

Consolidated Data Companion Report, 2021-2022

Prepared By: Center for Safer Schools and the Office of Data, Research, and Privacy
Version Date: February 2023

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INTRODUCTION

North Carolina General Statute 115C-12(21) requires the State Board of Education to compile and annually report on the acts of violence in public schools. North Carolina General Statute G.S. 115C-12(27) requires the State Board of Education to report annually on dropout events and rates, suspensions and expulsions, student reassignments for disciplinary purposes, uses of corporal punishment, and alternative learning program and school enrollments.

The annual reports required by General Statutes 115C-12(21) and 115C-12(27) are consolidated into one report, known as the Consolidated Data Report, and are submitted to the Joint Legislative Education Oversight Committee by March 15 of every year. Specifically, the Consolidated Data Report contains: the Annual Report on School Crime and Violence, the Annual Report on Suspensions and Expulsions, the Annual Report on Alternative Learning Placements, the Annual Report on Reassignments for Disciplinary Purposes, the Annual Report on Uses of Corporal Punishment, and the Annual Report on Dropout Rates.

The 2021-2022 Consolidated Data Report along with previous reports may be found online at <https://www.dpi.nc.gov/data-reports/dropout-and-discipline-data/discipline-alp-and-dropout-annual-reports>.

The shared purpose of the Consolidated Data Report and this Consolidated Data Companion Report is to provide aggregated and disaggregated summary and longitudinal data that are descriptive, meaningful and allow for opportunities for comparative analysis in student discipline and dropout outcomes. This report, the 2021-2022 Consolidated Data Companion Report, provides additional and supplemental data not required by General Statutes 115C-12(21) and 115C-12(27).

Companion Report Organization and Structure

The 2021-2022 Consolidated Data Companion Report is comprised of six sections: this introductory section, and a separate section for five of the six annual reports (School Crime and Violence, Suspensions and Expulsions, Reassignments for Disciplinary Purposes, Alternative Learning Placements, and Dropout Rates).

All figures and tables are labeled according to their respective sections: **I-C** for the Introduction, **C-C** for School Crime and Violence, **S-C** for Suspensions and Expulsions, **R-C** for Reassignments for Disciplinary Reasons, **A-C** for Alternative Learning Placements, and **D-C** for Dropout Rates. Any tables or figures labeled as **I**, **C**, **S**, **R**, **A**, or **D** without the **-C** are duplicates of tables and figures found in the 2021-2022 Consolidated Data Report.

Data Collection, Analysis, and Reporting

Data Collection and Reporting Procedures

The data used in this report were largely collected in PowerSchool. Beginning in the 2013-2014 school year until present, PowerSchool is the system designated by NCDPI to record disciplinary incidents as part of the Uniform Education Reporting System (UERS).

Crime and violence, suspension and expulsion, use of corporal punishment, and reassignments for disciplinary reasons are primarily collected through PowerSchool's Incident Management Module and

submitted to NCDPI through the State Discipline Report. Districts/Charter Schools are allowed to use 3rd party systems to record discipline data as long as these data are submitted to NCDPI through the State Discipline Report in PowerSchool.

Data on alternative learning program placements are collected in PowerSchool through Special Program Enrollment and submitted through the State Alternative Learning Program Report.

Dropout Data is collected from student enrollment records in PowerSchool and submitted through the State Dropout Data Collection Report.

All crime and violence, suspension and expulsion, use of corporal punishment, reassignments for disciplinary reasons data, and alternative learning program placements for the specific school year must be submitted to NCDPI by June 30 of that year.

Dropout data for the specific school year must be submitted to NCDPI by Nov. 4 of the subsequent year.

Data consolidation and verification procedures were handled by NCDPI's Office of Data, Reporting and Privacy. The Center for Safer Schools and the Office of Data, Reporting, and Privacy authored the General Findings and compiled the report.

Count and Rate Calculations

As the purpose of this report is to provide aggregated and disaggregated summary and longitudinal data that are descriptive, meaningful and allow for opportunities for comparative analysis in student discipline and dropout outcomes, these data are analyzed in aggregate at the state level, across all schools, and also disaggregated by type, category, or reason, by student subgroup (sex, race/ethnicity, race/ethnicity-sex groups, economically disadvantaged status, English Learner status, and disability status), by grade level and/or school type, as well as by PSU and school, where applicable.

The data most often presented in this report are 1) the frequency count (the number of times) of which a specific event occurred, or was reported, within a specified time frame, and 2) the rate at which an event occurred within a specified time frame. The time frame used within this report is July 1 to June 30 of the specified school year.

It can be expected that events will occur more frequently at schools, in PSUs and within student subgroups with larger student populations than at schools, in PSUs and within student subgroups with smaller student populations. As such, when making comparisons between student subgroups, schools, PSUs and the state, frequencies and counts may be misleading and less meaningful without taking into consideration the size of the student population between various groups. Additionally, changes in the counts across time, even for the same group, can be less meaningful without taking into consideration any changes in the underlying student population across time. To account for differences in population sizes or changes in population sizes over time and to provide a more meaningful metric to use when making comparisons, the rate at which an event occurred within a specific population during a specific time frame is provided, alongside counts, throughout this report.

Rates are calculated by dividing the number of times an event occurred by an estimate of the population size.

$$Rate = \left(\frac{Total\ Count\ of\ Event\ Occurrences}{Population\ Estimate} \right)$$

The result of this calculation is a measure of number of times an event occurred per each individual in that population. Calculating rates for each group thereby provides estimate of an event's occurrence per each individual within each group that controls for differences in the size of the population and becomes is a better measure for making comparisons.

Rates are often expressed as a rate per a constant unit of the population, such as rate per 1,000 students enrolled, to make the rate easier to interpret and easier to compare between groups. For example, a rate of 0.214 is easier to interpret when it is expressed as 214 suspensions per 1,000 students. In order to express a rate by a constant unit of the population, the rate is multiplied by the constant unit, see below.

$$\text{Rate per 1,000 students enrolled} = \left(\frac{\text{Total Count of Event Occurrences}}{\text{Population Estimate}} \right) * 1,000$$

In previous Consolidated Data Reports, the rates for crimes, suspensions and student reassignments for disciplinary reasons were expressed differently across the various sections (i.e., per 10 students, per 100 students, per 1,000 students). Starting with the 2018-2019 Consolidated Data Report, rates were standardized to reflect a rate per 1,000 students for crimes, short-term suspensions, in-school suspensions, alternative learning placements for disciplinary reasons, and enrollment in Alternative Learning Programs and Schools. Long-term suspension rates are expressed as per 100,000. Dropout rates are expressed per 100 students.

Protecting Student Privacy

To protect the privacy of students and staff and to ensure compliance with federal regulation, state statutes, NC SBE policy and NCDPI standards for the public dissemination and reporting of data, various disclosure avoidance techniques are used in this report. These techniques include, but are not limited to, minimum cell size, small cell suppression and complimentary/secondary cell suppression.

In accordance with NCDPI's Data Management Group policy, the minimum cell size for reporting on student counts is a student group or subgroup population size of 10 students. Therefore, if the population size of a student group is less than 10, the data will be suppressed. In cross-tabular data tables, regardless of the number of students within the group or subgroup population, if the student count along with the data being cross-tabulated could potentially lead to the disclosure of unknown sensitive information about a student, these data will be suppressed. In addition, in cross-tabular data tables, if adjacent information about other student groups can be used in a way that might disclose the suppressed data, these data may also be suppressed.

In many cases, the data being suppressed will be displayed as an “*” in a table. In some cases, a column or row within a table may be removed entirely or smaller subgroups will be collapsed and presented as a single group.

Limitations and Cautions of 2019–2020 and 2020–2021 Academic Year Data

On March 14, 2020, Gov. Roy Cooper issued Executive Order 117 directing all public schools in North Carolina to close from March 16, 2020, until March 30, 2020, as a response to the coronavirus disease (COVID-19) public health emergency. Subsequent Executive Orders 120 and 141 directed all public schools to remain closed and to begin offering remote learning opportunities to all students

for the remainder of the school year. From March 30, 2020, until the end of the 2019-2020 school year, the collection of daily school attendance was not required to be taken for students. All schools in North Carolina began the 2020-2021 academic year by offering either a mixture of blended in-person and remote learning instruction or remote learning only instruction which continued throughout the school year. At the start of the year, attendance was mandatory for all students.

While the data reported within this report covers the full 2019-2020 and 2020-2021 academic years, caution should be taken when making comparisons to previous and subsequent years. After the March 16, 2020, school closure, there were significant reductions in the number of incidents of crime and violence, suspensions, and alternative learning placements (see Figures I1 and I2 below). This reduction continued through the 2020-2021 academic year. In the 2019-2020 school year, there were also fewer reported withdrawal dates for dropouts in comparison to the months prior and when compared to the same time frame in the prior school years. This trend did not continue into subsequent school years.

At the beginning of the 2021-2022 school year, while some PSUs continued to offer remote learning instruction to a limited number of students, the majority of students returned to in-person learning. As seen in Figure I1 through Figure I3 below, the number of disciplinary incidents, alternative learning placements, and withdrawal dates for dropouts reported in 2021-2022 is consistent with the numbers reported during the pre-pandemic school years (2018-2019 and prior).

Given the cautions presented above as well as a return to reporting in 2021-2022 that is consistent with pre-pandemic school years, in this report, the traditional 1-year and 2-year comparisons of the 2021-2022 school year to the school years of 2020-2021 and 2019-2020, respectively, will be replaced with comparisons of the 2021-2022 school year to the most recent pre-pandemic school years of 2018-2019 and 2017-2018, respectively. Even though 2019-2020 and 2020-2021 school year data will not be used in comparisons throughout this report, the data will remain in all relevant tables and figures.

Figure I1. Number of Disciplinary Incidents Reported by Month, 2017-2018 to 2021-2022

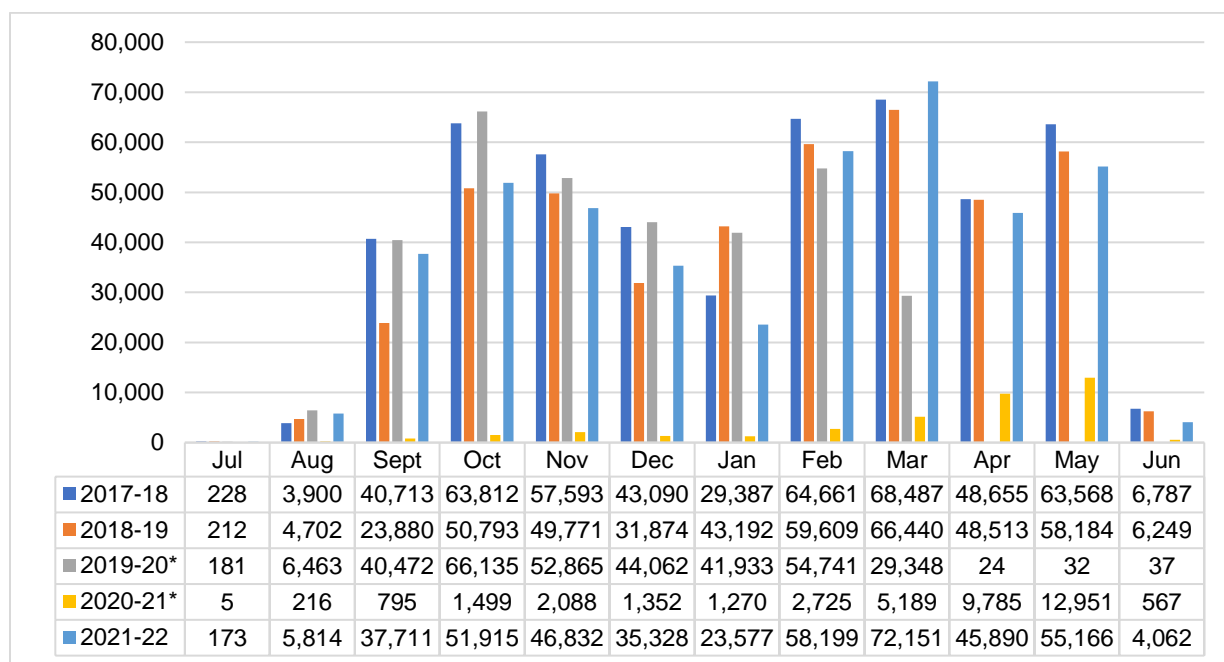


Figure I2. Number of Alternative Learning Placements Reported by Month, 2017-2018 to 2021-2022

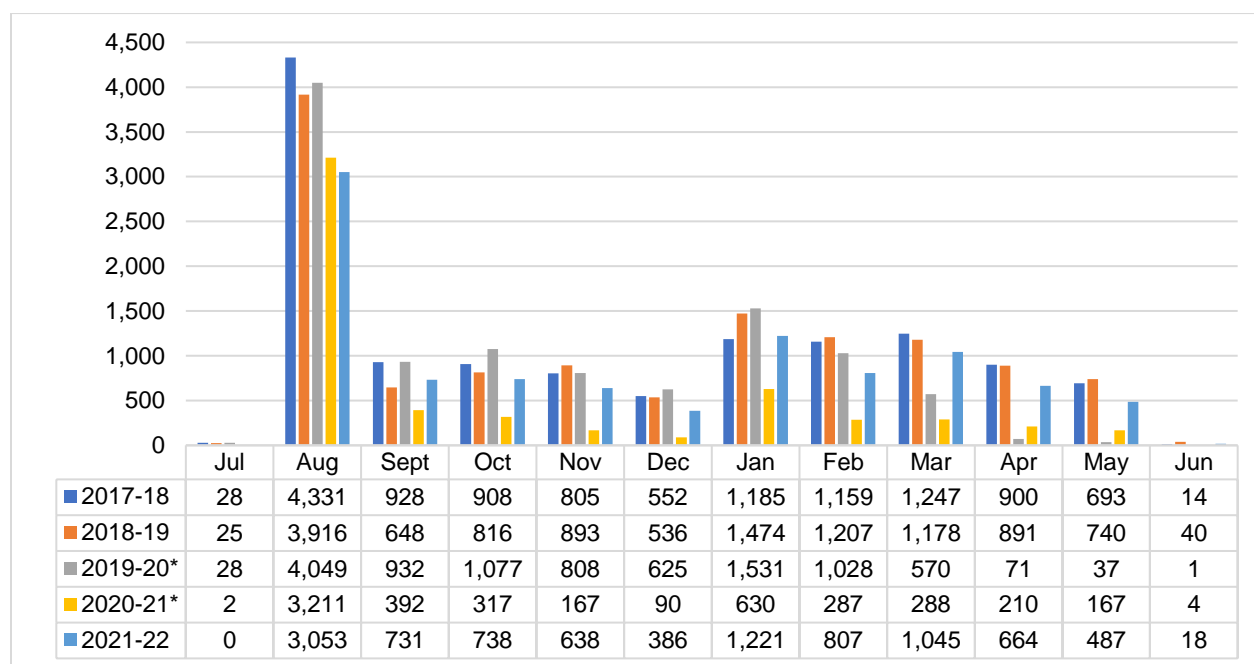
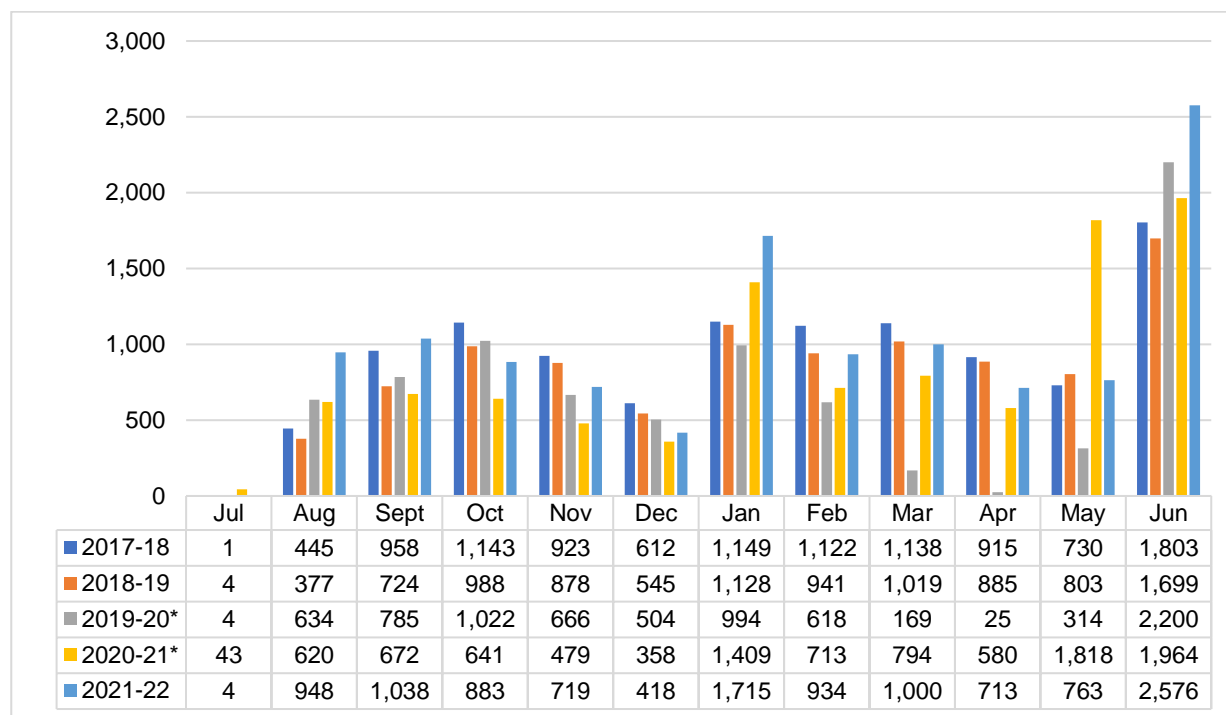


Figure I3. Withdrawal Date of Dropouts by Month, 2017-2018 to 2021-2022



Center for Safer Schools' Recommendations for Improving School Climate and Culture

While the purpose of this report is not to recommend specific actions for schools to improve school and community culture, considerations and recommendations must at least be mentioned if we as a state want to have our students well-educated so they can be positive contributors to our state in the future.

As we are considering the increase in student discipline and disproportionate numbers of minority students, we must consider the following contributing factors: behaviors of the children; the sometimes lack of positive support of the student's family; an environment (community/neighborhood) that might not be supportive or even safe; and the challenges that schools face with a shortage of experienced teachers, who were formally educated to be teachers.

Of course, there are other societal issues that the State Board of Education, Department of Public Instruction or General Assembly will not be able to address. Nevertheless, the results of those issues are currently in our schools.

Below are recommendations as we try to reduce the incidents of suspension and expulsion, especially for students of color.

- Recognize cultural differences in students served. For example, non-white adolescents and families have greater access to kin networks and use them more than white adolescents and families. Research shows that organization in Black families has historically extended beyond nuclear families. Welcoming extended family members into school communication, events, etc. would offer additional support and protective factors to children of color.
- Provide support for parents to increase protective factors.
- Employ qualified professional to offer cultural sensitivity and cultural awareness training to school staff and employees. The goal is to reach cultural humility, not cultural competence.
- Employ a non-floating social worker at each school (elementary, middle and high) who focuses on prevention, intervention and referral. Teachers should teach, notice and refer, meaning teachers should educate children with the ability to notice concerning behaviors and make referrals to the social worker for further intervention.
- Offer trauma-informed care training to school staff and employees.
- Implement a statewide discipline matrix.
- Include school resource officers in positive interaction, not just classroom behavior management and situations of arrest or other punitive measures.

Research to Exhibit Unbiased View of Aforementioned Information

- [American Psychological Association](#)
- [Economic Policy Institute](#)
- [Exchange Family Center](#)
- [Institute for Family Studies](#)
- [National Library of Medicine](#)
- [National Responsible Fatherhood Clearinghouse](#)
- [The Annie E. Casey Foundation](#)
- [The Pew Research Center](#)

2021-2022 SCHOOL CRIME AND VIOLENCE COMPANION

The following companion tables provide additional and more detailed information about School Crime and Violence and can be found online at: <https://www.dpi.nc.gov/data-reports/dropout-and-discipline-data/discipline-alp-and-dropout-annual-reports>.

Table C9. Counts and Rates of Acts of Crime and Violence for PSUs, 2021-2022

Table C10. Counts and Rates of Acts of Crime and Violence for Individual Schools, 2021-2022

Table C11. High School Acts of Crime and Violence Counts and Rates for PSUs, 2021-2022

2021-2022 SUSPENSIONS AND EXPULSIONS COMPANION

Introduction

Definitions of Suspensions and Expulsions

When students misbehave or commit offenses, schools assign consequences based on the seriousness of the behavior(s) or offense(s) and sometimes on the student's history of misbehavior. Lesser offenses committed by students are often dealt with by giving a student an in-school suspension or an out-of-school suspension. For more serious offenses, students might be assigned out-of-school suspensions for longer periods of time, or they might receive an alternative learning placement as a disciplinary action. Very serious offenses committed by students might result in the student being expelled. Principals usually make decisions about whether to give a student an in-school suspension or an out-of-school suspension and about the duration of these suspensions. They are also typically the ones to make the recommendation to the superintendent or local school board to expel a student.

In-school suspension (ISS) is defined as when a student is reassigned, for a relatively short period of time, to an area apart from their regular classroom (see the 2021-2022 Reassignments for Disciplinary Purposes section).

Alternative learning placement (enALP) as a disciplinary action is defined as the reassignment of a student, for a relatively longer period of time, where the student is provided direct or computer-based instruction and continued access to courses and supervising teachers for those courses (see the 2021-2022 Reassignments for Disciplinary Purposes section).

Out-of-school suspensions are defined as the exclusion of a student from school attendance for disciplinary purposes. Students are considered in attendance if they are present on-site for at least half of their school day. If the student is not present for at least half of their school day, they are considered excluded from attendance. Therefore, if a student is sent home for at least half of their school day and are allowed to return the following day, they would be out-of-school suspended for 1 school day. For the purposes of this report and in accordance with general statute (NCGS § 115C-390.1), out-of-school suspensions are categorized as either short-term or long-term suspensions. This categorization is based on the number of days the student was excluded from school.

A short-term suspension (STS) is defined as the exclusion of a student from school attendance for disciplinary purposes for up to 10 days (NCGS § 115C-390.1).

A long-term suspension (LTS) is defined as the exclusion of a student from school attendance for disciplinary purposes for more than 10 days (NCGS § 115C-390.1). Though not reported separately in this report, there are three categories of long-term suspensions: long-term suspensions of 11 days or more (excluding remainder of the school year and 365-day suspension), remainder of the school year suspensions, and 365-day suspensions. 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 alternative learning placement is provided.

When a student is suspended long-term, the student may not return to his or her regular school for the duration of the suspension. Districts may allow long-term suspended students to attend an alternative learning program or school (ALPS) during their long-term suspension from their home school (see the [2021-2022 Reassignments for Disciplinary Purposes](#) and the [2021-2022 Alternative Learning Programs and Schools Placements](#) section). For reporting purposes, students are not considered suspended while attending an alternative learning program or school. However, if the student is out-of-school for any duration of time while they wait for their alternative learning placement, both the out-of-school suspension and the reassignment to the alternative learning program or school are to be reported.

An expulsion is defined in general statute (NCGS § 115C-390.1) as the “the indefinite exclusion of a student from student enrollment for disciplinary purposes.” When a student is expelled from school, the student cannot return to the home school or any other school within the PSU. 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 or school board to expel a student. Some districts allow expelled students to apply for readmission after a specified time. Other expelled students may apply for admission in another district or at a charter school.

Suspension and Expulsion Data Collection, Analysis and Reporting

Data Collection and Reporting Procedures

In a single reported incident, there may be one or multiple offenders. Even though multiple offenders can be reported within the same incident, each offender in the incident is treated as a separate incident as crimes and behaviors, as well as actions, are assigned to each offender and not to the incident overall. When schools assign consequences to a student as a result of an incident, the actions the school takes are based on the seriousness of the offense or offense(s) and sometimes on the student’s history of misbehavior. These actions or consequences are thereby based on the totality of the student’s misbehavior (all behaviors that occurred during an incident); therefore, they are linked to the offender not to a specific act.

To account for all suspensions that occurred during the school year, the data include long-term suspensions and alternative learning placements as a disciplinary action that carried over from the previous school year.

Within the section of the report there are six-subsections: Section 1: Short-Term Suspensions for All Acts and Behaviors, Section 2: Short-term Suspensions for Unacceptable Behaviors, Section 3: Long-term Suspensions, Section 4: Multiple Suspensions, Section 5: Expulsions, and Section 6: Suspensions and Expulsions by PSU and School. In each of these subsections, unless otherwise stated, the charts and tables in this section represent numbers of suspensions or expulsions, not the numbers of unique students suspended or expelled.

Count and Rate Calculations

In a single school year, a student may receive one or more out-of-school suspensions but can only receive one expulsion. In a single incident, a student cannot be reported as having a short-term, long-term and/or an expulsion. When reporting suspensions and expulsions, schools are instructed

to report the consequences to reflect the final disciplinary outcome for the student for that incident. For example, when an incident first occurred, a student was given a short-term suspension with the recommendation of a long-term suspension pending a disciplinary hearing. At the hearing the recommendation was upheld, and the student was long-term suspended for the remainder of the year. Even though the student was short-term suspended while they waited for the hearing and then long-term suspended after the hearing, the student was not suspended twice for the same incident. Instead, the outcome of the hearing modified the duration of the out-of-school suspension the student initially received when the incident first occurred. This change in the duration of the out-of-school suspension led to the out-of-school suspension being recategorized from a short-term suspension to a long-term suspension. This holds true for expulsions as well.

To make comparisons between academic years, student subgroups, schools, PSUs and the state more meaningful, rates of suspensions are calculated to account for differences in population sizes or changes in population sizes over time. Rates of short-term suspensions are expressed as a rate per 1,000 students enrolled. Rates of long-term suspensions are expressed as a rate per 100,000 students enrolled to make them more meaningful. Rates of expulsions are not calculated in this report due to their relative infrequency of occurrence as a disciplinary action in a given school year.

Short-term suspension rate per 1,000 students enrolled calculation:

$$\left(\frac{\text{Total Count of Shortterm Suspensions}}{\text{Population Estimate}} \right) * 1,000$$

Long-term suspension rate per 100,000 students enrolled calculation:

$$\left(\frac{\text{Total Count of Longterm Suspensions}}{\text{Population Estimate}} \right) * 100,000$$

Categorizing Short-term Suspensions by Reportable Offenses and Unacceptable Behaviors

Within this section of the report, Section 1: Short-Term Suspensions for All Acts and Behaviors, reports on short-term suspensions across all incidents and student offenders, regardless of the acts and behaviors reported in the incident. Section 2: Short-term Suspensions for Unacceptable Behaviors, however, categorizes the behaviors reported in an incident where the offender was assigned a short-term suspension.

Reportable Offense (ROs) are any of the 16 crimes reported on in the 2022-2023 School Crime and Violence section of these report. A short-term suspension was categorized as a Reportable Offense (RO) short-term suspension if one or more of the behaviors assigned to the offender was one of the 16 reportable crimes.

Unacceptable Behaviors (UBs) are any of the 67 behaviors that school can select when entering a disciplinary incident for a student offender, other than the 16 crimes and the exclusion of student from school attendance for the failure to submit proof of immunization or health assessments. Twenty-three UBs are defined in state or federal statute. The remaining UBs are not formally defined as such PSUs and schools develop their own guidance around their use. A short-term suspension was categorized as an Unacceptable Behavior (UB) short-term suspension if all behaviors assigned to the offender were unacceptable behaviors.

Unacceptable Behavior Categories: for the purposes of this report, the 67 UBs have been categorized into eight categories based on similarities between the behaviors. Appendix C provides a detailed list of the unacceptable behaviors that comprise each of the eight categories. Schools can assign multiple behaviors to an offender in a given incident. When entering incidents involving multiple behaviors, schools are instructed to enter the most serious behavior first. Therefore, when categorizing incidents of UBs suspensions, the suspension was categorized based on the first behavior entered for the offender.

Unacceptable Behavior Categories:

- 1) Assaults/Threats
- 2) Bullying/Harassment
- 3) Defiant Behaviors
- 4) Interpersonal Behaviors
- 5) Missing Class/School
- 6) Repeat Offender
- 7) Substance Use Related Behaviors
- 8) Other UBs

Limitations and Cautions of 2019–2020 and 2020–2021 Academic Year Data

In response to the COVID-19 pandemic, starting in March of the 2019-2020 school year and continuing through the 2020-2021 school year, public school units across the state employed unprecedented methods to ensure continued student learning by utilizing various modes of instruction and student outreach. As such, caution should be taken when comparing data reported for the 2019-2020 and 2020-2021 school years to data reported for prior and subsequent years. (For more information see the [Introduction](#) section of this report.)

Given the cautions presented above as well as a return to reporting in 2021-2022 that is consistent with pre-pandemic school years, in this report, the traditional 1-year and 2-year comparisons of the 2021-2022 school year to the school years of 2020-2021 and 2019-2020, respectively, will be replaced with comparisons of the 2021-2022 school year to the most recent pre-pandemic school years of 2018-2019 and 2017-2018, respectively. Even though 2019-2020 and 2020-2021 school year data will not be used in comparisons throughout this report, the data will remain in all relevant tables and figures.

Short-Term Suspensions for All Acts and Behaviors

General Findings

In 2021-2022, there were 217,928 short-term suspensions reported statewide. The short-term suspension rate in 2021-2022, was 146.57 short-term suspensions per 1,000 students enrolled.

While most of the visualized and presented data in this section represent suspensions, not numbers of unique students, it is important to note that of the 217,928 short-term suspensions in the 2021-2022 school year, 120,668 individual students were affected by these short-term suspensions for an average of 1.81 short-term suspensions per student. The average duration of a single short-term suspension was 3.34 days. Across all short-term suspensions, students missed a total of 728,137 days of school.

The number of unique (individual) students who received at least one short-term suspension in 2021-2022 increased by 8.8% when compared to the in most recent pre-pandemic school year, 2018-2019, and by 7.3% when compared to 2017-2018. The average number of short-term suspensions per suspended student decreased by 1.5% and 0.8% when compared to 2018-2019 and 2017-2018, respectively. As for the average number of days per suspension in 2021-2022, in comparison to previous school years, the number of days out of school increased by 11.2% from 2018-2019 but was roughly equivalent to the number of days in 2017-2018.

Table S-C1. Short-Term Suspensions for All Acts Reported, 2012-2013 to 2021-2022

Academic Year	Number of Short-Term Suspensions	Rate per 1,000 Students	Number of Unique Students	Average Number of STS	Average Days Per STS	Total Days In STS
2017-18	211,228	139.00	112,439	1.82	3.34	638,032
2018-19	203,298	130.95	110,927	1.83	3.01	609,878
2019-20*	152,873	97.97	89,689	1.70	3.04	464,150
2020-21*	19,482	13.26	15,128	1.29	2.84	55,414
2021-22	217,928	146.57	120,668	1.81	3.34	728,137

* In response to the COVID-19 pandemic, starting in March of the 2019-2020 school year and continuing through the 2020-2021 school year, public school units across the state employed unprecedented methods to ensure continued student learning by utilizing various modes of instruction and student outreach. As such, caution should be taken when comparing data reported for the 2019-2020 and 2020-2021 school years to data reported for prior and subsequent years.

Short-Term Suspensions by Student Subgroup

The table and figures below detail the total number of short-term suspensions; the rate of short-term suspensions per 1,000 students; the average number of suspensions received by each student; the average number of days across all short-term suspensions; and the total number of days missed across all short-term suspensions by sex and race/ethnicity and for Economically Disadvantaged students, English Learners and Students with Disabilities.

Consistent with previous years, males received more short-term suspensions than females in 2021-2022. The rate of short-term suspensions for male students (196.66 per 1,000 male students enrolled) was 2.17 times the rate for females (90.96 per 1,000 female students enrolled) in 2021-2022. On average, males had a higher average number of suspensions per student suspended (2.09 suspensions) than female students (1.86 suspensions); however, the average days per short-term suspension was higher for female students (3.61 days) than male students (3.22 days) in 2021-2022.

Within the race/ethnicity subgroups, Black students had the highest rate of short-term suspensions in 2021-2022 (303.78 per 1,000 Black students enrolled) followed by American Indian students (242.84 per 1,000 students enrolled) and Two or more Races students (178.96 per 1,000 students enrolled). Additionally, Black students, American Indian students and Pacific Islander students had the highest average number of suspensions per student suspended (1.99, 1.86, 1.83 suspensions, respectively). American Indian students had the highest average number of suspension days per suspension (3.60 days), followed by Black students (3.50 days) and Hispanic students (3.35 days).

Across all student subgroups, in 2021-2022, Economically Disadvantaged students (320.87 per 1,000 students) had the highest rate of short-term suspensions followed by Black students (303.78 per 1,000 students enrolled) and Students with Disabilities (249.79 per 1,000 students). Students with Disabilities, Black students and Economically Disadvantaged students, respectively, had the highest average number of suspensions per student suspended (2.08, 1.99 and 1.94 suspensions per student, respectively). Female students had the highest number of suspension days were short-term suspension (3.61 days). American Indian and Black students had the second (3.60 days) and third (3.50 days) highest number of suspension days among the different subgroups in 2021-2022.

Table S-C2. Short-Term Suspensions by Student Subgroup, 2021-2022

	Number of Short-Term Suspensions	Rate per 1,000 Students	Average Number of STS	Average Days Per STS	Total Days In STS
All Suspensions	217,928	146.57	1.81	3.34	728,137
Female	66,612	90.69	1.68	3.61	240,405
Male	151,316	196.66	1.87	3.22	487,731
American Indian	3,874	242.84	1.86	3.60	13,952
Asian	1,139	19.81	1.41	3.08	3,511
Black	113,621	303.78	1.99	3.50	397,126
Hispanic	29,291	98.42	1.57	3.35	98,248
Two or More Races	14,107	178.96	1.83	3.20	45,127
Native Hawaiian/Pacific Islander	259	119.47	1.73	3.22	834
White	55,637	82.08	1.63	3.04	169,339
Economically Disadvantaged	139,982	320.87	1.94	3.37	472,087
English Learners	18,140	127.00	1.53	3.40	61,733
Students w/ Disabilities	52,601	249.79	2.08	3.03	159,270

Figure S-C1. Rate of Short-Term Suspensions by Student Subgroup, 2021-2022

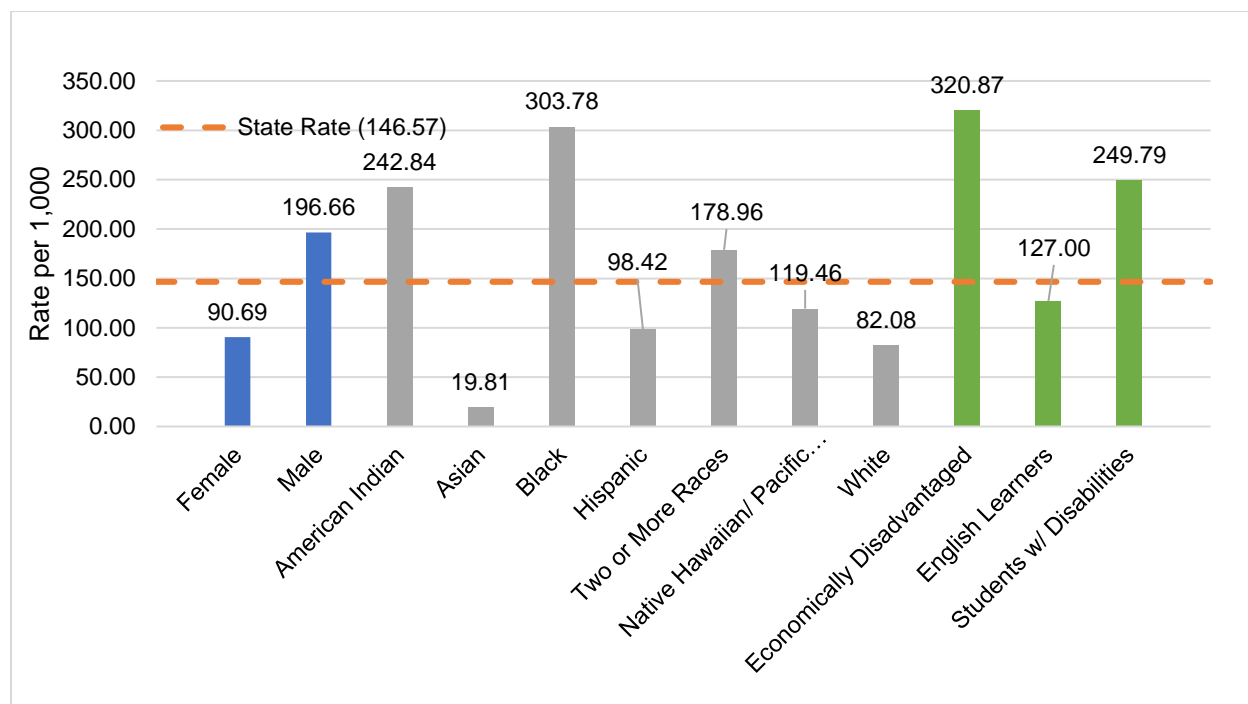
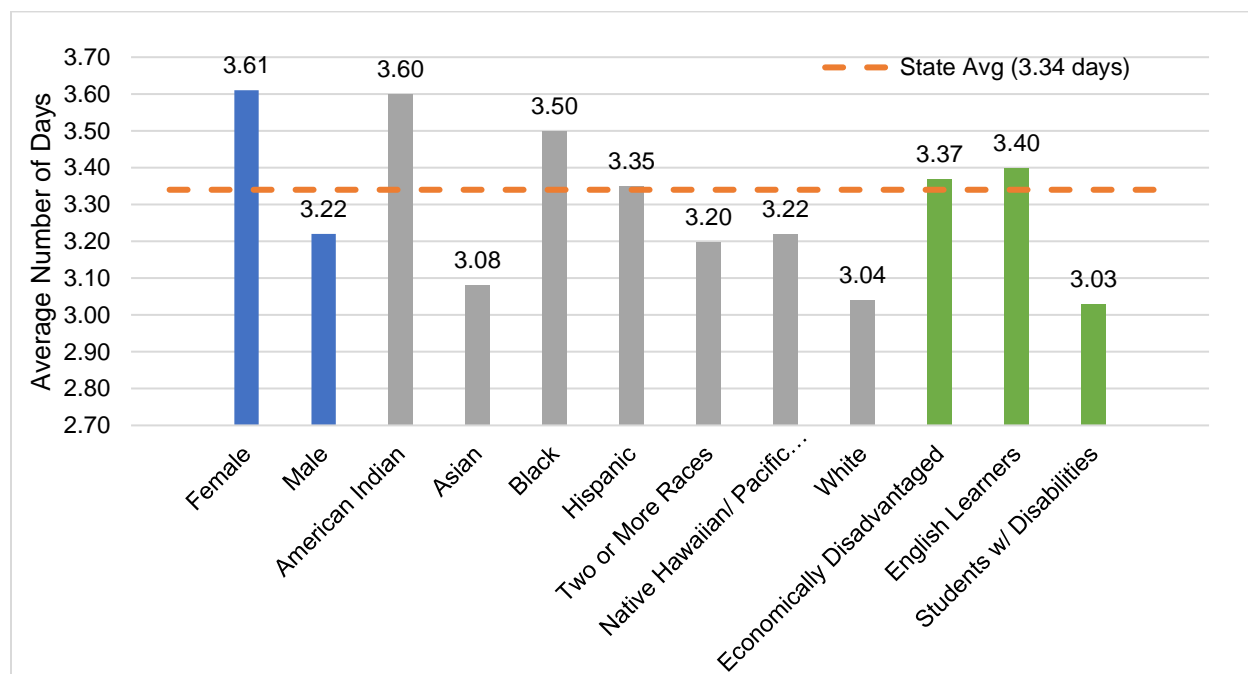


Figure S-C2. Short-Term Suspension Days by Student Subgroup, 2021-2022



For suspensions received by female students, Black female students (209.36 per 1,000 Black female students enrolled) and American Indian female students (172.87 per 1,000 female students enrolled) had the highest rate of short-term suspensions in 2021-2022, respectively. Black females had the highest average number of suspensions per student suspended (1.83 suspensions). American Indian female students and Black female students had the highest average number of suspension days per suspension (3.80 and 3.74 days, respectively).

In 2021-2022, Asian females had the lowest rate of short-term suspensions (8.61 suspensions per 1,000 Asian females enrolled) and the lowest average number of suspensions per student suspended (1.33 suspensions). Pacific Islander females had the lowest average number of suspension days per suspension (3.08 days).

