



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

Report to the Joint Legislative Education Oversight Committee

Annual Study of Suspensions and Expulsions,
2005-2006

General Statute 115C-12(27)

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Report #76

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Summary and Key Findings

Based on data reported by each school in the North Carolina LEAs, the number of out-of-school short-term suspensions (1 to 10 days) of students increased 4.3%—from an adjusted 2004-05 total of 289,752 to 302,303 in 2005-06. During this time the number of long-term suspensions (11 or more days) decreased 1.7%, from 4,016 to 3,949.

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 2005-06 averaged slightly less than two suspensions each. The average total duration of short-term suspensions for students who received at least one such suspension in 2005-06 was 6.14 days. The average duration of a single short-term suspension was 3.10 days.

In 2005-06, as in past years, male students, Black and American Indian students, ninth graders and students receiving special education services are among the groups that continue to be disproportionately represented among suspended students.

After two years of decreases in expulsions in the LEAs—from 353 in 2002-03 down to 68 in 2004-05—the number of expulsions increased to 95 in 2005-06.

Charter school short-term suspensions decreased by 30% from 2004-05 to 2005-06. Long-term suspensions decreased by 71%, but expulsions increased from only two in 2004-05 to 18 in 2005-06.

§115C-12. Powers and duties of the Board generally.

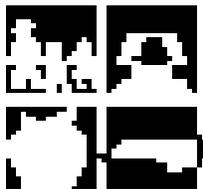
The general supervision and administration of the free public school system shall be vested in the State Board of Education. The State Board of Education shall establish policy for the system of free public schools, subject to laws enacted by the General Assembly. The powers and duties of the State Board of Education are defined as follows:

- (27) Reporting Dropout Rates, Suspensions, Expulsions, and Alternative Placements.—The State Board 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. The State Board shall not include students that have been expelled from school when calculating the dropout rate. The Board shall maintain a separate record of the number of students who are expelled from school.

Annual Study of Suspensions and Expulsions

2005-06

April 2007



Public Schools of North Carolina
State Board of Education/Department of Public Instruction
Agency Operations & Information Management

Acknowledgements

The study of suspensions and expulsions in 2005-06 was conducted by the North Carolina Department of Public Instruction (NCDPI), Agency Operations and Information Management, with assistance from the Center for Urban Affairs and Community Services (CUACS) at North Carolina State University.

We thank the CUACS staff members Stephen Ward and Amy Powell-Moman, who collected and assembled the 2005-06 disciplinary data, provided technical assistance to LEAs, and compiled the verifications.

We gratefully acknowledge the contributions of school and LEA personnel who collected and provided the data for this report.

**Annual Study of Suspensions & Expulsions
2005-06**

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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)].

The Annual Study of Suspensions and Expulsions was designed to address the requirements (other than those related to school dropouts) in the statute cited above. The data contained in this 2005-06 report were gathered from traditional and charter public schools as well as alternative schools/programs via the web-based Uniform System of Disciplinary Data Collection (USCDDC) and files created by third-party software in the specified USDDC data format. Data from NC WISE schools were initially entered in the NC WISE disciplinary module and later transferred into the USDDC.

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.*”

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 include a significant portion of the student's academic year. Time out of school almost always has a negative impact on achievement and progress. 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 students are suspended long-term, the students 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 students not being allowed to enroll in any school or program for the remainder of the school year or being suspended for an entire calendar year (365-day suspension). Usually superintendents and/or local boards of education, upon recommendation of principals, make decisions on a case-by-case basis about long-term suspensions (including 365-day suspensions), the length of those suspensions and whether an ALP placement is provided. If students are not admitted to an ALP, the students are out of school for the duration of the suspension, often unsupervised. Students may then become more at risk of academic failure and may become involved in health-risk behaviors or delinquent behaviors.

Expulsion. When students are expelled from school, the students cannot 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.

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 NCDPI website: www.ncpublicschools.org/alp/.

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. Disaggregated suspension and expulsion data for the 2005-06 school year are displayed by LEA/charter schools in the Appendix.

In past years, data for Black and Multiracial students were combined in the Annual Report of Suspensions and Expulsions. With the growth in the state's multiracial population, this reporting procedure has become less desirable and more misleading, so this year's report lists numbers for multiracial students separately. This methodology was repeated for the 2004-05 data so that a two-year trend could be reported for rates calculated with the new method.

Cautions Regarding Interpretation of Data

Some schools and LEAs have considered a student placed in an ALP as being suspended, while others have not. Therefore, for the 2005-06 data reported here, LEAs across the state did not report suspension days consistently for students suspended and attending ALPs. (NCDPI issued guidelines in the USDDC User's Guide for the 2006-07 school year requesting schools to only report suspensions when students miss school days; therefore, a student attending an ALP will not be considered suspended at that time for reporting purposes.) The total number of days suspended was calculated for 2005-06 and when compared to 2004-05 was determined to have increased 7.2%. However, because of reporting inconsistencies, this figure should be viewed as an approximation.

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 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.

Student Safety 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 abuses 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 and orderly 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 get the help they need to return to the regular school environment and be successful, both behaviorally and academically.

In addition, it is 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 represent 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.

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 that often go unmeasured; yet they are very important to cultivating a safe and orderly school environment.

Section 1.1: LEA Short-Term Suspensions

Short-Term Suspensions

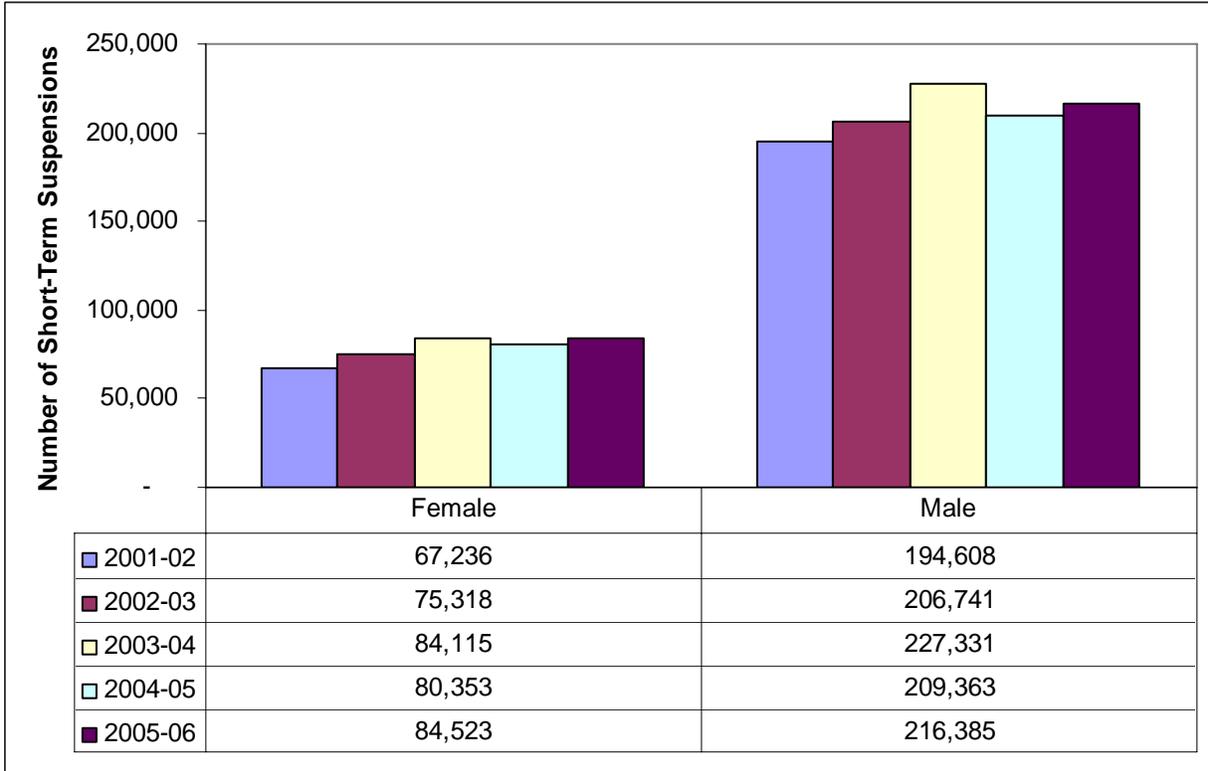
This section reports data for students who were suspended for 10 days or less from the 115 LEAs across North Carolina (not including charter schools). The data here reflect short-term suspensions that may include multiple suspensions per student. In addition to displaying numbers and percentages of suspensions given to different subgroups of students, charts are also presented showing suspension rates for selected subgroups. It should be noted that some students receive multiple short-term suspensions each year; therefore, *these charts represent numbers of suspensions, not numbers of unique students.*

After the publication of the 2004-05 Annual Report of Suspensions and Expulsions, Charlotte-Mecklenburg Schools (CMS) informed DPI that due to a communication problem they underreported the number of short-term suspensions by approximately 86%. 5,860 short-term suspensions were included in the 2004-05 report but CMS has now provided an updated file containing 43,308 short-term suspensions, including demographic information. Because of the magnitude of the discrepancy and, in order to correctly portray the trends from 2004-05 to 2005-06, the corrected data from CMS have been included in the analysis of short-term suspension trends in this section.

In the 115 LEAs, there were 302,303 short-term suspensions reported in 2005-06, an increase of 4.3% from the adjusted total of 289,752 from the previous year. School days lost due to short-term suspensions increased 8.7%.

The 302,303 short-term suspensions in 2005-06 were given to 152,459 different students (i.e., some students were suspended more than once) for an average of 1.98 short-term suspensions per suspended student. The average total duration of short-term suspensions for students who received at least one such suspension in 2005-06 was 6.14 days. The average duration of a single short-term suspension was 3.10 days.

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, 36 in 2004-05, and 1395 in 2005-06.

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

- Males received 216,385 short-term suspensions (ten days or less) in 2005-06. This represents a 3.4% increase from the previous year. However, there were 4.8% fewer short-term suspensions given to males in 2005-06 than in 2003-04.
- Females received 84,523 short-term suspensions, an increase of 5.2% over 2004-05 and a slight 0.5% increase over 2003-04.

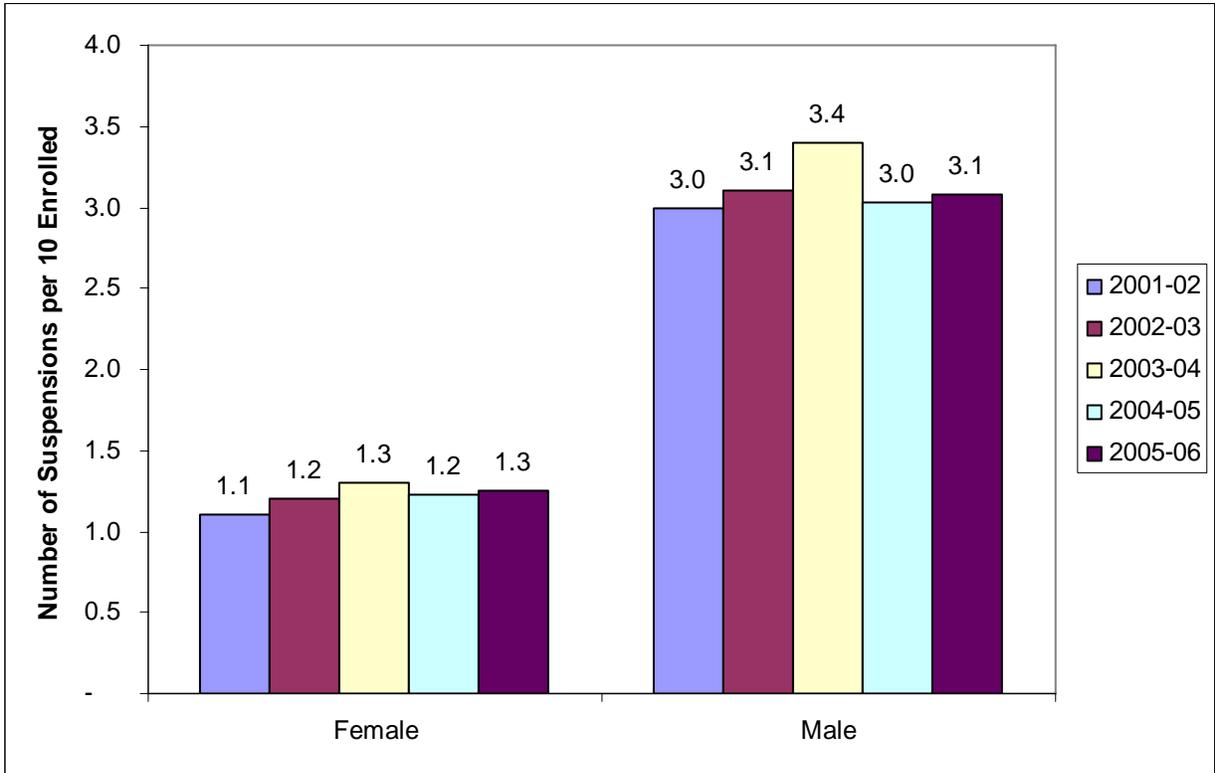
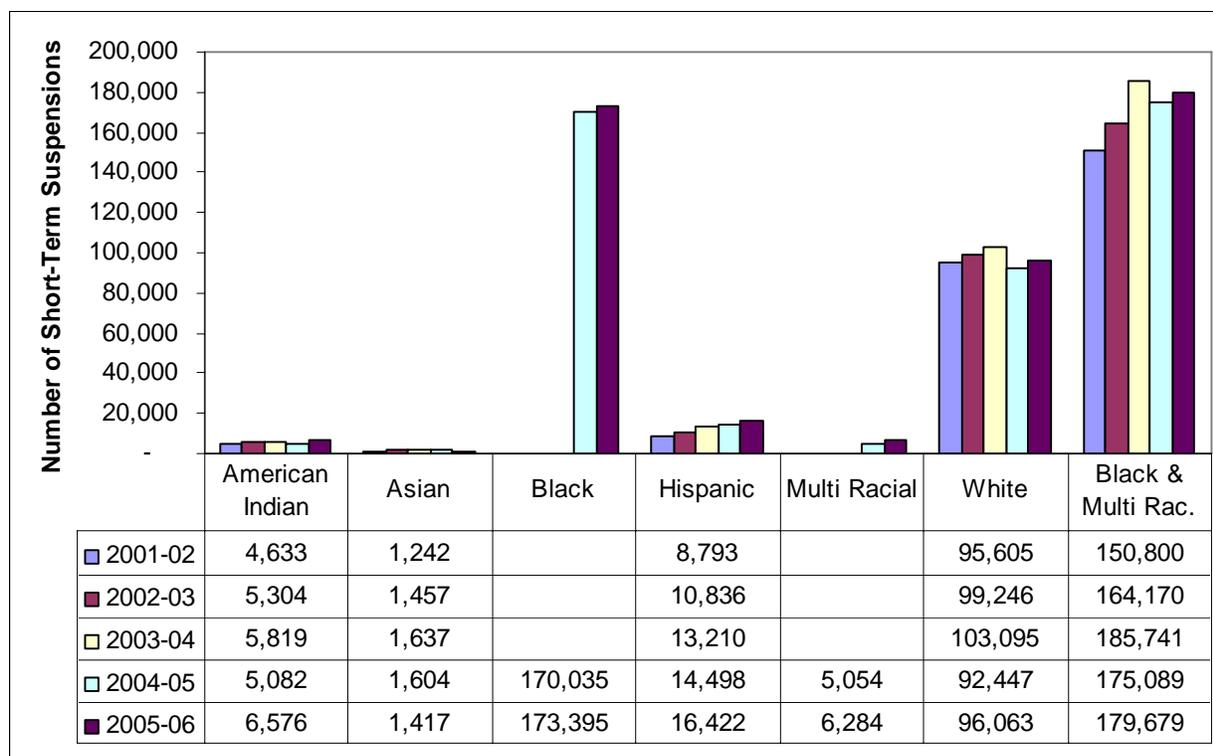


Figure 2. Short-Term Suspension Rates by Gender.

- The rate of short-term suspensions for male students in 2005-06 was 2.4 times higher than for females.

Short-Term Suspensions by Ethnicity

Note: The ethnicity category “Black & Multiracial” has been replaced by separate categories for Black and Multiracial students. To illustrate data trends, the “Black & Multiracial” category is shown here and elsewhere in this report in addition to the separate categories of 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, 1,032 in 2004-05, and 2,146 in 2005-06.

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

- Black students received the most short-term suspensions, 173,395. This number was 3,360 more than in 2004-05 and represents an increase of 2.0%.
- White students received the second highest number of short-term suspensions, 96,063, an increase of 3.9% from 2004-05.
- Hispanic students received 16,422 short-term suspensions, an increase of 13.3%.
- American Indian students received 6,576 short-term suspensions. The 29.4% increase from 2004-05 was the largest of any ethnic group.
- Multiracial students received 6,284 short-term suspensions, an increase of 24.3%.
- Asian students received 1,417 short-term suspensions, a decrease of 11.7%.

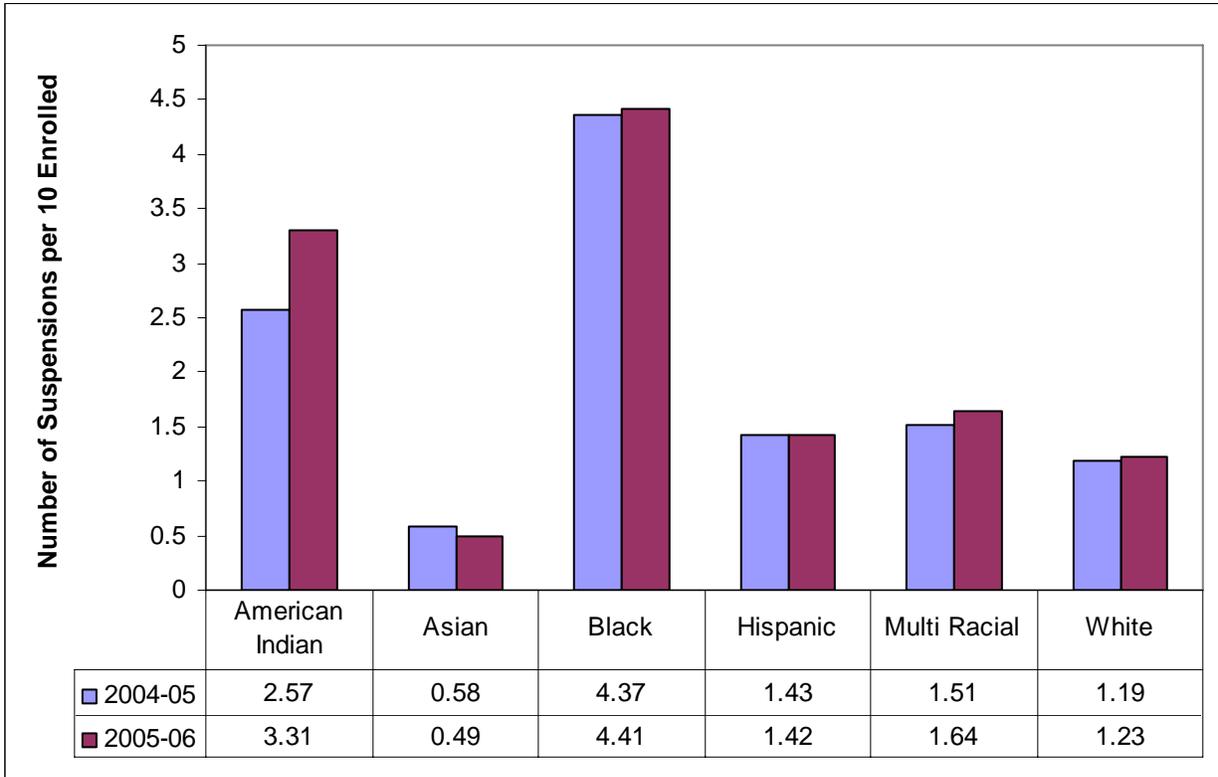


Figure 4. Short-Term Suspension Rates by Ethnicity.

- Black students had the highest rate of short-term suspensions in 2005-06, followed by American Indian students.
- Short-term suspension rates increased in 2005-06 for American Indian, Black, Multiracial, and White students.
- American Indian students had the largest rate increase, 28.8%.
- Short-term suspension rates decreased for Asian and Hispanic students.
- Asian students had the largest rate decrease, 15.5%.

Short-Term Suspensions by Ethnicity and Gender

	Number of Short-Term Suspensions				
Ethnicity/Gender	2001-02	2002-03	2003-04	2004-05	2005-06
American Indian Female	1,226	1,474	1,662	1,520	1,904
American Indian Male	3,407	3,830	4,157	3,562	4,672
Asian Female	289	344	312	394	329
Asian Male	952	1,113	1,325	1,210	1,088
Black Female	N/A	N/A	N/A	51,663	53,589
Black Male	N/A	N/A	N/A	118,372	119,769
Hispanic Female	1,913	2,589	2,755	3,428	3,826
Hispanic Male	6,880	8,242	10,455	11,070	12,596
Multi Racial Female	N/A	N/A	N/A	1,438	1,737
Multi Racial Male	N/A	N/A	N/A	3,616	4,547
White Female	20,770	22,539	23,244	21,664	22,937
White Male	74,829	76,672	79,847	70,783	73,107
Black & Multi Racial Female	42,845	48,034	55,528	53,101	55,326
Black & Multi Racial Male	107,954	116,114	130,197	121,988	124,316
Total	261,065	280,951	309,482	288,720	300,101
	Percent of Short-Term Suspensions				
Ethnicity/Gender	2001-02	2002-03	2003-04	2004-05	2005-06
American Indian Female	<1	1	1	1	1
American Indian Male	1	1	1	1	2
Asian Female	<1	<1	<1	<1	<1
Asian Male	<1	<1	<1	<1	<1
Black Female	N/A	N/A	N/A	18	18
Black Male	N/A	N/A	N/A	41	40
Hispanic Female	1	1	1	1	1
Hispanic Male	3	3	3	4	4
Multi Racial Female	N/A	N/A	N/A	<1	1
Multi Racial Male	N/A	N/A	N/A	1	2
White Female	8	8	8	8	8
White Male	29	27	26	24	24
Black & Multi Racial Female	16	17	18	18	18
Black & Multi Racial Male	41	41	42	42	41
	Percent of State Membership				
Ethnicity/Gender	2001-02	2002-03	2003-04	2004-05	2005-06
American Indian Female	1	1	1	1	1
American Indian Male	1	1	1	1	1
Asian Female	1	1	1	1	1
Asian Male	1	1	1	1	1
Black Female	N/A	N/A	N/A	14	14
Black Male	N/A	N/A	N/A	15	14
Hispanic Female	3	3	3	4	4
Hispanic Male	3	3	3	4	4
Multi Racial Female	N/A	N/A	N/A	1	1
Multi Racial Male	N/A	N/A	N/A	1	1
White Female	29	29	28	28	28
White Male	31	31	30	30	29
Black & Multi Racial Female	15	15	15	15	16
Black & Multi Racial Male	16	16	16	16	16
Total	1,286,931	1,304,325	1,325,707	1,347,177	1,376,167

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

Table 1 displays the numbers of short-term suspensions in recent school years by ethnic/gender combinations, the percentage composition of each ethnic/gender group in the statewide school population and the proportion of short-term suspensions given to students in each ethnic/gender group. From the data we can see that some gender/ethnic groups received disproportionate numbers of short-term suspensions.

For example, in 2005-06 Black males received 40% of all short-term suspensions but they only represent 14% of the school population. The rate of short-term suspension for black females, 18%, is somewhat higher than their 14% representation in the school population.

White males received 24% of the short-term suspensions, a slightly lower proportion than their 29% representation in the school population. White females received 8% of the short-term suspensions, a far lower proportion than their 28% representation in the school population.

The following charts show short-term suspension rates for recent school years, by ethnicity, for males (Figure 5) and females (Figure 6).

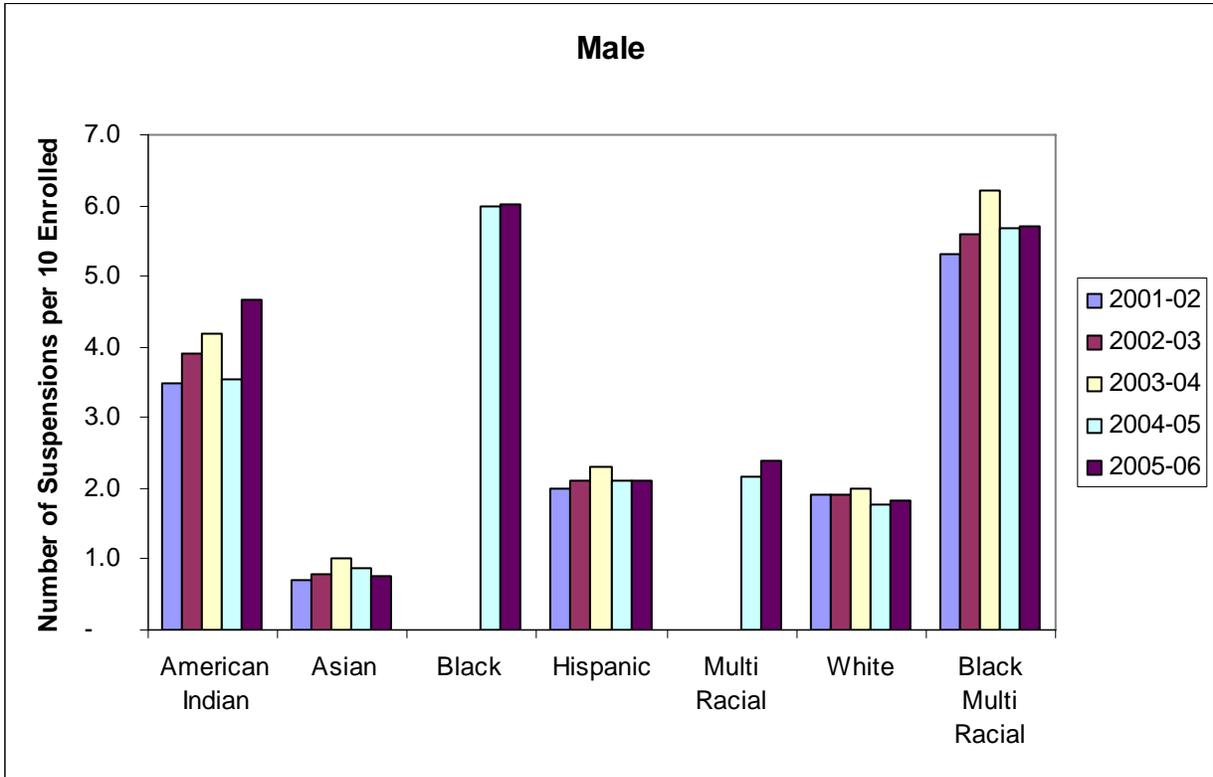


Figure 5. Male Short-Term Suspension Rates by Ethnicity.

- Among males, Black students had the highest rate of short-term suspensions in 2005-06, 6.02 suspensions per 10 students, up from 5.99 per 10 in 2004-05.
- The rate for Multiracial males increased 9.7%, from 2.17 per 10 students in 2004-05 to 2.38 per 10 in 2005-06.
- American Indian males had the largest rate of increase, 31.9%. This group went from a rate of 3.54 short-term suspensions per 10 students in 2004-05 to a rate of 4.67 per 10 in 2005-06.
- The short-term suspension rate for Asian males declined from 0.86 per 10 students in 2004-05 to 0.75 per 10 in 2005-06, a reduction of 12.8%.

