

# Consolidated Data Companion Report, 2022–2023

---

**Prepared By:** Center for Safer Schools and the Office of Data, Reporting, and Privacy  
**Version Date:** January 2024

## STATE BOARD OF EDUCATION

State Board of Education Vision: Every public school student in North Carolina will be empowered to accept academic challenges, prepared to pursue their chosen path after graduating high school, and encouraged to become lifelong learners with the capacity to engage in a globally-collaborative society.

State Board of Education Mission: The mission of the North Carolina State Board of Education is to use its constitutional authority to guard and maintain the right of a sound, basic education for every child in North Carolina Public Schools.

**ERIC DAVIS**

Chair: Charlotte – At-Large

**JILL CAMNITZ**

Greenville – Northeast Region

**JOHN BLACKBURN**

Linville – Northwest Region

**ALAN DUNCAN**

Vice Chair: Greensboro – Piedmont-Triad Region

**REGINALD KENAN**

Rose Hill – Southeast Region

**DONNA TIPTON-ROGERS**

Brasstown – Western Region

**MARK ROBINSON**

Lieutenant Governor: High Point – Ex Officio

**VACANT**

North Central Region

**J. WENDELL HALL**

Ahoskie – At-Large

**DALE FOLWELL**

State Treasurer: Raleigh – Ex Officio

**OLIVIA OXENDINE**

Lumberton – Sandhills Region

**CATTY MOORE**

At-Large

**CATHERINE TRUITT**

Superintendent & Secretary to the Board: Cary

**VACANT**

Southwest Region

The above State Board of Education information is a record of the board members at the time of this document's approval for publication. For the current list of State Board Members, Vision, and Mission Statements, go to <https://www.dpi.nc.gov/about-dpi/state-board-education>.

## NC DEPARTMENT OF PUBLIC INSTRUCTION

**Catherine Truitt, State Superintendent / 301 N. Wilmington Street / Raleigh, North Carolina 27601-2825**

In compliance with federal law, the NC Department of Public Instruction administers all state-operated educational programs, employment activities and admissions without discrimination because of race, religion, national or ethnic origin, color, age, military service, disability, or gender, except where exemption is appropriate and allowed by law.

**Inquiries or complaints regarding discrimination issues should be directed to:**

Thomas Tomberlin, Director of Educator Recruitment and Support, NCDPI  
6301 Mail Service Center, Raleigh, NC 27699-6301 / Phone: (984) 236-2114 / Fax: (984) 236-2099

Visit us on the Web: [www.dpi.nc.gov](http://www.dpi.nc.gov)

0321

## TABLE OF CONTENTS

LIST OF TABLES AND FIGURES .....	5
INTRODUCTION.....	9
Companion Report Organization and Structure .....	9
Data Collection, Analysis, and Reporting.....	9
Data Collection and Reporting Procedures .....	9
Count and Rate Calculations.....	10
Protecting Student Privacy .....	11
Limitations and Cautions of Comparisons to Prior Academic Year Data .....	11
Center for Safer Schools' Recommendations for Improving School Climate and Culture.....	15
Research to Exhibit Unbiased View of Aforementioned Information.....	15
2022–2023 SCHOOL CRIME AND VIOLENCE COMPANION.....	16
2022–2023 SUSPENSIONS AND EXPULSIONS COMPANION .....	17
Introduction.....	17
Definitions of Suspensions and Expulsions.....	17
Suspension and Expulsion Data Collection, Analysis and Reporting .....	18
Data Collection and Reporting Procedures .....	18
Count and Rate Calculations.....	18
Categorizing Short-term Suspensions by Reportable Offenses and Unacceptable Behaviors.....	19
Limitations and Cautions of Comparisons to Prior Academic Year Data .....	20
Short-Term Suspensions for All Acts and Behaviors .....	21
General Findings .....	21
Short-Term Suspensions by Student Subgroup .....	22
Short-Term Suspensions by Grade Level.....	27
Short-Term Suspensions for Unacceptable Behaviors .....	28
General Findings .....	28
Unacceptable Behavior Short-Term Suspensions by Student Subgroup .....	32
Unacceptable Behavior Short-Term Suspensions by Behavior Category and Student Subgroup.....	37
Long-Term Suspensions .....	44
General Findings .....	44
Long-Term Suspensions by Student Subgroup.....	44
Long-Term Suspension by Grade Level.....	50
Long-Term Removals from Home School due to Disciplinary Incidents .....	51
Multiple Short-Term Suspensions .....	53
General Findings .....	53
Multiple Short-term Suspensions with Combined Suspension Days Greater than 10 .....	56
Suspensions and Expulsions Companion Tables.....	58
2022–2023 REASSIGNMENTS FOR DISCIPLINARY REASONS COMPANION .....	59
Introduction.....	59

Definitions of Reassignments for Disciplinary Purposes .....	59
Definitions of Suspensions and “Other” Disciplinary Actions .....	59
Student Reassignment Data Collection, Analysis and Reporting .....	60
Data Collection and Reporting Procedures .....	60
Count and Rate Calculations .....	61
Categorizing Disciplinary Actions by Reportable Offenses and Unacceptable Behaviors .....	61
Limitations and Cautions of Comparisons to Prior Academic Year Data .....	62
In-School Suspensions .....	63
General Findings .....	63
In-School Suspensions by Student Subgroup .....	63
In-School Suspensions by Grade Level.....	68
Alternative Learning Placements as Disciplinary Actions .....	69
General Findings .....	69
Alternative Learning Placements as Disciplinary Actions by Student Subgroup.....	69
Alternative Learning Placements as Disciplinary Actions by Grade Level .....	73
Suspensions and Reassignments for Reportable Offenses and Unacceptable Behaviors .....	74
General Findings .....	74
Reportable and Unacceptable Behaviors Suspensions and Reassignments by Student Subgroup.....	78
Reassignments for Disciplinary Reasons Companion Tables .....	90
<b>2022–2023 ALTERNATIVE LEARNING PROGRAM AND SCHOOL PLACEMENTS</b>	
<b>COMPANION .....</b>	<b>91</b>
Introduction.....	91
Data and Reporting Considerations and Cautions .....	92
General Findings .....	93
Reasons for Student Enrollment in Alternative Learning Programs and Schools.....	93
Alternative Learning Program and School Enrollments by Student Subgroup .....	95
Alternative Learning Program and School Enrollments by Grade Level .....	97
<b>2022–2023 DROPOUT COUNTS AND RATES COMPANION.....</b>	<b>98</b>
Introduction.....	98
Dropout Definition .....	98
Dropout Exemptions .....	99
Dropout Data Collection, Analysis and Reporting .....	100
Count and Rate Calculations.....	100
Limitations and Cautions of Comparisons to Prior Academic Year Data .....	100
General Findings .....	102
Dropout Counts – All Grades.....	102
Reasons for Dropping Out by Grade Level.....	102
High School Dropout Counts and Rates .....	104
High School Dropout Counts and Rates by Student Subgroups.....	104
Reasons for Dropping Out in High School .....	106
Dropout Counts and Rates Companion Tables .....	113
<b>APPENDIX A – REPORTABLE CRIME DEFINITIONS.....</b>	<b>114</b>

APPENDIX B – ALL ACTS/BEHAVIORS AND DISCIPLINARY ACTIONS THAT MUST BE REPORTED TO NCDPI .....	118
--	-----

APPENDIX C – UNACCEPTABLE BEHAVIOR DEFINITION AND CATEGORIES ....	120
---	-----

# LIST OF TABLES AND FIGURES

<b>INTRODUCTION.....</b>	<b>9</b>
Figure I1. Number of Disciplinary Incidents Reported by Month, 2018–2019 to 2022–2023 .....	13
Figure I2. Number of Alternative Learning Placements Reported by Month, 2018–2019 to 2022–2023 .....	13
Figure I3. Withdrawal Date of Dropouts by Month, 2018–2019 to 2022–2023 .....	14
<b>2022–2023 SCHOOL CRIME AND VIOLENCE COMPANION.....</b>	<b>16</b>
Table C9. Counts and Rates of Acts of Crime and Violence for PSUs, 2022–2023 .....	16
Table C10. Counts and Rates of Acts of Crime and Violence for Individual Schools, 2022–2023 .....	16
Table C11. High School Acts of Crime and Violence Counts and Rates for PSUs, 2022–2023 .....	16
<b>2022–2023 SUSPENSIONS AND EXPULSIONS COMPANION.....</b>	<b>17</b>
Table S-C1. Short-Term Suspensions for All Acts Reported, 2018–2019 to 2022–2023 .....	21
Table S-C2. Short-Term Suspensions by Student Subgroup, 2022–2023 .....	22
Figure S-C1. Rate of Short-Term Suspensions by Student Subgroup, 2022–2023 .....	23
Figure S-C2. Short-Term Suspension Days by Student Subgroup, 2022–2023 .....	23
Table S-C3. Short-Term Suspensions by Race/Ethnicity-Sex Subgroup, 2022–2023 .....	24
Figure S-C3. Rate Short-Term Suspensions by Race/Ethnicity-Sex Subgroups, 2022–2023 .....	24
Figure S-C4. Rate of Short-Term Suspension by Race/Ethnicity-Sex Subgroup, 2018–2019 to 2022–2023 .....	25
Table S-C4. Short-Term Suspensions Received by Students with Disabilities, 2022–2023 .....	26
Figure S-C5. Number of Unique Students Who Received Short-Term Suspensions by Race/Ethnicity-Sex Subgroup, 2022–2023 .....	26
Table S-C5. Short-Term Suspensions by Grade Level, 2022–2023 .....	27
Table S-C6. Unacceptable Behavior Short-Term Suspensions, 2022–2023 .....	28
Table S-C7. Unacceptable Behavior Short-Term Suspensions, 2022–2023 .....	29
Figure S-C6. Number of Unacceptable Behavior Short-Term Suspensions by Category, 2022–2023 ..	30
Figure S-C7. Percent of Unacceptable Behaviors Short-Term Suspensions by Category, 2022–2023 ..	30
Figure S-C8. Unacceptable Behaviors Short-Term Suspension Rates, 2022–2023 .....	31
Figure S-C9. Average Suspension Days of Unacceptable Behavior Short-Term Suspensions, 2022–2023 .....	31
Table S-C8. Unacceptable Behavior Short-Term Suspensions by Student Subgroup, 2022–2023 .....	32
Figure S-C10. Rate of Unacceptable Behaviors Short-Term Suspensions by Student Subgroup, 2022–2023 .....	33
Figure S-C11. Average Number of Suspension Days of Unacceptable Behaviors Short-Term Suspensions by Student Subgroup, 2022–2023 .....	34
Table S-C9. Unacceptable Behavior Short-Term Suspensions by Race/Ethnicity-Sex Subgroup, 2022–2023 .....	35
Figure S-C12. Rate of Unacceptable Behaviors Short-Term Suspensions by Race/Ethnicity-Sex Subgroup, 2022–2023 .....	36
Figure S-C13. Average Number of Suspension Days of Unacceptable Behaviors Short-Term Suspensions by Race/Ethnicity-Sex Subgroup, 2022–2023 .....	36
Table S-C10. All Unacceptable Behaviors Short-Term Suspension Rates by Behavior Category and Student Subgroup, 2022–2023 .....	37
Table S-C11. Single Unacceptable Behavior Short-Term Suspension Rates by Behavior Category and Student Subgroup, 2022–2023 .....	38
Figure S-C14. Rates of Unacceptable Behaviors Short-Term Suspension by Behavior Category and Student Subgroup, 2022–2023 .....	39
Figure S-C15. Rates of Unacceptable Behaviors Short-Term Suspension by Behavior Category and Student Subgroup, 2022–2023 .....	40
Table S-C12. Average Number of Out-Of-School Suspension Days for All Unacceptable Behaviors by Behavior Category and Student Subgroup, 2022–2023 .....	41

Table S-C13. Average Number of Out-Of-School Suspension Days for Single Unacceptable Behaviors by Behavior Category and Student Subgroup, 2022–2023 .....	41
Figure S-C16. Average Number of Out-Of-School Suspension Days for All Unacceptable Behaviors by Behavior Category and Student Subgroup, 2022–2023 .....	42
Figure S-C17. Average Number of Days of Out-Of-School Suspensions for Single Unacceptable Behaviors by Behavior Category and Student Subgroup, 2022–2023 .....	43
Table S-C14. Long-Term Suspensions by Student Subgroup, 2022–2023 .....	45
Figure S-C18. Rate of Long-Term Suspensions by Student Subgroup, 2022–2023 .....	45
Figure S-C19. Long-Term Suspensions Days by Student Subgroup, 2022–2023 .....	46
Table S-C15. Long-Term Suspensions by Race/Ethnicity-Sex Subgroup, 2022–2023 .....	47
Figure S-C20. Long-Term Suspensions Rates by Race/Ethnicity-Sex Subgroup, 2022–2023 .....	47
Figure S-C21. Rate of Long-Term Suspension by Race/Ethnicity and Sex, 2018–2019 to 2022–2023 .....	48
Table S-C16. Long-Term Suspensions Received by Students with Disabilities, 2022–2023 .....	49
Table S-C17. Long-Term Suspensions by Grade Level, 2022–2023 .....	50
Figure S-C22. Total Long-Term Removals from Home School due to Disciplinary Incidents, 2018–2019 to 2022–2023 .....	51
Figure S-C23. Alternative Learning Placements Instead of Long-Term Suspensions by Student Subgroup, 2022–2023 .....	52
Figure S-C24. Alternative Learning Placements Instead of Long-Term Suspensions by Race/Ethnicity-Sex Subgroup, 2022–2023 .....	52
Figure S-C25. Percent of Suspended Students Receiving One or More Short-Term Suspensions, 2018–2019 to 2022–2023 .....	53
Figure S-C26. Number of Students Suspended Receiving One or More Short-Term Suspensions, 2018–2019 to 2022–2023 .....	54
Figure S-C27. Percent of Students Receiving Multiple Short-Term Suspensions by Total Duration, 2018–2019 to 2022–2023 .....	55
Figure S-C28. Number of Student Receiving Multiple Short-Term Suspensions by Total Duration, 2018–2019 to 2022–2023 .....	55
Figure S-C29. Multiple Short-Term Suspensions More Than 10 Days Combined, 2018–2019 to 2022–2023 .....	56
Figure S-C30. Students Receiving Multiple Short-Term Suspensions Totaling More than 10 Days by Student Subgroup, 2022–2023 .....	57
Figure S-C31. Students Receiving Multiple Short-Term Suspensions Totaling More than 10 Days by Race/Ethnicity-Sex Subgroup, 2022–2023 .....	57
Table S20. Short-Term Suspension Statistics for Schools in PSUs, 2022–2023 .....	58
Table S21. High School Short-Term Suspension Statistics for PSU, 2022–2023 .....	58
Table S22. Short-Term Suspensions, Long-Term Suspensions and Expulsions in PSUs by Sex and Ethnicity, 2022–2023 .....	58

## 2022–2023 REASSIGNMENTS FOR DISCIPLINARY REASONS COMPANION ..... 59

Table R-C1. Full Day In-School Suspensions by Student Subgroup, 2022–2023 .....	64
Figure R-C1. Rate of Full Day In-School Suspensions by Student Subgroup, 2022–2023 .....	64
Figure R-C2. In-School Suspension Days by Student Subgroup, 2022–2023 .....	65
Table R-C2. Full-Day In-School Suspensions by Race/Ethnicity-Sex Subgroup, 2022–2023 .....	66
Figure R-C3. Rate of Full-Day In-School Suspensions by Race/Ethnicity-Sex Subgroup, 2022–2023 .....	66
Table R-C3. Full-Day In-School Suspensions Received by Students with Disabilities, 2022–2023 .....	67
Table R-C4. Full-Day In-School Suspensions by Grade Level, 2022–2023 .....	68
Table R-C5. Alternative Learning Placements as a Disciplinary Action by Student Subgroup, 2022–2023 .....	70
Figure R-C4. Rate of Alternative Learning Placements as a Disciplinary Action by Subgroup, 2022–2023 .....	70
Table R-C6. Alternative Learning Placements as a Disciplinary Action by Race/Ethnicity-Sex Subgroup, 2022–2023 .....	71
Figure R-C5. Rate of Alternative Learning Placements as a Disciplinary Action by Race/Ethnicity-Sex Subgroup, 2022–2023 .....	72

Table R-C7. Alternative Learning Placements as a Disciplinary Action for Students with Disabilities, 2022–2023 .....	72
Table R-C8. Alternative Learning Placements as a Disciplinary Action by Grade Level, 2022–2023....	73
Table R-C9. Number of Suspensions and Reassignments as Disciplinary Actions, 2022–2023 .....	74
Table R-C10. Percent of Suspensions and Reassignments Assigned as Disciplinary Actions, 2022–2023 .....	75
Table R-C11. Rates of Suspensions and Reassignments as Disciplinary Actions, 2022–2023 .....	76
Figure R-C6. Reportable and Unacceptable Behavior In-school Suspensions, 2022–2023 .....	76
Figure R-C7. Reportable and Unacceptable Behavior Short-Term Suspensions, 2022–2023 .....	77
Figure R-C8. Reportable and Unacceptable Behavior Long-Term Suspensions, 2022–2023 .....	77
Figure R-C9. Reportable and Unacceptable Behavior Alternative Learning Placements, 2022–2023 ..	78
Table R-C12. Suspensions and Reassignments by Student Subgroup, 2022–2023 .....	79
Table R-C13. Reportable Offense Suspensions and Reassignments by Student Subgroup, 2022–2023 .....	80
Table R-C14. Unacceptable Behavior Suspensions and Reassignments by Student Subgroup, 2022–2023 .....	81
Table R-C15. Assaults/Threats Suspensions and Reassignments by Student Subgroup, 2022–2023 ..	82
Table R-C16. Bullying/Harassment Suspensions and Reassignments by Student Subgroup, 2022–2023 .....	83
Table R-C17. Defiant Behaviors Suspensions and Reassignments by Student Subgroup, 2022–2023	84
Table R-C18. Interpersonal Behaviors Suspensions and Reassignments by Student Subgroup, 2022–2023 .....	85
Table R-C19. Missing Class/School Suspensions and Reassignments by Student Subgroup, 2022–2023 .....	86
Table R-C20. Repeat Offender UB Suspensions and Reassignments by Student Subgroup, 2022–2023 .....	87
Table R-C21. Substance Use Related UB Suspensions and Reassignments by Student Subgroup, 2022–2023 .....	88
Table R-C22. Other UB Suspensions and Reassignments by Student Subgroup, 2022–2023 .....	89
Table R7. Reassignments for Disciplinary Reasons by School and PSU, 2022–2023 .....	90

## 2022–2023 ALTERNATIVE LEARNING PROGRAM AND SCHOOL PLACEMENTS COMPANION .....

91

Table A-C1. Reasons for Student Enrollment in Alternative Learning Programs and Schools, 2022–2023 .....	93
Figure A-C1. Reasons for Student Enrollment in Alternative Learning Programs and Schools, 2013–2014 to 2022–2023 .....	94
Table A-C2. ALPS Enrollments by Student Subgroup, 2022–2023 .....	95
Table A-C3. ALPS Enrollments by Race/Ethnicity-Sex Subgroup, 2022–2023 .....	96
Figure A-C2. Rate of ALPS Enrollments by Race/Ethnicity-Sex Subgroup, 2022–2023 .....	96
Table A-C4. ALPS Enrollments for Students with Disabilities, 2022–2023 .....	97
Table A-C5. ALPS Enrollments by Grade Level, 2022–2023 .....	97

## 2022–2023 DROPOUT COUNTS AND RATES COMPANION .....

98

Table D-C1. Grades 1 through 12 Dropout Reason Codes, 2022–2023 .....	102
Table D-C2. Proportion of Dropout Reason Codes Reported within Grade Level, 2022–2023 .....	103
Table D-C3. Dropout Reason Codes Reported by Grade Level, 2022–2023 .....	103
Figure D-C1. High School Dropout Rates by Race/Ethnicity-Sex Subgroup, 2022–2023 .....	104
Figure D-C2. High School Dropout Rates by Race/Ethnicity-Sex Subgroup, 2018–2019 to 2022–2023 .....	105
Table D-C4. 2022–2023 High School Dropout Reason Codes .....	106
Table D-C5. One-Year Change in the Proportions of High School Reason Codes .....	107
Figure D-C3. Trends in Proportions of High School Dropout Reason Codes Reported, After the Attendance Code, 2013–2014 to 2022–2023 .....	108



Table D-C6. Proportion of Most Frequently Reported Dropout Reasons in High School within Student Subgroups, 2022–2023.....	109
Figure D-C4. Percent of Most Frequently Reported High School Dropout Reasons within Student Subgroups (after Attendance), 2022–2023.....	110
Table D-C7. Percent of High School Dropout Reasons within Race/Ethnicity-Sex Subgroups, 2022–2023.....	111
Figure D-C5. Percent of Most Frequent High School Dropout Reason within Race/Ethnicity-Sex Subgroup (after Attendance), 2022–2023.....	112
Table D6. Grade 1-13 Dropouts by School, Sex, and Race/Ethnicity, 2022–2023 .....	113
Table D7. Grade 7-13 Dropout Counts and Rates, 2018–2019 to 2022–2023 .....	113
Table D8. Grade 7-13 Dropouts by School, Sex, and Race/Ethnicity, 2022–2023 .....	113
Table D9. High School Dropouts by School, Sex, and Race/Ethnicity, 2022–2023 .....	113
Table D10. High School Dropout Counts and Rates, 2021–2022 and 2022–2023.....	113
Table D11. High School Dropout Counts and Rates, 2018–2019 to 2022–2023.....	113

## 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 2022–2023 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 data that are descriptive, meaningful and allow for opportunities for comparative analysis in student discipline and dropout outcomes. This report, the 2022–2023 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 2022–2023 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 2022–2023 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 November 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.

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

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 Comparisons to Prior 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 in-person and remote learning instruction or remote learning-only instruction, which continued throughout the school year. At the start of the 2020-2021 academic 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 as seen in 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.

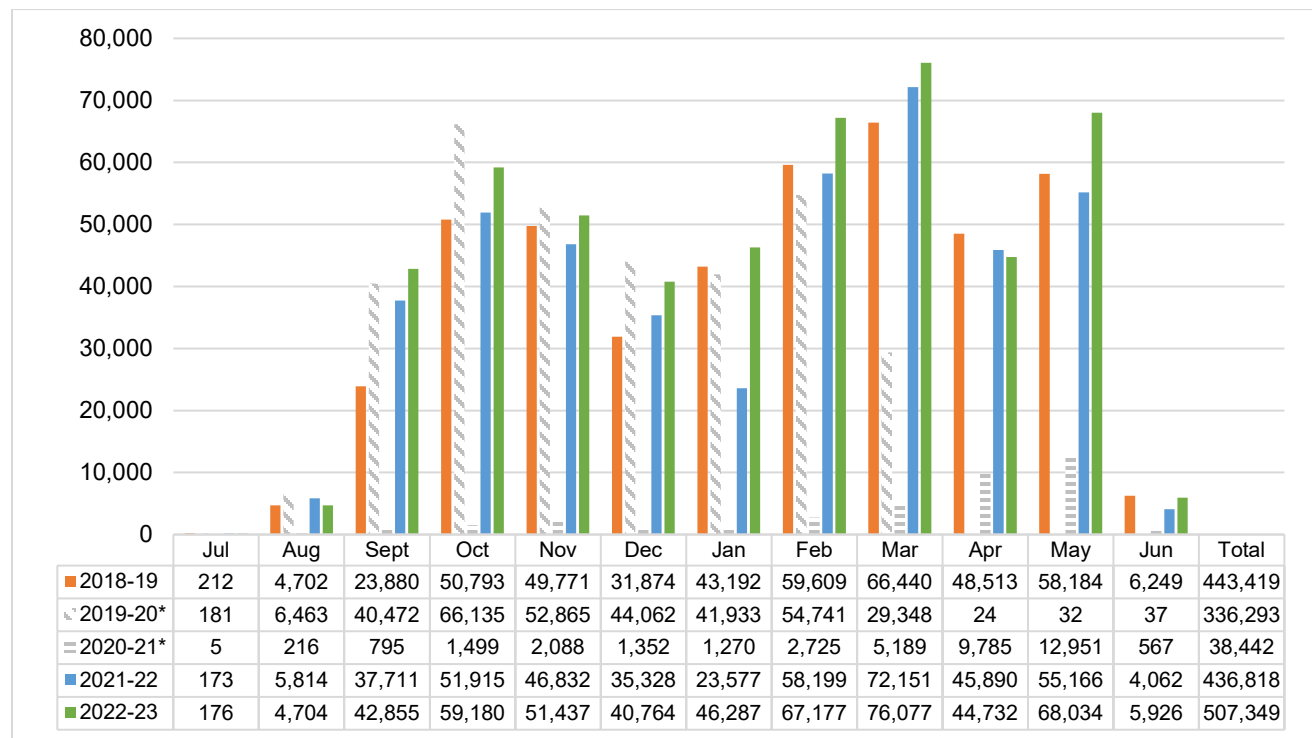
As seen in Figure I1 through Figure I3 below, while the number of disciplinary incidents, alternative learning placements, and withdrawal dates for dropouts reported in 2021-2022 and 2022-2023 (post-pandemic) increased to levels more comparable to the numbers reported during the pre-pandemic school years (2018-2019 and prior), comparisons made between these two time periods (pre-pandemic and post-pandemic) should be undertaken with caution.

In response to the COVID-19 pandemic, the unprecedented methods that public school units across the state employed by utilizing various modes of instruction and student outreach to ensure continued student learning have continued into 2021-2022 academic year and beyond. At the beginning of the 2021-2022 academic year, while a majority of students returned to in-person learning, some PSUs continued to offer remote learning instruction to students. In July 2022, House Bill 671 (Session Law 2022-59) authorized PSUs to offer remote instruction to students starting in the 2022-2023 academic year, provided guidelines and approval process for Remote Academies, and extended the virtual charter school pilot program.

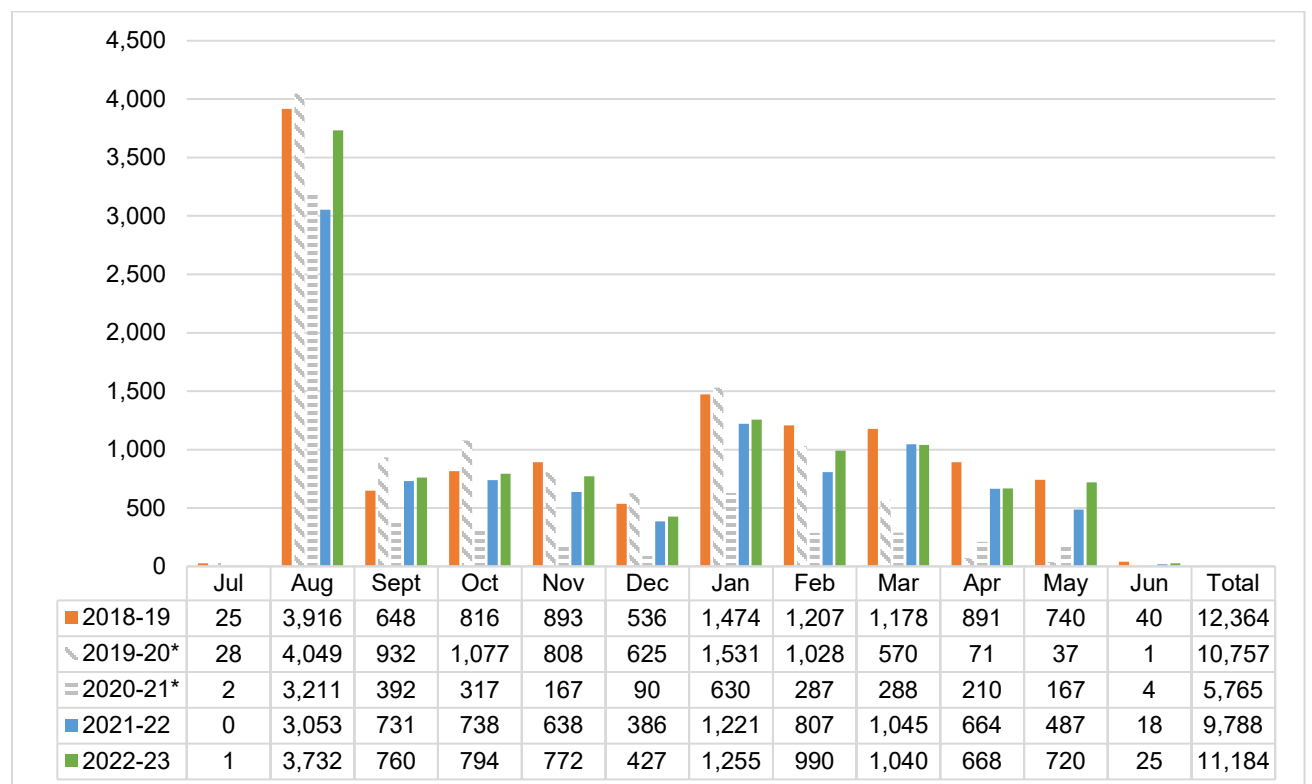
In addition, the North Carolina Department of Public Instruction has increased, refined, and in some cases redefined training efforts, outreach, guidelines, and guidance around the collection of the data within this report.

As the purpose of this report is to provide aggregated and disaggregated summary data that are descriptive, meaningful and allow for opportunities for comparative analysis in student discipline and dropout outcomes, given the cautions presented above, while data prior to the 2022-2023 academic year will remain in all relevant tables and figures, limited comparisons will be made between 2022-2023 academic year data to prior academic years.

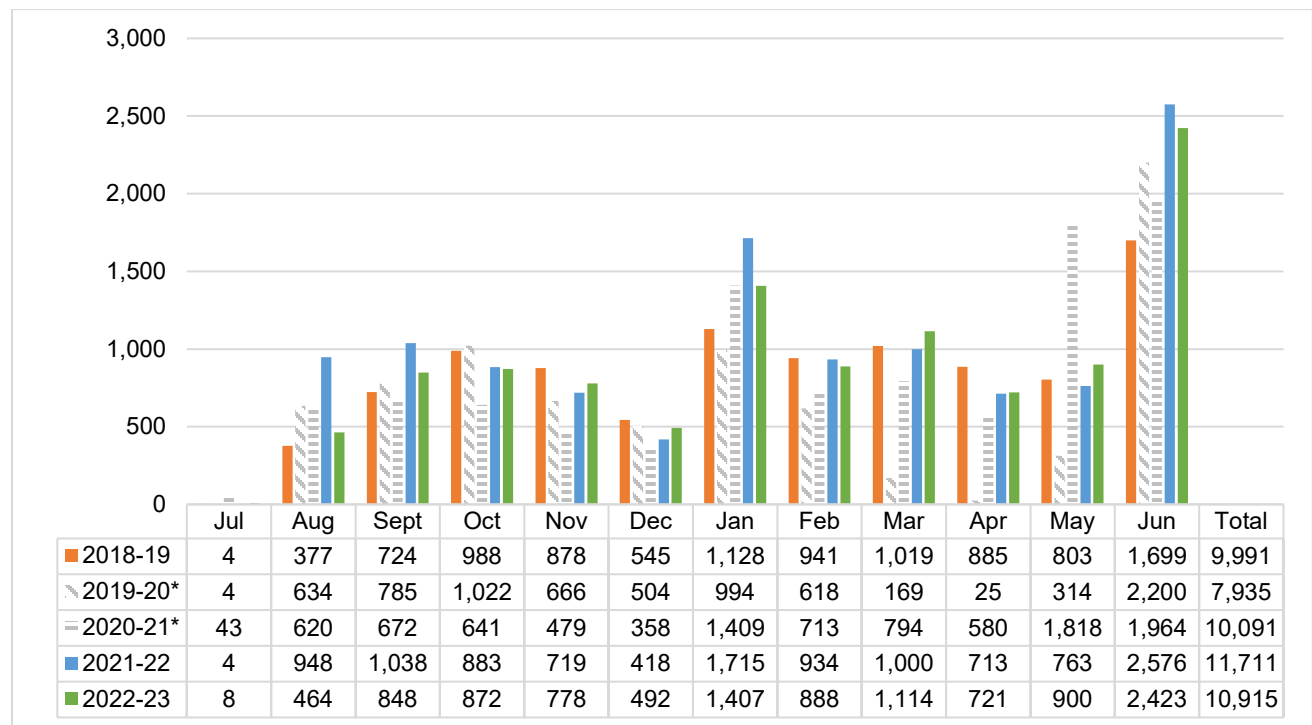
**Figure 11. Number of Disciplinary Incidents Reported by Month, 2018–2019 to 2022–2023**



**Figure 12. Number of Alternative Learning Placements Reported by Month, 2018–2019 to 2022–2023**



**Figure 13. Withdrawal Date of Dropouts by Month, 2018–2019 to 2022–2023**



## 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 professionals 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](#)



## 2022–2023 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, 2022–2023***

***Table C10. Counts and Rates of Acts of Crime and Violence for Individual Schools, 2022–2023***

***Table C11. High School Acts of Crime and Violence Counts and Rates for PSUs, 2022–2023***

# 2022–2023 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 2022–2023 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 2022–2023 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 is 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 [2022–2023 Reassignments for Disciplinary Purposes](#) and the [2022–2023 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 this 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 and 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 Comparisons to Prior 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.

In the 2021-2022 and 2022-2023 school years, data reported within this report increased to levels more comparable to the numbers reported during the pre-pandemic school years (2018-2019 and prior), comparisons made between these two time periods (pre-pandemic and post-pandemic) should be undertaken with caution. The unprecedented methods that public school units across the state employed by utilizing various modes of instruction and student outreach to ensure continued student learning have continued into 2021-2022 academic year and beyond. In addition, the North Carolina Department of Public Instruction has increased, refined, and in some cases redefined training efforts, outreach, guidelines, and guidance around the collection of the data within this report.

Given the cautions presented above, while data prior to the 2022-2023 academic year will remain in all relevant tables and figures, limited comparisons will be made between 2022-2023 academic year data to prior academic years. (For more information, see the [Introduction](#) section of this report.)

## Short-Term Suspensions for All Acts and Behaviors

### General Findings

In 2022–2023, there were 247,454 short-term suspensions reported statewide. The short-term suspension rate in 2022–2023, was 164.57 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 247,454 short-term suspensions in the 2022–2023 school year, 134,036 individual students were affected by these short-term suspensions for an average of 1.85 short-term suspensions per student. The average duration of a single short-term suspension was 3.38 days. Across all short-term suspensions, students missed a total of 837,176 days of school.

The number of unique (individual) students who received at least one short-term suspension in 2022–2023 increased by 11.1% when compared to the previous school year, 2021–2022, and by 20.8% when compared to 2018–2019. The average number of short-term suspensions per suspended student increased by 2.2% and 0.7% when compared to 2021–2022 and 2018–2019, respectively. As for the average number of days per suspension in 2022–2023, in comparison to previous school years, the number of days out of school increased by 1.3% from 2021–2022 and by 12.6% from 2018–2019.

**Table S-C1. Short-Term Suspensions for All Acts Reported, 2018–2019 to 2022–2023**

Academic Year	Number of Short-Term Suspensions	Rate per 1,000 Students	Average Number of STS	Average Days Per STS	Total Days In STS
2018-19	203,298	130.95	1.83	3.01	609,878
2019-20*	152,873	97.97	1.70	3.04	464,150
2020-21*	19,482	13.26	1.29	2.84	55,414
2021-22	217,928	146.57	1.81	3.34	728,137
2022-23	247,454	164.57	1.85	3.38	837,176

\* 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, male students received more short-term suspensions than female students in 2022–2023. The rate of short-term suspensions for male students (217.75 per 1,000 male students enrolled) was 2.1 times the rate for females (105.28 per 1,000 female students enrolled). On average, males had a higher average number of suspensions per student suspended (1.91 suspensions) than female students (1.72 suspensions); however, the average days per short-term suspension was higher for female students (3.66 days) than male students (3.25 days) in 2022–2023.

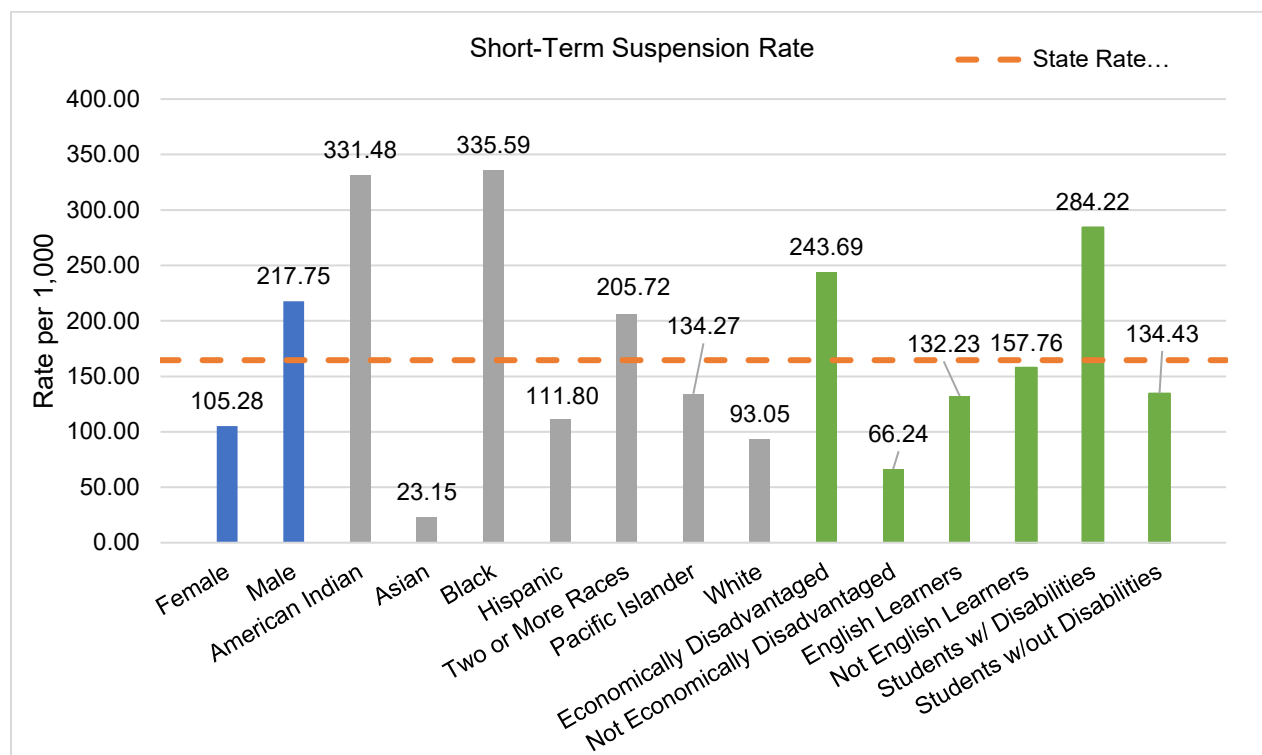
Within the race/ethnicity subgroups, Black students had the highest rate of short-term suspensions in 2022–2023 (335.59 per 1,000 Black students enrolled) followed by American Indian students (331.48 per 1,000 students enrolled) and Two or More Races students (205.72 per 1,000 students enrolled). American 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 (3.47 days).