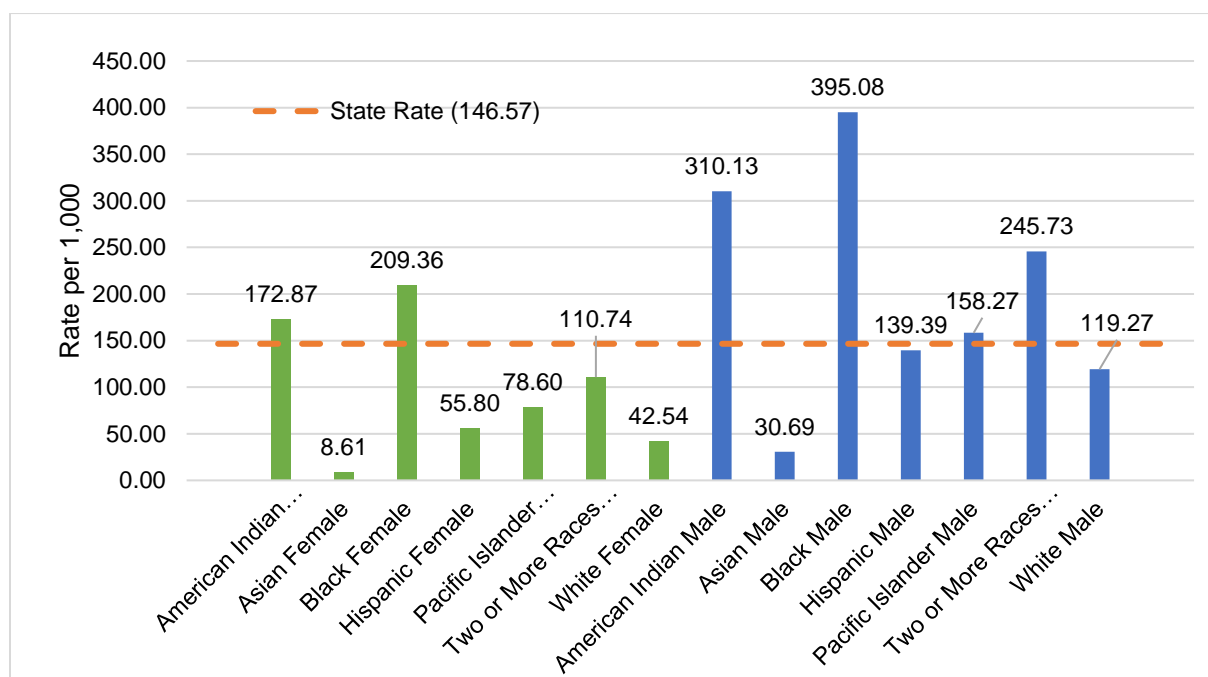
Among male students, Black male students and American Indian male students had the highest rate of short-term suspensions in 2021-2022, (395.08 per 1,000 Black male students enrolled and 310.13 per 1,000 American Indian male students enrolled, respectively). Black males had the highest average number of suspensions per student suspended (2.08 suspensions), followed by American Indian males (1.94 suspensions) and Two or More Races males (1.91 suspensions). American Indian males followed by Black males had the highest average number of suspension days per suspension (3.50 days and 3.37 days, respectively).

Asian males had the lowest rate of short-term suspensions in 2021-2022 with 30.69 suspensions per 1,000 Asian male students. Asian males also had the lowest average number of suspensions per student of 1.44 days. White males, Asian males and Two or More Races males had the lowest average number of suspension days per suspension (2.96, 3.04 and 3.06 days).

Table S-C3. Short-Term Suspensions by Race/Ethnicity-Sex Subgroup, 2021-2022

	Number of Short-Term Suspensions	Rate per 1,000 Students	Average Number of STS	Average Days Per STS	Total Days In STS
All Suspensions	217,928	146.57	1.81	3.34	728,137
American Indian Females	1,352	172.87	1.73	3.80	5,136
Asian Females	244	8.61	1.33	3.24	791
Black Females	38,499	209.36	1.83	3.74	144,044
Hispanic Females	8,138	55.80	1.43	3.56	28,987
Two or More Races Females	4,318	110.74	1.67	3.52	15,191
Pacific Islander Females	83	78.60	1.77	3.08	256
White Females	13,978	42.54	1.49	3.29	46,001
American Indian Males	2,522	310.13	1.94	3.50	8,816
Asian Males	895	30.69	1.44	3.04	2,720
Black Males	75,122	395.08	2.08	3.37	253,082
Hispanic Males	21,153	139.39	1.64	3.27	69,261
Two or More Races Males	9,789	245.73	1.91	3.06	29,936
Pacific Islander Males	176	158.27	1.71	3.29	579
White Males	41,659	119.27	1.69	2.96	123,338

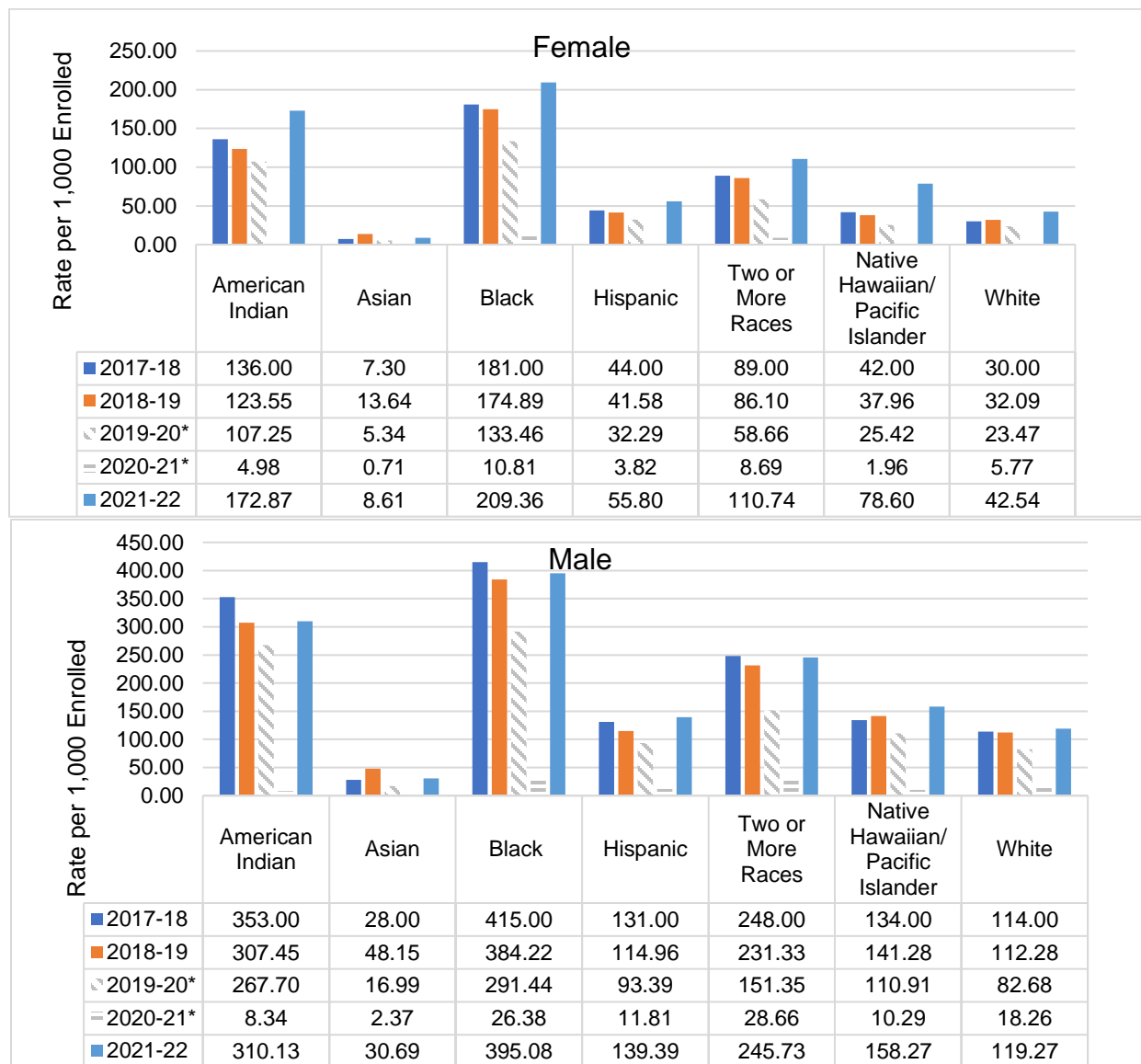
Figure S-C3. Rate Short-Term Suspensions by Race/Ethnicity-Sex Subgroups, 2021-2022



Among student race/ethnicity-sex subgroups, when comparing the 2021-2022 rates of short-term suspensions to the most recent pre-pandemic school year, 2018-2019, the only race/ethnicity-sex subgroups to decrease was Asian male and female students with percent decreases of 36.3% and 36.9%. The largest increase in rates were seen for Native Hawaiian/Pacific Islander females (107.0)% and American Indian female students (39.9%).

Between 2017-2018 to 2021-2022, the rate of short-term suspensions per 1,000 students increased for all female by race/ethnicity subgroups with Native Hawaiian/Pacific Islander females (87.1%) and White females (41.8%) having the greatest increase. Four male race/ethnicity-sex subgroups saw an increase in the rate of short-term suspensions from 2017-2018 to 2021-2022; the highest was for Native Hawaiian/Pacific Islander males (18.1%). However, the rates of short-term suspension for American Indian males, Black males, and Two or More Races males decreased by 12.1%, 4.8% and 0.9%, respectively.

Figure S-C4. Rate of Short-Term Suspension by Race/Ethnicity-Sex Subgroup, 2017-2018 to 2021-2022



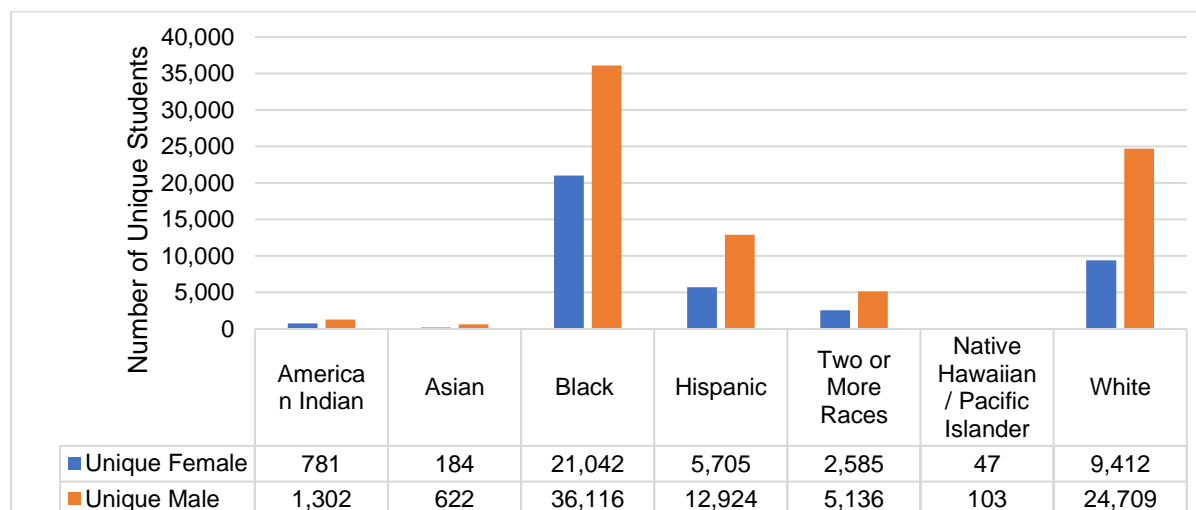
Students identified in the eligibility categories of Serious Emotional Disability and Developmental Delays had the highest average number of suspensions per students suspended (2.94 suspensions and 2.54 suspensions, respectively). The lowest average of suspension days per suspension of 1.44 days occurred for students eligible in the category of Developmental Delay. Students identified in the eligibility categories of Specific Learning Disability and Intellectual Disabilities-Mild had the highest average of suspension days per suspension of 3.35 and 3.26 days, respectively.

Table S-C4. Short-Term Suspensions Received by Students with Disabilities, 2021-2022

	Number of Short-Term Suspensions	Rate per 1,000 Students	Average Number of STS	Average Days Per STS	Total Days In STS
All Students	217,928	146.57	1.81	3.34	728,137
Students w/ Disabilities	52,601	249.79	2.08	3.03	159,270
Autism	4,024		1.97	2.14	8,626
Developmental Delay	1,763		2.54	1.44	2,545
Serious Emotional Disability	7,107		2.97	3.05	21,641
Intellectual Disability - Mild	4,116		2.08	3.26	13,402
Specific Learning Disability	17,242		1.81	3.35	57,759
Other Health Impairment	15,539		2.20	3.09	47,958
Speech Impairment	1,624		1.68	2.56	4,150
Other Eligibility Categories	1,186		1.94	2.69	3,188

In 2021-2022, of the 217,928 short-term suspensions, 120,668 were received by individual students for an average of 1.81 short-term suspensions per student. Of the 120,668 individual students who received short-term suspensions, 67.1% were male. Of the 120,668 individual students who received short-term suspensions, 47.4% were Black students, 28.3% were White students and 15.4% were Hispanic students. More specifically, 29.9% of the unique students were Black males, 20.5% were White males, 17.4% were Black females and 10.7% were Hispanic males. The students in these four race/ethnicity-sex subgroups received 78.6% of the suspensions in 2021-2022.

Figure S-C5. Number of Unique Students Who Received Short-Term Suspensions by Race/Ethnicity-Sex Subgroup, 2021-2022



Short-Term Suspensions by Grade Level

In 2021-2022, middle school grades reported the most short-term suspensions with 96,572 suspensions and had highest rate of short-term suspensions per 1,000 students enrolled of 296.02 suspensions across all middle school grades. High school grades reported 76,065 short-term suspensions and had a rate of 167.04 per 1,000 students enrolled. Elementary grades reported 45,291 short-term suspensions and had a rate of 67.35 per 1,000 students in 2021-2022.

Grades 9 and 7 saw the highest number of suspensions in 2021-2022. First grade and second grade saw the least number of suspensions. While the number of short-term term suspensions in pre-kindergarten/kindergarten and first grades are among the lowest, students in these grades had the highest average number of suspensions per student suspended (2.16 and 1.99 suspensions, respectively). Twelfth grade had the lowest average number of suspensions with an average of 1.42 per student suspended. Grades 10 and 9 had the highest average number of suspension days per suspension, while pre-kindergarten/kindergarten had the lowest average.

Table S-C5. Short-Term Suspensions by Grade Level, 2021-2022

	Number of Short-Term Suspensions	Rate per 1,000 Students	Average Number of STS	Average Days Per STS	Total Days In STS
All Students	217,928	146.57	1.81	3.34	728,137
Elementary Grades	45,291	67.35	1.77	1.84	83,320
Middle Grades	96,572	269.02	1.89	3.40	327,987
High School Grades	76,065	167.04	1.77	4.17	316,830
Pre-Kindergarten/Kindergarten	5,654		2.16	1.48	8,384
Grade 1	4,736		1.99	1.55	7,349
Grade 2	4,863		1.80	1.67	8,104
Grade 3	7,151		1.71	1.79	12,803
Grade 4	9,935		1.70	1.90	18,887
Grade 5	12,952		1.64	2.15	27,793
Grade 6	28,160		1.86	3.17	89,299
Grade 7	35,018		1.94	3.39	118,823
Grade 8	33,394		1.88	3.59	119,866
Grade 9	36,751		1.90	4.17	153,428
Grade 10	20,244		1.71	4.20	85,039
Grade 11	11,829		1.53	4.15	49,071
Grade 12 (includes 13 and XG)	7,241		1.42	4.05	29,292

Short-Term Suspensions for Unacceptable Behaviors

General Findings

Of the 217,928 short-term suspensions in 2021-2022, 208,402 (95.6%) were given as a result of disciplinary incidents involving at least one unacceptable behavior that did not involve a reportable offense.

Across all incidents of unacceptable behavior short-term suspensions, the state short-term suspension rate was 140.16 per 1,000 students. The mean number of days out of school for unacceptable behaviors was 3.20 days.

Of the 208,402 incidents involving unacceptable behaviors, 189,618 involved a single reported unacceptable behavior (87.0% of all suspensions and 91.0% of unacceptable behavior suspensions). 9,526 (4.4%) short-term suspensions were given as a result of incidents involving at least one reportable offense.

For incidents involving a single unacceptable behavior suspension, the short-term suspension rate was 127.53 per 1,000 students. The mean number of days out of school for a single unacceptable behavior was 3.24 days.

In comparison, the state rate for Reportable Behavior short-term suspensions was 6.41 per 1,000 students, and the average days per suspension for reportable offenses was 6.51 days.

Table S-C6. Unacceptable Behavior Short-Term Suspensions, 2021-2022

	Number of Short-Term Suspensions	Rate per 1,000 Students	Average Days Per STS
All Suspensions	217,928	146.57	3.34
Reportable Offenses	9,526	6.41	6.51
Unacceptable Behaviors	208,402	140.16	3.20
Single UB Suspensions	189,618	127.53	3.24

* In response to the COVID-19 pandemic, starting in March of the 2019-2020 school year and continuing through the 2020-2021 school year, public school units across the state employed unprecedented methods to ensure continued student learning by utilizing various modes of instruction and student outreach. As such, caution should be taken when comparing data reported for the 2019-2020 and 2020-2021 school years to data reported for prior and subsequent years.

The table and figures below show the number, percent of suspensions, rate per 1,000 students enrolled and the average days per short-term suspensions for a single unacceptable behavior suspensions and all unacceptable behavior suspensions.

Across unacceptable behavior short-term suspensions, the highest number of short-term suspensions were for Defiant behaviors and Assaults/Threats for all unacceptable behavior incidents and single behavior incidents.

Across single behavior short-term suspensions, Defiant Behaviors comprised 43.8% of the unacceptable behaviors short-term suspensions. Assaults/Threats were 27.3% of the Unacceptable Behaviors resulting in short-term suspensions. The remaining UB categories were 9.1% or less of the single behavior short-term suspensions.

Across all unacceptable behavior short-term suspensions, Defiant Behaviors comprised 44.9% of the unacceptable behaviors short-term suspensions. Assaults/Threats were 25.8% of the Unacceptable Behaviors resulting in short-term suspensions. The remaining UB categories were 9.1% or less of all unacceptable behavior short-term suspensions.

The rate of short-term unacceptable behavior suspension per 1,000 students enrolled was highest for Defiant Behaviors (55.90 single behavior and 62.88 all suspensions per 1,000 students) and Assaults/Threats (34.78 and 36.22 single behavior and all suspensions per 1,000 students). The lowest rates of short-term unacceptable behavior suspensions were for Repeat Offender unacceptable behavior (0.15 and 0.34 single behavior and all suspensions per 1,000 students), Bullying/Harassment unacceptable behavior s (3.57 and 4.01 single behavior and all suspensions per 1,000 students) and Interpersonal unacceptable behaviors (3.65 and 4.33 single behavior and all suspensions per 1,000 students).

Single behavior Interpersonal unacceptable behavior suspensions had the highest average number of suspension days, followed by single behavior Assaults/Threats suspensions. However, across all unacceptable behavior suspensions, Assaults/Threats suspensions had the highest average number of suspension days, followed by Interpersonal unacceptable behavior suspensions. The lowest average number of days per suspension were associated with single behavior and all Missing Class/School suspensions and with single behavior and all Defiant Behavior Suspensions.

Table S-C7. Unacceptable Behavior Short-Term Suspensions, 2021-2022

	Single UB Suspensions				All UB Suspensions			
	Number of Single UB STS	% of Single UB STS	Rate per 1,000 Enrolled	Average Days Per STS	Number of All UB STS	% of All UB STS	Rate per 1,000 Enrolled	Average Days Per STS
Unacceptable Behaviors	189,618	-	127.53	3.24	208,402	-	140.16	3.20
Assaults/Threats	51,716	27.3%	34.78	4.68	53,847	25.8%	36.22	4.52
Bullying/Harassment	5,307	2.8%	3.57	3.07	5,967	2.9%	4.01	3.09
Defiant Behaviors	83,121	43.8%	55.90	2.36	93,490	44.9%	62.88	2.44
Interpersonal	5,420	2.9%	3.65	4.81	6,431	3.1%	4.33	4.25
Missing Class/School	10,863	5.7%	7.31	2.17	12,134	5.8%	8.16	2.31
Repeat Offender	226	0.1%	0.15	3.12	498	0.2%	0.34	3.29
Substance Use Related	15,793	8.3%	10.62	3.44	17,049	8.2%	11.47	3.47
Other UBs	17,172	9.1%	11.55	3.21	18,986	9.1%	12.77	3.16

Figure S-C6. Number of Unacceptable Behavior Short-Term Suspensions by Category, 2021-2022

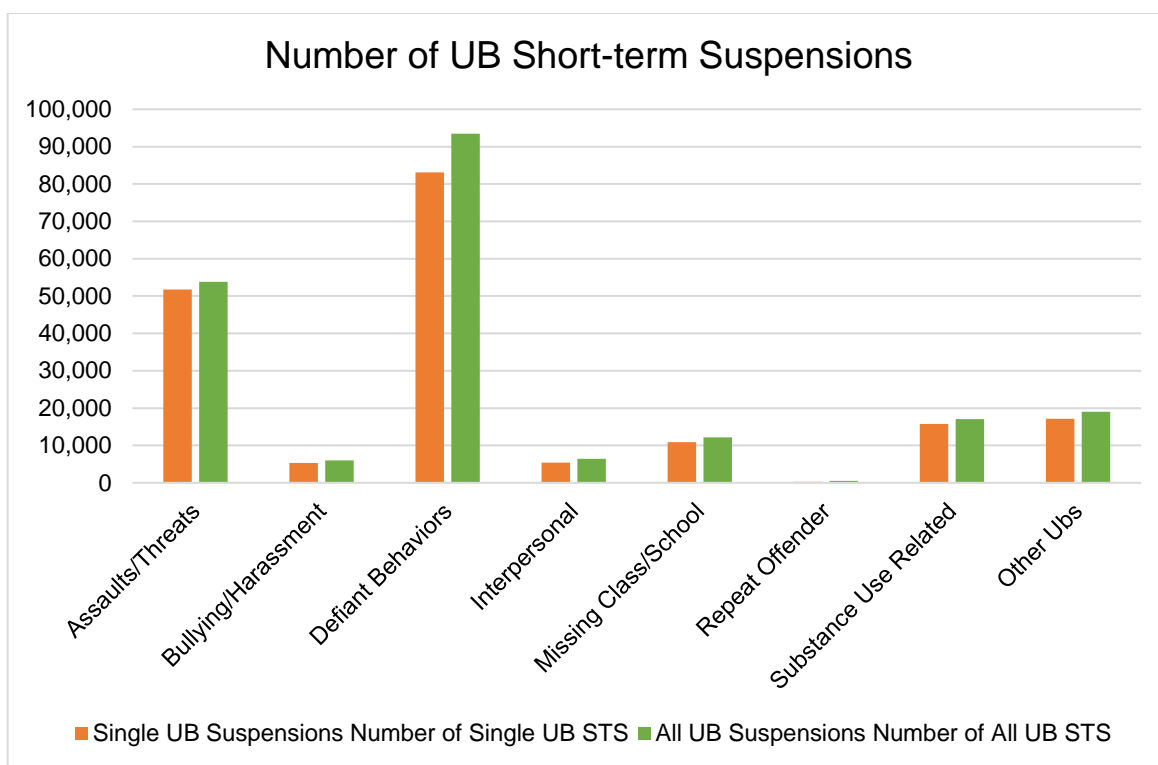


Figure S-C7. Percent of Unacceptable Behaviors Short-Term Suspensions by Category, 2021-2022

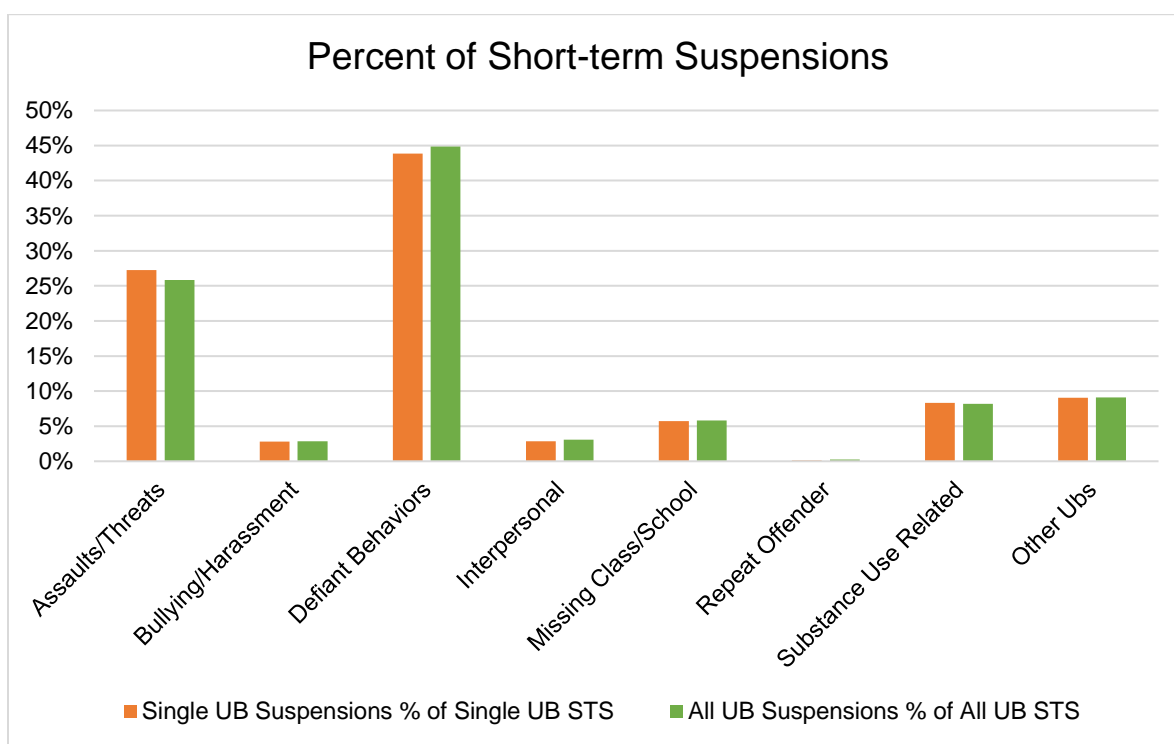


Figure S-C8. Unacceptable Behaviors Short-Term Suspension Rates, 2021-2022

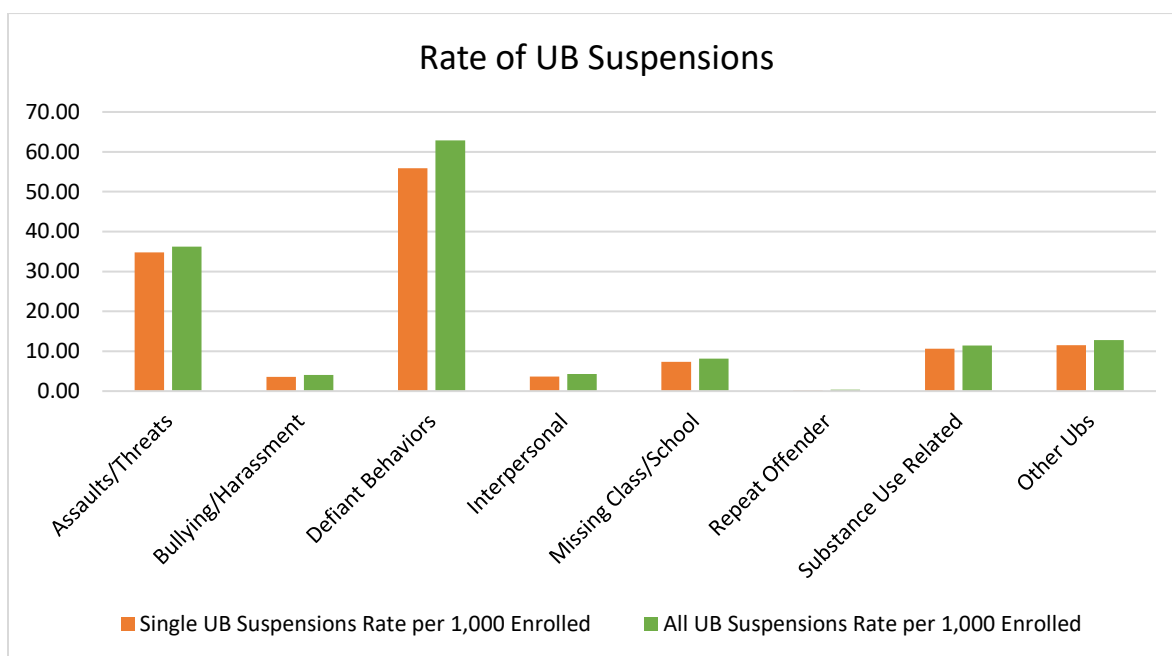
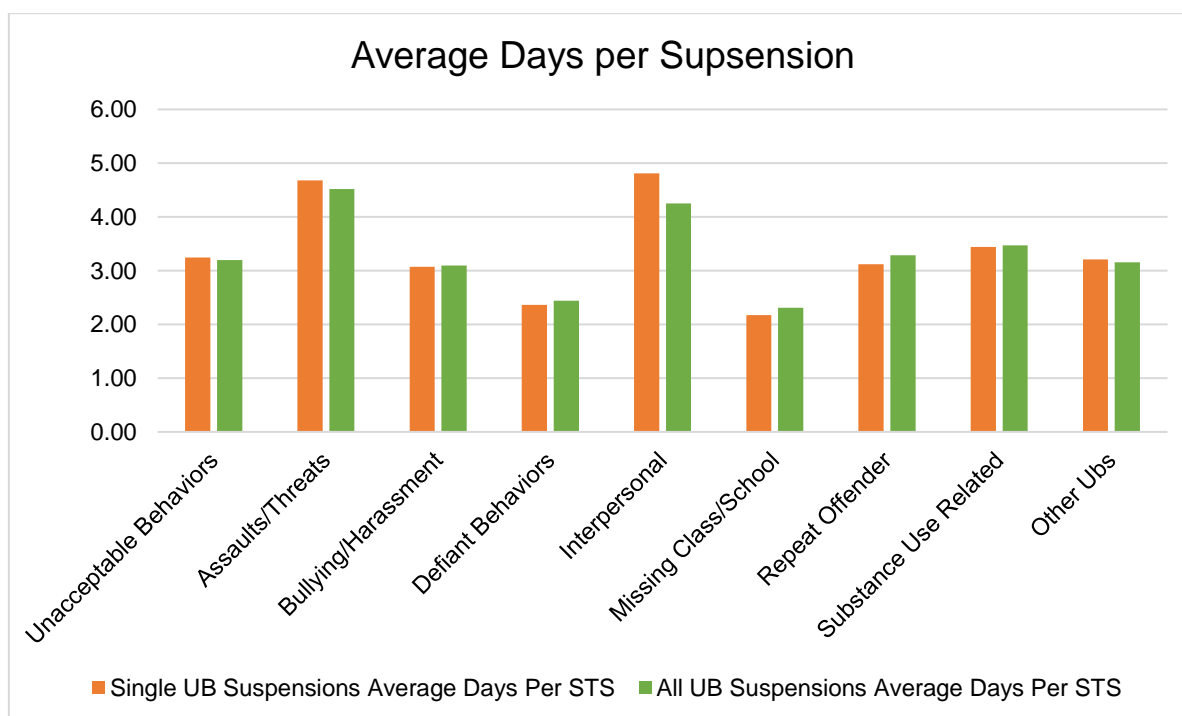


Figure S-C9. Average Suspension Days of Unacceptable Behavior Short-Term Suspensions, 2021-2022



Unacceptable Behavior Short-Term Suspensions by Student Subgroup

In 2021-2022, male students had a higher rate of all Unacceptable Behavior short-term suspensions per 1,000 male students compared to female students for both single UB suspensions and all UB suspensions.

Economically Disadvantaged students, Black students, Students with Disabilities, and American Indian students had the highest rates of single UB short-term suspensions and all UB suspensions, respectively. Asian students had the lowest rate of unacceptable behaviors resulting in short-term suspensions for single UB incidents and all UB incidents. White students and female students had the second- and third-lowest rates, respectively.

In 2021-2022, female students had a higher average number of suspension days per unacceptable behavior short-term suspensions when looking across all unacceptable behavior suspensions. Female and American Indian students had the highest and equivalent number of suspension days across single unacceptable behavior suspensions. Economically disadvantaged students and Black students, while they did not have the highest average suspension days, were above the state average number of suspension days across all unacceptable behavior short-term suspensions. White students, Students with Disabilities and Asian students had the lowest number of average suspension days with an average of suspension days across all unacceptable behavior suspensions and single behavior suspensions, respectively.

Among student race/ethnicity subgroups, Black students and American Indian students had the highest rates of unacceptable behavior short-term suspensions and single UB short-term suspensions. Asian students had the lowest rates per 1,000 students followed by White students. American Indian students and Black students had the highest average number of suspension days per unacceptable behavior short-term suspensions and single UB short-term suspensions, respectively. White students had the lowest number of average suspension days with an average of 2.86 days.

Table S-C8. Unacceptable Behavior Short-Term Suspensions by Student Subgroup, 2021-2022

	Single UB Suspensions			All UB Suspensions		
	Number of UB STS	Rate per 1,000 Students	Average Days Per STS	Number of UB STS	Rate per 1,000 Students	Average Days Per STS
Unacceptable Behaviors	189,618	127.53	3.24	208,402	140.16	3.20
Female	57,538	78.34	3.49	63,407	86.33	3.46
Male	132,080	171.66	3.14	144,995	188.45	3.08
American Indian	3,403	213.31	3.49	3,781	237.01	3.50
Asian	934	16.25	2.90	1,054	18.34	2.91
Black	99,001	264.69	3.43	109,559	292.92	3.38
Hispanic	24,944	83.82	3.16	27,435	92.19	3.15
Two or More Races	12,411	157.44	3.08	13,553	171.93	3.06
Pacific Islander	235	108.40	3.24	249	114.85	3.08
White	48,690	71.83	2.94	52,771	77.85	2.86
Economically Disadvantaged	122,165	280.03	3.29	134,462	308.21	3.24
English Learners	15,549	108.86	3.19	16,974	118.84	3.20
Students w/ Disabilities	45,222	214.75	2.88	50,399	239.33	2.90

Table S8 (above) and Figures S19 through S20 show the number, percent, rate per 1,000 students enrolled and the average days per suspension of unacceptable behavior suspensions for single unacceptable behavior suspensions and all unacceptable behavior suspensions broken out by sex, race/ethnicity, Economically Disadvantaged students, English Learners and Students with Disabilities.

Figure S-C10. Rate of Unacceptable Behaviors Short-Term Suspensions by Student Subgroup, 2021-2022

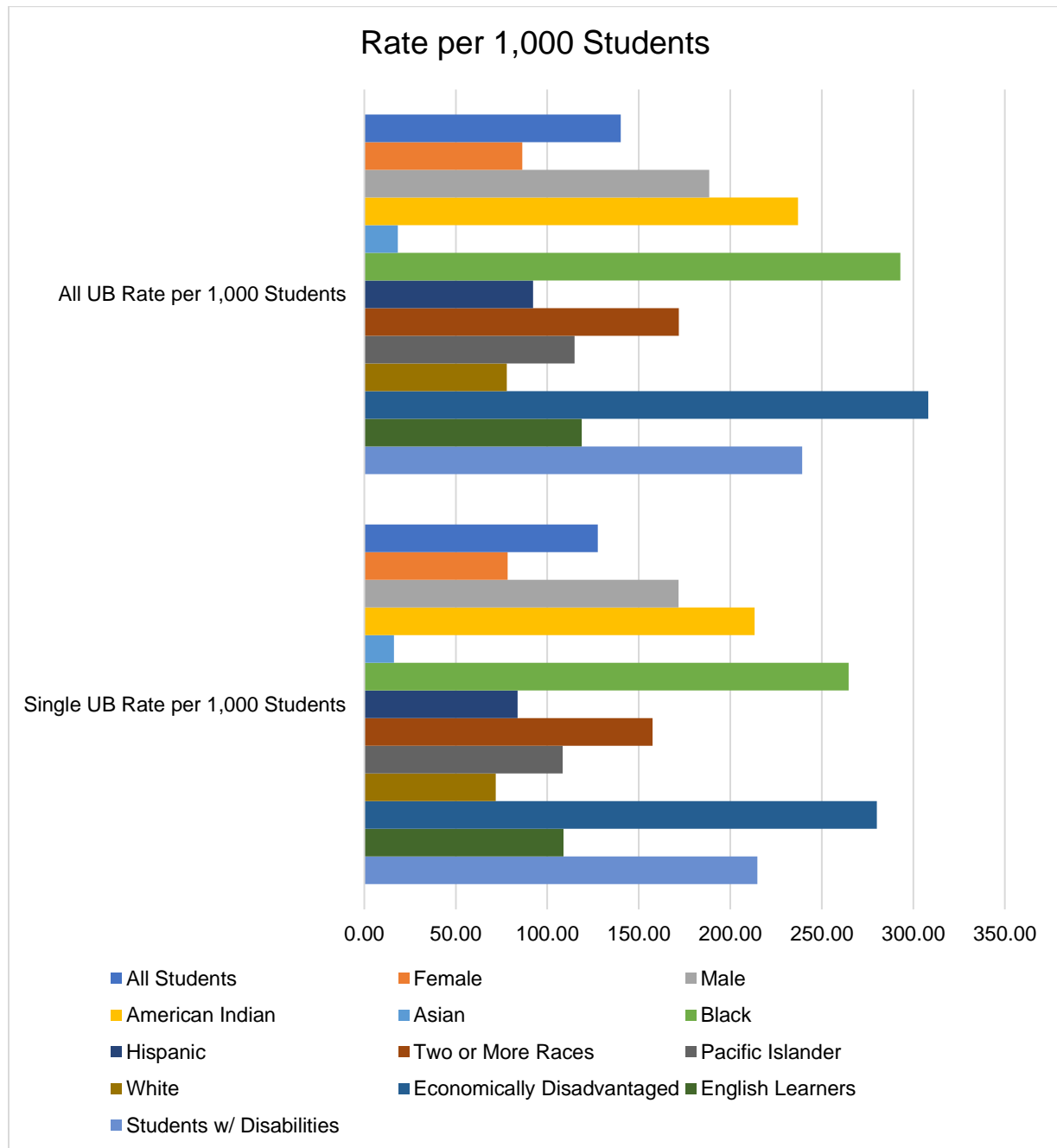
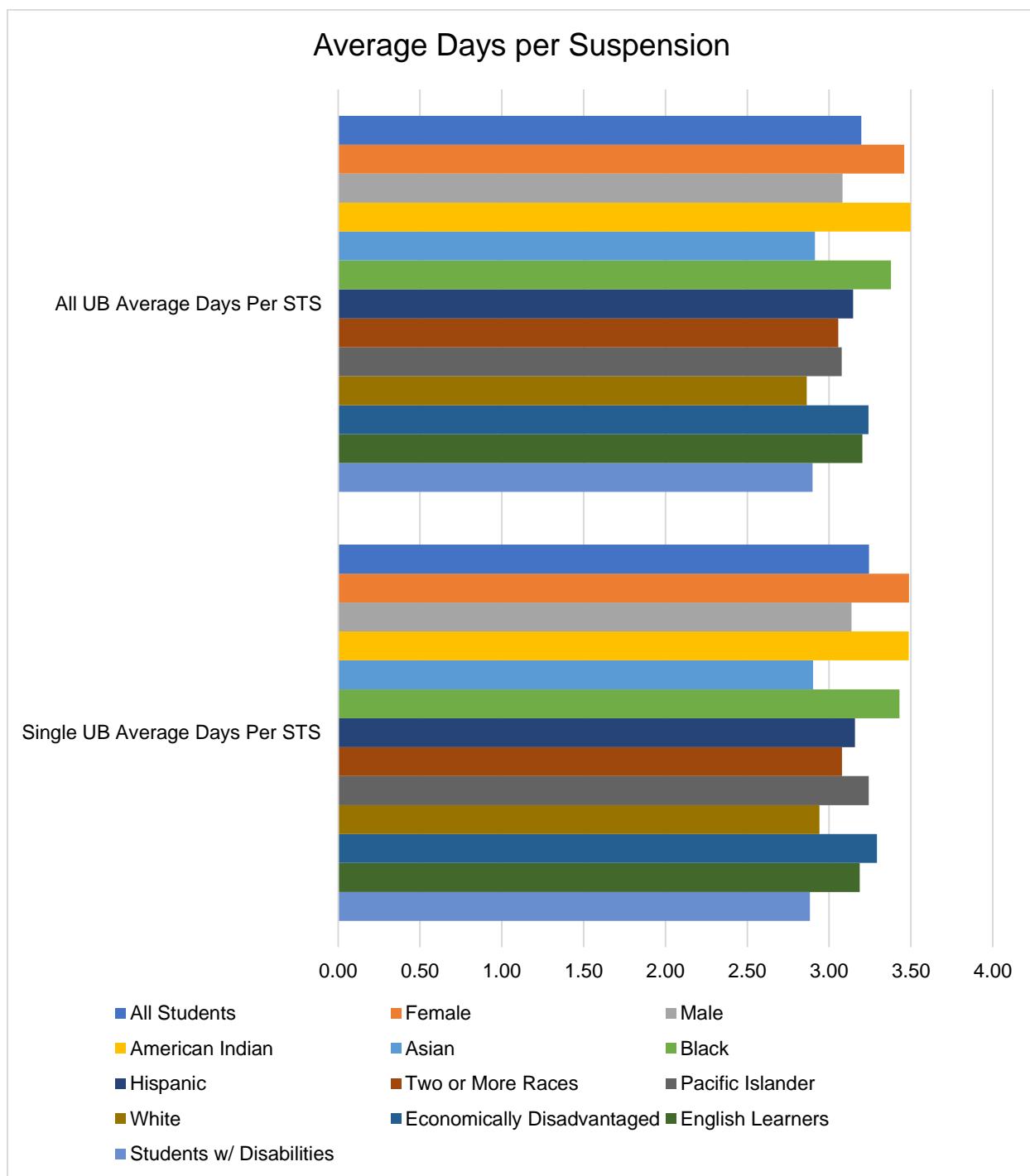


Figure S-C11. Average Number of Suspension Days of Unacceptable Behaviors Short-Term Suspensions by Student Subgroup, 2021-2022



The following tables and figures show the number, percent, rate per 1,000 students enrolled and the average days per suspension of unacceptable behavior suspensions for single unacceptable behavior suspensions and all unacceptable behavior suspensions broken out by race/ethnicity-sex groups.

