

Three Year Trends of Long-Term Suspended and Expelled Students

(1998-2000)



FEBRUARY 2001

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Summary and Key Findings

Part I: Local Education Agencies

Section 1: LEA Long-Term Suspensions (LTS)

Number of LTS Students

1. The number of students committing suspendable acts increased over the last three years (1997-98, 1998-99, and 1999-2000), with a total of 6098, 6139, and 7466 reported for each year respectively. This number includes both students who were ultimately placed in alternative learning programs (ALPs) and those who were long-term suspended out of school. The number of students LTS per 100,000 students enrolled in the state (rate of LTS) for the three-year period is 499, 496, and 596. These proportions indicate that the increase in LTS over the three-year period holds true, even when accounting for the increases in student enrollment in the state during that same period. Because these data were collected post hoc and may not be consistently tracked by all LEAs (in particular the students placed in ALPs), caution should be used in comparing data across years. Steps are being taken to improve record keeping and reporting in 2000-01.
2. In 1999-2000, 25 LEAs accounted for the 213 students reported who received 365-day suspensions. Ninety-one LEAs reported having no 365-day suspensions. Data for students suspended 365 days are not included in the text of the report since comparable data were not available for previous years.

LTS by Ethnicity and Gender

3. The percentage of LTS who were male was about three times that of those who were female over the three-year period. The proportion of both the male and female student population receiving LTS increased by about 20% over the last two years. (Figures 1 & 2)
4. Over half of the LTS were Black or Multi-racial students all three years reported. Compared to other ethnic subgroups, Black and Multi-racial students also have the highest proportion of their population receiving LTS and American Indian students the second highest, about half that of Black students. In 1999-2000, similar proportions of the White, Hispanic, and Asian student populations received LTS. (Figure 4)
5. Black and Multi-racial males account for the highest percentage (about 45%) of the LTS all three years. They are the most over-represented ethnic/gender category of LTS students, about 2.75 times their representation in the general student population of the state. (Table 1)
6. In general, the percentage of LTS Students who were female, was lower than (or in one case equal to) their percentage of the student population statewide. (Table 2)

LTS for Special Status Student Categories

7. In 1999-2000, students in programs for Exceptional Children (EC) (i.e., students with disabilities) accounted for about one in every five LTS students. The *number* of LTS that were classified as EC students almost doubled, and the *percentage* increased from 12% to 18% from 1998-99 to 1999-2000. (Figure 8)
8. For 1998-99 and 1999-2000, there were one percent or fewer of LTS students who were in Special Status categories including Academically/Intellectually Gifted (AIG), Limited English Proficient (LEP), Section 504, and Willie M. (Figure 8)

LTS by Grade Level

9. The percent of LTS students increases with each grade level from K-9, peaking at ninth grade, and then decreases each grade level from 10-12. The percent of LTS that were ninth graders accounts for about one third of all LTS. (Figure 7)
10. In general, the rate of suspensions increases as grade spans (K-5, 6-8, 9-12) increase but conversely, the percent of those LTS students placed in ALPs *decreases* at successively higher grade spans. Although in 1999-2000, fewer K-5 students were LTS (155) than in upper grade levels, 90% of them were placed in ALPs. Then, 77% of middle school and 65% of high school LTS students received ALP placements. (Figure 7 & Table 3)

Placement in Alternative Learning Programs (ALPs)

11. Overall, 70% of the students who committed suspendable acts received ALP placements in 1999-2000. Increasing percentages of LTS students were placed in ALPs across the three years reported, from 52%, 54%, to 70% respectively. That means that a decreasing percent (48%, 46%, and 30% respectively) of students were suspended out of school for those same years. (Figure 9)
12. More than half of LTS students in all ethnic/gender groups were provided ALP placements in 1999-2000. A higher percentage of females received ALP placements than males for all ethnic/gender groups. The difference is least pronounced for Black females and most pronounced for American Indian females. When comparing the White and Black students, who comprise the largest proportion of the LTS, White males received the lowest percentage of ALP placements relative to others in those two ethnic/gender groups. (Figure 10)
13. Among Special Status LTS students, about 70% of EC students received ALP placements. In the other Special Status categories, ALP placements ranged from 60% of Academically Intellectually Gifted to 90% of Section 504 students. (Figure 11)

Section 2: LEA Multiple Suspensions

14. The 1999-2000 survey included one question about short-term suspensions. Only 5 of the 92 LEAs responding to this question reported having *no* students that received

multiple *short-term* suspensions (STS) that, when totaled, exceeded 10 days. The other 87 LEAs reported a total of 7,213 students receiving multiple STS in this category. (Figure 12)

15. More than one third (33 LEAs) reported having 9 or fewer multiple STS students. Eighteen LEAs reported having 100 or more students with multiple *short-term* suspensions. Only 4 of these 18 LEAs had an overall student population exceeding 40,000. The smallest LEA in this category had an enrollment of fewer than 5,000 students. (Figure 12)
16. Sixty-six of 105 LEAs reporting had no students with multiple *long-term* suspensions. The number of students who were long-term suspended multiple times increased by two-thirds from 1998-99 to 1999-2000 (252 to 417 respectively). (Figure 13)

Section 3: LEA Expulsions

Number of Expelled Students

17. Across the three-year period, a total of 193, 93, and 343 students respectively committed expellable acts. This number includes both those who were ultimately placed in ALPs and those who were expelled out of school. When analyzed by proportion of the student population, 16, 8, and 27 students were expelled per 100,000 students enrolled in the three years from 1997 to 2000, respectively. The increase in students committing expellable acts holds true for 1999-2000 despite an increase in student enrollment in the state. There was a decrease in the proportion of students expelled from 1997-98 to 1998-99. (Table 5)

Number by Gender and Ethnicity

18. The percent of expelled students who were male was more than four times that of those who were female across all three years. Eight to nine out of every 10 students expelled were male. (Figure 14)
19. For the three years reported, between about 50% and 65% of expelled students were Black or Multi-racial, the highest of any subgroup. White students account for most of the other expulsions (25% to 50% across years) with between 0% and 3% accounted for by other subgroups across the three years reported. (Figure 16)
20. In 1999-2000, the Black and Multi-racial subgroup had the highest proportion of the student population who were expelled (50 per 100,000 enrolled). White students were a distant second with 18 expelled per 100,000 enrolled. Proportions of students expelled for Hispanic, American Indian, and Asian students were similar (11-13 per 100,000 students enrolled in each subgroup). (Figure 17)
21. Black and multi-racial males account for the highest percentage (from 44% to 52%) of the expulsions all three reporting years. They are the most over-represented

ethnic/gender category for expulsions, with about 3 times the number of expulsions for their representation in the general student population of state. (Table 5)

22. The percent of males expelled was higher than that of females in every ethnic group across all three reporting years. For all ethnic groups, fewer females were expelled than their percentage of the total student population in the state. (Table 5)

Number by Special Status and Grade Level

23. In 1999-2000, students in programs for Exceptional Children (EC) accounted for about one of every four expulsions. There were few expelled students in other Special Status categories for either 1998-99 or 1999-2000. (Figure 22)
24. The pattern of expulsions across grade levels is similar to that of LTS. In general, the percent of students expelled *increases* for each grade level from K-9, peaking at ninth grade, and then decreases for each grade level from 10-12. The percent of expulsions for ninth graders accounts for about one third of all expulsions. (Figure 20)

Placement in Alternative Learning Programs (ALPs)

25. Overall, about 75% of students committing expellable acts received ALP placements in 1999-2000, increasing from 48% in 1997-98 and 71% in 1998-99. That means the percent of students expelled out of school decreased from 52% in 1997-98 to 30% in 1998-99 to 25% in 1999-2000. (Figure 23)
26. Half or more of expelled students in all ethnic/gender groups with expulsions were provided ALP placements in 1999-2000. A higher percentage of white and, especially, black females received ALP placements than males, the only ethnic groups where both genders had expulsions. When comparing the White and Black students, who comprise the largest proportion of expelled students, Black females (92%) have the highest percentage of ALP placements and White males the lowest (72%). (Table 6)
27. A higher percentage of expelled students in middle schools (87%) were placed in ALPs than those in elementary school (57%) and high school (70%). (Table 8)

Section 4: Related Disciplinary Policies and Procedures

Days Spent Out of School

28. Currently, there are no requirements to track and report the number of days students are out of school for disciplinary reasons. Students who are suspended and expelled are withdrawn (W2) from school *membership*, the number on which most funding is based. Therefore, when students are withdrawn from *membership* for disciplinary reasons, the number of days they are absent is not calculated in the school's attendance figures. Following a suspension, a student may re-enroll in the school or a different

school. Expelled students may only re-enroll in an alternative learning program with the recommendation of the LEA Superintendent and approval of the local board of education. Most students do return to school. Data collected from the 1999-2000 survey provides a conservative estimate of the number of days of schooling missed because of disciplinary actions.

- a. The 98 LEAs (84%) that responded to the question reported **122,202** days were spent out of school for the students who were *long term suspended and not placed in an ALP*. In a separate question, LEAs reported 2,218 LTS students (30%) were not placed in ALPs that year. This is not a perfect match because a few LEAs answered one of those questions but not the other. However, these data provide our first estimate of the days of school students miss that are unaccounted for in routine school reports.
- b. Further, 213 students were reported to have received *365-day suspensions*, totaling **38,340** missed days of school (calculated at 180 school days per suspension).
- c. Another 7,213 students were reported with *multiple short-term suspensions that, when totaled, exceeded ten days*. A conservative estimate of days of school missed for each of these students is 11 days, which would total **79,343** missed days of school.

Policy Issues

- Adding the days lost for LTS, 365-day suspensions, and multiple STS exceeding ten days totals **239,885** missed days of school. This number represents nearly 1,332 student years of schooling; These days of school missed for disciplinary reasons do not reflect days missed because of regular short term suspensions (10 days or less) nor 16% of the LEAs that did not report days out of school for LTS. There are no requirements currently to track and report these days of school missed.
- Another gap in the system is that when suspended and expelled students are offered placement in an ALP, there is usually no follow up by the student's home school to make certain that the student indeed enrolled in the ALP, or that he or she enrolled in a timely manner. There are currently no requirements for schools to support students in these transitions between schools or programs.
- The law requires due process only for students in the suspensions/expulsion process when the parent requests it. Although some LEAs automatically implement due process procedures for all students considered for suspension and expulsion, some do not. This issue becomes especially important for students expelled from school without due process review and without educational services, since those students are then in fact denied an opportunity for public education. Most LEA actions seem appropriate judging from their reports that

the reasons most students, both LTS and expelled, are not placed in ALPs involves illegal acts, often jeopardizing the safety of other students. These data may provide a beginning point for LEAs and charter schools to examine disciplinary and due process policies, as well as educational services available within the school and the community.

Zero Tolerance Policies

29. For 1999-2000, 113 of the 117 LEAs responded to questions about district wide, zero tolerance policies. Fifty LEAs reported having no district-wide zero tolerance policies. Sixty LEAs (53%) reported types of student misconduct that led to automatic out-of-school suspension and 35 (30%) reported acts leading to automatic expulsion, with some LEAs reporting both. Most types of misconduct reported were illegal acts. However, there were a few exceptions including disruptive behavior, aggressive behavior, fighting, and rule violation (which was undefined). (Tables 10 & 11)
30. Two questions were asked about individual school-level zero tolerance policies. These questions refer to individual schools that have implemented stricter policies than the district. Ninety-eight of 107 LEAs that responded to these questions reported having no such schools and nine reported that they did. Eight of these nine LEAs also had *district wide* zero tolerance policies. Nearly all of the related acts of misconduct at the school level were illegal acts. (Table 12)

Time Awaiting Disciplinary Decisions

31. Ninety-five of 117 LEAs reported that they do send students home to wait for decisions about LTS and expulsion. Nearly half of the 89 LEAs that responded to a related question reported that students are at home an *average* of ten days awaiting these decisions. Five LEAs reported that the average number of days students wait at home exceeds ten days. (Table 13)

Part II: Charter Schools

Section 1: Charter School Long-Term Suspensions (LTS)

Number of LTS Students

1. Two years of LTS data (1998-1999 and 1999-2000) were collected for charter schools. In 1998-99, 49 of 53 charter schools returned the survey, with 8 of the 49 charters reporting a total of 92 students who committed suspendable acts. In 1999-2000, 60 of 75 charter schools returned the suspension/expulsion survey, with 22 charters reporting a total of 153 students who committed suspendable acts. (Table 14)
2. In 1998-99, 64 of the 92 LTS students were accounted for by LIFT Academy, which was designed to serve very high-risk students (e.g., suspended/expelled, court-involved). The remaining charter schools were used in the calculation of the proportion of the total charter school enrollment that committed suspendable acts, which was 376 students per 100,000 enrolled and lower than that of other public schools (496 per 100,000 for the same year).
3. In 1999-2000, two of the 22 charter schools accounted for 115 (75%) of the 153 students who committed suspendable acts that year. Laurinburg Homework Center accounted for 62% and Wayne County Technical Academy 13% of the total number of LTS students. These two charters also target a high risk group of students including many who had already been suspended or expelled from other public schools or were otherwise unsuccessful in school. Eliminating these two charters, the rate of LTS among charter schools for 1999-2000 was 363 per 100,000 students enrolled, still below that of other public schools for that year (596 per 100,000 enrolled).

Days Spent Out of School

4. For 1999-2000, eight charter schools reported a total of 1,480 total LTS days spent out of schools by LTS students. Since data are not immediately available to indicate the number of students accounting for these LTS days out of school the text of the report does not indicate these data.

LTS by Ethnicity and Gender

5. Charter schools had a higher percentage of LTS students who were female than other public schools. The percentage of LTS females was even higher than that of males in 1999-2000 (52% vs. 48% respectively). (Figure 24)
6. LTS students were almost exclusively Black or White. (Total LTS included only 1 American Indian student). Black students comprised the largest percentage of LTS students, even more so than in other public schools (90% and 65% for each year respectively). But charter schools reporting these LTS also enroll a higher percentage of Black students. (Figure 25)

7. Although the numbers of White students committing suspendable acts are small for 1998-99 (9) and 1999-2000 (51), the percentage increased considerably from 10% to 33%, respectively. (Figure 25)
8. Black LTS males and females were over-represented relative to the total student population for charter schools, although not to the same extent as in LEAs. (Black students comprise a higher percentage of the total student enrollment for charter schools than in LEAs, almost 50% compared to 30%.) Opposite the trend in other public schools, White LTS males were under-represented both years based on the percentage of the total student population for charters; and for 1999-2000, White LTS females were about equal to their percentage of the total student enrollment. No White females were reported in 1998-99 as having committed suspendable acts. (Table 14)

LTS by Grade-Level

9. As in other public schools, the percentage of LTS students increased in the K-8 grades. However, in charter schools, about the same percentage of LTS students are in 8th and 9th grades, then the percent decreases dramatically in grades 10 through 12. (Figure 26)

Placement in Alternative Learning Programs (ALPs)

10. Opposite the findings in other public schools, less than half the students LTS in charter schools were placed in ALPs. Black LTS students, especially males (34%), were less likely to be placed in an ALP than White LTS students (48% White females and 44% White males). (Figure 27)

Section 2: Charter School Expulsions

Number of Expelled Charter School Students (Table 16)

11. In 1998-99, a total of 19 students were reported to have committed expellable acts by the 49 charter schools that completed the survey. Twelve of the 19 students were from LIFT Academy.
12. Of the 69 charter schools that responded to the survey (92% of total), 13 schools reported 33 students who committed expellable acts in 1999-2000.

Number by Gender and Ethnicity (Table 16)

Note: Because the numbers of students are small, no percentages are reported.

13. The majority of students committing expellable acts were male in both years reported. In 1998-99, 14 of the 19 and in 1999-2000, 17 of 25 expellable students were male. (In 1999-2000, gender and ethnicity were only reported for 25 of the 33 students.)
14. The majority of students committing expellable acts in charter schools were Black for both years reported (14 of 19 in 1998-99 and 14 of 25 in 1999-2000). Black males are

over-represented in expulsion data compared to their proportion of the total student enrollment in charter schools.

Placement in Alternative Learning Programs (ALPs)

15. Of the 33 students expelled in 1999-2000, 11 were placed in an ALP. Of the 14 Black males who committed expellable acts, 3 were provided ALP placements.

Section 3: Related Disciplinary Policies and Practices for Charter Schools

16. Forty-one percent (23 of 56) of charter schools responding to the survey question reported having a zero tolerance policy; i.e., mandatory suspension and/or expulsion for designated offenses. The predominant offense targeted by the policies was for possession of a weapon. The other primary offenses dealt with violent and/or illegal behaviors. (Tables 18 & 19)
17. Half of the 52 charters that responded (52%) indicated that students are sent home awaiting disciplinary decisions regarding suspensions and expulsions. The average number of days reported was 3; the maximum number was 10. (Table 20)

Table of Contents

Summary and Key Findings	i
Table of Contents	x
List of Tables.....	xi
List of Figures	xii
Introduction	
Background.....	1
Critical Issues.....	6
Part I: Local Education Agencies	
Section 1: Long-term Suspensions.....	9
Section 2: Multiple Suspensions	27
Section 3: Expulsions.....	29
Section 4: Related Disciplinary Policies and Procedures	47
Part II: Charter Schools	
Section 1: Long-term suspensions.....	52
Section 2: Expulsions.....	58
Section 3: Related Disciplinary Policies and Procedure	64
Appendices	
A. North Carolina LEA Expulsions and Long-term Suspensions 1998-1999	
Survey Form.....	A-1
B. Survey of 1999-2000 Long-term Suspensions, Expulsions, and Disciplinary Alternative	
Education Placements	B-1
C. LEA totals for students suspended or expelled by ethnicity and gender: 1997-1998	C-1
D. LEA totals for students suspended or expelled by ethnicity and gender: 1998-1999	D-1
E. LEA totals for students suspended or expelled by ethnicity and gender: 1999-2000	E-1
F. Charter school totals for students suspended or expelled by ethnicity and gender:	
1998-1999	F-1
G. Charter school totals for students suspended or expelled by ethnicity and gender:	
1999-2000	G-1

List of Tables

LEA long-term suspension and expulsion data

Table 1. Long-term suspended students by ethnicity and gender: 1997-1998 through 1999-2000.....	13
Table 2. ALPs that serve suspended and expelled students by grade level: 1999-2000	22
Table 3. Number and percent of long-term suspended students placed in ALP by grade span: 1999-2000	24
Table 4. Long-term suspensions: Most common reasons an ALP was or was not provided: 1999-2000.....	25
Table 5. Students expelled by ethnicity and gender: 1997-1998 through 1999-2000.....	35
Table 6. Percent of expelled students placed in ALP by ethnicity and gender: 1999-2000.....	42
Table 7. Expelled special status students placed in ALP: 1999-2000.....	43
Table 8. Expulsions by ALP placement and grade level: 1999-2000	44
Table 9. Expulsions: Most common reasons an ALP was or was not provided: 1999-2000	45
Table 10. District-wide zero tolerance policies for mandatory suspensions: 1999-2000.....	47
Table 11. District-wide zero tolerance policies for mandatory expulsions: 1999-2000.....	47
Table 12. Individual schools zero tolerance policies for mandatory suspensions: 1999-2000.....	49
Table 13. Average number of days students wait at home for disciplinary decisions: 1999 2000	50

Charter schools long-term suspension and expulsion data

Table 14. Charter schools: Long-term suspended students by gender and ethnicity: 1998-1999 and 1999-2000.....	55
Table 15. Charter schools long-term suspended students: Most common reasons ALP was or was not provided: 1998-1999 and 1999-2000	58
Table 16. Charter schools: Expulsions by gender and ethnicity: 1998-1999 and 1999-2000	60
Table 17. Students expelled from charter schools: Most common reasons ALP was or was not provided: 1998-1999 and 1999-2000.....	63
Table 18. Charter schools: Reasons for mandatory suspension: 1999-2000.....	64
Table 19. Charter schools: Reasons for mandatory expulsion: 1999-2000.....	64
Table 20. Charter schools: Average number of days a student waits at home for disciplinary action: 1999-2000	65

List of Figures

LEA long-term suspension and expulsion data

Figure 1. Percent of students long-term suspended by gender: 1997-1998 through 1999-2000.....	9
Figure 2. Number of students long-term suspended per 100,000 students enrolled by gender: 1997-1998 through 1999-2000	10
Figure 3. Percent of students long-term suspended by ethnicity: 1997-1998 through 1999-2000	11
Figure 4. Number of long-term suspended students per 100,000 students enrolled by ethnicity: 1997-1998 through 1999-2000	12
Figure 5. Number of male students long-term suspended per 100,000 male students enrolled by ethnicity: 1997-1998 through 1999-2000	15
Figure 6. Number of female students long-term suspended per 100,000 female students enrolled by ethnicity: 1997-1998 through 1999-2000	15
Figure 7. Percent of students long-term suspended by grade level: 1998-1999 and 1999-2000.....	17
Figure 8. Percent of long-term suspended students by special status categories: 1998-1999 and 1999-2000.....	18
Figure 9. Percent of long-term suspended students provided ALPs: 1997-1998 through 1999-2000	19
Figure 10. Percent of long-term suspended students placed in ALP by ethnicity and gender: 1999-2000.....	20
Figure 11. Percent of long-term suspended special status students by ALP placement: 1999-2000.....	21
Figure 12. Number of LEAs by number of students exceeding 10 days of multiple short-term suspensions: 1999-2000	27
Figure 13. Number of LEAs by number of students with multiple long-term suspensions: 1998-1999 and 1999-2000.....	28
Figure 14. Percent of students expelled by gender: 1997-1998 through 1999-2000.....	29
Figure 15. Number of students expelled per 100,000 students enrolled by gender: 1997-1998 and 1999-2000.....	30
Figure 16. Percent of students expelled by ethnicity: 1997-1998 through 1999-2000.....	31
Figure 17. Number of students expelled per 100,000 students enrolled by ethnicity: 1997-1998 through 1999-2000	32
Figure 18. Number of male students expelled per 100,000 males students enrolled by ethnicity: 1997-1998 through 1999-2000	33
Figure 19. Number of female students expelled per 100,000 female students by ethnicity: 1997-1998 through 1999-2000	33
Figure 20. Percent of expelled students by grade level: 1998-1999 through 1999-2000.....	37
Figure 21. Number of students expelled by grade level per 100,000 students enrolled in that grade level: 1998-1999 and 1999-2000	38
Figure 22. Percent of expelled students by special status categories: 1998-1999 and 1999-2000..	39
Figure 23. Percent of expelled students provided ALPs: 1997-1998 through 1999-2000	40

Charter school long-term suspension and expulsion data

Figure 24. Charter schools: Percent of long-term suspended students by gender:
1998-1999 and 1999-2000 53

Figure 25. Charter schools: Percent of long-term suspended students by ethnicity:
1998-1999 and 1999-2000..... 54

Figure 26. Charter schools: Percent of long-term suspended students by grade level:
1998-1999 and 1999-2000..... 56

Figure 27. Charter schools: Percent of long-term suspended students placed in ALPs
by ethnicity and gender: 1999-2000 57

Three Year Trends of Long -Term Suspended and Expelled Students (1998-2000)

Introduction

Background

Legislative Charge

The State Board of Education shall report data, to the extent those data are reasonably available (emphasis added), *from the 1998-99 and 1999-2000 school years on student suspensions and expulsions...The report shall show, for each local school administrative unit and by ethnicity, gender, and the reason for the suspensions and expulsions, the number of students suspended for less than 11 days, the number of students suspended for more than 10 days, the number of students expelled, and the number of students placed in an alternative program as the result of student conduct which could have led to a suspension or expulsion.*
[G.S. 115C-276(r) and SL 2000-67]

Legislation authorizing the current study came from the 2000 Session of the NC General Assembly. When LEAs were surveyed for their 1998-99 and 1999-2000 suspension/expulsion data, they had to “reconstruct” the data from previous school years, often from a paper trail. It is not possible to extract retroactively from SIMS all the data being requested. These problems are being addressed in the new NC WISE system, but that system will not be available statewide for 3 or 4 years. Meanwhile, although the surveys for these studies were provided to LEAs in both paper and disk (spreadsheet) forms, it was still a logistical and time-intensive challenge, especially for the larger school districts.

