

Consolidated Data Report, 2020–2021

Annual Report on School Crime & Violence
Annual Report on Suspensions & Expulsions
Annual Report on the Use of Corporal Punishment
Annual Report on Reassignments for Disciplinary Reasons
Annual Report on Alternative Learning Placements
Annual Report on Dropout Rates

General Statutes 115C 12(21), (27)

Prepared By: Center for Safer Schools

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Background

This consolidated report includes the annual reports on School Crime and Violence, Suspensions and Expulsions, Alternative Learning Program and Schools (ALPS) Enrollments, Reassignments for Disciplinary Purposes, Uses of Corporal Punishment, and Dropout Counts and Rates. This report may be found online with historical data and other additional data tables at <https://www.dpi.nc.gov/data-reports/dropout-and-discipline-data/discipline-alp-and-dropout-annual-reports>.

G.S. 115C-12(27) requires the State Board of Education to report annually on dropout events and rates, suspensions and expulsions, reassignments for disciplinary purposes, uses of corporal punishment, and alternative learning program enrollments. The requirement to report annually on school crime and violence comes from G.S. 115C-12(21).

Introduction

For learning to occur in a classroom, students need to be engaged and know that they are safe and supported by the adults in their school building. School leaders must be intentional about creating safe and supportive schools and ensuring that students are engaged in their own personalized learning journey. From the teacher who manages a classroom, to the school board members who approve the official Codes of Conduct, to all families who desire to have their students engaged in class and learning at the highest levels every day, every member of a school community must believe that school discipline is simply a means to an end and that the schools to which our students attend are deserving of them. School discipline should not be viewed as a way to manage students and deliver a punishment, but instead as a chance to support character development by reinforcing expectations. If a school community has intentionally set the expectation that certain behaviors are not in alignment with a positive school culture, students will strive to meet the high expectations that the adults in their lives have set for them.

While this consolidated data report does not offer recommended actions for schools to improve school and community culture, this report does offer subgroup-specific data and opportunities for comparative analysis in student discipline and dropout outcomes. The greatest value of this report is not just the final numbers, but to show which schools and districts have reported improvements in making schools safer and in keeping students engaged in their learning journey.

This report will begin with general findings before providing specific data per section: school crime and violence, suspensions and expulsions, alternative learning placements, and dropout rates. All figures and tables are labeled according to the respective sections: I for the introduction, C for school crime and violence, S for suspensions and expulsions, R for student reassignments, A for alternative learning placements, and D for dropout rates.

In previous consolidated reports, the rates for crimes and suspensions were reported using various denominators (i.e., per 10, per 100, per 1000). Starting in the 2018-2019 consolidated report, rates have been standardized across the crime and violence and short-term suspension reports to reflect a rate per 1,000 students. Long-term suspension rates are reported per 100,000.

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

On March 14, 2020, Governor Roy Cooper issued Executive Order 117 directing all public schools in North Carolina to close from March 16, 2020 until March 30, 2020 as a response to the Coronavirus Disease (COVID-19) public health emergency. Subsequent Executive Orders 120 and 141 directed all public schools to remain closed and to begin offering remote learning opportunities to all students for the remainder of the school year. From March 30, 2020 until the end of the 2019-2020 school year, the collection of daily school attendance was not required to be taken for students. All schools in North Carolina began the 2020-2021 academic year by offering either a mixture of blended in-person and remote learning instruction or remote learning only instruction which continued throughout the school year. At the start of the year, attendance was mandatory for all students.

While the data reported within this report covers the full 2019-2020 and 2020-2021 academic year, caution should be taken when making comparisons to previous 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. This reduction continued through the 2020-2021 academic year. In the 2019-2020 school year, there were also fewer reported withdraw 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 the 2020-2021 school year. Table I1, Table I2, and Table I3 below illustrate the difference in the numbers of disciplinary incidents reported, the number of ALPS placements, and exit dates for dropouts, respectively, by month for the 2017-2018, 2018-2019, 2019-2020 and 2020-2021 academic years.

Table I1. Number of Disciplinary Incidents Reported by Month, 2017-2018 to 2020-2021

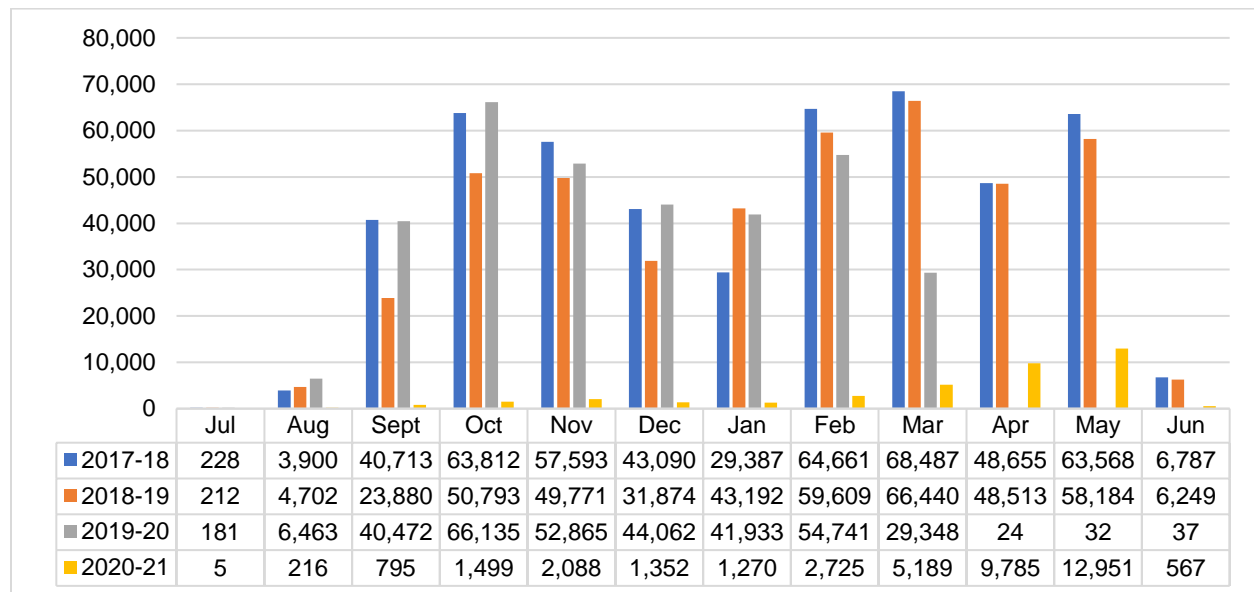


Table I2. Number of Alternative Learning Placements Reported by Month, 2017-2018 to 2020-2021

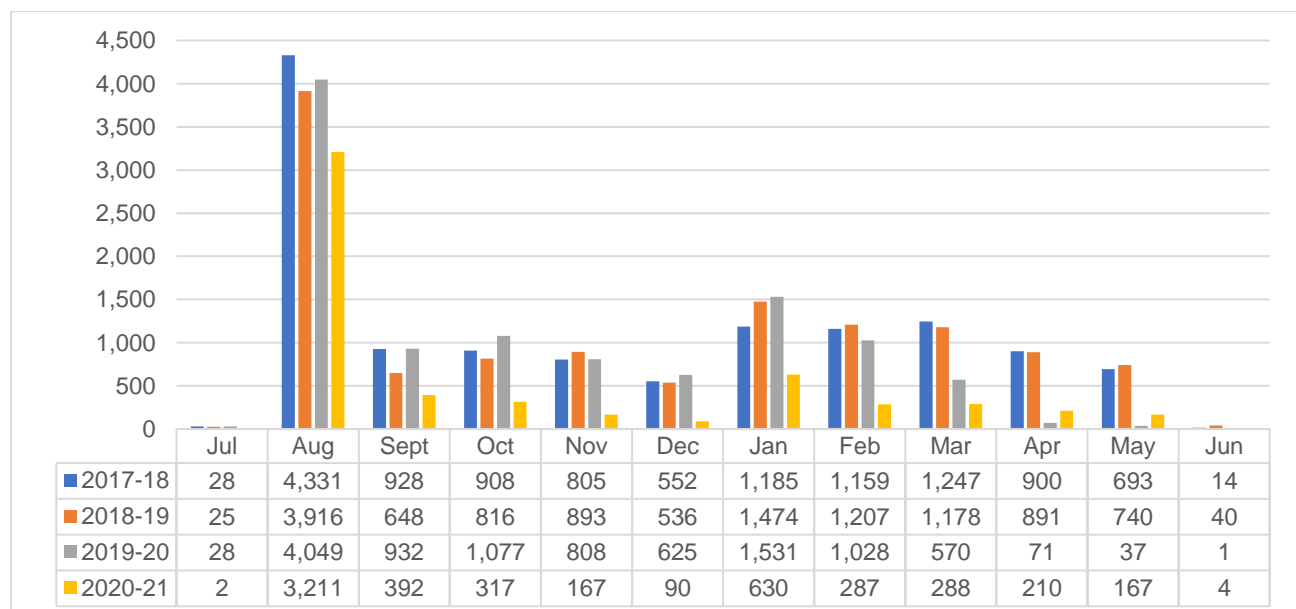
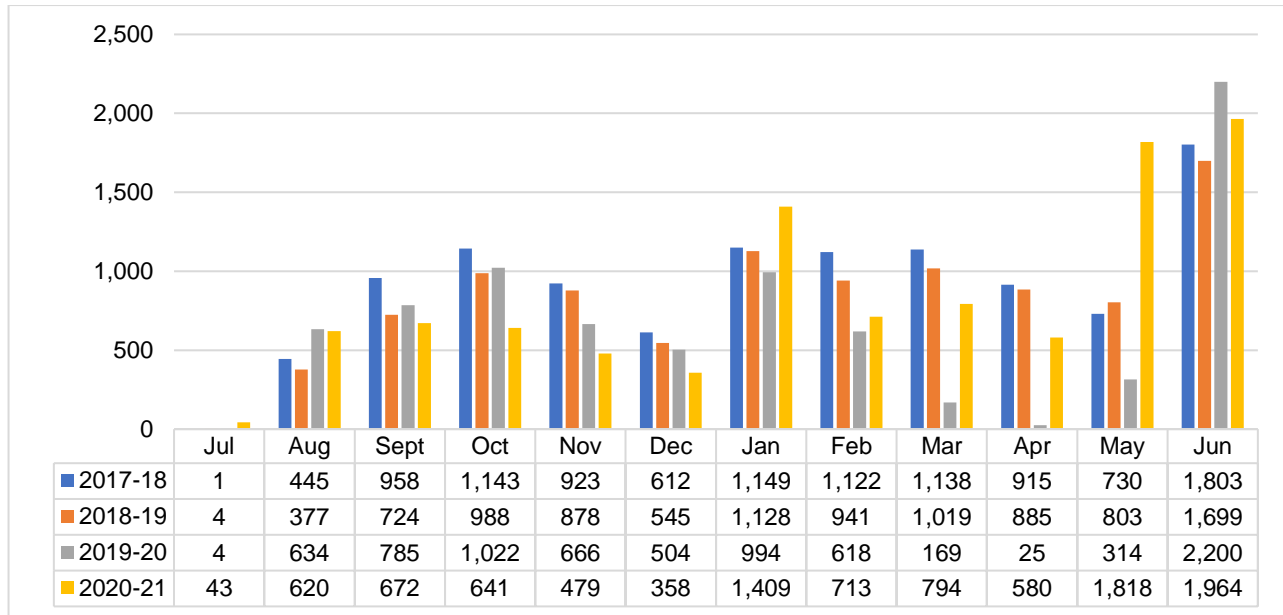


Table I3. Withdraw Date of Dropouts by Month, 2017-2018 to 2020-2021

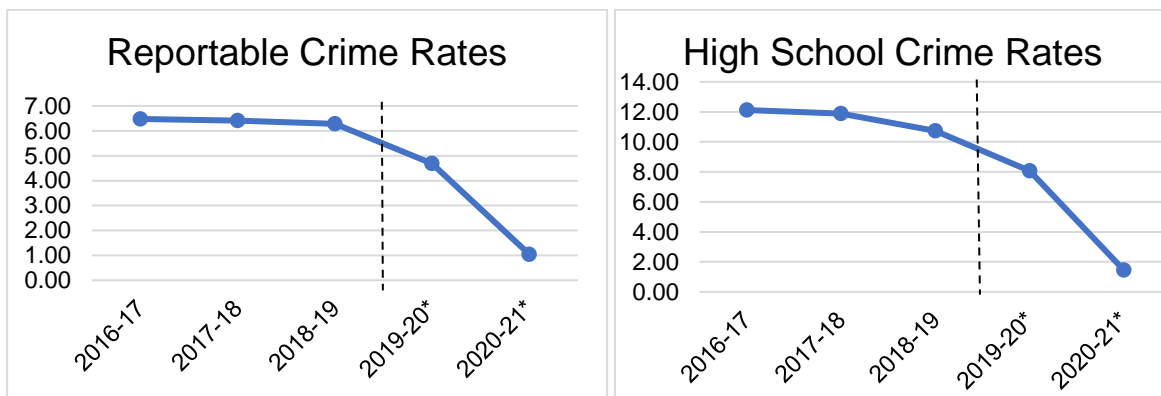


Consolidated Findings

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.

Reportable Crimes

- Both the number of reportable crimes at North Carolina schools and the rate of crime have steadily decreased over the last several years.



- The number of reportable crimes across all schools decreased by 78.6% from 2019-2020 to 2020-2021*. Rates of crimes decreased by 77.8%.
- The high school crime rate decreased 82.0%, a significant decrease from the previous year's decrease of 24.7%.

Short-Term Suspensions for All Acts

- In 2020-2021, there were 19,482 short-term suspensions reported statewide, a decrease of 87.3% from the 152,873 reported in the 2019-2020 academic year.

¹ *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 average duration of a single short-term suspension was 2.84 days. 15,128 individual students were affected by these short-term suspensions for an average of 1.29 short-term suspensions per student.
- In 2020-2021, Two or More Race male students had the highest rate of short-term suspensions, followed by Black males.
- The rate of short-term suspensions for all Race/Ethnicities decreased when compared to the previous academic years. The largest decrease was for Asian students (96.5%), Black students (91.3%) and Native Hawaiian/Pacific Islander students (91.0%).
- Seventh graders received the largest number of short-term suspensions. Twelfth graders received the least number of short-term suspensions.
- All grades saw a reduction in the number and rate of short-term suspensions in 2020-2021 compared to previous years. Twelfth grade saw the largest reduction in the short-term suspension rate (91.9%). The suspension rate in fifth grade and in pre-kindergarten/kindergarten decreased the least (79.3% and 79.8% respectively).
- In 2020-2021, 32.1% of short-term suspensions were given to exceptional children. This percentage is higher than the 27.6% in the 2019-2020 academic year. The number of short-term suspensions decreased for the seven exceptional children categories mostly frequently reported.

Short-Term Suspensions for Unacceptable Behaviors

- Of the 19,482 short-term suspensions in 2020-2021, 18,290 (93.9%) were given as a result of in a disciplinary incident involving unacceptable behaviors.
- The state rate of unacceptable behavior short-term suspension was 12.4 per one thousand students. The mean number of days out of school for these offenses was 2.65 days.
- In 2020-2021, the highest percentage short-term suspensions assigned as a result of unacceptable behaviors were for Defiant Behaviors (47.2%) followed by Assaults/Threats category (22.1%).
- In 2020-2021, Students with Disabilities, Economically Disadvantaged students, male students, Black students, and Two of More Races students had the highest rates of unacceptable behavior short-term suspensions.
- Asian Students had the lowest rates of unacceptable behaviors results in short-term suspensions.

Long-Term Suspensions

- In 2020-2021, 82 long-term suspensions were reported, a 79.8% decrease from the 405 long-term suspensions reported in 2019-2020, and an 86.0% decrease from the 587 reported in 2018-2019 academic year.
- The rate of long-term suspensions for 2020-2021 was 5.58 per 100,000 students.
- The 82 long-term suspensions reported in 2020-2021 were assigned to 80 individuals.
- The average number of days of school missed due to long-term suspensions was 47.7 days of school missed. Overall, 3917.68 days of school were missed throughout the state due to long-term suspensions in the 2020-2021 academic year.
- High school students received 31 long-term suspensions, an 87.0% decrease from the 238 recorded in 2019-2020 and a 90.5% decrease from the 326 recorded in the 2018-2019 academic year.
- In 2020-2021, statewide 314 students were replaced in Alternative Learning Programs and Schools instead of being given long-term suspensions. This is a decrease from the 1,790 in 2019-2020. If these students had been given long-term suspensions instead of an Alternative Learning Placement, the number of long-term suspensions statewide would have been 396 for the 2020-2021 school year and 2,195 for the 2019-2020 school year.

Expulsions

- In 2020-2021, there were 6 expulsions across all North Carolina schools, a decrease of 15 from the 2019-2020 academic year.

Corporal Punishment

- In the 2020-2021 academic year, zero school districts reported the use of corporal punishment.
- This is the third school year in a row zero uses of corporal punishment were reported. This is down from the 60 reported by two school districts in 2017-2018 and 75 reported in 2016-2017.

Student Reassignments for Disciplinary Reasons

- In 2020-2021, North Carolina public schools assigned 18,217 in-school suspensions (ISS) of a half day or more to 13,574 students. This is a 90.0% decrease over the 182,133 in-school suspensions reported in 2019-2020.
- Students spent a total of 25,198 days in in-school suspension. The average length of an in-school suspension was 1.38 days, down 5.48% from the average length of 1.46 days in 2019-2020.

- White students received the most in-school suspensions (8,665), followed by Black students (5,893) and Hispanic students (2,235).
- Seventh graders received the most in-school suspensions (2,943), followed by sixth (2,648) and eighth graders (2,633).
- In 2020-2021, 2,772 partial day in-school suspensions were assigned to 2,184 students; this is an 89.1% decrease from the 25,404 partial day suspensions assigned in 2019-2020.
- In 2020-2021, schools reported 170 assignments of students to ALPS for disciplinary reasons. This is a 95.5% decrease from the 3,744 reported in 2019-2020.
- Black students were assigned to ALPs for disciplinary reasons the most often, followed by White students and Hispanic students.
- Eighth and ninth graders were most often assigned to ALPSs for disciplinary reasons, followed by sixth graders.
- Of the 170 ALPS assignments for disciplinary reasons, 43 involved students with disabilities. This is a 95.5% decrease from the 953 in the 2019-2020 school year.

Alternative Learning Program and School Placements

- There were 5,765 enrollments into Alternative Learning Programs and Schools throughout the 2020-2021 school year.
- Of the placements, 36.2% were for the entire school year and 36.3% of the placements were for one semester or less.
- In 2020-2021, statewide 314 students were replaced in Alternative Learning Programs and Schools instead of being given long-term suspensions. This is a decrease from the 1,790 in 2019-2020.
- The most frequent reason for student placement in 2020-2021 was due to placement by student and/or parent choice (N=1,290), followed by academic difficulty (N=1,192) and placed due to chronic misbehavior (N=1,058).
- There were 5,548 unique/individual students placed in ALPS over the course of the 2020-2021 school year, a decrease of 45.3% from 2019-2020.
- More males were placed in Alternative Learning Programs and Schools than females.
- White students were placed more frequently than other ethnic groups (43.1% of all enrollments); however, American Indian students had a higher rate of placement (6.3 placements per 1000 students). Additionally, for the 2020-2021 school year, American Indian and Black students were placed at the highest rate (6.3 and 5.5 per 1000

students respectively), followed by multiracial students (5.1) than the other race/ethnicity categories.

- The grade level most frequently placed was twelfth.

Dropout Counts and Rates

- The North Carolina high school dropout rate for the 2020-2021 academic year increased to 1.94 dropouts per every 100 students. The rate increased 27.1% from 2019-2020 high school dropout rate of 1.53. When compared to the 2018-2019 academic year, the rate showed a slight decrease of 3.45% from 2.01 in 2018-2019
- Grades 9-13 reported 9,147 dropouts in 2020-2021, an increase of 27.1% from the total of 7,194 reported in 2019-2020 and a decrease of 3.8% from the 9,512 reported in 2018-2019.
- Over half of LEAs (70.4%) witnessed an increase in their high school dropout rates from the previous academic year.
- There was increase in rates from 2019-2020 to 2020-2021 for all race/ethnicity subgroups except for American Indian students. American Indian students saw a decrease of 23.3% from 2019-2020 to 2020-2021. Two or More Races students saw the highest percent increase (70.9%) in their high school dropout rate, followed by White students (49.5%).
- The greatest decrease in the dropout rate was reported for American Indian males (25.8%), American Indian females (16.6%), and Native Hawaiian/Pacific Islander males (0.69%). The greatest increase in the dropout rate was reported for Two or More Race females (89.9%), and Native Hawaiian/Pacific Islander females (70.0%).
- Male students accounted for 63.3% of the reported dropouts.
- Attendance issues were again cited most frequently as the main reason for a student dropping out, accounting for almost half (45.9%) of all dropouts. The second and third most widely reported dropout reason codes were and “Lack of Engagement with School and/or Peers” at 12.7% and “Unknown” at 11.0%.

2020–2021 School Crime and Violence

Introduction

In 1993, the General Assembly passed the Safe Schools Act requiring Local Education Agencies (LEAs) to report specified acts of crime and violence to the State Board of Education (SBE). General Statute 115C-288(g) describes the school principal's responsibility "to report certain acts to law enforcement" and lists crimes that are required to be reported.

GS 115C-12(21) requires the SBE "to compile an annual report on acts of violence in the public schools." The SBE has defined sixteen criminal acts that are to be included in its annual report (see Appendix A for definitions). Nine of the sixteen are considered dangerous and violent.

These nine dangerous and violent acts and their reference codes are:

- Assault involving the use of a weapon (AW)
- Assault resulting in serious bodily injury (AR)
- Homicide (D)
- Kidnapping (K)
- Rape (R)
- Robbery with a dangerous weapon (RW)
- Sexual assault (SA)
- Sexual offense (SO)
- Taking indecent liberties with a minor (IM)

Schools that report at least two violent acts and five or more violent acts per thousand students in two consecutive years and where "conditions that contributed to the commission of those offenses are likely to continue into another school year" may be deemed Persistently Dangerous Schools (SBE Policy SSCH-006) by the SBE. No schools have ever been designated as Persistently Dangerous by the SBE.

The other seven acts and their reference codes included in this report are:

- Assault on school personnel (AP)
- Bomb threat (BT)
- Burning of a school building (BS)
- Possession of a firearm or powerful explosive (PF)
- Possession of a weapon (PW)
- Possession of alcoholic beverage (PA)

All crimes occurring on school campuses and other facilities used by schools must be reported and are included in this report, regardless of whether the crimes were committed by students or staff. Crimes occurring on a school supervised field trip must also be reported.

The data used in this annual report were largely collected in the PowerSchool Incident Management Module. Schools initially entered their data in PowerSchool, and the data was extracted to a state discipline dataset at year's end. Data consolidation and verification procedures, as well as data

compellation, were handled by the Enterprise Data and Reporting Division of NCDPI. The report was compiled by the Office of the State Superintendent.

Additional figures and tables may be found online at <https://www.dpi.nc.gov/datareports/discipline-and-dropout-data>.

Note that in previous consolidated reports, the rates for crimes and suspensions were reported using different metrics (i.e., per 10 students, per 100 students, per 1000 students). Starting in the 2018-2019 consolidated report, rates have been standardized across the crime & violence and short-term suspension reports to reflect a rate per 1000 students. Long-term suspension rates are reported per 100,000. Counts are converted to rates to control for differences in population sizes among groups.

*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.

2020–2021 General Findings

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.

Both the number and the rates of reportable crime have steadily decreased over the last five years. The tables below show the total reportable acts of crime and rate for each of the last five years using final Average Daily Membership (ADM) as the denominator. To calculate crime rates:

$$(\text{total \# of event occurrence} / \text{student population}) * 1000$$

Table C1: Count and Rate (Per 1,000 Enrolled) of Reported Acts of Crime, Grades K-13

Reporting Year	Total Acts	Rate (per 1000)
2016-17	9,834	6.48
2017-18	9,747	6.41
2018-19	9,554	6.29
2019-20*	7,158	4.69
2020-21*	1,535	1.04

Table C2. Count and Rate (Per 1,000 Enrolled) of Reported Acts of Crime, Grades 9-13

Reporting Year	Total Acts	Rate (per 1000)
2016-17	5,543	12.12
2017-18	5,456	11.88
2018-19	4,850	10.73
2019-20*	3,665	8.08
2020-21*	650	1.46

In 2020-2021, 1,535 acts of crime and violence were reported across the state. The rate of crime was 1.04 acts of crime and violence per 1000 students in the state. The total number of acts and the rate of reported acts of crime is at the lowest in five years. The number of reportable crimes across all schools decreased by 78.6% from 2019-2020 to 2020-2021*. Rates of crimes decreased by 77.7%.

Considering that most reportable crimes are at the high school level, it is important to note that the number of reportable crimes by high school students decreased 82.3% from 2019-2020 to 2020-2021. The rate of crime decreased 82.0% in the same timeframe, much larger decrease than the 24.7% decrease from the 2018-2019 academic year to the 2019-2020 academic year.

