

Annual Study of Suspensions and Expulsions: 2000-2001 Supplement

Short-Term Suspensions
and the
Academic Achievement of Suspended Students

July 2002



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Executive Summary

The *Annual Study of Suspensions and Expulsions: 2000-2001* was released by the North Carolina Department of Public Instruction in March of 2002. That report contained analyses of the numbers of long-term suspensions, expulsions, and alternative learning program placements from the 2000-2001 school year. The results of that report indicated that each of those indicators rose significantly between 1999-2000 and 2000-2001, and that certain subgroups of students (e.g., Black/Multi-racial males, exceptional children) were being suspended, expelled, and placed in alternative learning programs at disproportionately high rates.

This supplemental report includes further findings related to students who were suspended from school during the 2000-2001 school year. Specifically, it contains additional analyses of short-term suspensions (i.e. out-of-school suspensions of 10 days' duration or less) that were not available for the March 2002 report. It also contains an analysis of the academic performance of suspended students during the 2000-2001 school year.

Many of the results of the short-term suspension analysis are virtually identical to the long-term suspension, expulsion, and alternative learning program placement findings detailed in the March 2002 report. Because short-term suspension data were collected for the first time in 2000-2001, trend information is not available. However, the magnitude and nature of the subgroup differences reported here for short-term suspensions parallel the findings of the March 2002 report. Male students, Black/Multi-racial students (particularly Black/Multi-racial males), ninth graders, and exceptional children all received a disproportionate share of the short-term suspensions given to students during the 2000-2001 school year.

One of the other important findings in the current analysis is the sheer number of short-term suspensions given to North Carolina public school students during 2000-2001 – 219,423, or approximately one per every six students. When the durations of these short-term suspensions are tabulated and combined with the 2,736 long-term suspensions detailed in the March 2002 report, it appears that *out-of-school suspensions in 2000-2001 resulted in over 650,000 lost instructional days for North Carolina public school students.*

These lost days of instruction are undoubtedly reflected in the achievement findings presented in Section 3 of this report. Students who received one or more out-of-school suspensions during the 2000-2001 school year were less likely to score at or above grade level on End-of-Grade and End-of Course achievement tests across various subject areas. In addition, the performance of suspended students on those tests appeared to decline as the total number of days spent out of school due to suspension increased. It is also noteworthy that these findings were basically consistent across different ethnic and gender groups. Raising achievement for all students, as well as closing achievement gaps between various student subgroups, will undoubtedly require prevention efforts targeted at reducing behaviors that result in suspensions as well as the provision of appropriate, high-quality instruction to students during their suspensions to keep them from falling behind. The development and dissemination of effective strategies in these areas will be essential to ensure that students engaging in undesirable behaviors – many of whom are also at-risk academically - can still make continuous academic progress and meet high standards.

Key Findings

Section 1: LEA Short-Term Suspensions

Number of Short-Term Suspensions (STSs)

1. The total number of STSs given to North Carolina public school students in the 117 LEAs was 217,758 in 2000-2001. These suspensions were given to 114,621 different students, and averaged 2.8 days in duration.

STSs by Ethnicity and Gender

2. Male students received 75% of all STSs in 2000-2001 (Figure 1). Correspondingly, rates of suspension were almost three times higher among male students (Figure 2).
3. Over half of the STSs given in 2000-2001 were given to Black/Multi-racial students (Figure 3). Compared to other ethnic subgroups, Black/Multi-racial students also had the highest STS rate in 2000-2001 among both male and female students (Figures 4 & 5).
4. Among all ethnic-gender groups, Black/Multi-racial males accounted for the highest percentage of STSs in 2000-2001 (41%). They are the most over-represented category of STS students, about 2.6 times their representation in the general student population (Table 1).
5. Regardless of ethnicity, the percentage of STSs given to female students was lower than (or, in the case of Black/Multi-racial females, approximately equal to) their representation in the statewide student population (Table 1).

STSs by Grade Level

6. The frequency of STSs increased with each grade level from K through 9, peaked at 9th grade, and then decreased from 10th grade onward. Ninth graders received about one-fifth of all STSs (Figure 6).

STSs for Special Status Student Categories

7. In 2000-2001, students receiving special education services accounted for 27% of STSs, even though they represented only 14% of the statewide student population during that year (Figure 7).

Types of Misconduct Leading to STSs

8. Aggressive behavior was the primary reason cited for 27% of all STSs. This was followed by rule violations and undisciplined behavior, which accounted for 26% and 25%, respectively (Figure 8).

Section 2: Charter School Short-Term Suspensions¹

Number of Short-Term Suspensions (STSs)

9. The total number of STSs reported by charter schools was 1,665 in 2000-2001. These suspensions were given to 961 different students, and averaged 2.4 days in duration.

Charter School STSs by Ethnicity and Gender

10. Male students received 75% of all charter school STSs in 2000-2001 (Figure 9). Correspondingly, rates of suspension were also approximately three times higher among male students (Figure 10).

11. Almost two-thirds of the charter school STSs given in 2000-2001 were given to Black/Multi-racial students (Figure 11). Compared to other ethnic subgroups, Black/Multi-racial students also had the highest STS rate in 2000-2001 among both male and female students (Figures 12 & 13).

12. Among all ethnic-gender groups, Black/Multi-racial males accounted for the highest percentage of STSs in 2000-2001 (48%). They are the most over-represented category of STS students, about 2 times their representation in the general charter school student population (Table 2).

13. Regardless of ethnicity, the percentage of STSs given to female students in charter schools was lower than their representation in the statewide charter school student population (Table 2).

Charter School STSs by Grade Level

14. In 2000-2001, 40% of STSs in charter schools were given to students in grades 7 and 8 (Figure 14).

Charter School STSs for Special Status Student Categories

15. In 2000-2001, students receiving special education services accounted for 23% of charter school STSs, even though they represent only about 10% of the statewide charter school student population (Figure 15).

Charter School Types of Misconduct Leading to STSs

16. Aggressive behavior, rule violations, and undisciplined student behavior together resulted in over 82% of charter school STSs in 2000-2001 (Figure 16).

¹ It should be noted that only 81% of charter schools reported data for the 2000-2001 school year. Therefore, the numbers here may actually be an underestimate of the total numbers of charter school suspensions for that year.

Section 3: Academic Achievement

End-of-Grade (EOG) Achievement – Overall Performance

17. In 2000-2001, students who received suspensions (either short-term or long-term) were less likely to score at or above Level III on EOG tests in both reading and mathematics. This finding was consistent across various ethnic and gender subgroups (Figures 17, 18, 21, 23, 24 & 27).
18. Among suspended students, EOG performance in both reading and mathematics declined steadily as the number of days spent out of school due to suspension increased. This finding was also consistent across various ethnic and gender subgroups (Figures 18, 19, 20, 24, 25, & 26).

EOG Achievement Gaps and Suspension Status

19. The EOG achievement gaps that are found between different student subgroups at the statewide level were also found among suspended students, although the size of the gaps was somewhat smaller. White and Asian students outperformed other ethnic groups regardless of suspension status or the number of days suspended in both reading and mathematics (Figures 20, 21, 26, & 27). Female students also slightly outperformed male students in reading regardless of suspension status or the number of days suspended (Figures 17 & 19).

EOG Achievement and Prior Performance

20. Students who received short-term suspensions in 2000-2001 were less likely to score above grade level on Reading and Mathematics EOG tests as their number of days suspended increased, regardless of whether they had scored at or above grade level in that subject area the previous year (Figures 22 & 28).

End-of-Course (EOC) Achievement – Overall Performance

21. In 2000-2001, students who received suspensions (either short-term or long-term) were less likely to score at or above Level III on EOC tests in Algebra I, Biology, and U. S. History. This finding was consistent across various ethnic and gender subgroups (Figures 29, 30, 33, 34, 35, 38, 39, 40, & 43).
22. Among suspended students, EOC performance in Algebra I, Biology, and U. S. History generally tended to decline as the number of days spent out of school due to suspension increased. This finding was also generally consistent across various ethnic and gender subgroups, with a few exceptions (Figures 30, 31, 32, 35, 36, 37, 40, 41, & 42).

EOC Achievement Gaps and Suspension Status

23. The Algebra I, Biology, and U. S. History EOC achievement gaps that are found between different student subgroups at the statewide level are also found among suspended students, although they tend to be smaller. In general, White and Asian students tended to outperformed Black, Hispanic and American Indian students, regardless of suspension status

or the number of days suspended (Figures 32, 33, 37, 38, 42 & 43). Male students also outperformed female students in Biology and U. S. History, regardless of suspension status or the number of days suspended (Figures 34, 36, 39, & 41).

Introduction

Legislative Charge

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

In response to this legislation, the *Annual Study of Suspensions and Expulsions: 2000-2001* was released by the North Carolina Department of Public Instruction in March 2002. That report contained analyses of the numbers of students that were long-term suspended, expelled, or had been placed in an alternative program during the 2000-2001 school year, and is currently available at <http://www.ncpublicschools.org/accountability/evaluation/suspensionexpulsion.pdf>.²

That initial report contains detailed information on long-term suspensions (i.e., suspensions of more than 10 days' duration), but included only minimal analysis of short-term suspensions (i.e., suspensions of 10 days or less). This supplementary report contains additional analyses of short-term suspensions that parallel the long-term suspension analyses in the initial report, along with analyses of the academic performance of suspended students from the 2000-2001 school year. For background information on North Carolina legislation related to suspension and other disciplinary consequences and for a description of the methodology employed in collecting and analyzing these data, please refer to the March 2002 report.

Contents of this Report

The first section of this report contains disaggregated statewide data on short-term suspensions given during the 2000-2001 school year for all 117 North Carolina LEAs. Section two contains the same information for all North Carolina charter schools. The third section of this report includes several analyses of the academic performance of suspended students on End-of-Grade (EOG) and End-of-Course (EOC) tests during the 2000-2001 school year. Disaggregated short-term suspension data for the 2000-2001 school year are displayed by LEA/charter school in Appendices A and B.

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

² That report did not, however, cover the legislative provision cited above with respect to dropouts. Dropout data have historically been gathered by NCDPI through a separate data collection mechanism and were reported for 2000-2001 in a separate document available at http://www.ncpublicschools.org/school_improvement/Dropout_Data_Report_2002.pdf.

Cautions Regarding Interpretation of Data

Many of the cautions cited in the initial report apply to this supplemental report as well. In the course of completing this study and conducting training for the current school year's (2001-2002) Study of Suspensions and Expulsions, the evaluators discovered that some schools and LEAs consider a student placed in an ALP as being suspended or expelled, while others do not. This discrepancy is likely related to both local policies and to the inability of the state's Student Information Management System (SIMS) to record a student as being (a) both suspended and enrolled in an ALP or as (b) both expelled and enrolled in an ALP. These inconsistencies across LEAs also mean that any comparisons between LEAs or between charter schools of the counts of short-term suspensions listed in Appendices A and B are not likely to be valid, as higher or lower counts may be reflective not only of different student population sizes, but also of different policies as to what exactly constitutes a suspension.

For the purposes of this study, a student was considered to be suspended if the LEA reported them to be suspended, regardless of whether that student was reported to have been placed in an ALP concurrent with that suspension. Therefore, the statewide suspension data in this report are likely to be an underestimate of the true numbers of students who are suspended from their home schools. However, unless this discrepancy affects the data for certain subgroups of students more than others (which we have no way of knowing based on these data), then the relative comparisons of subgroup differences detailed in this report should not be significantly affected.

Section 1: LEA Short-Term Suspensions

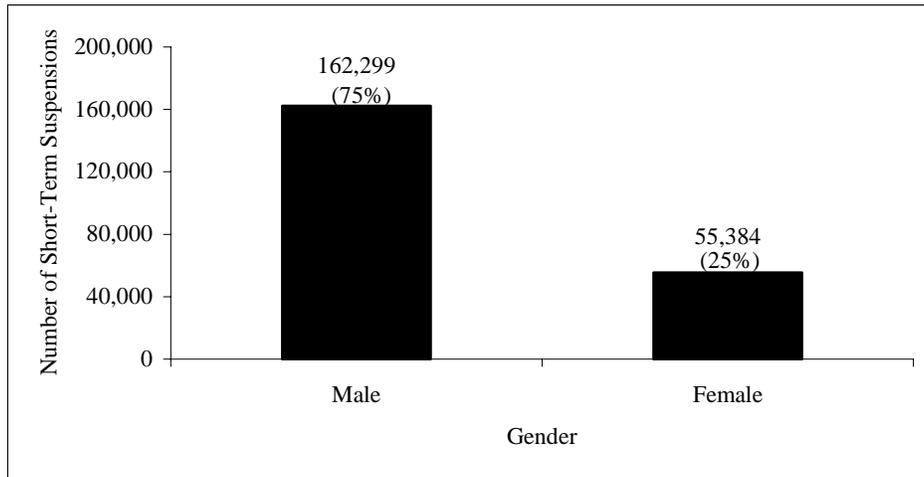
Short-Term Suspensions

This section reports data for students who were suspended for 10 days or less from the 117 LEAs across North Carolina. The data here reflect short-term suspensions which may include multiple suspensions per student. In addition to displaying numbers and percentages of suspensions given to different subgroups of students, charts are also presented showing suspension rates for selected subgroups. Calculating *rates* of suspension (e.g., the number of suspensions per 10 students enrolled) is one way to compare the extent of representation across groups more accurately than simple percentages. It is an especially useful indicator when small numbers of students are involved.

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

Data for Black/Multi-racial students are reported as one group in this report in most instances, because the NCDPI combines these students when reporting the size of the overall student population by ethnicity. Therefore, the calculation of suspension rates (e.g., Figures 4 and 5) and analyses of suspensions of Black/Multi-racial students relative to their overall representation in the public schools (e.g., Table 1) cannot be made separately. However, since Multi-racial students are estimated to represent less than 1% of the total student population, these data still provide a fairly clear picture of suspensions of Black students.

Short-Term Suspensions by Gender



Note: Gender was not reported for 75 of 217,758 short-term suspensions given in 2000-2001. The numbers in parentheses indicate the percentage of suspensions in each gender.

Figure 1. Number of Short-Term Suspensions by Gender: 2000-2001.

- A total of 217,758 suspensions for ten days or less occurred in 2000-2001. These short-term suspensions were given to 114,621 different students (some students were suspended more than once).
- These 217,758 short-term suspensions totaled 609,722 days, or an average of 2.8 days per suspension.
- In 2000-2001, the majority (75%) of short-term suspensions were given to male students.

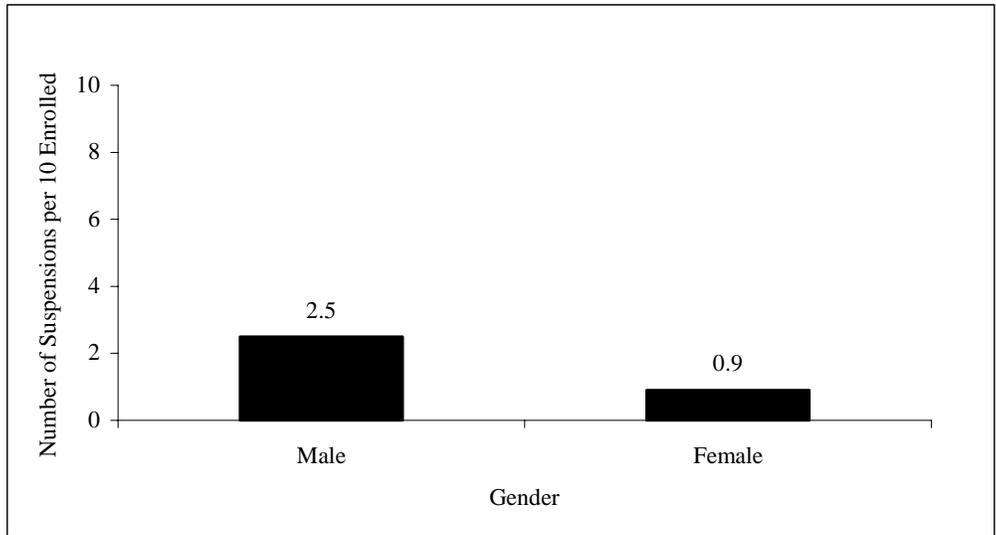
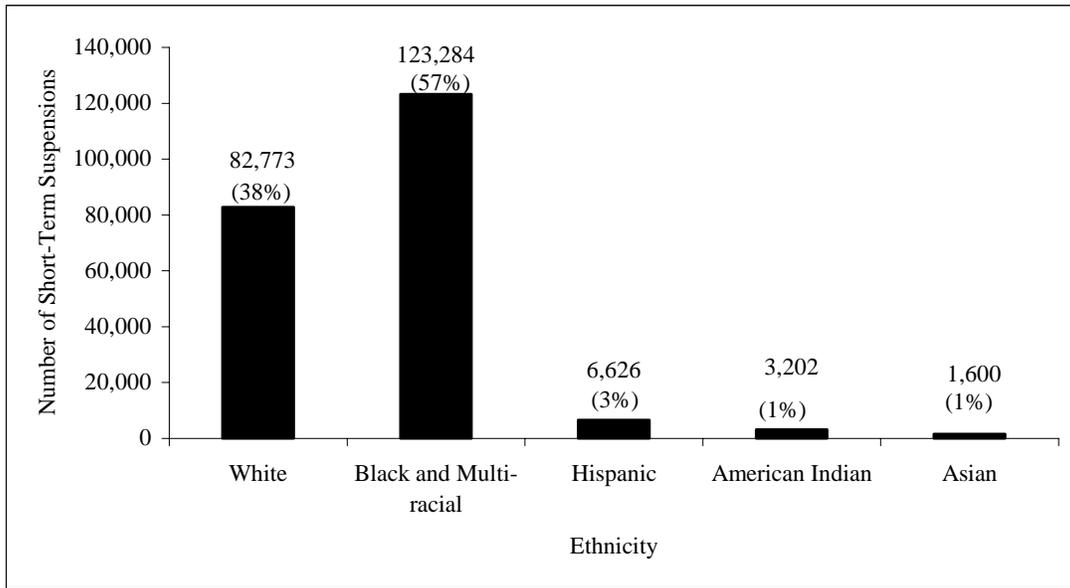


Figure 2. Short-Term Suspension Rates by Gender: 2000-2001.

