

# **Annual Study of Suspensions and Expulsions**

**2004-05**

Published March 2006



**Public Schools of North Carolina**  
State Board of Education/Department of Public Instruction  
Office of Curriculum and School Reform Services and  
Office of Deputy Superintendent, Agency Operations & Management

## **Acknowledgements**

The study of suspensions and expulsions in 2004-05 was conducted by the North Carolina Department of Public Instruction (NCDPI), Agency Operations and Management, with assistance from the Center for Urban Affairs and Community Services (CUACS) at North Carolina State University.

At NCDPI we thank Dr. Kenneth Gattis for coordinating the report project and compiling the report; Valoria Ingram, Faye McDaniel, and Marguerite Peebles for consultation and assistance with data collections; and Kay Oney and Joy Dry for assistance in compiling data into the required dataset and report formats.

We thank the CUACS staff members Stephen Ward and Corre Robinson, who collected and assembled the 2004-05 DDC data, provided technical assistance to LEAs completing the surveys, monitored data collection, and created the resulting statewide database from the information submitted.

We gratefully acknowledge the contributions of school and LEA personnel who collected and provided the data for this report. We also thank Dr. Bradley McMillan, formerly of DPI and now with Wake County Schools, upon whose work much of the narrative in the introductory sections of this report is drawn.

**Annual Study of Suspensions  
And  
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2004-05**

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## Summary and Key Findings

The results reported in the 2003-04 *Annual Study of Suspensions and Expulsions* showed steady increases in the number of suspensions and expulsions over the four years up to 2003-04, both overall and for various student subgroups. This 2004-05 report describes a dramatic reversal of this trend with marked decreases in both suspensions and expulsions across the 115 LEAs. Charter school suspensions remained constant when taking into account growth in charter school population, and charter school expulsions decreased greatly.

On average, one of ten North Carolina students receives an out-of-school short-term suspension each year. Many students receive only one suspension each year, but a number of students receive multiple short-term suspensions. Students who received short-term suspensions in 2004-05 averaged just under two suspensions each.

Between 2003-04 and 2004-05, the number of out-of-school short-term suspensions given to NC students in the LEAs decreased 19%--from 311,482 to 252,030. All grade, gender, and ethnic groups saw decreases. The decrease in the number of short-term suspensions for exceptional children was 22%, with students in the EC classifications with the three highest numbers of short-term suspensions (EMD, SLD, and BED) experiencing even larger decreases.

As in past years, male students (particularly Black/Multi-racial and American Indian males), students in grades six through nine, and students receiving special education services are among the groups that continued to be disproportionately represented among short-term suspended students in 2004-05.

In 2004-05 the number of long-term suspensions declined 22%--from 4,022 to 3,124. Despite a similar decline in rate for Black/Multiracial males, this group continues to receive long-term suspensions in disproportionate numbers. The overall rate of long-term suspensions is 228 per 100,000 students. The rate for Black/Multiracial males is 649 per 100,000 students.

Expulsions in the LEAs continued the decline started last year. The number of expulsions, which had fallen from 353 to 205 in 2003-04, again dropped sharply to a total of only 68 in 2004-05, a decrease of 67%. The continuing decrease in the number of expulsions may have been due, in part, to increased utilization of alternative learning programs in North Carolina public schools. Another factor may be the use of 365-day suspensions in lieu of expulsions. 365-day suspensions increased from 73 in 2003-04 to 94 in 2004-05.

## Introduction

### Background

#### Legislative Charge

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

The Annual Study of Suspensions and Expulsions for the 2004-05 school year was designed to address the requirements specified in the legislation cited above.<sup>1</sup> The data contained in this report was gathered from traditional and charter public schools as well as alternative schools/programs via paper and electronic spreadsheets and the web-based Uniform System of Disciplinary Data Collection (USCDDC). The consolidation and reporting of these data was therefore a logistical challenge.

#### Legislation Related to the Education of Suspended and Expelled Students

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.*”

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

A recent addition to GS 115C-47 stops just short of such a mandate. Section (32a), which refers to appropriate services to students who drop out of school, now states that “*Each local board of education shall establish at least one alternative learning program (ALP) and shall adopt guidelines for assigning students to alternative learning programs,...*” including “*...strategies for providing alternative learning programs, 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.*”

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<sup>1</sup> This report does not, however, cover the legislative provision cited above with respect to dropouts. Dropout data has historically been gathered by NCDPI through a separate data collection mechanism and were reported for 2004-05 in a separate document.

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

### Definitions of Suspension and Expulsion

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

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

Short-Term Suspensions. Lesser offenses committed by students are often dealt with using short-term suspensions, which can last up to ten days. Principals usually make decisions about whether to suspend a student short-term, about the duration of that suspension, and about whether the short-term suspension is to be served in or out of school. In-school suspensions are usually served in an *in-school suspension classroom*. When a school does not have an in-school suspension program or when offenses are more serious or chronic, they may be dealt with through short-term, out-of-school suspensions. In either case, a student may have multiple, short-term suspensions throughout the year such that the cumulative days suspended includes a significant portion of the student's academic year. Time out of school almost always has a negative impact on achievement and progress (e.g., NCDPI, 2002c). Without effective intervention, behavior problems that lead to an out-of-school suspension get worse.

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

often unsupervised. The student may then become more at-risk of academic failure and may become involved in health-risk behaviors or delinquent behaviors.

Expulsion. When a student is expelled from school, the student cannot ever return to their home school or any other school within the LEA. As with long-term suspensions, the superintendent and/or the local board of education, upon the recommendation of the principal, make decisions about student expulsions on a case-by-case basis. An expulsion is usually reserved for cases where the student is at least 14 years of age and presents a clear threat of danger to self or others. The acts do not have to occur on school premises for the superintendent and/or school board to expel a student. The law allows school districts to permit some expelled students to enroll in ALPs to complete their education. Some districts allow expelled students to apply for readmission. (In 2004-05, 17 of 33 students expelled in Winston-Salem-Forsyth were readmitted.)

### Alternative Learning Programs Defined

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

The State Board of Education, as required by GS 115C-12 (24) amended by HB 168 of the 1999 Session of the General Assembly, adopted a definition of what constitutes an alternative school or program. Basic differences between an alternative school and an alternative program usually have to do with size, management, and accountability. The following definition is described in SBE policy HSP-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,*
- *are at risk of participation in juvenile crime,*
- *have dropped out and desire to return to school,*
- *have a history of truancy,*
- *are returning from juvenile justice settings or psychiatric hospitals, or*
- *have learning styles that 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,*
- *offer course credit or grade-level promotion credit in core academic areas, and*
- *provide transition support to and from/between the school of origin and alternative learning program.*

*Alternative learning programs may also:*

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

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

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

### Availability of ALPs for Suspended and Expelled Students

Suspended and expelled students in North Carolina are sometimes placed in ALPs on a *case-by-case basis*, based on processes and procedures developed by each of the 115 LEAs and the nearly 100 charter schools. Legislation requires that, unless granted a waiver by the State Board of Education (SBE), every district was to have an ALP by July 1, 2000. Currently, every LEA either has an ALP or has an agreement to utilize the ALP(s) of a neighboring LEA. Even so, there are still problems, such as the following:

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

More information about alternative schools and the kinds of alternative learning programs aimed at addressing the needs of students is available on the NC Department of Public Instruction's website: [www.ncpublicschools.org/schoolimprovement/alternative/learning/](http://www.ncpublicschools.org/schoolimprovement/alternative/learning/).

## **Study Methodology**

### Contents of this Report

The first three sections of this report contain disaggregated data for suspensions and expulsions collected from all non-charter public schools in North Carolina. The next three sections of this report include similar data for charter schools. The survey instrument used to gather the data in 2004-05 (in addition to the new USDDC system) was basically identical to those used in 2003-04, and is included in Appendix A. Disaggregated suspension and expulsion data for the 2004-05 school year are displayed by LEA/charter school in Appendix B.

### Cautions Regarding Interpretation of Data

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

For the purposes of this study, a student was considered to be suspended or expelled if the LEA reported them to be suspended out-of-school or expelled. Although this may seem obvious and inconsequential, it is not. The aforementioned absence of a statewide Student Code of Conduct, the implementation of "zero tolerance" policies in various forms in many LEAs, and differing definitions of the term "suspension" across LEAs means that comparing counts or even rates of suspension between different LEAs will likely be an invalid measurement of the relative dispensation of disciplinary consequences. Therefore, the disaggregated LEA-level data in Appendix B are most useful for within-LEA comparisons of suspension and expulsion rates between subgroups and should *not* be used to characterize the disciplinary environment of any LEA or set of LEAs against others.

Currently, statewide student membership data are combined for Black and Multi-racial ethnic groups. Therefore, when comparisons of suspension and expulsion data are made to the statewide student population throughout this report, these two subgroups are usually combined as well. Multi-racial students accounted for less than two percent of all suspensions and expulsions in 2004-05.

It is also possible that even the verified LEA counts listed in Appendix B may differ slightly from the counts LEAs themselves may report locally. LEAs often identify discrepancies in the numbers reported in Appendix B of this report but are not always able to fully reconcile them with their own numbers. Some school systems have multiple data collection mechanisms for gathering and reporting disciplinary information that may not produce exactly the same counts, and that may have contributed to those discrepancies. Training and standardization efforts have been underway over the past few years and are continuously ongoing in an effort to ameliorate these kinds of difficulties and to ensure that the data underlying this report are as accurate and complete as possible.

## **Critical Issues**

### The Use of Data to Stereotype Students

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

### The Need for Comprehensive, Prevention-Oriented Solutions

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

While improving the school environment greatly enhances the safety of students, there are limits on the extent to which schools can shape and influence students' behavior. School-age children typically spend only 17-20% of their waking hours in school during a given calendar year. Consequently, many of the factors that shape student behavior emanate from sources outside of school, as well as from early experiences children have prior to entering school. Suspensions and expulsions often result from behaviors ranging from "lesser" problems such as bullying, fist fights, name-calling, and many forms of harassment, to more "extreme" problems involving criminal behaviors such as substance abuse, assault, or carrying weapons to school. These issues may be rooted in the need to learn better self-control and assume personal responsibility, educational approaches that do not match students' needs, problematic environments (in or out of school), family and personal issues, or combinations of these and

other factors. Efforts to prevent behavioral problems in schools will therefore be most effective when: (a) there is a comprehensive focus on the full range of students' needs--academic, behavioral, and other; (b) there is efficient and focused collaboration between schools, families, and other community agencies that are charged with serving students who are at risk for behavioral problems; and (c) these efforts begin as early as possible in children's lives, before they enter school and before patterns of negative behavior have the chance to take root.

### The Protection of Others Versus the Rehabilitation of Offenders

Each year, for a variety of reasons, thousands of students are suspended or expelled from North Carolina's schools. Reasons range from truancy to disruptive behavior, chronic discipline problems, violence, and criminal acts. Sometimes discipline problems are rooted in non-academic problems or problems outside of school that impact learning such as family problems, substance abuse, or domestic abuse. This may in turn result in negative academic performances and place those students at risk for crime and delinquency problems.

Although removing a student from school may create a better learning environment for others whose education was being disrupted by that student's actions, the removed student does not typically benefit from removal, nor does simply removing the student from school address the cause of the student's misbehavior. The more time a student spends out of school, the more her/his academic progress will likely suffer. As students fall further behind in their academic progress, it becomes more likely that they will not catch up with their schoolwork, or worse, that they may never return to school. Alternative strategies to serve the academic and behavioral needs of suspended and expelled students are necessary to prevent at-risk students from becoming "repeat offenders" after they return to their home school, and to ensure that their difficulties do not escalate to the point where more serious behavioral events occur or where students drop out of school altogether. Although suspensions and expulsions are legitimate and reasonable means to ensure a safe, orderly and caring school climate, these actions should not be the end goal of student discipline. Significant remediation efforts need to take place to ensure that those students who are removed from school for purposes of ensuring safety and order get the help they need to return to the regular school environment and be successful, both behaviorally and academically.

In addition, it is critically important that high numbers of suspensions and expulsions in any one school or LEA not necessarily be viewed as indicative of an unsafe school environment. High numbers of suspensions and expulsions may in fact be a reflection of school environments where student misbehavior is not tolerated, where offenders are routinely identified and sanctioned, and/or where schools are diligent about recording and reporting accurate data on disciplinary events. In essence, the disciplinary data in this report represents only the numbers of students who were caught. Students whose misbehavior goes undiscovered or unpunished, or whose data do not get recorded for whatever reason, are not included in these figures. If it was possible to count all of those events and append them to the data reported here, the overall numbers as well as the relative distribution of the figures across years, across student subgroups, and across schools and LEAs might change.

Data that only measure negative events (and in this case, only those events for which school staff were able to identify a student perpetrator) also do not fully capture the range of

factors that affect safety. Support systems and processes in place for students who misbehave, the extent to which students feel that school staff are concerned and vigilant about maintaining safety, and the regularity with which disciplinary events are dealt with in a fair, consistent, and timely manner are but a few of the positive indicators of safety which often go unmeasured, yet they are very important to cultivating a safe, orderly, and healthy school environment.

## Section 1.1: LEA Short-Term Suspensions

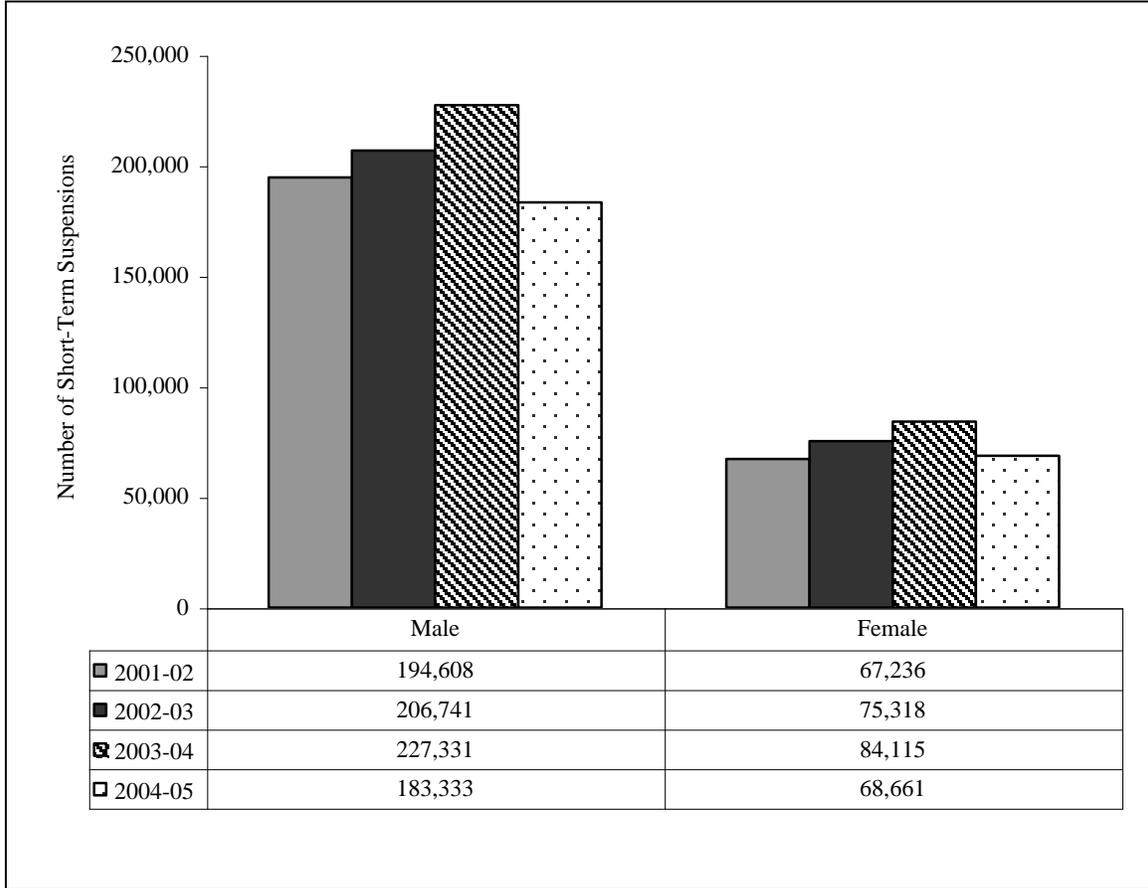
### Short-Term Suspensions

This section reports data for students who were suspended for 10 days or less from the 115 LEAs across North Carolina (not including charter schools). The data here reflect short-term suspensions that may include multiple suspensions per student. In addition to displaying numbers and percentages of suspensions given to different subgroups of students, charts are also presented showing suspension rates for selected subgroups. Calculating *rates* of suspension (e.g., the number of suspensions per 10 students enrolled) is one way to compare the extent of representation across groups more accurately than simple percentages, particularly when the groups vary widely in size. Rates can fluctuate greatly from year to year when the number of students is small, however; therefore, rates reported for small subgroups of students in this and subsequent sections of the report should be interpreted cautiously.

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

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

## Short-Term Suspensions by Gender

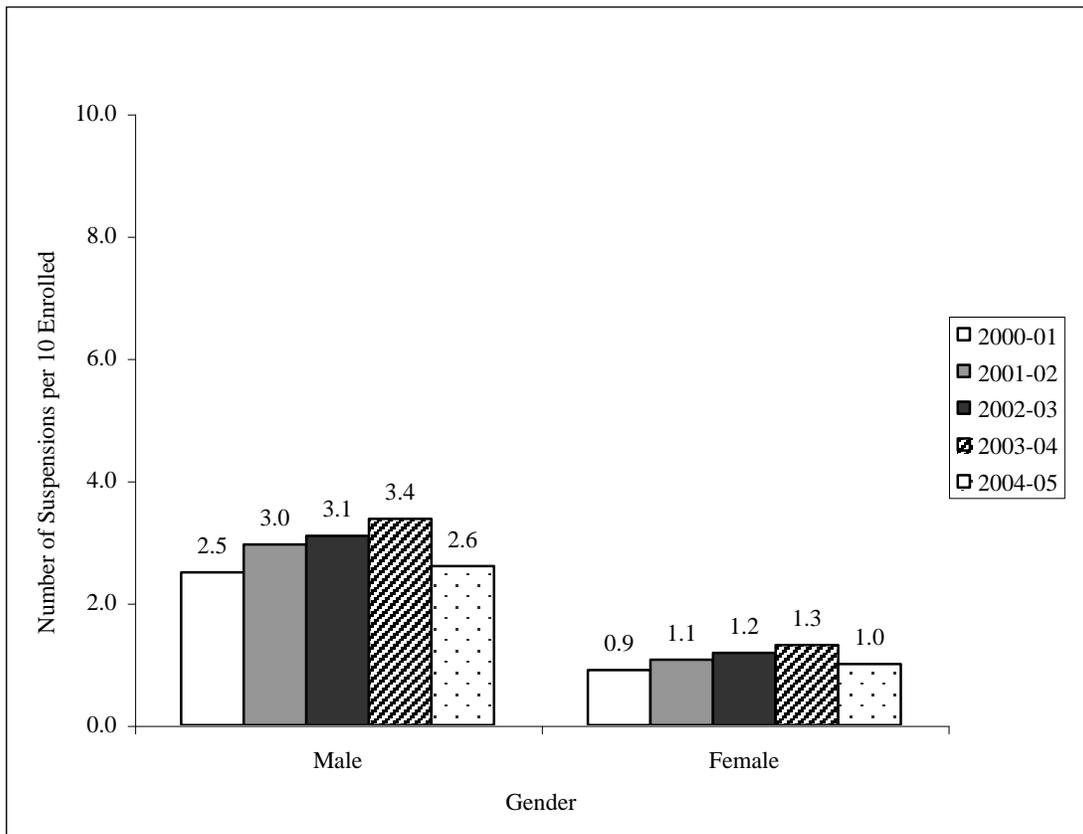


Note: The percentages indicate the proportion of each gender with short-term suspensions. Gender was not reported for 136 short-term suspensions in 2001-02, 181 in 2002-03, 36 in 2003-04 and 36 in 2004-05.

**Figure 1. Number of Short-Term Suspensions by Gender**

- A total of 252,030 suspensions for ten days or less occurred in 2004-05. This represents a 19.1% decrease from the previous year (311,482).
- The 252,030 short-term suspensions in 2004-05 were given to 128,996 different students (i.e., some students were suspended more than once), for an average of approximately 1.95 short-term suspensions per suspended student.
- These 252,030 short-term suspensions totaled 746,100 school days, a 19.7% decrease from 2003-04.
- The average duration of a short-term suspension in 2004-05 remained about three days.
- As in previous years, the majority of short-term suspensions in 2004-05 were served by males.

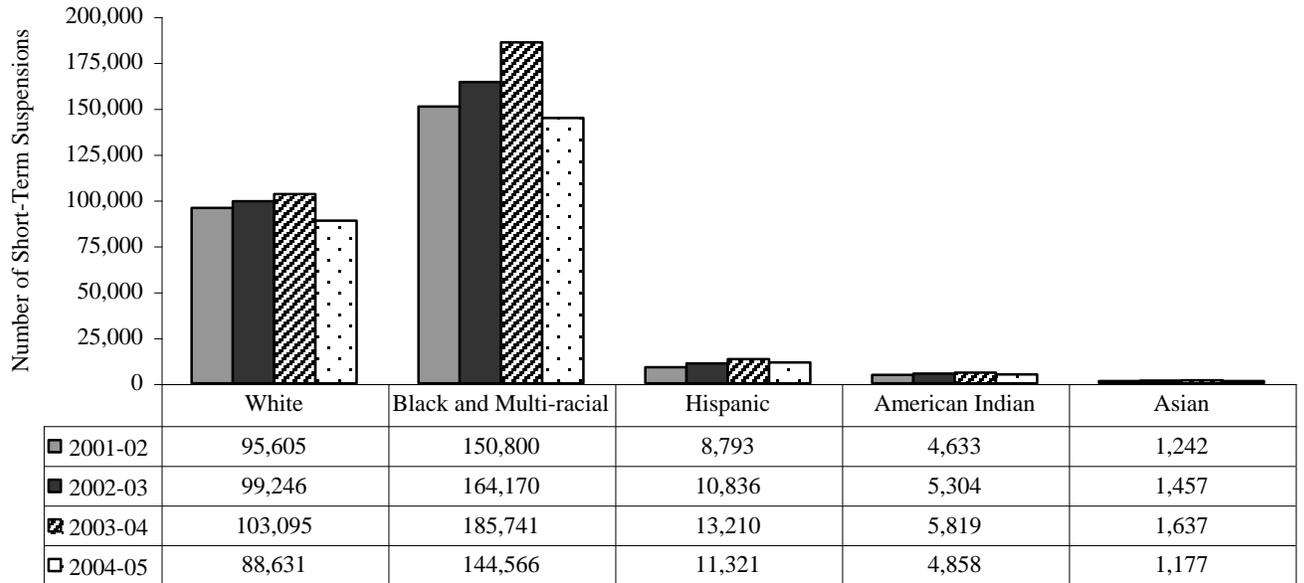
## Short-Term Suspensions by Gender



**Figure 2. Short-Term Suspension Rates by Gender**

- After at least three years of increases, rates of short-term suspension decreased for both males and females in 2004-05.
- As in 2003-04, the rate of short-term suspensions for male students in 2004-05 was 2.6 times higher than for females.

## Short-Term Suspensions by Ethnicity



Note: Ethnicity was not reported or was reported as “Other” for 907 short-term suspensions given in 2001-02, 1,227 in 2002-03, 1,980 in 2003-04, and 1,479 in 2004-05 (1,433 out of 1,980 were classified as Other in 2004-05).

**Figure 3. Number of Short-Term Suspensions by Ethnicity**

- White and Black/Multi-racial students accounted for the majority of short-term suspensions each year since 2001-02.
- Over half of all of the short-term suspensions given each year since 2001-02 were given to Black/Multi-racial students.
- There was a decrease in the number of short-term suspensions given across all ethnic groups in 2004-05.

## Short-Term Suspensions by Ethnicity and Gender

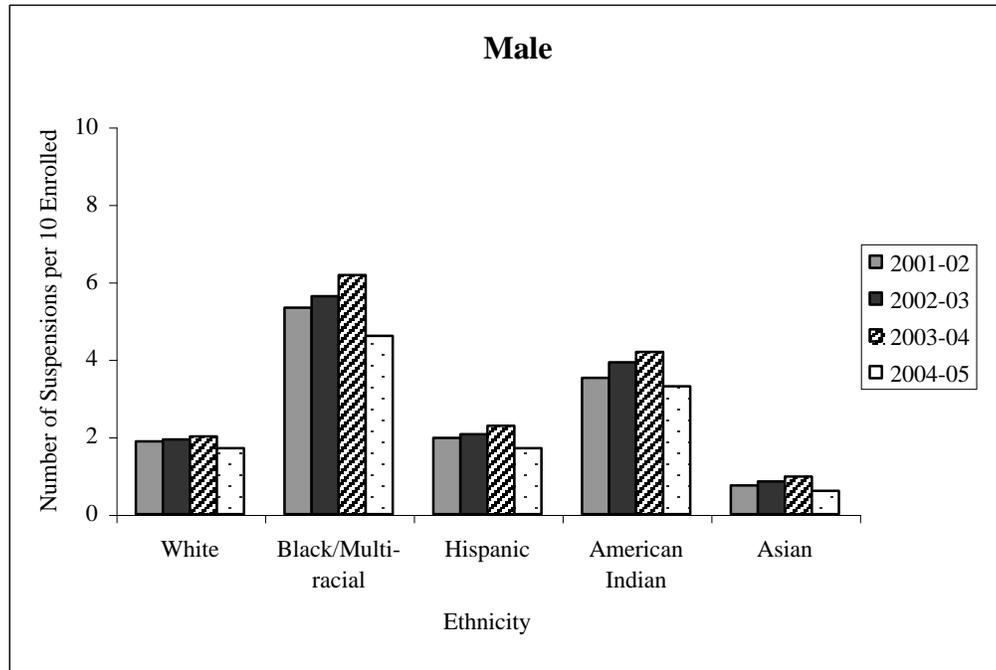
Ethnicity/Gender	# of Short-Term Suspensions				% of Short-Term Suspensions				% of Statewide Membership			
	2001-02	2002-03	2003-04	2004-05	2001-02	2002-03	2003-04	2004-05	2001-02	2002-03	2003-04	2004-05
Asian Males	952	1,113	1,325	886	<1	<1	<1	<1	1	1	1	1
Asian Females	289	344	312	291	<1	<1	<1	<1	1	1	1	1
Black/Multi-Racial Males	107,954	116,114	130,197	101,307	41	41	42	40	16	16	16	16
Black/Multi-Racial Females	42,845	48,034	55,528	43,259	16	17	18	17	15	15	15	16
Hispanic Males	6,880	8,242	10,455	8,791	3	3	3	4	3	3	3	4
Hispanic Females	1,913	2,589	2,755	2,530	1	1	<1	1	3	3	3	4
American Indian Males	3,407	3,830	4,157	3,402	1	1	1	1	1	1	1	1
American Indian Females	1,226	1,474	1,662	1,456	<1	<1	<1	<1	1	1	1	1
White Males	74,829	76,672	79,847	67,901	29	27	26	27	31	31	30	30
White Females	20,770	22,539	23,244	20,730	8	8	8	8	29	29	28	28
<b>Total Number</b>	<b>261,065</b>	<b>280,951</b>	<b>309,482</b>	<b>250,553</b>					<b>1,286,931</b>	<b>1,304,325</b>	<b>1,325,707</b>	<b>1,372,382</b>

Note: Ethnicity and/or gender was not reported or was reported as “Other” for 1,370 short-term suspensions in 2001-02, for 1,289 in 2002-03, for 2,000 in 2003-04, and for 1,477 in 2004-05 (1,433 were classified as Other). Percentages may not add to 100 due to rounding.