Table C3. One Year Percent Difference in Number of Reportable Acts by Type

Reportable Acts of Crime	Number of Acts		Percent Difference
	2019-20*	2020-21*	
Assault Involving Use of a Weapon	41	9	-78.0%
Assault on School Personnel	1,035	210	-79.7%
Assault Resulting in Serious Injury	49	8	-83.7%
Bomb Threat	24	5	-79.2%
Burning of a School Building	4	3	-25.0%
Death By Other Than Natural Causes	0	0	-
Kidnapping	0	1	100.0%
Possession of a Controlled Substance in Violation of Law	3,642	654	-82.0%
Possession of a Firearm or Powerful Explosive	83	28	-66.3%
Possession of a Weapon	1,655	493	-70.2%
Possession of Alcoholic Beverage	519	116	-77.6%
Rape	0	1	100.0%
Robbery with a Dangerous Weapon	3	0	-100.0%
Sexual Assault not including Rape or Sexual Offense	58	4	-93.1%
Sexual Offense	45	3	-93.3%
Taking Indecent Liberties with a Minor	0	0	-
Total Acts	7,158	1,535	-78.6%

While the overall total number of reportable acts of crimes has decreased from the previous academic year, the percent change of each reportable crime varies. The numbers and percent change of each of the offenses reported in the 2019-2020 and the 2020-2021 academic years are shown in the table above (Table C3).

Consistent with previous years, Possession of Controlled Substances is the most frequently reported reportable act of crime. The second most reportable act reported is Possession of Weapon (excluding firearms and powerful explosives), followed by Assault on School Personnel. Three of the reportable crimes were not reported in the 2020-2021 school year: Death, Indecent Liberties with a Minor, and Robbery with a Dangerous Weapon.

It is critical to note that not every act of crime reported is committed by a student. Any act committed on school grounds or during a school-related function or activity must be reported. Thus, the offenders can include: any student from the current school, student from another school, school staff, school administrator, other professionals, non-professionals, school volunteers, parents/caregiver or relative, non-student/non-staff, and unknown offenders. A complete list of all acts, as well as disciplinary actions, that must be reported by schools are found in Appendix B.

Table C4. 2020-2021 Reported Statewide Acts by Offender Type

Reportable Acts of Crime	TOTAL NUMBER OF ACTS	TOTAL NO. OF ACTS BY OFFENDER TYPE	
		STUDENT	OTHER
Possession of a Controlled Substance in Violation of Law	654	629	6
Possession of a Weapon	493	487	1
Assault on School Personnel	210	218	2
Possession of Alcoholic Beverage	116	107	1
Possession of a Firearm or Powerful Explosive	28	25	3
Assault Involving Use of a Weapon	9	9	0
Assault Resulting in Serious Injury	8	8	0
Bomb Threat	5	5	0
Sexual Assault not including Rape or Sexual Offense	4	4	0
Burning of a School Building	3	3	0
Sexual Offense	3	3	0
Kidnapping	1	1	0
Rape	1	1	0
Death By Other Than Natural Causes	0	0	0
Robbery with a Dangerous Weapon	0	0	0
Taking Indecent Liberties with a Minor	0	0	0
Total Acts	1,535	1,500	13

Just as the frequency of reportable crimes varies by crime and type of offender, the frequency of crimes varies by grade span. Elementary, middle, and high schools differ in the types of crimes most frequently reported. The two most frequently reported crimes in elementary school were assault on 1) school personnel and 2) possession of a weapon. In middle schools, the three most frequency reported crimes were 1) possession of a controlled substance, 2) possession of a weapon, and 3) assault on school personnel. In high schools, the order of crime frequency was 1) possession of a controlled substance, 2) possession of a weapon, and 3) possession of an alcoholic beverage. The table below shows the total reported statewide offenses/acts by school level and is ranked by the total number of occurrences of specified acts.

Regarding Table C5 below, a combination elementary/middle school must include some or all of the grade levels defined as elementary (PK-5) and middle (6-8). A combination middle/high school must include some or all of the grade levels defined as middle (6-8) and high school (9-12).

Table C5. 2020-2021 Reported Statewide Acts by School Level

Reportable Acts of Crime	TOTAL NUMBER OF ACTS	TOTAL NO. OF ACTS BY SCHOOL LEVEL					
		PK-5	ELEM/ MID*	G6-8	MID/ HIGH**	G9-13	OTHER†
Possession of a Controlled Substance in Violation of Law	654	10	20	186	33	396	9
Possession of a Weapon	493	144	30	163	14	136	6
Assault on School Personnel	210	111	10	34	5	19	31
Possession of Alcoholic Beverage	116	8	3	29	6	66	4
Possession of a Firearm or Powerful Explosive	28	4	1	6	0	16	1
Assault Involving Use of a Weapon	9	1	2	3	1	2	0
Assault Resulting in Serious Injury	8	1	0	2	1	4	0
Bomb Threat	5	1	0	1	0	2	1
Sexual Assault not including Rape or Sexual Offense	4	0	0	2	0	2	0
Burning of a School Building	3	0	0	0	0	3	0
Sexual Offense	3	0	0	0	1	2	0
Kidnapping	1	0	0	0	0	1	0
Rape	1	0	0	0	0	1	0
Death By Other Than Natural Causes	0	0	0	0	0	0	0
Robbery with a Dangerous Weapon	0	0	0	0	0	0	0
Taking Indecent Liberties with a Minor	0	0	0	0	0	0	0
Total Acts	1,535	280	66	426	61	650	52

Table C6. 2019-2020 Reported Statewide Acts by School Level

Reportable Acts of Crime	TOTAL NUMBER OF ACTS	TOTAL NO. OF ACTS BY SCHOOL LEVEL					
		PK-5	ELEM/ MID*	G6-8	MID/ HIGH**	G9-13	OTHER†
Possession of a Controlled Substance in Violation of Law	3,642	34	90	825	102	2,478	113
Possession of a Weapon	1,655	357	86	515	37	627	33
Assault on School Personnel	1,035	436	82	226	20	167	104
Possession of Alcoholic Beverage	519	7	27	172	21	277	15
Possession of a Firearm or Powerful Explosive	83	10	7	13	2	49	2
Sexual Assault not including Rape or Sexual Offense	58	8	5	21	1	23	0
Assault Resulting in Serious Injury	49	12	1	15	1	16	4
Sexual Offense	45	4	2	21	3	12	3
Assault Involving Use of a Weapon	41	15	7	13	1	4	1
Bomb Threat	24	4	3	6	0	8	3
Burning of a School Building	4	1	0	1	0	2	0
Robbery with a Dangerous Weapon	3	0	0	1	0	2	0
Death By Other Than Natural Causes	0	0	0	0	0	0	0
Kidnapping	0	0	0	0	0	0	0
Rape	0	0	0	0	0	0	0
Taking Indecent Liberties with a Minor	0	0	0	0	0	0	0
Total Acts	7,158	888	310	1,829	188	3,665	278

Table C7. 2018-2019 Reported Statewide Acts by School Level

SPECIFIED ACTS	TOTAL NUMBER OF ACTS	TOTAL NO. OF ACTS BY SCHOOL LEVEL					
		PK-5	ELEM/MID*	G6-8	MID/HIGH**	G9-13	OTHER†
Possession of a Controlled Substance in Violation of Law	4,604	74	125	911	229	3,190	75
Possession of a Weapon	2,053	451	115	683	79	688	37
Assault on School Personnel	1495	730	104	275	48	280	58
Possession of Alcoholic Beverage	885	31	52	265	53	465	19
Sexual Assault not including Rape or Sexual Offense	139	9	10	61	12	43	4
Possession of a Firearm or Powerful Explosive	124	15	3	35	5	63	3
Sexual Offense	86	5	4	29	2	37	9
Assault Resulting in Serious Injury	75	7	3	13	3	47	2
Assault Involving Use of a Weapon	41	3	4	14	2	17	1
Bomb Threat	33	3	1	13	2	13	1
Burning of a School Building	12	2	4	4	0	2	0
Kidnapping	3	0	0	1	0	2	0
Rape	3	0	0	0	1	2	0
Robbery with a Dangerous Weapon	1	0	0	0	0	1	0
Death By Other Than Natural Causes	0	0	0	0	0	0	0
Taking Indecent Liberties with a Minor	0	0	0	0	0	0	0
Total Acts	9,554	1,330	425	2,304	436	4,850	209

Figure C1. Ten-Year Trend in Number of Reported Acts Receiving Highest Total Occurrences

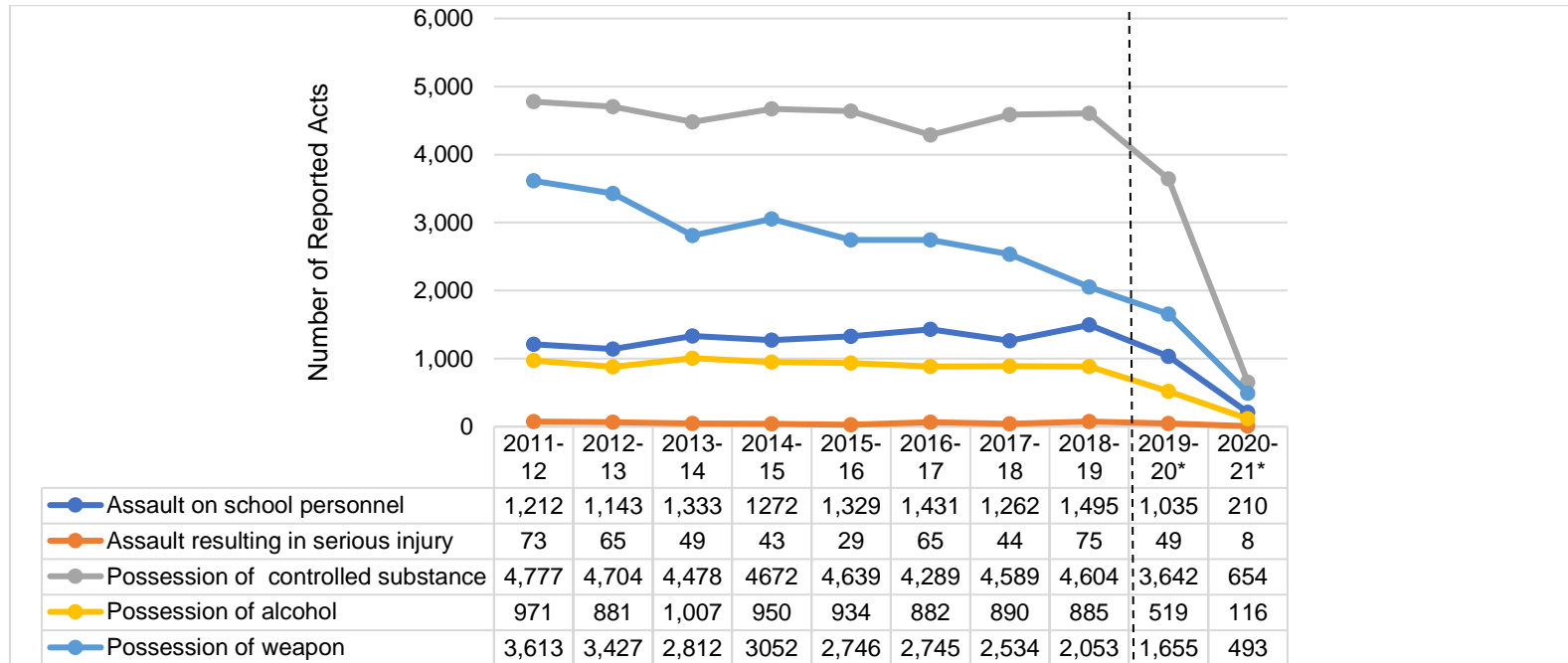
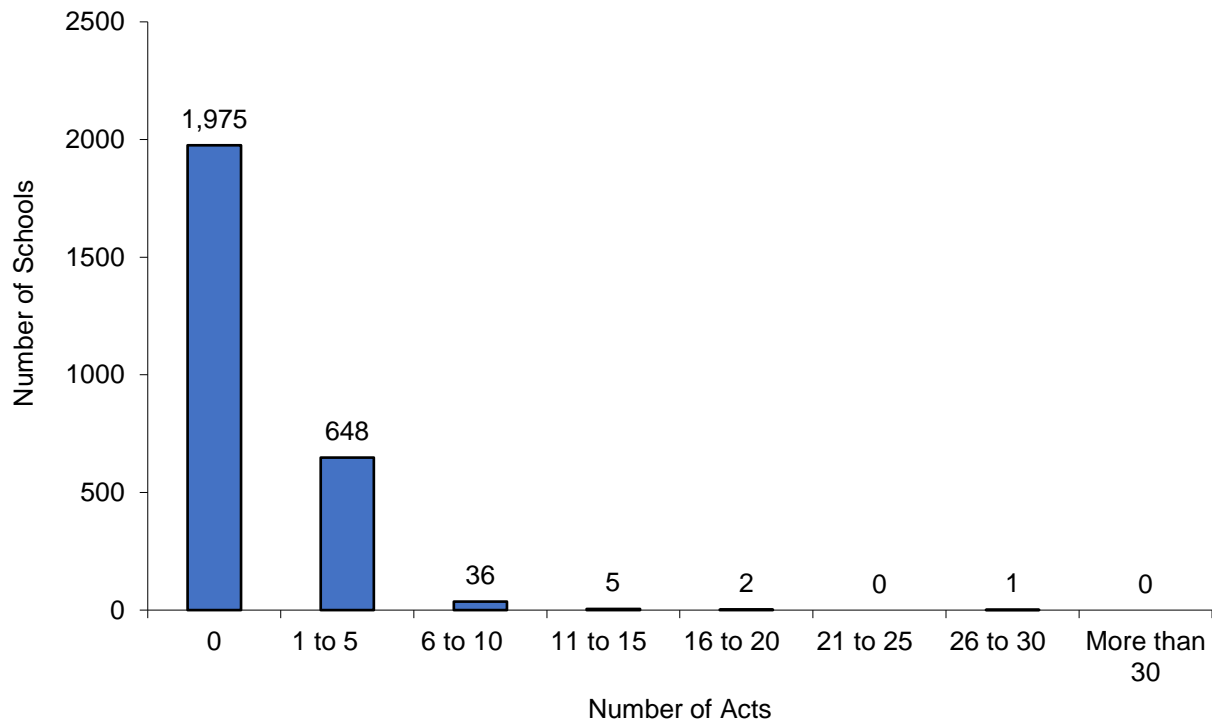


Figure C2. Number of Schools Reporting Acts Ranging from Zero to More Than 30



Across all the public schools statewide, the majority of schools (74.3%) reported zero acts of crimes during the 2020-2021 school year. Approximately 24.4% of schools reported one to five acts of crimes, with 1.5% reporting 6 to 10. Less than 1.0% of schools reported 11 to more than 30 acts of crimes.

Reportable Crimes by LEA and School

Table C6 below details the number and rates of reportable crime in Grades 9-13 by LEA. Some general trends include:

Table C8. 2020-2021 Number of Grade 9-13 Reportable Crimes and Rates (per 1,000 Enrolled) by LEA

LEA #	LEA Name	Reportable Crimes	ADM, grades 9-13	Reportable Crime Rate (per 1000 students)
SEA	State	650	446,571	1.456
010	Alamance-Burlington Schools	4	6,502	0.615
020	Alexander County Schools	2	1,417	1.411
030	Alleghany County Schools	0	402	0.000
040	Anson County Schools	0	874	0.000
050	Ashe County Schools	0	860	0.000
060	Avery County Schools	1	564	1.773
070	Beaufort County Schools	1	1,861	0.537
080	Bertie County Schools	0	595	0.000
090	Bladen County Schools	2	1,348	1.484
100	Brunswick County Schools	0	3,871	0.000
110	Buncombe County Schools	25	6,893	3.627
111	Asheville City Schools	1	1,400	0.714
120	Burke County Schools	5	3,628	1.378
130	Cabarrus County Schools	18	10,558	1.705
132	Kannapolis City Schools	1	1,515	0.660
140	Caldwell County Schools	9	3,431	2.623
150	Camden County Schools	1	595	1.681
160	Carteret County Public Schools	2	2,526	0.792
170	Caswell County Schools	0	661	0.000
180	Catawba County Schools	23	4,737	4.855
181	Hickory City Schools	0	1,123	0.000
182	Newton Conover City Schools	1	913	1.095
190	Chatham County Schools	11	2,749	4.001
200	Cherokee County Schools	0	985	0.000
210	Edenton-Chowan Schools	0	542	0.000
220	Clay County Schools	0	358	0.000
230	Cleveland County Schools	13	4,210	3.088
240	Columbus County Schools	0	1,682	0.000
241	Whiteville City Schools	0	646	0.000
250	Craven County Schools	7	3,820	1.832
260	Cumberland County Schools	19	14,307	1.328
270	Currituck County Schools	0	1,217	0.000

LEA #	LEA Name	Reportable Crimes	ADM, grades 9-13	Reportable Crime Rate (per 1000 students)
280	Dare County Schools	12	1,642	7.308
290	Davidson County Schools	16	5,778	2.769
291	Lexington City Schools	1	864	1.157
292	Thomasville City Schools	1	565	1.770
300	Davie County Schools	3	1,784	1.682
310	Duplin County Schools	3	2,738	1.096
320	Durham Public Schools	3	9,996	0.300
330	Edgecombe County Public Schools	1	1,622	0.617
340	Winston Salem / Forsyth County Schools	12	15,680	0.765
350	Franklin County Schools	1	2,543	0.393
360	Gaston County Schools	13	9,024	1.441
370	Gates County Schools	0	431	0.000
380	Graham County Schools	1	347	2.882
390	Granville County Schools	5	2,170	2.304
400	Greene County Schools	4	845	4.734
410	Guilford County Schools	13	22,108	0.588
420	Halifax County Schools	0	526	0.000
421	Roanoke Rapids City Schools	0	803	0.000
422	Weldon City Schools	1	256	3.906
430	Harnett County Schools	9	5,776	1.558
440	Haywood County Schools	4	2,111	1.895
450	Henderson County Schools	10	4,097	2.441
460	Hertford County Schools	0	849	0.000
470	Hoke County Schools	5	2,198	2.275
480	Hyde County Schools	0	138	0.000
490	Iredell-Statesville Schools	20	6,904	2.897
491	Mooreville Graded School District	1	1,924	0.520
500	Jackson County Public Schools	1	1,117	0.895
510	Johnston County Public Schools	8	11,384	0.703
520	Jones County Schools	0	263	0.000
530	Lee County Schools	1	2,828	0.354
540	Lenoir County Public Schools	1	2,431	0.411
550	Lincoln County Schools	8	3,504	2.283
560	Macon County Schools	1	1,249	0.801
570	Madison County Schools	1	703	1.422
580	Martin County Schools	0	723	0.000
590	McDowell County Schools	6	1,738	3.452
600	Charlotte-Mecklenburg Schools	48	41,963	1.144
610	Mitchell County Schools	0	580	0.000
620	Montgomery County Schools	1	1,034	0.967
630	Moore County Schools	9	4,095	2.198

LEA #	LEA Name	Reportable Crimes	ADM, grades 9-13	Reportable Crime Rate (per 1000 students)
640	Nash-Rocky Mount Schools	4	4,389	0.911
650	New Hanover County Schools	18	8,040	2.239
660	Northampton County Schools	1	393	2.545
670	Onslow County Schools	10	7,006	1.427
680	Orange County Schools	1	2,316	0.432
681	Chapel Hill-Carrboro City Schools	1	3,868	0.259
690	Pamlico County Schools	0	407	0.000
700	Elizabeth City-Pasquotank Public Schools	0	1,285	0.000
710	Pender County Schools	6	2,909	2.063
720	Perquimans County Schools	1	445	2.247
730	Person County Schools	3	1,250	2.400
740	Pitt County Schools	13	6,810	1.909
750	Polk County Schools	2	654	3.058
760	Randolph County School System	17	4,727	3.596
761	Asheboro City Schools	3	1,238	2.423
770	Richmond County Schools	2	1,979	1.011
780	Public Schools of Robeson County	4	5,869	0.682
790	Rockingham County Schools	4	3,230	1.238
800	Rowan-Salisbury Schools	4	5,713	0.700
810	Rutherford County Schools	9	2,242	4.014
820	Sampson County Schools	1	2,224	0.450
821	Clinton City Schools	4	743	5.384
830	Scotland County Schools	2	1,498	1.335
840	Stanly County Schools	7	2,401	2.915
850	Stokes County Schools	0	1,744	0.000
860	Surry County Schools	4	2,278	1.756
861	Elkin City Schools	2	374	5.348
862	Mount Airy City Schools	5	533	9.381
870	Swain County Schools	0	558	0.000
880	Transylvania County Schools	3	1,075	2.791
890	Tyrrell County Schools	0	176	0.000
900	Union County Public Schools	53	13,847	3.828
910	Vance County Schools	0	1,297	0.000
920	Wake County Schools	51	49964	1.021
930	Warren County Schools	0	520	0.000
940	Washington County Schools	2	317	6.309
950	Watauga County Schools	10	1474	6.784
960	Wayne County Public Schools	9	4999	1.800
970	Wilkes County Schools	7	2620	2.672
980	Wilson County Schools	0	3141	0.000
990	Yadkin County Schools	17	1,522	11.170

LEA #	LEA Name	Reportable Crimes	ADM, grades 9-13	Reportable Crime Rate (per 1000 students)
995	Yancey County Schools	0	589	0.000
32N	Research Triangle High School	0	581	0.000
41K	Piedmont Classical High School	0	409	0.000
60U	Commonwealth High School	0	223	0.000
61L	Stewart Creek High School	0	209	0.000
90F	Apprentice Academy HS of NC	0	258	0.000
92K	Raleigh Charter High School	0	566	0.000
92U	Longleaf School of the Arts	0	363	0.000
93L	Central Wake Charter High School	0	208	0.000
94Z	Northeast Regional School - Biotech/Agri	0	172	0.000

Additional Crime and Violence tables can be found here: <https://www.dpi.nc.gov/data-reports/dropout-and-discipline-data/discipline-alp-and-dropout-annual-reports>

Table C8 2020-2021 Number of Grade 9-13 Reportable Crimes and Rates (per 1,000 Enrolled) by LEA (above)

Table C9. Total Number of Acts and Rates for Each LEA and Charter Schools, 2020-2021

Table C10. Total Number of Acts and Rates for Individual Schools, 2020-2021

2020–2021 Suspensions and Expulsions

Introduction

Definitions of Suspension and Expulsion

Lesser offenses committed by students are often dealt with using in-school suspensions or short-term suspensions, which are out-of-school suspensions of one to ten days. Principals usually make decisions about whether to suspend a student in-school or short-term out-of-school and about the duration of suspensions.

Long-term suspensions are suspensions greater than 11 days. 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. For reporting purposes, students are not considered suspended while attending an alternative learning program or school.

Certain very serious offenses may result in the student not being allowed to enroll in any school or program for the remainder of the school year or being suspended for an entire calendar year (365-day suspension). Usually superintendents and/or local boards of education, upon recommendation of principals, make decisions on a case-by-case basis about long-term suspensions (including 365-day suspensions), the length of those suspensions, and whether an ALPS placement is provided.

When a student is expelled from school, the student cannot return to the home school or any other school within the LEA. As with long-term suspensions, the superintendent and/or the local board of education, upon the recommendation of the principal, make decisions about student expulsions on a case-by-case basis. An expulsion is usually reserved for cases where the student is at least 14 years of age and presents a clear threat of danger to self or others. The acts do not have to occur on school premises for the superintendent or school board to expel a student. Some districts allow expelled students to apply for readmission after a specified time.

In previous consolidated reports, the rates for crimes and suspensions were reported using various denominators (i.e., per 10, per 100, per 1000). Beginning in the 2018-2019 consolidated report, rates have been standardized across the crime & violence and short-term suspension reports to reflect a rate per 1000 students.

*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.

Section 1. Short-term Suspensions for All Acts Reported

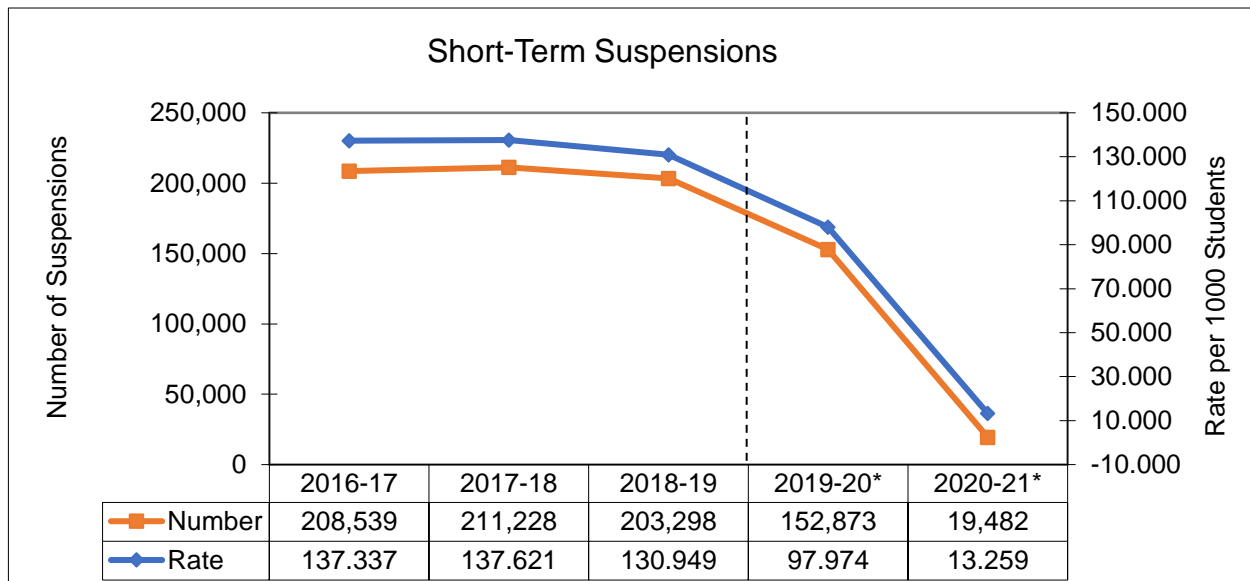
In response to the COVID-19 pandemic, starting in March of the 2019-2020 school year and continuing through the 2020-2021 school year, public school units across the state employed unprecedented methods to ensure continued student learning by utilizing various modes of instruction and student outreach. 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.