- The rate of short-term suspensions in 2000-2001 for male students was nearly 3 times higher than for females.

Short-Term Suspensions by Ethnicity



Note: Ethnicity was not reported for 273 of 217,758 short-term suspensions given in 2000-2001. The numbers in parentheses are the percentage of short-term suspensions for each category.

Figure 3. Number of Short-Term Suspensions by Ethnicity: 2000-2001.

- White and Black/Multi-racial students accounted for the vast majority of short-term suspensions in 2000-2001 (95%).
- Fifty-seven percent of all of the short-term suspensions given in 2000-2001 were given to Black/Multi-racial students.
- Hispanic, American Indian, and Asian students received 5% of the short-term suspensions given in 2000-2001.

Short-Term Suspensions by Ethnicity and Gender

Ethnicity/Gender	Number of Short-Term Suspensions	Percentage of Short-Term Suspensions	Ethnic/Gender Groups as Percentage of Statewide Enrollment
	2000-2001	2000-2001	2000-2001
Asian Males	1,279	1	1
Asian Females	321	<1	1
Black and Multi-Racial Males	88,298	41	16
Black Males	86,579	40	NA
Multi-Racial Males	1,719	1	NA
Black and Multi-Racial Females	34,974	16	15
Black Females	34,296	16	NA
Multi-Racial Females	678	<1	NA
Hispanic Males	5,135	2	2
Hispanic Females	1,490	1	2
American Indian Males	2,409	1	1
American Indian Females	793	<1	1
White Males	65,035	30	31
White Females	17,727	8	30
Total Number	217,461		1,268,422

Note: Ethnicity and gender were not reported for 297 of 217,758 short-term suspensions given in 2000-2001.

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

- The percentage of short-term suspensions given to males in 2000-2001 was higher than that for females within every ethnic group.
- Black/Multi-racial males represented approximately 16% of the overall student population in 2000-2001. However, they accounted for 41% of the short-term suspensions given during that same year.
- The percentage of short-term suspensions given to White males in 2000-2001 was generally proportional to their representation in the overall student population.
- In 2000-2001, Black/Multi-racial females accounted for a percentage of short-term suspensions that was roughly equal to their representation in the overall student population. In contrast, White females represented approximately 30% of the overall student population, but they accounted for only 8% of short-term suspensions.

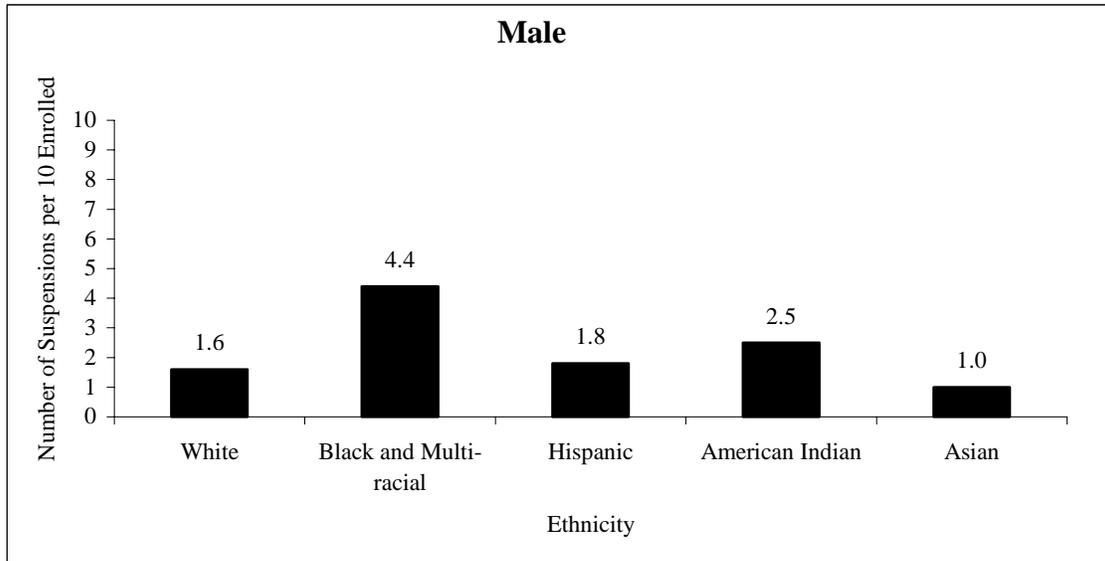


Figure 4. Male Short-Term Suspension Rates by Ethnicity: 2000-2001.

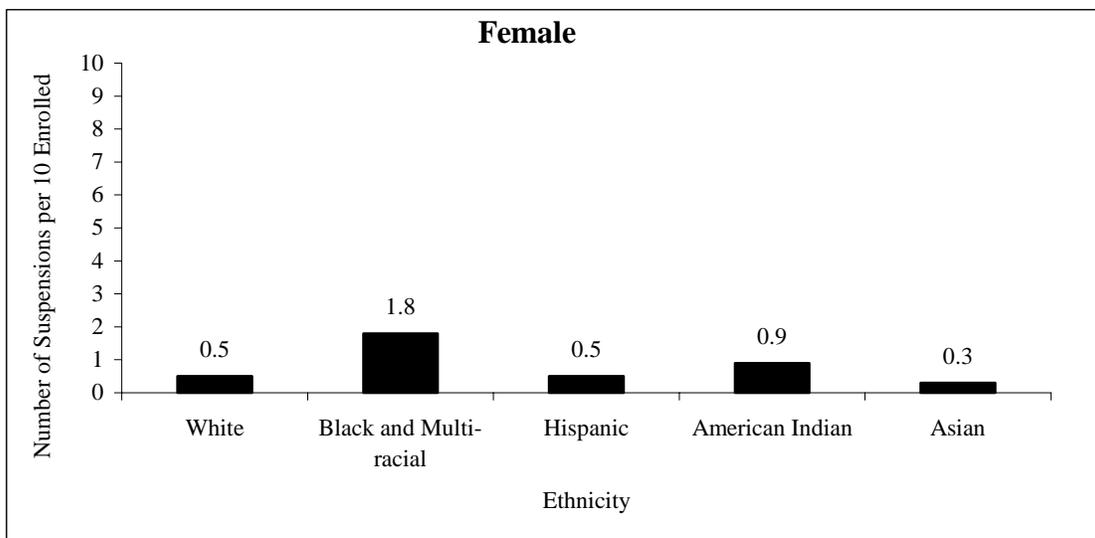
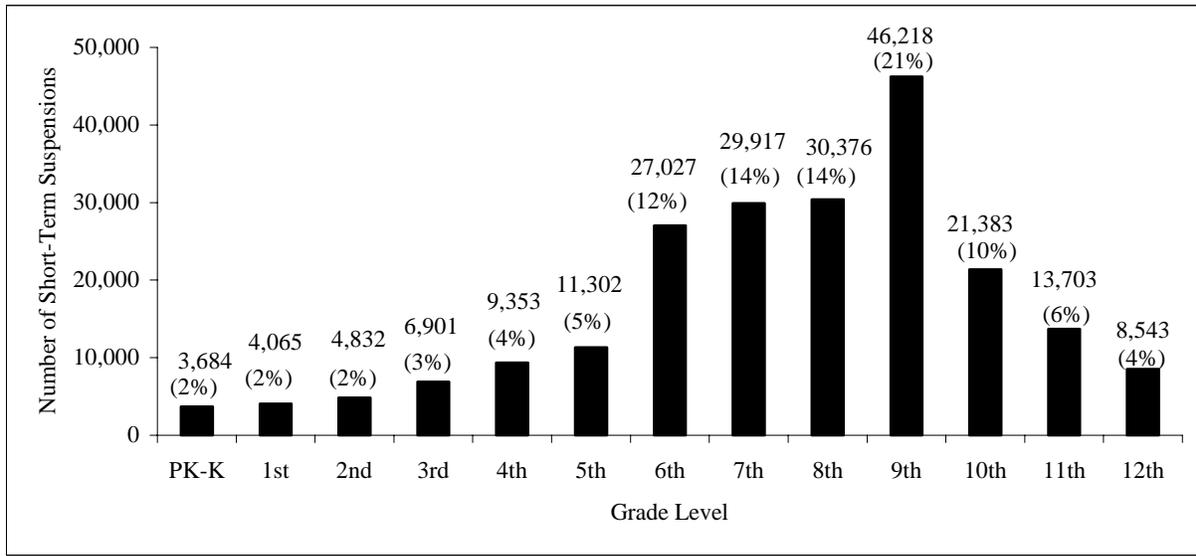


Figure 5. Female Short-Term Suspension Rates by Ethnicity: 2000-2001.

- Among both males and females in 2000-2001, Black/Multi-racial students had the highest rate of short-term suspensions, followed by American Indian, Hispanic, White, and Asian students.

Short-Term Suspensions by Grade Level

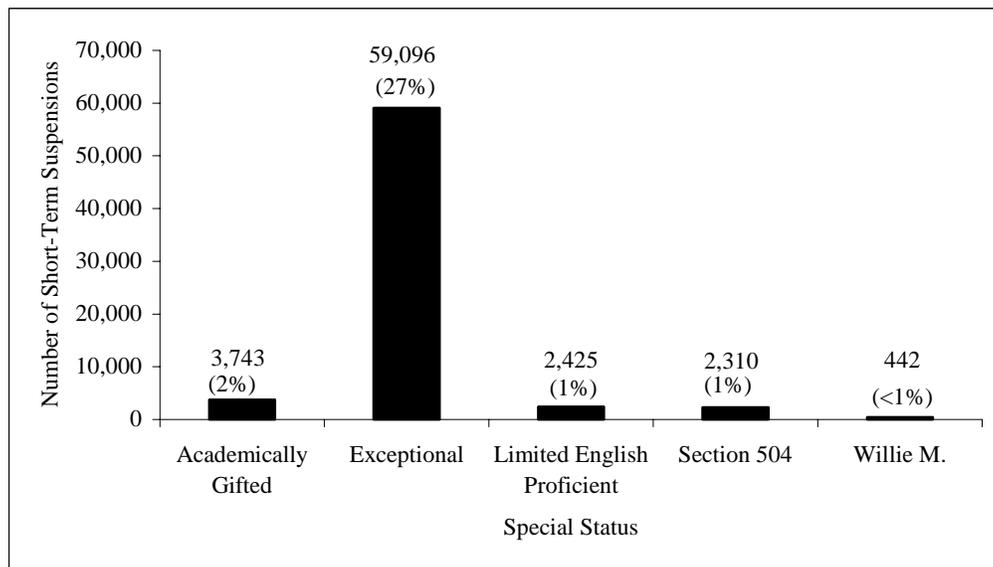


Note: Grade level was not reported for 454 of 217,758 short-term suspensions given in 2000-2001. The numbers in parentheses indicate the percentage of short-term suspensions in each grade.

Figure 6. Number of Short-Term Suspensions by Grade Level: 2000-2001.

- The most common grade level for short-term suspensions in 2000-2001 was the ninth grade (21%).
- Students in Pre-Kindergarten through fifth grade received 18% of the short-term suspensions in 2000-2001.
- The incidence of short-term suspensions in 2000-2001 rose dramatically in the middle grades up through grade nine, then steadily declined in grades ten through twelve.

Short-Term Suspensions for Special Status Students

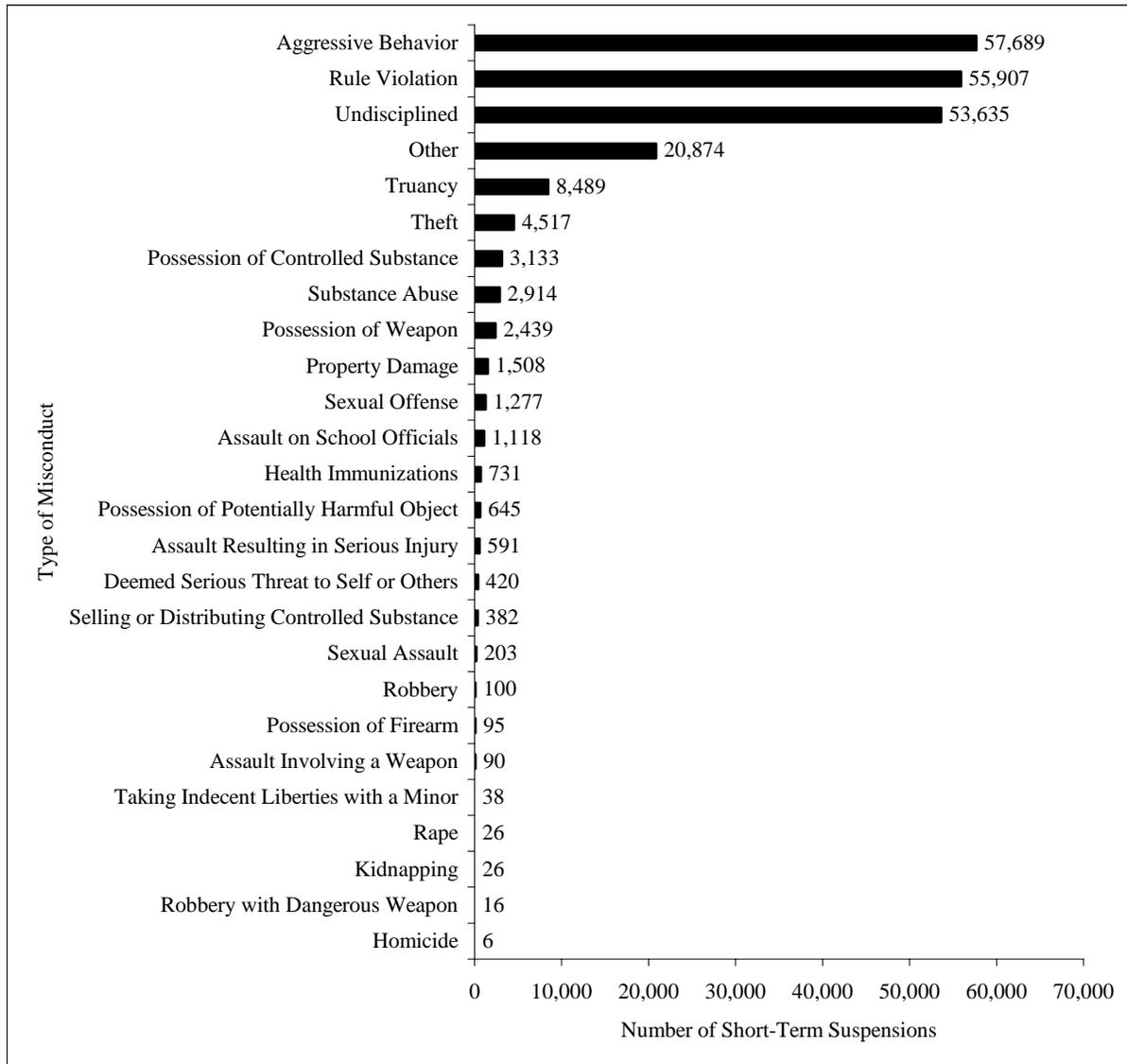


Note: The Willie M. program was officially discontinued in July of 2000; however, some students who were served in that program when it was in existence are still enrolled in school.