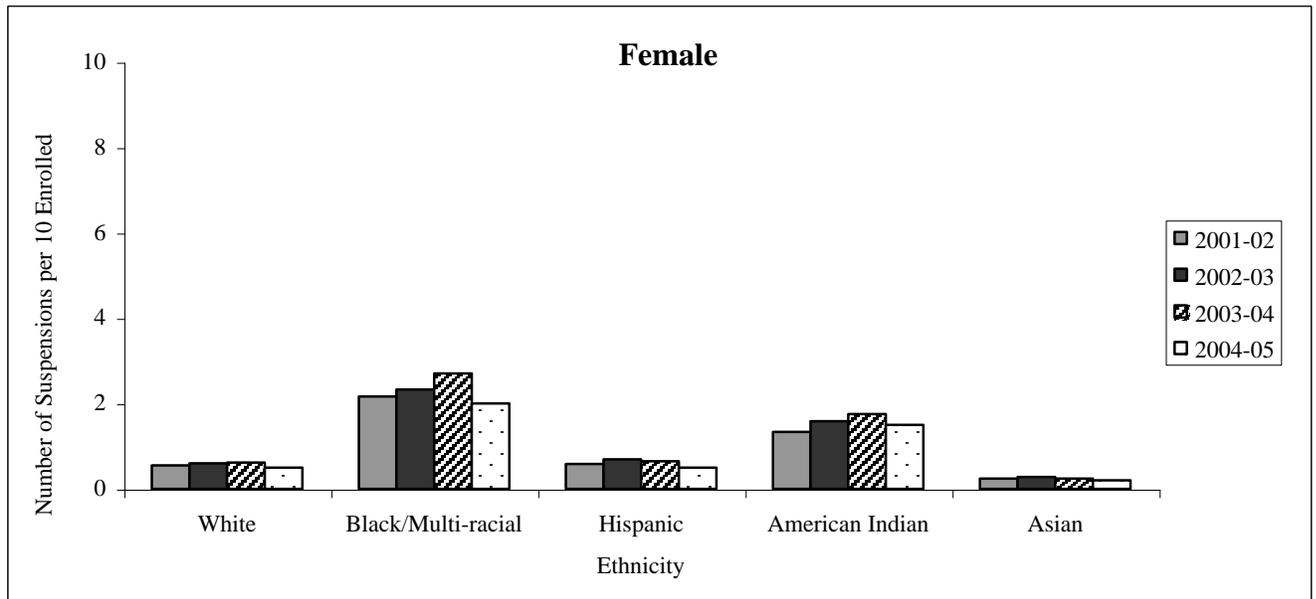
**Table 1. Short-Term Suspensions by Ethnicity and Gender**

- As in previous years, the percentage of short-term suspensions given to males in 2004-05 was higher than that for females within every ethnic group.
- Black/Multi-racial males represent approximately 16% of the overall student population. However, they accounted for 40% or more of the short-term suspensions given over the last four years.
- In 2004-05, Black/Multi-racial females accounted for 17% of short-term suspensions, slightly higher than their representation in the overall student population. In contrast, White females account for 28% of the overall student population, but only 8% of short-term suspensions.

Short-Term Suspensions by Ethnicity and Gender



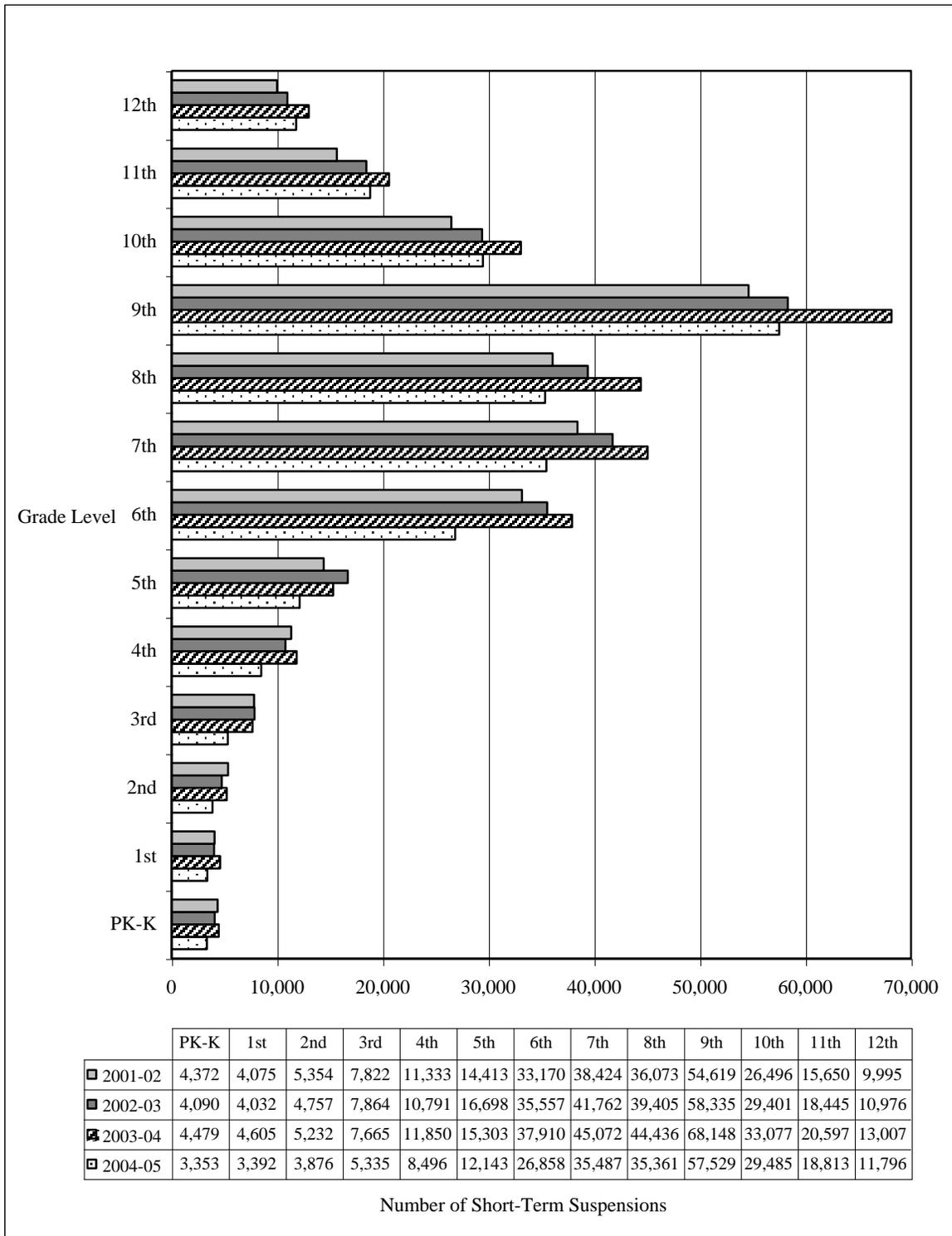
**Figure 4. Male Short-Term Suspension Rates by Ethnicity**



**Figure 5. Female Short-Term Suspension Rates by Ethnicity**

- Each year since 2001-02, among both males and females, Black/Multi-racial students had the highest rate of short-term suspensions, followed by American Indian students.
- Males experienced the largest rate decreases in 2004-05 in all racial groups, except for Black/Multiracial students, where both males and females achieved a 22% decrease.

- Short-Term Suspensions by Grade Level

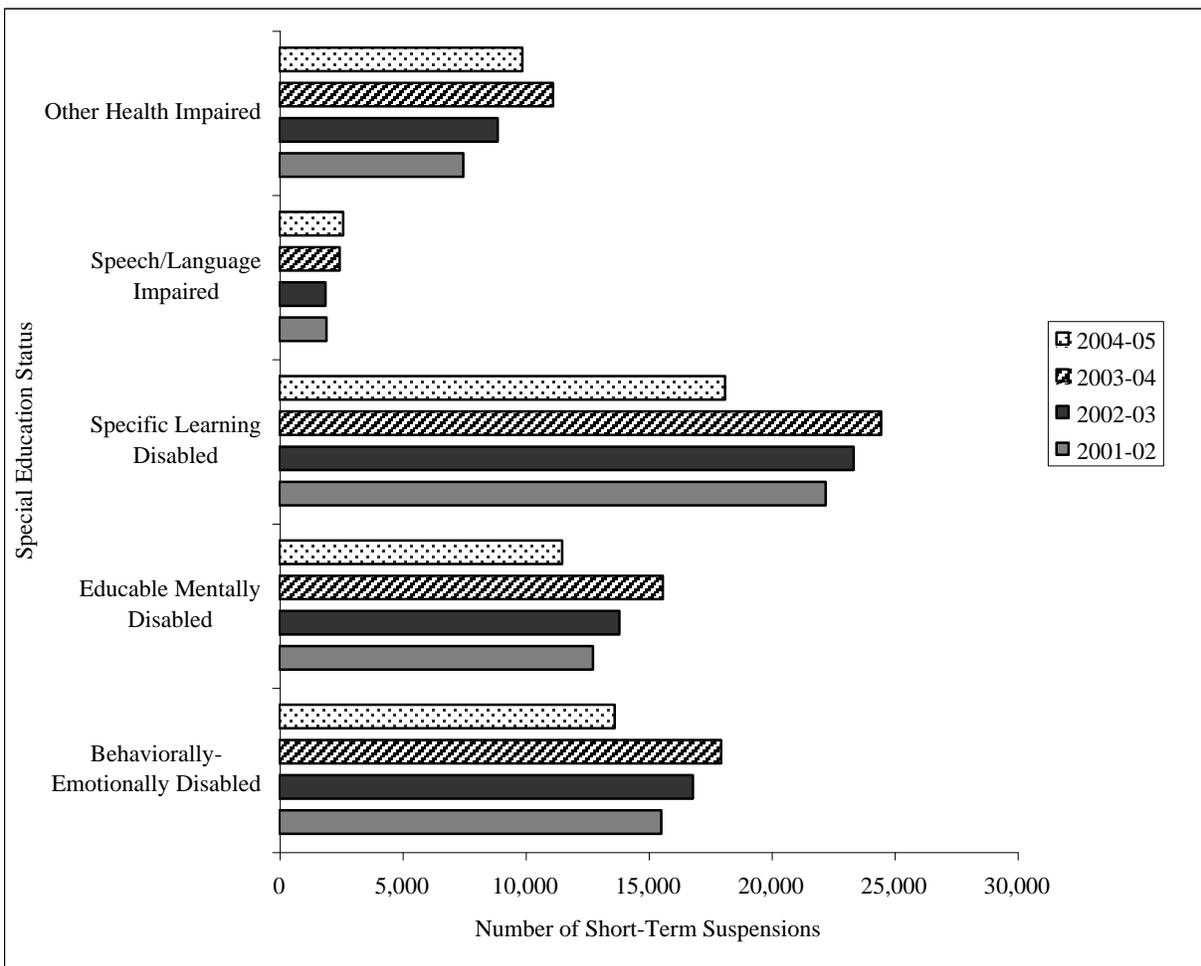


Note: Grade level was not reported for 184 short-term suspensions given in 2001-02, 127 in 2002-03, 101 in 2003-04, and 106 in 2004-05.

**Figure 6. Number of Short-Term Suspensions by Grade Level**

- The most common grade level for short-term suspensions each year has been the ninth grade, which accounted for 23% of short-term suspensions in 2004-05.
- The incidence of short-term suspensions in each year rose in the middle grades up to a plateau in grades seven and eight, then reached a peak in grade nine, followed by a steady decline in grades ten through twelve.
- For all grades, the number of short-term suspensions decreased in 2004-05.
- The largest percentage decreases in short-term suspensions between 2003-04 and 2004-05 were among 3rd grade students (30.4%), 6th grade students (29.2%), and 4th grade students (28.3%).

## Short-Term Suspensions for Students Receiving Special Education Services



Note: For 2004-05, students with a missing special education status were assumed to be not disabled.

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

- Short-term suspensions handed to students in the largest Exceptional Children (EC) categories appear in the chart above. In 2004-05 there were reductions in the numbers of EC students receiving short-term suspensions in all categories except Speech/Language Impaired (seen above) and Developmental Delayed, which appears with the remaining EC categories on the next page.
- Overall, the number of short-term suspensions received by exceptional children decreased 22% from 2003-04 to 2004-05.
- In 2004-05, students receiving special education services received approximately 23% of all short-term suspensions (down from 24% in 2003-04), despite the fact that they constitute only about 14% of the overall school population.

- The other short-term suspensions of EC students are seen below. There are far fewer students in these categories, and therefore they received far fewer short-term suspensions overall.

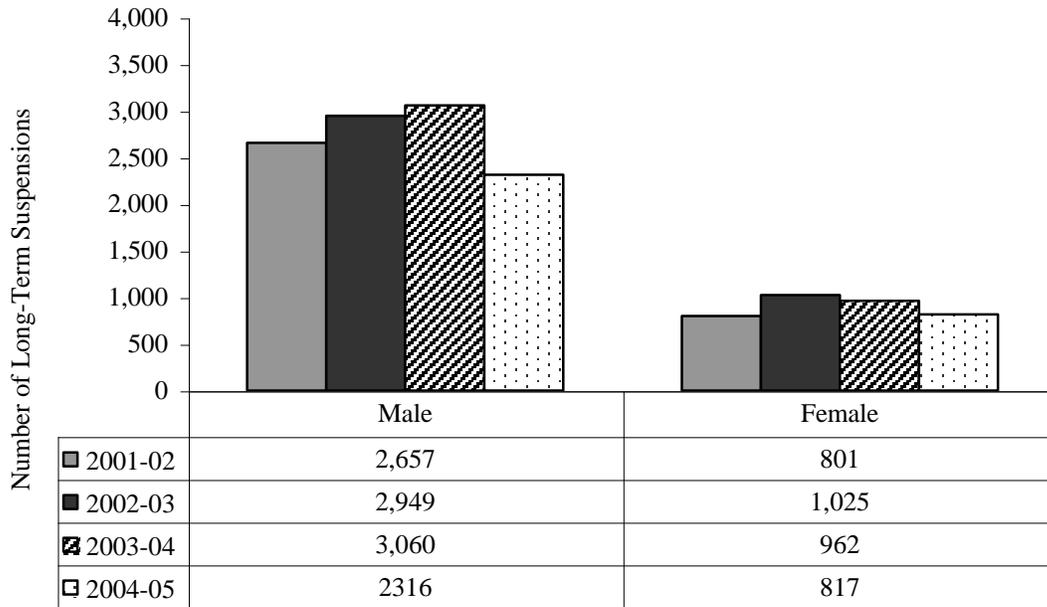
<b><u>Other Categories:</u></b>	<b><u>2001-02</u></b>	<b><u>2002-03</u></b>	<b><u>2003-04</u></b>	<b><u>2004-05</u></b>
Autistic	312	361	528	477
Deaf-Blind	33	20	27	14
Hearing Impaired	334	417	385	306
Visually Impaired	95	100	131	52
Trainably Mentally Disabled	371	436	461	334
Orthopedically Impaired	107	81	84	51
Traumatic Brain Injured	190	161	151	99
Multiply Disabled	162	176	173	148
Developmentally Delayed	536	608	802	889

## Section 1.2: LEA Long-Term Suspensions

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

It should be noted that these data include students who were suspended out-of-school as well as some who may have been suspended and subsequently sent to alternative programs. It should also be noted that some students receive multiple long-term suspensions during any given year; therefore, *these charts represent numbers of suspensions, not unique students.*

## Long-Term Suspensions by Gender



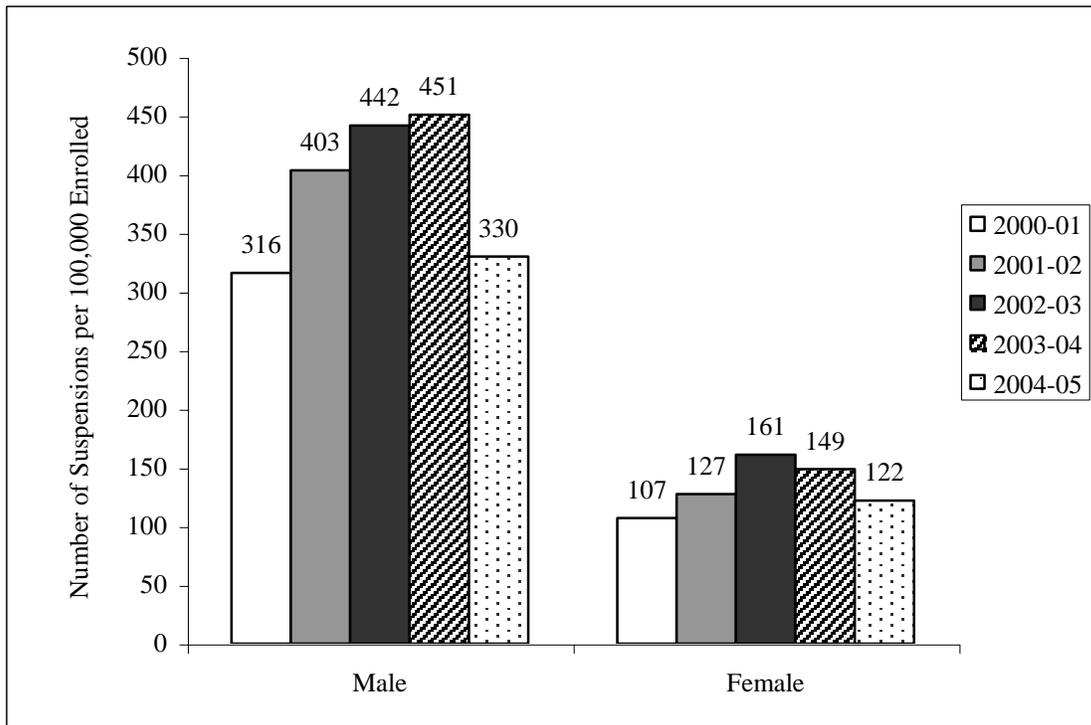
Note: Gender was not recorded for one long-term suspension in 2001-02 and two long-term suspensions in 2003-04 and in 2004-05.

**Figure 8. Number of Long-Term Suspensions by Gender**

- The number of long-term suspensions decreased by approximately 22% between 2003-04 and 2004-05.
- Similar to previous years, the majority of long-term suspensions in 2004-05 were given to male students. However, the number of long-term suspensions given to males decreased by 24% in 2004-05.
- The 3,135 long-term suspensions in 2004-05 were given to 1,547 different students (i.e., a number of students were long-term suspended more than once).
- Long-term suspensions in 2004-05 totaled 232,791 school days, or an average of approximately 77 school days per suspension.<sup>2</sup> This is a substantial 33% decrease from the total reported in 2003-04.

<sup>2</sup> These calculations do not include 94 year-long suspensions (i.e., 365-day suspensions) for which the total number of suspended days corresponding *specifically* to the 2004-05 school year could not be accurately calculated. Therefore, had those been included, the numbers could have been 2 to 4 percent higher.

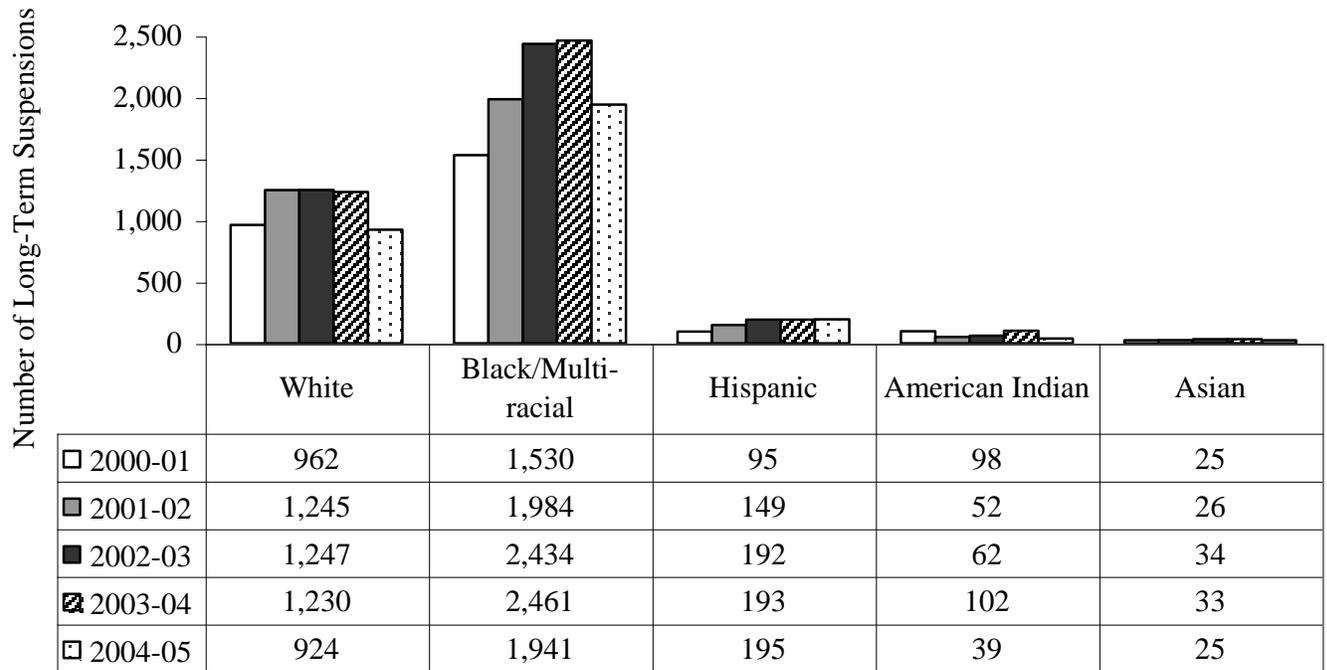
## Long-Term Suspensions by Gender



**Figure 9. Long-Term Suspension Rates by Gender**

- Reductions in long-term suspensions for both males and females combined with the continuing school population growth resulted in the lowest long-term suspension rates seen since 2000-01.

Long-Term Suspensions by Ethnicity



Note: Ethnicity was not reported or was reported as “Other” for 7 students 2003-04 and for 11 students in 2004-05.

**Figure 10. Number of Long-Term Suspensions by Ethnicity**

- White and Black students have accounted for the majority of long-term suspensions each year since 2000-01.
- The number of long-term suspensions given to students in each ethnic group decreased in 2004-05 for all groups except Hispanic students. The number of long-term suspensions given to American Indian students decreased by 62%.
- The number of long-term suspensions given to Black/Multi-racial students in 2004-05 decreased to its 2001-02 level after two years of much higher numbers. The number of long-term suspensions given to White students in 2004-05 decreased to its 2000-01 level.
- Since 2000-01, Black/Multi-racial students have accounted for over half of long-term suspensions (56% in 2000-01 to 62% in 2004-05). Long-term suspensions given to Hispanic students have increased (from 3.5% in 2000-01 to 6.2% in 2004-05) while the percentages given to White students during that same time period have declined (35% in 2000-01 to 30% in 2004-05). Shifts in the racial proportion of the school population can partly account for some of these changes (see Table 2 and Figures 11 and 12).