Black males and American Indian males had the highest rates per 1,000 enrolled of unacceptable behavior suspensions and single behavior suspensions, whereas Asian females and males has the lowest rates. American Indian females and Black females had the highest average number of suspensions days per all unacceptable behavior suspensions and single unacceptable behavior suspensions. Asian males had the lowest number of single behavior suspension days and white males had the lowest number of suspension days across all unacceptable behavior suspensions.

Among female students, Black females followed by American Indian females had the highest rates per 1,000 students of unacceptable behavior suspensions and single behavior suspensions. Asian females had the lowest rates. American Indian females followed by Black female students had the highest average number of suspension days for unacceptable behavior suspensions and single behavior suspensions. Pacific Islander females had the lowest average suspension days.

Among male students, American Indian males followed by Black males had the highest rates per 1,000 students of unacceptable behavior suspensions and single behavior suspensions. Asian males had the lowest rates. Pacific Islander males and American Indian males had the highest and equivalent average number of suspension days for single behavior suspensions. Asian and white males had the lowest average suspension days for single behavior suspensions. American Indian males had the highest average number of suspension days across all unacceptable behavior suspensions. White males followed by Asian males had the lowest average suspension days across all unacceptable behavior suspensions.

Table S-C9. Unacceptable Behavior Short-Term Suspensions by Race/Ethnicity-Sex Subgroup, 2021-2022

	Single UB Suspensions			All UB Suspension		
	Number of UB STS	Rate per 1,000	Average OSS Days	Number of UB STS	Rate per 1,000	Average OSS Days
All Students	189,618	127.53	3.24	208,402	140.16	3.20
American Indian Female	1,191	152.28	3.68	1,329	169.93	3.73
Asian Female	189	6.67	3.12	221	7.80	3.11
Black Female	33,507	182.22	3.65	37,084	201.67	3.63
Hispanic Female	6,777	46.47	3.38	7,541	51.71	3.35
Two or More Races Female	3,792	97.25	3.36	4,128	105.87	3.36
Pacific Islander Female	73	69.13	2.93	80	75.76	2.88
White Female	12,009	36.55	3.11	13,024	39.64	3.06
American Indian Male	2,212	272.01	3.38	2,452	301.53	3.37
Asian Male	745	25.55	2.85	833	28.57	2.86
Black Male	65,494	344.44	3.31	72,475	381.16	3.25
Hispanic Male	18,167	119.71	3.08	19,894	131.09	3.07
Two or More Races Male	8,619	216.36	2.96	9,425	236.60	2.92
Pacific Islander Male	162	145.68	3.38	169	151.98	3.17
White Male	36,681	105.02	2.88	39,747	113.80	2.80

Figure S-C12. Rate of Unacceptable Behaviors Short-Term Suspensions by Race/Ethnicity-Sex Subgroup, 2021-2022

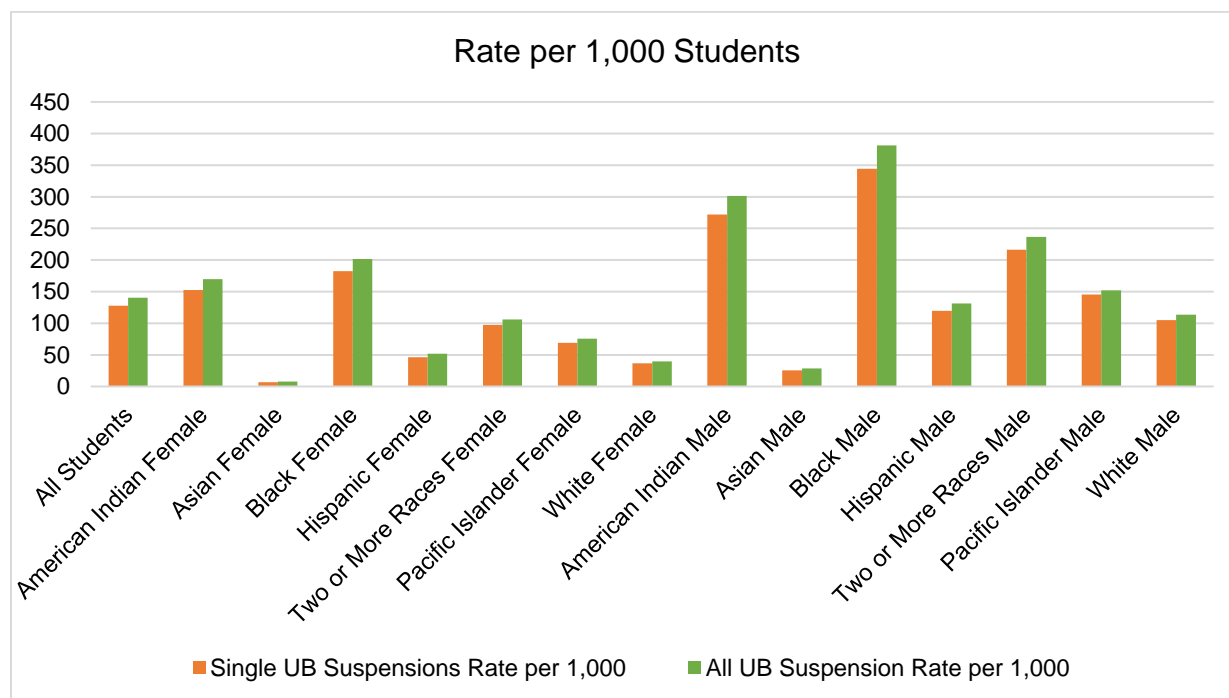
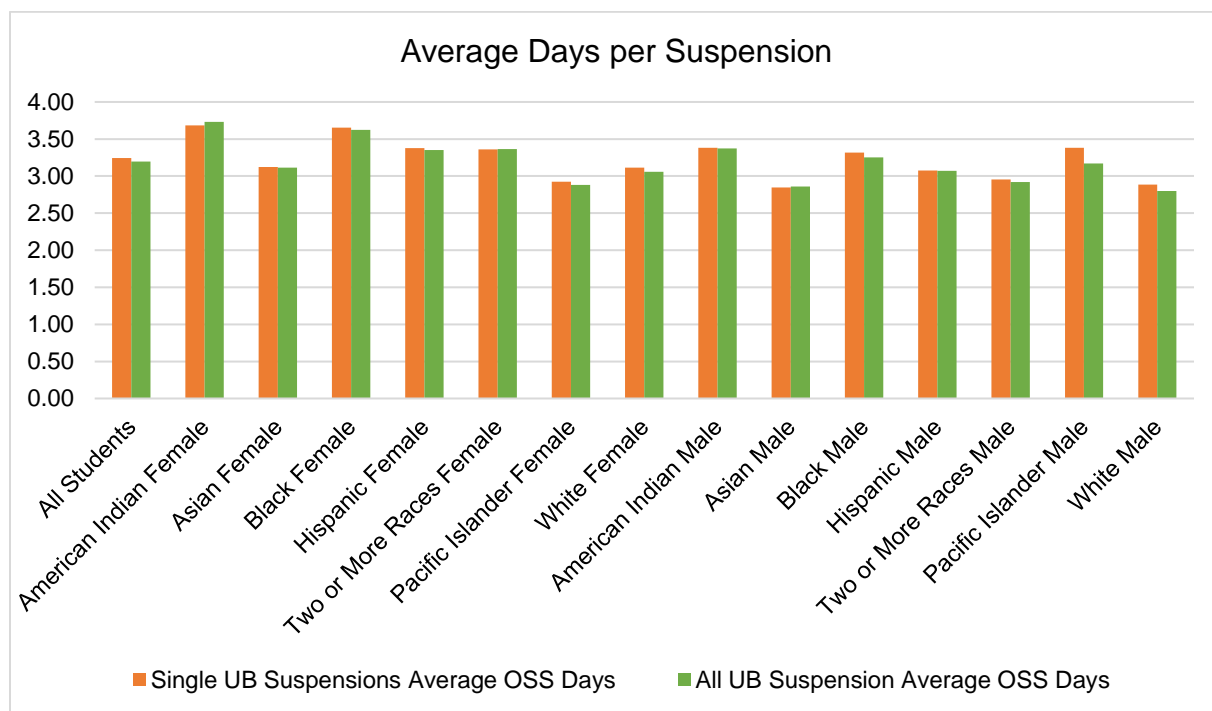


Figure S-C13. Average Number of Suspension Days of Unacceptable Behaviors Short-Term Suspensions by Race/Ethnicity-Sex Subgroup, 2021-2022



Unacceptable Behavior Short-Term Suspensions by Behavior Category and Student Subgroup

The tables and figures below show rate per 1,000 students enrolled for single unacceptable behavior suspensions and all unacceptable behavior suspensions by sex, race/ethnicity and Economically Disadvantaged students, English Learners and Students with Disabilities grouped by unacceptable behavior category.

In 2021-2022, Economically Disadvantaged students had one of the highest rates per 1,000 enrolled for all unacceptable behavior suspensions and for single behavior suspensions in all UB behavior categories. Black students had one of the highest rates of unacceptable behavior suspension across all behavior categories *except* in Substance Use Related single behavior suspensions. Students with Disabilities also had one of the highest rates of unacceptable behavior suspensions in four the behavior categories of Assaults/Threats, Bullying/Harassment, Defiant Behaviors, and Interpersonal Behaviors for single behavior incidents and across all UB suspensions. American Indian students had the highest rate in four UB suspension behavior categories across all UB suspensions (Missing Class/School, Repeat Offender, Substance Use Related and Other UBs) and three single unacceptable behavior suspensions (Missing Class/School, Substance Use Related and Other UBs).

Asian students had the lowest rate of unacceptable behavior suspensions in all UB behavior categories and single behavior suspensions except for the Repeat Offender Category.

Table S-C10. All Unacceptable Behaviors Short-Term Suspension Rates by Behavior Category and Student Subgroup, 2021-2022

All Unacceptable Behavior Suspensions	All UB Suspensions	Assaults/Threats	Bullying/Harassment	Defiant Behaviors	Interpersonal	Missing Class/School	Repeat Offender	Substance Use Related	Other UBs
All Students	140.16	36.22	4.01	62.88	4.33	8.16	0.34	11.47	12.77
Female	86.33	24.50	2.02	35.32	2.46	6.09	0.19	8.24	7.51
Male	188.45	46.59	5.83	87.80	6.01	9.96	0.46	14.30	17.51
American Indian	237.01	47.89	3.39	89.89	3.70	18.99	0.82	32.28	40.06
Asian	18.34	4.07	0.77	7.45	0.82	1.11	0.12	1.60	2.40
Black	292.92	86.43	6.92	135.93	8.12	17.76	0.63	14.52	22.62
Hispanic	92.19	22.73	3.04	35.95	3.07	7.48	0.27	9.27	10.36
Two or More Races	171.93	40.76	5.00	83.03	5.07	8.35	0.43	14.04	15.25
Pacific Islander	114.85	23.52	2.31	47.05	1.85	7.84	-	13.84	18.45
White	77.85	15.48	2.91	34.58	2.91	3.28	0.19	10.50	8.00
Economically Disadvantaged	308.21	82.83	8.09	141.58	8.92	17.24	0.80	22.26	26.49
English Learners	118.84	29.64	4.45	42.37	4.03	11.19	0.48	12.95	13.73
Students w/ Disabilities	239.33	56.78	6.56	122.88	9.30	10.59	0.44	14.00	18.80

Table S-C11. Single Unacceptable Behavior Short-Term Suspension Rates by Behavior Category and Student Subgroup, 2021-2022

Single UB Suspensions	All UB Suspensions	Assaults/Threats	Bullying/Harassment	Defiant Behaviors	Interpersonal	Missing Class/ School	Repeat Offender	Substance Use Related	Other
All Students	127.53	34.78	3.57	55.90	3.65	7.31	0.15	10.62	11.55
Female	78.34	23.56	1.79	31.00	2.08	5.46	0.08	7.63	6.75
Male	171.66	44.73	5.19	78.44	5.06	8.91	0.22	13.24	15.87
American Indian	213.31	46.89	3.13	78.79	3.13	16.05	0.13	29.40	35.79
Asian	16.25	3.86	0.71	6.38	0.64	1.08	0.07	1.48	2.02
Black	264.69	82.93	6.13	119.51	6.53	15.68	0.27	13.44	20.20
Hispanic	83.82	21.74	2.75	31.98	2.62	6.90	0.13	8.38	9.32
Two or More Races	157.44	39.16	4.39	74.78	4.40	7.49	0.20	13.09	13.93
Pacific Islander	108.40	22.14	2.31	43.36	1.85	7.38	-	13.84	17.53
White	71.83	14.93	2.59	31.41	2.60	2.98	0.09	9.82	7.40
Economically Disadvantaged	280.03	79.59	7.15	125.62	7.50	15.23	0.38	20.64	23.93
English Learners	108.86	28.54	4.02	37.95	3.48	10.40	0.25	11.71	12.52
Students w/ Disabilities	214.75	53.87	5.80	108.28	7.37	9.34	0.22	12.92	16.94

Figure S-C14. Rates of Unacceptable Behaviors Short-Term Suspension by Behavior Category and Student Subgroup, 2021-2022

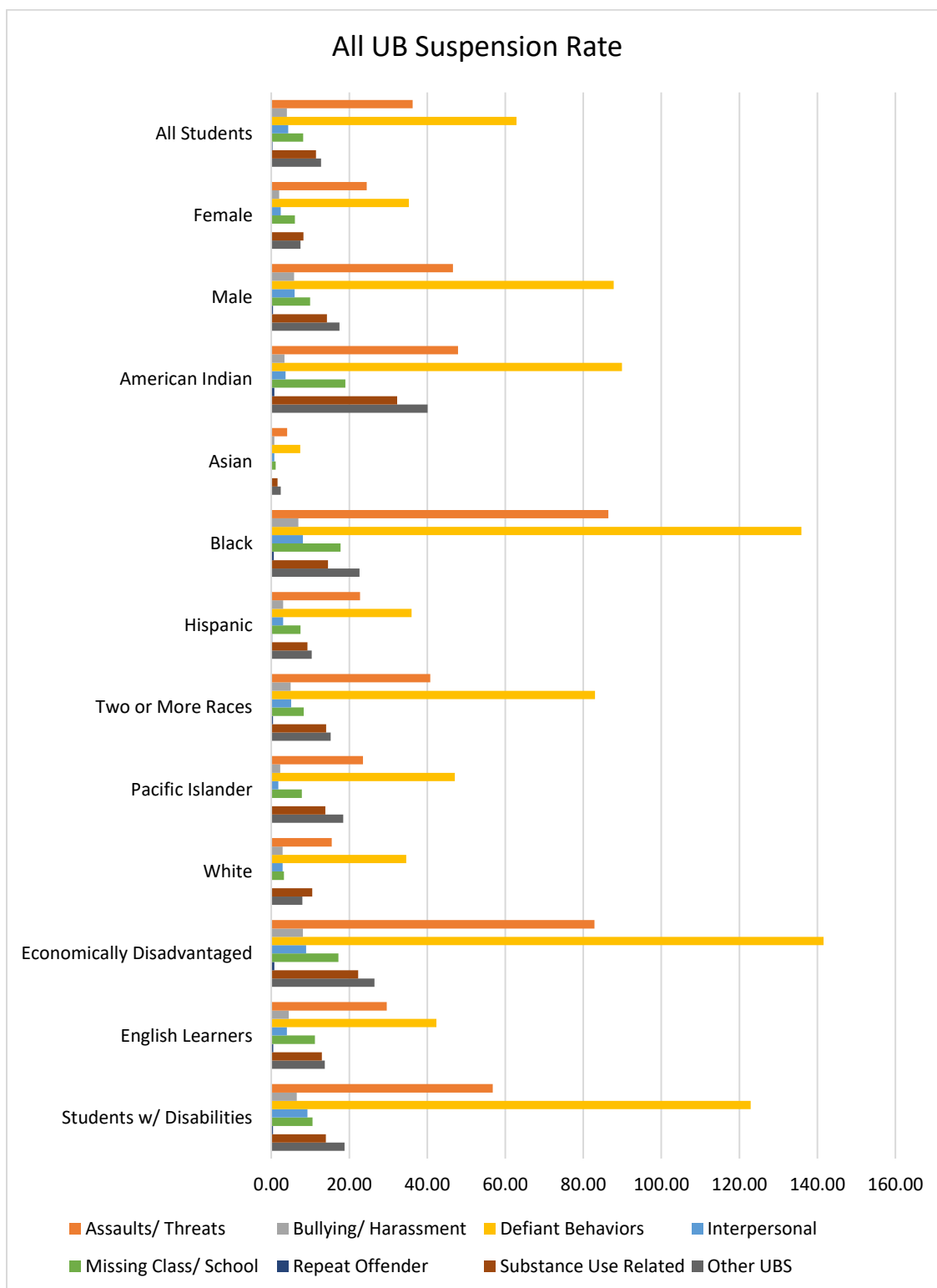
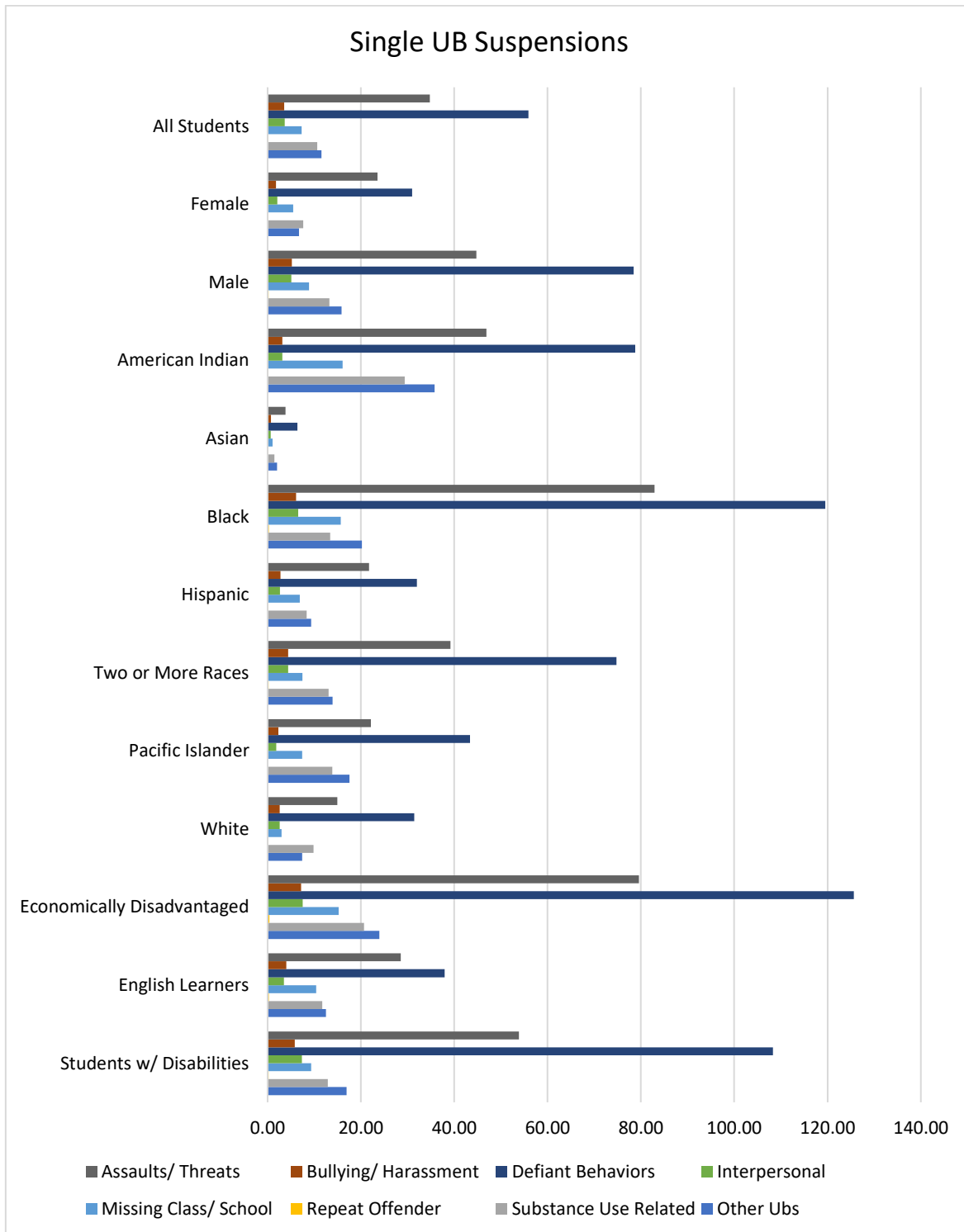


Figure S-C15. Rates of Unacceptable Behaviors Short-Term Suspension by Behavior Category and Student Subgroup, 2021-2022



The following tables and figures show the average days per suspension of unacceptable behavior suspensions for single unacceptable behavior suspensions and all unacceptable behavior suspensions by sex, race/ethnicity, for Economically Disadvantaged students, English Learners and Students with Disabilities grouped by unacceptable behavior category.

Table S-C12. Average Number of Days of Out-Of-School Suspensions for All Unacceptable Behaviors by Behavior Category and Student Subgroup, 2021-2022

All Unacceptable Behavior Suspensions	All UB Behaviors	Assaults/Threats	Bullying/Harassment	Defiant Behaviors	Interpersonal	Missing Class/School	Repeat Offender	Substance Use Related	Other UBS
All Students	3.20	4.52	3.09	2.44	4.25	2.31	3.29	3.47	3.16
Female	3.46	5.12	2.97	2.61	4.10	2.22	3.75	3.33	3.11
Male	3.08	4.21	3.14	2.38	4.31	2.36	3.11	3.55	3.18
American Indian	3.50	5.47	2.91	2.79	4.29	2.52	5.69	2.71	3.75
Asian	2.91	3.87	2.62	2.22	4.27	2.27	3.14	3.48	3.00
Black	3.38	4.76	3.26	2.59	4.35	2.40	3.55	3.54	3.21
Hispanic	3.15	4.31	3.05	2.35	4.25	2.20	2.97	3.80	3.20
Two or More Races	3.06	4.41	2.91	2.36	4.27	2.23	2.43	3.28	3.12
Pacific Islander	3.08	5.20	1.80	2.42	3.50	1.81	-	2.49	3.13
White	2.86	3.88	2.95	2.18	4.09	2.15	3.00	3.38	3.00
Economically Disadvantaged	3.24	4.58	3.11	2.48	4.24	2.37	3.23	3.50	3.18
English Learners	3.20	4.30	3.15	2.40	4.45	2.20	3.10	3.84	3.20
Students w/ Disabilities	2.90	4.13	2.95	2.23	3.95	2.33	2.69	3.43	2.98

Table S-C13. Average Number of Days of Out-Of-School Suspensions for Single Unacceptable Behaviors by Behavior Category and Student Subgroup, 2021-2022

Single UB Suspensions	All UB Behaviors	Assaults/Threats	Bullying/Harassment	Defiant Behaviors	Interpersonal	Missing Class/School	Repeat Offender	Substance Use Related	Other UBS
All Students	3.24	4.68	3.07	2.36	4.81	2.17	3.12	3.44	3.24
Female	3.49	5.25	2.99	2.50	4.35	2.09	3.21	3.28	3.49
Male	3.14	4.40	3.10	2.31	4.99	2.22	3.09	3.53	3.14
American Indian	3.49	5.69	2.92	2.61	4.52	2.32	6.00	2.63	3.49
Asian	2.90	3.85	2.49	2.24	4.05	2.15	2.00	3.46	2.90
Black	3.43	4.95	3.25	2.50	4.45	2.25	3.92	3.52	3.43
Hispanic	3.16	4.37	2.97	2.26	4.64	2.11	2.45	3.77	3.16
Two or More Races	3.08	4.60	2.82	2.26	4.92	2.08	2.44	3.24	3.08
Pacific Islander	3.24	5.03	1.80	2.43	3.50	1.80	-	2.49	3.24
White	2.94	4.02	2.96	2.14	5.39	2.02	2.39	3.36	2.94
Economically Disadvantaged	3.29	4.75	3.07	2.40	4.82	2.23	3.16	3.48	3.29
English Learners	3.19	4.30	3.10	2.33	5.04	2.12	2.57	3.76	3.19
Students w/ Disabilities	2.88	4.17	2.93	2.15	4.11	2.19	2.24	3.35	2.88

Figure S-C16. Average Number of Days of Out-Of-School Suspensions for All Unacceptable Behaviors by Behavior Category and Student Subgroup, 2021-2022

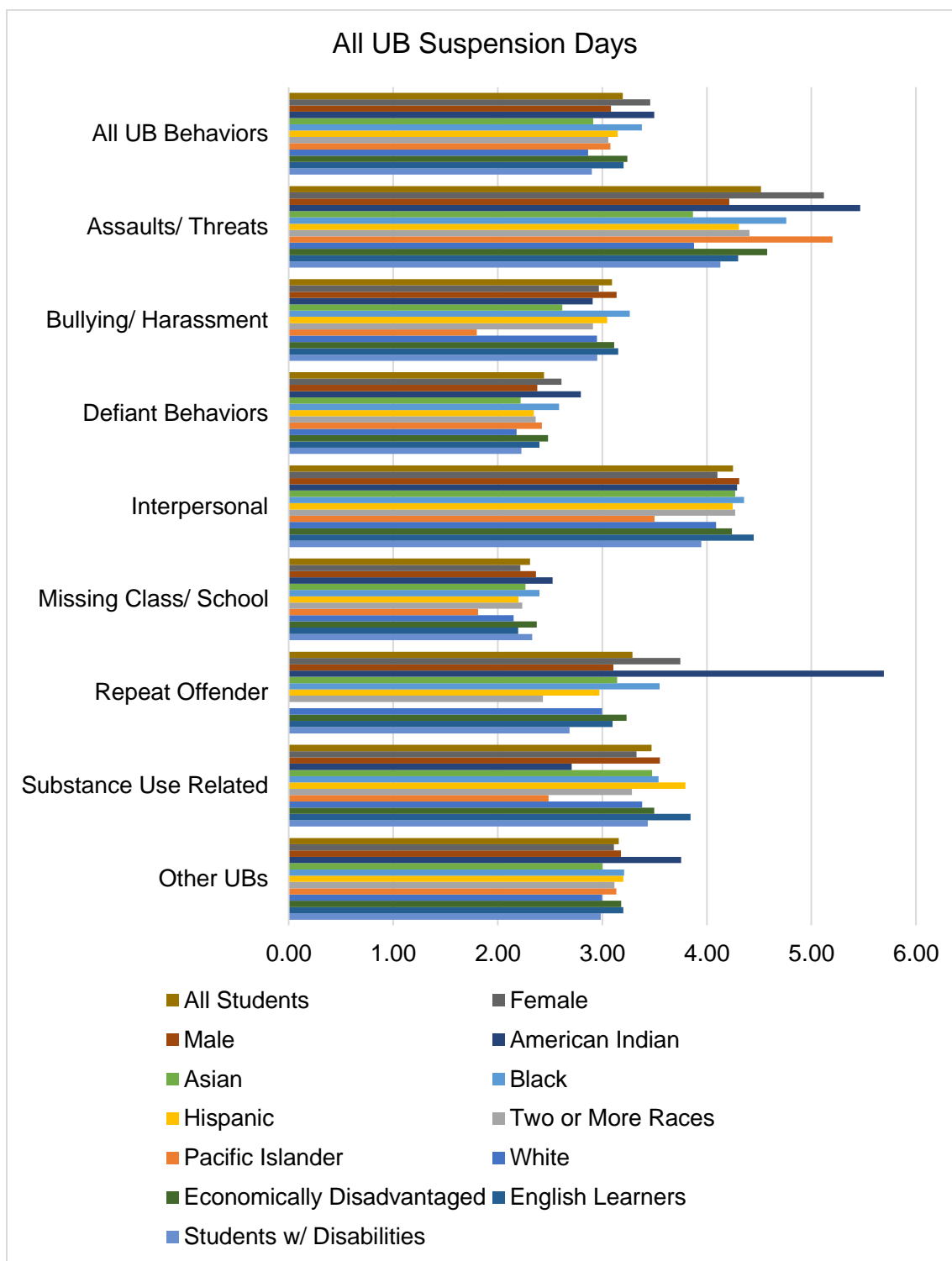
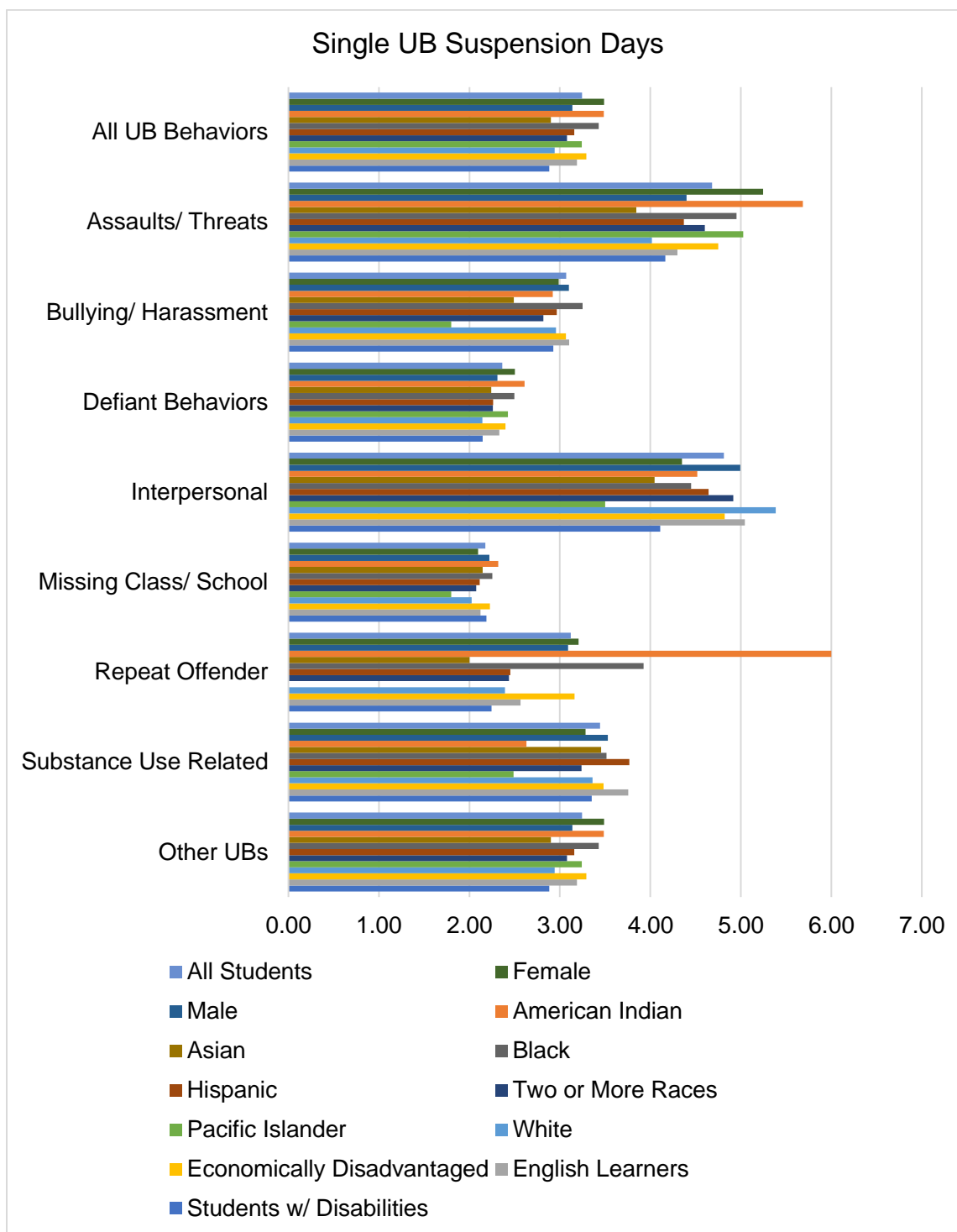


Figure S-C17. Average Number of Days of Out-Of-School Suspensions for Single Unacceptable Behaviors by Behavior Category and Student Subgroup, 2021-2022



Long-Term Suspensions

General Findings

In 2021-2022, 693 long-term suspensions were reported. The rate of long-term suspensions in 2021-2022 was 46.61 per 100,000 students.

While most of the visualized and presented data in this section represent suspensions, not numbers of unique students, it is important to note that because some students received more than one long-term suspension, the 693 long-term suspensions reported in 2021-2022 were assigned to 685 individual students for an average of 65.94 days of school missed per suspension. Overall, 45,695 days of school were missed throughout the state due to long-term suspensions in the 2021-2022 academic year.

Long-Term Suspensions by Student Subgroup

Across all student subgroups, in 2021-2022, Pacific Islander students had the highest rate of long-term suspensions per 100,000 students (138.38 per 100K students), followed by Black students (102.93 per 100K students) and Economically Disadvantaged students (99.94 per 100K students). American Indian students, Two or More Races students, and male students, respectively, highest number of suspension days per long-term suspension (91.00, 75.06, and 72.27 days, respectively). Pacific Islander students and Students with Disabilities had the lowest average number of suspension days per suspension with 38.33 and 40.11 suspension days per long-term suspension, respectively, among the different subgroups in 2021-2022.

Consistent with previous years, male students received more long-term suspensions than females in 2021-2022. The rate of long-term suspensions for male students (64.60 per 100,000 male students enrolled) was 2.41 times the rate for females (26.69 per 100,000 female students enrolled) in 2021-2022. On average, males had a higher average number of days per long-term suspension than female students in 2021-2022, 72.27 suspension days and 49.87 suspension days, respectively.

Within the race/ethnicity subgroups, Pacific Islander students had the highest rate of long-term suspensions of 138.38 per 100,000 Pacific Islander students, followed by Black students with a rate of long-term suspensions of 102.93 per 100,000 Black students enrolled in 2021-2022. Asian students and American Indian students had the lowest rates of long-term suspensions per 100,000 students of 6.69 and 12.54 respectively.

American Indian students had the highest average number of suspension days per suspension with 91.00 suspension days per long-term suspension, followed by Two or More Races students with 75.06 suspension days. Pacific Islander students and Asian students had the lowest average number of suspension days per suspension with 38.33 and 46.88 suspension days per long-term suspension, respectively.

The table below details the total number of short-term suspensions; the rate of short-term suspension per 1,000 students; the average number of suspensions received by each student; the average number of days across all short-term suspensions; and the total number of days missed across all short-term suspensions by sex, race/ethnicity, Economically Disadvantaged students, English Learners and Students with Disabilities (see also Figures S28, S29, S30 and S31).

Table S-C14. Long-Term Suspensions by Student Subgroup, 2021-2022

Note: The long-term suspension rate per 100,000 students enrolled will be alarming for Pacific Islander students considering there were approximately 2,200 Pacific Islander students enrolled in North Carolina public schools in 2021-2022 school year.

	Number of Long-Term Suspensions	Rate per 100K Students	Average Days Per LTS	Total Days In LTS
All Students	693	46.61	65.94	45,695
Female	196	26.69	49.87	9,775
Male	497	64.60	72.27	35,920
American Indian	2	12.54	91.00	182
Asian	4	6.96	46.88	188
Black	385	102.93	68.32	26,303
Hispanic	87	29.23	62.19	5,411
Two or More Races	36	45.67	75.06	2,702
Native Hawaiian/Pacific Islander	3	138.38	38.33	115
White	176	25.96	61.33	10,794
Economically Disadvantaged	436	99.94	59.57	25,973
English Learners	41	28.70	57.43	2,355
Students w/ Disabilities	86	40.84	40.41	3,475

Figure S-C18. Rate of Long-Term Suspensions by Student Subgroup, 2021-2022

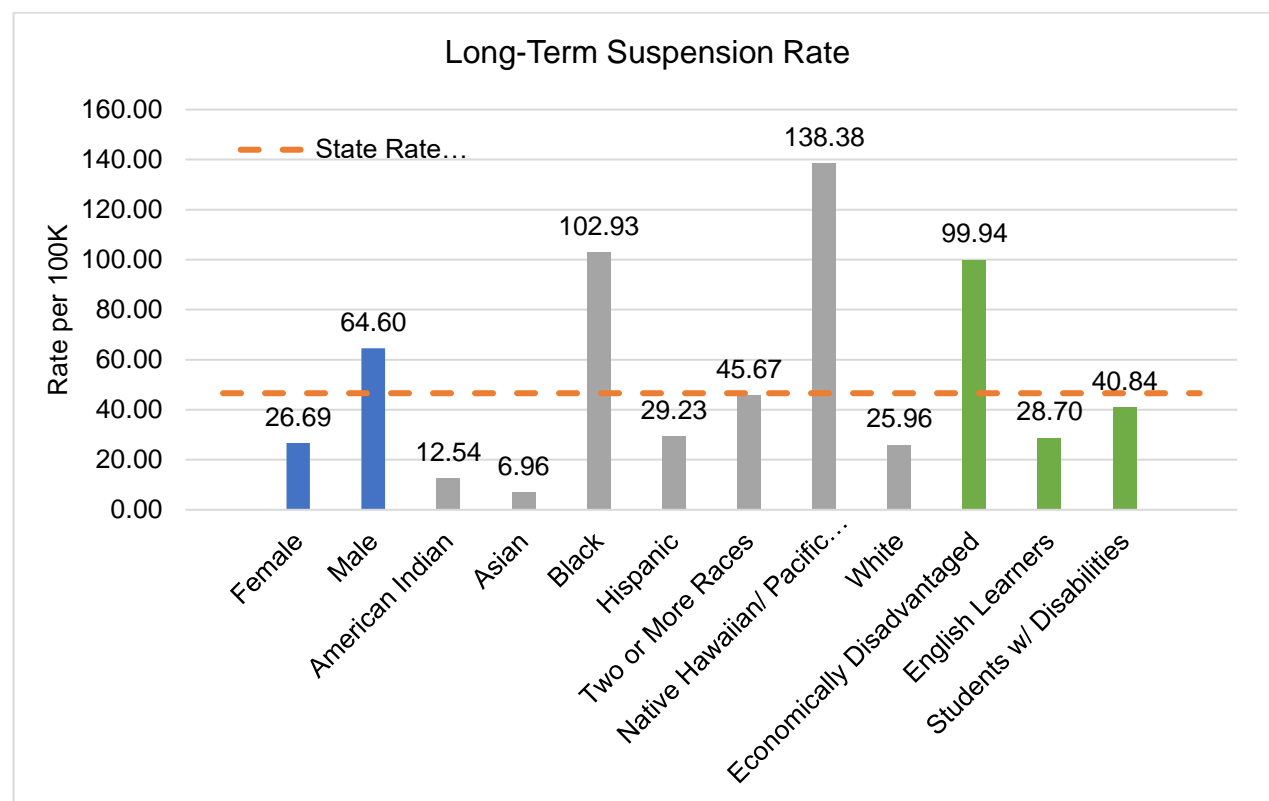
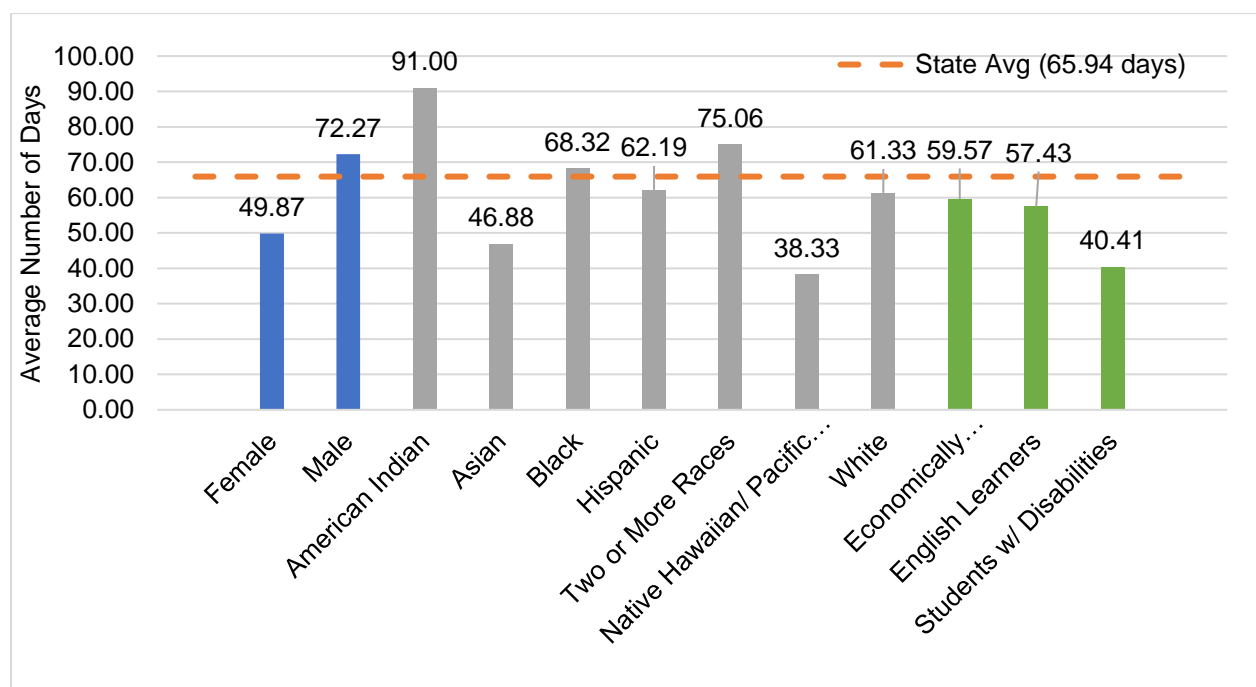


Figure S-C19. Long-Term Suspensions Days by Student Subgroup, 2021-2022



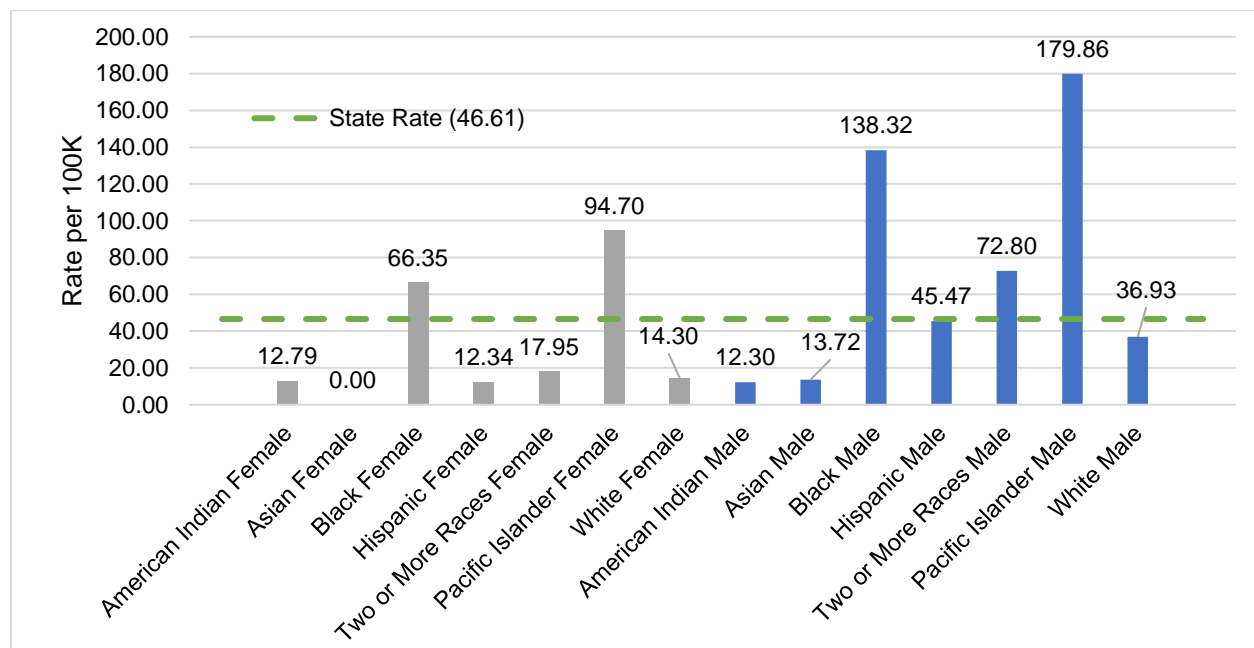
For long-term suspensions received by female students, Pacific Islander female students (94.70 per 100,000 female students enrolled) and Black female students (66.35 per 100,000 Black female students enrolled) had the highest rate of long-term suspensions in 2021-2022. White female students, followed by American Indian female students and Hispanic female students had the highest average number of suspension days per long-term suspension (63.19, 56.00 and 55.39 days, respectively).