A short-term suspension equates to a student being suspended for 10 days or less. The data represent the short-term suspension totals regardless of the act or behavior associated with the suspension. Additionally, the data in this section reflect total numbers of short-term suspensions that may include multiple suspensions per student, as some students receive multiple short-term suspensions each year. The charts and tables in this section represent numbers of suspensions, not numbers of unique students. To calculate short-term suspension rates:

$$(\text{total \# of event occurrence} / \text{student population}) * 1000$$

In 2020-2021, there were 19,482 short-term suspensions reported statewide, a decrease of 87.3% from the 152,873 reported in the 2019-2020 academic year. The short-term suspension rate was 13.3 suspensions per one thousand students, an 86.5% decrease from the previous year.

Figure S1. Short-Term Suspensions for All Acts Reported, 2016-2017 to 2020-2021*



While most of the visualized data in this section represent suspensions, not numbers of unique students, it is important to note that of the 19,482 short-term suspensions in 2020-2021 school year, 15,128 individual students were affected by these short-term suspensions for an average of 1.29 short-term suspensions per student. The average duration of a single short-term suspension was

2.84 days. More information on the gender and ethnicity of unique students and short-term suspensions can be found in Figure S8.

As for the high school grades, 4,551 short-term suspensions were reported statewide for a rate of 10.19 suspensions per 1000 students. The short-term suspension rate decreased 91.2% from the 2019-2020 academic year.

Figure S2. Short-Term Suspensions by Gender

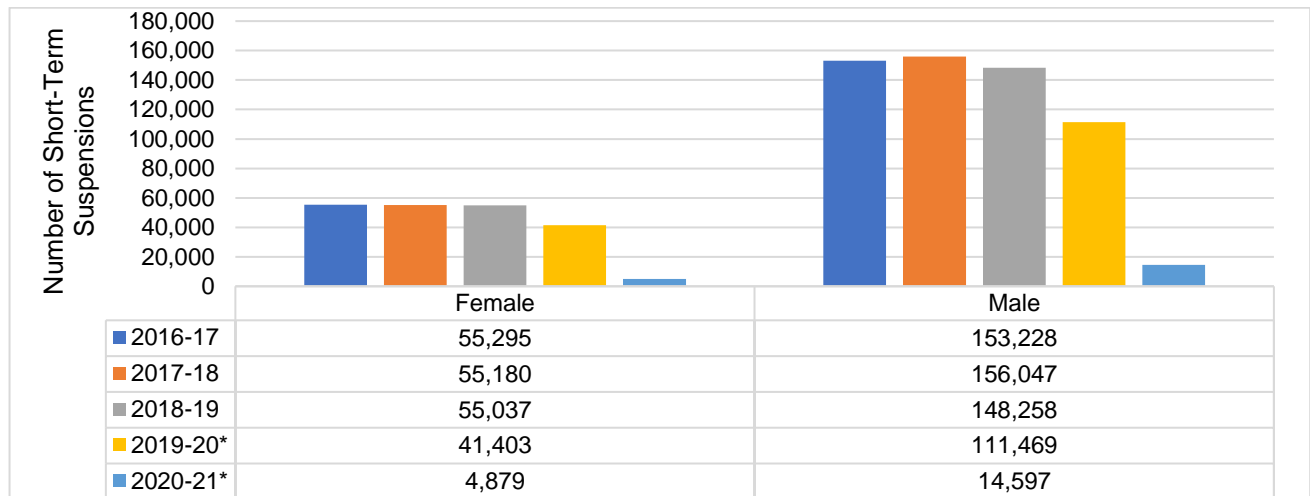
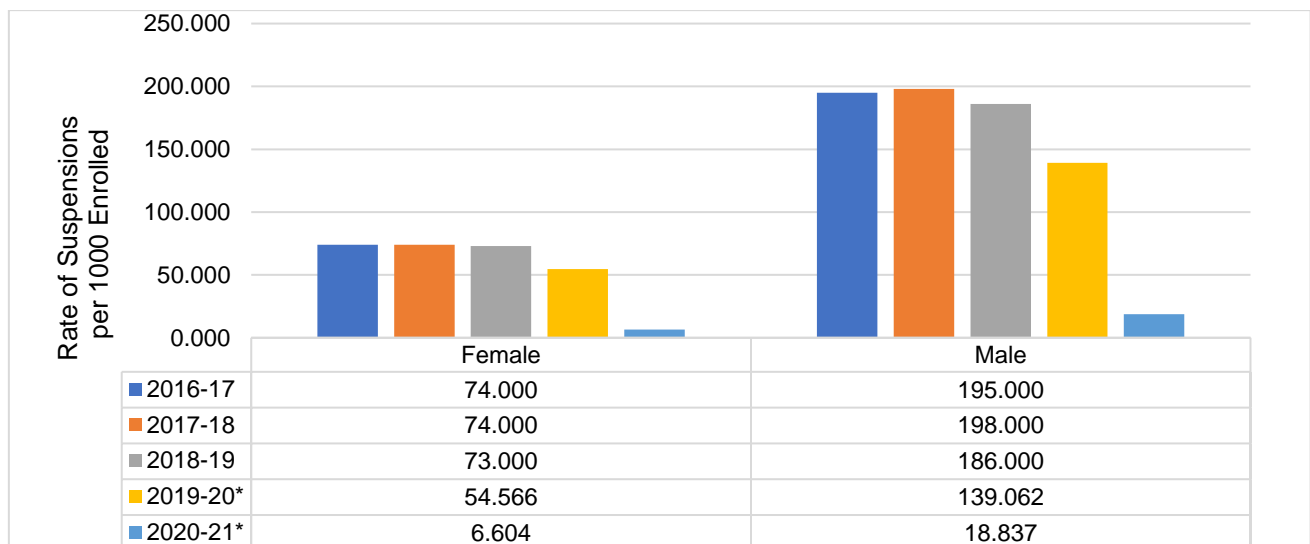


Figure S3. Short-Term Suspensions Rate (per 1,000 Enrolled), by Gender



Consistent with previous years, males received more short-term suspensions than females in 2020-2021. The rate of short-term suspensions for male students was 2.85 times the rate for females in 2020-2021. In 2020-2021, both the rate and number of short-term suspensions for both males and females decreased from the previous academic year.

Figure S4. Short-Term Suspensions by Race/Ethnicity

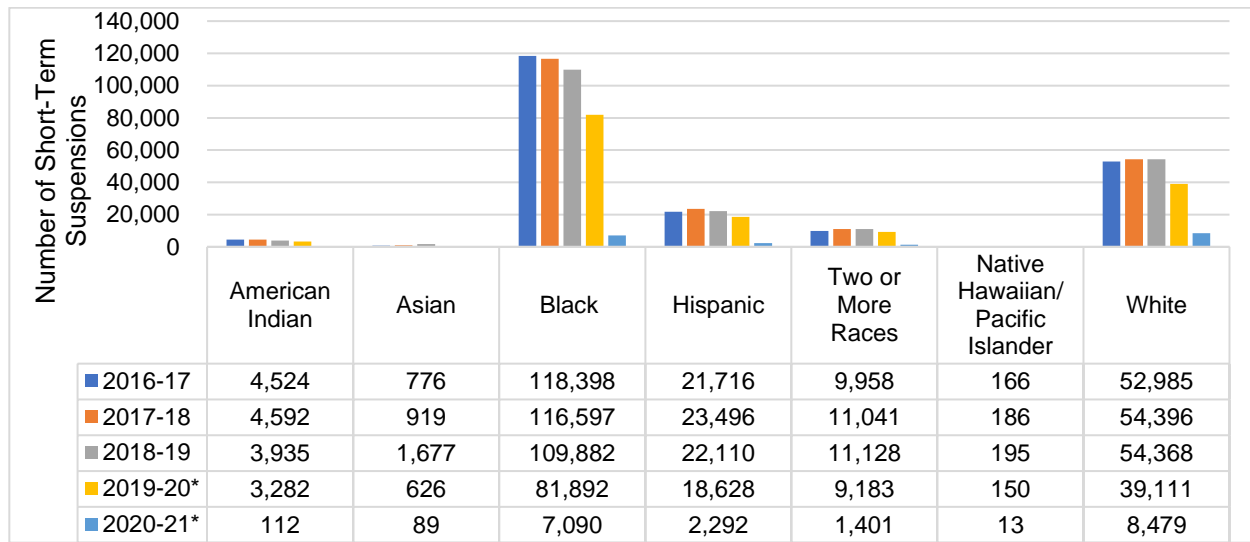
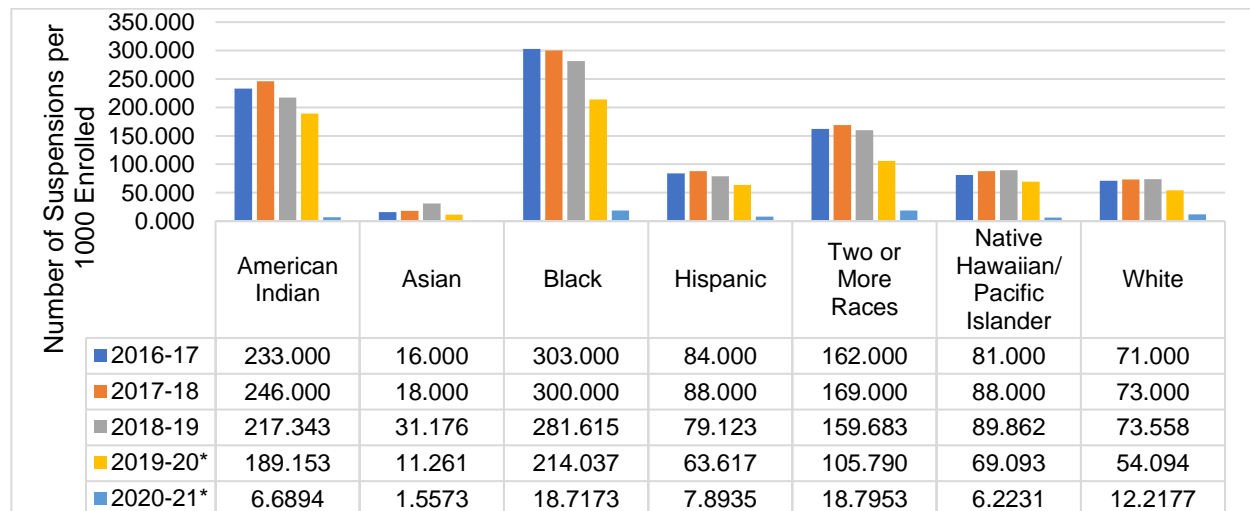
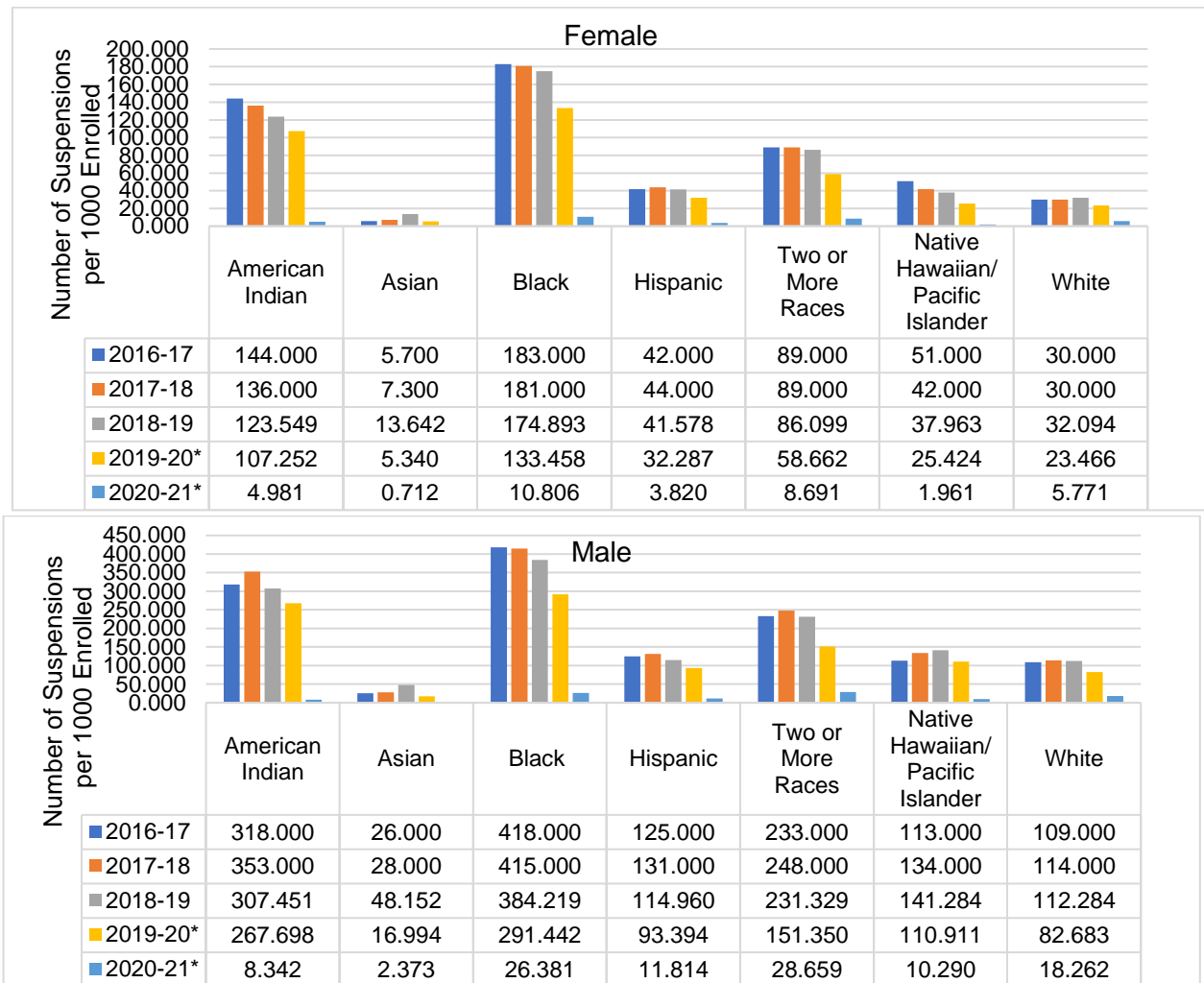


Figure S5. Short-Term Suspensions Rate (per 1,000 Enrolled) by Race/Ethnicity



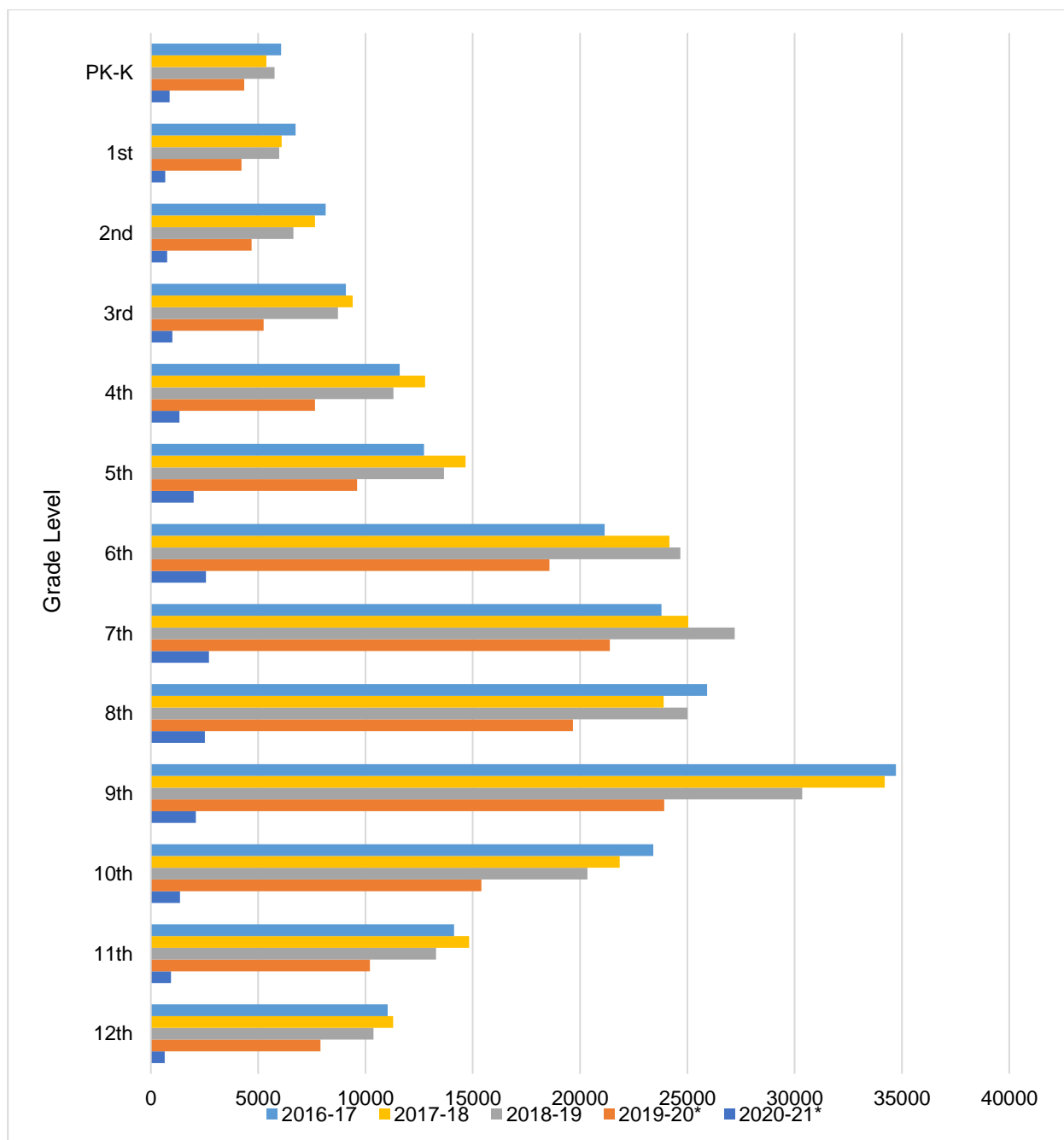
In 2020-2021, the rate of short-term suspensions for all Race/Ethnicities decreased when compared to the previous academic years. The largest decrease was for Asian students (96.5%), Black students (91.3%) and Native Hawaiian/Pacific Islander students (91.0%).

Figure S6. Short-Term Suspension Rates (per 1,000 Enrolled) by Race/Ethnicity and Gender



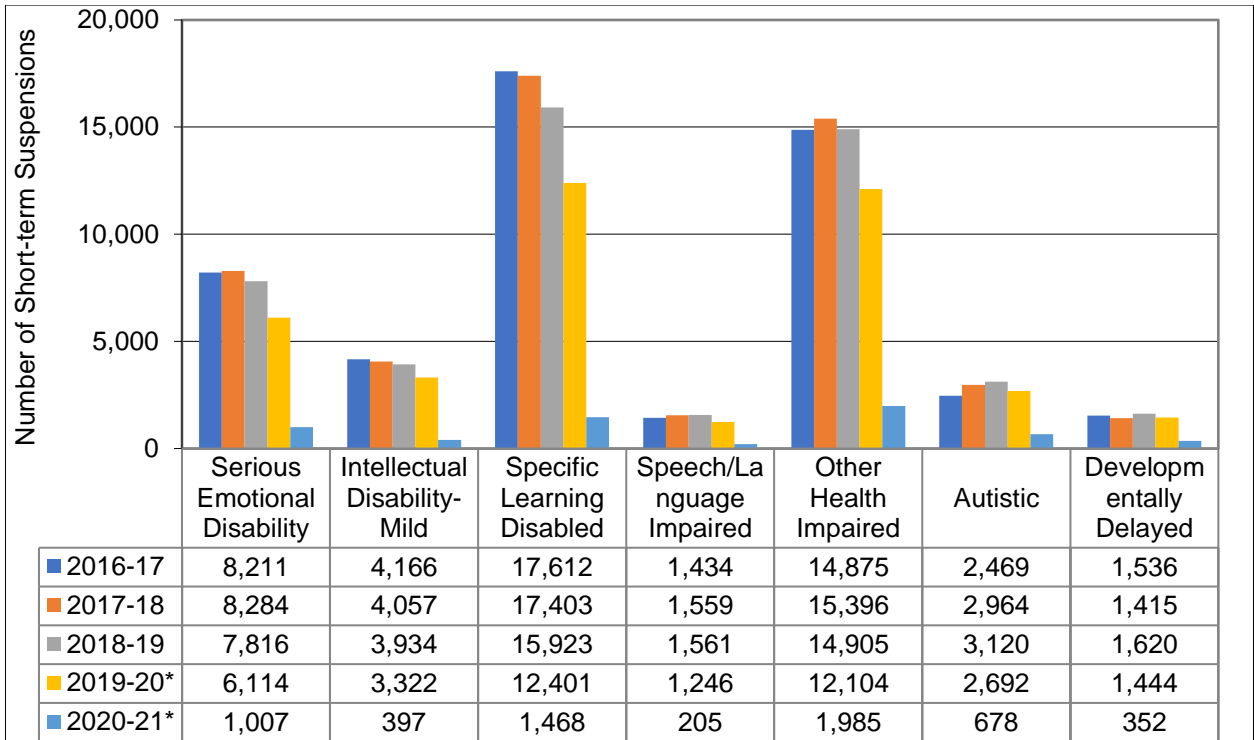
In 2020-2021, the rate of short-term suspensions for all Race/Ethnicities by Gender decreased when compared to the previous academic year. In 2020-2021, Two or More Race male students had the highest rate of short-term suspensions, followed by Black males. The largest percent decrease in rates of short-term suspensions were for American Indian males and females (96.9% and 95.4% respectively), Native Hawaiian/Pacific Islander females (92.3%), Black females and males (91.9% and 90.9% respectively), and Native Hawaiian/Pacific Islander males (90.7%). White students – both male and female – had the smallest decrease (77.9% and 75.4% respectively).

Figure S7. Short-Term Suspensions by Grade Level



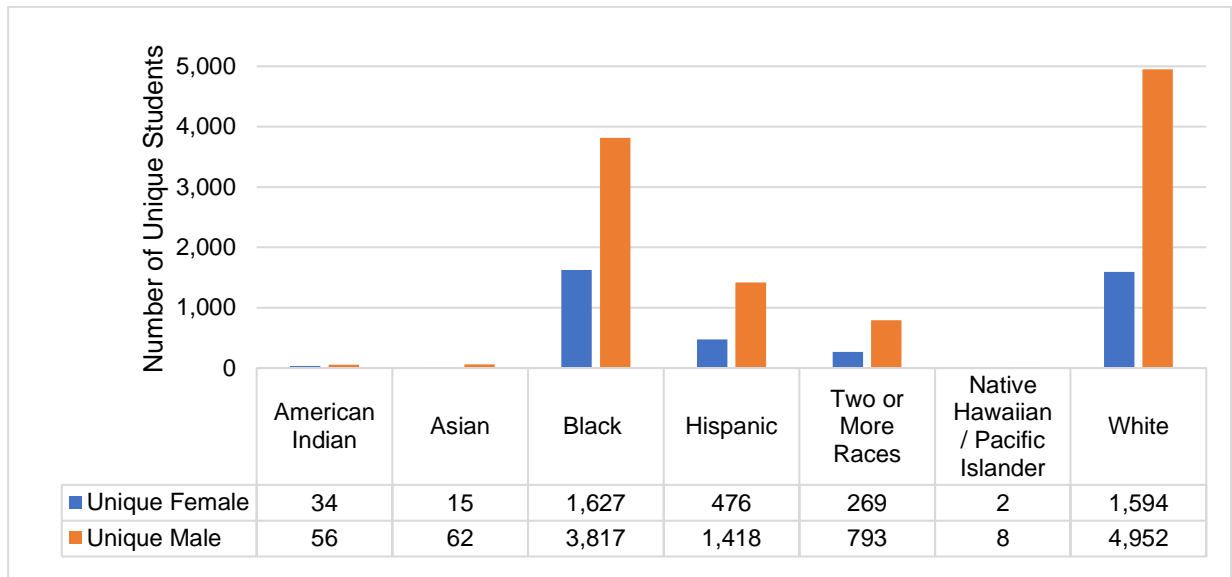
- Seventh graders received the largest number of short-term suspensions. Twelfth graders received the least number of short-term suspensions. All grades saw a reduction in the number and rate of short-term suspensions in 2020-21 compared to previous years. Twelfth grade saw the largest reduction in the short-term suspension rate (91.9%). The suspension rate in fifth grade and in pre-kindergarten/kindergarten decreased the least (79.3% and 79.8% respectively).

Figure S8. Short-Term Suspensions by Exceptional Children (EC) Status



- In 2020-2021, 32.1% of short-term suspensions were given to exceptional children. This percentage is higher than the 27.6% in the 2019-2020 academic year. The number of short-term suspensions decreased for the seven exceptional children categories mostly frequently reported.

Figure S9. Number of Unique Students Who Received Short-Term Suspensions, by Gender and Race/Ethnicity



- In 2020-2021, of the 19,482 short-term suspensions, 15,128 were received by individual students for an average of 1.29 short-term suspensions per student. Of the 15,128 individual students who received short-term suspensions, 73.4% were male. Of the 15,128 individual students who received short-term suspensions, 43.3% were White students. More specifically, 32.7% of the unique students were White males. Black males made up 25.2% of short-term suspensions received in 2020-2021, followed by Black females at 10.8% and White females at 10.5%.