Figure 7. Number of Short-Term Suspensions by Special Status Categories: 2000-2001.

- In 2000-2001, special status students accounted for approximately 31% of all short-term suspensions.
- Although they comprised only 14% of the total school population in 2000-2001, exceptional students received more than one-fourth of all short-term suspensions.

Short-Term Suspensions by Type of Misconduct



Note: Reason for suspension was not reported for 889 of 217,758 short-term suspensions given in 2000-2001.

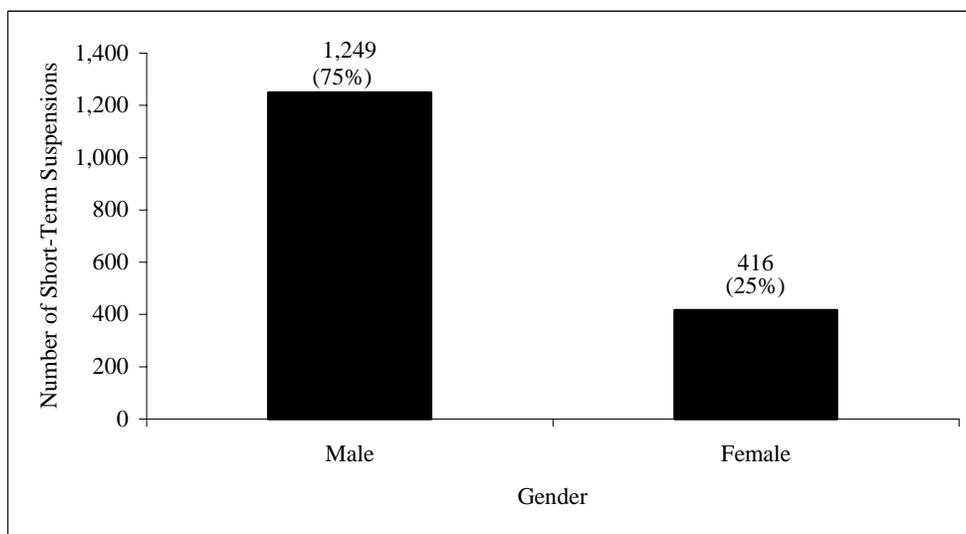
Figure 8. Number of Short-Term Suspensions by Type of Misconduct: 2000-2001.

- Aggressive behavior was the most commonly reported reason for STSs, resulting in 27% of the short-term suspensions given in 2000-2001.
- Various rule violations and undisciplined behavior resulted in 26% and 25% of short-term suspensions in 2000-2001, respectively.
- Three percent were due to either the possession, abuse, sale, or distribution of controlled substances, and only one percent related to possession or use of a weapon.

Section 2: Charter School Short-Term Suspensions

This section reports data for students who were short-term suspended from charter schools during the 2000-2001 school year³. Students who are suspended for 10 days or less are considered to be short-term suspended. In addition to displaying numbers and percentages of suspensions given to different subgroups of charter school students, subsequent figures also present suspension rates for selected subgroups. Calculating *rates* of suspension (e.g., the number of suspensions per 10 students enrolled) is one way to compare the extent of representation across groups more accurately than simple percentages. It is an especially useful indicator when small numbers of students are involved.

Charter School Short-Term Suspensions by Gender



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

Figure 9. Charter School Number of Short-Term Suspensions by Gender: 2000-2001.

- A total of 1,665 suspensions from charter schools for ten days or less occurred in 2000-2001. These suspensions were given to 961 different students (some students were suspended more than once).
- These 1,665 short-term suspensions totaled 3,996 days, or an average of 2.4 days per suspension.
- In 2000-2001, the majority (75%) of short-term suspensions from charter schools were given to male students.

³ It should be noted that only 81% of charter schools reported data for the 2000-2001 school year. Therefore, the numbers here may actually be an underestimate of the total numbers of charter school suspensions for that year.

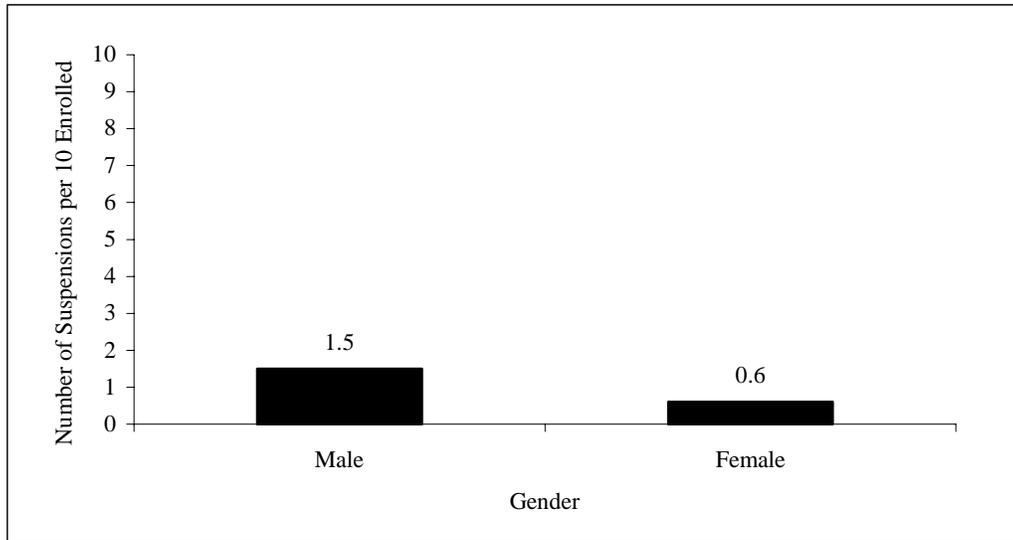
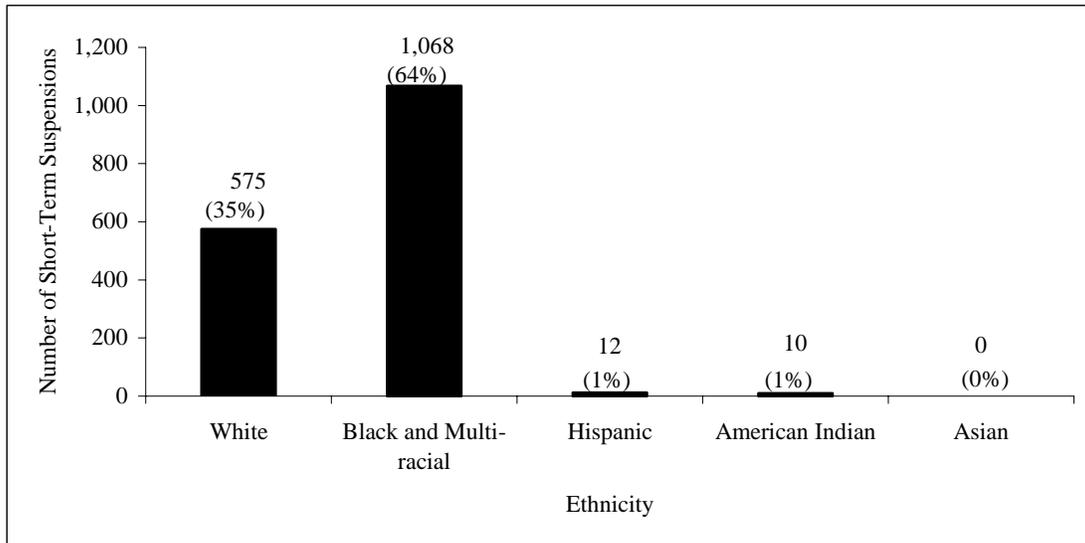


Figure 10. Charter School Short-Term Suspension Rates by Gender: 2000-2001.

- The rate of short-term suspensions for male students in charter schools during 2000-2001 was approximately 2.5 times higher than the corresponding rate for females.

Charter School Short-Term Suspensions by Ethnicity



Note: The numbers in parentheses are the percentage of short-term suspensions for each category.

Figure 11. Charter School Number of Short-Term Suspensions by Ethnicity: 2000-2001.

- White and Black/Multi-racial students accounted for the almost all charter school short-term suspensions in 2000-2001 (99%).
- Almost two-thirds of charter school short-term suspensions in 2000-2001 were given to Black/Multi-racial students.
- Hispanic and American Indian students received 2% of the short-term suspensions given in 2000-2001 by charter schools.

Charter School Short-Term Suspensions by Ethnicity and Gender

Ethnicity/Gender	Number of Short-Term Suspensions	Percentage of Short-Term Suspensions	Ethnic/Gender Groups as Percentage of Statewide Enrollment
	2000-2001	2000-2001	2000-2001
Asian Males	0	0	<1
Asian Females	0	0	<1
Black and Multi-Racial Males	796	48	23
Black Males	775	47	NA
Multi-Racial Males	21	1	NA
Black and Multi-Racial Females	272	16	20
Black Females	257	15	NA
Multi-Racial Females	15	1	NA
Hispanic Males	9	1	1
Hispanic Females	3	<1	1
American Indian Males	7	<1	1
American Indian Females	3	<1	1
White Males	437	26	27
White Females	138	8	26
Total Number	1,665		15,523

Table 2. Charter School Short-Term Suspensions by Ethnicity and Gender: 2000-2001.

- There were no Asian students short-term suspended from charter schools in 2000-2001.
- The percentage of short-term suspensions given to males was higher than that for females in every ethnic group except Asian (no short-term suspensions were reported for Asian charter school students in 2000-2001.)
- Black/Multi-racial males represented approximately 23% of the overall charter school student population in 2000-2001. However, they accounted for 48% of the short-term suspensions given during that same year.
- The percentage of short-term suspensions given to White males in 2000-2001 was generally proportional to their representation in the overall charter school student population.
- In 2000-2001, Black/Multi-racial females represented 20% of the overall charter school student population and accounted for 16% of short-term suspensions. In contrast, White females represented approximately 26% of the overall charter school student population, but they accounted for only 8% of short-term suspensions.

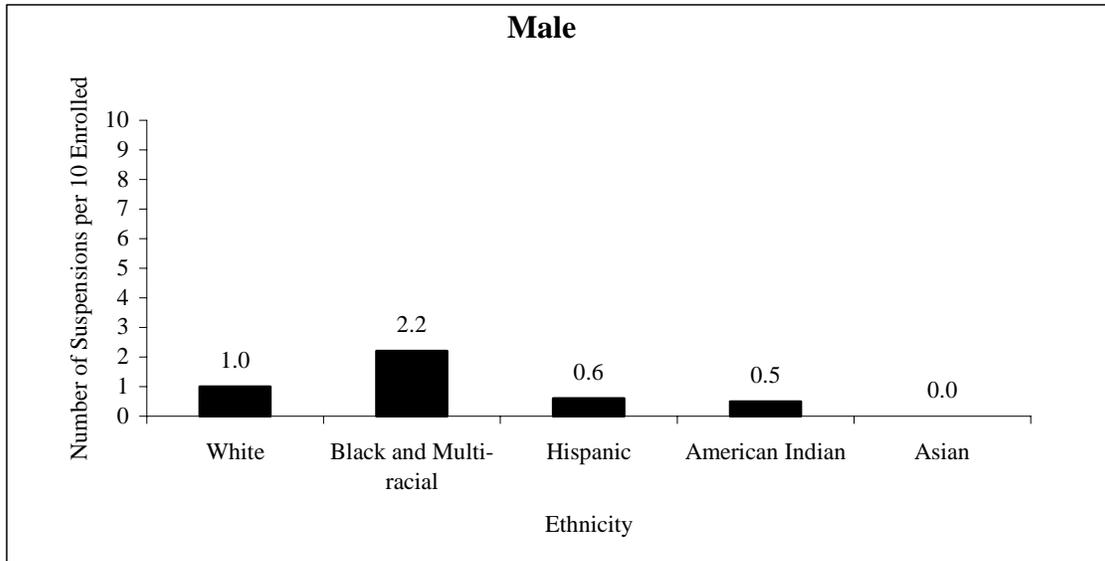


Figure 12. Charter School Male Short-Term Suspension Rates by Ethnicity: 2000-2001.

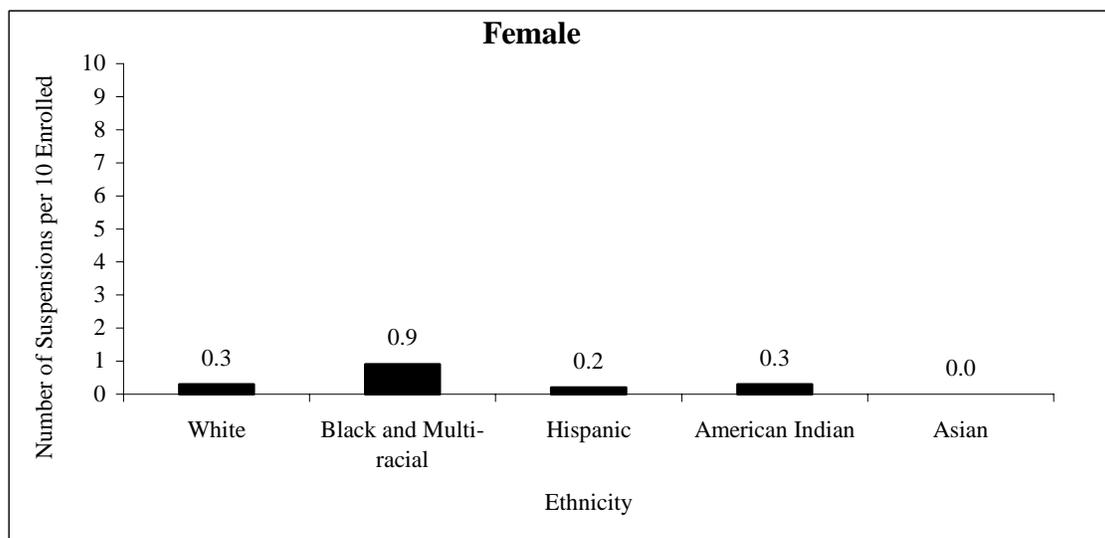
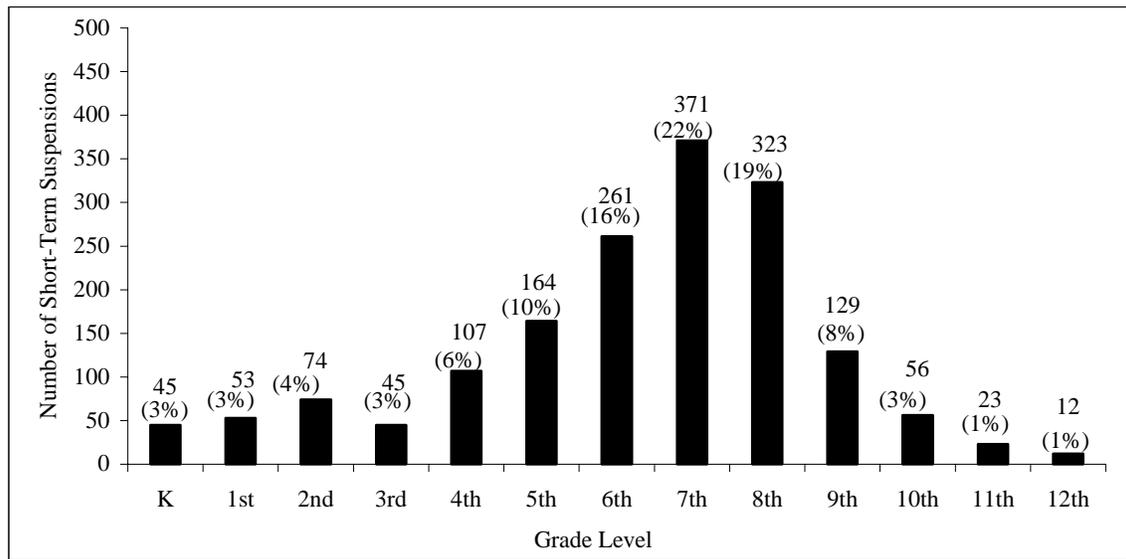


Figure 13. Charter School Female Short-Term Suspension Rates by Ethnicity: 2000-2001.