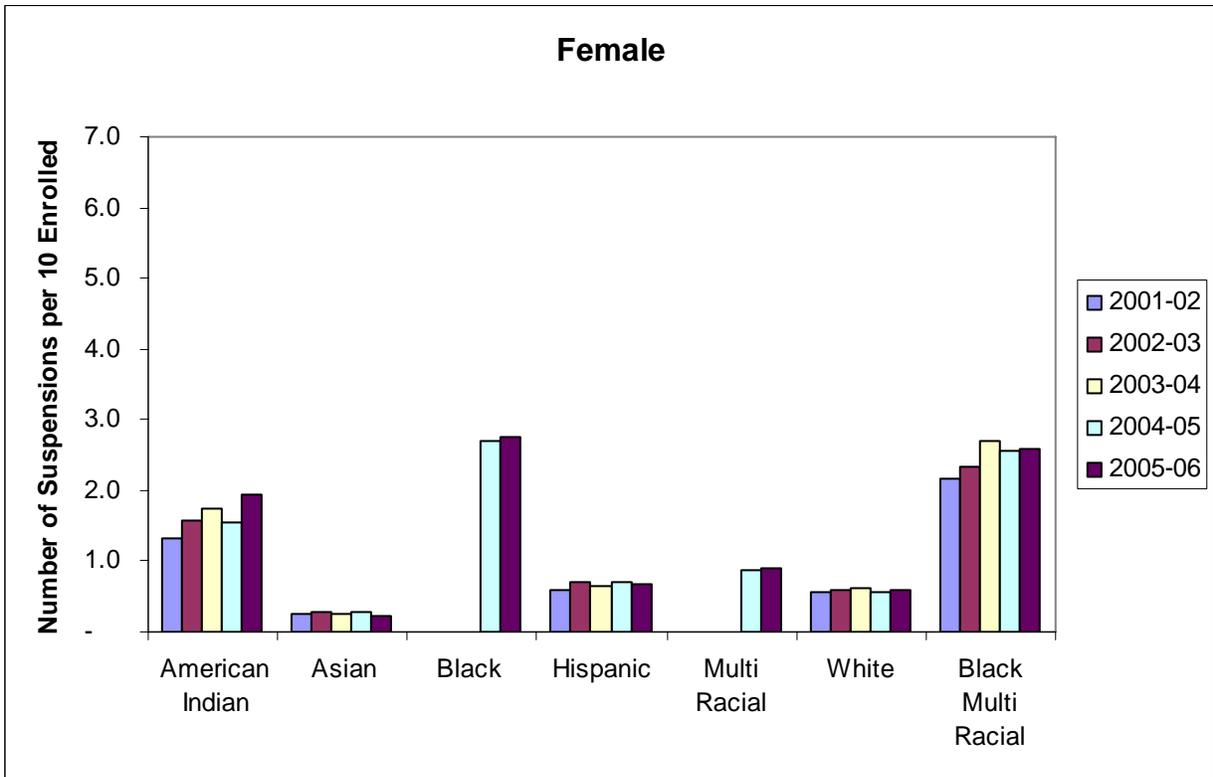
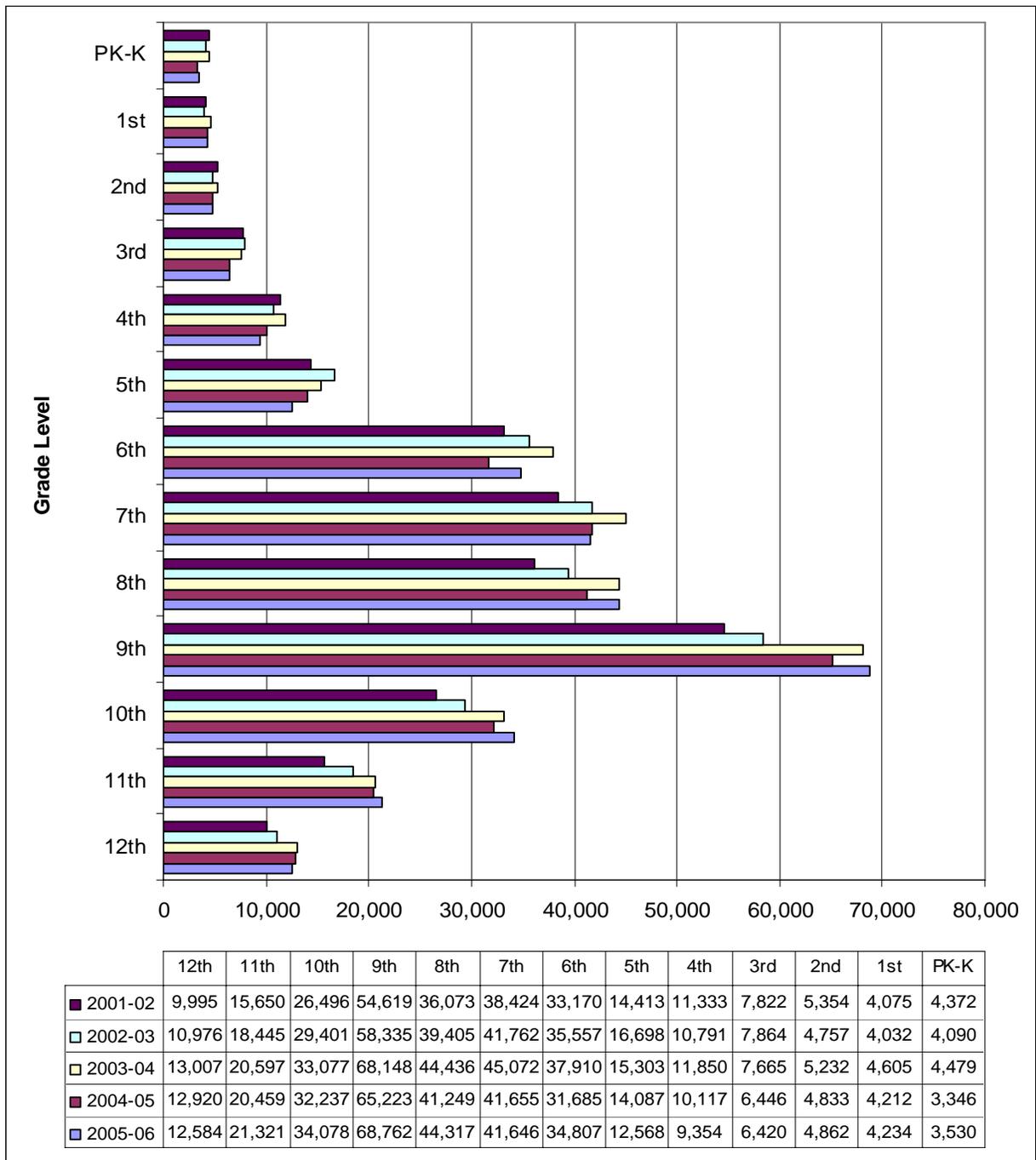


Figure 6. Female Short-Term Suspension Rates by Ethnicity.

- Black females received 2.75 short-term suspensions per 10 students in 2005-06. This was the highest rate of short-term suspensions among the female ethnic groups.
- American Indian students had the second highest rate among females, 1.93 short-term suspensions per 10 students, and the largest rate increase, 23.7%.
- Short-term suspension rates for Asian females and Hispanic females declined slightly.
- Among females, Asian students had the lowest rate, 0.23 short-term suspensions per 10 students.

Short-Term Suspensions by Grade

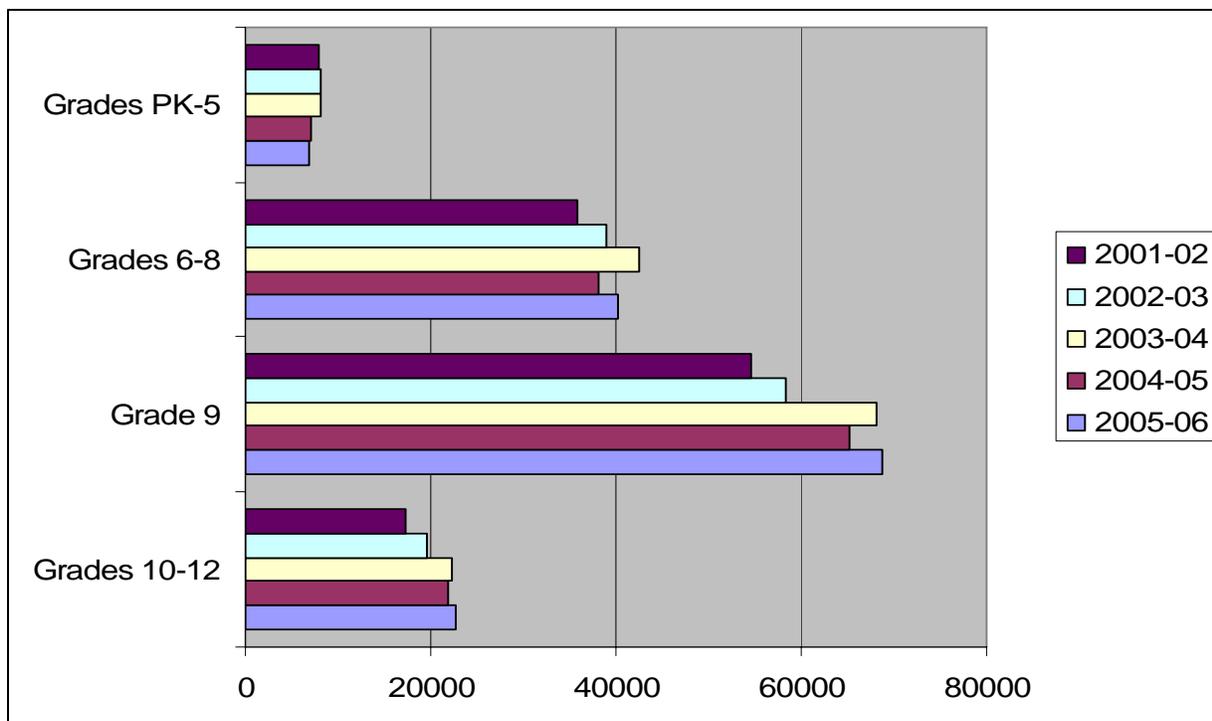


Note: Grade level was not reported for 184 short-term suspensions given in 2001-02, 127 in 2002-03, 101 in 2003-04, 1,283 in 2004-05, and 3,820 in 2005-06.

Figure 7. Number of Short-Term Suspensions by Grade Level.

- As in previous years, ninth graders in the LEAs received, by far, the largest number of short-term suspensions.

Different patterns of short-term suspensions in clusters of grade levels can be observed in Figure 7. There are far fewer suspensions of high school students other than ninth graders. The middle school students in grades 6, 7 and 8 receive far fewer short-term suspensions than ninth graders but far more than the younger elementary school students. Figure 8 depicts the change, over time, of the number of short-term suspensions per grade in these clusters of grade levels.

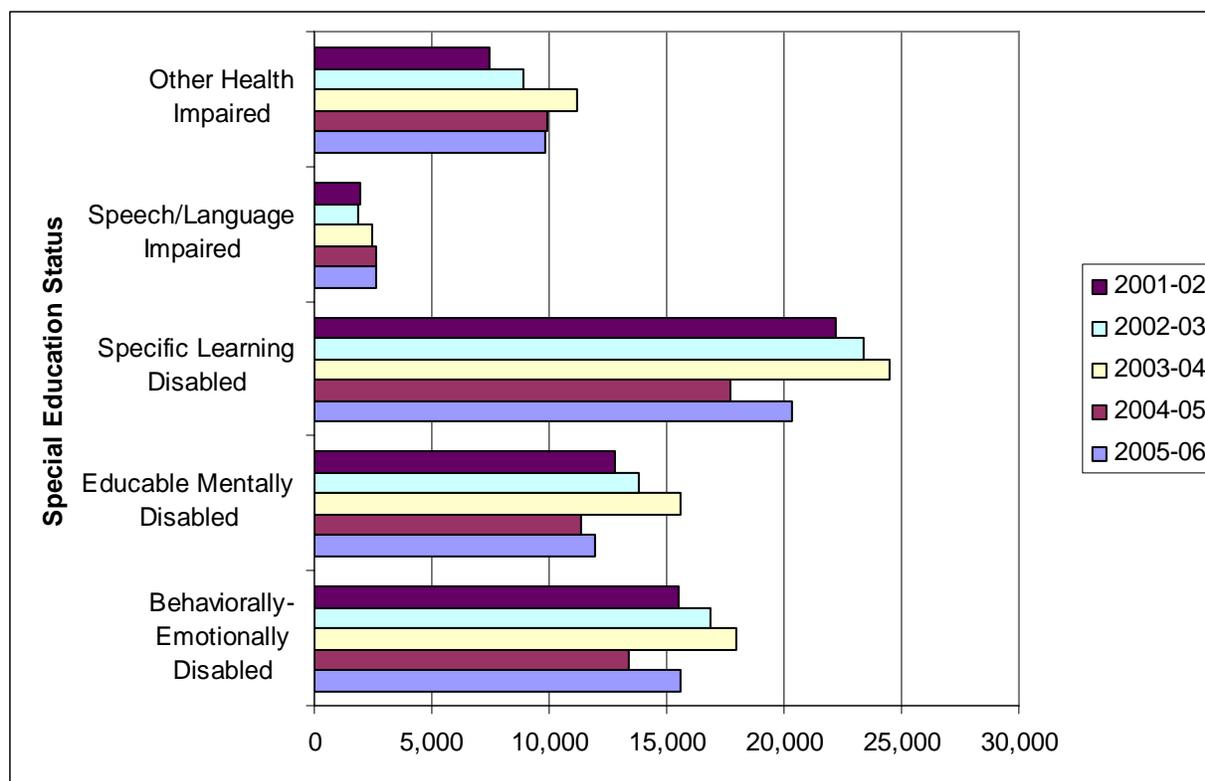


Note: Due to the relatively small number of preschool children in the state, for the purpose of this analysis, the Pre-K to Grade 5 group was considered to be six grades.

Figure 8. Short-Term Suspensions per Grade for Selected Grade Groupings.

- The ninth grade short-term suspension totals in the chart reveal a definite upward trend over the last five years. The total of 68,762 short-term suspensions received by ninth graders in 2005-06 is 25.9% higher than the 54,619 received in 2001-02.
- Older high school students received far fewer short-term suspensions than ninth grader, but the numbers trended upward at an even greater rate over the same time. The average of 22,661 short-term suspensions per grade received by students in grades 10-12 in 2005-06 was 30.4% higher than the 17,380 received in 2001-02.
- Students in grades 6-8 received almost twice the number of short-term suspensions in 2005-06 than students in grades 10-12, however the rate of increase since 2001-02 for students in grades 6-8 was only 12.2%, which is comparable to the student population growth rate.
- The number of short-term suspensions for students in grades Pre-K to 5 has decreased since 2001-02.

Short-Term Suspensions by Special Education or Exceptional Child (EC) Status



Note: The submission from CMS for 2004-05 (N=43,572) did not include any information on EC status.

Figure 9. Short-Term Suspensions by Largest Categories of EC Status.

- Exceptional children received 65,387 or 21.6% of the 302,303 short-term suspensions in the LEAs in 2005-06. Because of missing EC data, an accurate comparison to 2004-05 is not possible. However in 2003-04, exceptional children received 24% of all short-term suspensions.
- The percentage of short-term suspensions received by exceptional children is disproportionate to their 14.3% representation in the school population.
- In 2005-06, among exceptional children in the LEAs, the category containing students with specific learning disabilities received the largest number of short-term suspensions (20,340) followed by the categories of behaviorally-emotionally disabled (15,625), educable mentally disabled (11,982) and other health impaired (9,813). These totals represent reductions from the numbers of short-term suspensions reported in these categories in 2003-04.

Other Categories:	2001-02	2002-03	2003-04	2004-05	2005-06
Autistic	312	361	528	475	632
Deaf-Blind	33	20	27	14	16
Hearing Impaired	334	417	385	301	319
Visually Impaired	95	100	131	51	94
Trainably Mentally Disabled	371	436	461	323	405
Orthopedically Impaired	107	81	84	50	111
Traumatic Brain Injured	190	161	151	99	110
Multiple Disabled	162	176	173	148	178
Developmentally Delayed	536	608	802	889	973

Table 2. Short-Term Suspensions by Student EC Status, Other Categories.

Section 1.2: LEA Long-Term Suspensions

This section reports data for students who were suspended for 11 or more days. 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.*

In 2005-06 there were 3,949 long-term suspensions reported in LEA schools. This is a 1.8% decrease from the 4022 long-term suspensions reported in 2003-04 and a 1.7% decrease from the adjusted total of 4016 long-term suspensions for 2004-05 (as explained below).

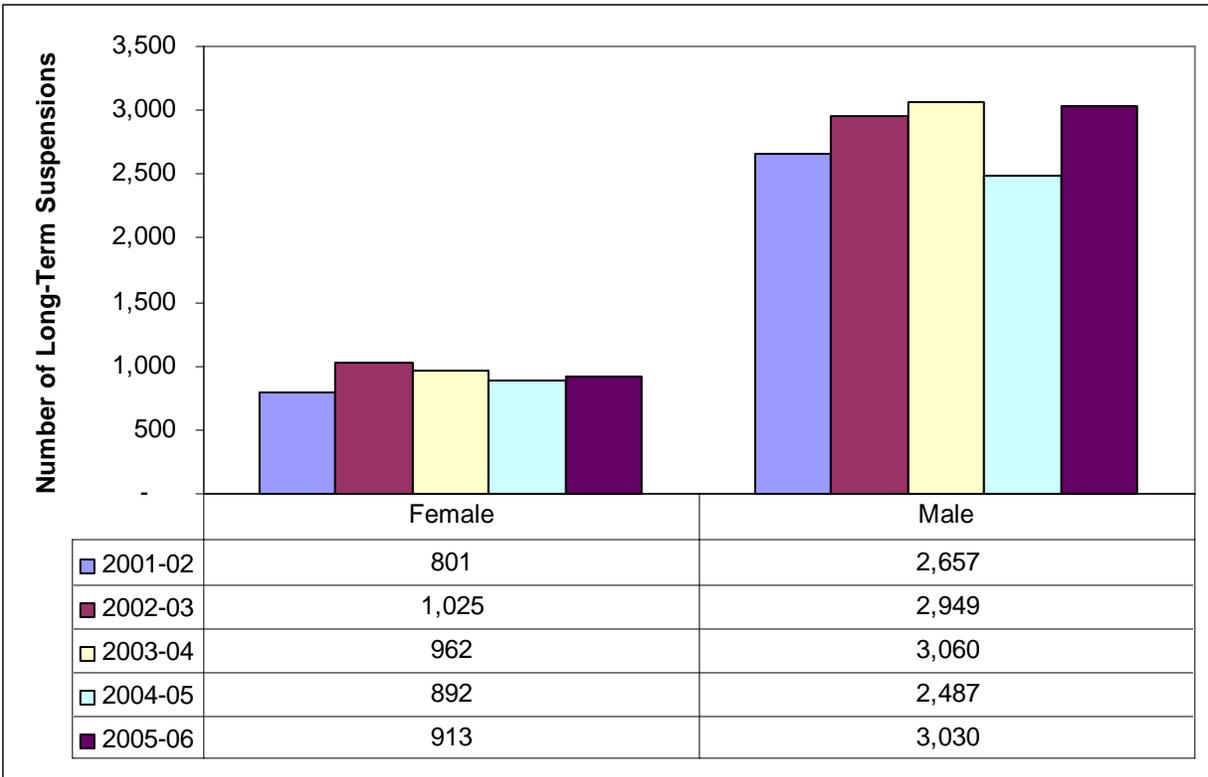
As mentioned earlier in this report, Charlotte-Mecklenburg Schools has provided DPI with an updated list of 2004-05 suspensions with demographic information. This list includes 269 long-term suspensions, whereas only 29 were included in the 2004-05 Annual Report of Suspensions and Expulsions. The revised data will be included in the 2004-05 numbers in this report.

It was also discovered that Cumberland County underreported long-term suspensions in 2004-05 by a count of 635. DPI was unable to obtain demographic information for these 635 missing long-term suspensions; so, the additional suspensions are not included in the 2004-05 long-term suspension numbers for gender, ethnicity, grade and EC status. Therefore, the 2004-05 demographic data should be viewed as incomplete and trend comparisons in this report will be made to the 2003-04 and earlier data.

The 3,949 long-term suspensions in 2005-06 were given to 3,868 different students (i.e., a number of students were long-term suspended more than once).

Long-term suspensions in 2005-06 totaled 311,844 school days or an average of 79 school days per suspension. In 2004-05, 306,559 days were lost due to long-term suspensions, an average of 76 days per suspension. (249,409 long-term suspension days were reported in 2004-05. 90 days, the average duration of a Cumberland LTS, were added in for each of the missing 635 long-term suspensions, yielding a total of 306,559.) Therefore, there was a 1.7% increase in days lost due to long-term suspensions, despite the 1.9% decrease in the number of long-term suspensions.

Long-Term Suspensions by Gender



Note: Gender was not recorded for one long-term suspension in 2001-02, two in 2003-04, 637 in 2004-05, and six in 2005-06.

Figure 10. Number of Long-Term Suspensions by Gender.

- As in previous years, the majority of long-term suspensions in 2005-06 were given to male students.
- Comparisons to the 2004-05 counts shown here are unreliable, as gender is unknown for 637 long-term suspensions.
- In 2005-06 the number of long-term suspensions received by males decreased 1.0% from 2003-04. The number of female long-term suspensions decreased by 5.1%.

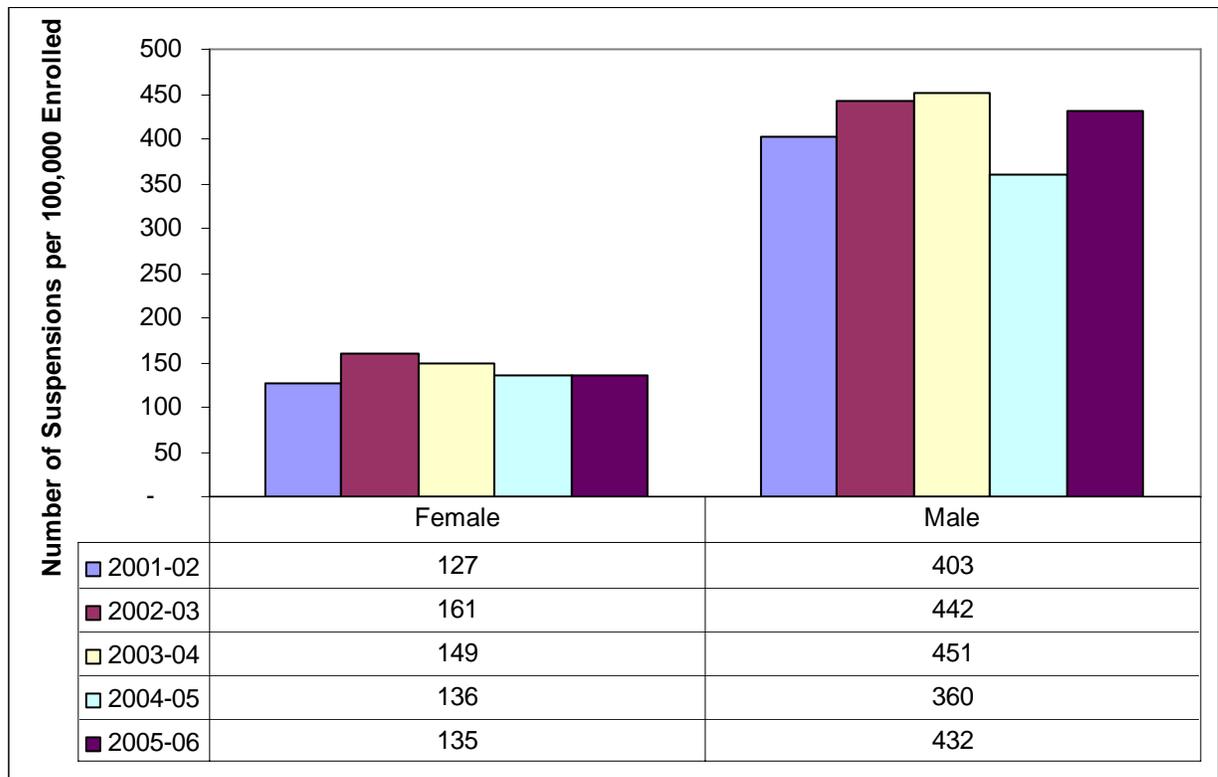
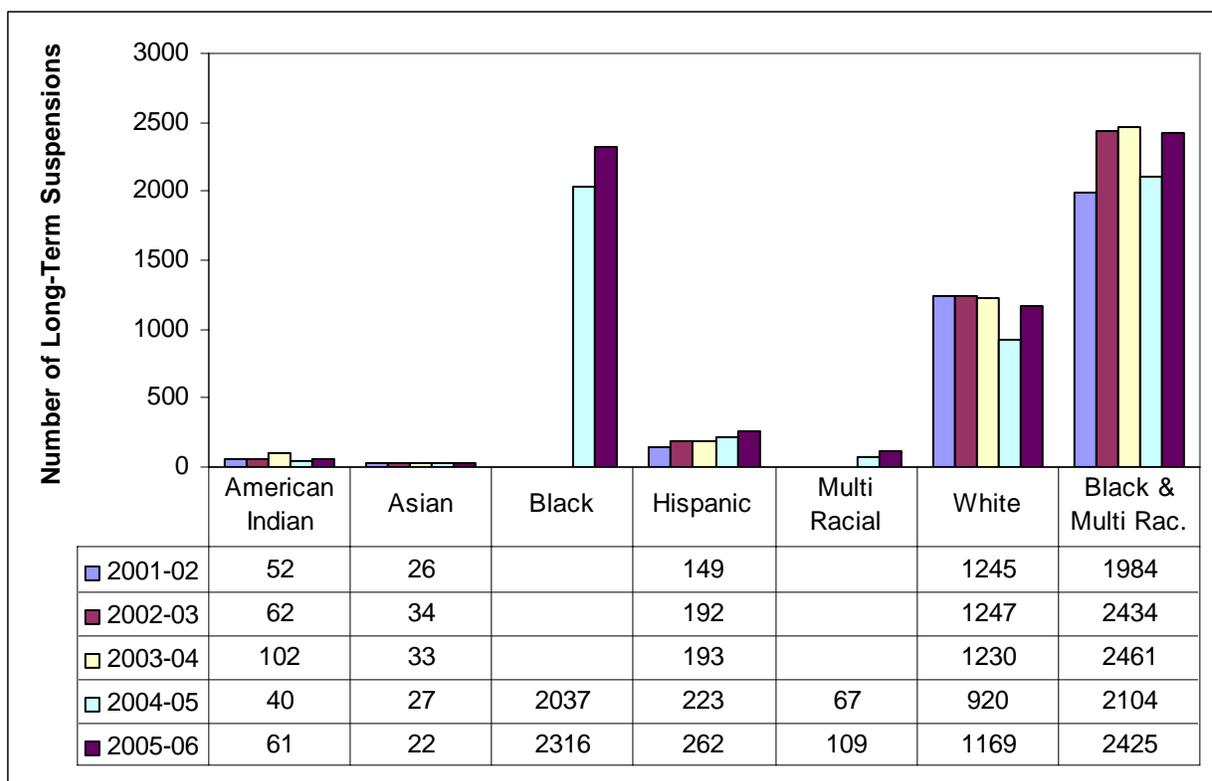


Figure 11. Long-Term Suspension Rates by Gender.

- The rate of long-term suspension for both males and females declined in 2005-06 in comparison to 2003-04. The rate for males, 432 LTS per 100,000 students, was down 4.2%, while the female rate of 135 LTS per 100,000 was down 9.4%.
- In 2005-06, the male rate was 3.2 times higher than the female rate.