For the reasons described above, and since the legislation states that *data be reported to the extent ... reasonably available*, short-term suspension data were not requested in these surveys, with one exception. Data are reported for the 1999-2000 school year, for the number of students with multiple, short-term suspensions (10 days or less) such that, when combined for the individual student, the total days suspended exceeded 10 days. LEAs are being surveyed during the 2000-2001 school year in such a way that data are collected as suspensions and expulsions occur. Data on short-term, out of school suspensions are also being collected. Districts are given the option of reporting or not reporting data on short-term, in-school suspensions.

Legislation Related to Education to 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.

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 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 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 ALP during their long-term suspension. However, certain very serious offenses may result in the student not being allowed to enroll in any school 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 allow select 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 alternative learning programs 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 this year, 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, either alternative schools or programs, on a **case-by-case basis**, based on processes and procedures developed by each of the 117 Local Education Agency (LEA) and the nearly 100 charter schools. In the 1999-

2000 school year, 11 of the 117 did not have an ALP. Legislation requires that, unless granted a waiver by the State Board of Education (SBE), every district have an ALP by July 1, 2000. 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 student's offense may 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.

Survey Methodology

There were slight changes in the wording of the questions on the 1999-2000 survey from that on the surveys for the two previous years reported. These changes mirror the language of the enabling legislation. The survey for 1997-98 is not available but the survey for 1998-99 is included in Appendix A and the survey for 1999-2000 in Appendix B. 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 in the following ways. We are asked to report the number of those students who received alternative education placements and the number who were suspended or expelled out of school. Figure 9 reports the data separately for students receiving alternative education placements versus out-of-school *suspensions* and Figure 23 reports those breakdowns for *expulsions*. Figure 10 reports alternative education placements *by gender/ethnicity* for students who committed suspendable acts and Table 6 reports that same data for students who committed expellable acts.

Evaluators discovered in the course of completing the surveys that principals, as a rule, do not consider students receiving ALP placements as being suspended or expelled. Further, the Student Information Management System (SIMS) does not permit the recording of data for a student as (a) both suspended and enrolled in an ALP or as (b) both expelled and enrolled in an ALP. Some LEA personnel reported that they obtained the data requested for students enrolled in ALPs from the ALP records, but others may not have gone to that extent. Therefore, the *total* number of students suspended (which represents the students committing suspendable acts, whether they received ALP placement or out-of-school suspension) and the *total* number of students expelled (which represents the students committing expellable acts, whether they received ALP placement or were expelled out of school) should be considered an **estimate**. Further, comparisons of the *totals* across the three years should be made with the cautions noted. The data reported for students suspended and expelled out of school may be more reliable than the data reported for the students provided ALP placements since schools report that the former data is more consistently recorded. In an attempt to correct for these inconsistencies, the 2000-01 survey provides a structure for LEA personnel to collect data in a systematic manner and as the offenses occur, rather than post hoc.

Critical Issues

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, domestic abuse, or even hopelessness. 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. 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. 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.

Avoid using data to stereotype students

Results of these surveys indicate long-term suspension and expulsion data that are disproportionate for certain gender and ethnic subgroups. These data should not be used to label or stereotype any student. Rather they should be used by schools and districts as an impetus to examine disciplinary policies for equity, 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.

Schools alone cannot fix these problems

Schools have the primary responsibility for educating children and youth. However, schools often cannot complete the job alone when children's behavior jeopardizes the safety and learning of the rest of the school population. One of the public's primary concerns is that of school safety. At the same time, there are demands for increased academic performance in schools. Schools must address learning needs of all students and this requires collaboration with other agencies for many students.

Suspensions and expulsions result from a range of problems 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. While improving the school environment greatly enhances the safety of students, by themselves, educators cannot rid schools, families, and their surrounding neighborhoods of violence. Student issues may be rooted in the need to learn self-control and assume personal responsibility for his or her education; inappropriate educational approaches or problematic conditions at school; family and personal issues, or in combinations of these factors. Schools, parents and families, community agencies, organizations, and local and state policymakers must act together. Many problems in society can be ameliorated if we take timely and collaborative steps to help troubled students become better students and better citizens.

Collaboration to Address Needs

Parents and families are the first and primary agents to help their children grow and mature. Once they reach school age, children and youth are in school a large portion of their waking hours. Since learning and growing are intricately related, educators contribute to students' growth and maturation as they work their way through school toward a high school diploma. Parents, children and youth often look to teachers and other educators for help and assistance when students begin to have trouble in school and in the community.

There are things schools, LEAs, and the state can do, in collaboration with parents and other agencies. Each has the capacity and position to do something to address the needs of troubled children and youth. Each LEA and charter school collected the data provided in this report. These data provide important indicators to begin analysis of state laws and district discipline policies and procedures with respect to prevention and early intervention, as well as to suspension, expulsion, and provision of alternative education placements for these students, whether school- or community-based. Schools, parents and families, community agencies and organizations, and local and state policymakers must act in a timely, yet thoughtful, comprehensive, and focused fashion to address these concerns and issues.

Contents of this Report

The first legislatively mandated study of suspensions and expulsions for the 1997-98 school year was reported in May 1999. Legislation from the 2000 Session of the NC General Assembly also required a report of suspensions and expulsions for 1998-99 and 1999-2000. The data from the 1997-98 study are included in the current report to present three-year trend data where available (1997-2000).

This report first details the three-year trend data for suspensions and expulsions from 117 LEAs. The second section of this report includes those data from 69 of 75 Charter Schools. As required by the legislation, disaggregated data for each LEA and Charter School are included in the appendices.

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

Part I:

Local Education Agencies

Section 1: Long-Term Suspensions

This section reports data for students who committed acts that are considered long-term suspension (LTS), referring to suspensions of 11 or more days. In some places, data are reported separately for students who committed suspendable acts but were given ALP placements versus those who were suspended out of school. In other places, data are reported for the group as a whole and, for simplicity, students are referred to as long-term suspended (LTS).

Long-Term Suspensions by Gender

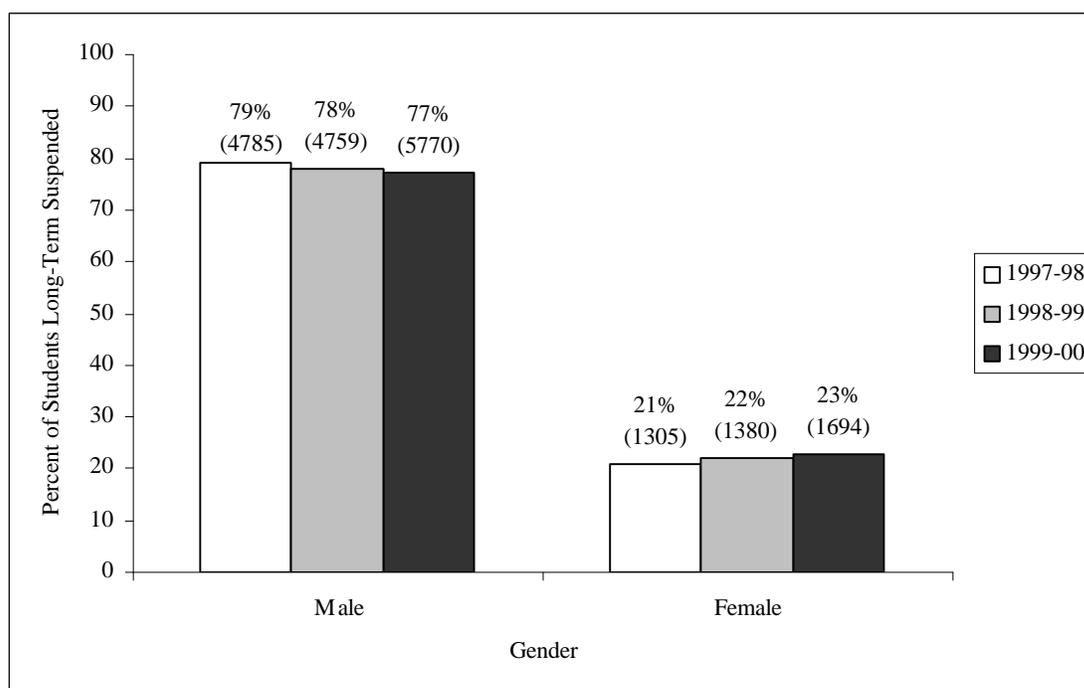


Figure 1. Percent of students long-term suspended by gender: 1997-1998 through 1999-2000.

Note. The number in parentheses indicates the number of suspended students in each gender.

- The percentage male long-term suspended (LTS) students decreased slightly (1%) each year, with a corresponding increase in the percentage for females.
- The percent of male LTS students was about three times that for females over the three-year time period.

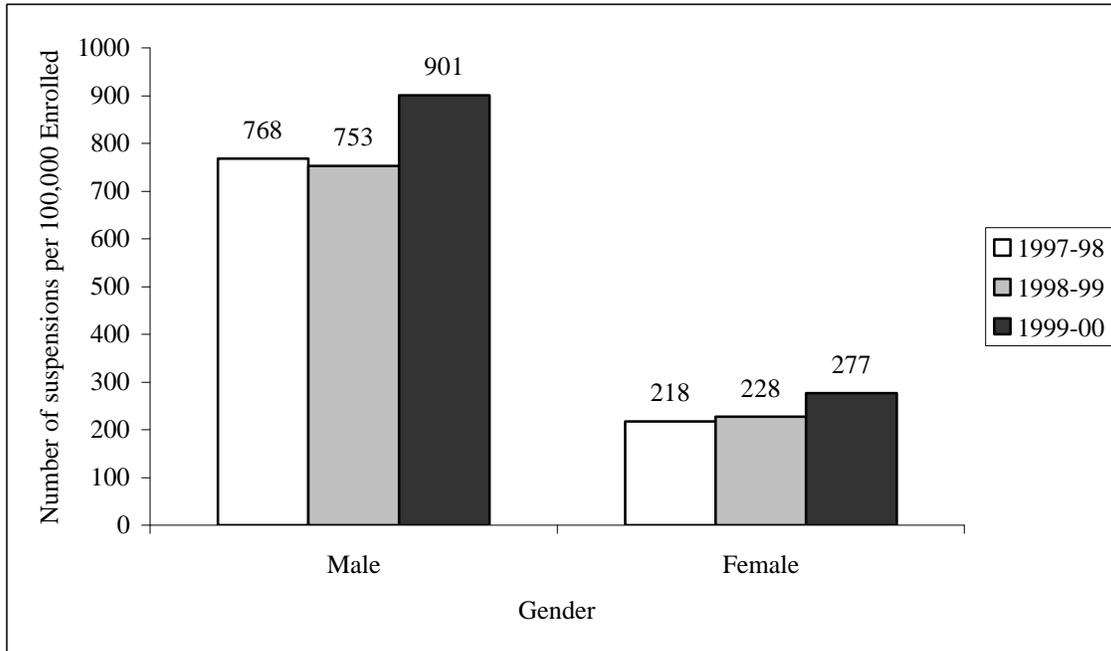


Figure 2. Number of students long-term suspended per 100,000 students enrolled by gender: 1997-1998 through 1999-2000.

Note. Using the proportion (i.e., the number of students per 100,000 enrolled) is one way to compare the extent of representation across groups more accurately. It gives a somewhat different perspective than percentages on occasion and is an especially useful indicator when small numbers are involved. In Figure 2, 5770 male students – or *901 per 100,000 male students enrolled* – were long-term suspended in 1999-2000.

- The proportion of male students LTS over the past year was 901 per 100,000, a 20% increase from the previous two years.
- The proportion of female students LTS in 1999-2000 was 277 per 100,000 females enrolled, a 22% increase over 1998-99.
- The proportion of male students LTS is 3 to 3.5 times higher than females who are LTS each school year

Long-Term Suspensions by Ethnicity

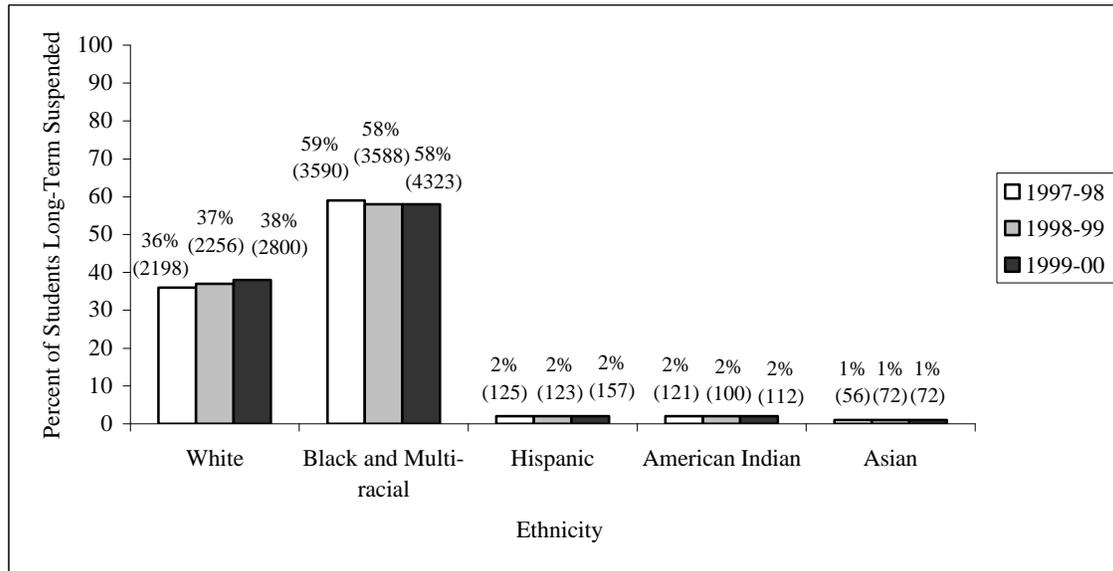


Figure 3. Percent of students long-term suspended by ethnicity: 1997-1998 through 1999-2000.

Note. The number in parenthesis is the number of students for each category.

- Over half of the long-term suspended students were Black or Multi-racial, a trend that holds through all three reporting years.
- The proportion of long-term suspended students has remained constant over the three-year period for Hispanic, American Indian, and Asian students.
- The proportion of long-term suspended students has increased slightly for White students and decreased slightly for Black and Multi-racial students.

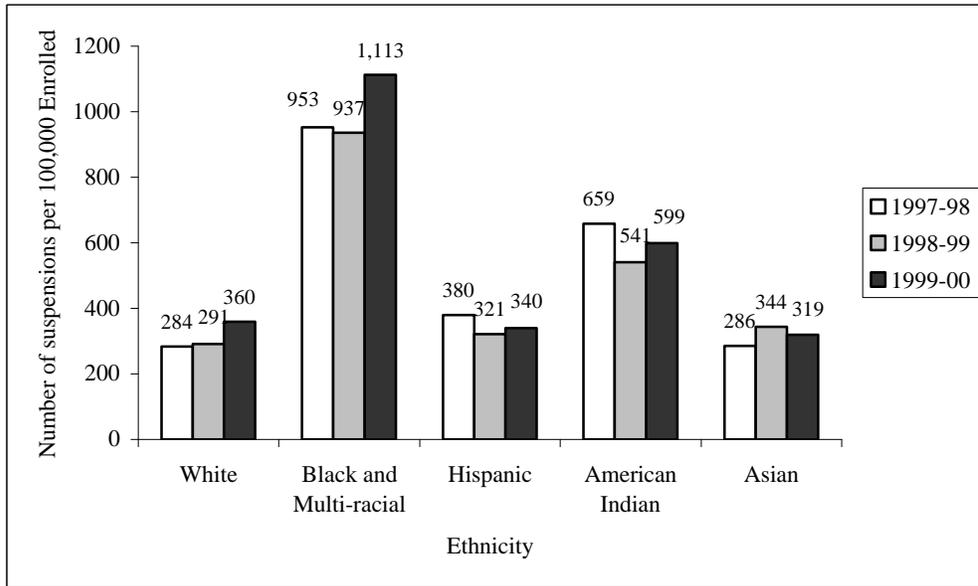


Figure 4. Number of long-term suspended students per 100,000 students enrolled by ethnicity: 1997-1998 through 1999-2000.

- While Black and Multi-racial students experience the largest number of LTS students per 100,000 enrolled, these data show that American Indians have the next highest proportion of LTS students – about half that of Black students.
- The proportion of Black/Multi-racial students LTS was about two to three times that of any other ethnic group.
- The number of long-term suspended Hispanic students per 100,000 has decreased from 380 in 1997-1998 to 340 in 1999-2000. However, this is the most rapidly growing and changing ethnic group, and year-to-year comparisons may be the least reliable.
- The number of LTS White students per 100,000 has increased steadily during the three-year period.

Long-Term Suspensions by Ethnicity and Gender

**Table 1. Long-term suspended students by ethnicity and gender:
1997-1998 through 1999-2000**

Ethnicity/Gender	Number Long-Term Suspended			Percent of Long-Term Suspended			Percent of Statewide Enrollment		
	1997-98	1998-99	1999-00	1997-98	1998-99	1999-00	1997-98	1998-99	1999-00
Asian Males	48	59	62	1	1	1	1	1	1
Asian Females	8	13	10	0	0	0	1	1	1
Black and Multi-Racial Males**	2,777	2,683	3,248	46	44	44	16	16	16
Black Males	2,762	2,662	3,213	45	43	43	NA	NA	NA
Multi-Racial Males	15	21	35	0	0	0	NA	NA	NA
Black and Multi-Racial Females**	813	905	1,075	13	15	14	15	15	15
Black Females	808	891	1,056	13	15	14	NA	NA	NA
Multi-Racial Females	5	14	19	0	0	0	NA	NA	NA
Hispanic Males	107	109	133	2	2	2	1	2	2
Hispanic Females	18	14	24	0	0	0	1	2	2
American Indian Males	99	79	90	2	1	1	1	1	1
American Indian Females	22	21	22	0	0	0	1	1	1
White Males	1,754	1,829	2,237	29	30	30	33	32	32
White Females	444	427	563	7	7	8	31	31	30
Total Number	6,098	6,139	7,466*				1,222,169	1,236,762	1,252,597
Total %				100	100	100	101	100	100
Number of Long-Term Suspensions per 100,000 Students Enrolled in the State	499	496	596						

*The total number includes two students who were not classified with respect to gender and ethnicity.

**The data for Black and Multi-racial students are combined by DPI for the overall student population. Therefore, comparisons between Black and Multi-racial students cannot be made separately. However, Multi-racial students comprise no more than 1% of the student population.

- The total numbers of students committing suspendable acts were 6098, 6139, and 7464 for the three school years from 1997-98 through 1999-2000, respectively. The rate per 100,000 students enrolled in the state is 499, 496, and 596, respectively.
- In general, the percent of students long-term suspended (LTS) remained relatively stable across all ethnic and gender groups for all three years.
- The percent of males LTS was higher than that of females in every ethnic group across all three years.
- Black and multi-racial males make up the highest percent of all LTS students in all years (44% in 1999-2000). They also are the most over-represented ethnic/gender category of long-term suspensions. The percent of LTS Black males is 2.75 times their representation in the general student population.

- White males had the second highest percent of all LTS students for all three years (30% in 1999-2000), but their long-term suspensions are generally proportional to (or slightly under) their percent of the total student population.
- Black females comprise the third largest percentage of LTS students at about half the rate of White males (14% in 1999-2000). White females were under-represented each year (about one-fourth of their representation in the population), accounting for 8% of all LTS students in 1999-2000.
- In general, females in all ethnic/gender groups except Black were under-represented based on their percent in the total student population.