Across all student subgroups, in 2022–2023, Black students had the highest rate of short-term suspensions in 2022–2023 (335.59 per 1,000 Black students enrolled) followed by American Indian students (331.48 per 1,000 students enrolled), Students with Disabilities (284.22 per 1,000 students) and Economically Disadvantaged students (243.69 per 1,000 students). Female students had the highest number of suspension days per short-term suspension (3.66 days). American Indian and English Learners had the second (3.60 days) and third (3.55 days) highest number of suspension days among the different subgroups in 2022–2023.

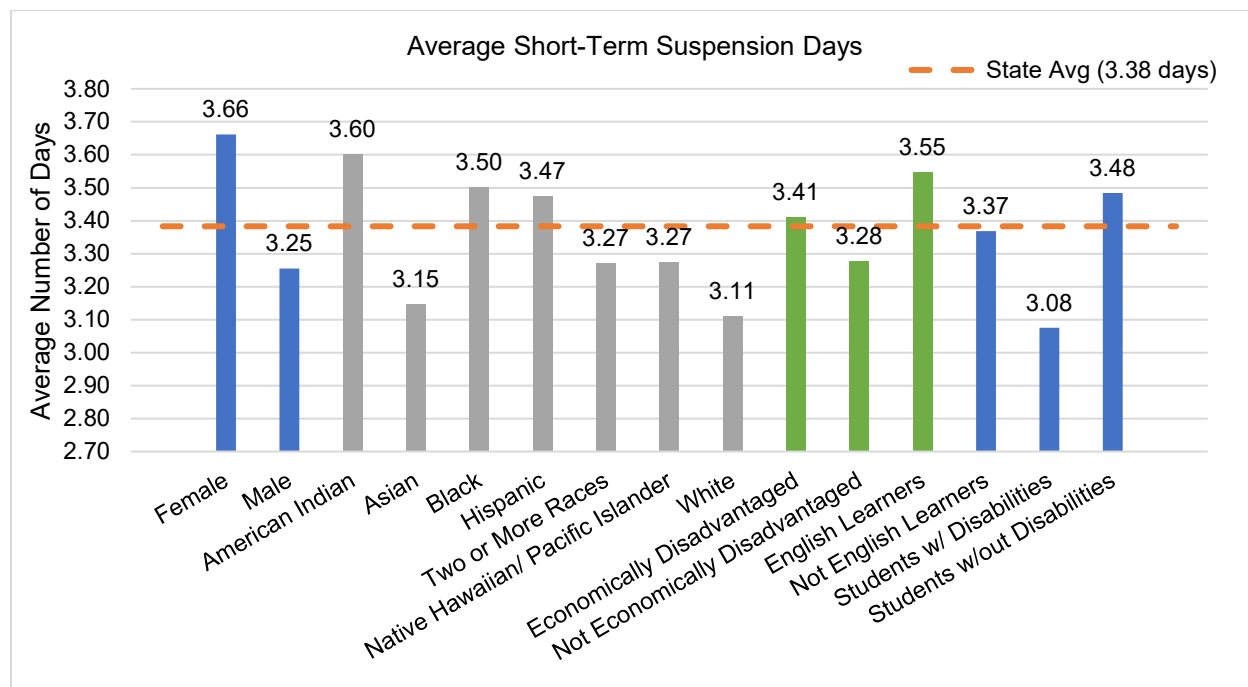
**Table S-C2. Short-Term Suspensions by Student Subgroup, 2022–2023**

	Number of Short-Term Suspensions	Rate per 1,000 Students	Average Number of STS	Average Days Per STS	Total Days In STS
<b>All Students</b>	<b>247,454</b>	<b>164.57</b>	<b>1.85</b>	<b>3.38</b>	<b>837,176</b>
Female	78,055	105.28	1.72	3.66	285,803
Male	169,353	217.75	1.91	3.25	551,208
American Indian	5,259	331.48	2.06	3.60	18,942
Asian	1,406	23.15	1.41	3.15	4,424
Black	125,991	335.59	2.02	3.50	441,330
Hispanic	34,580	111.80	1.60	3.47	120,134
Two or More Races	17,472	205.72	1.92	3.27	57,168
Native Hawaiian/ Pacific Islander	288	134.27	1.76	3.27	943
White	62,412	93.05	1.68	3.11	194,071
Economically Disadvantaged	194,884	243.69	1.94	3.41	664,888
Not Economically Disadvantaged	52,570	66.24	1.58	3.28	172,288
English Learners	20,726	132.23	1.55	3.55	73,544
Not English Learners	226,728	157.76	1.88	3.37	763,632
Students w/ Disabilities	61,132	284.22	2.14	3.08	188,016
Students w/out Disabilities	186,322	134.43	1.77	3.48	649,160

**Figure S-C1. Rate of Short-Term Suspensions by Student Subgroup, 2022–2023**



**Figure S-C2. Short-Term Suspension Days by Student Subgroup, 2022–2023**





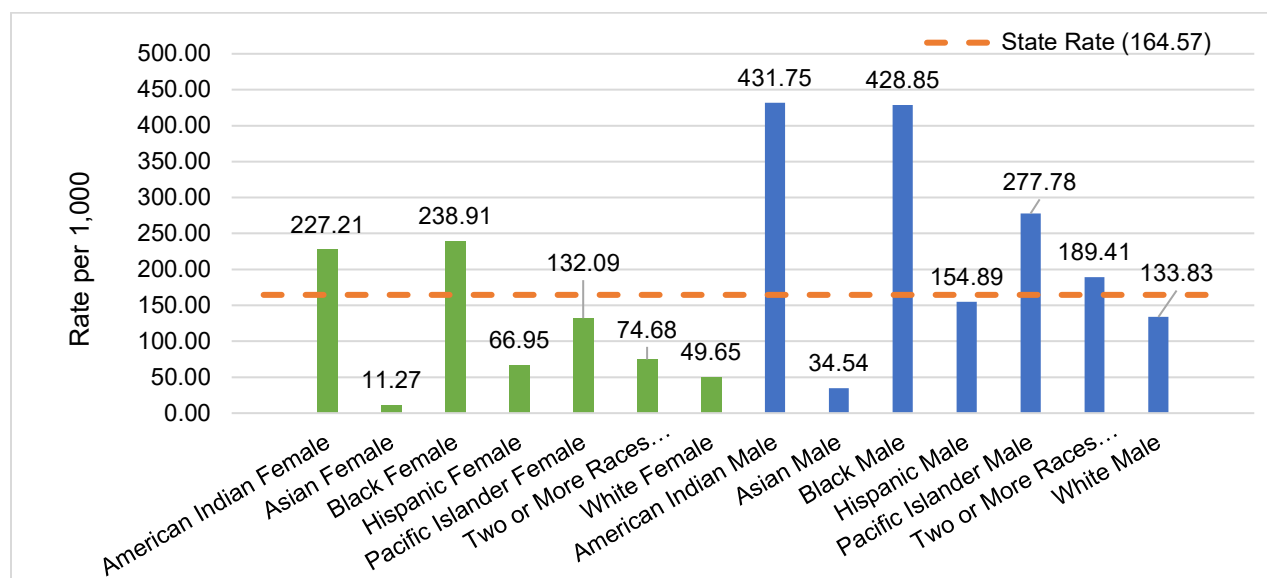
For suspensions received by female students, American Indian female students (227.21 per 1,000 Black female students enrolled) and Black female students (238.91 per 1,000 female students enrolled) had the highest rate of short-term suspensions in 2022–2023, respectively. Black female students and American Indian female students had the highest average number of suspension days per suspension (3.77 and 3.69 days, respectively).

Among male students, American Indian male students and Black male students had the highest rate of short-term suspensions in 2022–2023, (428.85 per 1,000 Black male students enrolled and 431.75 per 1,000 American Indian male students enrolled, respectively). American Indian males had the highest average number of suspension days per suspension (3.56 days).

**Table S-C3. Short-Term Suspensions by Race/Ethnicity-Sex Subgroup, 2022–2023**

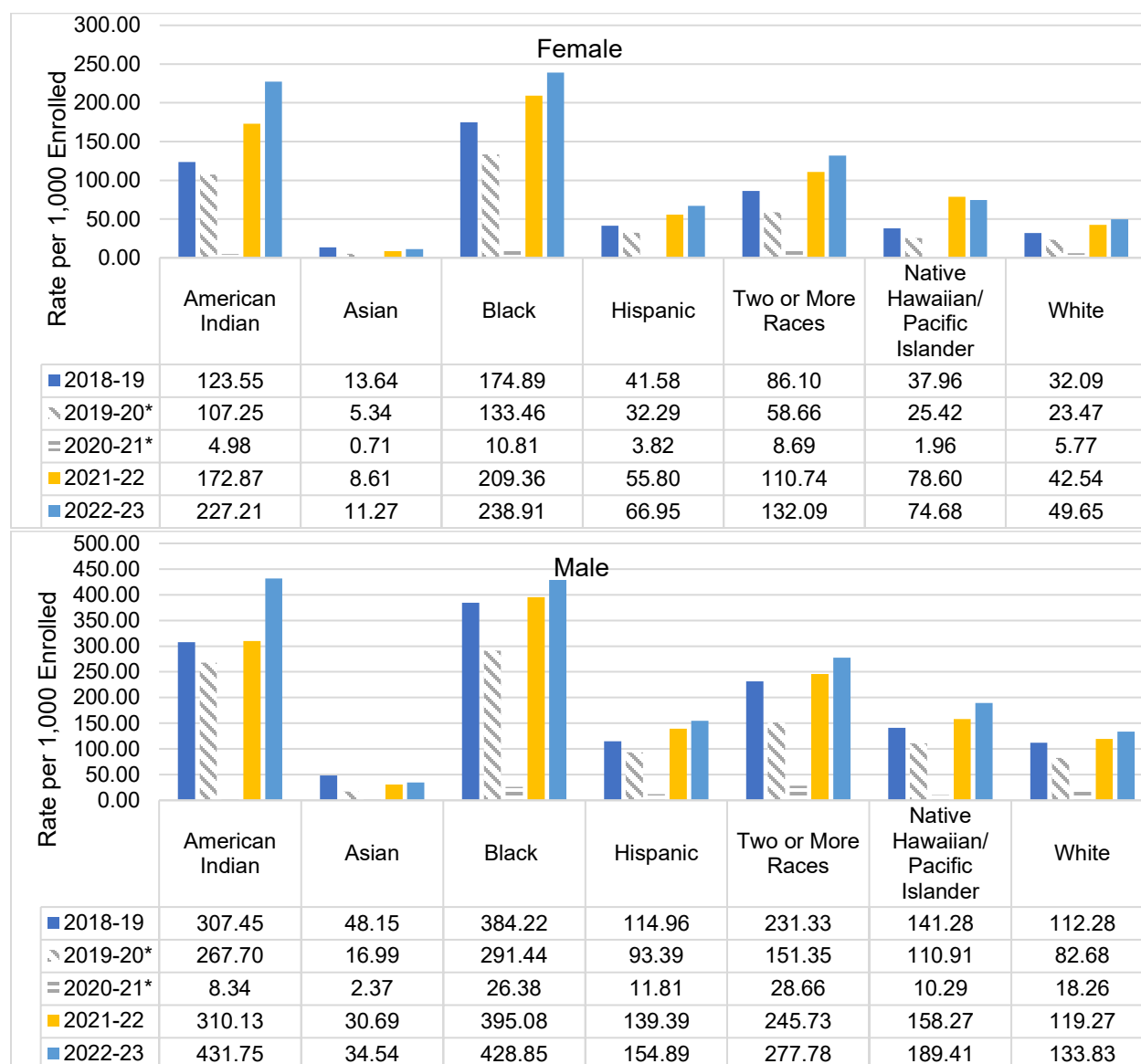
	Number of Short-Term Suspensions	Rate per 1,000 Students	Average Number of STS	Average Days Per STS	Total Days In STS
<b>All Students</b>	<b>247,454</b>	<b>164.57</b>	<b>1.85</b>	<b>3.38</b>	<b>837,176</b>
American Indian Female	1,767	227.21	1.84	3.69	6,524
Asian Female	335	11.27	1.36	3.48	1,166
Black Female	44,043	238.91	1.87	3.77	165,858
Hispanic Female	10,148	66.95	1.46	3.66	37,167
Pacific Islander Female	5,549	132.09	1.79	3.56	19,744
Two or More Races Female	77	74.68	1.83	3.59	276
White Female	16,136	49.65	1.53	3.41	55,068
American Indian Male	3,492	431.75	2.19	3.56	12,418
Asian Male	1,071	34.54	1.43	3.04	3,257
Black Male	81,948	428.85	2.10	3.36	275,473
Hispanic Male	24,432	154.89	1.67	3.40	82,966
Pacific Islander Male	11,923	277.78	1.98	3.14	37,425
Two or More Races Male	211	189.41	1.73	3.16	666
White Male	46,276	133.83	1.74	3.00	139,003

**Figure S-C3. Rate Short-Term Suspensions by Race/Ethnicity-Sex Subgroups, 2022–2023**



Among student race/ethnicity-sex subgroups, when comparing the 2022–2023 rates of short-term suspensions to 2021–2022, the only race/ethnicity-sex subgroups to decrease was Native Hawaiian/Pacific Islander females students with a decrease of 5.0%. The largest increase in rates were seen for American Indian males (39.2%) and females (31.4%) as well as Asian female students (30.8%).

**Figure S-C4. Rate of Short-Term Suspension by Race/Ethnicity-Sex Subgroup, 2018–2019 to 2022–2023**



Students identified in the eligibility categories of Serious Emotional Disability and Developmental Delays had the highest average number of suspensions per students suspended (3.13 suspensions and 2.51 suspensions, respectively). The lowest average of suspension days per suspension of 1.55 days occurred for students eligible in the category of Developmental Delay. Students identified in the

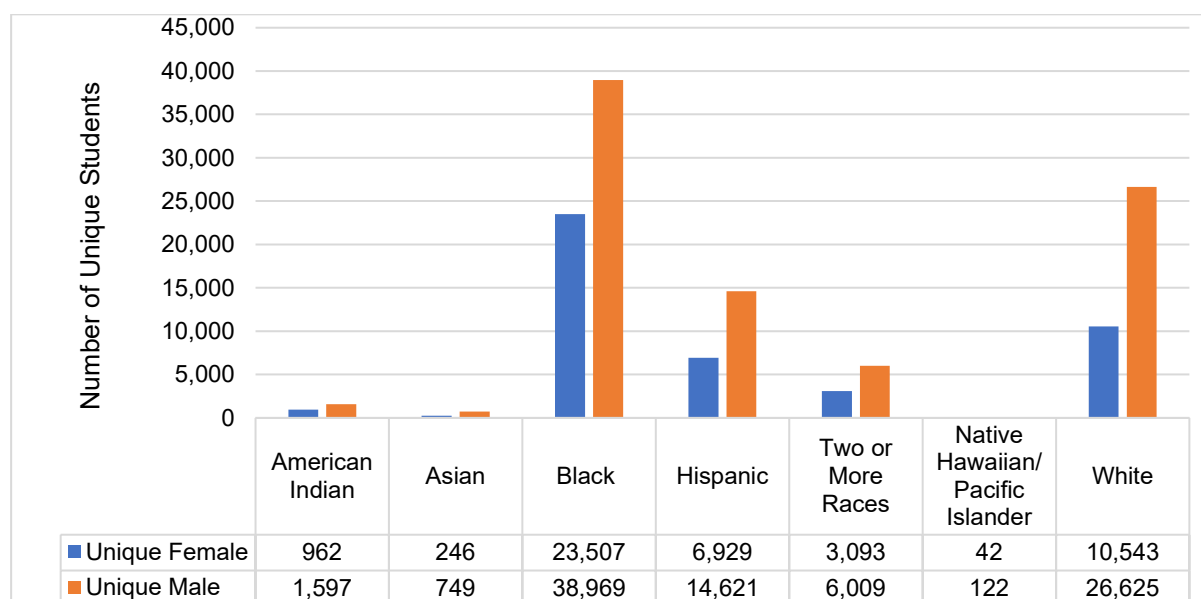
eligibility categories of Specific Learning Disability were above the state average for the number of days per short-term suspension.

**Table S-C4. Short-Term Suspensions Received by Students with Disabilities, 2022–2023**

	Number of Short-Term Suspensions	Rate per 1,000 Students	Average Number of STS	Average Days Per STS	Total Days In STS
<b>All Students</b>	<b>247,454</b>	<b>164.57</b>	<b>1.85</b>	<b>3.38</b>	<b>837,176</b>
<b>Students w/ Disabilities</b>	<b>61,132</b>	<b>284.22</b>	<b>2.14</b>	<b>3.08</b>	<b>188,016</b>
<b>Students w/out Disabilities</b>	<b>186,322</b>	<b>134.43</b>	<b>1.77</b>	<b>3.48</b>	<b>649,160</b>
Autism	5,460		2.06	2.20	11,986
Developmental Delay	2,175		2.51	1.55	3,368
Serious Emotional Disability	7,794		3.13	3.15	24,550
Intellectual Disability - Mild	4,862		2.27	3.35	16,289
Specific Learning Disability	19,705		1.85	3.46	68,188
Other Health Impairment	17,600		2.25	3.10	54,604
Speech Impairment	1,988		1.75	2.44	4,856
Other Eligibility Categories	1,548		2.05	2.70	4,174

In 2022–2023, of the 247,454 short-term suspensions, 134,036 individual students were affected by these short-term suspensions for an average of 1.85 short-term suspensions per student. Of the 134,036 individual students who received short-term suspensions, 66.2% were male, 46.6% were Black students, 27.7% were White students and 16.1% were Hispanic students. More specifically, 29.1% of the unique students were Black males, 19.9% were White males, 17.5% were Black females and 10.9% were Hispanic males. The students in these four race/ethnicity-sex subgroups received 77.4% of the suspensions in 2022–2023.

**Figure S-C5. Number of Unique Students Who Received Short-Term Suspensions by Race/Ethnicity-Sex Subgroup, 2022–2023**



## Short-Term Suspensions by Grade Level

In 2022–2023, middle school grades reported the most short-term suspensions with 107,199 suspensions and had highest rate of short-term suspensions per 1,000 students enrolled of 302.83 suspensions across all middle school grades. High school grades reported 84,539 short-term suspensions and had a rate of 180.40 per 1,000 students enrolled. Elementary grades reported 55,715 short-term suspensions and had a rate of 81.81 per 1,000 students in 2022–2023

Grades 9 and 7 saw the highest number of suspensions in 2022–2023. While the number of short-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 (2.15 and 2.01 suspensions, respectively). Twelfth grade had the lowest average number of suspensions with an average of 1.42 per student suspended. There is a steady increase in the average days per suspension starting at 1.52 days in pre-kindergarten/kindergarten to 4.30 days in Grade 11.

**Table S-C5. Short-Term Suspensions by Grade Level, 2022–2023**

	Number of Short-Term Suspensions	Rate per 1,000 Students	Average Number of STS	Average Days Per STS	Total Days In STS
<b>All Students</b>	<b>247,454</b>	<b>164.57</b>	<b>1.85</b>	<b>3.38</b>	<b>837,176</b>
<b>Elementary Grades</b>	<b>55,715</b>	<b>81.81</b>	<b>1.82</b>	<b>1.91</b>	<b>106,614</b>
<b>Middle Grades</b>	<b>107,199</b>	<b>302.83</b>	<b>1.96</b>	<b>3.48</b>	<b>372,868</b>
<b>High School Grades</b>	<b>84,539</b>	<b>180.40</b>	<b>1.74</b>	<b>4.23</b>	<b>357,693</b>
Pre-Kindergarten/Kindergarten	6,629		2.15	1.52	10,054
Grade 1	6,400		2.01	1.62	10,360
Grade 2	6,643		1.87	1.71	11,372
Grade 3	7,688		1.74	1.83	14,051
Grade 4	12,276		1.74	2.02	24,848
Grade 5	16,061		1.72	2.23	35,875
Grade 6	32,146		1.93	3.26	104,700
Grade 7	37,856		2.00	3.44	130,145
Grade 8	37,184		1.95	3.71	137,967
Grade 9	39,325		1.91	4.25	167,046
Grade 10	23,535		1.71	4.21	99,149
Grade 11	13,249		1.56	4.30	56,985
Grade 12 (includes 13 and XG)	8,415		1.44	4.09	34,457

## Short-Term Suspensions for Unacceptable Behaviors

### General Findings

Of the 247,454 short-term suspensions in 2022–2023, 236,208 (95.5%) were given as a result of disciplinary incidents involving at least one Unacceptable Behavior (UB) that did not involve a Reportable Offense (RO).

Across all incidents of Unacceptable Behavior short-term suspensions, the state short-term suspension rate was 157.09 per 1,000 students. The mean number of days out of school for Unacceptable Behaviors was 3.23 days.

Of the 236,208 incidents involving Unacceptable Behaviors, 226,061 involved a single reported Unacceptable Behavior (91.0% of all suspensions and 95.0% of Unacceptable Behavior suspensions). 11,246 (4.5%) 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 150.34 per 1,000 students. The mean number of days out of school for a single Unacceptable Behavior was 3.49 days.

In comparison, the state rate for Reportable Offense short-term suspensions was 7.48 per 1,000 students, and the average days per suspension for reportable offenses was 6.58 days.

**Table S-C6. Unacceptable Behavior Short-Term Suspensions, 2022–2023**

	Number of Short-Term Suspensions	Rate per 1,000 Students	Average Days Per STS
<b>All Suspensions</b>	<b>247,454</b>	<b>164.57</b>	<b>3.38</b>
Reportable Offenses	11,246	7.48	6.58
Unacceptable Behaviors	236,208	157.09	3.23
Single UB Suspensions	226,061	150.34	3.49

---

\* 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 45.9% of the Unacceptable Behaviors short-term suspensions. Assaults/Threats were 26.0% of the Unacceptable Behaviors (UB) resulting in short-term suspensions. The remaining UB categories were 8.4% or less of the single behavior short-term suspensions.

Across all Unacceptable Behavior short-term suspensions, Defiant Behaviors comprised 46.4% of the Unacceptable Behaviors short-term suspensions. Assaults/Threats were 24.6% 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.

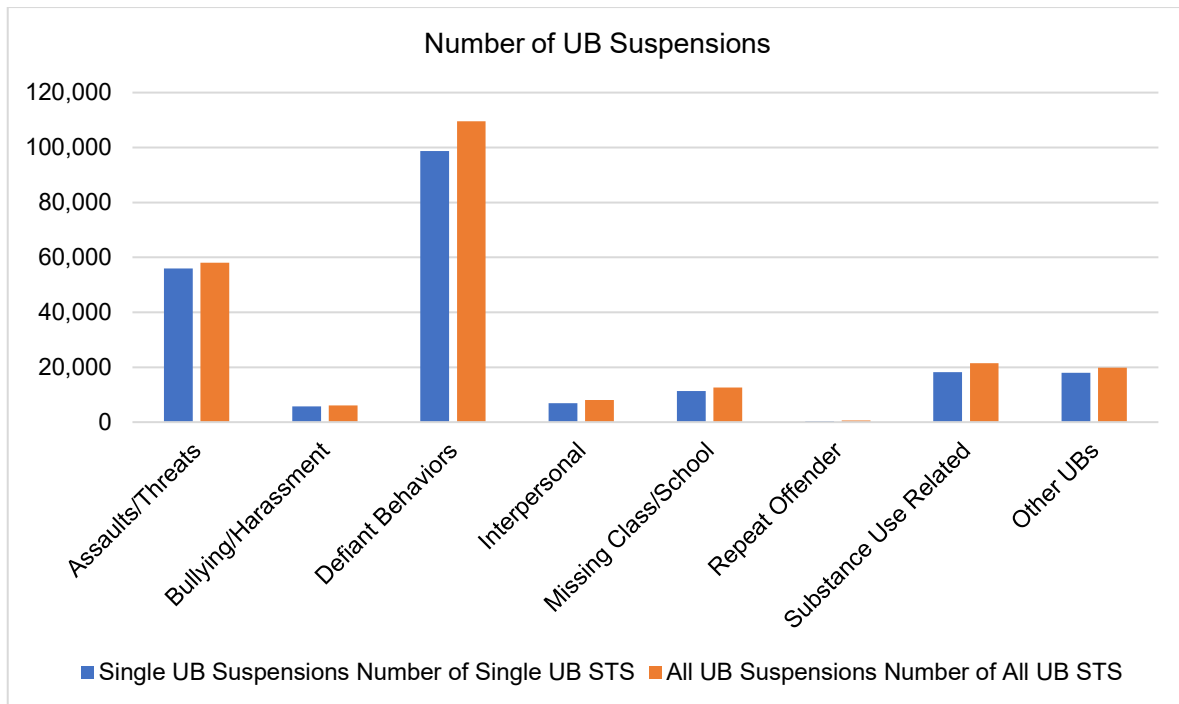
The rate of short-term Unacceptable Behavior suspension per 1,000 students enrolled was highest for Defiant Behaviors (65.65 single behavior and 72.84 all suspensions per 1,000 students) and Assaults/Threats (37.23 and 38.58 single behavior and all suspensions per 1,000 students). The lowest rates of short-term UB suspensions were for Repeat Offender Unacceptable Behavior (0.24 and 0.43 single behavior and all suspensions per 1,000 students), Bullying/Harassment Unacceptable Behaviors (3.80 and 4.05 single behavior and all suspensions per 1,000 students) and Interpersonal Unacceptable Behaviors (4.59 and 5.34 single behavior and all suspensions per 1,000 students).

Single behavior Assaults/Threats Unacceptable Behavior suspensions had the highest average number of suspension days, followed by Interpersonal single behavior suspensions and across all 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.

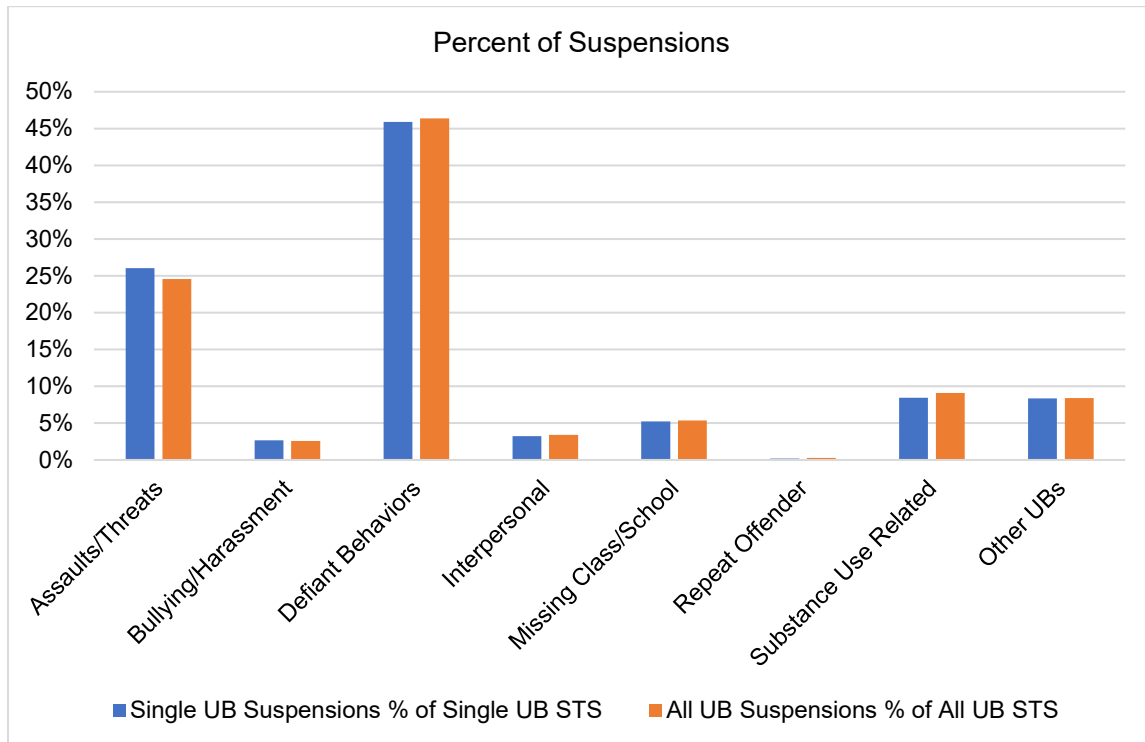
**Table S-C7. Unacceptable Behavior Short-Term Suspensions, 2022–2023**

	Single UB Suspensions				All UB Suspensions			
	Number of Single UB STS	% of Single UB STS	Rate per 1,000	Avg Days per STS	Number of All UB STS	% of All UB STS	Rate per 1,000	Avg Days per STS
<b>Unacceptable Behaviors</b>	<b>215,118</b>		<b>143.06</b>	<b>3.24</b>	<b>236,208</b>		<b>157.09</b>	<b>3.23</b>
Assaults/Threats	55,987	26.0%	37.23	4.70	58,010	24.6%	38.58	4.62
Bullying/Harassment	5,711	2.7%	3.80	3.02	6,086	2.6%	4.05	3.04
Defiant Behaviors	98,717	45.9%	65.65	2.37	109,520	46.4%	72.84	2.47
Interpersonal	6,908	3.2%	4.59	4.57	8,024	3.4%	5.34	4.29
Missing Class/School	11,286	5.2%	7.51	2.14	12,617	5.3%	8.39	2.27
Repeat Offender	366	0.2%	0.24	3.07	645	0.3%	0.43	2.99
Substance Use Related	18,164	8.4%	12.08	3.76	21,485	9.1%	14.29	3.66
Other UBs	17,979	8.4%	11.96	3.20	19,821	8.4%	13.18	3.17

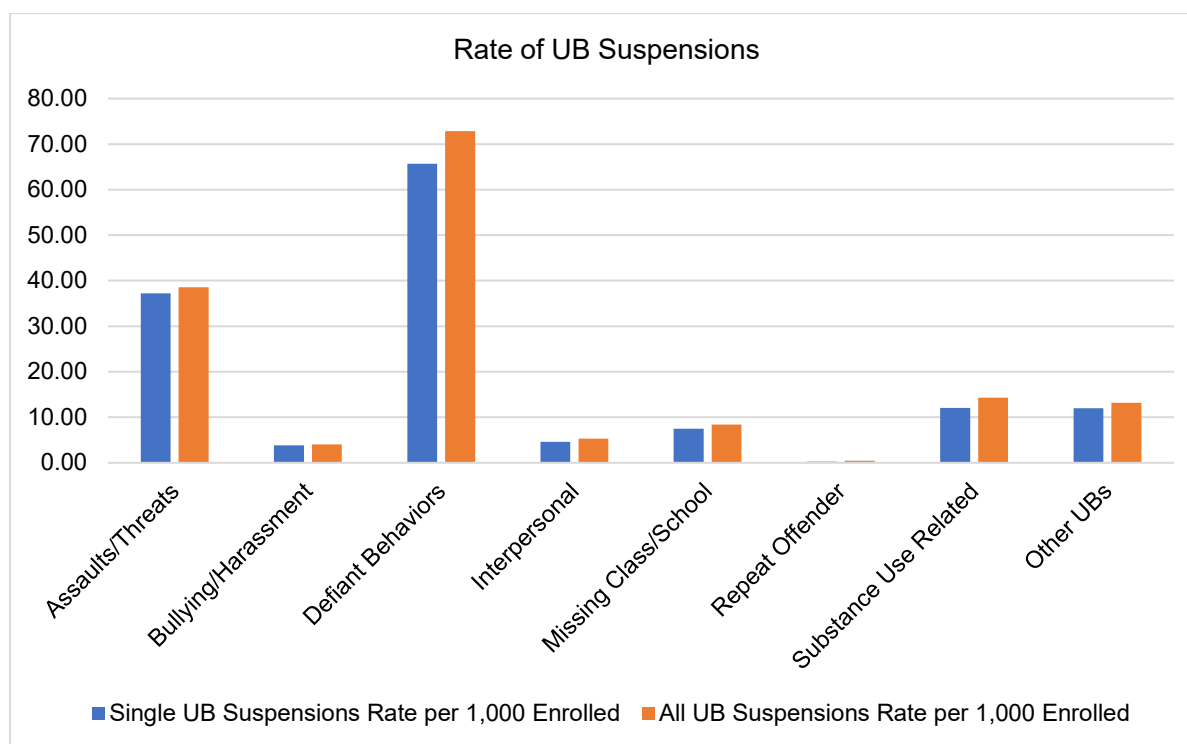
**Figure S-C6. Number of Unacceptable Behavior Short-Term Suspensions by Category, 2022–2023**



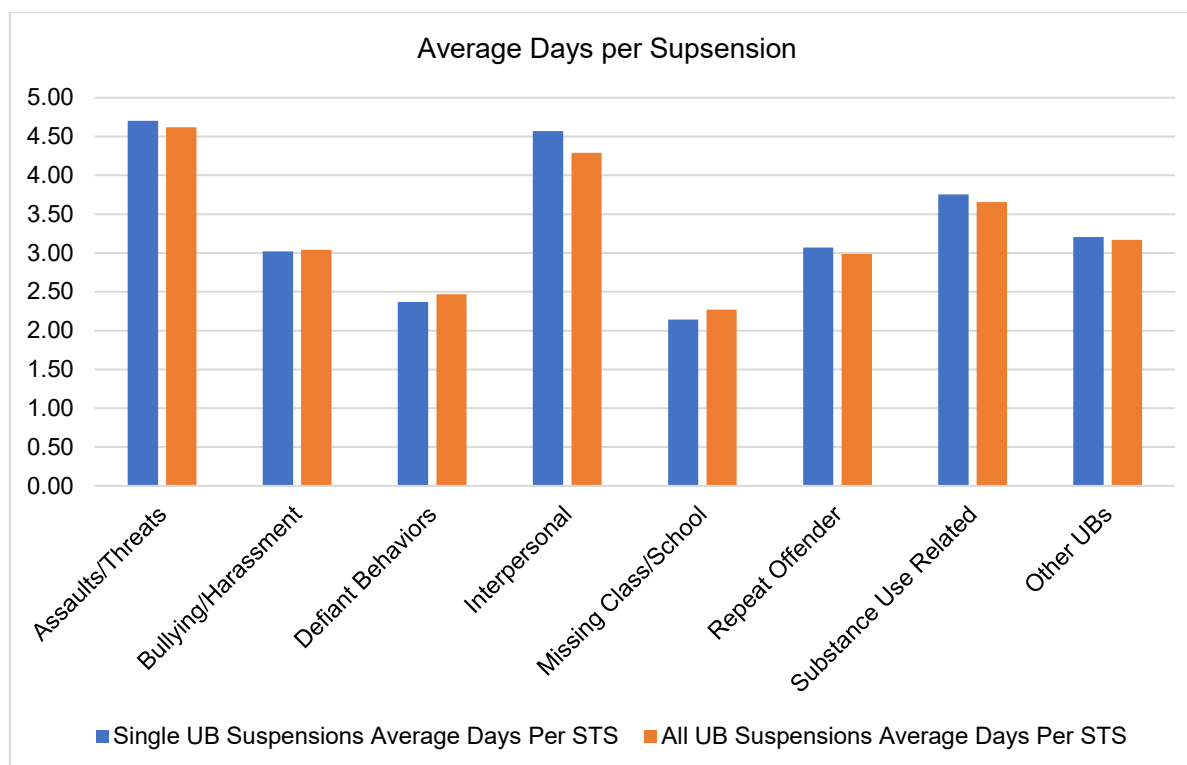
**Figure S-C7. Percent of Unacceptable Behaviors Short-Term Suspensions by Category, 2022–2023**



**Figure S-C8. Unacceptable Behaviors Short-Term Suspension Rates, 2022–2023**



**Figure S-C9. Average Suspension Days of Unacceptable Behavior Short-Term Suspensions, 2022–2023**





## *Unacceptable Behavior Short-Term Suspensions by Student Subgroup*

In 2022–2023, 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.

American Indian students, Black students, Students with Disabilities, and Economically Disadvantaged students had the highest rates of single UB short-term suspensions and all UB suspensions, respectively. Asian students and not Economically Disadvantaged students had the lowest rate of unacceptable behaviors resulting in short-term suspensions for single UB incidents and all UB incidents.