Long-Term Suspensions by Ethnicity



Note: Ethnicity was not reported or was reported as “Other” for 7 students 2003-04, for 646 students in 2004-05 and for 10 students in 2005-06.

Figure 12. Number of Long-Term Suspensions by Ethnicity.

- Black students received the most long-term suspensions in 2005-06, 2,316. Because of the missing ethnicity information for 646 LTS in 2004-05, no valid comparison can be made to the number of LTS by Black students in that year and there are no data for 2003-04. However, the number of LTS for the combined Black and Multiracial category declined 1.5% from 2003-04 to 2005-06.
- White students received the second highest number of long-term suspensions in 2005-06, 1,169. This was a decrease of 5.0% from 2003-04.

Black	American Indian	Multi Racial	Hispanic	White	Asian
588	307	284	226	150	76

Table 3. 2005-06 Rates of Long-Term Suspension by Ethnicity, LTS per 100,000.

- Black students had the highest rate of long-term suspension in 2005-06, 588 LTS per 100,000 students.

Long-Term Suspensions by Ethnicity and Gender

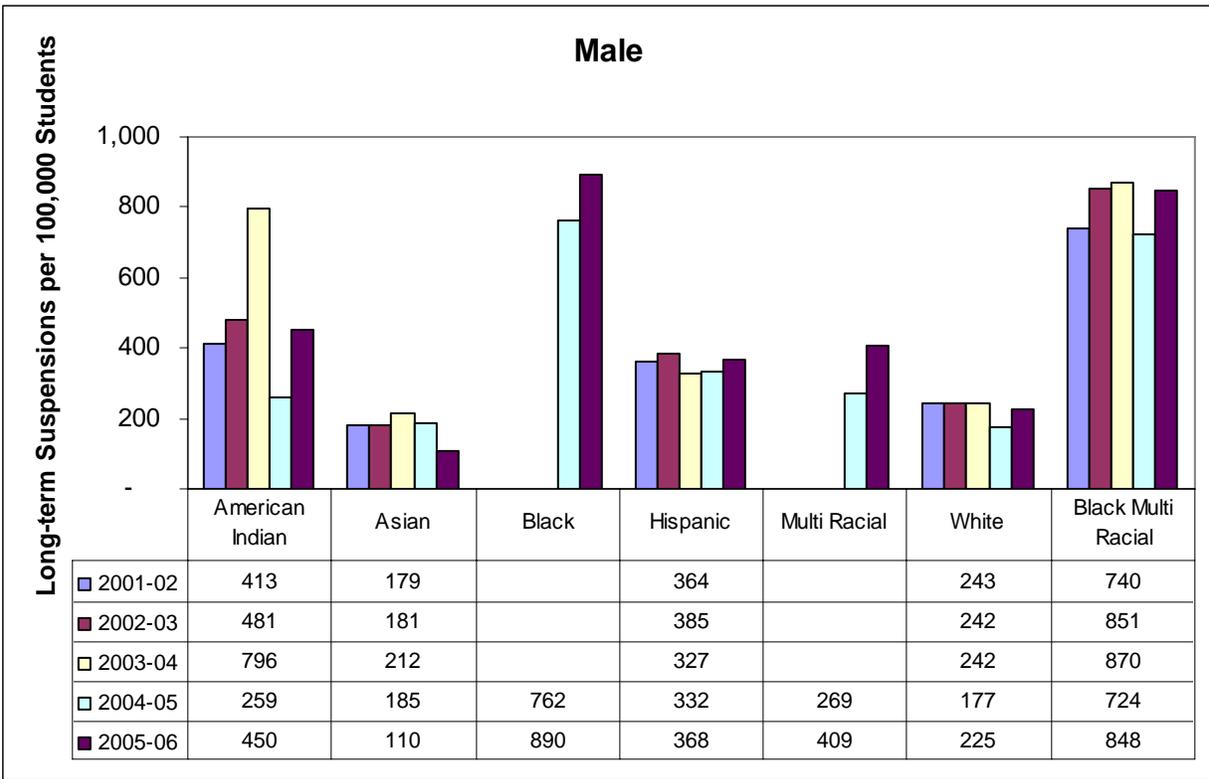


Figure 13. Male Long-Term Suspension Rates by Ethnicity.

- Among males, Black students had the highest rate of long-term suspension in 2005-06, 890 LTS per 100,000 students, followed by American Indian students (450 LTS per 100,000) and Multiracial students (409 LTS per 100,000).
- The rate of long-term suspension decreased from 2003-04 to 2005-06 for male students of American Indian, Asian, and White ethnicity. Among males, American Indian students had the largest rate decrease for this period, 43.5%.
- The rate for the combined category of male Black and Multiracial students declined 2.5% from 2003-04 to 2005-06. Because Black students comprise the vast majority of this combined category, it is likely that the long-term suspension rate for Black students declined during this period.
- The rate of long-term suspension increased 12.5% for male Hispanic students from 2003-04 to 2005-06.

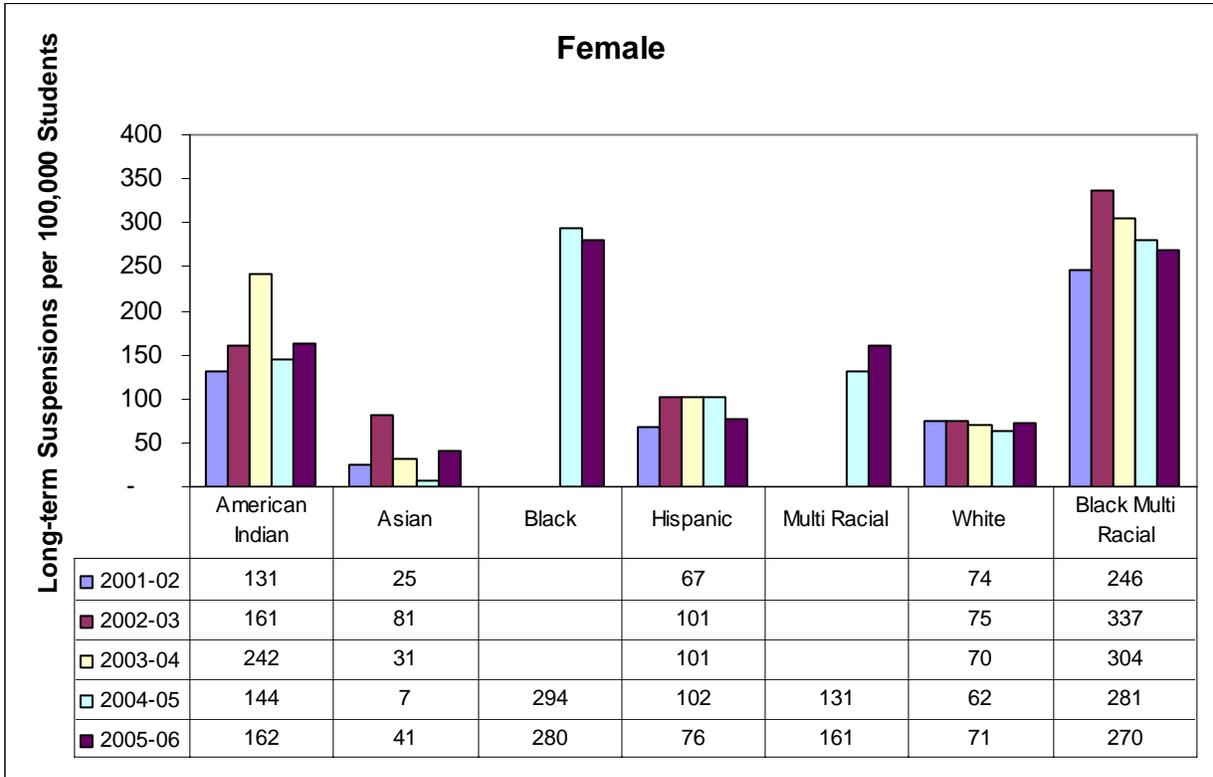
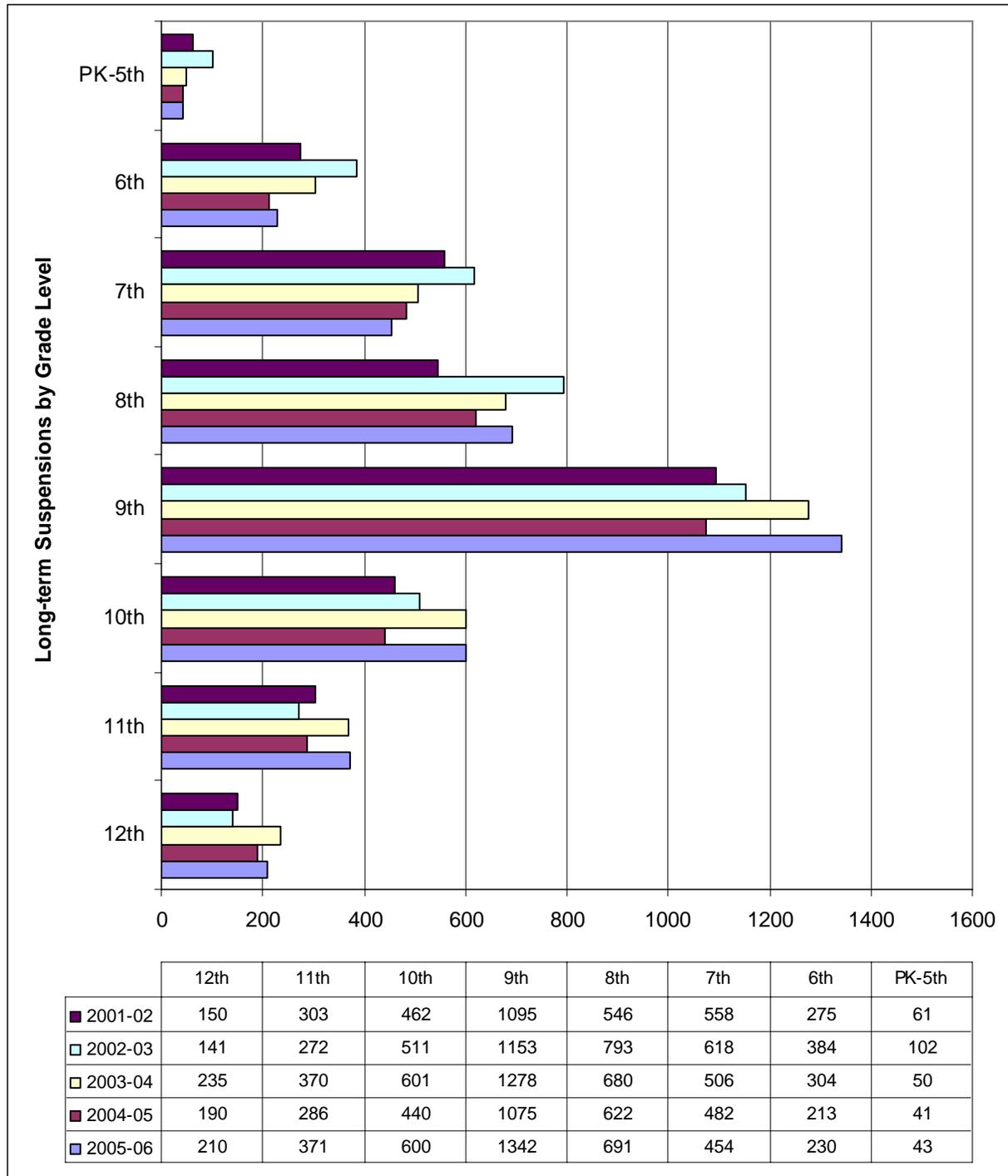


Figure 14. Female Long-Term Suspension Rates by Ethnicity.

- Among females, Black students had the highest rate of long-term suspension in 2005-06, 280 LTS per 100,000 students, followed by American Indian students (162 LTS per 100,000) and Multiracial students (161 LTS per 100,000).
- The rate of long-term suspension decreased from 2003-04 to 2005-06 for female students of American Indian and Hispanic ethnicity. American Indian females had the largest decrease, 33.1%.
- The rate for the combined category of Black and Multiracial students declined 11.2% from 2003-04 to 2005-06. As was the case with male students, because female Black students comprise the vast majority of the combined female Black and Multiracial category, it is likely that the long-term suspension rate for female Black students declined during this period.
- The rates of long-term suspension increased for female students of Asian and White ethnicity. Asian females had the largest LTS rate increase, 32.3%; however their rate in 2005-06 (41 per 100,000) was the lowest of all gender/ethnic groupings.

Long-Term Suspensions by Grade Level

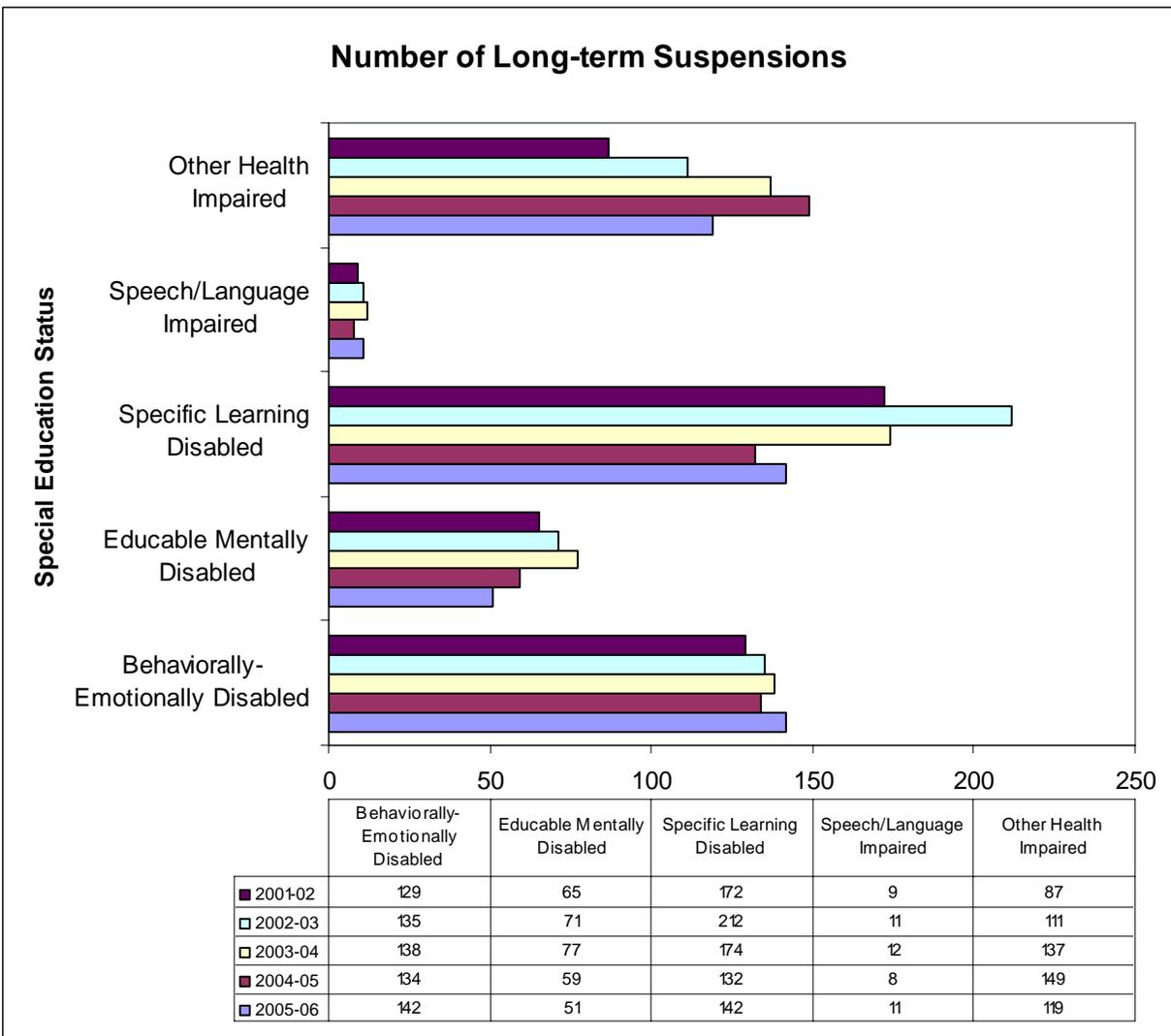


Note: Grade level was not provided for nine long-term suspensions in 2001-02, 667 in 2004-05, and eight in 2005-06.

Figure 15. Number of Long-Term Suspensions by Grade Level.

- As was the case with short-term suspensions, far more long-term suspensions were given to 9th graders than to students at any other grade level.

Long-Term Suspensions for Students Receiving Special Education Services



Note: Special education status was not recorded for 20 long-term suspensions in 2001-02, 21 in 2003-04 and 635 in 2004-05.

Figure 16. Number of Long-Term Suspensions by Special Education Status.

- Special education students received 475 long-term suspensions in 2005-06, 12% of the total long-term suspensions in the LEAs.
- Unlike the case with short-term suspensions, special education students did not receive a disproportionate number of long-term suspensions.
- In 2005-06, special education students received 14.1% fewer long-term suspensions than in 2003-04.

Other Categories:	2001-02	2002-03	2003-04	2004-05	2005-06
Autistic	0	1	1	2	2
Deaf-Blind	0	0	0	0	0
Hearing Impaired	2	5	3	0	2
Visually Impaired	1	0	1	1	1
Trainably Mentally Disabled	0	5	3	1	0
Orthopedically Impaired	2	0	1	0	1
Traumatic Brain Injured	1	4	2	2	2
Multiply Disabled	2	6	3	6	1
Developmentally Delayed	1	0	1	0	1

Table 4. Number of Long-Term Suspensions, Other EC Categories.

Multiple Suspensions

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

Multiple Short-Term Suspensions

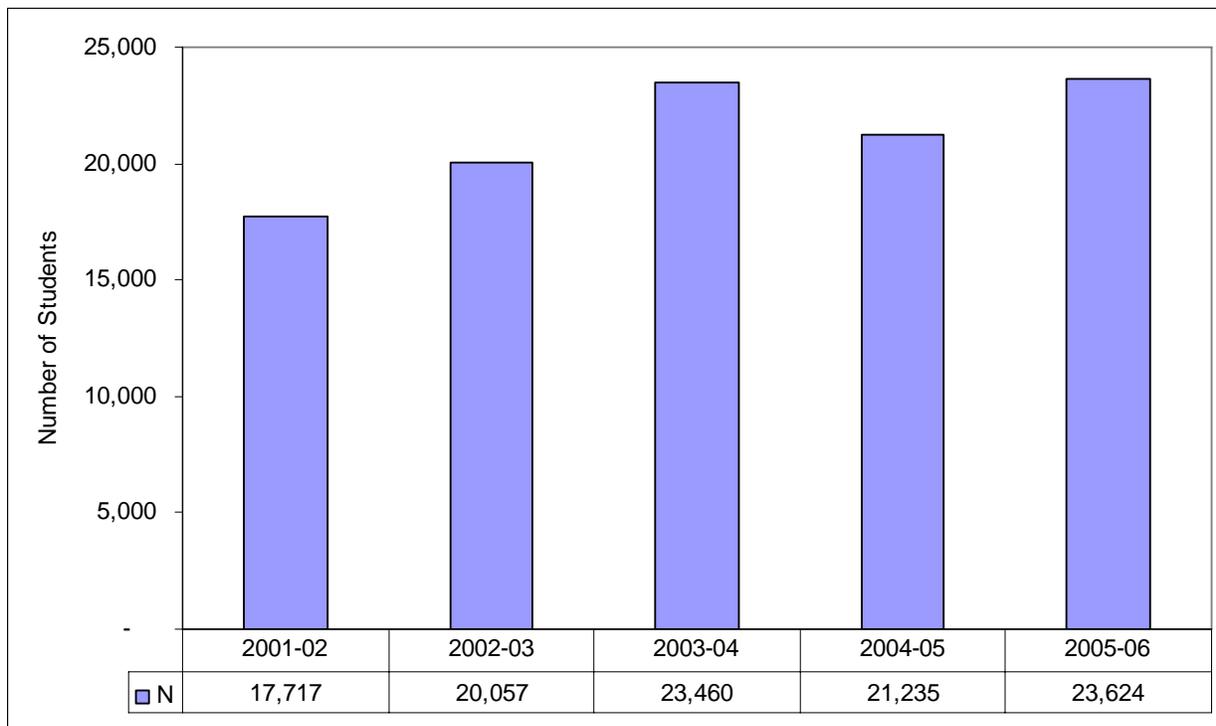


Figure 17. Number of Students with Multiple Short-Term Suspensions Summing to More than 10 Days.

- The number of students whose combined length of multiple short-term suspensions exceeded ten days increased by 11.3% from 2004-05 to 2005-06.

Multiple Short-Term Suspensions

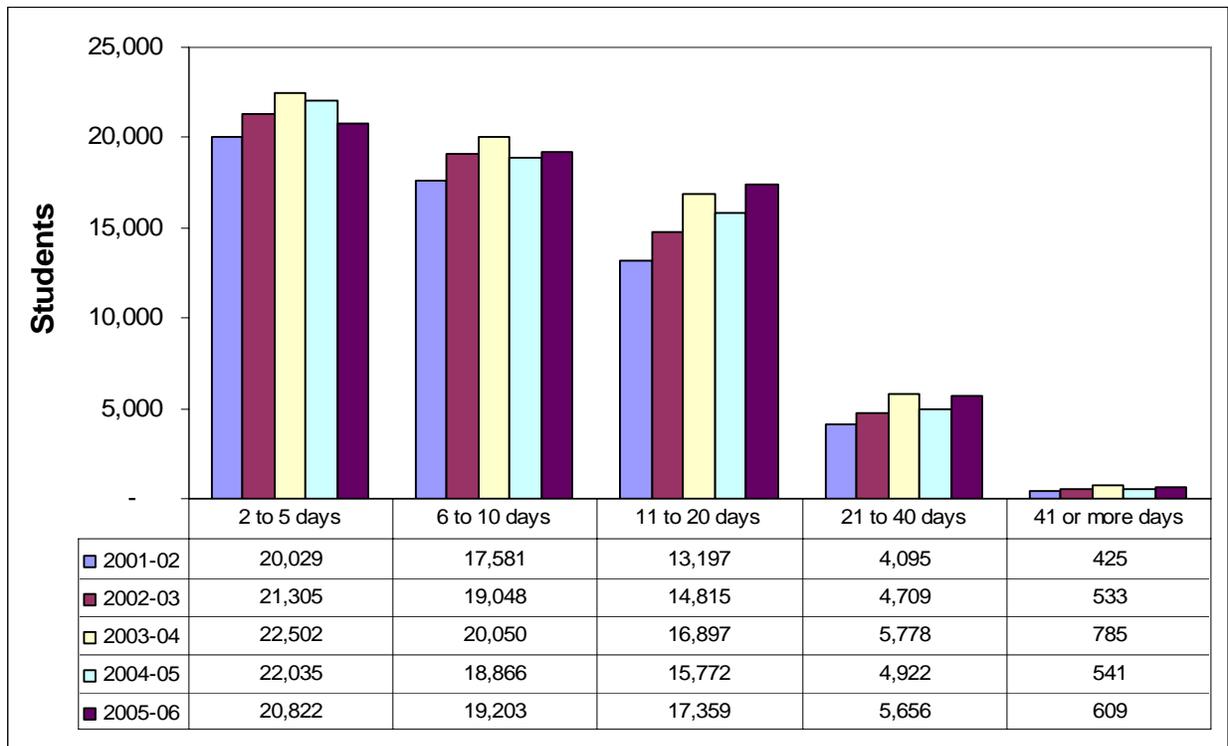


Figure 18. Duration of Multiple Short-Term Suspensions Given to Students.

- In 2005-06 the number of students whose short-term suspensions summed to 41 or more days increased by 12.6% in comparison to 2004-05. The number of students whose short-term suspensions summed to between 21 and 40 days increased by 14.6%, and the number whose short-term suspensions summed to between 11 and 20 days increased by 9.6%.
- The total of 17,359 students whose short-term suspension summed to between 11 and 20 days was also 2.7% higher than the previous high of 16,897 in 2003-04.

Multiple Long-Term Suspensions

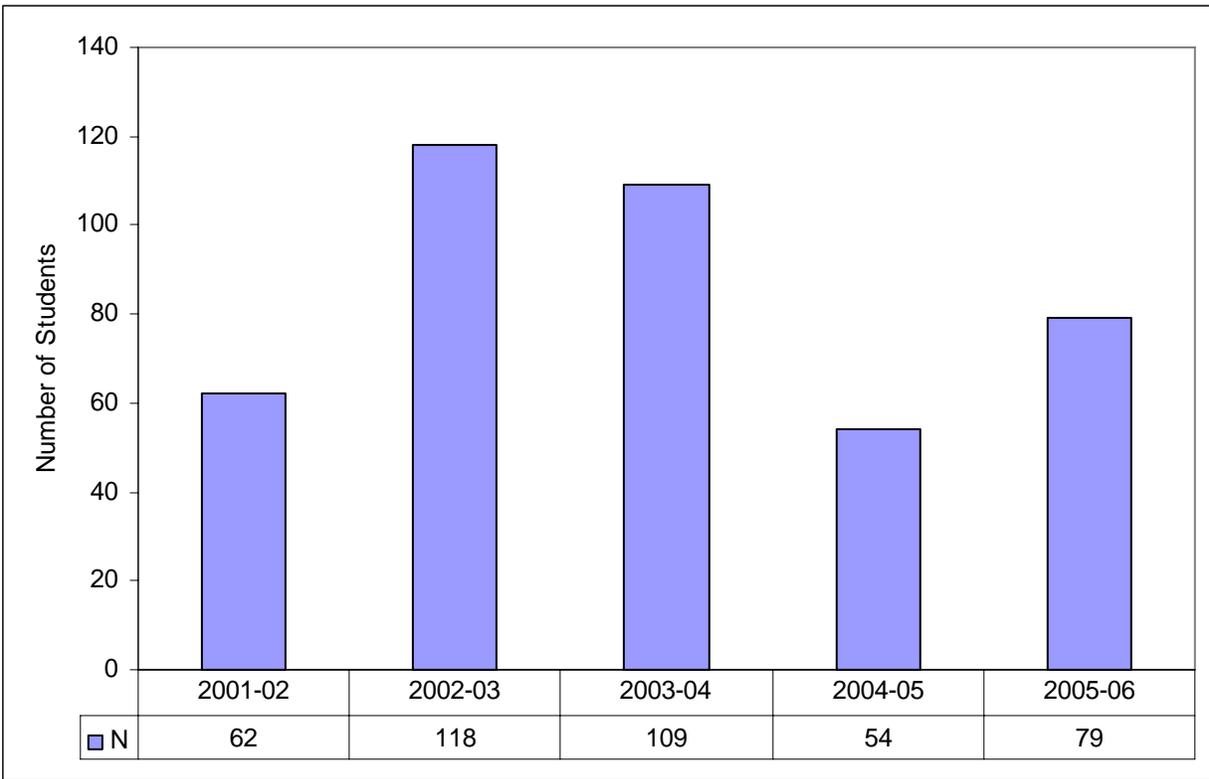


Figure 19. Number of Students with Multiple Long-Term Suspensions.

- The number of students receiving multiple long-term suspensions in the LEAs increased in 2005-06 in comparison to 2004-05; however, the total was lower than in 2002-03 and 2003-04.

Section 1.3: LEA Expulsions

This section reports data for students who were expelled from school during the 2005-06 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.

After two years of decreases, expulsions increased in the LEAs in 2005-06. The 95 expulsions represent a 39.7% increase from the previous year. However, far fewer students were expelled than in the 2001-02, 2002-03, and 2003-04 school years.