Among male students, Pacific Islander male students and Black male students had the highest rate of long-term suspensions in 2021-2022 with 179.86 per 100,000 male students enrolled and 138.32 per 100,000 male students enrolled, respectively. American Indian males followed by Two or More Races males and Black males had the highest average number of suspension days per long-term suspension with 126.00, 82.94 and 79.42 days, respectively.

Table S-C15. Long-Term Suspensions by Race/Ethnicity-Sex Subgroup, 2021-2022

	Number of Long-Term Suspensions	Rate per 100,000 Students	Average Days Per LTS	Total Days In LTS
All Students	693	46.61	65.94	45,695
American Indian Female	1	12.79	56.00	56
Asian Female	0	0.00	0.00	0
Black Female	122	66.35	44.39	5,415
Hispanic Female	18	12.34	55.39	997
Two or More Races Female	7	17.95	42.43	297
Pacific Islander Female	1	94.70	40.00	40
White Female	47	14.30	63.19	2,970
American Indian Male	1	12.30	126.00	126
Asian Male	4	13.72	46.88	188
Black Male	263	138.32	79.42	20,888
Hispanic Male	69	45.47	63.97	4,414
Two or More Races Male	29	72.80	82.94	2,405
Pacific Islander Male	2	179.86	37.50	75
White Male	129	36.93	60.65	7,824

Figure S-C20. Long-Term Suspensions Rates by Race/Ethnicity-Sex Subgroup, 2021-2022

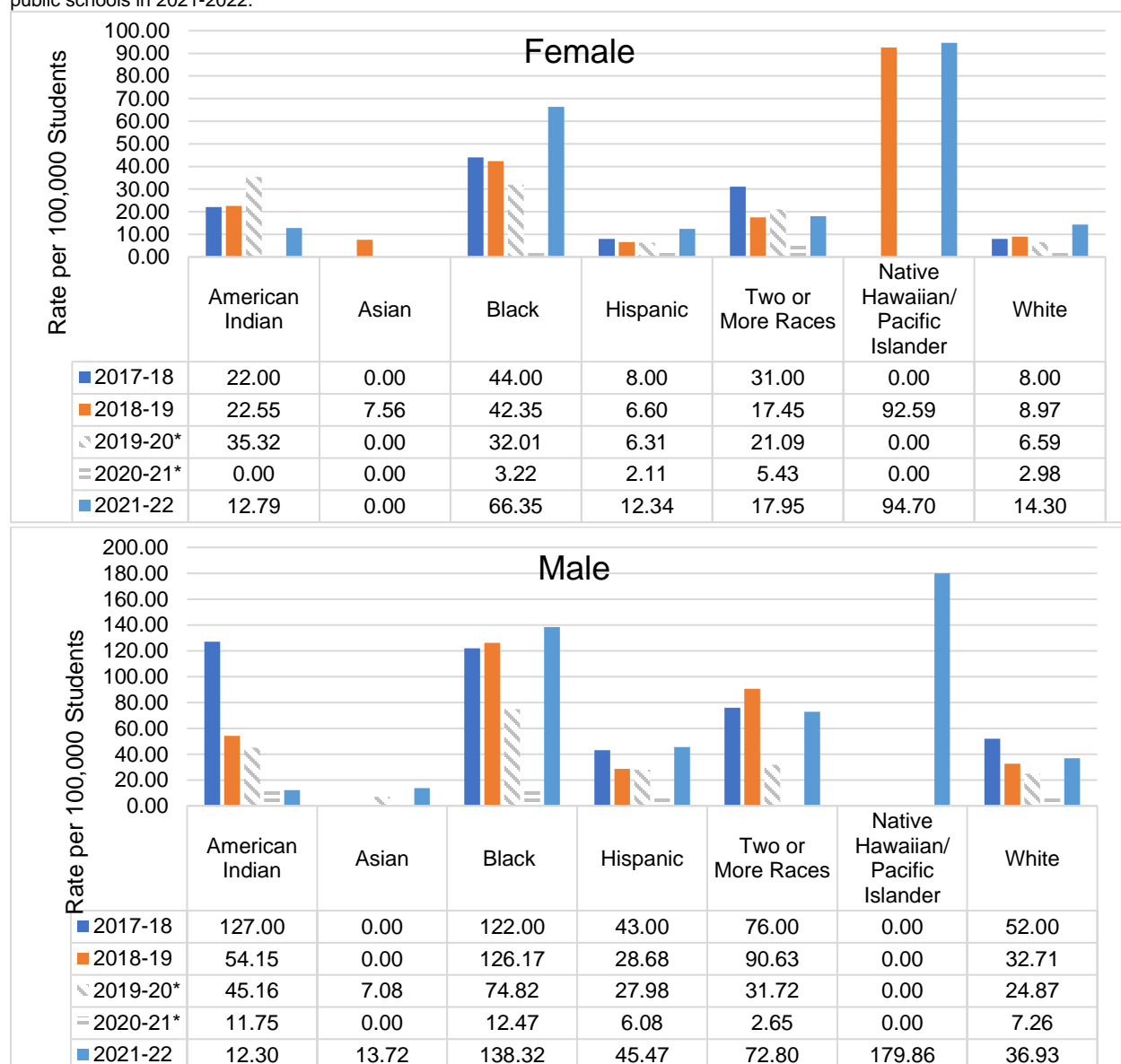


From the 2018-2019 to the 2021-2022 school year, the rate of long-term suspensions per 100,000 students for American Indian female and male students, Asian female students, and Two or More Races male students decreased. Black females and males, Hispanic females and males, Pacific Islander females, Two or More Races females, and White females and males saw an increase in rates between 2018-2019 and 2021-2022. The greatest increase was for Hispanic female students.

Between the 2017-2018 to 2021-2022 school years, the rate of long-term suspensions per 100,000 students for American Indian female and male students, White male students, and Two or More Races female and male students saw a decrease. Asian males, Black females and males, Hispanic females and males, Pacific Islander females and males, and White females saw an increase in rates between 2017-2018 and 2021-2022. The greatest increase was for White female students.

Figure S-C21. Rate of Long-Term Suspension by Race/Ethnicity and Sex, 2017-2018 to 2021-2022

Note: The long-term suspension rate per 100,000 students enrolled will be alarming for Pacific Islander students considering there were approximately 1,100 Pacific Islander female students and 1,100 Pacific Islander male students enrolled in North Carolina public schools in 2021-2022.



* In response to the COVID-19 pandemic, starting in March of the 2019-2020 school year and continuing through the 2020-2021 school year, public school units across the state employed unprecedented methods to ensure continued student learning by utilizing various modes of instruction and student outreach. As such, caution should be taken when comparing data reported for the 2019-2020 and 2020-2021 school years to data reported for prior and subsequent years.

Of the 693 long-term suspensions in 2021-2023, 86 (12.4%) were given to students with disabilities for an average of 65.94 days per suspension. Of the seven most often reported eligibility categories, students identified in the eligibility categories of Specific Learning Disability, Other Health Impairment and Intellectual Disability-Mild had the highest number of long-term suspensions. Students identified in the eligibility categories Speech Impairment, Intellectual Disability-Mild and Other Health Impairment had the highest average number of long-term suspension days.

Table S-C16. Long-Term Suspensions Received by Students with Disabilities, 2021-2022

	Number of Long-Term Suspensions	Rate per 100K Students	Average Days Per LTS	Total Days In LTS
All Students	693	46.61	65.94	45,695
Students w/ Disabilities	86	40.84	40.41	3,475
Autism	2		*	*
Developmental Delay	2		*	*
Serious Emotional Disability	12		34.95	419
Intellectual Disability - Mild	7		*	*
Specific Learning Disability	30		34.38	1,031
Other Health Impairment	30		46.73	1,402
Speech Impairment	1		*	*
Other Eligibility Categories	2		*	*

Long-Term Suspension by Grade Level

As is consistent with previous years, high school grades reported the most long-term suspensions in 2021-2022 and account for 57.4% of all long-term suspensions. Across all high school grades (9, 10, 11 and 12), 398 long-term suspensions were reported statewide for a rate of 87.40 suspensions per 100,000 high school students. There were 259 long-term suspensions in middle school grades in 2021-2022. The rate of long-term suspensions in middle school was 72.15 per 100,000 students.

Grades 9 and 8 saw the highest number of long-term suspensions in 2021-2022. Students in grades 11 and 12 had the highest average number of suspension days per long-term suspension. All elementary grades saw the least number of long-term suspensions and the lowest average number of suspension days.

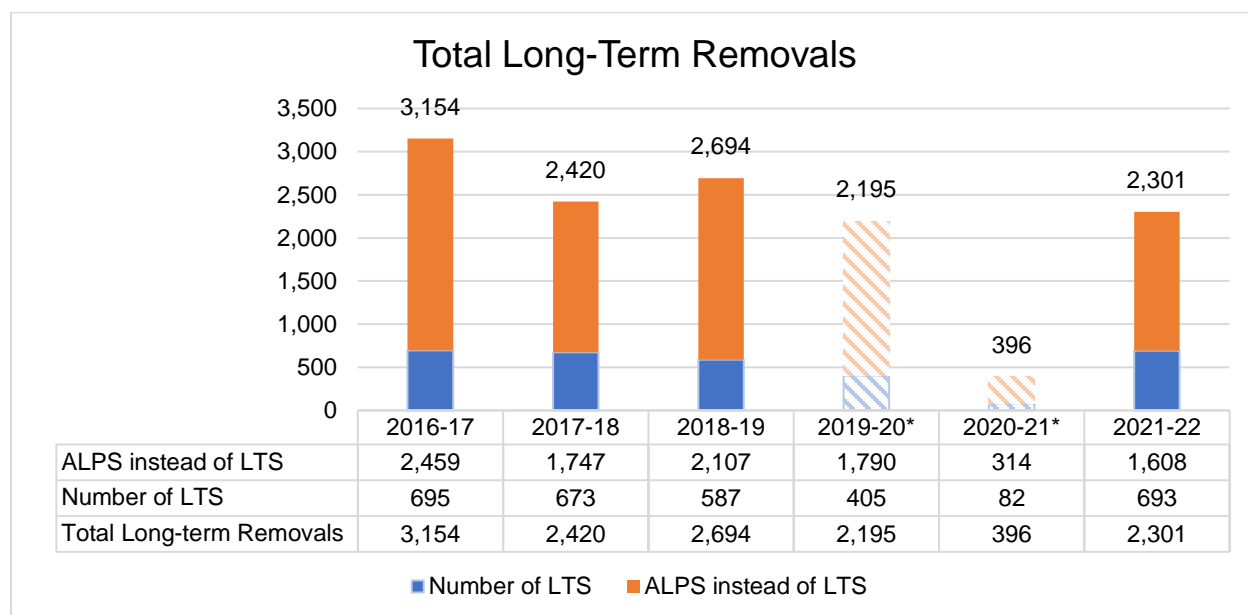
Table S-C17. Long-Term Suspensions by Grade Level, 2021-2022

	Number of Long-Term Suspensions	Rate per 100K Students	Average Days Per LTS	Total Days In LTS
All Students	693	46.61	65.94	45,695
Elementary Grades (PK/K-5)	36	5.35	26.91	969
Middle Grades	259	72.15	56.29	14,579
High School Grades	398	87.40	75.75	30,147
Grade 6	50		67.67	3,383
Grade 7	86		54.34	4,673
Grade 8	123		53.03	6,523
Grade 9	209		69.10	14,442
Grade 10	103		77.19	7,950
Grade 11	50		94.34	4,717
Grade 12 (includes 13 and XG)	36		84.36	3,037

Long-Term Removals from Home School due to Disciplinary Incidents

In 2021-2022, statewide 1,608 students were enrolled in Alternative Learning Programs and Schools with an enrollment reason code of “Placed instead of long-term suspension”. If these students had been given long-term suspensions instead of an alternative learning placement, the number of long-term suspensions statewide would have totaled 2,301 for the 2021-2022 school year. From 2018-2019 to 2021-2022 and 2017-2018 to 2021-2022, these total long-term removals from home school (long-term suspension plus alternative learning placement instead of a long-term suspensions) decreased by 14.6% and 4.9%, respectively.

Figure S-C22. Total Long-Term Removals from Home School due to Disciplinary Incidents, 2017-2018 to 2021-2022



In 2021-2022, there were 1,081 placements in Alternative Learning Programs and Schools (ALPS) instead of being given long-term suspensions for male students and 527 placements for female students. Out of the 1,081 placements for male students, 60.6% were given to Black male students. Out of the 527 placements for female students, 71.5% were given to Black female students.

Figure S-C23. Alternative Learning Placements Instead of Long-Term Suspensions by Student Subgroup, 2021-2022

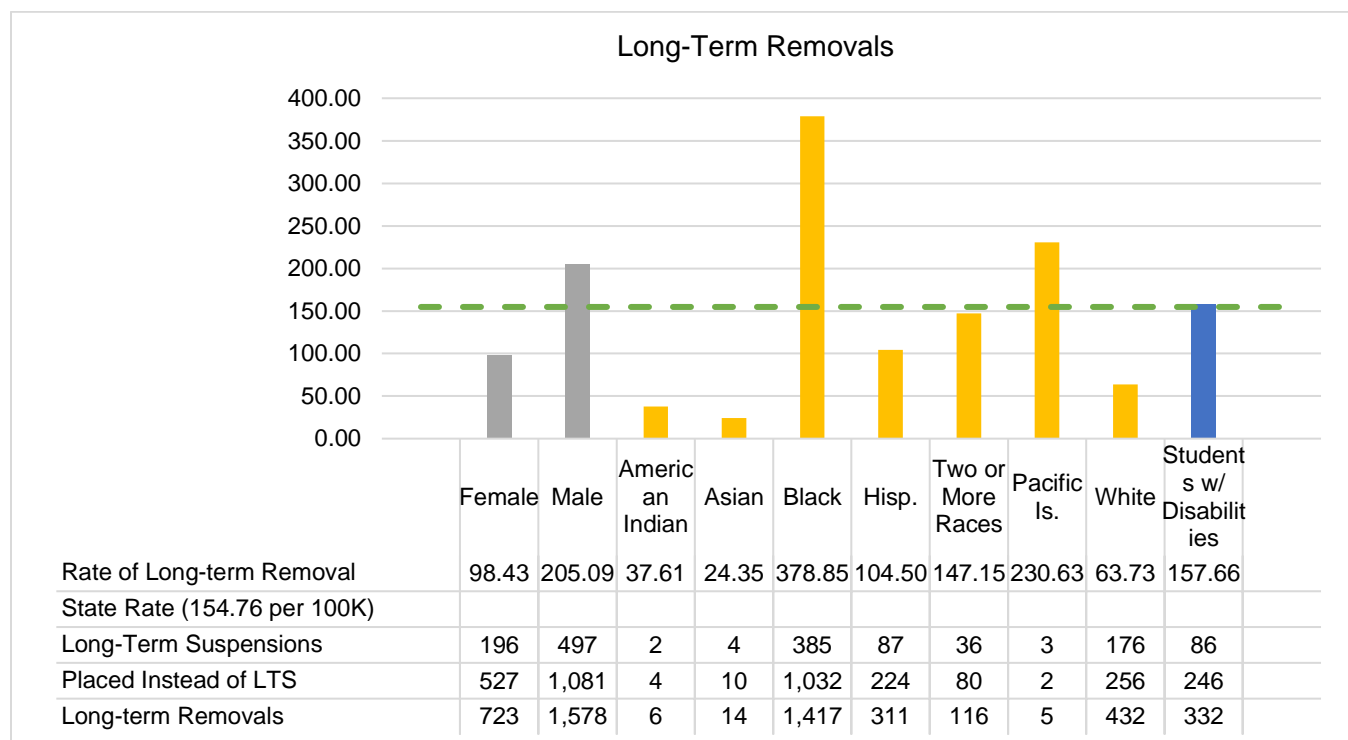
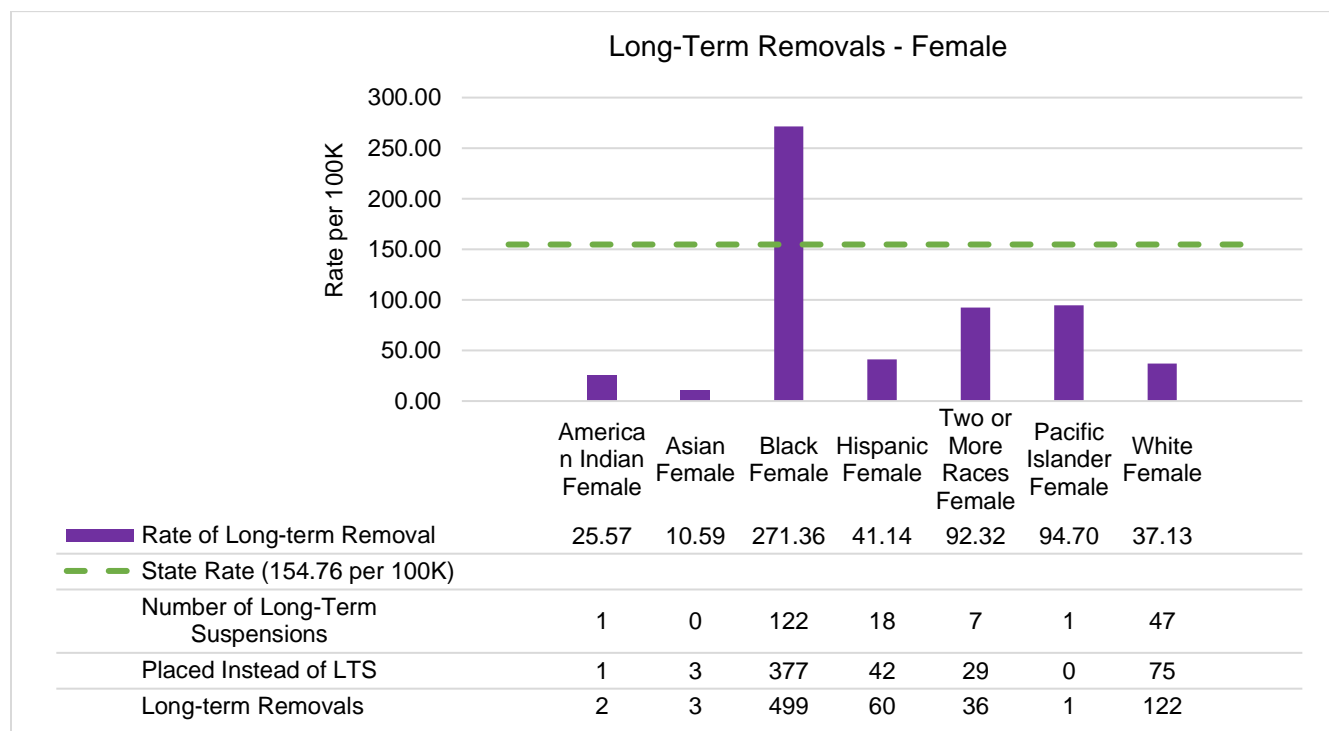
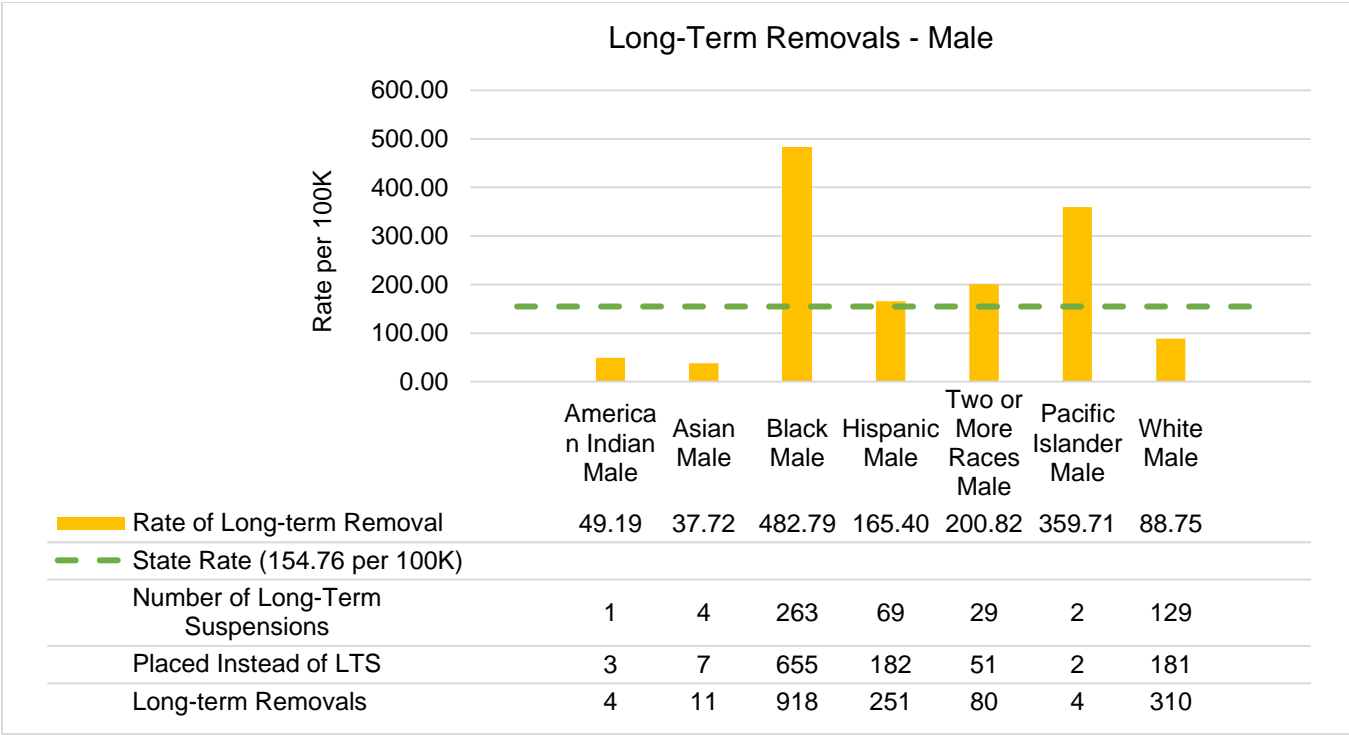


Figure S-C24. Alternative Learning Placements Instead of Long-Term Suspensions by Race/Ethnicity-Sex Subgroup, 2021-2022





Multiple Short-Term Suspensions

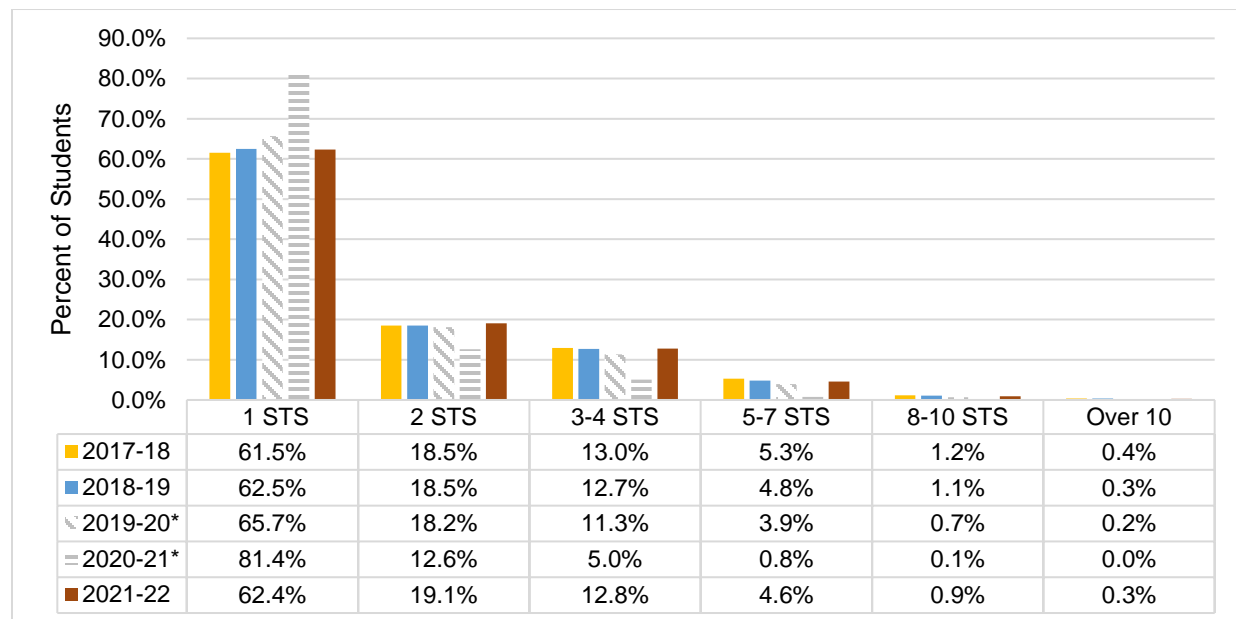
General Findings

As reported in the 2021-2022 Suspensions and Expulsions, Section 1. Short-term Suspensions for All Acts and Behaviors, there were 217,928 short-term suspensions given to 120,668 individual students in the 2021-2022 school year. The average number of short-term suspensions per suspended student was 1.81 suspensions and the average duration for a short-term suspension was 3.34 days.

In 2021-2022, 62.4% (75,251) of suspended students received only one short-term suspension. Conversely, 37.6% (45,417) received more than 1 suspension: 19.1% (23,049) received 2 suspensions, 12.8% (15,388) received 3 to 4 suspensions, 4.6% (5,510) received 5 to 7 suspensions, 0.9% (1,142) received 8 to 10, and 0.3% (328) received 10 to more short-term suspensions.

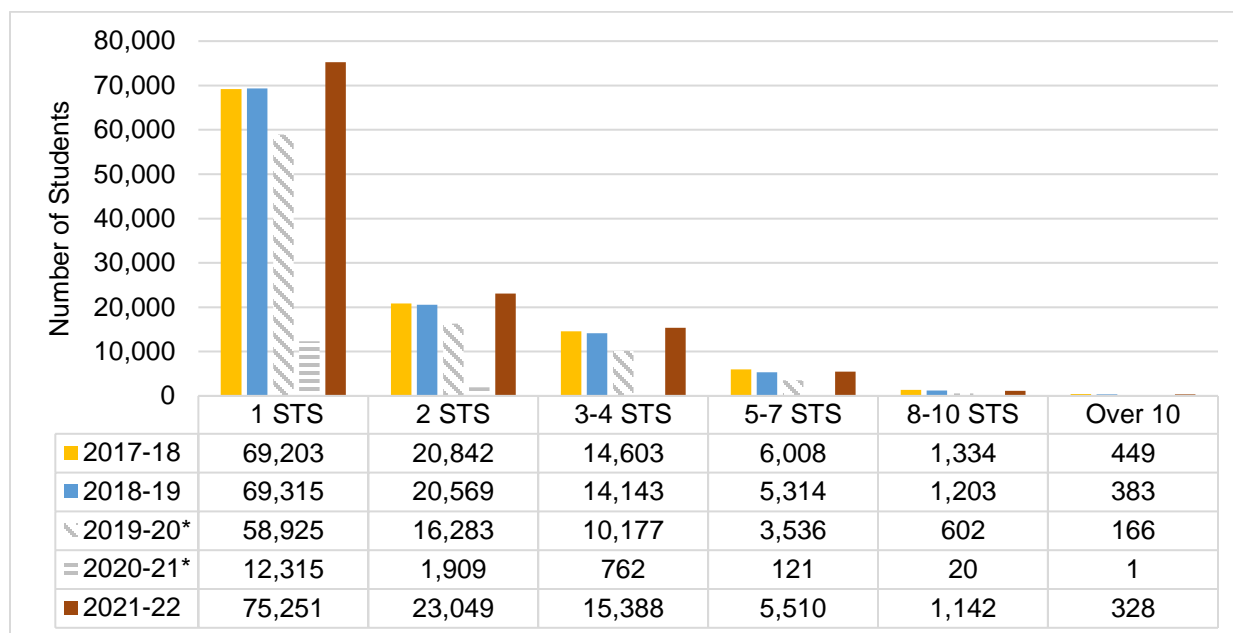
When compared to the previous school years of 2018-2019 and 2017-2018, the count, rate, and the number of unique students given short-term suspensions was higher in 2021-2022, whereas the average number of short-term suspensions per suspended students in 2021-2022 was slightly lower. This slight difference can be seen when comparing the percentage of students and number of students who received one or two short-term suspensions.

Figure S-C25. Percent of Suspended Students Receiving One or More Short-Term Suspensions, 2017-2018 to 2021-2022



* In response to the COVID-19 pandemic, starting in March of the 2019-2020 school year and continuing through the 2020-2021 school year, public school units across the state employed unprecedented methods to ensure continued student learning by utilizing various modes of instruction and student outreach. As such, caution should be taken when comparing data reported for the 2019-2020 and 2020-2021 school years to data reported for prior and subsequent years.

Figure S-C26. Number of Students Suspended Receiving One or More Short-Term Suspensions, 2017-2018 to 2021-2022



Of the 45,417 students who received multiple suspensions, 31.1% (14,123) missed less than 5 days of school across their multiple suspensions, 31.0% (14,071) missed 6 to 10 days of school. However, the remaining 37.9% of students missed more than 10 days over the course of their multiple suspensions which is the equivalent to a long-term suspension; specifically, 27.5% (12,507) students missed 11 to 20 days, 9.4% (4,255) missed 21 to 40 days and 1.0% (461) missed 41 or more days of school.

When compared to 2018-2019 and 2017-2018, the percent of students with multiple suspensions totaling less than five days was lower in 2021-2021 by 5.0 and 4.2 percentage points respectively. There was than 1.0 percentage point decrease in percentage of students with multiple suspensions that totaled 6 to 10 days. There were increases greater than 1 percentage point in the percentage of students with multiple suspensions that totaled 11 to 20 days and 21 to 40 days between 2021-2022 and 2018-2019 (3.5 and 2.9, respectively) and 2021-2022 and 2017-2018 (2.0 and 1.5, respectively). There was than 1.0 percentage point increase in percentage of students with multiple suspensions that totaled 41 days or more from 2018-2019 to 2021-2022 and 2017-2018 to 2021-2022.

Figure S-C27. Percent of Students Receiving Multiple Short-Term Suspensions by Total Duration, 2017-2018 to 2021-2022

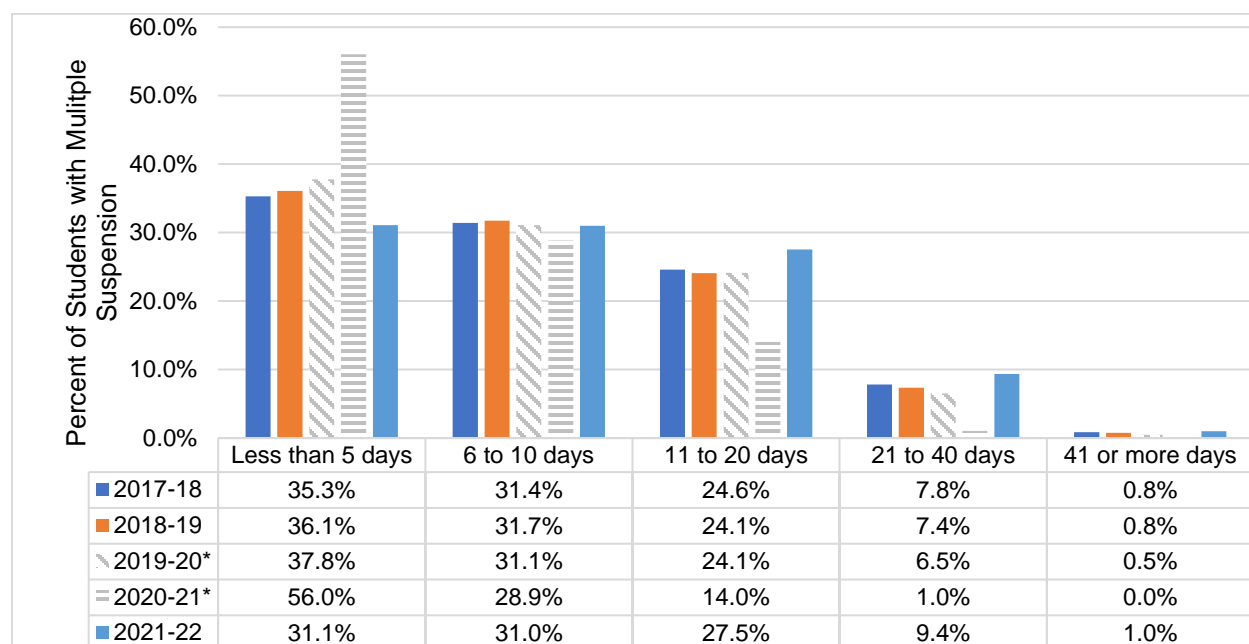
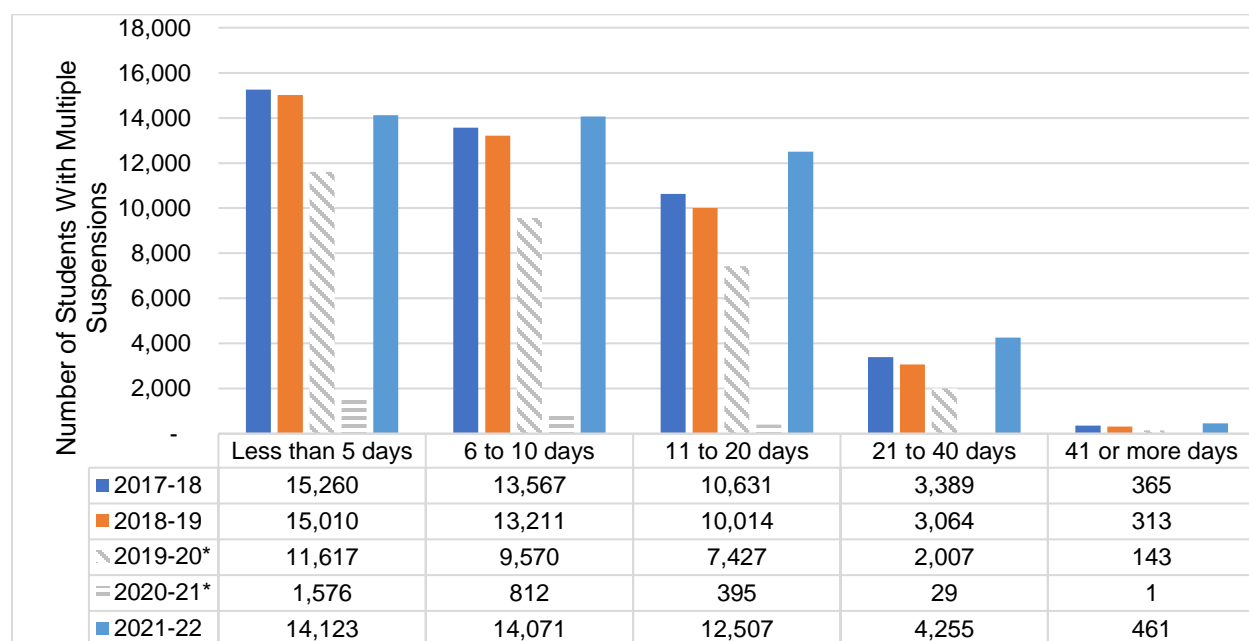


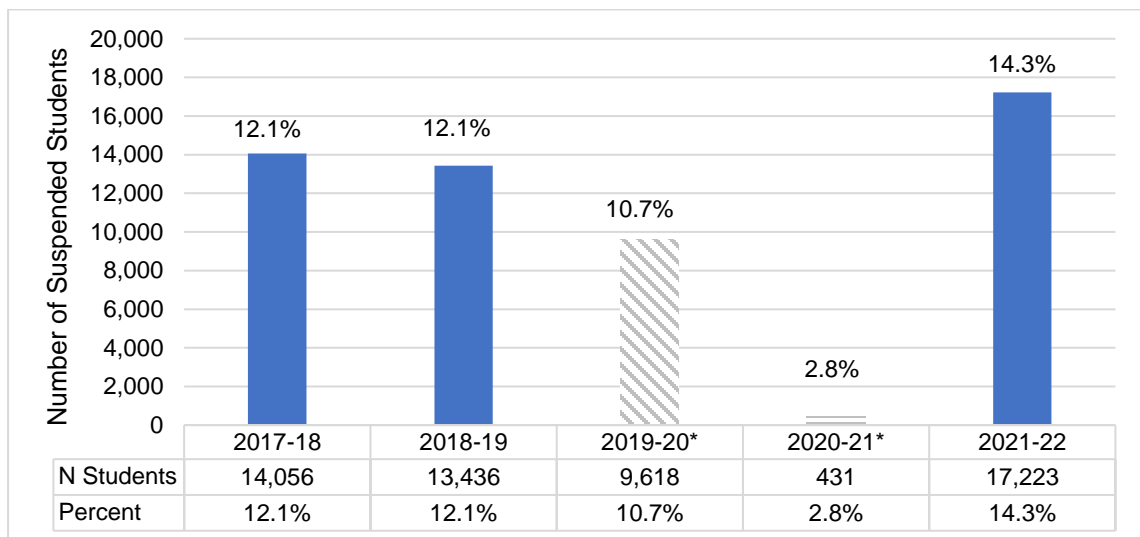
Figure S-C28. Number of Student Receiving Multiple Short-Term Suspensions by Total Duration, 2017-2018 to 2021-2022



Multiple Suspensions Totaling More than 10 Days

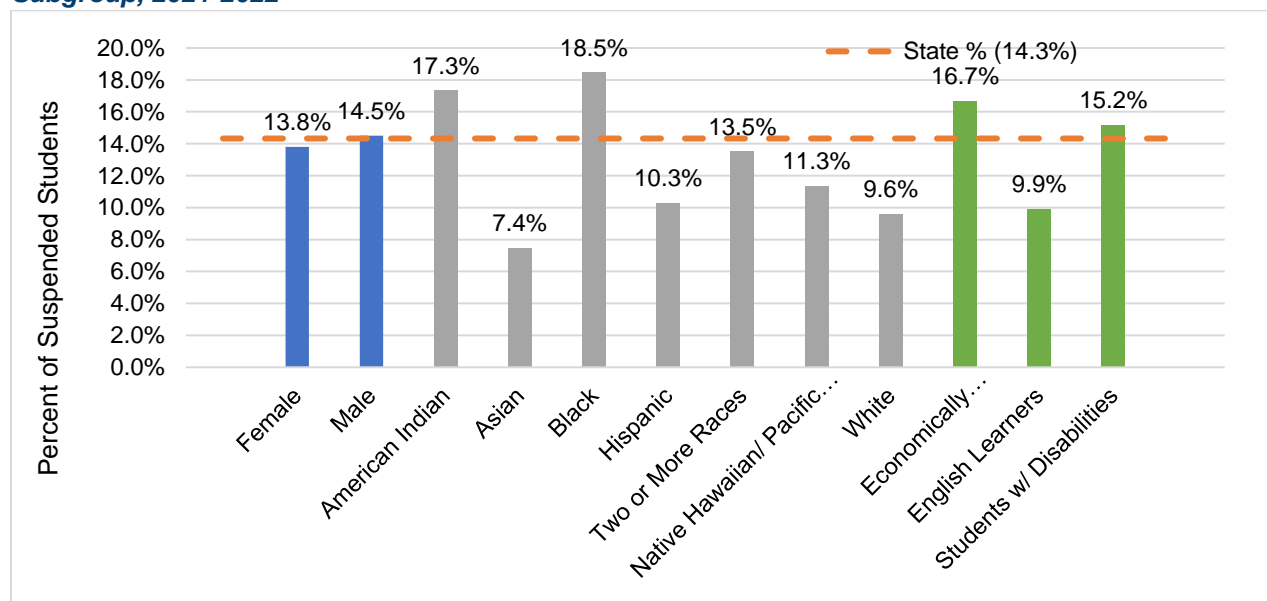
In 2021-2022, 14.3%, or 17,223, of all suspended students received multiple short-term suspensions with a combined length that exceeded 10 days, the equivalent of a long term suspension. The number and percent of suspended students whose combined lengths of multiple short-term suspensions exceeded 10 days increased by 2.2 percentage point from 2018-2019 and 2017-2018.