- A comparison of Figures 12 and 13 shows that charter school short-term suspensions were given to males at a higher rate than females for all ethnic groups except Asian.
- The pattern in 2000-2001 across ethnic groups for both males and females shows Black/Multi-racial students having the highest rate of short-term suspensions in charter schools.

Charter School Short-Term Suspensions by Grade Level

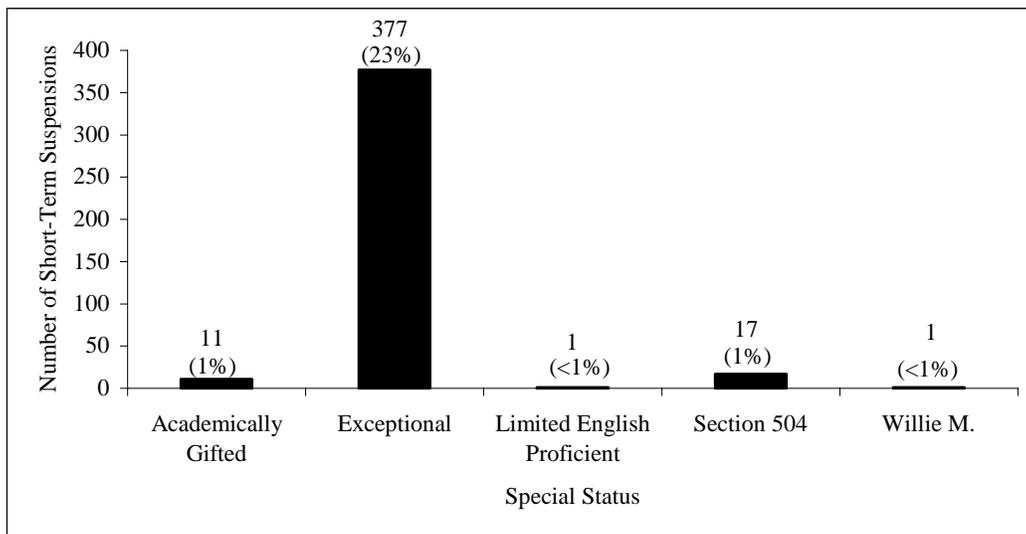


Note: Grade level was not reported for 2 of 1,665 short-term suspensions given in charter schools in 2000-2001. The numbers in parentheses indicate the percentage of short-term suspensions in each grade.

Figure 14. Charter School Number of Short-Term Suspensions by Grade Level: 2000-2001.

- The incidence of short-term suspensions in charter schools generally increased from kindergarten through seventh grade, then steadily declined in grades eight through twelve.
- The most common grade levels for charter school short-term suspensions were grades seven (22%) and eight (19%).

Charter School Short-Term Suspensions for Special Status Students

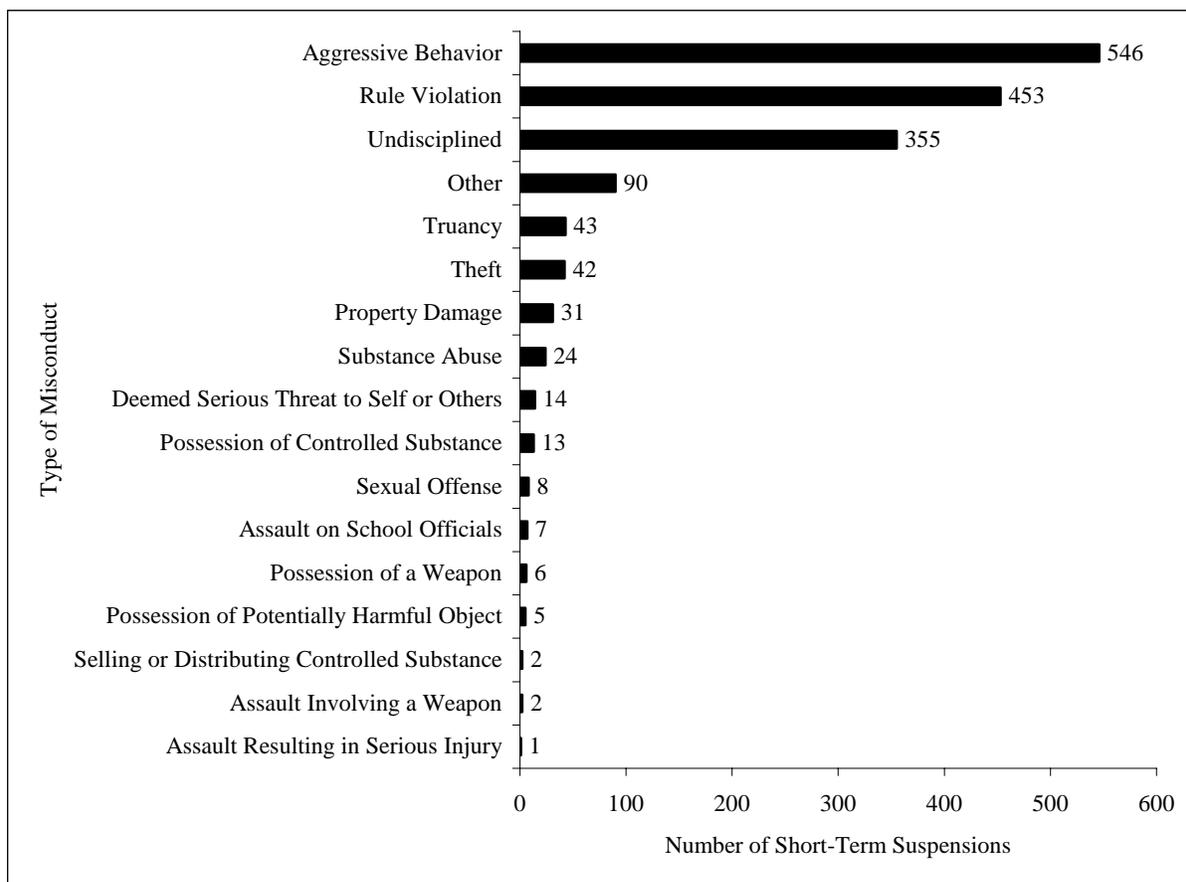


Note: The Willie M program was officially discontinued in July of 2000; however, some students who were served in that program when it was in existence are still enrolled in school.

Figure 15. Charter School Number of Short-Term Suspensions by Special Status Categories: 2000-2001.

- In 2000-2001, special status students accounted for close to 25% of all short-term suspensions in charter schools.
- Although they represent only 10% of the charter school student population, exceptional students received 23% of all short-term suspensions given to charter school students in 2000-2001.

Charter School Short-Term Suspensions by Type of Misconduct



Note: Reason for suspension was not reported for 23 of 1,665 short-term suspensions given in charter schools in 2000-2001.

Figure 16. Charter School Number of Short-Term Suspensions by Type of Misconduct: 2000-2001.

- Aggressive behavior was the most commonly reported reason for charter school short-term suspensions, resulting in approximately one-third of all short-term suspensions given in 2000-2001.
- Rule violations resulted in 28% of short-term suspensions and undisciplined behavior accounted for 22%.
- Issues related to controlled substances accounted for approximately two percent of charter school short-term suspensions in 2000-2001.
- Issues related to possession or use of a weapon accounted for less than one percent of charter school short-term suspensions in 2000-2001.

Section 3: Academic Achievement

This section reports on the academic achievement of students who were suspended from school for any length of time during the 2000-2001 school year. On the following pages, these students' achievement test results are compared to the statewide results reported in *The North Carolina State Testing Results* (a.k.a. "The Green Book"). The statewide results include both students who were and were not suspended.

Academic achievement in these analyses is measured by performance on End-of-Grade (EOG) reading and mathematics tests administered in grades three through eight, and by End-of-Course (EOC) tests in Algebra I, Biology, and U. S. History⁴. The percentage and number of students scoring at or above grade level (Level III and IV) on these tests is shown as a function of days suspended, and further broken down by gender and ethnicity. Charter school students are combined with students who attended other public schools in this section.

EOG Reading Achievement

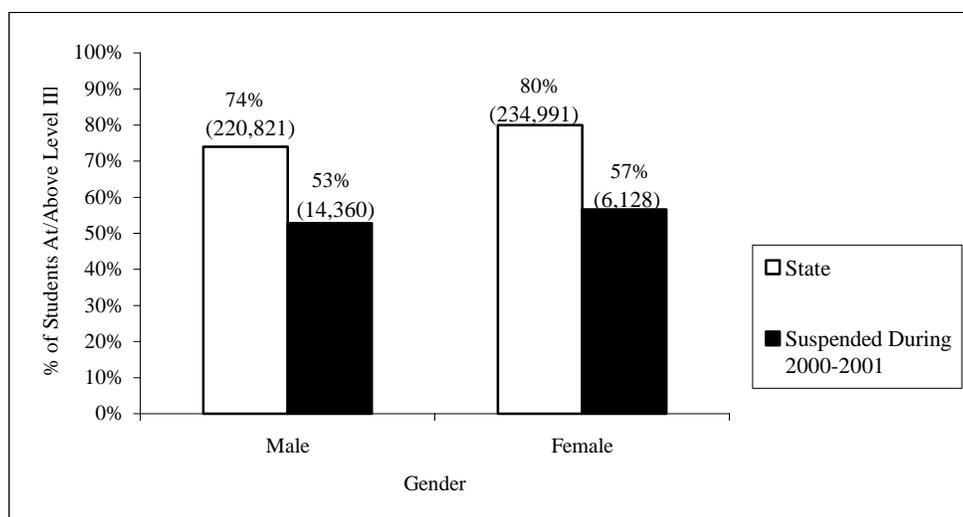


Figure 17. Percentage of Students Scoring at or Above Grade Level by Suspension Status and Gender: EOG Reading, Grades 3-8, 2000-2001.

- The percentage of suspended students scoring at or above grade level on EOG reading tests in 2000-2001 was lower than the overall statewide percentage.
- Regardless of suspension status, the percentage of suspended female students that achieved Level III or above on EOG reading tests in 2000-2001 was slightly higher than the corresponding percentage for male students.

⁴ These three EOC tests were selected for analysis because they are required courses for high school graduation (and therefore are taken by most students) and because they cover a range of grade levels in terms of when they are typically taken.

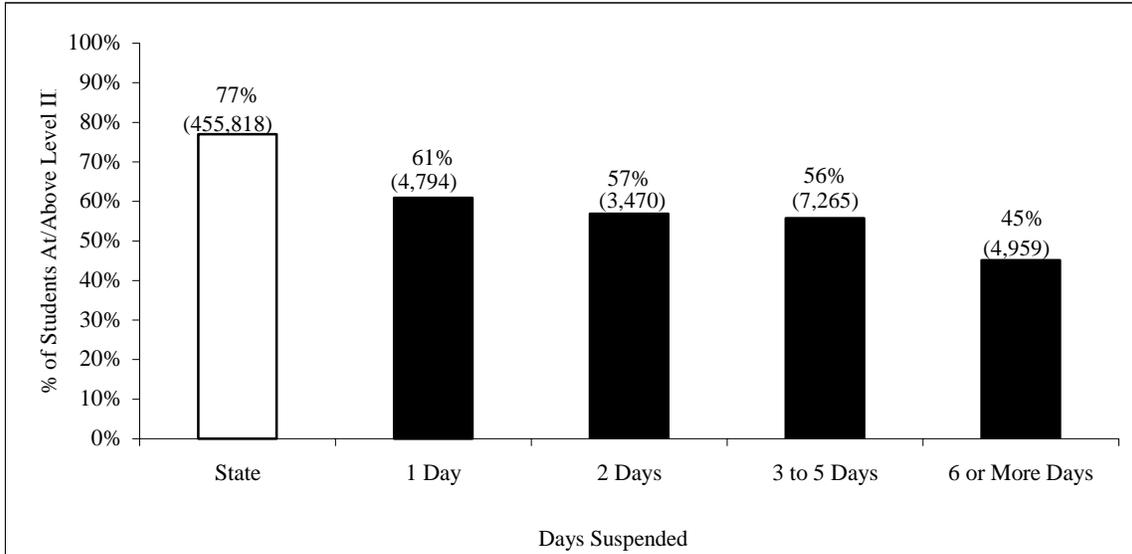


Figure 18. Percentage of Students Scoring at or Above Grade Level by Number of Days Suspended: EOG Reading, Grades 3-8, 2000-2001.

- Seventy-seven percent of students statewide in grades 3-8 achieved Level III or above on the EOG reading tests in 2000-2001.
- The percentages of students achieving Level III or above on the EOG reading tests in 2000-2001 declined as the number of days suspended increased.

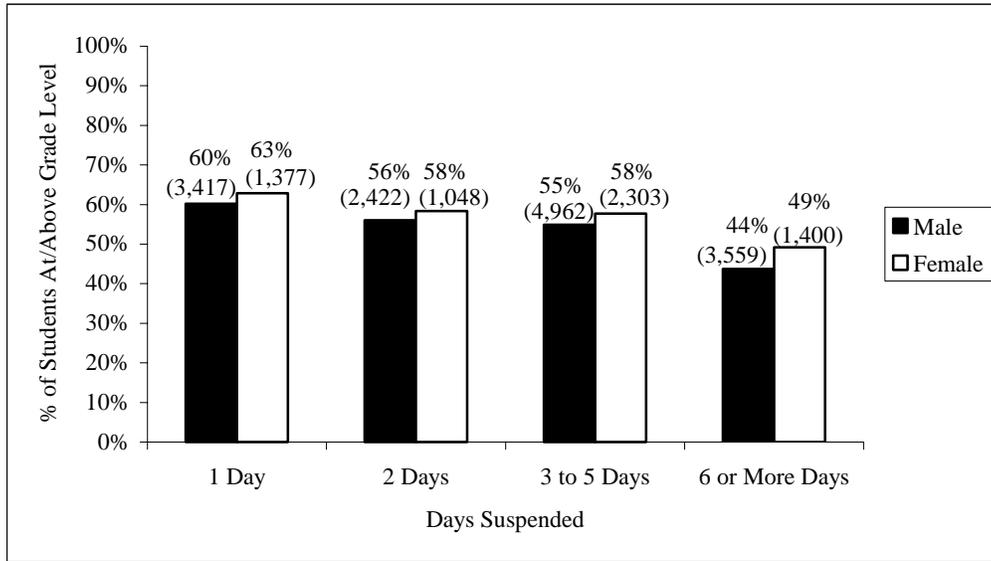
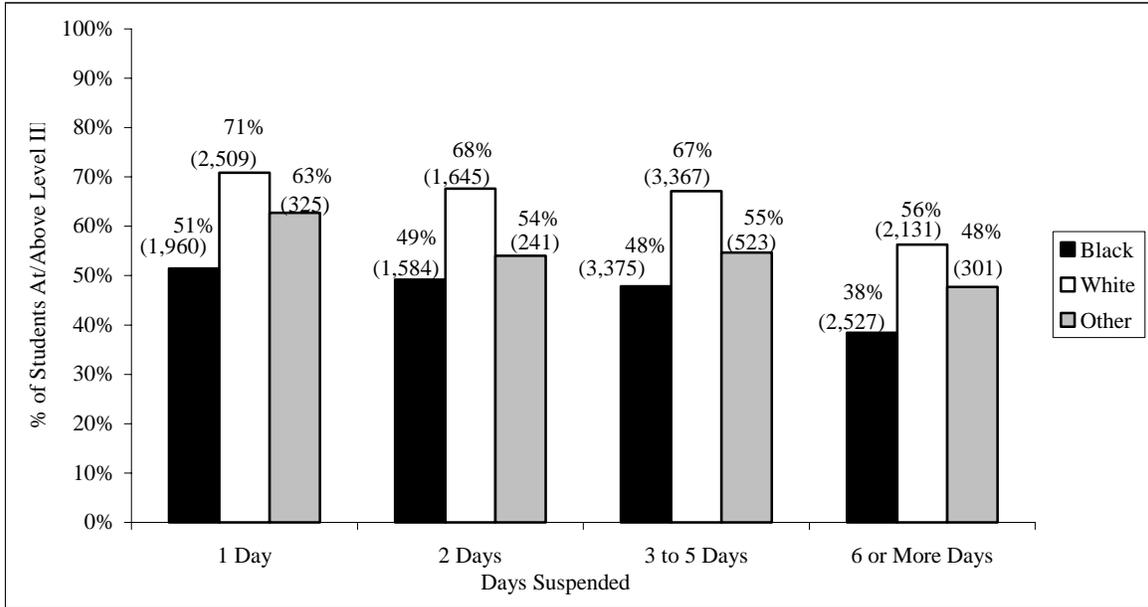