Expulsions by Gender

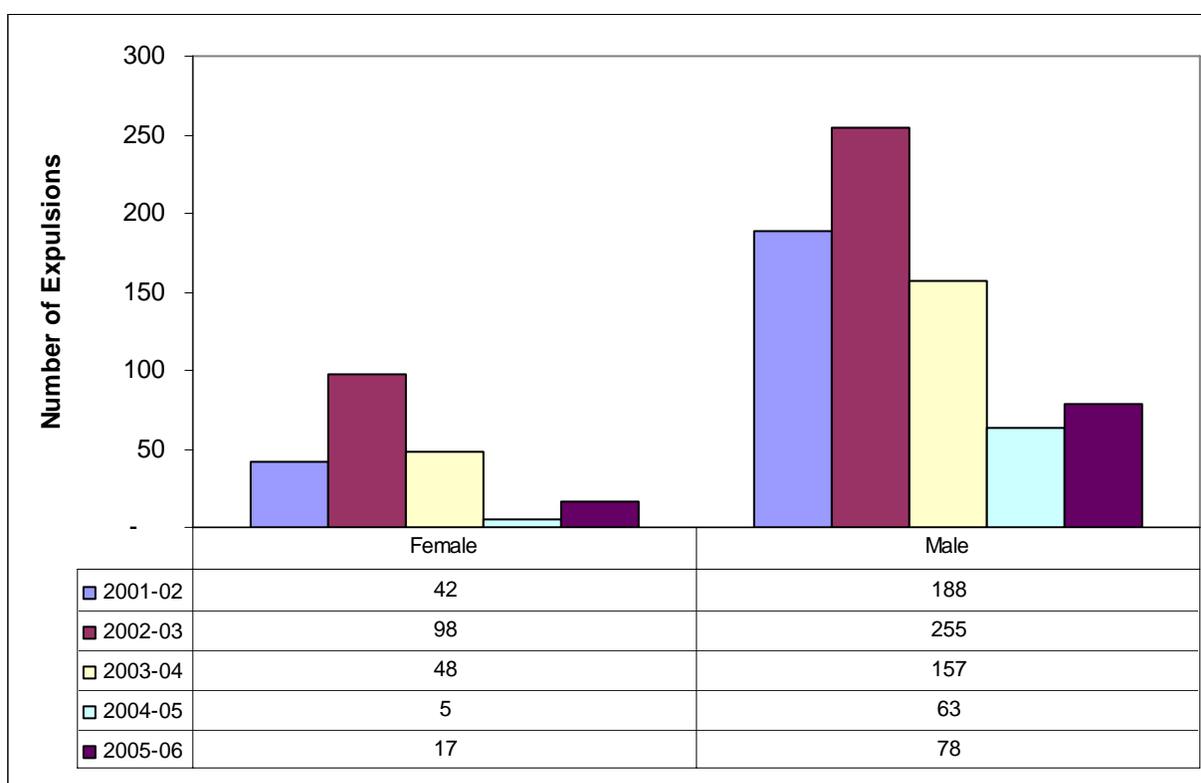
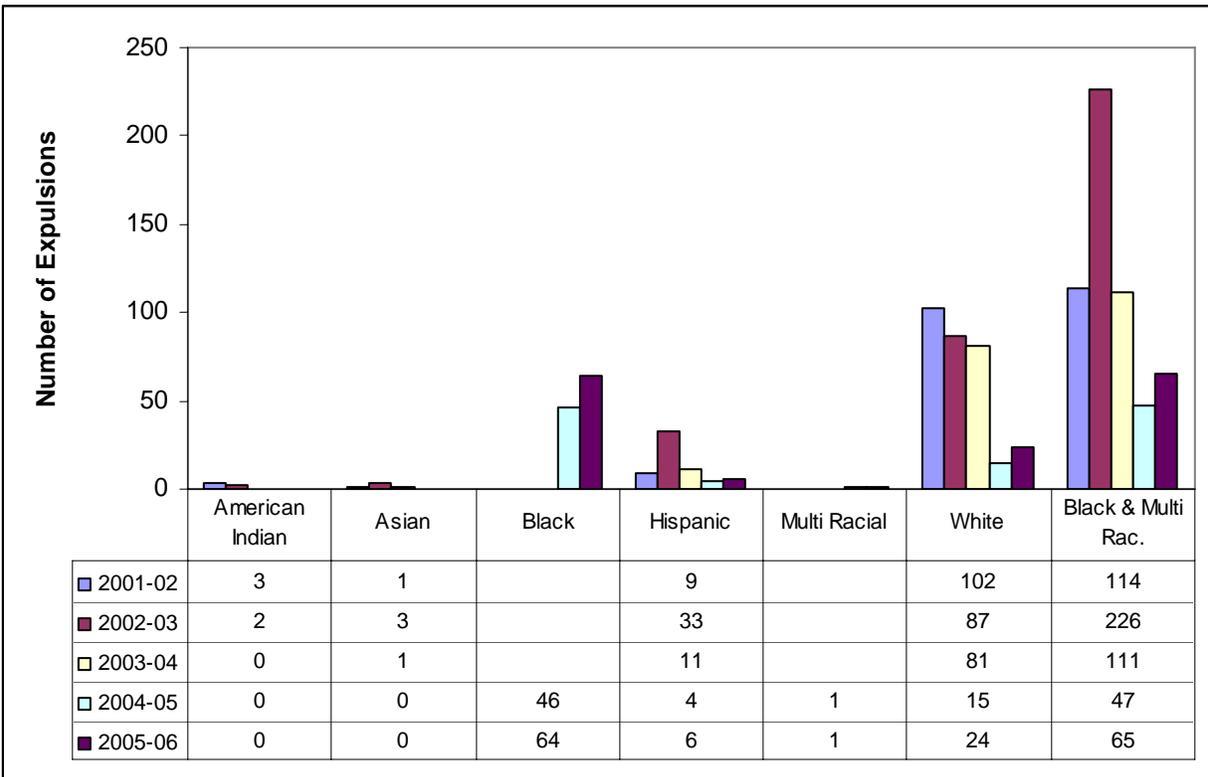


Figure 20. Number of Expulsions by Gender.

- As in previous years, males received far more expulsions than did females.

- 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 21. Number of Expulsions by Ethnicity.

- Among ethnic groups, Black students received the most expulsions, followed by White students.
- No American Indian or Asian student received an expulsion in 2005-06.
- Figures 22 and 23 below show the rate of expulsion for males and females of each ethnic group.

Expulsions by Ethnicity and Gender

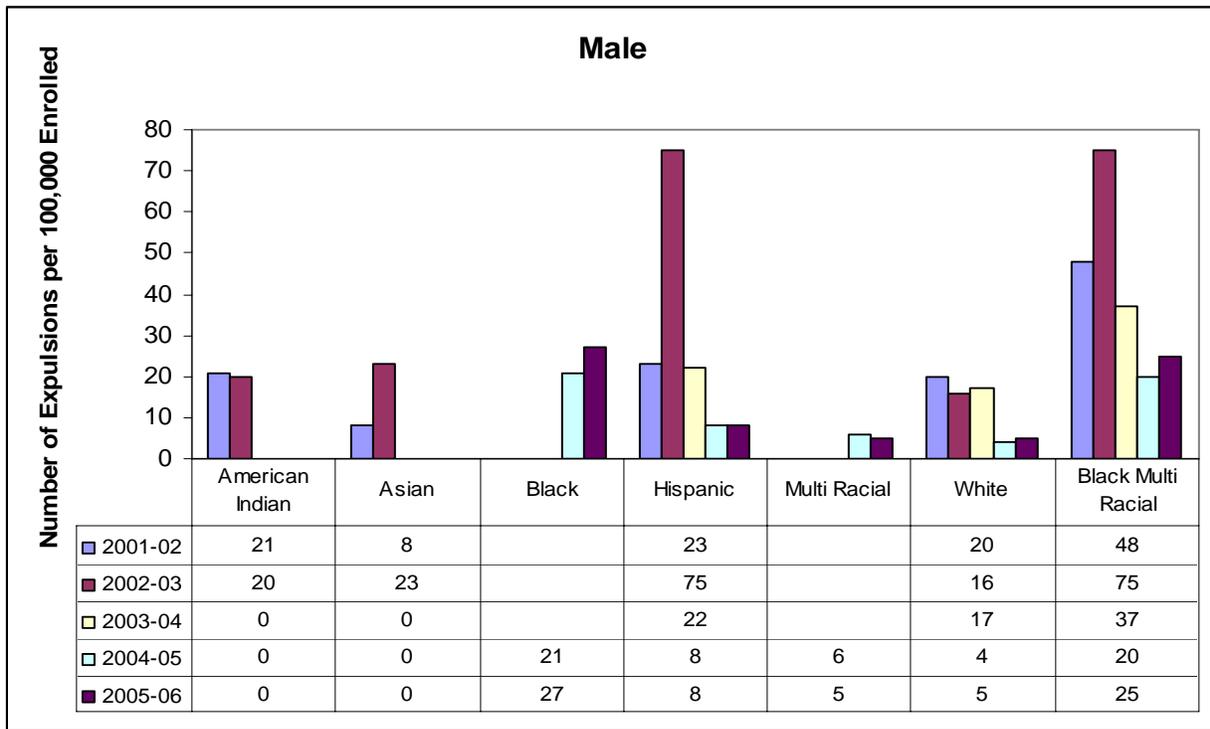


Figure 22. Male Expulsion Rates by Ethnicity.

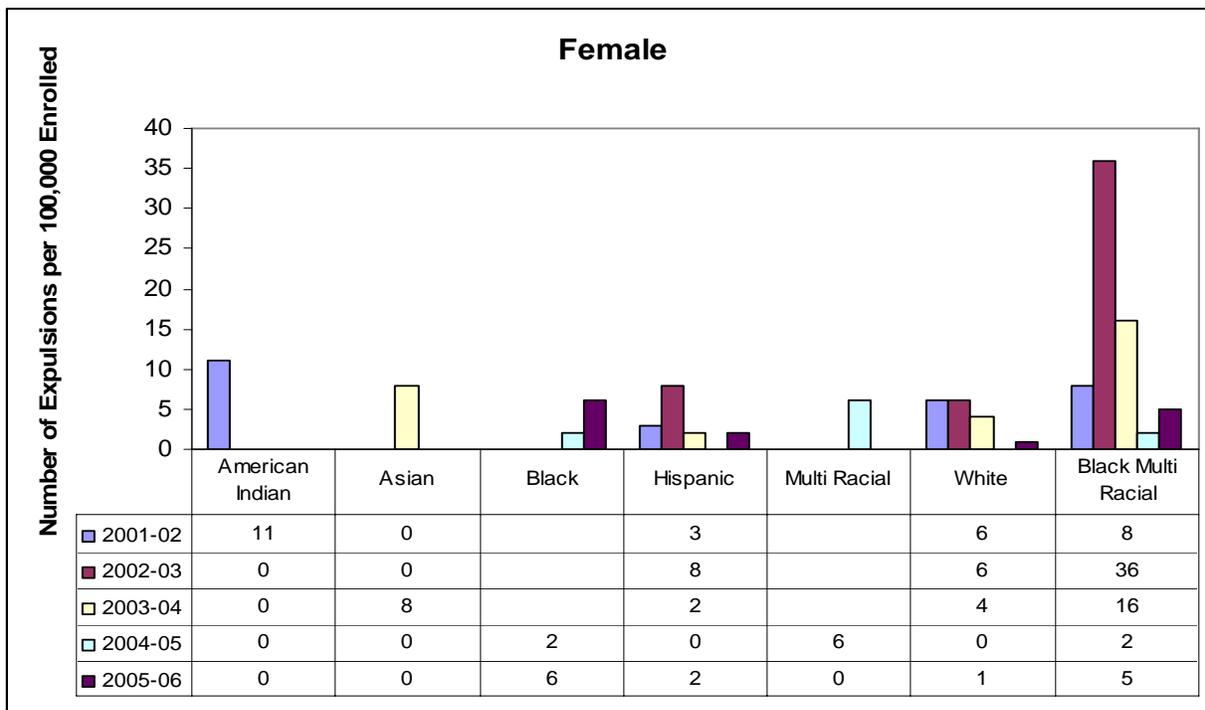


Figure 23. Female Expulsion Rates by Ethnicity.

Expulsions by Grade Level

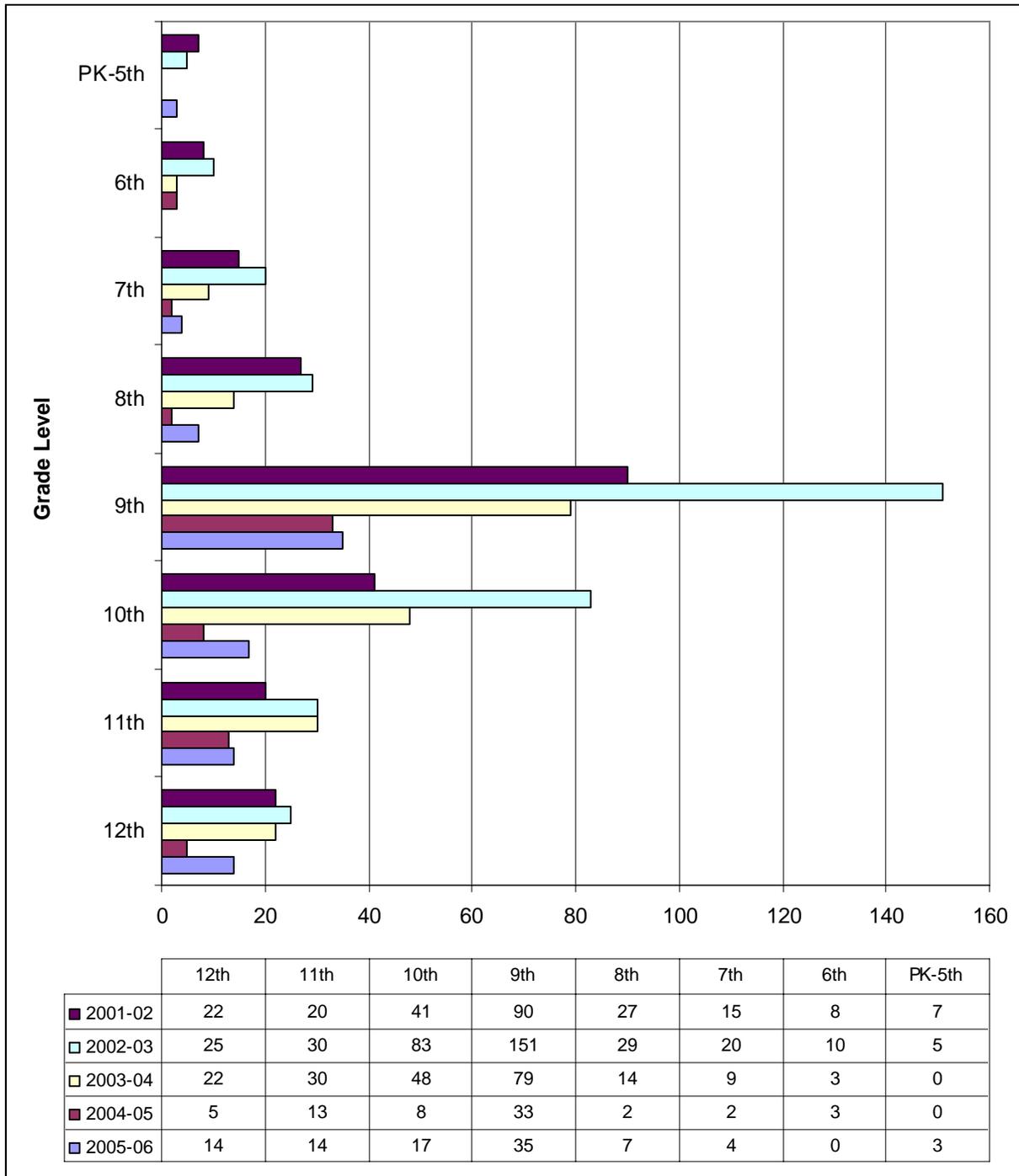


Figure 24. Number of Expulsions by Grade Level.

- As in previous years, ninth graders received by far the most expulsions.

Expulsions for Students Receiving Special Education Services

Special Education Status	2001-02	2002-03	2003-04	2004-05	2005-06
Trainably Mentally Disabled	0	1	0	0	0
Developmentally Delayed	0	0	0	0	1
Academically Gifted	0	0	0	0	1
Other Health Impaired	3	2	4	0	4
Behaviorally-Emotionally Disabled	1	5	3	5	4
Educable Mentally Disabled	2	7	3	2	4
Specific Learning Disabled	5	13	15	1	7
Total	11	28	25	8	21

Table 5. Expulsions of Students Receiving Special Education Services.

- In 2005-06, students with Specific Learning Disabilities were the EC students most frequently expelled, followed by Other Health Impaired, Behaviorally-Emotionally Disabled, and Educable Mentally Disabled students.

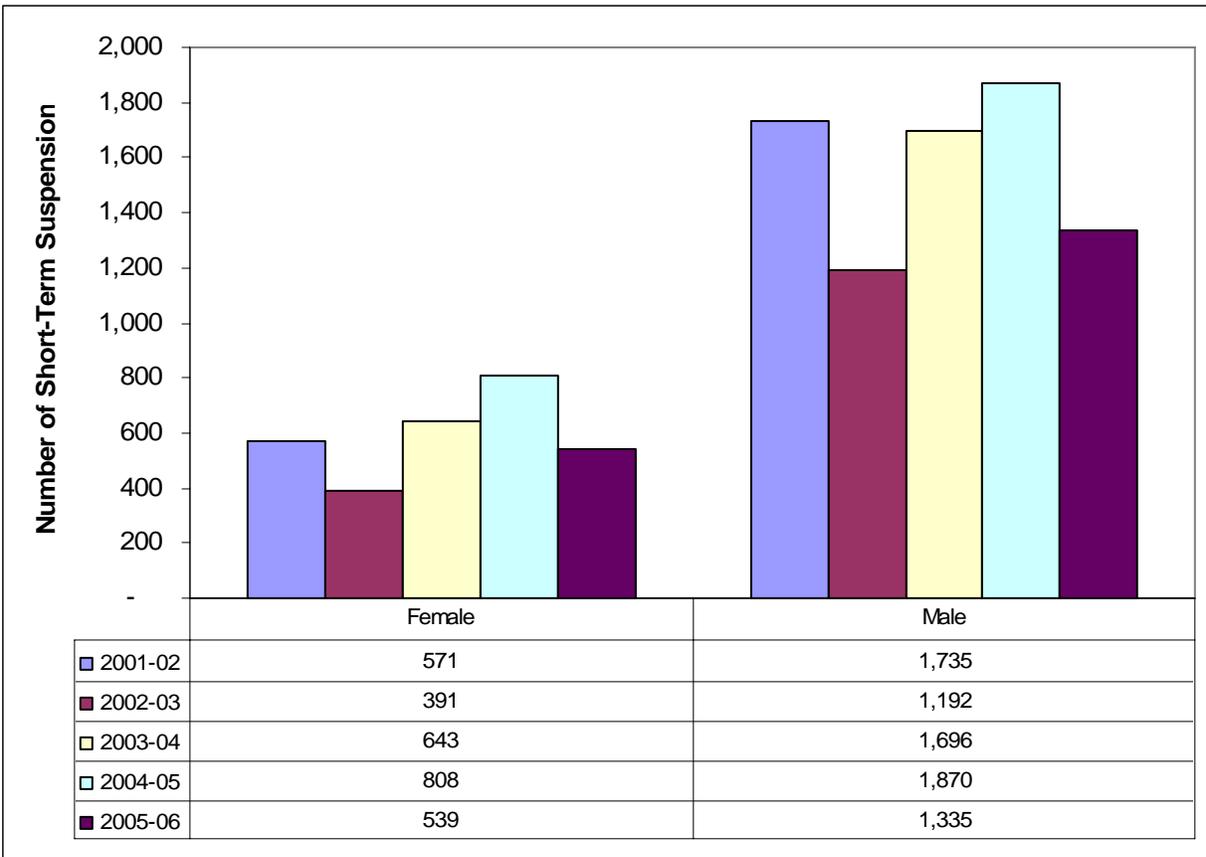
Section 2.1: Charter School Short-Term Suspensions

Sections 2.1 through 2.3 of this report present charter school data in tables and charts similar to those presented in previous sections for the LEAs. However, because the numbers are quite small, caution should be used in making broad generalizations about charter schools based on these data. With small numbers, small changes in the numbers from one year to the next can create large percentage changes.

Because the numbers 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, some 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 decreased by 30% from 2004-05 to 2005-06. The total of 1,874 short-term suspensions in 2005-06 was the lowest since the 2002-03 school year.

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.

- In 2005-06 as in previous years, males in charter schools were short-term suspended much more frequently than females. Males received 2.5 times as many suspensions as females.
- Short-term suspensions received by males in charter schools decreased by 28.6% in 2005-06.
- Short-term suspensions received by females decreased by 33.3%.

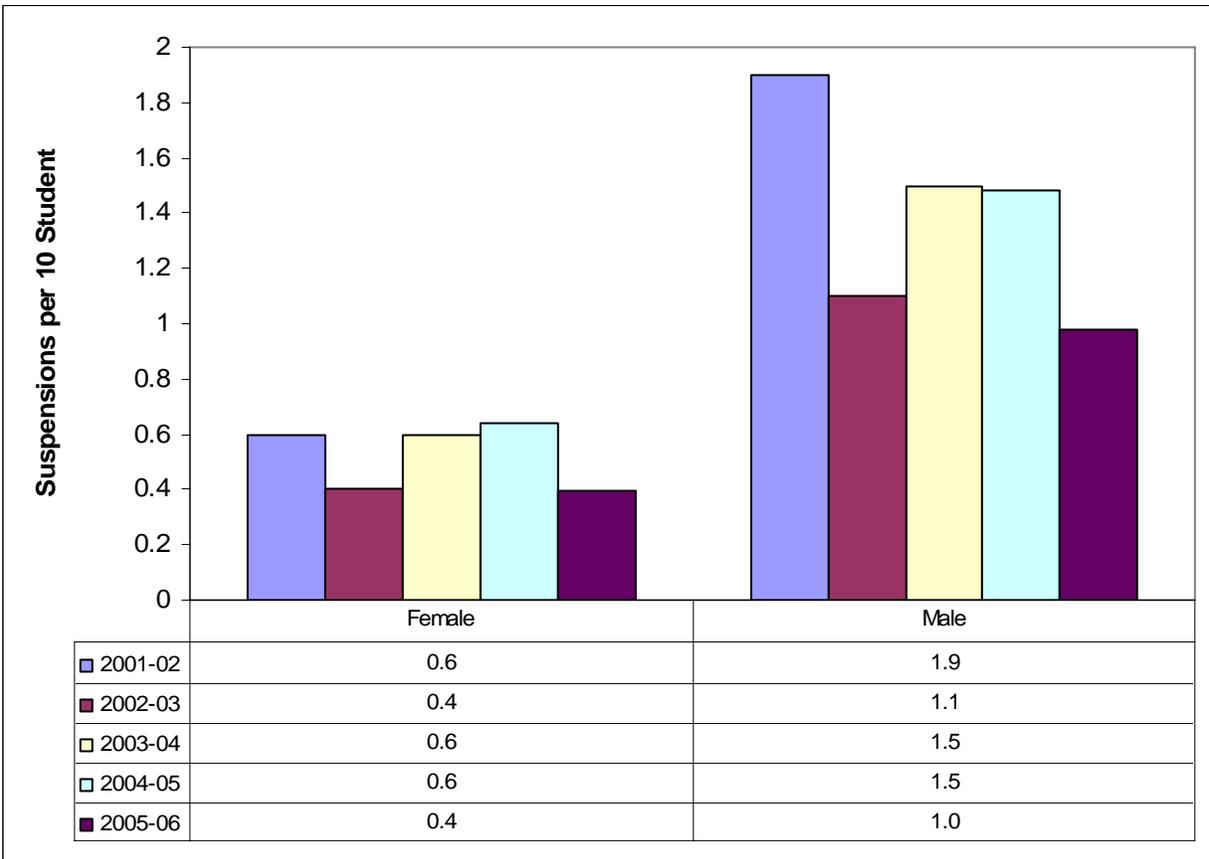
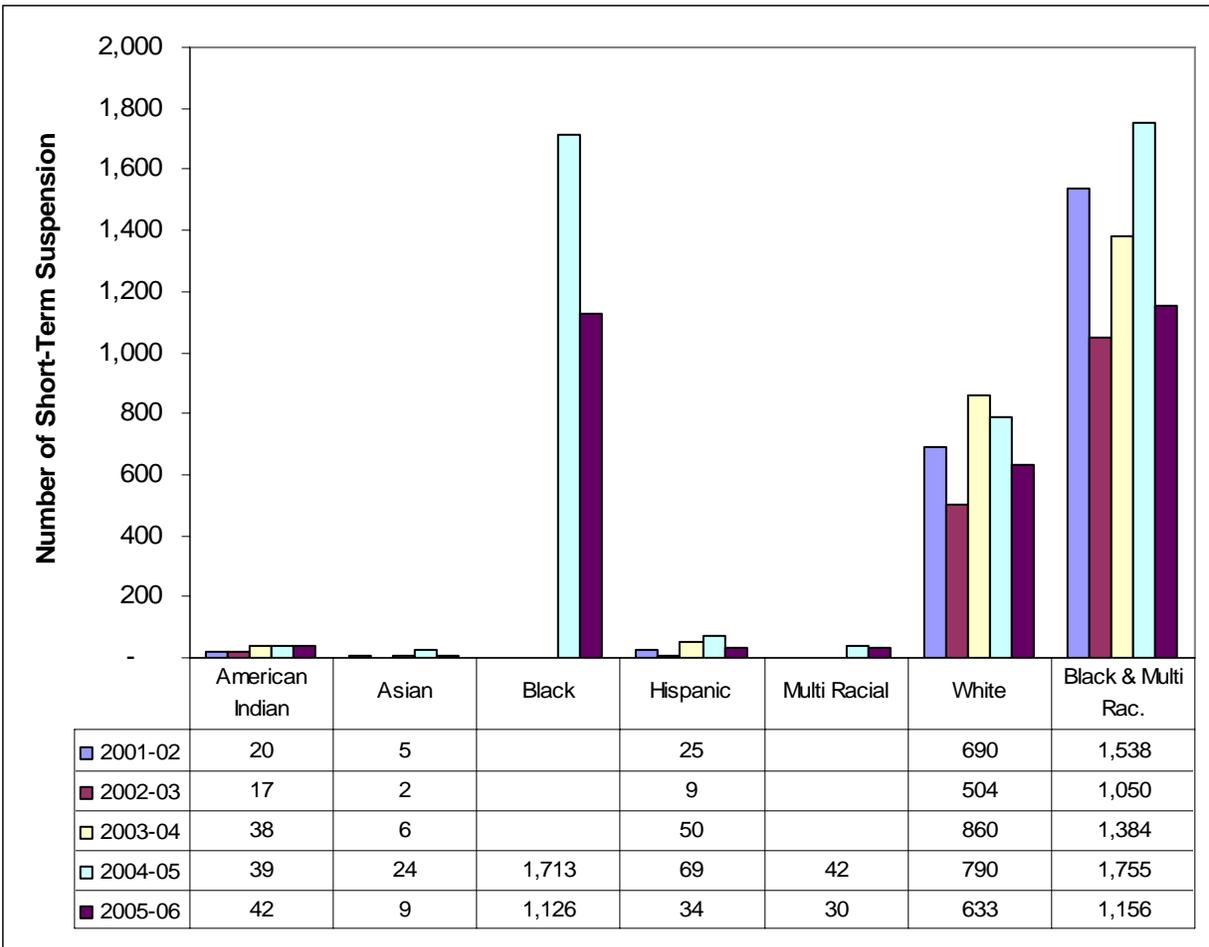


Figure 26. Charter School Short-Term Suspension Rates by Gender.