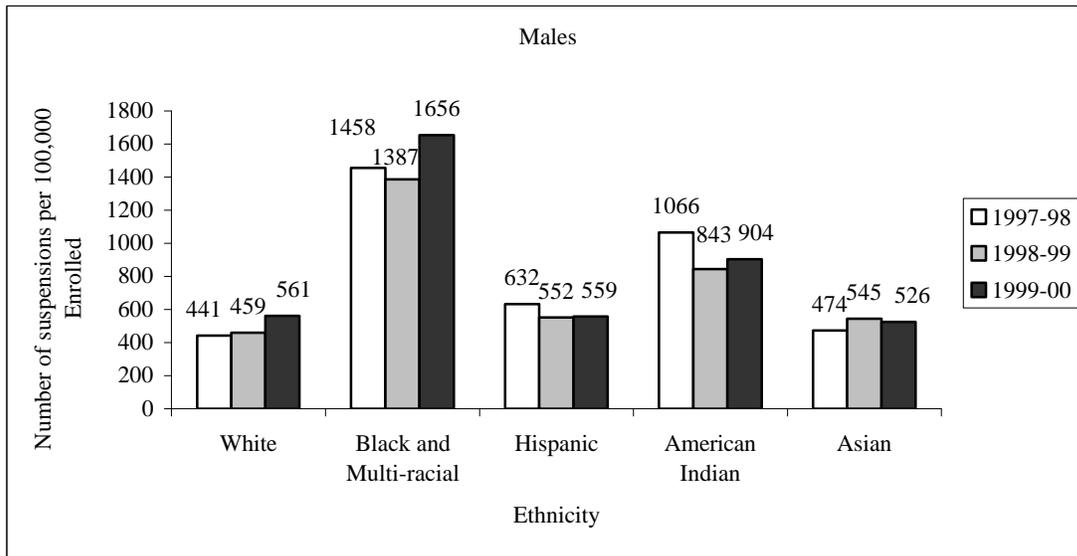


Figure 5. Number of male students long-term suspended per 100,000 male students enrolled by ethnicity: 1997-1998 through 1999-2000.

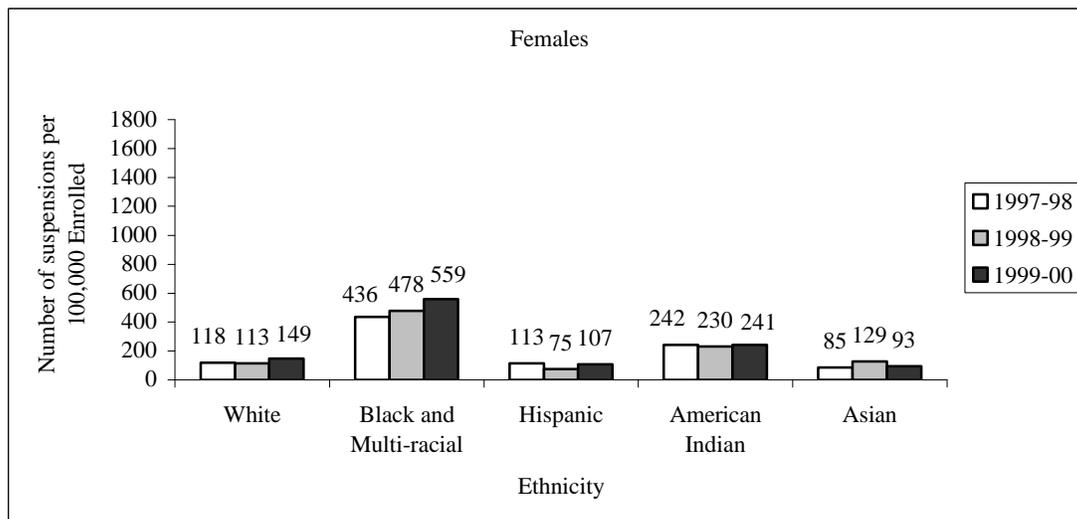


Figure 6. Number of female students long-term suspended per 100,000 female students enrolled by ethnicity: 1997-1998 through 1999-2000.

- A comparison of Figures 5 and 6 shows that a greater proportion of males than females were long-term suspended for all ethnic groups in all three years.
- The proportion of Black males suspended is over one-and-a-half to three times that of males in any other ethnic group.

- The pattern across ethnic groups for both males and females is generally similar, with Black students - followed by American Indian students - having the highest proportion of LTS. The proportion of LTS White males is similar to Hispanic males, while there are fewer Hispanic females who are LTS within their population compared to White females. Asian students have the lowest proportion of LTS within each gender group, but Asian males who are LTS are closer to the percent of Asian males in the student population than the Asian females are to their respective population.

Long-Term Suspensions by Grade Level

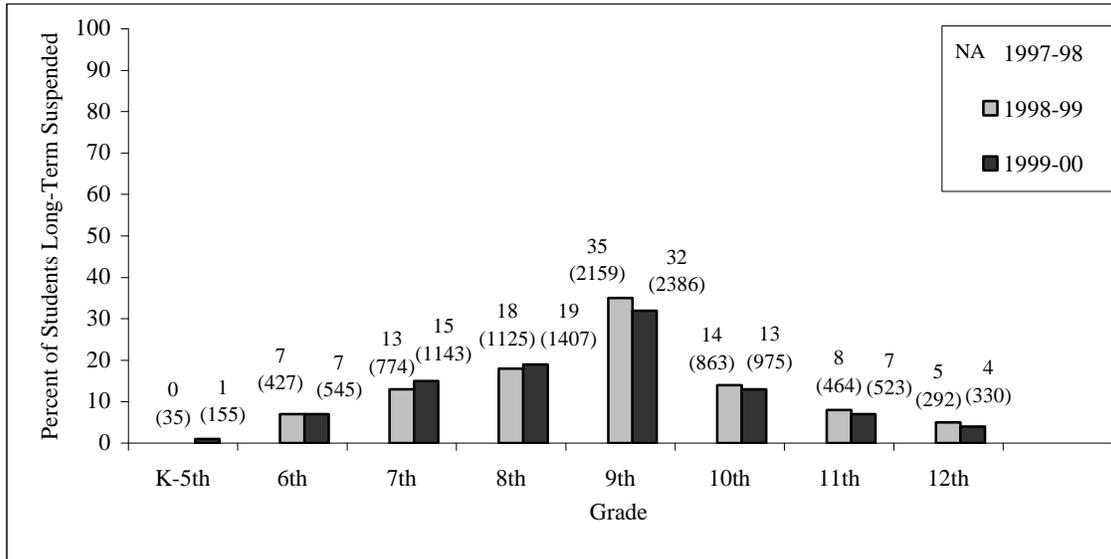


Figure 7. Percent of students long-term suspended by grade level: 1998-1999 and 1999-2000.

Note. The numbers in parentheses indicates the number of students in each grade.

- Very few students in kindergarten through grade 5 were LTS in either year. Starting in grade six, the numbers of suspensions begin to increase and rise sharply at grade nine.
- Long-term suspensions peak in ninth grade, which accounts for about one-third of all suspensions.
- Suspensions decrease by 60% in grade 10 and steadily decline from grades ten through twelve.

Long-Term Suspensions for Special Status Students

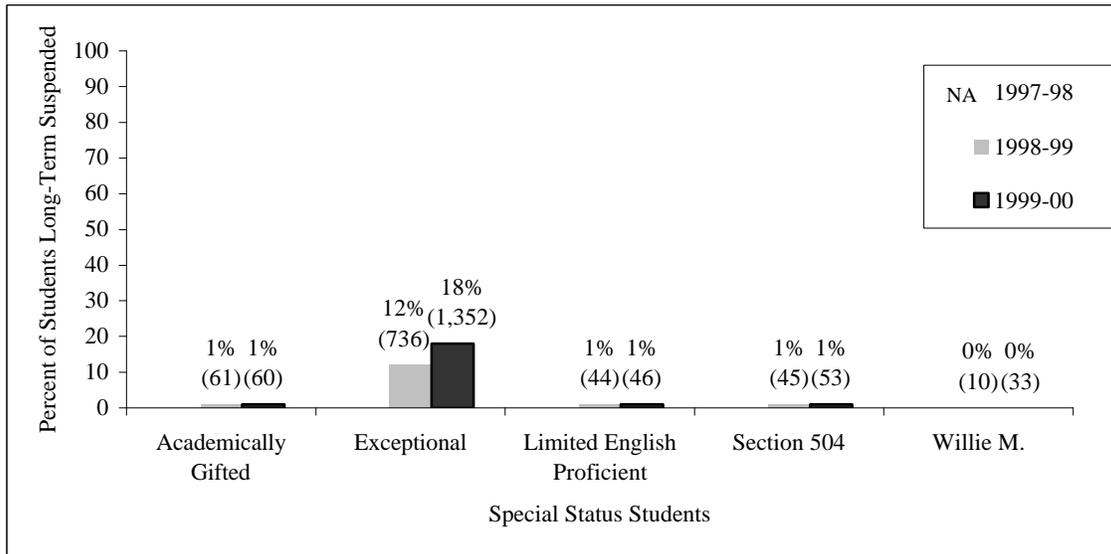


Figure 8. Percent of long-term suspended students by special status categories: 1998-1999 and 1999-2000.

- The number and percentage of the students LTS by special status remained relatively stable from 1998-1999 to 1999-2000, with the exception of exceptional students (i.e., students with disabilities).
- In 1999-2000, the number of exceptional students who were LTS almost doubled (from 736 to 1352), and the percentage increased by 50% (12% to 18%). Exceptional students accounted for about 1 of every 5 suspended students.
- The number of Willie M. students suspended rose from 10 to 33 between 1998-1999 and 1999-2000, although the overall percentage who were LTS remained the same due to the small number of Willie M. students statewide.
- There was very little change between years in the number of long-term suspended students who were Academically Gifted, Limited English Proficient, or Section 504 during the three-year period.

Suspended Students Provided an Alternative Learning Program

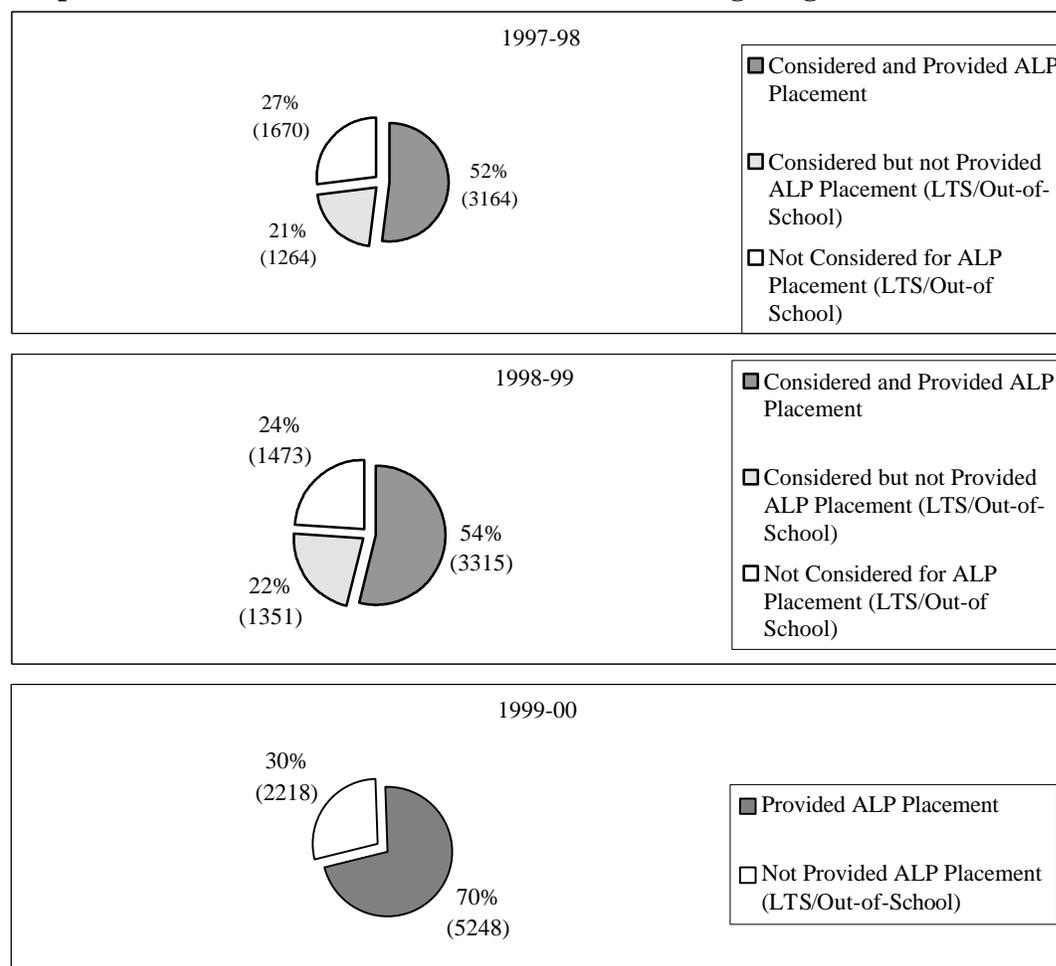


Figure 9. Percent of long-term suspended students provided ALPs: 1997-1998 through 1999-2000.

Note. The survey questions changed in 1999-2000 consistent with the 2000 legislation. Therefore, the number of long-term suspended students “considered” but not placed in an ALP is not known. According to LEA Superintendent Verification Forms, 186 ALPs existed in the state in 1999-2000. Twelve LEAs reported having no ALP that year.

- Approximately three-fourths of LTS students were “considered” for placement in an ALP in both 1997-98 and 1998-1999. However, for both those years, just over 20% of the students considered, for various reasons were not ultimately placed in ALPs.
- Slightly over one-half of the LTS students were actually placed in ALPs in both 1997-1998 and 1999-2000. In 1999-2000, 70 percent of LTS students were placed in an ALP.
- Fewer students, (30%) were suspended out of school in 1999-2000, compared to 46% in 1998-1999 and 48% in 1997-98 (which includes considered/not placed and not considered for ALP placement).

ALP Placement for LTS Students by Ethnicity and Gender

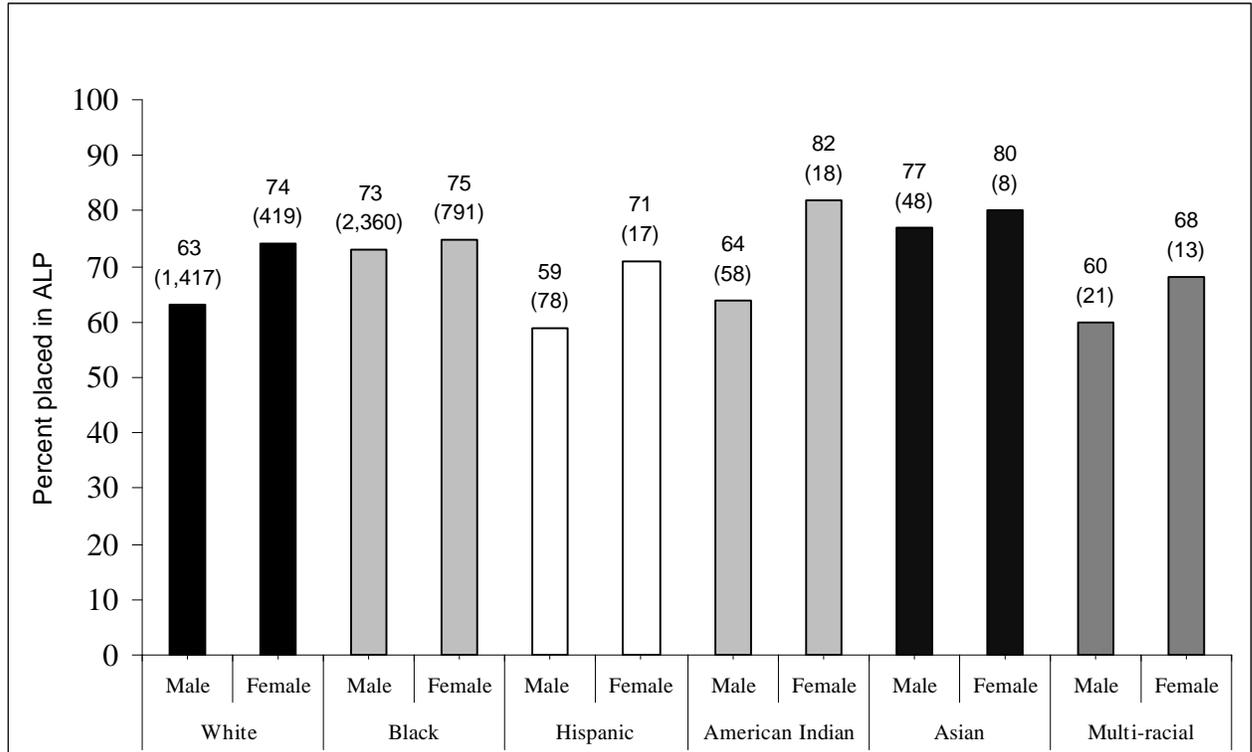


Figure 10. Percent of long-term suspended students placed in ALP by ethnicity and gender: 1999-2000.

Note. The numbers in parentheses are the numbers of students placed in ALP. Because the numbers for some ethnic/gender groups are small, percentages may vary more over time.

- More than half of LTS students in all ethnic/gender groups were placed in an ALP in 1999-2000.
- Females in all ethnic groups were more likely to be placed in ALPs than males. The difference is least pronounced for Black students and most evident for American Indians.
- The percent of LTS students placed in ALPs ranges from 59% of Hispanic males to 82% of American Indian females.
- When comparing the two largest groups of LTS students (Black and White), White males were least likely and Black females the most likely to be placed in ALPs.

ALP Placement for Special Status Students

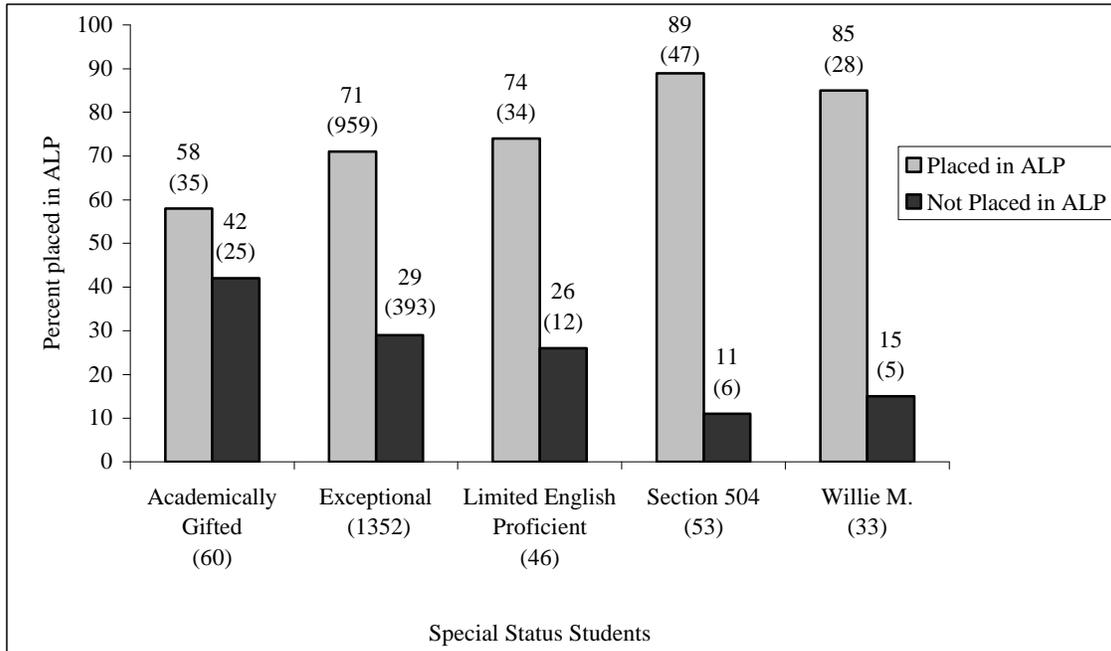


Figure 11. Percent of long-term suspended special status students by ALP placement: 1999-2000.

Note. The numbers in parentheses are the numbers of LTS students in each special status category.

- About half (58%) of LTS Academically/Intellectually Gifted (AIG) students were placed in ALPs, which is a lower percentage than for other Special Status categories, all of which indicate some at-risk status. This result may reflect the federal mandate to provide a free, appropriate public education to all students with disabilities and/or the special requirements for discipline and suspension.
- Almost three-fourths of the LTS Exceptional and Limited English Proficient students were placed in ALP. Almost all Section 504 and Willie M. LTS students were placed, but numbers are very small.

ALPs Serving Suspended and/or Expelled Students

Table 2. ALPs that serve suspended and expelled students by grade level: 1999-2000.

Grades 9 – 12

(56 ALPs representing 30% of all ALPs in state)

		ALP Served Expelled Students?		Total
		Yes	No	
ALP Served Long-term Suspended Students?	Yes	13 (22%)	23 (40%)	36 (62%)
	No	0 (0%)	22 (38%)	22 (38%)
Total		13 (22%)	45 (78%)	58 (100%)

Grades 6 – 12

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

		ALP Served Expelled Students?		Total
		Yes	No	
ALP Served Long-term Suspended Students?	Yes	38 (51%)	23 (30%)	61 (81%)
	No	3 (4%)	11 (15%)	14 (19%)
Total		41 (55%)	34 (45%)	75 (100%)

Grades 6 – 8

(50 ALPs representing 27% of all ALPs in state)

		ALP Served Expelled Students?		Total
		Yes	No	
ALP Served Long-term Suspended Students?	Yes	14 (27%)	20 (38%)	34 (65%)
	No	0 (0%)	18 (35%)	18 (35%)
Total		14 (27%)	38 (51%)	52 (100%)

Note. Most ALPs (95% of the 194 ALPs that existed in the state in 1999-2000) 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.

- ALPs serving grades 6-12 were most likely to serve expelled students: 51% served both expelled and LTS students and 4% served expelled but not LTS students. That compares to a total of only 22% of 9-12 ALPs and 27% of 6-8 ALPs that served expelled students. There were only 3 ALPs reported that serve expelled students exclusively, and these ALPs serve students in the 6-12 grade span.

- ALPs serving grade spans 6-12 also were most likely to serve LTS students (81%). Almost two-thirds of the other two types of ALPs served LTS students (62% of 9-12; 65% of 6-8).
- About one-third of both 9-12 ALPs (38%) and 6-8 ALPs (35%) did not serve *either* LTS or expelled students, as compared to only 15% of the 6-12 ALPs.
- Of the 186 ALPs in the state in 1999-2000, twice as many serve LTS students (71%) as serve expelled students (37%).