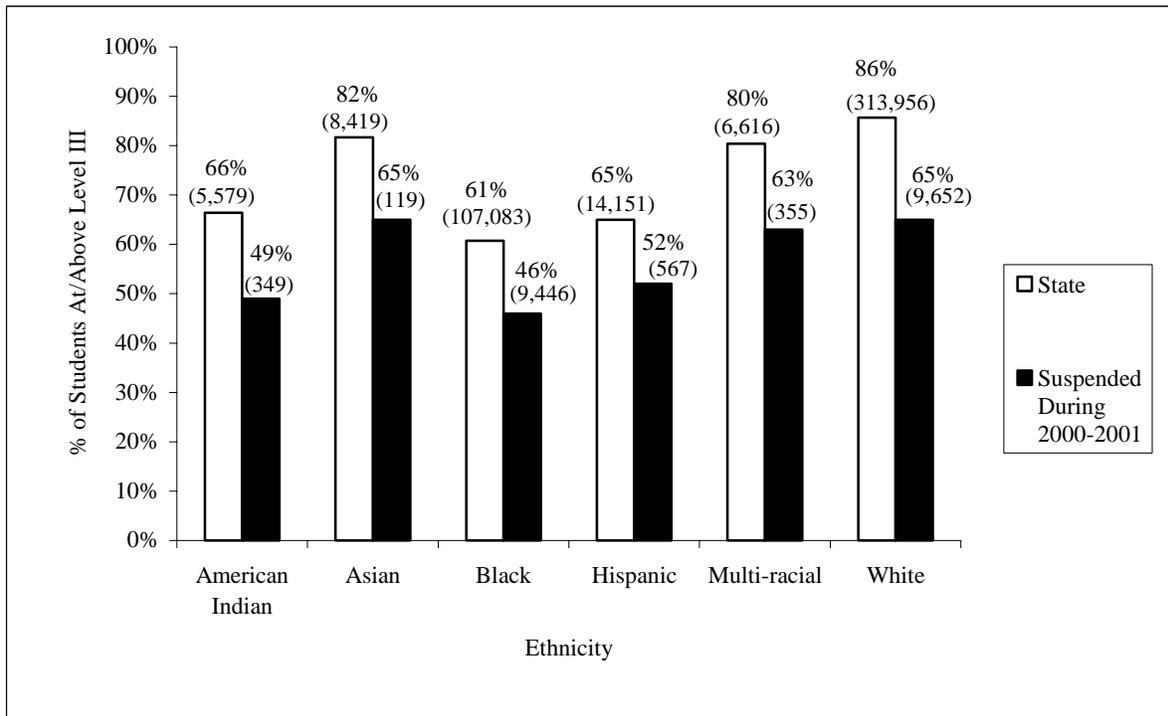
Figure 19. Percentage of Students Scoring at or Above Grade Level by Number of Days Suspended and Gender: EOG Reading, Grades 3-8, 2000-2001.

- The percentages of students that achieved Level III or above on EOG reading tests in 2000-2001 declined at approximately the same rate for both male and female students as the number of days suspended increased.



Note: The “Other” category includes Asian, Hispanic, American Indian and Multi-Racial students. Data for these four groups are not shown in this particular chart because of the small numbers of students in each group.

Figure 20. Percentage of Students Scoring at or Above Grade Level by Number of Days Suspended and Ethnicity: EOG Reading, Grades 3-8, 2000-2001.



Note: The state Multi-racial figure includes 99 students whose race was reported as “other.”

Figure 21. Percentage of Students Scoring at or Above Grade Level by Suspension Status and Ethnicity: EOG Reading, Grades 3-8, 2000-2001.

- Regardless of how many days they were suspended, a greater percentage of White students achieved Level III or above on EOG reading tests compared to Black students and Other (Asian, Hispanic, American Indian, and Multi-racial) students.
- For each ethnic group among suspended students, the percentage of students scoring Level III or above was between 13 (Hispanic) and 21 (White) percentage points lower than for the corresponding groups in the general student population.
- The achievement gaps between ethnic groups seen at the state level on EOG reading tests are similar in nature among suspended students, although the gaps among suspended students are somewhat smaller.

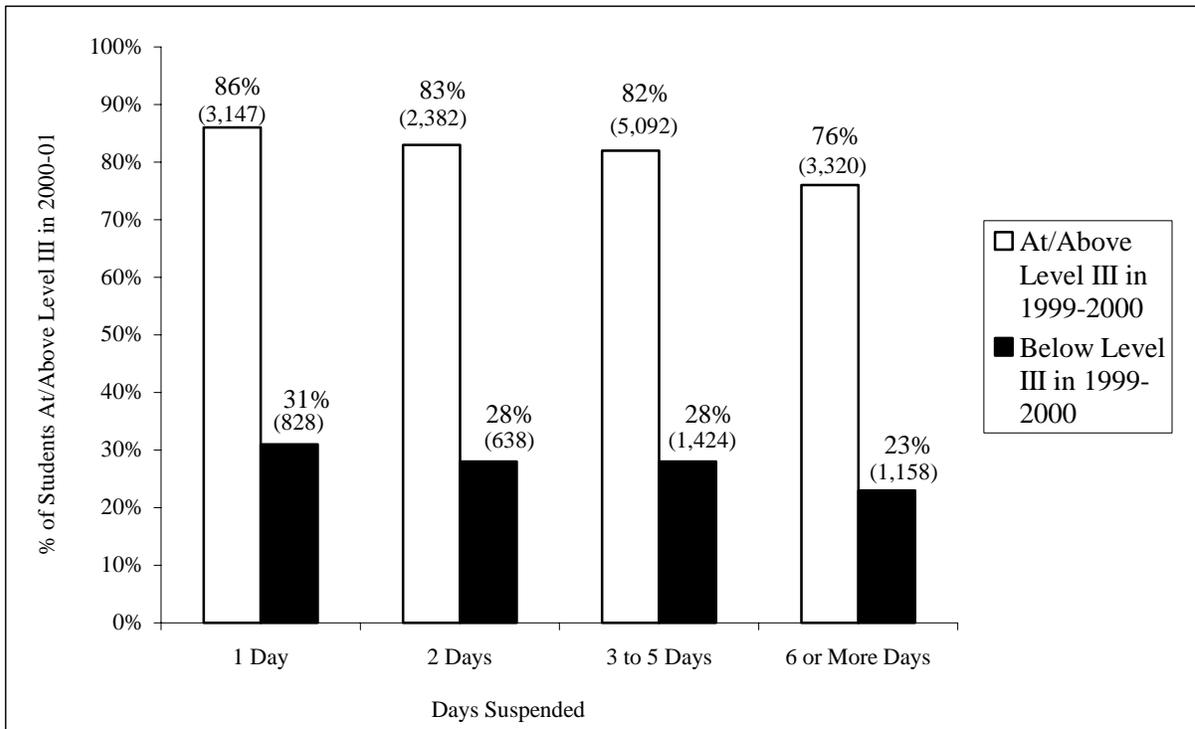


Figure 22. Percentage of Students Scoring at or Above Grade Level by Number of Days Suspended and Prior Performance: EOG Reading, Grades 3-8, 2000-2001.

- Students who received short-term suspensions in 2000-2001 were less likely to score at or above Level III on EOG Reading tests as their total number of days suspended increased, regardless of whether they had scored at or above Level III on EOG Reading tests the previous year.

EOG Mathematics Achievement

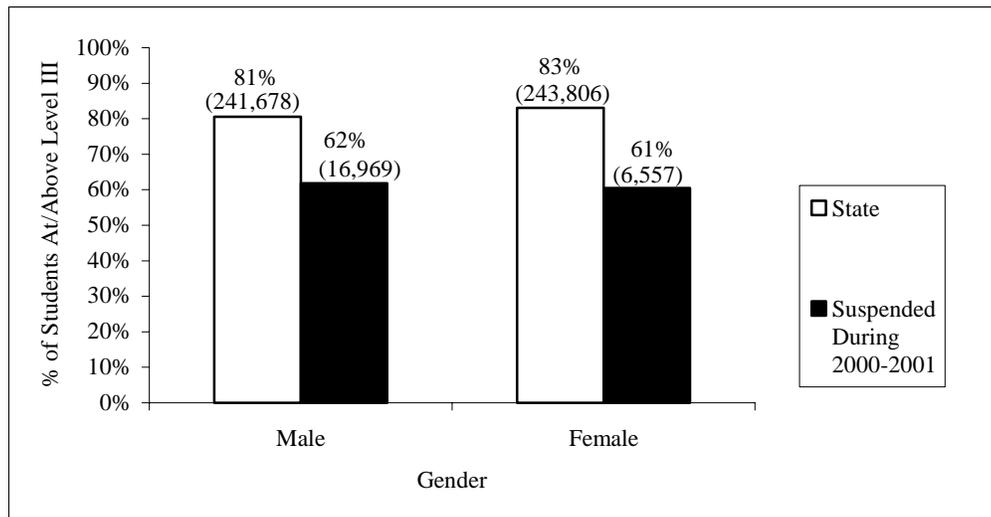


Figure 23. Percentage of Students Scoring at or Above Grade Level by Suspension Status and Gender: EOG Mathematics, Grades 3-8, 2000-2001.

- Students who were suspended from school during 2000-2001 were less likely to score at or above Level III on EOG mathematics tests at the end of that school year.

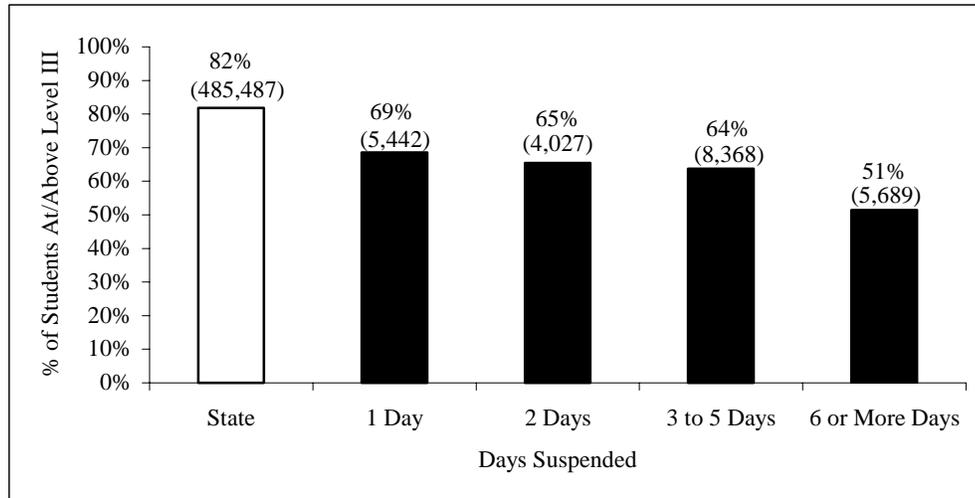


Figure 24. Percentage of Students Scoring at or Above Grade Level by Number of Days Suspended: EOG Mathematics, Grades 3-8, 2000-2001.

- Eighty-two percent of students statewide in grades 3-8 achieved Level III or above on EOG mathematics tests in 2000-2001.
- The percentages of students achieving Level III or above on the EOG mathematics tests in 2000-2001 declined steadily as the number of days suspended increased.

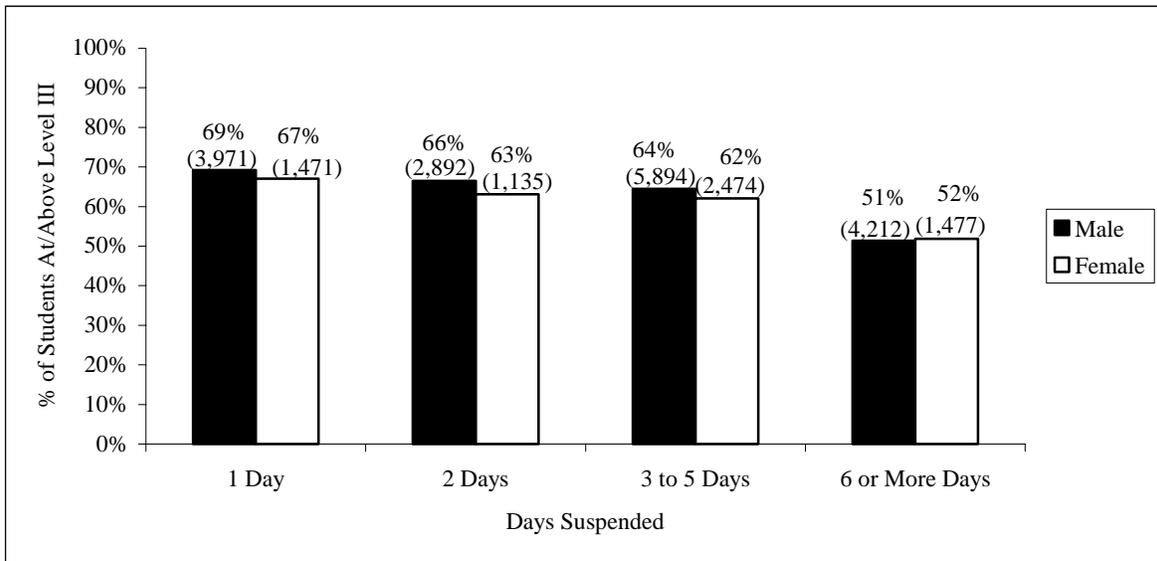
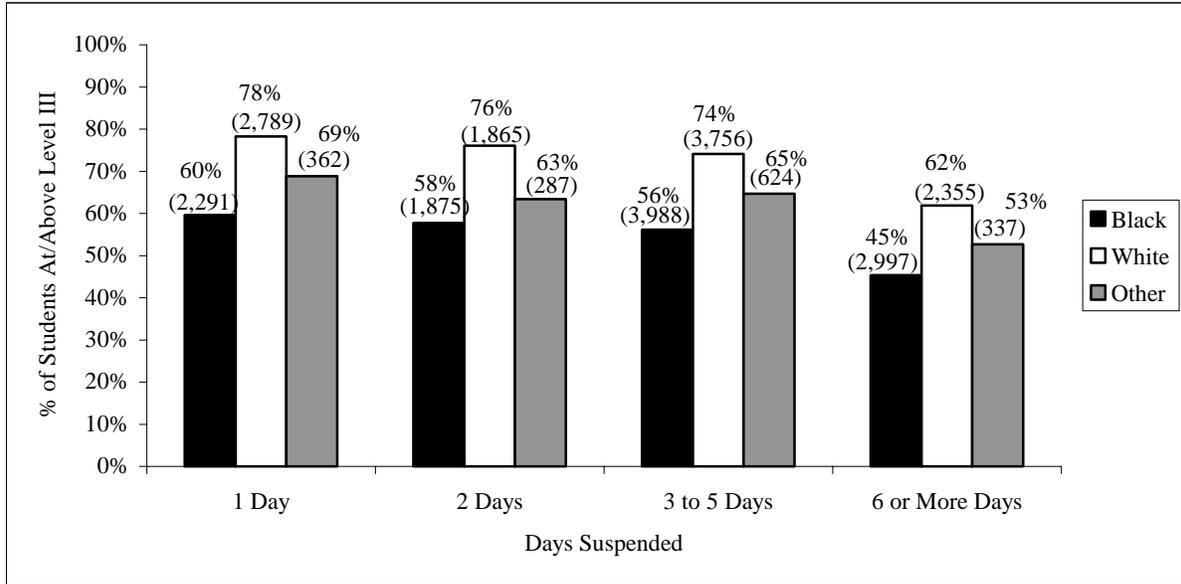


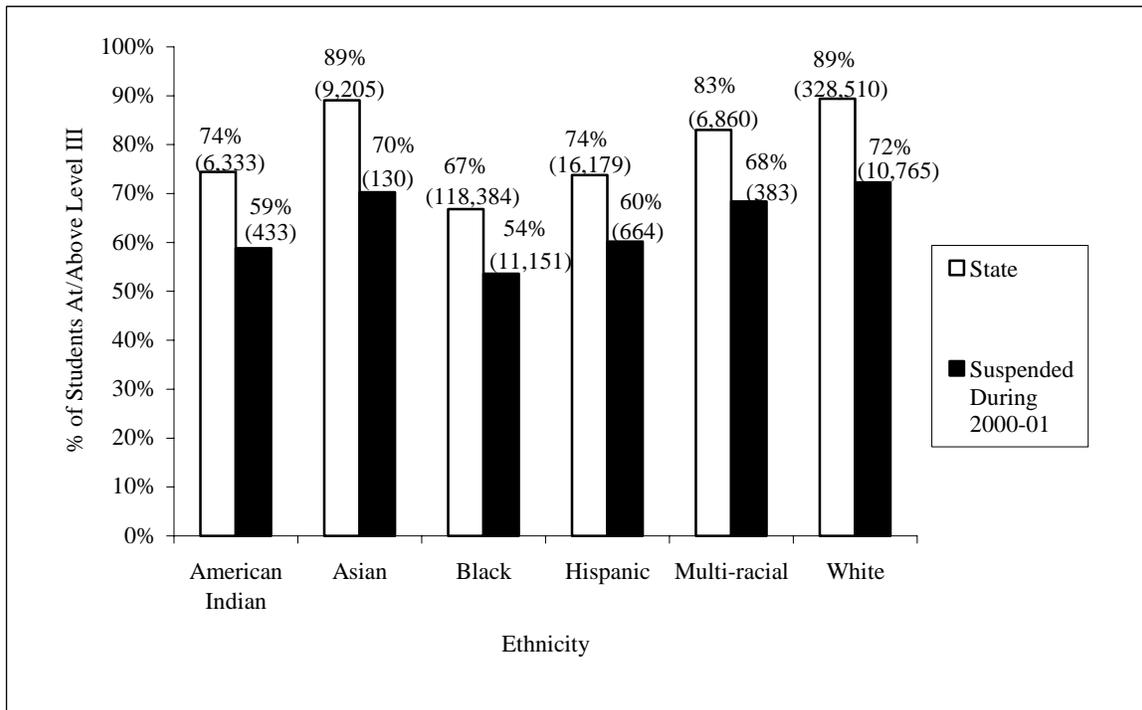
Figure 25. Percentage of Students Scoring at or Above Grade Level by Number of Days Suspended and Gender: EOG Mathematics, Grades 3-8, 2000-2001.