## Long-Term Suspensions by Ethnicity and Gender

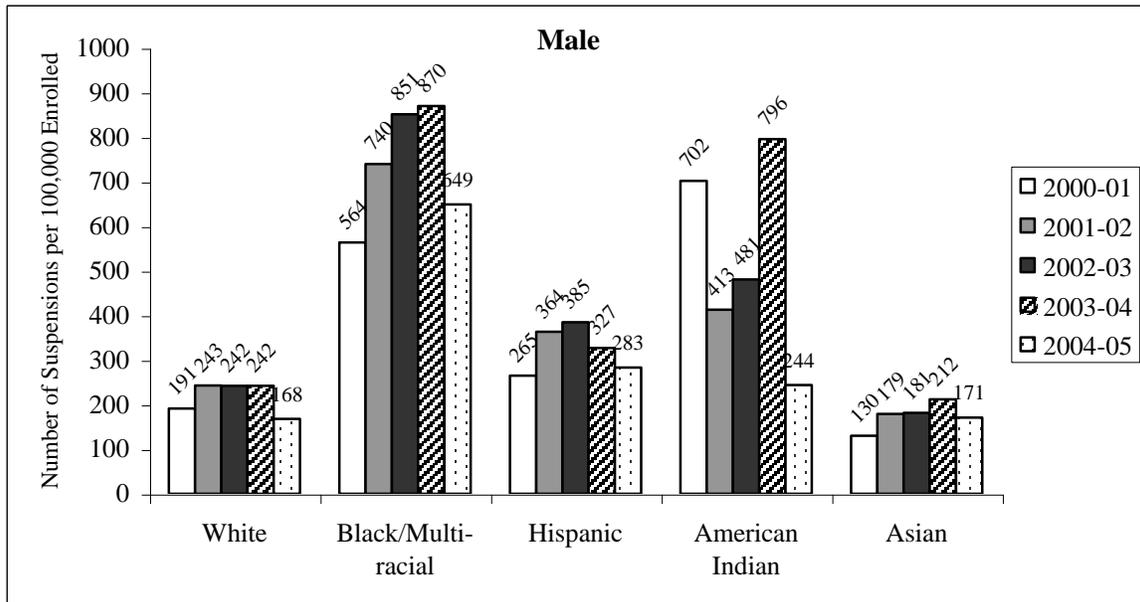
Ethnicity/Gender	# of Long-Term Suspensions					% of Long-Term Suspensions					% of Statewide Membership				
	2000-01	2001-02	2002-03	2003-04	2004-05	2000-01	2001-02	2002-03	2003-04	2004-05	2000-01	2001-02	2002-03	2003-04	2004-05
Asian Males	16	23	24	29	24	1	1	1	<1	1	1	1	1	1	1
Asian Females	9	3	10	4	1	<1	<1	<1	<1	<1	1	1	1	1	1
Black and Multi-Racial Males	1,123	1,498	1,757	1,835	1,420	41	43	44	46	46	16	16	16	16	16
Black and Multi-Racial Females	407	486	677	625	521	15	14	17	16	17	15	15	15	15	16
Hispanic Males	77	127	154	150	149	3	4	4	4	5	2	3	3	3	4
Hispanic Females	18	22	38	43	46	1	1	1	1	2	2	3	3	3	4
American Indian Males	67	40	47	79	25	2	1	1	2	1	1	1	1	1	1
American Indian Females	31	12	15	23	14	1	<1	<1	<1	<1	1	1	1	1	1
White Males	763	968	964	965	694	28	28	24	24	22	31	31	31	30	30
White Females	199	277	283	264	230	7	8	7	7	7	30	29	29	28	28
<b>Total Number</b>	<b>2,710</b>	<b>3,456</b>	<b>3,974</b>	<b>4,022</b>	<b>3,124</b>						<b>1,268,422</b>	<b>1,286,931</b>	<b>1,304,325</b>	<b>1,325,707</b>	<b>1,372,382</b>

Note: Ethnicity was not reported or reported as "Other" for 7 students in 2003-04 and 11 students in 2004-05.

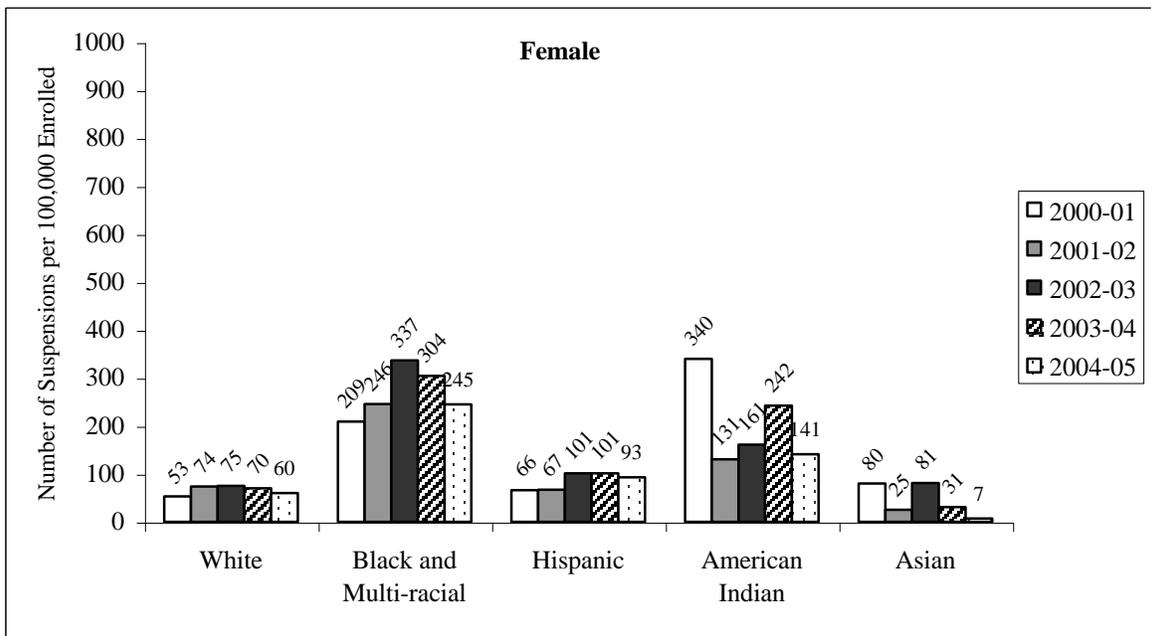
**Table 2. Long-Term Suspensions by Ethnicity and Gender**

- The percentage of long-term suspensions given to males was higher than that for females in every ethnic group across all years.
- Black/Multi-racial males represented approximately 16% of the overall student population in all years; however, they have accounted for 41-46% of the long-term suspensions given during those same years.
- The percentage of long-term suspensions given to White males declined between 2000-01 and 2004-05.
- Over time, Black/Multi-racial females accounted for a percentage of long-term suspensions that was close to their representation in the overall student population. In contrast, White females represented approximately 28-30% of the overall student population, but they accounted for only 7-8% of long-term suspensions.

Long-Term Suspensions by Ethnicity and Gender



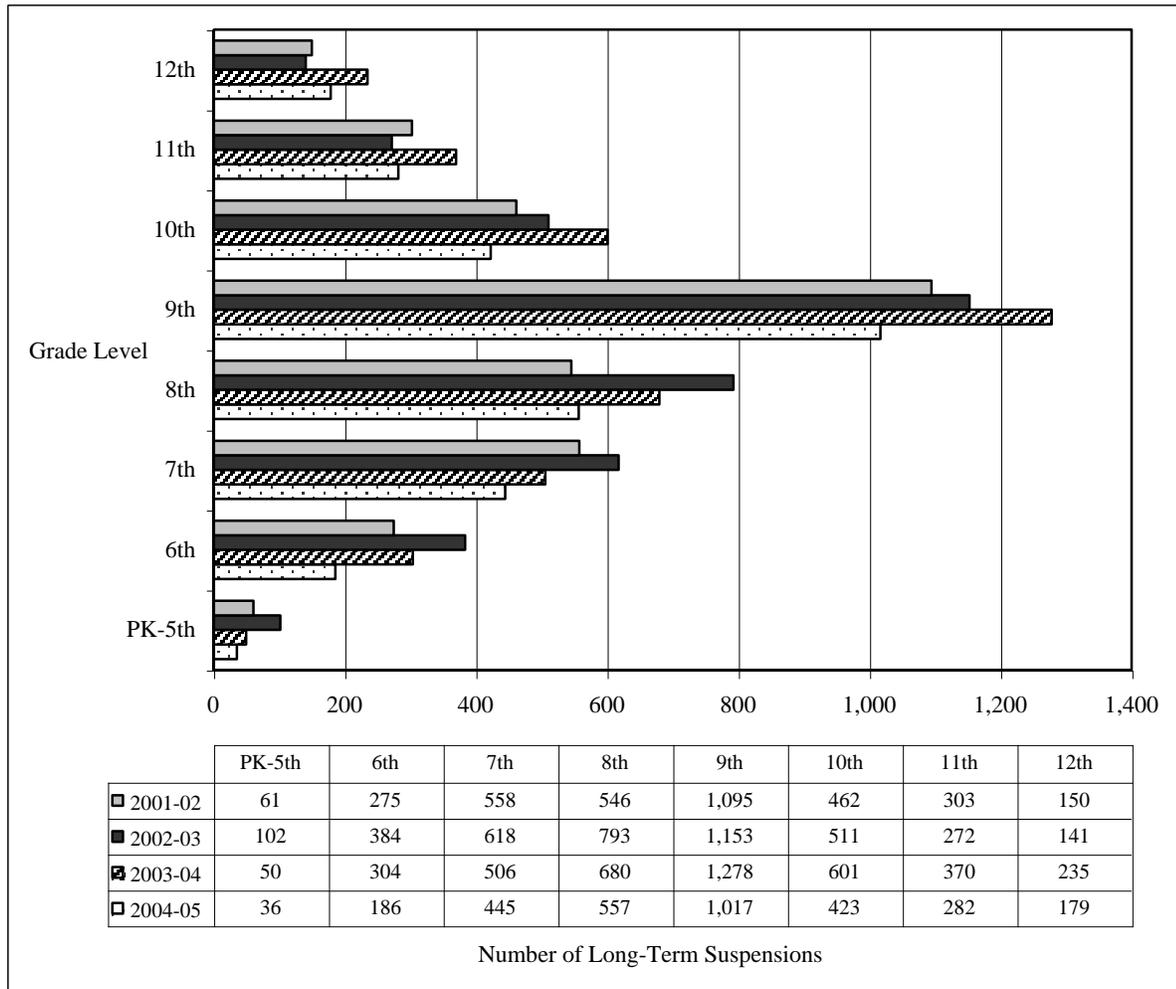
**Figure 11. Male Long-Term Suspension Rates by Ethnicity**



**Figure 12. Female Long-Term Suspension Rates by Ethnicity**

- Long-term suspension rates decreased for all gender/ethnic groups in 2004-05, most dramatically for American Indian males.
- The rates for Black/Multiracial males and females, Hispanic males and females, White females, and Asian males have increased since 2000-01. The rates for White males, American Indian males and females, and Asian females have decreased.

## Long-Term Suspensions by Grade Level

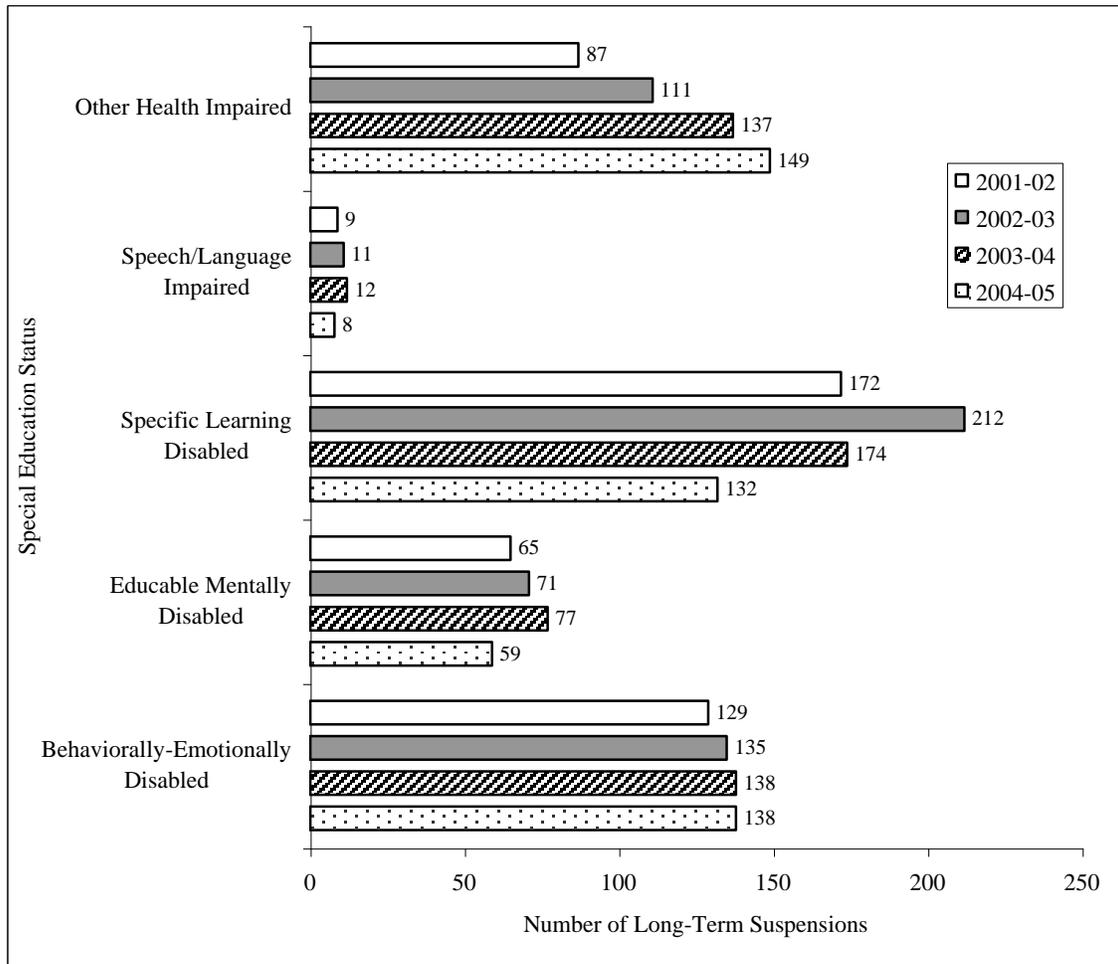


Note: Grade level was not provided for nine long-term suspensions in 2001-02 and ten in 2004-05.

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

- The number of long-term suspensions declined for all grade groupings in 2004-05.
- Starting in grade 6, the number of long-term suspensions increases dramatically, peaks at grade 9, and then declines in grades 10 through 12.
- Approximately one-third of all long-term suspensions over the past four years were given to 9<sup>th</sup> grade students.

Long-Term Suspensions for Students Receiving Special Education Services



Note: Special education status was not recorded for 20 long-term suspensions in 2001-02 and 21 in 2003-04. For 2004-05, students with a missing special education status were assumed to be not disabled.

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

- Long-term suspensions handed to students in the largest Exceptional Children (EC) categories appear in the chart above. In 2004-05 there were reductions in the numbers of EC students receiving long-term suspensions in all these large categories except Other Health Impaired, which increased by 9%, and Behaviorally-Emotionally Disabled, which remained constant.
- Students receiving special education services accounted for 16% of all long-term suspensions.

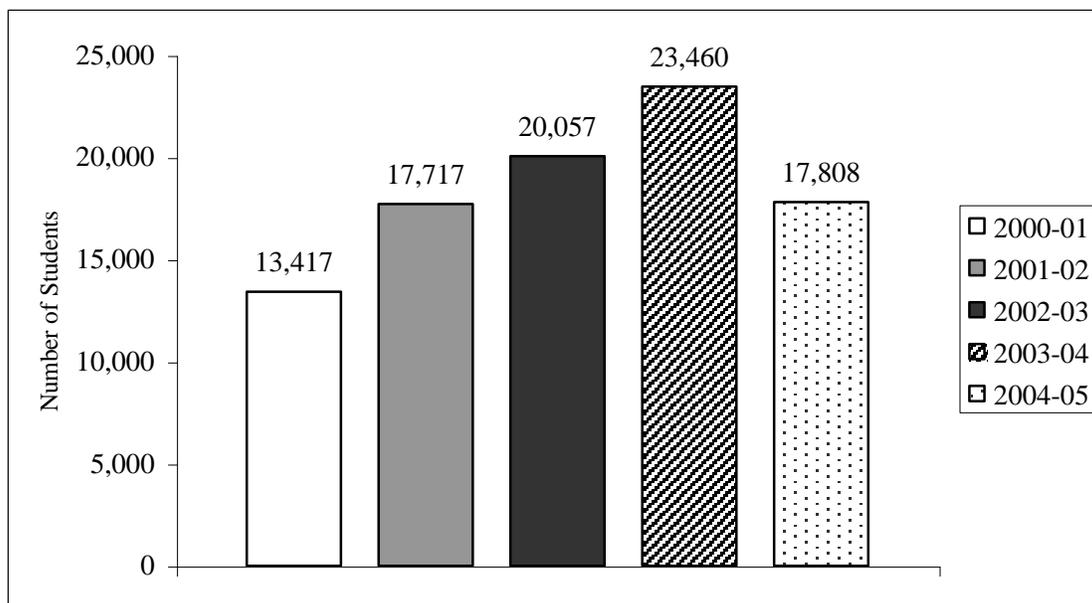
- The other long-term suspensions of EC students from 2001-02 to 2004-05 are seen below.

<u>Other Categories</u>	<u>2004-05</u>	<u>2003-04</u>	<u>2002-03</u>	<u>2001-02</u>
Autistic	2	1	1	0
Deaf-Blind	0	0	0	0
Hearing Impaired	0	3	5	2
Visually Impaired	1	1	0	1
Trainably Mentally Disabled	1	3	5	0
Orthopedically Impaired	0	1	0	2
Traumatic Brain Injured	2	2	4	1
Multiply Disabled	6	3	6	2
Developmentally Delayed	0	1	0	1

## Multiple Suspensions

This section reports data for students who were suspended on multiple occasions during 2004-05. Data are shown separately for students receiving multiple short-term suspensions (i.e., multiple suspensions of less than 11 days each) and for students receiving multiple long-term suspensions (i.e., multiple suspensions of 11 days or more each).

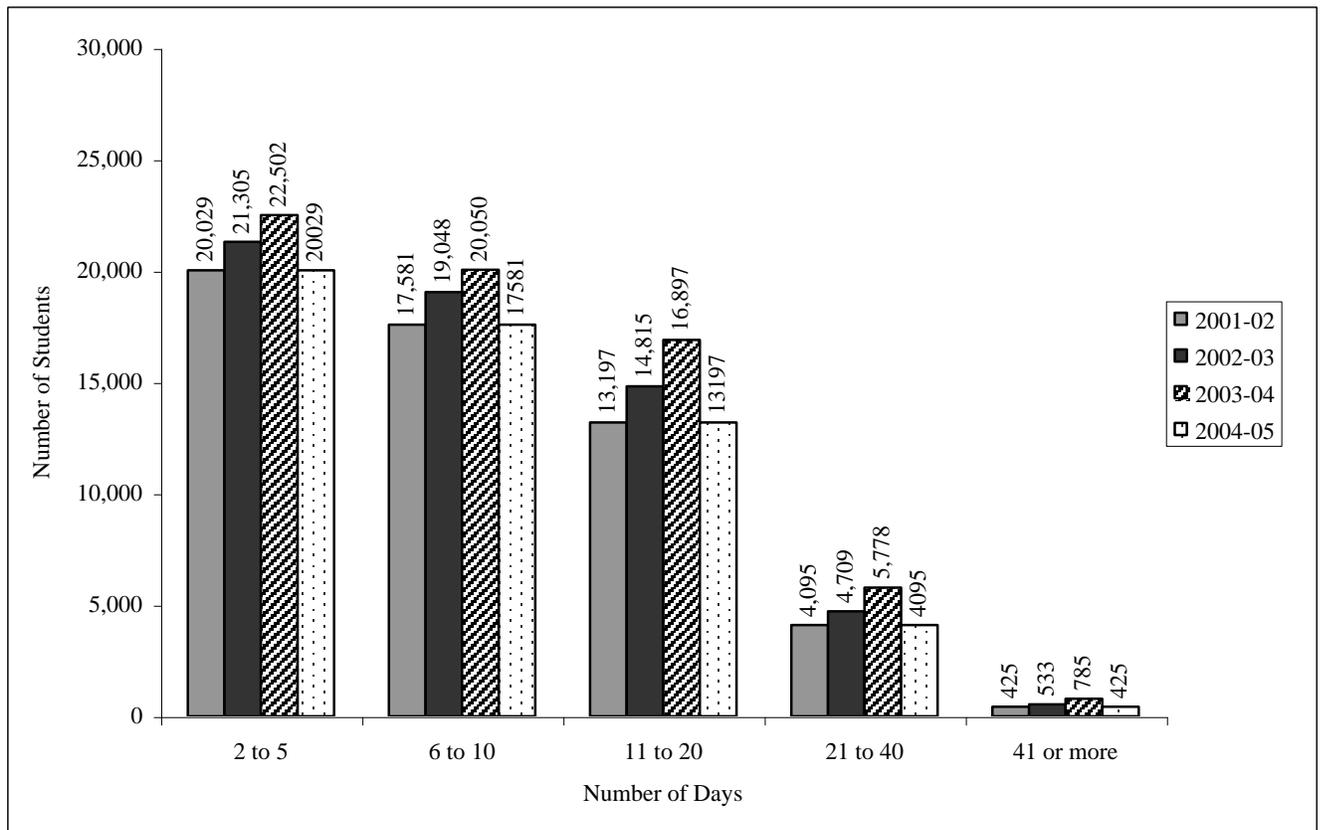
### Multiple Short-Term Suspensions



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

- 17,808 students were short-term suspended multiple times totaling more than 11 days in 2004-05. This represents a 24% decrease compared to the 2003-04 school year.

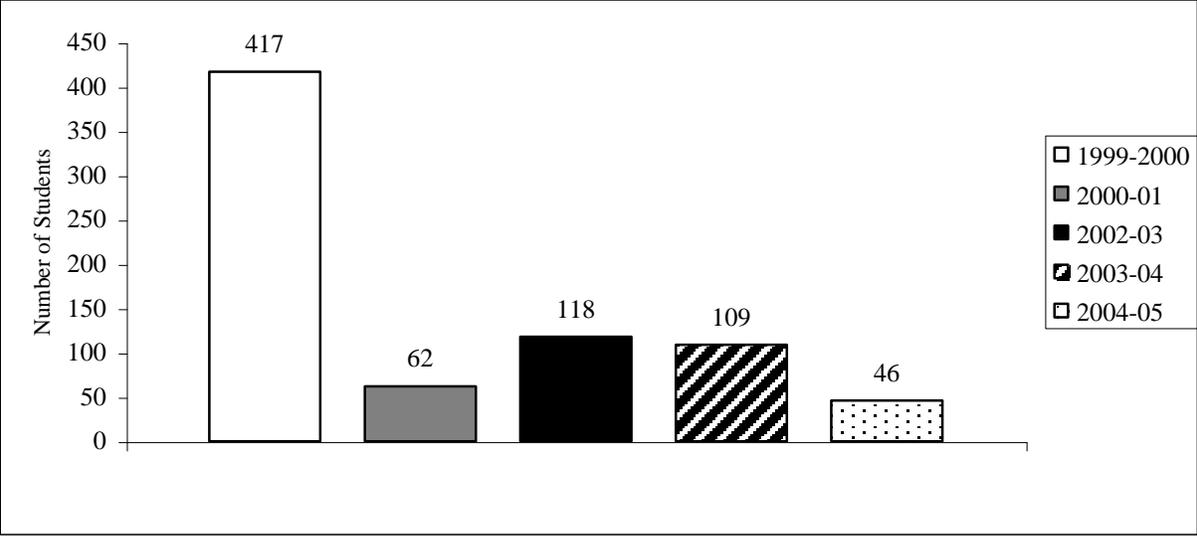
## Multiple Short-Term Suspensions



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

- The total number of students receiving multiple short-term suspensions of any length in 2004-05 was 54,035, down 18% from the 66,012 students in 2003-04. Of those, 42,552 students (67%) had multiple short-term suspensions that totaled 10 days or less.

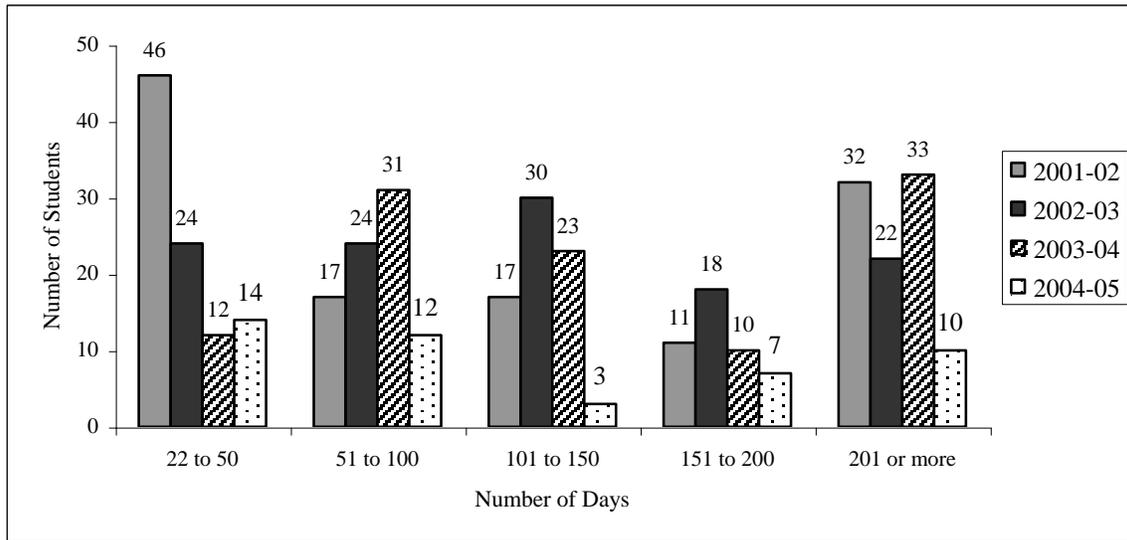
Multiple Long-Term Suspensions



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

- The number of students who received multiple long-term suspensions dropped substantially in 2004-05.

## Multiple Long-Term Suspensions



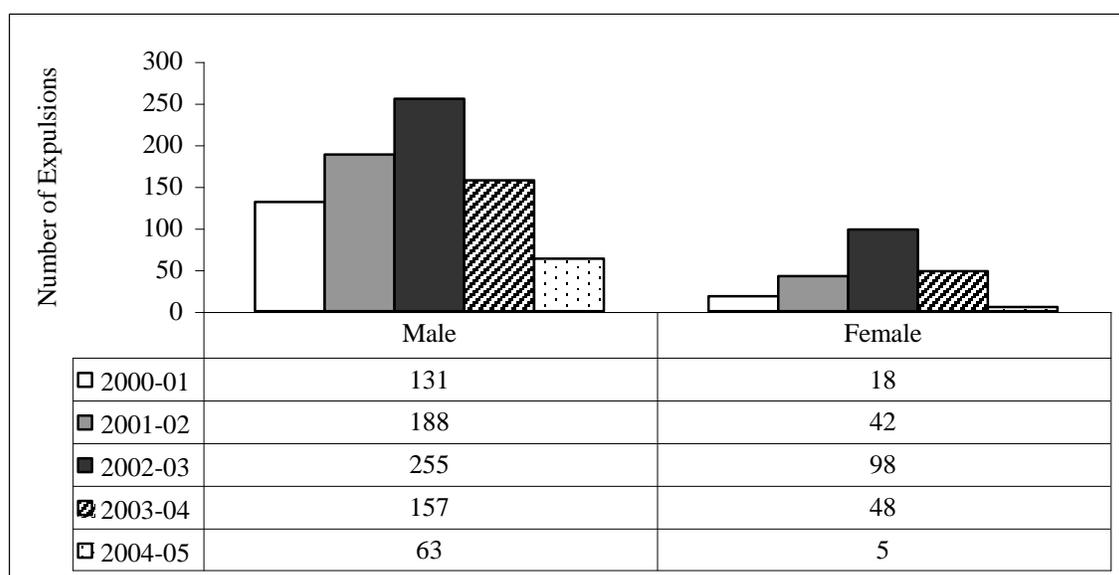
**Figure 18. Duration of Multiple Long-Term Suspensions Given to Students**

- In 2004-05, 20 (43%) of the 46 students who received multiple long-term suspensions were suspended for more than 100 days.