- Rates of short-term suspension for both males and females decreased by approximately 1/3 in 2005-06.

Charter School Short-Term Suspensions by Ethnicity



Note: 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.

- Among ethnic groups in the charter schools, White and Black/Multi-racial students accounted for almost all short-term suspensions in each of the past five years.
- Black students received the most short-term suspensions the last two years.
- Short-term suspensions received by Black students decreased 34.3% from 2004-05 to 2005-06.
- Short-term suspensions received by White students declined by 19.9%.

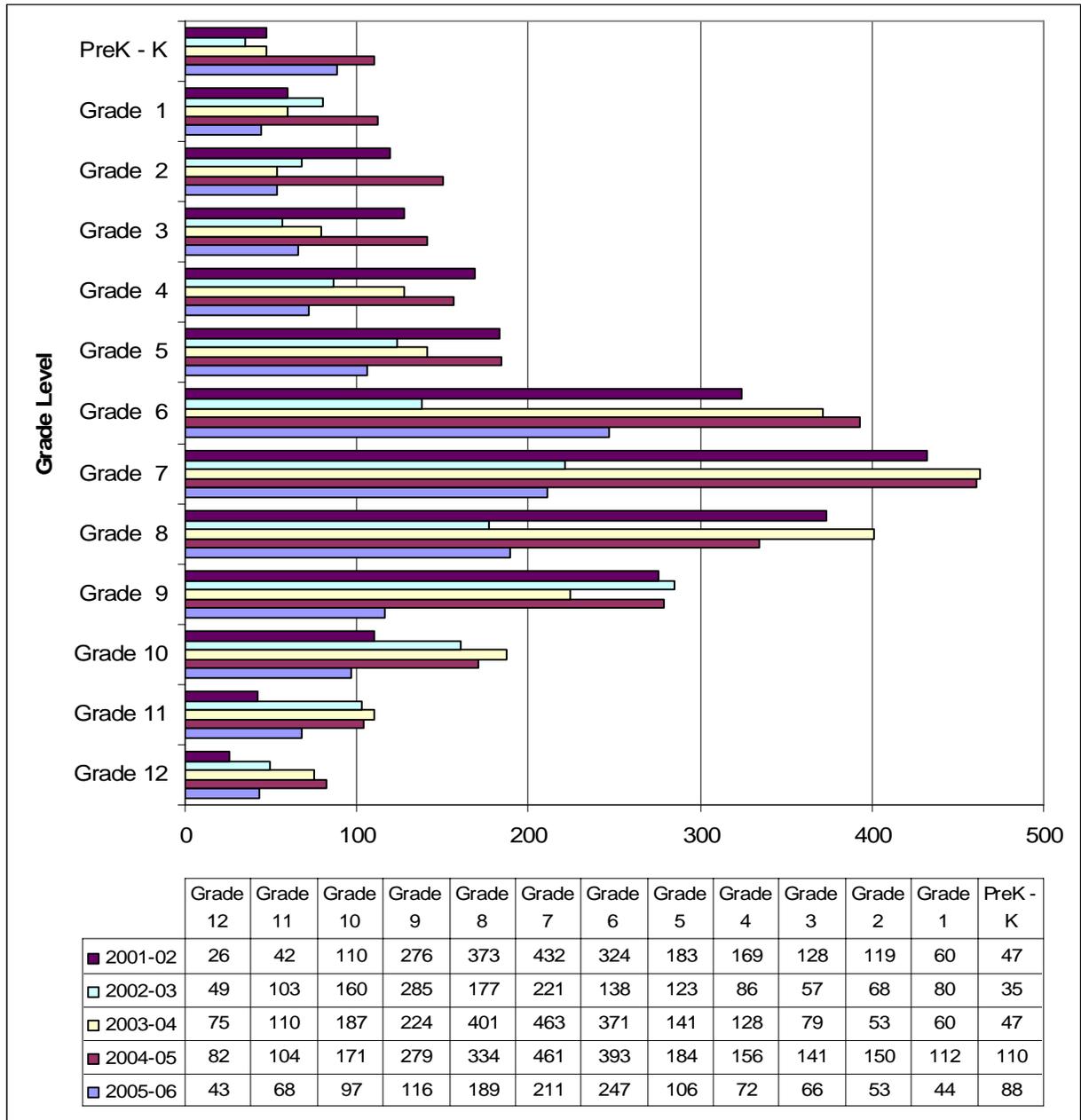
Charter School Short-Term Suspensions by Ethnicity and Gender

Ethnicity/Gender	Percent of Short-Term Suspensions				
	2001-02	2002-03	2003-04	2004-05	2005-06
American Indian Female	<1	<1	1	<1	1
American Indian Male	1	1	1	1	2
Asian Female	N/A	<1	N/A	<1	<1
Asian Male	<1	<1	<1	1	<1
Black Female	N/A	N/A	N/A	20	18
Black Male	N/A	N/A	N/A	44	43
Hispanic Female	<1	<1	1	<1	<1
Hispanic Male	1	<1	1	2	2
Multi Racial Female	N/A	N/A	N/A	<1	1
Multi Racial Male	N/A	N/A	N/A	1	1
White Female	8	8	9	9	10
White Male	22	24	28	20	24
Black & Multi Racial Female	16	16	18	20	18
Black & Multi Racial Male	52	50	42	46	43

Table 6. Percentage of Charter School Short-Term Suspensions by Ethnicity and Gender.

- The percentage of short-term suspensions received by black males and black females in charter schools declined slightly in 2005-06.
- The percentage of short-term suspensions received by white males in charter schools increased from 20% in 2004-05 to 24% in 2005-06.

Charter School Short-Term Suspensions by Grade Level



Note: Grade level was not reported for 18 short-term suspensions given in 2001-02, 1 in 2003-04, 1 in 2004-05, and 474 in 2005-06.

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

- Among grade levels in the charter schools in 2005-06, the greatest number of short-term suspensions occurred in grade 6, followed by grades 7, 8, 9 and 10, in that order. Caution should be used in interpreting trends involving 2005-06 because grade level was missing for 474 suspended students.

Charter School Short-Term Suspensions for EC Students

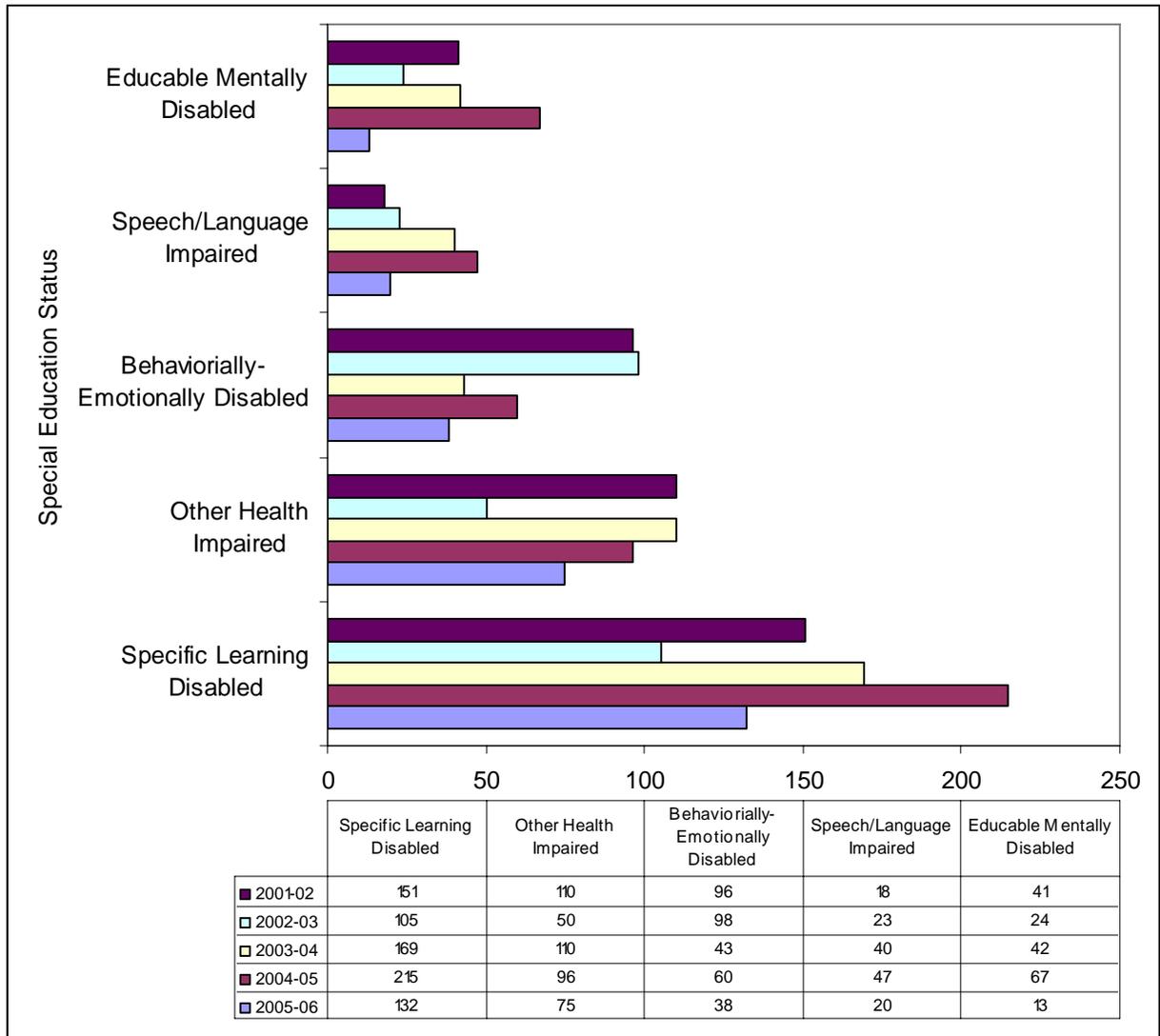


Figure 29. Charter School Short-Term Suspensions by EC Status.

Other Categories	2001-02	2002-03	2003-04	2004-05	2005-06
Academically Gifted	0	0	0	0	14
Developmentally Delayed	2	4	5	8	3
Autistic	4	5	7	6	5
Hearing Impaired	0	0	0	1	1
Deaf-Blind	0	0	0	0	1
Trainable Mentally Disabled	0	0	0	5	0
Traumatic Brain Injured	0	0	0	2	0
Visually Impaired	0	0	0	1	0

Table 7. Charter School Long-Term Suspensions, Other EC Categories.

Section 2.2: Charter School Long-Term Suspensions

Charter school long-term suspensions totaled 575 school days or an average of 48 school days per long-term suspension in 2005-06. The 12 long-term suspensions in 2005-06 were given to 11 different students. One of these was a 365-day suspension.

Charter School Long-Term Suspensions by Gender

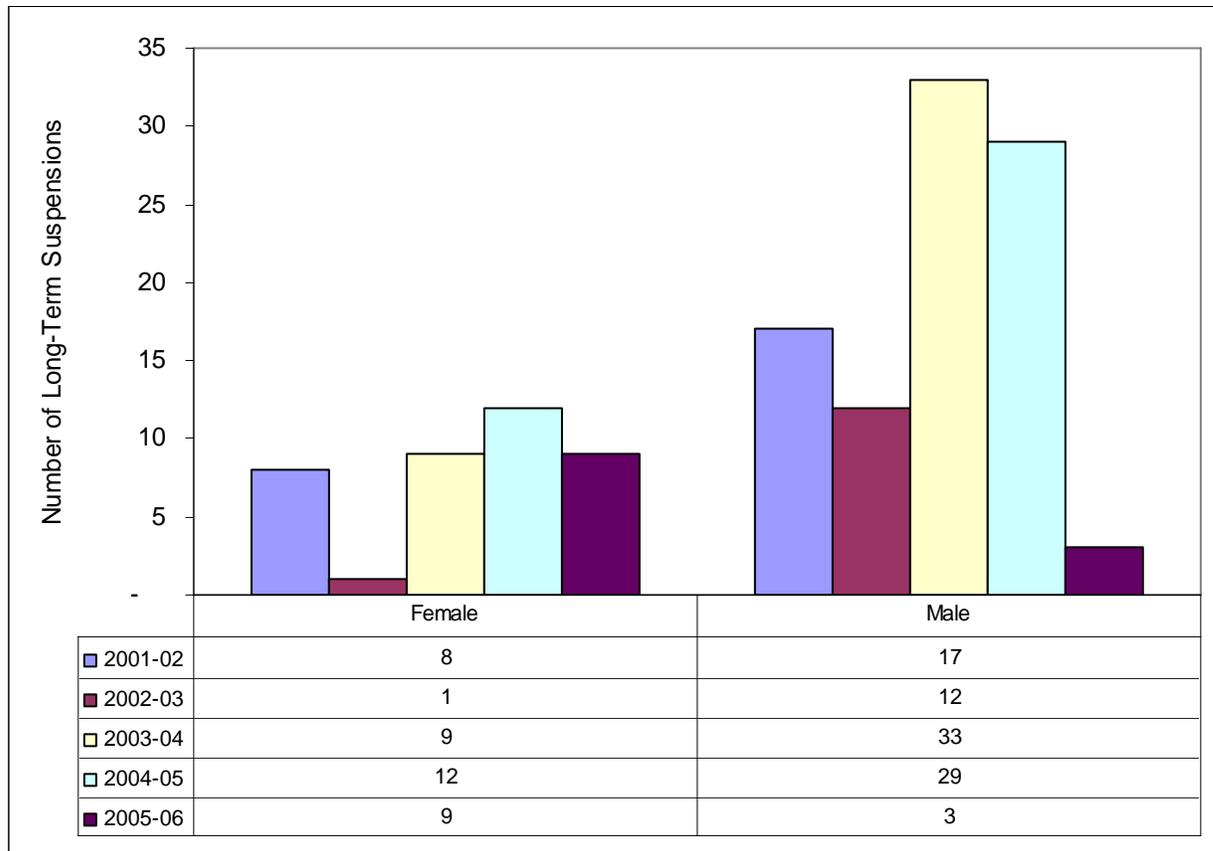


Figure 30. Charter School Long-Term Suspensions by Gender.

- Charter school students received only 12 long-term suspensions in 2005-06, the lowest total in five years.
- Females received nine long-term suspensions, six more than males.

Charter School Long-Term Suspensions by Ethnicity

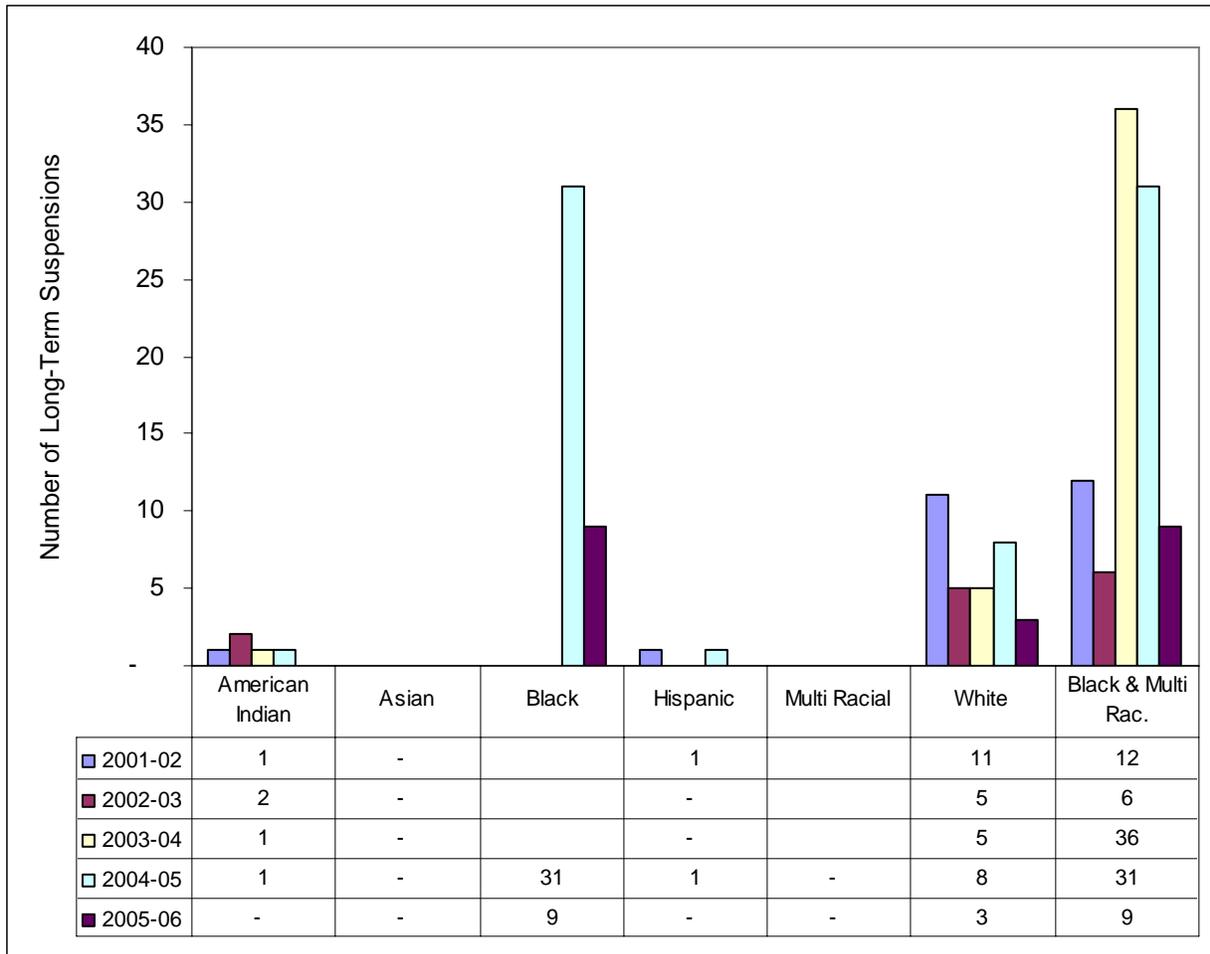


Figure 31. Charter School Long-Term Suspensions by Ethnicity.

- 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

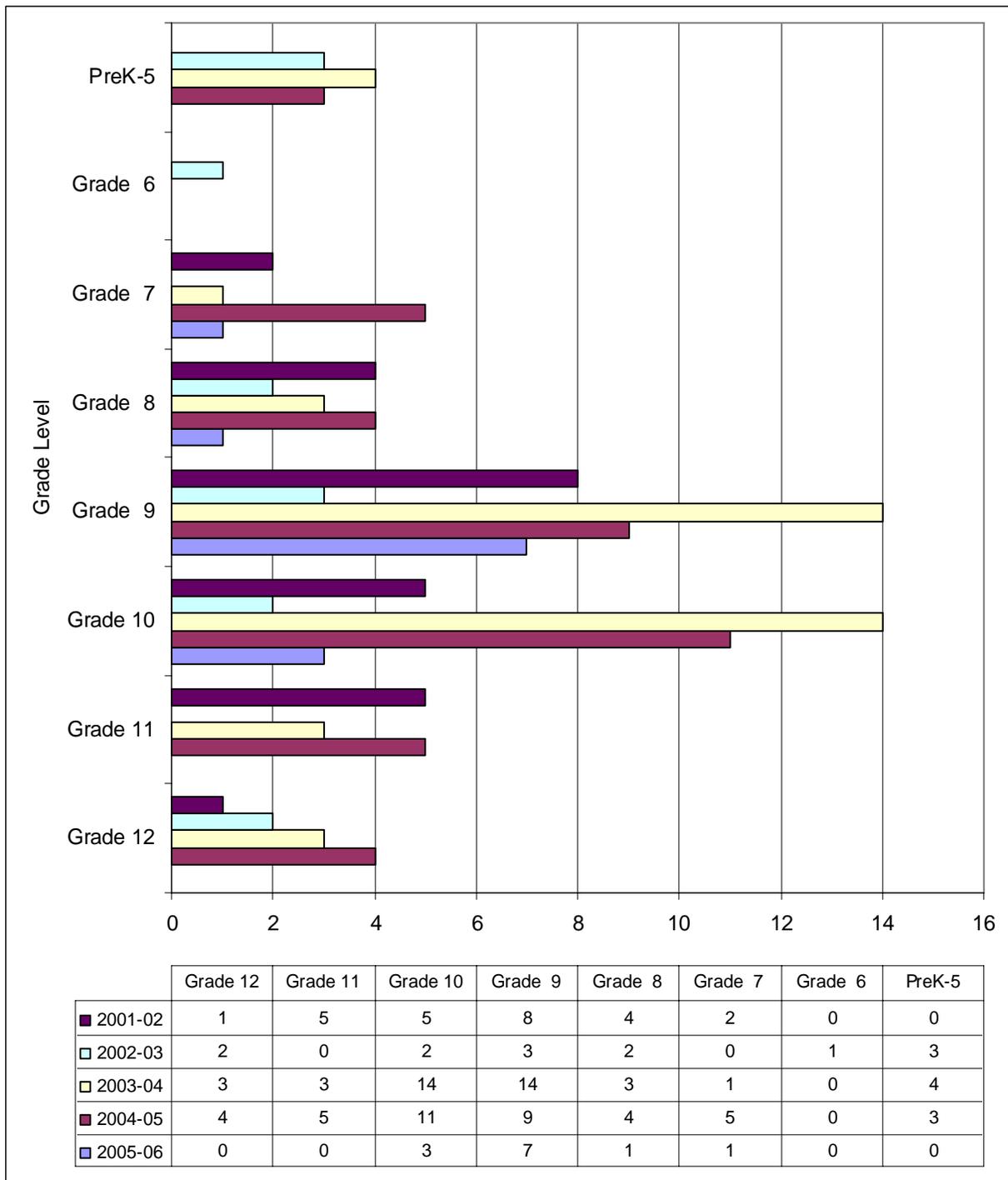


Figure 32. Charter School Long-Term Suspensions by Grade Level.

- Over the past five 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.

Multiple Short-Term Suspensions

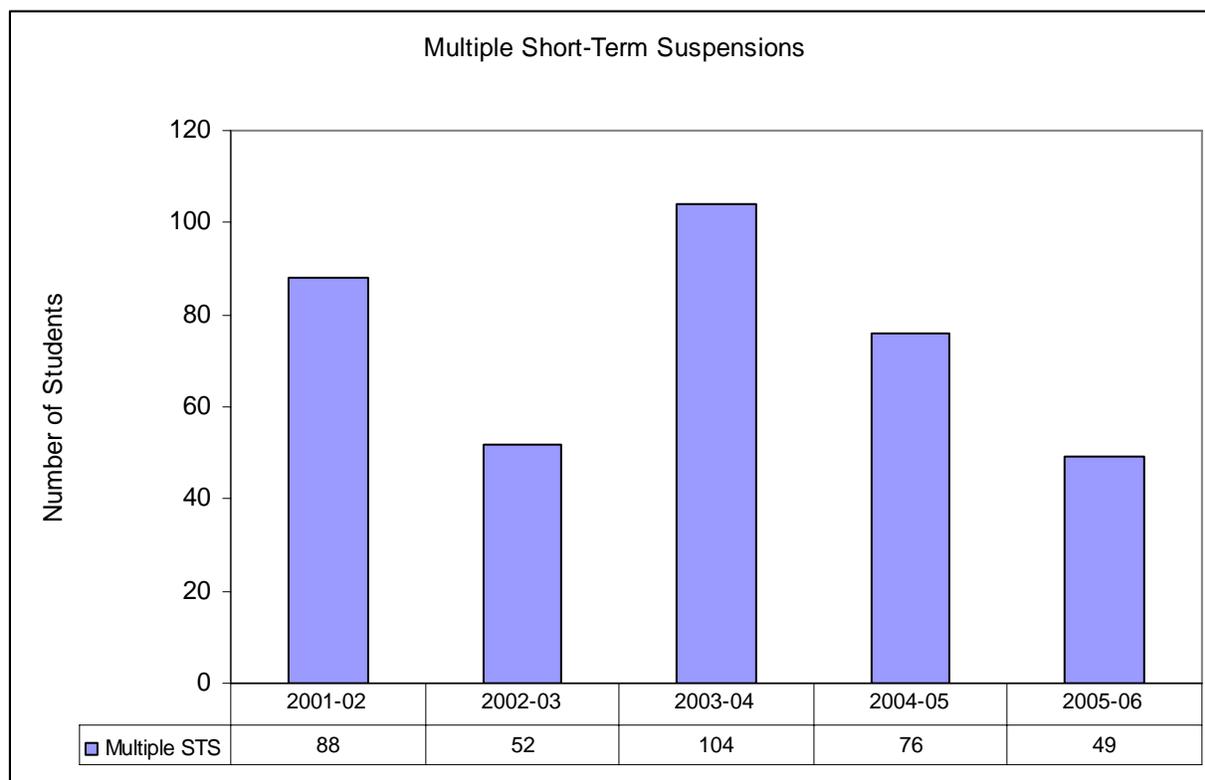


Figure 33. Number of Charter School Students with Multiple Short-Term Suspensions Summing to More than 10 Days.

- Forty-nine charter school students were short-term suspended multiple times totaling more than 10 days in 2005-06, a 36% decrease from 2004-05.

Multiple Short-Term Suspensions

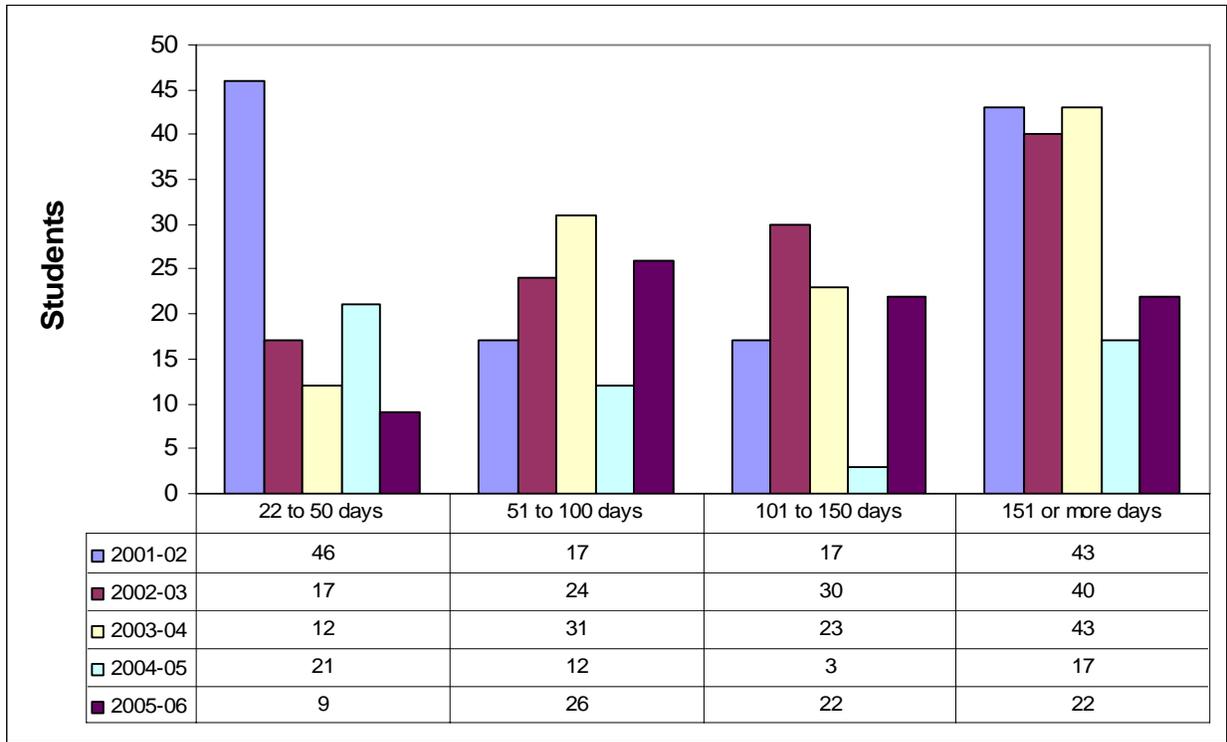


Figure 34. Duration of Multiple Short-Term Suspensions Given to Charter School Students.

