NUMBER OF ACADEMICALLY GIFTED STUDENTS
EXPULSED

(58-62)

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

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

If "yes": How many expelled students were Exceptional?

NUMBER OF EXCEPTIONAL STUDENTS EXPULSED

(63-67)

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

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

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

NUMBER OF LIMITED ENGLISH PROFICIENT
STUDENTS EXPULSED

(68-72)

5. Were any of the expelled students Section 504?

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

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

NUMBER OF SECTION 504 STUDENTS EXPULSED

(73-77)

LEA 13
(1-5)

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

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

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

NUMBER OF WILLIE M. STUDENTS EXPULSED

(6-10)

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

(11-14)

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

(15-18)

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

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

ED. CODE

(19-20)

LONG-TERM SUSPENSIONS

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

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

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

LEA 26 (1-5)

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

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

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

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

LEA 27 (1-5)
 NUMBER OF ACADEMICALLY GIFTED STUDENTS
 LONG-TERM SUSPENDED

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

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

(6-10)
 NUMBER OF EXCEPTIONAL STUDENTS LONG-TERM
 SUSPENDED

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

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

(11-15)
 NUMBER OF LIMITED ENGLISH PROFICIENT
 STUDENTS LONG-TERM SUSPENDED

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

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

(16-20)
 NUMBER OF SECTION 504 STUDENTS LONG-TERM
 SUSPENDED

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

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

(21-25)
 NUMBER OF WILLIE M. STUDENTS LONG-TERM
 SUSPENDED

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

[]

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

[]

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

[]

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

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

ED. CODE _____

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

[]

Appendix B

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

North Carolina LEA

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

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

LEA Info

Local Education Agency Information

Name of Person Completing Form: _____	LEA Name: _____	LEA Code: _____	(1-3) (4-5)
Card 01			
Phone Number of Person Completing Form: _____	Fax Number: _____	Today's Date: _____	(6-11)

Section I.

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

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

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

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

(6-11)

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

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

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

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

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

Section II.

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

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

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

6. How many students reported in the grand total in item number 5 were long-term suspended out-of-school for **365 days**? *Number of Students:* _____
 [CHECK THIS BOX IF THIS INFORMATION IS NOT TRACKED:] (1-5) (6-11)

7. Record the **total number of days** these students, indicated in the grand total in item number 5 above, were given long-term, out-of-school suspension **BUT** do **not** include 365-day suspensions in this calculation. *Number of Days:* _____
 [CHECK THIS BOX IF THIS INFORMATION IS NOT TRACKED:] (12-17)

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

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

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

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

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

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

10. What is the total number of **students** who received multiple *short-term suspensions* that, when combined, totaled 11 or more days? *Number of Students:* _____ (60-65)

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

11. What is the total number of **students** who received multiple *long-term suspensions* (of 11 or more days each) within the 1999-2000 academic year? *Number of Students:* _____ (66-71)

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

12. How many of the **students**, indicated in item number 11 above, were initially given an alternative education placement but subsequently received a long-term, out-of-school suspension from the alternative school or program? *Number of Students:* _____ (72-77)

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

Section IV.

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

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

GRADE	WHITE		BLACK		HISPANIC		NATIVE AMERICAN		ASIAN		MULTIRACIAL		Dup LEA - Card 31 (1-5)
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
K													(6-53)
1													Dup LEA - Card 32 (1-5) (6-53)
2													Dup LEA - Card 33 (1-5) (6-53)
3													Dup LEA - Card 34 (1-5) (6-53)
4													Dup LEA - Card 35 (1-5) (6-53)
5													Dup LEA - Card 36 (1-5) (6-53)
6													Dup LEA - Card 37 (1-5) (6-53)
7													Dup LEA - Card 38 (1-5) (6-53)
8													Dup LEA - Card 39 (1-5) (6-53)
9													Dup LEA - Card 40 (1-5) (6-53)
10													Dup LEA - Card 41 (1-5) (6-53)
11													Dup LEA - Card 42 (1-5) (6-53)
12													Dup LEA - Card 43 (1-5) (6-53)
TOTAL													Dup LEA - Card 44 (1-5) (6-65)
GRAND TOTAL												(66-71)	

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

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

Number of Students ↓

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

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

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

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

Section V.