Figure S-C29. Multiple Short-Term Suspensions Totaling More Than 10 Days, 2017-2018 to 2021-2022



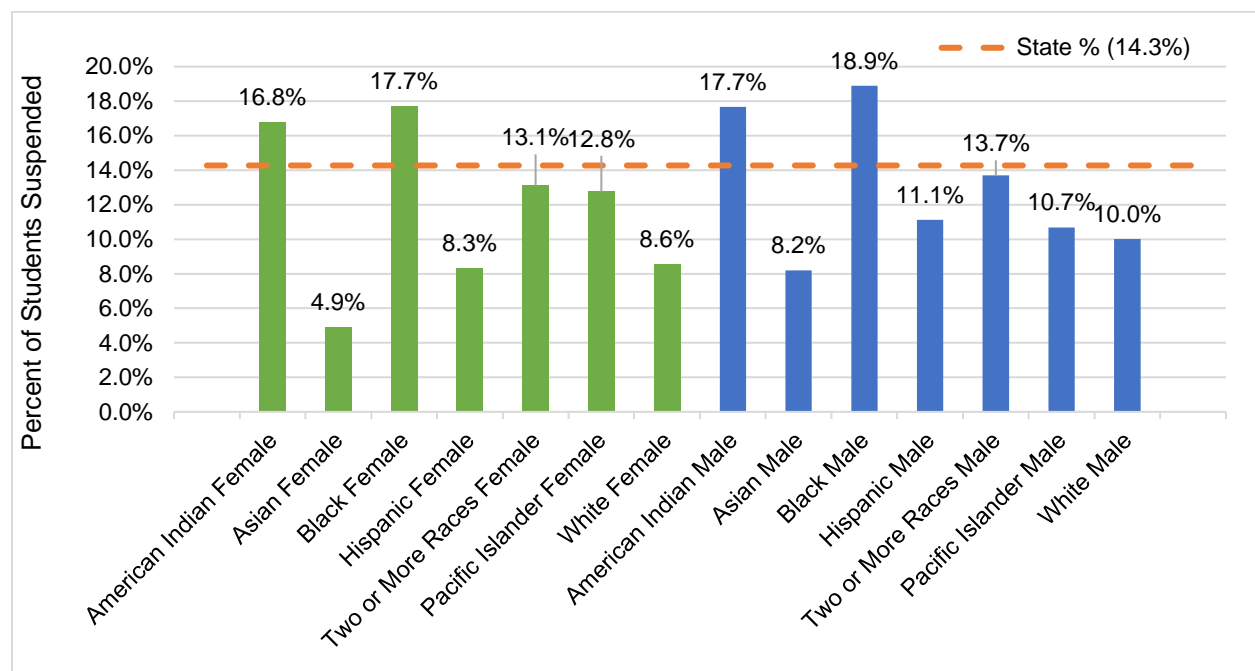
In 2021-2022, there was a higher percentage of Black suspended students that received multiple short-term suspensions which together totaled more than 10 days than other subgroup; followed by suspended American Indian students and Economically Disadvantaged students.

Figure S-C30. Multiple Short-Term Suspensions Totaling More Than 10 days by Student Subgroup, 2021-2022



In 2021-2022, a higher percentage of suspended Black male students received multiple short-term suspensions that together totaled more than 10 days out of school than the in other subgroups; followed by suspended Black female students and suspended American Indian male students.

Figure S-C31. Students Receiving Multiple Short-Term Suspensions Totaling More than 10 Days by Race/Ethnicity-Sex Subgroup, 2021-2022



Suspensions and Expulsions Companion Tables

The following companion tables provide additional and more detailed information and can be found online at: <https://www.dpi.nc.gov/data-reports/dropout-and-discipline-data/discipline-alp-and-dropout-annual-reports>.

Table S20. Short-Term Suspension Statistics for Schools in PSUs, 2021-2022

Table S21. High School Short-Term Suspension Statistics for PSU, 2021-2022

Table S22. Short-Term Suspensions, Long-Term Suspensions and Expulsions in PSUs by Sex and Ethnicity, 2021-2022

2021-2022 REASSIGNMENTS FOR DISCIPLINARY REASONS COMPANION

Introduction

Definitions of Reassignments for Disciplinary Purposes

When students misbehave or commit offenses, schools assign consequences based on the seriousness of the behavior(s) or offense(s) and sometimes on the student's history of misbehavior. Lesser offenses committed by students are often dealt with by giving a student an in-school suspension or an out-of-school suspension. For more serious offenses, students might be assigned out-of-school suspensions for longer periods of time, or they might receive an alternative learning placement as a disciplinary action. Very serious offenses committed by students might result in the student being expelled. Principals usually make decisions about whether to give a student an in-school suspension or an out-of-school suspension and about the duration of these suspensions. They are also typically the ones to make the recommendation to the superintendent or local school board to expel a student.

In-school suspension (ISS) is defined as when a student is reassigned, for a relatively short period of time, to an area apart from their regular classroom. Students given in-school suspensions are usually provided with assignments from their teacher. Many in-school suspensions are for a single day or only part of a day. Some in-school suspensions may last multiple days. Within this report, when a student is reassigned to in-school suspension for a half of their school day or more, these in-school suspensions are classified as full day suspensions. If the reassignment is for less than half of a student's school day, the suspension is classified as a partial day in-school suspension and is not included in the full day in-school suspension count.

Alternative learning placement (enALP) as a disciplinary action is defined as the reassignment of a student, for a relatively longer period of time, where the student is provided direct or computer-based instruction and continued access to courses and supervising teachers for those courses. Students are typically assigned to alternative learning program and schools for at least a grading period and sometimes for the remainder of the school year or longer.

When a student is suspended long-term, the student may not return to his or her regular school for the duration of the suspension. Districts may allow long-term suspended students to attend an alternative learning program or school during their long-term suspension from their home school. For reporting purposes, students are not considered suspended while attending an alternative learning program or school. However, if the student is out-of-school for any duration of time while they wait for their alternative learning placements, both the out-of-school suspension and the reassignment to the alternative learning program or school are to be reported.

Definitions of Suspensions and "Other" Disciplinary Actions

Out-of-school suspensions are defined as the exclusion of a student from school attendance for disciplinary purposes. Students are considered in attendance if they are present on-site for at least half of their school day. If the student is not present for at least half of their school day, they are considered excluded from attendance. Therefore, if a student is sent home for at least half of their

school day and are allowed to return the following day, they would be out-of-school suspended for 1 school day. For the purposes of this report and in accordance with general statute (NCGS § 115C-390.1), out-of-school suspensions are categorized as either short-term or long-term suspensions. This categorization is based on the number of days the student was excluded from school.

A short-term suspension (STS) is defined as the exclusion of a student from school attendance for disciplinary purposes for up to 10 days (NCGS § 115C-390.1).

A long-term suspension (LTS) is defined as the exclusion of a student from school attendance for disciplinary purposes for more than 10 days (NCGS § 115C-390.1). Though not reported separately in this report, there are three categories of long-term suspensions: long-term suspensions of 11 day or more (excluding remainder of the school year and 365-day suspension), remainder of the school year suspensions, and 365-day suspensions. 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 alternative learning placement is provided.

In addition to the in-school suspensions, out-of-school suspensions, expulsion, and alternative learning placements, there are 22 other disciplinary actions that can be assigned to students as a result of disciplinary incidents. These “other” actions range from written or oral warnings, reduction of school privileges, supervised activities, administrative conferences, various types of detention, tobacco or drug/alcohol classes, work detail, Saturday academies, corporal punishment, bus suspensions, paying restitution and other disciplinary actions. There are no formal definitions for these “other” actions as such PSUs and schools develop their own guidance around their use.

Student Reassignment Data Collection, Analysis and Reporting

Data Collection and Reporting Procedures

In a single reported incident, there may be one or multiple offenders. Even though multiple offenders can be reported within the same incident, each offender in the incident is treated as a separate incident as crimes and behaviors, as well as actions, are assigned to each offender and not to the incident overall. When schools assign consequences to a student as a result of an incident, the actions the school takes are based on the seriousness of the offense or offense(s) and sometimes on the student’s history of misbehavior. These actions or consequences are thereby based on the totality of the student’s misbehavior (all behaviors that occurred during an incident); therefore, they are linked to the offender not to a specific act.

To account for all suspensions that occurred during the school year, the data include long-term suspensions and alternative learning placements as a disciplinary action that carried over from the previous school year.

Within the section of the report there are three-subsections: Section 1: In-school Suspensions, Section 2: Alternative Learning Assignments for Disciplinary Purposes, and Section 3: Suspensions and Reassignments for Disciplinary Purposes. In each of these subsections, unless otherwise stated, the charts and tables in this section represent numbers of full-day in-school suspensions, alternative learning placements, suspensions, not the number of unique students.

Count and Rate Calculations

In a single school year, as with out-of-school suspensions, a student may receive one or more in-school suspensions or alternative learning placement. When reporting disciplinary actions, schools are instructed to report the consequences to reflect the final disciplinary outcome for the student for that incident. Therefore, in a single incident, a student cannot be reported as having multiple full-day in-school suspensions or alternative learning placements. However, in-school suspensions, alternative learning placements, and “other” actions can be assigned as the only action taken or they can be assigned along with another disciplinary actions, including short-term suspensions, long-term suspensions, and expulsions.

To make comparisons between academic years, student subgroups, schools, PSUs and the state more meaningful, rates of in-school suspensions and alternative learning placements for disciplinary purposes are calculated to account for differences in population sizes or changes in population sizes over time. Rates of in-school suspensions and alternative learning placements for disciplinary purposes are expressed as a rate per 1,000 students enrolled.

In-school suspension rate per 1,000 students enrolled calculation:

$$\left(\frac{\text{Total Count of Inschool Suspensions}}{\text{Population Estimate}} \right) * 1,000$$

Alternative learning placements for disciplinary reasons rate per 100,000 students enrolled calculation:

$$\left(\frac{\text{Total Count of enALP Placements}}{\text{Population Estimate}} \right) * 1,000$$

Categorizing Disciplinary Actions by Reportable Offenses and Unacceptable Behaviors

Within this section of the report, Section 1: Short-Term Suspensions for All Acts and Behaviors, reports on short-term suspensions across all incidents and student offenders, regardless of the acts and behaviors reported in the incident. Section 2: Short-term Suspensions for Unacceptable Behaviors, however, categorizes the behaviors reported in an incident where the offender was assigned a short-term suspension.

Reportable Offense (ROs) are any of the 16 crimes reported on in the 2022-2023 School Crime and Violence section of these report. A short-term suspension was categorized as a Reportable Offense (RO) short-term suspension if one or more of the behaviors assigned to the offender was one of the 16 reportable crimes.

Unacceptable Behaviors (UBs) are any of the 67 behaviors that school can select when entering a disciplinary incident for a student offender, other than the 16 crimes and the exclusion of student from school attendance for the failure to submit proof of immunization or health assessments. Twenty-three UBs are defined in state or federal statute. The remaining UBs are not formally defined as such PSUs and schools develop their own guidance around their use. A short-term suspension was categorized as an Unacceptable Behavior (UB) short-term suspension if all behaviors assigned to the offender were unacceptable behaviors.

Unacceptable Behavior Categories: for the purposes of this report, the 67 UBs have been categorized into eight categories based on similarities between the behaviors. Appendix C provides a detailed list of the unacceptable behaviors that comprise each of the eight categories. Schools can assign multiple behaviors to an offender in a given incident. When entering incidents involving multiple behaviors, schools are instructed to enter the most serious behavior first. Therefore, when categorizing incidents of UBs suspensions, the suspension was categorized based on the first behavior entered for the offender.

Unacceptable Behavior Categories:

- 1) Assaults/Threats
- 2) Bullying/Harassment
- 3) Defiant Behaviors
- 4) Interpersonal Behaviors
- 5) Missing Class/School
- 6) Repeat Offender
- 7) Substance Use Related Behaviors
- 8) Other UBs

Limitations and Cautions of 2019–2020 and 2020–2021 Academic Year Data

In response to the COVID-19 pandemic, starting in March of the 2019-2020 school year and continuing through the 2020-2021 school year, public school units across the state employed unprecedented methods to ensure continued student learning by utilizing various modes of instruction and student outreach. As such, caution should be taken when comparing data reported for the 2019-2020 and 2020-2021 school years to data reported for prior and subsequent years. (For more information see the [Introduction](#) section of this report.)

Given the cautions presented above as well as a return to reporting in 2021-2022 that is consistent with pre-pandemic school years, in this report, the traditional 1-year and 2-year comparisons of the 2021-2022 school year to the school years of 2020-2021 and 2019-2020, respectively, will be replaced with comparisons of the 2021-2022 school year to the most recent pre-pandemic school years of 2018-2019 and 2017-2018, respectively. Even though 2019-2020 and 2020-2021 school year data will not be used in comparisons throughout this report, the data will remain in all relevant tables and figures.

In-School Suspensions

General Findings

In 2021-2022, North Carolina public schools assigned 216,530 in-school suspensions (ISS) of a half-day or more to 112,399 students with a rate of 145.63 in-school suspensions per 1,000 students.

The average number of in-school suspensions across the 112,399 students given at least one in-school suspension was 1.93 in-school suspensions. The average length of an in-school suspension was 1.49 days. Students across the state spent a total of 323,443 days in in-school suspension.

In addition, 32,816 partial day in-school suspensions (less than half a school day) were assigned to 20,251 students. Of the 32,816 partial in-school suspensions, 31,947 were assigned without an accompanying full day in-school suspension (ISS).

In-School Suspensions by Student Subgroup

The table and figures below show the total number of full-day in-school suspensions; the rate of in-school suspensions per 1,000 students; the average number of in-school suspensions received by each student; the average number of days across all in-school suspensions; and the total number of days in in-school suspension across all suspensions by sex, race/ethnicity, Economically Disadvantaged students, English Learners and Students with Disabilities.

Of the 216,530 full-day in-school suspensions, 149,160 (68.9%) were assigned to male students and 67,370 (31.1%) were assigned to female students. The rate of in-school suspension for male students was 193.86 per 1,000 male students enrolled, whereas the rate of in-school suspension for female students was 91.73 per 1,000 female students enrolled.

Economically Disadvantaged students, Black students, and Students with Disabilities had the highest rates of in-school suspensions per 1,000 students among the various student subgroups (293.52, 252.17 and 214.47 per 1,000, respectively).

Asian students, Female students and White students had the lowest rates of suspensions per 1,000 students (21.43, 91.72 and 102.26, respectively).

Students with Disabilities and Black students had the highest average number of in-school suspensions per in-school suspended students at 2.16 and 2.14 in-school suspensions per student. The greatest amount of time spent on average per in-school suspension was by American Indian students (1.63 days).

Table R-C1. Full Day In-School Suspensions by Student Subgroup, 2021-2022

	Number of In-School Suspensions	Rate per 1,000 Students	Average Number of ISS	Average Days Per ISS	Total Days In ISS
All Students	216,530	145.63	1.93	1.49	323,443
Female	67,370	91.72	1.80	1.51	101,497
Male	149,160	193.86	1.99	1.49	221,946
American Indian	2,021	126.68	1.74	1.63	3,292
Asian	1,232	21.43	1.44	1.48	1,825
Black	94,319	252.17	2.14	1.50	141,698
Hispanic	35,007	117.63	1.77	1.52	53,282
Two or More Races	14,369	182.28	2.01	1.47	21,075
Native Hawaiian/ Pacific Islander	265	122.23	1.87	1.48	391
White	69,317	102.26	1.77	1.47	101,880
Economically Disadvantaged	128,051	293.52	2.06	1.51	192,761
English Learners	22,364	156.57	1.77	1.48	33,029
Students w/ Disabilities	45,164	214.47	2.16	1.53	69,148

Figure R-C1. Rate of Full Day In-School Suspensions by Student Subgroup, 2021-2022

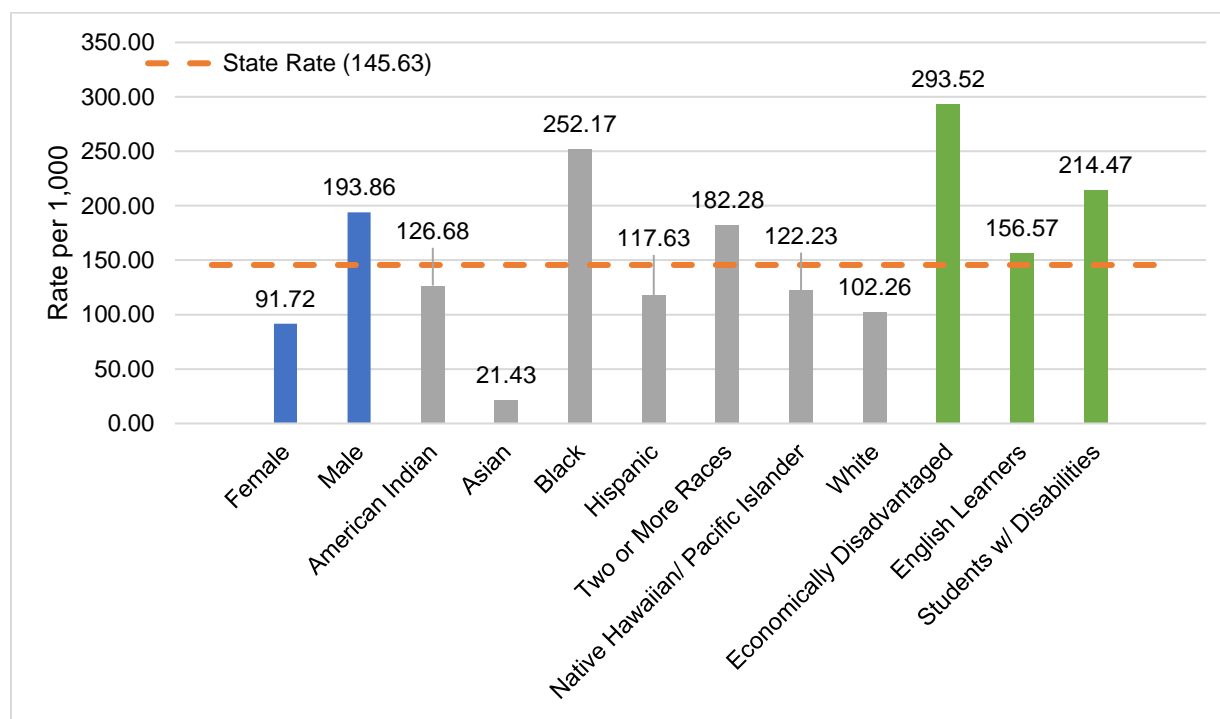
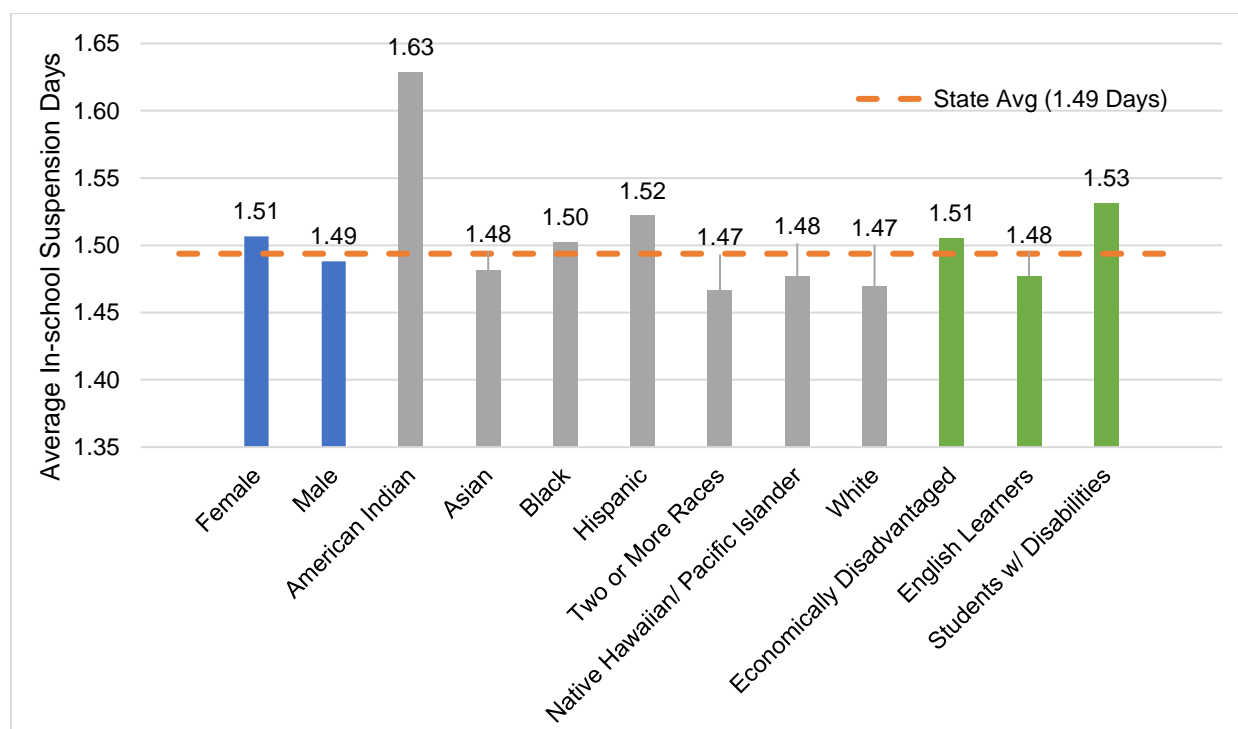


Figure R-C2. In-School Suspension Days by Student Subgroup, 2021-2022



The table and figure below show the total number of full-day in-school suspensions; the rate of in-school suspensions per 1,000 students; the average number of in-school suspensions received by each student; the average number of days across all in-school suspensions; and the total number of days in in-school suspension across all suspensions for each race/ethnicity subgroup by sex.

In 2020-2021 Black males, Two or More Races males and Black females had the highest rates of in-school suspensions per 1,000 students (324.90, 243.30, 176.97, respectively). Asian female students and Asian male students had the lowest rates per 1,000 students.

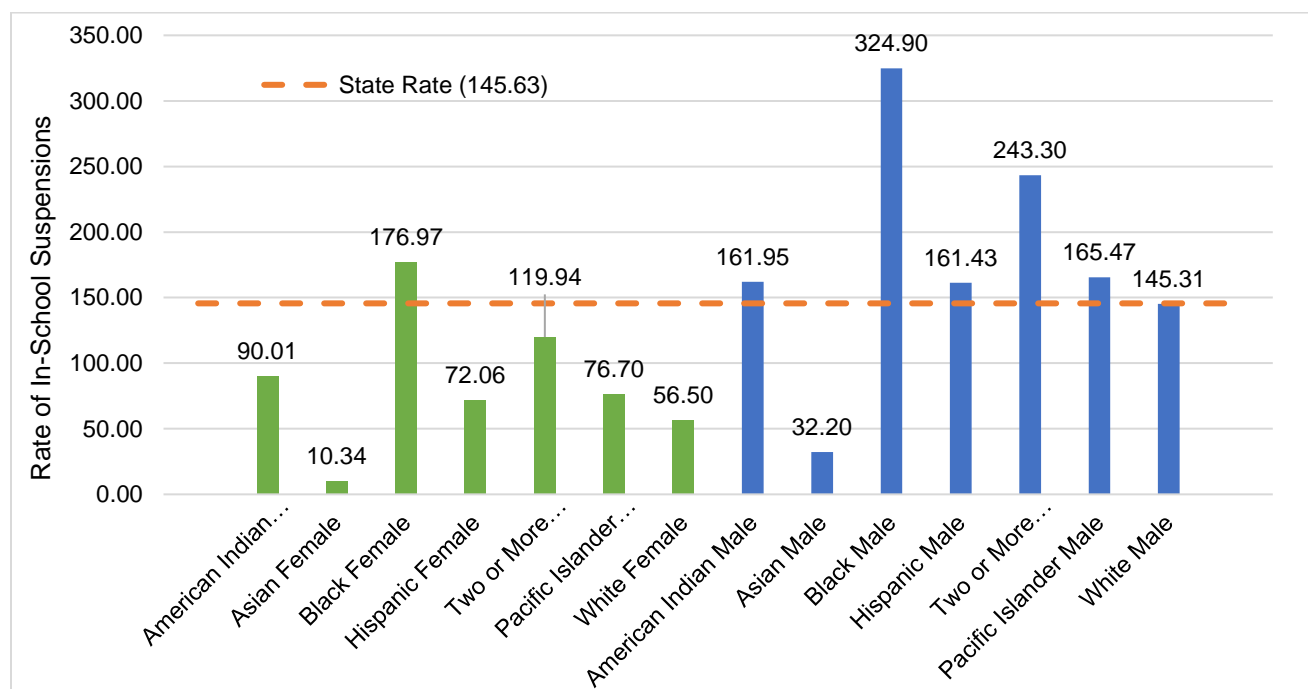
Black males had the highest average number of in-school suspensions (2.22 suspensions), and Asian females had the least number of in-school suspension (1.37) per suspended student.

Pacific Islander females, American Indian males and American Indian females had the highest average number of days in in-school suspension (1.66, 1.63, and 1.62 days, respectively), whereas Pacific Islander males and Two or More Races females had the least with 1.41 and 1.40 days, respectively.

Table R-C2. Full-Day In-School Suspensions by Race/Ethnicity-Sex Subgroup, 2021-2022

	Number of In-School Suspensions	Rate of 1,000 Students	Average Number of ISS	Average Days Per ISS	Total Days In ISS
All Students	216,530	145.63	1.93	1.49	323,443
American Indian Female	704	90.01	1.59	1.62	1,141
Asian Female	293	10.34	1.37	1.46	428
Black Female	32,542	176.97	2.00	1.53	49,627
Hispanic Female	10,509	72.06	1.63	1.51	15,858
Two or More Races Female	4,677	119.94	1.89	1.41	6,617
Pacific Islander Female	81	76.70	1.59	1.66	134
White Female	18,564	56.50	1.61	1.49	27,692
American Indian Male	1,317	161.95	1.83	1.63	2,151
Asian Male	939	32.20	1.46	1.49	1,397
Black Male	61,777	324.90	2.22	1.49	92,071
Hispanic Male	24,498	161.43	1.84	1.53	37,424
Two or More Races Male	9,692	243.30	2.08	1.49	14,458
Pacific Islander Male	184	165.47	2.02	1.40	257
White Male	50,753	145.31	1.84	1.46	74,188

Figure R-C3. Rate of Full Day In-School Suspensions by Race/Ethnicity-Sex Subgroup, 2021-2022



The table below shows the breakdown of in-school suspensions assigned to students with disabilities in the most reported eligibility categories. Students identified in the eligibility categories of Specific Learning Disability and Other Health Impairment had the highest number of in-school suspensions. Students identified in the eligibility category of Serious Emotional Disabilities had the highest average number of suspensions per students suspended; Students identified in the eligibility categories of Developmental Delay and Speech Impairment had the least. Students identified in the eligibility category of Developmental Delay also had the lowest average of number of in-school suspension days per suspension. Students identified in the eligibility category of Serious Emotional Disability had the highest average of suspension days per suspension.

Table R-C3. Full-Day In-School Suspensions Received by Students with Disabilities, 2021-2022

Eligibility Categories	Number of In-School Suspensions	Rate per 1,000 Students	Average Number of ISS	Average Days Per ISS	Total Days In ISS
All Students	216,530	145.63	1.93	1.49	323,443
Students w/ Disabilities	45,164	214.47	2.16	1.53	69,148
Autism	1,862		1.79	1.47	2,745
Developmental Delay	482		1.79	1.16	558
Serious Emotional Disability	4,043		2.68	1.63	6,579
Intellectual Disability - Mild	3,094		2.20	1.53	4,725
Specific Learning Disability	19,093		2.05	1.54	29,324
Other Health Impairment	14,697		2.35	1.53	22,537
Speech Impairment	1,248		1.66	1.40	1,745
Other Eligibility Categories	645		1.83	1.45	935

In-School Suspensions by Grade Level

Table R4 displays in-school suspensions by grade level. Students in middle school grades received the most in-school suspensions in 2021-2022 and had the highest rate of in-school suspensions per 1,000 students of 284.20 suspensions. Ninth-grade students received the most in-school suspensions, followed by seventh-grade students and eighth graders. Students in Grades 7, 8 and 6 spent the most days on average in in-school suspension; preschool-kindergarteners spent the least number of days.

Table R-C4. Full-Day In-School Suspensions by Grade Level, 2021-2022

Grade Level	Number of In-School Suspensions	Rate per 1,000 Students	Average Number of ISS	Average Days Per ISS	Total Days In ISS
All Suspensions	216,530	145.63	1.93	1.49	323,443
Elementary Grades	25,563	38.01	1.62	1.25	31,972
Middle Grades	102,021	284.20	2.04	1.58	161,284
High School Grades	88,946	195.33	1.91	1.46	130,187
Pre-Kindergarten/Kindergarten	1,854		1.77	0.91	1,690
Grade 1	2,236		1.71	1.22	2,722
Grade 2	2,651		1.54	1.24	3,289
Grade 3	4,528		1.64	1.26	5,692
Grade 4	6,220		1.58	1.18	7,318
Grade 5	8,074		1.61	1.39	11,260
Grade 6	30,592		2.05	1.54	47,114
Grade 7	36,882		2.06	1.61	59,278
Grade 8	34,547		2.01	1.59	54,893
Grade 9	40,237		2.07	1.50	60,350
Grade 10	23,854		1.93	1.43	34,176
Grade 11	15,392		1.73	1.46	22,479
Grade 12 (Includes 13 and XG)	9,463		1.60	1.39	13,182

Alternative Learning Placements as Disciplinary Actions

General Findings

In 2021-2022, schools reported 4,000 alternative learning placements as a disciplinary action (enALP placements). The rate of alternative learning placement was 2.69 placements per 1,000 students.

Of the 4,000 placements, 71.7% (2,869) were also assigned an out-of-school suspension; 69.7% (2,788) were for 10 days or less and 2.0% (81) were out of school for more than 10 days. In most incidents, this out-of-school suspension indicates the number of days a student was out-of-school before they were placed into an alternative learning programs or school. The average number of out-of-school suspension days also assigned with an alternative learning placement is 8.61 days.

The 4,000 placements were given to 3,549 students. The average number of placements per assigned student was 1.13. The total days spent out-of-school before the placement began was 24,701 days.

Alternative Learning Placements as Disciplinary Actions by Student Subgroup

Table R5 and Figure R7 show the breakdown of alternative learning placements by sex, race/ethnicity, Economically Disadvantaged students, English Learners and Students with Disabilities.

In the 2021-2022 school year, 34.2% of the 4,000 alternative learning placements for disciplinary reasons were assigned to female students and 65.8% to male students. The rate of placements for females was 1.86 per 1,000 female students and 3.42 per 1,000 students for males.

Black students, Economically Disadvantaged students and American Indian students had the highest rates of placements per 1,000 students (6.84, 6.18 and 4.28, respectively). Asian students, White students and Hispanic students had the lowest rates of placements per 1,000 students (0.30, 0.90 and 1.72, respectively).

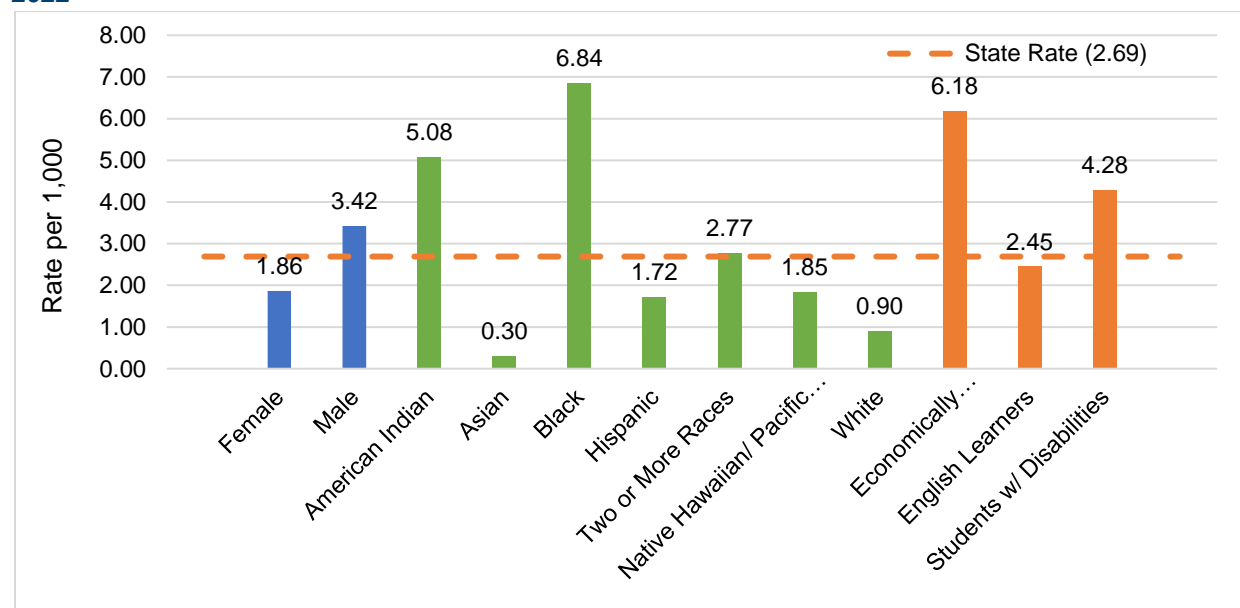
Economically Disadvantaged students, black students and male students who were assigned an alternative learning placement for disciplinary reasons were also more frequently assigned an out-of-school suspension along with the alternative learning placement.

Pacific Islander students, White students and female students, on average, spent more time out of school before the alternative learning placement began.

Table R-C5. Alternative Learning Placements as a Disciplinary Action by Student Subgroup, 2021-2022

	Number of ALPS Placements	Rate per 1,000 Students	Number Also Given OSS	Average Days Out of School Before Placement	Total Days Out of School Before Placement
All Students	4,000	2.69	2,869	8.61	24,701
Female	1,368	1.86	993	8.74	8,683
Male	2,632	3.42	1,876	8.54	16,018
American Indian	81	5.08	55	8.18	450
Asian	17	0.30	16	8.19	131
Black	2,560	6.84	1,905	8.59	16,357
Hispanic	512	1.72	363	7.86	2,852
Two or More Races	218	2.77	142	7.49	1,063
Pacific Islander	4	1.85	3	10.00	30
White	608	0.90	385	9.92	3,817
Economically Disadvantaged	2,698	6.18	1,919	8.43	16,174
English Learners	350	2.45	249	7.77	1,936
Students w/ Disabilities	902	4.28	603	7.68	4,632

Figure R-C4. Rate of Alternative Learning Placements as a Disciplinary Action by Subgroup, 2021-2022



The table and figure below show the breakdown by race/ethnicity-sex subgroups. In 2020-2021 Black males had the highest rate of placement per 1,000 students (8.50), followed by American Indian male student (5.29) and Black female students (5.13).

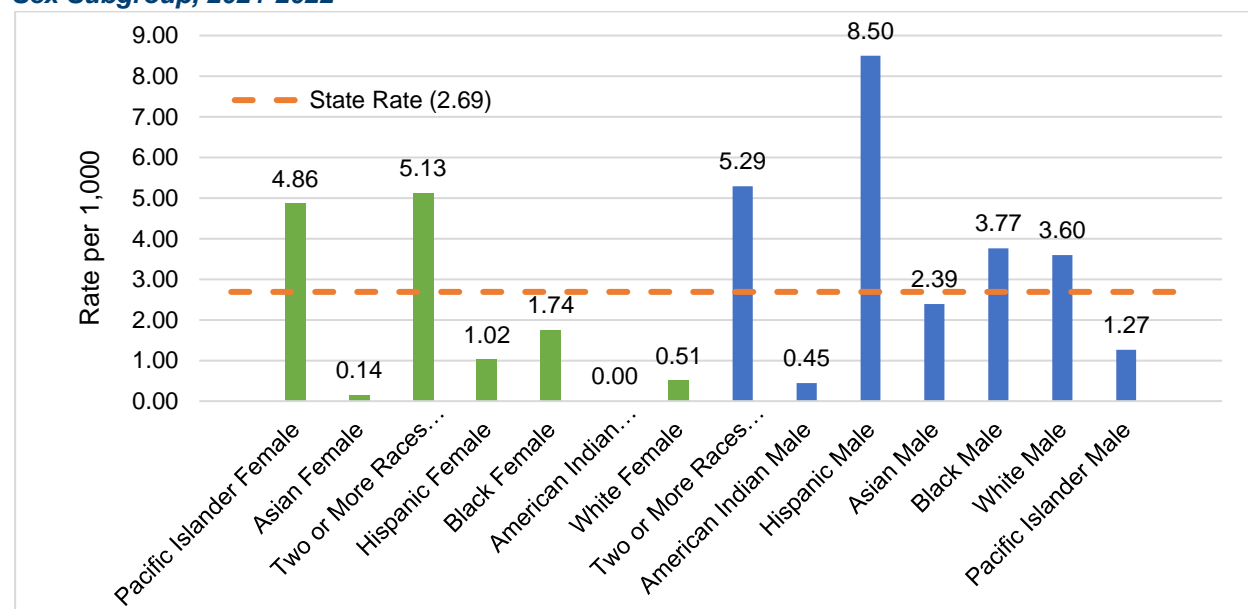
Black males and Black females were more frequently assigned an out-of-school suspension along with the alternative learning placement.

White females, Pacific Islander males and White males, on average, spent more time out of school before the alternative learning placement began.

Table R-C6. Alternative Learning Placements as a Disciplinary Action by Race/Ethnicity-Sex Subgroup, 2021-2022

	Number of enALP Placements	Rate per 1,000 Students	Number Also Given OSS	Average Days Out of School Before Placement	Total Days Out of School Before Placement
All Students	4,000	2.69	2,869	8.61	24,701
American Indian Female	38	0.14	25	8.84	221
Asian Female	4	5.13	4	7.50	30
Black Female	943	1.02	698	8.47	5,915
Hispanic Female	149	1.74	112	7.81	875
Two or More Races Female	68	0.00	49	7.69	377
Pacific Islander Female	0	0.51	0	0.00	0
White Female	166	3.42	105	12.05	1,265
American Indian Male	43	0.45	30	7.63	229
Asian Male	13	8.50	12	8.42	101
Black Male	1,617	2.39	1,207	8.65	10,442
Hispanic Male	363	3.77	251	7.88	1,977
Two or More Races Male	150	3.60	93	7.38	686
Pacific Islander Male	4	1.27	3	10.00	30
White Male	442	1.86	280	9.12	2,553

Figure R-C5. Rate of Alternative Learning Placements as a Disciplinary Action by Race/Ethnicity-Sex Subgroup, 2021-2022



The table below reports on the alternative learning placements for disciplinary reasons of students with disabilities. Of the 4,000 placements for disciplinary reasons, 902 involved students with disabilities. Students identified in the eligibility categories of Serious Emotional Disability, Specific Learning Disability and Other Health Impairment had the highest number of ALPS placements in 2021-2022 and were more frequently also assigned an out-of-school suspension.

Table R-C7. Alternative Learning Placements as a Disciplinary Action for Students with Disabilities, 2021-2022

Eligibility Category	Number of enALP Placements	Rate per 1,000 Students	Number Also Given OSS/ Expulsion	Average Days Out of School Before Placement	Total Days Out of School Before Placement
All Students	4,000	2.69	2,869	8.61	24,701
Students w/ Disabilities	902	4.28	603	7.68	4,632
Autism	29		13	6.77	88
Developmental Delay	5		0	0.00	0
Serious Emotional Disability	164		119	7.42	883
Intellectual Disability - Mild	74		38	8.21	312
Specific Learning Disability	310		226	7.99	1,806
Other Health Impairment	294		196	7.43	1,457
Speech Impairment	14		4	7.50	30
Other Eligibility Categories	12		7	8.00	56

Alternative Learning Placements as Disciplinary Actions by Grade Level

Table R8 and Figure R9 display a breakdown by grade level. Students in high school grades received the most alternative learning placements for disciplinary reasons in 2021-2022, totaling 53.2% of all placements; however, middle school grades had the highest rate of placements per 1,000 students of 4.93 placements. Students in Grade 9 were most often assigned an alternative learning placement for disciplinary reasons, followed by Grade 8. Students in Grade 9 were also mostly likely to be assigned an out-of-school suspension along with the alternative learning placement. Students in grade 4 had the highest number of days out of school the longest before the alternative learning placement began.