- Over half (57%) of all multiple short-term charter school suspensions in 2005-06 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 both 2004-05 and 2005-06.

Section 2.3: Charter School Expulsions

Eighteen students were expelled from charter schools in 2005-06. It was the largest number since 2002-03, when 28 charter school students were expelled.

Charter School Expulsions by Gender

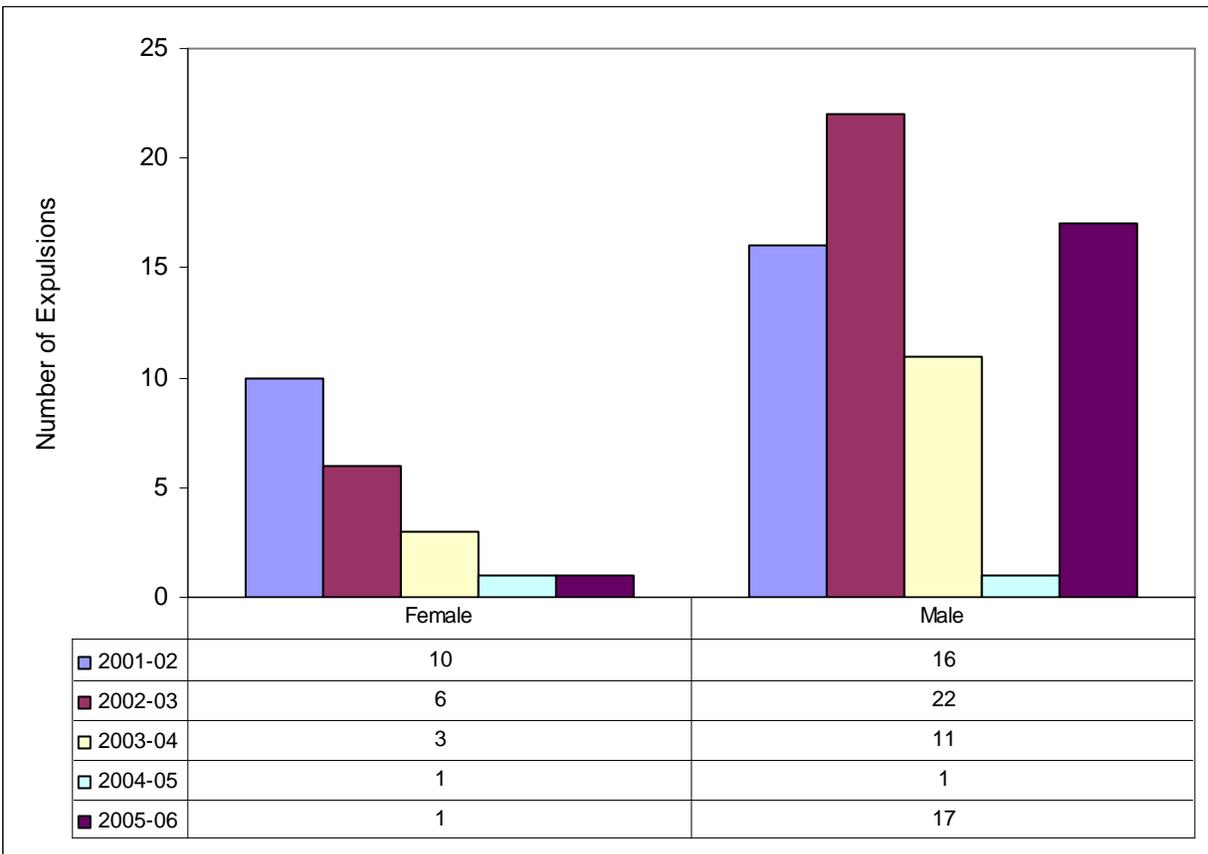


Figure 35. Charter School Expulsions by Gender.

- All but one of the 18 students expelled from charter schools in 2005-06 were male.

Charter School Expulsions by Ethnicity

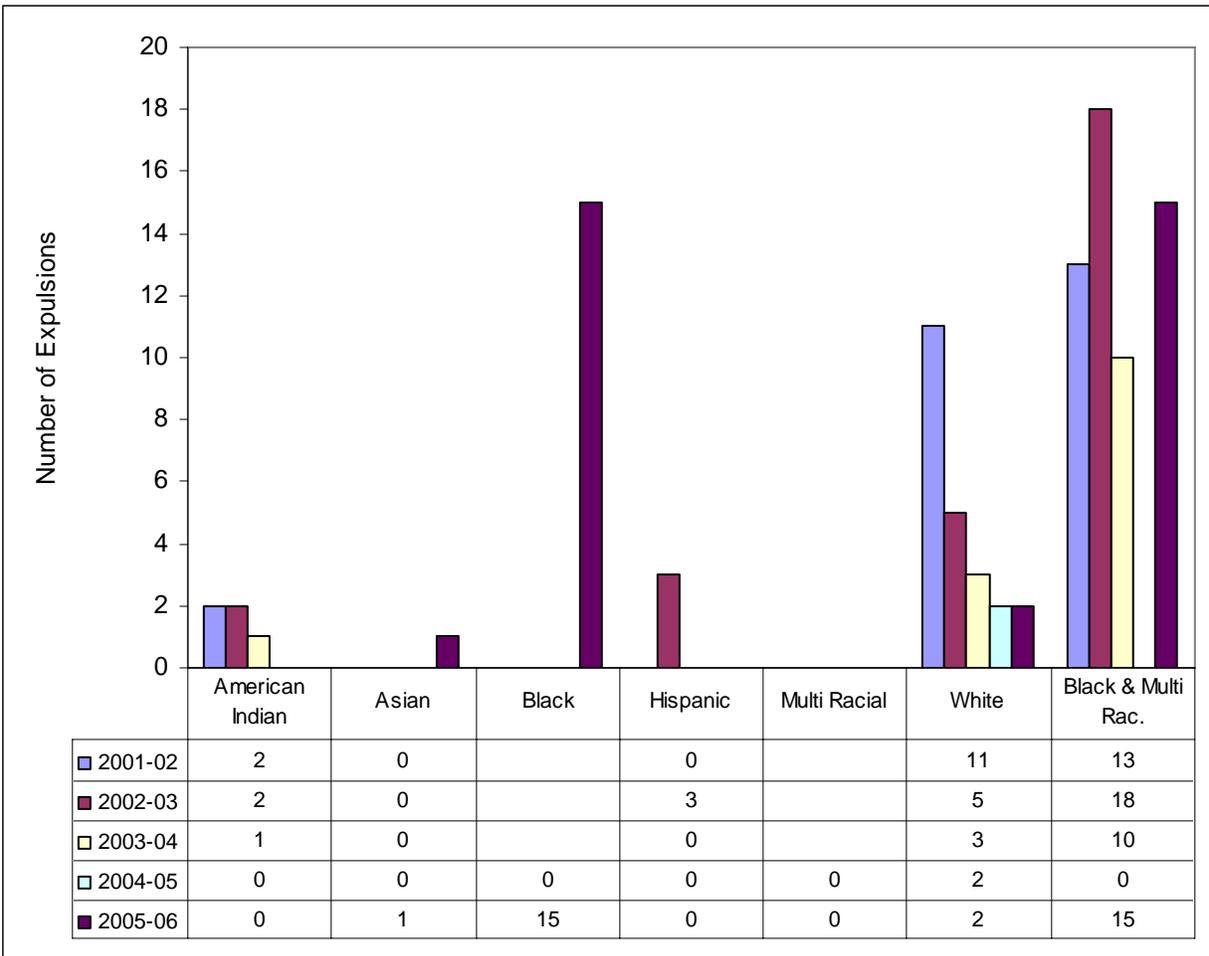


Figure 36. Charter School Expulsions by Ethnicity.

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

Charter School Expulsions by Grade Level

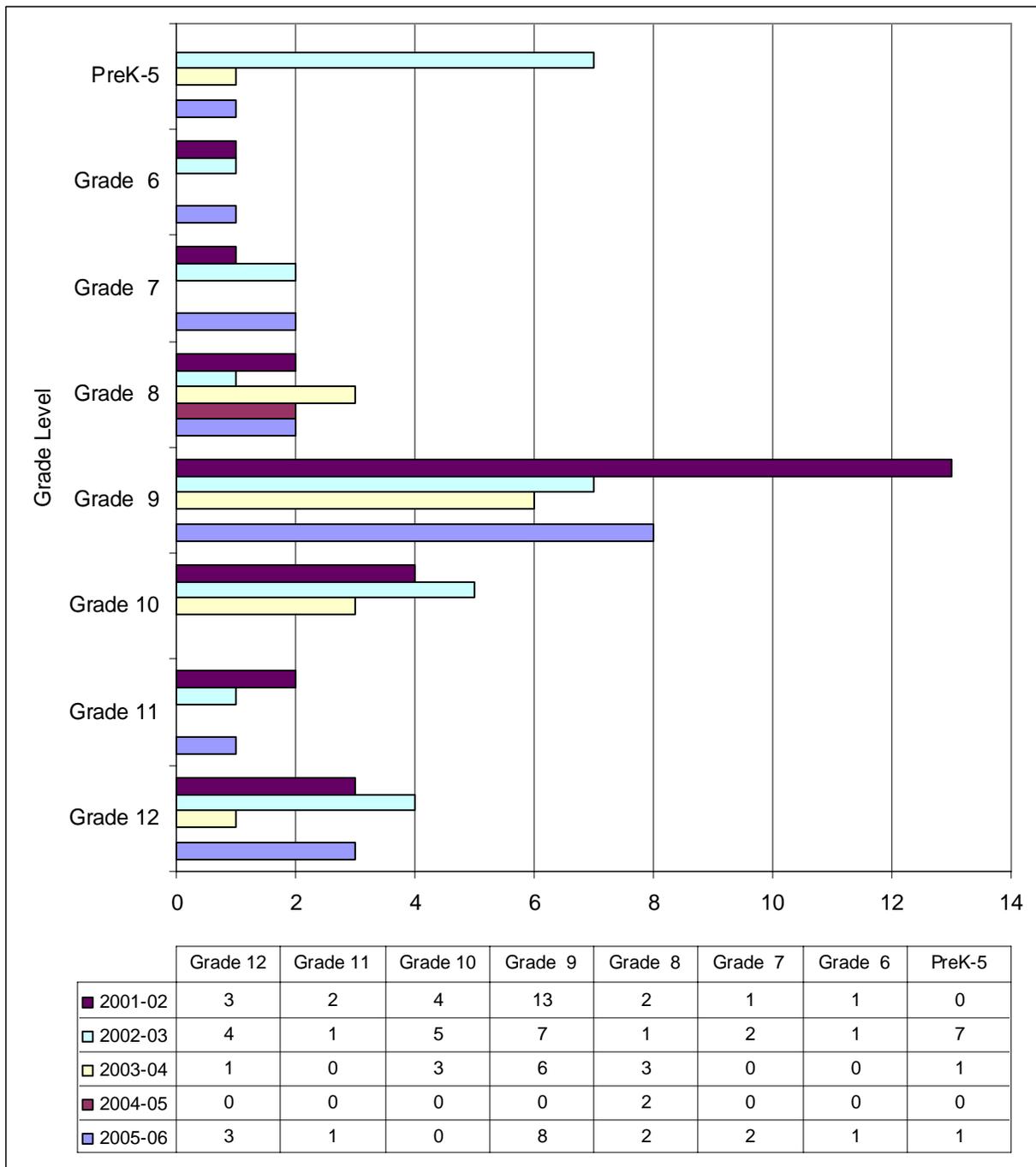


Figure 37. Charter School Expulsions by Grade Level.

- Similar to the pattern seen in long-term suspensions, grades 8 through 12 have been the most common grades for expulsions in charter schools.

Section 3.1: Alternative Learning Program Placements

Alternative schools and programs (ALPs) reported 16,476 student placements in 2005-06, a decrease of 3.4% from 2004-05. There were 15,387 individual students placed in ALPs over the course of the 2005-06 school year.

ALP Student Placements by Gender

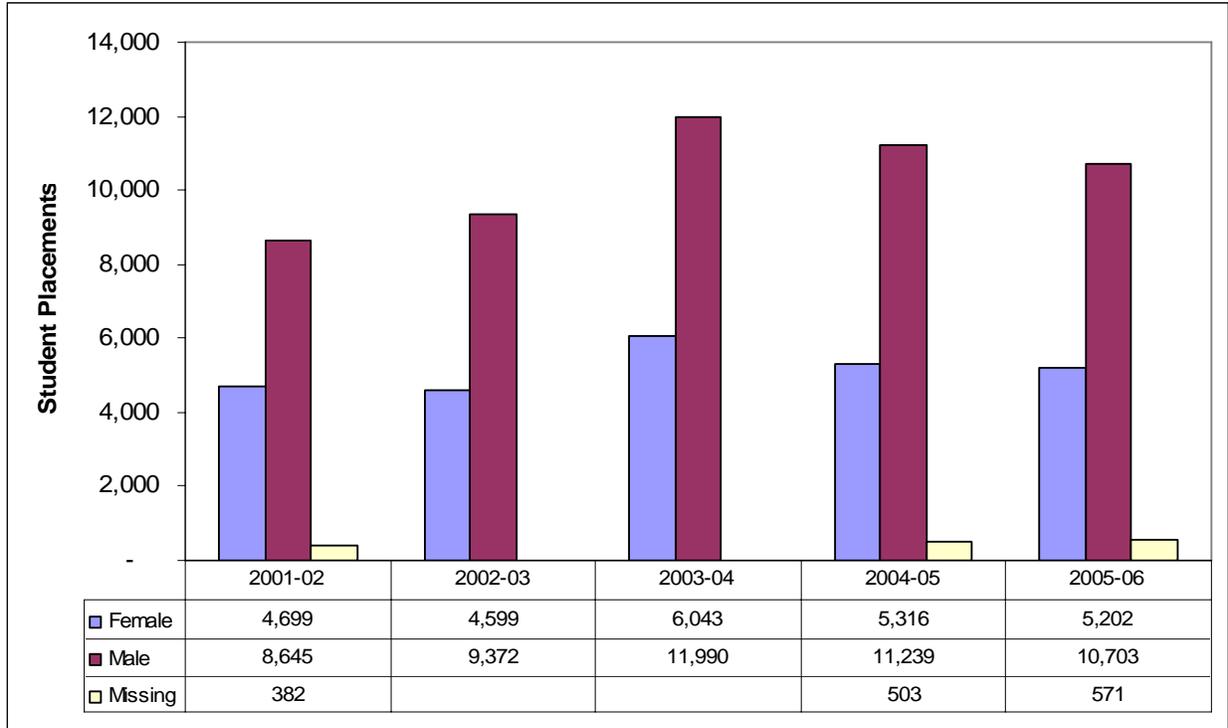


Figure 38. ALP Placements by Gender.

- Over the last five years, males were placed in alternative learning programs at approximately twice the rate of females.
- In 2005-06, both male and female placements decreased slightly from 2004-05.

ALP Student Placements by Ethnicity

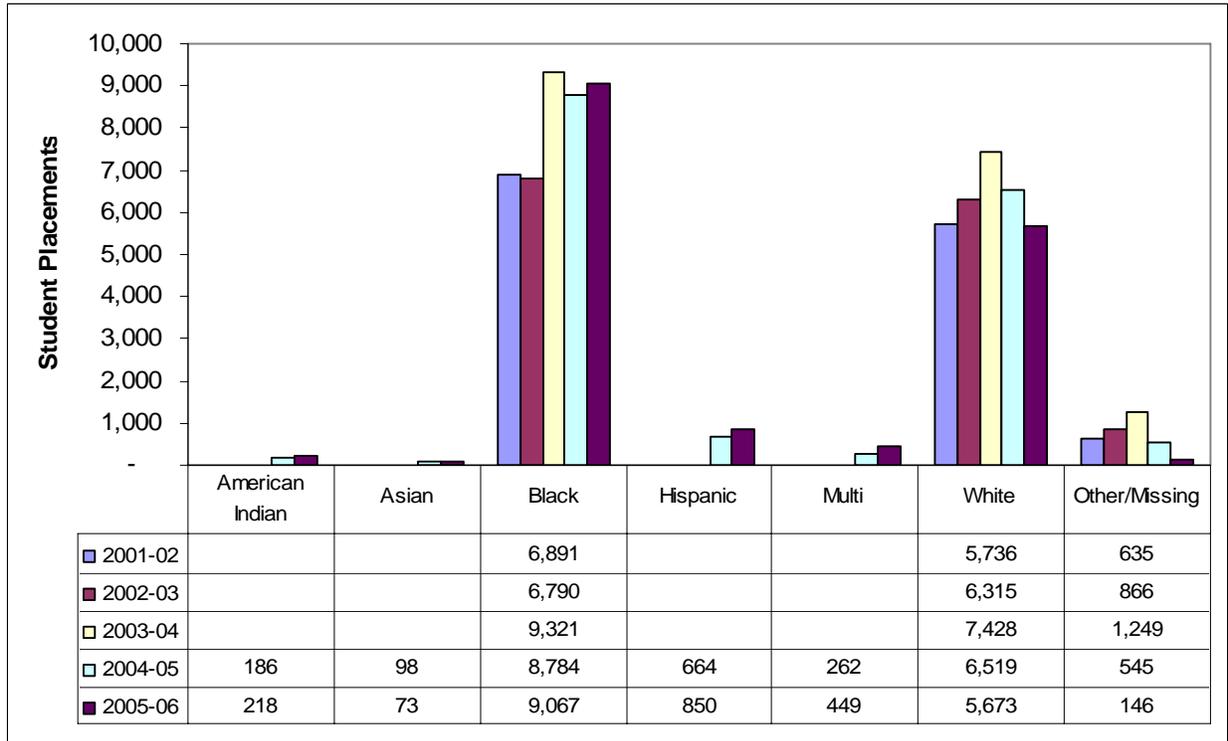


Figure 39. ALP Placements by Ethnicity.

- Over the last five years, Black students have been placed in ALP programs most frequently, followed by White students.
- In 2005-06, the number of placements of Black students into ALP programs increased by 3.2% over 2004-05.
- The number of White students decreased by 13%.

ALP Student Placements by Grade

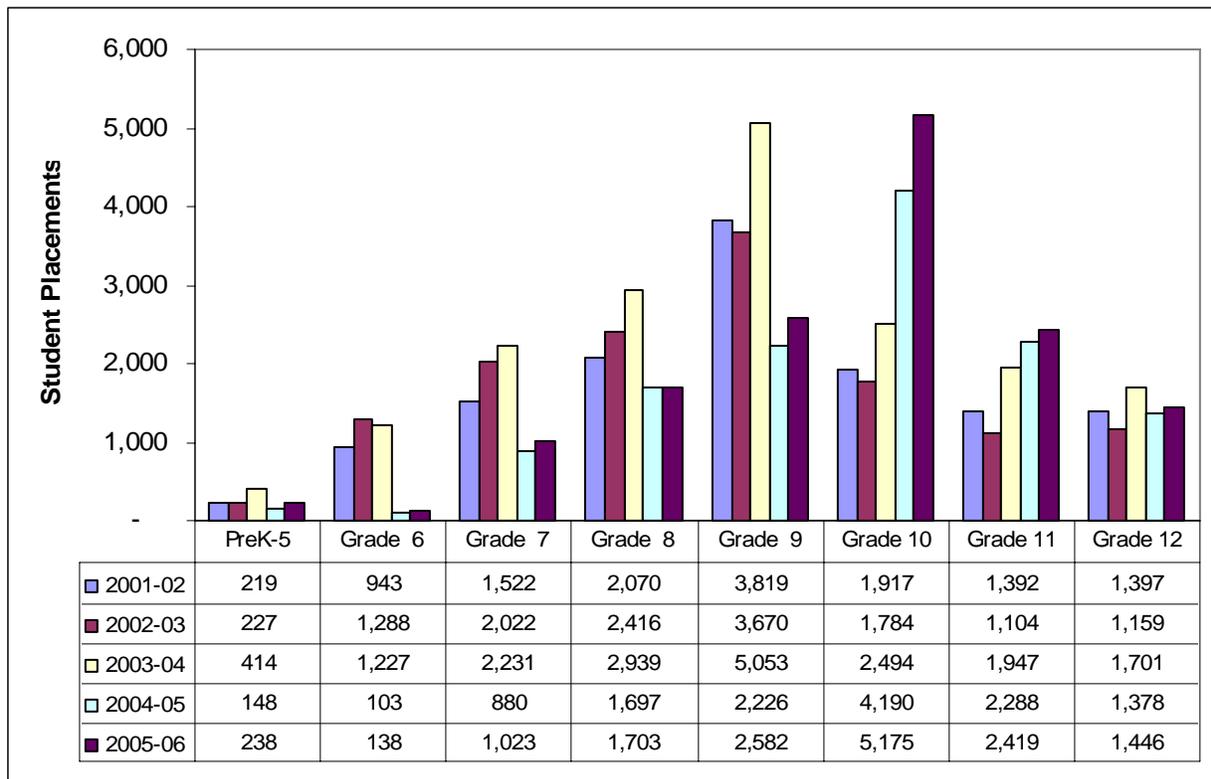


Figure 40. ALP Placements by Grade Level.

- From 2001-02 to 2003-04, ninth graders were the students most frequently placed in ALP programs; however, over the last two years, tenth graders were placed in ALPs more frequently than students at any other grade level.
- From 2004-05 to 2005-06, the number of ALP placements of tenth graders increased by 23.5%.

ALP Placements for Students Receiving Special Education Services

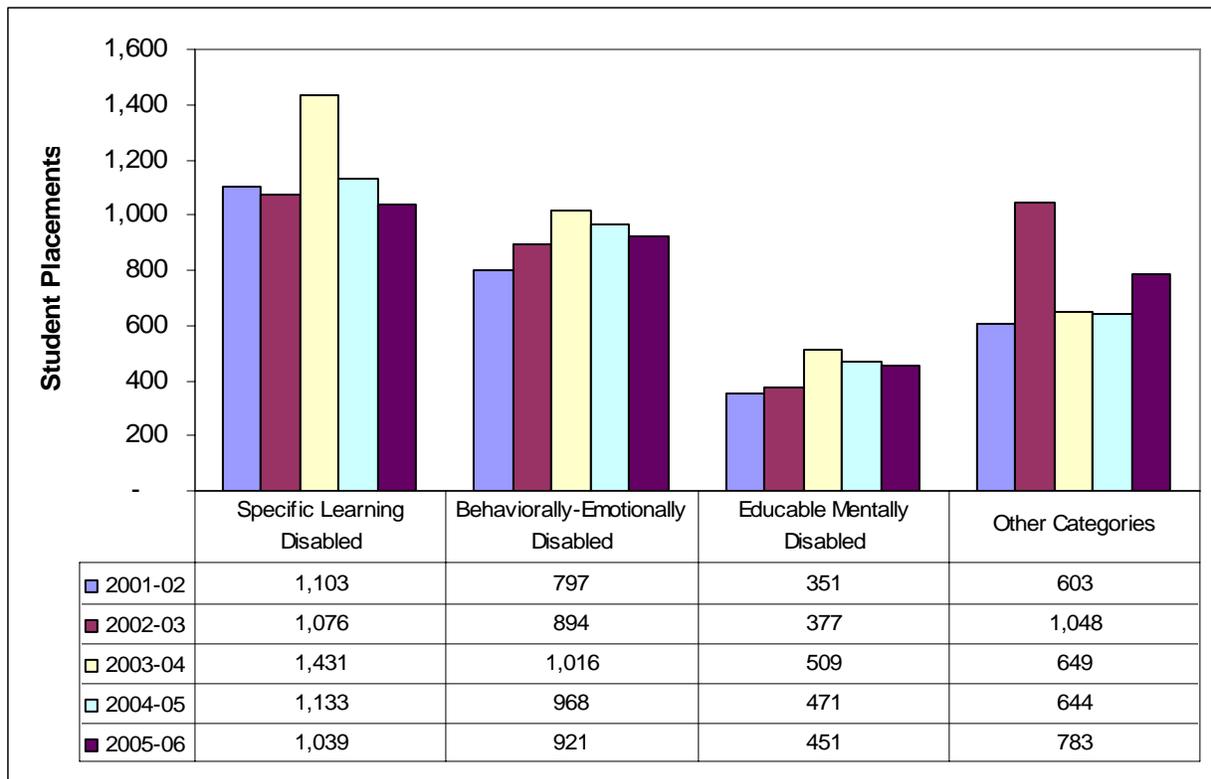


Figure 41. ALP Placements of Students Receiving Special Education Services.

- From 2004-05 to 2005-06, the number of special education student placements in ALP programs decreased less than one percent.
- Placements of EC students in the three historically largest categories of ALP placements declined slightly in 2005-06.