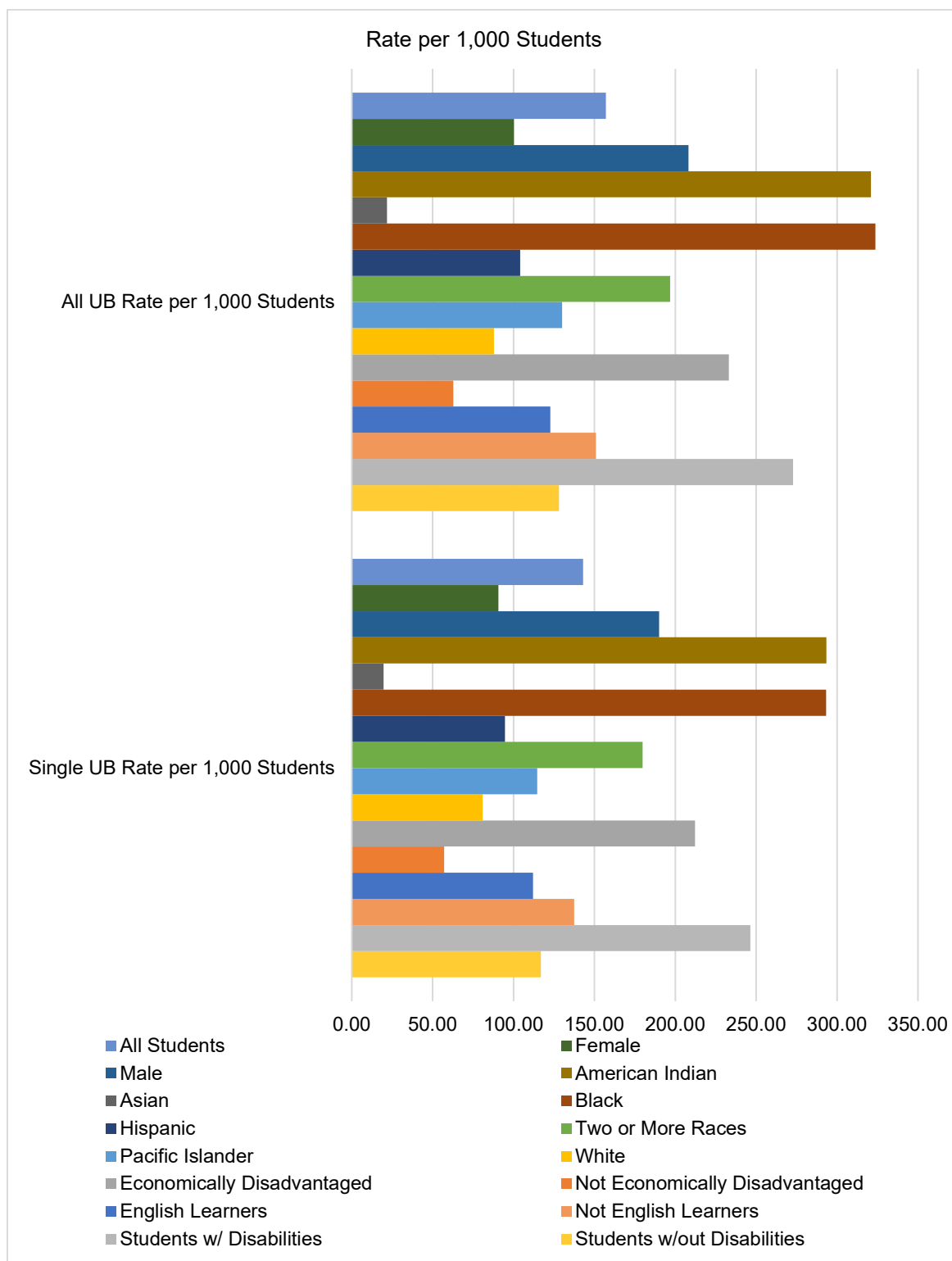
In 2022–2023, female students had a higher average number of suspension days per unacceptable behavior short-term suspensions when looking across all unacceptable behavior suspensions. Female and American Indian students had the highest and equivalent number of suspension days across single unacceptable 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 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.

The following table 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 sex, race/ethnicity, Economically Disadvantaged stats, English Learner status, and Students with Disabilities status.

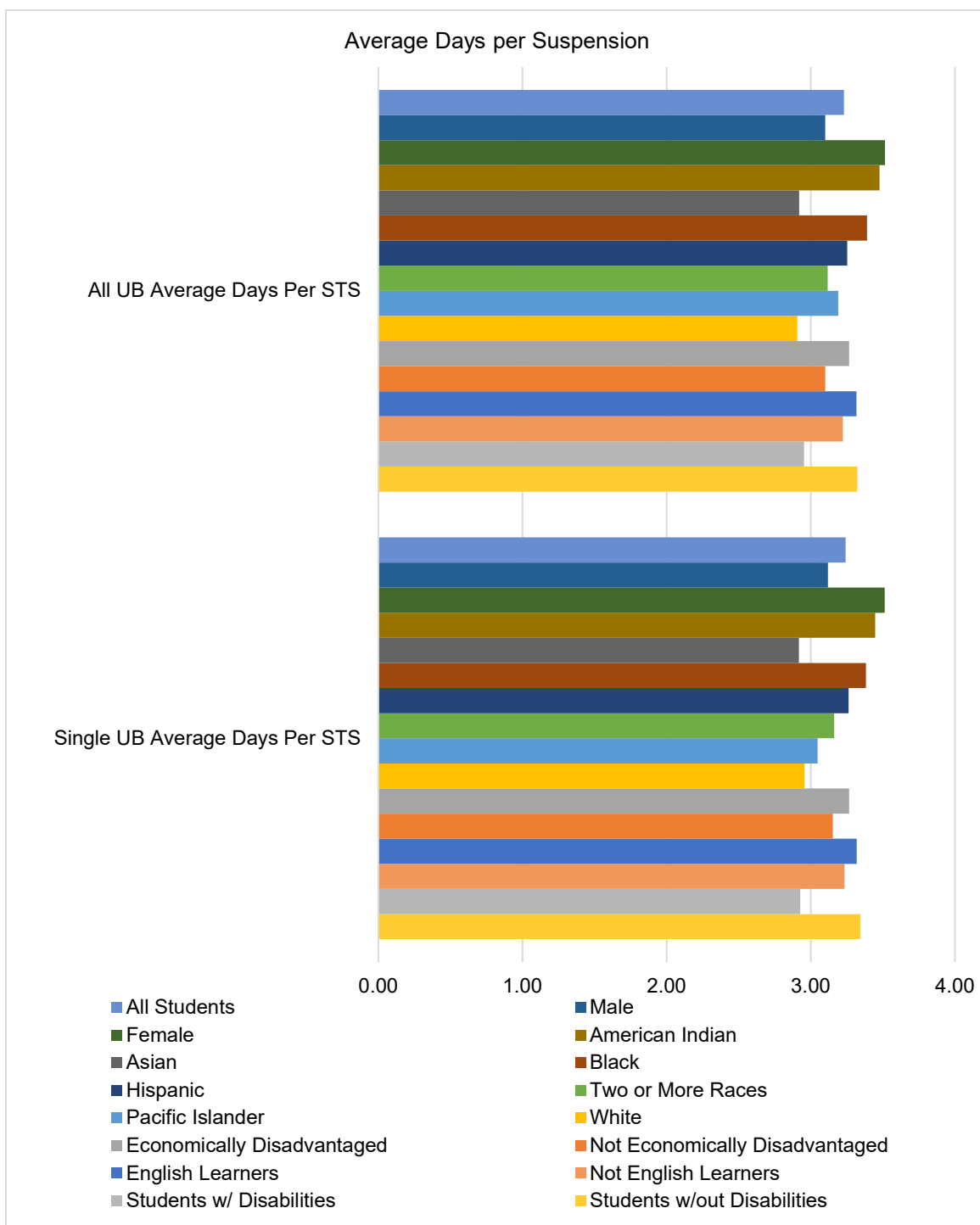
**Table S-C8. Unacceptable Behavior Short-Term Suspensions by Student Subgroup, 2022–2023**

	Single UB Suspensions			All UB Suspensions		
	Number of UB STS	Rate per 1,000	Avg Days Per STS	Number of UB STS	Rate per 1,000	Avg Days per STS
<b>All Students</b>	<b>215,118</b>	<b>143.06</b>	<b>3.24</b>	<b>236,208</b>	<b>157.09</b>	<b>3.23</b>
Female	67,259	90.72	3.51	74,313	100.23	3.51
Male	147,820	190.06	3.12	161,853	208.10	3.10
American Indian	4,654	293.35	3.45	5,091	320.90	3.48
Asian	1,197	19.71	2.92	1,322	21.77	2.92
Black	110,100	293.26	3.38	121,536	323.72	3.39
Hispanic	29,297	94.72	3.26	32,222	104.17	3.25
Two or More Races	15,275	179.85	3.16	16,721	196.88	3.12
Pacific Islander	246	114.69	3.05	279	130.07	3.19
White	54,310	80.97	2.96	58,995	87.95	2.91
Economically Disadvantaged	169,745	212.25	3.27	186,406	233.09	3.27
Not Economically Disadvantaged	45,373	57.17	3.15	49,802	62.75	3.10
English Learners	17,565	112.07	3.32	19,237	122.73	3.32
Not English Learners	197,553	137.46	3.23	216,971	150.97	3.22
Students w/ Disabilities	52,995	246.39	2.93	58,680	272.82	2.95
Students w/out Disabilities	162,123	116.97	3.34	177,528	128.08	3.32

**Figure S-C10. Rate of Unacceptable Behaviors Short-Term Suspensions by Student Subgroup, 2022–2023**



**Figure S-C11. Average Number of Suspension Days of Unacceptable Behaviors Short-Term Suspensions by Student Subgroup, 2022–2023**



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.

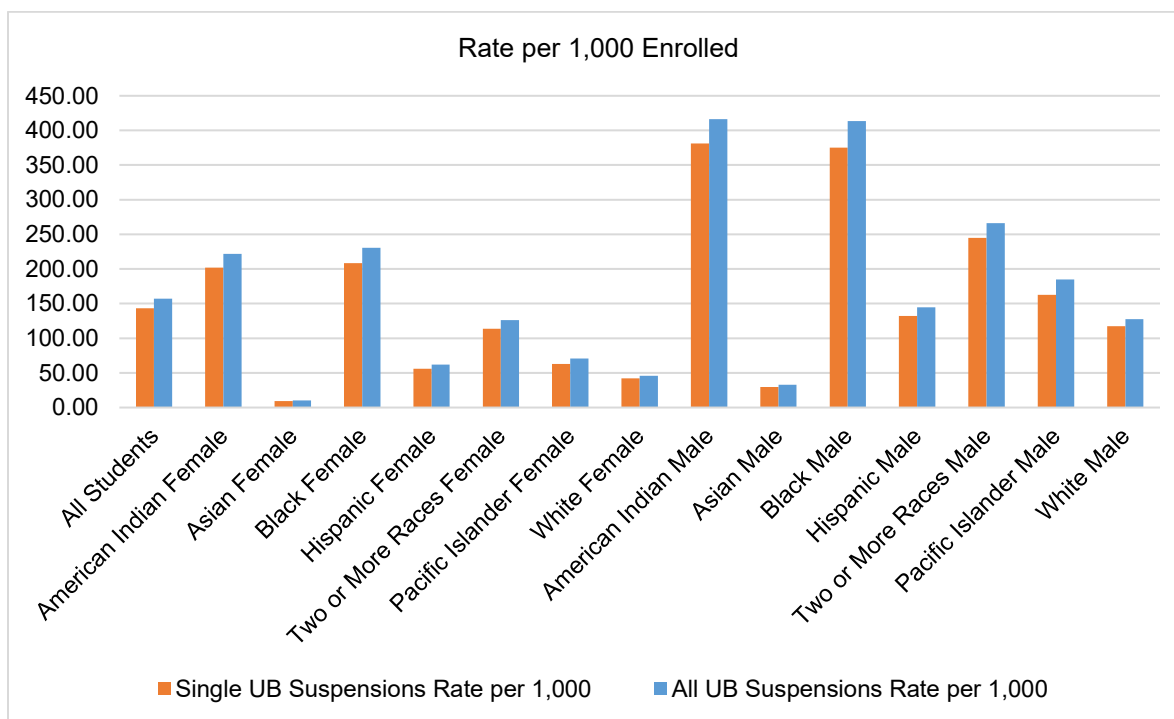
Among male students, Black males and American Indian males had the highest rates per 1,000 enrolled of unacceptable behavior suspensions and single behavior suspensions, whereas Asian females and males has the lowest rates. Among female students, Black females followed by American Indian females had the highest rates per 1,000 students of unacceptable behavior suspensions and single behavior suspensions.

Black females and American Indian females had the highest average number of suspension days for unacceptable behavior suspensions and single behavior suspensions. Asian and white males and females had the lowest average suspension days for single behavior suspensions.

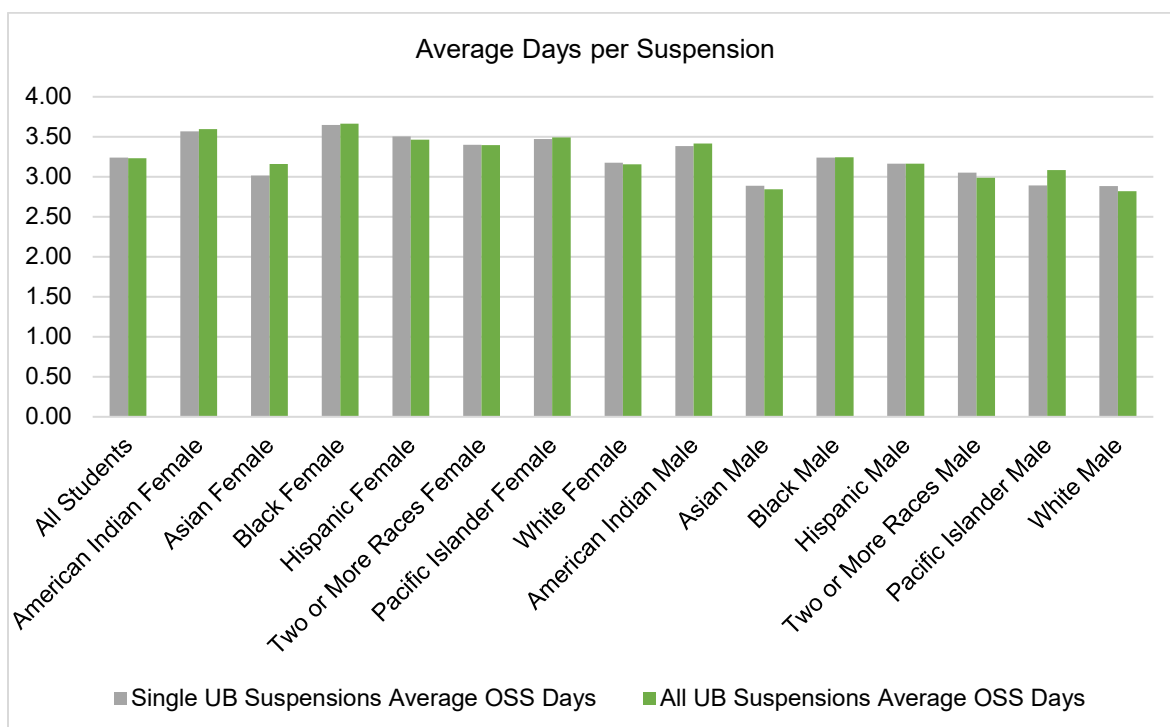
**Table S-C9. Unacceptable Behavior Short-Term Suspensions by Race/Ethnicity-Sex Subgroup, 2022–2023**

	Single UB Suspensions			All UB Suspensions		
	Number of UB STS	Rate per 1,000	Average OSS Days	Number of UB STS	Rate per 1,000	Average OSS Days
<b>All Students</b>	<b>215,118</b>	<b>143.06</b>	<b>3.24</b>	<b>236,208</b>	<b>157.09</b>	<b>3.23</b>
American Indian Female	1,572	202.13	3.57	1,724	221.68	3.60
Asian Female	275	9.25	3.02	305	10.26	3.16
Black Female	38,435	208.49	3.65	42,544	230.78	3.66
Hispanic Female	8,479	55.94	3.50	9,422	62.16	3.47
Two or More Races Female	4,771	113.57	3.40	5,299	126.14	3.40
Pacific Islander Female	65	63.05	3.47	73	70.81	3.49
White Female	13,662	42.04	3.18	14,946	45.99	3.16
American Indian Male	3,082	381.06	3.38	3,367	416.30	3.42
Asian Male	922	29.74	2.89	1,017	32.80	2.85
Black Male	71,665	375.04	3.24	78,992	413.38	3.24
Hispanic Male	20,818	131.98	3.16	22,800	144.54	3.17
Two or More Races Male	10,504	244.72	3.05	11,422	266.11	2.99
Pacific Islander Male	181	162.48	2.89	206	184.92	3.08
White Male	40,648	117.55	2.88	44,049	127.39	2.82

**Figure S-C12. Rate of Unacceptable Behaviors Short-Term Suspensions by Race/Ethnicity-Sex Subgroup, 2022–2023**



**Figure S-C13. Average Number of Suspension Days of Unacceptable Behaviors Short-Term Suspensions by Race/Ethnicity-Sex Subgroup, 2022–2023**



## 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 status, English Learner status, and Students with Disabilities status grouped by unacceptable behavior category.

In 2022–2023, Black students, Students with Disabilities, Two or More Races students, and male students were above the state rate for all unacceptable behavior suspensions and for single behavior suspensions in all UB behavior categories. American Indian students were above the state rate for all unacceptable behavior suspensions and for single behavior suspensions in all UB behavior categories *except* for Interpersonal behaviors. Native Hawaiian/Pacific Islander students were above the state rate for all unacceptable behavior suspensions and for single behavior suspensions in the Bullying/Harassment, Missing Class/School, and Repeat Offender behavior categories. English Learners were above the state rate for all unacceptable behavior suspensions and for single behavior suspensions in the Missing Class/School, and Other UBs behaviors categories. English Learners were above the state rate for single behavior suspensions in the Repeat Offender behavior category and were equivalent to the state rate for Repeat Offender across all unacceptable behavior suspensions.

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.

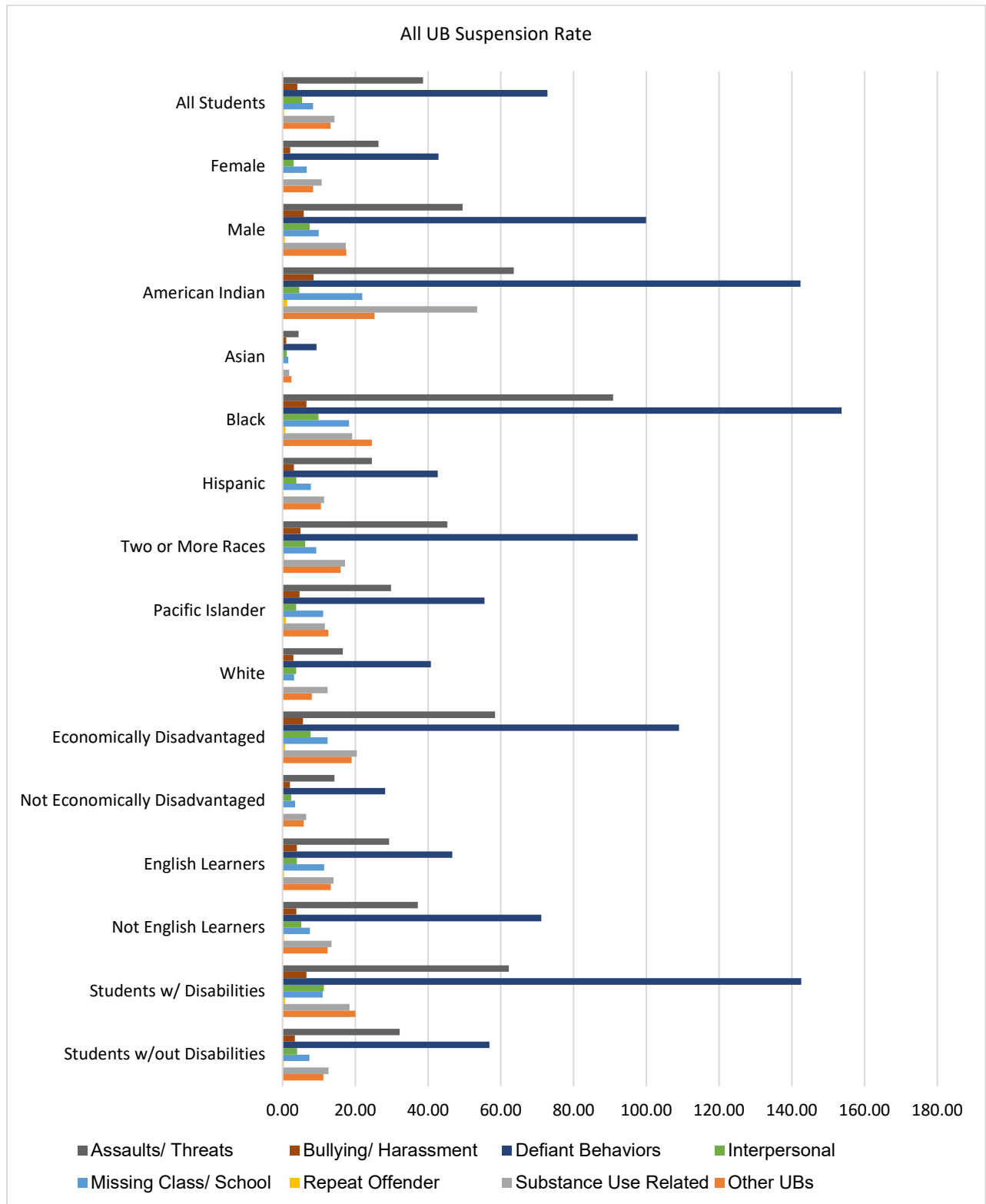
**Table S-C10. All Unacceptable Behaviors Short-Term Suspension Rates by Behavior Category and Student Subgroup, 2022–2023**

All Unacceptable Behavior Suspensions	UB Behaviors	Assaults/Threats	Bullying/Harassment	Defiant Behaviors	Interpersonal	Missing Class/School	Repeat Offender	Substance Use Related	Other UBs
<b>All Students</b>	<b>157.09</b>	<b>38.58</b>	<b>4.05</b>	<b>72.84</b>	<b>5.34</b>	<b>8.39</b>	<b>0.43</b>	<b>14.29</b>	<b>13.18</b>
Female	100.23	26.33	2.13	42.85	3.02	6.60	0.22	10.72	8.35
Male	208.10	49.47	5.80	99.95	7.44	9.92	0.62	17.40	17.52
American Indian	320.90	63.54	8.51	142.39	4.60	21.87	1.26	53.45	25.28
Asian	21.77	4.41	0.99	9.32	1.17	1.56	0.10	1.80	2.42
Black	323.72	90.84	6.59	153.70	9.84	18.24	0.79	19.16	24.57
Hispanic	104.17	24.55	3.14	42.68	3.75	7.75	0.28	11.45	10.57
Two or More Races	196.88	45.28	4.93	97.62	6.19	9.23	0.51	17.14	15.97
Pacific Islander	130.07	29.84	4.66	55.48	3.73	11.19	0.93	11.66	12.59
White	87.95	16.57	3.01	40.79	3.72	3.16	0.28	12.39	8.04
Economically Disadvantaged	233.09	58.40	5.61	108.97	7.68	12.38	0.65	20.39	19.01
Not Economically Disadvantaged	62.75	14.24	2.02	28.19	2.38	3.42	0.16	6.52	5.82
English Learners	122.73	29.27	3.89	46.63	3.89	11.43	0.43	13.98	13.22
Not English Learners	150.97	37.17	3.81	71.12	5.16	7.53	0.40	13.43	12.35
Students w/ Disabilities	272.82	62.18	6.53	142.62	11.39	11.04	0.66	18.41	20.00
Students w/out Disabilities	128.08	32.21	3.38	56.89	4.02	7.39	0.36	12.64	11.20

**Table S-C11. Single Unacceptable Behavior Short-Term Suspension Rates by Behavior Category and Student Subgroup, 2022–2023**

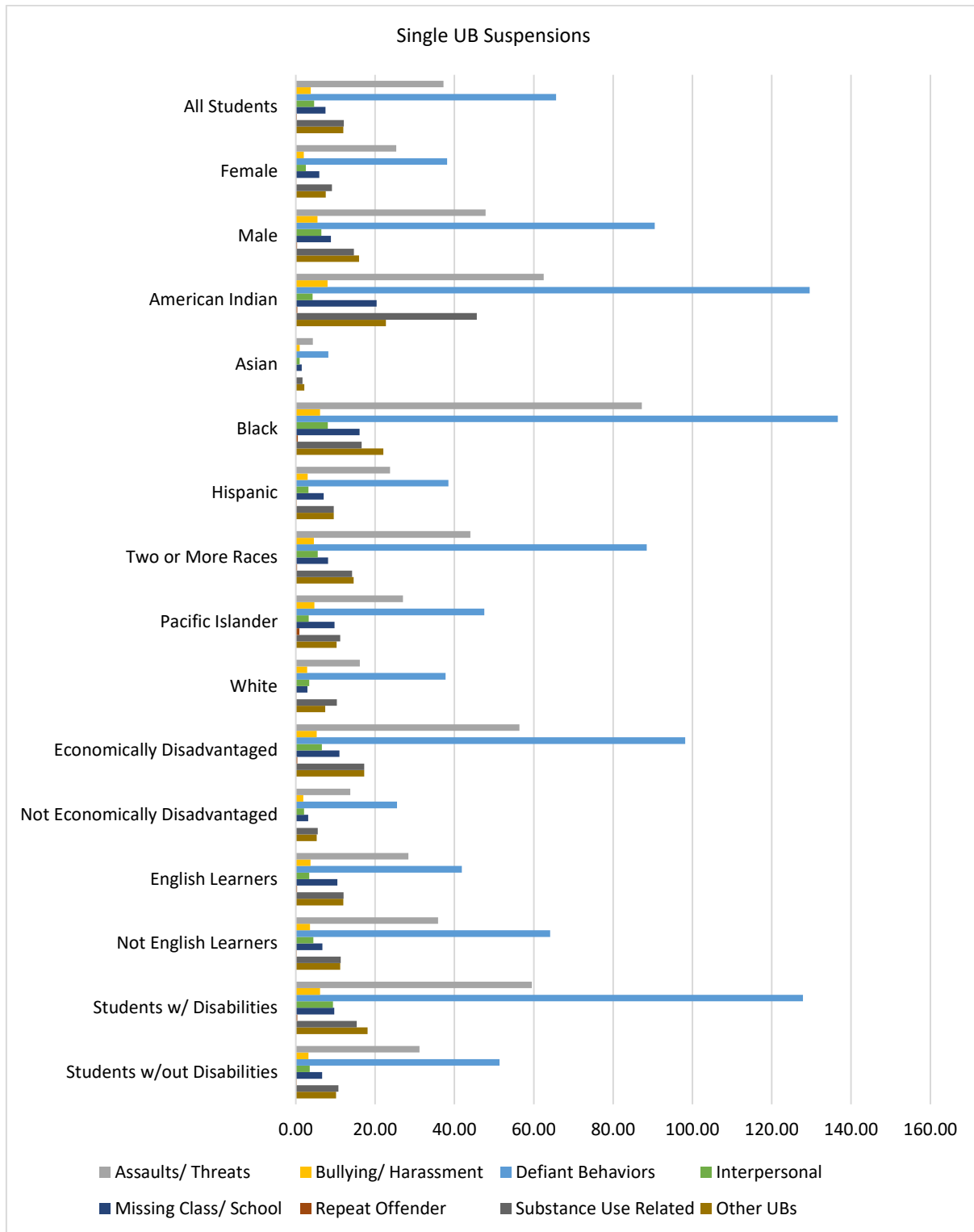
Single UB Suspensions	All UB Behaviors	Assaults/Threats	Bullying/Harassment	Defiant Behaviors	Interpersonal	Missing Class/School	Repeat Offender	Substance Use Related	Other UBs
<b>All Students</b>	<b>143.06</b>	<b>37.23</b>	<b>3.80</b>	<b>65.65</b>	<b>4.59</b>	<b>7.51</b>	<b>0.24</b>	<b>12.08</b>	<b>11.96</b>
Female	90.72	25.30	1.99	38.16	2.54	5.91	0.14	9.13	7.54
Male	190.06	47.85	5.44	90.52	6.46	8.87	0.34	14.65	15.92
American Indian	293.35	62.53	8.01	129.53	4.22	20.36	0.38	45.64	22.69
Asian	19.71	4.28	0.96	8.20	0.96	1.47	0.05	1.66	2.14
Black	293.26	87.21	6.13	136.64	8.08	16.06	0.49	16.57	22.08
Hispanic	94.72	23.73	2.97	38.49	3.21	7.02	0.17	9.60	9.54
Two or More Races	179.85	44.04	4.57	88.50	5.51	8.16	0.33	14.20	14.55
Pacific Islander	114.69	27.04	4.66	47.55	3.26	9.79	0.93	11.19	10.26
White	80.97	16.17	2.85	37.76	3.40	2.92	0.14	10.32	7.43
Economically Disadvantaged	212.25	56.36	5.26	98.15	6.59	11.02	0.37	17.25	17.26
Not Economically Disadvantaged	57.17	13.76	1.89	25.49	2.06	3.12	0.09	5.51	5.26
English Learners	112.07	28.35	3.69	41.83	3.36	10.49	0.30	12.04	12.01
Not English Learners	137.46	35.86	3.57	64.13	4.44	6.71	0.22	11.33	11.20
Students w/ Disabilities	246.39	59.53	6.13	127.86	9.37	9.71	0.37	15.33	18.09
Students w/out Disabilities	116.97	31.16	3.17	51.38	3.53	6.64	0.21	10.73	10.16

**Figure S-C14. Rates of Unacceptable Behaviors Short-Term Suspension by Behavior Category and Student Subgroup, 2022–2023**





**Figure S-C15. Rates of Unacceptable Behaviors Short-Term Suspension by Behavior Category and Student Subgroup, 2022–2023**



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 status, English Learner status and Students with Disabilities status grouped by unacceptable behavior category.

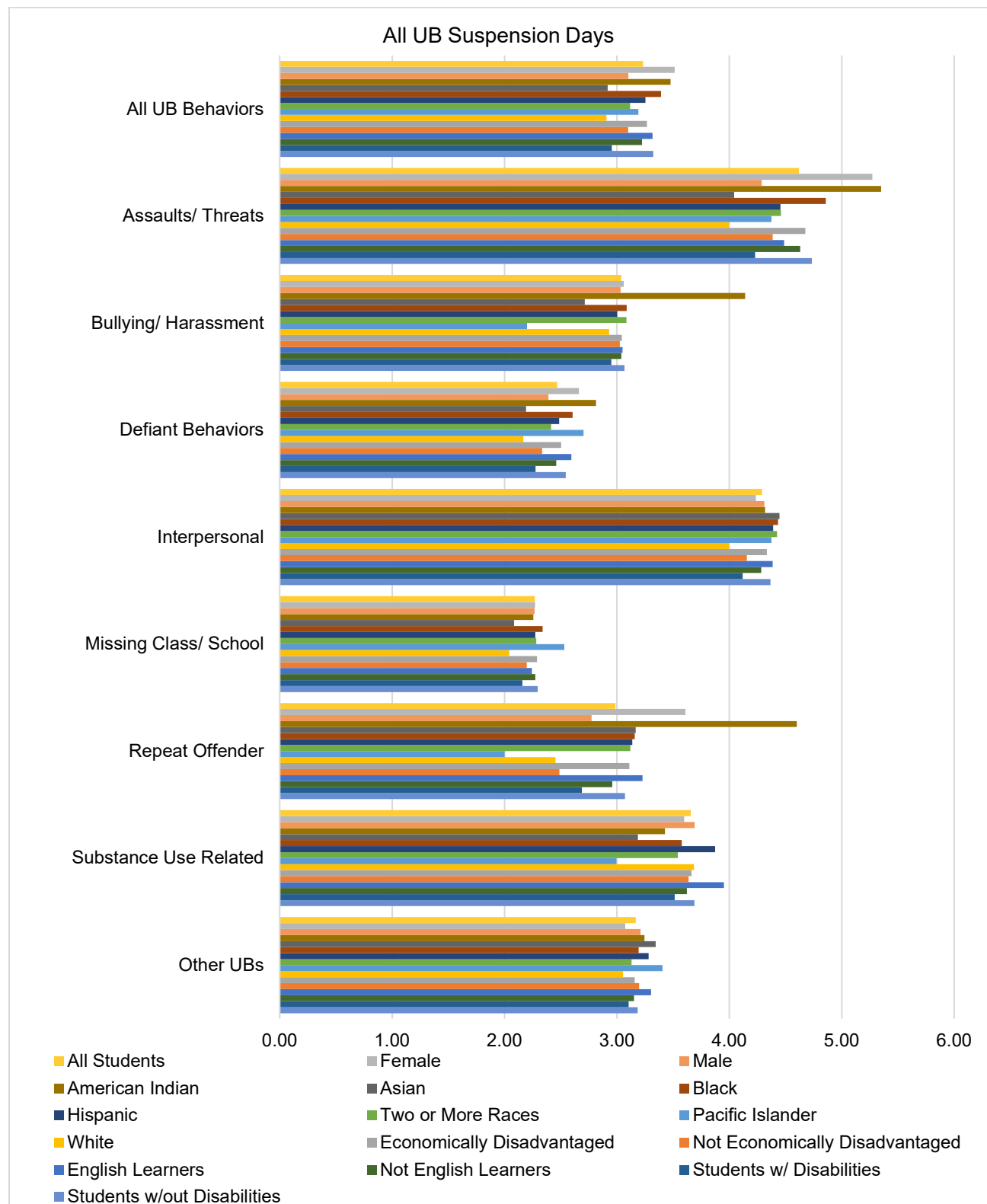
**Table S-C12. Average Number of Out-Of-School Suspension Days for All Unacceptable Behaviors by Behavior Category and Student Subgroup, 2022–2023**

All Unacceptable Behavior Suspensions	All UB Behaviors	Assaults/Threats	Bullying/Harassment	Defiant Behaviors	Interpersonal	Missing Class/ School	Repeat Offender	Substance Use Related	Other UBs
<b>All Students</b>	<b>3.23</b>	<b>4.62</b>	<b>3.04</b>	<b>2.47</b>	<b>4.29</b>	<b>2.27</b>	<b>2.99</b>	<b>3.66</b>	<b>3.17</b>
Female	3.51	5.27	3.06	2.66	4.24	2.27	3.61	3.60	3.07
Male	3.10	4.29	3.03	2.39	4.31	2.27	2.77	3.69	3.21
American Indian	3.48	5.35	4.14	2.81	4.32	2.26	4.60	3.43	3.25
Asian	2.92	4.04	2.71	2.19	4.45	2.08	3.17	3.19	3.34
Black	3.39	4.86	3.09	2.61	4.43	2.34	3.16	3.58	3.19
Hispanic	3.25	4.46	3.00	2.49	4.39	2.27	3.14	3.87	3.28
Two or More Races	3.12	4.46	3.08	2.42	4.43	2.28	3.12	3.54	3.13
Pacific Islander	3.19	4.37	2.20	2.70	4.38	2.53	2.00	3.00	3.40
White	2.91	4.00	2.93	2.17	4.00	2.04	2.45	3.68	3.05
Economically Disadvantaged	3.27	4.67	3.04	2.50	4.33	2.29	3.11	3.66	3.16
Not Economically Disadvantaged	3.10	4.38	3.03	2.34	4.15	2.20	2.49	3.64	3.20
English Learners	3.32	4.49	3.05	2.59	4.39	2.24	3.23	3.95	3.30
Not English Learners	3.22	4.63	3.04	2.46	4.28	2.27	2.96	3.62	3.15
Students w/ Disabilities	2.95	4.23	2.95	2.28	4.12	2.16	2.69	3.51	3.10
Students w/out Disabilities	3.32	4.74	3.07	2.54	4.37	2.29	3.07	3.69	3.19

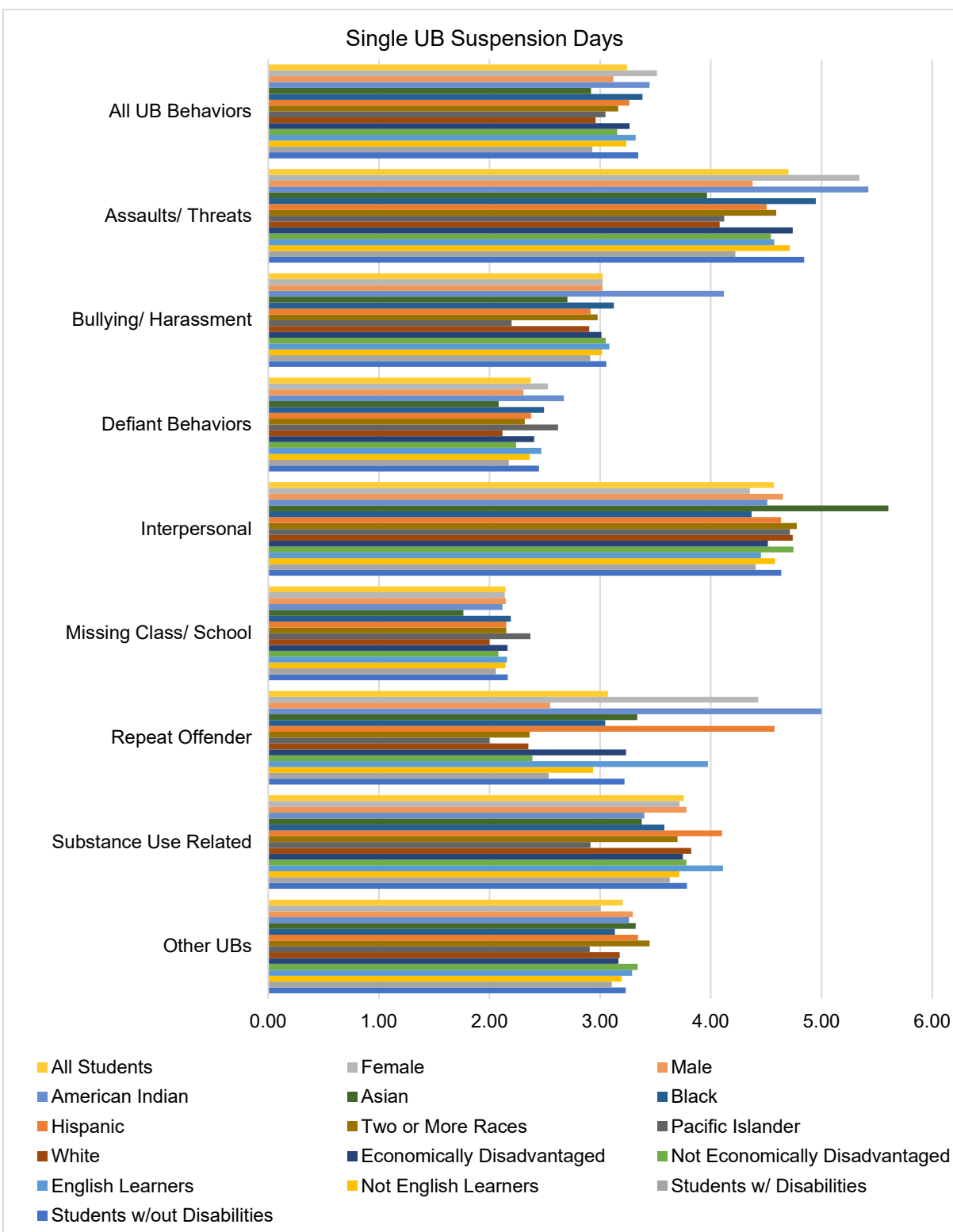
**Table S-C13. Average Number of Out-Of-School Suspension Days for Single Unacceptable Behaviors by Behavior Category and Student Subgroup, 2022–2023**

Single UB Suspensions	All UB Behaviors	Assaults/Threats	Bullying/Harassment	Defiant Behaviors	Interpersonal	Missing Class/ School	Repeat Offender	Substance Use Related	Other UBs
<b>All Students</b>	<b>3.24</b>	<b>4.70</b>	<b>3.02</b>	<b>2.37</b>	<b>4.57</b>	<b>2.14</b>	<b>3.07</b>	<b>3.76</b>	<b>3.20</b>
Female	3.51	5.34	3.02	2.53	4.35	2.14	4.43	3.72	3.01
Male	3.12	4.38	3.02	2.31	4.65	2.15	2.55	3.78	3.29
American Indian	3.45	5.42	4.12	2.67	4.51	2.12	5.00	3.40	3.26
Asian	2.92	3.96	2.70	2.08	5.60	1.76	3.33	3.38	3.32
Black	3.38	4.95	3.12	2.49	4.37	2.19	3.05	3.58	3.13
Hispanic	3.26	4.50	2.91	2.38	4.63	2.15	4.57	4.10	3.34
Two or More Races	3.16	4.59	2.98	2.32	4.78	2.15	2.36	3.70	3.45
Pacific Islander	3.05	4.12	2.20	2.62	4.71	2.37	2.00	2.91	2.91
White	2.96	4.08	2.90	2.12	4.74	2.00	2.35	3.82	3.18
Economically Disadvantaged	3.27	4.74	3.01	2.40	4.51	2.16	3.23	3.75	3.16
Not Economically Disadvantaged	3.15	4.54	3.05	2.24	4.75	2.08	2.39	3.78	3.34
English Learners	3.32	4.57	3.08	2.47	4.45	2.16	3.97	4.11	3.29
Not English Learners	3.23	4.71	3.01	2.36	4.58	2.14	2.94	3.71	3.19
Students w/ Disabilities	2.93	4.22	2.91	2.17	4.41	2.06	2.53	3.63	3.11
Students w/out Disabilities	3.34	4.84	3.05	2.45	4.64	2.16	3.22	3.78	3.23

**Figure S-C16. Average Number of Out-Of-School Suspension Days for All Unacceptable Behaviors by Behavior Category and Student Subgroup, 2022–2023**



**Figure S-C17. Average Number of Days of Out-Of-School Suspensions for Single Unacceptable Behaviors by Behavior Category and Student Subgroup, 2022–2023**



# Long-Term Suspensions

## General Findings

In 2022–2023, 708 long-term suspensions were reported. The rate of long-term suspensions in 2022–2023 was 47.09 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 708 long-term suspensions reported in 2022–2023 were assigned to 703 individual students for an average of 67.11 days of school missed per suspension. Overall, 47,512 days of school were missed throughout the state due to long-term suspensions in the 2022–2023 academic year.