Section 2. Short-term Suspensions for Unacceptable Behaviors

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 Section 1, the data represent the short-term suspensions totals regardless of the act or behavior associated with the suspension. This section of the report will look at suspensions given to students for non-reportable offense (unacceptable behaviors). The Unacceptable Behaviors have been broken out into eight categories:

- Bullying/Harassment
- Assaults/Threats
- Defiant Behaviors
- Interpersonal Behaviors
- Missing Class/School
- Repeat Offender
- Substance Use Related Behaviors
- Other

Appendix C provides a detailed list of all the unacceptable behaviors that comprise each of the eight categories.

Disciplinary incidents involving a Reportable Offense and an Unacceptable behavior were excluded from the analysis. The Unacceptable Behavior category was assigned to an incident based on the first act reported for the offender, as districts and schools are instructed to be enter the more serious offense for an offender first. A short-term suspension equates to a student being suspended for 10 days or less. The data in this section reflect total numbers of short-term suspensions that may include multiple suspensions per student, as some students receive multiple short-term suspensions each year. The charts and tables in this section represent numbers of suspensions, not numbers of unique students.

Of the 19,482 short-term suspensions in 2020-2021, 18,290 (93.9%) were given as a result of in a disciplinary incident involving unacceptable behaviors. The state rate of unacceptable behavior short-term suspension was 12.45 per one thousand students. The mean number of days out of school for these offenses was 2.65 days. Defiant Behaviors comprised 47.2% of the unacceptable behaviors resulting in short-term suspensions. Assaults/Threats were 22.1% of the unacceptable behaviors resulting in short-term suspensions. The remaining categories were 10.7% or less of the short-term suspensions.

Figure S10. Number of Unacceptable Behavior Short-Term Suspensions by Category

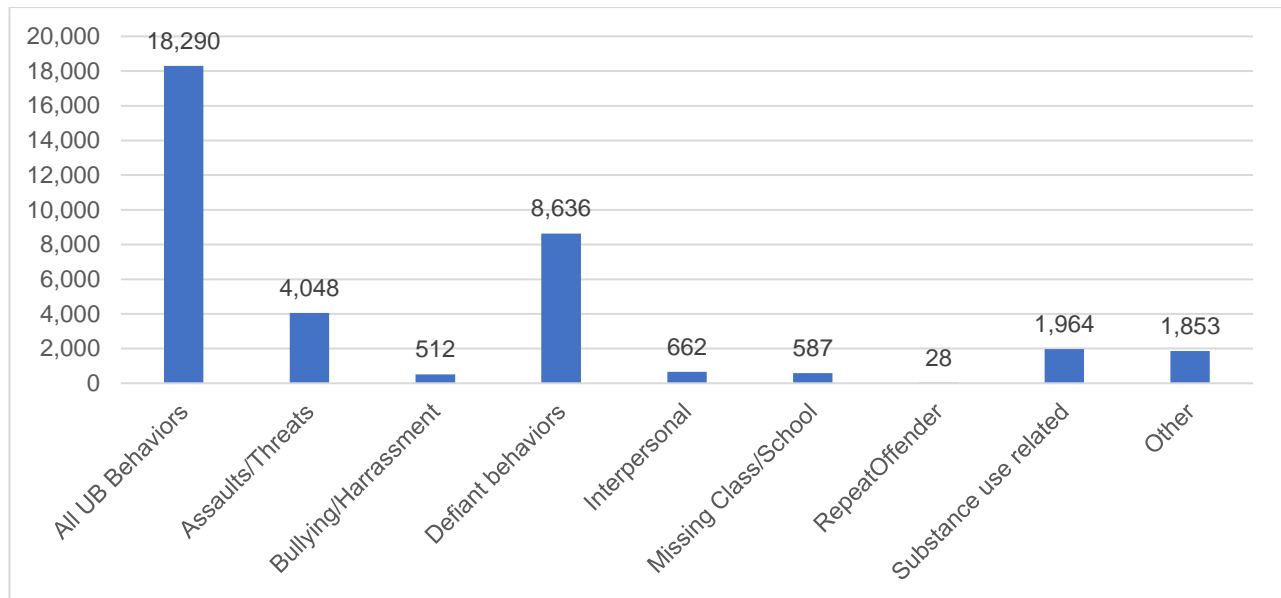
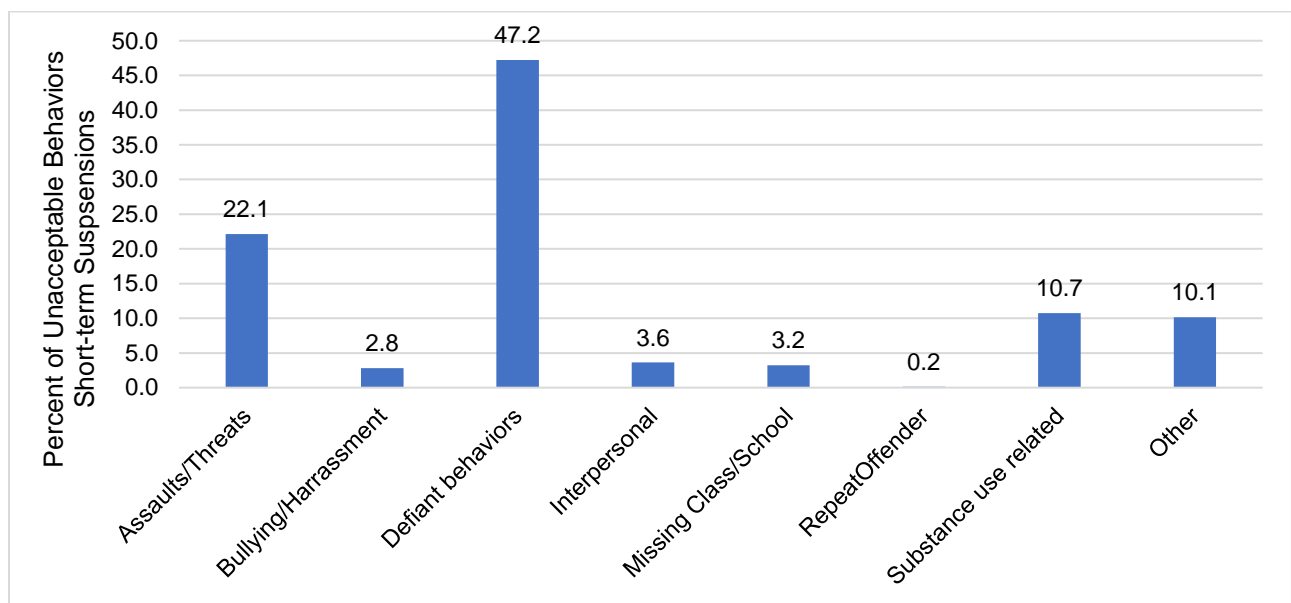
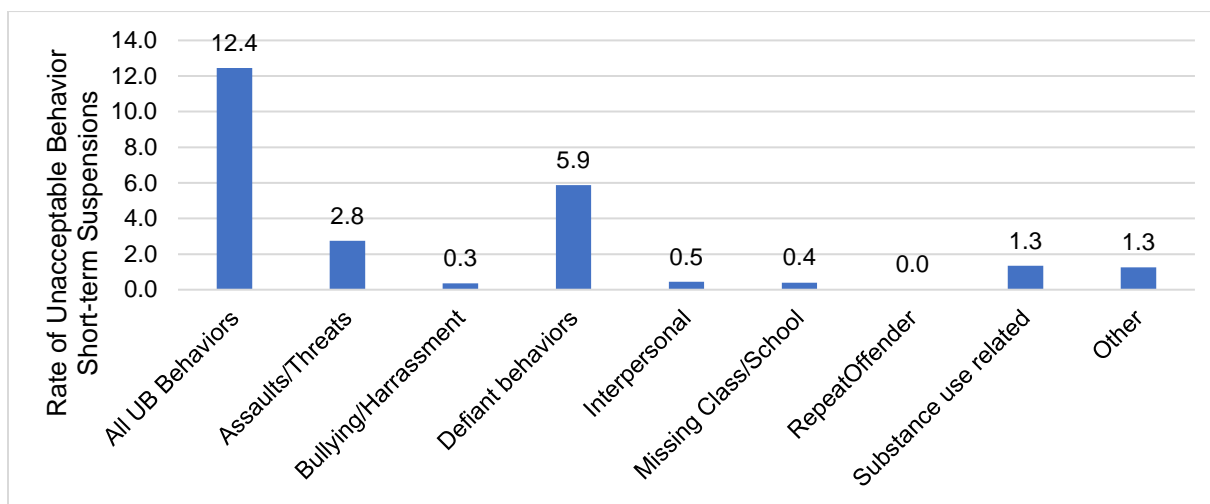


Figure S11. Percent of Unacceptable Behaviors Short-Term Suspensions by Category



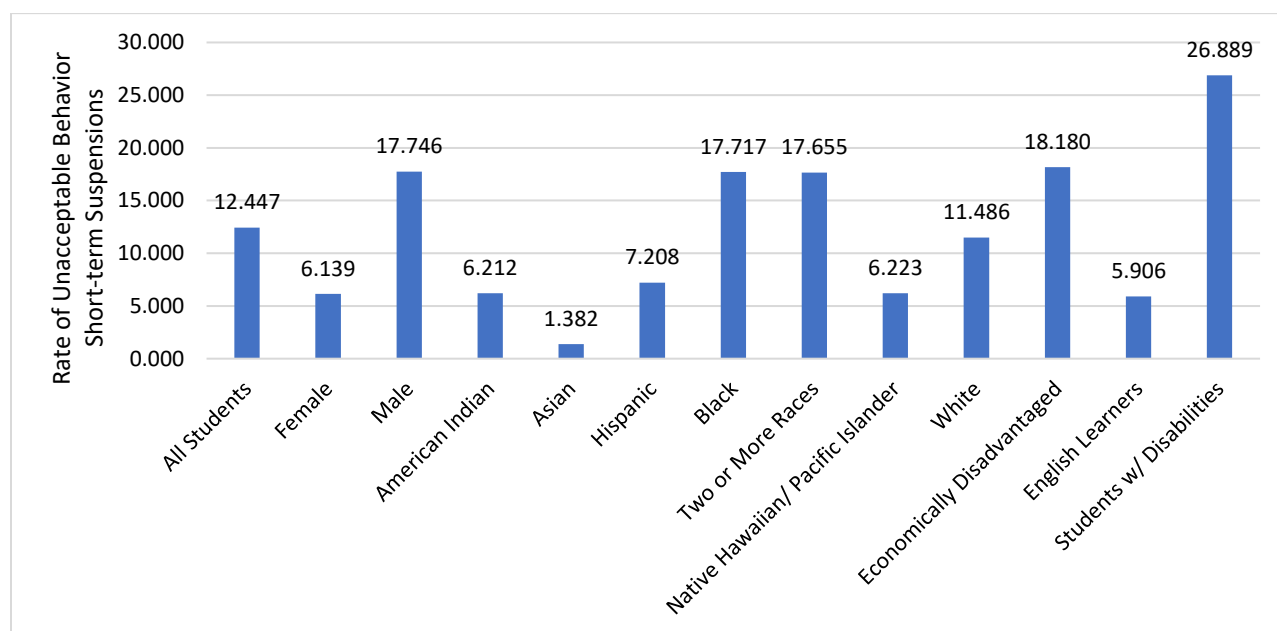
In 2020-2021, the highest percentage short-term suspensions assigned as a result of unacceptable behaviors were for Defiant Behaviors (47.2%) followed by Assaults/Threats category (22.1%).

Figure S12. Unacceptable Behaviors Short-Term Suspension Rates (per 1,000 Enrolled)



The state rate of unacceptable behavior short-term suspension was 12.4 per one thousand students. The highest rates of unacceptable behavior short-term suspensions were for Defiant Behaviors followed by Assaults/Threats, 5.9 and 2.8 respectively.

Figure S13. Unacceptable Behaviors Short-Term Suspensions Rate (per 1,000 Enrolled) by Student Classification



In 2020-2021, Students with Disabilities, Economically Disadvantaged students, male students, Black students, and Two of More Races students had the highest rates of unacceptable behavior short-term suspensions. Asian Students had the lowest rates of unacceptable behaviors results in short-term suspensions.

Figure S14. Unacceptable Behaviors Short-Term Suspension Rates (per 1,000 Enrolled) by Gender, Race/Ethnicity, and Classification, Grouped by Behavior

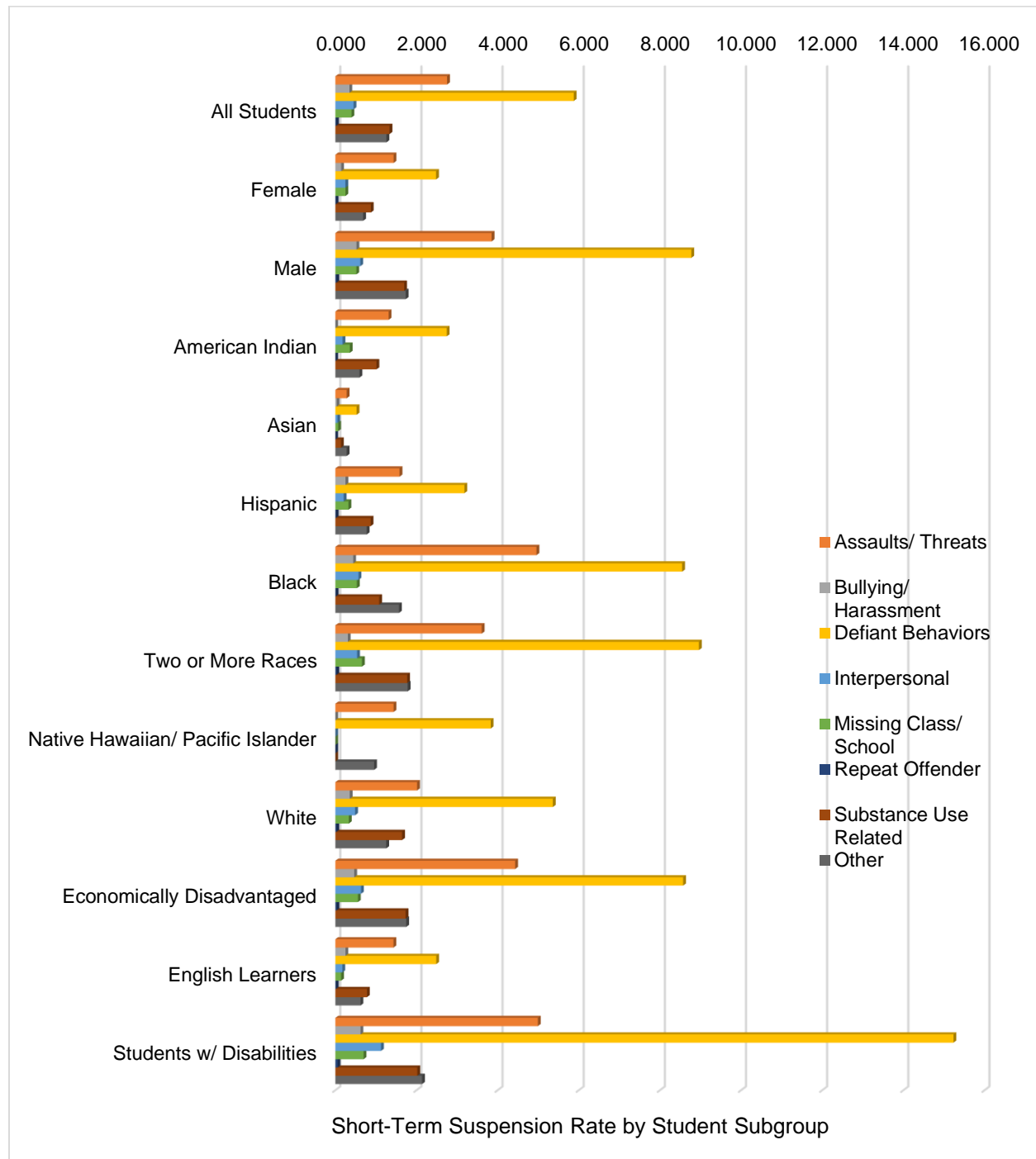
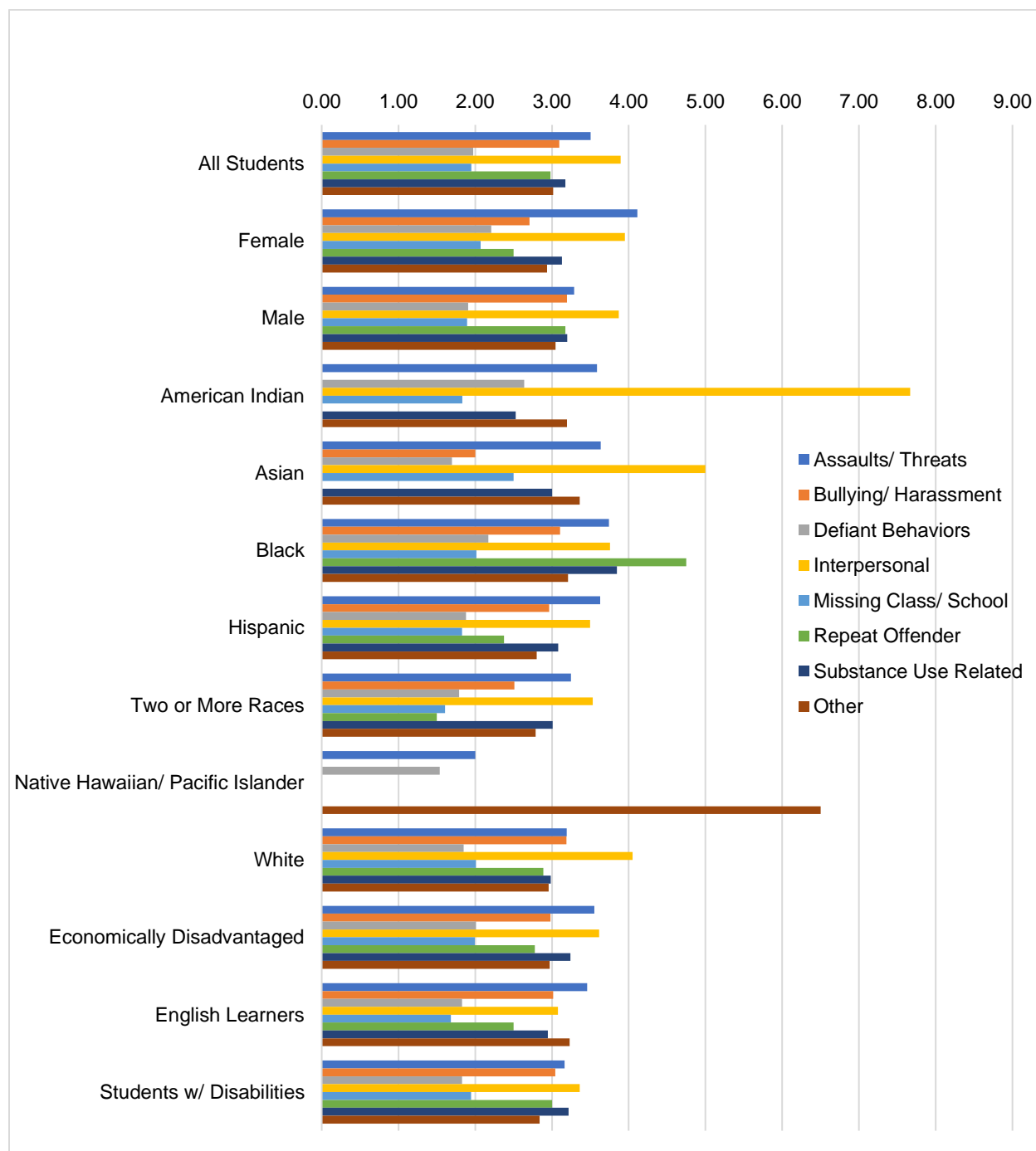


Table S1. Unacceptable Behaviors Short-Term Suspension Rates (per 1,000 Enrolled) by Gender, Race/Ethnicity, and Classification, Grouped by Behavior

	All UB Behaviors	Assaults/Threats	Bullying/Harassment	Defiant Behaviors	Interpersonal	Missing Class/School	Repeat Offender	Substance Use Related	Other
All Students	12.447	2.755	0.348	5.877	0.451	0.399	0.019	1.337	1.261
Female	6.139	1.436	0.145	2.484	0.249	0.250	0.011	0.876	0.688
Male	17.746	3.853	0.523	8.775	0.617	0.519	0.026	1.698	1.736
American Indian	6.212	1.314	0.000	2.747	0.179	0.358	0.000	1.015	0.597
Asian	1.382	0.280	0.035	0.525	0.052	0.070	0.000	0.140	0.280
Black	17.717	4.958	0.441	8.548	0.573	0.533	0.011	1.082	1.571
Hispanic	7.208	1.584	0.251	3.182	0.207	0.324	0.014	0.871	0.775
Two or More Races	17.655	3.609	0.309	8.962	0.537	0.657	0.027	1.771	1.784
Native Hawaiian/ Pacific Islander	6.223	1.436	0.000	3.830	0.000	0.000	0.000	0.000	0.957
White	11.486	2.016	0.356	5.362	0.488	0.334	0.026	1.647	1.256
Economically Disadvantaged	18.180	4.433	0.467	8.573	0.634	0.558	0.032	1.733	1.749
English Learners	5.906	1.433	0.250	2.487	0.174	0.144	0.015	0.781	0.622
Students w/ Disabilities	26.889	4.993	0.622	15.235	1.126	0.697	0.057	2.021	2.139

In 2020-2021, Students with Disabilities had the highest rate of unacceptable behavior resulting in short-term suspensions per 1000 students (26.9). Economically disadvantaged students had the next highest rate of 18.2, followed by male students (17.7) Black students (17.7) and Two or More Races students (17.7). Within the unacceptable behaviors categories, Students with Disabilities had the highest rates in all categories. Two or More Races students had the second highest in four of the three categories: Defiant Behaviors, Missing Class/School, Substance Use, and Other.

Figure S15. Average Number of Days of Out-Of-School Suspensions for Unacceptable Behaviors by Gender, Race/Ethnicity, and Classification, Grouped by Behavior²



² More information on behavior categories can be found in Appendix C.

Table S2. Average Number of Days of Out-Of-School Suspensions for Unacceptable Behaviors by Gender, Race/Ethnicity, and Classification, Grouped by Behavior

	All UB Behaviors	Assaults/Threats	Bullying/Harassment	Defiant Behaviors	Interpersonal	Missing Class/School	Repeat Offender	Substance Use Related	Other
All Students	2.65	3.50	3.09	1.97	3.89	1.95	2.98	3.17	3.02
Female	2.94	4.11	2.71	2.21	3.95	2.07	2.50	3.13	2.93
Male	2.55	3.29	3.20	1.91	3.87	1.89	3.17	3.20	3.05
American Indian	2.97	3.59	0.00	2.64	7.67	1.83	0.00	2.53	3.19
Asian	2.73	3.64	2.00	1.70	5.00	2.50	0.00	3.00	3.36
Black	2.88	3.74	3.11	2.17	3.76	2.01	4.75	3.85	3.21
Hispanic	2.59	3.63	2.96	1.88	3.50	1.83	2.38	3.08	2.80
Two or More Races	2.37	3.25	2.51	1.79	3.53	1.61	1.50	3.01	2.79
Native Hawaiian/ Pacific Islander	2.41	2.00	0.00	1.54	0.00	0.00	0.00	0.00	6.50
White	2.51	3.19	3.19	1.85	4.05	2.01	2.89	2.98	2.96
Economically Disadvantaged	2.68	3.55	2.98	2.01	3.61	2.00	2.78	3.24	2.97
English Learners	2.61	3.46	3.01	1.83	3.08	1.68	2.50	2.95	3.23
Students w/ Disabilities	2.36	3.16	3.04	1.83	3.36	1.94	3.00	3.22	2.84

In 2020-2021, the average number days for out-of-school suspensions across all unacceptable behaviors categories was 2.65 days. Interpersonal behaviors resulting in short-term suspensions had the highest average number of 3.89 days out of school. Assaults/Threats has the second highest average number of days with 3.5 days.

Female students had the second highest average number of days out of school with 2.94 days. Female students had the highest average number of days for Assaults/Threats and the second highest average number of days for the Defiant Behaviors and Missing Class/School Categories.

Among the student subgroups, American Indian students had the highest average number of suspension days across all categories with 2.97 days missed due to unacceptable behavior short-term suspensions. In addition to the highest average of days in across all categories, American Indian students had the highest average number of out-of-school suspension in the Defiant Behaviors and Interpersonal categories. Black students had highest average number of days in the Repeat Offender and Substance Use Related categories and the second highest in the Assaults/Threats category. Asian students have the highest average number of days in the Missing Class/School categories and the second highest in the Interpersonal category. Native Hawaiian/Pacific Islander students had the highest average number of days in the Other category.

Table S3. Unacceptable Behaviors Short-term Suspension Rates (per 1,000 Enrolled) and Average Number of Days of Out-Of-School Suspensions, by Gender and Race/Ethnicity

	Rate per 1,000 Students	Average OSS Days
All Students	12.447	2.65
American Indian Female	4.495	3.38
American Indian Male	7.872	2.75
Asian Female	0.606	2.69
Asian Male	2.132	2.74
Black Female	10.280	3.21
Black Male	24.921	2.74
Hispanic Female	3.483	2.79
Hispanic Male	10.794	2.53
Two or More Races Female	7.876	2.72
Two or More Races Male	27.201	2.27
Pacific Islander Female	1.961	1.50
Pacific Islander Male	10.290	2.57
White Female	5.292	2.73
White Male	17.293	2.45

Two or More Race males had the highest rate of short-term suspensions (27.2) across all Unacceptable Behavior categories, followed by Black males (24.9) and White males (17.3). Asian females had the lowest rate of short-term suspensions (0.6). Native Hawaiian/Pacific Islander Females and Asian males had the next lowest rate of short-term suspensions, 2.0 and 2.1 respectively.