Appendix
LEA and Charter School Totals of Suspensions and Expulsions
by Ethnicity and Gender
2005-06

Appendix: LEA and Charter School Totals of Suspensions and Expulsions--by Ethnicity and Gender

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2005-06	# Long-Term Suspensions, 2005-06	# Expulsions, 2005-06
Alamance-Burlington Schools (010)	Female	American Indian	5	0	0
	Female	Black	663	12	0
	Female	Hispanic	105	4	0
	Female	Multi	12	0	0
	Female	White	375	3	0
	Female	Other/Missing	6	0	0
	Male	American Indian	22	0	0
	Male	Black	1,572	18	0
	Male	Hispanic	402	10	0
	Male	Multi	121	0	0
	Male	White	1,353	14	0
	Male	Other/Missing	10	0	0
	Alexander County Schools (020)	Female	Asian	1	0
Female		Black	31	0	0
Female		Hispanic	12	0	0
Female		White	160	1	0
Male		Asian	5	0	0
Male		Black	72	1	0
Male		Hispanic	37	0	0
Male		Multi	17	0	0
Male		White	513	0	0
Alleghany County Schools (030)	Female	White	13	0	0
	Male	Black	1	0	0
	Male	Hispanic	2	0	0
	Male	Multi	1	0	0
	Male	White	39	0	0
Anson County Schools (040)	Female	American Indian	1	0	0
	Female	Asian	1	0	0
	Female	Black	680	0	0
	Female	Hispanic	4	0	0
	Female	White	76	0	0
	Female	Other/Missing	13	0	0
	Male	American Indian	6	0	0
	Male	Asian	8	0	0
	Male	Black	1,242	4	1
	Male	Hispanic	18	0	0
	Male	White	205	2	0
	Male	Other/Missing	14	0	0
	Ashe County Schools (050)	Female	Black	1	0
Female		Hispanic	6	0	0
Female		White	43	0	0
Male		Black	1	0	0
Male		Hispanic	5	0	0
Male		Multi	2	0	0

Appendix: LEA and Charter School Totals of Suspensions and Expulsions--by Ethnicity and Gender

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2005-06	# Long-Term Suspensions, 2005-06	# Expulsions, 2005-06
Avery County Schools (060)	Male	White	194	1	0
	Female	Asian	1	0	0
	Female	Black	5	0	0
	Female	Hispanic	1	0	0
	Female	White	33	0	0
	Male	Hispanic	1	0	0
Beaufort County Schools (070)	Male	White	212	2	0
	Female	Black	424	0	0
	Female	Hispanic	12	0	0
	Female	Multi	16	0	0
	Female	White	161	0	0
	Male	American Indian	1	0	0
Bertie County Schools (080)	Male	Black	1,133	1	0
	Male	Hispanic	58	0	0
	Male	Multi	36	0	0
	Male	White	550	2	0
	Female	Black	86	0	0
	Female	White	1	0	0
Bladen County Schools (090)	Male	Black	209	0	0
	Male	Hispanic	3	0	0
	Male	White	18	0	0
	Female	American Indian	7	0	0
	Female	Asian	1	0	0
	Female	Black	184	3	0
Brunswick County Schools (100)	Female	Hispanic	7	0	0
	Female	Multi	1	0	0
	Female	White	42	0	0
	Male	American Indian	11	0	0
	Male	Black	569	7	0
	Male	Hispanic	16	3	0
Brunswick County Schools (100)	Male	Multi	4	0	0
	Male	White	226	4	0
	Male	Other/Missing	2	0	0
	Female	American Indian	4	0	0
	Female	Black	266	0	0
	Female	Hispanic	16	0	0
Brunswick County Schools (100)	Female	Multi	23	0	0
	Female	White	311	0	0
	Female	Other/Missing	3	0	0
	Male	American Indian	10	0	0
	Male	Asian	9	0	0
	Male	Black	624	0	0
Brunswick County Schools (100)	Male	Hispanic	55	0	0
	Male	Multi	34	0	0

Appendix: LEA and Charter School Totals of Suspensions and Expulsions--by Ethnicity and Gender

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2005-06	# Long-Term Suspensions, 2005-06	# Expulsions, 2005-06
	Male	White	884	0	0
	Male	Other/Missing	25	0	0
	Missing	Other/Missing	63	0	0
Buncombe County Schools (110)	Female	American Indian	4	0	0
	Female	Black	207	1	0
	Female	Hispanic	21	1	0
	Female	Multi	55	0	0
	Female	White	678	5	0
	Male	American Indian	24	0	0
	Male	Asian	3	1	0
	Male	Black	447	7	0
	Male	Hispanic	106	3	0
	Male	Multi	158	1	0
	Male	White	2,143	16	1
	Missing	Other/Missing	11	0	0
Asheville City Schools (111)	Female	Black	351	0	0
	Female	Hispanic	6	0	0
	Female	Multi	44	0	0
	Female	White	54	0	0
	Male	Black	750	1	0
	Male	Hispanic	14	0	0
	Male	Multi	74	0	0
	Male	White	157	2	0
	Missing	Other/Missing	30	0	0
Burke County Schools (120)	Female	American Indian	5	0	0
	Female	Asian	9	0	0
	Female	Black	47	0	0
	Female	Hispanic	16	0	0
	Female	Multi	22	0	0
	Female	White	419	0	0
	Male	American Indian	7	0	0
	Male	Asian	35	0	0
	Male	Black	128	0	0
	Male	Hispanic	60	0	0
	Male	Multi	57	0	0
	Male	White	1,096	1	0
	Male	Other/Missing	1	0	0
	Missing	Other/Missing	4	0	0
Cabarrus County Schools (130)	Female	American Indian	5	1	0
	Female	Asian	7	1	0
	Female	Black	568	13	0
	Female	Hispanic	104	4	0
	Female	Multi	32	0	0
	Female	White	683	21	0

Appendix: LEA and Charter School Totals of Suspensions and Expulsions--by Ethnicity and Gender

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2005-06	# Long-Term Suspensions, 2005-06	# Expulsions, 2005-06
	Male	American Indian	15	2	0
	Male	Asian	8	2	0
	Male	Black	1,422	52	0
	Male	Hispanic	323	11	0
	Male	Multi	84	2	0
	Male	White	1,857	75	0
	Male	Other/Missing	6	0	0
Kannapolis City Schools (132)	Female	American Indian	1	0	0
	Female	Asian	3	0	0
	Female	Black	215	0	0
	Female	Hispanic	50	0	0
	Female	Multi	10	0	0
	Female	White	112	0	0
	Male	American Indian	1	0	0
	Male	Asian	7	0	0
	Male	Black	348	6	0
	Male	Hispanic	86	1	0
	Male	Multi	30	1	0
	Male	White	321	4	0
Caldwell County Schools (140)	Female	Black	41	0	0
	Female	Hispanic	15	0	0
	Female	Multi	9	0	0
	Female	White	412	0	0
	Male	American Indian	5	0	0
	Male	Asian	2	0	0
	Male	Black	189	0	0
	Male	Hispanic	54	0	0
	Male	Multi	48	0	0
	Male	White	918	1	0
	Male	Other/Missing	1	0	0
	Missing	Other/Missing	23	0	0
Camden County Schools (150)	Female	Black	5	0	0
	Female	White	49	0	0
	Male	Asian	2	0	0
	Male	Black	49	0	0
	Male	White	142	0	0
Carteret County Public Schools (160)	Female	American Indian	1	0	0
	Female	Asian	3	0	0
	Female	Black	31	0	0
	Female	Hispanic	6	0	0
	Female	Multi	11	0	0
	Female	White	242	2	0
	Male	American Indian	2	0	0
	Male	Asian	8	0	0

Appendix: LEA and Charter School Totals of Suspensions and Expulsions--by Ethnicity and Gender

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2005-06	# Long-Term Suspensions, 2005-06	# Expulsions, 2005-06
	Male	Black	110	1	0
	Male	Hispanic	13	0	0
	Male	Multi	43	1	0
	Male	White	859	5	0
Caswell County Schools (170)	Female	Black	158	2	0
	Female	Hispanic	1	0	0
	Female	Multi	1	0	0
	Female	White	125	1	0
	Male	American Indian	2	0	0
	Male	Black	351	2	1
	Male	Hispanic	8	0	0
	Male	Multi	13	0	0
	Male	White	257	3	0
Catawba County Schools (180)	Female	American Indian	1	0	0
	Female	Asian	3	0	0
	Female	Black	76	0	0
	Female	Hispanic	22	0	0
	Female	Multi	6	0	0
	Female	White	294	0	0
	Male	American Indian	10	0	0
	Male	Asian	29	0	0
	Male	Black	210	0	0
	Male	Hispanic	59	0	0
	Male	Multi	46	0	0
	Male	White	980	1	0
	Missing	Other/Missing	2	0	0
Hickory City Schools (181)	Female	Asian	2	0	0
	Female	Black	192	0	0
	Female	Hispanic	25	0	0
	Female	Multi	11	0	0
	Female	White	78	0	0
	Male	American Indian	1	0	0
	Male	Asian	5	0	0
	Male	Black	270	0	0
	Male	Hispanic	57	0	1
	Male	Multi	29	0	0
	Male	White	239	0	0
Newton Conover City Schools (182)	Female	Black	11	0	1
	Female	Hispanic	2	0	0
	Female	Multi	4	0	0
	Female	White	26	0	0
	Male	Asian	8	0	0
	Male	Black	25	0	0
	Male	Hispanic	5	0	0

Appendix: LEA and Charter School Totals of Suspensions and Expulsions--by Ethnicity and Gender

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2005-06	# Long-Term Suspensions, 2005-06	# Expulsions, 2005-06
	Male	Multi	2	0	0
	Male	White	29	0	0
	Male	Other/Missing	1	0	0
	Missing	Other/Missing	131	0	0
Chatham County Schools (190)	Female	American Indian	1	0	0
	Female	Black	72	1	0
	Female	Hispanic	15	0	0
	Female	Multi	3	0	0
	Female	White	88	1	0
	Male	American Indian	1	0	0
	Male	Asian	1	0	0
	Male	Black	231	4	0
	Male	Hispanic	101	4	0
	Male	Multi	38	0	0
	Male	White	324	11	0
Cherokee County Schools (200)	Female	American Indian	1	0	0
	Female	Black	5	0	0
	Female	Multi	5	0	0
	Female	White	52	0	0
	Male	American Indian	2	0	0
	Male	Black	23	0	0
	Male	Hispanic	4	0	0
	Male	Multi	4	0	0
	Male	White	174	0	0
Edenton/Chowan Schools (210)	Female	American Indian	1	0	0
	Female	Asian	1	0	0
	Female	Black	89	1	0
	Female	Hispanic	1	0	0
	Female	White	15	0	0
	Male	American Indian	2	0	0
	Male	Asian	2	0	0
	Male	Black	224	1	0
	Male	Hispanic	2	0	0
	Male	Multi	2	0	0
	Male	White	71	1	0
Clay County Schools (220)	Female	White	1	0	0
	Male	White	4	1	0
Cleveland County Schools (230)	Female	American Indian	3	0	0
	Female	Asian	2	0	0
	Female	Black	895	1	0
	Female	Hispanic	18	0	0
	Female	White	455	2	0
	Female	Other/Missing	18	0	0
	Male	American Indian	5	0	0

Appendix: LEA and Charter School Totals of Suspensions and Expulsions--by Ethnicity and Gender

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2005-06	# Long-Term Suspensions, 2005-06	# Expulsions, 2005-06
	Male	Asian	27	0	0
	Male	Black	1,581	0	1
	Male	Hispanic	44	0	0
	Male	White	1,628	0	0
	Male	Other/Missing	81	0	0
Columbus County Schools (240)	Female	American Indian	17	0	0
	Female	Black	344	0	0
	Female	Hispanic	7	0	0
	Female	Multi	9	0	0
	Female	White	70	0	0
	Male	American Indian	38	0	0
	Male	Black	773	0	0
	Male	Hispanic	17	0	0
	Male	Multi	8	0	0
	Male	White	249	0	0
Whiteville City Schools (241)	Female	American Indian	1	0	0
	Female	Black	64	0	0
	Female	Multi	1	0	0
	Female	White	29	1	0
	Male	Asian	2	0	0
	Male	Black	191	1	0
	Male	Hispanic	4	0	0
	Male	Multi	6	0	0
	Male	White	101	1	0
	Missing	Other/Missing	0	1	0
Craven County Schools (250)	Female	American Indian	6	0	0
	Female	Asian	8	0	0
	Female	Black	1,063	3	0
	Female	Hispanic	18	0	0
	Female	Multi	24	0	0
	Female	White	425	3	0
	Male	American Indian	7	0	0
	Male	Asian	15	0	0
	Male	Black	2,125	2	0
	Male	Hispanic	89	0	0
	Male	Multi	72	0	0
	Male	White	1,190	1	0
	Male	Other/Missing	1	0	0
	Missing	Other/Missing	18	0	0
Cumberland County Schools (260)	Female	American Indian	41	4	0
	Female	Asian	4	2	0
	Female	Black	2,068	174	0
	Female	Hispanic	121	8	0
	Female	Multi	81	17	0

Appendix: LEA and Charter School Totals of Suspensions and Expulsions--by Ethnicity and Gender

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2005-06	# Long-Term Suspensions, 2005-06	# Expulsions, 2005-06
	Female	White	427	58	0
	Female	Other/Missing	4	0	0
	Male	American Indian	169	18	0
	Male	Asian	19	3	0
	Male	Black	4,830	467	0
	Male	Hispanic	298	44	0
	Male	Multi	179	25	0
	Male	White	1,485	161	0
	Male	Other/Missing	8	0	0
	Missing	Other/Missing	19	0	0
Currituck County Schools (270)	Female	Asian	4	0	0
	Female	Black	32	0	0
	Female	Hispanic	3	0	0
	Female	White	105	1	0
	Male	American Indian	1	0	0
	Male	Asian	5	0	0
	Male	Black	49	1	0
	Male	Hispanic	16	0	0
	Male	Multi	15	0	0
	Male	White	412	7	0
Dare County Schools (280)	Female	Black	10	1	0
	Female	Hispanic	3	0	0
	Female	White	69	3	0
	Male	Black	18	1	0
	Male	Hispanic	16	0	0
	Male	Multi	7	0	0
	Male	White	310	2	0
	Male	Other/Missing	1	0	0
Davidson County Schools (290)	Female	American Indian	3	0	0
	Female	Asian	2	0	0
	Female	Black	47	0	0
	Female	Hispanic	29	0	0
	Female	Multi	17	0	0
	Female	White	773	3	1
	Male	American Indian	4	0	0
	Male	Asian	29	0	0
	Male	Black	129	1	0
	Male	Hispanic	61	0	0
	Male	Multi	35	0	0
	Male	White	2,465	9	0
	Male	Other/Missing	1	0	0
	Missing	Other/Missing	8	0	0
Lexington City Schools (291)	Female	American Indian	1	0	0
	Female	Asian	5	0	0

Appendix: LEA and Charter School Totals of Suspensions and Expulsions--by Ethnicity and Gender

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2005-06	# Long-Term Suspensions, 2005-06	# Expulsions, 2005-06
	Female	Black	272	2	0
	Female	Hispanic	26	2	0
	Female	White	91	0	0
	Female	Other/Missing	30	0	0
	Male	American Indian	1	1	0
	Male	Asian	27	1	0
	Male	Black	541	8	0
	Male	Hispanic	101	3	0
	Male	White	219	4	0
	Male	Other/Missing	33	1	0
Thomasville City Schools (292)	Female	American Indian	1	0	0
	Female	Asian	2	0	0
	Female	Black	149	0	0
	Female	Hispanic	25	0	0
	Female	Multi	3	0	0
	Female	White	61	0	0
	Male	Asian	5	0	0
	Male	Black	281	0	0
	Male	Hispanic	63	0	0
	Male	Multi	24	0	0
	Male	White	171	0	0
Davie County Schools (300)	Female	Asian	1	0	0
	Female	Black	37	0	0
	Female	Hispanic	2	0	0
	Female	Multi	6	0	0
	Female	White	95	1	0
	Male	Black	45	0	0
	Male	Hispanic	38	0	0
	Male	Multi	16	0	0
	Male	White	329	0	0
Duplin County Schools (310)	Female	American Indian	4	0	0
	Female	Black	623	0	0
	Female	Hispanic	109	0	0
	Female	Multi	36	0	0
	Female	White	154	0	0
	Male	American Indian	6	0	0
	Male	Asian	3	0	0
	Male	Black	1,245	1	1
	Male	Hispanic	568	1	0
	Male	Multi	11	0	0
	Male	White	653	0	0
Durham Public Schools (320)	Female	American Indian	10	0	0
	Female	Asian	5	0	0
	Female	Black	1514	7	0

Appendix: LEA and Charter School Totals of Suspensions and Expulsions--by Ethnicity and Gender

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2005-06	# Long-Term Suspensions, 2005-06	# Expulsions, 2005-06
	Female	Hispanic	111	3	0
	Female	Multi	48	0	0
	Female	White	126	2	0
	Male	American Indian	6	0	0
	Male	Asian	8	1	0
	Male	Black	3669	45	0
	Male	Hispanic	387	13	0
	Male	Multi	90	0	0
	Male	White	409	5	0
Edgecombe County Schools (330)	Female	Black	988	1	0
	Female	Hispanic	3	0	0
	Female	Multi	6	0	0
	Female	White	121	0	0
	Male	American Indian	7	0	0
	Male	Asian	1	0	0
	Male	Black	2,345	2	0
	Male	Hispanic	38	0	0
	Male	Multi	39	0	0
	Male	White	595	4	0
Forsyth County Schools (340)	Female	American Indian	17	0	0
	Female	Asian	4	0	0
	Female	Black	3,314	13	1
	Female	Hispanic	406	0	0
	Female	Multi	114	2	0
	Female	White	708	3	2
	Female	Other/Missing	1	0	0
	Male	American Indian	40	0	0
	Male	Asian	23	0	0
	Male	Black	6,552	41	15
	Male	Hispanic	969	4	2
	Male	Multi	212	1	1
	Male	White	2,037	6	12
	Male	Other/Missing	8	0	0
	Missing	White	1	0	0
	Missing	Other/Missing	130	0	0
Franklin County Schools (350)	Female	Black	349	0	1
	Female	Hispanic	26	0	0
	Female	Multi	9	0	0
	Female	White	139	4	0
	Male	American Indian	3	0	0
	Male	Asian	5	0	0
	Male	Black	800	13	7
	Male	Hispanic	127	1	0
	Male	Multi	40	0	0

Appendix: LEA and Charter School Totals of Suspensions and Expulsions--by Ethnicity and Gender

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2005-06	# Long-Term Suspensions, 2005-06	# Expulsions, 2005-06
	Male	White	540	7	1
	Missing	Other/Missing	2	0	0
Gaston County Schools (360)	Female	American Indian	1	0	0
	Female	Asian	7	0	0
	Female	Black	1,191	7	2
	Female	Hispanic	75	0	0
	Female	Multi	29	0	0
	Female	White	1,463	5	0
	Male	American Indian	10	0	0
	Male	Asian	22	0	0
	Male	Black	2,410	11	2
	Male	Hispanic	222	2	0
	Male	Multi	80	0	0
	Male	White	3,552	20	0
Gates County Schools (370)	Female	Black	37	0	0
	Female	Multi	1	0	0
	Female	White	39	0	0
	Male	Black	190	1	0
	Male	Hispanic	1	0	0
	Male	Multi	5	0	0
	Male	White	144	0	0
	Missing	Other/Missing	3	0	0
Graham County Schools (380)	Female	American Indian	3	0	0
	Female	White	4	0	0
	Male	American Indian	2	0	0
	Male	White	66	0	0
	Missing	Other/Missing	2	0	0
Granville County Schools (390)	Female	American Indian	1	0	0
	Female	Asian	10	1	0
	Female	Black	458	8	0
	Female	Hispanic	12	0	0
	Female	Multi	7	0	0
	Female	White	209	4	0
	Male	American Indian	1	0	0
	Male	Asian	20	0	0
	Male	Black	1,349	60	0
	Male	Hispanic	84	2	0
	Male	Multi	19	2	0
	Male	White	896	32	0
	Missing	Other/Missing	2	0	0
Greene County Schools (400)	Female	Asian	1	0	0
	Female	Black	340	0	0
	Female	Hispanic	20	0	0
	Female	Multi	1	0	0

Appendix: LEA and Charter School Totals of Suspensions and Expulsions--by Ethnicity and Gender

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2005-06	# Long-Term Suspensions, 2005-06	# Expulsions, 2005-06
	Female	White	49	0	0
	Male	Black	606	0	0
	Male	Hispanic	63	0	0
	Male	Multi	9	0	0
	Male	White	162	0	0
Guilford County Schools (410)	Female	American Indian	17	2	0
	Female	Asian	47	1	0
	Female	Black	2952	97	0
	Female	Hispanic	103	2	0
	Female	Multi	134	3	0
	Female	White	497	13	0
	Male	American Indian	52	2	0
	Male	Asian	123	5	0
	Male	Black	6566	318	0
	Male	Hispanic	410	10	0
	Male	Multi	325	12	0
	Male	White	2010	51	0
Halifax County Schools (420)	Female	American Indian	26	0	0
	Female	Black	472	2	0
	Female	Multi	1	0	0
	Female	White	3	0	0
	Male	American Indian	50	0	0
	Male	Black	1,098	12	0
	Male	Hispanic	0	1	0
	Male	Multi	5	0	0
	Male	White	26	1	0
	Male	Other/Missing	1	0	0
Roanoke Rapids City Schools (421)	Female	American Indian	1	0	0
	Female	Black	87	0	0
	Female	White	67	0	0
	Male	American Indian	2	0	0
	Male	Asian	1	0	0
	Male	Black	219	0	0
	Male	Hispanic	20	0	0
	Male	Multi	5	0	0
	Male	White	216	0	0
Weldon City Schools (422)	Female	Black	18	0	0
	Male	American Indian	1	0	0
	Male	Black	45	0	0
	Male	White	2	0	0
	Missing	Other/Missing	1	0	0
Harnett County Schools (430)	Female	American Indian	3	0	0
	Female	Asian	1	0	0
	Female	Black	455	0	0

Appendix: LEA and Charter School Totals of Suspensions and Expulsions--by Ethnicity and Gender

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2005-06	# Long-Term Suspensions, 2005-06	# Expulsions, 2005-06
	Female	Hispanic	58	0	0
	Female	Multi	29	0	0
	Female	White	249	1	0
	Male	American Indian	11	0	0
	Male	Asian	3	0	0
	Male	Black	1,084	1	0
	Male	Hispanic	112	1	0
	Male	Multi	48	0	0
	Male	White	772	4	0
Haywood County Schools (440)	Female	American Indian	6	0	0
	Female	Black	2	1	0
	Female	Hispanic	3	0	0
	Female	Multi	8	1	0
	Female	White	230	12	0
	Male	American Indian	4	0	0
	Male	Asian	1	0	0
	Male	Black	8	0	0
	Male	Hispanic	4	0	0
	Male	Multi	5	0	0
	Male	White	654	29	0
	Missing	Other/Missing	1	0	0
Henderson County Schools (450)	Female	American Indian	1	0	0
	Female	Asian	1	0	0
	Female	Black	13	0	0
	Female	Hispanic	5	0	0
	Female	Multi	5	0	0
	Female	White	76	1	0
	Male	American Indian	5	0	0
	Male	Black	26	1	0
	Male	Hispanic	78	0	0
	Male	Multi	16	0	0
	Male	White	330	0	0
Hertford County Schools (460)	Female	Black	592	1	0
	Female	Hispanic	1	0	0
	Female	Multi	4	0	0
	Female	White	52	0	0
	Male	American Indian	4	0	0
	Male	Black	962	12	0
	Male	Hispanic	2	0	0
	Male	White	101	1	0
Hoke County Schools (470)	Female	American Indian	78	0	0
	Female	Asian	1	0	0
	Female	Black	302	2	0
	Female	Hispanic	10	0	0

Appendix: LEA and Charter School Totals of Suspensions and Expulsions--by Ethnicity and Gender

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2005-06	# Long-Term Suspensions, 2005-06	# Expulsions, 2005-06
	Female	Multi	4	0	0
	Female	White	68	1	0
	Male	American Indian	166	1	0
	Male	Asian	1	0	0
	Male	Black	743	18	0
	Male	Hispanic	27	0	0
	Male	Multi	32	0	0
	Male	White	176	7	0
	Male	Other/Missing	0	1	0
	Missing	Other/Missing	2	0	0
Hyde County Schools (480)	Female	Black	40	0	0
	Female	White	14	1	0
	Male	Black	106	2	0
	Male	Hispanic	7	0	0
	Male	White	47	0	0
Iredell-Statesville Schools (490)	Female	American Indian	3	0	0
	Female	Asian	4	0	0
	Female	Black	318	0	0
	Female	Hispanic	33	0	0
	Female	Multi	17	0	0
	Female	White	392	0	0
	Male	American Indian	6	0	0
	Male	Asian	25	0	0
	Male	Black	901	0	0
	Male	Hispanic	130	0	0
	Male	Multi	33	0	0
	Male	White	1,492	0	0
	Missing	Other/Missing	11	0	0
Mooreville City Schools (491)	Female	American Indian	1	0	0
	Female	Black	113	0	0
	Female	Hispanic	4	0	0
	Female	Multi	1	0	0
	Female	White	133	0	0
	Male	Asian	8	0	0
	Male	Black	291	0	0
	Male	Hispanic	26	0	0
	Male	Multi	16	0	0
	Male	White	427	0	0
	Missing	Other/Missing	2	0	0
Jackson County Schools (500)	Female	American Indian	32	0	0
	Female	Hispanic	3	0	0
	Female	Multi	1	0	0
	Female	White	106	0	0
	Male	American Indian	47	0	0

Appendix: LEA and Charter School Totals of Suspensions and Expulsions--by Ethnicity and Gender

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2005-06	# Long-Term Suspensions, 2005-06	# Expulsions, 2005-06
	Male	Black	4	0	0
	Male	Hispanic	20	0	0
	Male	Multi	6	0	0
	Male	White	265	0	0
Johnston County Schools (510)	Female	American Indian	5	0	0
	Female	Asian	2	0	0
	Female	Black	666	9	2
	Female	Hispanic	147	2	0
	Female	Multi	47	1	0
	Female	White	559	4	0
	Female	Other/Missing	12	0	0
	Male	American Indian	5	0	0
	Male	Asian	9	0	0
	Male	Black	1,860	14	0
	Male	Hispanic	488	6	0
	Male	Multi	69	1	0
	Male	White	1,893	12	0
	Male	Other/Missing	23	0	0
Jones County Schools (520)	Female	Black	26	0	0
	Female	White	5	0	0
	Male	Black	48	0	0
	Male	Hispanic	1	0	0
	Male	Multi	1	0	0
	Male	White	25	0	0
Lee County Schools (530)	Female	American Indian	3	0	0
	Female	Asian	1	0	0
	Female	Black	243	4	0
	Female	Hispanic	62	3	0
	Female	Multi	10	0	0
	Female	White	101	4	0
	Male	American Indian	5	0	0
	Male	Asian	2	0	0
	Male	Black	698	13	0
	Male	Hispanic	309	3	0
	Male	Multi	52	2	0
	Male	White	453	8	0
	Male	Other/Missing	1	0	0
Lenoir County Public Schools (540)	Female	American Indian	4	0	0
	Female	Asian	2	0	0
	Female	Black	678	2	0
	Female	Hispanic	11	0	0
	Female	Multi	16	0	0
	Female	White	156	0	0
	Male	American Indian	3	0	0

Appendix: LEA and Charter School Totals of Suspensions and Expulsions--by Ethnicity and Gender

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2005-06	# Long-Term Suspensions, 2005-06	# Expulsions, 2005-06
	Male	Asian	9	0	0
	Male	Black	1,712	6	0
	Male	Hispanic	70	0	0
	Male	Multi	33	0	0
	Male	White	445	1	0
	Male	Other/Missing	1	0	0
Lincoln County Schools (550)	Female	Black	110	0	0
	Female	Hispanic	35	0	0
	Female	Multi	6	0	0
	Female	White	520	0	0
	Male	American Indian	1	0	0
	Male	Asian	12	0	0
	Male	Black	246	0	0
	Male	Hispanic	99	0	0
	Male	Multi	33	0	0
	Male	White	1,372	0	0
	Male	Other/Missing	2	0	0
Macon County Schools (560)	Female	Hispanic	2	0	0
	Female	White	58	0	0
	Male	Black	3	0	0
	Male	Hispanic	8	0	0
	Male	White	96	0	0
Madison County Schools (570)	Female	American Indian	1	0	0
	Female	Black	1	0	0
	Female	Hispanic	1	0	0
	Female	Multi	1	0	0
	Female	White	76	0	1
	Male	American Indian	9	0	0
	Male	Hispanic	2	0	0
	Male	Multi	3	0	0
	Male	White	282	0	0
	Missing	Other/Missing	144	0	0
Martin County Schools (580)	Female	Black	262	0	0
	Female	Hispanic	1	0	0
	Female	Multi	5	0	0
	Female	White	123	0	0
	Male	Asian	1	0	0
	Male	Black	446	5	0
	Male	Hispanic	6	0	0
	Male	Multi	5	0	0
	Male	White	211	1	0
	Male	Other/Missing	1	0	0
McDowell County Schools (590)	Female	American Indian	1	0	0
	Female	Asian	2	0	0

Appendix: LEA and Charter School Totals of Suspensions and Expulsions--by Ethnicity and Gender