## Long-Term Suspensions by Student Subgroup

Across all student subgroups, in 2022–2023, Black students had the highest rate of long-term suspensions per 100,000 students (91.36 per 100K students), followed by male students (65.83 per 100K students), Economically Disadvantaged students (64.90 per 100K students), Two or More Races students (62.40 per 100K students), and Students with Disabilities (58.58 per 100K students).

Economically Disadvantaged students, male students, and Black students averaged the highest number of suspension days per long-term suspension (79, 75, and 72 days, respectively). Native Hawaiian/Pacific Islander students and female students had the lowest average number of suspension days per suspension with 11.00 and 47.48 suspension days per long-term suspension, respectively, among the different subgroups in 2022–2023.

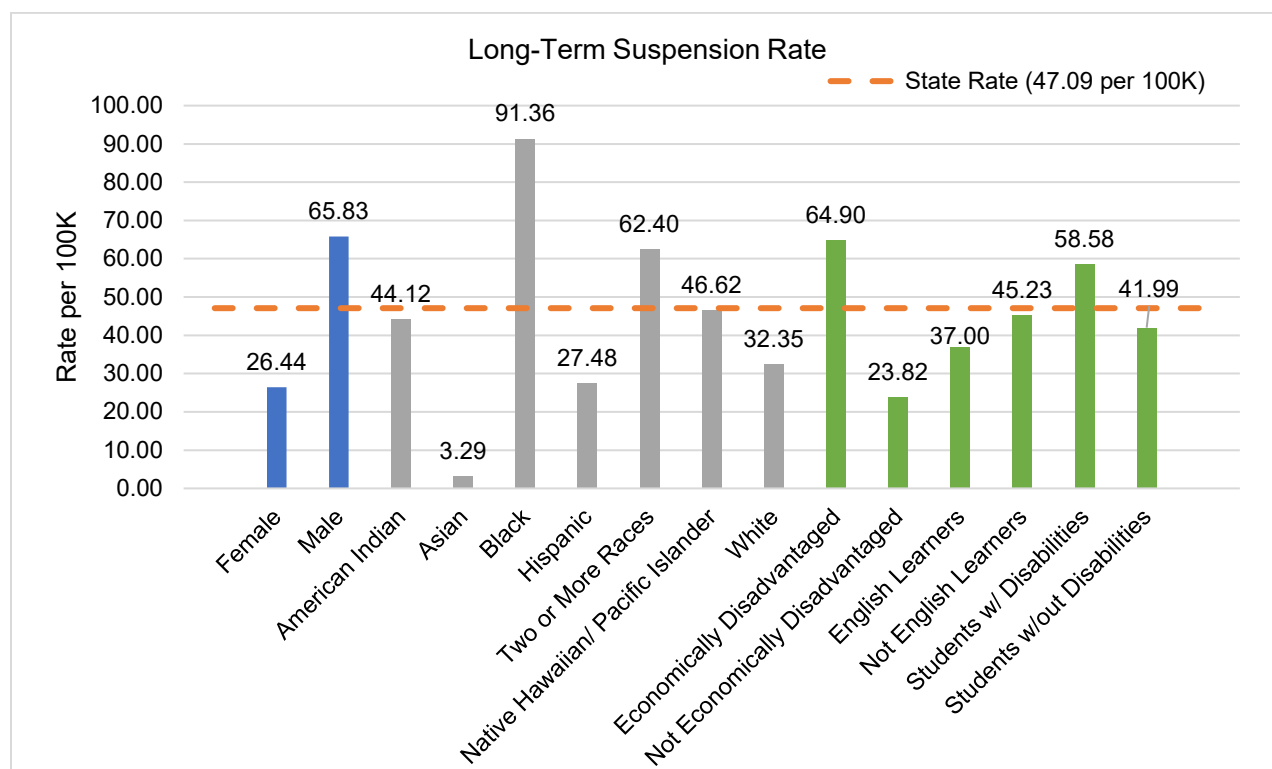
The table below details the total number of short-term suspensions; the rate of short-term suspension per 1,000 students; the average number of suspensions received by each student; the average number of days across all short-term suspensions; and the total number of days missed across all short-term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

**Table S-C14. Long-Term Suspensions by Student Subgroup, 2022–2023**

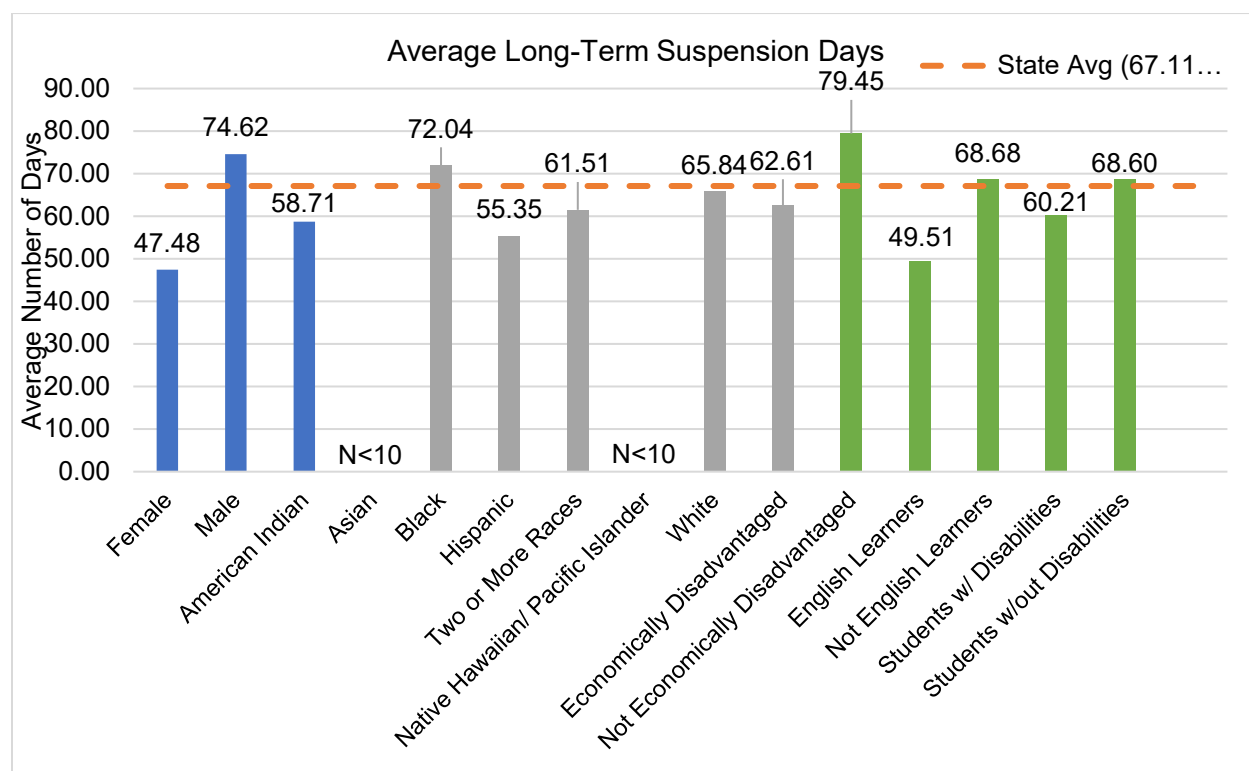
Note: The long-term suspension rate per 100,000 students enrolled will be alarming for Pacific Islander students considering there were approximately 2,200 Pacific Islander students enrolled in North Carolina public schools in 2021–2022 school year.

	Number of Long-Term Suspensions	Rate per 100K Students	Average Days Per LTS	Total Days In LTS
<b>All Students</b>	<b>708</b>	<b>47.09</b>	<b>67.11</b>	<b>47,512</b>
Female	196	26.44	47.48	9,306
Male	512	65.83	74.62	38,205
American Indian	7	44.12	58.71	411
Asian	2	3.29	*	*
Black	343	91.36	72.04	24,710
Hispanic	85	27.48	55.35	4,705
Two or More Races	53	62.40	61.51	3,260
Native Hawaiian/ Pacific Islander	1	46.62	*	*
White	217	32.35	65.84	14,288
Economically Disadvantaged	519	64.90	62.61	32,496
Not Economically Disadvantaged	189	23.82	79.45	15,016
English Learners	58	37.00	49.51	2,872
Not English Learners	650	45.23	68.68	44,640
Students w/ Disabilities	126	58.58	60.21	7,587
Students w/out Disabilities	582	41.99	68.60	39,925

**Figure S-C18. Rate of Long-Term Suspensions by Student Subgroup, 2022–2023**



**Figure S-C19. Long-Term Suspensions Days by Student Subgroup, 2022–2023**



For long-term suspensions received by female students, Pacific Islander female students (96.99 per 100,000 Pacific Islander female students enrolled). Black female students (54.24 per 100,000 students enrolled), American Indian female students (54.24 per 100,000 students enrolled) had the highest rate of long-term suspensions in 2022–2023.

White female students, followed by American Indian female students and Black female students had the highest average number of suspension days per long-term suspension (57.70, 49.00 and 45.85 days, respectively).

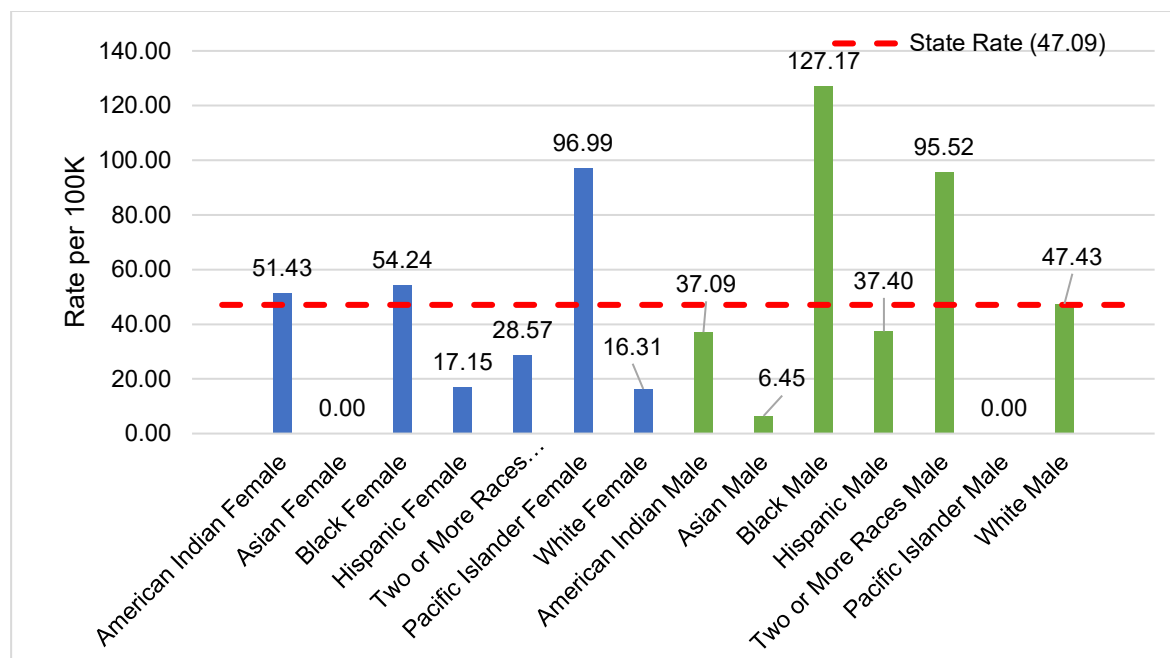
Among male students, Black male students and Two or More Races male students had the highest rate of long-term suspensions in 2022–2023 with 127.17 per 100,000 male students enrolled and 95.52 per 100,000 male students enrolled, respectively.

Black males and American Indian males had the highest average number of suspension days per long-term suspension with 82.82 and 71.67 days, respectively.

**Table S-C15. Long-Term Suspensions by Race/Ethnicity-Sex Subgroup, 2022–2023**

	Number of Long-Term Suspensions	Rate per 100K Students	Average Days Per LTS	Total Days In LTS
<b>All Students</b>	<b>708</b>	<b>47.09</b>	<b>67.11</b>	<b>47,512</b>
American Indian Female	4	51.43	49.00	196
Asian Female	0	0.00	0.00	0
Black Female	100	54.24	45.85	4,585
Hispanic Female	26	17.15	40.05	1,041
Two or More Races Female	12	28.57	34.58	415
Pacific Islander Female	1	96.99	*	*
White Female	53	16.31	57.70	3,058
American Indian Male	3	37.09	71.67	215
Asian Male	2	6.45	63.50	127
Black Male	243	127.17	82.82	20,125
Hispanic Male	59	37.40	62.09	3,663
Two or More Races Male	41	95.52	69.39	2,845
Pacific Islander Male	0	0.00	0.00	0
White Male	164	47.43	68.47	11,230

**Figure S-C20. Long-Term Suspensions Rates by Race/Ethnicity-Sex Subgroup, 2022–2023**





**Figure S-C21. Rate of Long-Term Suspension by Race/Ethnicity and Sex, 2018–2019 to 2022–2023**



\* 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 708 long-term suspensions in 2022-2023, 86 (17.8%) were given to students with disabilities. The rate of long-term suspensions for students with disabilities was 1.4 times higher than the rate for students without disabilities. Of the seven most often reported eligibility categories, students identified in the eligibility categories of Specific Learning Disability and Other Health Impairment had the highest number of long-term suspensions. The average number of suspension days per long-term suspension for Students with Disabilities (60.21 days) was less than the average number of days for Students without Disabilities (68.60 days).

**Table S-C16. Long-Term Suspensions Received by Students with Disabilities, 2022–2023**

	Number of Long-Term Suspensions	Rate per 100K Students	Average Days Per LTS	Total Days In LTS
<b>All Students</b>	<b>708</b>	<b>47.09</b>	<b>67.11</b>	<b>47,512</b>
<b>Students w/ Disabilities</b>	<b>126</b>	<b>58.58</b>	<b>60.21</b>	<b>7,587</b>
<b>Students w/out Disabilities</b>	<b>582</b>	<b>41.99</b>	<b>68.60</b>	<b>39,925</b>
Autism	2		*	*
Developmental Delay	2		*	*
Serious Emotional Disability	12		34.95	419
Intellectual Disability - Mild	7		63.11	442
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 2022–2023 and account for 53.2% of all long-term suspensions. Across all high school grades (9, 10, 11 and 12), 377 long-term suspensions were reported statewide for a rate of 80.45 suspensions per 100,000 high school students. There were 273 long-term suspensions in middle school grades in 2022–2023. The rate of long-term suspensions in middle school was 77.12 per 100,000 students.

Grades 9 and 8 saw the highest number of long-term suspensions in 2022–2023. Students in grades 10 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, 2022–2023**

	Number of Long-Term Suspensions	Rate per 100K Students	Average Days Per LTS	Total Days In LTS
<b>All Students</b>	<b>708</b>	<b>47.09</b>	<b>67.11</b>	<b>47,512</b>
<b>Elementary Grades</b>	<b>58</b>	<b>8.52</b>	<b>30.40</b>	<b>1,763</b>
<b>Middle Grades</b>	<b>273</b>	<b>77.12</b>	<b>50.56</b>	<b>13,803</b>
<b>High School Grades</b>	<b>377</b>	<b>80.45</b>	<b>84.73</b>	<b>31,945</b>
Grade 6	42		41.08	1,725
Grade 7	91		54.93	4,999
Grade 8	140		50.57	7,079
Grade 9	165		75.52	12,460
Grade 10	96		95.29	9,148
Grade 11	67		84.62	5,670
Grade 12 (includes 13 and XG)	49		95.25	4,667

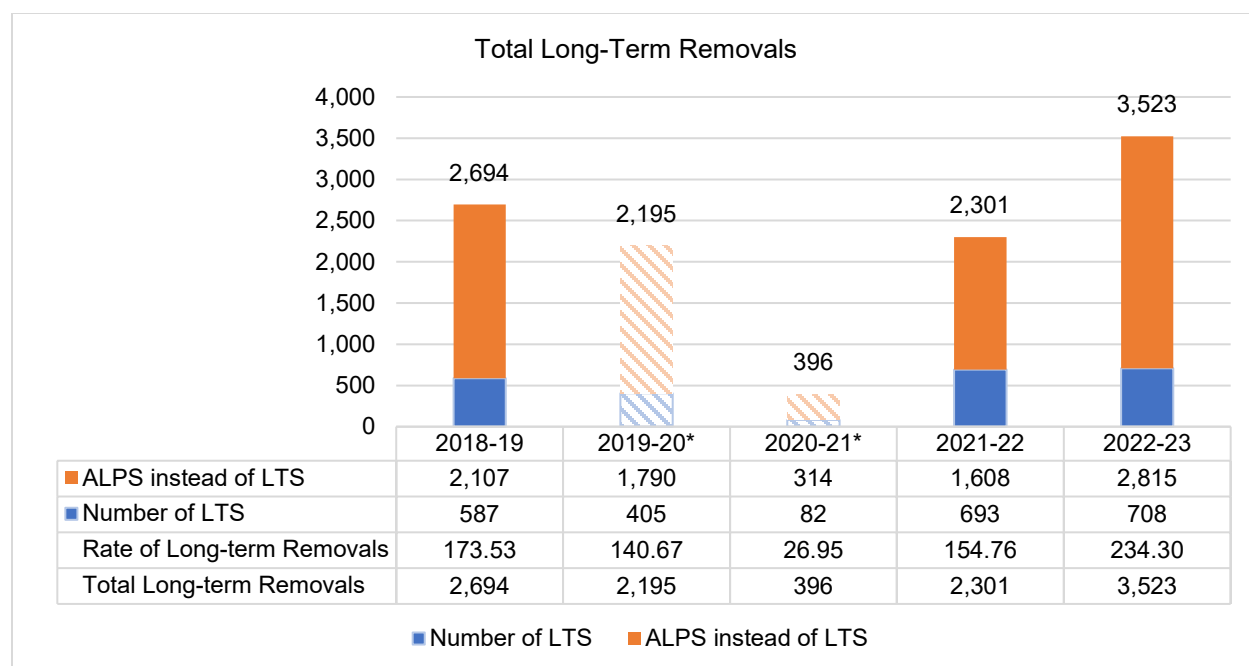
## Long-Term Removals from Home School due to Disciplinary Incidents

In 2022–2023, statewide 2,815 students were enrolled in Alternative Learning Programs and Schools with an enrollment reason code of “Placed instead of long-term suspension.” The rate for the long-term removals in 2022–2023 is 234.23 long-term removals per 100,000 students.

If these students had been given long-term suspensions instead of an alternative learning placement, the number of long-term suspensions (long-term removals) statewide would have totaled 3,523 for the 2022–2023 school year.

From 2021–2022 to 2022–2023, these total long-term removals from home school (long-term suspension plus alternative learning placement instead of a long-term suspensions) increased by 53.1%.

**Figure S-C22. Total Long-Term Removals from Home School due to Disciplinary Incidents, 2018–2019 to 2022–2023**

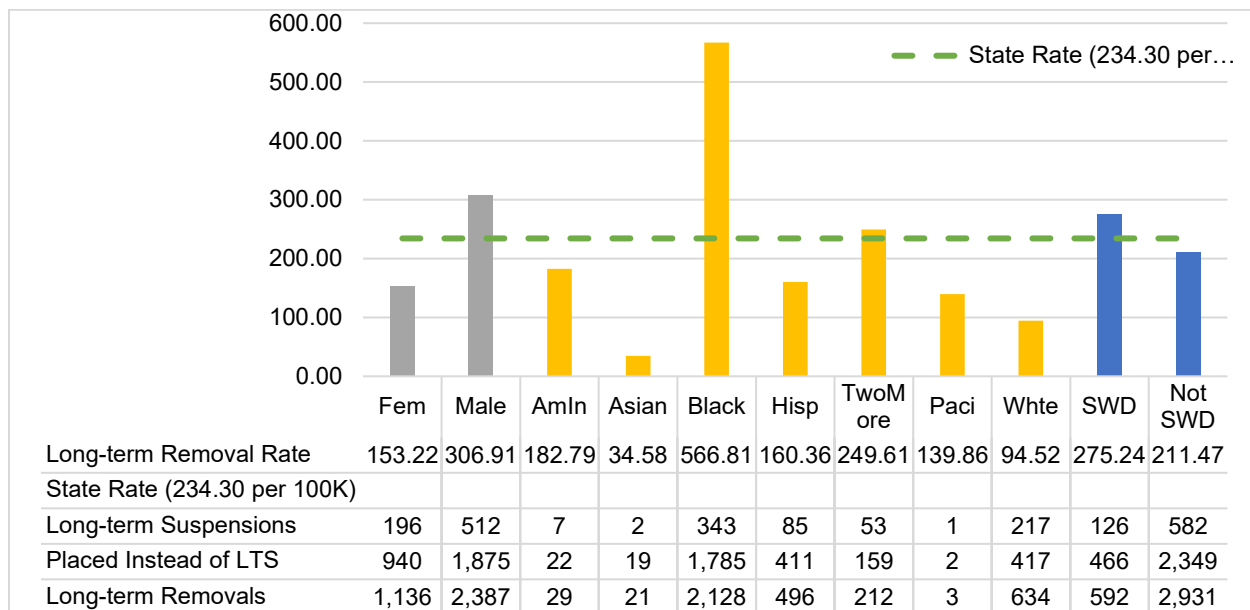


In 2022–2023, instead of being given a long-term suspension there were 1,875 (63.4%) enrollments for male students in Alternative Learning Programs and Schools (ALPS) and 940 (36.6%) enrollments for female students.

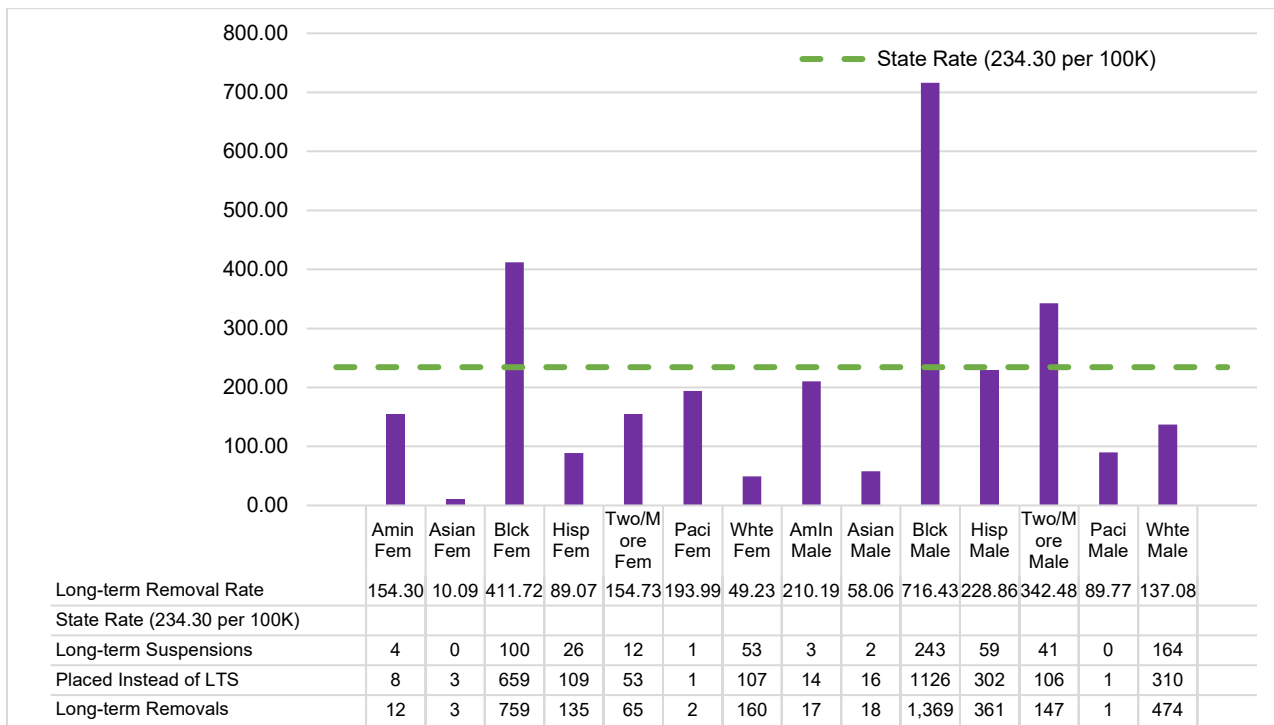
The rate of long-term removal per 100,000 students enrolled was highest for Black students (566.81), followed by male students (306.91) and Students with Disabilities (275.24).

Among the female student subgroups, Black female students had the highest rate of long-term removal (411.72). Among the male student subgroups, Black male students had the highest rate of long-term removal (716.43) followed by Two or More Races males (342.48).

**Figure S-C23. Alternative Learning Placements Instead of Long-Term Suspensions by Student Subgroup, 2022–2023**



**Figure S-C24. Alternative Learning Placements Instead of Long-Term Suspensions by Race/Ethnicity-Sex Subgroup, 2022–2023**



## Multiple Short-Term Suspensions

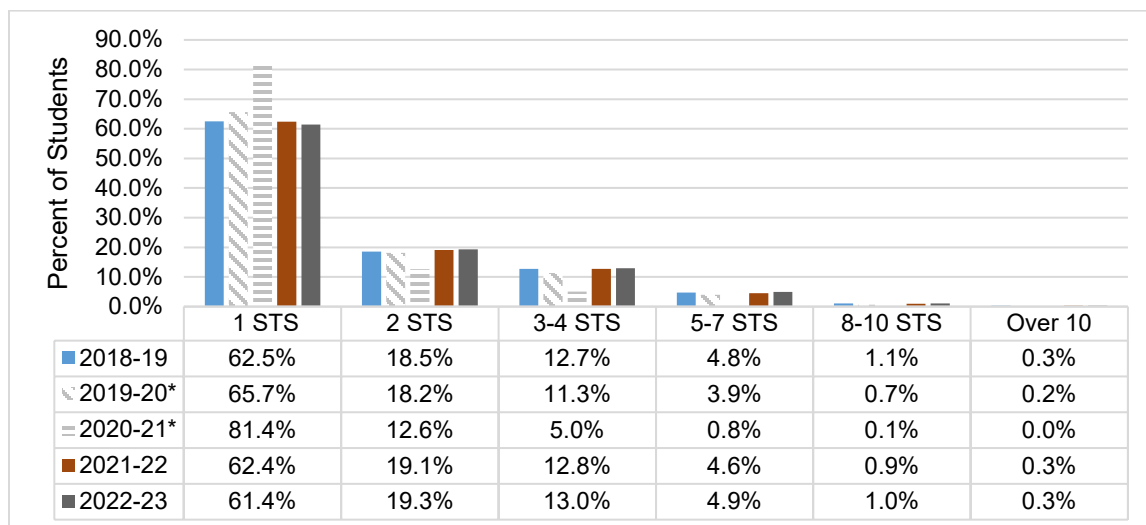
### General Findings

As reported in the 2022–2023 Consolidated Data Report's 2022–2023 Suspensions and Expulsions/Short-term Suspensions subsection and in the Short-term Suspensions for All Acts and Behaviors in this Companion report, there were 247,454 short-term suspensions given to 134,036 individual students in the 2022–2023 school year. The average number of short-term suspensions per suspended student was 1.85 suspensions and the average duration for a short-term suspension was 3.38 days.

In 2022–2023, 61.4% (82,349) of suspended students received only one short-term suspension. Conversely, 38.6% (51,687) received more than one suspension. Of the students who received more than one suspension, 19.3% (25,832) received two suspensions, 13.0% (17,397) received three to four suspensions, 4.9% (6,625) received five to seven suspensions, 10.0% (1,396) received eight to 10, and 0.3% (437) received 10 to more short-term suspensions.

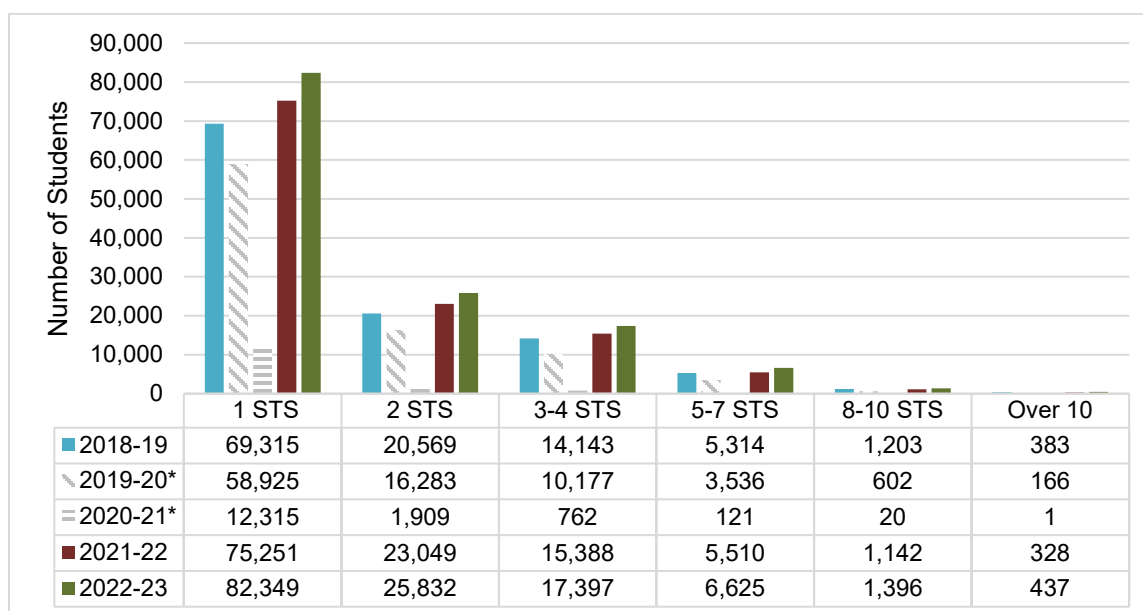
When compared to 2021–2022, the count, the rate of suspensions, the number of unique students given short-term suspensions, and average number of short-term suspensions per suspended students was higher in 2022–2023. There is, however, a decrease in the percent of suspended students who received only one short-term suspension from the percents in 2021–2022 of 1.5%.

**Figure S-C25. Percent of Suspended Students Receiving One or More Short-Term Suspensions, 2018–2019 to 2022–2023**



\* 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.

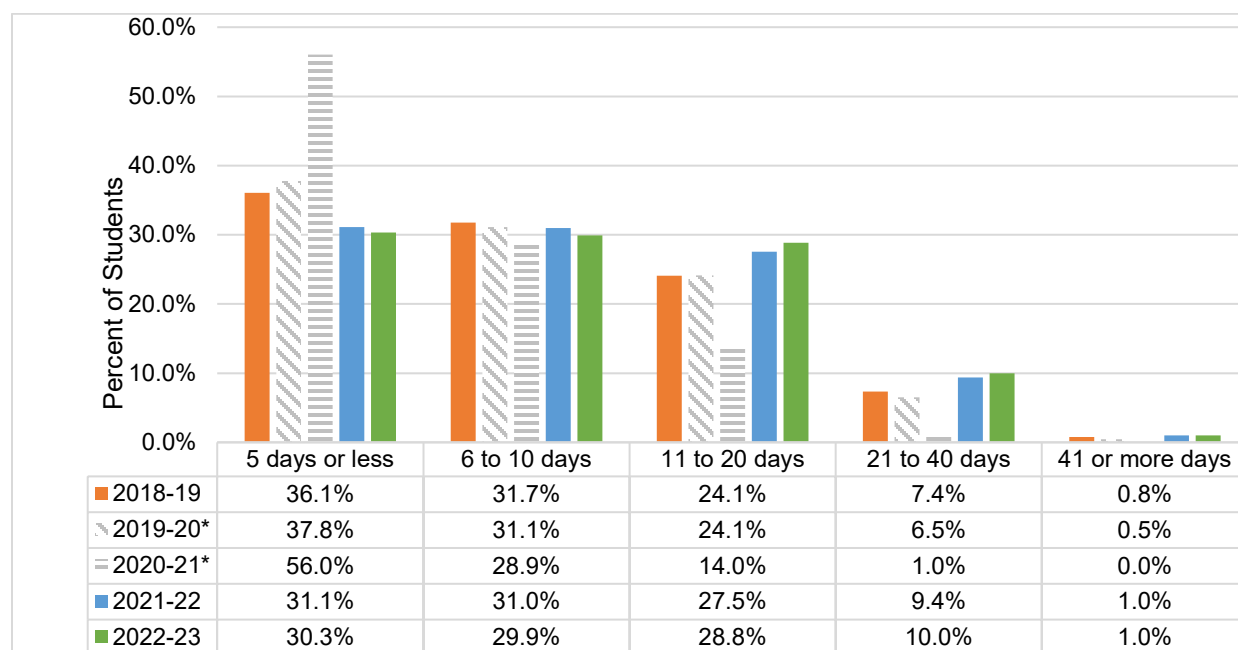
**Figure S-C26. Number of Students Suspended Receiving One or More Short-Term Suspensions, 2018–2019 to 2022–2023**



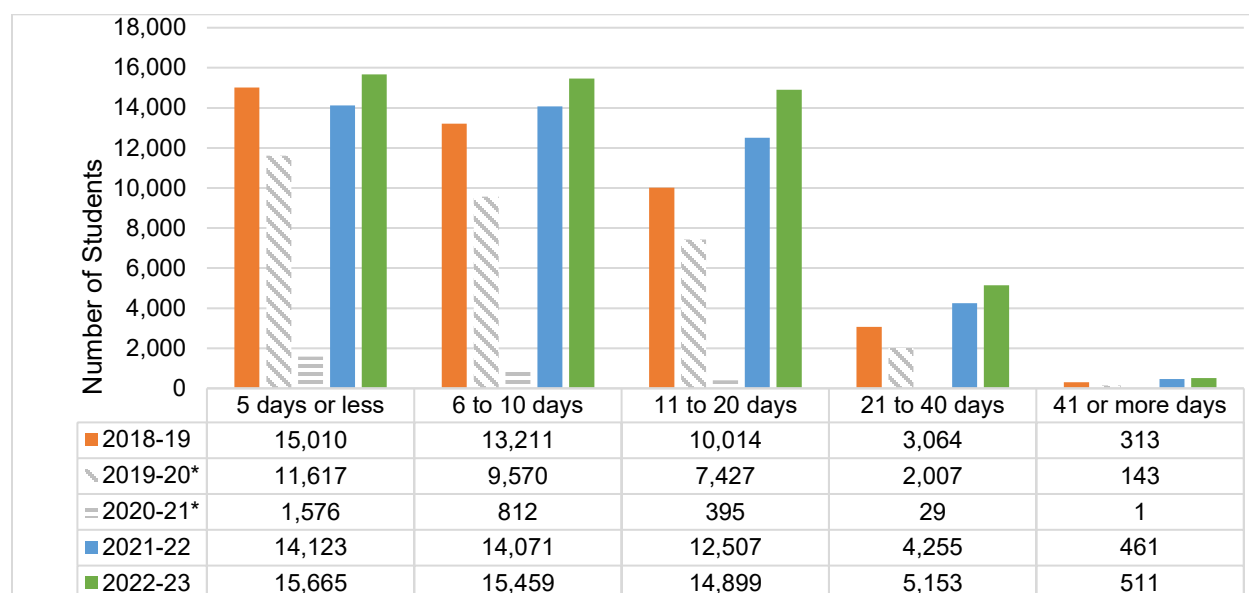
Of the 51,687 students who received multiple suspensions, 30.3% (14,123) missed less than five days of school across their multiple suspensions, 29.9% (15,459) missed six to 10 days of school. However, the remaining 39.8% (20,563) of students missed more than 10 days over the course of their multiple suspensions which is the equivalent to a long-term suspension; specifically, 28.8% (14,899) students missed 11 to 20 days, 10.0% (5,153) missed 21 to 40 days and 1.0% (511) missed 41 or more days of school.