Students Whose Misconduct Did Lead To Expulsion.

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

GRADE	WHITE		BLACK		HISPANIC		NATIVE AMERICAN		ASIAN		MULTIRACIAL		ED.CODE	
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE		
K													Dup LEA - Card 46	(1-5)
1													Dup LEA - Card 47	(1-5)
2													Dup LEA - Card 48	(1-5)
3													Dup LEA - Card 49	(1-5)
4													Dup LEA - Card 50	(1-5)
5													Dup LEA - Card 51	(1-5)
6													Dup LEA - Card 52	(1-5)
7													Dup LEA - Card 53	(1-5)
8													Dup LEA - Card 54	(1-5)
9													Dup LEA - Card 55	(1-5)
10													Dup LEA - Card 56	(1-5)
11													Dup LEA - Card 57	(1-5)
12													Dup LEA - Card 58	(1-5)
TOTAL													Dup LEA - Card 59	(1-5)
GRAND TOTAL													(66-71)	

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

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

Number of Students ↓

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

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

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

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

Section VI.

Zero-Tolerance Discipline Policies.

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

Yes (1) (48)
No (0)

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

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

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

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

22. In the absence of, or in addition to, districtwide policies, do any **individual schools** within your district maintain zero tolerance policies (that mandate **out-of-school suspension** and will not allow consideration of alternative education placement) related to specific instances of misconduct?

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

Yes (1)..... (61)
No (0)

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

(1) _____

ED.CODE _____ (62-63)

(2) _____

ED.CODE _____ (64-65)

(3) _____

ED.CODE _____ (66-67)

Section VII.

Other Disciplinary Policies/Practices.

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

Yes (1)..... (68)
No (0)

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

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

Number of days: _____ (69-71)

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

Please return this form by October 20, 2000 to:

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

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

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

Appendix C

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

North Carolina LEA Roster of 2000-01

Suspensions, Expulsions, and Disciplinary Alternative Education Placements Instruction Sheet

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

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

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

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

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

<u>Data</u>	<u>Information</u>								
Student Name	Student's name [First Name, Middle Initial, Last Name]								
SSN	Social Security Number								
Grade Level	PK, K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12								
Sex	M = Male, F = Female								
Race	<table border="0" style="width: 100%;"> <tr> <td>1 = Asian</td> <td>5 = American Indian</td> </tr> <tr> <td>2 = Black</td> <td>6 = White</td> </tr> <tr> <td>3 = Hispanic</td> <td>7 = Other</td> </tr> <tr> <td>4 = Multi-racial</td> <td></td> </tr> </table>	1 = Asian	5 = American Indian	2 = Black	6 = White	3 = Hispanic	7 = Other	4 = Multi-racial	
1 = Asian	5 = American Indian								
2 = Black	6 = White								
3 = Hispanic	7 = Other								
4 = Multi-racial									
Age	Age of student.								
Acad. Gifted	Is the student classified as Academically Gifted? Circle one: Y = Yes N = No (if using diskette/electronic copy, Enter Y or N)								
EC Category	Exceptional Child Category: <table border="0" style="width: 100%;"> <tr> <td>1 = Learning Disabled</td> <td>3 = Educable Mentally Handicapped</td> </tr> <tr> <td>2 = Behaviorally/Emotionally Handicapped</td> <td>4 = Other</td> </tr> <tr> <td></td> <td>5 = None</td> </tr> </table>	1 = Learning Disabled	3 = Educable Mentally Handicapped	2 = Behaviorally/Emotionally Handicapped	4 = Other		5 = None		
1 = Learning Disabled	3 = Educable Mentally Handicapped								
2 = Behaviorally/Emotionally Handicapped	4 = Other								
	5 = None								
Willie M	Is the student classified as Willie M? Circle one: Y = Yes N = No (if using diskette/electronic copy, Enter Y or N)								
Section 504	Is the student classified as Section 504? Circle one: Y = Yes N = No (if using diskette/electronic copy, Enter Y or N)								
LEP	Is the student classified as Limited English Proficient? Circle one: Y = Yes N = No (if using diskette/electronic copy, Enter Y, or N)								
Homebound Placement	Is the student classified as Homebound Placement? Circle one: Y = Yes N = No (if using diskette/electronic copy, Enter Y or N)								
Homebound Instruction Provided	Does the student receive homebound instruction? Circle one: Y = Yes N = No (if using diskette/electronic copy, Enter Y or N)								