Students Placed in an ALP by Grade Span

Table 3. Number and percent of long-term suspended students placed in ALP by grade span: 1999-2000

Grade Span	Number of LTS Students in Grade Span	Number placed in ALP	% of LTS Students placed in ALPs
K-5	155	139	90
6-8	3,095	2,384	77
9-12	4,214	2,725	65
Total	7,464	5,248	70

- The rate of ALP placement decreases with increasing grade spans (90% in grades K-5; 77% in grades 6-8; 65% in grades 9-12.) This decrease may represent a change in the severity of the reason for long-term suspension, lack of availability of an appropriate ALP, and/or the choice of the student or parent.

Reasons ALP Was or Was Not Provided

Table 4. Long-term suspensions: Most common reasons an ALP was or was not provided: 1999-2000.

Most Common Reasons ALP Provided	Frequency Reported
Aggressive behavior (fighting)	35
Disruptive behavior	35
Issue concerning controlled substance	33
Possession of a weapon	26
Rule violation	16
Assault	16
Restricted environment / smaller class size / curriculum alternatives	13
Student identified as Exceptional	10
Student not considered threat	9
At-risk intervention strategy	6
Other	5
Sexual offence / harassment	5
Theft, property damage, or arson	4
Deemed serious threat to self or others	3
Lack of academic progress	2
Bomb threat	1
Convicted felony	1

Most Common Reasons ALP Not Provided	Frequency Reported
Issue concerning controlled substance	41
Aggressive behavior (fighting)	29
Possession of a weapon	25
Disruptive behavior	21
Rule violation	12
Assault	11
Parent/child chose not to attend alternative education program	9
Bomb threat	7
Deemed serious threat to self or others	7
Possession of a firearm	6
Alternative education program not appropriate / detrimental behavior	5
Other	5
Theft, property damage, or arson	3
No alternative education program available	2
Convicted felony	1
Sexual offense / harassment	1

Note. The interpretation of these questions varied. Most LEAs listed only the offense leading to the long-term suspension rather than the mitigating circumstances leading to the provision of ALP.

On the survey, each LEA was asked to indicate the three most common reasons ALP placement was and was not provided to expelled students. In the table above, the frequency is the number of times each reason was reported, not the number of LEAs reporting each reason. To simplify the reporting of data, similar reasons were grouped

together under a more general category. When an LEA listed several similar reasons, they were recorded as separate responses under one major category.

- Seventy-five percent of LEAs (88 of 117) indicated reasons for “ALP Provided” and 68% (79 out of 117) for “ALP Not Provided.” The non-responding LEAs either had no expulsions or did not answer the question.
- The top reasons students were not placed in ALPs were due to issues concerning controlled substance, aggressive behavior, possession of a weapon, and destructive behavior.
- These same reasons were given as the top reasons students were placed in an ALP. Thus, the nature of the offense per se does not seem to relate strongly to placing or not placing a student in an ALP. The reasons cited here may not touch the seriousness of the offense, or there may be other reasons for deciding placement in ALPs that were not captured in this question.

Section 2: Multiple Suspensions

Multiple Short-Term Suspensions

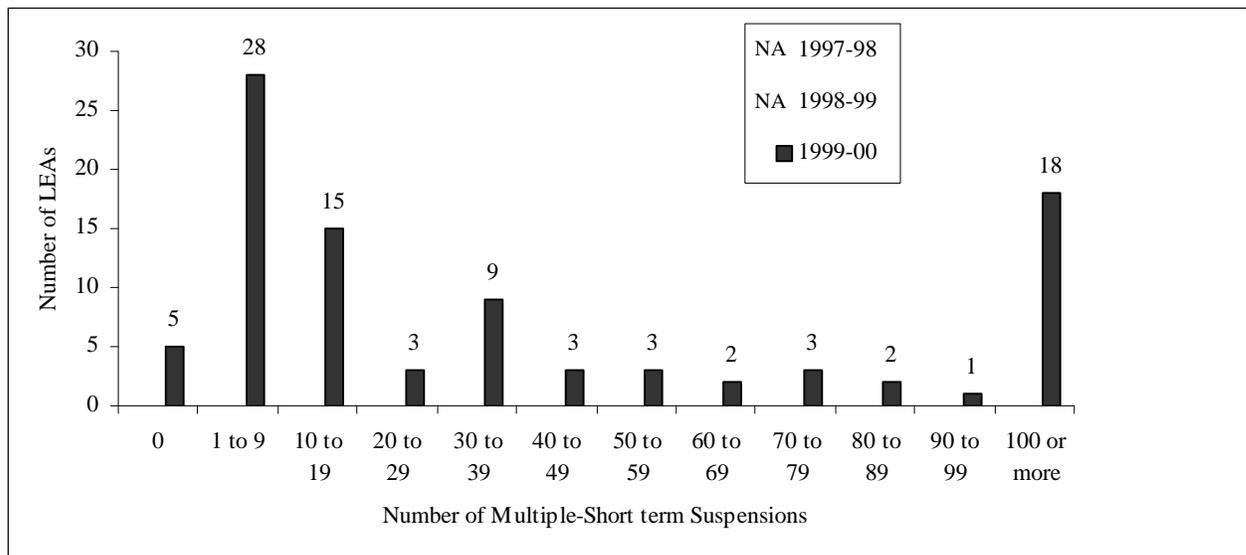


Figure 12. Number of LEAs by number of students exceeding 10 days of multiple short-term suspensions: 1999-2000.

LEAs were asked to report how many individual students had multiple short-term suspensions (10 days or less) in 1999-2000 that, *when totaled for the student, added to 11 days or more*. Multiple short-term suspensions (STS) for a single student can result in significant amount of missed schooling. Ninety-two LEAs responded to this question. Others may not have tracked this data or may not have been able to access it when the survey was completed. This is the first year this question was asked.

- 7,213 students were reported with multiple STS for the 92 LEAs with such suspensions.
- Five LEAs had no students with multiple STS exceeding 10 days.
- More than one-third (33 or 36%) of the responding LEAs reported nine or fewer students with multiple STS exceeding 10 days.
- Eighteen of the 92 LEAs (20%) reported 100 or more students with multiple STS exceeding 10 days.
- Among the 18 LEAs, the rate of multiple STS exceeding 10 days ranged from 0.6% to 4.2% of the student population. Only 4 of these LEAs enrolled more than 40,000 students. Five LEAs had less than 10,000 students. The smallest LEA enrolled under 5,000 students, and reported 191 students with multiple STS.

Multiple Long-Term Suspensions

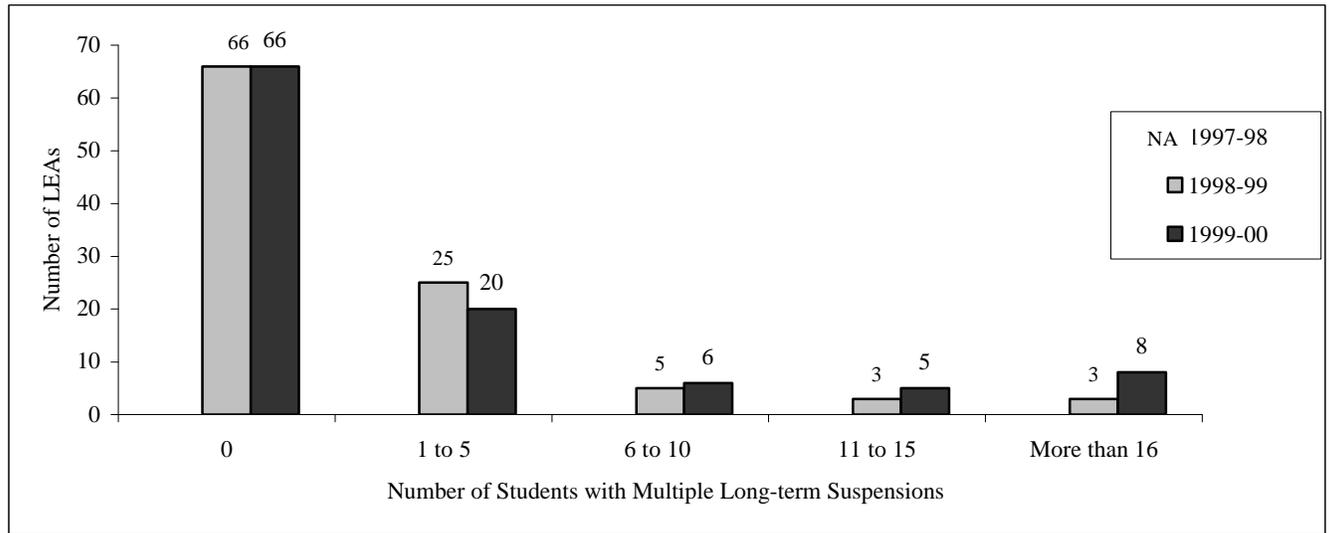


Figure 13. Number of LEAs by number of students with multiple long-term suspensions: 1998-1999 and 1999-2000

- Almost two-thirds (63%) of the 105 LEAs responding to this question that they had no students with multiple *long-term* suspensions. The remaining LEAs either had no multiple long-term suspensions and failed to report it, did not track this information, or simply did not answer the question.
- The number of students who were long-term suspended multiple times increased by two-thirds from 1998-1999 to 1999-2000 (252 to 417 respectively).¹
- In both 1998-1999 and 1999-2000, two LEAs reported the highest number of students with multiple long-term suspensions (38 and 49 students in 1998-99; 46 students in 1999-00).¹

¹ These data are not reflected in the Figure above but are provided in the database.

Section 3: Expulsions

This section reports data for students who committed expellable acts. In some places, data are reported separately for students who committed expellable acts but were given ALP placements versus those who were expelled out of school. In other places, data are reported for the group as a whole and, for simplicity, students are referred to as expelled.

Expulsions by Gender

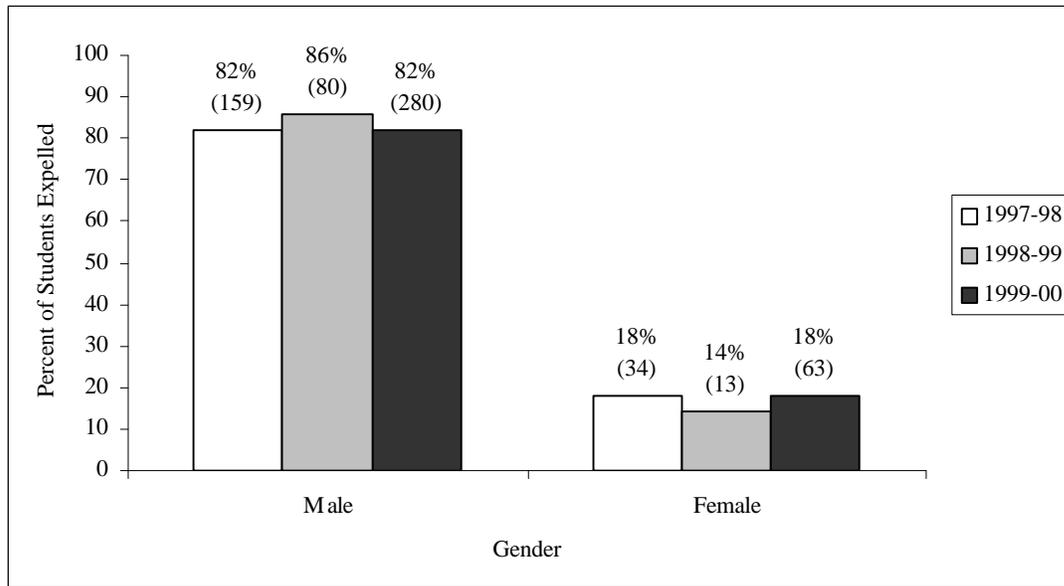


Figure 14. Percent of students expelled by gender: 1997-1998 through 1999-2000.

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

- About 8 to 9 out of every 10 students expelled were male across the three years 1997-2000 while about 1.5 to 2 of every 10 expelled students were female.
- The percent of expelled students who were male was more than 4 times that of females across the three years.

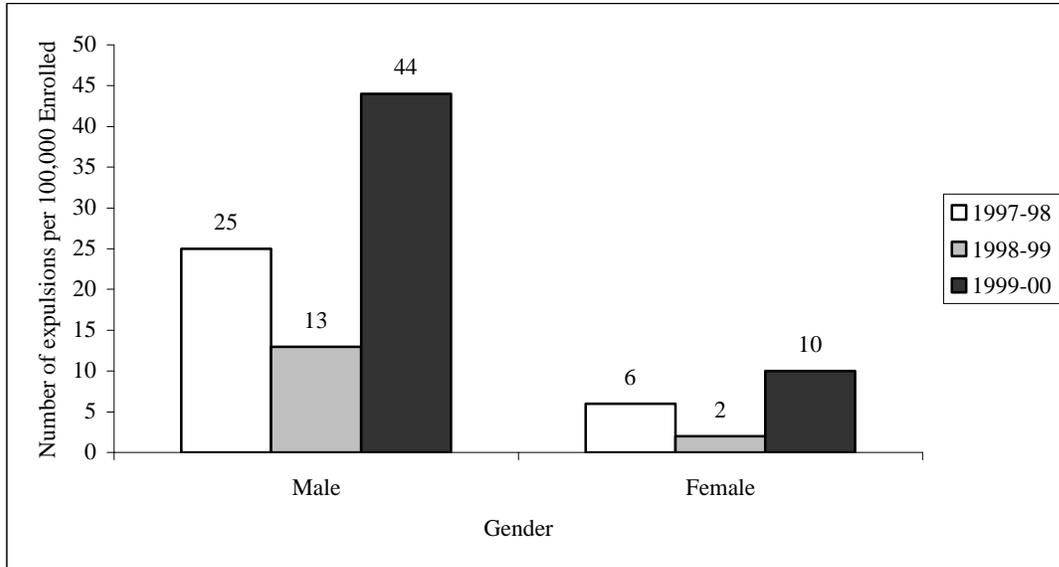


Figure 15. Number of students expelled per 100,000 enrolled by gender: 1997-1998 through 1999-2000.

- The proportion of males expelled per 100,000 males enrolled in school decreased by about half from 1997-1998 to 1998-1999, but in 1999-2000, it almost doubled compared to that of 1997-1998.
- The same pattern holds for females, although the rates are much smaller.
- The rate of male students expelled is about four times higher than that of females expelled for all three years.

Expulsions by Ethnicity

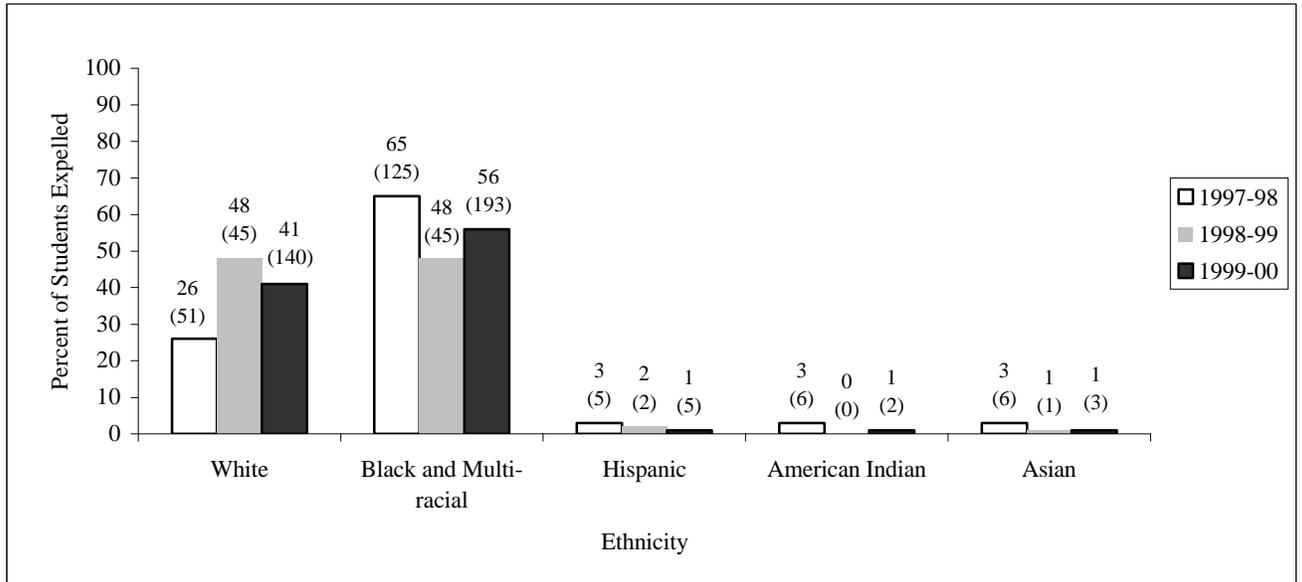


Figure 16: Percent of students expelled by ethnicity: 1997-1998 through 1999-2000.

Note: The numbers in parentheses indicate the numbers of students in each ethnic group.

- Over half of expelled students were Black/Multi-racial in 1997-98 and 1999-2000. The percent of White students equaled the percent of Black students expelled in 1998-99, with both at 48 percent.
- The percent of all expelled students who were Black decreased from 1997-1998 to 1999-2000 (65 to 56%), while the percent of White students expelled increased (26 to 41%).
- The percent of expelled students has decreased from 1997-98 for Hispanic, American Indian, and Asian students.

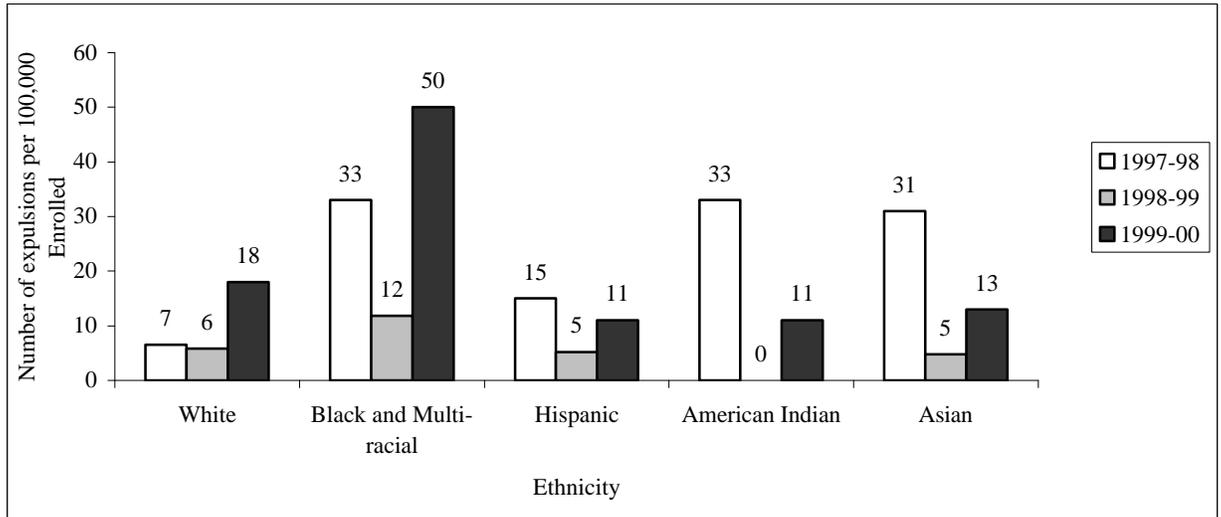


Figure 17: Number of students expelled per 100,000 students enrolled by ethnicity: 1997-1998 through 1999-2000.

- The proportion of expulsions for all ethnic groups decreased from 1997-1998 to 1998-1999, and then increased from 1998-1999 to 1999-2000.
- In 1999-2000, the proportion of expulsions for Black students was over two-and-a-half times that for every other ethnic group.
- In 1997-98 the proportion of American Indian and Asian students expelled equaled that of Black/Multi-racial students, but had decreased by about two-thirds by 1999-2000, whereas the proportion of Black/Multi-racial students expelled increased by 50% by 1999-2000.
- In 1999-2000, the proportion of expulsions for White students was about three times that of 1997-98.

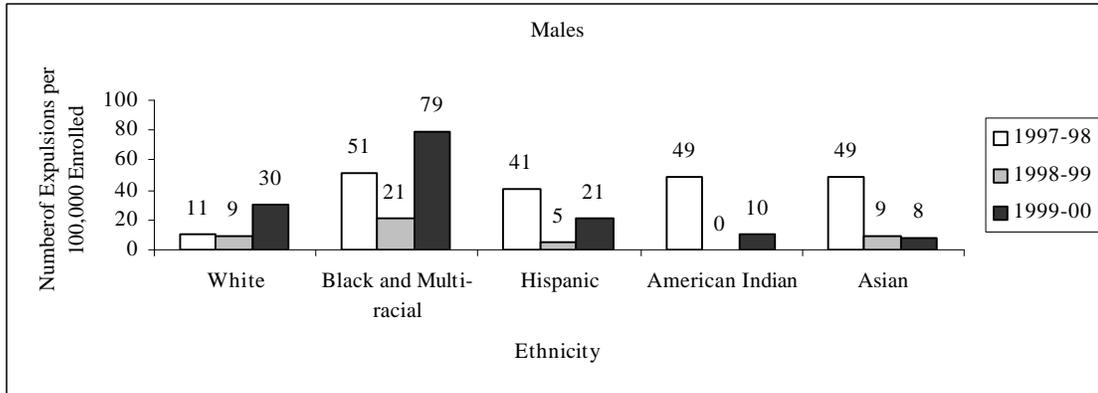


Figure 18: Number of male students expelled per 100,000 male students enrolled by ethnicity: 1997-1998 through 1999-2000.

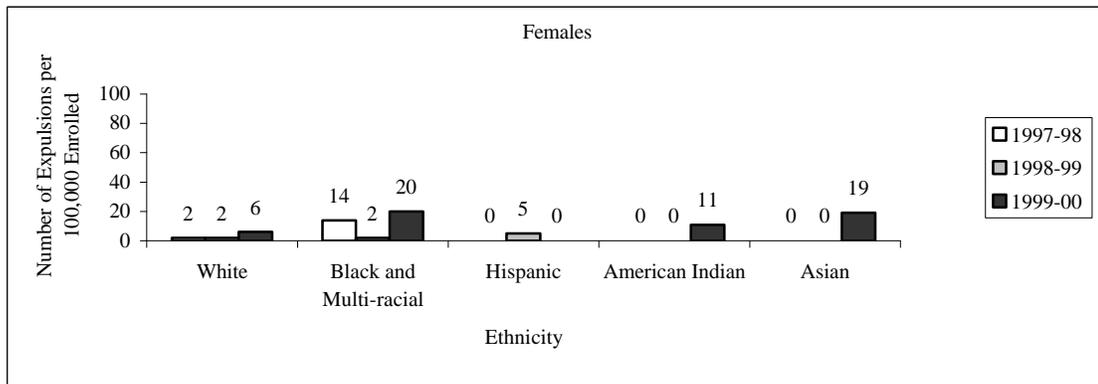


Figure 19. Number of female students expelled per 100,000 female students enrolled by ethnicity: 1997-1998 through 1999-2000.