When compared to 2021–2022, the percent of students with multiple suspensions totaling less than five days was lower in 2022–2023 by 0.8 percentage points. There was also decrease in the percentage of students with multiple suspensions that totaled six to 10 days (1.1%) when compared to 2021–2022. There were increases in the percentage of students with multiple suspensions that totaled 11 to 20 days and 21 to 40 days in 2022–2023 compared to 2021–2022 (1.3 and 4.8 percentage points, respectively). The percentage of students with multiple suspensions that totaled 41 days or more from 2021–2022 to 2022–2023 remained equivalent.

**Figure S-C27. Percent of Students Receiving Multiple Short-Term Suspensions by Total Duration, 2018–2019 to 2022–2023**



**Figure S-C28. Number of Student Receiving Multiple Short-Term Suspensions by Total Duration, 2018–2019 to 2022–2023**



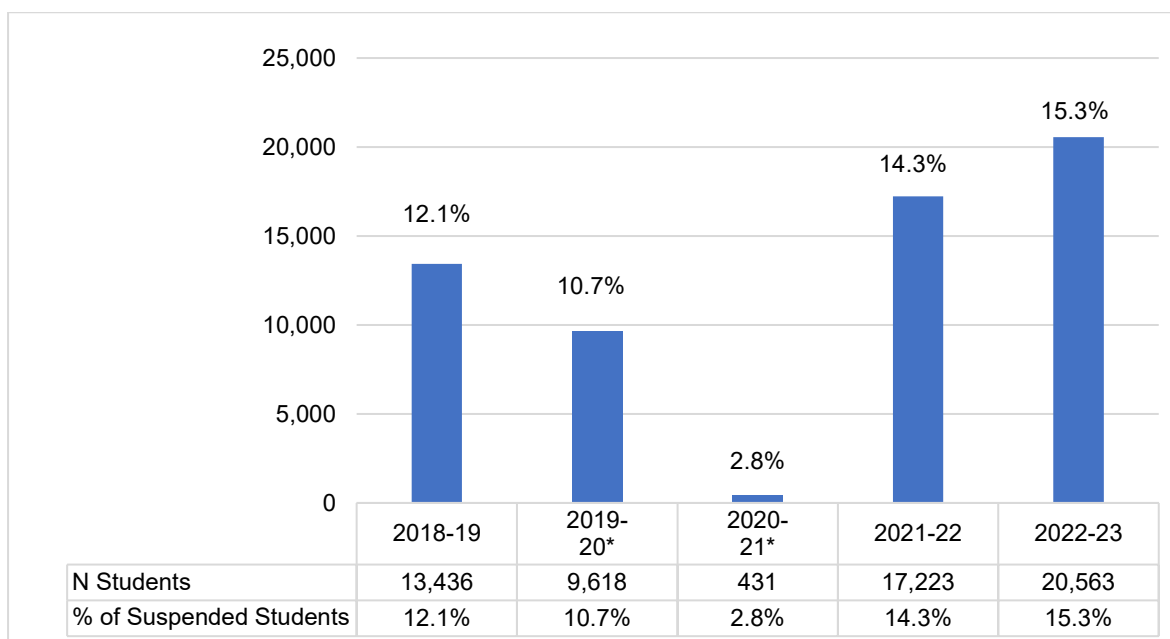


### *Multiple Short-term Suspensions with Combined Suspension Days Greater than 10*

In 2022–2023, 15.3%, or 20,563, 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 of suspended students whose combined lengths across multiple short-term suspensions was greater than 10 days increased by 19.4% from 2021–2022. The percent of suspended students whose combined lengths of multiple short-term suspensions exceeded 10 days increased by 1.0 percentage point from 2021–2022.

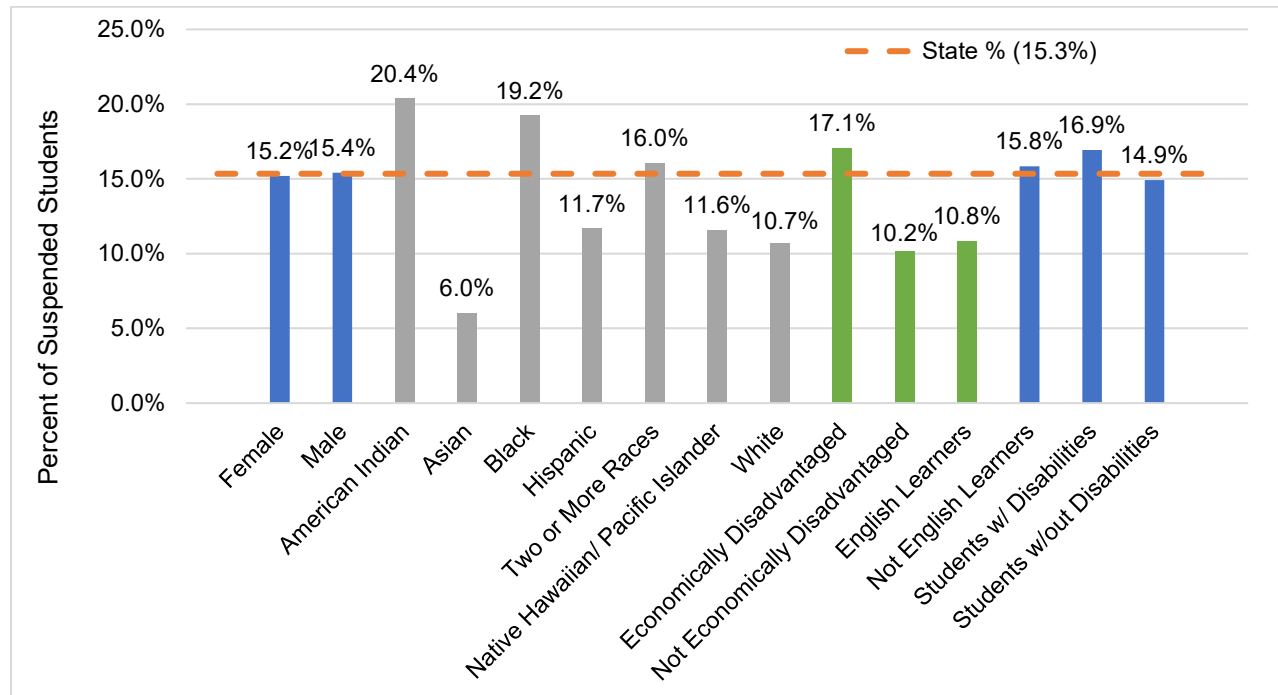
**Figure S-C29. Multiple Short-Term Suspensions More Than 10 Days Combined, 2018–2019 to 2022–2023**



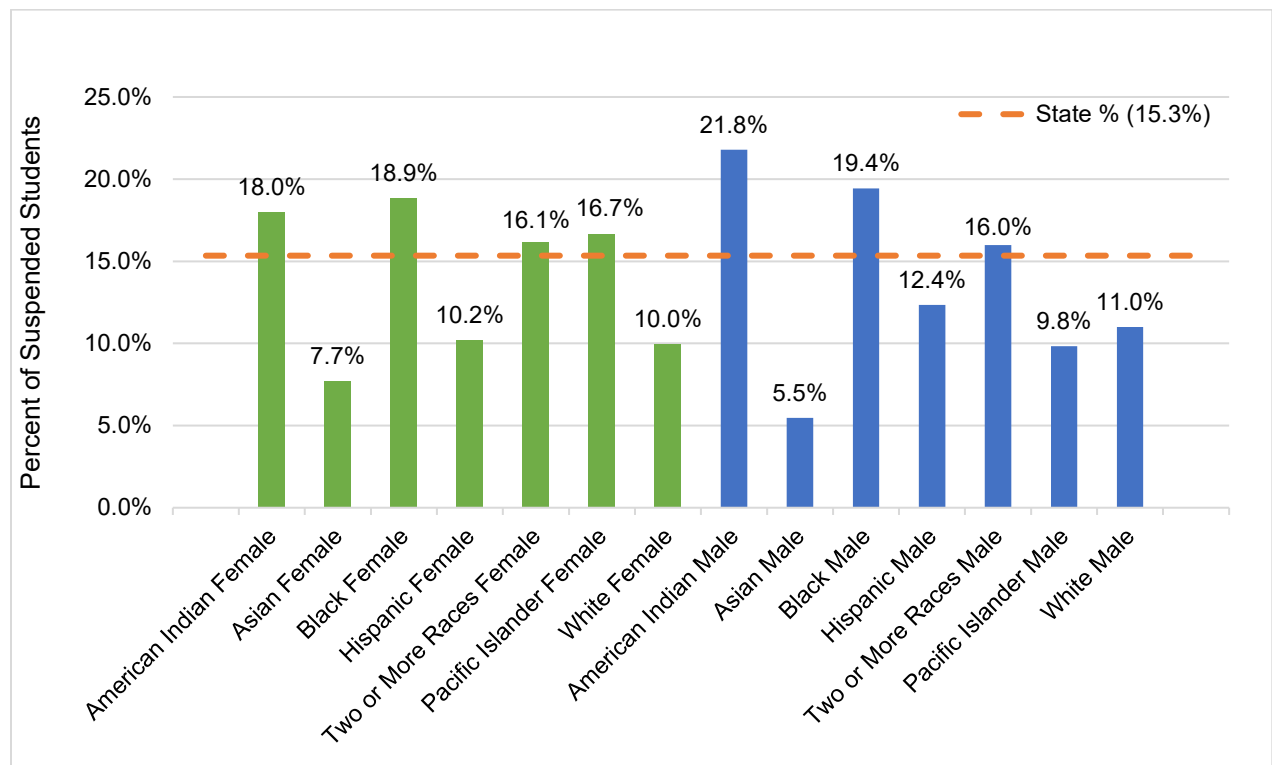
As seen in the following figures, in 2022–2023, the percent of male and female students given multiple suspensions that together were more than 10 days was roughly equivalent. There was a higher percentage of suspended American Indian students whose combined suspension days across multiple suspensions was more than 10 days, followed by suspended Black students, suspended Economically Disadvantaged students, and suspended Students with Disabilities.

Among the suspended female and male students, there are a higher percentage of American Indian males followed by Black males, Black females and American Indian females who were suspended for more than 10 days across multiple suspensions.

**Figure S-C30 Students Receiving Multiple Short-Term Suspensions Totaling More than 10 Days by Student Subgroup, 2022–2023**



**Figure S-C31. Students Receiving Multiple Short-Term Suspensions Totaling More than 10 Days by Race/Ethnicity-Sex Subgroup, 2022–2023**



## 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, 2022–2023***

***Table S21. High School Short-Term Suspension Statistics for PSU, 2022–2023***

***Table S22. Short-Term Suspensions, Long-Term Suspensions and Expulsions in PSUs by Sex and Ethnicity, 2022–2023***

# 2022–2023 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 programs 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 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.

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 this 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 Comparisons to Prior 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.

In the 2021-2022 and 2022-2023 school years, data reported within this report increased to levels more comparable to the numbers reported during the pre-pandemic school years (2018-2019 and prior), comparisons made between these two time periods (pre-pandemic and post-pandemic) should be undertaken with caution. The unprecedented methods that public school units across the state employed by utilizing various modes of instruction and student outreach to ensure continued student learning have continued into 2021-2022 academic year and beyond. In addition, the North Carolina Department of Public Instruction has increased, refined, and in some cases redefined training efforts, outreach, guidelines, and guidance around the collection of the data within this report.

Given the cautions presented above, while data prior to the 2022-2023 academic year will remain in all relevant tables and figures, limited comparisons will be made between 2022-2023 academic year data to prior academic years. (For more information, see the [Introduction](#) section of this report.)

# In-School Suspensions

## *General Findings*

In 2022–2023, North Carolina public schools assigned 256,314 in-school suspensions (ISS) of a half-day or more to 128,926 students with a rate of 170.46 in-school suspensions per 1,000 students enrolled.

The average number of in-school suspensions across the 128,926 students given at least one in-school suspension was 1.99 in-school suspensions. The average length of an in-school suspension was 1.47 days. Students across the state spent a total of 375,680 days in in-school suspension.

In addition, 47,181 partial day in-school suspensions (less than half a school day) were assigned to 28,037 students. Of the 47,181 partial in-school suspensions, 45,674 (96.8%) 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 status, English Learner status and Students with Disabilities status.

Of the 256,314 full-day in-school suspensions, 174,894 (68.2%) were assigned to male students and 81,406 (31.8%) were assigned to female students. The rate of in-school suspension for male students was 2.1 times the rate of in-school suspensions for female students. Male students also had a higher average days per in-school suspension than female students.

In 2022–2023, Black students, Students with Disabilities, Economically Disadvantaged students, male students, and Two or More Races had the highest rates of in-school suspensions per 1,000 students among the various student subgroups (299.77, 252.48, 224.87, and 209.11 per 1,000 students, respectively). Asian students and female students had the lowest rates of in-school suspension.

The rate of in-school suspension for Economically Disadvantaged students (240.78 per 1,000 students) was 3.0 times higher than the rate of in-school suspension students who were not Economically Disadvantaged (80.33 per 1,000 students). The rate of in-school suspension for Students with Disabilities (252.48 per 1,000 students) was 1.7 times higher than Students without Disabilities (145.75 per 1,000 students).

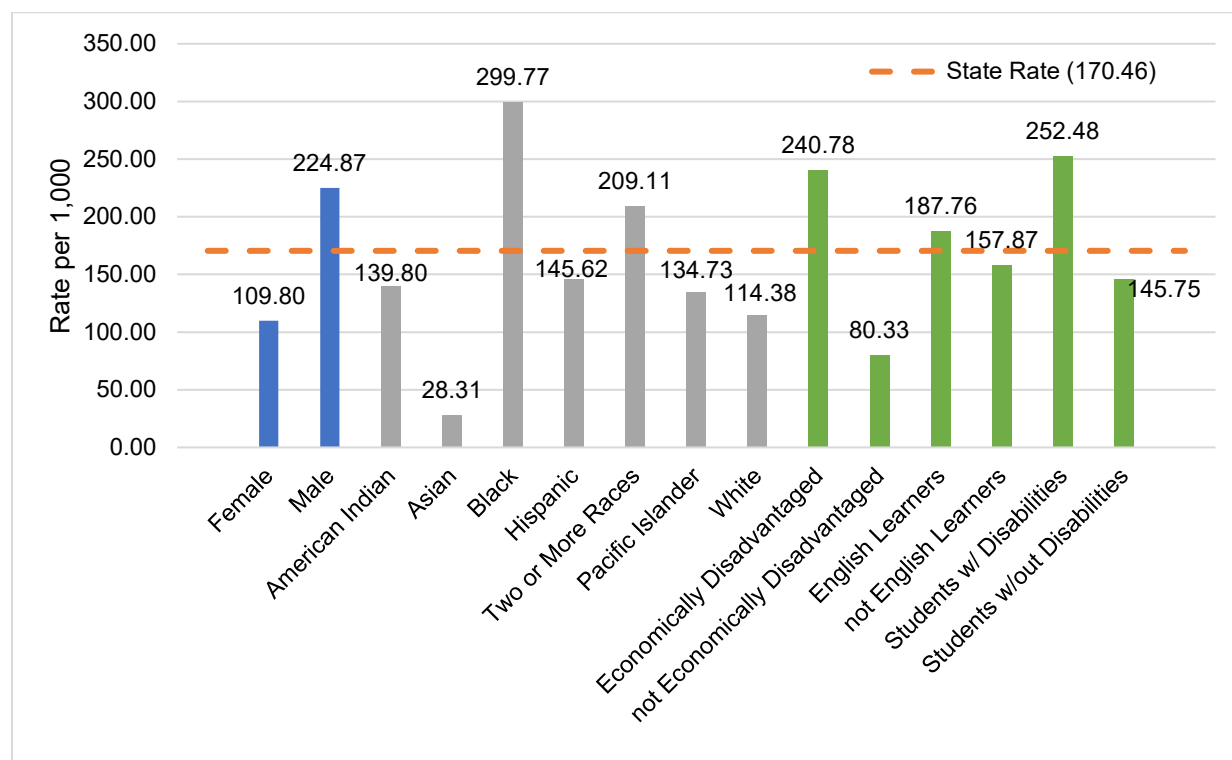
Students with Disabilities and Black students had the highest average in-school suspensions per suspended student (2.26 ISS and 2.19 ISS) in 2022–2023.



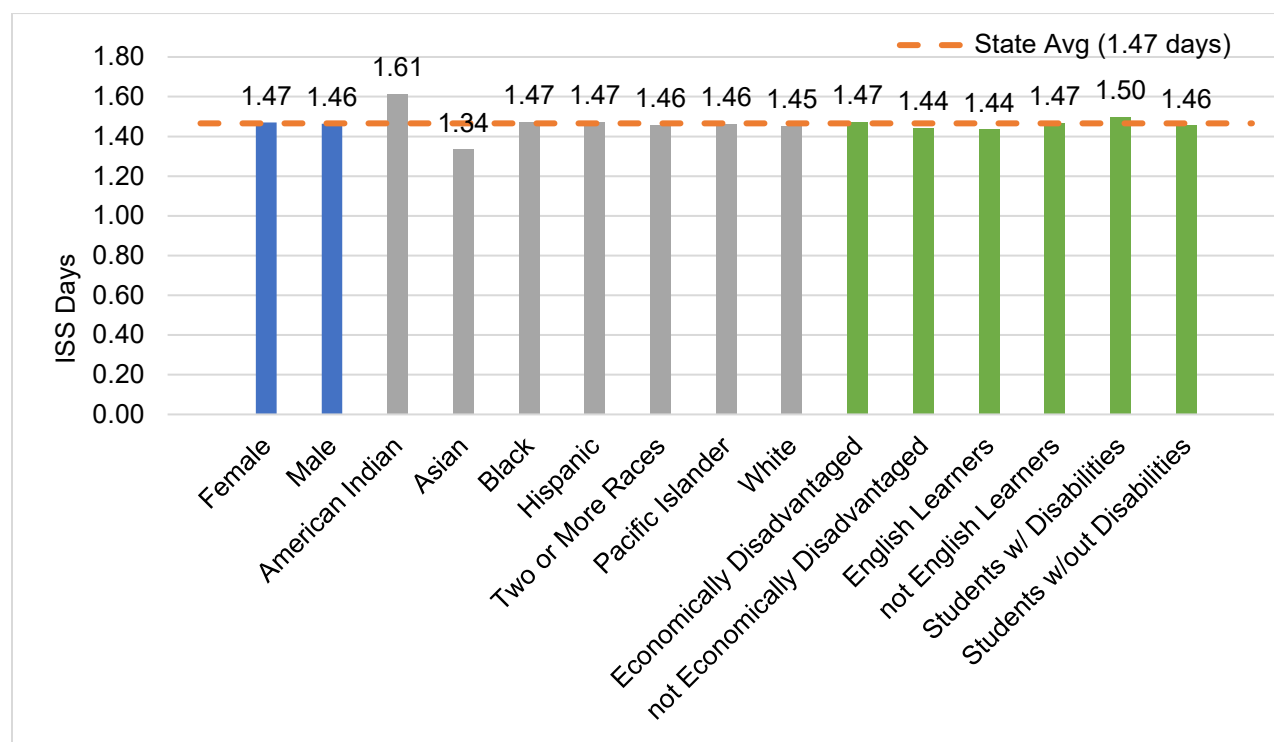
**Table R-C1. Full Day In-School Suspensions by Student Subgroup, 2022–2023**

Race/Ethnicity	Number of In-School Suspensions	Rate per 1,000 Students	Average Number of ISS	Average Days Per ISS	Total Days In ISS
<b>All Students</b>	<b>256,314</b>	<b>170.46</b>	<b>1.99</b>	<b>1.47</b>	<b>375,680</b>
Female	81,406	109.80	1.86	1.47	119,748
Male	174,894	224.87	2.05	1.46	255,914
American Indian	2,218	139.80	1.79	1.61	3,579
Asian	1,719	28.31	1.49	1.34	2,296
Black	112,545	299.77	2.19	1.47	165,658
Hispanic	45,042	145.62	1.86	1.47	66,423
Two or More Races	17,760	209.11	2.05	1.46	25,907
Native Hawaiian/ Pacific Islander	289	134.73	1.66	1.46	423
White	76,726	114.38	1.82	1.45	111,375
Economically Disadvantaged	192,563	240.78	2.09	1.47	283,709
not Economically Disadvantaged	63,751	80.33	1.73	1.44	91,971
English Learners	29,430	187.76	1.86	1.44	42,254
not English Learners	226,884	157.87	2.01	1.47	333,426
Students w/ Disabilities	54,305	252.48	2.26	1.50	81,454
Students w/out Disabilities	202,009	145.75	1.93	1.46	294,226

**Figure R-C1. Rate of Full Day In-School Suspensions by Student Subgroup, 2022–2023**



**Figure R-C2. In-School Suspension Days by Student Subgroup, 2022–2023**



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.

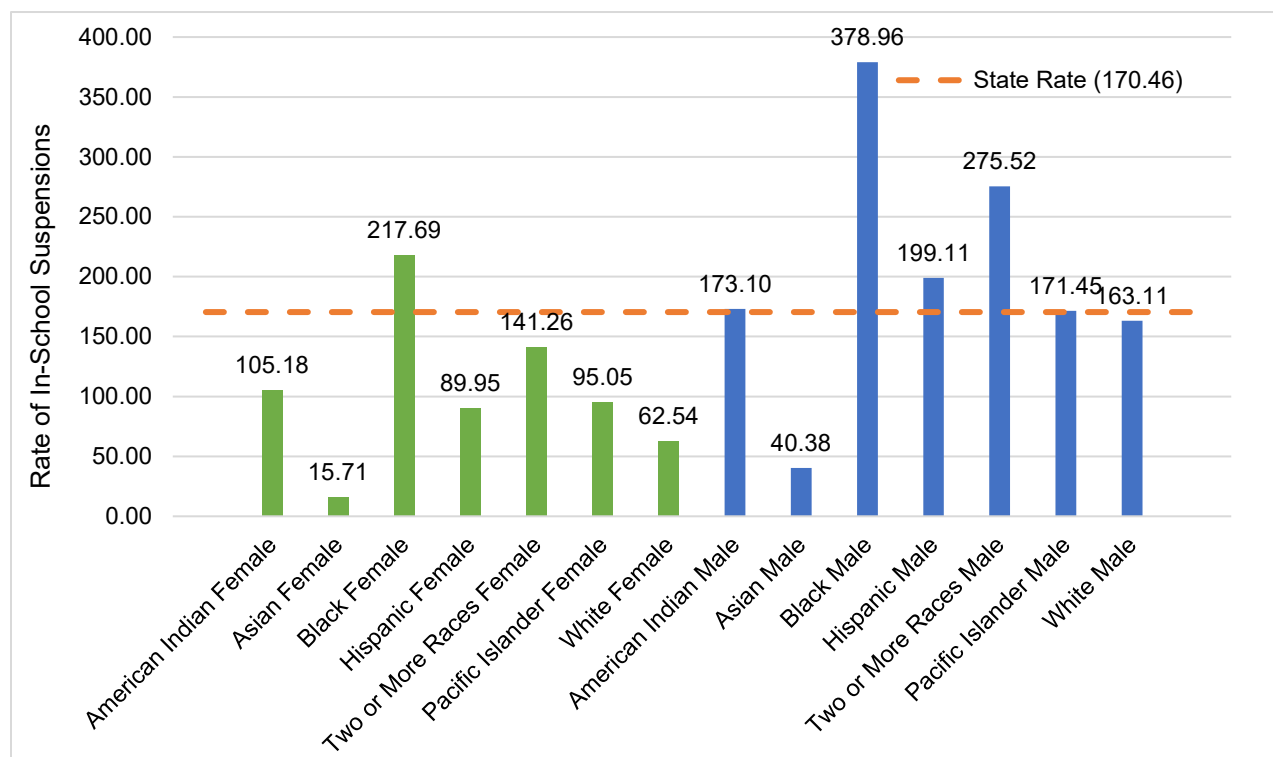
In 2022–2023, Black males, Two or More Races males, Black females and Hispanic males had the highest rates of in-school suspensions per 1,000 students (378.96, 275.52, 217.69, and 199.11 respectively). Asian female students (15.71) and Asian male students (40.38) had the lowest rates per 1,000 students.

Black males, Two or More Races males, and Black females had the highest average number of in-school suspension per suspended student (2.27, 2.12, and 2.06 suspensions, respectively), whereas Pacific Islander females and females had the least number of in-school suspensions with 1.44 and 1.40 in-school suspensions, respectively.

**Table R-C2. Full-Day In-School Suspensions by Race/Ethnicity-Sex Subgroup, 2022–2023**

	Number of In-School Suspensions	Rate per 1,000 Students	Average Number of ISS	Average Days Per ISS	Total Days In ISS
<b>All Students</b>	<b>256,314</b>	<b>170.46</b>	<b>1.99</b>	<b>1.47</b>	<b>375,680</b>
American Indian Female	818	105.18	1.78	1.60	1,311
Asian Female	467	15.71	1.47	1.33	620
Black Female	40,131	217.69	2.06	1.46	58,681
Hispanic Female	13,634	89.95	1.69	1.47	19,976
Two or More Races Female	5,934	141.26	1.92	1.55	9,209
Pacific Islander Female	98	95.05	1.44	1.36	134
White Female	20,324	62.54	1.66	1.47	29,818
American Indian Male	1,400	173.10	1.79	1.62	2,268
Asian Male	1,252	40.38	1.50	1.34	1,676
Black Male	72,414	378.96	2.27	1.48	106,977
Hispanic Male	31,408	199.11	1.94	1.48	46,447
Two or More Races Male	11,826	275.52	2.12	1.41	16,698
Pacific Islander Male	191	171.45	1.80	1.51	289
White Male	56,402	163.11	1.89	1.45	81,557

**Figure R-C3. Rate of Full-Day In-School Suspensions by Race/Ethnicity-Sex Subgroup, 2022–2023**



The table below shows the breakdown of in-school suspensions assigned to students with disabilities in the most reported eligibility categories.

Students with disabilities had a higher rate (1.7 times higher) of in-school suspension than students without disabilities. 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 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, 2022–2023**

<b>Eligibility Categories</b>	<b>Number of In-School Suspensions</b>	<b>Rate per 1,000 Students</b>	<b>Average Number of ISS</b>	<b>Average Days Per ISS</b>	<b>Total Days In ISS</b>
<b>All Students</b>	<b>256,314</b>	<b>170.46</b>	<b>1.99</b>	<b>1.47</b>	<b>375,680</b>
<b>Students w/ Disabilities</b>	<b>54,305</b>	<b>252.48</b>	<b>2.26</b>	<b>1.50</b>	<b>81,454</b>
<b>Students w/out Disabilities</b>	<b>202,009</b>	<b>145.75</b>	<b>1.93</b>	<b>1.46</b>	<b>294,226</b>
Autism	2,672		1.91	1.42	3,792
Developmental Delay	652		1.84	1.01	656
Serious Emotional Disability	4,619		2.87	1.66	7,664
Intellectual Disability - Mild	3,908		2.30	1.56	6,113
Specific Learning Disability	22,688		2.14	1.50	34,048
Other Health Impairment	17,241		2.46	1.50	25,848
Speech Impairment	1,594		1.75	1.25	1,992
Other Eligibility Categories	931		2.18	1.44	1,342

### *In-School Suspensions by Grade Level*

Students in middle school grades received the most in-school suspensions in 2022–2023 and had the highest rate of in-school suspensions per 1,000 students of 330.56 suspensions. Ninth-grade students received the most in-school suspensions, followed by seventh-grade students and eighth graders.

Ninth-grade students received the most in-school suspensions, followed by seventh-grade students and eighth graders. Students in Grades 6, 7 and 8 spent the most days on average in in-school suspension; preschool-kindergarteners spent the least number of days.

Students in Grade 7, 9, 6 and 8 had the highest average number of in-school suspension per suspended student (2.20, 2.18, 2.11, and 2.06 suspensions, respectively).

**Table R-C4. Full-Day In-School Suspensions by Grade Level, 2022–2023**

Grade Level	Number of In-School Suspensions	Rate per 1,000 Students	Average Number of ISS	Average Days Per ISS	Total Days In ISS
<b>All Suspensions</b>	<b>256,314</b>	<b>170.46</b>	<b>1.99</b>	<b>1.47</b>	<b>375,680</b>
<b>Elementary Grades</b>	<b>33,734</b>	<b>49.53</b>	<b>1.65</b>	<b>1.23</b>	<b>41,393</b>
<b>Middle Grades</b>	<b>117,016</b>	<b>330.56</b>	<b>2.13</b>	<b>1.57</b>	<b>183,804</b>
<b>High School Grades</b>	<b>105,564</b>	<b>225.27</b>	<b>1.97</b>	<b>1.43</b>	<b>150,482</b>
Pre-Kindergarten/Kindergarten	2,167		1.68	0.87	1,893
Grade 1	3,533		1.74	0.97	3,436
Grade 2	4,179		1.68	1.00	4,192
Grade 3	5,218		1.58	1.49	7,789
Grade 4	8,098		1.65	1.36	10,992
Grade 5	10,537		1.65	1.24	13,090
Grade 6	35,045		2.11	1.61	56,460
Grade 7	42,605		2.20	1.56	66,568
Grade 8	39,359		2.08	1.54	60,764
Grade 9	46,337		2.18	1.44	66,852
Grade 10	30,073		1.95	1.44	43,287
Grade 11	17,821		1.77	1.39	24,774
Grade 12 (Includes 13 and XG)	11,328		1.63	1.37	15,565

# Alternative Learning Placements as Disciplinary Actions

## ***General Findings***

In 2022–2023, schools reported 4,566 alternative learning placements as a disciplinary action (enALP placements). The rate of alternative learning placement was 3.04 placements per 1,000 students.

The 4,566 placements were given to a total of 4,079 students. The average number of placements per assigned student was 1.13.

Of the 4,566 placements, 74.7% (3,422) were also assigned along with an out-of-school suspension in the same incident. In most incidents, this out-of-school suspension is indicative of the number of days a student was out-of-school prior to their placement into an alternative learning programs or school. The average number of out-of-school suspension days also assigned with an alternative learning placement is 8.94 days. Of these out-of-school suspensions, 97.3% (3,330) were short-term (10 days or less) and 2.7% (92) were long-term suspensions (more than 10 days).

## ***Alternative Learning Placements as Disciplinary Actions by Student Subgroup***

The table and figure below show the breakdown of alternative learning placements by sex, race/ethnicity, Economically Disadvantaged status, English Learner status and Students with Disabilities status.

In the 2022–2023 school year, 34.3% of the 4,566 alternative learning placements for disciplinary reasons were assigned to female students and 65.7% to male students. The rate of placements for females was 2.11 per 1,000 female students and 3.86 per 1,000 students for males.

Black students, American Indian students, Students with Disabilities, Economically Disadvantaged students and male students had the highest rates of placements per 1,000 students (7.54, 6.37, 4.62, 4.55 and 3.86 respectively). Asian students, White students, not Economically Disadvantaged students, and Hispanic students had the lowest rates of placements per 1,000 students (0.44, 1.11, 1.17 and 1.91, respectively).

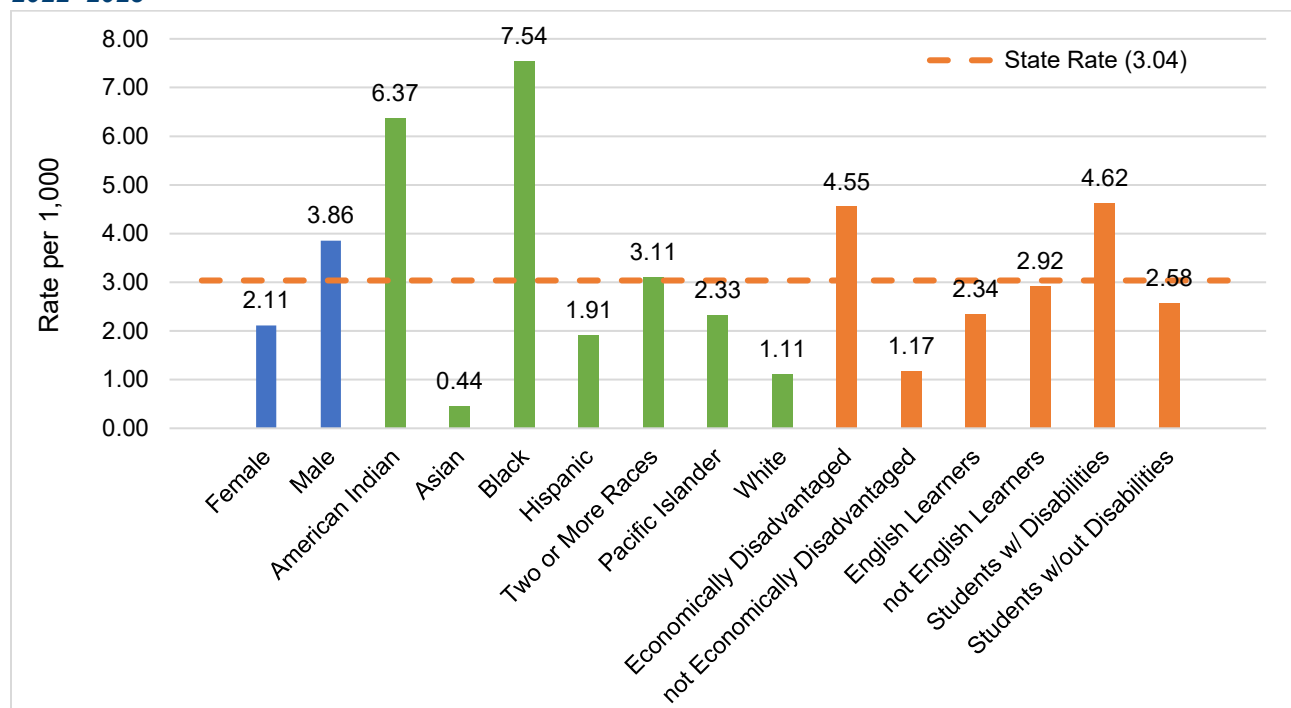
The highest percentage placements being assigned along with an out-of-school suspensions was for placements of Asian students, Hispanic students, English Learners, and male students (88.9%, 84.9%, 98.3%, and 80.0% of placements respectively).

Asian students and Pacific Islander students who received an out-of-school suspension along with a alternative learning placement, on average, spent more days out of school compared to the other student subgroups (11.13 days and 10.25 days).

**Table R-C5. Alternative Learning Placements as a Disciplinary Action by Student Subgroup, 2022–2023**

	Number of ALPS Assignments	Rate per 1,000 Students	Number Also Given OSS/ Expulsion	Avg Days Out of School	Total Days Out of School
<b>All Students</b>	<b>4,566</b>	<b>3.04</b>	<b>3,422</b>	<b>8.94</b>	<b>30,591</b>
Female	1,564	2.11	1,189	8.77	10,422
Male	3,000	3.86	2,233	9.03	20,169
American Indian	101	6.37	65	9.14	594
Asian	27	0.44	24	11.13	267
Black	2,832	7.54	2,118	9.19	19,461
Hispanic	591	1.91	502	8.92	4,477
Two or More Races	264	3.11	198	8.55	1,692
Native Hawaiian/ Pacific Islander	5	2.33	4	10.25	41
White	744	1.11	511	7.94	4,059
Economically Disadvantaged	3,641	4.55	2,705	8.97	24,259
not Economically Disadvantaged	925	1.17	717	8.83	6,332
English Learners	367	2.34	305	8.49	2,590
not English Learners	4,199	2.92	3,117	8.98	28,002
Students w/ Disabilities	994	4.62	701	8.15	5,714
Students w/out Disabilities	3,572	2.58	2,721	9.14	24,877

**Figure R-C4. Rate of Alternative Learning Placements as a Disciplinary Action by Subgroup, 2022–2023**



The table and figure below show the breakdown by race/ethnicity-sex subgroups. In 2022–2023 Black males had the highest rate of placement per 1,000 students (9.28), followed by American Indian male student (7.54), Black female students (5.74) and American Indian females (5.14).

The percentage of placements that were assigned along with an out-of-school suspension was higher for Asian male students, Hispanic female students and Hispanic male students.