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2005-06	# Long-Term Suspensions, 2005-06	# Expulsions, 2005-06
	Female	Black	17	0	0
	Female	Hispanic	9	1	0
	Female	Multi	2	0	0
	Female	White	230	0	0
	Male	American Indian	1	0	0
	Male	Asian	2	0	0
	Male	Black	34	0	0
	Male	Hispanic	20	0	0
	Male	Multi	10	0	0
	Male	White	528	2	0
	Missing	Other/Missing	34	5	0
Charlotte-Mecklenburg Schools (600)	Female	American Indian	21	0	0
	Female	Asian	57	0	0
	Female	Black	7,913	15	3
	Female	Hispanic	641	1	1
	Female	Multi	127	0	0
	Female	White	802	1	0
	Female	Other/Missing	49	0	0
	Male	American Indian	64	0	0
	Male	Asian	148	0	0
	Male	Black	16,539	12	2
	Male	Hispanic	1,903	2	0
	Male	Multi	290	0	0
	Male	White	2,632	3	0
	Male	Other/Missing	146	0	0
	Missing	Other/Missing	1	0	0
Mitchell County Schools (610)	Female	Hispanic	3	0	0
	Female	White	27	0	0
	Male	Hispanic	2	1	0
	Male	White	65	1	0
Montgomery County Schools (620)	Female	Asian	2	0	0
	Female	Black	135	0	0
	Female	Hispanic	5	0	0
	Female	Multi	8	0	0
	Female	White	95	0	0
	Male	American Indian	2	0	0
	Male	Asian	24	0	0
	Male	Black	224	0	0
	Male	Hispanic	36	0	0
	Male	Multi	12	0	0
	Male	White	191	1	0
Moore County Schools (630)	Female	American Indian	5	0	0
	Female	Asian	1	0	0
	Female	Black	348	0	0

Appendix: LEA and Charter School Totals of Suspensions and Expulsions--by Ethnicity and Gender

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2005-06	# Long-Term Suspensions, 2005-06	# Expulsions, 2005-06
	Female	Hispanic	15	0	0
	Female	Multi	10	0	0
	Female	White	259	1	0
	Male	American Indian	29	0	0
	Male	Asian	7	0	0
	Male	Black	759	0	0
	Male	Hispanic	95	0	0
	Male	Multi	32	0	0
	Male	White	742	1	0
	Missing	Other/Missing	104	0	0
Nash-Rocky Mount Schools (640)	Female	American Indian	3	0	0
	Female	Asian	6	0	0
	Female	Black	984	8	0
	Female	Hispanic	24	0	0
	Female	Multi	20	1	0
	Female	White	143	1	0
	Male	American Indian	5	0	0
	Male	Asian	18	0	0
	Male	Black	2,282	33	0
	Male	Hispanic	85	0	0
	Male	Multi	41	3	0
	Male	White	512	3	0
	Male	Other/Missing	1	0	0
New Hanover County Schools (650)	Female	American Indian	3	0	0
	Female	Asian	3	0	0
	Female	Black	919	2	0
	Female	Hispanic	28	0	0
	Female	Multi	61	0	0
	Female	White	268	0	0
	Male	American Indian	10	0	0
	Male	Asian	22	0	0
	Male	Black	1,663	4	3
	Male	Hispanic	76	0	0
	Male	Multi	122	1	0
	Male	White	1,046	2	1
	Missing	Other/Missing	68	0	0
Northampton County Schools (660)	Female	Black	350	6	0
	Female	Hispanic	5	0	0
	Female	White	34	0	0
	Male	Asian	1	0	0
	Male	Black	1,083	10	0
	Male	Hispanic	1	0	0
	Male	White	110	1	0
	Male	Other/Missing	7	0	0

Appendix: LEA and Charter School Totals of Suspensions and Expulsions--by Ethnicity and Gender

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2005-06	# Long-Term Suspensions, 2005-06	# Expulsions, 2005-06
	Missing	Other/Missing	1	0	0
Onslow County Schools (670)	Female	American Indian	3	0	0
	Female	Asian	8	0	0
	Female	Black	422	2	0
	Female	Hispanic	42	0	0
	Female	Multi	64	0	0
	Female	White	359	2	0
	Male	American Indian	17	0	0
	Male	Asian	12	0	0
	Male	Black	1,001	3	0
	Male	Hispanic	159	1	0
	Male	Multi	208	2	0
	Male	White	1,264	3	0
Orange County Schools (680)	Female	Black	119	1	0
	Female	Hispanic	3	0	0
	Female	Multi	10	0	0
	Female	White	114	0	0
	Male	Black	374	0	1
	Male	Hispanic	16	0	0
	Male	Multi	16	0	0
	Male	White	366	1	0
Chapel Hill-Carrboro Schools (681)	Female	American Indian	2	0	0
	Female	Black	45	0	0
	Female	Hispanic	3	0	0
	Female	Multi	1	0	0
	Female	White	10	0	0
	Female	Other/Missing	1	0	0
	Male	Asian	10	0	0
	Male	Black	155	0	0
	Male	Hispanic	19	0	0
	Male	Multi	16	0	0
	Male	White	82	1	0
	Male	Other/Missing	16	0	0
	Missing	Other/Missing	2	0	0
Pamlico County Schools (690)	Female	Asian	1	0	0
	Female	Black	91	0	0
	Female	Hispanic	1	0	0
	Female	Multi	1	0	0
	Female	White	137	0	0
	Male	Asian	1	0	0
	Male	Black	209	1	0
	Male	Hispanic	5	0	0
	Male	Multi	7	0	0
	Male	White	232	0	0

Appendix: LEA and Charter School Totals of Suspensions and Expulsions--by Ethnicity and Gender

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2005-06	# Long-Term Suspensions, 2005-06	# Expulsions, 2005-06
	Missing	Other/Missing	2	0	0
Elizabeth City/Pasquotank County (700)	Female	American Indian	2	0	0
	Female	Black	321	3	0
	Female	Hispanic	4	0	0
	Female	Multi	18	0	0
	Female	White	176	1	0
	Female	Other/Missing	2	0	0
	Male	American Indian	2	0	0
	Male	Asian	4	0	0
	Male	Black	992	14	2
	Male	Hispanic	12	0	0
	Male	Multi	34	3	0
	Male	White	548	7	0
	Male	Other/Missing	14	0	0
Pender County Schools (710)	Female	American Indian	1	0	0
	Female	Black	229	3	0
	Female	Hispanic	25	0	0
	Female	Multi	7	0	0
	Female	White	198	0	0
	Male	American Indian	1	0	0
	Male	Asian	2	0	0
	Male	Black	583	5	0
	Male	Hispanic	66	1	0
	Male	Multi	29	0	0
	Male	White	826	5	0
	Male	Other/Missing	6	0	0
Perquimans County Schools (720)	Female	Asian	4	0	0
	Female	Black	52	0	0
	Female	Multi	1	0	0
	Female	White	36	0	0
	Male	Asian	1	0	0
	Male	Black	108	1	0
	Male	Hispanic	6	0	0
	Male	White	106	2	0
Person County Schools (730)	Female	Black	216	3	0
	Female	Hispanic	8	0	0
	Female	Multi	12	0	0
	Female	White	52	0	0
	Male	American Indian	2	0	0
	Male	Asian	4	0	0
	Male	Black	542	9	0
	Male	Hispanic	27	0	0
	Male	Multi	12	0	0
	Male	White	216	4	0

Appendix: LEA and Charter School Totals of Suspensions and Expulsions--by Ethnicity and Gender

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2005-06	# Long-Term Suspensions, 2005-06	# Expulsions, 2005-06
	Male	Other/Missing	2	0	0
Pitt County Schools (740)	Female	American Indian	1	0	0
	Female	Asian	7	0	0
	Female	Black	2,867	36	0
	Female	Hispanic	50	0	0
	Female	Multi	44	1	0
	Female	White	382	5	0
	Male	American Indian	4	0	0
	Male	Asian	15	1	0
	Male	Black	5,654	107	0
	Male	Hispanic	261	7	0
	Male	Multi	109	4	0
	Male	White	1,220	18	1
Polk County Schools (750)	Female	Black	2	0	0
	Female	White	16	1	0
	Male	Black	15	0	0
	Male	Hispanic	4	0	0
	Male	Multi	4	0	0
	Male	White	69	2	0
	Missing	Other/Missing	1	0	0
Randolph County Schools (760)	Female	Asian	9	0	0
	Female	Black	48	0	0
	Female	Hispanic	17	0	0
	Female	Multi	9	0	0
	Female	White	262	5	1
	Female	Other/Missing	1	0	0
	Male	American Indian	1	0	0
	Male	Asian	9	0	0
	Male	Black	72	0	0
	Male	Hispanic	57	1	0
	Male	Multi	17	0	0
	Male	White	693	9	0
Asheboro City Schools (761)	Female	Black	3	0	0
	Female	Multi	3	0	0
	Female	White	4	0	0
	Male	Black	8	0	0
	Male	Hispanic	9	0	0
	Male	White	18	0	0
Richmond County Schools (770)	Female	American Indian	4	0	0
	Female	Black	272	0	0
	Female	Hispanic	3	0	0
	Female	Multi	9	0	0
	Female	White	81	0	0
	Male	American Indian	36	0	0

Appendix: LEA and Charter School Totals of Suspensions and Expulsions--by Ethnicity and Gender

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2005-06	# Long-Term Suspensions, 2005-06	# Expulsions, 2005-06
	Male	Black	476	0	0
	Male	Hispanic	14	0	0
	Male	Multi	12	0	0
	Male	White	251	0	0
	Missing	Other/Missing	228	0	0
Robeson County Schools (780)	Female	American Indian	1,370	9	0
	Female	Asian	7	0	0
	Female	Black	1,132	6	0
	Female	Hispanic	107	0	0
	Female	Multi	28	2	0
	Female	White	313	1	0
	Male	American Indian	3,319	16	0
	Male	Asian	12	0	0
	Male	Black	2,776	30	0
	Male	Hispanic	220	7	0
	Male	Multi	76	0	0
	Male	White	917	10	0
Rockingham County Schools (790)	Female	American Indian	2	0	0
	Female	Black	510	9	1
	Female	Hispanic	29	0	0
	Female	Multi	17	0	0
	Female	White	485	5	0
	Female	Other/Missing	1	0	0
	Male	American Indian	5	0	0
	Male	Asian	2	0	0
	Male	Black	1,100	17	0
	Male	Hispanic	108	0	0
	Male	Multi	74	1	0
	Male	White	1,491	8	0
	Male	Other/Missing	5	0	0
Rowan-Salisbury Schools (800)	Female	American Indian	2	0	0
	Female	Asian	4	0	0
	Female	Black	908	4	0
	Female	Hispanic	56	0	0
	Female	Multi	40	0	0
	Female	White	731	4	0
	Male	American Indian	16	0	0
	Male	Asian	10	0	0
	Male	Black	1,695	12	0
	Male	Hispanic	218	3	0
	Male	Multi	139	1	0
	Male	White	1,967	13	3
Rutherford County Schools (810)	Female	American Indian	1	0	0
	Female	Black	122	0	0

Appendix: LEA and Charter School Totals of Suspensions and Expulsions--by Ethnicity and Gender

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2005-06	# Long-Term Suspensions, 2005-06	# Expulsions, 2005-06
	Female	Hispanic	6	1	0
	Female	Multi	13	0	0
	Female	White	259	19	0
	Male	American Indian	4	0	0
	Male	Black	327	9	0
	Male	Hispanic	27	3	2
	Male	Multi	61	3	0
	Male	White	848	32	0
Sampson County Schools (820)	Female	American Indian	5	0	0
	Female	Black	308	0	0
	Female	Hispanic	71	0	0
	Female	Multi	24	0	0
	Female	White	181	0	0
	Male	American Indian	30	0	0
	Male	Asian	2	0	0
	Male	Black	740	2	0
	Male	Hispanic	265	0	0
	Male	Multi	61	0	0
	Male	White	698	0	0
	Missing	Other/Missing	253	0	0
Clinton City Schools (821)	Female	American Indian	3	0	0
	Female	Black	285	0	0
	Female	Hispanic	19	0	0
	Female	Multi	5	0	0
	Female	White	50	0	0
	Male	American Indian	8	0	0
	Male	Asian	3	0	0
	Male	Black	589	5	0
	Male	Hispanic	67	1	0
	Male	Multi	3	0	0
	Male	White	127	0	0
Scotland County Schools (830)	Female	American Indian	84	0	0
	Female	Black	586	9	0
	Female	Hispanic	5	0	0
	Female	Multi	4	0	0
	Female	White	120	1	0
	Female	Other/Missing	10	0	0
	Male	American Indian	229	3	0
	Male	Asian	4	0	0
	Male	Black	1,393	19	0
	Male	Hispanic	5	0	0
	Male	Multi	6	0	0
	Male	White	424	4	0
	Male	Other/Missing	10	0	0

Appendix: LEA and Charter School Totals of Suspensions and Expulsions--by Ethnicity and Gender

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2005-06	# Long-Term Suspensions, 2005-06	# Expulsions, 2005-06
Stanly County Schools (840)	Female	American Indian	5	0	0
	Female	Asian	9	0	0
	Female	Black	259	2	0
	Female	Hispanic	12	0	0
	Female	Multi	17	1	0
	Female	White	341	3	0
	Male	American Indian	7	0	0
	Male	Asian	21	1	0
	Male	Black	660	9	0
	Male	Hispanic	63	0	0
	Male	Multi	49	0	0
	Male	White	1,412	14	0
	Missing	White	1	0	0
	Missing	Other/Missing	4	0	0
Stokes County Schools (850)	Female	Black	10	0	0
	Female	Hispanic	2	0	0
	Female	Multi	1	0	0
	Female	White	157	0	0
	Male	American Indian	3	0	0
	Male	Black	39	2	0
	Male	Hispanic	6	0	0
	Male	Multi	16	0	0
	Male	White	439	9	0
Surry County Schools (860)	Female	American Indian	1	0	0
	Female	Asian	2	0	0
	Female	Black	18	1	0
	Female	Hispanic	14	0	0
	Female	Multi	7	0	0
	Female	White	154	5	0
	Male	American Indian	3	1	0
	Male	Asian	2	0	0
	Male	Black	42	0	0
	Male	Hispanic	68	2	0
	Male	Multi	25	0	0
Male	White	767	24	0	
Elkin City Schools (861)	Female	Hispanic	2	0	0
	Female	White	8	0	0
	Male	Black	2	0	0
	Male	Hispanic	2	0	0
	Male	White	29	0	0
Mount Airy City Schools (862)	Female	Black	11	0	0
	Female	Multi	2	0	0
	Female	White	6	0	0
	Male	Black	15	0	0

Appendix: LEA and Charter School Totals of Suspensions and Expulsions--by Ethnicity and Gender

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2005-06	# Long-Term Suspensions, 2005-06	# Expulsions, 2005-06
	Male	Hispanic	3	0	0
	Male	Multi	4	0	0
	Male	White	44	3	0
Swain County Schools (870)	Female	American Indian	17	0	0
	Female	White	27	0	0
	Male	American Indian	12	0	0
	Male	White	61	0	0
Transylvania County Schools (880)	Female	Black	16	0	0
	Female	Multi	12	0	0
	Female	White	70	4	0
	Male	Asian	1	0	0
	Male	Black	18	2	0
	Male	Hispanic	1	0	0
	Male	Multi	12	1	0
	Male	White	222	10	0
	Missing	Other/Missing	2	0	0
Tyrrell County Schools (890)	Female	Black	48	0	0
	Female	White	16	3	0
	Male	Black	84	9	0
	Male	Hispanic	5	0	0
	Male	White	36	1	0
Union County Public Schools (900)	Female	American Indian	13	1	0
	Female	Asian	2	0	0
	Female	Black	847	23	0
	Female	Hispanic	156	1	0
	Female	White	721	15	0
	Female	Other/Missing	34	0	0
	Male	American Indian	23	0	0
	Male	Asian	6	0	0
	Male	Black	1,993	74	0
	Male	Hispanic	423	23	0
	Male	White	2,294	66	0
	Male	Other/Missing	105	2	0
	Missing	Other/Missing	1	0	0
Vance County Schools (910)	Female	American Indian	3	0	0
	Female	Black	1,210	3	0
	Female	Hispanic	36	0	0
	Female	White	138	0	0
	Female	Other/Missing	2	0	0
	Male	American Indian	4	0	0
	Male	Asian	8	0	0
	Male	Black	2,766	25	0
	Male	Hispanic	109	0	0
	Male	White	516	4	0

Appendix: LEA and Charter School Totals of Suspensions and Expulsions--by Ethnicity and Gender

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2005-06	# Long-Term Suspensions, 2005-06	# Expulsions, 2005-06
	Male	Other/Missing	36	0	0
	Missing	Black	37	0	0
	Missing	White	17	0	0
Wake County Schools (920)	Female	American Indian	17	0	0
	Female	Asian	45	2	0
	Female	Black	3,850	146	0
	Female	Hispanic	416	14	0
	Female	Multi	178	4	0
	Female	White	1,045	38	0
	Male	American Indian	30	2	0
	Male	Asian	167	7	0
	Male	Black	9,107	550	17
	Male	Hispanic	1,238	68	0
	Male	Multi	512	22	0
	Male	White	3,669	158	0
Warren County Schools (930)	Female	American Indian	5	1	0
	Female	Black	145	0	0
	Female	Hispanic	10	0	0
	Female	Multi	3	0	0
	Female	White	23	0	0
	Male	American Indian	6	1	0
	Male	Black	473	2	0
	Male	Hispanic	11	0	0
	Male	Multi	9	0	0
	Male	White	83	1	0
Washington County Schools (940)	Female	Black	182	0	0
	Female	Hispanic	2	0	0
	Female	Multi	1	0	0
	Female	White	28	0	0
	Male	Black	440	0	0
	Male	Hispanic	2	0	0
	Male	Multi	5	0	0
	Male	White	41	0	0
Watauga County Schools (950)	Female	Black	2	0	0
	Female	Multi	2	0	0
	Female	White	57	3	0
	Male	American Indian	1	0	0
	Male	Asian	1	0	0
	Male	Black	1	0	0
	Male	Hispanic	6	0	0
	Male	Multi	6	1	0
	Male	White	224	5	0
Wayne County Public Schools (960)	Female	American Indian	1	0	0
	Female	Asian	13	0	0

Appendix: LEA and Charter School Totals of Suspensions and Expulsions--by Ethnicity and Gender

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2005-06	# Long-Term Suspensions, 2005-06	# Expulsions, 2005-06
	Female	Black	1,091	2	0
	Female	Hispanic	21	0	0
	Female	Multi	19	0	0
	Female	White	304	0	0
	Male	Asian	7	0	0
	Male	Black	2,533	1	0
	Male	Hispanic	125	0	0
	Male	Multi	82	0	0
	Male	White	1,009	4	0
	Missing	Other/Missing	22	0	0
Wilkes County Schools (970)	Female	Black	22	0	0
	Female	Hispanic	10	0	0
	Female	Multi	7	1	0
	Female	White	114	6	0
	Male	American Indian	1	0	0
	Male	Asian	1	0	0
	Male	Black	43	0	0
	Male	Hispanic	41	0	0
	Male	Multi	14	0	0
	Male	White	401	4	0
	Missing	Other/Missing	5	0	0
Wilson County Schools (980)	Female	Black	993	1	0
	Female	Hispanic	11	1	0
	Female	White	133	1	0
	Female	Other/Missing	14	0	0
	Male	American Indian	2	0	0
	Male	Asian	17	0	0
	Male	Black	2,752	8	0
	Male	Hispanic	132	0	0
	Male	White	562	1	0
	Male	Other/Missing	35	0	0
	Missing	Other/Missing	2	0	0
Yadkin County Schools (990)	Female	Black	19	0	0
	Female	Hispanic	10	0	0
	Female	Multi	1	0	0
	Female	White	76	0	0
	Male	Black	41	1	0
	Male	Hispanic	33	0	0
	Male	Multi	9	0	0
	Male	White	231	1	0
	Male	Other/Missing	1	0	0
Yancey County Schools (995)	Female	Black	2	0	0
	Female	White	40	0	0
	Male	Black	4	0	0

Appendix: LEA and Charter School Totals of Suspensions and Expulsions--by Ethnicity and Gender

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2005-06	# Long-Term Suspensions, 2005-06	# Expulsions, 2005-06
	Male	Hispanic	7	0	0
	Male	Multi	4	0	0
	Male	White	144	1	0

Appendix: LEA and Charter School Totals of Suspensions and Expulsions--by Ethnicity and Gender

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2005-06	# Long-Term Suspensions, 2005-06	# Expulsions, 2005-06
River Mill Academy (01B)	Female	Black	5	0	0
	Female	Multi	1	0	0
	Female	White	16	0	0
	Male	Black	3	0	0
	Male	White	10	0	0
Clover Garden (01C)	Female	Black	2	0	0
	Female	White	5	0	0
	Male	Asian	1	0	0
	Male	Black	1	0	0
	Male	White	24	0	0
New Century Charter High (01D)	Female	White	0	1	0
Crossnore Academy (06B)	Female	White	3	0	0
	Male	Black	1	0	0
	Male	White	6	0	0
Washington Montessori (07A)	Female	Black	7	0	0
	Female	Multi	3	0	0
	Female	White	11	0	0
	Male	Black	13	0	0
	Male	Hispanic	2	0	0
	Male	Multi	4	0	0
	Male	White	45	0	0
Charter Day School (10A)	Male	American Indian	1	0	0
	Male	Black	1	0	0
Evergreen Community Charter (11A)	Female	White	3	1	0
	Male	Hispanic	5	0	0
	Male	White	33	0	0
ArtSpace Charter (11B)	Male	Asian	1	0	0
	Male	White	1	0	1
F Delany New Sch for Children (11K)	Female	Black	2	0	0
	Male	Black	1	0	0
	Male	White	4	0	0
Carolina International School (13A)	Female	Black	6	0	0
	Female	White	1	0	0
	Male	Black	7	0	0
	Male	White	3	0	0
Woods Charter (19B)	Female	White	14	0	0
	Male	American Indian	4	0	0
	Male	Black	2	0	0
	Male	White	16	0	0
The Learning Center (20A)	Male	White	1	0	0
Maureen Joy Charter (32A)	Female	Black	26	0	0
	Male	Black	78	0	0
Healthy Start Academy (32B)	Female	Black	6	0	0
	Male	Black	8	0	0
Carter Community Charter (32C)	Female	Black	5	0	0
	Male	Black	8	0	0
Omuteko Gwamaziima (32G)	Female	Black	6	0	0
	Male	Black	30	0	1

Appendix: LEA and Charter School Totals of Suspensions and Expulsions--by Ethnicity and Gender

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2005-06	# Long-Term Suspensions, 2005-06	# Expulsions, 2005-06
Downtown Middle (34C)	Female	Black	53	0	0
	Female	Multi	3	0	0
	Female	White	3	0	0
	Male	American Indian	1	0	0
	Male	Black	121	0	0
	Male	Hispanic	1	0	0
	Male	Multi	4	0	0
	Male	White	11	1	0
Forsyth Academies (34F)	Female	Black	13	0	0
	Male	Black	26	0	1
	Male	Hispanic	2	0	0
	Male	Multi	1	0	0
	Male	White	12	0	1
Piedmont Community Charter (36B)	Female	Black	5	0	0
	Female	White	11	0	0
	Male	Black	11	0	0
	Male	Multi	3	0	0
	Male	White	18	0	0
Imani Institute Charter (41A)	Female	American Indian	1	0	0
	Female	Black	19	0	0
	Female	White	2	0	0
	Male	Black	29	0	0
Guilford Preparatory (41C)	Female	Black	15	0	0
	Female	White	2	0	0
	Male	Black	43	0	0
	Male	White	3	0	0
American Renaissance Middle (49B)	Female	White	1	0	0
	Male	Black	2	0	0
	Male	Multi	1	0	0
	Male	White	12	0	0
Children's Village Academy (54A)	Female	Black	8	0	0
	Female	Multi	3	0	0
	Male	Asian	1	0	0
	Male	Black	23	0	0
	Male	Multi	1	0	0
Kinston Charter Academy (54B)	Female	Black	16	0	0
	Male	Black	28	0	0
Sugar Creek Charter (60B)	Female	Black	23	0	0
	Male	Asian	1	0	0
	Male	Black	83	0	0
Kennedy Charter (60C)	Female	Black	6	0	0
	Male	Black	16	0	0
Crossroads Charter High (60H)	Female	Asian	1	0	0
	Female	Black	27	3	1
	Female	White	1	0	0
	Male	Asian	2	0	1
	Male	Black	48	2	8
	Male	Hispanic	1	0	0

Appendix: LEA and Charter School Totals of Suspensions and Expulsions--by Ethnicity and Gender

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2005-06	# Long-Term Suspensions, 2005-06	# Expulsions, 2005-06
Socrates Academy (60J)	Male	White	6	0	0
Rocky Mount Preparatory (64A)	Female	Black	30	0	0
	Female	White	1	0	0
	Male	Black	98	0	0
	Male	White	16	0	0
Cape Fear Center for Inquiry (65A)	Female	Black	1	0	0
	Female	White	14	0	0
	Male	Black	12	0	0
	Male	Hispanic	12	0	0
	Male	Multi	2	0	0
	Male	White	39	0	0
Gaston College Preparatory (66A)	Male	Black	4	0	4
Orange Charter (68A)	Female	Multi	1	0	0
	Female	White	19	0	0
	Male	Black	2	0	0
	Male	White	12	0	0
PACE Academy (68N)	Male	Black	13	0	0
	Male	Hispanic	2	0	0
	Male	White	10	0	0
Arapahoe Charter School (69A)	Female	Hispanic	1	0	0
	Female	White	15	0	0
	Male	American Indian	1	0	0
	Male	Asian	1	0	0
	Male	Black	6	0	0
	Male	White	32	0	0
CIS Academy (78A)	Female	American Indian	5	0	0
	Female	Black	3	0	0
	Male	American Indian	17	0	0
	Male	Black	2	0	0
Laurinburg Charter (83A)	Female	Black	15	0	0
	Male	Black	19	0	0
The Laurinburg Homework Ctr (83B)	Female	American Indian	5	0	0
	Female	Black	13	4	0
	Female	White	7	0	0
	Male	American Indian	7	0	0
	Male	Black	23	0	0
	Male	White	8	0	0
Gray Stone Day (84B)	Female	White	1	0	0
	Male	White	13	0	0
Millennium Charter Academy (86A)	Female	White	3	0	0
	Male	White	3	0	0
Mountain Discovery Charter (87A)	Female	White	3	0	0
	Male	Multi	1	0	0
	Male	White	6	0	0
Brevard Academy (88A)	Female	White	4	0	0
	Male	Black	2	0	0
	Male	White	13	0	0
Vance Charter School (91A)	Female	White	1	0	0

Appendix: LEA and Charter School Totals of Suspensions and Expulsions--by Ethnicity and Gender

LEA	Gender	Ethnicity	# Short-Term Suspensions, 2005-06	# Long-Term Suspensions, 2005-06	# Expulsions, 2005-06
	Male	Hispanic	2	0	0
	Male	White	12	0	0
Franklin Academy (92F)	Female	Multi	1	0	0
	Female	White	25	0	0
	Male	Black	7	0	0
	Male	Hispanic	3	0	0
	Male	Multi	1	0	0
	Male	White	53	0	0
Raleigh Charter High (92K)	Female	White	8	0	0
	Male	Black	1	0	0
	Male	White	15	0	0
Community Partners Charter HS (92P)	Female	Black	2	0	0
	Female	White	7	0	0
	Male	Asian	1	0	0
	Male	Black	4	0	0
	Male	Hispanic	1	0	0
	Male	White	13	0	0
Hope Elementary (92Q)	Female	Black	12	0	0
	Male	Black	20	0	0
Casa Esperanza Montessori (92R)	Female	Black	3	0	0
	Female	White	2	0	0
Sallie B Howard School (98A)	Female	Hispanic	2	0	0
	Male	Black	1	0	0