- The proportion of students expelled for males in all ethnic groups decreased from 1997-1998 to 1998-1999, then increased from 1998-1999 to 1999-2000, except for Asian males, which decreased slightly that year.
- The proportion of Black and Multi-racial males expelled per 100,000 Black male students enrolled was higher than all other groups for all three years, with the highest proportion in 1999-2000. Similarly, the proportion of Black and Multi-racial females equaled or exceeded all other ethnic groups all three years.
- The proportion of American Indian and Asian male students expelled per 100,000 students enrolled in those gender/ethnic groups decreased notably from 1997-98 to 1999-2000. However, the proportion of American Indian and Asian females rose dramatically from 0 to 11 and 0 to 19 respectively in 1999-2000.
- The rate of expulsions for females in all ethnic groups except Hispanic increased in 1999-2000 when compared to the previous two years.

- In 1999-2000, Black and Asian females had the highest proportion of expulsions per 100,000 enrolled compared to females in other ethnic categories.
- Overall, the pattern of males being expelled at a higher rate than females persists across all ethnic groups except for American Indian and Asian students in 1999-2000.

Expulsions by Ethnicity and Gender

Table 5. Students expelled by ethnicity and gender: 1997-1998 through 1999-2000.

Ethnicity/Gender	Number Expelled			Percent of Expelled			Percent of Statewide Enrollment		
	1997-1998	1998-1999	1999-2000	1997-1998	1998-1999	1999-2000	1997-1998	1998-1999	1999-2000
Asian Males	6	1	1	3	1	0	1	1	1
Asian Females	0	0	2	0	0	1	1	1	1
Black and Multi-racial Males*	100	41	155	52	44	45	16	16	16
Black Males	100	41	155	52	44	45	NA	NA	NA
Multi-racial Males	0	0	0	0	0	0	NA	NA	NA
Black and Multi-racial Females*	25	4	38	13	4	11	15	15	15
Black Females	25	4	37	13	4	11	NA	NA	NA
Multi-racial Females	0	0	1	0	0	0	NA	NA	NA
Hispanic Males	5	1	5	3	1	1	1	2	2
Hispanic Females	0	1	0	0	1	0	1	2	2
American Indian Males	6	0	1	3	0	0	1	1	1
American Indian Females	0	0	1	0	0	0	1	1	1
White Males	42	37	118	22	40	34	33	32	32
White Females	9	8	22	5	9	6	31	31	30
Total Number	193	93	343				1,222,169	1,236,762	1,252,597
Total %				100	100	100	100	100	100
Number of Expulsions per 100,000 Students Enrolled in the State	16	8	27						

*The data for Black and Multi-racial students are combined by DPI for the overall student population. Therefore, comparisons between Black and Multi-racial students cannot be made separately. However, Multi-racial students comprise no more than 1% of the student population.

- In the 1997-1998 school year, a total of 193 students, or 16 out of every 100,000 students enrolled statewide, were expelled. In 1998-99, a total of 93 students, or 8 of every 100,000 students enrolled were expelled. In 1999-2000, a total of 343, or 27 out of every 100,000 students were expelled.
- There was variability in the percent of expelled students within each gender/ethnic group across the three years.
- The percent of expulsions, for the most part, decreased from 1997-98 for males who were Asian, Black/Multi-racial, and Hispanic.
- The expulsion rate for White males varied each year, rising significantly from 1997-98 to 1998-99 and then declining somewhat.
- In 1998-99, nearly twice as many females were expelled than in 1997-98, and though the percent decreased in 1999-2000, was still about 50% higher than the percent in 1997-98.

- The pattern was reversed for Black/Multi-racial females. The percent expelled dropped by about two thirds from 1997-98 to 1998-99, but then increased by nearly that much from 1998-99 to 1999-2000.
- Also, about twice as many Black/Multi-racial females were expelled than White females in 1997-98 and 1999-2000, but that pattern was reversed in 1998-99 when the percent of White females was about twice that of Black/Multi-racial females.
- The proportion of expelled students who were male exceeded that of those who were females for every ethnic category across all three years.
- Even though expulsions have decreased for Black and Multi-racial males, the proportion of expelled students was nearly three times their proportion of the enrolled students.

Expulsions by Grade Level

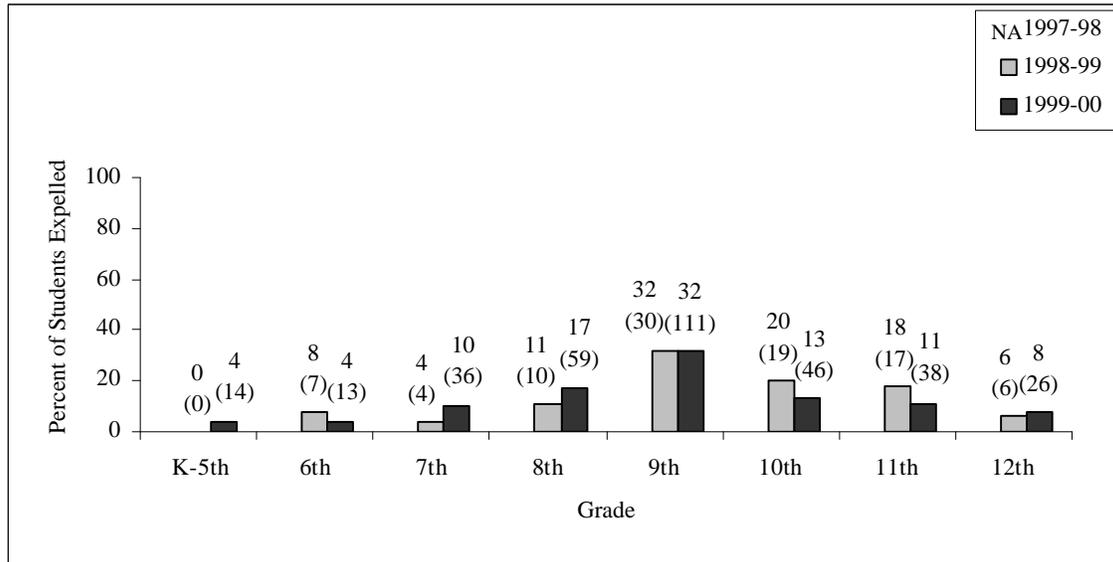


Figure 20. Percent of expelled students by grade level: 1998-1999 and 1999-2000.

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

- Very few expelled students were in grades K-5. For both years reported, beginning in the sixth grade, the percent of students expelled increased to its highest percent in the grade nine and then decreases each year thereafter.
- About one third of all expulsions occur in ninth grade in both 1998-99 and 1999-2000.

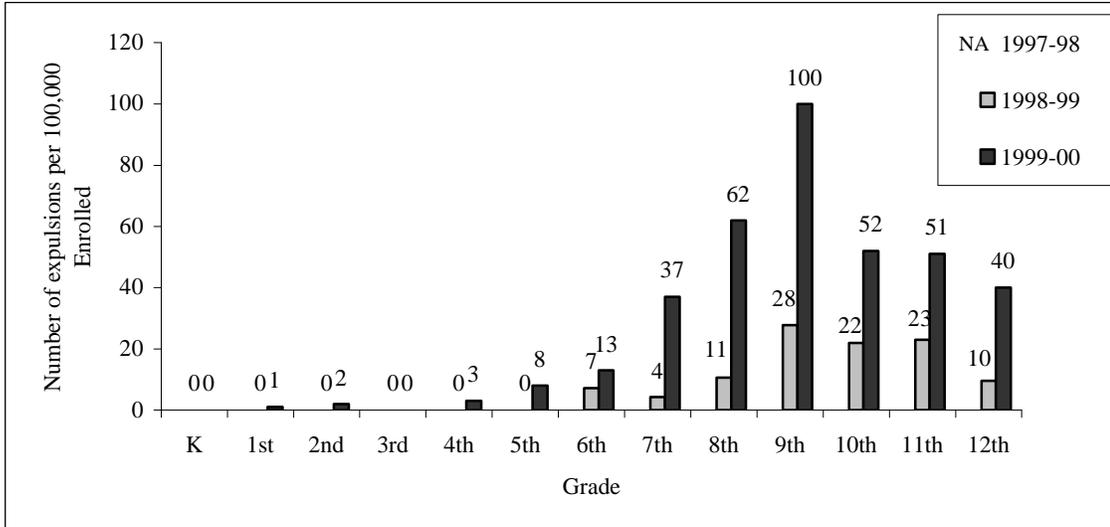


Figure 21. Number of students expelled by grade level per 100,000 students enrolled in that grade level: 1998-1999 and 1999-2000.

- Very few students are expelled in grades K-5.
- The proportion of students expelled per 100,000 enrolled increased from 1998-1999 to 1999-2000 for every grade. It increased dramatically in middle and high school grades (6-8 and 9-12, respectively).
- The proportion of ninth graders expelled was nearly three times that of eighth graders in 1998-1999, but the gap between those two grades narrowed somewhat in 1999-2000 as suspensions increased for both grade levels.
- In 1999-2000 the proportion of ninth graders expelled still exceeded that of eighth graders by about a third and exceeded that of tenth and eleventh graders by about 2 to 1.

Expulsions by Special Status

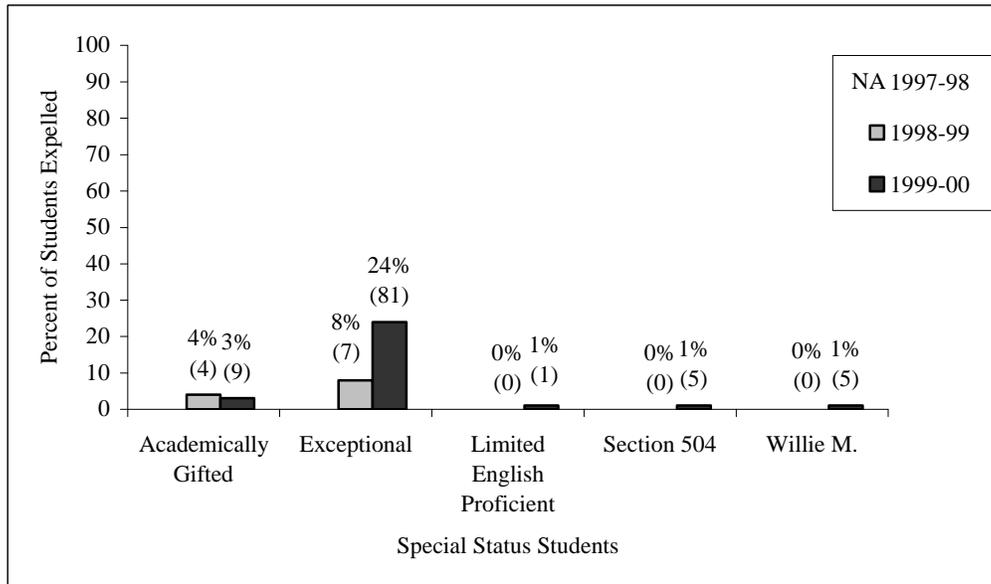


Figure 22. Percent of expelled students by special status categories: 1998-1999 and 1999-2000.

Note: The numbers in parentheses indicates the numbers of students expelled in each special status category.

- Few expelled students were classified as special status in either year, with the exception of Exceptional Students in 1999-2000.
- In 1999-2000, students classified as Exceptional Children (not including Academically Gifted), accounted for nearly one fourth of total expulsions. The percent rose sharply from 1998-99.

Expelled Students Provided an Alternative Learning Program

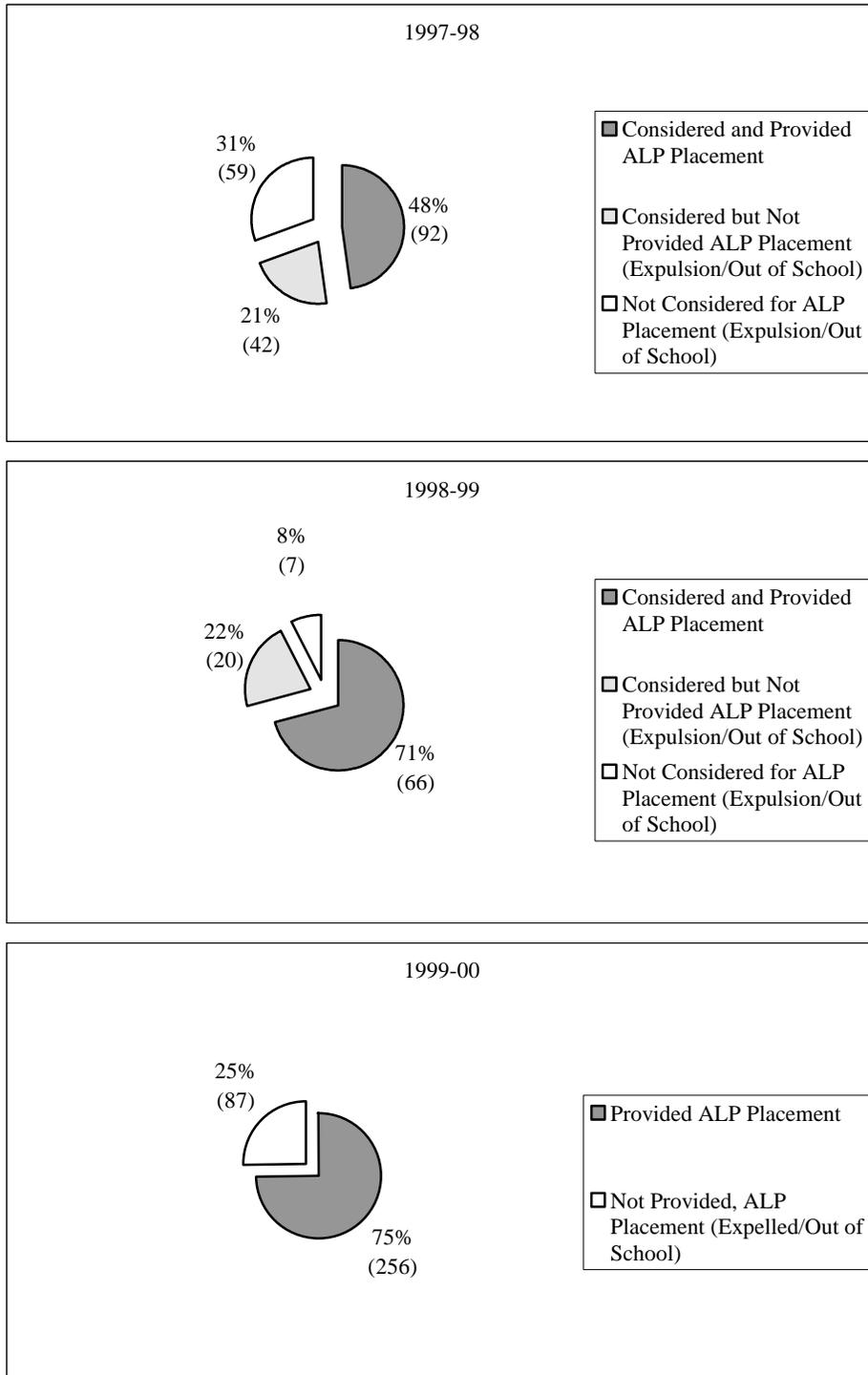


Figure 23. Percent of expelled students provided ALPs: 1997-1998 through 1999-2000.

Note: The survey questions changed in 1999-2000 consistent with the legislation. Therefore, the number of expelled students “considered” for ALP placement is not known.

- In 1999-2000 almost three-fourths of all expelled students were placed in an ALP. The percent of expelled students placed in ALPs increased steadily from 1997-98 to 1999-2000, with the greatest increase occurring between 1997-98 (48%) and 1998-99 (71%).
- Although the percent of expelled students placed in ALPs only increased by 4 percentage points (71% to 75%) from 1998-99 to 1999-2000, the number of students in those two years increased from 66 to 256.
- The percent of students committing an expellable act who were not even considered for ALP placement decreased from 31% in 1997-98 to 8% in 1998-99 when these questions were included on the survey. Presumably, the acts committed by these students were those that jeopardized the safety of other students, which may indicate a decline in such behaviors during that time period or an increased emphasis on ALP.
- There has been a steady decline in the percent of students who committed expellable acts who were expelled out of school decreasing from 52% in 1997-98 to 30% in 1998-99 to 25% in 1999-2000.

ALP Placement by Ethnicity and Gender

**Table 6. Percent of expelled students placed in ALP by ethnicity and gender:
1999-2000**

Gender/Ethnic Group	Placed in ALP		Not Placed in ALP	
	Number of Students	Percent	Number of Students	Percent
White Male	85	72	33	28
White Female	17	77	5	23
Black Male	114	74	41	26
Black Female	34	92	3	8
Hispanic Male	3	60	2	40
Hispanic Female	0	0	0	0
American Indian Male	0	0	1	100
American Indian Female	1	100	0	0
Asian Male	0	0	1	100
Asian Female	1	50	1	50
Multi-racial Male	0	0	0	0
Multi-racial Female	1	100	0	0
Total	256	75	87	25

- Because of small numbers among some ethnic/gender groups, meaningful comparisons beyond Black and White students are limited. However, for groups that had expelled students, females appeared to be more likely to be placed in ALPs than males.
- Among White and Black students, Black females were most likely to be placed (92%), with black males and white males and females about equally likely to be placed (72-77%).

ALP Placement for Special Status Students

Table 7. Expelled special status students placed in ALP: 1999-2000

Special Status Category	Placed in ALP		Not Placed in ALP	
	Number of Students	Percent	Number of Students	Percent
Academically Gifted	2	22	7	78
Exceptional	77	95	4	5
Limited English Proficient	0	0	1	100
Section 504	5	100	0	0
Willie M.	5	100	0	0
Total	89	88	12	12

- The largest number (77) and percent (95%) of expelled students in a special status category that were placed in an ALP were in the program for Exceptional Children.
- Only 2 of the 9 (22%) expelled students in the program for Academically Gifted were provided placements in an ALP.
- The low incidence of expelled students in other Special Status categories makes percentages of placed versus not placed in ALPs less meaningful. There were five students each in the Special Status categories of Section 504 and Willie M. who were expelled. All ten students received placements in ALPs. The one expelled LEP student did not receive placement in an ALP.

Students Placed in ALP by Grade Span

Table 8. Expulsions by ALP placement and grade level: 1999-2000

Grade Span	Number of Students Committing Expellable Offense in Grade Span	Number of Students Placed in ALP	Percent of Students Placed in ALP
K-5	14	8	57
6-8	108	94	87
9-12	221	154	70
Total	343	256	75

- Seventy-five percent of all expelled students were provided ALP placements. More than half of expelled students in all grade spans were provided ALP placements.
- Middle school expelled students were most likely to be provided ALP placements (87%); still 70% of high school and 57% of K-5 expelled students were placed in ALPs.

Reasons ALP Was or Was Not Provided

Table 9. Expulsions: Most common reasons an alternative learning program was or was not provided: 1999-2000

Most Common Reasons ALP Provided*	Frequency Reported
Issue concerning controlled substance	11
Aggressive behavior (fighting)	8
Assault	6
Possession of a weapon	6
Disruptive behavior	4
Rule violation	4
Restrictive environment / smaller class size / curriculum alternatives	3
Possession of a firearm	2
Student Identified as Exceptional	2
Bomb Threat	1
Deemed a serious treat to self or others	1
Other	1
School board and parents agreed on Alternative Education Placement	1
Sexual offense	1
Student not considered a threat to other students	1

Most Common Reasons ALP Not Provided	Frequency Reported
Issue concerning controlled substance	12
Assault	8
Possession of a weapon	8
Bomb Threat	6
Aggressive behavior (fighting)	4
Possession of a firearm	4
Deemed a serious treat to self or others	3
Property damage, arson, or theft	3
Rule violation	3
Sexual offense	2
Disruptive behavior	1
Other	1

* The interpretation of this question varied. Most LEAs listed only the offense leading to possible expulsions instead of the mitigating or aggravating circumstances that led to the decision about whether or not to place in an ALP.

On the survey, each LEA was asked to give the three most common reasons ALP placement was and was not provided to expelled students. In the table above, the frequency is the number of times each reason was reported, not the number of LEAs reporting each reason. To simplify the reporting of data, similar reasons were grouped

together under a more general category. When an LEA listed several similar reasons, they were recorded as separate responses under one major category.

- Data are provided for 30 out of 117 (26%) LEAs for the question about “ALP Not Provided,” and 21 out of 117 (18%) LEAs for the question about “ALP Provided.” The remaining LEAs that did not respond either had no expulsions or did not answer the question.
- As with long-term suspensions, the top three reasons that students were *not* placed in ALP are about the same as reasons given for placing students, making it difficult to distinguish the different justifications for placing or not placing expelled students in ALPs.

Section 4. Related Disciplinary Policies and Procedures

District-wide Zero Tolerance: Mandatory Suspensions and Expulsions

Table 10. District-wide zero tolerance policies for mandatory suspensions: 1999-2000

Type of misconduct	Frequency reported
Possession of a weapon	27
Possession of a firearm	26
Issue concerning controlled substance	26
Assault	22
Bomb threat	21
Aggressive behavior / fighting / threats	4
Sexual offence / harassment	4
Homicide	3
Deemed serious threat to self or others	3
Convicted felony	2
Property damage / arson / theft	2
Disruptive / disrespectful behavior	1

Table 11. District-wide zero tolerance policies for mandatory expulsions: 1999-2000

Type of misconduct	Frequency reported
Possession of a weapon	13
Possession of a firearm	13
Issue concerning controlled substance	13
Bomb threat	10
Assault	8
Convicted felony	5
Deemed serious threat to self or others	4
Sexual offence / harassment	2
Homicide	1
Rule violation / repeated rule violation	1

- In Tables 10 and 11, sixty-two LEAs, 53% of the 113 LEAs responding to the question reported having a district-wide zero-tolerance policy in place for specified acts of misconduct that automatically result in either out-of-school suspension or expulsion.