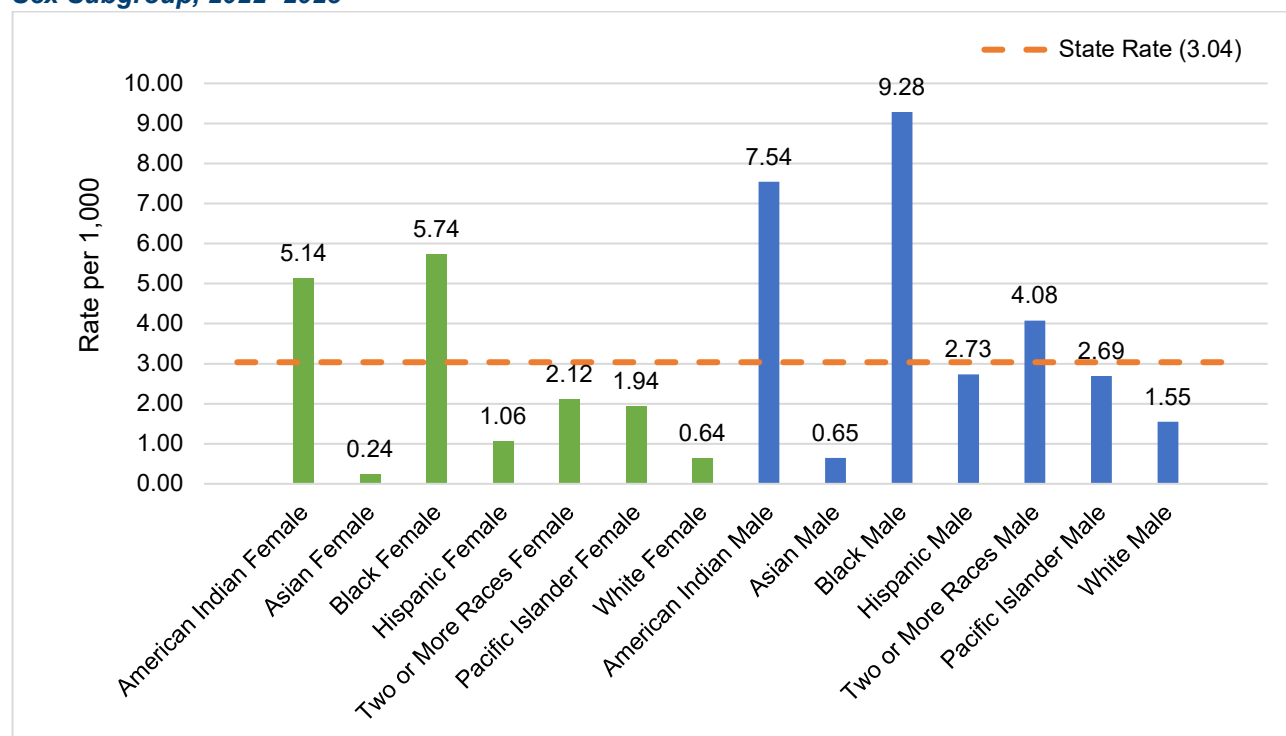
Asian male students, American Indian female students, Hispanic female students and Black male students, on average, spent more days out of school when compared to the other student subgroups.

**Table R-C6. Alternative Learning Placements as a Disciplinary Action by Race/Ethnicity-Sex Subgroup, 2022–2023**

	Number of ALPS Assignments	Rate per 1,000 Students	Number Also Given OSS/ Expulsion	Avg Days Out of School	Total Days Out of School
<b>All Students</b>	<b>4,566</b>	<b>3.04</b>	<b>3,422</b>	<b>8.94</b>	<b>30,591</b>
American Indian Female	40	5.14	23	9.87	227
Asian Female	7	0.24	*	*	*
Black Female	1,058	5.74	793	8.87	7,032
Hispanic Female	160	1.06	139	9.75	1,356
Two or More Races Female	89	2.12	70	8.57	600
Pacific Islander Female	2	1.94	*	*	*
White Female	208	0.64	156	7.30	1,138
American Indian Male	61	7.54	42	8.74	367
Asian Male	20	0.65	18	12.17	219
Black Male	1,774	9.28	1,325	9.38	12,429
Hispanic Male	431	2.73	363	8.60	3,121
Two or More Races Male	175	4.08	128	8.53	1,092
Pacific Islander Male	3	2.69	*	*	*
White Male	536	1.55	355	8.23	2,921



**Figure R-C5. Rate of Alternative Learning Placements as a Disciplinary Action by Race/Ethnicity-Sex Subgroup, 2022–2023**



The table below reports on the alternative learning placements for disciplinary reasons of students with disabilities. Of the 4,566 placements for disciplinary reasons, 994 (21.8%) involved students with disabilities. The rate of placements for students with disabilities was 1.8 times higher than students without disabilities. On average, students with disabilities who were also assigned an out-of-school suspensions were assigned fewer days out-of-school than students without disabilities.

**Table R-C7. Alternative Learning Placements as a Disciplinary Action for Students with Disabilities, 2022–2023**

Eligibility Category	Number of ALPS Assignments	Rate per 1,000 Students	Number Also Given OSS/Expulsion	Avg Days Out of School	Total Days Out of School
<b>All Students</b>	<b>4,566</b>	<b>3.04</b>	<b>3,422</b>	<b>8.94</b>	<b>30,591</b>
<b>Students w/ Disabilities</b>	<b>994</b>	<b>4.62</b>	<b>701</b>	<b>8.15</b>	<b>5,714</b>
<b>Students w/out Disabilities</b>	<b>3,572</b>	<b>2.58</b>	<b>2,721</b>	<b>9.14</b>	<b>24,877</b>
Autism	38		26	7.68	200
Serious Emotional Disability	143		100	8.41	841
Intellectual Disability - Mild	112		67	8.18	548
Specific Learning Disability	358		273	8.57	2,338
Other Health Impairment	311		222	7.72	1,713
Speech Impairment	10		*	*	*
Other Eligibility Categories	22		*	*	*

### *Alternative Learning Placements as Disciplinary Actions by Grade Level*

The table below displays a breakdown by grade level. Students in high school grades received the most alternative learning placements for disciplinary reasons in 2022–2023, totaling 54.7% of all placements; however, middle school grades had the highest rate of placements per 1,000 students of 5.45 placements.

The percentage of placements that were assigned along with an out-of-school suspension was higher for all high school grades: 86.3% in Grade 9, 86.7% in Grade 10, 86.9% in Grade 11 and 84.9% in Grade 12.

Students in Grades 10, 9, and 8, spent, on average, more days out of school when compared to the other student subgroups.

**Table R-C8. Alternative Learning Placements as a Disciplinary Action by Grade Level, 2022–2023**

Grade Level	Number of ALPS Assignments	Rate per 1,000 Students	Number Also Given OSS/ Expulsion	Avg Days Out of School Before Assignment	Total Days Out of School Before Assignment
<b>All Grades</b>	<b>4,566</b>	<b>3.04</b>	<b>3,422</b>	<b>8.94</b>	<b>30,591</b>
<b>Elementary Grades</b>	<b>139</b>	<b>0.20</b>	<b>33</b>	<b>4.90</b>	<b>162</b>
<b>Middle Grades</b>	<b>1,930</b>	<b>5.45</b>	<b>1,232</b>	<b>8.34</b>	<b>10,271</b>
<b>High School Grades</b>	<b>2,497</b>	<b>5.33</b>	<b>2,157</b>	<b>9.35</b>	<b>20,158</b>
Grade 6	460		256	7.27	1,862
Grade 7	754		458	8.05	3,687
Grade 8	714		518	9.12	4,722
Grade 9	1,254		1,082	9.26	10,020
Grade 10	693		601	9.56	5,744
Grade 11	351		305	8.94	2,726
Grade 12 (Includes 13 and XG)	199		169	9.87	1,668

# Suspensions and Reassignments for Reportable Offenses and Unacceptable Behaviors

## General Findings

Across all the 918,545 reported incidents in 2022–2023, 27.9% were assigned an in-school suspension either alone or with another action, 26.9% were assigned short-term suspensions, and 45.7% were assigned actions other than an in-school suspension, out-of-school suspension, or an ALPS placement.

For incidents with at least one reportable offense, 87.9% were assigned short-term suspensions and 7.5% were reassigned to alternative learning programs and schools (enALP). For incidents with at least one Unacceptable Behavior, 28.2% of the incidents were assigned an in-school suspension either alone or with another action, 26.1% were assigned a short-term suspension and 46.2% were assigned other actions.

The following tables 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 2022–2023.

**Table R-C9. Number of Suspensions and Reassignments as Disciplinary Actions, 2022–2023**

	Number of Incidents*	Number of ISS	Number of STS	Number of LTS	Number of enALP	Number of Other Action**
<b>All Behaviors</b>	<b>918,545</b>	<b>256,314</b>	<b>247,454</b>	<b>708</b>	<b>4,566</b>	<b>419,536</b>
Reportable Offense	12,798	905	11,246	228	956	717
Unacceptable Behaviors	905,747	255,409	236,208	480	3,610	418,819
Assaults/Threats	78,060	9,508	58,010	190	1,397	11,806
Bullying/Harassment	18,691	5,329	6,086	7	77	7,443
Defiant Behaviors	433,448	134,209	109,520	105	1,049	191,599
Interpersonal	14,812	2,793	8,024	70	348	4,113
Missing Class/School	164,500	63,102	12,617	8	114	89,017
Repeat Offender UB	2,499	1,201	645	6	11	669
Substance Use Related	35,373	11,228	21,485	38	308	3,324
Other UBs	158,364	28,039	19,821	56	306	110,848

\*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, 2022–2023**

	Number of Incidents*	Percent of ISS	Percent of STS	Percent of LTS	Percent of enALP	Percent of Other Action**
<b>All Behaviors</b>	<b>918,545</b>	<b>27.9%</b>	<b>26.9%</b>	<b>0.1%</b>	<b>0.5%</b>	<b>45.7%</b>
Reportable Offense	12,798	7.1%	87.9%	1.8%	7.5%	5.6%
Unacceptable Behaviors	905,747	28.2%	26.1%	0.1%	0.4%	46.2%
Assaults/Threats	78,060	12.2%	74.3%	0.2%	1.8%	15.1%
Bullying/Harassment	18,691	28.5%	32.6%	0.0%	0.4%	39.8%
Defiant Behaviors	433,448	31.0%	25.3%	0.0%	0.2%	44.2%
Interpersonal	14,812	18.9%	54.2%	0.5%	2.3%	27.8%
Missing Class/School	164,500	38.4%	7.7%	0.0%	0.1%	54.1%
Repeat Offender UB	2,499	48.1%	25.8%	0.2%	0.4%	26.8%
Substance Use Related	35,373	31.7%	60.7%	0.1%	0.9%	9.4%
Other UBs	158,364	17.7%	12.5%	0.0%	0.2%	70.0%

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

The following table and figures 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 in-school suspensions and short-term suspensions.

For incidents with at least one reportable offense, short-term suspension had a rate of 7.48 per 1,000 students enrolled and long-term suspensions had 15.16 per 100,000 students enrolled.

For incidents with at least one Unacceptable Behavior, the highest rate of disciplinary action was other action (278.54 per 1,000), followed by in-school suspensions (169.86) and short-term suspensions (157.09).

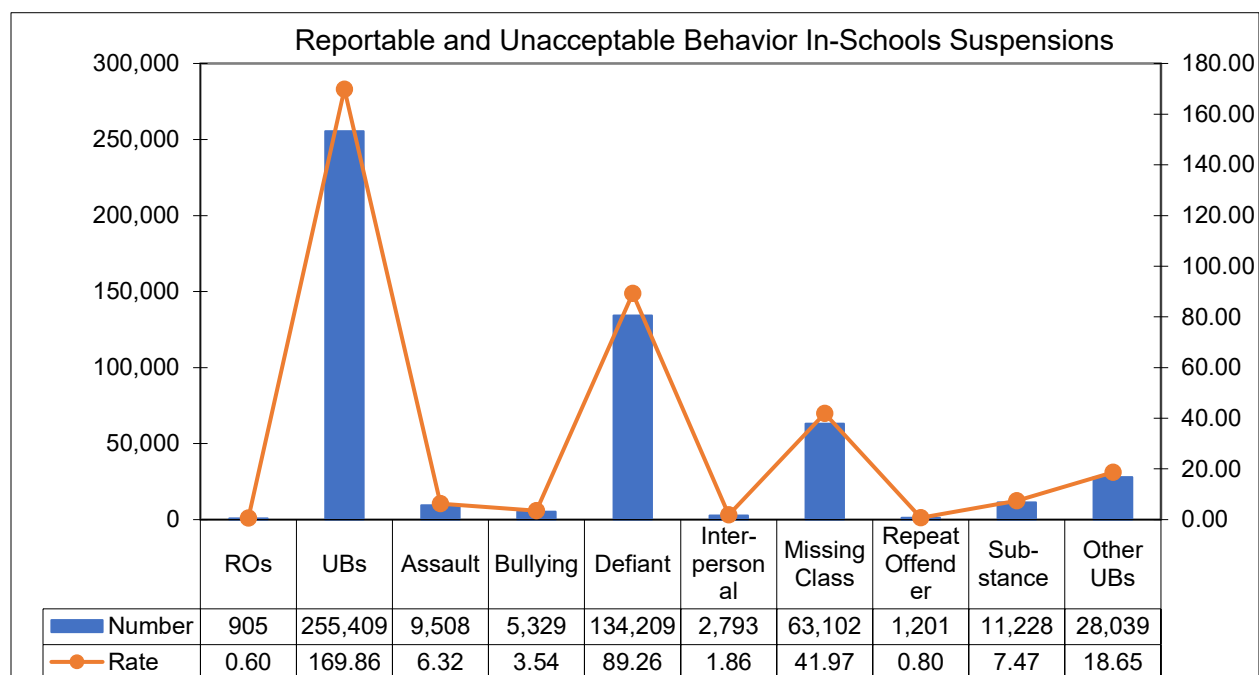
The rate of the disciplinary actions varies between incidents of unacceptable behavior categories. The highest rate of a disciplinary action per 1,000 students for in-school suspensions is for defiant behaviors and missing class/school. For short-term suspensions, the highest rate per 1,000 students 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, 2022–2023**

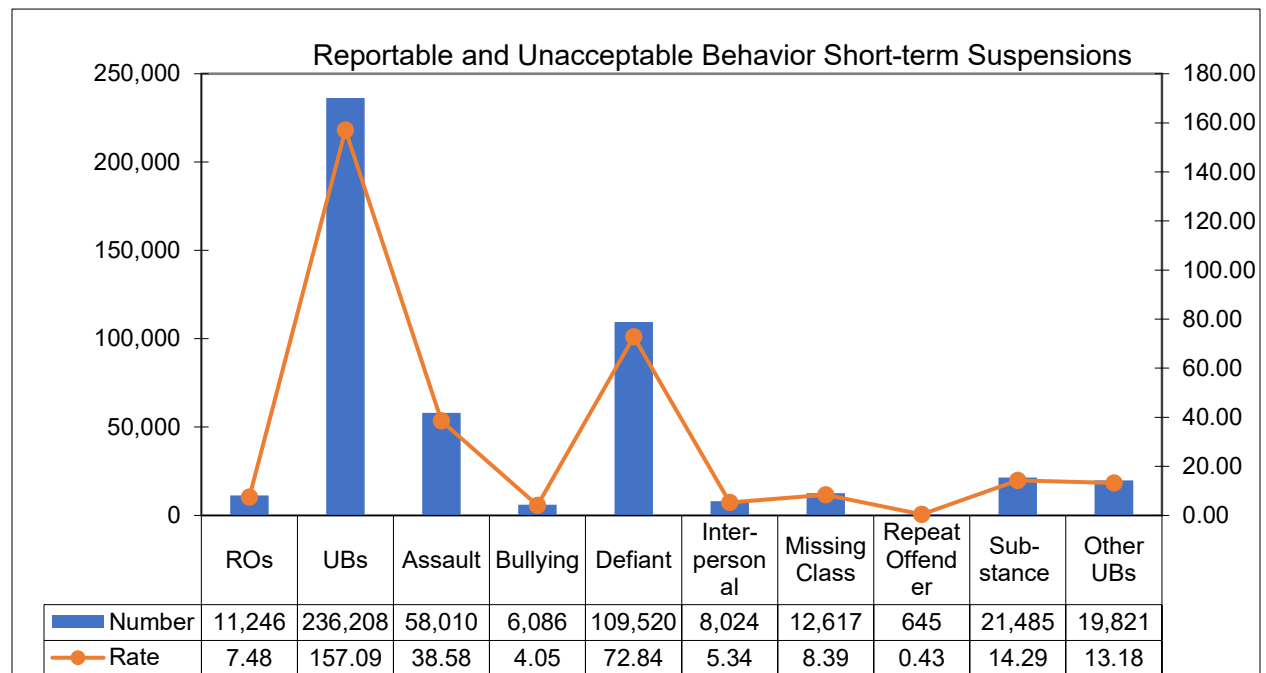
	Number of Incidents*	ISS Rate per 1,000	STS Rate per 1,000	LTS per 100K	enALP Rate per 1,000	Other Action** Rate per 1,000
<b>All Behaviors</b>	<b>918,545</b>	<b>170.46</b>	<b>164.57</b>	<b>47.09</b>	<b>3.04</b>	<b>279.01</b>
Reportable Offense	12,798	0.60	7.48	15.16	0.64	0.48
Unacceptable Behaviors	905,747	169.86	157.09	31.92	2.40	278.54
Assaults/Threats	78,060	6.32	38.58	12.64	0.93	7.85
Bullying/Harassment	18,691	3.54	4.05	0.47	0.05	4.95
Defiant Behaviors	433,448	89.26	72.84	6.98	0.70	127.42
Interpersonal	14,812	1.86	5.34	4.66	0.23	2.74
Missing Class/School	164,500	41.97	8.39	0.53	0.08	59.20
Repeat Offender UB	2,499	0.80	0.43	0.40	0.01	0.45
Substance Use Related	35,373	7.47	14.29	2.53	0.21	2.21
Other UBs	158,364	18.65	13.18	3.72	0.20	73.72

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

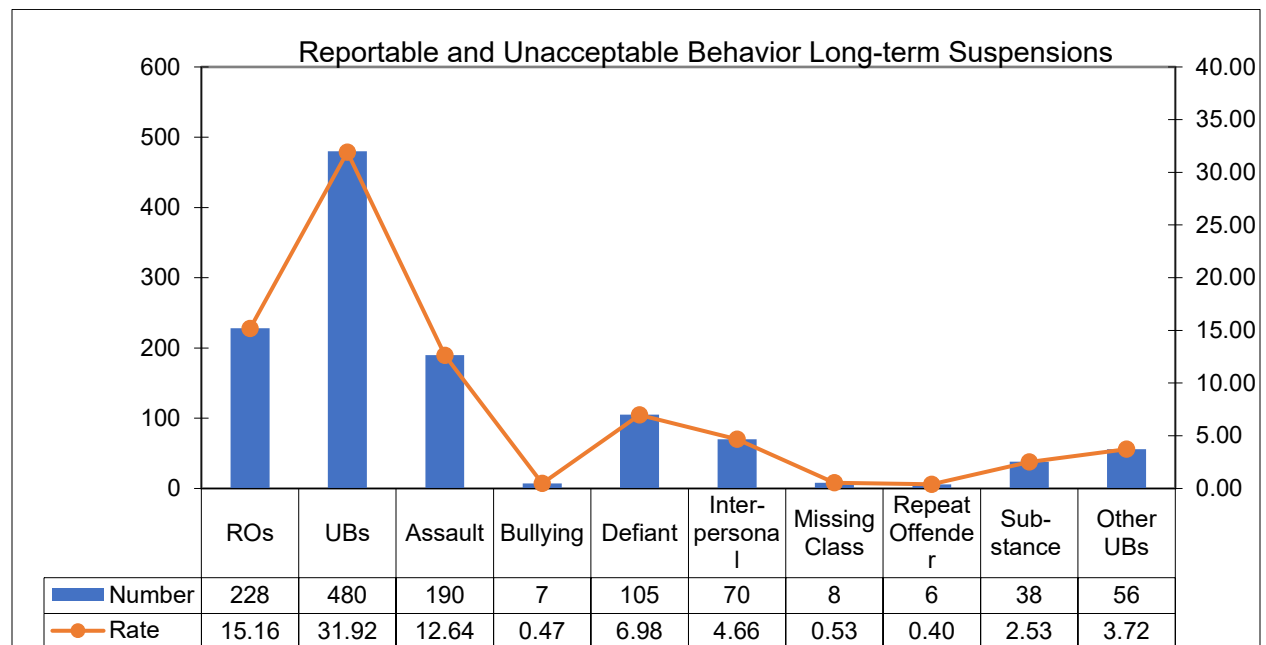
**Figure R-C6. Reportable and Unacceptable Behavior In-school Suspensions, 2022–2023**



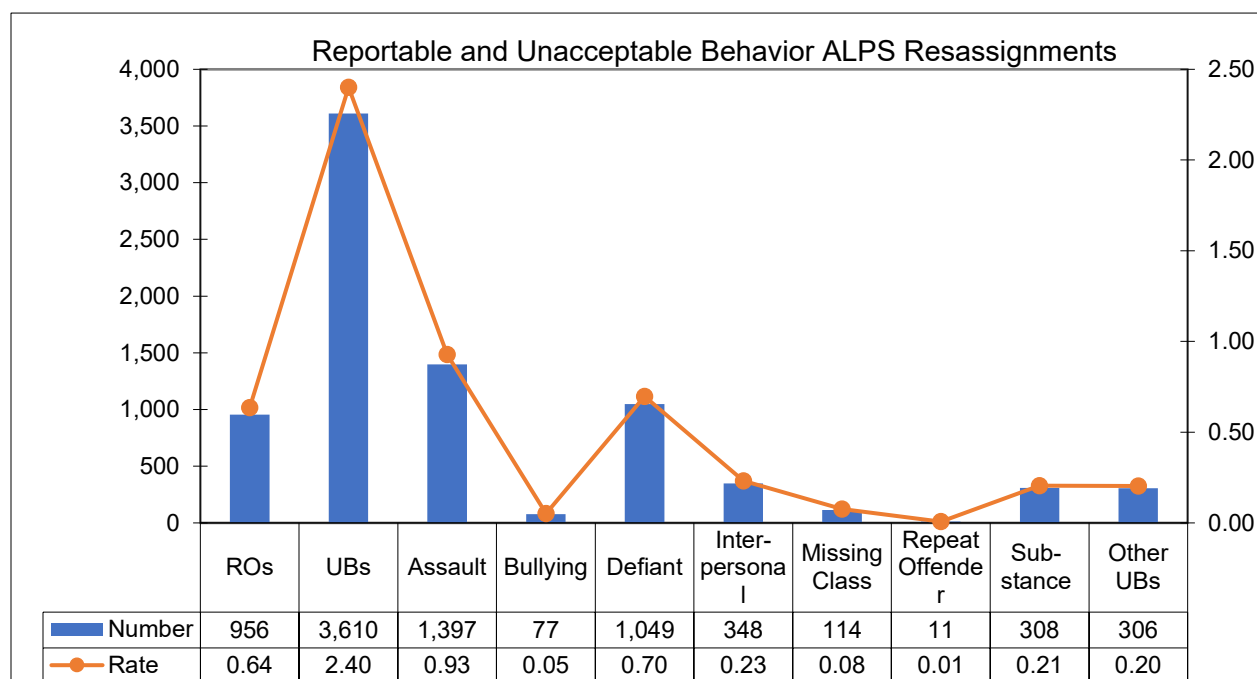
**Figure R-C7. Reportable and Unacceptable Behavior Short-Term Suspensions, 2022–2023**



**Figure R-C8. Reportable and Unacceptable Behavior Long-Term Suspensions, 2022–2023**



**Figure R-C9. Reportable and Unacceptable Behavior Alternative Learning Placements, 2022–2023**



### ***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 2022–2023, 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, 2022–2023**

	Total Number of Incidents*	In-School Suspensions		Short-term Suspensions		Long-term Suspensions		enALPS 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
<b>All Student Offenders</b>	<b>918,545</b>	<b>256,314</b> (27.90%)	<b>170.46</b>	<b>247,454</b> (26.94%)	<b>164.57</b>	<b>708</b> (0.08%)	<b>47.09</b>	<b>4,566</b> (0.50%)	<b>3.04</b>	<b>419,536</b> (45.67%)	<b>279.01</b>
<b>Female</b>	286,434	81,406 (28.42%)	109.80	78,055 (27.25%)	105.28	196 (0.07%)	26.44	1,564 (0.55%)	2.11	128,564 (44.88%)	173.40
<b>Male</b>	631,864	174,894 (27.68%)	224.87	169,353 (26.80%)	217.75	512 (0.08%)	65.83	3,000 (0.47%)	3.86	290,791 (46.02%)	373.89
<b>American Indian</b>	10,394	2,218 (21.34%)	139.81	5,259 (50.60%)	331.48	7 (0.07%)	44.12	101 (0.97%)	6.37	2,906 (27.96%)	183.17
<b>Asian</b>	7,420	1,719 (23.17%)	28.31	1,406 (18.95%)	23.15	2 (0.03%)	3.29	27 (0.36%)	0.45	4,338 (58.46%)	71.43
<b>Black</b>	426,827	112,545 (26.37%)	299.77	125,991 (29.52%)	335.59	343 (0.08%)	91.36	2,832 (0.66%)	7.54	190,349 (44.60%)	507.01
<b>Hispanic</b>	143,313	45,042 (31.43%)	145.62	34,580 (24.13%)	111.80	85 (0.06%)	27.48	591 (0.41%)	1.91	64,568 (45.05%)	208.75
<b>Two or More Races</b>	63,172	17,760 (28.11%)	209.11	17,472 (27.66%)	205.72	53 (0.08%)	62.40	264 (0.42%)	3.11	28,277 (44.76%)	332.94
<b>Pacific Islander</b>	1,035	289 (27.92%)	134.73	288 (27.83%)	134.27	1 (0.10%)	46.62	5 (0.48%)	2.33	462 (44.64%)	215.39
<b>White</b>	266,136	76,726 (28.83%)	114.39	62,412 (23.45%)	93.05	217 (0.08%)	32.35	744 (0.28%)	1.11	128,455 (48.27%)	191.50
<b>Economically Disadvantaged</b>	690,905	192,563 (27.87%)	240.78	194,884 (28.21%)	243.69	519 (0.08%)	64.90	3,641 (0.53%)	4.55	307,184 (44.46%)	384.11
<b>Not Economically Disadvantaged</b>	227,640	63,751 (28.01%)	80.33	52,570 (23.09%)	66.24	189 (0.08%)	23.82	925 (0.41%)	1.17	112,352 (49.36%)	141.57
<b>English Learners</b>	89,682	29,430 (32.82%)	187.76	20,726 (23.11%)	132.23	58 (0.06%)	37.00	367 (0.41%)	2.34	40,071 (44.68%)	255.65
<b>Not English Learners</b>	828,863	226,884 (27.37%)	157.87	226,728 (27.35%)	157.76	650 (0.08%)	45.23	4,199 (0.51%)	2.92	379,465 (45.78%)	264.04
<b>Students w/ Disabilities</b>	216,182	54,304 (25.12%)	252.47	61,127 (28.28%)	284.20	126 (0.06%)	58.58	994 (0.46%)	4.62	101,936 (47.15%)	473.93
<b>Students w/out Disabilities</b>	702,363	202,010 (28.76%)	145.75	186,327 (26.53%)	134.43	582 (0.08%)	41.99	3,572 (0.51%)	2.58	317,600 (45.22%)	229.14

\*For incidents involving multiple offenders, each offender is considered to be a separate incident.



**Table R-C13. Reportable Offense Suspensions and Reassignments by Student Subgroup, 2022–2023**

	Total Number of Incidents*	In-School Suspensions		Short-term Suspensions		Long-term Suspensions		enALPS 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
<b>All Student Offenders</b>	<b>12,798</b>	<b>905</b> (7.07%)	<b>0.60</b>	<b>11,246</b> (87.87%)	<b>7.48</b>	<b>228</b> (1.78%)	<b>15.16</b>	<b>956</b> (7.47%)	<b>0.64</b>	<b>717</b> (5.60%)	<b>0.48</b>
<b>Female</b>	4,220	317 (7.51%)	0.43	3,742 (88.67%)	5.05	52 (1.23%)	7.01	302 (7.16%)	0.41	224 (5.31%)	0.30
<b>Male</b>	8,568	588 (6.86%)	0.76	7,500 (87.54%)	9.64	176 (2.05%)	22.63	654 (7.63%)	0.84	490 (5.72%)	0.63
<b>American Indian</b>	181	6 (3.31%)	0.38	168 (92.82%)	10.59	1 (0.55%)	6.30	13 (7.18%)	0.82	4 (2.21%)	0.25
<b>Asian</b>	105	8 (7.62%)	0.13	84 (80.00%)	1.38	0 (0.00%)	0.00	7 (6.67%)	0.12	15 (14.29%)	0.25
<b>Black</b>	5,117	325 (6.35%)	0.87	4,455 (87.06%)	11.87	105 (2.05%)	27.97	479 (9.36%)	1.28	316 (6.18%)	0.84
<b>Hispanic</b>	2,660	207 (7.78%)	0.67	2,358 (88.65%)	7.62	35 (1.32%)	11.32	221 (8.31%)	0.71	130 (4.89%)	0.42
<b>Two or More Races</b>	837	53 (6.33%)	0.62	751 (89.73%)	8.84	13 (1.55%)	15.31	46 (5.50%)	0.54	34 (4.06%)	0.40
<b>Pacific Islander</b>	10	1 (10.00%)	0.47	9 (90.00%)	4.20	0 (0.00%)	0.00	0 (0.00%)	0.00	0 (0.00%)	0.00
<b>White</b>	3,878	305 (7.86%)	0.46	3,417 (88.11%)	5.09	74 (1.91%)	11.03	190 (4.90%)	0.28	215 (5.54%)	0.32
<b>Economically Disadvantaged</b>	9,590	672 (7.01%)	0.84	8,478 (88.40%)	10.60	161 (1.68%)	20.13	733 (7.64%)	0.92	520 (5.42%)	0.65
<b>Not Economically Disadvantaged</b>	3,208	233 (7.26%)	0.29	2,768 (86.28%)	3.49	67 (2.09%)	8.44	223 (6.95%)	0.28	197 (6.14%)	0.25
<b>English Learners</b>	1,675	134 (8.00%)	0.86	1,489 (88.90%)	9.50	24 (1.43%)	15.31	130 (7.76%)	0.83	79 (4.72%)	0.50
<b>Not English Learners</b>	11,123	771 (6.93%)	0.54	9,757 (87.72%)	6.79	204 (1.83%)	14.20	826 (7.43%)	0.58	638 (5.74%)	0.44
<b>Students w/ Disabilities</b>	2,882	188 (6.52%)	0.87	2,447 (84.91%)	11.38	40 (1.39%)	18.60	184 (6.38%)	0.86	264 (9.16%)	1.23
<b>Students w/out Disabilities</b>	9,916	717 (7.23%)	0.52	8,799 (88.74%)	6.35	188 (1.90%)	13.56	772 (7.79%)	0.56	453 (4.57%)	0.33

\*For incidents involving multiple offenders, each offender is considered to be a separate incident.

**Table R-C14. Unacceptable Behavior Suspensions and Reassignments by Student Subgroup, 2022–2023**

	Total Number of Incidents*	In-School Suspensions		Short-term Suspensions		Long-term Suspensions		enALPS 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
<b>All Student Offenders</b>	<b>905,747</b>	<b>255,409</b> (28.20%)	<b>169.86</b>	<b>236,208</b> (26.08%)	<b>157.09</b>	<b>480</b> (0.05%)	<b>31.92</b>	<b>3,610</b> (0.40%)	<b>2.40</b>	<b>418,819</b> (46.24%)	<b>278.54</b>
<b>Female</b>	282,214	81,089 (28.73%)	109.37	74,313 (26.33%)	100.23	144 (0.05%)	19.42	1,262 (0.45%)	1.70	128,340 (45.48%)	173.10
<b>Male</b>	623,296	174,306 (27.97%)	224.12	161,853 (25.97%)	208.10	336 (0.05%)	43.20	2,346 (0.38%)	3.02	290,301 (46.58%)	373.26
<b>American Indian</b>	10,213	2,212 (21.66%)	139.43	5,091 (49.85%)	320.90	6 (0.06%)	37.82	88 (0.86%)	5.55	2,902 (28.41%)	182.92
<b>Asian</b>	7,315	1,711 (23.39%)	28.18	1,322 (18.07%)	21.77	2 (0.03%)	3.29	20 (0.27%)	0.33	4,323 (59.10%)	71.19
<b>Black</b>	421,710	112,220 (26.61%)	298.91	121,536 (28.82%)	323.72	238 (0.06%)	63.39	2,353 (0.56%)	6.27	190,033 (45.06%)	506.17
<b>Hispanic</b>	140,653	44,835 (31.88%)	144.95	32,222 (22.91%)	104.17	50 (0.04%)	16.17	370 (0.26%)	1.20	64,438 (45.81%)	208.33
<b>Two or More Races</b>	62,335	17,707 (28.41%)	208.49	16,721 (26.82%)	196.88	40 (0.06%)	47.10	218 (0.35%)	2.57	28,243 (45.31%)	332.54
<b>Pacific Islander</b>	1,025	288 (28.10%)	134.27	279 (27.22%)	130.07	1 (0.10%)	46.62	5 (0.49%)	2.33	462 (45.07%)	215.39
<b>White</b>	262,258	76,421 (29.14%)	113.93	58,995 (22.50%)	87.95	143 (0.05%)	21.32	554 (0.21%)	0.83	128,240 (48.90%)	191.18
<b>Economically Disadvantaged</b>	681,315	191,891 (28.16%)	239.94	186,406 (27.36%)	233.09	358 (0.05%)	44.77	2,908 (0.43%)	3.64	306,664 (45.01%)	383.46
<b>Not Economically Disadvantaged</b>	224,432	63,518 (28.30%)	80.04	49,802 (22.19%)	62.75	122 (0.05%)	15.37	702 (0.31%)	0.89	112,155 (49.97%)	141.32
<b>English Learners</b>	88,007	29,296 (33.29%)	186.91	19,237 (21.86%)	122.73	34 (0.04%)	21.69	237 (0.27%)	1.51	39,992 (45.44%)	255.15
<b>Not English Learners</b>	817,740	226,113 (27.65%)	157.33	216,971 (26.53%)	150.97	446 (0.05%)	31.03	3,373 (0.41%)	2.35	378,827 (46.33%)	263.59
<b>Students w/ Disabilities</b>	213,300	54,116 (25.37%)	251.60	58,680 (27.51%)	272.82	86 (0.04%)	39.98	810 (0.38%)	3.77	101,672 (47.67%)	472.70
<b>Students w/out Disabilities</b>	692,447	201,293 (29.07%)	145.23	177,528 (25.64%)	128.08	394 (0.06%)	28.43	2,800 (0.40%)	2.02	317,147 (45.80%)	228.82

\*For incidents involving multiple offenders, each offender is considered to be a separate incident.

**Table R-C15. Assaults/Threats Suspensions and Reassignments by Student Subgroup, 2022–2023**

	Total Number of Incidents*	In-School Suspensions		Short-term Suspensions		Long-term Suspensions		enALPS 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
<b>All Student Offenders</b>	<b>78,060</b>	<b>9,508</b> (12.18%)	<b>6.32</b>	<b>58,010</b> (74.31%)	<b>38.58</b>	<b>190</b> (0.24%)	<b>12.64</b>	<b>1,397</b> (1.79%)	<b>0.93</b>	<b>11,806</b> (15.12%)	<b>7.85</b>
<b>Female</b>	24,385	2,468 (10.12%)	3.33	19,524 (80.07%)	26.33	69 (0.28%)	9.31	562 (2.30%)	0.76	2,825 (11.58%)	3.81
<b>Male</b>	53,656	7,040 (13.12%)	9.05	38,475 (71.71%)	49.47	121 (0.23%)	15.56	834 (1.55%)	1.07	8,975 (16.73%)	11.54
<b>American Indian</b>	1,128	52 (4.61%)	3.28	1,008 (89.36%)	63.54	1 (0.09%)	6.30	40 (3.55%)	2.52	68 (6.03%)	4.29
<b>Asian</b>	428	85 (19.86%)	1.40	268 (62.62%)	4.41	0 (0.00%)	0.00	7 (1.64%)	0.12	83 (19.39%)	1.37
<b>Black</b>	44,757	4,858 (10.85%)	12.94	34,103 (76.20%)	90.84	121 (0.27%)	32.23	1,026 (2.29%)	2.73	6,494 (14.51%)	17.30
<b>Hispanic</b>	10,368	1,480 (14.27%)	4.79	7,594 (73.24%)	24.55	19 (0.18%)	6.14	140 (1.35%)	0.45	1,487 (14.34%)	4.81
<b>Two or More Races</b>	5,230	632 (12.08%)	7.44	3,846 (73.54%)	45.28	15 (0.29%)	17.66	75 (1.43%)	0.88	835 (15.97%)	9.83
<b>Pacific Islander</b>	94	9 (9.57%)	4.20	64 (68.09%)	29.84	1 (1.06%)	46.62	2 (2.13%)	0.93	20 (21.28%)	9.32
<b>White</b>	16,036	2,392 (14.92%)	3.57	11,116 (69.32%)	16.57	33 (0.21%)	4.92	106 (0.66%)	0.16	2,813 (17.54%)	4.19
<b>Economically Disadvantaged</b>	62,176	7,282 (11.71%)	9.11	46,706 (75.12%)	58.40	143 (0.23%)	17.88	1,162 (1.87%)	1.45	9,182 (14.77%)	11.48
<b>Not Economically Disadvantaged</b>	15,884	2,226 (14.01%)	2.81	11,304 (71.17%)	14.24	47 (0.30%)	5.92	235 (1.48%)	0.30	2,624 (16.52%)	3.31
<b>English Learners</b>	6,296	946 (15.03%)	6.04	4,588 (72.87%)	29.27	15 (0.24%)	9.57	89 (1.41%)	0.57	883 (14.02%)	5.63
<b>Not English Learners</b>	71,764	8,562 (11.93%)	5.96	53,422 (74.44%)	37.17	175 (0.24%)	12.18	1,308 (1.82%)	0.91	10,923 (15.22%)	7.60
<b>Students w/ Disabilities</b>	18,729	2,334 (12.46%)	10.85	13,373 (71.40%)	62.18	25 (0.13%)	11.62	264 (1.41%)	1.23	3,334 (17.80%)	15.50
<b>Students w/out Disabilities</b>	59,331	7,174 (12.09%)	5.18	44,637 (75.23%)	32.21	165 (0.28%)	11.91	1,133 (1.91%)	0.82	8,472 (14.28%)	6.11

\*For incidents involving multiple offenders, each offender is considered to be a separate incident.