- The percentages of students that achieved Level III or above on EOG mathematics tests declined at approximately the same rate for both male and female students as the number of days suspended increased.



Note: The “Other” category includes Asian, Hispanic, American Indian and Multi-Racial students. Data for these four groups are not shown in this particular chart because of the small numbers of students in each group.

Figure 26. Percentage of Students Scoring at or Above Grade Level by Number of Days Suspended and Ethnicity: EOG Mathematics, Grades 3-8, 2000-2001.



Note: The State multi-racial category includes 106 students whose race was reported as “other.”

Figure 27. Percentage of Students Scoring at or Above Grade Level by Suspension Status and Ethnicity: EOG Mathematics, Grades 3-8, 2000-2001.

- Regardless of how many days they were suspended, a greater percentage of White students achieved Level III or above on EOG mathematics tests compared to Black and Other (Asian, Hispanic, American Indian, and Multi-racial) students.
- For each ethnic group among suspended students, the percentage of students scoring Level III or above was between 13 (Black) and 19 (Asian) percentage points lower than it was for the corresponding group in the general student population.
- The achievement gaps between ethnic groups seen at the state level on EOC mathematics tests are similar in nature among suspended students, although the gaps among suspended students are somewhat smaller.

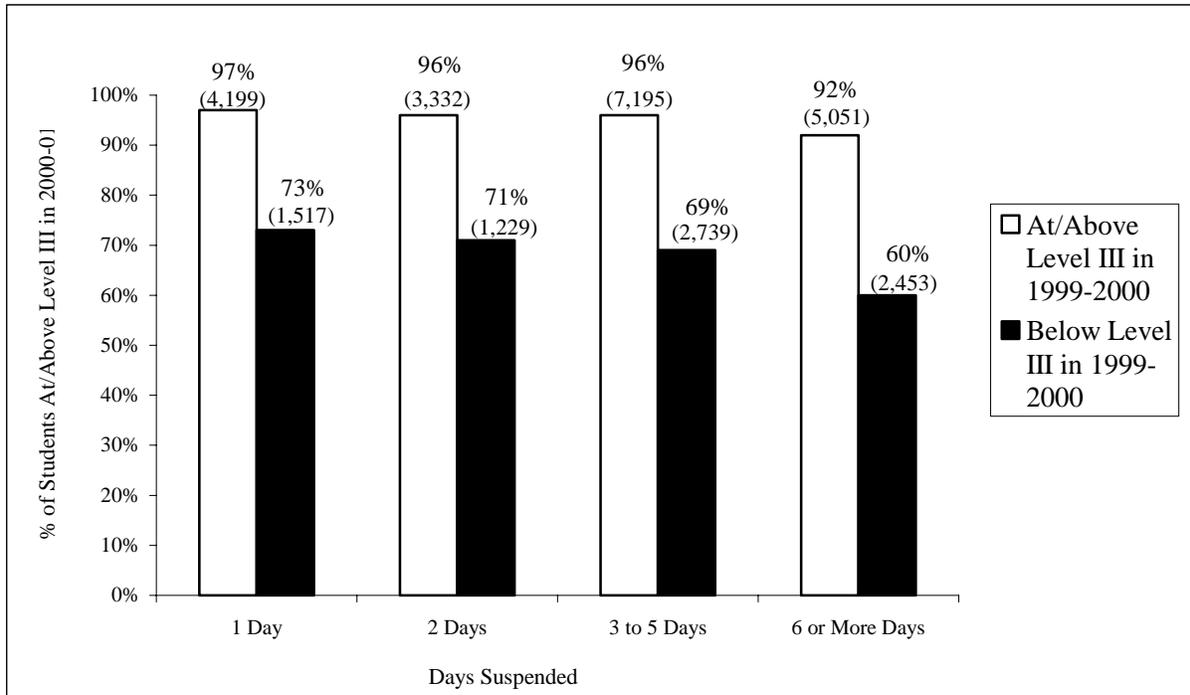


Figure 28. Percentage of Students Scoring at or Above Grade Level by Number of Days Suspended and Prior Performance: EOG Mathematics, Grades 3-8, 2000-2001.

- Students who received short-term suspensions in 2000-2001 were less likely to score at or above Level III on EOG Mathematics tests as their number of days suspended increased, regardless of whether they had scored at or above Level III on EOG Mathematics tests the previous year. This decline was somewhat sharper, however, for students who scored below Level III in 1999-2000.

Algebra I EOC Achievement

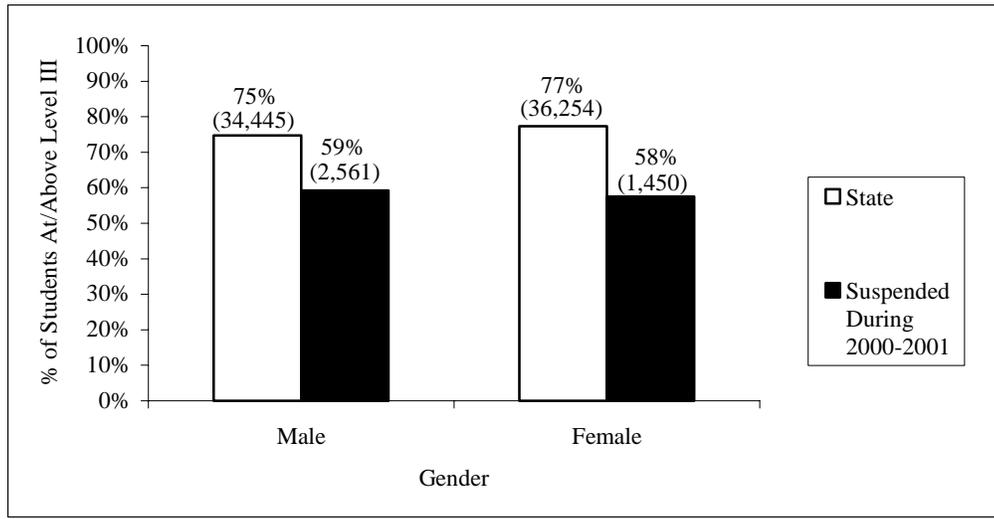


Figure 29. Percentage of Students Scoring at or Above Grade Level by Suspension Status and Gender: Algebra I, 2000-2001.

- Regardless of suspension status, the percentage of male and female students that achieved Level III or above on the Algebra I EOC test was essentially the same.
- Students who were suspended from school at any time during 2000-2001 were less likely to score at or above Level III on the Algebra I EOC test at the end of that school year.

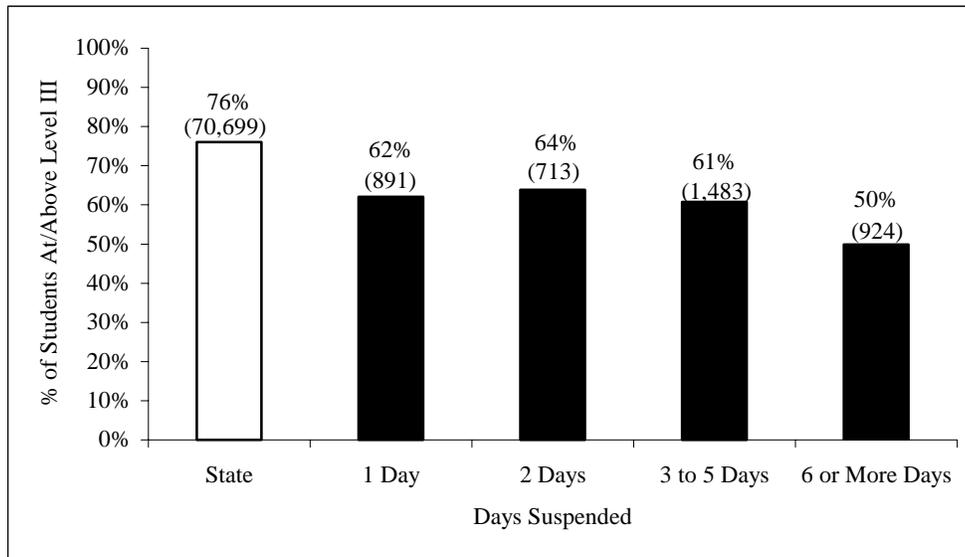


Figure 30. Percentage of Students Scoring at or Above Grade Level by Number of Days Suspended: Algebra I, 2000-2001.

- Seventy-six percent of students statewide achieved Level III or above on the Algebra I EOC test in 2000-2001.
- The percentages of students achieving Level III or above on the Algebra I EOC test in 2000-2001 generally declined as the number of days suspended increased, although students who were suspended for two days did outperform students who were suspended for only one day.

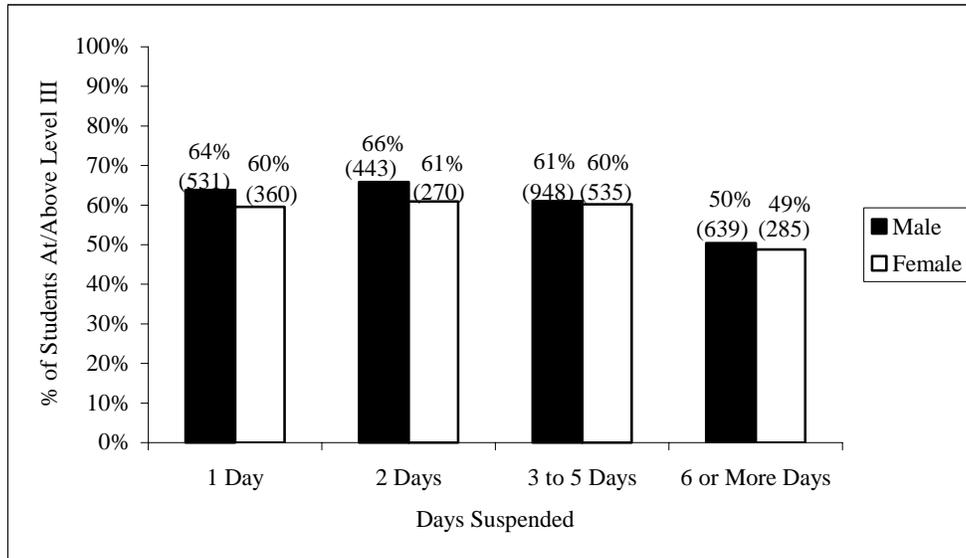
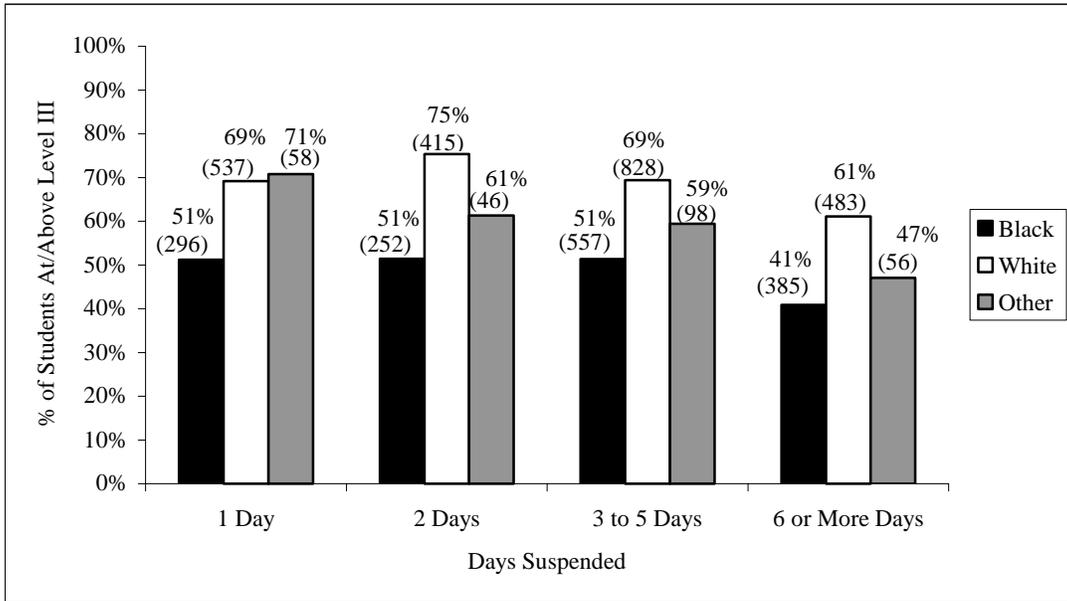


Figure 31. Percentage of Students Scoring at or Above Grade Level by Number of Days Suspended and Gender: Algebra I, 2000-2001.

- The percentage of students that achieved Level III or above on the Algebra I EOC test in 2000-2001 increased slightly between 1 and 2 days suspended, then decreased steadily for both male and female students.



Note: The "Other" category includes Asian, Hispanic, American Indian and Multi-Racial students. Data for these four groups are not shown in this particular chart because of the small numbers of students in each group.

Figure 32. Percentage of Students Scoring at or Above Grade Level by Number of Days Suspended and Ethnicity: Algebra I, 2000-2001.

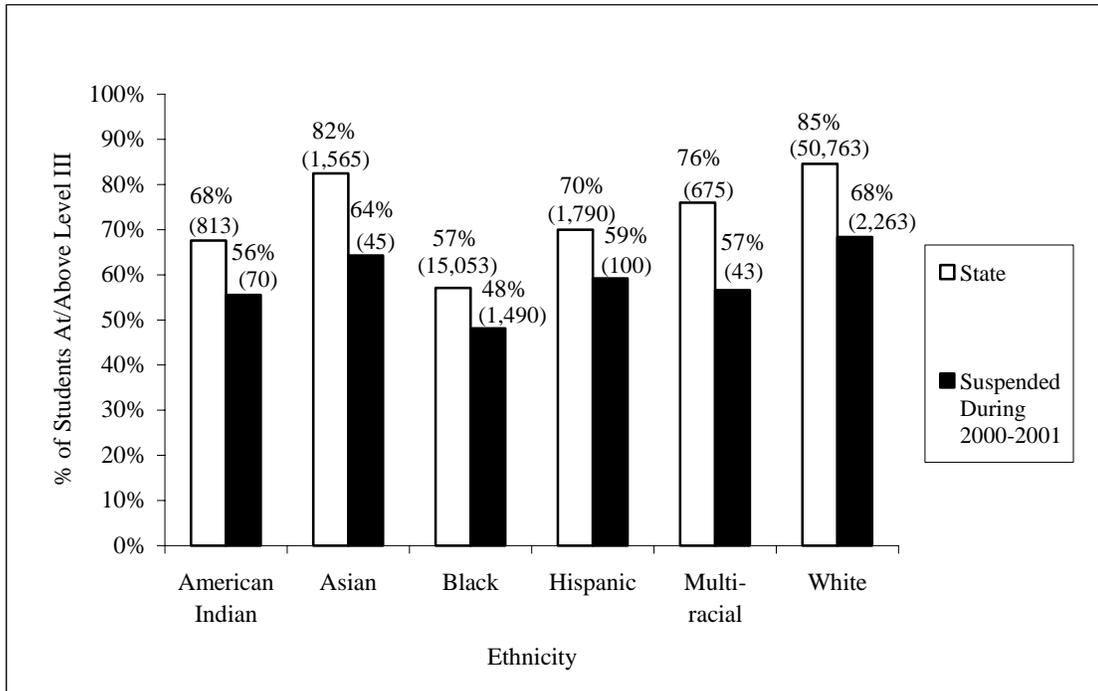


Figure 33. Percentage of Students Scoring at or Above Grade Level by Suspension Status and Ethnicity: Algebra I, 2000-2001.