## Section 1.3: LEA Expulsions

This section reports data for students who were expelled from school during the 2004-05 school year. Students who are expelled from school in North Carolina are never allowed to return to North Carolina public schools again, although many are subsequently served in alternative learning programs and some are allowed to apply for readmission. In addition to displaying numbers and percentages of expelled students, charts are also presented showing expulsion rates for selected subgroups of students. Calculating *rates* of expulsion (e.g., the number of students expelled per 100,000 enrolled) is one way to compare the extent of representation across groups more accurately than simple percentages, particularly when the groups vary widely in size.

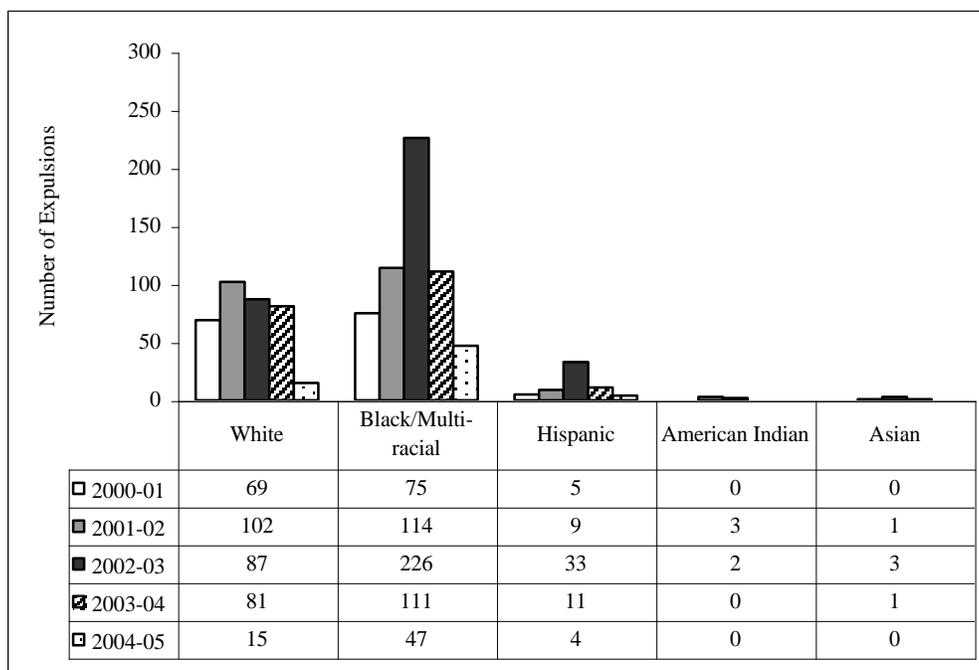
### Expulsions by Gender



**Figure 19. Number of Expulsions by Gender**

- In 2004-05, 68 students were expelled from schools within LEAs. This represents a huge overall decrease from 2003-04. However, some of this year's apparent decrease actually occurred in 2003-04. It was discovered that due to a misinterpretation, 44 expulsions were recorded for Charlotte-Mecklenburg Schools when they actually had none. (The 44 expulsions are still included in the chart above for 2003-04.)
- Female students experienced a huge 90% decrease in expulsions in 2004-05, while male students experienced a decrease of 60%. These decreases would be somewhat smaller if the erroneous Charlotte-Mecklenburg numbers were not included in the 2003-04 totals.

## Expulsions by Ethnicity



Note: Ethnicity was recorded as “Other” for one expulsion in 2001-02, one in 2003-04 and two in 2004-05.

**Figure 20. Number of Expulsions by Ethnicity**

- 2004-05 saw a continuation of a downward trend in expulsions among all ethnic groups that began last year.
- In 2004-05 Black/Multi-racial students had by far the highest number of expulsions--47.
- For the second year in a row, the number of Black/Multi-racial students expelled from school decreased by over 50% from the previous year.
- In 2004-05, the number of Hispanic students expelled decreased by 64% from 2003-04. During the same period, the number of white students expelled decreased by 81%.<sup>3</sup>

<sup>3</sup> Because the numbers of American Indian and Asian students expelled are small, percent changes from one year to the next are not discussed here.

## Expulsions by Ethnicity and Gender

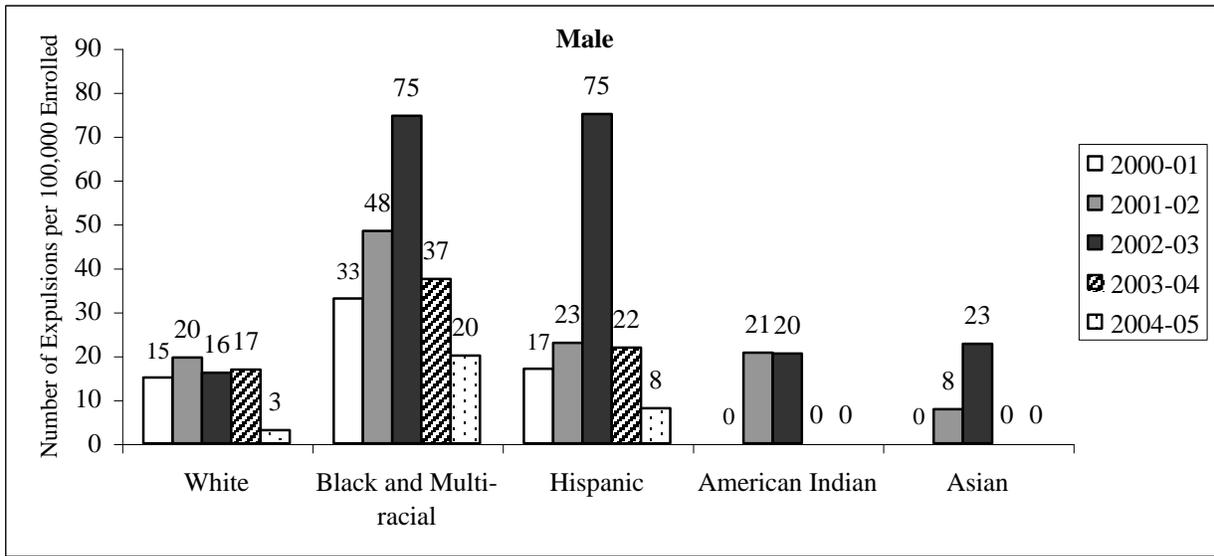
Ethnicity/Gender	# of Expulsions					% of Expulsions					% of Statewide Membership				
	2000-01	2001-02	2002-03	2003-04	2004-05	2000-01	2001-02	2002-03	2003-04	2004-05	2000-01	2001-02	2002-03	2003-04	2004-05
Asian Males	0	1	3	0	0	0	<1	1	0	0	1	1	1	1	1
Asian Females	0	0	0	1	0	0	0	0	<1	0	1	1	1	1	1
Black/Multi-Racial Males	66	98	154	79	43	44	43	44	39	65	16	16	16	16	16
Black/Multi-Racial Females	9	16	72	32	4	6	7	21	16	6	15	15	15	15	16
Hispanic Males	5	8	30	10	4	3	3	9	5	6	2	3	3	3	4
Hispanic Females	0	1	3	1	0	0	<1	1	<1	0	2	3	3	3	4
American Indian Males	0	2	2	0	0	0	1	1	0	0	1	1	1	1	1
American Indian Females	0	1	0	0	0	0	<1	0	0	0	1	1	1	1	1
White Males	60	78	64	67	14	40	34	18	33	21	31	31	31	30	30
White Females	9	24	23	14	1	6	10	7	7	2	30	29	29	28	28
<b>Total Number</b>	<b>149</b>	<b>229</b>	<b>351</b>	<b>205</b>	<b>68</b>						<b>1,268,422</b>	<b>1,286,931</b>	<b>1,304,325</b>	<b>1,325,707</b>	<b>1,372,382</b>

Note: Ethnicity was recorded as “Other” for one expulsion in 2001-02, one in 2003-04, and two in 2004-05.

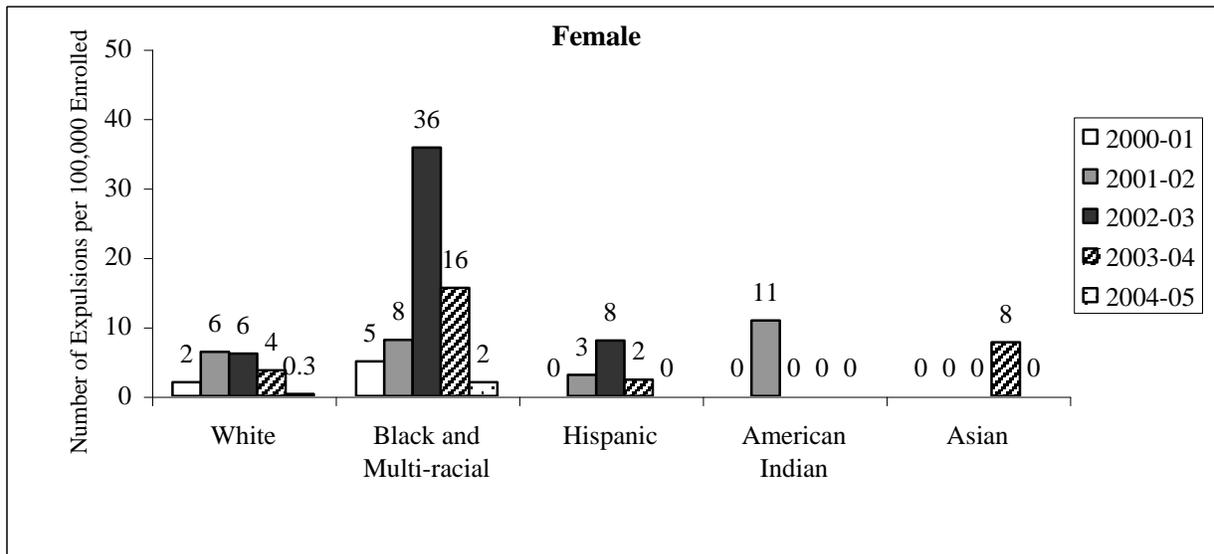
**Table 3. Expulsions by Ethnicity and Gender**

- In 2004-05, despite a large decrease in number from 2003-04, Black/Multi-racial males accounted for the majority of the expelled students.
- Black/Multi-racial males made up 65% of the expelled students in 2004-05, despite the fact that they accounted for only 16% of the overall student population. White males made up 21% of all expelled students in 2004-05, compared with their 30% representation in the overall student population.
- In 2004-05, Black/Multi-racial female students accounted for only six percent of expulsions, compared with their 16% representation in the general student population. There was only one expulsion given to a white female, yielding a percentage of 2%, far below their 28% representation in the overall student population.

## Expulsions by Ethnicity and Gender



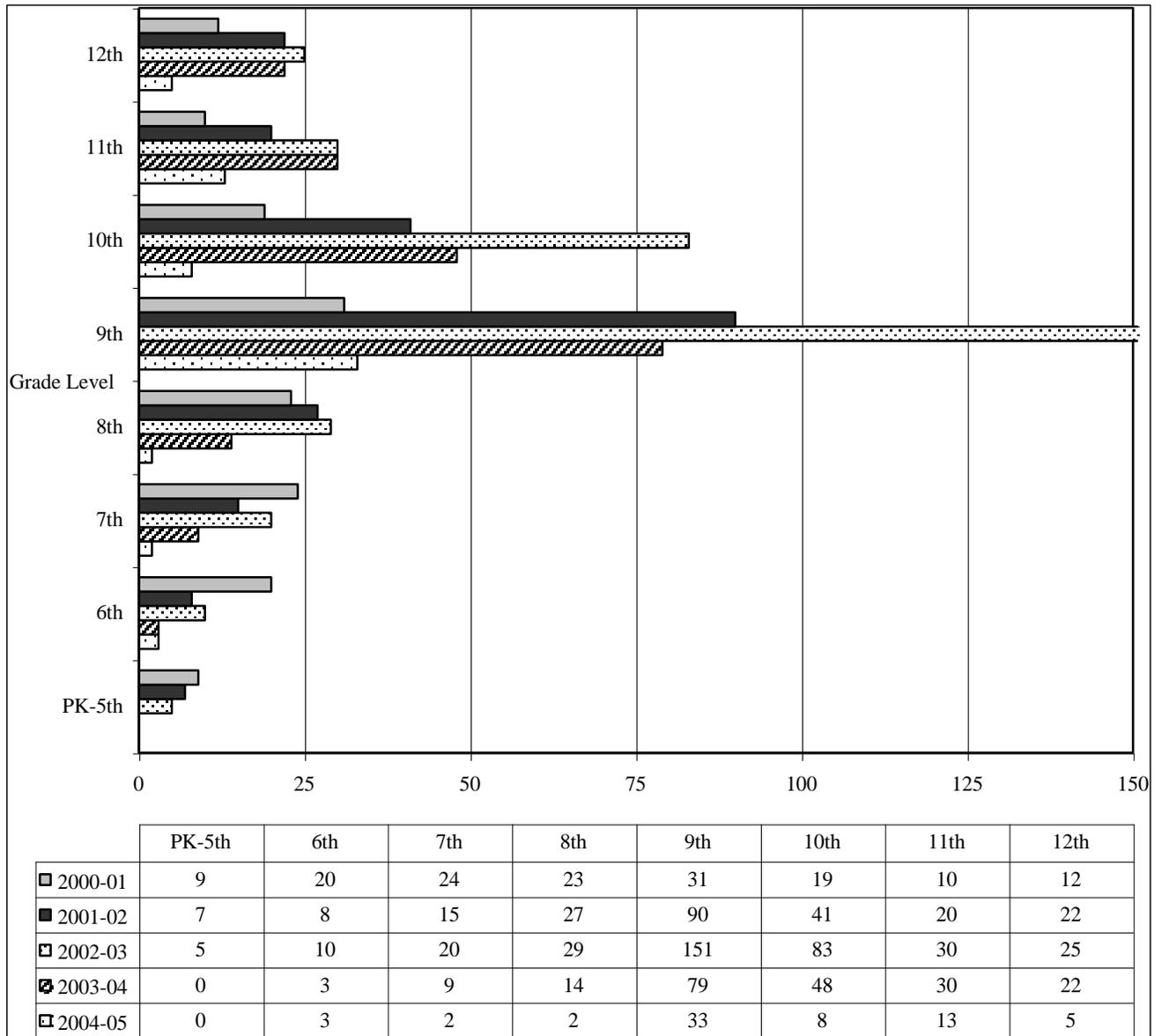
**Figure 21. Male Expulsion Rates by Ethnicity**



**Figure 22. Female Expulsion Rates by Ethnicity**

- In 2004-05, expulsion rates decreased dramatically among all groups which experienced expulsions the previous year.

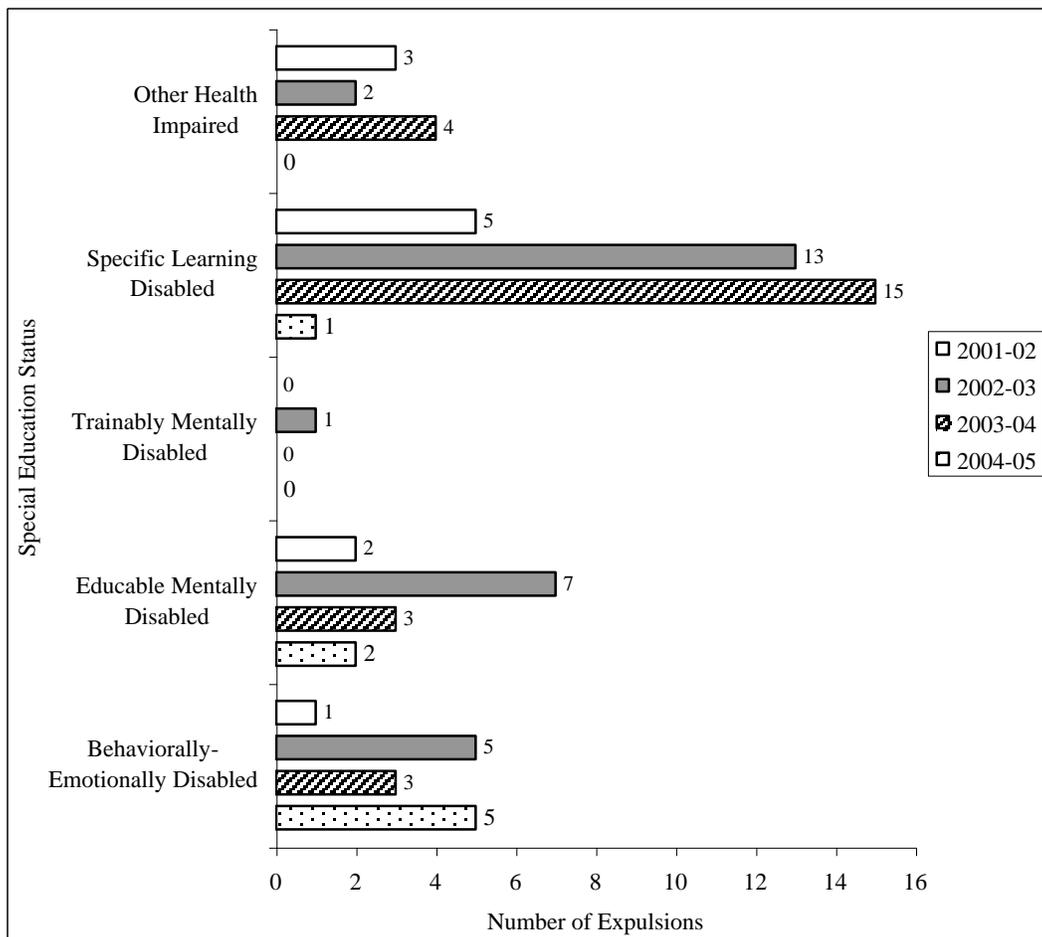
## Expulsions by Grade Level



**Figure 23. Number of Expulsions by Grade Level**

- In 2004-05, expulsions decreased substantially at all grade levels except 6<sup>th</sup> grade and the grade range of Pre-K to 5, which has had no expulsions over the last two years.
- In each of the past five years, 9<sup>th</sup> grade has been the most common grade for expulsions.
- 9<sup>th</sup> grade expulsions are down 78% since they peaked at 151 in 2002-03.

## Expulsions for Students Receiving Special Education Services



Note: For 2004-05, students with a missing special education status were assumed to be not disabled.

**Figure 24. Number of Expulsions by Special Education Status**

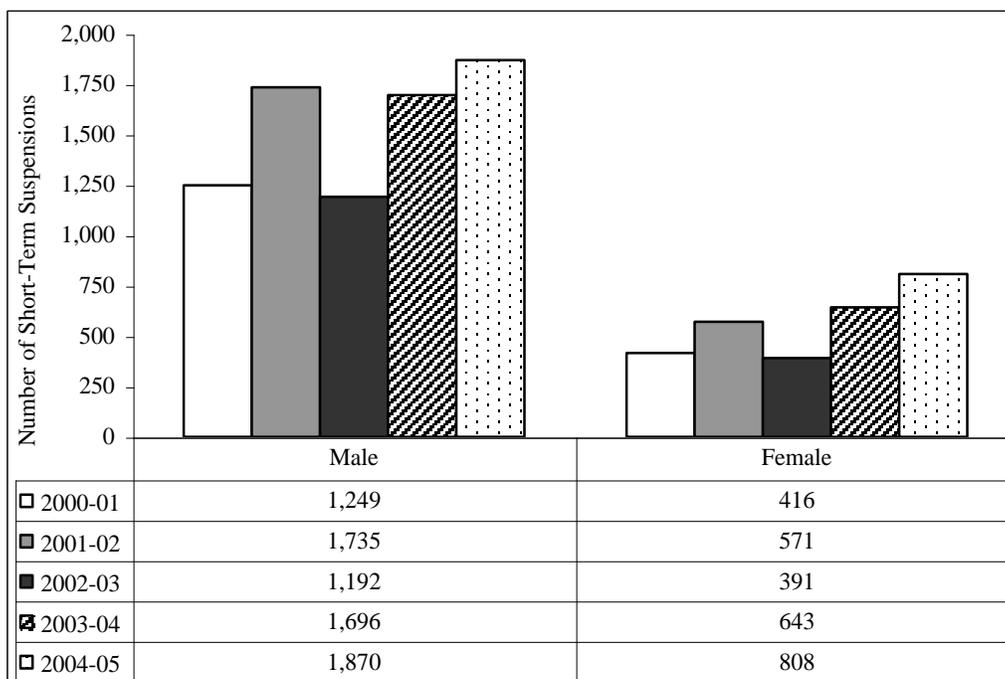
- The chart above shows all the EC classifications of students who have been expelled since the 2001-02 school year. No students from any other EC classifications have been expelled over this time period.
- Only eight students receiving special education services were expelled in 2004-05. The 68% reduction from the 25 students expelled in 2003-04 is approximately the same as the percentage reduction in total expulsions for the overall school population.
- Approximately 12% of expelled students in both 2003-04 and 2004-05 were receiving special education services.

## **Section 2.1: Charter School Short-Term Suspensions**

Data on charter school suspensions and expulsions have been collected for the past five years. Sections 2.1 through 2.3 of this report present some similar tables and charts to those presented in previous sections for other LEAs (a charter school is technically considered to be both a school and an LEA in North Carolina). However, because the numbers are quite small, and since most of the long-term suspensions and expulsions each year are accounted for by only one or two schools, caution should be used in making broad generalizations about charter schools based on these data. Small changes in numbers could change the picture dramatically.

Because the number of charter school suspensions and expulsions are relatively small, some graphs and tables depicted for LEAs in previous sections are not reproduced for charter schools. Specifically, data regarding multiple long-term suspensions and rates of long-term suspensions and expulsions are not included due to small counts.

## Charter School Short-Term Suspensions by Gender

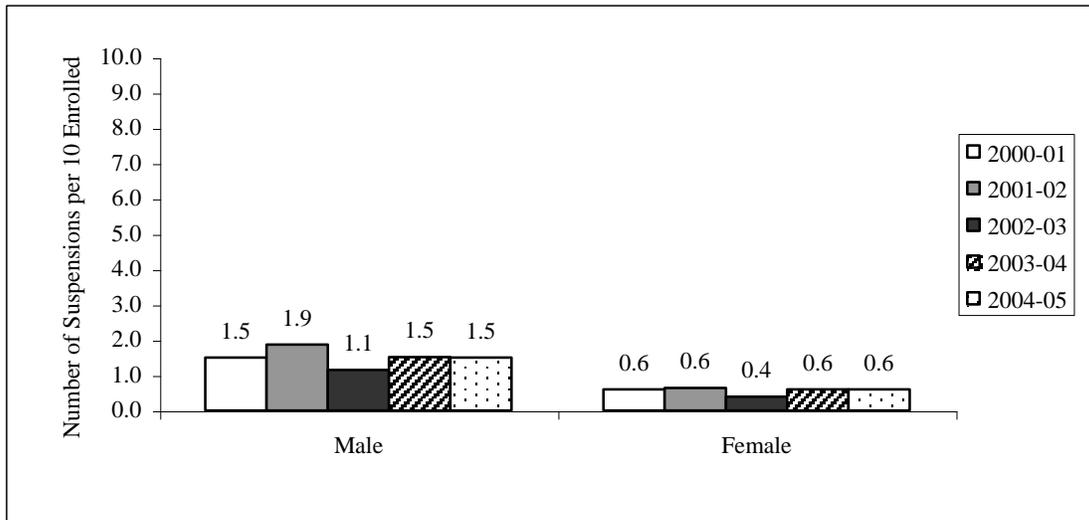


Note: No gender information was recorded for one short-term suspension in 2001-02.

**Figure 25. Charter School Short-Term Suspensions by Gender**

- A total of 2,678 suspensions from charter schools for ten days or less occurred in 2004-05, which represents a 14% increase compared to 2003-04. These suspensions were given to 1,564 different students (i.e., some students were suspended more than once), for an average of 1.7 short-term suspensions per suspended student.
- These 2,678 short-term suspensions in 2004-05 totaled 6,009 school days, or an average of 2.2 days per suspension.
- In each of the past five years, the majority of short-term suspensions from charter schools were given to male students.

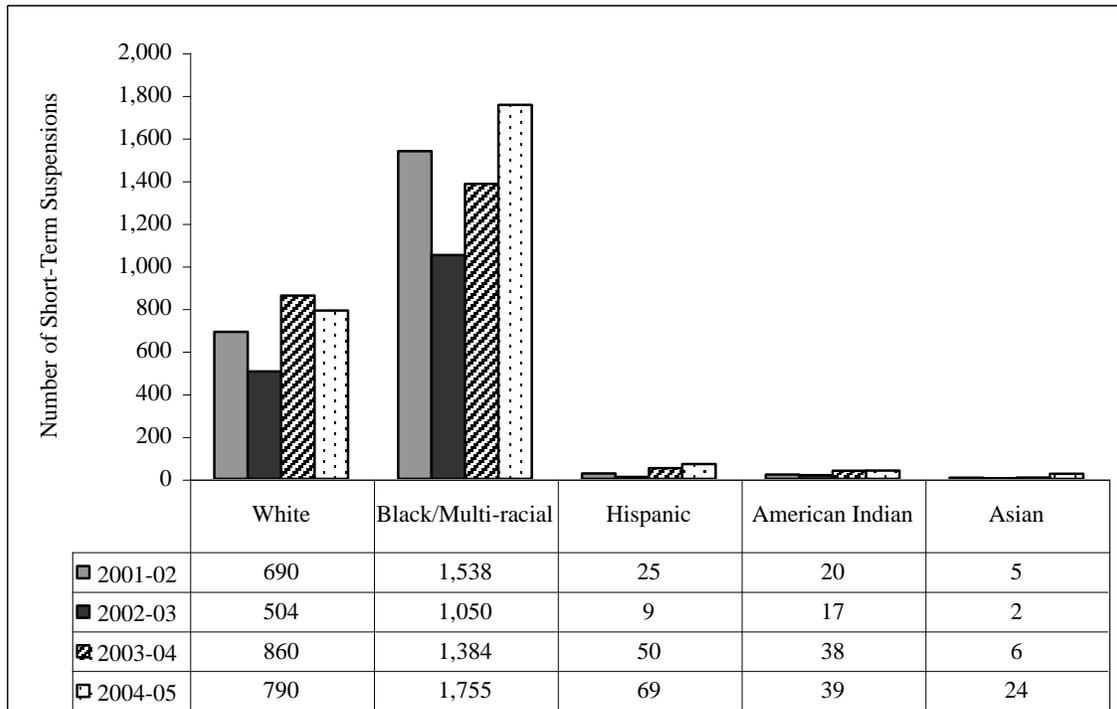
## Charter School Short-Term Suspensions by Gender



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

- Rates of short-term suspension for both males and females were constant between 2003-04 and 2004-05.
- The rate of short-term suspensions for male students in charter schools during 2004-05 was approximately 2.5 times higher than the corresponding rate for females.