- Of the 113 LEAs responding, sixty LEAs (53%) reported the types of misconduct that automatically led to out-of-school suspension district-wide and thirty-five LEAs (31%) reported types of misconduct leading to mandated expulsion. Fifty LEAs (44%) reported having no district-wide zero tolerance policies. The same LEA may have reported reasons in both categories.
- Most of the types of misconduct reported for both mandatory out-of-school suspension and expulsion are illegal acts.
- “Aggressive behavior / fighting / threats” (reported by four LEAs), “disruptive / disrespectful behavior” (one LEA), and “rule violation” (one LEA) are the only exceptions to illegal acts being the basis for district-wide, zero tolerance policies.

School-level Zero Tolerance: Mandatory Suspension

Table 12. Individual school zero tolerance policies for mandatory suspensions (1999-2000)

Type of misconduct	Frequency reported
Possession of a weapon	5
Issue concerning controlled substance	5
Assault	4
Possession of firearm	1
Disruptive / disrespectful behavior	1

- Nine of the 107 (8%) LEAs responding to this question reported having schools that implemented school-level, zero-tolerance policies.
- Eight LEAs that had a district-wide zero-tolerance policy also reported having individual schools that had school-level zero tolerance policies.
- Eight LEAs reported types of misconduct that led to mandatory suspension based on discipline policies of individual schools. All of the zero tolerance behaviors reported are illegal acts with the exception of disruptive/disrespectful behavior, which was reported by one LEA.

Days at Home Awaiting Disciplinary Action

Table 13. Average number of days students wait at home for disciplinary decisions: 1999-2000

Number of Days Waited	Number of LEAs
1-4	17
5	13
6-10	10
10	44
more than 10	5

- Ninety-five (84%) of the 113 LEAs responding to this question on the survey reported that they do send students home while awaiting a disciplinary decision (suspension, expulsion, or ALP placement).
- Eighty-nine (79%) of the 113 LEAs responded to the question asking the average number of days student await a disciplinary decision at home. The average number of days reported was 8 days. The maximum number reported was by one LEA that reported 20 as the average number of days students wait at home.

Part II:

Charter Schools

Section 1: Long-Term Suspensions

Data on charter schools' long-term suspensions (LTS) and expulsions was collected for two years: 1998-1999 and 1999-2000. This section presents some similar tables and charts to those presented in Part I for Local Education Agencies. However, because the numbers are quite small and most of the long-term suspensions and expulsions each year are accounted for by one or two charter schools, caution should be used in making broad generalizations at this time. Small changes in numbers could change dramatically the picture presented here.

In 1998-1999 49 out of 53 charter schools returned suspension/expulsion surveys,¹ so the numbers reported for that year may be lower than actual totals of LTS or expelled students in charter schools. Eight of these 49 schools reported LTS students for a total of 92 students out of a student population of 7610. It should be noted (see Appendix F) that LIFT Academy accounted for most (64 or 70%) of the 92 LTS students in 1998-99. LIFT Academy was designed to target very high-risk students, such as youth who have been adjudicated, suspended/expelled from other schools, and the like. These 64 students represent nearly half of LIFT's enrollment for that year, although it is probable that there was extensive turnover among students during the year and more than 159 students may actually have been served. Using the remaining charter schools to determine the proportion or rate of LTS students in charter schools, 376 students per 100,000 enrollment were long-term suspended. This rate is lower than that of other public schools (496 for 1998-99).

In 1999-2000, 69 of 75 charter schools returned the survey.² Only about one-third (22) 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 LTS students in 1999-2000. (Note that LIFT Academy was not included in the 1999-2000 data.) These two schools were also designed to target high-risk students, many of whom were suspended or expelled from other public schools or were otherwise previously unsuccessful in school. Eliminating Laurinburg Homework Center and Wayne County Technical Academy, the rate of LTS among the remaining charter schools for 1999-2000 was 363, still below that of other public schools for that year (596).

Even if not noted in the following tables and charts, keep in mind that the results heavily reflect the schools noted above with the preponderance of the long-term suspensions.

¹ The four schools that did not return the 1998-1999 survey were Carter Community School, Turning Point Academy, Sankore School, and ABCs

² The six schools that did not return the 1999-2000 survey were American Renaissance Charter School, Carter Community School, LIFT Academy, PHASE Academy of Jacksonville, Sankore School, and Woods Charter School.

Long-Term Suspensions by Gender

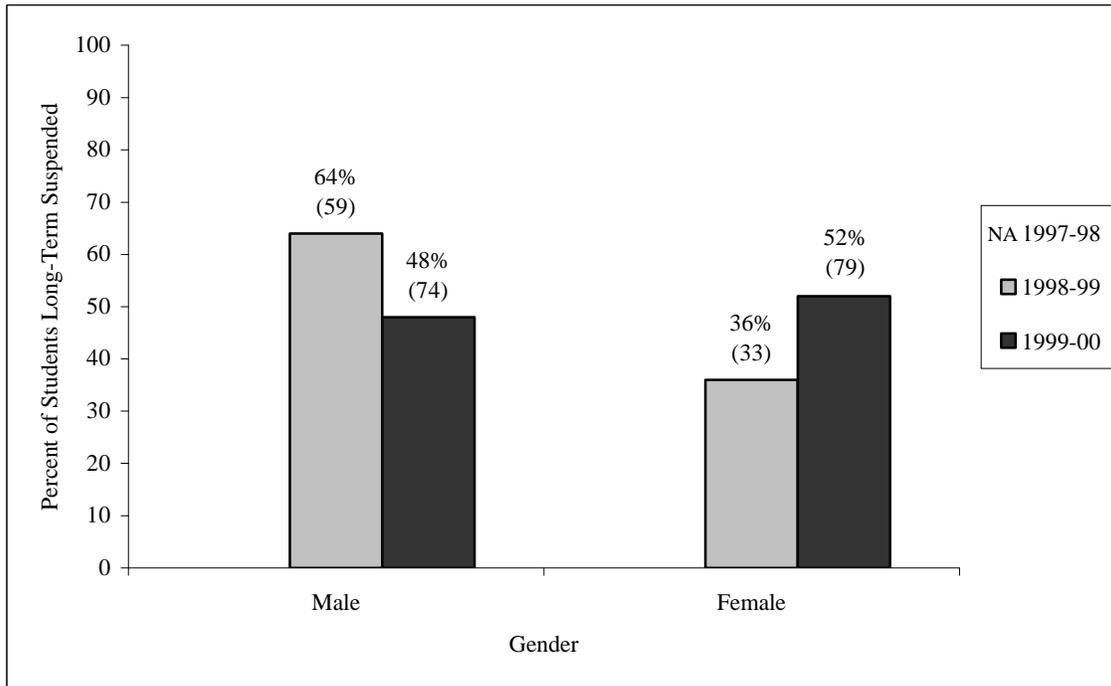


Figure 24. Charter schools: Percent of long-term suspended students by gender: 1998-1999 and 1999-2000

Note. The numbers in parentheses indicate the number of suspended students of each gender.

The numbers represented in these charts come almost exclusively from the few schools noted in the introduction: LIFT for 1998-99 (41 males, 23 females) and Laurinburg Homework Center (31 males, 64 females) and Wayne Technical Academy (10 males, 6 females).

- An almost equal percentage of male (48%) and female (52%) students were LTS in 1999-2000, unlike other public schools where a much smaller percentage of the suspended students were females. This likely results from the fact that these female students were highly at risk compared to the general student population of the state.
- Even with the numbers for LIFT removed, the *percentage* distribution among males and females remains the same for other charter schools for 1998-99. For 1999-2000, the trend would be reversed with Laurinburg and Wayne removed: 79% are males and 21% are females. This pattern is more typical of the LEAs.

Long-Term Suspensions by Ethnicity

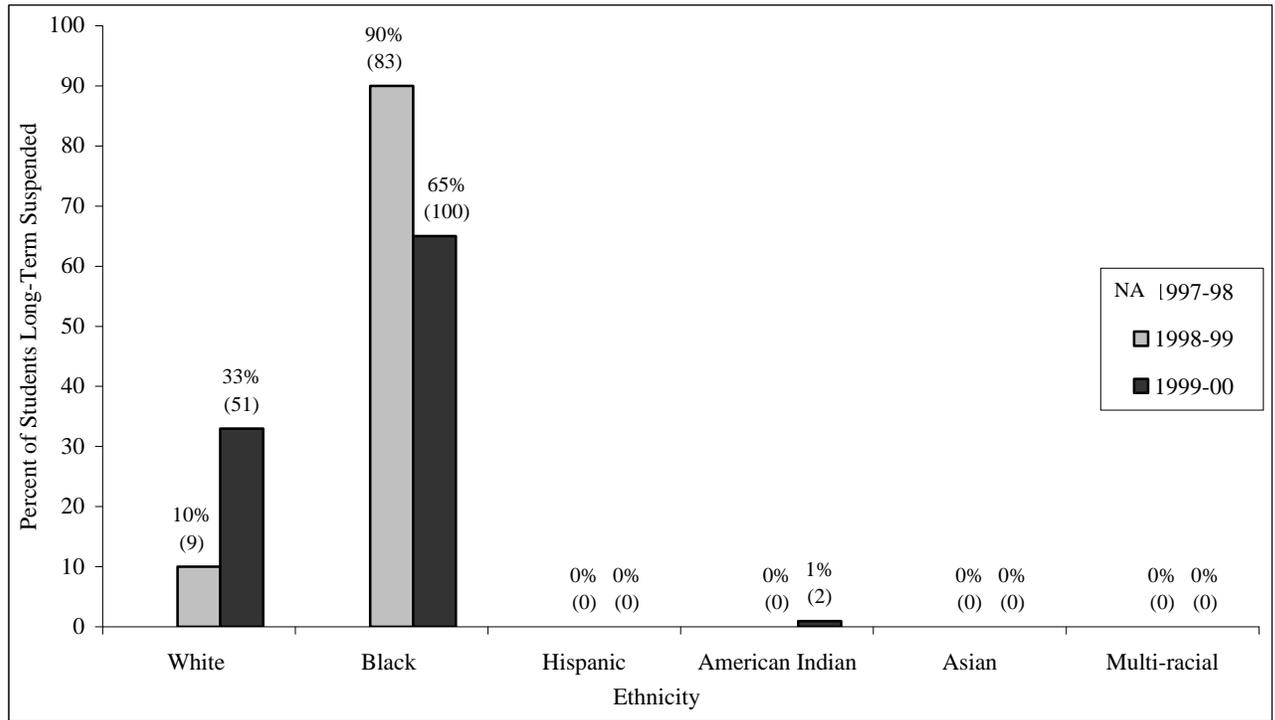


Figure 25. Charter schools: Percent of long-term suspended students by ethnicity: 1998-1999 and 1999-2000

Note. The numbers in parentheses indicates the number of suspended students of each ethnic group.

- A greater percentage of long-term suspended students were Black than any other ethnicity in 1998-1999 and 1999-2000. While this pattern is also reflected in other public schools, Black Students comprise an even larger percentage of long-term suspensions in charter schools. This finding likely results from the fact that the charter schools comprising the majority of the LTS enrolled a higher percentage of Black students.
- There were no Hispanic, Asian, or Multi-racial students long-term suspended from charter schools in either year. These ethnic groups comprise small percentages of enrollment in charter schools overall.
- Again, removing the noted schools each year, the percentages remain very similar, with a slight reduction of white males to 7% in and Black males to 82% in 1998-99 and no American Indian males in 1999-2000.

Long-Term Suspensions by Gender and Ethnicity

**Table 14. Long-term suspended students by gender and ethnicity:
1998-1999 through 1999-2000**

Ethnicity/Gender	Number Suspended		Percent of Suspended		Percent of Charter Enrollment	
	1998-1999	1999-2000	1998-1999	1999-2000	1998-1999	1999-2000
Asian Males	0	0	0	0	0	0
Asian Females	0	0	0	0	1	1
Black and Multi-racial Males*	50	56	54	37	26	25
Black Males	50	56	54	37	NA	NA
Multi-racial Males	0	0	0	0	NA	NA
Black and Multi-racial Females*	33	44	36	29	21	22
Black Females	33	44	36	29	NA	NA
Multi-racial Females	0	0	0	0	NA	NA
Hispanic Males	0	0	0	0	1	1
Hispanic Females	0	0	0	0	1	1
American Indian Males	0	0	0	0	1	1
American Indian Females	0	2	0	1	0	0
White Males	9	18	10	12	26	26
White Females	0	33	0	22	23	24
Total Number	92	153			7,610	11,747
Total %			100	100	100	100
Number of Long-Term Suspensions per 100,000 Students Enrolled in Charter Schools in the State	1209	1302				

*The data for Black and Multi-racial students are combined by DPI for the overall student population. Therefore, comparisons between Black and Multi-racial students cannot be made separately. However, Multi-racial students comprise no more than 1% of the student population.

Note. Overall charter school enrollment numbers are based only on those schools that returned surveys.

- When the schools with the disproportionate share of LTS students are removed the number of LTS per 100,000 are 376 and 363 each year respectively, lower than the LEA rate.
- In 1998-1999 and 1999-2000, the greatest percentage of long-term suspended students from charter schools was Black males, followed by Black females. However, the percentage of White females comprising long-term suspended students was almost double that of White males, opposite the trend in other public schools.
- Compared to the ethnic and gender distribution across the overall charter school population, Black males and females were over-represented, although not to the same extent as in other public schools. Opposite the trend in other public schools, White males were under-represented based on the population and White females were representative of their population proportion.

Long-Term Suspensions by Grade Level

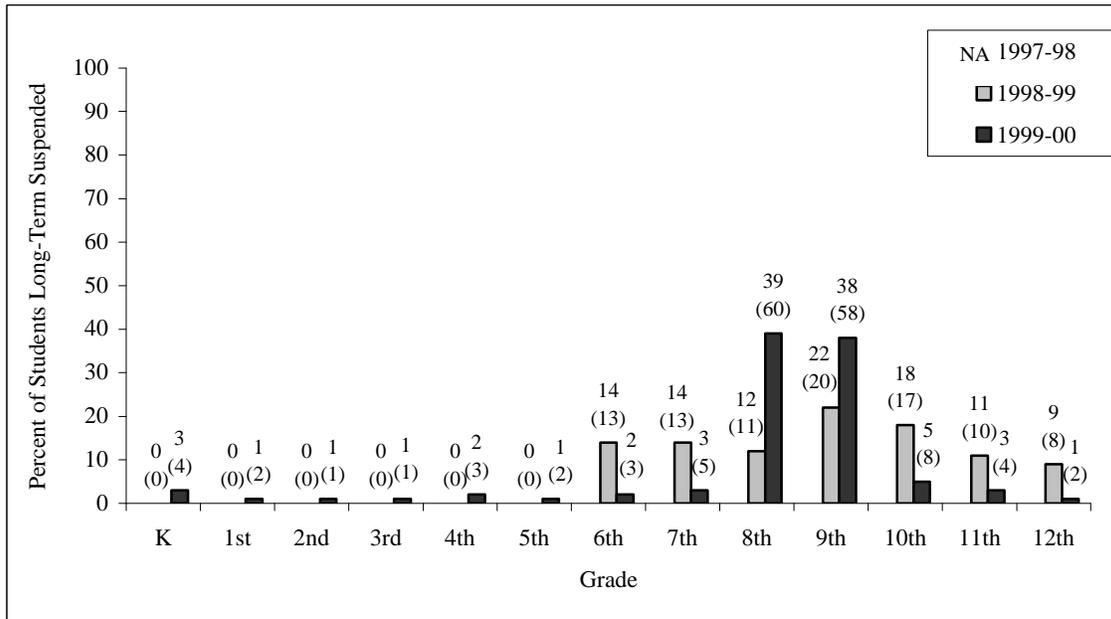


Figure 26. Charter schools: Percent of long-term suspended students by grade level: 1998-1999 and 1999-2000

Note. The number in parentheses indicates the number of suspended students in each grade level.

- In 1998-1999 and 1999-2000, most of the students who were long-term suspended were found at the eighth and ninth grades. Over one-third (39%) of the LTS students were at grade 8, double the percent of long-term suspended students at eighth grade in other public schools. The percent of LTS students at ninth grade is similar for both charters and other public schools.
- There were few long-term suspensions reported at the elementary school level; and long-term suspensions decline considerably in grades 10-12, as in other public schools. Again, this pattern is reflective of charter school enrollments, as there are more charter schools in the K-8 grades than high school grades.

ALP Placement for Long-Term Suspended Students by Ethnicity and Gender

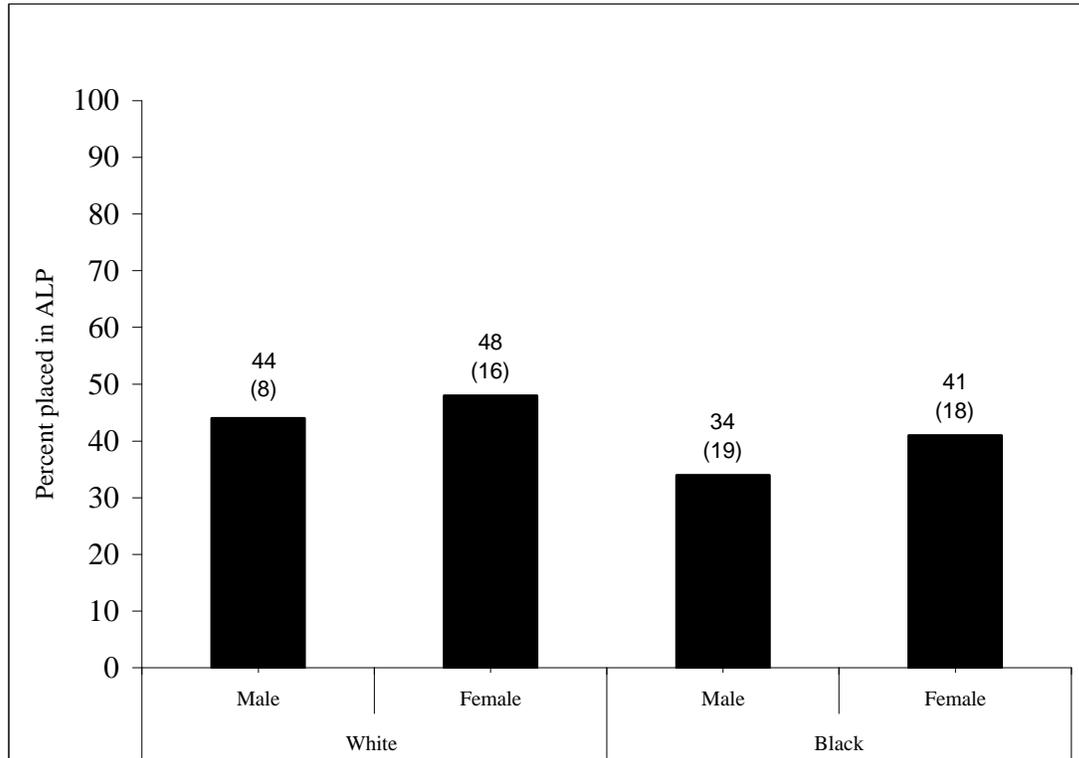


Figure 27. Charter schools: Percent of long-term suspended students placed in ALPs by ethnicity and gender: 1999-2000

Note. The number in parentheses denotes number of suspended students placed in ALPs.

- There are too few students long-term suspended in ethnic groups other than White and Black to include in the chart.
- Unlike other public schools, less than half of long-term suspended students in charter schools were served in an ALP in 1999-2000. Black LTS students were less likely to be placed in an ALP than White LTS students, especially Black males.
- These smaller percentages may reflect the lack of an ALP option for LTS students in charter schools that are already small or that schools serving high-risk students are suspending students who have previously suspended and do not feel they are appropriate for another placement.

Reasons ALP Was or Was Not Provided

Table 15. Charter schools long-term suspended students: Most common reasons alternative learning program was or was not provided: 1998-1999 and 1999-2000

Reasons ALP Provided*	1998-1999 Frequency	1999-2000 Frequency
Aggressive Behavior	NA	4
Assault	NA	1
At risk intervention strategy	NA	1
Disruptive behavior	NA	4
Lack of academic progress	NA	1
Restricted environment	NA	1
Rule violation	NA	1
Serious threat to self or others	NA	1
Sexual offence or harassment	NA	2
Student not considered threat	NA	1
Reasons ALP Not Provided	1998-1999 Frequency	1999-2000 Frequency
ALP enrollment at capacity	1	0
Aggressive Behavior	0	5
Assault	0	1
Disruptive behavior	0	7
End of school year	1	0
Issue concerning controlled substance	0	1
No ALP available	2	1
Possession of a weapon	0	2
Rule violation	0	1
Serious threat to self or others	0	1
Student allowed to return half day	1	0
Students/parents chose not to attend	1	0
Other	0	1

* The interpretation of this question varied. Most charter schools listed only the offense leading to possible suspensions. A few listed the mitigating circumstances leading to the provision of ALP.

- In 1999-2000, 7 charter schools reported reasons for serving suspended students in ALP and 14 charter schools reported reasons for not serving them. The 1998-99 survey did not ask about “reasons for providing an ALP.”
- As in other public schools, the primary reasons students were not provided an ALP dealt with the severity of behavior in 1999-2000. Differences from reasons cited in 1998-99 may have resulted from changes in survey wording rather than a real change in reasons. Also, as in the LEAs responses, the same types of reasons are given for both providing and not providing an ALP. It is notable that only two and one of the schools each year respectively indicated reasons for not providing an ALP that no ALP was available.

Section 2: Expulsions

In 1998-99 a total of 19 students were reported expelled by the 49 reporting schools. When the expelled students from LIFT are removed, only 7 students were expelled in 1998-99. Thirty-three students were reported in 1999-2000. Although Laurinburg Homework Center suspended a large number of students, they did not *expel* any students. Wayne Technical Academy expelled four students, leaving a total of 29 students for all other reporting schools.