Table R-C8. Alternative Learning Placements as a Disciplinary Action by Grade Level, 2021-2022

Grade Level	Number of enALP Placements	Rate per 1,000 Students	Number Also Given OSS/ Expulsion	Average Days Out of School Before Placement	Total Days Out of School Before Placement
All Grades	4,000	2.69	2,869	8.61	24,701
Elementary Grades (PK-5)	102	0.15	32	9.14	292
Middle Grades	1,769	4.93	1,113	7.44	8,276
High School Grades	2,129	4.68	1,724	9.36	16,132
Grade 6	412		241	6.96	1,676
Grade 7	624		401	7.41	2,970
Grade 8	733		471	7.71	3,630
Grade 9	1,120		894	9.33	8,345
Grade 10	524		434	9.95	4,317
Grade 11	304		245	8.96	2,194
Grade 12 (Includes 13 and XG)	181		151	8.44	1,275

Suspensions and Reassignments for Reportable Offenses and Unacceptable Behaviors

General Findings

Across all reported incidents in 2021-2022, 27.1% were assigned an in-school suspension either alone or with another action, 27.3% were assigned short-term suspensions, and 44.6% were assigned other actions other than an in-school suspension, out-of-school suspension, or an ALPS placement.

For incidents with at least one reportable offense, 88.1% were assigned short-term suspensions and 7.6% were reassigned to alternative learning programs and schools (enALP). For incidents with at least one Unacceptable Behavior, 27.4% of incidents were assigned an in-school suspension either alone or with another action, 26.5% were assigned a short-term suspension and 45.1% were assigned other actions.

Tables R9 and R10 display the number and type of incidents in which a student was assigned in-school suspension, short-term suspension, long-term suspension, alternative learning placements and Other disciplinary actions in 2021-2022.

Table R-C9. Number of Suspensions and Reassignments as Disciplinary Actions, 2021-2022

	Number of Incidents*	Number ISS	Number STS	Number LTS	Number enALP	Number Other Action**
All Behaviors	798,281	216,530	217,928	693	4,000	355,932
Reportable Offenses	10,815	623	9,526	174	825	660
Unacceptable Behaviors	787,466	215,907	208,402	519	3,175	355,272
Assaults/Threats	69,800	7,800	53,847	229	1,213	9,074
Bullying/Harassment	15,620	4,679	5,967	8	98	5,118
Defiant Behaviors	353,229	110,122	93,490	118	897	151,005
Interpersonal	11,691	2,452	6,431	76	230	2,885
Missing Class/School	140,935	53,698	12,134	4	166	75,226
Repeat Offender UB	1,777	829	498	1	50	427
Substance Use Related	29,646	10,280	17,049	37	280	2,638
Other UBs	164,768	26,047	18,986	46	241	108,899

*Each offender in a reported incident was treated as a separate incident as actions are assigned to students and not to the incident overall.

Table R-C10. Percent of Suspensions and Reassignments Assigned as Disciplinary Actions, 2021-2022

	Number of Incidents*	Percent ISS	Percent STS	Percent LTS	Percent enALP	Percent of Other Action**
All Behaviors	798,281	27.1%	27.3%	0.1%	0.5%	44.6%
Reportable Offense	10,815	5.8%	88.1%	1.6%	7.6%	6.1%
Unacceptable Behaviors	787,466	27.4%	26.5%	0.1%	0.4%	45.1%
Assaults/Threats	69,800	11.2%	77.1%	0.3%	1.7%	13.0%
Bullying/Harassment	15,620	30.0%	38.2%	0.1%	0.6%	32.8%
Defiant Behaviors	353,229	31.2%	26.5%	0.0%	0.3%	42.7%
Interpersonal	11,691	21.0%	55.0%	0.7%	2.0%	24.7%
Missing Class/School	140,935	38.1%	8.6%	0.0%	0.1%	53.4%
Repeat Offender UB	1,777	46.7%	28.0%	0.1%	2.8%	24.0%
Substance Use Related	29,646	34.7%	57.5%	0.1%	0.9%	8.9%
Other UBs	164,768	15.8%	11.5%	0.0%	0.1%	66.1%

*Each offender in a reported incident was treated as a separate incident as actions are assigned to students and not to the incident overall.

Tables R11 and Figures 10 through R13 display the rates of in-school suspensions, short-term suspensions, long-term suspensions, alternative learning placements and “Other” disciplinary actions.

The highest rate of disciplinary action was “Other” action, followed by short-term suspensions and in-school suspensions. For incidents with at least one reportable offense, short-term suspension had a rate of 6.41 per 1,000 students enrolled and long-term suspensions had 11.70 per 100,000 students enrolled. For incidents with at least one Unacceptable Behavior, the highest rate of disciplinary action was other action, followed by in-school suspensions and short-term suspensions.

The rate of the disciplinary actions varies between incidents of unacceptable behavior categories. The highest rate of a disciplinary action per 1,000 students for in-school suspensions is for Defiant behaviors and Missing class/school. For short-term suspensions, the highest rate per 1,000 students was for Defiant behaviors and Assaults/Threats. The highest rate per 100,000 students for long-term suspensions is Assaults/Threats and Defiant behaviors. For ALPS placements, the highest rates were for Assaults/Threats and Defiant behaviors.

Table R-C11. Rates of Suspensions and Reassignments as Disciplinary Actions, 2021-2022

	Number of Incidents*	ISS Rate per 1,000	STS Rate per 1,000	LTS per 100K	enALP Rate per 1,000	Other Action** Rate per 1,000
All Behaviors	798,281	145.63	146.57	46.61	2.69	239.39
Reportable Offenses	10,815	0.42	6.41	11.70	0.56	0.44
Unacceptable Behaviors	787,466	145.21	140.16	34.91	2.14	238.94
Assaults/Threats	69,800	5.25	36.22	15.40	0.82	6.10
Bullying/Harassment	15,620	3.15	4.01	0.54	0.07	3.44
Defiant Behaviors	353,229	74.06	62.88	7.94	0.60	101.56
Interpersonal	11,691	1.65	4.33	5.11	0.16	1.94
Missing Class/School	140,935	36.12	8.16	0.27	0.11	50.59
Repeat Offender UB	1,777	0.56	0.34	0.07	0.03	0.29
Substance Use Related	29,646	6.91	11.47	2.49	0.19	1.77
Other UBs	164,768	17.52	12.77	3.09	0.16	73.24

*Each offender in a reported incident was treated as a separate incident as actions are assigned to students and not to the incident overall.

Figure R-C6. Reportable and Unacceptable Behavior In-school Suspensions, 2021-2022

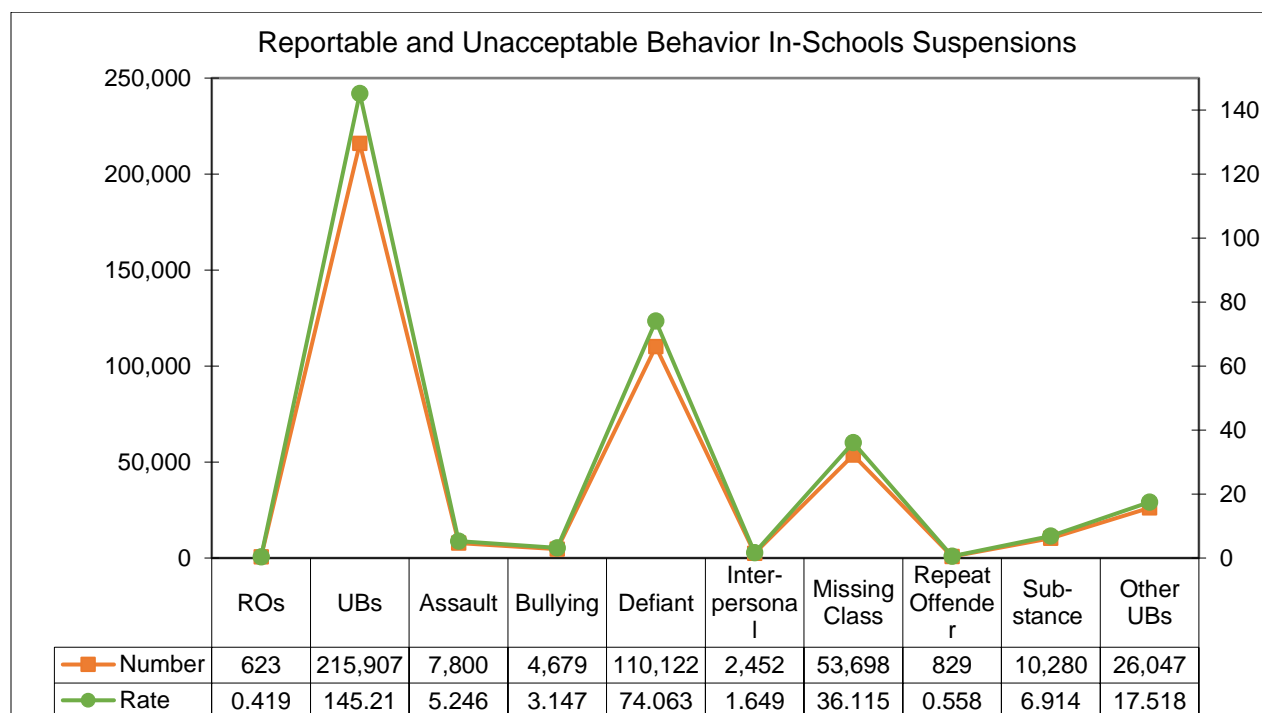


Figure R-C7. Reportable and Unacceptable Behavior Short-Term Suspensions, 2021-2022

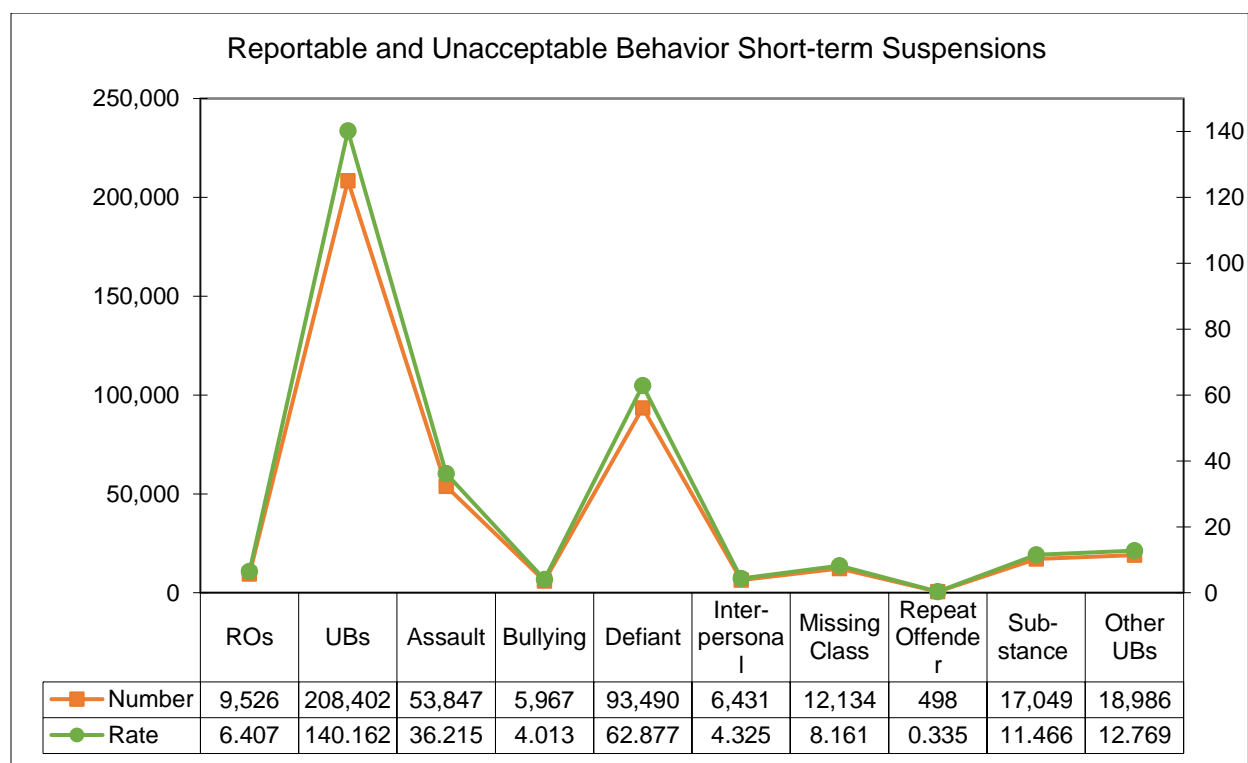


Figure R-C8. Reportable and Unacceptable Behavior Long-Term Suspensions, 2021-2022

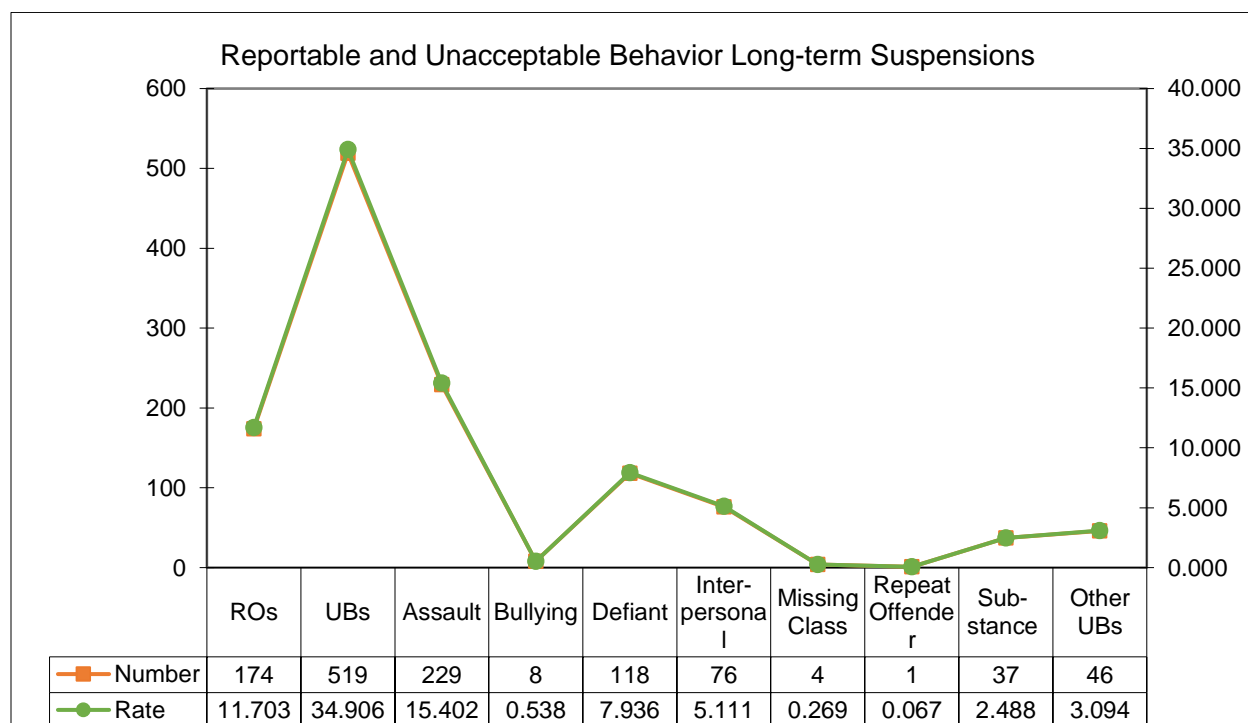
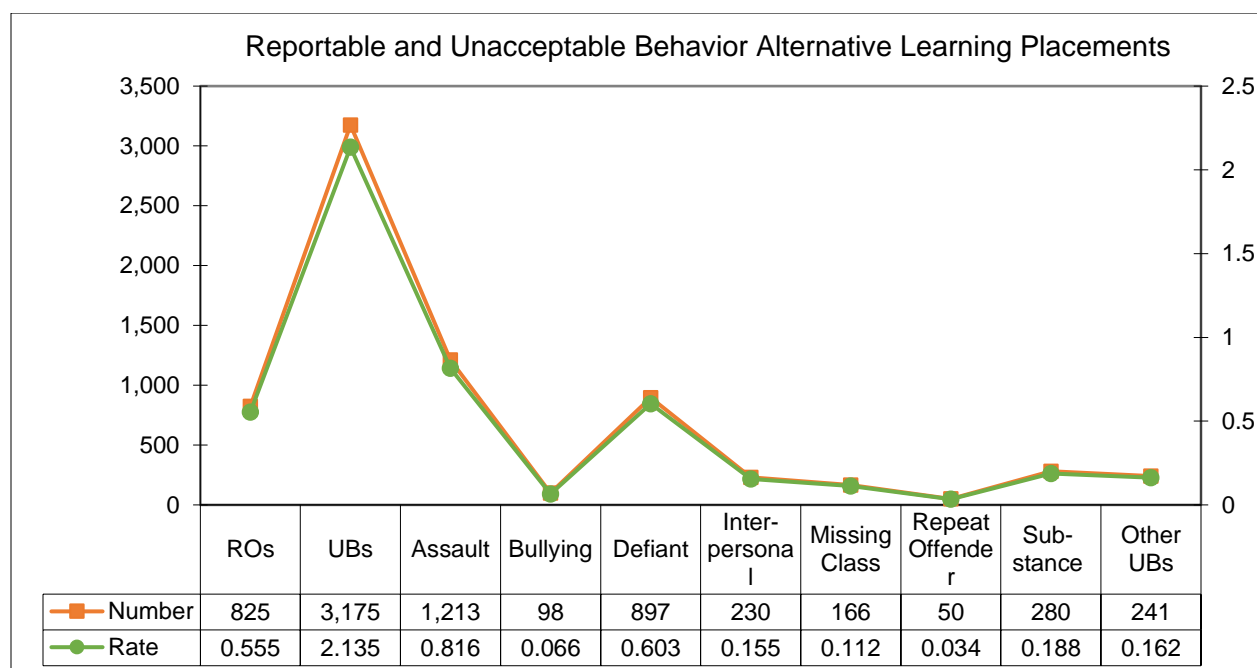


Figure R-C9. Reportable and Unacceptable Behavior Alternative Learning Placements, 2021-2022



Reportable and Unacceptable Behaviors Suspensions and Reassignments by Student Subgroup

The remaining tables and figures in this section display the number and percent of incidents where a student was assigned in-school suspension, short-term suspension, long-term suspension, alternative learning placements and Other disciplinary actions in 2021-2022, as well as the rates of in-school suspensions, short-term suspensions, long-term suspensions, alternative learning placements and Other disciplinary actions across all reported incidents, incidents involving reportable offenses, incidents involving unacceptable behaviors and by unacceptable behavior category for all students and for student subgroups.

Table R-C12. Suspensions and Reassignments by Student Subgroup, 2021-2022

	Total Number of Incidents*	In-School Suspensions		Short-term Suspensions		Long-term Suspensions		enALP Placements		Other Actions*	
		N	Rate per 1,000	N	Rate per 1,000	N	Rate per 100K	N	Rate per 1,000	N	Rate per 1,000
		%		%		%		%		%	
All Student Offenders	798,281	216,530 (27.12%)	145.63	217,928 (27.30%)	146.57	693 (0.09%)	46.61	4,000 (0.50%)	2.69	355,932 (44.59%)	239.39
Female	240,337	67,370 (28.03%)	91.72	66,612 (27.72%)	90.69	196 (0.08%)	26.69	1,368 (0.57%)	1.86	107,280 (44.64%)	146.06
Male	546,746	149,160 (27.28%)	193.86	151,316 (27.68%)	196.66	497 (0.09%)	64.60	2,632 (0.48%)	3.42	248,600 (45.47%)	323.10
American Indian	8,891	2,021 (22.73%)	126.69	3,874 (43.57%)	242.84	2 (0.02%)	12.54	81 (0.91%)	5.08	2,991 (33.64%)	187.49
Asian	5,744	1,232 (21.45%)	21.43	1,139 (19.83%)	19.81	4 (0.07%)	6.96	17 (0.30%)	0.30	3,401 (59.21%)	59.16
Black	365,934	94,319 (25.77%)	252.17	113,621 (31.05%)	303.78	385 (0.11%)	102.93	2,560 (0.70%)	6.84	159,365 (43.55%)	426.08
Hispanic	116,055	35,007 (30.16%)	117.63	29,291 (25.24%)	98.42	87 (0.07%)	29.23	512 (0.44%)	1.72	52,252 (45.02%)	175.58
Two or More Races	50,420	14,369 (28.50%)	182.28	14,107 (27.98%)	178.96	36 (0.07%)	45.67	218 (0.43%)	2.77	22,146 (43.92%)	280.94
Pacific Islander	911	265 (29.09%)	122.23	259 (28.43%)	119.47	3 (0.33%)	138.38	4 (0.44%)	1.85	387 (42.48%)	178.51
White	239,128	69,317 (28.99%)	102.26	55,637 (23.27%)	82.08	176 (0.07%)	25.96	608 (0.25%)	0.90	115,338 (48.23%)	170.15
Economically Disadvantaged	471,226	128,051 (27.17%)	293.52	139,982 (29.71%)	320.87	436 (0.09%)	99.94	2,698 (0.57%)	6.18	205,117 (43.53%)	470.17
English Learners	72,105	22,364 (31.02%)	156.57	18,140 (25.16%)	127.00	41 (0.06%)	28.71	350 (0.49%)	2.45	31,913 (44.26%)	223.43
Students w/ Disabilities	181,401	45,164 (24.90%)	214.47	52,601 (29.00%)	249.79	86 (0.05%)	40.84	902 (0.50%)	4.28	84,541 (46.60%)	401.47

Table R-C13. Reportable Offense Suspensions and Reassignments by Student Subgroup, 2021-2022

	Total Number of Incidents*	In-School Suspensions		Short-term Suspensions		Long-term Suspensions		enALP Placements		Other Actions*	
		N	Rate per 1,000	N	Rate per 1,000	N	Rate per 100K	N	Rate per 1,000	N	Rate per 1,000
		%		%		%		%		%	
All Student Offenders	10,815	623 (5.76%)	0.42	9,526 (88.08%)	6.41	174 (1.61%)	11.70	825 (7.63%)	0.56	660 (6.10%)	0.44
Female	3,607	196 (5.43%)	0.27	3,205 (88.86%)	4.36	39 (1.08%)	5.31	274 (7.60%)	0.37	205 (5.68%)	0.28
Male	7,206	427 (5.93%)	0.56	6,321 (87.72%)	8.22	135 (1.87%)	17.55	551 (7.65%)	0.72	453 (6.29%)	0.59
American Indian	102	6 (5.88%)	0.38	93 (91.18%)	5.83	0 (0.00%)	0.00	9 (8.82%)	0.56	3 (2.94%)	0.19
Asian	100	5 (5.00%)	0.09	85 (85.00%)	1.48	1 (1.00%)	1.74	8 (8.00%)	0.14	11 (11.00%)	0.19
Black	4,637	223 (4.81%)	0.60	4,062 (87.60%)	10.86	93 (2.01%)	24.86	474 (10.22%)	1.27	313 (6.75%)	0.84
Hispanic	2,101	134 (6.38%)	0.45	1,856 (88.34%)	6.24	30 (1.43%)	10.08	169 (8.04%)	0.57	96 (4.57%)	0.32
Two or More Races	615	35 (5.69%)	0.44	554 (90.08%)	7.03	10 (1.63%)	12.69	46 (7.48%)	0.58	25 (4.07%)	0.32
Pacific Islander	12	0 (0.00%)	0.00	10 (83.33%)	4.61	2 (16.67%)	92.25	1 (8.33%)	0.46		
White	3,246	220 (6.78%)	0.33	2,866 (88.29%)	4.23	38 (1.17%)	5.61	118 (3.64%)	0.17	210 (6.47%)	0.31
Economically Disadvantaged	6,224	332 (5.33%)	0.76	5,520 (88.69%)	12.65	91 (1.46%)	20.86	503 (8.08%)	1.15	368 (5.91%)	0.84
English Learners	1,317	76 (5.77%)	0.53	1,166 (88.53%)	8.16	15 (1.14%)	10.50	114 (8.66%)	0.80	63 (4.78%)	0.44
Students w/ Disabilities	2,598	166 (6.39%)	0.79	2,202 (84.76%)	10.46	21 (0.81%)	9.97	177 (6.81%)	0.84	261 (10.05%)	1.24

Table R-C14. Unacceptable Behavior Suspensions and Reassignments by Student Subgroup, 2021-2022

	Total Number of Incidents*	In-School Suspensions		Short-term Suspensions		Long-term Suspensions		enALP Placements		Other Actions*	
		N	Rate per 1,000	N	Rate per 1,000	N	Rate per 100K	N	Rate per 1,000	N	Rate per 1,000
		%		%		%		%		%	
All Student Offenders	787,466	215,907 (27.42%)	145.21	208,402 (26.46%)	140.16	519 (0.07%)	34.91	3,175 (0.40%)	2.14	355,272 (45.12%)	238.94
Female	236,730	67,174 (28.38%)	91.46	63,407 (26.78%)	86.33	157 (0.07%)	21.38	1,094 (0.46%)	1.49	107,075 (45.23%)	145.78
Male	539,540	148,733 (27.57%)	193.31	144,995 (26.87%)	188.45	362 (0.07%)	47.05	2,081 (0.39%)	2.71	248,147 (45.99%)	322.51
American Indian	8,789	2,015 (22.93%)	126.31	3,781 (43.02%)	237.01	2 (0.02%)	12.54	72 (0.82%)	4.51	2,988 (34.00%)	187.30
Asian	5,644	1,227 (21.74%)	21.34	1,054 (18.67%)	18.34	3 (0.05%)	5.22	9 (0.16%)	0.16	3,390 (60.06%)	58.97
Black	361,297	94,096 (26.04%)	251.57	109,559 (30.32%)	292.92	292 (0.08%)	78.07	2,086 (0.58%)	5.58	159,052 (44.02%)	425.24
Hispanic	113,954	34,873 (30.60%)	117.18	27,435 (24.08%)	92.19	57 (0.05%)	19.15	343 (0.30%)	1.15	52,156 (45.77%)	175.26
Two or More Races	49,805	14,334 (28.78%)	181.84	13,553 (27.21%)	171.93	26 (0.05%)	32.98	172 (0.35%)	2.18	22,121 (44.42%)	280.62
Pacific Islander	899	265 (29.48%)	122.23	249 (27.70%)	114.85	1 (0.11%)	46.13	3 (0.33%)	1.38	387 (43.05%)	178.51
White	235,882	69,097 (29.29%)	101.94	52,771 (22.37%)	77.85	138 (0.06%)	20.36	490 (0.21%)	0.72	115,128 (48.81%)	169.84
Economically Disadvantaged	465,002	127,719 (27.47%)	292.76	134,462 (28.92%)	308.21	345 (0.07%)	79.08	2,195 (0.47%)	5.03	204,749 (44.03%)	469.33
English Learners	70,788	22,288 (31.49%)	156.04	16,974 (23.98%)	118.84	26 (0.04%)	18.20	236 (0.33%)	1.65	31,850 (44.99%)	222.99
Students w/ Disabilities	178,803	44,998 (25.17%)	213.69	50,399 (28.19%)	239.33	65 (0.04%)	30.87	725 (0.41%)	3.44	84,280 (47.14%)	400.23

Table R-C15. Assaults/Threats Suspensions and Reassignments by Student Subgroup, 2021-2022

	Total Number of Incidents*	In-School Suspensions		Short-term Suspensions		Long-term Suspensions		enALP Placements		Other Actions*	
		N	Rate per 1,000	N	Rate per 1,000	N	Rate per 100K	N	Rate per 1,000	N	Rate per 1,000
		%		%		%		%		%	
All Student Offenders	69,800	7,800 (11.17%)	5.25	53,847 (77.14%)	36.22	229 (0.33%)	15.40	1,213 (1.74%)	0.82	9,074 (13.00%)	6.10
Female	21,813	1,924 (8.82%)	2.62	17,997 (82.51%)	24.50	84 (0.39%)	11.44	484 (2.22%)	0.66	2,170 (9.95%)	2.95
Male	47,986	5,876 (12.25%)	7.64	35,850 (74.71%)	46.59	145 (0.30%)	18.85	729 (1.52%)	0.95	6,903 (14.39%)	8.97
American Indian	898	63 (7.02%)	3.95	764 (85.08%)	47.89	2 (0.22%)	12.54	38 (4.23%)	2.38	66 (7.35%)	4.14
Asian	332	52 (15.66%)	0.91	234 (70.48%)	4.07	0 (0.00%)	0.00	5 (1.51%)	0.09	55 (16.57%)	0.96
Black	40,976	4,020 (9.81%)	10.75	32,327 (78.89%)	86.43	165 (0.40%)	44.11	918 (2.24%)	2.45	5,086 (12.41%)	13.60
Hispanic	8,918	1,126 (12.63%)	3.78	6,765 (75.86%)	22.73	20 (0.22%)	6.72	100 (1.12%)	0.34	1,173 (13.15%)	3.94
Two or More Races	4,220	496 (11.75%)	6.29	3,213 (76.14%)	40.76	13 (0.31%)	16.49	58 (1.37%)	0.74	561 (13.29%)	7.12
Pacific Islander	72	11 (15.28%)	5.07	51 (70.83%)	23.52	0 (0.00%)	0.00	2 (2.78%)	0.92	9 (12.50%)	4.15
White	14,383	2,032 (14.13%)	3.00	10,493 (72.95%)	15.48	29 (0.20%)	4.28	92 (0.64%)	0.14	2,123 (14.76%)	3.13
Economically Disadvantaged	46,555	4,890 (10.50%)	11.21	36,135 (77.62%)	82.83	161 (0.35%)	36.90	863 (1.85%)	1.98	6,077 (13.05%)	13.93
English Learners	5,531	705 (12.75%)	4.94	4,233 (76.53%)	29.64	8 (0.14%)	5.60	67 (1.21%)	0.47	688 (12.44%)	4.82
Students w/ Disabilities	15,926	1,865 (11.71%)	8.86	11,956 (75.07%)	56.78	22 (0.14%)	10.45	257 (1.61%)	1.22	2,333 (14.65%)	11.08

Table R-C16. Bullying/Harassment Suspensions and Reassignments by Student Subgroup, 2021-2022

	Total Number of Incidents*	In-School Suspensions		Short-term Suspensions		Long-term Suspensions		enALP Placements		Other Actions*	
		N %	Rate per 1,000	N %	Rate per 1,000	N %	Rate per 100K	N %	Rate per 1,000	N %	Rate per 1,000
All Student Offenders	15,620	4,679 (29.96%)	3.15	5,967 (38.20%)	4.01	8 (0.05%)	0.54	98 (0.63%)	0.07	5,118 (32.77%)	3.44
Female	3,901	1,135 (29.10%)	1.55	1,484 (38.04%)	2.02	4 (0.10%)	0.55	20 (0.51%)	0.03	1,314 (33.68%)	1.79
Male	11,719	3,544 (30.24%)	4.61	4,483 (38.25%)	5.83	4 (0.03%)	0.52	78 (0.67%)	0.10	3,804 (32.46%)	4.94
American Indian	115	30 (26.09%)	1.88	54 (46.96%)	3.39	0 (0.00%)	0.00	2 (1.74%)	0.13	30 (26.09%)	1.88
Asian	127	49 (38.58%)	0.85	44 (34.65%)	0.77	0 (0.00%)	0.00	0 (0.00%)	0.00	36 (28.35%)	0.63
Black	6,492	1,794 (27.63%)	4.80	2,589 (39.88%)	6.92	4 (0.06%)	1.07	53 (0.82%)	0.14	2,162 (33.30%)	5.78
Hispanic	2,206	655 (29.69%)	2.20	906 (41.07%)	3.04	0 (0.00%)	0.00	15 (0.68%)	0.05	666 (30.19%)	2.24
Two or More Races	1,052	301 (28.61%)	3.82	394 (37.45%)	5.00	1 (0.10%)	1.27	3 (0.29%)	0.04	365 (34.70%)	4.63
Pacific Islander	9	1 (11.11%)	0.46	5 (55.56%)	2.31	0 (0.00%)	0.00	0 (0.00%)	0.00	3 (33.33%)	1.38
White	5,619	1,849 (32.91%)	2.73	1,975 (35.15%)	2.91	3 (0.05%)	0.44	25 (0.44%)	0.04	1,856 (33.03%)	2.74
Economically Disadvantaged	9,070	2,640 (29.11%)	6.05	3,529 (38.91%)	8.09	3 (0.03%)	0.69	54 (0.60%)	0.12	3,001 (33.09%)	6.88
English Learners	1,438	420 (29.21%)	2.94	636 (44.23%)	4.45	0 (0.00%)	0.00	9 (0.63%)	0.06	403 (28.03%)	2.82
Students w/ Disabilities	3,534	1,031 (29.17%)	4.90	1,382 (39.11%)	6.56	1 (0.03%)	0.48	21 (0.59%)	0.10	1,164 (32.94%)	5.53

Table R-C17. Defiant Behaviors Suspensions and Reassignments by Student Subgroup, 2021-2022

	Total Number of Incidents*	In-School Suspensions		Short-term Suspensions		Long-term Suspensions		enALP Placements		Other Actions*	
		N	Rate per 1,000	N	Rate per 1,000	N	Rate per 100K	N	Rate per 1,000	N	Rate per 1,000
		%		%		%		%		%	
All Student Offenders	353,229	110,122 (31.18%)	74.06	93,490 (26.47%)	62.88	118 (0.03%)	7.94	897 (0.25%)	0.60	151,005 (42.75%)	101.56
Female	92,899	29,191 (31.42%)	39.74	25,939 (27.92%)	35.32	32 (0.03%)	4.36	289 (0.31%)	0.39	38,130 (41.04%)	51.91
Male	260,306	80,931 (31.09%)	105.19	67,551 (25.95%)	87.80	86 (0.03%)	11.18	608 (0.23%)	0.79	112,851 (43.35%)	146.67
American Indian	3,504	915 (26.11%)	57.36	1,434 (40.92%)	89.89	0 (0.00%)	0.00	14 (0.40%)	0.88	1,154 (32.93%)	72.34
Asian	1,917	498 (25.98%)	8.66	428 (22.33%)	7.45	3 (0.16%)	5.22	2 (0.10%)	0.04	998 (52.06%)	17.36
Black	171,744	51,531 (30.00%)	137.77	50,840 (29.60%)	135.93	64 (0.04%)	17.11	610 (0.36%)	1.63	70,019 (40.77%)	187.20
Hispanic	44,576	15,050 (33.76%)	50.57	10,699 (24.00%)	35.95	10 (0.02%)	3.36	77 (0.17%)	0.26	19,019 (42.67%)	63.91
Two or More Races	24,470	7,681 (31.39%)	97.44	6,545 (26.75%)	83.03	5 (0.02%)	6.34	63 (0.26%)	0.80	10,349 (42.29%)	131.28
Pacific Islander	391	105 (26.85%)	48.43	102 (26.09%)	47.05	0 (0.00%)	0.00	0 (0.00%)	0.00	184 (47.06%)	84.87
White	106,603	34,342 (32.21%)	50.66	23,442 (21.99%)	34.58	36 (0.03%)	5.31	131 (0.12%)	0.19	49,258 (46.21%)	72.67
Economically Disadvantaged	220,650	67,760 (30.71%)	155.32	61,767 (27.99%)	141.58	75 (0.03%)	17.19	648 (0.29%)	1.49	91,989 (41.69%)	210.86
English Learners	26,515	9,134 (34.45%)	63.95	6,052 (22.82%)	42.37	8 (0.03%)	5.60	54 (0.20%)	0.38	11,423 (43.08%)	79.97
Students w/ Disabilities	89,706	24,850 (27.70%)	118.01	25,876 (28.85%)	122.88	18 (0.02%)	8.55	233 (0.26%)	1.11	39,379 (43.90%)	187.00

Table R-C18. Interpersonal Behaviors Suspensions and Reassignments by Student Subgroup, 2021-2022

	Total Number of Incidents*	In-School Suspensions		Short-term Suspensions		Long-term Suspensions		enALP Placements		Other Actions*	
		N	Rate per 1,000	N	Rate per 1,000	N	Rate per 100K	N	Rate per 1,000	N	Rate per 1,000
		%		%		%		%		%	
All Student Offenders	11,691	2,452 (20.97%)	1.65	6,431 (55.01%)	4.33	76 (0.65%)	5.11	230 (1.97%)	0.16	2,885 (24.68%)	1.94
Female	3,401	823 (24.20%)	1.12	1,810 (53.22%)	2.46	21 (0.62%)	2.86	55 (1.62%)	0.08	794 (23.35%)	1.08
Male	8,289	1,629 (19.65%)	2.12	4,621 (55.75%)	6.01	55 (0.66%)	7.15	175 (2.11%)	0.23	2,090 (25.21%)	2.72
American Indian	91	17 (18.68%)	1.07	59 (64.84%)	3.70	0 (0.00%)	0.00	1 (1.10%)	0.06	17 (18.68%)	1.07
Asian	97	21 (21.65%)	0.37	47 (48.45%)	0.82	0 (0.00%)	0.00	1 (1.03%)	0.02	29 (29.90%)	0.50
Black	5,254	1,010 (19.22%)	2.70	3,038 (57.82%)	8.12	25 (0.48%)	6.68	146 (2.78%)	0.39	1,249 (23.77%)	3.34
Hispanic	1,739	395 (22.71%)	1.33	914 (52.56%)	3.07	9 (0.52%)	3.02	27 (1.55%)	0.09	448 (25.76%)	1.51
Two or More Races	737	156 (21.17%)	1.98	400 (54.27%)	5.07	3 (0.41%)	3.81	10 (1.36%)	0.13	184 (24.97%)	2.33
Pacific Islander	6	1 (16.67%)	0.46	4 (66.67%)	1.85	0 (0.00%)	0.00	1 (16.67%)	0.46	1 (16.67%)	0.46
White	3,766	852 (22.62%)	1.26	1,969 (52.28%)	2.91	39 (1.04%)	5.75	44 (1.17%)	0.07	956 (25.39%)	1.41
Economically Disadvantaged	7,045	1,425 (20.23%)	3.27	3,891 (55.23%)	8.92	55 (0.78%)	12.61	149 (2.11%)	0.34	1,748 (24.81%)	4.01
English Learners	1,089	245 (22.50%)	1.72	575 (52.80%)	4.03	6 (0.55%)	4.20	19 (1.74%)	0.13	279 (25.62%)	1.95
Students w/ Disabilities	3,369	585 (17.36%)	2.78	1,958 (58.12%)	9.30	14 (0.42%)	6.65	72 (2.14%)	0.34	866 (25.70%)	4.11

Table R-C19. Missing Class/School Suspensions and Reassignments by Student Subgroup, 2021-2022

	Total Number of Incidents*	In-School Suspensions		Short-term Suspensions		Long-term Suspensions		enALP Placements		Other Actions*	
		N	Rate per 1,000	N	Rate per 1,000	N	Rate per 100K	N	Rate per 1,000	N	Rate per 1,000
		%		%		%		%		%	
All Student Offenders	140,935	53,698 (38.10%)	36.12	12,134 (8.61%)	8.16	4 (0.00%)	0.27	166 (0.12%)	0.11	75,226 (53.38%)	50.59
Female	57,524	21,784 (37.87%)	29.66	4,470 (7.77%)	6.09	0 (0.00%)	0.00	77 (0.13%)	0.11	31,319 (54.45%)	42.64
Male	83,400	31,914 (38.27%)	41.48	7,664 (9.19%)	9.96	4 (0.00%)	0.52	89 (0.11%)	0.12	43,896 (52.63%)	57.05
American Indian	1,477	598 (40.49%)	37.49	303 (20.51%)	18.99	0 (0.00%)	0.00	6 (0.41%)	0.38	572 (38.73%)	35.86
Asian	1,040	353 (33.94%)	6.14	64 (6.15%)	1.11	0 (0.00%)	0.00	1 (0.10%)	0.02	623 (59.90%)	10.84
Black	59,130	22,281 (37.68%)	59.57	6,641 (11.23%)	17.76	1 (0.00%)	0.27	90 (0.15%)	0.24	30,281 (51.21%)	80.96
Hispanic	27,776	11,924 (42.93%)	40.07	2,227 (8.02%)	7.48	1 (0.00%)	0.34	32 (0.12%)	0.11	13,647 (49.13%)	45.86
Two or More Races	8,345	3,333 (39.94%)	42.28	658 (7.88%)	8.35	0 (0.00%)	0.00	9 (0.11%)	0.11	4,362 (52.27%)	55.34
Pacific Islander	176	79 (44.89%)	36.44	17 (9.66%)	7.84	0 (0.00%)	0.00	0 (0.00%)	0.00	80 (45.45%)	36.90
White	42,980	15,130 (35.20%)	22.32	2,224 (5.17%)	3.28	2 (0.00%)	0.30	28 (0.07%)	0.04	25,650 (59.68%)	37.84
Economically Disadvantaged	75,365	30,071 (39.90%)	68.93	7,522 (9.98%)	17.24	2 (0.00%)	0.46	117 (0.16%)	0.27	37,845 (50.22%)	86.75
English Learners	18,854	8,177 (43.37%)	57.25	1,598 (8.48%)	11.19	0 (0.00%)	0.00	21 (0.11%)	0.15	9,097 (48.25%)	63.69
Students w/ Disabilities	24,397	9,727 (39.87%)	46.19	2,229 (9.14%)	10.59	0 (0.00%)	0.00	24 (0.10%)	0.11	12,472 (51.12%)	59.23