- Among suspended students generally, a greater percentage of White students achieved Level III or above on the Algebra I EOC test than was the case for Black students and Other (Asian, Hispanic, American Indian, and Multi-racial) students. The only exception to this was among students suspended for one day, where students in the Other category were most likely to achieve Level III.
- The percentage achieving Level III or above in each ethnic group generally declined as the number of days suspended increased. However, the percentage of Black students that achieved Level III or above did not decline until students were suspended for six days or more, and White students suspended for two days outperformed White students suspended for only one day.
- The percentage that achieved Level III or above among suspended students was between 9 (Black) and 28 (Asian) percentage points lower than the state average for each respective ethnic group.
- The achievement gaps between ethnic groups seen at the state level on the Algebra I EOC test are similar in nature among suspended students, although the gaps among suspended students are somewhat smaller.

Biology EOC Achievement

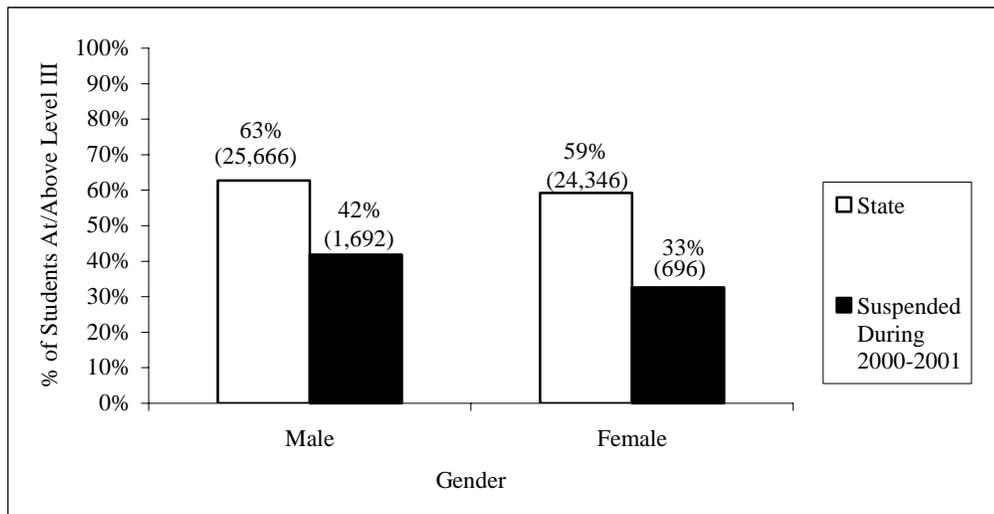


Figure 34. Percentage of Students Scoring at or Above Grade Level by Suspension Status and Gender: Biology, 2000-2001.

- Regardless of suspension status, a greater percentage of male students achieved Level III or above on the Biology End-of-Course (EOC) test than female students.
- Students who were suspended from school at any time during 2000-2001 were less likely to score at or above Level III on the Biology EOC test at the end of that school year.

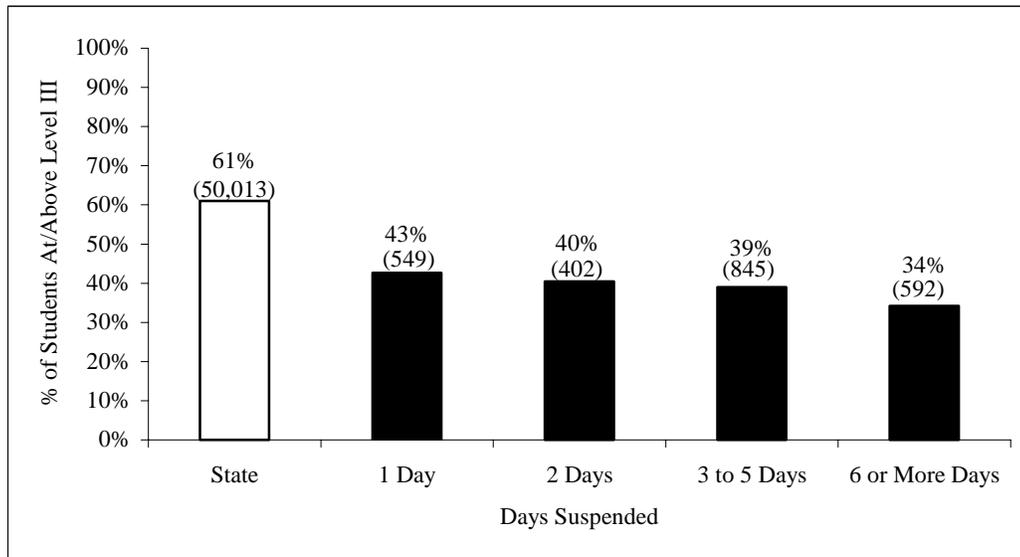


Figure 35. Percentage of Students Scoring at or Above Grade Level by Number of Days Suspended: Biology, 2000-2001.

- Sixty-one percent of students in the state achieved Level III or above on the Biology EOC test in 2000-2001.
- The percentages of students achieving Level III or above on the Biology EOC test in 2000-2001 declined as the number of days suspended increased.

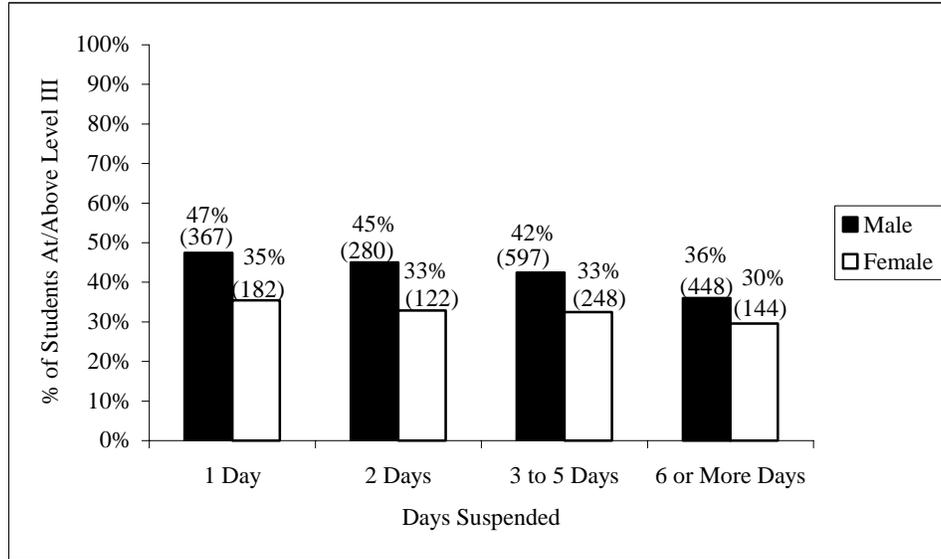
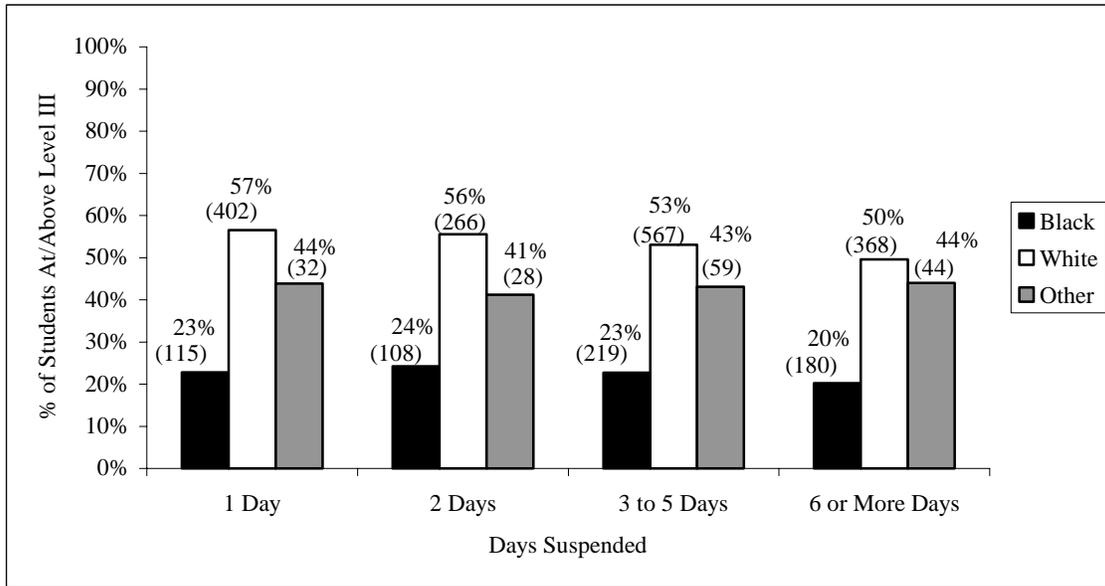


Figure 36. Percentage of Students Scoring at or Above Grade Level by Number of Days Suspended and Gender: Biology, 2000-2001.

- The percentages of students that achieved Level III or above on the Biology End-of-Course test declined as the number of days suspended increased among both male and female students.



Note: The “Other” category includes Asian, Hispanic, American Indian and Multi-Racial students. Data for these four groups are not shown in this particular chart because of the small numbers of students in each group.

Figure 37. Percentage of Students Scoring at or Above Grade Level by Number of Days Suspended and Ethnicity: Biology, 2000-2001.

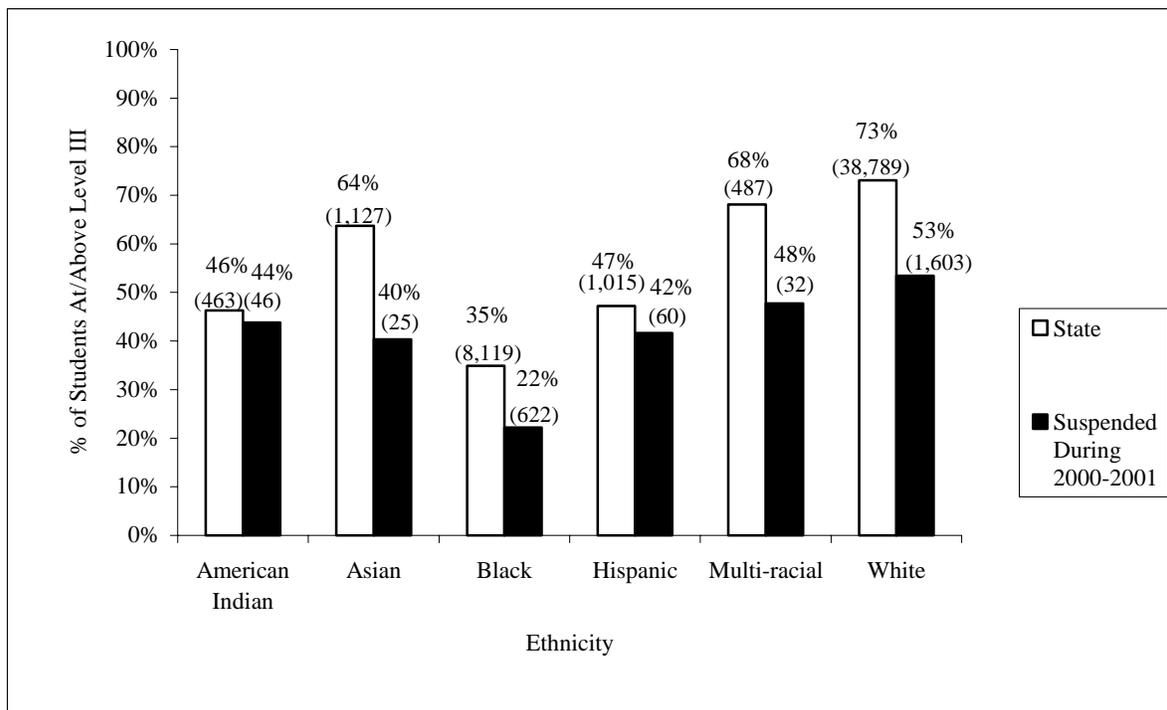


Figure 38. Percentage of Students Scoring at or Above Grade Level by Suspension Status and Ethnicity: Biology, 2000-2001.

- Regardless of how many days they were suspended, a greater percentage of White students achieved Level III or above on the Biology End-of-Course than Black students, and Other (Asian, Hispanic, American Indian, and Multi-racial) students.
- The percentages of White students that achieved Level III or above declined as the number of days suspended increased. The percentage of Black and Other students that achieved Level III showed a less consistent relationship to number of days suspended.
- The percentage that achieved Level III or above among suspended students ranged from 2 (American Indian) to 24 (Asian) percentage points lower than the state average for each respective ethnic group.
- The achievement gaps between ethnic groups seen at the state level on the Biology EOC test are similar in nature among suspended students, although the gaps among suspended students are somewhat smaller.

U. S. History EOC Achievement

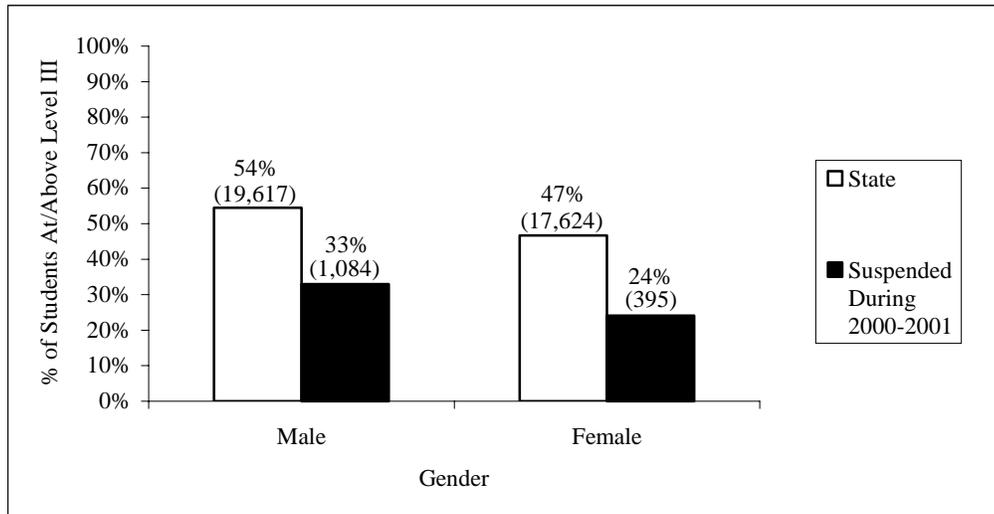


Figure 39. Percentage of Students Scoring at or Above Grade Level by Suspension Status and Gender: U. S. History, 2000-2001.

- Regardless of suspension status, a greater percentage of male students achieved Level III or above on the U. S. History EOC test than female students in 2000-2001.
- Students who were suspended from school at any time during 2000-2001 were less likely to score at or above Level III on the U. S. History EOC test at the end of that school year.