Because the numbers of expulsions for charter schools each year are so small, changes even in one number can shift the percentages dramatically. Therefore, percentages by gender, ethnicity and grade level are not presented for expelled charter school students. Data are presented in table form for comparison across years and a rate is calculated (see Table 16). The pattern by ethnicity and gender can be examined in this table. Nevertheless, patterns and percentages should be considered cautiously and are subject to change even with small changes in numbers.

Expulsions by Gender and Ethnicity

**Table 16. Charter schools: Expulsions by gender and ethnicity:
1998-1999 and 1999-2000**

Ethnicity/Gender	Number Expelled		Percent of Expelled		Percent of Charter Enrollment	
	1998-1999	1999-2000	1998-1999	1999-2000	1998-1999	1999-2000
Asian Males	0	0	0	0	0	1
Asian Females	0	0	0	0	1	1
Black and Multi-racial Males*	14	14	74	56	26	25
Black Males	14	14	74	56	NA	NA
Multi-racial Males	0	0	0	0	NA	NA
Black and Multi-racial Females*	4	6	21	24	21	22
Black Females	3	5	16	20	NA	NA
Multi-racial Females	1	1	5	4	NA	NA
Hispanic Males	0	0	0	0	1	1
Hispanic Females	0	0	0	0	1	1
American Indian Males	0	0	0	0	1	1
American Indian Females	0	0	0	0	0	0
White Males	0	3	0	12	26	26
White Females	1	2	5	8	23	24
Total Number	19	33*			7,610	11,747
Total %			100	100	100	100
Number of Expelled per 100,000 Students Enrolled in Charter Schools in the State	200	300				

*The data for Black and Multi-racial students are combined by DPI for the overall student population. Therefore, comparisons between Black and Multi-racial students cannot be made separately. However, Multi-racial students comprise no more than 1% of the student population.

Note. For the 1999-2000 data, eight students were not classified with respect to gender and ethnicity, in addition to the 25 students whose gender/ethnicity is indicated in the chart. These 8 students bring the total students expelled to 33, as indicated. Overall charter school enrollment numbers are based only on those schools that returned surveys.

In looking at these results, note that neither gender nor ethnicity could not be identified for eight students. If that were known, these percentages could change.

- The highest percentage of students expelled from charter schools was Black males in both 1998-1999 (74%) and 1999-2000 (56%). Black females followed, but at a much lower percent of the expelled population (16% in 1998-1999 and 20% in 1999-2000). However, if LIFT students are removed (11 Black males and 1 Black female in 1998-99) the percentages for that year shifts to a much higher percentage of Black females.
- The percent of expelled students who were Black males decreased from 1998-1999 to 1999-2000 due to an increase in the number of expelled students from other gender/ethnic groups, especially White males and White females. When

LIFT numbers are removed, the percent of Black males in 1998-99 decreased to 42% and Black females increased to 29%.

- Black males expelled in both 1998-1999 and 1999-2000 were over-represented at two to three times the rate of their overall population percent in charter schools. Expelled Black females were proportional to their population percent in both years, and both expelled White males and females were under-represented relative to their population percent. Those percentages change somewhat when LIFT is removed in 1998-1999 and Wayne is removed in 1999-2000, but Black males are still over-represented and Black females are more proportional to or under their respective population percentage.

ALP Placement

- In 1999-2000, 11 (one-third) of the 33 students expelled were provided an ALP placement.
- As noted previously, twenty-five of the expelled students had ethnicity and gender status indicated. There were too few expelled students placed in ALPs in any ethnic/gender group to make meaningful comparisons.
- The only ethnic/gender group with more than 5 students expelled was Black males, with a total of 14 expelled students. Of the 14 expelled Black male students, only 3 (21%) were placed in an ALP. The ethnicity and gender of the other 8 students placed in an ALP was not reported.

Reasons ALP Was or Was Not Provided

Table 17. Students expelled from charter schools: Most common reasons alternative learning program was/was not provided: 1998-1999 and 1999-2000

Reasons ALP Provided*	1998-1999 Frequency	1999-2000 Frequency
Aggressive Behavior	NA	1
Disruptive behavior	NA	1
Rule violation	NA	1
School board and parents agreed on ALP	NA	1
Student was already repeating grade	NA	1
Other	NA	1

Reasons ALP Not Provided	1998-1999 Frequency	1999-2000 Frequency
ALP enrollment at capacity	1	0
No ALP for student's problem	2	0
Students/parents chose not to attend	1	0
Aggressive Behavior	0	2
Disruptive behavior	0	2
Possession of a weapon	0	2
Rule violation	0	2
Assault	0	1
Issue concerning controlled substance	0	1
Property damage	0	1

* The interpretation of this question varied. Most charter schools listed only the offense leading to possible expulsions. A few listed the mitigating circumstances leading to the provision of ALP.

- In 1999-2000, only five charter schools reported reasons for serving expelled students in an ALP and nine schools reported reasons for not serving them.
- The primary reasons for not providing as ALP dealt with severity of behavior. This was not true in 1998-1999. This may be due either to minor differences in the wording of the question or to the very small number reporting.
- In any case, reasons for providing or for not providing do not reveal how these decisions are made.

Section 3: Related Disciplinary Policies and Practices

Zero Tolerance: Mandatory Suspension and Expulsion

Table 18. Charter Schools: Reasons for mandatory suspension: 1999-2000

Type of Misconduct	Frequency Reported
Possession of a weapon	16
Issue concerning controlled substance	12
Assault	8
Aggressive behavior / fighting / threats	6
Property damage / arson / theft	3
Possession of a firearm	2
Disruptive / disrespectful behavior	2
Sexual harassment	1

Table 19. Charter schools: Reasons for mandatory expulsion: 1999-2000

Type of Misconduct	Frequency Reported
Possession of a weapon	12
Assault	8
Issue concerning controlled substance	5
Property damage / arson / theft	4
Aggressive behavior / fighting / threats	3
Possession of a firearm	3
Convicted felony	2
Disruptive / disrespectful behavior	1
Deemed serious threat to self or others	1
Rule violation / repeated rule violation	1
Bomb threat	1
Sexual offence / harassment	1
Kidnapping	1

- Twenty-three charter schools (41%) had a zero-tolerance policy; that is, mandatory suspension and/or expulsion for designated offenses. All 23 schools gave reasons for mandatory suspension. Nineteen gave reasons for mandatory expulsions.
- The predominant response was for possession of a weapon, consistent with state law. The other primary reasons dealt with violent or destructive behavior and possession of controlled substances.

Days at Home Awaiting Disciplinary Action

Table 20. Charter schools: Average number of days a student waits at home for disciplinary action: 1999-2000

Number of Days Waited	Number of Charter Schools
1-2	12
3-10	10

Schools were asked if students were sent home while a decision about disciplinary action was made and about the average number of days a student had to wait at home for that decision. One of the decisions might be to place the student in an ALP.

- Fifty-two out of sixty-nine charter schools responded to whether or not a student would be sent home to await a disciplinary action decision. Of those, 27 (52%) would send a student home. Twenty-two of those reported the number of days a student typically waits at home. The average number of days reported was 3; the maximum number was 10.
- Clearly, there is a much shorter waiting period for students in charter schools than other public schools. This shorter time span likely results from the fact that charter schools typically are much smaller than other public schools and represent both the school and the LEA.

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: 01

Phone Number: () - Fax Number: () - Today's Date: / /

Do not write in the gray areas.

(1-3)
(4-5)

(6-57)
LEA 02 (1-5) (6-57)
LEA 03 (1-5) (6-57)
LEA 04 (1-5) (6-57)
LEA 05 (1-5) (6-57)
LEA 06 (1-5) (6-57)
LEA 07 (1-5) (6-57)
LEA 08 (1-5) (6-57)
LEA 09 (1-5) (6-57)
LEA 10 (1-5) (6-57)
LEA 11 (1-5) (6-57)
LEA 12 (1-5) (6-57)

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.)

1. 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												
		K	1	2	3	4	5	6	7	8	9	10	11	12
White	Male													
	Female													
Black	Male													
	Female													
Hispanic	Male													
	Female													
Native American	Male													
	Female													
Asian	Male													
	Female													
Multiracial	Male													
	Female													

A-2

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
EXPELLED

(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 EXPELLED

(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 EXPELLED

(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 EXPELLED

(73-77)

LEA 13

(1-3)

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 EXPELLED

(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															
		K	1	2	3	4	5	6	7	8	9	10		11	12		
White	Male															LEA 14	(1-5) (6-57)
	Female															LEA 15	(1-5) (6-57)
Black	Male															LEA 16	(1-5) (6-57)
	Female															LEA 17	(1-5) (6-57)
Hispanic	Male															LEA 18	(1-5) (6-57)
	Female															LEA 19	(1-5) (6-57)
Native American	Male															LEA 20	(1-5) (6-57)
	Female															LEA 21	(1-5) (6-57)
Asian	Male															LEA 22	(1-5) (6-57)
	Female															LEA 23	(1-5) (6-57)
Multiracial	Male															LEA 24	(1-5) (6-57)
	Female															LEA 25	(1-5) (6-57)
																LEA 26	(1-5)

4-4

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)

If "yes": How many long-term suspended students were Academically Gifted? ☞

NUMBER OF ACADEMICALLY GIFTED STUDENTS
LONG-TERM SUSPENDED

(6-10)

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

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

If "yes": How many long-term suspended students were Exceptional? ☞

NUMBER OF EXCEPTIONAL STUDENTS LONG-TERM
SUSPENDED

(11-15)

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

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

If "yes": How many long-term suspended students were Limited English Proficient? ☞

NUMBER OF LIMITED ENGLISH PROFICIENT
STUDENTS LONG-TERM SUSPENDED

(16-20)

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

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

If "yes": How many long-term suspended students were Section 504? ☞

NUMBER OF SECTION 504 STUDENTS LONG-TERM
SUSPENDED

(21-25)

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

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

If "yes": How many long-term suspended students were Willie M.? ☞

NUMBER OF WILLIE M. STUDENTS LONG-TERM
SUSPENDED

(26-30)

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

(31-34)

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

(35-38)

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.)

(39-42)

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 _____

(43-44)

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

(45-48)

A-5

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) Dup LEA - Card 02 (1-5)
1													(6-53) Dup LEA - Card 03 (1-5)
2													(6-53) Dup LEA - Card 04 (1-5)
3													(6-53) Dup LEA - Card 05 (1-5)
4													(6-53) Dup LEA - Card 06 (1-5)
5													(6-53) Dup LEA - Card 07 (1-5)
6													(6-53) Dup LEA - Card 08 (1-5)
7													(6-53) Dup LEA - Card 09 (1-5)
8													(6-53) Dup LEA - Card 10 (1-5)
9													(6-53) Dup LEA - Card 11 (1-5)
10													(6-53) Dup LEA - Card 12 (1-5)
11													(6-53) Dup LEA - Card 13 (1-5)
12													(6-53) Dup LEA - Card 14 (1-5)
TOTAL													(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*

	<i>Number of Students</i>	<input type="checkbox"/>	
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:]

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:]

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"/>
B. All other categories of Exceptional Children (e.g., BEH, LD, MH) ...	_____	<input type="checkbox"/>
C. Limited English Proficient	_____	<input type="checkbox"/>
D. Section 504	_____	<input type="checkbox"/>
E. Willie M	_____	<input type="checkbox"/>
F. Homebound (who <u>did not</u> receive instruction from a Homebound Teacher).....	_____	<input type="checkbox"/>

(18-23)
(24-29)
(30-35)
(36-41)
(42-47)
(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:* _____

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

(60-65)

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:* _____

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

(66-71)

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:* _____

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

(72-77)

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													Dup LEA - Card 31 (1-5) (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		
	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	MALE	FEMALE	
K													Dup LEA - Card 46 (1-5) (6-53)
1													Dup LEA - Card 47 (1-5) (6-53)
2													Dup LEA - Card 48 (1-5) (6-53)
3													Dup LEA - Card 49 (1-5) (6-53)
4													Dup LEA - Card 50 (1-5) (6-53)
5													Dup LEA - Card 51 (1-5) (6-53)
6													Dup LEA - Card 52 (1-5) (6-53)
7													Dup LEA - Card 53 (1-5) (6-53)
8													Dup LEA - Card 54 (1-5) (6-53)
9													Dup LEA - Card 55 (1-5) (6-53)
10													Dup LEA - Card 56 (1-5) (6-53)
11													Dup LEA - Card 57 (1-5) (6-53)
12													Dup LEA - Card 58 (1-5) (6-53)
TOTAL													Dup LEA - Card 59 (1-5) (6-65)
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

	<i>Number of Students</i>	↓
A. Academically gifted	_____	<input type="checkbox"/> (6-11)
B. All other categories of Exceptional Children (e.g., BEH, LD, MH) ...	_____	<input type="checkbox"/> (12-17)
C. Limited English Proficient	_____	<input type="checkbox"/> (18-23)
D. Section 504.....	_____	<input type="checkbox"/> (24-29)
E. Willie M	_____	<input type="checkbox"/> (30-35)
F. Homebound (who <u>did not</u> receive instruction from a Homebound Teacher).....	_____	<input type="checkbox"/> (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.
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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).....

No (0).....

(61)

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).....

No (0).....

(68)

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

LEA totals for students suspended or expelled by ethnicity and gender: 1997-1998

1997-1998

Number of Students Suspended more than Ten Days

Number of Students Expelled

LEA Name	Number of Students Suspended more than Ten Days												Number of Students Expelled											
	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
Alamance-Burlington	1	0	13	7	4	0	0	0	0	0	15	1	0	0	0	0	0	0	0	0	0	0	0	
Alexander County	0	0	4	1	0	0	0	0	0	0	21	9	0	0	0	0	0	0	0	0	0	0	0	
Allegany County	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	1	0	
Anson County	0	0	31	5	0	0	0	0	0	0	6	0	0	0	1	0	0	0	0	0	0	0	0	
Ashe County	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	1	1	
Avery County	0	0	0	0	0	0	0	0	0	0	7	0	0	0	0	0	0	0	0	0	0	0	0	
Beaufort County	0	0	31	8	0	0	0	0	1	0	9	0	0	0	0	0	0	0	0	0	0	0	0	
Bertie County	0	0	9	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	
Bladen County	0	0	9	0	0	0	0	0	0	0	5	0	0	0	0	0	0	0	0	0	0	0	0	
Brunswick County	0	0	41	12	2	0	2	1	0	0	63	20	0	0	0	0	0	0	0	0	0	0	0	
Buncombe County	1	0	7	5	0	0	2	0	1	0	89	37	0	0	0	0	0	0	0	0	0	0	0	
Asheville City	0	0	11	4	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	
Burke County	4	0	8	0	1	0	0	0	1	0	20	7	2	0	3	0	1	0	0	0	0	3	0	
Cabarrus County	0	0	45	19	0	0	0	0	0	0	82	10	0	0	1	0	0	0	0	0	0	2	0	
Kannapolis City	0	0	6	1	0	0	0	0	0	0	6	4	0	0	0	0	0	0	0	0	0	0	0	
Caldwell County	0	0	6	0	0	0	0	0	0	0	20	3	0	0	0	0	0	0	0	0	0	0	0	
Camden County	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Carteret County	0	0	4	0	0	0	0	0	0	0	16	5	0	0	0	0	0	0	0	0	0	0	0	
Caswell County	0	0	2	1	0	0	0	0	0	0	3	1	0	0	0	0	0	0	0	0	0	0	0	
Catawba County	0	0	0	0	0	0	0	0	0	0	5	1	0	0	0	0	0	0	0	0	0	0	0	
Hickory City	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	1	0	
Newton Conover City	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Chatham County	0	0	2	0	0	0	0	0	0	0	4	1	0	0	0	0	0	0	0	0	0	0	0	
Cherokee County	0	0	0	0	0	0	0	0	0	0	11	0	0	0	0	0	0	0	0	0	0	1	0	
Edenton/Chowan	0	0	3	0	0	0	0	0	0	0	0	0	0	3	2	0	0	0	0	0	0	0	0	
Clay County	0	0	1	0	0	0	0	0	0	0	3	0	0	0	0	0	0	0	0	0	0	2	1	
Cleveland County	0	0	10	0	0	0	0	0	0	0	4	0	0	0	0	0	0	0	0	0	0	0	0	
Kings Mountain	1	0	3	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	
Shelby City	0	0	12	5	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	
Columbus County	0	0	2	0	0	0	0	0	0	0	1	0	0	0	2	0	0	0	0	0	0	0	0	
Whiteville City	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	
Craven County	0	0	8	3	0	0	0	0	0	0	2	1	0	0	2	0	0	0	0	0	0	0	0	
Cumberland County	7	4	579	183	17	7	23	8	0	0	230	84	0	0	0	0	0	0	0	0	0	0	0	
Currituck County	0	0	0	0	0	0	0	0	0	0	10	3	0	0	0	0	0	0	0	0	0	0	0	
Dare County	0	0	0	0	0	0	0	0	0	0	4	0	0	0	0	1	1	0	0	0	0	5	0	
Davidson County	0	0	0	0	0	0	0	0	0	0	6	0	0	0	0	0	0	0	0	0	0	0	0	
Lexington City	0	0	6	0	0	0	0	0	0	0	4	0	0	0	0	0	0	0	0	0	0	0	0	
Thomasville City	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	
Davie County	0	0	1	0	1	0	0	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	
Duplin County	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	

1997-1998

Number of Students Suspended more than Ten Days

Number of Students Expelled

LEA Name	Number of Students Suspended more than Ten Days										Number of Students Expelled													
	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
Durham	1	0	77	14	1	0	0	0	0	0	9	2	0	0	0	0	0	0	0	0	0	0	0	0
Edgecombe County	0	0	6	1	0	0	0	0	0	0	1	1	0	0	1	0	0	0	0	0	0	0	0	0
Winston-Salem/Forsyth	0	0	83	35	2	0	0	0	1	1	40	6	0	0	1	0	0	0	0	0	0	0	0	0
Franklin County	0	0	9	2	0	0	0	0	0	0	8	0	0	0	0	0	0	0	0	0	0	0	0	0
Gaston County	0	1	15	8	0	1	0	0	0	0	36	1	0	0	0	0	0	0	0	0	0	0	0	0
Gates County	0	0	4	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Graham County	0	0	0	0	0	0	1	0	1	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0
Granville County	1	0	47	11	1	0	0	0	0	1	24	2	0	0	1	0	0	0	0	0	0	0	0	0
Greene County	0	0	28	7	0	1	0	0	0	0	6	2	0	0	0	0	0	0	0	0	0	0	0	0
Guilford County	4	2	200	67	9	2	8	1	4	0	71	26	0	0	0	0	0	0	0	0	0	0	0	0
Halifax County	0	0	60	5	0	0	1	0	0	0	5	0	0	0	1	0	0	0	0	0	0	0	0	0
Roanoke Rapids City	0	0	5	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	0	0
Weldon City	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Harnett County	0	0	23	9	1	0	5	0	0	0	22	0	0	0	0	0	0	0	0	0	0	0	0	0
Haywood County	0	0	1	0	0	0	0	0	0	0	11	5	0	0	0	0	0	0	0	0	0	0	0	0
Henderson County	0	0	3	3	7	0	0	0	0	0	43	11	0	0	0	0	0	0	0	0	0	0	0	0
Hertford County	0	0	3	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
Hoke County	1	0	41	6	2	0	8	4	0	0	17	2	0	0	0	0	0	0	0	0	0	0	0	0
Hyde County	0	0	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Iredell-Statesville	0	0	7	1	0	0	0	0	0	0	5	0	0	0	0	0	0	0	0	0	0	0	0	0
Mooresville City	0	0	0	0	0	0	0	0	0	0	1	0	0	0	2	0	0	0	0	0	0	0	3	0
Jackson County	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	3	0	0	0	1	1
Johnston County	0	0	8	1	1	0	0	0	0	0	12	3	0	0	0	0	0	0	0	0	0	0	0	0
Jones County	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Lee County	0	0	11	1	3	0	0	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0
Lenoir County	0	0	11	6	2	0	0	0	0	0	3	1	0	0	0	0	0	0	0	0	0	0	0	0
Lincoln County	0	1	7	1	0	0	0	0	0	0	16	4	0	0	0	0	0	0	0	0	0	0	0	0
Macon County	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	1	0
Madison 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
Martin County	0	0	1	0	0	0	0	0	0	0	0	0	0	0	2	1	0	0	0	0	0	0	1	0
McDowell County	0	0	1	1	0	0	0	0	0	0	23	6	0	0	0	0	0	0	0	0	0	0	0	0
Charlotte-Mecklenburg	17	0	423	149	19	1	2	1	1	0	136	22	4	0	42	17	1	0	1	0	0	0	11	1
Mitchell 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
Montgomery 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
Moore County	0	0	10	1	0	0	0	0	0	0	1	0	0	0	2	0	1	0	0	0	0	0	1	0
Nash-Rocky Mount	0	0	47	14	0	0	0	0	0	0	2	1	0	0	0	0	0	0	0	0	0	0	0	0
New Hanover County	0	0	59	17	0	0	0	0	0	0	36	15	0	0	0	0	0	0	0	0	0	0	0	0
Northampton County	0	0	0	0	0	0	0	0	0	0	0	0	0	0	6	0	0	0	0	0	0	0	1	0
Onslow County	0	0	4	2	2	0	0	0	0	0	5	2	0	0	0	0	0	0	0	0	0	0	0	0
Orange County	1	0	30	10	1	0	0	0	0	1	23	8	0	0	0	0	0	0	0	0	0	0	0	0