Table R-C20. Repeat Offender UB Suspensions and Reassignments by Student Subgroup, 2021-2022

	Total Number of Incidents*	In-School Suspensions		Short-term Suspensions		Long-term Suspensions		enALP Placements		Other Actions*	
		N	Rate per 1,000	N	Rate per 1,000	N	Rate per 100K	N	Rate per 1,000	N	Rate per 1,000
		%		%		%		%		%	
All Student Offenders	1,777	829 (46.65%)	0.56	498 (28.02%)	0.34	1 (0.06%)	0.07	50 (2.81%)	0.03	427 (24.03%)	0.29
Female	435	187 (42.99%)	0.26	142 (32.64%)	0.19	0 (0.00%)	0.00	10 (2.30%)	0.01	106 (24.37%)	0.14
Male	1,342	642 (47.84%)	0.83	356 (26.53%)	0.46	1 (0.07%)	0.13	40 (2.98%)	0.05	321 (23.92%)	0.42
American Indian	16	1 (6.25%)	0.06	13 (81.25%)	0.82	0 (0.00%)	0.00	2 (12.50%)	0.13	2 (12.50%)	0.13
Asian	10	2 (20.00%)	0.04	7 (70.00%)	0.12	0 (0.00%)	0.00	0 (0.00%)	0.00	3 (30.00%)	0.05
Black	756	348 (46.03%)	0.93	236 (31.22%)	0.63	1 (0.13%)	0.27	30 (3.97%)	0.08	150 (19.84%)	0.40
Hispanic	206	73 (35.44%)	0.25	81 (39.32%)	0.27	0 (0.00%)	0.00	14 (6.80%)	0.05	46 (22.33%)	0.16
Two or More Races	141	73 (51.77%)	0.93	34 (24.11%)	0.43	0 (0.00%)	0.00	1 (0.71%)	0.01	34 (24.11%)	0.43
Pacific Islander	0	0 (0.00%)	0.00	0 (0.00%)	0.00	0 (0.00%)	0.00	0 (0.00%)	0.00	0 (0.00%)	0.00
White	648	332 (51.23%)	0.49	127 (19.60%)	0.19	0 (0.00%)	0.00	3 (0.46%)	0.00	192 (29.63%)	0.28
Economically Disadvantaged	1,173	550 (46.89%)	1.26	350 (29.84%)	0.80	1 (0.09%)	0.23	37 (3.15%)	0.09	256 (21.82%)	0.59
English Learners	156	51 (32.69%)	0.36	69 (44.23%)	0.48	0 (0.00%)	0.00	12 (7.69%)	0.08	31 (19.87%)	0.22
Students w/ Disabilities	448	233 (52.01%)	1.11	92 (20.54%)	0.44	0 (0.00%)	0.00	18 (4.02%)	0.09	110 (24.55%)	0.52

Table R-C21. Substance Use Related UB Suspensions and Reassignments by Student Subgroup, 2021-2022

	Total Number of Incidents*	In-School Suspensions		Short-term Suspensions		Long-term Suspensions		enALP Placements		Other Actions*	
		N %	Rate per 1,000	N %	Rate per 1,000	N %	Rate per 100K	N %	Rate per 1,000	N %	Rate per 1,000
All Student Offenders	29,646	10,280 (34.68%)	6.91	17,049 (57.51%)	11.47	37 (0.12%)	2.49	280 (0.94%)	0.19	2,638 (8.90%)	1.77
Female	10,631	3,820 (35.93%)	5.20	6,049 (56.90%)	8.24	10 (0.09%)	1.36	86 (0.81%)	0.12	871 (8.19%)	1.19
Male	19,014	6,460 (33.97%)	8.40	11,000 (57.85%)	14.30	27 (0.14%)	3.51	194 (1.02%)	0.25	1,766 (9.29%)	2.30
American Indian	717	150 (20.92%)	9.40	515 (71.83%)	32.28	0 (0.00%)	0.00	2 (0.28%)	0.13	55 (7.67%)	3.45
Asian	178	56 (31.46%)	0.97	92 (51.69%)	1.60	0 (0.00%)	0.00	0 (0.00%)	0.00	32 (17.98%)	0.56
Black	8,982	2,472 (27.52%)	6.61	5,429 (60.44%)	14.52	11 (0.12%)	2.94	96 (1.07%)	0.26	1,139 (12.68%)	3.05
Hispanic	4,711	1,599 (33.94%)	5.37	2,760 (58.59%)	9.27	7 (0.15%)	2.35	56 (1.19%)	0.19	405 (8.60%)	1.36
Two or More Races	1,939	691 (35.64%)	8.77	1,107 (57.09%)	14.04	2 (0.10%)	2.54	13 (0.67%)	0.17	155 (7.99%)	1.97
Pacific Islander	46	16 (34.78%)	7.38	30 (65.22%)	13.84	0 (0.00%)	0.00	0 (0.00%)	0.00	2 (4.35%)	0.92
White	13,072	5,296 (40.51%)	7.81	7,116 (54.44%)	10.50	17 (0.13%)	2.51	113 (0.86%)	0.17	849 (6.49%)	1.25
Economically Disadvantaged	16,555	5,493 (33.18%)	12.59	9,713 (58.67%)	22.26	24 (0.14%)	5.50	165 (1.00%)	0.38	1,519 (9.18%)	3.48
English Learners	3,049	947 (31.06%)	6.63	1,850 (60.68%)	12.95	3 (0.10%)	2.10	39 (1.28%)	0.27	289 (9.48%)	2.02
Students w/ Disabilities	5,338	1,933 (36.21%)	9.18	2,948 (55.23%)	14.00	6 (0.11%)	2.85	47 (0.88%)	0.22	517 (9.69%)	2.46

Table R-C22. Other UB Suspensions and Reassignments by Student Subgroup, 2021-2022

	Total Number of Incidents*	In-School Suspensions		Short-term Suspensions		Long-term Suspensions		enALP Placements		Other Actions*	
		N %	Rate per 1,000	N %	Rate per 1,000	N %	Rate per 100K	N %	Rate per 1,000	N %	Rate per 1,000
All Student Offenders	164,768	26,047 (15.81%)	17.52	18,986 (11.52%)	12.77	46 (0.03%)	3.09	241 (0.15%)	0.16	108,899 (66.09%)	73.24
Female	46,126	8,310 (18.02%)	11.31	5,516 (11.96%)	7.51	6 (0.01%)	0.82	73 (0.16%)	0.10	32,371 (70.18%)	44.07
Male	107,484	17,737 (16.50%)	23.05	13,470 (12.53%)	17.51	40 (0.04%)	5.20	168 (0.16%)	0.22	76,516 (71.19%)	99.45
American Indian	1,971	241 (12.23%)	15.11	639 (32.42%)	40.06	0 (0.00%)	0.00	7 (0.36%)	0.44	1,092 (55.40%)	68.45
Asian	1,943	196 (10.09%)	3.41	138 (7.10%)	2.40	0 (0.00%)	0.00	0 (0.00%)	0.00	1,614 (83.07%)	28.08
Black	67,963	10,640 (15.66%)	28.45	8,459 (12.45%)	22.62	21 (0.03%)	5.62	143 (0.21%)	0.38	48,966 (72.05%)	130.92
Hispanic	23,822	4,051 (17.01%)	13.61	3,083 (12.94%)	10.36	10 (0.04%)	3.36	22 (0.09%)	0.07	16,752 (70.32%)	56.29
Two or More Races	8,901	1,603 (18.01%)	20.34	1,202 (13.50%)	15.25	2 (0.02%)	2.54	15 (0.17%)	0.19	6,111 (68.66%)	77.52
Pacific Islander	199	52 (26.13%)	23.99	40 (20.10%)	18.45	1 (0.50%)	46.13	0 (0.00%)	0.00	108 (54.27%)	49.82
White	48,811	9,264 (18.98%)	13.67	5,425 (11.11%)	8.00	12 (0.02%)	1.77	54 (0.11%)	0.08	34,244 (70.16%)	50.52
Economically Disadvantaged	88,589	14,890 (16.81%)	34.13	11,555 (13.04%)	26.49	24 (0.03%)	5.50	162 (0.18%)	0.37	62,314 (70.34%)	142.84
English Learners	14,156	2,609 (18.43%)	18.27	1,961 (13.85%)	13.73	1 (0.01%)	0.70	15 (0.11%)	0.11	9,640 (68.10%)	67.49
Students w/ Disabilities	36,085	4,774 (13.23%)	22.67	3,958 (10.97%)	18.80	4 (0.01%)	1.90	53 (0.15%)	0.25	27,439 (76.04%)	130.30

Reassignments for Disciplinary Reasons Companion Tables

The following companion report and tables provide additional and more detailed information and can be found online at: <https://www.dpi.nc.gov/data-reports/dropout-and-discipline-data/discipline-alp-and-dropout-annual-reports>.

Table R7. Reassignments for Disciplinary Reasons by School and PSU, 2021-2022

2021-2022 ALTERNATIVE LEARNING PROGRAM AND SCHOOL PLACEMENTS COMPANION

Introduction

Alternative Learning Programs and Schools (ALPS) are safe, orderly, caring and inviting learning environments that assist students with overcoming challenges that may place them "at-risk" of academic failure. The goal of each program and school is to provide a rigorous education while developing individual student strengths, talents and interests.

ALPS operate with a range of missions and primary target populations. In addition to students who are enrolled because of academic challenges, attendance issues and life problems (pregnancy, parenting, work), some programs also enroll students with mild, moderate or severe discipline problems, including suspended or expelled students.

ALPS 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.

ALPS 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
- have learning styles that are better served in an alternative setting

ALPS should:

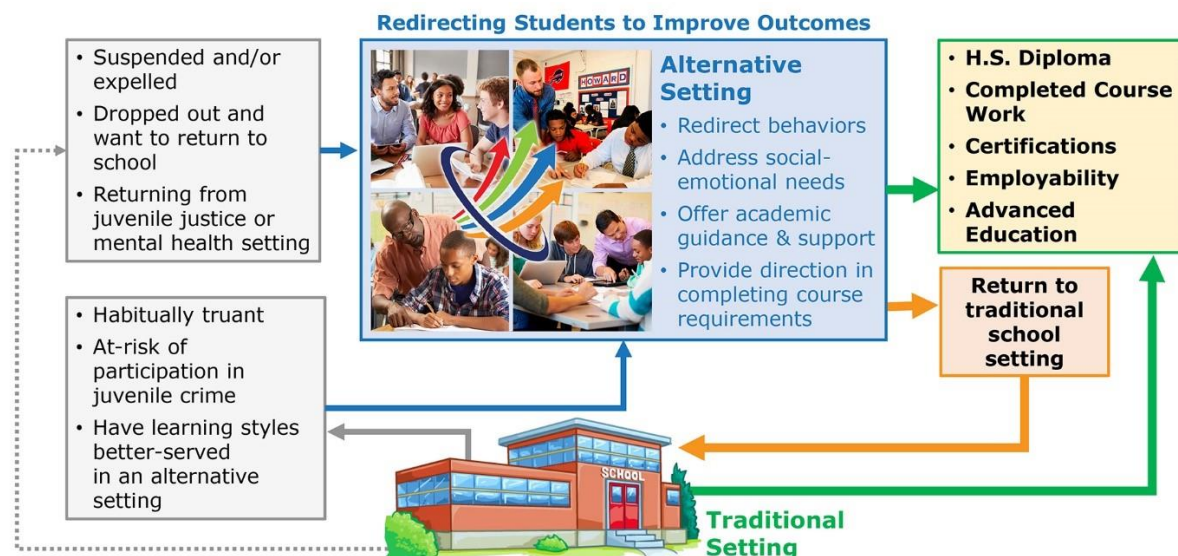
- provide the primary instruction for selected at-risk students
- enroll students for a minimum of one academic grading period
- offer course credit or grade-level promotion credit in core academic areas
- provide transition support to and from/between the school of origin and alternative learning program
- provide smaller classes and/or student/teacher

Programs vs. Schools

- **Alternative Learning Programs** are established in affiliation with a traditional accredited school. The information that is generated by the participants of the program becomes a part of the history and documentation of a traditional school. A program may be housed within a school, on the same site or at a different location within the district.
- **Alternative Learning Schools** serve at-risk students and have 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 most 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 specific learning needs.

Below is a flowchart showing the various paths students may take entering and existing alternative learning environments.



Student Pathways - Entering and Existing ALPS

More information about Alternative Learning Programs and Schools is available at <https://www.dpi.nc.gov/students-families/enhanced-opportunities/alternative-learning-programs>.

Data and Reporting Considerations and Cautions

In response to the COVID-19 pandemic, starting in March of the 2019-2020 school year and continuing through the 2020-2021 school year, public school units across the state employed unprecedented methods to ensure continued student learning by utilizing various modes of instruction and student outreach. As such, caution should be taken when comparing data reported for the 2019-2020 and 2020-2021 school years to data reported for prior and subsequent years. (For more information see the Introduction section of this report.)

Given the cautions presented above as well as a return to reporting in 2021-2022 that is consistent with pre-pandemic school years, in this report, the traditional 1-year and 2-year comparisons of the 2021-2022 school year to the school years of 2020-2021 and 2019-2020, respectively, will be replaced with comparisons of the 2021-2022 school year to the most recent pre-pandemic school years of 2018-2019 and 2017-2018, respectively. Even though 2019-2020 and 2020-2021 school year data will not be used in comparisons throughout this report, the data will remain in all relevant tables and figures.

General Findings

This section reports total enrollment in Alternative Learning Programs and Schools (ALPS) regardless of the reason for the enrollment. ALPS reported 9,788 student enrollments during the 2021-2022 academic year. In 2021-2022, the rate of ALPS enrollments was 6.58 per 1,000 students.

There were 9,351 unique/individual students who were enrolled in ALPS over the course of the 2021-2022 school year. The number of unique students enrolled at least once during the school year saw a decrease of 17.2% from 2018-2019 and a decrease of 17.4% from 2017-2018. Of the enrollments, 18.14% were for the full school year and 52.5% of the enrollments were for one semester or less.

Reasons for Student Enrollment in Alternative Learning Programs and Schools

Students are assigned to alternative schools and programs for a variety of purposes. In many cases, students are assigned for behavior reasons, either to address chronic behavioral issues or because an infraction was committed that would have resulted in a long-term suspension were it not for the alternative program option. Many students are assigned to ALPS for academic reasons, usually so they can benefit from low student-teacher ratios and the targeted assistance employed by ALPS teachers. In some PSUs, parents and/or students can request placement in an ALPS for academic or other reasons. In general, students are assigned to ALPS because they are at-risk in some way or unable to perform optimally in a traditional school environment.

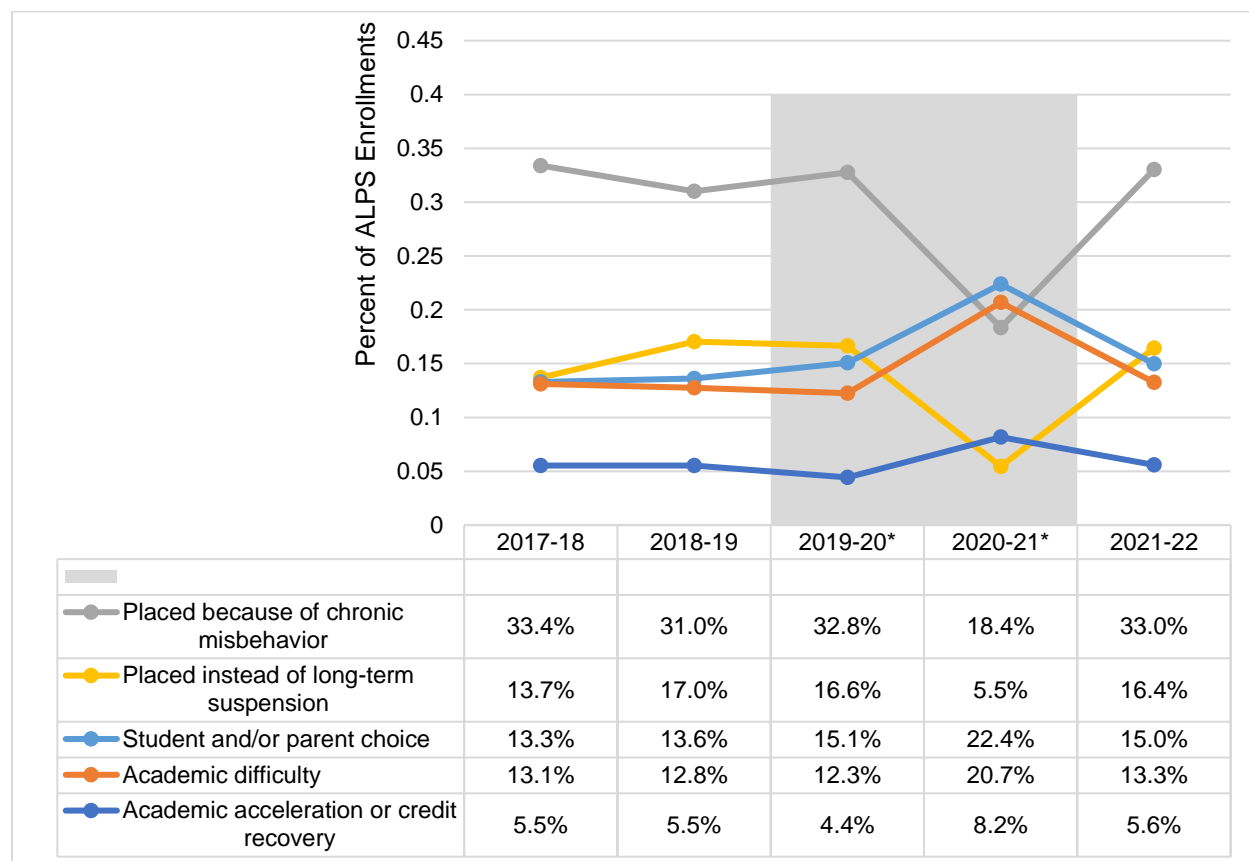
When students are placed in an alternative learning program or school, a code is entered to designate the main reason for the placement. Table A1 below shows the various reasons students were assigned to ALPS. The most frequent reason for student enrollments in 2021-2022 was placed because of chronic misbehavior (33.0% of enrollments), followed placed instead of long-term suspension (16.4%) and placed by student and/or parent choice (15.0%).

Table A-C1. Reasons for Student Enrollment in Alternative Learning Programs and Schools, 2021-2022

Enrollment Reason	Number of Enrollments	Percent of Enrollments
Placed because of chronic misbehavior	3,233	33.0
Placed instead of long-term suspension	1,608	16.4
Student and/or parent choice	1,466	15.0
Academic difficulty	1,297	13.3
Academic acceleration or credit recovery	548	5.6
Transfer from ALP or other facility	395	4.0
Emotional and/or psychological problems	352	3.6
Attendance problems	308	3.2
Dropout recovery	170	1.7
Placed because of a felony charge	146	1.5
Personal and/or family problems	139	1.4
Placed after EC Hearing for discipline reasons	69	0.7
Pregnancy related	33	0.3
Placed after EC Hearing for academic reasons	21	0.2
Employment related	3	0.0
Total	9,788	100.00

As seen in the figure below, the most frequent reasons for student enrollment in 2021-2022 were consistent with what was seen in the 2018-2019 and 2017-2018.

Figure A-C1. Reasons for Student Enrollment in Alternative Learning Programs and Schools, 2017-2018 to 2021-2022



* In response to the COVID-19 pandemic, starting in March of the 2019-2020 school year and continuing through the 2020-2021 school year, public school units across the state employed unprecedented methods to ensure continued student learning by utilizing various modes of instruction and student outreach. As such, caution should be taken when comparing data reported for the 2019-2020 and 2020-2021 school years to data reported for prior and subsequent years.

Alternative Learning Program and School Enrollments by Student Subgroup

The table below details the total number of ALPS enrollments; the rate of ALPS enrollments per 1,000 students; and the average number of days per ALPS enrollments by sex, race/ethnicity and students with disabilities.

In 2021-2022, the highest rates for ALPS enrollments per 1,000 students were for Black students, American Indian students, and Students with Disabilities with rates per 1,000 students of 11.94, 11.41 and 9.40 enrollments per 1,000 students, respectively. The lowest rates of ALPS enrollment per 1,000 students were for Asian students.

Pacific Islander students had the highest average number of days per ALPS enrollments with 197 days per ALPS enrollment. American Indian students had the lowest average number of days per ALPS enrollment of 116 days.

Table A-C2. ALPS Enrollments by Student Subgroup, 2021-2022

	Number of ALPS Enrollments	Rate of ALPS Enrollments per 1,000	Average Days Per ALPS Enrollment
All Students	9,788	6.58	141
Female	3,591	4.89	141
Male	6,197	8.05	141
American Indian	179	11.22	116
Asian	33	0.57	143
Black	4,467	11.94	130
Hispanic	1,273	4.28	147
Two or More Races	658	8.35	139
Native Hawaiian/Pacific Islander	9	4.15	197
White	3,169	4.68	156
Students w/ Disabilities	1,980	9.40	160

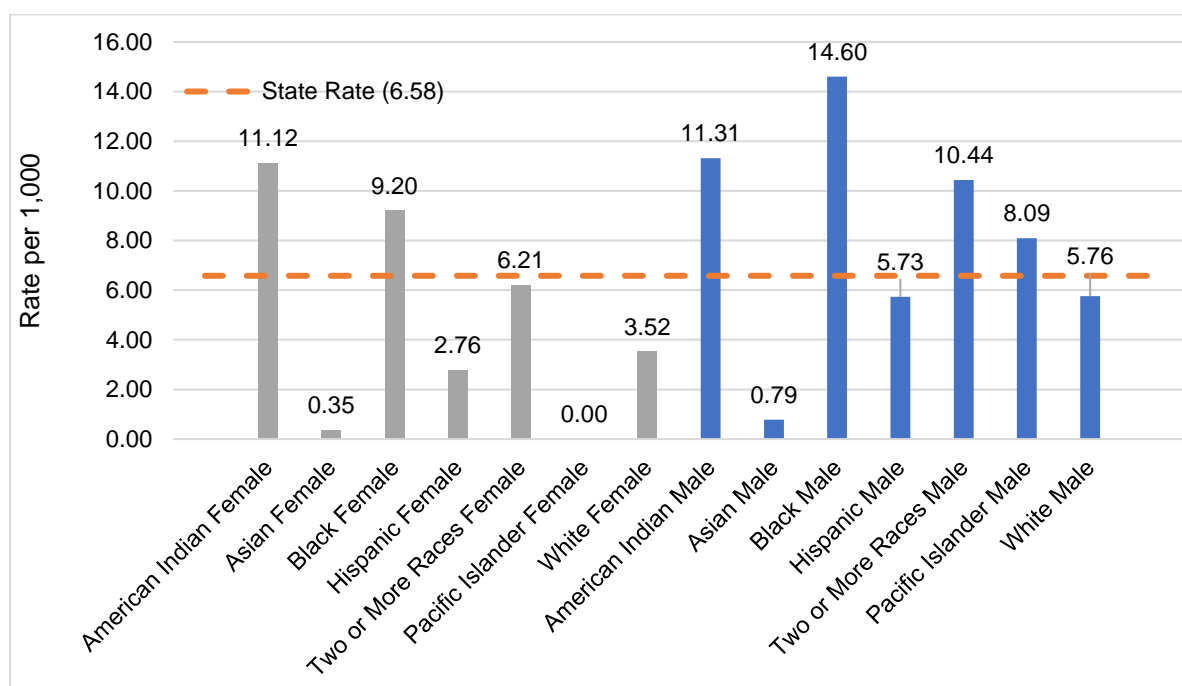
Black male students and White male students had the highest number of ALPS enrollments in 2021-2022; however, the highest rates for ALPS enrollments per 1,000 students were for Black male students, American Indian male students and American Indian female students. The lowest rates of ALPS enrollment per 1,000 students were for Pacific Islander female, Asian male and Asian female students.

Pacific Islander male students had the highest average days per ALPS enrollment of 197 days, followed by Asian female students with 168 days. American Indian females had the lowest average number of days per ALPS enrollment of 95 days.

Table A-C3. ALPS Enrollments by Race/Ethnicity-Sex Subgroup, 2021-2022

	Number of ALPS Enrollments	Rate per 1,000	Average Days Per ALPS Enrollment
All Students	9,788	6.58	141
American Indian Female	87	11.12	95
Asian Female	10	0.35	168
Black Female	1,691	9.20	129
Hispanic Female	403	2.76	156
Two or More Races Female	242	6.21	137
Pacific Islander Female	0	0.00	-
White Female	1,158	3.52	157
American Indian Male	92	11.31	135
Asian Male	23	0.79	131
Black Male	2,776	14.60	131
Hispanic Male	870	5.73	143
Two or More Races Male	416	10.44	140
Pacific Islander Male	9	8.09	197
White Male	2,011	5.76	155

Figure A-C2. Rate of ALPS Enrollments by Race/Ethnicity-Sex Subgroup, 2021-2022



In the 2021-2022 school year, there were 1,980 placements of Students with Disabilities (SWD) in ALPS. These enrollments accounted for 20% of all 2021-2022 enrollments. On average, students with disabilities had a higher average number of days per enrollment than all students enrolled.

Table A-C4. ALPS Enrollments for Students with Disabilities, 2021-2022

	Number of ALPS Enrollments	Rate of ALPS Enrollment per 1,000	Average Days Per ALPS Enrollment
All Students	9,788	6.58	141
Students w/ Disabilities	1,980	9.40	160
Serious Emotional Disability	376		179
Intellectual Disability - Mild	137		128
Specific Learning Disability	638		155
Other Health Impairment	664		160
Other Eligibility Categories	165		167

Alternative Learning Program and School Enrollments by Grade Level

In 2021-2022, the highest number and rate of ALPS enrollments were in high school grades (7,064 enrollments, 15.51 enrollments per 1,000 high school students). Grade 9 saw the highest number of student enrollments, followed by Grades 10 and 12. Kindergarten through Grade 8 saw the lowest number of ALPS enrollments. With the exception of kindergarten enrollments, the highest average number of days per ALPS enrollment were for students in elementary grades.

Table A-C5. ALPS Enrollments by Grade Level, 2021-2022

	Number of ALPS Enrollments	Rate per 1,000	Average Days Per ALPS Enrollment
All Enrollments	9,788	6.58	141.1
Elementary School Grades	240	0.36	184.0
Middle School Grades	2,484	6.92	121.9
High School Grades	7,064	15.51	146.6
Grade 6	497		116.9
Grade 7	863		120.4
Grade 8	1,124		125.2
Grade 9	2,564		138.6
Grade 10	1,703		143.6
Grade 11	1,323		156.5
Grade 12 (Includes 13 and XG)	1,474		155.0

2021-2022 DROPOUT COUNTS AND RATES COMPANION

Introduction

Dropout Definition

A dropout is defined by State Board policy (DROP-001) as “any student who leaves school for any reason before graduation or completion of a program of studies without transferring to another elementary or secondary school.”

For reporting purposes, a dropout is a student who:

- was enrolled in school at some time during the reporting year (2021-2022);
- was not enrolled on day 20 of the current year (2022-2023);
- has not graduated from high school or completed a state or district approved educational program; *and* does not meet any of the following reporting exclusions:
 - 1) transferred to another public school district, private school, home school or state/district approved educational program (not including programs at community colleges),
 - 2) temporarily absent due to suspension or school approved illness, or
 - 3) death.

For purposes of applying the state's dropout definition, the following additional definitions also apply:

- A school year is defined as the period of time beginning with the first day of school to the last day of summer vacation.
- Students who attend school until the end of the reporting year do not count as dropouts in the reporting year if they enroll in school anytime during the first 20 days of the current year. A student who drops out before the end of the reporting year must be enrolled on the 20th day of the current year in order not to be counted as a dropout.
- All students receiving dropout status are counted as dropouts from the last grade and school in which they were actually enrolled.
- A school completer has graduated from high school or completed an approved education program upon receipt of formal recognition from school authorities.
- A state- or district-approved program may include special education programs, home-based instruction, and ***school-sponsored*** elementary or secondary programs leading to some other certification differing from the regular diploma. At a minimum, a district-approved program must meet state standards. Therefore, a student who withdraws from high school and enrolls in a district-sponsored GED prep program must be reported as a dropout.
- Transfer may be demonstrated through a transcript request or other documentation giving evidence of continuing elementary or secondary education. Such evidence may include correspondence with, or notes taken during a conversation with an official at the student's new school or school district.
- Students participating in state approved educational programs are not dropouts.

Dropout Exemptions

EXPULSION EXEMPTION

Students who are expelled from a school and who fail to return to school are reported as dropouts with “Expulsion” (EXPL) as the reason for dropping out. In accordance with N.C. General Statute §115C-12 (21), expelled students are not to be counted in the dropout rate; therefore, these dropout events are not included in the official counts or rates that appear in this report.

COMMUNITY COLLEGE ADULT HIGH SCHOOL PROGRAM EXEMPTION

Since 1998, students who leave the public schools to attend community colleges have been counted as dropouts. Beginning with the 2015-16 data collection, PSUs could be granted an exception for students who leave school to attend an Adult High School program at the local community college if the district has an affiliation agreement with the college and the students are tracked for continuous enrollment. In these cases, PSUs are required to submit the students in the dropout collection, but the dropouts do not count in the statistics. The data are self-reported by the districts, and the state agency does not conduct an official audit.

The State Board of Education amended policy DROP-000 in 2015, creating the W2T withdrawal code designation for students leaving school to attend an Adult High School program at the local community college. These students continue to be reported as dropouts along with all students leaving school for community colleges, but they are not counted in the statistics if the following conditions are met:

- the community college program is Adult High School, not GED or some other program
- the PSU has an Agreement of Affiliation with the community college regarding the Adult High School program and
- the students are tracked for continuous enrollment (meaning both fall and spring semesters).

If a student does not maintain continuous enrollment in the Adult High School program, the school must change the W2T designation to W2 (non-completer) and report the student as a dropout in the next dropout data collection.

INITIAL ENROLLEE STATUS EXEMPTION

Schools may exclude “initial enrollees” from their dropout count. These are students who leave school within 20 days of their first enrollment in a particular PSU. The initial twenty-day enrollment period can occur at any point during the school year. However, this exemption only applies to the initial enrollment in a PSU, not the initial enrollment in an individual school within the PSU.

HOME SCHOOL PROGRAMS EXEMPTION

Any student who receives instruction in a certified home school program are not reported as a dropout. However, this private school and home school exemption only applies to students transferring to schools registered with the NC Department of Non-Public Education.

EXEMPTION REQUIRING SCHOOL ACCREDITATION

Students who maintain a North Carolina residence and transfer to legitimate online or correspondence schools outside the state are not to be counted as dropouts if the schools are appropriately accredited. If students are under 16 years of age, the parent or guardian also must register with DNPE as a home school program in order to use this dropout exemption. This

exemption also applies to students of any age residing in North Carolina and transferring to a private school in another state, for example, a student residing in Charlotte and attending a private school in Fort Mill, SC. Out-of-state private schools are not registered with the Division of Non-Public Education. The exemption also applies to special adult high school diploma programs in North Carolina such as Job Corps. A transfer to Job Corps would be exempt from dropout reporting if the Job Corps location is accredited and the student is enrolled in the adult high school program.

OTHER EXEMPTIONS

Other reporting exclusions students who are not enrolled on Day 20 because they have serious illnesses or are serving suspensions are also not counted as dropouts. An exception is made for students who are known to have left the country.

Dropout Data Collection, Analysis and Reporting

Count and Rate Calculations

Dropout Counts do not include students below the compulsory school age or students in pre-kindergarten or kindergarten, expelled students or schools who are attending Adult High School programs. Additionally, a student cannot be reported as a dropout more than once during a school year, though a student can be reported as a dropout across multiple years.

The dropout event rate, or simply the “dropout rate,” is the number of students in a designated grade span dropping out in one year, divided by a measure of the total students in that grade span. Rates are calculated for Grades 7-12 and 9-12. Students in Grade 13 and Extra Grade (XG) students are included in the counts for Grade 12.

The dropout rate is calculated as follows:

$$\left(\frac{\text{Total Count of 2021 – 2022 Dropouts}}{\text{20th Day Membership 2021 – 2022} + \text{Count of 2021 – 2022 Dropouts}} \right) * 100$$

Limitations and Cautions of 2019–2020 and 2020–2021 Academic Year Data

In response to the COVID-19 pandemic, starting in March of the 2019-2020 school year and continuing through the 2020-2021 school year, public school units across the state employed unprecedented methods to ensure continued student learning by utilizing various modes of instruction and student outreach. As such, caution should be taken when comparing data reported for the 2019-2020 and 2020-2021 school years to data reported for prior and subsequent years. (For more information see the [Introduction](#) section of this report.)

Given the cautions presented above as well as a return to reporting in 2021-2022 which is consistent with pre-pandemic school years, in this report, the traditional 1-year and 2-year comparisons of the 2021-2022 school year to the school years of 2020-2021 and 2019-2020, respectively, will be replaced with comparisons of the 2021-2022 school year to the most recent pre-pandemic school years of 2018-2019 and 2017-2018, respectively. Even though 2019-2020 and 2020-2021 school year data will not be used in comparisons throughout this report, the data will remain in all relevant tables and figures.

General Findings

Dropout Counts – All Grades

Reasons for Dropping Out by Grade Level

In most districts, school social workers or school counselors are responsible for documenting the reason students drop out of school. By their nature, dropout events can be difficult to investigate, leading to circumstances when school officials must provide an “approximate” reason for a student’s leaving school. A reason code of “Move, school status unknown” is often used when the student cannot be located. The “Unknown” reason code frequently has been used when one of the more specific reasons was not applicable. The Dropout Data Collecting and Reporting Procedures Manual states that the “Attendance” reason should be used when “the student dropped out due to excessive absences that caused the student to become ineligible or in jeopardy of becoming ineligible to receive course credits.”

Attendance issues were again cited most frequently as the main reason for a student dropping out, accounting for almost half of all dropouts (46.7%) and high school dropouts (48.5%). The second and third most widely reported dropout reason codes were “Unknown” and “Lack of Engagement with School and/or Peers” at 12.6% and 9.9% for all dropouts and 11.5% and 10.5% for high school dropouts, respectively.

Table D-C1. Grades 1 through 12 Dropout Reason Codes, 2021-2022

	Count	Percent
Academic problems	250	2.1%
Attendance	5,467	46.7%
Choice of work over school	783	6.7%
Difficulties with English language	51	0.4%
Discipline problem	88	0.8%
Employment necessary	49	0.4%
Enrollment in a community college	555	4.7%
Expectations of culture, family, or peers	48	0.4%
Failure to return after a long-term suspension	74	0.6%
Health problems	75	0.6%
Incarcerated in adult facility	40	0.3%
Lack of engagement with school and/or peers	1,155	9.9%
Marriage	4	0.0%
Moved, school status unknown	1,036	8.8%
Need to care for children	49	0.4%
Pregnancy	68	0.6%
Psychological or emotional difficulties	152	1.3%
Runaway	74	0.6%
Suspected substance abuse	18	0.2%
Unknown	1,474	12.6%
Unstable home environment	201	1.7%
All Reasons	11,711	100.0%

Year after year, “Attendance” is by far the most frequently reported reason code across all grades; however, there is variability in the most frequently reported reason codes by grade level.

Table D-C2. Proportion of Dropout Reason Codes Reported within Grade Level, 2021-2022

	All Grades	Grades 1- 4	Grades 5- 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
	Count	Count	Count	Count	Count	Count	Count	Count
Academic problems	2.1%	0.3%	0.3%	1.7%	2.0%	2.5%	1.9%	3.1%
Attendance	46.7%	16.5%	25.7%	31.7%	47.7%	48.8%	49.4%	48.4%
Choice of work over school	6.7%	*	*	*	6.4%	7.4%	8.0%	7.0%
Enrollment in a community college	4.7%	*	*	*	4.3%	5.5%	6.0%	4.6%
Lack of engagement with school and/or peers	9.9%	*	*	*	9.6%	10.4%	11.5%	11.5%
Moved, school status unknown	8.8%	40.8%	40.4%	33.0%	7.3%	6.0%	5.9%	6.3%
Unknown	12.6%	38.0%	21.6%	17.4%	13.2%	11.3%	9.3%	11.3%
Unstable home environment	1.7%	*	*	*	1.7%	1.6%	1.5%	1.4%

Table D-C3. Dropout Reason Codes Reported by Grade Level, 2021-2022

	All Grades	Grades 1- 4	Grades 5- 7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
	Count	Count	Count	Count	Count	Count	Count	Count
Academic problems	249	*	*	*	72	82	49	40
Attendance	5,449	53	82	73	1,740	1,603	1,265	633
Choice of work over school	780	*	*	*	235	242	206	90
Enrollment in a community college	550	*	*	*	156	182	151	60
Lack of engagement with school and/or peers	1,147	*	*	*	347	343	294	147
Moved, school status unknown	1,032	131	129	76	266	198	149	83
Unknown	1,475	122	69	40	481	376	240	147
Unstable home environment	200	*	*	*	62	52	39	18

In Grades 1-4, Grades 5-7 and in Grade 8, the most frequently reported reason code is “Moved, school status unknown.” For Grades 5-7 and Grade 8 the second and third most frequently reported reasons are “Attendance” and “Unknown.” In Grades 1-4, the second most frequently reported reason is “Unknown,” which is followed by “Attendance” as the third. Across all high school grades, “Attendance” is the most frequently reported dropout reason. In Grades 9 and 10, “Unknown” is the second most reported code followed by “Lack of engagement with school and/or peers.” In Grade 11 and 12, “Lack of engagement with school and/or peers” is the second most reported dropout reason, followed by “Unknown.”

High School Dropout Counts and Rates

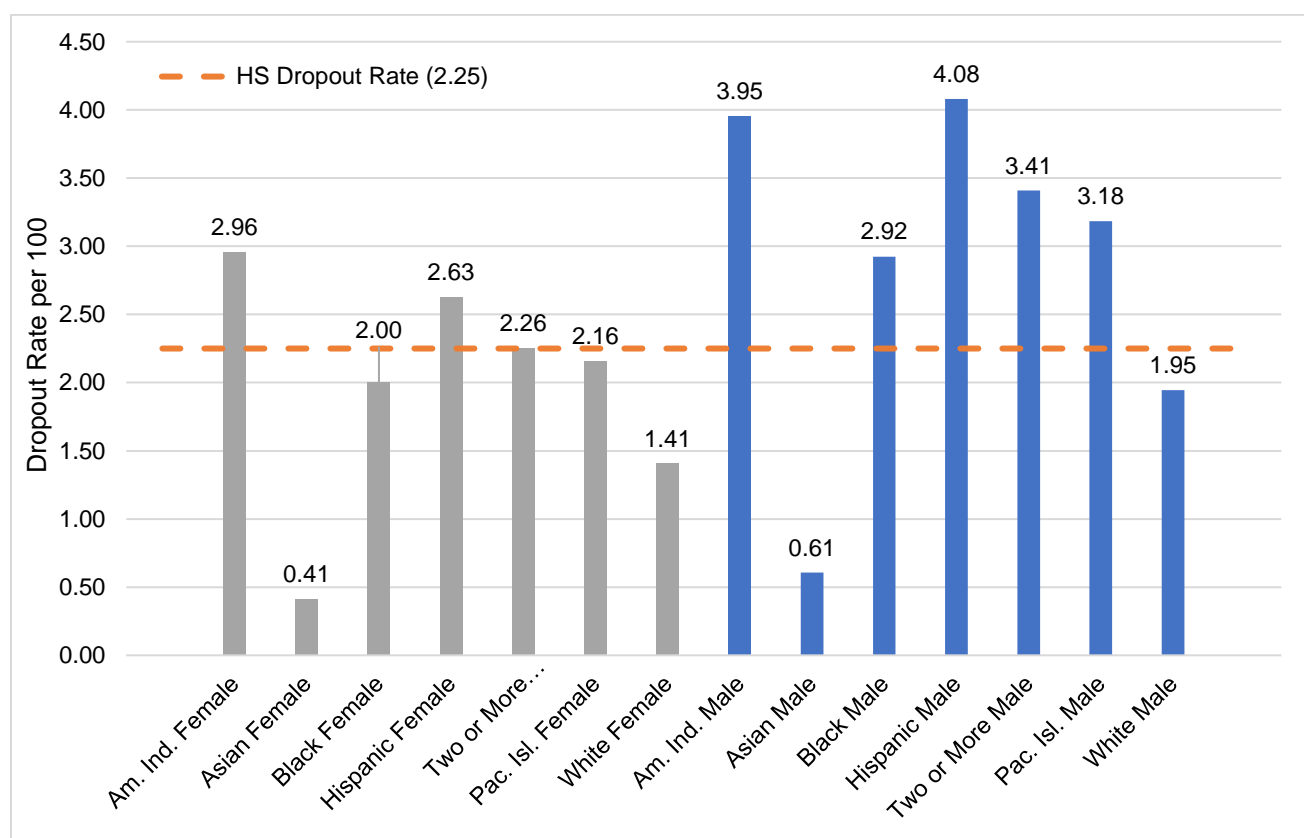
High School Dropout Counts and Rates by Student Subgroups

Across all race/ethnicities, males had a higher dropout rate than females within the same race/ethnicity subgroup.