## Charter School Short-Term Suspensions by Ethnicity



Note: The percentages represent the proportion of short-term suspensions for each category. Ethnicity was not recorded or was recorded as “Other” for 29 short-term suspensions in 2001-02, one in 2002-03, one in 2003-04, and one in 2004-05.

**Figure 27. Charter School Short-Term Suspensions by Ethnicity**

- White and Black/Multi-racial students accounted for almost all charter school short-term suspensions in each of the past four years. More than half of charter school short-term suspensions were given to Black/Multi-racial students.
- The number of short-term suspensions increased in 2004-05 for all ethnic groups except White students.

### Charter School Short-Term Suspensions by Ethnicity and Gender

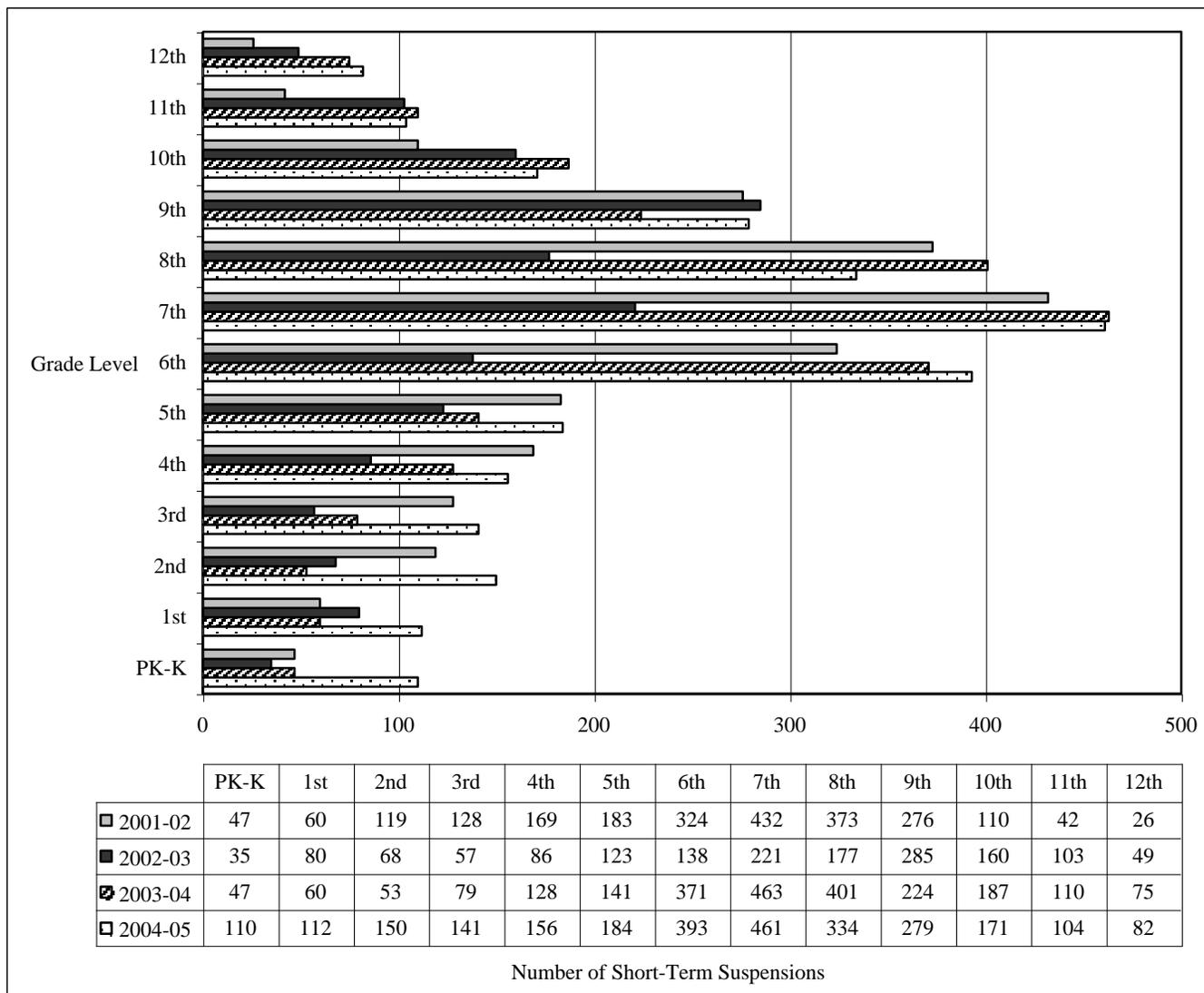
Ethnicity/Gender	# of Short-Term Suspensions				% of Short-Term Suspensions				% of Statewide Membership			
	2001-02	2002-03	2003-04	2004-05	2001-02	2002-03	2003-04	2004-05	2001-02	2002-03	2003-04	2004-05
Asian Males	5	1	6	15	<1	<1	<1	1	1	1	<1	1
Asian Females	0	1	0	9	0	<1	0	<1	1	<1	<1	1
Black/Multi-Racial Males	1,176	791	972	1,222	52	50	42	46	21	20	19	18
Black/Multi-Racial Females	361	259	412	533	16	16	18	20	19	18	17	18
Hispanic Males	17	6	34	56	1	<1	1	2	1	1	1	2
Hispanic Females	8	3	16	13	<1	<1	<1	<1	1	1	2	2
American Indian Males	15	11	24	29	1	1	1	1	1	1	<1	1
American Indian Females	5	6	14	10	<1	<1	<1	<1	1	1	<1	1
White Males	498	382	659	547	22	24	28	20	28	29	29	29
White Females	192	122	201	243	8	8	9	9	28	29	29	29
<b>Total Number</b>	<b>2,277</b>	<b>1,582</b>	<b>2,338</b>	<b>2,677</b>					<b>18,200</b>	<b>20,366</b>	<b>21,915</b>	<b>25,150</b>

Note: Percentages may not add to exactly 100 due to rounding. Ethnicity and/or gender were not recorded for 30 short-term suspensions in 2001-02, one suspension in 2002-03, one in 2003-04, and one in 2004-05.

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

- The percentage of short-term suspensions given to males was higher than that for females in every ethnic group in each of the past four years.
- Black/Multi-racial males represented approximately 18% of the overall charter school student population in 2004-05; however, they accounted for 46% of the short-term suspensions given during that same year. A similar pattern was evident in previous years.
- All ethnic-gender groups other than Black/Multi-racial males were either underrepresented or proportionally represented among short-term suspended students in charter schools in 2004-05. The percentage of expulsions given to Black/Multi-racial females was only slightly higher than this group’s proportion of overall charter school membership.

## Charter School Short-Term Suspensions by Grade Level

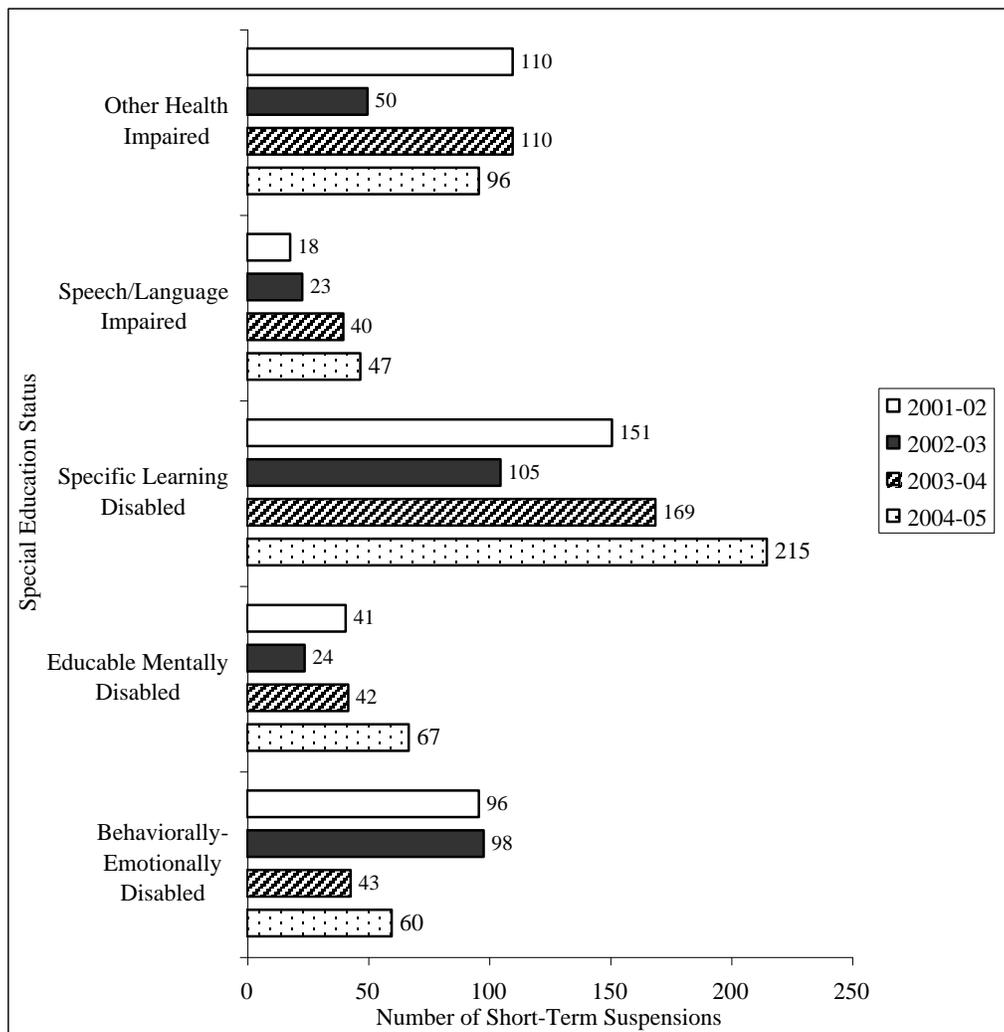


Note: Grade level was not reported for 18 short-term suspensions in 2000-01 and 2001-02, and one suspension in 2003-04 and 2004-05.

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

- In 2004-05 there was a notable increase in the number of short-term suspensions for the early grades. The combined Pre-K/K group and the second grade group had increases of over 100% from the previous year. There were increases of over 75% for the first and third grade levels.
- For every year other than 2002-03, the most common grade levels for charter school short-term suspensions are grades six through eight.

Charter School Short-Term Suspensions for Students Receiving Special Education Services



Note: Special education status was not recorded for 29 suspended students in 2001-02. For 2004-05, students with a missing special education status were assumed to be not disabled.

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

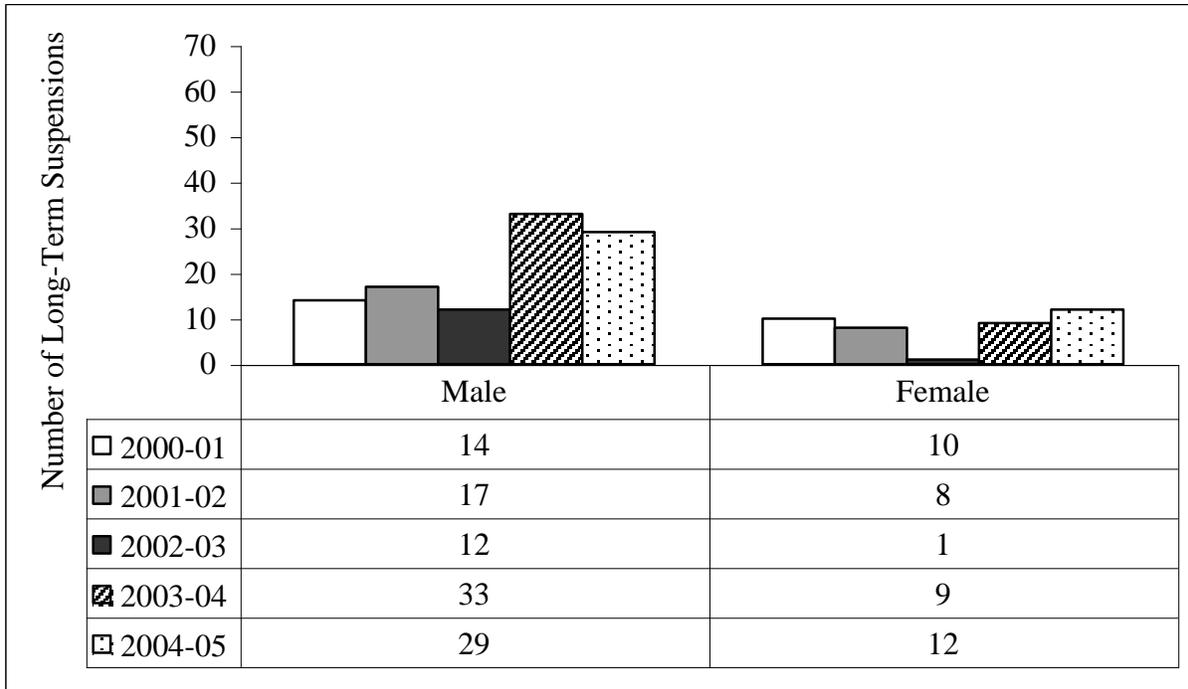
- Short-term suspensions handed to students in the largest Exceptional Children (EC) categories appear in the chart above. In 2004-05 there were increases in the numbers of EC students receiving long-term suspensions in all these large categories except Other Health Impaired.
- Although they represent about 14% of the charter school student population, students receiving special education services received 20% of all short-term suspensions given to charter school students in 2004-05, up 2% from last year.

- The remaining short-term suspensions of charter school EC students from 2001-02 to 2004-05 are seen below.

<u>Other Categories:</u>	<u>2004-05</u>	<u>2003-04</u>	<u>2002-03</u>	<u>2001-02</u>
Autistic	6	7	5	4
Deaf-Blind	0	0	0	0
Hearing Impaired	1	0	0	0
Visually Impaired	1	0	0	0
Trainably Mentally Disabled	5	0	0	0
Orthopedically Impaired	0	1	0	0
Traumatic Brain Injured	2	0	0	0
Multiply Disabled	0	0	0	3
Developmentally Delayed	8	5	4	2

## Section 2.2: Charter School Long-Term Suspensions

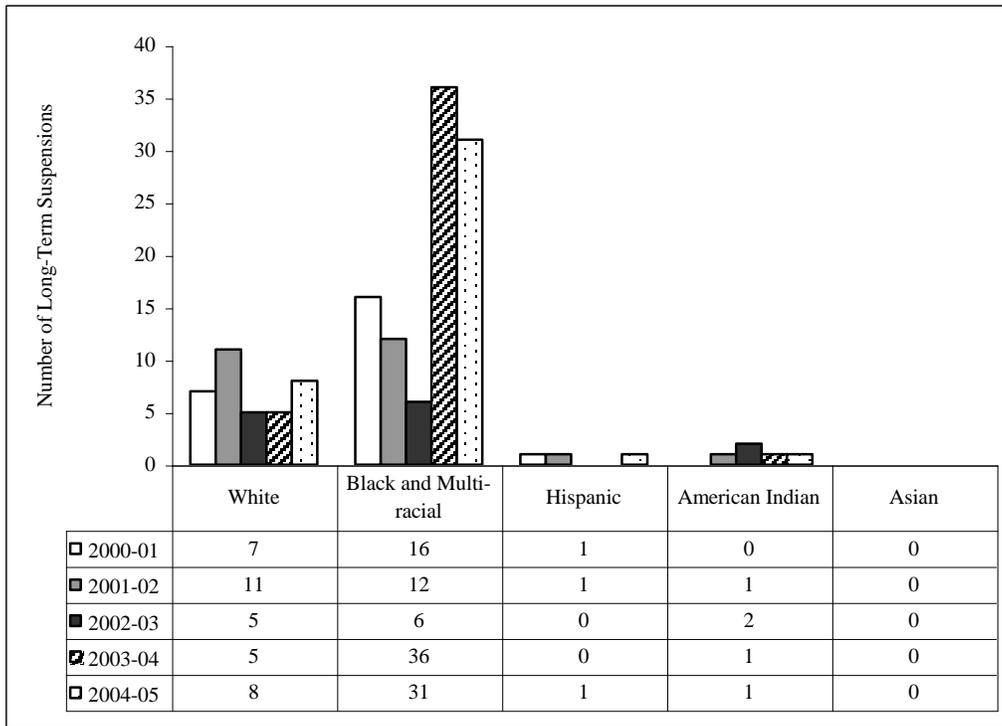
### Charter School Long-Term Suspensions by Gender



**Figure 30. Charter School Long-Term Suspensions by Gender**

- The total number of long-term suspensions reported by charter schools in 2004-05 was 41, one less than last year.
- For every year since 2000-01, males have received over twice the number of charter school long-term suspensions as females.
- The 41 long-term suspensions in 2004-05 were given to 25 different students. Five of these were 365-day suspensions.
- Charter school long-term suspensions totaled 2,642 school days, or an average of 73 school days per long-term suspension in 2003-04. This figure does not include the five year-long suspensions (i.e., 365 days).

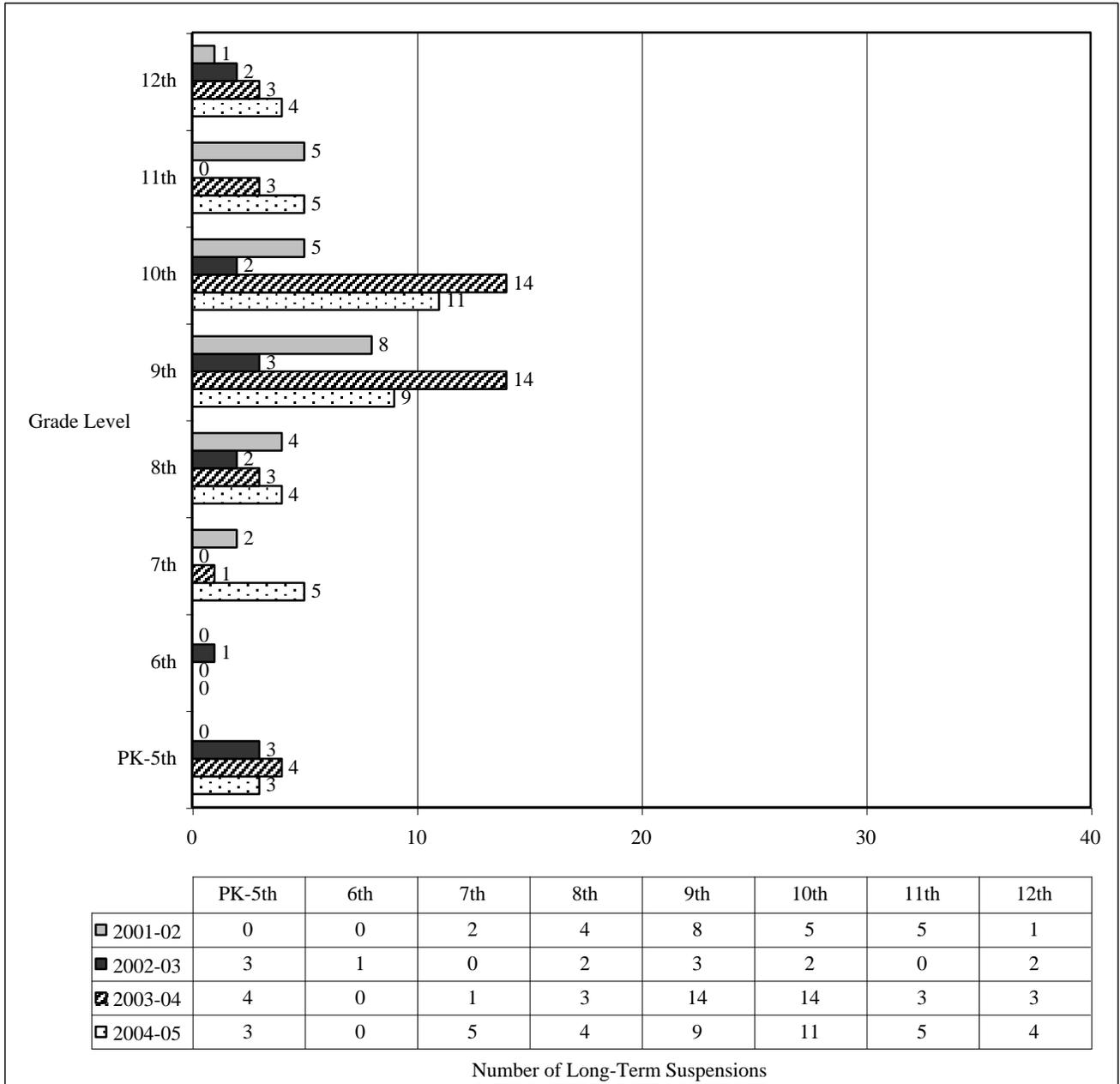
Charter School Long-Term Suspensions by Ethnicity



**Figure 31. Charter School Long-Term Suspensions by Ethnicity**

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

Charter School Long-Term Suspensions by Grade Level



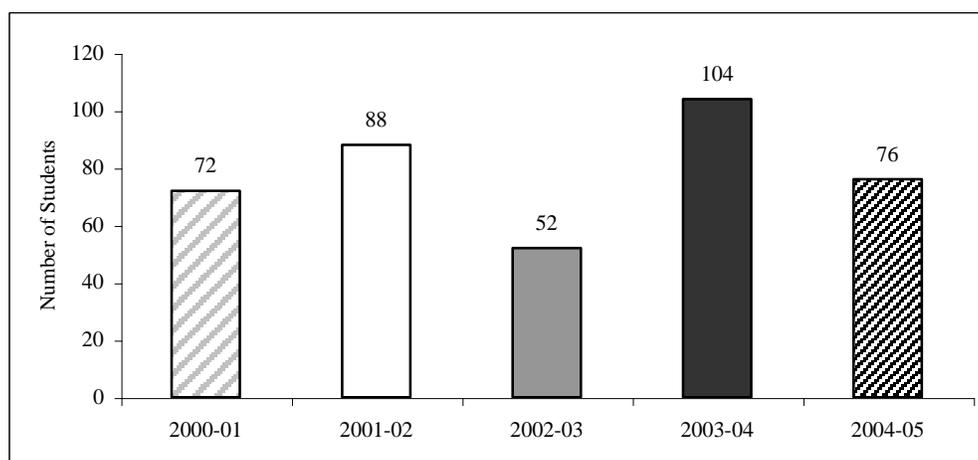
**Figure 32. Charter School Long-Term Suspensions by Grade Level**

- Over the past four years, the majority of long-term suspensions in charter schools were given to students in grades 9 and 10.

## Multiple Suspensions

This section reports data for charter school students who were suspended on multiple occasions during the same school year. Data are shown for students receiving multiple short-term suspensions (suspensions of less than 11 days).

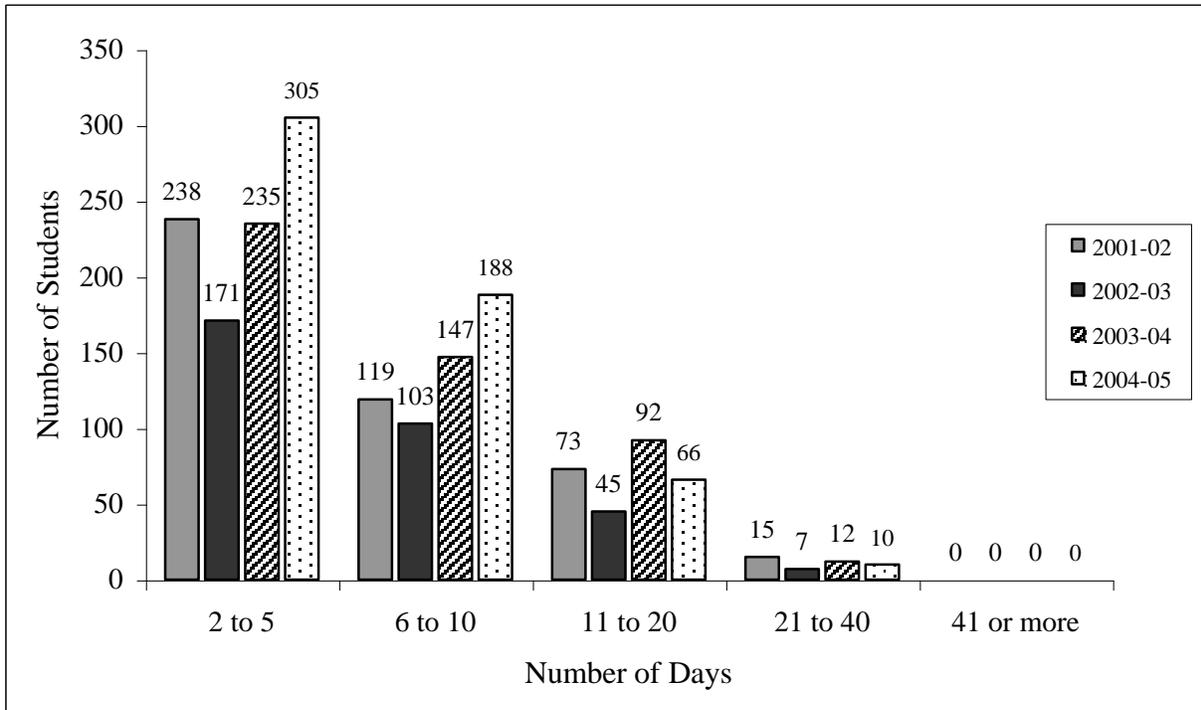
### Multiple Short-Term Suspensions



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

- Seventy-six charter school students were short-term suspended multiple times totaling more than 11 days in 2004-05, a 27% decrease from 2003-04.