American Indian females received the highest average number of suspension days across all categories with 3.38 days missed due to unacceptable behavior short-term suspensions. Native Hawaiian/Pacific Islander females had the lowest average number of suspensions day with 1.5 days missed.

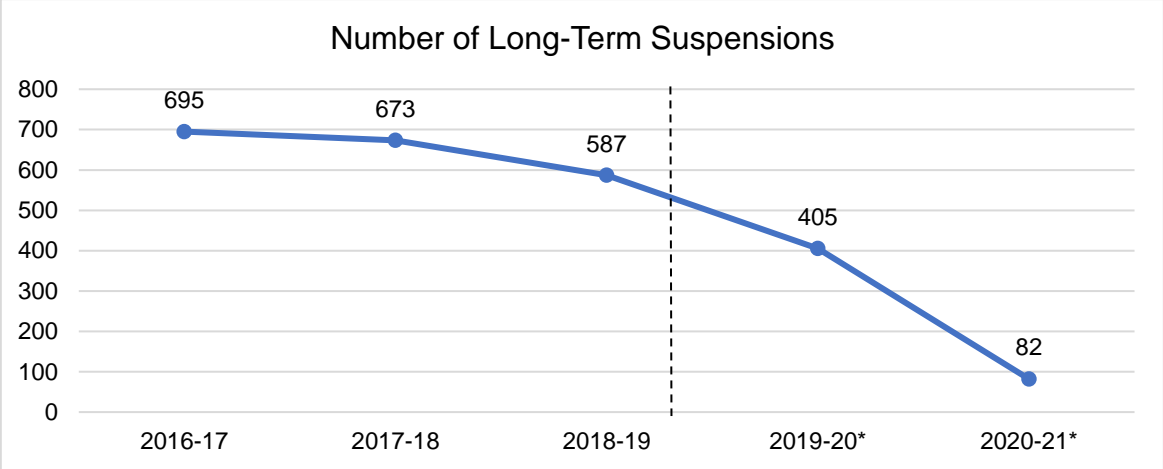
Section 3. Long-Term Suspensions

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.

Long-term suspensions are suspensions that last 11 or more school days. Long term suspensions do not include students who were enrolled in an alternative learning program within 10 days of their suspension. Rates for long-term suspensions are calculated per 100,000 students.

In 2020-2021, 82 long-term suspensions were reported, a 79.8% decrease from the 405 long-term suspensions reported in 2019-2020, and an 86.0% decrease from the 587 reported in 2018-2019 academic year. The rate of long-term suspensions for 2020-2021 was 5.58 per 100,000 students.

Figure S16. 2020-2021 Long-Term Suspensions



It is important to note that because some students received more than one long-term suspension, the 82 long-term suspensions reported in 2020-2021 were assigned to 80 individual students for an average of 47.7 days of school missed. Overall, 3917.68 days of school were missed throughout the state due to long-term suspensions in the 2020-2021 academic year.

High school students received 31 long-term suspensions, an 87.0% decrease from the 238 recorded in 2019-2020 and a 90.5% decrease from the 326 recorded in the 2018-2019 academic year.

In 2020-2021, statewide 314 students were replaced in Alternative Learning Programs and Schools instead of being given long-term suspensions. This is a decrease from the 1,790 in 2019-2020. If these students had been given long-term suspensions instead of an Alternative Learning Placement, the number of long-term suspensions statewide would have been 396 for the 2020-2021 school year and 2,195 for the 2019-2020 school year.

Figure S17. Long-Term Suspensions by Gender

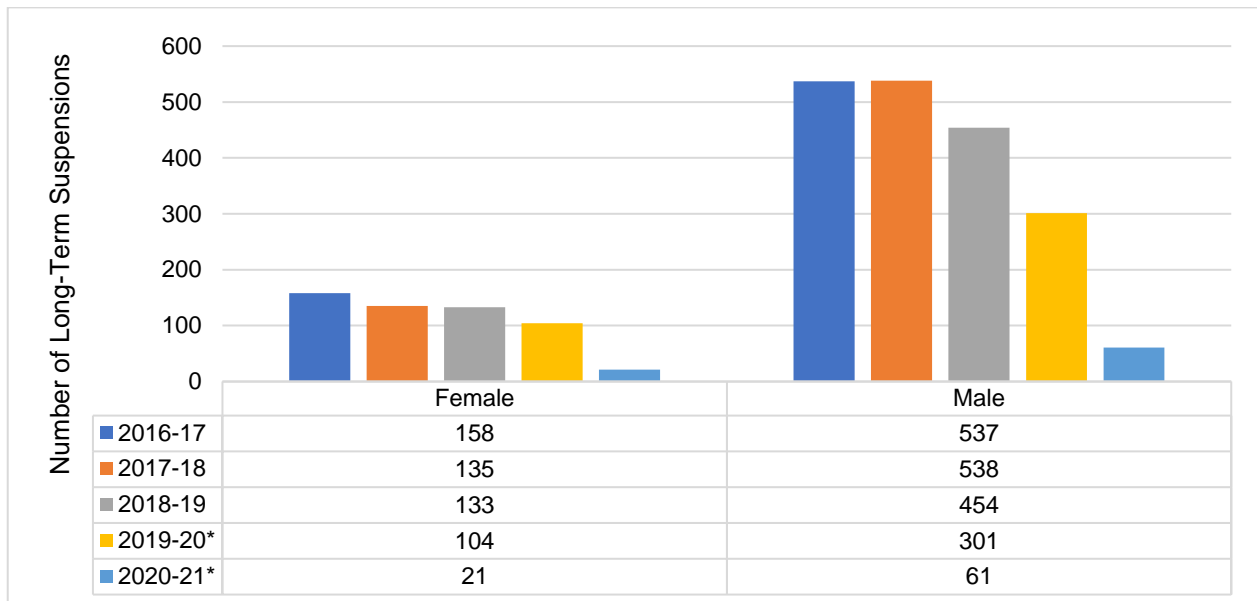
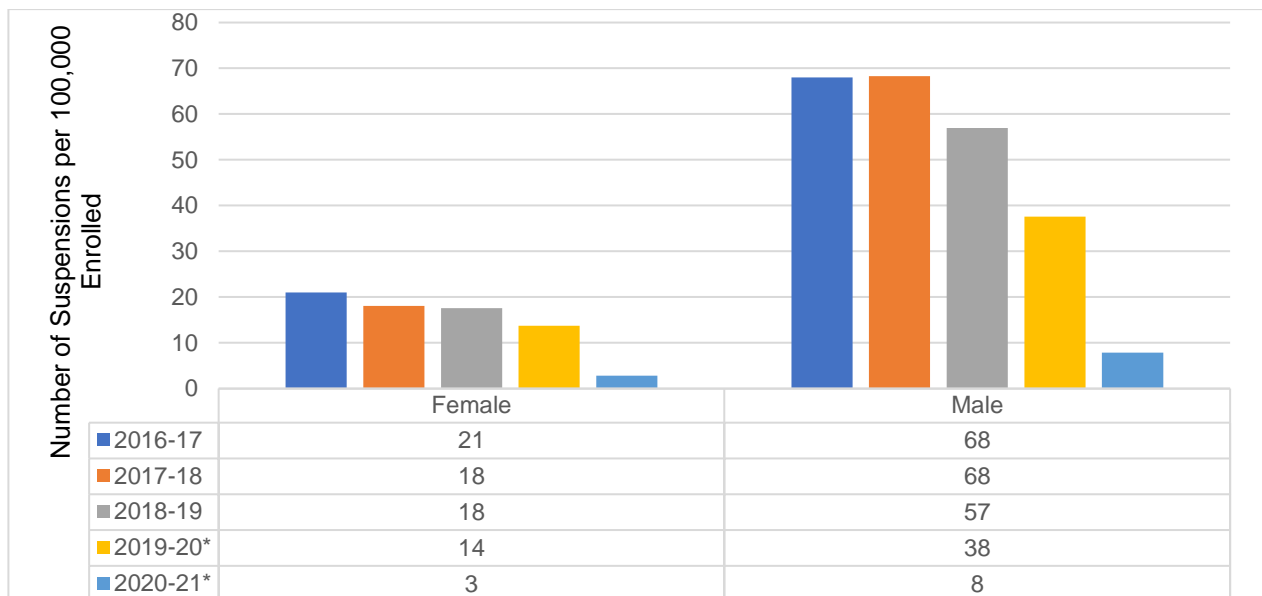


Figure S18. Rate (per 100,000 Enrolled) of Long-Term Suspensions by Gender



Consistent with previous years, in 2020-2021 males received significantly more long-term suspensions and had a high long-term suspension rate than females. In 2020-2021, both the

rate and number of long-term suspensions for males and females decreased when compared to the previous academic year.

Figure S19. Long-Term Suspensions by Race/Ethnicity

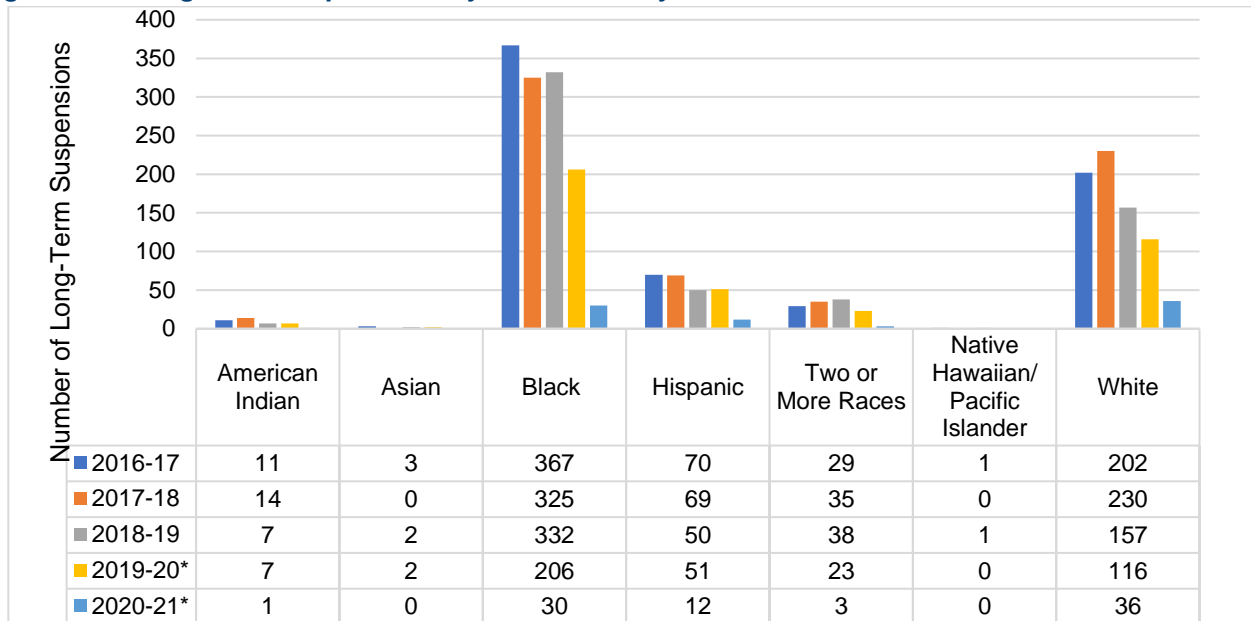
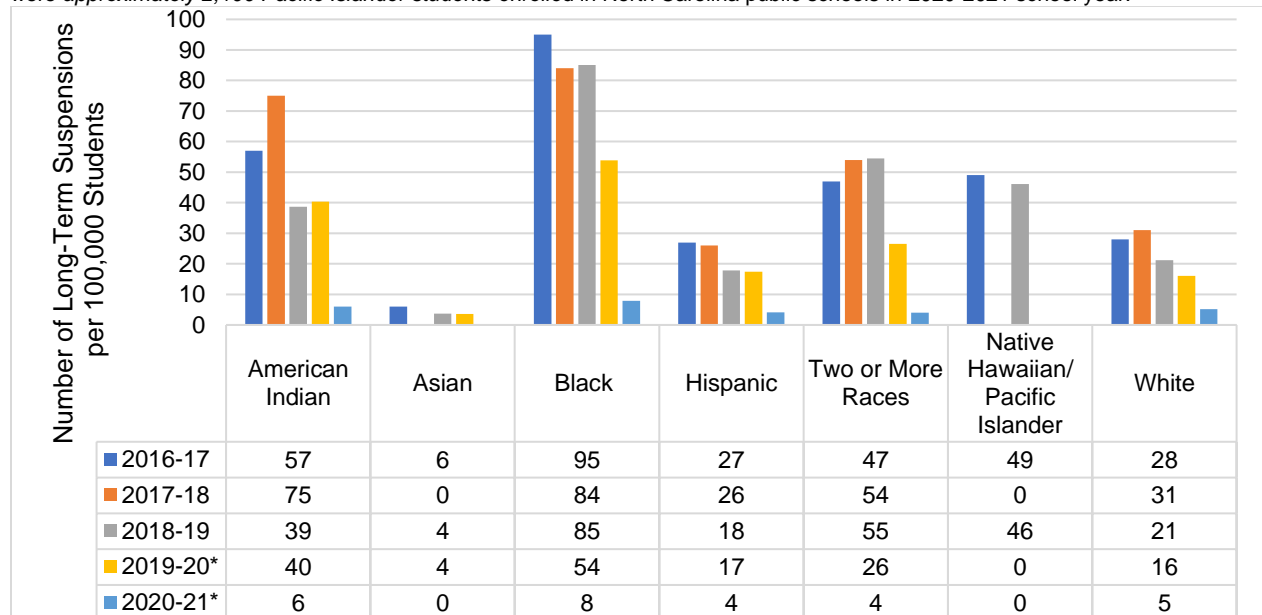


Figure S20. Long-Term Suspensions Rate (per 100,000 Enrolled), by Race/Ethnicity

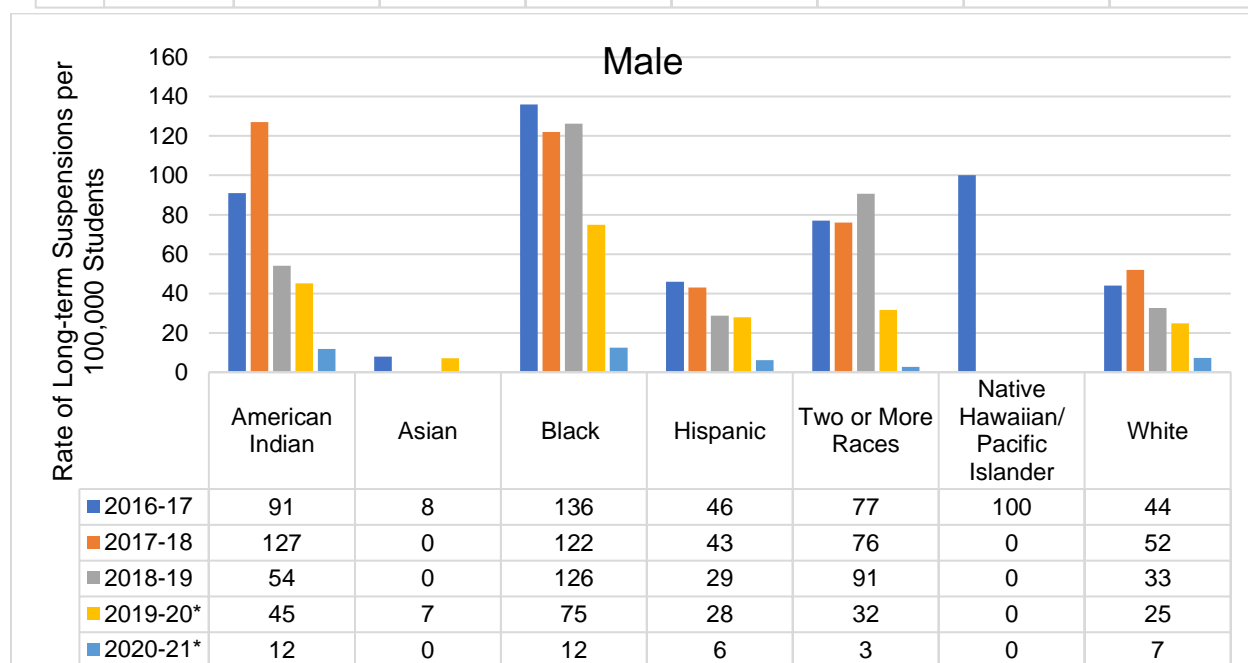
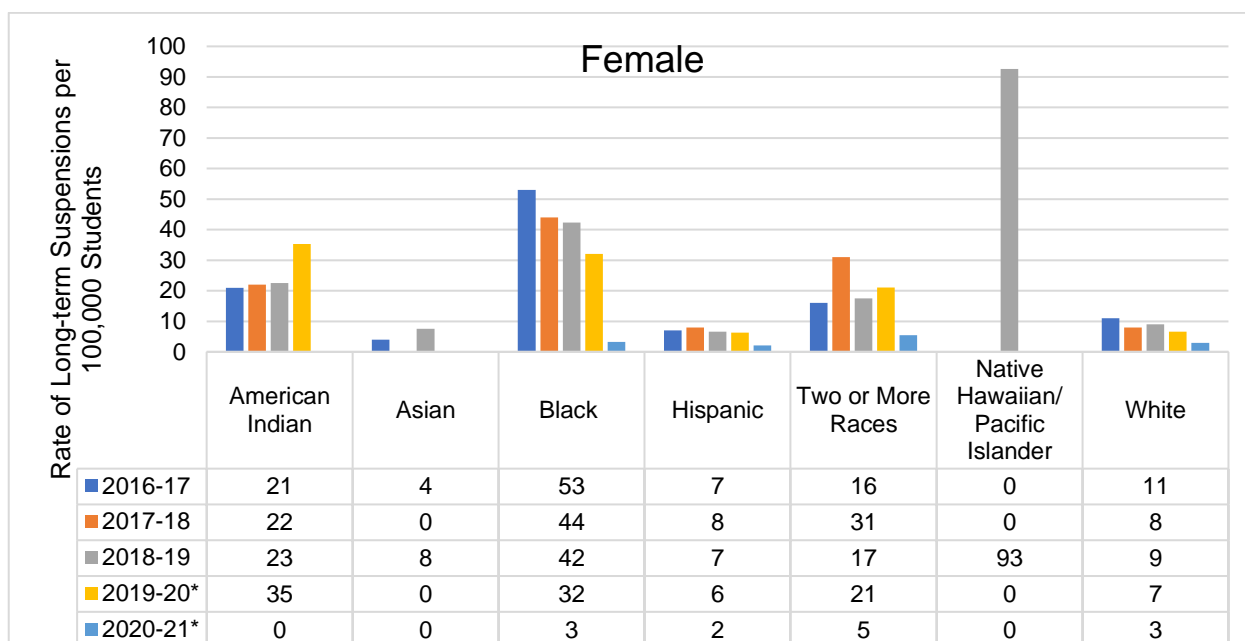
Note: The long-term suspension rate per 100,000 students enrolled will be alarming for Pacific Islander students considering there were approximately 2,100 Pacific Islander students enrolled in North Carolina public schools in 2020-2021 school year.



In 2020-2021, the number of long-term suspensions and the rate of long-term suspensions decreased for all Race/Ethnicity categories.

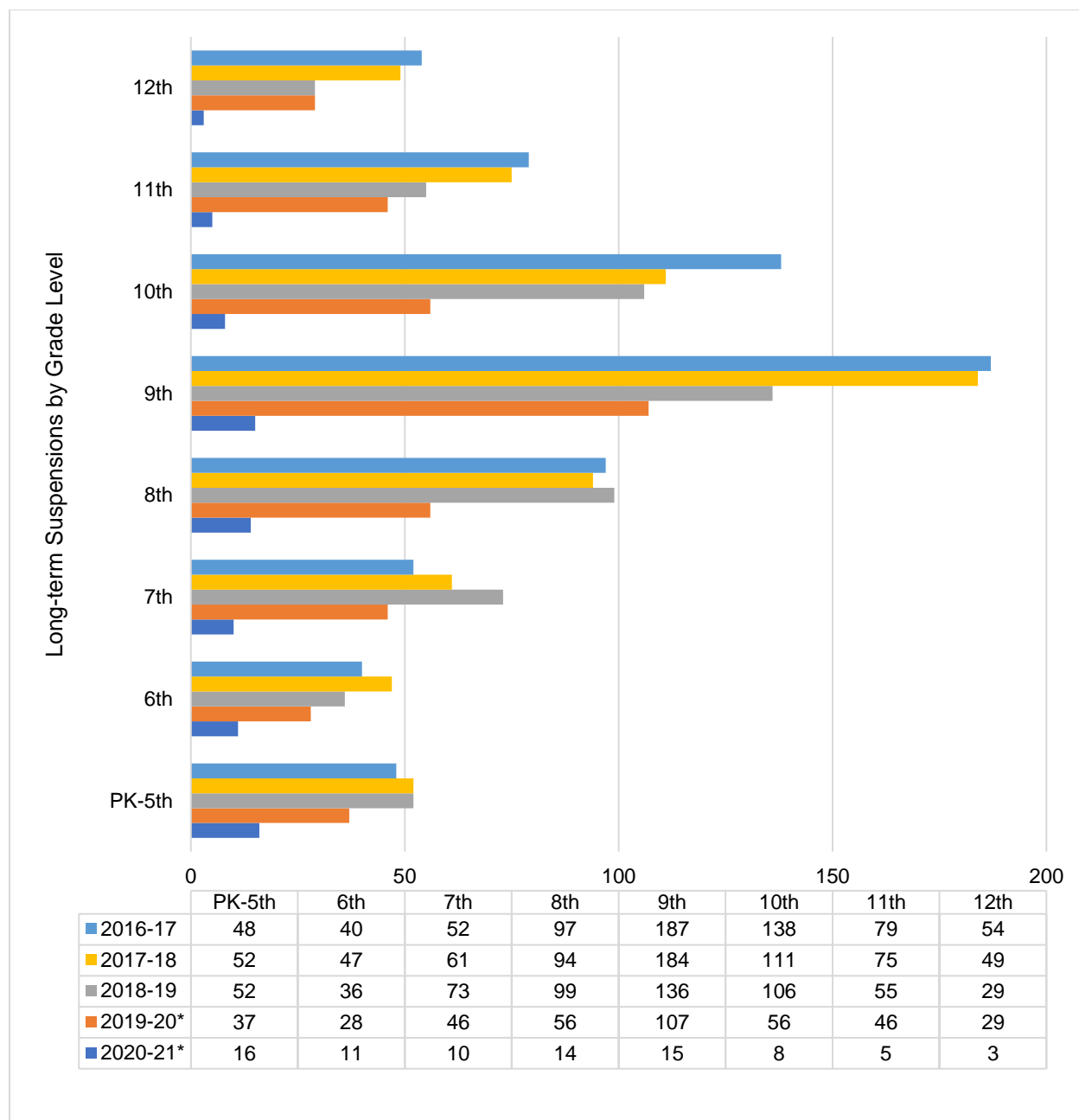
Figure S21. Long-Term Suspension Rates (per 100,000) by Race/Ethnicity and Gender

Note: The long-term suspension rate per 100,000 students enrolled will be alarming for Pacific Islander students considering there were approximately 1,020 Pacific Islander female students and 1,070 Pacific Islander male students enrolled in North Carolina public schools in 2020-2021.



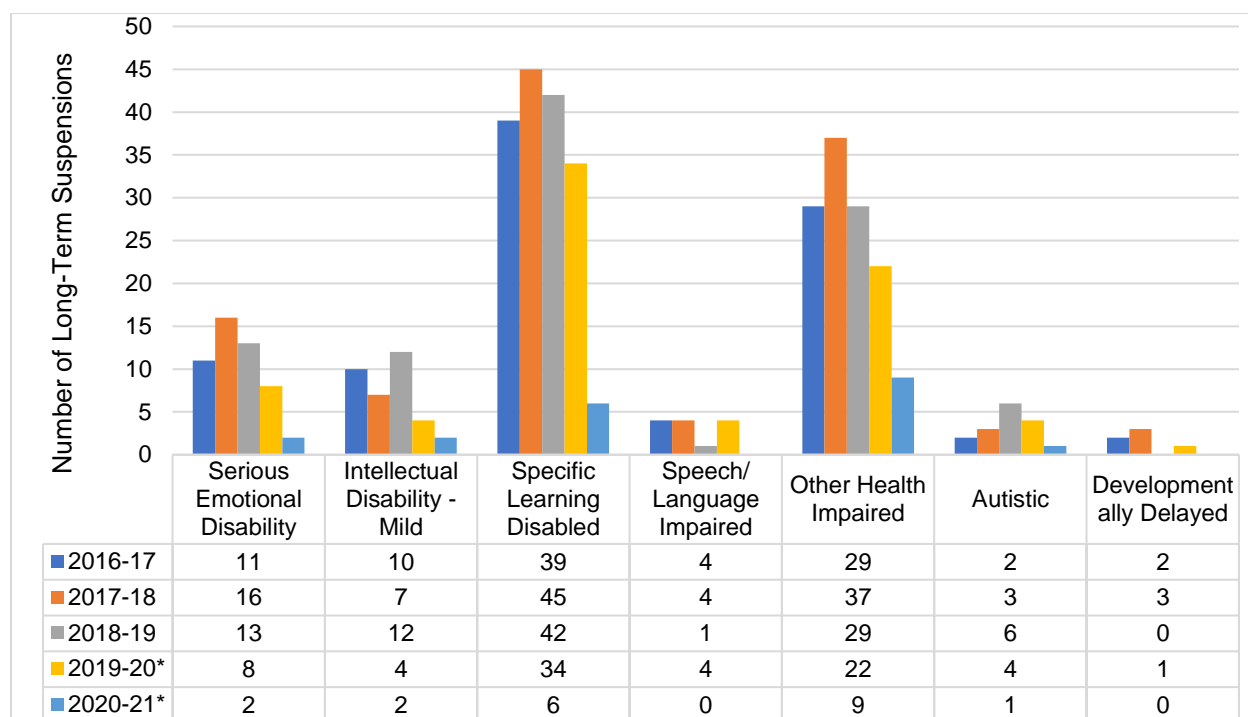
In 2020-2021, the number of long-term suspensions and the rate of long-term suspensions decreased for all Race/Ethnicity categories and sex. Asian males and Black females had the largest percent decrease in rates, 100% and 89.4% respectively. The rates for White females and White males decreased the least in 2020-2021, 54.8 and 70.8% respectively.