Males of all races/ethnicities, except for Asian males and White males, had a higher dropout than the state rate. Hispanic male students had the highest dropout rate, followed by American Indian males, Two or More Race males, Native Hawaiian/Pacific Islander males and Black males students.

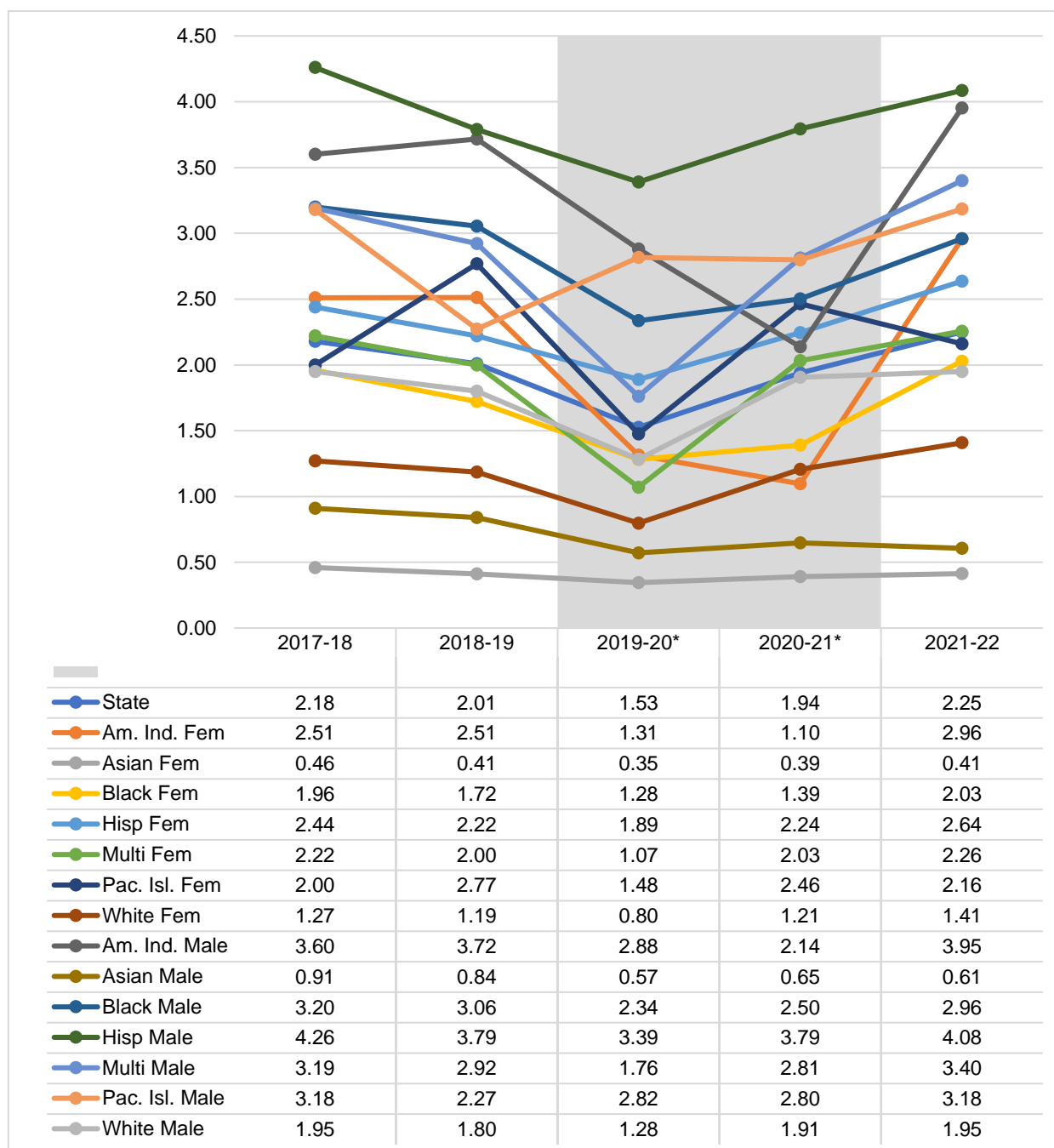
For female students across all race/ethnicities, American Indian females, Hispanic females and Two or More Races females had dropout rates above the state rate and the rate for all females. Asian females had the lowest dropout rate, followed by White females, Black females and Pacific Islander females.

Figure D-C1. High School Dropout Rates by Race/Ethnicity-Sex Subgroup, 2021-2022



From the 2017-2018 school year to the 2021-2022 school year, the dropout rate among Asian male students saw the greatest reduction in dropout rates of 33.4%, followed by Asian females students (10.1%) and Black male students (7.5%). The dropout rate among American Indian female students saw the highest increase of 17.8% from 2017-2018 to 2021-2022. The second and third highest increases were seen from White female students (10.9%) and American Indian male students (9.8%).

Figure D-C2. High School Dropout Rates by Race/Ethnicity-Sex Subgroup, 2017-2018 to 2021-2022



Reasons for Dropping Out in High School

The table below displays the frequencies of all reason codes that were submitted for dropout events that occurred in Grades 9 through 13.

Attendance issues were cited most frequently as the main reason for a student dropping out, accounting for almost half (48.5%) of all high school dropouts. The second and third most widely reported dropout reason codes were “Unknown” and “Lack of Engagement with School and/or Peers” at 11.5% and 10.5%.

Table D-C4. 2021-2022 High School Dropout Reason Codes

Dropout Reason	Count	Percent
Attendance	5,259	48.5
Unknown	1,243	11.5
Lack of engagement with school and/or peers	1,139	10.5
Choice of work over school	776	7.2
Moved, school status unknown	700	6.5
Enrollment in a community college	554	5.1
Academic problems	244	2.3
Unstable home environment	172	1.6
Psychological or emotional difficulties	138	1.3
Discipline problem	84	0.8
Failure to return after a long-term suspension	73	0.7
Runaway	69	0.6
Health problems	67	0.6
Pregnancy	67	0.6
Difficulties with English language	51	0.5
Employment necessary	48	0.4
Expectations of culture, family, or peers	48	0.4
Need to care for children	48	0.4
Incarcerated in adult facility	39	0.4
Suspected substance abuse	18	0.2
Marriage	4	0.0

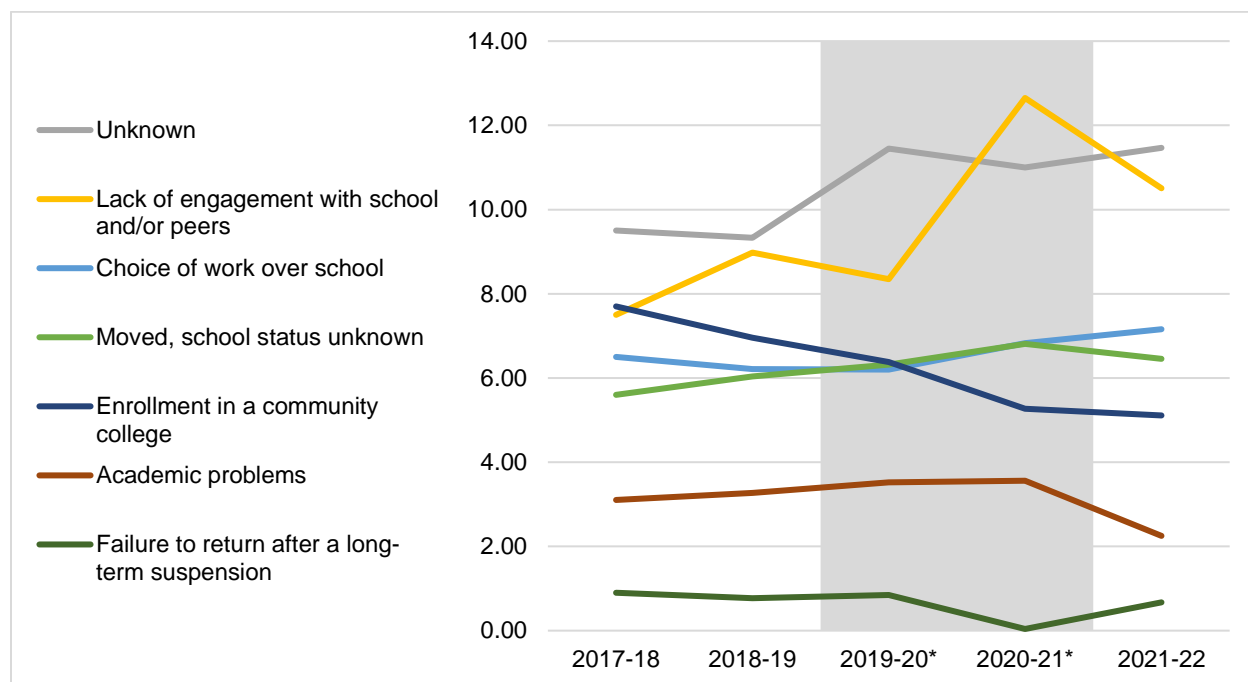
The reason code that had the greatest increase from the most recent pre-pandemic school year, 2018-2019, by 2.80 percentage points in the category “Attendance.” The dropout reason codes of “Unknown” and “Lack of Engagement with school and/peers” had the next highest increases in percentage points. The largest decrease was by 1.84 percentage points in the category of “Enrollment in a Community College.”

Table D-C5. One-Year Change in the Proportions of High School Reason Codes

Dropout Reason	Percent Of Codes Reported			Change in Percent
	2018-19	2020-21*	2021-22	
Attendance	45.76	45.85	48.51	2.75
Unknown	9.28	11.00	11.47	2.19
Lack of engagement with school and/or peers	8.95	12.65	10.51	1.56
Choice of work over school	6.20	6.83	7.16	0.96
Moved, school status unknown	6.01	6.81	6.46	0.45
Marriage	0.07	0.05	0.04	-0.03
Difficulties with English language	0.52	0.19	0.47	-0.05
Expectations of culture, family, or peers	0.50	0.13	0.44	-0.06
Failure to return after a long-term suspension	0.77	0.04	0.67	-0.10
Health problems	0.79	0.89	0.62	-0.17
Psychological or emotional difficulties	1.48	0.97	1.27	-0.21
Employment necessary	0.75	0.72	0.44	-0.31
Need to care for children	0.76	0.61	0.44	-0.32
Suspected substance abuse	0.49	0.33	0.17	-0.32
Pregnancy	0.96	0.75	0.62	-0.34
Unstable home environment	1.96	1.72	1.59	-0.37
Runaway	1.14	0.62	0.64	-0.50
Discipline problem	1.72	0.54	0.77	-0.95
Academic problems	3.26	3.56	2.25	-1.01
Incarcerated in adult facility	1.70	0.46	0.36	-1.34
Enrollment in a community college	6.93	5.27	5.11	-1.82

Tracking reason codes over time can help in identifying family situations, personal issues, external incentives and school environmental stressors that may lead to dropouts. ATTD (Attendance) has been by far the most frequently cited reason code for many years, accounting for over 40.0% of dropout reasons for the last 10 years. Figure D3 shows the variation in proportions of frequently reported reason codes (other than ATTD) over the last six years. It should be noted that while there was an increase in “Failure to return after a long-term suspension” in 2021-2022, this code is no longer one of the most frequently reported dropout reason codes.

Figure D-C3. Trends in Proportions of High School Dropout Reason Codes Reported, After the Attendance (ATTD) Code, 2017-2018 to 2021-2022



Things to note from the five-year dropout rate trends depicted above are:

- Considerable variability in the Unknown (UNKN) category and the Lack of Engagement with school and/or peers.
- Consistent decrease in Enrollment in Community College.
- An encouraging and somewhat steady decrease in the Failure to Return after a Long-Term Suspension (LTSU) category.

The following tables displays the percentage of students in a student subgroup who were assigned a specific dropout reason code.

Table D-C6. Proportion of Most Frequently Reported Dropout Reasons in High School within Student Subgroups, 2021-2022

Reason Code	All Students	Female	Male	American Indian	Asian	Black	Hispanic	Two or More Races	Native Hawaiian/Pacific Islander	White	Students with Disabilities
Academic problems	2.3%	2.0%	2.4%	2.3%	0.0%	2.1%	2.1%	2.2%	0.0%	2.5%	2.2%
Attendance	48.5%	49.1%	48.1%	74.1%	42.9%	47.9%	43.2%	48.0%	47.1%	52.4%	49.3%
Choice of work over school	7.2%	4.7%	8.8%	1.7%	13.1%	4.2%	12.3%	5.0%	5.9%	5.6%	6.2%
Enrollment in a community college	5.1%	6.0%	4.5%	0.6%	4.8%	4.8%	2.9%	5.5%	0.0%	7.4%	4.9%
Lack of engagement with school and/or peers	10.5%	9.6%	11.1%	10.9%	8.3%	10.4%	8.4%	12.2%	0.0%	12.2%	11.7%
Moved, school status unknown	6.5%	6.7%	6.3%	4.0%	11.9%	7.3%	7.6%	6.9%	23.5%	4.7%	5.8%
Unknown	11.5%	11.8%	11.3%	2.9%	16.7%	12.7%	15.8%	10.3%	0.0%	7.5%	10.7%

Figure D-C4. Percent of Most Frequently Reported High School Dropout Reasons within Student Subgroups (after Attendance), 2021-2022

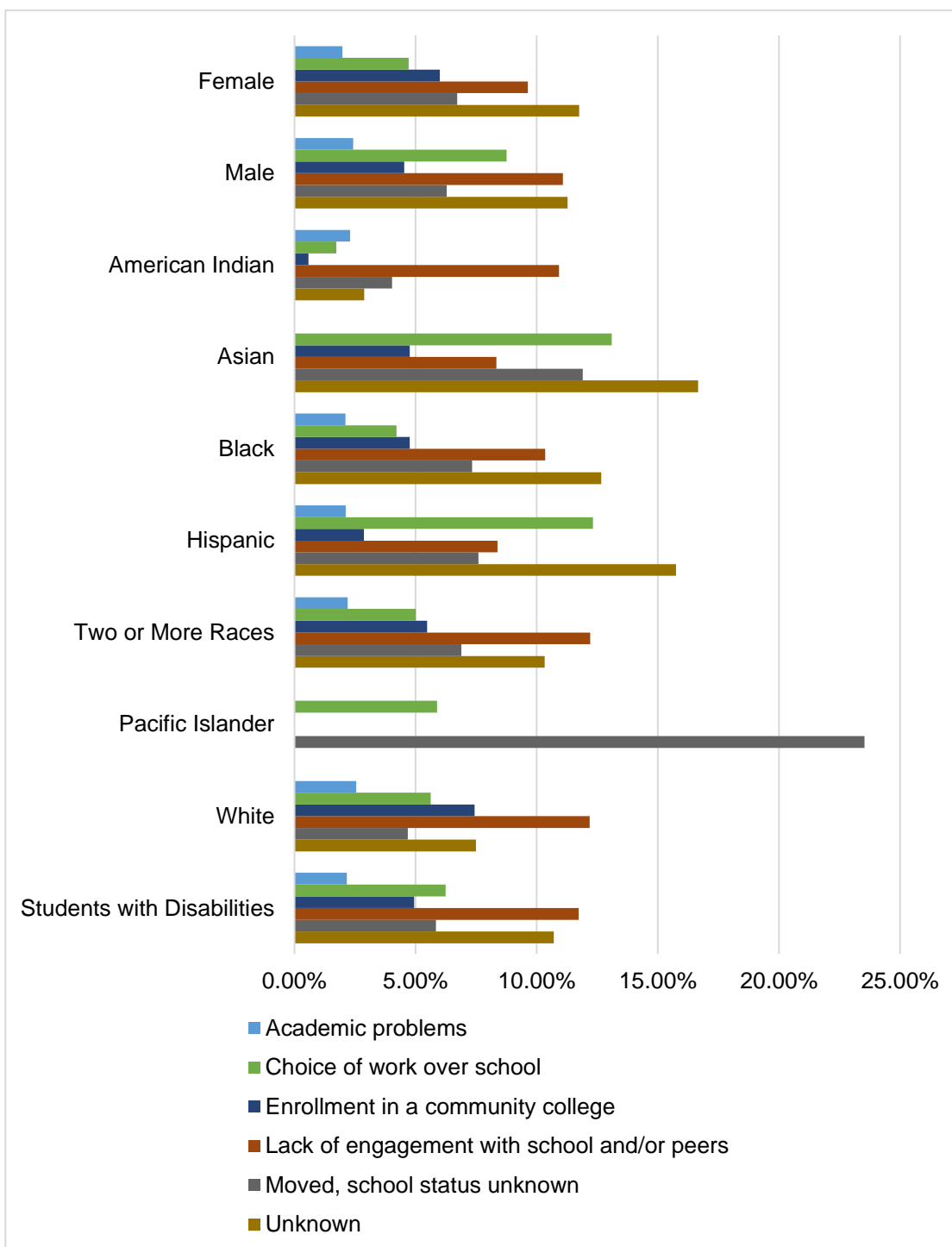


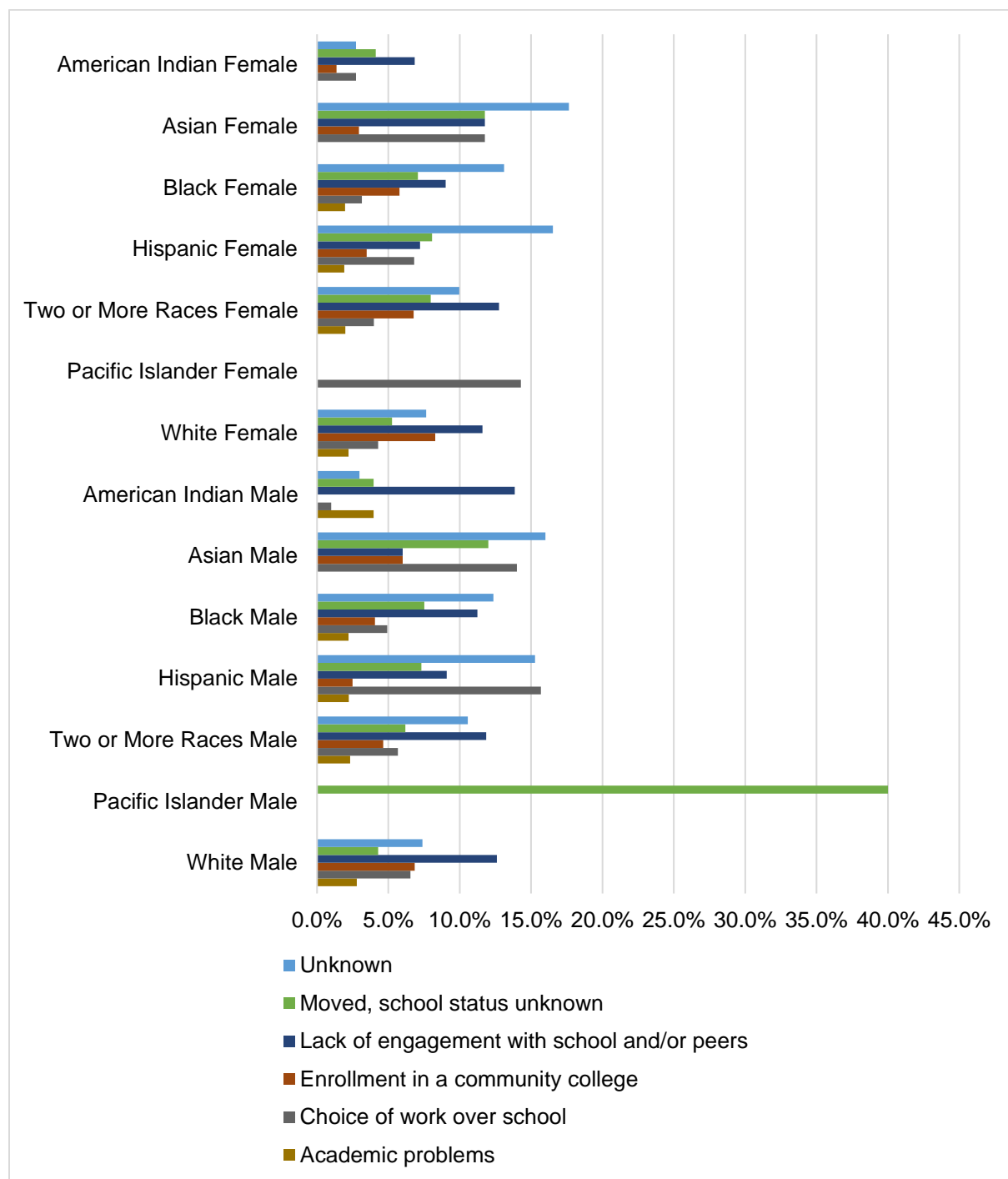
Table D-C7. Percent of High School Dropout Reasons within Race/Ethnicity-Sex Subgroups, 2021-2022

	American Indian Female	Asian Female	Black Female	Hispanic Female	Two or More Races Female	Pacific Islander Female	White Female
Academic problems	0.0%	0.0%	2.0%	1.9%	2.0%	0.0%	2.2%
Attendance	79.5%	41.2%	49.1%	45.8%	46.2%	71.4%	50.8%
Choice of work over school	2.7%	11.8%	3.1%	6.8%	4.0%	14.3%	4.3%
Enrollment in a community college	1.4%	2.9%	5.8%	3.5%	6.8%	0.0%	8.3%
Lack of engagement with school and/or peers	6.8%	11.8%	9.0%	7.2%	12.7%	0.0%	11.6%
Moved, school status unknown	4.1%	11.8%	7.1%	8.1%	8.0%	0.0%	5.2%
Unknown	2.7%	17.6%	13.1%	16.5%	10.0%	0.0%	7.6%

Table D-C7. Percent of High School Dropout Reasons within Race/Ethnicity-Sex Subgroups, 2021-2022 (continued)

	American Indian Male	Asian Male	Black Male	Hispanic Male	Two or More Races Male	Pacific Islander Male	White Male
Academic problems	4.0%	0.0%	2.2%	2.2%	2.3%	0.0%	2.8%
Attendance	70.3%	44.0%	47.1%	41.7%	49.2%	30.0%	53.5%
Choice of work over school	1.0%	14.0%	4.9%	15.7%	5.7%	0.0%	6.5%
Enrollment in a community college	0.0%	6.0%	4.1%	2.5%	4.6%	0.0%	6.8%
Lack of engagement with school and/or peers	13.9%	6.0%	11.2%	9.1%	11.9%	0.0%	12.6%
Moved, school status unknown	4.0%	12.0%	7.5%	7.3%	6.2%	40.0%	4.3%
Unknown	3.0%	16.0%	12.4%	15.3%	10.6%	0.0%	7.4%

Figure D-C5. Percent of Most Frequent High School Dropout Reason within Race/Ethnicity-Sex Subgroup (after Attendance), 2021-2022



Dropout Counts and Rates Companion Tables

The following companion tables provide additional and more detailed information and can be found online at: <https://www.dpi.nc.gov/data-reports/dropout-and-discipline-data/discipline-alp-and-dropout-annual-reports>.

Table D12. Grade 1-13 Dropouts by School, Sex, and Race/Ethnicity, 2021-2022

Table D13. Grade 7-13 Dropout Counts and Rates, 2017-2018 to 2021-2022

Table D14. Grade 7-13 Dropouts by School, Sex, and Race/Ethnicity, 2021-2022

Table D15. High School Dropouts by School, Sex, and Race/Ethnicity, 2021-2022

Table D16. High School Dropout Counts and Rates, 2018-2019, 2020-2021 and 2021-2022

Table D17. High School Dropout Counts and Rates, 2017-2018 through 2021-2022

APPENDIX A – REPORTABLE CRIME DEFINITIONS

1. **Assault Resulting in Serious Personal Injury (AR)**: An intentional offer or attempt by force or violence to do injury to the person of another that causes reasonable apprehension of immediate bodily harm resulting in one of the following: (1) substantial risk of death, (2) serious permanent disfigurement, (3) a coma, (4) a permanent or protracted condition that causes extreme pain, (5) permanent or protracted loss or impairment of the function of any bodily member or organ, or (6) that results in prolonged hospitalization.
2. **Assault Involving Use of a Weapon (AW)**: An intentional offer or attempt by force or violence to do injury to the person of another that causes reasonable apprehension of immediate bodily harm through the use of one of the following: (1) any gun, rifle, pistol, or other firearm, (2) BB gun, (3) stun gun, (4) air rifle, (5) air pistol, (6) bowie knife, (7) dirk, (8) dagger, (9) slingshot, (10) leaded cane, (11) switchblade knife, (12) blackjack, (13) metallic knuckles, (14) razors and razor blades, (15) fireworks, or (16) any sharp-pointed or edged instrument except instructional supplies, unaltered nail files and clips and tools used solely for preparation of food, instruction, and maintenance.
 - If a firearm or other weapon is used in the commission of any offense, the type of weapon must be identified in the *Weapon Used/Possessed* column of the Date Collection Form.
3. **Assault on School Officials, Employees, and Volunteers (AP)**: An intentional offer or attempt by force or violence to do injury to a school official, employee, or volunteer that causes reasonable apprehension of immediate bodily harm while the school official, employee, or volunteer is discharging or attempting to discharge his/her duties.
 - The “duties” of a school official, employee, or volunteer include the following: (1) all activities on school property, (2) all activities during a school authorized event or the accompanying of students to or from that event, and (3) all activities relating to the operation of school transportation.
 - An “employee” includes (1) one who is employed by a local board of education, (2) one who is employed by a charter school, (3) one who is employed by a nonpublic school that operates under Part 1 or Part 2 of Article 39 of Chapter 115C of the General Statutes, or (4) an independent contractor if the independent contractor or employee of the independent contractor carries out duties customarily performed by employees of the school.
 - A “volunteer” is one who volunteers his/her services or presence at any school activity and is under the supervision of an employee.
4. **Making Bomb Threats or Engaging in Bomb Hoaxes (BT)**: A person who, with intent to perpetrate a hoax, conceals, places, or displays in or at a public building any device, machine, instrument, or artifact, so as to cause any person reasonably to believe the same to be a bomb or other device capable of causing injury to persons or property.
 - A “public building” encompasses all educational property, as defined in G.S. 14-269.2, including: (1) any school building or bus, and (2) school campus, grounds, recreational area, athletic field, or other property owned, used, or operated, by any board of education or school board of trustees or directors for the administration of any school.
 - “Public buildings” also include: (1) hospitals, and (2) buildings that house only State, federal, or local government offices, or the offices of the State, federal, or local

government located in a building that is not exclusively occupied by the State, federal, or local government.

5. **Willfully Burning a School Building (BS)**: A person who wantonly and willfully sets fire to, burns, causes to be burned, or aids, counsels, or procures the burning of any schoolhouse or building owned, leased, or used by any public school, private school, college, or educational institution.
6. **Homicide (D)**: A murder which is perpetrated by one of the following means: (1) nuclear, biological, or chemical weapon of mass destruction, (2) poison, (3) lying in wait, (4) imprisonment, (5) starving, (6) torture, (7) any other kind of willful, deliberate, and premeditated murder, (8) during the perpetration or attempted perpetration of an arson, rape, sex offense, robbery, kidnapping, burglary, or other felony committed or attempted with the use of a deadly weapon, (9) the unlawful distribution and ingestion by someone of opium or any other synthetic or natural salt, compound, derivative, or preparation of opium, cocaine, or methamphetamine resulting in death, or (10) all other types of murder.
7. **Kidnapping (K)**: A person who unlawfully confines, restrains, or removes from one place to another, any other person 16 years of age or over without the consent of such person, or any other person under the age of 16 years old without the consent of a parent or legal guardian of such person, shall be guilty of kidnapping if such confinement, restraint, or removal is for the purposes of one of the following: (1) holding such other person for a ransom, as a hostage, or using such other person as a shield, (2) facilitating the commission of any felony or facilitating the flight of any person following the commission of a felony, (3) doing serious bodily harm to or terrorizing the person so confined, restrained, or removed by any other person, (4) holding such other person in involuntary servitude, (5) trafficking another person with the intent that the person be held in involuntary servitude or sexual servitude, or (6) subjecting or maintaining such other person for sexual servitude.
8. **Unlawful, underage sales, purchase, provision, possession, or consumption of alcoholic beverages (PA)**: It shall be unlawful for a person younger than 21 years of age to possess, sell, give, or purchase any alcoholic beverages. It is also unlawful for any person to aid and abet a person under the age of 21 years old in his/her attempt to obtain an alcoholic beverage.
 - An “alcoholic beverage” includes the following: (1) malt beverage, (2) fortified wine, (3) unfortified wine, (4) spirituous liquor, (5) mixed beverages, or (6) beer.
9. **Possession of Controlled Substance in Violation of Law (PS)**: It is unlawful for a person to possess or have in his/her immediate control any of the following: Marijuana, Heroin, LSD, Methamphetamine, Cocaine, or any other drug listed in Schedules I - VI of the North Carolina Controlled Substances Act. (G.S. §90-89 through 90-94.)
10. **Possession of a Firearm (PF)**: It is unlawful for any person to possess or carry, whether openly or concealed, any gun, rifle, pistol, or other firearm of any kind on educational property or to a curricular or extracurricular activity sponsored by a school.
 - This offense does not apply to a BB gun, stun gun, air rifle, or air pistol.
11. **Possession of a Weapon (PW)**: It is unlawful for any person to possess or carry, whether openly or concealed, any of the following weapons on campus or other educational property: (1) any BB gun, (2) stun gun, (3) air rifle, (4) air pistol, (5) bowie knife, (6) dirk, (7) dagger, (8)

slingshot, (9) leaded cane, (10) switchblade knife, (11) blackjack, (12) metallic knuckles, (13) razors and razor blades, (14) fireworks, or (15) any sharp-pointed or edged instrument, except instructional supplies, unaltered nail files, clips, and tools used solely for preparation of food, instruction, maintenance.

- “Educational Property” refers to any school building or bus, school campus, grounds, recreational area, athletic field, or other property owned, used, or operated by any board of education or school board of trustees, or directors for the administration of any school.
- Persons authorized to carry weapons on school property are individuals carrying a concealed handgun with a permit as authorized by Chapter 14, Article 54B of the NC General Statutes as amended by Session Law 2013-369, and law enforcement officers, firefighters, and emergency service personnel when discharging their official duties.

12. Rape (R): A person is guilty of rape if that person engages in vaginal intercourse with another person by force and against the will of the other person, or if the person being assaulted is mentally disabled, mentally incapacitated, or physically helpless and the person performing the act knows or should reasonably know that the other person is mentally disabled, mentally incapacitated, or physically helpless.

- Statutory rape is vaginal intercourse committed on a child under the age of 16 by a person who is at least 12 years old and at least 4 years older than the victim, regardless of whether the victim consented.

13. Robbery With a Dangerous Weapon (RW): Any person or persons who, having in possession or with the use or threatened use of any firearms or other dangerous weapon, implement or means, whereby the life of a person is endangered or threatened, unlawfully takes or attempts to take personal property from another or from any place of business, residence, or banking institution or any other place where there is a person or persons in attendance, at any time, either day or night, or who aids or abets any such person or persons in the commission of such crime.

14. Sexual Assault (not involving rape or sexual offense (SA)): A person is guilty of sexual battery if he/she, for the purpose of sexual arousal, sexual gratification, or sexual abuse, engages in sexual contact with another person by force and against the will of the other person, or if the person being assaulted is mentally disabled, mentally incapacitated, or physically helpless and the person performing the act knows or should reasonably know that the other person is mentally disabled, mentally incapacitated, or physically helpless.

- NCGS 14-27.1 defines "sexual contact" as touching the sexual organ, anus, breast, groin or buttocks of any person or a person touching another person with their own sexual organ, anus, breast, groin, or buttocks.

15. Sexual Offense (SO):

- **First-degree sexual offense:** A person is guilty of a sexual offense in the first degree if the person engages in a sexual act with (1) a victim who is a child under the age of 13 years and the defendant is at least 12 years old and is at least four years older than the victim, or (2) with another person by force and against the will of the other person, and (a) employs or displays a dangerous or deadly weapon or an article which the person reasonably believes to be a dangerous or deadly weapon, (b) inflicts serious personal injury upon the victim or another person, or (c) the person commits the offense aided and abetted by one or more other persons.

- **Sexual offense with a child (adult offender):** A person is guilty of sexual offense with a child if the person is at least 18 years of age and engages in a sexual act with a victim who is a child and under the age of 13 years.
- **Second-degree sexual offense:** A person is guilty of a sexual offense in the second degree if the person engages in a sexual act with another person (1) by force and against the will of the other person, or (2) who is mentally disabled, mentally incapacitated, or physically helpless, and the person performing the act knows or should reasonably know that the other person is mentally disabled, mentally incapacitated, or physically helpless.
- **Statutory rape or sexual offense of person who is 13, 14, or 15 years old:** A person is guilty if he/she engages in vaginal intercourse or a sexual act with another person who is 13, 14, or 15 years old and the person committing the act is at least four years older than the person, except when the person committing the act is lawfully married to the other person.

- 16. Taking Indecent Liberties With A Minor (IM):** A person is guilty of taking indecent liberties with a child if, being 16 years of age or more and at least five years older than the child in question, he/she either: (1) willfully takes or attempts to take any immoral, improper, or indecent liberties with any child of either sex under the age of 16 years for the purpose of arousing or gratifying sexual desire, or (2) willfully commits or attempts to commit any lewd or lascivious act upon or with the body or any part or member of the body of any child of either sex under the age of 16 years.
- A “lewd and lascivious act” is defined as an act that is obscene, lustful, or indecent, or tending to deprave the morals with respect to sexual relations.

APPENDIX B – ALL ACTS/BEHAVIORS AND DISCIPLINARY ACTIONS THAT MUST BE REPORTED TO NCDPI

Due to state and federal statutes and State Board of Education policies, a record of incidents involving the following must be reported to NCDPI:

- Any disciplinary incident resulting in:
 - In-school suspension,
 - Out-of-school suspension, or
 - Expulsion
- Any assignment to an alternative school or alternative learning program.
 - The assignment should be reported as a consequence of (or an action on) the behaviors in an incident and as an alternative school/program enrollment on the PowerSchool Special Program Assignment screen.
- Any use of corporal punishment
- Whether a disciplinary action is considered a “No Tolerance Expulsion” per federal definition
- Actions related to law enforcement involvement:
 - Any incident reported to law enforcement, including an on-site SRO
 - Any school-related arrest
- Any of the following Reportable Crimes/Offenses, regardless of consequences assigned:
 - Assault on school personnel (G.S. §14-33(c)(6))
 - Assault resulting in serious personal injury (G.S. §14-32.4)
 - Assault with a weapon/firearm
 - Assault with a weapon (G.S. §14-32 through 14-34.10)
 - Assault with a firearm or powerful explosive (G.S. §14-34 through 14-34.10 and §14.49 through 14-50.1)
 - Bomb threat (G.S. §14-69.2)
 - Burning of a school building (G.S. §14-60)
 - Homicide (G.S. §14-17 and 14.18)
 - Kidnapping (G.S. §14-39)
 - Possession of a controlled substance (G.S. §90-86 through 90-113.8)
 - Possession of a firearm or powerful explosive (G.S. §14-269.2)
 - Possession of a weapon (G.S. §14-269.2)
 - Possession, underage sales, provision, or consumption of alcohol (G.S. §18B-302)
 - Rape (G.S. §14-27.2, 14-27.3 and 14-27.7A)
 - Robbery involving the use of a weapon or robbery with a firearm (G.S. §14-87)
 - Sexual assault (G.S. §14-27.33 and 14-27.20)
 - Sexual offense (G.S. §14-27.26, 14-27.27, 14-27.28 and 14-27.29)
 - Taking indecent liberties with a minor (G.S. §14-202.1, 14-202.2 and 14-202.4)
- Any of the following offenses, regardless of consequences assigned:
 - Affray (G.S. §14-33)
 - Bullying (G.S. §115C- 407.15)
 - Communicating threats (G.S. §14-277.1)
 - Cyberbullying (G.S. §14-458.1 and 14-458.2)
 - Discrimination (as defined in Title VI of the Civil Rights Act of 1964, 42 U.S.C. 2000d; Title VII of the Civil Rights Act of 1964, 42 U.S.C. 2000e; Title IX of the Education Amendments of 1972, 20 U.S.C. 1681-1688; Americans with Disabilities Act, 42 U.S.C. 12101)
 - Extortion (G.S. §14-118.4)
 - Fighting (G.S. §14-33)
 - Gang activity (G.S. §14-50.17, 14-50.19 and 14-50.20)
 - Harassment or bullying based on disability (G.S. §115C- 407.15)

- Harassment or bullying based on race, color, or national origin (G.S. §115C- 407.15)
- Harassment or bullying based on religion (G.S. §115C- 407.15)
- Harassment or bullying based on sexual orientation (G.S. §115C- 407.15)
- Possession of tobacco products (G.S. §14-313)
- Property damage (G.S. §115C-398)
- Robbery without a weapon (as defined in G.S. §14-87, but without the use of a dangerous weapon)
- Sexual harassment (G.S. §115C-335.5; Title VII of the Civil Rights Act of 1964, 42 U.S.C. 2000e)
- Threat of assault with a firearm or powerful explosive (G.S. §14-277.1)
- Threat of assault with a weapon (G.S. §14-277.1)
- Threat of assault without a weapon (G.S. §14-277.1)
- Use of tobacco products (G.S. §14-313)
- Verbal harassment (G.S. §115C-407.15)
- Violent assault not resulting in serious injury (as defined in G.S. §14-33 but not resulting in an injury as severe as defined in G.S. §14-32.4)
- Any victim of the following offenses:
 - Assault resulting in serious personal injury
 - Assault with a weapon
 - Harassment or bullying based on disability
 - Harassment or bullying based on race, color, or national origin
 - Harassment or bullying based on religion
 - Harassment or bullying based on sexual orientation
 - Homicide
 - Kidnapping
 - Rape
 - Robbery involving the use of a weapon
 - Sexual assault
 - Sexual harassment
 - Sexual offense
 - Taking indecent liberties with a minor
- Whether or not the student victim of the following acts was offered a transfer to another public school and whether the victim accepted the transfer for the crimes listed below.
 - Assault resulting in serious personal injury
 - Assault with a weapon
 - Kidnapping
 - Rape
 - Robbery involving the use of a weapon
 - Sexual assault
 - Sexual offense
 - Taking indecent liberties with a minor
- Any occurrence of the following actions by school staff and any student directly affected by the actions listed below:
 - Aversive procedure (per state statute)
 - Impermissible use of Physical restraint (per state statute)
 - Physical restraint (per federal definition)
 - Impermissible use of Mechanical restraint (per state statute)
 - Mechanical restraint (per federal definition)
 - Impermissible use of Seclusion (per state statute)
 - Seclusion (per federal definition)

APPENDIX C – UNACCEPTABLE BEHAVIOR DEFINITION AND CATEGORIES

This report references the relationships between student race/ethnicity, sex and classification with the specific behaviors that led to suspensions. Below are the specific behaviors and their respective categories with codes that are used in this report.

Category	Code	Description
Bullying/ Harassment	052	UB: Bullying
	094	UB: Cyber-bullying
	038	UB: Harassment - Sexual
	102	UB: Harassment - Disability
	101	UB: Harassment - Racial
	110	UB: Harassment – Religious affiliation
	109	UB: Harassment – Sexual orientation
	025	UB: Harassment - Verbal
Assaults/ Threats	021	UB: Affray (G.S. 14-33)
	045	UB: Assault - other
	071	UB: Assault on non-student w/o weapon & not resulting in serious injury
	044	UB: Assault on student
	072	UB: Assault on student w/o weapon & not resulting in serious injury
	024	UB: Fighting
	093	UB: Robbery without a weapon
	105	UB: Threat of physical attack with a firearm
	106	UB: Threat of physical attack with a weapon
	107	UB: Threat of physical attack without a weapon
	018	UB: Unlawfully setting a fire
	090	UB: Violent assault not resulting in serious injury
Defiant behavior	022	UB: Disorderly conduct (G.S. 14-288.4(a)(6))
	027	UB: Aggressive behavior
	061	UB: Disrespect of faculty/staff
	042	UB: Disruptive behavior
	114	UB: Inappropriate Behavior
	032	UB: Inappropriate language/disrespect
	033	UB: Insubordination
Interpersonal	019	UB: Communicating threats (G.S. 14-277.1)
	080	UB: Discrimination
	063	UB: Excessive display of affection
	023	UB: Extortion
	079	UB: Gang activity
	026	UB: Hazing
	115	UB: Indecent Exposure
	068	UB: Mutual sexual contact between two students
Missing Class/School	074	UB: Cutting class
	064	UB: Excessive tardiness
	078	UB: Late to class
	066	UB: Leaving class without permission

Category	Code	Description
	067	UB: Leaving school without permission
	075	UB: Skipping school
	030	UB: Truancy
Other	059	UB: Being in an unauthorized area
	037	UB: Bus misbehavior
	060	UB: Cell phone use
	031	UB: Dress code violation
	029	UB: False fire alarm
	035	UB: Falsification of information
	034	UB: Gambling
	028	UB: Honor code violation
	040	UB: Inappropriate items on school property
	091	UB: Misuse of school technology
	069	UB: Other
	058	UB: Other School Defined Offense
	046	UB: Possession of counterfeit items
	039	UB: Property damage
	036	UB: Theft
	047	UB: Use of counterfeit items
Repeat Offender	092	UB: Repeat offender
Substance Use Related	051	UB: Possession of chemical or drug paraphernalia
	086	UB: Possession of student's own prescription drug
	041	UB: Possession of tobacco
	095	UB: Under the influence of alcohol
	096	UB: Under the influence of controlled substances
	070	UB: Use of tobacco
	116	UB: Possession of Vaping Device
	117	UB: Use of Vaping Device