### Multiple Short-Term Suspensions



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

- The total number of charter school students receiving multiple short-term suspensions that totaled 10 days or less increased in 2003-04 and again in 2004-05.
- Over half (54%) of all multiple short-term charter school suspensions in 2004-05 were for a total of 5 days or less.

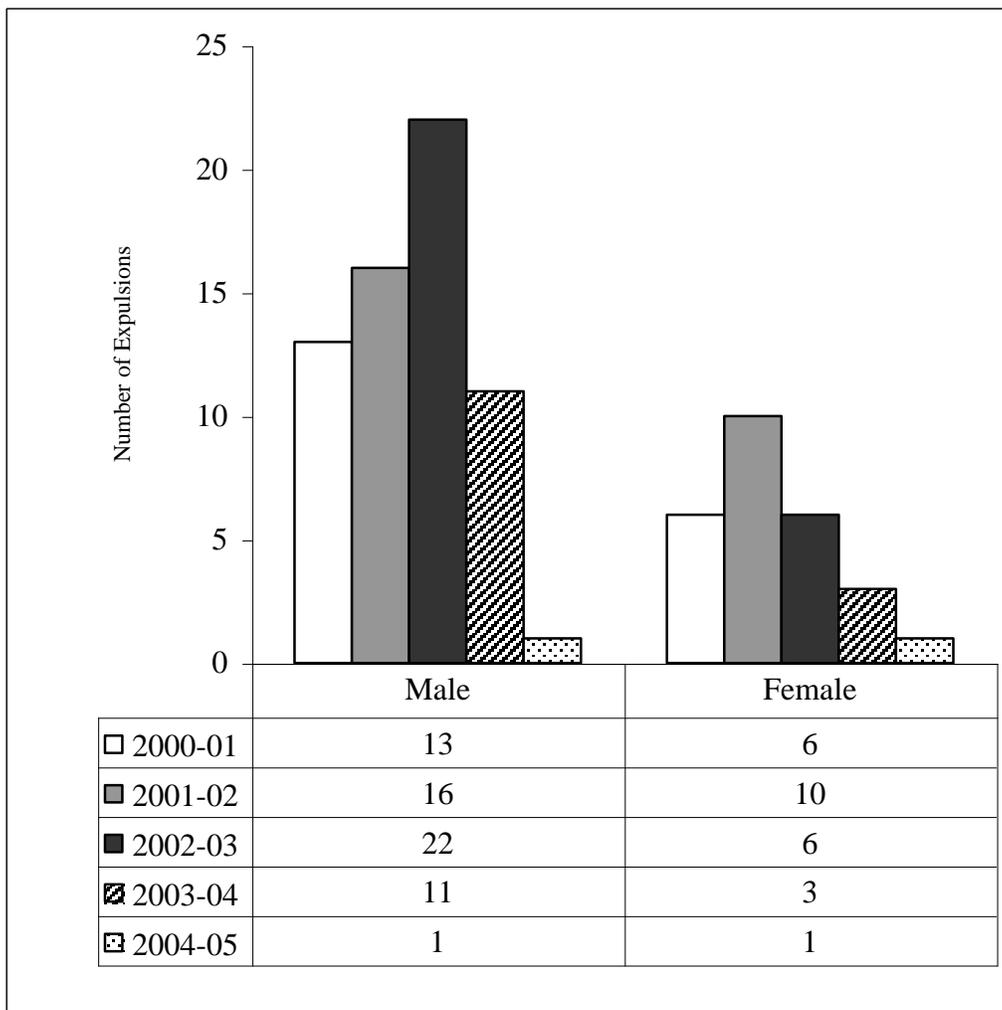
### Multiple Long-Term Suspensions

- Only one charter school student with multiple long-term suspensions was reported in 2004-05.

### Section 2.3: Charter School Expulsions

In 2004-05 charter schools reported only two expulsions, down from 14 the previous year. Laurinburg Homework Center, which had six of the 14 expulsions in 2003-2004, reported three 365-day suspensions but no expulsions in 2004-05. Crossroads Charter High, which reported three expulsions in 2003-04, and Kennedy Charter School, which reported two expulsions, reported no expulsions in 2004-05.

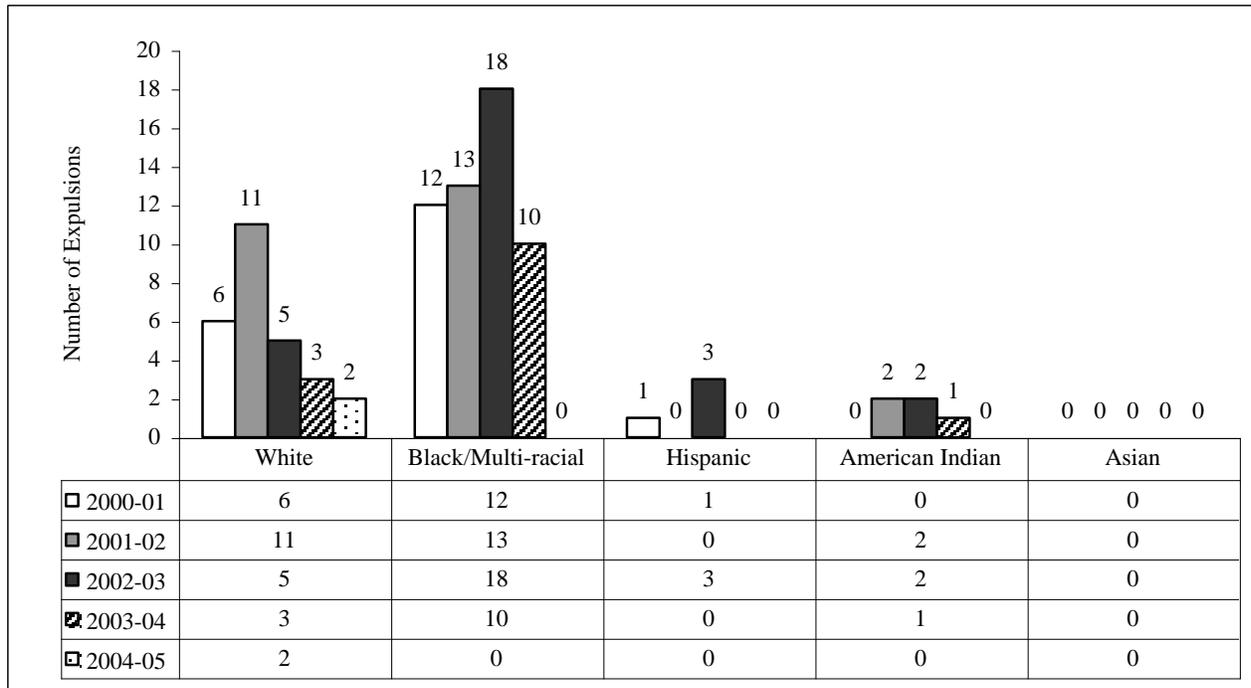
#### Charter School Expulsions by Gender



**Figure 35. Charter School Expulsions by Gender**

- Charter schools reported expelling only one male student and one female student in 2004-05.

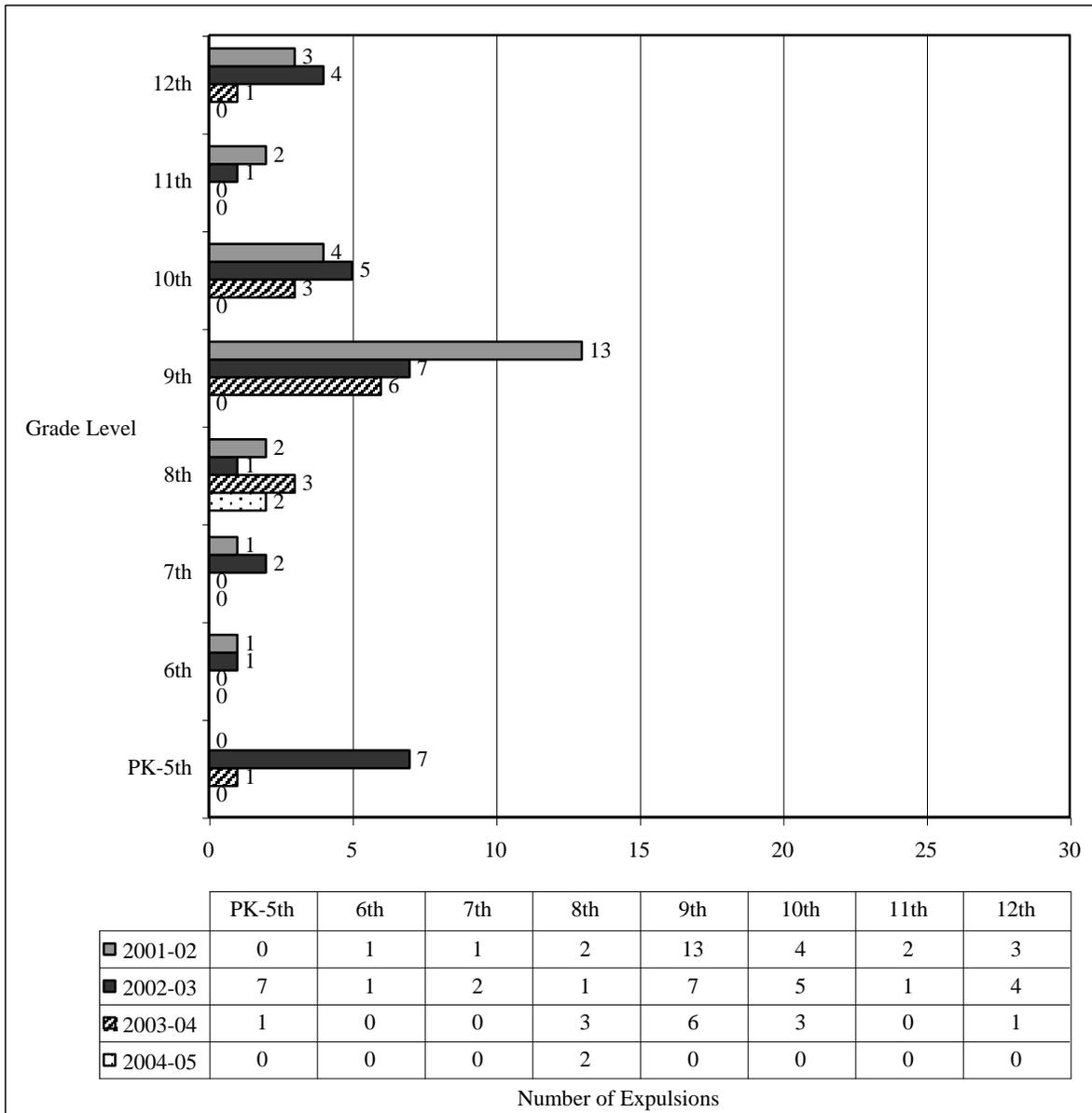
Charter School Expulsions by Ethnicity



**Figure 36. Charter School Expulsions by Ethnicity**

- Most of the students expelled from charter schools over the past five years were Black/Multi-racial and White students.
- In 2004-05 the only two students expelled were White students.

Charter School Expulsions by Grade Level



**Figure 37. Charter School Expulsions by Grade Level**

- Similar to the pattern seen in long-term suspensions, grades 8 through 12 have been the most common grades for expulsions in charter schools
- The only two students expelled in charter schools in 2004-05 were eighth graders.

## References

- North Carolina Department of Public Instruction. (2002a). *Annual study of suspensions and expulsions: 2000-01*. Raleigh, NC: Author. Available online at <http://www.ncpublicschools.org/docs/schoolimprovement/alternative/reports/suspensions/200203.pdf>.
- North Carolina Department of Public Instruction. (2002b). *Annual study of suspensions and expulsions: 2000-01 Supplement. Short-term suspensions and the academic achievement of suspended students*. Raleigh, NC: Author. Available online at <http://www.ncpublicschools.org/docs/schoolimprovement/alternative/reports/suspensions/200207.pdf>.
- North Carolina Department of Public Instruction. (2003). *Annual study of suspensions and expulsions: 2001-02*. Raleigh, NC: Author. Available online at <http://www.ncpublicschools.org/docs/schoolimprovement/alternative/reports/suspensions/2001-02.pdf>.
- North Carolina Department of Public Instruction. (2004a). *Annual study of suspensions and expulsions: 2002-03*. Raleigh, NC: Author. Available online at <http://www.ncpublicschools.org/docs/schoolimprovement/alternative/reports/suspensions/2002-03.pdf>.
- North Carolina Department of Public Instruction. (2004b). *The North Carolina Statistical Profile: Statistical Profile for 2004*. Raleigh, NC. Available online at <http://www.ncpublicschools.org/fbs/stats/statprofile04.pdf>.
- North Carolina Department of Public Instruction. (2005). *Annual study of suspensions and expulsions: 2003-04*. Raleigh, NC: Author. Available online at <http://www.ncpublicschools.org/docs/schoolimprovement/alternative/reports/schoolviolence/2003-04.pdf>.

**Appendix A**  
**Disciplinary Data Collection Form**  
**2004-05**



<u>Column on Form</u>	<u>What to Enter</u>
Incident #	Incident number. Number the first incident that occurs at your school during the 2003-04 school year with a '1', and count upward from there as subsequent incidents occur at your school. <b>If more than one offender is involved in the same incident, enter the required information for each offender on separate rows using the same incident number</b> (see the examples on page 11 for an illustration of how this should be done.) If an incident occurs at a school where the student offender(s) are not members, the school where the incident occurred must report the incident on its form.
Date Incident Occurred	The date on which the specified incident occurred, in MM/DD/YY format (e.g., 12/10/01, 9/6/01, etc.)
Offender Identity	Identity of the person committing the offense(s) during the incident <i>(NOTE: If the offender is not a student, you can skip to the "Offense #1" column after completing this column):</i>  1 = Student from the school where the incident occurred 2 = Staff 3 = Parent/Caregiver 4 = Student from another school 5 = Unidentified offender 6 = Other ( <i>enter a brief explanation in Other/Comments column</i> )
SSN or Student ID Number	Social Security Number or other ID number of the offender, if the offender is a student. Enter this number <u>without</u> the hyphens (e.g., 241568456, <u>not</u> 241-56-8456).
Gender – Student Offender	Gender of student offender. NOTE: Must be entered as a capitalized letter – entries of 'm' or 'f' will result in an error message.  M = Male F = Female
Ethnicity – Student Offender	Ethnicity of student offender. NOTE: Must be entered as a capitalized letter – entries of lower case letters will result in an error message.  A = Asian-American B = Black/African-American H = Hispanic I = American Indian/Native American M = Multi-racial W = White O = Other ethnicity ( <i>enter a brief explanation in Other/Comments column</i> )

Age – Student Offender	Age in years of student offender.
Grade Level – Student Offender	Grade level of student offender. Even if the student offender is from another school, this information should be entered if at all possible.
EC Status – Student Offender	<p>Offender’s Exceptional Children status at the time of the incident, if the offender is a student. <i>(NOTE: Use “1” for non-exceptional students, do <u>not</u> just leave the column blank):</i></p> <ul style="list-style-type: none"> <li>1 = Not exceptional/non-disabled</li> <li>2 = Autistic</li> <li>3 = Behaviorally-Emotionally Disabled</li> <li>4 = Deaf-Blind</li> <li>5 = Hearing Impaired</li> <li>6 = Visually Impaired</li> <li>7 = Educable Mentally Disabled</li> <li>8 = Trainably Mentally Disabled</li> <li>9 = Specific Learning Disabled</li> <li>10 = Speech/Language Impaired</li> <li>11 = Orthopedically Impaired</li> <li>12 = Traumatic Brain Injured</li> <li>13 = Multihandicapped/Multiply Disabled</li> <li>14 = Developmentally Delayed</li> <li>15 = Other Health Impaired</li> </ul>
Offense #1 and Offense #2	<p>Nature of the offense(s) that resulted in the disciplinary action(s) for the offender. Enter the appropriate code for the offense committed under “Offense #1”. If there was a second offense committed concurrently, enter the code for that offense in the “Offense #2” column. Otherwise, leave the Offense #2 column blank. Specific definitions for each of these offenses are found on pages 7-9 of this document.</p> <ul style="list-style-type: none"> <li>1 = Assault resulting in serious injury</li> <li>2 = Assault involving use of a weapon</li> <li>3 = Assault on school personnel (<u>not</u> resulting in serious injury)</li> <li>4 = Bomb threat</li> <li>5 = Burning of a school building</li> <li>6 = Death by other than natural causes</li> <li>7 = Kidnapping</li> <li>8 = Possession of alcoholic beverage</li> <li>9 = Possession of controlled substance in violation of law</li> <li>10 = Possession of a firearm or powerful explosive</li> <li>11 = Possession of a weapon (excluding firearms and powerful explosives)</li> <li>12 = Rape</li> <li>13 = Robbery with a dangerous weapon</li> <li>14 = Robbery without a dangerous weapon</li> <li>15 = Sexual assault (not involving rape or sexual offense)</li> <li>16 = Sexual offense</li> <li>17 = Taking indecent liberties with a minor</li> <li>18 = Other offense resulting in an out-of-school suspension or expulsion</li> </ul>

<p>#1 – Reported to Law Enf. and #2 – Reported to Law Enf.</p>	<p>Indicate whether Offense #1 and/or Offense #2 were reported to law enforcement. NOTE: Must be entered as a capitalized letter – entries of ‘y’ or ‘n’ will result in an error message.</p> <p>Y = Yes N = No</p>
<p>Weapon Used/Possessed</p>	<p>Type of weapon used or possessed by the offender, if any. If neither the primary nor the secondary offense involved a weapon, leave this column blank.</p> <p>1 = Handgun 2 = Rifle 3 = Shotgun 4 = Other firearm 5 = Knife 6 = Box cutter 7 = Razor 8 = Other (<i>enter a brief explanation in Other/Comments column</i>)</p>
<p>Consequence – 1 and Consequence – 2 and Consequence – 3</p>	<p>Type of consequence(s) incurred for the offense(s) committed. Use these columns to record up to 3 types of consequences incurred by the offender (<i>NOTE: codes 9-11 apply <u>only</u> to exceptional students</i>):</p> <p>1 = Detention (during or after school) 2 = Privileges taken away 3 = In-school suspension (ISS; use <u>only</u> in conjunction with offense codes 1 through 17) 4 = Out-of-school suspension (OSS) 5 = Expulsion 6 = Student placed in an Alternative School 7 = Student placed in an Alternative Learning Program 8 = Offender referred to a treatment program 9 = Unilateral change in placement (EC students only) 10 = Hearing held, resulting in no change in placement (EC students only) 11 = Change in placement due to determination of a Hearing Officer (EC students only) 12 = Student placed in homebound instructional program 13 = Community legal/court system action or decision pending 14 = Other (<i>enter a brief explanation in Other/Comments column</i>)</p>
<p>If OSS - Number of Days and If ISS - Number of Days</p>	<p>These columns only need to be completed if the offender is a student and if OSS or ISS are used as consequences for the offense(s) recorded (i.e., if a 3 or 4 is coded in one of the Consequence columns). If OSS and/or ISS are used as a consequence, use these columns to record the total number of school days (<u>not</u> calendar days) the student is suspended. For example, if one of the consequences for an offense was a one-week OSS, you would record a 5 in the “OSS - Number of Days” column for that student. An exception to this is a mandatory “365-day” suspension, which is recorded as calendar days.</p>

<p>Victim Type - 1 and Victim Type - 2 and Victim Type - 3</p>	<p>Identity of victim affected by the offense(s) committed. Use these three columns to record up to 3 different types of victims involved. If there is no victim associated with the offense(s), leave these columns blank.</p> <p>1 = Student from the school where the incident occurred  2 = Staff  3 = Parent/Caregiver  4 = Student from another school  5 = Other (<i>enter a brief explanation in Other/Comments column</i>)</p>
<p>Other/Comments</p>	<p>Use this field to explain any uses of the “Other” codes for the previous fields, or to document any other clarifications or explanations associated with the data recorded for the particular offense(s).</p>

**Appendix B**  
**LEA and Charter School**  
**Totals of Suspensions and Expulsions,**  
**by Ethnicity and Gender**  
**2004-05**

**Appendix B**  
**2004-05 LEA and Charter School Totals of Suspensions and Expulsions by Ethnicity and Gender**

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2004-05	# Long-Term Suspensions, 2004-05	# Expulsions, 2004-05
Alamance-Burlington (010)	Female	Asian	2	0	0
	Female	Black/Multi-racial	585	0	0
	Female	Hispanic	83	1	0
	Female	White	436	2	0
	Female	Other	5	1	0
	Male	Asian	1	0	0
	Male	Black/Multi-racial	1,594	2	1
	Male	Hispanic	355	1	0
	Male	Am Indian	10	0	0
	Male	White	1,542	8	0
	Male	Other	7	0	0
Alexander (020)	Female	Asian	2	0	0
	Female	Black/Multi-racial	32	0	0
	Female	Hispanic	10	0	0
	Female	White	186	0	0
	Male	Asian	5	0	0
	Male	Black/Multi-racial	76	1	0
	Male	Hispanic	31	0	0
	Male	White	470	2	0
Alleghany (030)	Female	Hispanic	2	0	0
	Female	White	8	0	0
	Male	Black/Multi-racial	1	0	0
	Male	Hispanic	4	0	0
	Male	White	54	0	0
Anson (040)	Female	Black/Multi-racial	635	3	0
	Female	Hispanic	2	0	0
	Female	Am Indian	1	0	0
	Female	Other	2	0	0
	Female	White	43	0	0
	Male	Asian	3	0	0
	Male	Black/Multi-racial	1414	12	0
	Male	Hispanic	14	0	0
	Male	Am Indian	6	0	0
	Male	Other	7	0	0
	Male	White	207	2	0

**Appendix B**  
**2004-05 LEA and Charter School Totals of Suspensions and Expulsions by Ethnicity and Gender**

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2004-05	# Long-Term Suspensions, 2004-05	# Expulsions, 2004-05
Ashe (050)	Female	Black/Multi-racial	2	0	0
	Female	Hispanic	5	0	0
	Female	White	35	0	0
	Male	Black/Multi-racial	1	0	0
	Male	Hispanic	8	0	0
	Male	Am Indian	4	0	0
	Male	White	249	1	0
Avery (060)	Female	Black/Multi-racial	4	0	0
	Female	Hispanic	1	0	0
	Female	White	46	0	0
	Male	Black/Multi-racial	4	1	0
	Male	Hispanic	7	0	0
	Male	White	157	0	0
Beaufort (070)	Female	Black/Multi-racial	460	4	0
	Female	Hispanic	7	0	0
	Female	White	158	0	0
	Male	Asian	4	0	0
	Male	Black/Multi-racial	1314	0	0
	Male	Hispanic	49	0	0
	Male	White	489	0	0
Bertie (080)	Female	Black/Multi-racial	85	0	0
	Female	Hispanic	1	0	0
	Female	White	2	0	0
	Male	Asian	1	0	0
	Male	Black/Multi-racial	245	2	0
	Male	Am Indian	1	0	0
	Male	White	20	0	0
Bladen (090)	Female	Black/Multi-racial	14	0	0
	Female	Hispanic	1	0	0
	Female	Am Indian	2	0	0
	Female	White	10	0	0
	Male	Black/Multi-racial	62	0	0
	Male	Hispanic	7	0	0
	Male	White	34	0	0

**Appendix B**  
**2004-05 LEA and Charter School Totals of Suspensions and Expulsions by Ethnicity and Gender**

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2004-05	# Long-Term Suspensions, 2004-05	# Expulsions, 2004-05	
Brunswick (100)	Female	Asian	2	0	0	
	Female	Black/Multi-racial	219	2	0	
	Female	Hispanic	18	0	0	
	Female	Am Indian	5	0	0	
	Female	Other	4	0	0	
	Female	White	256	2	0	
	Male	Asian	2	0	0	
	Male	Black/Multi-racial	443	0	0	
	Male	Hispanic	26	0	0	
	Male	Am Indian	4	0	0	
	Male	Other	6	0	0	
	Male	White	746	2	0	
Buncombe (110)	Unspecified	Unspecified	3	0	0	
	Female	Black/Multi-racial	240	2	0	
	Female	Hispanic	15	0	0	
	Female	Am Indian	9	0	0	
	Female	White	598	4	0	
	Male	Asian	4	0	0	
	Male	Black/Multi-racial	478	9	0	
	Male	Hispanic	113	2	0	
	Male	Am Indian	17	0	0	
	Male	White	1831	23	0	
Asheville City (111)	Female	Black/Multi-racial	234	1	0	
	Female	Hispanic	3	0	0	
	Female	White	67	0	0	
	Male	Black/Multi-racial	496	1	0	
	Male	Hispanic	16	0	0	
	Male	Am Indian	2	0	0	
	Male	White	195	0	0	
Burke (120)	Female	Asian	41	0	0	
	Female	Black/Multi-racial	73	0	0	
	Female	Hispanic	27	0	0	
	Female	Am Indian	4	0	0	
	Female	White	434	0	0	
	Male	Asian	48	0	0	
	Male	Black/Multi-racial	176	1	1	
	Male	Hispanic	72	0	0	

**Appendix B**  
**2004-05 LEA and Charter School Totals of Suspensions and Expulsions by Ethnicity and Gender**

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2004-05	# Long-Term Suspensions, 2004-05	# Expulsions, 2004-05
Burke (continued)	Male	Am Indian	7	0	0
	Male	White	1118	2	0
Cabarrus (130)	Female	Asian	3	0	0
	Female	Black/Multi-racial	513	15	0
	Female	Hispanic	84	6	0
	Female	Am Indian	7	0	0
	Female	White	637	23	0
	Male	Asian	8	1	0
	Male	Black/Multi-racial	1085	29	0
	Male	Hispanic	222	7	0
	Male	Am Indian	13	1	0
	Male	White	1673	52	0
Kannapolis City (132)	Female	Black/Multi-racial	153	0	0
	Female	Hispanic	26	0	0
	Female	White	80	0	0
	Male	Asian	4	0	0
	Male	Black/Multi-racial	434	1	0
	Male	Hispanic	89	1	0
	Male	White	260	0	0
Caldwell (140)	Unspecified	Unspecified	3	0	0
	Female	Black/Multi-racial	97	0	0
	Female	Hispanic	11	0	0
	Female	White	268	1	0
	Male	Asian	4	0	0
	Male	Black/Multi-racial	231	0	0
	Male	Hispanic	32	0	0
	Male	Am Indian	1	0	0
	Male	White	820	2	1
Camden (150)	Female	Black/Multi-racial	19	1	0
	Female	White	29	0	0
	Male	Asian	2	0	0
	Male	Black/Multi-racial	21	0	0
	Male	White	123	1	1