Figure S22. Long-Term Suspensions by Grade Level



In 2020-2021, long-term suspensions decreased across all grade levels. In a single grade, ninth graders received the greatest number of long-term suspensions for the fifth year in a row. The number of long-term suspensions for ninth grade students has decreased 92.0% since 2016-2017.

Figure S23. Long-Term Suspensions by Largest Categories of Exceptional Children (EC) Status



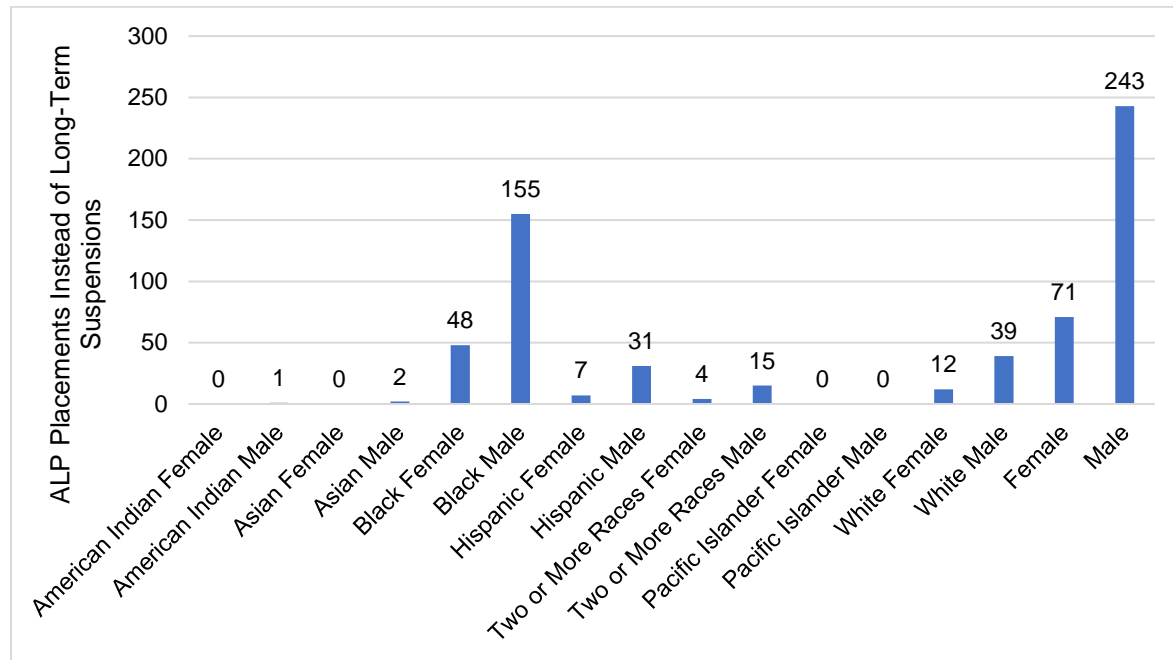
Since the 2016-2017 academic year, there has been a sharp decrease in the number of long-term suspensions for exceptional students. The largest decrease in the number of long-term suspensions is for students with Specific Learning Disabilities. The largest percent decrease is seen for students with Speech/Language Impairment.

Table S4. Total Long-Term Removals from Home School due to Disciplinary Incidents

Reporting Year	Long-Terms Suspensions	ALP Placement instead of long-term suspension	Total Removals from Home School
2016-17	695	2,459	3,154
2017-18	673	1,747	2,420
2018-19	587	2,107	2,694
2019-20*	405	1,790	2,195
2020-21*	82	314	396

In 2020-2021, statewide 314 students were replaced in Alternative Learning Programs and Schools (ALPS) instead of being given long-term suspensions. This is a decrease from the 1,790 in 2019-2020. If these students had been given long-term suspensions instead of an Alternative Learning Placement, the number of long-term suspensions statewide would have been 396 for the 2020-2021 school year.

Figure S24. Long-Term Removals from Home School to Alternative Learning Programs and Schools due to Disciplinary Incidents, by Gender and Ethnicity



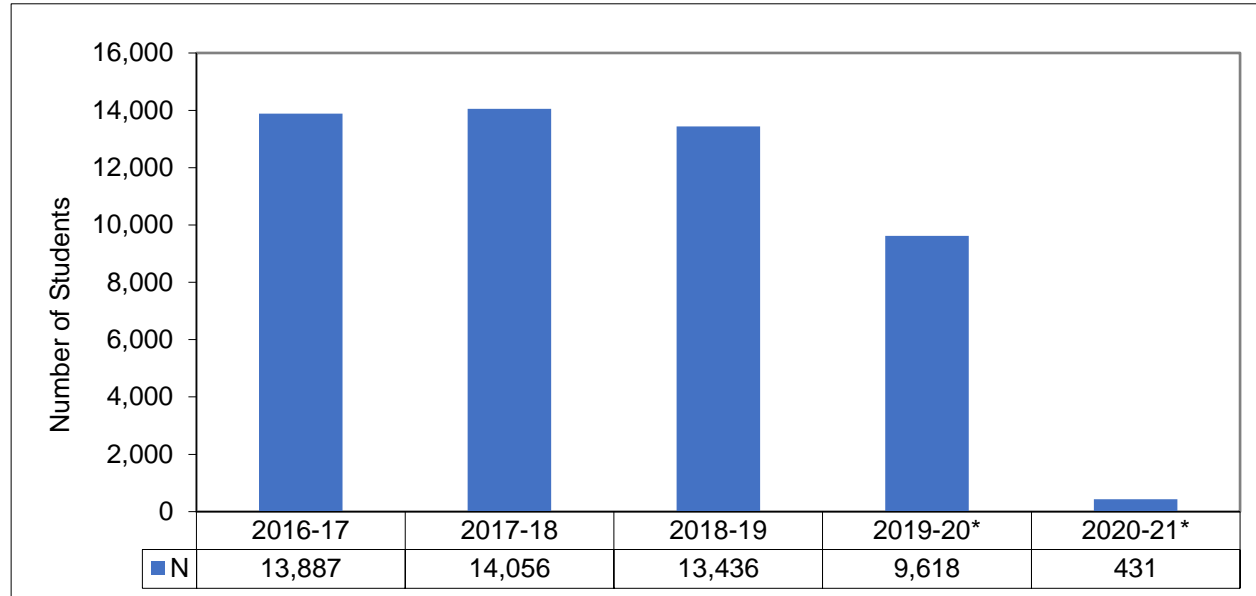
In 2020-2021, there 243 placements in Alternative Learning Programs and Schools (ALPS) instead of being giving long-term suspensions for male students and 71 placements for female students. Out of the 243 placements for male students, 63.8% were given to black male students.

Section 4. Multiple Suspensions

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.

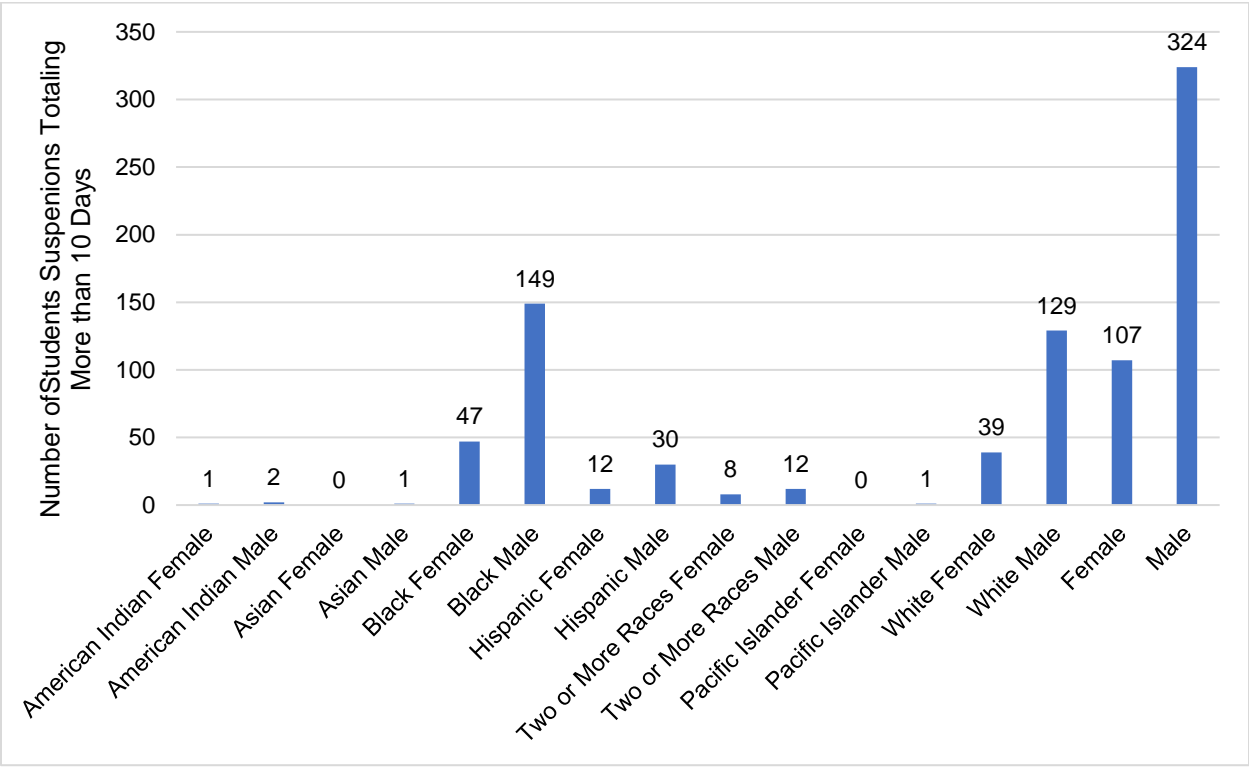
This section reports data for students who were suspended on multiple occasions during the 2020-2021* school year. A short-term suspension is defined as 10 school days or less missed, but multiple suspensions may cause a student to miss more than 10 days of school over the course of a school year. A long-term suspension is defined as 11 days or more.

Figure S25. Number of Students with Multiple Short-Term Suspensions Totaling More than Ten Days



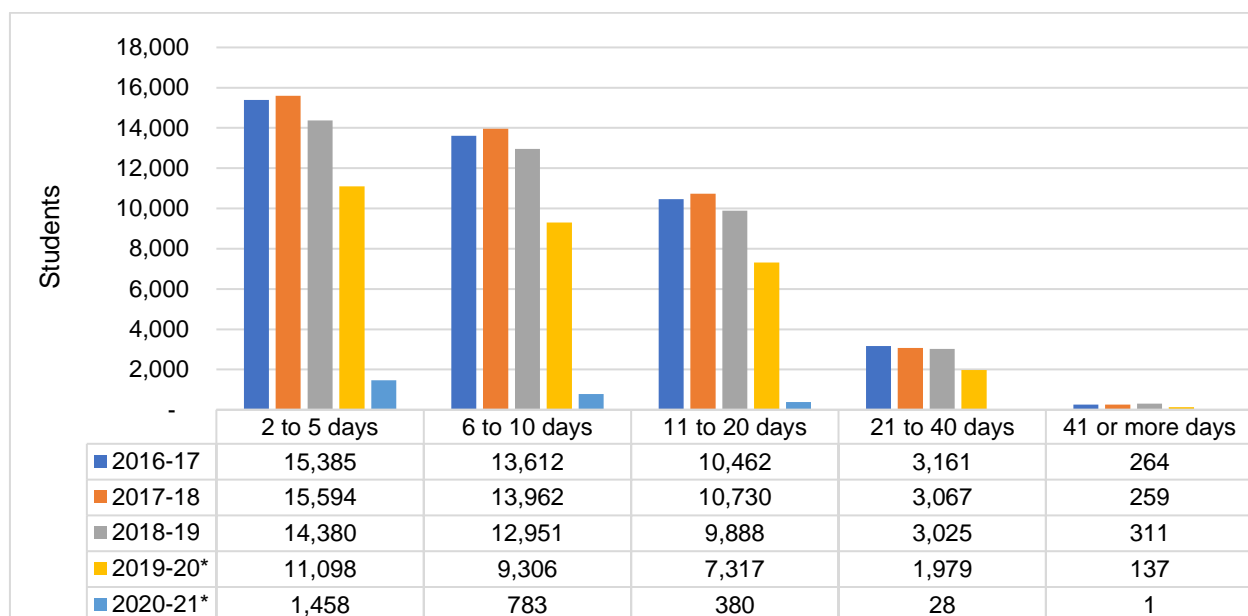
The number of students whose combined lengths of multiple short-term suspensions exceeded ten days decreased 95.5% from the previous academic year.

Figure S26. Number of Students with Multiple Short-Term Suspensions Totaling More than Ten Days, by Gender and Race/Ethnicity



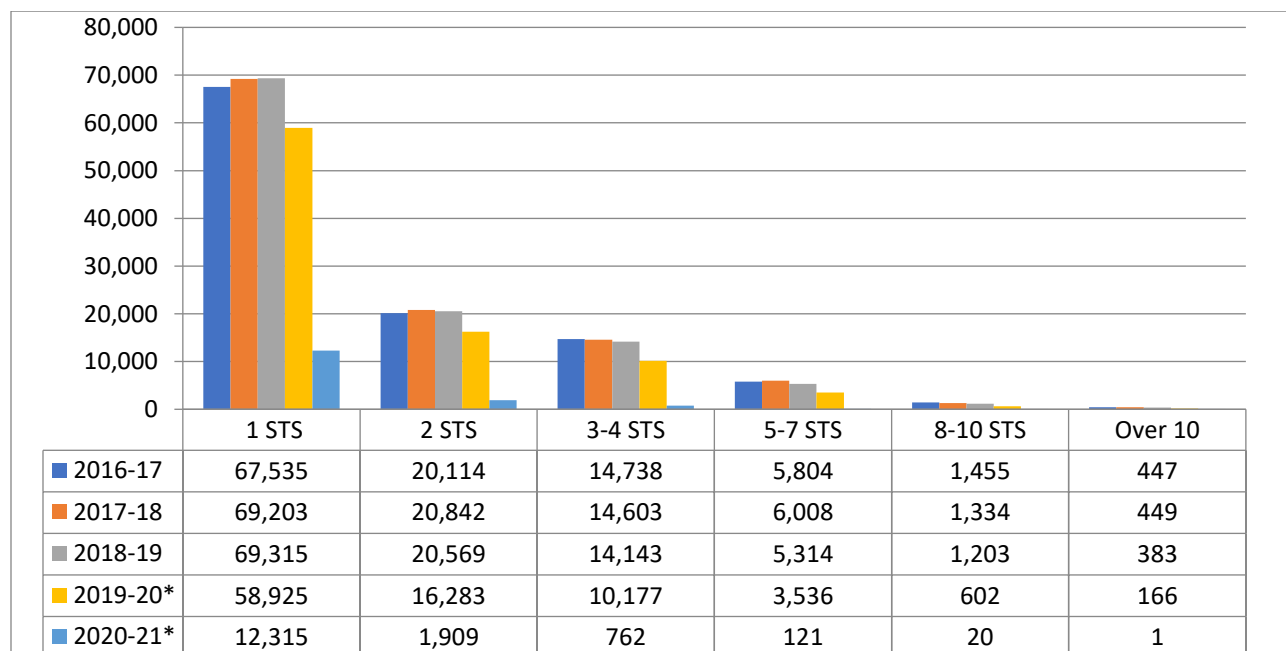
In 2020-2021, more male students (324) than female students (107) received multiple short-term suspensions that together totaled more than 10 days out of school. Black male students (149) and White male students (129) received the most multiple short-term suspensions totaling to more than 10 days out of school than any other student subgroup.

Figure S27. Duration of Multiple Short-Term Suspensions Given to Students



The goal should be for students to experience fewer and shorter suspensions. In 2020-2021, there were fewer students in all ranges of durations.

Figure S28. Number of Short-Term Suspensions Received by Students



The number of short-term suspensions received decreased overall in 2020-2021 as did the number of suspensions that individual students received.

Section 5. Expulsions

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.

This section reports data for students who were expelled from school during the 2020-2021* school year. Generally, students who are expelled from a district are not allowed to continue attending a school in the district; however, some districts allow students to apply for readmission. Other expelled students may apply for admission in another district or at a charter school.

In 2020-2021, there were 6 expulsions across all North Carolina schools, a decrease of 15 from the 2019-2020 academic year.

Figure S29. 2020-2021 Expulsions

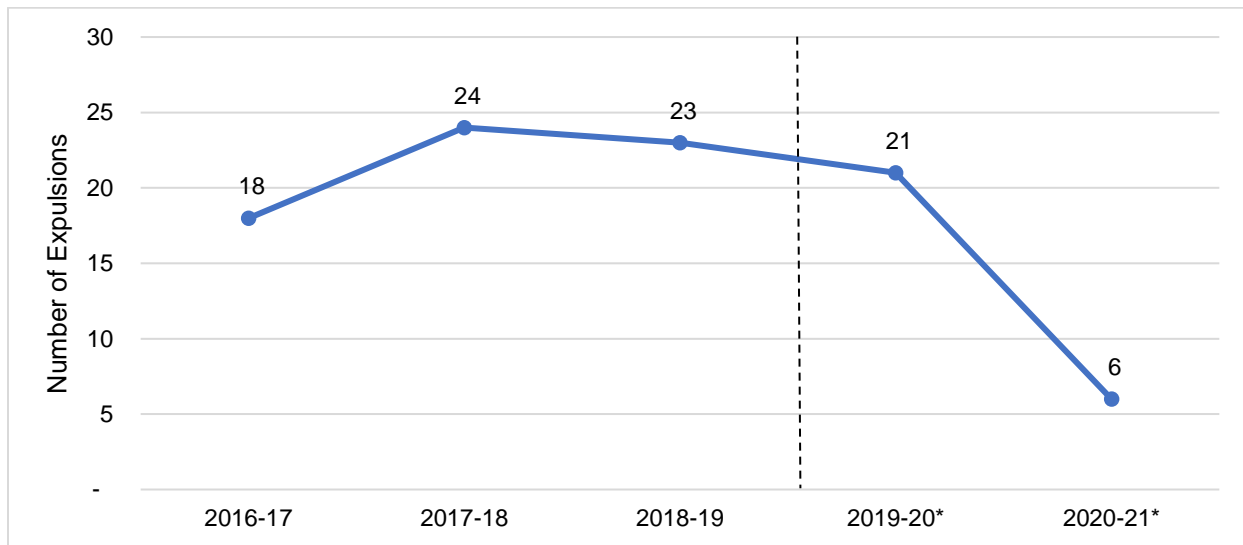
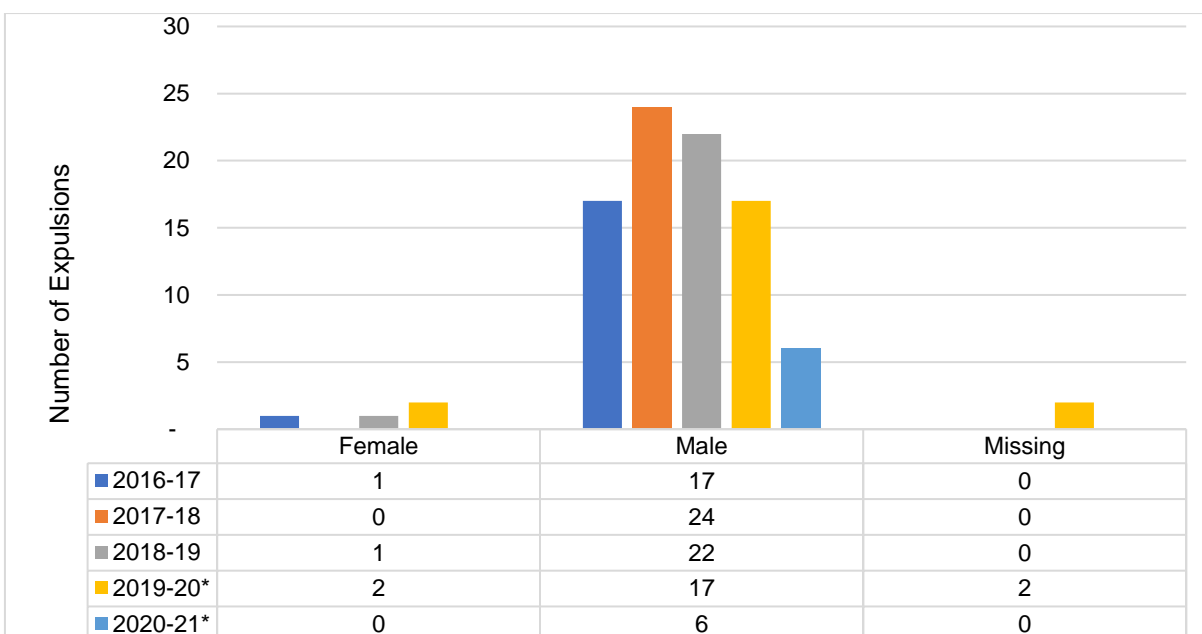
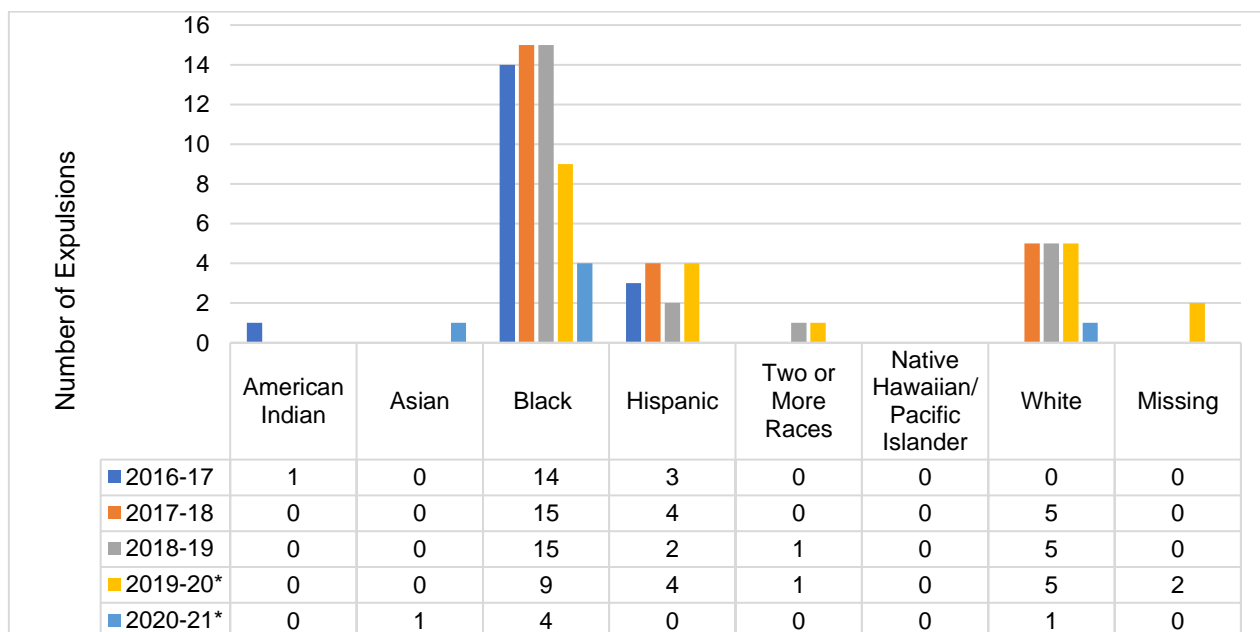


Figure S30. Expulsions by Gender



Consistent with previous years, male students are expelled more than female students. In 2020-2021, all students expelled were male.