**Table R-C16. Bullying/Harassment Suspensions and Reassignments by Student Subgroup, 2022–2023**

	Total Number of Incidents*	In-School Suspensions		Short-term Suspensions		Long-term Suspensions		enALPS 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
<b>All Student Offenders</b>	<b>18,691</b>	<b>5,329</b> (28.51%)	<b>3.54</b>	<b>6,086</b> (32.56%)	<b>4.05</b>	<b>7</b> (0.04%)	<b>0.47</b>	<b>77</b> (0.41%)	<b>0.05</b>	<b>7,443</b> (39.82%)	<b>4.95</b>
<b>Female</b>	4,986	1,397 (28.02%)	1.88	1,577 (31.63%)	2.13	2 (0.04%)	0.27	13 (0.26%)	0.02	2,045 (41.01%)	2.76
<b>Male</b>	13,699	3,930 (28.69%)	5.05	4,508 (32.91%)	5.80	5 (0.04%)	0.64	64 (0.47%)	0.08	5,395 (39.38%)	6.94
<b>American Indian</b>	215	40 (18.60%)	2.52	135 (62.79%)	8.51	0 (0.00%)	0.00	1 (0.47%)	0.06	40 (18.60%)	2.52
<b>Asian</b>	176	53 (30.11%)	0.87	60 (34.09%)	0.99	0 (0.00%)	0.00	0 (0.00%)	0.00	64 (36.36%)	1.05
<b>Black</b>	7,534	1,884 (25.01%)	5.02	2,473 (32.82%)	6.59	6 (0.08%)	1.60	43 (0.57%)	0.12	3,218 (42.71%)	8.57
<b>Hispanic</b>	2,938	918 (31.25%)	2.97	971 (33.05%)	3.14	0 (0.00%)	0.00	10 (0.34%)	0.03	1,087 (37.00%)	3.51
<b>Two or More Races</b>	1,305	389 (29.81%)	4.58	419 (32.11%)	4.93	1 (0.08%)	1.18	1 (0.08%)	0.01	509 (39.00%)	5.99
<b>Pacific Islander</b>	23	4 (17.39%)	1.87	10 (43.48%)	4.66	0 (0.00%)	0.00	0 (0.00%)	0.00	9 (39.13%)	4.20
<b>White</b>	6,494	2,039 (31.40%)	3.04	2,017 (31.06%)	3.01	0 (0.00%)	0.00	22 (0.34%)	0.03	2,513 (38.70%)	3.75
<b>Economically Disadvantaged</b>	13,755	3,860 (28.06%)	4.83	4,484 (32.60%)	5.61	5 (0.04%)	0.63	59 (0.43%)	0.07	5,532 (40.22%)	6.92
<b>Not Economically Disadvantaged</b>	4,936	1,469 (29.76%)	1.85	1,602 (32.46%)	2.02	2 (0.04%)	0.25	18 (0.36%)	0.02	1,911 (38.72%)	2.41
<b>English Learners</b>	1,793	574 (32.01%)	3.66	610 (34.02%)	3.89	1 (0.06%)	0.64	7 (0.39%)	0.05	635 (35.42%)	4.05
<b>Not English Learners</b>	16,898	4,755 (28.14%)	3.31	5,476 (32.41%)	3.81	6 (0.04%)	0.42	70 (0.41%)	0.05	6,808 (40.29%)	4.74
<b>Students w/ Disabilities</b>	4,333	1,214 (28.02%)	5.64	1,405 (32.43%)	6.53	1 (0.02%)	0.47	23 (0.53%)	0.11	1,756 (40.53%)	8.16
<b>Students w/out Disabilities</b>	14,358	4,115 (28.66%)	2.97	4,681 (32.60%)	3.38	6 (0.04%)	0.43	54 (0.38%)	0.04	5,687 (39.61%)	4.10

\*For incidents involving multiple offenders, each offender is considered to be a separate incident.

**Table R-C17. Defiant Behaviors Suspensions and Reassignments by Student Subgroup, 2022–2023**

	Total Number of Incidents*	In-School Suspensions		Short-term Suspensions		Long-term Suspensions		enALPS 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
<b>All Student Offenders</b>	<b>433,448</b>	<b>134,209</b> (30.96%)	<b>89.26</b>	<b>109,520</b> (25.27%)	<b>72.84</b>	<b>105</b> (0.02%)	<b>6.98</b>	<b>1,049</b> (0.24%)	<b>0.70</b>	<b>191,599</b> (44.20%)	<b>127.42</b>
<b>Female</b>	118,065	36,308 (30.75%)	48.97	31,767 (26.91%)	42.85	27 (0.02%)	3.64	341 (0.29%)	0.46	50,575 (42.84%)	68.21
<b>Male</b>	315,286	97,892 (31.05%)	125.87	77,735 (24.66%)	99.95	78 (0.02%)	10.03	707 (0.22%)	0.91	140,955 (44.71%)	181.23
<b>American Indian</b>	4,496	1,072 (23.84%)	67.57	2,259 (50.24%)	142.39	2 (0.04%)	12.61	26 (0.58%)	1.64	1,168 (25.98%)	73.62
<b>Asian</b>	2,668	714 (26.76%)	11.76	566 (21.21%)	9.32	0 (0.00%)	0.00	2 (0.07%)	0.03	1,404 (52.62%)	23.12
<b>Black</b>	207,889	61,882 (29.77%)	164.83	57,704 (27.76%)	153.70	58 (0.03%)	15.45	726 (0.35%)	1.93	89,199 (42.91%)	237.59
<b>Hispanic</b>	57,535	19,933 (34.64%)	64.44	13,201 (22.94%)	42.68	3 (0.01%)	0.97	64 (0.11%)	0.21	24,734 (42.99%)	79.97
<b>Two or More Races</b>	31,928	9,929 (31.10%)	116.91	8,291 (25.97%)	97.62	6 (0.02%)	7.07	68 (0.21%)	0.80	13,859 (43.41%)	163.18
<b>Pacific Islander</b>	427	124 (29.04%)	57.81	119 (27.87%)	55.48	0 (0.00%)	0.00	0 (0.00%)	0.00	186 (43.56%)	86.71
<b>White</b>	128,407	40,545 (31.58%)	60.45	27,362 (21.31%)	40.79	36 (0.03%)	5.37	162 (0.13%)	0.24	60,980 (47.49%)	90.91
<b>Economically Disadvantaged</b>	332,640	102,608 (30.85%)	128.30	87,147 (26.20%)	108.97	88 (0.03%)	11.00	859 (0.26%)	1.07	144,385 (43.41%)	180.54
<b>Not Economically Disadvantaged</b>	100,808	31,601 (31.35%)	39.82	22,373 (22.19%)	28.19	17 (0.02%)	2.14	190 (0.19%)	0.24	47,214 (46.84%)	59.49
<b>English Learners</b>	33,587	12,162 (36.21%)	77.59	7,308 (21.76%)	46.63	1 (0.00%)	0.64	42 (0.13%)	0.27	14,301 (42.58%)	91.24
<b>Not English Learners</b>	399,861	122,047 (30.52%)	84.92	102,212 (25.56%)	71.12	104 (0.03%)	7.24	1,007 (0.25%)	0.70	177,298 (44.34%)	123.37
<b>Students w/ Disabilities</b>	112,132	30,597 (27.29%)	142.25	30,675 (27.36%)	142.62	17 (0.02%)	7.90	283 (0.25%)	1.32	51,385 (45.83%)	238.90
<b>Students w/out Disabilities</b>	321,316	103,612 (32.25%)	74.76	78,845 (24.54%)	56.89	88 (0.03%)	6.35	766 (0.24%)	0.55	140,214 (43.64%)	101.16

\*For incidents involving multiple offenders, each offender is considered to be a separate incident.

**Table R-C18. Interpersonal Behaviors Suspensions and Reassignments by Student Subgroup, 2022–2023**

	Total Number of Incidents*	In-School Suspensions		Short-term Suspensions		Long-term Suspensions		enALPS Placements		Other Actions*	
		N	Rate per	N	Rate per	N	Rate per	N	Rate per	N	Rate per
		%	1,000	%	1,000	%	100K	%	1,000	%	1,000
<b>All Student Offenders</b>	<b>14,812</b>	<b>2,793</b> (18.86%)	<b>1.86</b>	<b>8,024</b> (54.17%)	<b>5.34</b>	<b>70</b> (0.47%)	<b>4.66</b>	<b>348</b> (2.35%)	<b>0.23</b>	<b>4,113</b> (27.77%)	<b>2.74</b>
<b>Female</b>	4,389	905 (20.62%)	1.22	2,241 (51.06%)	3.02	20 (0.46%)	2.70	95 (2.16%)	0.13	1,259 (28.69%)	1.70
<b>Male</b>	10,420	1,888 (18.12%)	2.43	5,783 (55.50%)	7.44	50 (0.48%)	6.43	253 (2.43%)	0.33	2,851 (27.36%)	3.67
<b>American Indian</b>	111	21 (18.92%)	1.32	73 (65.77%)	4.60	2 (1.80%)	12.61	3 (2.70%)	0.19	16 (14.41%)	1.01
<b>Asian</b>	164	31 (18.90%)	0.51	71 (43.29%)	1.17	1 (0.61%)	1.65	5 (3.05%)	0.08	68 (41.46%)	1.12
<b>Black</b>	6,612	1,090 (16.49%)	2.90	3,693 (55.85%)	9.84	23 (0.35%)	6.13	199 (3.01%)	0.53	1,868 (28.25%)	4.98
<b>Hispanic</b>	2,193	483 (22.02%)	1.56	1,161 (52.94%)	3.75	6 (0.27%)	1.94	53 (2.42%)	0.17	576 (26.27%)	1.86
<b>Two or More Races</b>	1,006	196 (19.48%)	2.31	526 (52.29%)	6.19	8 (0.80%)	9.42	28 (2.78%)	0.33	287 (28.53%)	3.38
<b>Pacific Islander</b>	19	4 (21.05%)	1.87	8 (42.11%)	3.73	0 (0.00%)	0.00	1 (5.26%)	0.47	7 (36.84%)	3.26
<b>White</b>	4,704	968 (20.58%)	1.44	2,492 (52.98%)	3.72	30 (0.64%)	4.47	59 (1.25%)	0.09	1,288 (27.38%)	1.92
<b>Economically Disadvantaged</b>	11,122	2,057 (18.49%)	2.57	6,139 (55.20%)	7.68	47 (0.42%)	5.88	258 (2.32%)	0.32	3,015 (27.11%)	3.77
<b>Not Economically Disadvantaged</b>	3,690	736 (19.95%)	0.93	1,885 (51.08%)	2.38	23 (0.62%)	2.90	90 (2.44%)	0.11	1,098 (29.76%)	1.38
<b>English Learners</b>	1,226	271 (22.10%)	1.73	610 (49.76%)	3.89	2 (0.16%)	1.28	29 (2.37%)	0.19	364 (29.69%)	2.32
<b>Not English Learners</b>	13,586	2,522 (18.56%)	1.76	7,414 (54.57%)	5.16	68 (0.50%)	4.73	319 (2.35%)	0.22	3,749 (27.59%)	2.61
<b>Students w/ Disabilities</b>	4,427	760 (17.17%)	3.53	2,449 (55.32%)	11.39	19 (0.43%)	8.83	94 (2.12%)	0.44	1,263 (28.53%)	5.87
<b>Students w/out Disabilities</b>	10,385	2,033 (19.58%)	1.47	5,575 (53.68%)	4.02	51 (0.49%)	3.68	254 (2.45%)	0.18	2,850 (27.44%)	2.06

\*For incidents involving multiple offenders, each offender is considered to be a separate incident.

**Table R-C19. Missing Class/School Suspensions and Reassignments by Student Subgroup, 2022–2023**

	Total Number of Incidents*	In-School Suspensions		Short-term Suspensions		Long-term Suspensions		enALPS 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
<b>All Student Offenders</b>	<b>164,500</b>	<b>63,102</b> (38.36%)	<b>41.97</b>	<b>12,617</b> (7.67%)	<b>8.39</b>	<b>8</b> (0.00%)	<b>0.53</b>	<b>114</b> (0.07%)	<b>0.08</b>	<b>89,017</b> (54.11%)	<b>59.20</b>
<b>Female</b>	67,624	26,079 (38.56%)	35.17	4,896 (7.24%)	6.60	3 (0.00%)	0.41	52 (0.08%)	0.07	36,732 (54.32%)	49.54
<b>Male</b>	96,834	37,021 (38.23%)	47.60	7,715 (7.97%)	9.92	5 (0.01%)	0.64	62 (0.06%)	0.08	52,251 (53.96%)	67.18
<b>American Indian</b>	1,529	661 (43.23%)	41.66	347 (22.69%)	21.87	0 (0.00%)	0.00	8 (0.52%)	0.50	516 (33.75%)	32.52
<b>Asian</b>	1,369	549 (40.10%)	9.04	95 (6.94%)	1.56	0 (0.00%)	0.00	1 (0.07%)	0.02	727 (53.10%)	11.97
<b>Black</b>	73,891	27,944 (37.82%)	74.43	6,846 (9.26%)	18.24	0 (0.00%)	0.00	66 (0.09%)	0.18	39,225 (53.08%)	104.48
<b>Hispanic</b>	34,923	14,945 (42.79%)	48.32	2,398 (6.87%)	7.75	4 (0.01%)	1.29	18 (0.05%)	0.06	17,624 (50.47%)	56.98
<b>Two or More Races</b>	10,245	3,770 (36.80%)	44.39	784 (7.65%)	9.23	0 (0.00%)	0.00	7 (0.07%)	0.08	5,706 (55.70%)	67.18
<b>Pacific Islander</b>	236	102 (43.22%)	47.55	24 (10.17%)	11.19	0 (0.00%)	0.00	1 (0.42%)	0.47	109 (46.19%)	50.82
<b>White</b>	42,265	15,129 (35.80%)	22.56	2,117 (5.01%)	3.16	4 (0.01%)	0.60	13 (0.03%)	0.02	25,076 (59.33%)	37.38
<b>Economically Disadvantaged</b>	118,997	46,342 (38.94%)	57.95	9,904 (8.32%)	12.38	5 (0.00%)	0.63	95 (0.08%)	0.12	62,930 (52.88%)	78.69
<b>Not Economically Disadvantaged</b>	45,503	16,760 (36.83%)	21.12	2,713 (5.96%)	3.42	3 (0.01%)	0.38	19 (0.04%)	0.02	26,087 (57.33%)	32.87
<b>English Learners</b>	24,859	10,762 (43.29%)	68.66	1,791 (7.20%)	11.43	4 (0.02%)	2.55	12 (0.05%)	0.08	12,337 (49.63%)	78.71
<b>Not English Learners</b>	139,641	52,340 (37.48%)	36.42	10,826 (7.75%)	7.53	4 (0.00%)	0.28	102 (0.07%)	0.07	76,680 (54.91%)	53.36
<b>Students w/ Disabilities</b>	29,331	11,213 (38.23%)	52.13	2,375 (8.10%)	11.04	1 (0.00%)	0.47	21 (0.07%)	0.10	15,785 (53.82%)	73.39
<b>Students w/out Disabilities</b>	135,169	51,889 (38.39%)	37.44	10,242 (7.58%)	7.39	7 (0.01%)	0.51	93 (0.07%)	0.07	73,232 (54.18%)	52.84

\*For incidents involving multiple offenders, each offender is considered to be a separate incident.

**Table R-C20. Repeat Offender UB Suspensions and Reassignments by Student Subgroup, 2022–2023**

	Total Number of Incidents*	In-School Suspensions		Short-term Suspensions		Long-term Suspensions		enALPS 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
		%		%		%		%		%	
<b>All Student Offenders</b>	<b>2,499</b>	<b>1,201</b> (48.06%)	<b>0.80</b>	<b>645</b> (25.81%)	<b>0.43</b>	<b>6</b> (0.24%)	<b>0.40</b>	<b>11</b> (0.44%)	<b>0.01</b>	<b>669</b> (26.77%)	<b>0.45</b>
<b>Female</b>	643	295 (45.88%)	0.40	164 (25.51%)	0.22	3 (0.47%)	0.41	5 (0.78%)	0.01	189 (29.39%)	0.26
<b>Male</b>	1,856	906 (48.81%)	1.17	481 (25.92%)	0.62	3 (0.16%)	0.39	6 (0.32%)	0.01	480 (25.86%)	0.62
<b>American Indian</b>	27	4 (14.81%)	0.25	20 (74.07%)	1.26	0 (0.00%)	0.00	1 (3.70%)	0.06	3 (11.11%)	0.19
<b>Asian</b>	9	0 (0.00%)	0.00	6 (66.67%)	0.10	0 (0.00%)	0.00	0 (0.00%)	0.00	3 (33.33%)	0.05
<b>Black</b>	1,012	485 (47.92%)	1.29	298 (29.45%)	0.79	2 (0.20%)	0.53	6 (0.59%)	0.02	236 (23.32%)	0.63
<b>Hispanic</b>	333	157 (47.15%)	0.51	86 (25.83%)	0.28	3 (0.90%)	0.97	1 (0.30%)	0.00	88 (26.43%)	0.29
<b>Two or More Races</b>	247	134 (54.25%)	1.58	43 (17.41%)	0.51	0 (0.00%)	0.00	2 (0.81%)	0.02	71 (28.74%)	0.84
<b>Pacific Islander</b>	2	0 (0.00%)	0.00	2 (100.00%)	0.93	0 (0.00%)	0.00	0 (0.00%)	0.00	0 (0.00%)	0.00
<b>White</b>	869	421 (48.45%)	0.63	190 (21.86%)	0.28	1 (0.12%)	0.15	1 (0.12%)	0.00	268 (30.84%)	0.40
<b>Economically Disadvantaged</b>	2,033	996 (48.99%)	1.25	517 (25.43%)	0.65	5 (0.25%)	0.63	7 (0.34%)	0.01	535 (26.32%)	0.67
<b>Not Economically Disadvantaged</b>	466	205 (43.99%)	0.26	128 (27.47%)	0.16	1 (0.21%)	0.13	4 (0.86%)	0.01	134 (28.76%)	0.17
<b>English Learners</b>	226	105 (46.46%)	0.67	67 (29.65%)	0.43	2 (0.88%)	1.28	0 (0.00%)	0.00	53 (23.45%)	0.34
<b>Not English Learners</b>	2,273	1,096 (48.22%)	0.76	578 (25.43%)	0.40	4 (0.18%)	0.28	11 (0.48%)	0.01	616 (27.10%)	0.43
<b>Students w/ Disabilities</b>	613	327 (53.34%)	1.52	142 (23.16%)	0.66	1 (0.16%)	0.47	3 (0.49%)	0.01	145 (23.65%)	0.67
<b>Students w/out Disabilities</b>	1,886	874 (46.34%)	0.63	503 (26.67%)	0.36	5 (0.27%)	0.36	8 (0.42%)	0.01	524 (27.78%)	0.38

\*For incidents involving multiple offenders, each offender is considered to be a separate incident.



**Table R-C21. Substance Use Related UB Suspensions and Reassignments by Student Subgroup, 2022–2023**

	Total Number of Incidents*	In-School Suspensions		Short-term Suspensions		Long-term Suspensions		enALPS 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
<b>All Student Offenders</b>	<b>35,373</b>	<b>11,228</b> (31.74%)	<b>7.47</b>	<b>21,485</b> (60.74%)	<b>14.29</b>	<b>38</b> (0.11%)	<b>2.53</b>	<b>308</b> (0.87%)	<b>0.21</b>	<b>3,324</b> (9.40%)	<b>2.21</b>
<b>Female</b>	13,026	4,182 (32.11%)	5.64	7,951 (61.04%)	10.72	12 (0.09%)	1.62	103 (0.79%)	0.14	1,145 (8.79%)	1.54
<b>Male</b>	22,343	7,046 (31.54%)	9.06	13,532 (60.56%)	17.40	26 (0.12%)	3.34	205 (0.92%)	0.26	2,177 (9.74%)	2.80
<b>American Indian</b>	973	96 (9.87%)	6.05	848 (87.15%)	53.45	0 (0.00%)	0.00	4 (0.41%)	0.25	28 (2.88%)	1.77
<b>Asian</b>	195	69 (35.38%)	1.14	109 (55.90%)	1.80	1 (0.51%)	1.65	3 (1.54%)	0.05	22 (11.28%)	0.36
<b>Black</b>	11,702	3,158 (26.99%)	8.41	7,193 (61.47%)	19.16	9 (0.08%)	2.40	99 (0.85%)	0.26	1,507 (12.88%)	4.01
<b>Hispanic</b>	5,833	1,852 (31.75%)	5.99	3,542 (60.72%)	11.45	6 (0.10%)	1.94	41 (0.70%)	0.13	566 (9.70%)	1.83
<b>Two or More Races</b>	2,379	741 (31.15%)	8.73	1,456 (61.20%)	17.14	1 (0.04%)	1.18	14 (0.59%)	0.17	232 (9.75%)	2.73
<b>Pacific Islander</b>	42	13 (30.95%)	6.06	25 (59.52%)	11.66	0 (0.00%)	0.00	0 (0.00%)	0.00	5 (11.90%)	2.33
<b>White</b>	14,245	5,299 (37.20%)	7.90	8,310 (58.34%)	12.39	21 (0.15%)	3.13	147 (1.03%)	0.22	962 (6.75%)	1.43
<b>Economically Disadvantaged</b>	26,657	8,338 (31.28%)	10.43	16,309 (61.18%)	20.39	27 (0.10%)	3.38	233 (0.87%)	0.29	2,511 (9.42%)	3.14
<b>Not Economically Disadvantaged</b>	8,716	2,890 (33.16%)	3.64	5,176 (59.39%)	6.52	11 (0.13%)	1.39	75 (0.86%)	0.10	813 (9.33%)	1.02
<b>English Learners</b>	3,694	1,196 (32.38%)	7.63	2,191 (59.31%)	13.98	4 (0.11%)	2.55	27 (0.73%)	0.17	384 (10.40%)	2.45
<b>Not English Learners</b>	31,679	10,032 (31.67%)	6.98	19,294 (60.90%)	13.43	34 (0.11%)	2.37	281 (0.89%)	0.20	2,940 (9.28%)	2.05
<b>Students w/ Disabilities</b>	6,687	2,199 (32.88%)	10.22	3,960 (59.22%)	18.41	10 (0.15%)	4.65	56 (0.84%)	0.26	648 (9.69%)	3.01
<b>Students w/out Disabilities</b>	28,686	9,029 (31.48%)	6.51	17,525 (61.09%)	12.64	28 (0.10%)	2.02	252 (0.88%)	0.18	2,676 (9.33%)	1.93

\*For incidents involving multiple offenders, each offender is considered to be a separate incident.

**Table R-C22. Other UB Suspensions and Reassignments by Student Subgroup, 2022–2023**

	Total Number of Incidents*	In-School Suspensions		Short-term Suspensions		Long-term Suspensions		enALPS 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
<b>All Student Offenders</b>	<b>158,364</b>	<b>28,039</b> (17.71%)	<b>18.65</b>	<b>19,821</b> (12.52%)	<b>13.18</b>	<b>56</b> (0.04%)	<b>3.72</b>	<b>306</b> (0.19%)	<b>0.20</b>	<b>110,848</b> (70.00%)	<b>73.72</b>
<b>Female</b>	49,096	9,455 (19.26%)	12.75	6,193 (12.61%)	8.35	8 (0.02%)	1.08	91 (0.19%)	0.12	33,570 (68.38%)	45.28
<b>Male</b>	109,202	18,583 (17.02%)	23.89	13,624 (12.48%)	17.52	48 (0.04%)	6.17	215 (0.20%)	0.28	77,217 (70.71%)	99.28
<b>American Indian</b>	1,734	266 (15.34%)	16.77	401 (23.13%)	25.28	1 (0.06%)	6.30	5 (0.29%)	0.32	1,063 (61.30%)	67.00
<b>Asian</b>	2,306	210 (9.11%)	3.46	147 (6.37%)	2.42	0 (0.00%)	0.00	2 (0.09%)	0.03	1,952 (84.65%)	32.14
<b>Black</b>	68,313	10,919 (15.98%)	29.08	9,226 (13.51%)	24.57	19 (0.03%)	5.06	188 (0.28%)	0.50	48,286 (70.68%)	128.61
<b>Hispanic</b>	26,530	5,067 (19.10%)	16.38	3,269 (12.32%)	10.57	9 (0.03%)	2.91	43 (0.16%)	0.14	18,276 (68.89%)	59.09
<b>Two or More Races</b>	9,995	1,916 (19.17%)	22.56	1,356 (13.57%)	15.97	9 (0.09%)	10.60	23 (0.23%)	0.27	6,744 (67.47%)	79.41
<b>Pacific Islander</b>	182	32 (17.58%)	14.92	27 (14.84%)	12.59	0 (0.00%)	0.00	1 (0.55%)	0.47	126 (69.23%)	58.74
<b>White</b>	49,238	9,628 (19.55%)	14.35	5,391 (10.95%)	8.04	18 (0.04%)	2.68	44 (0.09%)	0.07	34,340 (69.74%)	51.20
<b>Economically Disadvantaged</b>	113,935	20,408 (17.91%)	25.52	15,200 (13.34%)	19.01	38 (0.03%)	4.75	235 (0.21%)	0.29	78,574 (68.96%)	98.25
<b>Not Economically Disadvantaged</b>	44,429	7,631 (17.18%)	9.62	4,621 (10.40%)	5.82	18 (0.04%)	2.27	71 (0.16%)	0.09	32,274 (72.64%)	40.67
<b>English Learners</b>	16,326	3,280 (20.09%)	20.93	2,072 (12.69%)	13.22	5 (0.03%)	3.19	31 (0.19%)	0.20	11,035 (67.59%)	70.40
<b>Not English Learners</b>	142,038	24,759 (17.43%)	17.23	17,749 (12.50%)	12.35	51 (0.04%)	3.55	275 (0.19%)	0.19	99,813 (70.27%)	69.45
<b>Students w/ Disabilities</b>	37,048	5,472 (14.77%)	25.44	4,301 (11.61%)	20.00	12 (0.03%)	5.58	66 (0.18%)	0.31	27,356 (73.84%)	127.19
<b>Students w/out Disabilities</b>	121,316	22,567 (18.60%)	16.28	15,520 (12.79%)	11.20	44 (0.04%)	3.18	240 (0.20%)	0.17	83,492 (68.82%)	60.24

\*For incidents involving multiple offenders, each offender is considered to be a separate incident.

## 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, 2022–2023***

# 2022–2023 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:

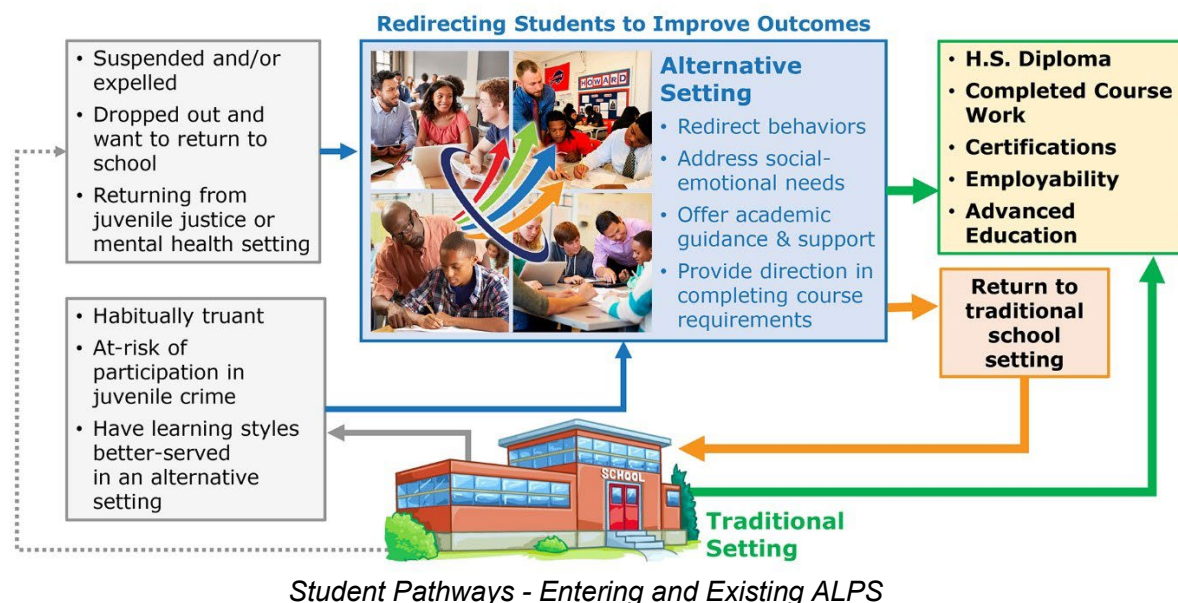
- provide the primary instruction for selected at-risk students
- enroll students for a minimum of one academic grading period
- offer course credit or grade-level promotion credit in core academic areas
- provide transition support to and from/between the school of origin and alternative learning program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



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.

In the 2021-2022 and 2022-2023 school years, data reported within this report increased to levels more comparable to the numbers reported during the pre-pandemic school years (2018-2019 and prior), comparisons made between these two time periods (pre-pandemic and post-pandemic) should be undertaken with caution. The unprecedented methods that public school units across the state employed by utilizing various modes of instruction and student outreach to ensure continued student learning have continued into 2021-2022 academic year and beyond. In addition, the North Carolina Department of Public Instruction has increased, refined, and in some cases redefined training efforts, outreach, guidelines, and guidance around the collection of the data within this report.

Given the cautions presented above, while data prior to the 2022-2023 academic year will remain in all relevant tables and figures, limited comparisons will be made between 2022-2023 academic year data to prior academic years. (For more information, see the [Introduction](#) section of this report.)

## General Findings

This section reports total enrollment in Alternative Learning Programs and Schools (ALPS) regardless of the reason for the enrollment. ALPS reported 11,184 student enrollments during the 2022–2023 academic year, a 14.3% increase from the previous school year of 2021–2022 and a 9.5% decrease from 2018–2019.

There were 10,446 unique/individual students who were enrolled in ALPS over the course of the 2022–2023 school year. The number of unique students enrolled at least once during the school year saw an increase of 11.7% from 2021–2022 and a decrease of 7.5% from 2018–2019. Of the enrollments, 21.0% were for the full school year and 57.5% 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. The table below shows the various reasons students were assigned to ALPS. The most frequent reason for student enrollments in 2022–2023 was placed because of chronic misbehavior (33.8% of enrollments), followed placed instead of long-term suspension (25.2%) and student and/or parent choice (8.8%).

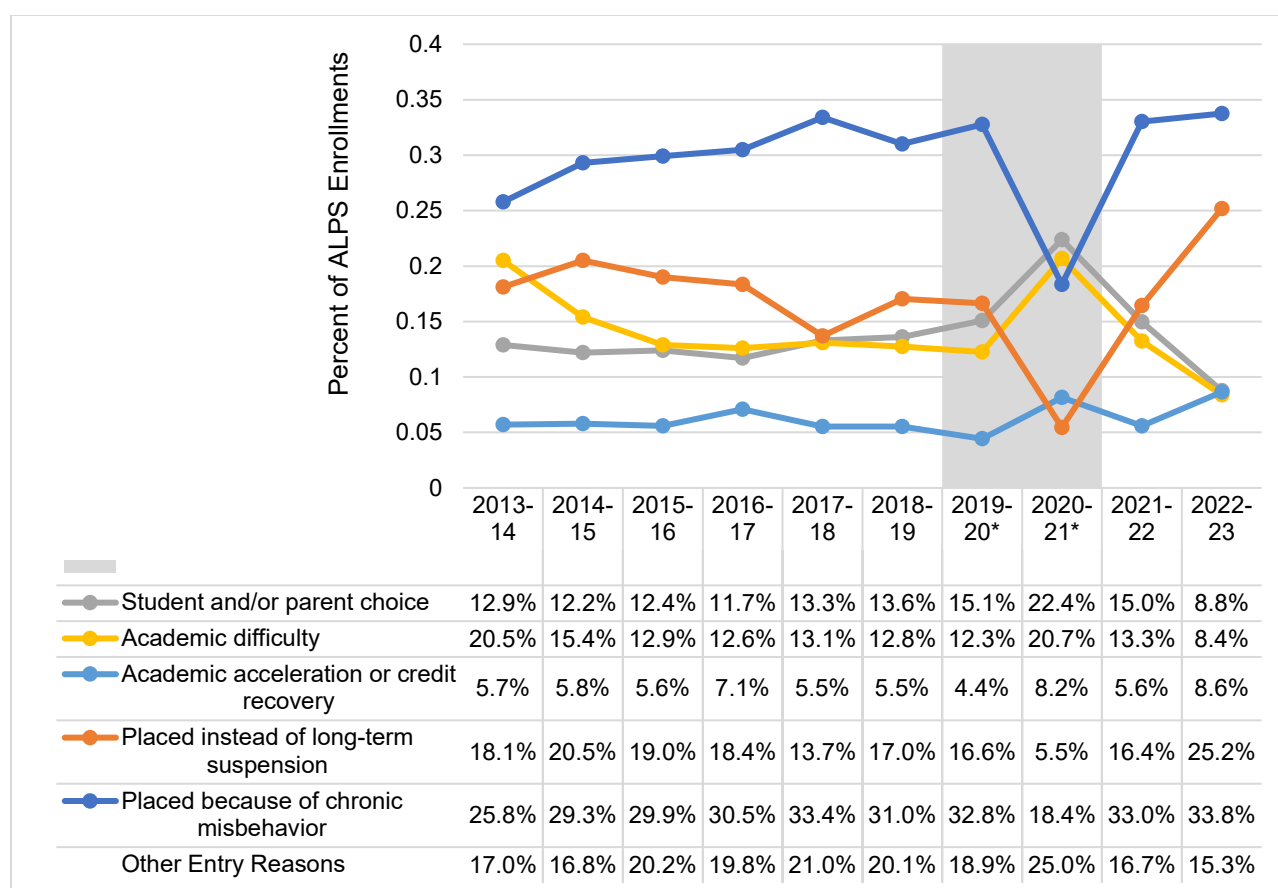
**Table A-C1. Reasons for Student Enrollment in Alternative Learning Programs and Schools, 2022–2023**

Enrollment Reason	Number of Enrollments	Percent of Enrollments
Placed because of chronic misbehavior	3,775	33.8
Placed instead of long-term suspension	2,815	25.2
Student and/or parent choice	979	8.8
Academic acceleration or credit recovery	967	8.6
Academic difficulty	939	8.4
Transfer from ALP or other facility	401	3.6
Emotional and/or psychological problems	344	3.1
Attendance problems	339	3.0
Dropout recovery	228	2.0
Placed because of a felony charge	206	1.8
Personal and/or family problems	85	0.8
Placed after EC Hearing for discipline reasons	75	0.7
Pregnancy related	22	0.2
Placed after EC Hearing for academic reasons	8	0.1
Employment related	1	0.0
<b>Total</b>	<b>11,184</b>	<b>100.00</b>

In the figure below, the relative frequency of the reasons for student enrollment is expressed as a percent. The figure shows the relative frequency (expressed as a percent) of the most commonly reported reasons over the last ten academic years.

In 2022–2023, *Placement because of Chronic Misbehavior* was still the most frequently reported reason for placement and the relative frequency it was reported remained relatively equivalent when compared to 2021–2022. However, the relative frequency of *Placed instead of Long-Term Suspension* increased by 8.7 percentage point and Academic acceleration or credit recovery increased by 3.0 percentage point, while the frequency of *Student and/or Parent Choice* and *Academic Difficulty* decreased by 6.2 percentage points and 4.9 percentage points when compared to 2021–2022.

**Figure A-C1. Reasons for Student Enrollment in Alternative Learning Programs and Schools, 2013–2014 to 2022–2023**



\* 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 status.

In the 2022–2023 school year, 36.6% of the 11,184 ALPS enrollments were for female students and 63.4% for male students. The rate of ALPS enrollments for females was 5.51 per 1,000 female students and 9.12 per 1,000 students for males.

In 2022–2023, the highest rates for ALPS enrollments per 1,000 students were for American Indian students, Black students, Students with Disabilities and Two or More Races students with rates per 1,000 students of 15.95, 14.28, 10.54 and 10.30 enrollments per 1,000 students, respectively. The lowest rates of ALPS enrollment per 1,000 students were for Asian students (0.63).

Native Hawaiian/ Pacific Islander (116 days) and Students with Disabilities (116 days), followed by White students (114 days) had the highest average number of days per ALPS enrollments. American Indian students had the lowest average number of days per ALPS enrollment of 63 days.

**Table A-C2. ALPS Enrollments by Student Subgroup, 2022–2023**

	Number of ALPS Enrollments	Rate of ALPS Enrollment per 1,000	Average Days Per ALPS Enrollment
<b>All Students</b>	<b>11,184</b>	<b>7.44</b>	<b>102</b>
Female	4,089	5.51	102
Male	7,095	9.12	102
American Indian	253	15.95	63
Asian	38	0.63	95
Black	5,362	14.28	97
Hispanic	1,520	4.91	104
Two or More Races	875	10.30	102
Native Hawaiian/ Pacific Islander	15	6.99	116
White	3,121	4.65	114
Students w/ Disabilities	2,267	10.54	116
Students w/out Disabilities	8,917	6.43	99

Black male students, American Indian male students, and American Indian female students had the highest rates of ALPS enrollment. Asian female and Asian male students had the lowest rates of ALPS enrollment.