**Appendix B**  
**2004-05 LEA and Charter School Totals of Suspensions and Expulsions by Ethnicity and Gender**

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2004-05	# Long-Term Suspensions, 2004-05	# Expulsions, 2004-05
Carteret (160)	Female	Asian	1	0	0
	Female	Black/Multi-racial	42	1	0
	Female	Hispanic	11	0	0
	Female	White	210	2	0
	Male	Asian	3	0	0
	Male	Black/Multi-racial	219	1	0
	Male	Hispanic	25	0	0
	Male	Am Indian	3	0	0
	Male	Other	1	0	0
	Male	White	832	3	0
	Caswell (170)	Female	Black/Multi-racial	128	0
Female		Hispanic	4	0	0
Female		White	63	0	0
Male		Black/Multi-racial	351	1	0
Male		Hispanic	8	0	0
Male		White	244	1	0
Catawba (180)		Female	Asian	7	0
	Female	Black/Multi-racial	70	0	0
	Female	Hispanic	24	0	0
	Female	Am Indian	4	0	0
	Female	White	270	0	0
	Male	Asian	39	0	0
	Male	Black/Multi-racial	257	0	0
	Male	Hispanic	74	0	0
	Male	Am Indian	4	0	0
	Male	White	953	0	0
	Hickory City (181)	Female	Asian	4	0
Female		Black/Multi-racial	184	0	0
Female		Hispanic	8	0	0
Female		White	66	0	0
Male		Asian	13	0	0
Male		Black/Multi-racial	427	0	0
Male		Hispanic	53	0	0
Male		Am Indian	2	0	0
Male		Other	1	0	0
Male		White	298	0	0

**Appendix B**  
**2004-05 LEA and Charter School Totals of Suspensions and Expulsions by Ethnicity and Gender**

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2004-05	# Long-Term Suspensions, 2004-05	# Expulsions, 2004-05	
Newton-Conover City (182)	Female	Black/Multi-racial	32	0	0	
	Female	Hispanic	4	0	0	
	Female	White	63	0	0	
	Male	Asian	5	0	0	
	Male	Black/Multi-racial	53	0	0	
	Male	Hispanic	16	1	0	
	Male	Am Indian	1	0	0	
	Male	Other	1	0	0	
	Male	White	85	0	0	
Chatham (190)	Female	Black/Multi-racial	106	4	0	
	Female	Hispanic	26	0	0	
	Female	Am Indian	1	0	0	
	Female	White	83	4	0	
	Male	Asian	4	0	0	
	Male	Black/Multi-racial	296	3	0	
	Male	Hispanic	90	0	0	
	Male	White	376	9	0	
Cherokee (200)	Female	Black/Multi-racial	3	0	0	
	Female	White	35	0	0	
	Male	Black/Multi-racial	23	0	0	
	Male	Hispanic	6	0	0	
	Male	Am Indian	3	0	0	
	Male	White	139	0	0	
Edenton/Chowan (210)	Female	Black/Multi-racial	91	1	0	
	Female	White	26	0	0	
	Male	Asian	2	0	0	
	Male	Black/Multi-racial	231	3	0	
	Male	Am Indian	4	0	0	
	Male	White	95	3	0	
Clay (220)	Female	Hispanic	1	0	0	
	Female	White	13	1	0	
	Male	White	19	1	0	

**Appendix B**  
**2004-05 LEA and Charter School Totals of Suspensions and Expulsions by Ethnicity and Gender**

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2004-05	# Long-Term Suspensions, 2004-05	# Expulsions, 2004-05
Cleveland (230)	Female	Asian	1	0	0
	Female	Black/Multi-racial	764	1	0
	Female	Hispanic	14	0	0
	Female	Am Indian	1	0	0
	Female	Other	32	0	0
	Female	White	580	3	0
	Male	Asian	29	0	0
	Male	Black/Multi-racial	1749	3	2
	Male	Hispanic	58	0	2
	Male	Am Indian	13	0	0
	Male	Other	64	0	0
	Male	White	1996	0	0
	Columbus (240)	Female	Black/Multi-racial	262	0
Female		Hispanic	3	0	0
Female		Am Indian	9	0	0
Female		White	93	0	0
Male		Asian	1	0	0
Male		Black/Multi-racial	558	4	1
Male		Hispanic	14	0	0
Male		Am Indian	54	0	0
Male		White	273	0	0
Whiteville City (241)		Female	Black/Multi-racial	94	0
	Female	Hispanic	1	0	0
	Female	White	16	0	0
	Male	Asian	1	0	0
	Male	Black/Multi-racial	298	0	0
	Male	Hispanic	2	0	0
	Male	Am Indian	7	0	0
	Male	White	134	1	0
	Craven (250)	Female	Asian	5	0
Female		Black/Multi-racial	914	1	0
Female		Hispanic	25	0	0
Female		Other	13	0	0
Female		White	384	2	0
Male		Asian	3	0	0
Male		Black/Multi-racial	1871	4	2
Male		Hispanic	57	1	0

**Appendix B**  
**2004-05 LEA and Charter School Totals of Suspensions and Expulsions by Ethnicity and Gender**

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2004-05	# Long-Term Suspensions, 2004-05	# Expulsions, 2004-05
Craven (continued)	Male	Other	74	1	0
	Male	White	1015	1	0
Cumberland (260)	Unspecified	Unspecified	6	1	0
	Female	Asian	12	0	0
	Female	Black/Multi-racial	2266	59	0
	Female	Hispanic	104	4	0
	Female	Am Indian	47	1	0
	Female	White	434	12	0
	Male	Asian	31	0	0
	Male	Black/Multi-racial	4892	98	3
	Male	Hispanic	241	6	0
	Male	Am Indian	142	5	0
	Male	Other	5	0	0
	Male	White	1404	45	0
Currituck (270)	Female	Black/Multi-racial	10	0	0
	Female	White	34	0	0
	Male	Black/Multi-racial	23	0	0
	Male	Hispanic	1	0	0
	Male	White	100	1	0
Dare (280)	Female	Black/Multi-racial	13	0	0
	Female	Hispanic	2	0	0
	Female	Am Indian	1	0	0
	Female	White	78	1	0
	Male	Black/Multi-racial	28	0	0
	Male	Hispanic	10	0	0
	Male	Other	1	0	0
	Male	White	231	0	0
Davidson (290)	Female	Asian	3	0	0
	Female	Black/Multi-racial	43	0	0
	Female	Hispanic	27	0	0
	Female	Am Indian	4	0	0
	Female	Other	2	0	0
	Female	White	725	1	0
	Male	Asian	32	0	0
	Male	Black/Multi-racial	128	1	0
	Male	Hispanic	29	0	0

**Appendix B**  
**2004-05 LEA and Charter School Totals of Suspensions and Expulsions by Ethnicity and Gender**

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2004-05	# Long-Term Suspensions, 2004-05	# Expulsions, 2004-05	
Davidson (continued)	Male	Am Indian	5	0	0	
	Male	Other	3	0	0	
	Male	White	2490	4	0	
Lexington City (291)	Female	Asian	9	0	0	
	Female	Black/Multi-racial	243	0	0	
	Female	Hispanic	29	0	0	
	Female	Other	6	1	0	
	Female	White	101	2	0	
	Male	Asian	35	2	0	
	Male	Black/Multi-racial	487	5	0	
	Male	Hispanic	52	0	0	
	Male	Am Indian	1	0	0	
	Male	Other	30	0	0	
	Male	White	237	1	0	
	Thomasville City (292)	Female	Black/Multi-racial	119	0	0
		Female	Hispanic	20	0	0
Female		White	37	0	0	
Male		Black/Multi-racial	335	0	0	
Male		Hispanic	45	0	0	
Male		Am Indian	1	0	0	
Male		Other	2	0	0	
Male		White	111	0	1	
Davie (300)	Female	Black/Multi-racial	38	0	0	
	Female	Hispanic	4	0	0	
	Female	White	70	0	0	
	Male	Asian	1	0	0	
	Male	Black/Multi-racial	72	0	0	
	Male	Hispanic	29	0	0	
	Male	White	268	0	0	
	Duplin (310)	Female	Asian	1	0	0
Female		Black/Multi-racial	447	2	0	
Female		Hispanic	109	1	0	
Female		Am Indian	1	0	0	
Female		White	152	0	0	
Male		Asian	4	0	0	
Male		Black/Multi-racial	955	2	1	

**Appendix B**  
**2004-05 LEA and Charter School Totals of Suspensions and Expulsions by Ethnicity and Gender**

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2004-05	# Long-Term Suspensions, 2004-05	# Expulsions, 2004-05
Duplin (continued)	Male	Hispanic	348	0	0
	Male	Am Indian	6	0	0
	Male	White	584	0	0
Durham (320)	Female	Asian	1	0	0
	Female	Black/Multi-racial	1541	6	0
	Female	Hispanic	86	1	0
	Female	Am Indian	4	0	0
	Female	White	107	2	0
	Male	Asian	12	0	0
	Male	Black/Multi-racial	3897	44	0
	Male	Hispanic	302	6	0
	Male	Am Indian	6	0	0
	Male	White	404	5	0
	Edgecombe (330)	Female	Black/Multi-racial	978	0
Female		Hispanic	16	0	0
Female		Other	3	0	0
Female		White	163	0	0
Male		Asian	2	0	0
Male		Black/Multi-racial	2256	3	0
Male		Hispanic	50	0	0
Male		Am Indian	6	0	0
Male		Other	9	0	0
Male		White	657	0	0
Winston-Salem/Forsyth (340)		Unspecified	Unspecified	6	0
	Female	Asian	1	0	0
	Female	Black/Multi-racial	2019	11	2
	Female	Hispanic	212	2	0
	Female	Am Indian	3	0	0
	Female	White	425	1	0
	Male	Asian	22	0	0
	Male	Black/Multi-racial	4152	24	18
	Male	Hispanic	671	11	2
	Male	Am Indian	24	0	0
	Male	Other	5	0	2
	Male	White	1394	1	9
Franklin (350)	Female	Black/Multi-racial	322	8	1

**Appendix B**  
**2004-05 LEA and Charter School Totals of Suspensions and Expulsions by Ethnicity and Gender**

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2004-05	# Long-Term Suspensions, 2004-05	# Expulsions, 2004-05
Franklin (continued)	Female	Hispanic	31	4	0
	Female	Am Indian	5	0	0
	Female	White	127	13	0
	Male	Asian	5	0	0
	Male	Black/Multi-racial	778	26	0
	Male	Hispanic	82	2	0
	Male	Am Indian	4	0	0
	Male	Other	2	0	0
	Male	White	443	24	1
Gaston (360)	Female	Asian	1	0	0
	Female	Black/Multi-racial	968	1	0
	Female	Hispanic	73	0	0
	Female	Am Indian	1	0	0
	Female	Other	24	0	0
	Female	White	1201	4	0
	Male	Asian	20	0	0
	Male	Black/Multi-racial	1889	2	0
	Male	Hispanic	187	0	0
	Male	Am Indian	8	0	0
	Male	Other	53	0	0
	Male	White	3228	5	0
Gates (370)	Female	Black/Multi-racial	4	0	0
	Female	White	2	0	0
	Male	Black/Multi-racial	12	0	0
	Male	White	12	0	0
Graham (380)	Male	White	3	0	0
Granville (390)	Female	Asian	6	0	0
	Female	Black/Multi-racial	304	0	0
	Female	Hispanic	8	0	0
	Female	White	124	0	0
	Male	Asian	8	0	0
	Male	Black/Multi-racial	830	3	0
	Male	Hispanic	46	0	0
	Male	Am Indian	4	0	0
	Male	Other	1	0	0
	Male	White	497	2	0

**Appendix B**  
**2004-05 LEA and Charter School Totals of Suspensions and Expulsions by Ethnicity and Gender**

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2004-05	# Long-Term Suspensions, 2004-05	# Expulsions, 2004-05	
Greene (400)	Female	Black/Multi-racial	269	0	0	
	Female	Hispanic	10	0	0	
	Female	White	40	0	0	
	Male	Asian	4	0	0	
	Male	Black/Multi-racial	500	0	0	
	Male	Hispanic	91	0	0	
	Male	White	93	1	0	
Guilford (410)	Female	Asian	31	0	0	
	Female	Black/Multi-racial	3146	105	0	
	Female	Hispanic	80	3	0	
	Female	Am Indian	28	1	0	
	Female	White	464	16	0	
	Male	Asian	107	8	0	
	Male	Black/Multi-racial	6713	320	0	
	Male	Hispanic	274	22	0	
	Male	Am Indian	63	2	0	
	Male	White	1955	66	0	
Halifax (420)	Female	Asian	2	0	0	
	Female	Black/Multi-racial	418	1	0	
	Female	Am Indian	11	0	0	
	Female	White	5	0	0	
	Male	Black/Multi-racial	1133	0	3	
	Male	Hispanic	1	0	0	
	Male	Am Indian	60	0	0	
	Male	White	30	0	0	
Roanoke Rapids City (421)	Female	Black/Multi-racial	49	0	0	
	Female	Other	2	0	0	
	Female	White	78	0	0	
	Male	Black/Multi-racial	185	1	0	
	Male	Hispanic	7	0	0	
	Male	White	262	0	0	
Weldon City (422)	Female	Black/Multi-racial	44	0	0	
	Male	Black/Multi-racial	141	0	0	
	Male	White	5	0	0	

**Appendix B**  
**2004-05 LEA and Charter School Totals of Suspensions and Expulsions by Ethnicity and Gender**

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2004-05	# Long-Term Suspensions, 2004-05	# Expulsions, 2004-05
Harnett (430)	Female	Asian	3	0	0
	Female	Black/Multi-racial	533	1	0
	Female	Hispanic	43	0	0
	Female	Am Indian	5	0	0
	Female	Other	1	0	0
	Female	White	284	2	0
	Male	Asian	4	0	0
	Male	Black/Multi-racial	1074	8	0
	Male	Hispanic	155	0	0
	Male	Am Indian	15	0	0
	Male	Other	1	0	0
	Male	White	659	5	0
Haywood (440)	Female	Black/Multi-racial	8	1	0
	Female	Hispanic	2	0	0
	Female	Am Indian	1	0	0
	Female	White	118	6	0
	Male	Asian	1	0	0
	Male	Black/Multi-racial	11	2	0
	Male	Am Indian	1	0	0
	Male	White	395	10	0
Henderson (450)	Female	Black/Multi-racial	28	0	0
	Female	Hispanic	11	0	0
	Female	Am Indian	1	0	0
	Female	White	111	1	0
	Male	Asian	2	0	0
	Male	Black/Multi-racial	72	0	0
	Male	Hispanic	52	0	0
	Male	Other	14	1	0
	Male	White	292	1	0
Hertford (460)	Unspecified	Unspecified	2	0	0
	Female	Asian	3	0	0
	Female	Black/Multi-racial	535	0	0
	Female	Hispanic	2	0	0
	Female	Am Indian	3	0	0
	Female	White	41	0	0
	Male	Asian	3	0	0

**Appendix B**  
**2004-05 LEA and Charter School Totals of Suspensions and Expulsions by Ethnicity and Gender**

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2004-05	# Long-Term Suspensions, 2004-05	# Expulsions, 2004-05	
Hertford (continued)	Male	Black/Multi-racial	887	1	0	
	Male	Hispanic	1	0	0	
	Male	Am Indian	5	0	0	
	Male	Other	2	0	0	
	Male	White	120	0	0	
Hoke (470)	Female	Asian	2	0	0	
	Female	Black/Multi-racial	216	2	0	
	Female	Hispanic	8	1	0	
	Female	Am Indian	52	1	0	
	Female	White	79	4	0	
	Male	Asian	1	0	0	
	Male	Black/Multi-racial	820	22	0	
	Male	Hispanic	57	1	0	
	Male	Am Indian	180	2	0	
	Male	White	224	9	0	
	Hyde (480)	Female	Black/Multi-racial	32	0	0
		Female	Hispanic	1	0	0
Female		White	9	0	0	
Male		Black/Multi-racial	93	0	0	
Male		Hispanic	10	0	0	
Male		White	37	0	0	
Iredell-Statesville (490)		Unspecified	Unspecified	1	0	0
	Female	Asian	2	0	0	
	Female	Black/Multi-racial	420	1	0	
	Female	Hispanic	32	0	0	
	Female	Am Indian	3	0	0	
	Female	Other	1	0	0	
	Female	White	467	0	0	
	Male	Asian	15	0	0	
	Male	Black/Multi-racial	988	0	0	
	Male	Hispanic	172	1	0	
	Male	Am Indian	9	0	0	
	Male	White	1593	3	0	
	Mooresville City (491)	Female	Black/Multi-racial	94	0	0
Female		Hispanic	7	0	0	
Female		Am Indian	3	0	0	

**Appendix B**  
**2004-05 LEA and Charter School Totals of Suspensions and Expulsions by Ethnicity and Gender**

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2004-05	# Long-Term Suspensions, 2004-05	# Expulsions, 2004-05
	Female	Other	1	0	0
	Female	White	131	0	0
	Male	Asian	3	0	0
	Male	Black/Multi-racial	333	0	0
	Male	Hispanic	26	0	0
	Male	Am Indian	1	0	0
	Male	Other	5	0	0
	Male	White	406	0	0
Jackson (500)	Unspecified	Unspecified	1	0	0
	Female	Black/Multi-racial	2	0	0
	Female	Hispanic	2	0	0
	Female	Am Indian	27	0	0
	Female	White	119	0	0
	Male	Black/Multi-racial	4	0	0
	Male	Hispanic	8	0	0
	Male	Am Indian	56	0	0
	Male	White	216	0	0
Johnston (510)	Unspecified	Unspecified	3	1	0
	Female	Asian	1	0	0
	Female	Black/Multi-racial	790	5	0
	Female	Hispanic	105	1	0
	Female	Am Indian	4	0	0
	Female	Other	8	0	0
	Female	White	579	2	0
	Male	Asian	3	0	0
	Male	Black/Multi-racial	1857	12	1
	Male	Hispanic	408	4	0
	Male	Am Indian	6	0	0
	Male	Other	18	0	0
	Male	White	1886	5	0
Jones (520)	Female	Black/Multi-racial	29	0	0
	Female	Hispanic	1	0	0
	Female	White	5	0	0
	Male	Black/Multi-racial	126	0	0
	Male	Hispanic	6	0	0
	Male	Other	2	0	0
	Male	White	70	0	0

**Appendix B**  
**2004-05 LEA and Charter School Totals of Suspensions and Expulsions by Ethnicity and Gender**

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2004-05	# Long-Term Suspensions, 2004-05	# Expulsions, 2004-05	
Lee (530)	Female	Asian	1	0	0	
	Female	Black/Multi-racial	291	0	0	
	Female	Hispanic	65	0	0	
	Female	Am Indian	7	0	0	
	Female	Other	2	0	0	
	Female	White	165	0	0	
	Male	Asian	6	0	0	
	Male	Black/Multi-racial	811	5	0	
	Male	Hispanic	308	1	0	
	Male	Am Indian	8	0	0	
	Male	Other	17	0	0	
	Male	White	600	1	0	
	Lenoir (540)	Unspecified	Unspecified	1	0	0
		Female	Asian	1	0	0
Female		Black/Multi-racial	703	0	0	
Female		Hispanic	17	0	0	
Female		Am Indian	1	0	0	
Female		White	138	0	0	
Male		Asian	1	0	0	
Male		Black/Multi-racial	1862	1	1	
Male		Hispanic	40	1	0	
Male		Am Indian	2	0	0	
Male		Other	1	0	0	
Male		White	396	1	0	
Lincoln (550)		Female	Asian	2	0	0
		Female	Black/Multi-racial	134	0	0
	Female	Hispanic	21	0	0	
	Female	White	416	0	0	
	Male	Asian	1	0	0	
	Male	Black/Multi-racial	293	0	0	
	Male	Hispanic	95	0	0	
	Male	Am Indian	2	0	0	
	Male	Other	6	0	0	
	Male	White	1316	1	0	
	Macon (560)	Female	Black/Multi-racial	5	0	0
		Female	Hispanic	2	0	0
		Female	Other	1	0	0

**Appendix B**  
**2004-05 LEA and Charter School Totals of Suspensions and Expulsions by Ethnicity and Gender**

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2004-05	# Long-Term Suspensions, 2004-05	# Expulsions, 2004-05
Macon (continued)	Female	White	240	0	0
	Male	Black/Multi-racial	21	0	0
	Male	Hispanic	6	0	0
	Male	Am Indian	17	0	0
	Male	Other	8	0	0
	Male	White	454	3	0
Madison (570)	Female	Hispanic	2	0	0
	Female	White	47	0	0
	Male	Hispanic	4	0	0
	Male	Am Indian	2	0	0
	Male	White	219	0	0
Martin (580)	Female	Black/Multi-racial	367	1	0
	Female	Hispanic	1	0	0
	Female	White	60	0	0
	Male	Asian	1	0	0
	Male	Black/Multi-racial	857	4	0
	Male	Hispanic	4	0	0
	Male	White	188	1	0
McDowell (590)	Female	Black/Multi-racial	3	0	0
	Female	Hispanic	2	0	0
	Female	White	65	0	0
	Male	Black/Multi-racial	10	0	0
	Male	Hispanic	5	0	0
	Male	White	186	0	0
Charlotte-Mecklenburg (600)	Female	Asian	5	0	0
	Female	Black/Multi-racial	1271	9	0
	Female	Hispanic	5	0	0
	Female	Am Indian	8	0	0
	Female	Other	149	0	0
	Female	White	435	1	0
	Male	Asian	15	0	0
	Male	Black/Multi-racial	2652	15	0
	Male	Hispanic	26	0	0
	Male	Am Indian	26	0	0
Male	Other	294	0	0	
Male	White	974	4	0	

**Appendix B**  
**2004-05 LEA and Charter School Totals of Suspensions and Expulsions by Ethnicity and Gender**

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2004-05	# Long-Term Suspensions, 2004-05	# Expulsions, 2004-05	
Mitchell (610)	Female	White	44	0	0	
	Male	Black/Multi-racial	1	0	0	
	Male	Hispanic	2	0	0	
	Male	White	73	0	0	
Montgomery (620)	Female	Asian	1	0	0	
	Female	Black/Multi-racial	93	0	0	
	Female	Hispanic	6	0	0	
	Female	White	73	0	0	
	Male	Asian	6	0	0	
	Male	Black/Multi-racial	240	0	0	
	Male	Hispanic	34	0	0	
	Male	White	224	0	0	
	Moore (630)	Female	Asian	8	0	0
		Female	Black/Multi-racial	208	0	0
Female		Hispanic	16	0	0	
Female		Am Indian	1	0	0	
Female		White	121	0	0	
Male		Asian	21	0	0	
Male		Black/Multi-racial	547	1	0	
Male		Hispanic	80	0	0	
Male		Am Indian	3	0	0	
Male		Other	3	0	0	
Male		White	502	1	0	
Nash-Rocky Mount (640)		Female	Asian	12	1	0
	Female	Black/Multi-racial	1032	2	0	
	Female	Hispanic	18	0	0	
	Female	Am Indian	1	0	0	
	Female	White	202	1	0	
	Male	Asian	29	1	0	
	Male	Black/Multi-racial	2533	8	0	
	Male	Hispanic	103	0	0	
	Male	Am Indian	7	0	0	
	Male	Other	1	0	0	
	Male	White	571	4	0	
New Hanover (650)	Unspecified	Unspecified	6	0	0	
	Female	Black/Multi-racial	867	7	0	

**Appendix B**  
**2004-05 LEA and Charter School Totals of Suspensions and Expulsions by Ethnicity and Gender**

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2004-05	# Long-Term Suspensions, 2004-05	# Expulsions, 2004-05
New Hanover (continued)	Female	Hispanic	28	0	0
	Female	Am Indian	8	0	0
	Female	Other	47	0	0
	Female	White	287	0	0
	Male	Asian	16	0	0
	Male	Black/Multi-racial	1782	6	0
	Male	Hispanic	68	1	0
	Male	Am Indian	11	0	0
	Male	Other	121	0	0
	Male	White	1090	7	0
Northampton (660)	Female	Black/Multi-racial	365	1	0
	Female	Hispanic	5	0	0
	Female	Other	2	0	0
	Female	White	35	0	0
	Male	Black/Multi-racial	781	2	0
	Male	Other	10	0	0
	Male	White	98	0	0
Onslow (670)	Female	Asian	6	0	0
	Female	Black/Multi-racial	374	2	0
	Female	Hispanic	29	0	0
	Female	Am Indian	9	0	0
	Female	White	290	1	0
	Male	Asian	20	0	0
	Male	Black/Multi-racial	1011	4	0
	Male	Hispanic	117	0	0
	Male	Am Indian	14	0	0
	Male	White	1126	4	0
Orange (680)	Female	Asian	0	0	0
	Female	Black/Multi-racial	127	1	0
	Female	Hispanic	4	0	0
	Female	Am Indian	0	0	0
	Female	White	118	0	0
	Male	Asian	0	0	0
	Male	Black/Multi-racial	313	1	0
	Male	Hispanic	3	0	0
	Male	Am Indian	1	0	0
	Male	White	338	2	0