C-3

1997-1998

Number of Students Suspended more than Ten Days

Number of Students Expelled

LEA Name	Number of Students Suspended more than Ten Days												Number of Students Expelled											
	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
Chapel Hill-Carrboro	1	0	4	3	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Pamlico County	0	0	1	0	1	0	0	0	0	0	3	1	0	0	3	0	0	0	0	0	0	0	1	0
Elizabeth City/Pasquotank	0	0	24	8	0	0	0	0	0	0	8	0	0	0	1	0	0	0	0	0	0	0	0	0
Pender County	0	0	13	1	0	0	0	0	0	0	7	3	0	0	0	0	0	0	0	0	0	0	0	0
Perquimans County	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
Person 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
Pitt County	0	0	45	3	0	0	0	0	0	0	11	2	0	0	0	0	0	0	0	0	0	0	0	0
Polk 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
Randolph County	1	0	2	4	3	0	1	0	0	0	44	5	0	0	0	0	0	0	0	0	0	0	0	0
Asheboro City	0	0	4	0	3	0	0	0	0	0	10	11	0	0	0	0	0	0	0	0	0	0	0	0
Richmond County	0	0	12	3	0	0	0	0	0	0	9	0	0	0	3	0	0	0	0	0	0	0	3	3
Robeson County	0	0	36	3	0	0	41	6	0	0	11	2	0	0	0	0	0	0	1	0	0	0	0	0
Rockingham County	1	0	87	29	4	2	0	0	2	1	112	37	0	0	0	0	0	0	0	0	0	0	0	0
Rowan-Salisbury	1	0	37	8	1	0	0	0	0	0	37	7	0	0	0	0	0	0	0	0	0	0	0	0
Rutherford County	0	0	1	1	0	0	0	0	0	0	26	6	0	0	2	0	1	0	0	0	0	1	0	0
Sampson County	0	0	8	1	1	0	0	0	0	0	6	0	0	0	2	1	0	0	0	0	0	0	0	0
Clinton City	0	0	3	1	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Scotland County	0	0	35	7	0	0	5	1	0	0	8	0	0	0	0	0	0	0	0	0	0	0	0	0
Stanly 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
Stokes County	0	0	2	0	0	0	0	0	0	0	9	2	0	0	0	0	0	0	0	0	0	0	0	0
Surry County	0	0	3	3	0	0	0	0	0	0	12	5	0	0	1	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	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0
Transylvania County	0	0	0	0	0	0	0	0	0	0	5	2	0	0	1	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
Tyrrell County	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Union County	0	0	44	9	2	0	0	0	0	0	36	6	0	0	4	1	0	0	0	0	0	0	0	0
Vance County	0	0	27	2	2	0	0	0	0	0	12	2	0	0	0	0	0	0	0	0	0	0	0	0
Wake County	5	0	170	63	10	2	0	0	1	0	100	30	0	0	5	2	0	0	0	0	0	1	2	
Warren County	0	0	17	1	0	0	0	0	0	0	1	0	0	0	2	0	0	0	0	0	0	0	0	0
Washington County	0	0	20	6	1	0	0	0	0	0	4	2	0	0	0	0	0	0	0	0	0	0	0	0
Watauga County	0	0	0	0	0	0	0	0	0	0	7	2	0	0	0	0	0	0	0	0	0	0	0	0
Wayne County	0	0	53	16	3	2	0	0	2	1	28	3	0	0	0	0	0	0	0	0	0	0	0	0
Wilkes County	0	0	0	0	0	0	0	0	0	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0
Wilson County	0	0	29	7	0	0	0	0	0	0	12	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	0	0	0	0	0	0	0	0	0	0	0	1	0	0
Yancey 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
Total	48	8	2762	808	107	18	99	22	15	5	1754	444	6	0	100	25	5	0	6	0	0	0	42	9

Appendix D

LEA totals for students suspended or expelled by ethnicity and gender: 1998-1999

1998-1999

Number of Students Suspended more than Ten Days

Number of Students Expelled

LEA Name	Number of Students Suspended more than Ten Days										Number of Students Expelled													
	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
Clinton City	0	0	0	0	0	0	0	0	0	0	0	0	0	0	10	1	0	0	0	0	0	0	0	1
Scotland	0	0	3	3	0	0	1	0	0	0	2	1	0	0	0	1	0	0	0	0	0	0	1	2
Stanly	5	0	9	0	0	0	0	0	0	0	12	1	0	0	0	0	0	0	0	0	0	0	0	0
Stokes	0	0	1	2	0	0	0	0	0	0	16	6	0	0	0	0	0	0	0	0	0	0	0	0
Surry	0	0	0	1	2	0	0	0	0	0	24	9	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	3	1	0	0	0	0	0	0	0	0	0	0	0	0
Swain	0	0	0	0	0	0	1	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Transylvania	0	0	1	0	0	0	0	0	0	0	3	1	0	0	0	0	0	0	0	0	0	0	0	0
Tyrrell	0	0	1	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Union	0	0	22	5	4	0	0	0	0	0	34	8	0	0	0	0	0	0	0	0	0	0	0	0
Vance	0	0	29	6	0	0	0	0	0	0	13	1	0	0	0	0	0	0	0	0	0	0	0	0
Wake	1	1	179	61	11	3	1	0	0	1	116	26	0	0	0	0	0	0	0	0	0	0	0	0
Warren	0	0	10	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Washington	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	0	0	0	0	0	0	0	0	0	0	4	1	0	0	0	0	0	0	0	0	0	0	0	0
Wayne	0	0	24	10	0	0	0	0	0	0	6	0	0	0	0	0	0	0	0	0	0	0	0	0
Wilkes	0	0	1	0	0	0	0	0	0	0	10	2	0	0	0	0	0	0	0	0	0	0	0	0
Wilson	0	0	25	8	0	0	0	0	0	0	11	2	0	0	0	0	0	0	0	0	0	0	0	0
Yadkin	0	0	0	0	1	0	0	0	0	0	3	0	0	0	0	0	0	0	0	0	0	1	0	0
Yancey	0	0	0	0	0	0	0	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	59	13	2662	891	109	14	79	21	21	14	1829	427	0	1	0	41	4	1	1	0	0	0	37	8

Appendix E

LEA totals for students suspended or expelled by ethnicity and 1999-2000

1999-2000

LEA Name	Number of Students Suspended more than Ten Days												Number of Students Expelled											
	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
Alamance-Burlington	0	1	24	6	3	0	0	0	0	0	0	27	2	0	0	1	0	0	0	0	0	0	0	
Alexander	0	0	4	0	1	0	0	0	0	0	0	26	5	0	0	0	0	0	0	0	0	0	0	
Alleghany	0	0	0	0	1	0	0	0	0	0	0	5	1	0	0	0	0	0	0	0	0	1	1	
Anson	0	0	204	76	0	0	0	0	0	0	0	15	17	0	0	3	1	0	0	0	0	0	0	
Ashe	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Avery	0	0	0	0	0	0	0	0	0	0	0	10	0	0	0	0	0	0	0	0	0	0	0	
Beaufort	0	0	39	3	0	0	0	0	0	0	0	9	1	0	0	0	0	0	0	0	0	0	0	
Bertie	0	0	36	7	0	0	0	0	0	0	0	6	1	0	0	0	0	0	0	0	0	0	0	
Bladen	0	0	14	5	0	0	0	0	0	0	0	7	5	0	0	0	0	0	0	0	0	0	0	
Brunswick	0	0	46	10	0	0	0	0	0	0	0	37	23	0	0	3	0	0	0	0	0	0	0	
Buncombe	2	0	13	3	2	0	2	0	4	1	82	16	0	0	0	0	0	0	0	0	0	0	0	
Asheville City	0	0	14	4	0	0	0	0	0	0	2	2	0	0	0	0	0	0	0	0	0	0	0	
Burke	0	1	1	0	1	0	0	0	0	1	9	1	0	1	0	0	0	0	0	0	1	3	1	
Cabarrus	1	1	39	12	5	0	0	0	0	0	68	25	0	0	0	0	0	0	0	0	0	0	0	
Kannapolis City	0	0	3	6	4	0	0	0	0	0	4	1	0	0	0	0	0	0	0	0	0	0	0	
Caldwell	0	0	1	1	0	0	1	0	0	0	19	2	0	0	0	0	0	0	0	0	0	0	0	
Camden	0	0	3	0	0	0	0	0	0	0	6	0	0	0	0	0	0	0	0	0	0	0	0	
Carteret	0	0	0	0	0	0	0	0	1	0	8	2	0	0	0	0	1	0	0	0	0	0	0	
Caswell	0	0	2	1	0	0	0	0	0	0	5	0	0	0	1	1	0	0	0	0	0	2	0	
Catawba	0	0	1	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	
Hickory City	3	0	5	0	3	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	
Newton Conover City	0	0	2	0	0	0	0	0	0	0	3	0	0	0	1	1	0	0	0	0	0	3	1	
Chatham	0	0	8	1	0	0	0	0	0	0	6	2	0	0	0	0	0	0	0	0	0	0	0	
Cherokee	0	0	0	0	0	0	0	0	0	0	19	7	0	0	0	0	0	0	0	0	0	0	0	
Edenton/Chowan	0	0	3	0	0	0	0	0	0	0	2	0	0	0	4	0	0	0	0	0	0	4	1	
Clay	0	0	0	0	0	0	0	0	0	0	2	1	0	0	0	0	0	0	0	0	0	0	0	
Cleveland	0	0	18	6	0	0	0	0	0	0	33	3	0	0	1	0	0	0	0	0	0	0	0	
Kings Mountain City	0	0	5	4	0	0	0	0	0	0	14	4	0	0	0	0	0	0	0	0	0	0	0	
Shelby City	0	0	44	20	0	0	0	0	0	0	12	2	0	0	0	0	0	0	0	0	0	0	0	
Columbus	0	0	23	13	0	0	0	0	0	0	12	5	0	0	2	0	0	0	0	0	0	1	1	
Whiteville City	0	0	12	1	0	0	0	0	0	0	4	0	0	0	0	0	0	0	0	0	0	0	0	
Craven	0	0	14	4	0	0	0	0	0	0	18	0	0	0	2	0	0	0	0	0	0	0	0	
Cumberland	10	3	495	156	17	9	24	4	9	5	196	65	0	0	0	0	0	0	0	0	0	2	0	
Currituck	0	0	15	3	0	0	0	0	0	0	56	41	0	0	0	0	0	0	0	0	0	0	0	
Dare	0	0	2	1	0	0	0	0	0	0	8	5	0	0	0	0	0	0	0	0	0	1	1	
Davidson	0	0	1	0	0	0	0	0	0	0	17	1	0	0	0	0	0	0	0	0	0	0	0	
Lexington City	3	0	1	0	0	0	0	0	0	0	1	1	1	1	1	0	0	0	0	0	0	0	2	
Thomasville City	1	0	18	7	0	0	0	0	0	0	16	1	0	0	0	0	0	0	0	0	0	0	0	
Davie	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	1	0	0	0	0	0	0	0	
Duplin	0	0	11	0	0	0	0	0	0	2	8	1	0	0	3	0	0	0	0	0	0	1	1	
Durham	1	0	68	27	4	0	0	0	0	0	15	4	0	0	0	0	0	0	0	0	0	0	0	
Edgecombe	0	0	20	4	0	0	0	0	0	0	10	0	0	0	0	0	0	0	0	0	0	0	0	
Winston-Salem/Forsyth	2	0	100	39	4	0	0	0	1	2	56	8	0	0	12	2	0	0	0	0	0	0	0	
Franklin	0	0	26	6	1	0	0	0	0	0	17	2	0	0	0	0	0	0	0	0	0	3	0	
Gaston	1	0	35	7	0	0	0	0	1	0	57	7	0	0	5	0	0	0	0	0	0	1	0	
Gates	0	0	2	2	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	
Graham	0	0	0	0	0	0	1	0	0	0	18	4	0	0	0	0	0	0	0	0	0	0	0	
Granville	0	0	44	7	1	0	0	0	0	0	25	2	0	0	0	0	0	0	0	0	0	0	0	

E-2

1999-2000

Number of Students Suspended more than Ten Days

Number of Students Expelled

LEA Name	Number of Students Suspended more than Ten Days										Number of Students Expelled													
	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
Greene	0	0	36	15	1	0	0	0	0	0	7	2	0	0	1	0	0	0	0	0	0	0	0	0
Guilford	9	2	201	79	7	1	3	0	2	0	105	20	0	0	0	0	0	0	0	0	0	0	0	0
Halifax	0	0	59	15	0	0	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Roanoke Rapids City	0	0	7	4	0	0	0	0	0	0	11	0	0	0	1	0	0	0	0	0	0	0	4	0
Weldon City	0	0	5	0	0	0	0	0	0	0	0	0	0	0	6	0	0	0	0	0	0	0	0	0
Harnett	0	0	17	6	3	0	0	0	0	0	13	0	0	0	0	0	0	0	0	0	0	0	0	0
Haywood	0	0	2	1	2	0	0	0	0	0	79	39	0	0	0	0	0	0	0	0	0	0	0	0
Henderson	0	0	3	1	2	0	0	0	0	0	10	3	0	0	0	0	0	0	0	0	0	0	0	0
Hertford	0	0	50	9	0	0	1	0	0	0	4	1	0	0	11	2	0	0	0	0	0	0	0	0
Hoke	0	0	40	9	3	0	14	3	0	1	13	2	0	0	0	0	0	0	0	0	0	0	0	0
Hyde	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Iredell-Statesville	0	0	3	0	0	0	0	0	0	0	6	0	0	0	0	0	0	0	0	0	0	0	0	0
Mooresville City	0	0	3	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0
Jackson	0	0	0	1	0	0	4	1	1	0	25	17	0	0	0	0	0	0	0	0	0	0	0	0
Johnston	0	1	57	34	9	7	0	0	4	1	92	18	0	0	0	0	0	0	0	0	0	0	0	0
Jones	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Lee	0	0	26	1	0	0	0	0	1	0	3	1	0	0	0	0	0	0	0	0	0	0	0	0
Lenoir	0	0	10	3	0	0	0	0	0	0	3	0	0	0	2	1	0	0	0	0	0	0	1	0
Lincoln	0	0	7	1	2	0	0	0	0	0	22	0	0	0	0	0	0	0	0	0	0	0	0	0
Macon	0	0	0	0	0	0	0	0	0	0	4	1	0	0	0	0	0	0	0	0	0	0	8	5
Madison	0	0	0	0	0	0	0	0	0	0	2	1	0	0	0	0	0	0	0	0	0	0	0	0
Martin	0	0	30	3	0	0	0	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0
McDowell	0	0	0	0	0	0	0	0	0	0	23	12	0	0	0	0	0	0	0	0	0	0	6	0
Charlotte/Mecklenburg	25	0	434	192	20	5	3	0	2	2	131	26	0	0	38	10	2	0	0	0	0	0	13	2
Mitchell	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0
Montgomery	1	0	30	5	6	1	0	0	0	0	20	1	0	0	0	0	0	0	0	0	0	0	0	0
Moore	0	0	5	2	0	0	0	1	0	0	12	3	0	0	1	0	0	0	0	0	0	0	0	0
Nash-Rocky Mount	0	0	52	13	1	0	0	0	0	0	12	4	0	0	0	0	0	0	0	0	0	0	0	0
New Hanover	1	0	62	23	0	0	0	0	2	0	53	15	0	0	0	0	0	0	0	0	0	0	0	0
Northampton	0	0	13	2	0	0	0	0	0	0	5	0	0	0	0	0	0	0	0	0	0	0	0	0
Onslow	1	0	12	1	1	0	0	0	2	0	23	3	0	0	3	0	0	0	0	0	0	0	0	0
Orange	0	0	9	0	0	0	0	0	0	0	4	0	0	0	0	0	0	0	0	0	0	0	0	0
Chapel Hill-Carrboro City	0	0	7	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Pamlico	0	0	15	0	0	0	0	0	0	0	11	3	0	0	0	0	0	0	0	0	0	0	0	0
Elizabeth City/Pasquotank	0	0	22	11	0	0	0	0	0	0	13	6	0	0	0	0	0	0	0	0	0	0	1	0
Pender	0	0	12	0	0	0	0	0	0	0	4	1	0	0	0	0	0	0	0	0	0	0	0	0
Perquimans	0	0	3	1	0	0	0	0	0	0	2	1	0	0	0	0	0	0	0	0	0	0	0	1
Person	0	0	6	1	0	0	0	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	0
Pitt	0	0	95	49	2	0	0	0	0	0	57	10	0	0	0	0	0	0	0	0	0	0	1	0
Polk	0	0	1	0	0	0	0	0	1	0	4	0	0	0	1	0	0	0	0	0	0	0	3	0
Randolph	0	0	5	1	1	0	0	0	0	0	69	14	0	0	0	0	0	0	0	0	0	0	0	0
Asheboro City	0	0	18	3	5	0	0	1	0	0	28	8	0	0	0	0	0	0	0	0	0	0	0	0
Richmond	0	0	22	4	1	0	0	1	0	0	17	2	0	0	6	0	0	0	0	0	0	0	0	0
Robeson	0	0	23	3	0	0	19	8	0	0	6	0	0	0	0	0	0	0	0	0	0	0	0	0
Rockingham	0	0	45	10	0	0	0	0	1	0	78	8	0	0	0	0	0	0	0	0	0	0	0	0
Rowan-Salisbury	0	0	22	6	0	0	0	0	0	0	15	4	0	0	0	0	0	0	0	0	0	0	0	0
Rutherford	0	0	7	0	0	0	0	0	0	0	31	9	0	0	4	0	0	0	0	0	0	0	6	0
Sampson	0	0	4	0	1	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0

1999-2000

LEA Name	Number of Students Suspended more than Ten Days												Number of Students Expelled											
	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
Clinton City	0	0	19	2	0	0	1	0	0	0	3	0	0	0	3	0	0	0	1	0	0	0	1	0
Scotland	0	0	46	11	0	0	10	2	0	0	14	0	0	0	1	0	0	0	0	0	0	0	0	0
Stanly	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	0	0	1	1	0	0	0	0	0	0	9	4	0	0	0	0	0	0	0	0	0	0	0	0
Surry	0	0	1	1	6	0	0	0	0	1	34	12	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	
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	
Swain	0	0	0	0	0	0	0	0	0	0	3	0	0	0	0	0	0	0	0	0	0	0	0	
Transylvania	0	0	3	0	0	0	0	0	0	0	13	4	0	0	0	0	0	0	0	0	0	1	0	
Tyrrell	0	0	13	0	0	0	0	0	0	0	2	2	0	0	0	0	0	0	0	0	0	0	0	
Union	0	0	9	6	1	0	1	0	0	0	25	2	0	0	0	0	0	0	0	0	0	0	0	
Vance	0	0	29	11	0	0	0	0	0	0	10	3	0	0	0	0	0	0	0	0	0	0	0	
Wake	1	1	85	27	9	1	1	1	0	2	48	16	0	0	0	0	0	0	0	0	0	1	0	
Warren	0	0	23	4	0	0	0	0	0	0	2	1	0	0	0	0	0	0	0	0	0	0	0	
Washington	0	0	3	0	0	0	0	0	2	1	0	0	0	0	0	0	0	0	0	0	0	0	0	
Watauga	0	0	0	0	0	0	0	0	0	0	3	1	0	0	0	0	0	0	0	0	0	0	0	
Wayne	0	0	45	21	1	0	0	1	0	0	32	6	0	0	37	19	1	0	0	1	0	0	0	
Wilkes	0	0	2	2	1	0	0	0	0	0	9	1	0	0	0	0	0	0	0	0	0	2	0	
Wilson	0	0	32	15	0	0	0	0	0	0	12	1	0	0	0	0	0	0	0	0	0	0	0	
Yadkin	0	0	2	0	0	0	0	0	0	0	7	3	0	0	0	0	0	0	0	0	0	0	0	
Yancey	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	
Total	62	10	3213	1056	133	24	90	22	35	19	2237	563	1	2	155	37	5	0	1	1	0	1	22	

Appendix F

**Charter school totals for
students suspended or
expelled by ethnicity and
gender:
1998-1999**

Charter Schools
1998-1999

Number of Students Suspended more than Ten Days

Number of Students Expelled

LEA Name	Number of Students Suspended more than Ten Days												Number of Students Expelled											
	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
American Renaissance Charter	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Arapahoe Charter School	0	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	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	0
Cape Lookout Marine Science	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Carter G. Woodson School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Chatham Charter School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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	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	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	0
East Winston Primary School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Engelmann School of Arts and Science	0	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	0
Francine Delany New School	0	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	0
Grandfather Academy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Harnett Early Childhood	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Healthy Start Academy Charter	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Highland Charter Public School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Imani Institute Charter	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
John H. Baker Jr. High School	0	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 Public	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Kestrel Heights School	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0
Lake Norman Charter School	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0
Lakeside School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Laurinburg Charter School	0	0	7	7	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0
Lift Academy	0	0	37	23	0	0	0	0	0	0	4	0	0	0	11	1	0	0	0	0	0	0	0	0
Lincoln Charter School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Magellan Charter School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MAST School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Maureen Joy Charter School	0	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 School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
Orange County Charter School	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
PHASE Acad. of Jacksonville	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Quality Education Academy	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0
Right Step Academy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
River Mill	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Rocky Mount Charter Public School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sallie B. Howard School	0	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	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sterling Montessori Academy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Summit Charter School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
The Children's Village Academy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
The Community Charter School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
The Downtown Middle School	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
The Learning Center	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tiller School	0	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 School	0	0	1	2	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Woods	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	0	0	50	33	0	0	0	0	0	0	9	0	0	0	14	3	0	0	0	0	1	0	1	

F-2

Additional Material for Attachment SS 2

Appendix G

Charter school totals for students suspended or expelled by ethnicity and 1999-2000

Charter Schools
1999-2000

LEA Name	Number of Students Suspended more than Ten Days											Number of Students Expelled												
	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
Rowan Academy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
Sallie B. Howard School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sandhills Theatre Arts Renaiss	0	0	0	0	0	0	0	0	0	0	1	1	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	0
Stanly Co. Community Outreach	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Sterling Montessori Academy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Success Academy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0
Sugar Creek Charter School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Summit Charter School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
The Children's Village Academy	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
The Community Charter School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
The Downtown Middle School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
The Laurinburg Homework Center	0	0	24	32	0	0	0	2	0	0	7	30	0	0	0	0	0	0	0	0	0	0	0	0
The Learning Center	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
The Mountain Community School	0	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 Classical	0	0	0	0	0	0	0	0	0	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Tiller School	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Turning Point Acad.	0	0	1	1	0	0	0	0	0	0	0	0	0	1	1	0	0	0	0	0	0	0	0	0
Vance Charter School	0	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 School	0	0	0	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Wayne Co Tech. Acad.	0	0	10	6	0	0	0	0	0	0	0	0	0	2	2	0	0	0	0	0	0	0	0	0
Winston Salem Academy	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	0	0	56	44	0	0	0	2	0	0	18	33	0	0	14	5	0	0	0	0	0	1	3	2