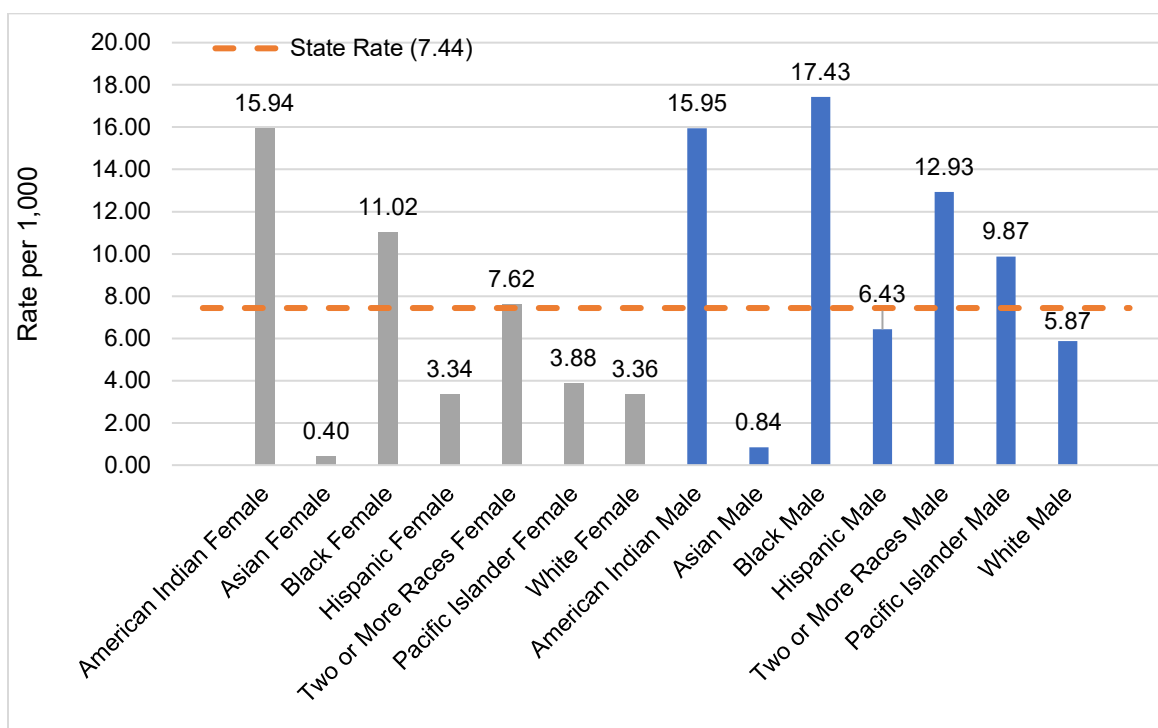
White female, White male, and Asian female students had the highest average number of days per ALPS enrollment, American Indian females and males had the lowest average number of days per ALPS enrollment.



**Table A-C3. ALPS Enrollments by Race/Ethnicity-Sex Subgroup, 2022–2023**

	Number of ALPS Enrollments	Rate of ALPS Enrollment per 1,000	Average Days Per ALPS Enrollment
<b>All Students</b>	<b>11,184</b>	<b>7.44</b>	<b>102</b>
American Indian Female	124	15.94	52
Asian Female	12	0.40	113
Black Female	2,031	11.02	96
Hispanic Female	506	3.34	107
Two or More Races Female	320	7.62	96
Pacific Islander Female	4	3.88	132
White Female	1,092	3.36	117
American Indian Male	129	15.95	73
Asian Male	26	0.84	86
Black Male	3,331	17.43	97
Hispanic Male	1,014	6.43	103
Two or More Races Male	555	12.93	106
Pacific Islander Male	11	9.87	110
White Male	2,029	5.87	112

**Figure A-C2. Rate of ALPS Enrollments by Race/Ethnicity-Sex Subgroup, 2022–2023**



In the 2022–2023 academic year, there were 2,267 enrollments of Students with Disabilities in ALPS. These enrollments accounted for 20.3% of all 2022–2023 enrollments. The rate of enrollment into ALPS for students with disabilities (10.54 per 1,000 students) was 1.6 times higher than students without disabilities. 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, 2022–2023**

	Number of ALPS Enrollments	Rate of ALPS Enrollment per 1,000	Average Days Per ALPS Enrollment
<b>All Students</b>	<b>11,184</b>	<b>7.44</b>	<b>102</b>
<b>Students w/ Disabilities</b>	<b>2,267</b>	<b>10.54</b>	<b>116</b>
<b>Students w/out Disabilities</b>	<b>8,917</b>	<b>6.43</b>	<b>99</b>
Autism	100		142
Developmental Delay	18		118
Serious Emotional Disability	416		126
Intellectual Disability - Mild	167		77
Specific Learning Disability	784		113
Other Health Impairment	714		122
Speech Impairment	35		92
Other Eligibility Categories	33		110

### **Alternative Learning Program and School Enrollments by Grade Level**

In 2022–2023, the highest number and rate of ALPS enrollments were in high school grades (7,956 enrollments, 16.98 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 and Grade 5 enrollments, the highest average number of days per ALPS enrollment were for students in elementary grades.

**Table A-C5. ALPS Enrollments by Grade Level, 2022–2023**

	Number of ALPS Enrollments	Rate per 1,000	Avg Days Per ALPS Enrollment
<b>All Enrollments</b>	<b>11,184</b>	<b>7.44</b>	<b>102</b>
<b>Elementary Grades</b>	<b>229</b>	<b>0.34</b>	<b>120</b>
<b>Middle Grades</b>	<b>2,999</b>	<b>8.47</b>	<b>94</b>
<b>High School Grades</b>	<b>7,956</b>	<b>16.98</b>	<b>105</b>
Grade 6	551		87
Grade 7	1,034		90
Grade 8	1,414		100
Grade 9	3,177		94
Grade 10	1,986		109
Grade 11	1,338		120
Grade 12 (Includes 13 and XG)	1,455		106

# 2022–2023 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 (2022–2023);
- was not enrolled on day 20 of the current year (2023-2024);
- 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 is 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 are students who are not enrolled on Day 20 because they have serious illnesses or are serving suspensions. 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:

$$\left( \frac{\text{Total Count of 2022 – 2023 Dropouts}}{\text{20th Day Membership 2022 – 2023} + \text{Count of 2022 – 2023 Dropouts}} \right) * 100$$

### ***Limitations and Cautions of Comparisons to Prior 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.

In the 2021-2022 and 2022-2023 school years, data reported within this report increased to levels more comparable to the numbers reported during the pre-pandemic school years (2018-2019 and prior), comparisons made between these two time periods (pre-pandemic and post-pandemic) should be undertaken with caution. The unprecedented methods that public school units across the state employed by utilizing various modes of instruction and student outreach to ensure continued student learning have continued into 2021-2022 academic year and beyond. In addition, the North Carolina Department of Public Instruction has increased, refined, and in some cases redefined

training efforts, outreach, guidelines, and guidance around the collection of the data within this report.

Given the cautions presented above, while data prior to the 2022-2023 academic year will remain in all relevant tables and figures, limited comparisons will be made between 2022-2023 academic year data to prior academic years. (For more information, see the [Introduction](#) section of this report.)

## General Findings

### *Dropout Counts – All Grades*

In 2022-2023, North Carolina public schools reported 10,523 dropouts in Grades 1 through 12 (including Grade 13 and XG). Out of the 10,523 students in Grades 1 through Grade 12 (including grade 13 and XG) who dropped out in 2022-2023, 911 (8.7%) dropped out in Grades 1 through 8, and 9,612 (91.3%) dropped out in Grades 9 through 12.

### *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 (43.9%) and high school dropouts (46.4%). The second and third most widely reported dropout reason codes were “Unknown” and “Lack of Engagement with School and/or Peers” at 13.4% and 10.6% for all dropouts and 12.3% and 11.4% for high school dropouts, respectively.

**Table D-C1. Grades 1 through 12 Dropout Reason Codes, 2022–2023**

	Count	Percent
Attendance	4,614	43.8%
Unknown	1,474	14.0%
Lack of engagement with school and/or peers	1,100	10.5%
Moved, school status unknown	988	9.4%
Choice of work over school	650	6.2%
Enrollment in a community college	465	4.4%
Academic problems	225	2.1%
Unstable home environment	190	1.8%
Psychological or emotional difficulties	134	1.3%
Discipline problem	126	1.2%
Employment necessary	104	1.0%
Health problems	88	0.8%
Failure to return after a long-term suspension	69	0.7%
Runaway	66	0.6%
Pregnancy	66	0.6%
Incarcerated in adult facility	43	0.4%
Need to care for children	39	0.4%
Difficulties with English language	33	0.3%
Expectations of culture, family, or peers	32	0.3%
Suspected substance abuse	14	0.1%
Marriage	3	0.0%
<b>Total</b>	<b>10,523</b>	<b>100.0%</b>

**Table D-C2. Proportion of Dropout Reason Codes Reported within Grade Level, 2022–2023**

	All Grades	Grades 1-4	Grades 5-7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Attendance	43.8%	11.1%	18.7%	25.0%	46.2%	46.0%	44.8%	50.1%
Unknown	14.0%	30.0%	20.5%	26.7%	14.4%	12.5%	11.9%	11.5%
Lack of engagement with school and/or peers	10.5%	*	*	*	10.6%	10.8%	12.5%	12.2%
Moved, school status unknown	9.4%	52.3%	48.5%	30.5%	6.9%	5.9%	5.5%	5.3%
Choice of work over school	6.2%	*	*	*	6.5%	7.0%	7.1%	6.2%
Enrollment in a community college	4.4%	*	*	*	3.4%	5.3%	6.6%	4.7%
Academic problems	2.1%	*	*	*	2.3%	2.7%	1.9%	2.0%

**Table D-C3. Dropout Reason Codes Reported by Grade Level, 2022–2023**

	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
Attendance	4,614	32	62	73	1,595	1,423	904	525
Unknown	1,474	86	68	78	496	386	239	121
Lack of engagement with school and/or peers	1,100	*	*	*	368	334	251	128
Moved, school status unknown	988	150	161	89	240	182	110	56
Choice of work over school	650	*	*	*	226	215	143	65
Enrollment in a community college	465	*	*	*	119	163	134	49
Academic problems	225	*	*	*	78	82	39	21

Year after year, “Attendance” is by far the most frequently reported dropout reason across all grades; however, there is variability in the relative frequency at which the reason codes are reported by grade level.

In 2022–2023, in Grades 1-4, Grades 5-7 and in Grade 8, the most frequently reported reason code is “Moved, school status unknown.” For these grades, in 2022–2023, 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

North Carolina recorded 9,612 dropouts in high school Grades 9-13 for the 2022–2023 academic year. The North Carolina high school dropout rate for the 2022–2023 academic year is 1.95 dropout events per every 100 high school students.

### High School Dropout Counts and Rates by Student Subgroups

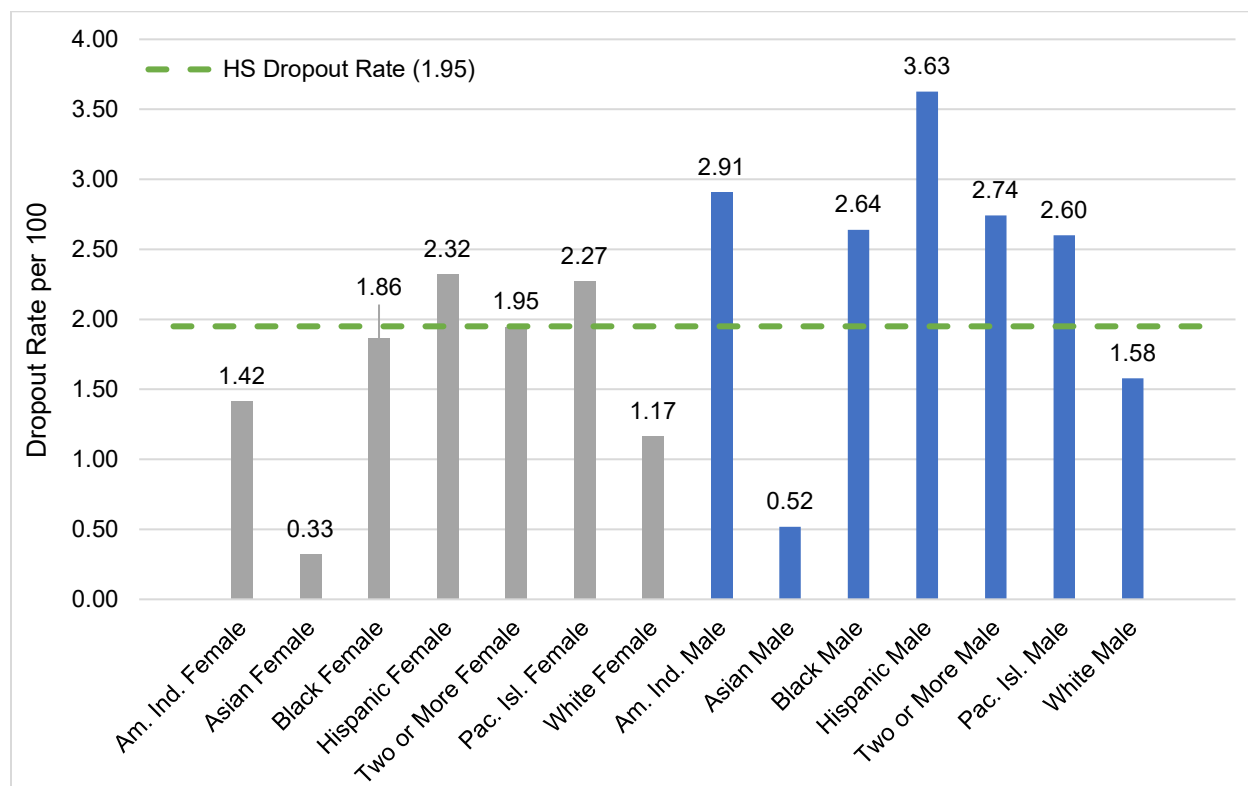
In the 2022-2023 school year, male students account for 60.2% (5,790) of all high school dropouts. White (3,074; 32.0%), Hispanic (3,027; 31.5%) and Black (2,745; 28.6%) students account for 92.0% of the high school students who dropped out. Students with Disabilities account for 23.3% (2,242) of all high school dropouts in 2022-2023.

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 rate than the state rate. Hispanic male students had the highest dropout rate, followed by American Indian male, Two or More Race male, Black male, and Native Hawaiian/Pacific Islander male students.

Among the female student race/ethnicity subgroups, Hispanic female, Pacific Islander female and Two or More Races female students had dropout rates at or above the state rate. Black female students had a rate below the state rate, but higher than the female rate. Asian female students had the lowest dropout rate, followed by White female and American Indian female students.

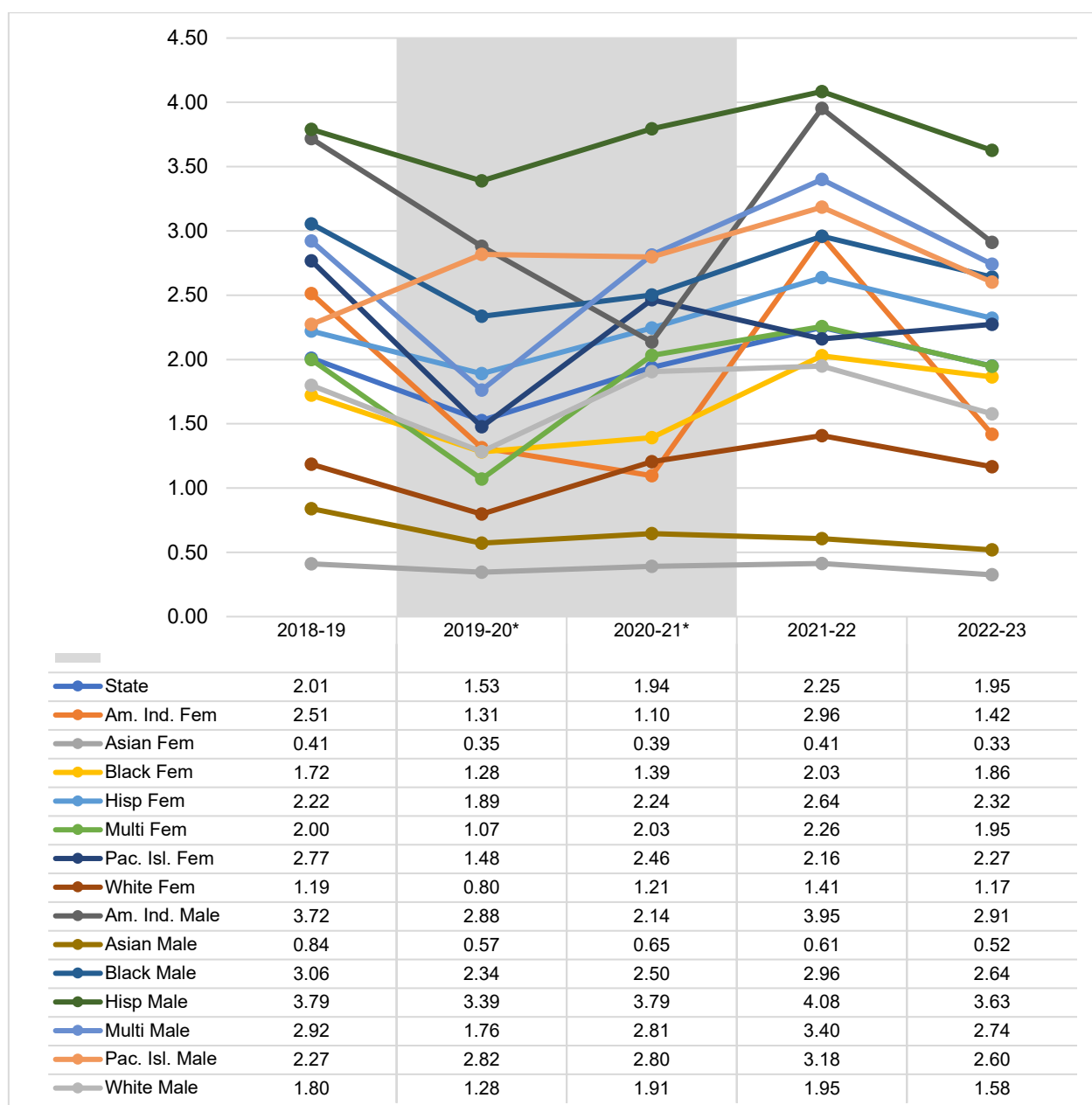
**Figure D-C1. High School Dropout Rates by Race/Ethnicity-Sex Subgroup, 2022–2023**



From the 2021–2022 academic year to the 2022–2023 academic year, there was a decrease in the dropout rate for all but one race/ethnicity-sex subgroups. The percent decreases ranged from 8.1% for Black female students to 52.1% for the American Indian female student group. Pacific Islander female students were the only subgroup to see an increase in the dropout rate of 5.2% between the two years.

When comparing the dropout rate in 2022–2023 to the rate in 2018–2019, three of the race/ethnicity-sex subgroups saw increases in the rates: Black female (5.4%), Hispanic female (2.7%), and Pacific Islander male (2.0%) students. Among the subgroups that saw a decrease, the decreases ranged from 43.6% for American Indian female students to 2.8% for White female students.

**Figure D-C2. High School Dropout Rates by Race/Ethnicity-Sex Subgroup, 2018–2019 to 2022–2023**



## 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 in 2022–2023.

Consistent with previous academic years, *Attendance* issues were cited most frequently as the main reason for a student dropping out, accounting for almost half (46.4%) 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 12.3% and 11.4%.

**Table D-C4. 2022–2023 High School Dropout Reason Codes**

Dropout Reason	Count	Percent
Attendance	4,447	46.3%
Unknown	1,242	12.9%
Lack of engagement with school and/or peers	1,081	11.2%
Choice of work over school	649	6.8%
Moved, school status unknown	588	6.1%
Enrollment in a community college	465	4.8%
Academic problems	220	2.3%
Unstable home environment	150	1.6%
Discipline problem	122	1.3%
Psychological or emotional difficulties	117	1.2%
Employment necessary	104	1.1%
Health problems	82	0.9%
Failure to return after a long-term suspension	67	0.7%
Pregnancy	65	0.7%
Runaway	59	0.6%
Incarcerated in adult facility	42	0.4%
Need to care for children	37	0.4%
Expectations of culture, family, or peers	31	0.3%
Difficulties with English language	29	0.3%
Suspected substance abuse	13	0.1%
Marriage	2	0.0%
Total	9,612	100.0%

The reason code that showed the greatest change in relative frequency from the previous academic year, 2021–2022, was *Attendance* issues with a 2.25 percentage point decrease. The dropout reason codes of *Unknown* and *Lack of Engagement with school and/peers* increased the most, albeit by less than a percentage point.

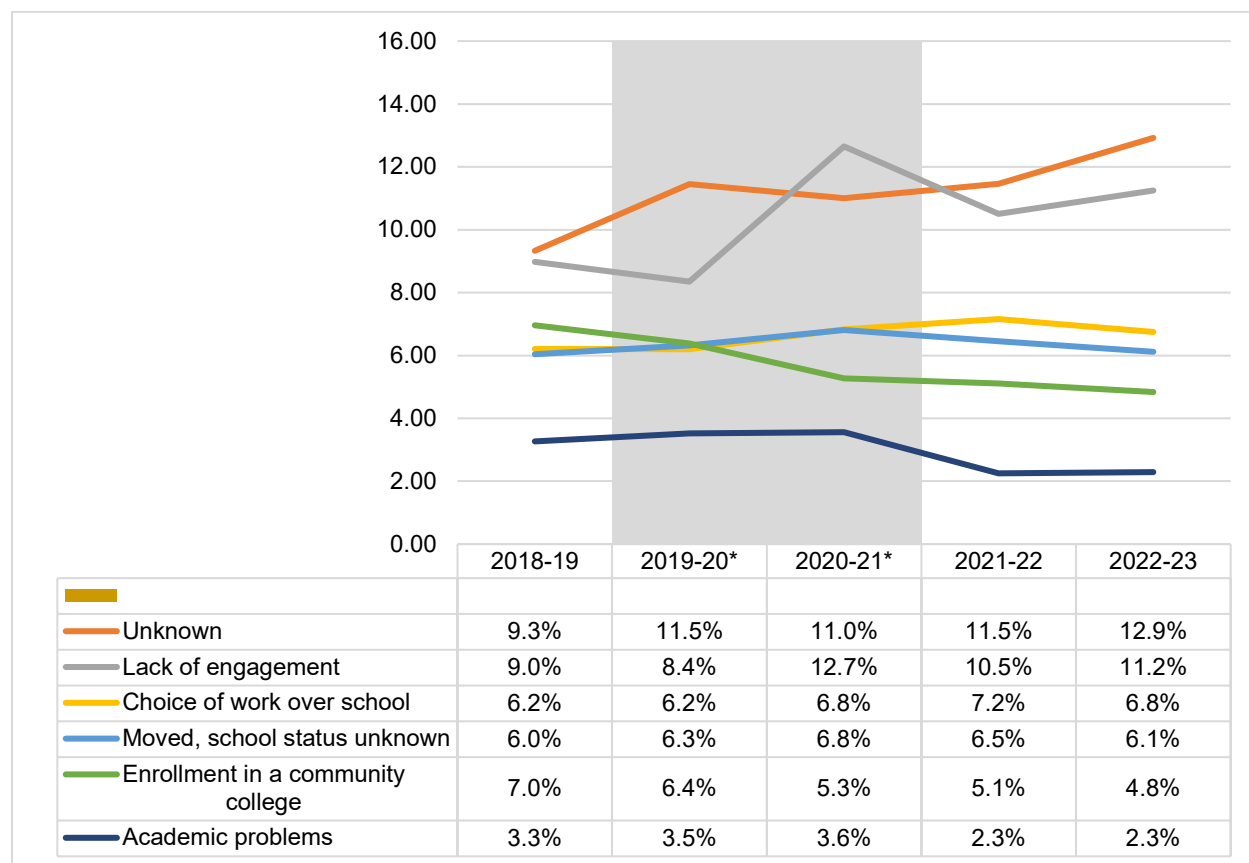
**Table D-C5. One-Year Change in the Proportions of High School Reason Codes**

Dropout Reason	Percent Of Codes Reported		
	2021-22	2022-23	Point Diff
Attendance	48.5%	46.3%	-2.25
Unknown	11.5%	12.9%	1.46
Lack of engagement with school and/or peers	10.5%	11.2%	0.74
Choice of work over school	7.2%	6.8%	-0.41
Moved, school status unknown	6.5%	6.1%	-0.34
Enrollment in a community college	5.1%	4.8%	-0.27
Academic problems	2.3%	2.3%	0.04
Unstable home environment	1.6%	1.6%	-0.03
Discipline problem	0.8%	1.3%	0.49
Psychological or emotional difficulties	1.3%	1.2%	-0.06
Employment necessary	0.4%	1.1%	0.64
Health problems	0.6%	0.9%	0.24
Failure to return after a long-term suspension	0.7%	0.7%	0.02
Pregnancy	0.6%	0.7%	0.06
Runaway	0.6%	0.6%	-0.02
Incarcerated in adult facility	0.4%	0.4%	0.08
Need to care for children	0.4%	0.4%	-0.06
Expectations of culture, family, or peers	0.4%	0.3%	-0.12
Difficulties with English language	0.5%	0.3%	-0.17
Suspected substance abuse	0.2%	0.1%	-0.03
Marriage	0.0%	0.0%	-0.02

Tracking reason codes over time can help in identifying family situations, personal issues, external incentives and school environmental stressors that may lead to dropouts. 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.

The following figure shows the variation in relative frequency of the most commonly reported reason codes (other than attendance) over the last five academic years. It should be noted that while there was an increase in “Failure to return after a long-term suspension” in 2022–2023, this code continues to no longer be 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 Code, 2013–2014 to 2022–2023**



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

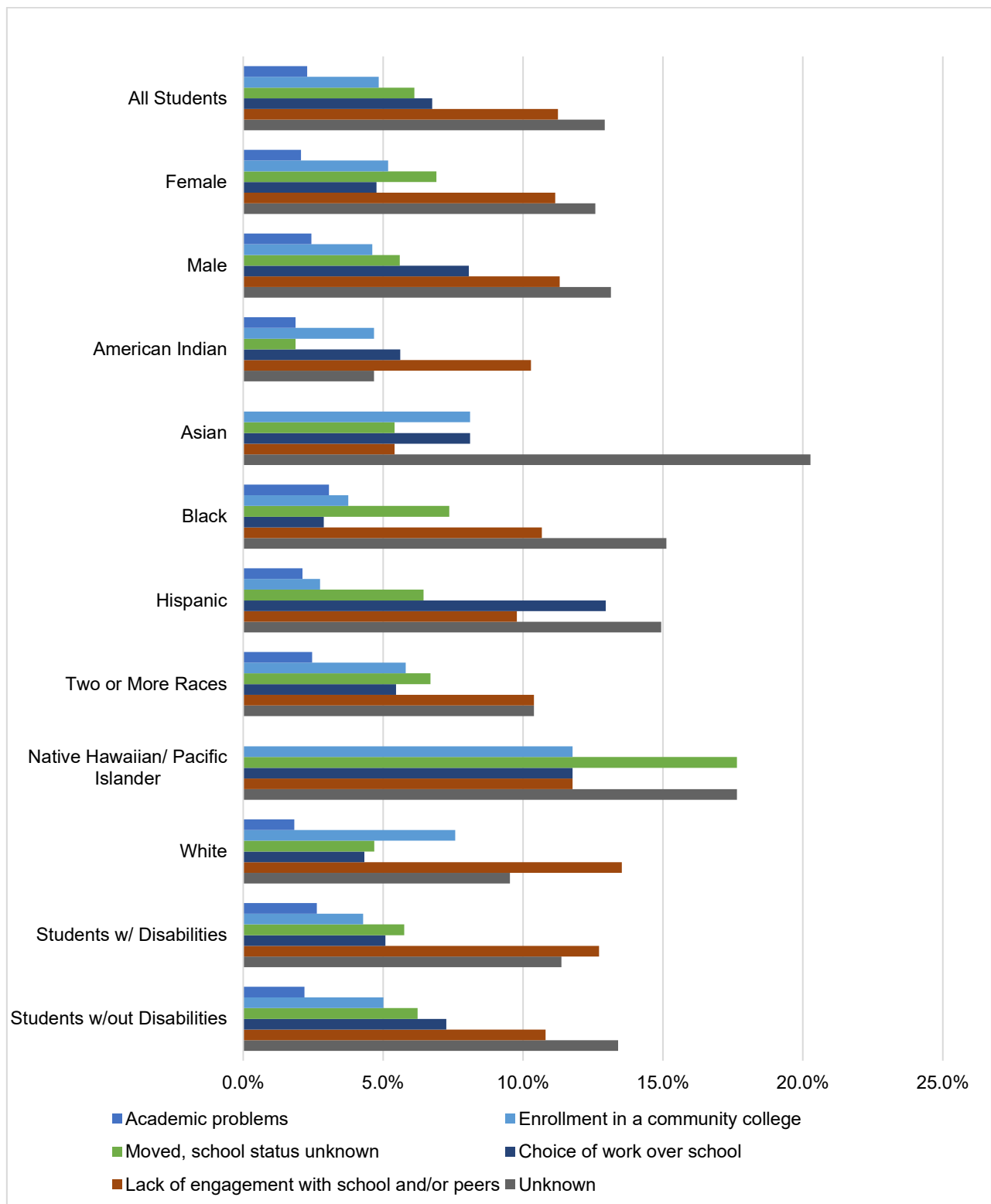
- *Unknown* is showing a steady if not somewhat slightly increasing trend.
- Considerable variability *Lack of Engagement with school and/or peers*.
- Consistent decrease in *Enrollment in Community College*.
- An encouraging and somewhat steady decrease in *Academic Problems*.

The following tables display 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, 2022–2023**

<b>Dropout Reason</b>	<b>All Students</b>	<b>Female</b>	<b>Male</b>	<b>Amln</b>	<b>Asian</b>	<b>Black</b>	<b>Hisp</b>	<b>Two or More</b>	<b>Pacific Islander</b>	<b>White</b>	<b>SWD</b>	<b>Not SWD</b>
Attendance	46.3%	47.4%	45.5%	61.7%	43.2%	45.0%	42.3%	49.3%	23.5%	50.5%	47.1%	46.0%
Unknown	12.9%	12.6%	13.1%	4.7%	20.3%	15.1%	14.9%	10.4%	17.6%	9.5%	11.4%	13.4%
Lack of engagement with school and/or peers	11.2%	11.1%	11.3%	10.3%	5.4%	10.7%	9.8%	10.4%	11.8%	13.5%	12.7%	10.8%
Choice of work over school	6.8%	4.8%	8.1%	5.6%	8.1%	2.9%	13.0%	5.5%	11.8%	4.3%	5.1%	7.3%
Moved, school status unknown	6.1%	6.9%	5.6%	1.9%	5.4%	7.4%	6.4%	6.7%	17.6%	4.7%	5.8%	6.2%
Enrollment in a community college	4.8%	5.2%	4.6%	4.7%	8.1%	3.8%	2.7%	5.8%	11.8%	7.6%	4.3%	5.0%
Academic problems	2.3%	2.1%	2.4%	1.9%	0.0%	3.1%	2.1%	2.5%	0.0%	1.8%	2.6%	2.2%

**Figure D-C4. Percent of Most Frequently Reported High School Dropout Reasons within Student Subgroups (after Attendance), 2022–2023**



**Table D-C7. Percent of High School Dropout Reasons within Race/Ethnicity-Sex Subgroups, 2022–2023**

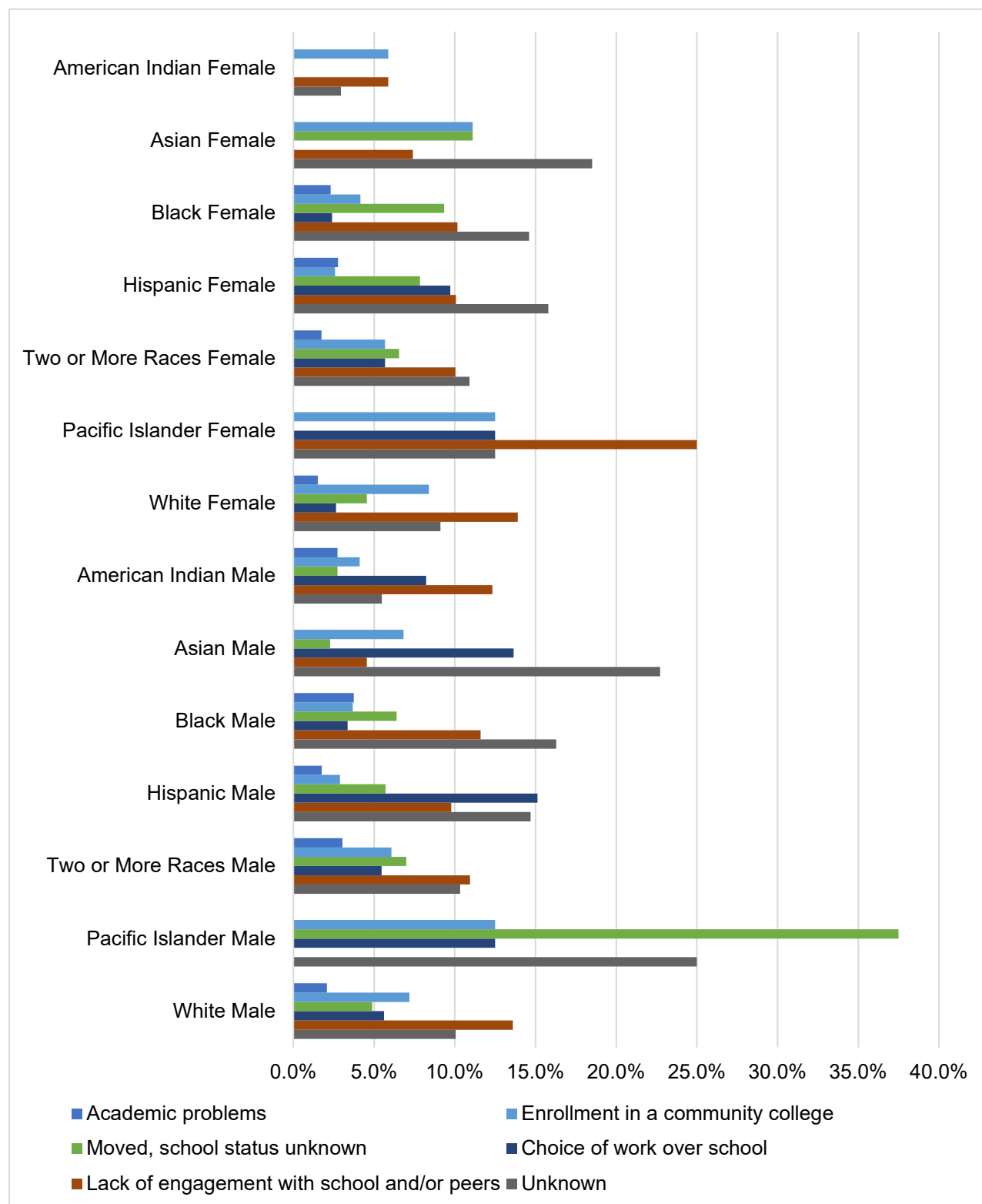
Dropout Reason	All Students	American Indian Female	Asian Female	Black Female	Hispanic Female	Two or More Races Female	Pacific Islander Female	White Female
Attendance	46.3%	70.6%	44.4%	49.2%	42.9%	51.1%	37.5%	51.4%
Unknown	12.9%	2.9%	18.5%	14.6%	15.8%	10.9%	12.5%	9.1%
Lack of engagement with school and/or peers	11.2%	5.9%	7.4%	10.2%	10.1%	10.0%	25.0%	13.9%
Choice of work over school	6.8%	0.0%	0.0%	2.4%	9.7%	5.7%	12.5%	2.6%
Moved, school status unknown	6.1%	0.0%	11.1%	9.3%	7.9%	6.6%	0.0%	4.6%
Enrollment in a community college	4.8%	5.9%	11.1%	4.2%	2.6%	5.7%	12.5%	8.4%
Academic problems	2.3%	0.0%	0.0%	2.3%	2.8%	1.7%	0.0%	1.5%

**Table D-C7. Percent of High School Dropout Reasons within Race/Ethnicity-Sex Subgroups, 2022–2023 (continued)**

Dropout Reason	All Students	American Indian Male	Asian Male	Black Male	Hispanic Male	Two or More Races Male	Pacific Islander Male	White Male
Attendance	46.3%	57.5%	45.5%	44.6%	42.6%	49.5%	12.5%	51.0%
Unknown	12.9%	5.5%	22.7%	16.3%	14.7%	10.3%	25.0%	10.1%
Lack of engagement with school and/or peers	11.2%	12.3%	4.5%	11.6%	9.8%	10.9%	0.0%	13.6%
Choice of work over school	6.8%	8.2%	13.6%	3.4%	15.1%	5.5%	12.5%	5.6%
Moved, school status unknown	6.1%	2.7%	2.3%	6.4%	5.7%	7.0%	37.5%	4.9%
Enrollment in a community college	4.8%	4.1%	6.8%	3.7%	2.9%	6.1%	12.5%	7.2%
Academic problems	2.3%	2.7%	0.0%	3.7%	1.8%	3.0%	0.0%	2.1%



**Figure D-C5. Percent of Most Frequent High School Dropout Reason within Race/Ethnicity-Sex Subgroup (after Attendance), 2022–2023**



## 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 D6. Grade 1-13 Dropouts by School, Sex, and Race/Ethnicity, 2022–2023***

***Table D7. Grade 7-13 Dropout Counts and Rates, 2018–2019 to 2022–2023***

***Table D8. Grade 7-13 Dropouts by School, Sex, and Race/Ethnicity, 2022–2023***

***Table D9. High School Dropouts by School, Sex, and Race/Ethnicity, 2022–2023***

***Table D10. High School Dropout Counts and Rates, 2021–2022 and 2022–2023***

***Table D11. High School Dropout Counts and Rates, 2018–2019 to 2022–2023***

## 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
<b>Bullying/ Harassment</b>	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
<b>Assaults/ Threats</b>	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
<b>Defiant behavior</b>	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
<b>Interpersonal</b>	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
<b>Missing Class/School</b>	074	UB: Cutting class
	064	UB: Excessive tardiness
	078	UB: Late to class
	066	UB: Leaving class without permission
	067	UB: Leaving school without permission

Category	Code	Description
	075	UB: Skipping school
	030	UB: Truancy
<b>Other</b>	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
<b>Repeat Offender</b>	092	UB: Repeat offender
<b>Substance Use Related</b>	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