**Appendix B**  
**2004-05 LEA and Charter School Totals of Suspensions and Expulsions by Ethnicity and Gender**

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2004-05	# Long-Term Suspensions, 2004-05	# Expulsions, 2004-05
Chapel Hill-Carrboro (681)	Female	Asian	3	0	0
	Female	Black/Multi-racial	62	0	0
	Female	Hispanic	5	0	0
	Female	White	28	0	0
	Male	Asian	7	0	0
	Male	Black/Multi-racial	219	0	0
	Male	Hispanic	34	0	0
	Male	Am Indian	1	0	0
	Male	White	116	0	0
Pamlico (690)	Female	Black/Multi-racial	57	5	0
	Female	Hispanic	2	0	0
	Female	White	93	1	0
	Male	Black/Multi-racial	187	2	0
	Male	Hispanic	4	0	0
	Male	White	227	5	0
Elizabeth City-Pasquotank (700)	Female	Asian	2	0	0
	Female	Black/Multi-racial	389	0	0
	Female	Hispanic	4	0	0
	Female	Am Indian	1	0	0
	Female	Other	2	0	0
	Female	White	173	0	0
	Male	Asian	6	0	0
	Male	Black/Multi-racial	1079	0	0
	Male	Hispanic	25	0	0
	Male	Am Indian	2	0	0
	Male	Other	3	0	0
	Male	White	514	0	0
Pender (710)	Female	Black/Multi-racial	226	0	1
	Female	Hispanic	15	0	0
	Female	Am Indian	1	0	0
	Female	Other	7	0	0
	Female	White	129	0	0
	Male	Asian	6	0	0
	Male	Black/Multi-racial	712	5	0
	Male	Hispanic	56	1	0
	Male	Am Indian	2	0	0

**Appendix B**  
**2004-05 LEA and Charter School Totals of Suspensions and Expulsions by Ethnicity and Gender**

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2004-05	# Long-Term Suspensions, 2004-05	# Expulsions, 2004-05
Pender (continued)	Male	Other	47	0	0
	Male	White	811	4	1
Perquimans (720)	Female	Black/Multi-racial	58	0	0
	Female	Other	1	0	0
	Female	White	58	0	0
	Male	Black/Multi-racial	141	0	0
	Male	Hispanic	2	0	0
	Male	White	125	0	0
Person (730)	Female	Asian	1	0	0
	Female	Black/Multi-racial	238	0	0
	Female	Hispanic	6	0	0
	Female	Am Indian	1	0	0
	Female	White	56	0	0
	Male	Asian	2	0	0
	Male	Black/Multi-racial	476	1	0
	Male	Hispanic	10	0	0
	Male	White	229	0	0
Pitt (740)	Female	Asian	9	0	0
	Female	Black/Multi-racial	2238	34	1
	Female	Hispanic	32	0	0
	Female	Am Indian	3	1	0
	Female	White	292	7	0
	Male	Asian	14	0	0
	Male	Black/Multi-racial	5551	95	3
	Male	Hispanic	122	2	0
	Male	Am Indian	3	0	0
	Male	White	1260	20	0
Polk (750)	Female	Black/Multi-racial	3	0	0
	Female	Hispanic	2	0	0
	Female	White	35	0	0
	Male	Black/Multi-racial	8	0	0
	Male	Hispanic	3	0	0
	Male	White	60	0	0
Randolph (760)	Female	Asian	1	0	0
	Female	Black/Multiracial	24	1	0

**Appendix B**  
**2004-05 LEA and Charter School Totals of Suspensions and Expulsions by Ethnicity and Gender**

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2004-05	# Long-Term Suspensions, 2004-05	# Expulsions, 2004-05
Randolph (continued)	Female	Hispanic	10	0	0
	Female	Am Indian	4	0	0
	Female	White	266	8	0
	Male	Asian	3	0	0
	Male	Black/Multi-racial	97	3	0
	Male	Hispanic	64	2	0
	Male	Am Indian	2	1	0
	Male	White	763	22	0
Asheboro City (761)	Female	Asian	1	0	0
	Female	Black/Multi-racial	74	0	0
	Female	Hispanic	24	0	0
	Female	Am Indian	5	1	0
	Female	White	47	0	0
	Male	Asian	2	0	0
	Male	Black/Multi-racial	160	0	0
	Male	Hispanic	102	0	0
	Male	Am Indian	2	0	0
	Male	White	169	0	0
Richmond (770)	Female	Asian	8	0	0
	Female	Black/Multi-racial	350	0	0
	Female	Hispanic	1	0	0
	Female	Am Indian	11	0	0
	Female	White	116	0	0
	Male	Black/Multi-racial	775	0	0
	Male	Hispanic	21	0	0
	Male	Am Indian	51	0	0
	Male	White	399	0	0
Robeson (780)	Female	Asian	4	0	0
	Female	Black/Multi-racial	574	3	0
	Female	Hispanic	50	0	0
	Female	Am Indian	985	5	0
	Female	White	171	3	0
	Male	Asian	11	0	0
	Male	Black/Multi-racial	1557	15	0
	Male	Hispanic	120	0	0
	Male	Am Indian	2147	9	0
	Male	White	396	2	0

**Appendix B**  
**2004-05 LEA and Charter School Totals of Suspensions and Expulsions by Ethnicity and Gender**

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2004-05	# Long-Term Suspensions, 2004-05	# Expulsions, 2004-05
Rockingham (790)	Female	Asian	1	0	0
	Female	Black/Multi-racial	460	0	0
	Female	Hispanic	15	0	0
	Female	Am Indian	5	0	0
	Female	Other	13	0	0
	Female	White	445	0	0
	Male	Black/Multi-racial	1036	5	0
	Male	Hispanic	85	0	0
	Male	Am Indian	5	0	0
	Male	Other	58	0	0
	Male	White	1511	1	0
Rowan-Salisbury (800)	Unspecified	Unspecified	2	0	0
	Female	Asian	2	0	0
	Female	Black/Multi-racial	1198	3	0
	Female	Hispanic	69	0	0
	Female	Am Indian	4	0	0
	Female	Other	1	0	0
	Female	White	671	0	0
	Male	Asian	18	0	0
	Male	Black/Multi-racial	2266	6	0
	Male	Hispanic	201	1	0
	Male	Am Indian	14	0	0
	Male	Other	1	0	0
	Male	White	2166	10	0
Rutherford (810)	Female	Asian	1	0	0
	Female	Black/Multi-racial	137	2	0
	Female	Hispanic	4	0	0
	Female	White	215	5	0
	Male	Asian	1	0	0
	Male	Black/Multi-racial	397	11	0
	Male	Hispanic	32	2	0
	Male	White	790	35	0
Sampson (820)	Female	Asian	5	0	0
	Female	Black/Multi-racial	311	0	0
	Female	Hispanic	63	0	0
	Female	Am Indian	5	0	0
	Female	White	207	0	0

**Appendix B**  
**2004-05 LEA and Charter School Totals of Suspensions and Expulsions by Ethnicity and Gender**

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2004-05	# Long-Term Suspensions, 2004-05	# Expulsions, 2004-05
Sampson (continued)	Male	Asian	5	0	0
	Male	Black/Multi-racial	959	2	0
	Male	Hispanic	290	0	0
	Male	Am Indian	22	1	0
	Male	White	838	2	0
Clinton City (821)	Female	Black/Multi-racial	52	0	0
	Female	Hispanic	1	0	0
	Female	Am Indian	2	0	0
	Female	White	12	0	1
	Male	Black/Multi-racial	140	0	0
	Male	Hispanic	8	0	0
	Male	Am Indian	4	0	0
	Male	White	51	0	0
Scotland (830)	Unspecified	Unspecified	1	0	0
	Female	Black/Multi-racial	673	3	0
	Female	Hispanic	5	0	0
	Female	Am Indian	82	0	0
	Female	Other	7	0	0
	Female	White	155	1	0
	Male	Asian	2	0	0
	Male	Black/Multi-racial	1569	3	0
	Male	Hispanic	16	0	0
	Male	Am Indian	241	1	0
	Male	Other	7	0	0
	Male	White	488	5	0
Stanly (840)	Female	Asian	26	0	0
	Female	Black/Multi-racial	390	2	0
	Female	Hispanic	11	0	0
	Female	Am Indian	1	0	0
	Female	White	364	0	0
	Male	Asian	29	2	0
	Male	Black/Multi-racial	727	4	0
	Male	Hispanic	44	0	0
	Male	Am Indian	1	0	0
	Male	White	1293	6	0

**Appendix B**  
**2004-05 LEA and Charter School Totals of Suspensions and Expulsions by Ethnicity and Gender**

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2004-05	# Long-Term Suspensions, 2004-05	# Expulsions, 2004-05
Stokes (850)	Female	Black/Multi-racial	17	0	0
	Female	Hispanic	2	0	0
	Female	White	148	0	0
	Male	Asian	1	0	0
	Male	Black/Multi-racial	53	0	0
	Male	Hispanic	1	0	0
	Male	White	465	3	0
Surry (860)	Female	Black/Multi-racial	28	0	0
	Female	Hispanic	14	0	0
	Female	White	190	4	0
	Male	Asian	1	0	0
	Male	Black/Multi-racial	73	2	0
	Male	Hispanic	57	3	0
	Male	White	846	20	0
Elkin City (861)	Female	Black/Multi-racial	6	0	0
	Female	White	10	0	0
	Male	Black/Multi-racial	5	0	0
	Male	Hispanic	3	0	0
	Male	White	18	1	0
Mount Airy City (862)	Female	Asian	1	0	0
	Female	Black/Multi-racial	15	0	0
	Female	White	19	0	0
	Male	Black/Multi-racial	25	1	0
	Male	Hispanic	3	0	0
	Male	White	47	0	0
Swain (870)	Female	Black/Multi-racial	1	0	0
	Female	Am Indian	14	0	0
	Female	Other	2	0	0
	Female	White	9	0	0
	Male	Black/Multi-racial	1	0	0
	Male	Am Indian	6	0	0
	Male	White	75	0	0

**Appendix B**  
**2004-05 LEA and Charter School Totals of Suspensions and Expulsions by Ethnicity and Gender**

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2004-05	# Long-Term Suspensions, 2004-05	# Expulsions, 2004-05	
Transylvania (880)	Female	Black/Multi-racial	13	0	0	
	Female	White	52	3	0	
	Male	Black/Multi-racial	29	2	0	
	Male	White	200	2	0	
Tyrrell (890)	Female	Black/Multi-racial	20	0	0	
	Female	White	8	1	0	
	Male	Black/Multi-racial	102	4	0	
	Male	Hispanic	2	0	0	
	Male	White	17	3	0	
Union (900)	Female	Asian	1	0	0	
	Female	Black/Multi-racial	563	14	0	
	Female	Hispanic	105	3	0	
	Female	Am Indian	5	0	0	
	Female	Other	30	2	0	
	Female	White	488	26	0	
	Male	Asian	4	0	0	
	Male	Black/Multi-racial	1279	45	0	
	Male	Hispanic	231	8	0	
	Male	Am Indian	15	2	0	
	Male	Other	60	0	0	
Vance (910)	Female	Black/Multi-racial	1187	6	0	
	Female	Hispanic	34	0	0	
	Female	Other	5	1	0	
	Female	White	180	0	0	
	Male	Asian	8	2	0	
	Male	Black/Multi-racial	2915	24	0	
	Male	Hispanic	58	0	0	
	Male	Other	52	1	0	
	Male	White	609	2	0	
	Wake (920)	Female	Asian	38	0	0
		Female	Black/Multi-racial	4085	188	0
Female		Hispanic	306	19	0	
Female		Am Indian	32	3	0	
Female		White	1171	55	0	

**Appendix B**  
**2004-05 LEA and Charter School Totals of Suspensions and Expulsions by Ethnicity and Gender**

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2004-05	# Long-Term Suspensions, 2004-05	# Expulsions, 2004-05
Wake (continued)	Male	Asian	143	8	0
	Male	Black/Multi-racial	10164	495	6
	Male	Hispanic	1108	62	0
	Male	Am Indian	28	2	0
	Male	White	4205	171	1
Warren (930)	Unspecified	Unspecified	2	0	0
	Female	Black/Multi-racial	147	2	0
	Female	Hispanic	4	0	0
	Female	Am Indian	13	0	0
	Female	White	30	0	0
	Male	Black/Multi-racial	421	5	0
	Male	Hispanic	9	0	0
	Male	Am Indian	17	0	0
	Male	White	71	1	0
Washington (940)	Female	Black/Multi-racial	223	0	0
	Female	Hispanic	1	0	0
	Female	White	16	0	0
	Male	Asian	1	0	0
	Male	Black/Multi-racial	487	0	0
	Male	Hispanic	5	0	0
	Male	White	69	0	0
Watauga (950)	Female	Black/Multi-racial	1	0	0
	Female	Hispanic	2	0	0
	Female	White	75	0	0
	Male	Black/Multi-racial	27	0	0
	Male	Hispanic	2	0	0
	Male	White	230	2	0
Wayne (960)	Female	Asian	11	0	0
	Female	Black/Multi-racial	1003	2	0
	Female	Hispanic	40	0	0
	Female	Other	1	0	0
	Female	White	304	0	0
	Male	Asian	6	0	0
	Male	Black/Multi-racial	2206	0	0
	Male	Hispanic	103	0	0

**Appendix B**  
**2004-05 LEA and Charter School Totals of Suspensions and Expulsions by Ethnicity and Gender**

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2004-05	# Long-Term Suspensions, 2004-05	# Expulsions, 2004-05
Wayne (continued)	Male	Am Indian	6	0	0
	Male	Other	0	0	0
	Male	White	976	0	0
Wilkes (970)	Female	Black/Multi-racial	32	1	0
	Female	Hispanic	18	0	0
	Female	Other	4	0	0
	Female	White	254	3	0
	Male	Asian	3	0	0
	Male	Black/Multi-racial	85	1	0
	Male	Hispanic	100	0	0
	Male	Other	13	0	0
	Male	White	759	11	0
	Wilson (980)	Female	Asian	3	0
Female		Black/Multi-racial	1095	3	0
Female		Hispanic	21	0	0
Female		Other	16	0	0
Female		White	132	1	0
Male		Asian	9	0	0
Male		Black/Multi-racial	2714	9	0
Male		Hispanic	165	0	0
Male		Am Indian	5	0	0
Male		Other	31	1	0
Male		White	547	0	0
Yadkin (990)	Female	Black/Multi-racial	10	0	0
	Female	Hispanic	14	0	0
	Female	White	60	0	0
	Male	Black/Multi-racial	22	0	0
	Male	Hispanic	44	0	0
	Male	White	163	0	0
Yancey (995)	Female	Black/Multi-racial	1	0	0
	Female	White	40	0	0
	Male	Black/Multi-racial	1	0	0
	Male	Hispanic	2	0	0
	Male	Am Indian	1	0	0
	Male	White	137	1	0

**Appendix B**  
**2004-05 LEA and Charter School Totals of Suspensions and Expulsions by Ethnicity and Gender**

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2004-05	# Long-Term Suspensions, 2004-05	# Expulsions, 2004-05
Lakeside School (01A)	Female	Black/Multi-racial	28	0	0
	Female	White	10	0	0
	Female	Asian	1	0	0
	Male	Black/Multi-racial	32	0	0
	Male	White	19	0	0
River Mill Academy (01B)	Female	Asian	2	0	0
	Female	Black/Multi-racial	5	0	0
	Female	White	16	0	0
	Male	Black/Multi-racial	8	0	0
	Male	Hispanic	1	0	0
	Male	White	12	0	0
Clover Garden (01C)	Female	Black/Multi-racial	1	0	0
	Female	White	8	0	0
	Male	Black-Multi-racial	2	0	0
	Male	White	11	0	0
New Century Charter High (01D)	Female	White	0	1	0
	Male	White	5	1	0
Crossnore Academy (06B)	Female	Black/Multi-racial	3	0	0
	Female	White	9	0	0
	Male	Black/Multi-racial	2	1	0
	Male	White	15	0	0
Wash. Montessori (07A)	Female	Black/Multi-racial	5	0	0
	Female	White	10	0	0
	Male	Black/Multi-racial	8	0	0
	Male	Hispanic	1	0	0
	Male	White	13	0	0
Charter Day School (10A)	Female	White	2	0	0
	Male	Black/Multi-racial	1	0	0
	Male	Am Indian	2	0	0
	Male	White	5	0	0

**Appendix B**  
**2004-05 LEA and Charter School Totals of Suspensions and Expulsions by Ethnicity and Gender**

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2004-05	# Long-Term Suspensions, 2004-05	# Expulsions, 2004-05
Evergreen Comm. (11A)	Female	Black/Multi-racial	5	0	0
	Female	White	21	0	0
	Male	Black/Multi-racial	4	0	0
	Male	Am Indian	1	0	0
	Male	White	40	0	0
ArtSpace Charter (11B)	Female	White	0	0	1
Francine Delany (11K)	Female	Black/Multi-racial	3	0	0
	Female	White	2	0	0
	Male	Black/Multi-racial	4	0	0
	Male	Hispanic	1	0	0
	Male	White	4	0	0
Cape Lookout (16A)	Female	White	3	0	0
	Male	White	3	0	0
Tiller School (16B)	Male	Black/Multi-racial	1	0	0
Woods Charter (19B)	Female	White	3	0	0
	Male	Black/Multi-racial	2	0	0
	Male	White	7	0	0
The Learning Center (20A)	Female	White	1	0	0
	Male	White	2	0	0
Alpha Academy (26B)	Female	Black/Multi-racial	5	0	0
	Male	Black	5	0	0
Maureen Joy Charter (32A)	Female	Black/Multi-racial	42	0	0
	Male	Black/Multi-racial	101	0	0
	Male	White	1	0	0
Healthy Start Academy (32B)	Female	Black/Multi-racial	23	0	0
	Male	Black/Multi-racial	61	1	0

**Appendix B**  
**2004-05 LEA and Charter School Totals of Suspensions and Expulsions by Ethnicity and Gender**

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2004-05	# Long-Term Suspensions, 2004-05	# Expulsions, 2004-05
Carter Community (32C)	Female	Black/Multi-racial	15	0	0
	Male	Black/Multi-racial	24	0	0
Kestrel Heights School (32D)	Female	Black/Multi-racial	12	0	0
	Female	White	1	0	0
	Male	Black/Multi-racial	37	2	0
	Male	White	2	0	0
Omuteko Gwamaziima (32G)	Male	Black/Multi-racial	8	0	0
Research Triangle Charter (32H)	Female	Black/Multi-racial	2	0	0
	Female	White	3	0	0
	Male	Black/Multi-racial	26	1	0
	Male	White	6	0	0
Ann Atwater Community (32J)	Female	Black/Multi-racial	6	0	0
	Female	White	1	0	0
	Male	Black/Multi-racial	30	0	0
	Male	White	3	0	0
Downtown Middle (34C)	Female	Black/Multi-racial	29	0	0
	Female	White	3	0	0
	Male	Black/Multi-racial	50	1	0
	Male	Hispanic	3	0	0
	Male	White	18	0	0
Forsyth Academies (34F)	Female	Black/Multi-racial	3	0	0
	Female	Hispanic	2	0	0
	Female	White	4	0	0
	Male	Asian	1	0	0
	Male	Black/Multi-racial	53	0	0
	Male	Hispanic	9	0	0
	Male	White	11	0	0

**Appendix B**  
**2004-05 LEA and Charter School Totals of Suspensions and Expulsions by Ethnicity and Gender**

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2004-05	# Long-Term Suspensions, 2004-05	# Expulsions, 2004-05
A Child's Garden School (35A)	Male	Black/Multi-racial	4	0	0
	Male	White	16	0	0
Highland Charter (36A)	Male	Black/Multi-racial	3	0	0
Imani Institute (41A)	Female	Black/Multi-racial	10	0	0
	Female	White	3	0	0
	Male	Black/Multi-racial	65	0	0
Greensboro Academy (41B)	Female	Black/Multi-racial	4	0	0
	Male	Black/Multi-racial	1	0	0
	Male	White	25	0	0
Guilford Charter (41C)	Female	Black/Multi-racial	16	0	0
	Male	Black/Multi-racial	43	0	0
	Male	White	3	0	0
American Renaissance Middle (49B)	Female	Asian	1	0	0
	Female	White	3	0	0
	Male	Asian	1	0	0
	Male	Black/Multi-racial	1	0	0
	Male	White	14	0	0
Provisions Academy (53A)	Female	Black/Multi-racial	8	0	0
	Female	Hispanic	1	0	0
	Female	White	1	0	0
	Male	Black/Multi-racial	42	4	0
	Male	Hispanic	3	1	0
	Male	White	3	0	0
Children's Village (54A)	Male	Black/Multi-racial	4	0	0
Kinston Charter Academy (54B)	Female	Black/Multi-racial	6	0	0
	Male	Black/Multi-racial	28	0	0

**Appendix B**  
**2004-05 LEA and Charter School Totals of Suspensions and Expulsions by Ethnicity and Gender**

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2004-05	# Long-Term Suspensions, 2004-05	# Expulsions, 2004-05
Lincoln Charter (55A)	Female	White	1	0	0
	Male	White	3	0	0
Community Charter School (60A)	Female	Black/Multi-racial	1	0	0
	Male	Black/Multi-racial	5	0	0
Sugar Creek Charter (60B)	Female	Black/Multi-racial	30	0	0
	Male	Black/Multi-racial	58	0	0
Kennedy Charter (60C)	Female	Black/Multi-racial	1	0	0
	Male	Black/Multi-racial	7	0	0
Lake Norman Charter (60D)	Female	White	3	0	0
	Male	White	8	0	0
Metrolina Reg. Scholars Academy (60F)	Male	White	2	0	0
Queen's Grant Community (60G)	Male	White	2	0	0
Crossroads Charter (60H)	Female	Asian	5	0	0
	Female	Black/Multi-racial	88	9	0
	Female	Hispanic	1	0	0
	Male	Asian	4	0	0
	Male	Black/Multi-racial	91	7	0
	Male	White	2	0	0
Sandhills Theatre Arts Renaissance (63B)	Female	Black/Multi-racial	2	0	0
	Male	Black/Multi-racial	11	0	0
	Male	White	6	0	0
Rocky Mount Preparatory (64A)	Female	Black/Multi-racial	41	0	0
	Female	White	4	1	0
	Male	Unspecified	1	0	0
	Male	Black/Multi-racial	72	0	0
	Male	White	17	0	0

**Appendix B**  
**2004-05 LEA and Charter School Totals of Suspensions and Expulsions by Ethnicity and Gender**

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2004-05	# Long-Term Suspensions, 2004-05	# Expulsions, 2004-05
Cape Fear Center. For Inquiry (65A)	Female	White	3	0	0
	Male	Black/Multi-racial	11	0	0
	Male	White	18	0	0
Gaston College Preparatory (66A)	Female	Black/Multi-racial	2	0	0
	Male	Black/Multi-racial	1	0	0
Orange Charter (68A)	Female	Black/Multi-racial	7	0	0
	Female	White	29	0	0
	Male	Black/Multi-racial	5	0	0
	Male	White	19	0	0
PACE Academy (68N)	Female	White	1	0	0
	Male	Black/Multi-racial	5	1	0
	Male	Hispanic	1	0	0
	Male	White	3	2	0
Arapahoe Charter (69A)	Female	Black/Multi-racial	3	0	0
	Female	Hispanic	2	0	0
	Female	White	16	0	0
	Male	Black/Multi-racial	3	0	0
	Male	White	36	0	0
Bethel Hill Charter (73A)	Male	Black/Multi-racial	1	0	0
CIS Academy (78A)	Male	Am Indian	13	0	0
	Male	White	3	0	0
Laurinburg Charter (83A)	Female	Black/Multi-racial	3	0	0
	Male	Black/Multi-racial	2	0	0
The Laurinburg Homework Center (83B)	Female	Black/Multi-racial	10	0	0
	Female	Am Indian	3	0	0
	Female	White	6	0	0
	Male	Black/Multiracial	30	0	0

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2004-05 LEA and Charter School Totals of Suspensions and Expulsions by Ethnicity and Gender**

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2004-05	# Long-Term Suspensions, 2004-05	# Expulsions, 2004-05
The Laurinburg Homework Center (continued)	Male	Am Indian	4	1	0
	Male	White	23	2	0
Gray Stone Day (84B)	Female	White	4	0	0
	Male	White	4	0	0
Millennium Charter (86A)	Male	Black/Multi-racial	1	0	0
	Male	White	6	0	0
Mountain Discovery Charter (87A)	Female	White	1	0	0
Brevard Academy (88A)	Male	White	0	0	1
Union Academy (90A)	Female	Black/Multi-racial	5	0	0
	Female	White	3	0	0
	Male	Black/Multi-racial	4	0	0
	Male	White	13	0	0
Vance Charter (91A)	Female	Black/Multi-racial	1	0	0
	Female	White	2	0	0
	Male	White	3	0	0
Baker Charter High (92C)	Female	White	16	0	0
	Male	Black/Multi-racial	5	0	0
	Male	White	31	0	0
East Wake Academy (92G)	Female	Black/Multi-racial	10	0	0
	Female	White	9	0	0
	Male	Black/Multi-racial	17	0	0
	Male	Hispanic	2	0	0
	Male	White	27	0	0
SPARC Academy (92I)	Female	Black/Multi-racial	6	0	0
	Male	Black/Multi-racial	25	2	0
	Male	Hispanic	1	0	0

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**2004-05 LEA and Charter School Totals of Suspensions and Expulsions by Ethnicity and Gender**

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2004-05	# Long-Term Suspensions, 2004-05	# Expulsions, 2004-05
Raleigh Charter High (92K)	Female	Black/Multi-racial	1	0	0
	Female	White	17	0	0
	Male	Asian	6	0	0
	Male	Black/Multi-racial	3	0	0
	Male	White	36	0	0
PreEminent Charter (92M)	Female	Black/Multi-racial	10	0	0
	Male	Black/Multi-racial	34	0	0
Community Partners (92P)	Female	Asian	1	0	0
	Female	Black/Multi-racial	1	0	0
	Female	White	20	0	0
	Male	Asian	2	0	0
	Male	Black/Multi-racial	12	0	0
	Male	White	27	0	0
Hope Elementary (92Q)	Female	Black/Multi-racial	23	0	0
	Male	Black/Multi-racial	29	0	0
Casa Esperanza Montessori (92R)	Female	Black/Multi-racial	1	0	0
	Female	White	3	0	0
	Male	Black/Multi-racial	7	0	0
	Male	Hispanic	3	0	0
	Male	White	12	0	0
Haliwa-Saponi Tribal School (93A)	Female	Am Indian	7	0	0
	Male	Am Indian	9	0	0
	Male	White	1	0	0
Sallie B. Howard (98A)	Female	Black/Multi-racial	56	1	0
	Female	Hispanic	7	0	0
	Female	White	1	0	0
	Male	Black/Multi-racial	133	1	0
	Male	Hispanic	31	0	0
	Male	White	2	0	0

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**2004-05 LEA and Charter School Totals of Suspensions and Expulsions by Ethnicity and Gender**

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2004-05	# Long-Term Suspensions, 2004-05	# Expulsions, 2004-05