Figure S31. Expulsions by Race/Ethnicity



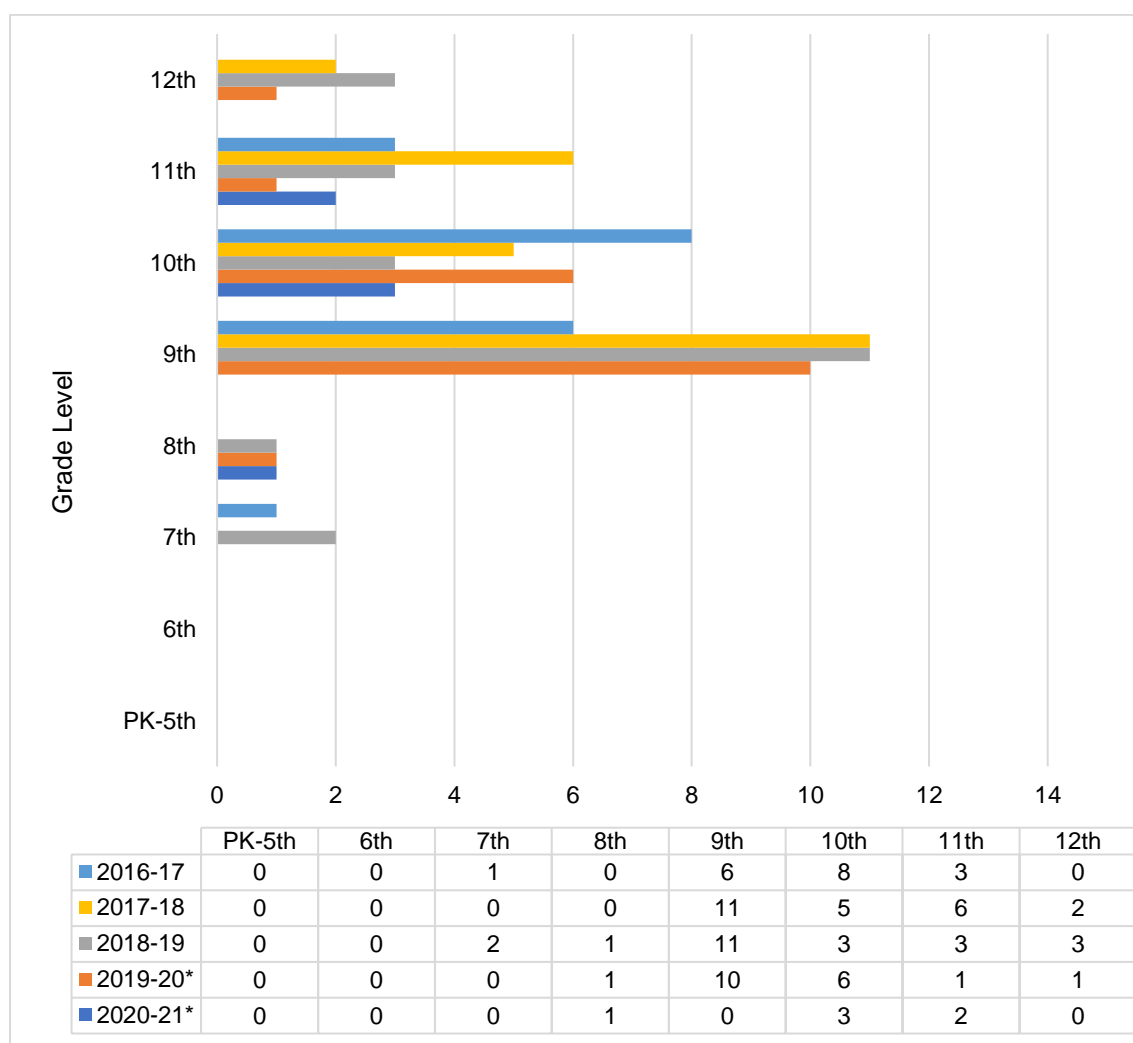
Of the six students expelled in 2020-2021, four (66.7%) were Black students, one (16.7%) was an Asian student, and one (16.7%) was a White student. The number of Black students expelled decreased by 55.6%.

Table S5. Expulsions for Exceptional Children (EC)

Exceptional Children Status	2016-17	2017-18	2018-19	2019-20*	2020-21*
Developmentally Delayed	0	0	0	0	0
Other Health Impaired	2	0	2	0	0
Serious Emotional Disability	0	0	1	2	1
Intellectual Disability - Mild	0	0	0	0	0
Specific Learning Disabled	2	2	3	0	1
Speech/Language Impaired	0	1	0	0	0

Of the six students expelled in 2020-2021, two (33.3%) were students receiving special education services.

Figure S32. Expulsions by Grade Level



Most expulsions occur in the high school grades. Tenth graders received the most expulsions in the 2020-2021 academic year.

Section 6. Suspensions and Expulsions by LEA and School

Further and more detailed information can be found online at: <https://www.dpi.nc.gov/data-reports/dropout-and-discipline-data/discipline-alp-and-dropout-annual-reports>. Specifically, the following tables can be found online:

Table S6. 2020-2021 Short-Term Suspensions, Long-Term Suspensions, and Expulsions in LEAs and Charter School by Gender and Ethnicity

Table S7. 2020-2021 High School Short-Term Suspension Statistics for LEAs and Charters.

Table S8. 2020-2021 Short-Term Suspension Statistics for Schools in LEAs

2020–2021 Uses of Corporal Punishment

Introduction and General Findings

This report delivers disaggregated data on uses of corporal punishment per G.S. 115C-12(27). Corporal punishment uses are disaggregated by Local Education Agency (LEA), gender, race/ethnicity, grade level, type of disability, and reason for punishment.

Although some corporal punishment data has been captured for some LEAs over many years, 2010-11 was the first year that all uses of corporal punishment were required to be reported. Over the last three academic years, 2018-2019, 2019-2020, and 2020-2021*0, zero districts across the state have reported the use of corporal punishment in school. In the 2017-2018 academic year, two LEAs employed corporal punishment for a total of 60 uses, 15 less than the 75 reported uses in the 2016-2017 academic year.

*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.

2020–2021 Student Reassignments for Disciplinary Purposes

Introduction

This report delivers disaggregated data on students reassigned for disciplinary purposes per G.S. 115C-12(27). In North Carolina, when students are reassigned to an area apart from the regular classroom for a relatively short period of time, the action is classified as an in-school suspension. Many assignments to in-school suspensions are for a single day or only part of a day. Some assignments last multiple days. Students given in-school suspensions are usually provided with assignments from their teacher.

Students who are reassigned for longer periods of time attend Alternative Learning Programs and Schools (ALPS). ALPS have their own teachers who provide instruction to students. Decisions to reassign a student to an ALPS usually involve input from the LEA level as well as the schools involved. ALPSs include programs located within schools, programs at off-site locations, and stand-alone schools. This section of the report will only cover the ALPS placements that were coded as an action taken by a school as a result of a specific disciplinary incident.

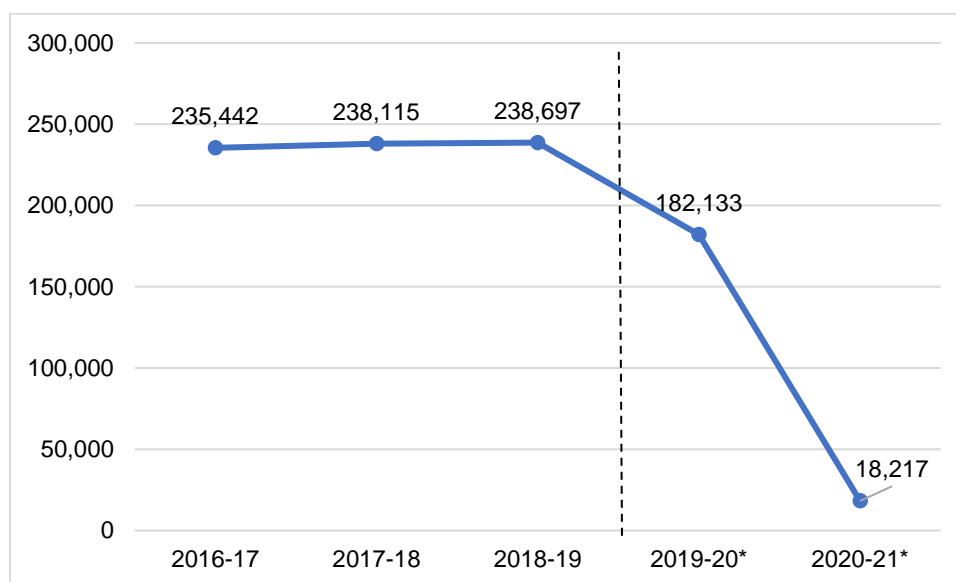
* In response to the COVID-19 pandemic, starting in March of the 2019-2020 school year and continuing through the 2020-2021 school year, public school units across the state employed unprecedented methods to ensure continued student learning by utilizing various modes of instruction and student outreach. 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.

Section 1. In-school Suspensions

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 2020-2021*, North Carolina public schools assigned 18,217 in-school suspensions (ISS) of a half day or more to 13,574 students. This is a 90.0% decrease over the 182,133 in-school suspensions reported in 2019-2020.

Figure R1. In-School Suspensions Reports – 2020-2021 School Year



Students spent a total of 25,198 days in in-school suspension. The average length of an in-school suspension was 1.38 days, down 5.48% from the average length of 1.46 days in 2019-2020.

In addition, 2,772 partial day in-school suspensions were assigned to 2,184 students; this is an 89.1% decrease from the 25,404 partial day suspensions assigned in 2019-2020.

Full Day In-school Suspension Demographics

Of the 18,217 full day in-school suspensions, 13,288 were assigned to males and 4,928 were assigned to females (gender information was missing from 1 suspension).

The table below (Table R1) shows the reported number of full-day in-school suspensions, average number of days of in-school suspension, and that total number of days by

race/ethnicity. White students received the most in-school suspensions (8,665), followed by Black students (5,893) and Hispanic students (2,235).

The greatest amount of time spent on average in in-school school suspension was Asian students, followed by Hispanic and White students. The race/ethnicity student group who missed the most regular class time due to in-school suspensions was White students.

Table R1. Full Day In-School Suspensions by Race/Ethnicity

Race/Ethnicity	Number of In-School Suspensions	Average Days In ISS	Total Days In ISS
American Indian	104	1.39	144
Asian	52	1.64	85
Black	5,893	1.35	7,949
Hispanic	2,235	1.45	3,249
Two or More Races	1,253	1.32	1,653
Native Hawaiian /Pacific Islander	14	0.95	13
White	8,665	1.40	12,102
Missing	1	2.00	2

Figure R2. Full Day In-School Suspensions by Gender and Race/Ethnicity

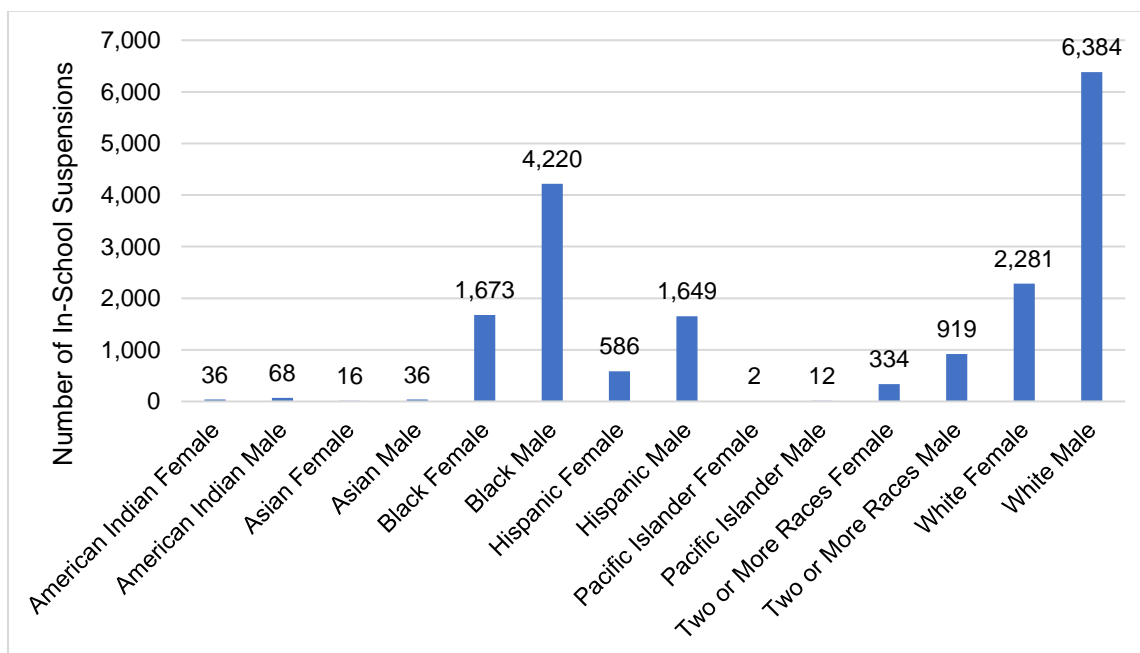


Figure R2 above shows that in 2020-2021 White males received more full day in-school suspensions (6,384), followed by Black males (4,220), than other student subgroups. Pacific Islander female and Pacific Islander male students received the fewest full day in-school suspensions with 2 and 12 full day in-school suspensions, respectively.

Table R2. Full Day In-School Suspensions by Grade Level

Grade Level	Number of In-School Suspensions	Average Days In ISS	Total Days In ISS
PK-K	264	0.86	228
01	373	0.96	360
02	479	0.99	476
03	839	1.06	891
04	1,012	1.11	1,125
05	1,375	1.17	1,609
06	2,648	1.49	3,937
07	2,943	1.49	4,376
08	2,633	1.53	4,023
09	2,240	1.53	3,420
10	1,606	1.41	2,267
11	1,154	1.39	1,604
12	651	1.36	883

Table R2 displays in-school suspensions by grade level. Seventh graders received the most in-school suspensions (2,943), followed by sixth (2,648) and eighth graders (2,633). Eighth and ninth graders spent the most time on average in in-school suspension; preschool-kindergarteners spent the least amount.

Table R3. Full Day In-School Suspensions by Exceptionality

Primary Exceptionality	Number of In-School Suspensions	Average Days In ISS	Total Days In ISS
Autism	264	1.19	313
Developmental Delay	99	1.02	101
Deafness	5	1.20	6
Serious Emotional Disability	525	1.44	757
Intellectual Disability - Mild	333	1.45	482
Intellectual Disability - Moderate	18	1.11	20
Specific Learning Disability	1,575	1.44	2,268
Multiple Disabilities	4	1.46	6
Other Health Impairment	1,665	1.43	2,378
Speech Impairment	182	1.22	221
Traumatic Brain Injury	8	1.49	12
Visual Impairment	3	1.00	3

Table R3 shows the breakdown of in-school suspensions assigned to special education students by primary exceptionality. Other Health Impairments students were given the most in-school suspensions and served longer number of days overall in in-school suspension.

Section 2. Alternative Learning Placements as Disciplinary Actions

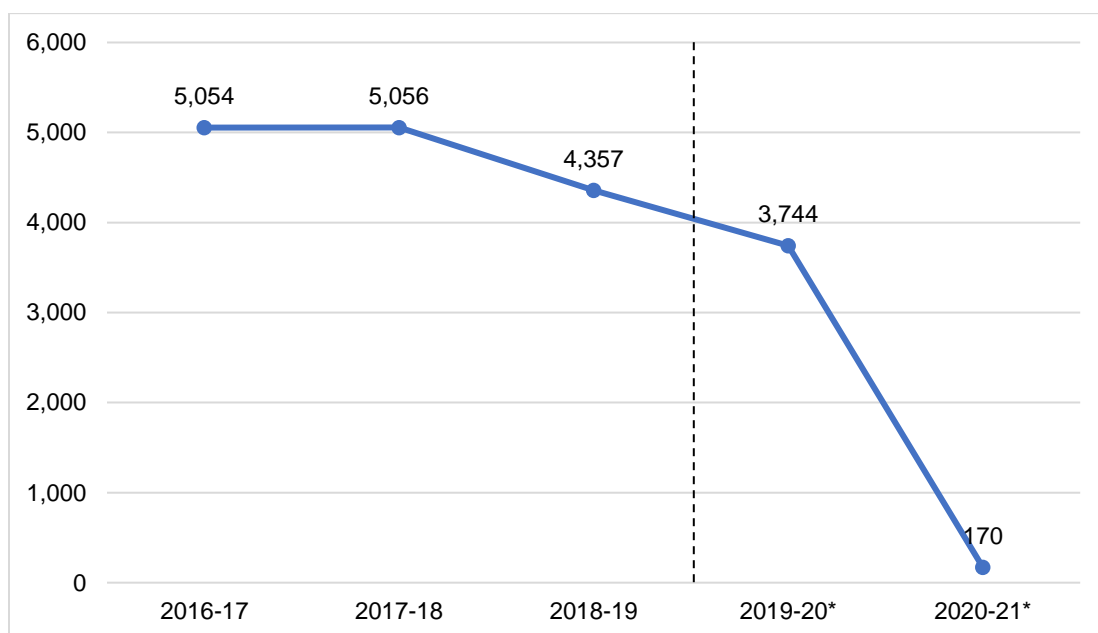
In response to the COVID-19 pandemic, starting in March of the 2019-2020 school year and continuing through the 2020-2021 school year, public school units across the state employed unprecedented methods to ensure continued student learning by utilizing various modes of instruction and student outreach. 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.

Students are typically assigned to Alternative Learning Program and Schools for at least a grading period and sometimes for the remainder of the school year or longer. These data are captured as one of the actions assigned to a student offender in a disciplinary incident reported by schools.

In 2020-2021, schools reported 170 assignments of students to ALPS for disciplinary reasons. This is a 95.5% decrease from the 3,744 reported in 2019-2020. Of the 170 placements assigned, 39.4% (n=69) were also assigned a short-term suspension, meaning the student was suspended from school less than 11 days until they were placed into an ALPS. Additionally, 1.2% (n=2) were also assigned a long-term suspension, meaning the student was suspended from school more than 11 days until they were placed into an ALPS.

The average number of days assigned to an ALPS is 7.78 days. The total days spent by all students in an ALPS for disciplinary reasons was 537 days.

Figure R3. ALPS Placements as a Disciplinary Action, 2016-2017 to 2020-2021*



Demographics for Alternative Learning Placements as a Disciplinary Action

In the 2020-2021 school year, of the 170 assignments to alternative learning programs or schools for disciplinary reasons 32 were assigned to female students and 138 to male students.

Table R4. ALPS Placements as a Disciplinary Action by Race/Ethnicity, 2020-2021

Race/Ethnicity	Number of ALPS Assignments	Number Also Given OSS/Expulsion	Average Days Out of School Before Assignment	Total Days Out of School Before Assignment
American Indian	1	1	10.00	10
Asian	1	1	10.00	10
Black	69	35	8.85	310
Hispanic	19	6	8.00	48
Two or More Races	13	4	5.69	23
Native Hawaiian/ Pacific Islander	0	0	0.00	0
White	67	22	6.19	136

Table R4 shows the breakdown by race/ethnicity. Black students were assigned to ALPs for disciplinary reasons the most often, followed by White students and Hispanic students. Black students on spent more time out of school before they were placed in ALPS and have the highest total number of out of school days before their placement.

Figure R4. ALPS Placements as a Disciplinary Action by Gender and Race/Ethnicity, 2020-2021

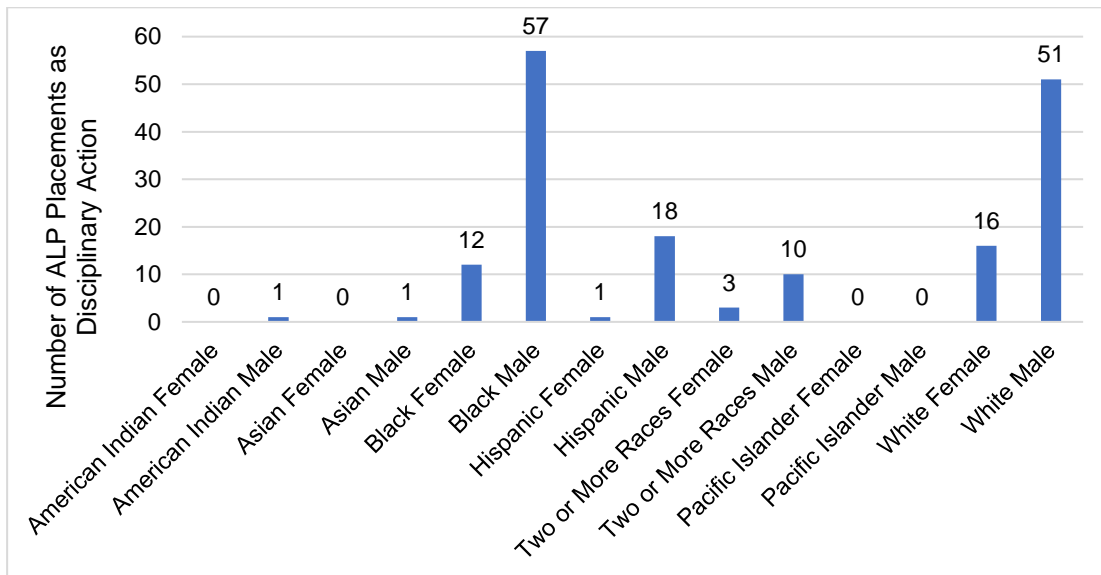


Figure R4 shows the breakdown by sex and race/ethnicity. In 2020-2021, there were more ALPS placements as a disciplinary action for Black male students (57) and White male students (51) than any other student subgroup.

Table R5. ALPS Placements as a Disciplinary Action by Grade Level, 2020-2021

Grade Level	Number of ALPS Assignments	Number Also Given OSS/Expulsion	Average Days Out of School Before Assignment	Average Days Out of School Before Assignment
K	5	0	0.00	0
01	1	0	0.00	0
02	6	0	0.00	0
03	2	0	0.00	0
04	6	0	0.00	0
05	6	1	3.00	3
06	25	9	8.00	72
07	19	7	5.43	38
08	26	12	4.51	54
09	26	16	10.31	165
10	20	10	6.70	67
11	12	5	11.35	57
12	16	9	8.98	81

Table R5 displays a breakdown by grade level. Eighth and ninth graders were most often assigned to ALPSs for disciplinary reasons, followed by sixth graders. Students in eleventh grade were out of school the longest before they were enrolled in an ALPS with an average of 11.35 days out of school.

Table R6. ALPS Placements as a Disciplinary Action by Exceptionality, 2020-2021

Primary Exceptionality	Number of ALPS Assignments	Number Also Given OSS/Expulsion	Average Days Out of School Before Assignment	Average Days Out of School Before Assignment
Autism	2	0	0.00	0
Serious Emotional Disability	12	2	6.20	12
Intellectual Disability - Mild	6	1	6.00	6
Intellectual Disability - Moderate	1	0	0.00	0
Specific Learning Disability	7	5	10.00	50
Other Health Impairment	10	3	17.00	51
Speech Impairment	4	0	0.00	0
Traumatic Brain Injury	1	1	3.00	3

Table R6 shows the primary exceptionality for exceptional students. Of the 170 ALPS assignments for disciplinary reasons, 43 involved students with disabilities. This is a 95.5% decrease from the 953 in the 2019-2020 school year.

2020–2021 ALTERNATIVE LEARNING PROGRAM AND SCHOOL PLACEMENTS

Introduction

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

ALPS operate with a range of missions and primary target populations. In addition to students who are enrolled because of academic challenges, attendance issues, and life problems

(pregnancy, parenting, work), some programs also enroll students with mild, moderate, or severe discipline problems, including suspended or expelled students.

ALPS are defined as services for students at risk of truancy, academic failure, behavior problems, and/or dropping out of school. These services should be designed to better meet the needs of students who have not been successful in the regular public-school setting.

ALPS serve students at any level who:

- are suspended and/or expelled
- are at risk of participation in juvenile crime
- have dropped out and desire to return to school
- have a history of truancy
- are returning from juvenile justice settings or psychiatric hospitals
- have learning styles that are better served in an alternative setting

ALPS should:

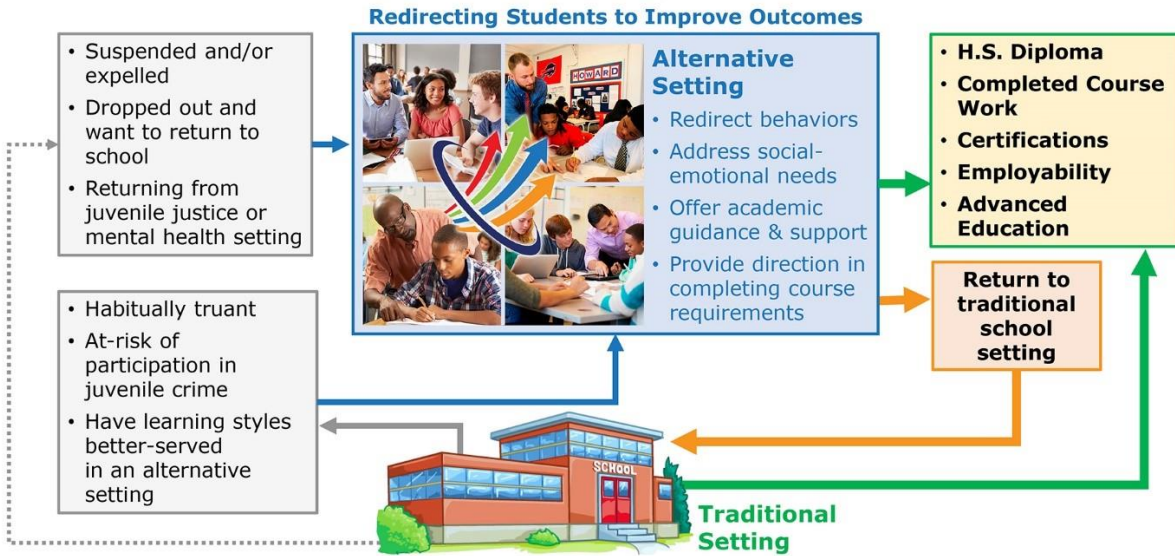
- provide the primary instruction for selected at-risk students
- enroll students for a minimum of one academic grading period
- offer course credit or grade-level promotion credit in core academic areas
- provide transition support to and from/between the school of origin and alternative learning program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

Programs vs. Schools

- **Alternative Learning Programs** are established in affiliation with a traditional accredited school. The information that is generated by the participants of the program becomes a part of the history and documentation of a traditional school. A program may be housed within a school, on the same site, or at a different location within the district.
- **Alternative Learning Schools** serve at-risk students and have an organizational designation based on the NCDPI assignment of an official school code. An alternative school is different from a regular public school and provides choices of routes to completion of school. For most students, the goal is to return to the regular public school. Alternative

schools may vary from other schools in such areas as teaching methods, hours, curriculum, or sites, and they are intended to meet specific learning needs.