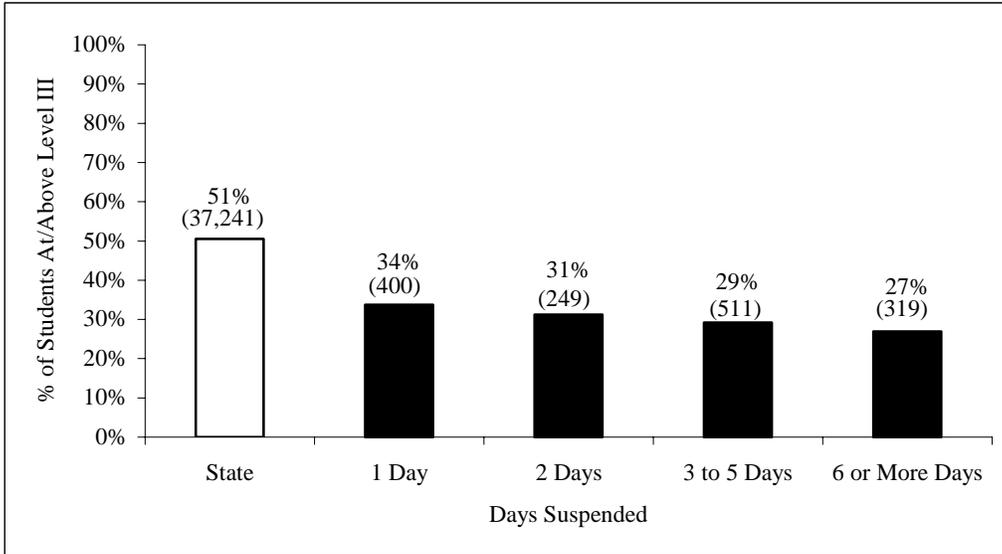


Figure 40. Percentage of Students Scoring at or Above Grade Level by Number of Days Suspended: U. S. History, 2000-2001.

- Fifty-one percent of students in the state achieved Level III or above on the U. S. History EOC test in 2000-2001.
- The percentages of students achieving Level III or above on the U. S. History EOC test in 2000-2001 declined steadily as the number of days suspended increased.

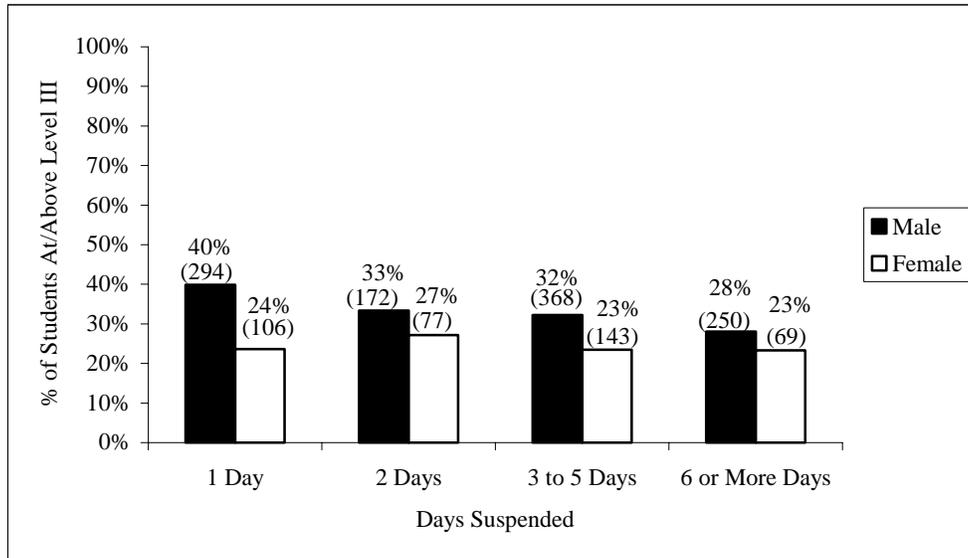
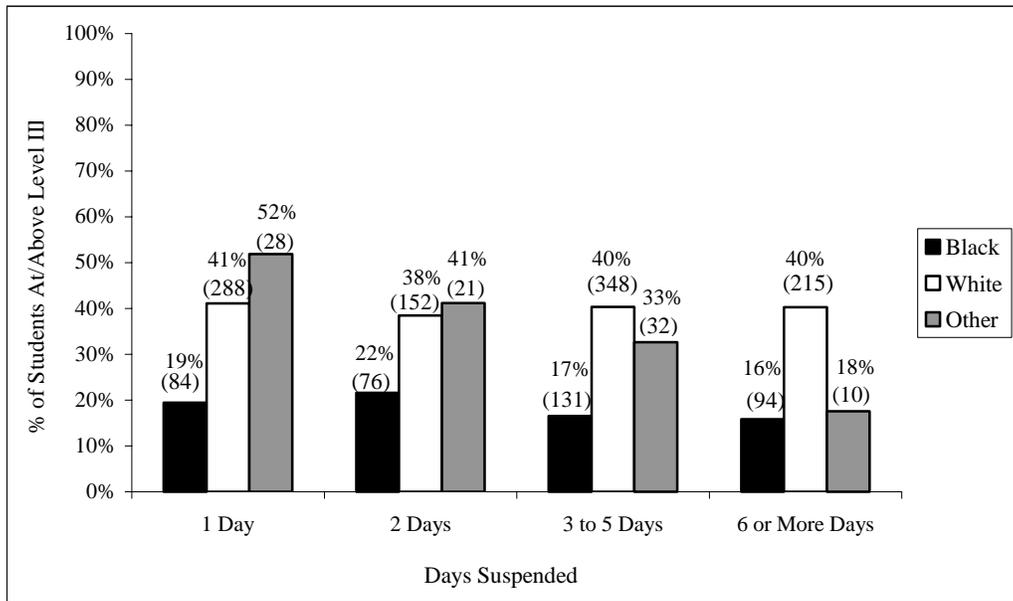


Figure 41. Percentage of Students Scoring at or Above Grade Level by Number of Days Suspended and Gender: U. S. History, 2000-2001.

- The percentages of male students that achieved Level III or above on the U. S. History EOC test in 2000-2001 generally declined as the number of days suspended increased. This was also true for female students, except that females suspended for two days outperformed females suspended for only one day.



Note: The “Other” category includes Asian, Hispanic, American Indian and Multi-Racial students. Data for these four groups are not shown in this particular chart because of the small numbers of students in each group.

Figure 42. Percentage of Students Scoring at or Above Grade Level by Number of Days Suspended and Ethnicity: U. S. History, 2000-2001.

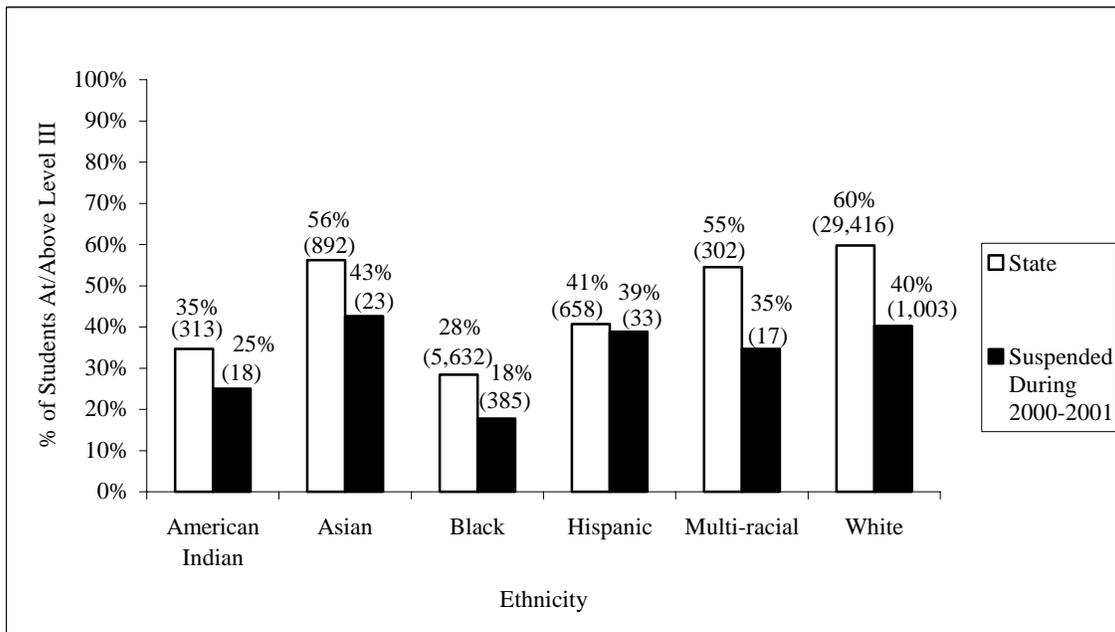


Figure 43. Percentage of Students Scoring at or Above Grade Level by Suspension Status and Ethnicity: U. S. History, 2000-2001.

- Among students suspended for one or two days, students in the Other ethnic group (Asian, Hispanic, American Indian, and Multi-racial) were more likely to achieve Level III than either White or Black students. Among students suspended three or more days, however, White students outperformed Black and Other students.
- The percentages of suspended Black and White students that achieved Level III or above changed very little regardless of how many days they were suspended. The percentages of Other students that achieved Level III or above declined steadily, however, as the number of days suspended increased.
- The percentages achieving Level III or above among suspended students was between 2 (Hispanic) and 20 (White and Multi-racial) percentage points lower than the state averages for each respective ethnic group.
- The achievement gaps across ethnic groups seen at the state level on the U. S. History EOC test are somewhat similar in nature among suspended students, although the gaps among suspended students are generally smaller.

Appendix A

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

North Carolina LEA Roster of 2000-01

Suspensions, Expulsions, and Disciplinary Alternative Education Placements Instruction Sheet

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

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

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

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

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

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

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

Appendix B

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

2000-2001

Number of Short-Term Suspensions

LEA Name	Asian		Black		Hispanic		American Indian		Multiracial		White	
	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
Iredell-Statesville	31	7	1085	557	88	27	11	9	13	14	1728	530
Mooresville City	0	1	152	52	4	1	0	0	4	1	170	32
Jackson County	0	0	13	1	6	3	24	10	1	0	176	50
Johnston County	4	2	1885	750	290	66	6	5	50	15	2337	645
Jones County	0	0	88	24	0	1	0	0	0	1	44	6
Lee County	0	1	640	147	115	37	3	0	15	9	521	103
Lenoir County	2	0	1264	427	23	8	0	0	11	1	420	103
Lincoln County	2	1	306	120	101	39	9	2	14	9	1039	221
Macon County	0	1	2	2	2	0	0	0	0	1	185	58
Madison County	0	0	0	0	0	0	0	0	0	0	117	17
Martin County	0	0	1478	521	7	4	1	0	7	0	274	38
McDowell County	0	0	26	2	1	1	0	1	1	0	239	61
Charlotte-Mecklenburg	293	52	12353	4895	516	154	100	38	117	32	3402	939
Mitchell County	0	0	1	0	2	0	0	0	0	0	63	23
Montgomery County	3	0	162	68	34	19	1	0	1	0	135	10
Moore County	0	0	502	160	44	8	23	2	7	12	528	150
Nash-Rocky Mount	6	6	1590	710	36	9	9	4	3	4	460	116
New Hanover County	7	4	1472	767	17	2	13	0	68	18	1019	315
Northampton County	0	0	18	8	0	0	0	0	0	0	4	0
Onslow County	9	3	787	246	62	26	3	2	69	26	970	232
Orange County	0	0	54	24	5	0	0	0	4	0	79	8
Chapel Hill-Carrboro	6	2	186	70	15	4	0	0	9	0	122	27
Pamlico County	0	0	179	51	0	0	1	0	1	0	211	63
Elizabeth City/Pasquotank	6	2	698	274	6	3	0	0	7	13	312	74
Pender County	0	0	526	125	22	5	3	0	3	0	452	99
Perquimans County	0	0	127	20	1	0	0	0	1	0	82	25
Person County	0	0	218	75	2	3	25	7	11	1	97	21
Pitt County	11	4	3938	1680	61	20	0	0	30	14	1296	321
Polk County	1	0	9	2	19	0	0	0	1	0	76	21
Randolph County	4	1	77	22	45	3	16	3	22	9	888	208
Asheboro City	3	0	159	38	57	18	0	0	5	1	240	53
Richmond County	0	0	491	191	12	0	13	2	4	1	311	56
Robeson County	49	23	1425	539	31	9	1298	436	8	6	501	168
Rockingham County	0	0	875	346	57	17	8	7	33	15	1498	367
Rowan-Salisbury	15	4	1577	651	142	40	19	0	39	15	2141	673
Rutherford County	0	0	316	85	6	2	2	0	4	3	871	194
Sampson County	0	0	631	167	134	14	5	6	8	6	348	86
Clinton City	0	0	500	142	25	2	19	12	2	2	119	13
Scotland County	0	0	1240	498	6	9	210	60	2	8	351	148
Stanly County	31	8	595	246	25	5	3	0	10	2	1305	272
Stokes County	0	0	41	12	7	4	0	2	4	6	435	99
Surry County	1	0	49	13	69	27	0	0	11	3	654	227
Elkin City	0	0	4	6	10	2	0	0	0	0	10	2
Mount Airy City	1	0	2	13	3	0	0	0	0	1	45	14
Swain County	0	0	0	1	2	0	47	29	1	0	131	42
Transylvania County	0	0	36	10	1	1	1	0	7	2	218	62
Tyrrell County	5	1	174	62	0	0	0	0	0	0	66	41
Union County	2	0	1323	455	147	64	12	9	28	21	1823	468
Vance County	0	0	13	1	0	0	0	0	0	0	1	0
Wake County	100	20	6813	2855	542	134	34	9	161	73	4493	1188
Warren County	0	0	608	200	2	0	11	4	16	0	78	14
Washington County	2	0	293	125	0	1	0	0	0	2	31	1
Watauga County	0	0	5	0	0	0	0	1	3	0	220	55
Wayne County	2	0	200	84	9	1	3	0	0	3	105	21
Wilkes County	0	0	49	11	35	2	0	0	5	0	418	89
Wilson County	2	0	1258	520	41	8	0	0	6	2	329	73
Yadkin County	0	0	14	5	15	0	1	0	0	0	147	45
Yancey County	0	0	1	1	2	0	0	0	0	0	138	35
Total	1,279	321	86,579	34,296	5,135	1,490	2,409	793	1,719	678	65,035	17,727

Appendix C

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

**Charter Schools
2000-2001**

Number of Short-Term Suspensions

LEA Name	<u>Asian</u>		<u>Black</u>		<u>Hispanic</u>		<u>American Indian</u>		<u>Multi-racial</u>		<u>White</u>	
	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>	<u>Male</u>	<u>Female</u>
Rocky Mt Charter Public	0	0	53	12	0	0	0	0	0	0	5	1
Cape Fear Center	0	0	0	0	0	0	0	0	0	0	0	0
Orange Co. Charter	0	0	0	1	2	0	0	0	7	0	41	49
Village Charter	0	0	0	0	0	0	0	0	0	0	0	0
New Century	0	0	1	2	1	0	0	0	0	0	7	0
Arapahoe	0	0	3	1	0	0	0	0	1	0	10	3
Bethel Hill	0	0	1	0	0	0	0	0	0	0	2	1
CIS Academy	0	0	3	0	0	0	6	1	0	0	2	0
Bethany Community	0	0	0	0	0	0	0	0	0	0	0	0
Rowan Academy	0	0	32	9	0	0	0	0	0	0	0	0
Thomas Jefferson	0	0	0	0	0	0	0	0	0	0	0	0
Laurinburg	0	0	23	12	0	0	0	0	0	0	0	0
Laurinburg Homework	0	0	14	21	0	0	1	2	3	0	21	17
Stanly Co. Community	0	0	0	0	0	0	0	0	0	0	0	0
Millennium	0	0	0	0	0	0	0	0	0	0	2	0
Brevard Academy	0	0	3	0	0	0	0	0	0	0	2	1
Union Academy	0	0	0	0	0	0	0	0	0	0	0	0
Vance Charter	0	0	3	2	0	0	0	0	0	0	39	8
Exploris	0	0	0	0	0	0	0	0	0	0	0	0
J.H. Baker Jr. Charter	0	0	0	0	0	0	0	0	0	0	0	0
Magellan	0	0	0	0	0	0	0	0	0	0	0	0
Sterling Montessori	0	0	0	0	0	0	0	0	0	0	0	0
Franklin Academy	0	0	0	0	0	0	0	0	0	0	8	5
East Wake Academy	0	0	12	5	0	0	0	0	0	0	12	1
SPARC Academy	0	0	18	3	0	0	0	0	0	0	0	0
Northeast Raleigh	0	0	12	2	0	0	0	0	0	0	0	0
PreEminent Charter	0	0	0	0	0	0	0	0	0	0	0	0
Quest Academy	0	0	0	0	0	0	0	0	0	0	0	0
Raleigh Charter High	0	0	1	0	0	0	0	0	0	0	12	2
Community Partners	0	0	1	0	2	0	0	0	0	0	13	7
Haliwa-Saponi Tribal	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
Wayne Academy	0	0	8	5	0	0	0	0	0	0	0	0
Bridges	0	0	0	0	0	0	0	0	0	0	0	0
S.B. Howard	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	775	257	9	3	7	3	21	15	437	138