Type of Misconduct	Enter <u>one</u> type of misconduct which led to the suspension, expulsion, or alternative education placement? 1 = Property damage 2 = Theft 3 = Truancy 4 = Undisciplined (e.g. rowdy, fidgety) 5 = Aggressive Behavior (e.g. fighting, threats) 6 = Substance Abuse 7 = Health Immunizations 8 = Rule Violation 9 = Assault involving the use of a weapon 10 = Assault resulting in serious personal injury 11 = Assault on school officials, employees and volunteers 12 = Homicide (murder, manslaughter, death by vehicle) 13 = Kidnapping 14 = Possession of a controlled substance 15 = Selling or distributing controlled substances 16 = Possession of a firearm 17 = Possession of a weapon 18 = Possession of potentially harmful object (e.g. nail file) 19 = Rape 20 = Robbery 21 = Robbery with a dangerous weapon 22 = Sexual assault 23 = Sexual offense 24 = Taking indecent liberties with a minor 25 = Deemed a serious threat to self or others 26 = Other
Student sent home pending disciplinary action	Was the student sent home pending disciplinary action? Circle one: Y = Yes N = No (if using diskette/electronic copy, Enter Y or N)
Was an ALP Considered?	Was an alternative learning program <u>considered</u> for the student? If the student was suspended or expelled from an alternative education program, was a different alternative education program <u>considered</u> ? Circle one: Y = Yes N = No (if using diskette/electronic copy, Enter Y or N)
Was an ALP Provided?	Was an alternative learning program <u>provided</u> for the student? If the student was suspended or expelled from an alternative education program, was a different alternative education program <u>provided</u> ? Circle one: Y = Yes N = No (if using diskette/electronic copy, Enter Y or N)
Length of Time Assigned to ALP	1 = Less than or equal to 6 weeks 2 = More than 6 weeks but less than or equal to 9 weeks 3 = More than 9 weeks but less than or equal to 1 semester 4 = More than one semester but less than 1 year 5 = 365 days 6 = other
Reason ALP Not Provided	1 = Alternative education program enrollment was already at capacity. 2 = No alternative education program was available for student at the needed grade level. 3 = No alternative education program existed to serve the student's needs/problems. 4 = Student behavior would jeopardize other students in alternative education program. 5 = Student was suspended/expelled from the only alternative education program available. 6 = Other
Disciplinary Consequence Other than ALP	1 = In-school short-term suspension 3 = Long-term suspension 2 = Out-of-school short term suspension 4 = Expulsion 5 = None
Date of Action	Date student was sent to alternative education program, suspended, or expelled (month/day/year).
Number of Days Suspended	Indicate the number of <u>days</u> suspended from either regular or alternative school/program by placing the number in the appropriate column: <u>ISS</u> for in-school suspension or <u>OSS</u> for out-of-school suspension.

Appendix D

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

1999-2000

Number of Long-Term Suspensions

Number of Expulsions

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

Appendix E

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

**Charter Schools
1999-2000**

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

Appendix F

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

2000-2001

Number of Long-Term Suspensions

Number of Expulsions

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

Appendix G

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

**Charter Schools
2000-2001**

Number of Long-Term Suspensions

Number of Expulsions

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