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



Student Pathways - Entering and Existing ALPSs

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

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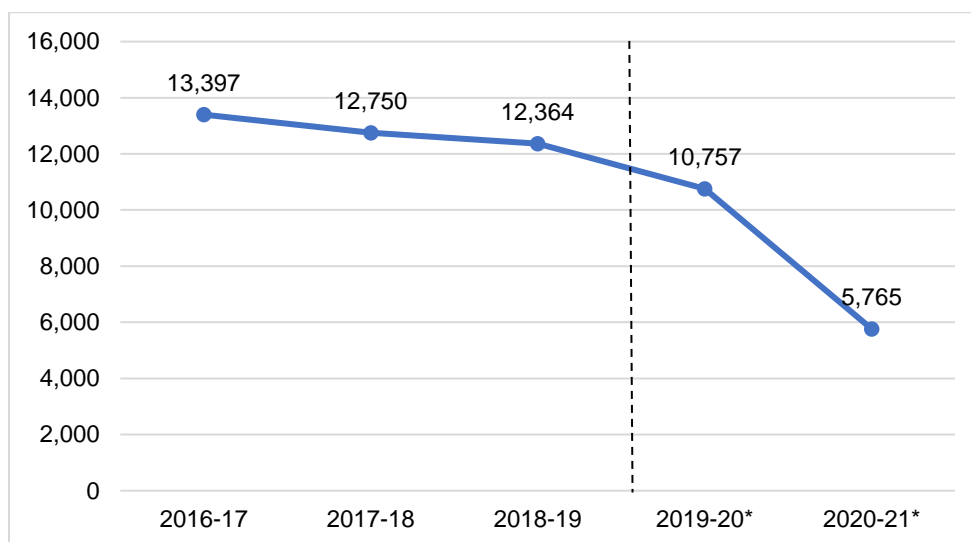
2020–2021 General Findings

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.

This section reports total enrollment in Alternative Learning Programs and Schools (ALPS) regardless of the reason for the placement. ALPS reported 5,765 student placements in the 2020-2021 school year, a 46.4% decrease from 2019-2020. Of the placements, 36.2% were for the entire school year and 36.3% of the placements were for one semester or less.

There were 5,548 unique/individual students placed in ALPS over the course of the 2020-2021 school year, a decrease of 45.3% from 2019-2020.

Figure A1. 2020-2021 ALPS Placements



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 ALPSs for academic reasons, usually so they can benefit from low student-teacher ratios and the targeted assistance employed by ALPS teachers. In some LEAs, parents and/or students can request placement in an ALPS for academic or other reasons. In general, students are assigned to ALPSs because they are at-risk in some way or unable to perform optimally in a traditional school environment.

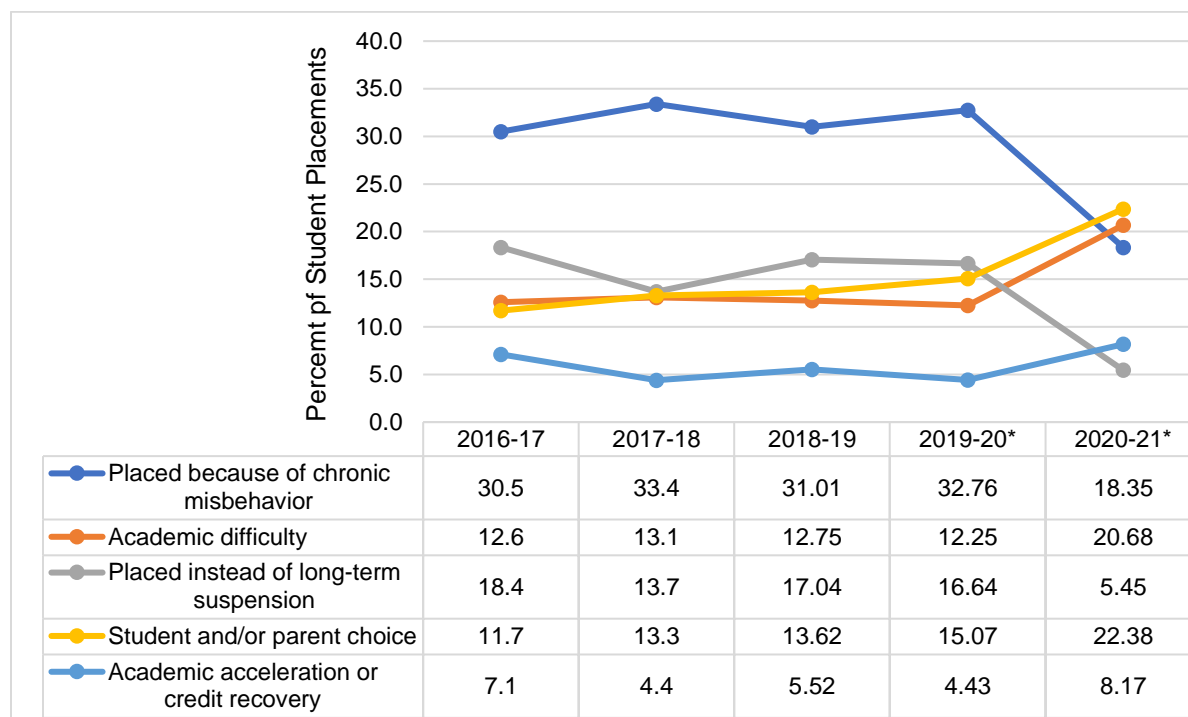
When students are placed in an alternative learning program or school, a code is entered to designate the main reason for the placement. Table A1 below shows the various reasons students are assigned to ALPS. The most frequent reason for student placement in 2020-2021

was due to placement by student and/or parent choice, followed by academic difficulty and placed due to chronic misbehavior. This is a change from previous years as shown in Figure A2 below. The most frequent reasons for student enrollment from 2016-2017 to 2019-2020 was placement due to chronic misbehavior and placements instead of long-term suspension.

Table A1. Enrollment Reasons for Student Assignments to Alternative Learning Programs and Schools, 2020-2021

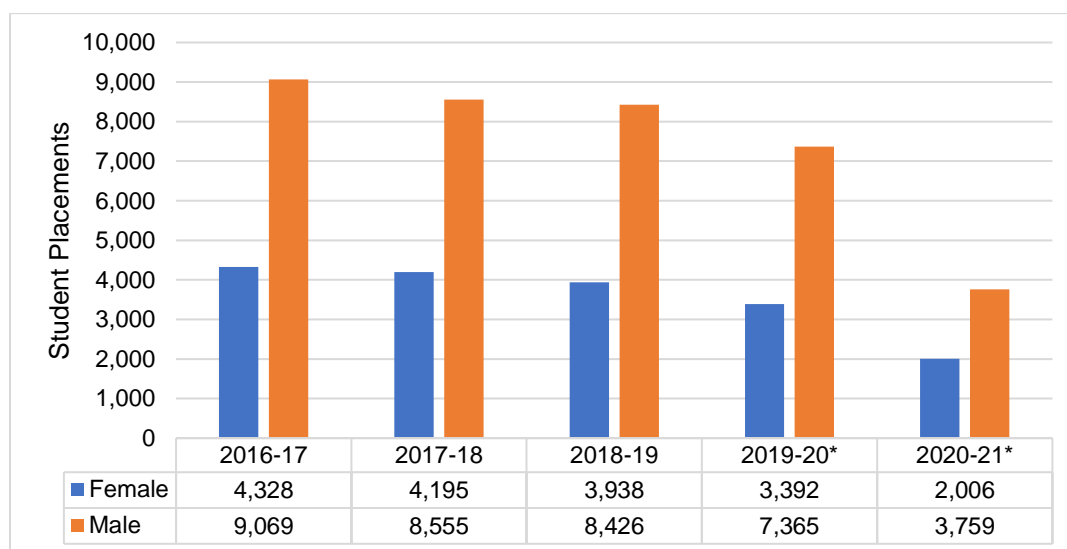
Entry Reason	Number of Enrollments	Percent of Enrollments
Student and/or parent choice	1,290	22.38
Academic difficulty	1,192	20.68
Placed due to chronic misbehavior	1,058	18.35
Academic acceleration or credit recovery	471	8.17
Emotional and/or psych problems	353	6.12
Transfer from ALP or other facility	348	6.04
Placed instead of long-term suspension	314	5.45
Attendance problems	254	4.41
Dropout recovery	192	3.33
Personal and/or family problems	115	1.99
Placed because of a felony charge	94	1.63
Pregnancy related	37	0.64
Placed after EC Hearing for discipline reasons	29	0.50
Placed after EC Hearing for academic reasons	11	0.19
Employment related	5	0.09
Total	5,765	100.00

Figure A2. Enrollment Reasons for Student Assignments to Alternative Learning Programs and Schools, 2016-2017 to 2020-2021*



As shown in Figures A3 below, the total placements for both males and females decreased in 2020-2021. Consistent with the four prior years, more males were placed in Alternative Learning Programs and Schools than females.

Figure A3. ALPS Placements by Gender



White students were placed more frequently than other ethnic groups (43.1% of all enrollments); however, American Indian students had a higher rate of placement (6.3 placements per 1000 students). Additionally, for the 2020-2021 school year, American Indian and Black students were placed at the highest rate (6.3 and 5.5 per 1000 students respectively), followed by multiracial students (5.1) than the other race/ethnicity categories.

Figure A4. ALPS Placements by Race/Ethnicity

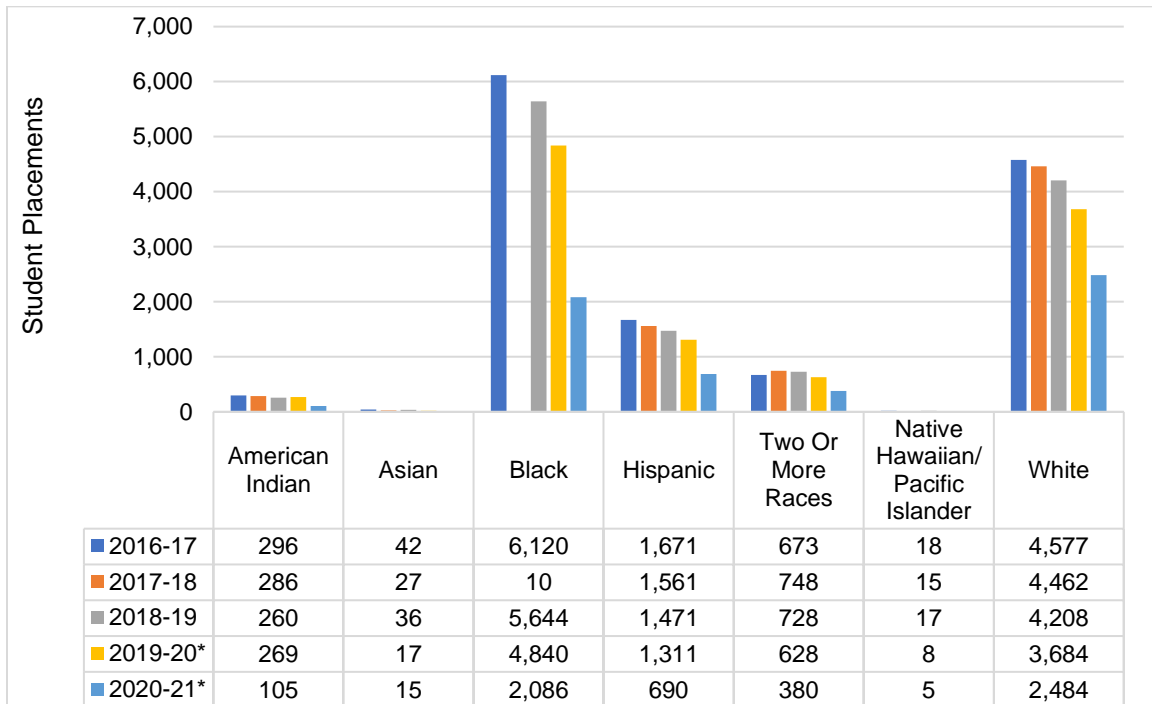
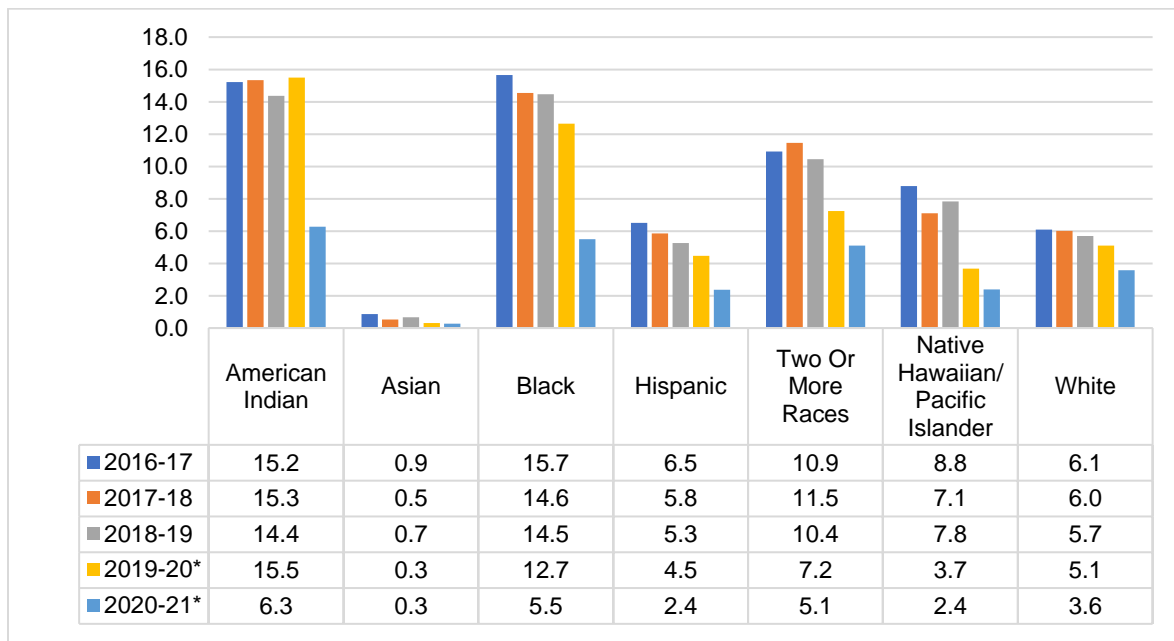
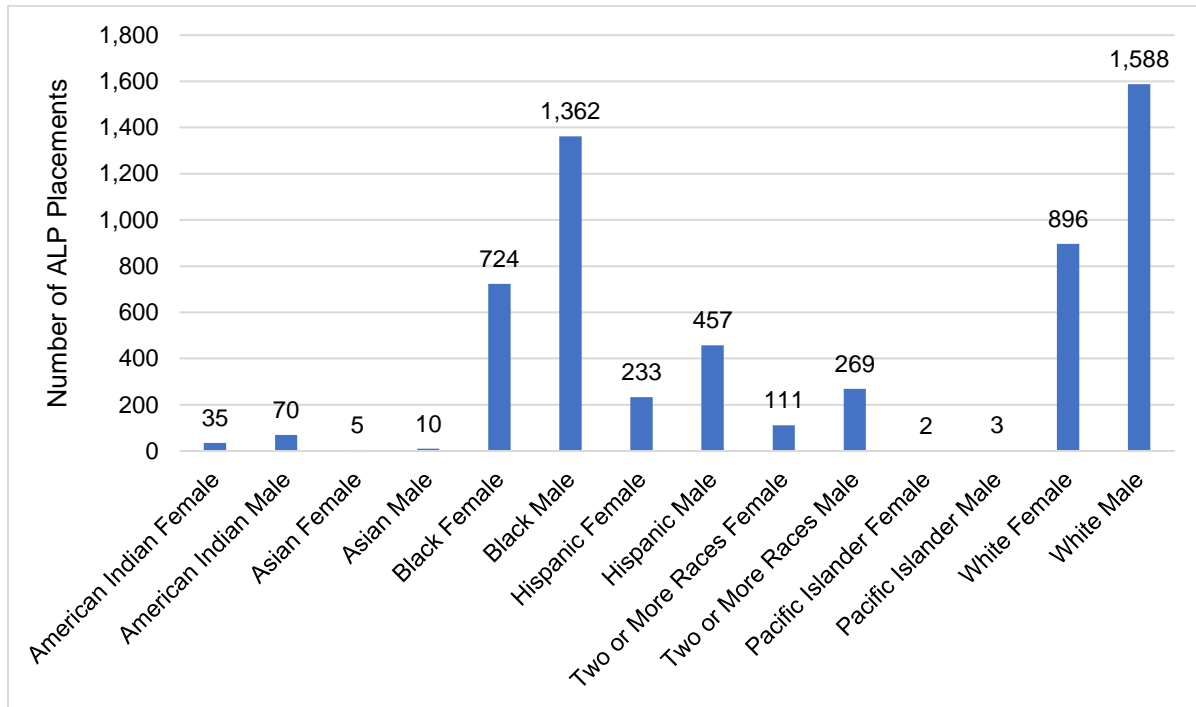


Figure A5. ALPS Placement Rate by Race/Ethnicity (per 1,000 Students)



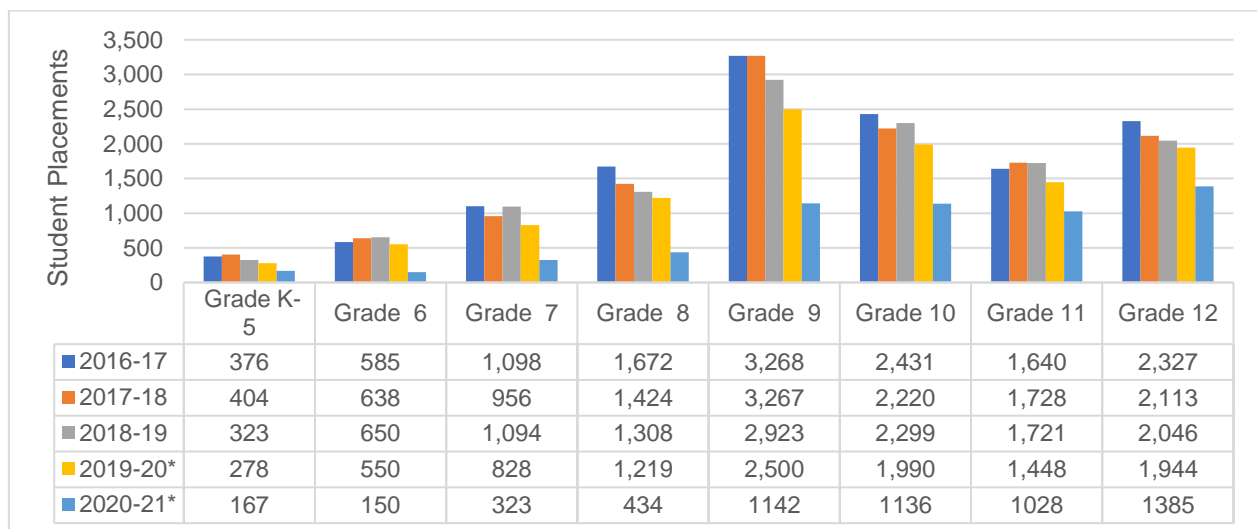
In 2020-2021, White males had the highest number of placements followed by Black males, 1,588 and 1,362 respectively. White females (896) and Black females (724) had the next highest number of placements.

Figure A6. ALPS Placements by Gender and Race/Ethnicity



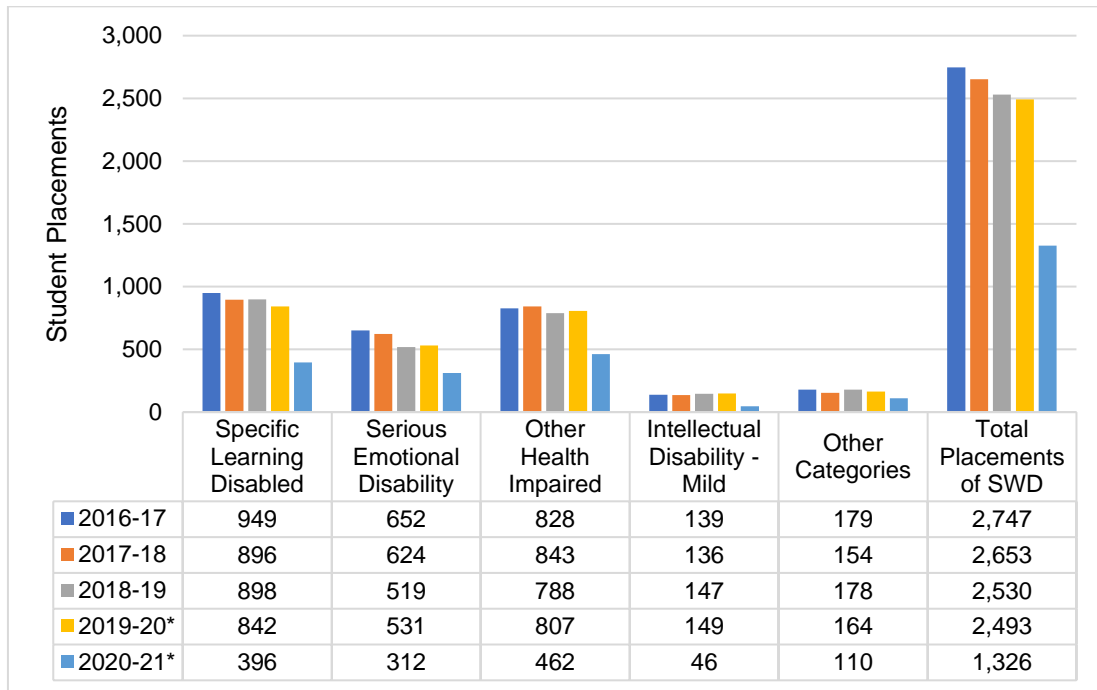
Kindergarten through eighth grade have the lowest number of student placements. Twelfth grade was the highest number of student placement, followed by ninth, tenth, and eleventh grades.

Figure A7. ALPS Placements by Grade Level



In the 2020-2021 school year, there were 1,326 placements of Students with Disabilities (SWD) in ALPS (Students with Disabilities are also referred to as exceptional children). These placements comprised 25.5% of all ALPS placements.

Figure A8. ALPS Placements by Primary Exceptionality



2020–2021 Dropout Counts and Rates

Introduction

To meet the requirements of North Carolina General Statute 115C-12(27), dropouts are reported for each Local Educational Agency (LEA) and charter school in the state, and “event dropout rates” are computed. The event dropout 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. Grade 13 is included in these rates for districts with Early Colleges.

The dropout rate is calculated as follows:

$$\frac{100 \times \text{Number of 2020-2021* Dropouts}}{(\text{20th Day Membership 2020-2021} + \text{Number of 2020-2021 Dropouts})}$$

A student is considered a dropout if they attended any part of the 2020-2021 academic year and did not return to school for the 2021-2022 academic year. Specifically, the dropout designation was given to 1) any student who withdrew during the 2020-2021 academic year **and** was not enrolled on the 20th school day of 2021-2022 and 2) any student who completed the 2020-2021 school year **and** did not enroll and attend at least one day during the first twenty days of 2021-2022.

Event rates are also referred to as “duplicate” rates because a single individual may be counted as a dropout more than once if he or she drops out of school in multiple years. However, no student who drops out is counted more than once each year. Dropouts do not include students below the compulsory school age or students in Pre-kindergarten or Kindergarten.

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 at some time during the reporting school year, but who was not enrolled (and who does not meet reporting exclusions) on day 20 of the following school year. Schools that cannot document a former student’s enrollment in a United States school must report that student as a dropout. An exception is made for students who are known to have left the country.

Schools may exclude “initial enrollees” from their dropout count. These are students who leave school within twenty days of their first enrollment in a particular LEA. Other reporting exclusions include expelled students and students who transfer to a private school, home school, or a state-approved educational program. Students who are not enrolled on day 20 because they have serious illnesses or are serving suspensions are also not counted as dropouts. Since 1998, students who leave the public schools to attend community colleges have been counted as dropouts. Students who are expelled from a school and who fail to return to school are coded with “Expulsion” (EXPL) as the reason for dropping out. In accordance with NC 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.

Beginning with the 2015-16 data collection, LEAs 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, LEAs are required to submit the students in the dropout collection, but the dropouts do not count in the statistics. The Enterprise Data and Reporting Division of the North Carolina Department of Public Instruction compiles dropout data entered by schools and/or LEAs. The data are self-reported by the districts, and the State agency does not conduct an official audit.

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2020-2021 General Findings

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The North Carolina high school dropout rate for the 2020-2021 academic year increased to 1.94 dropouts per every 100 students from a rate of 1.53 in 2019-2020³. This is a 27.1% increase in the high school dropout rate. When compared to the 2018-2019 academic year, the rate showed a slight decrease of 3.45% from 2.01 in 2018-2019 to 1.94 dropouts per every 100 students in 2020-2021.

Grades 9-13 reported 9,147 dropouts in 2020-2021, an increase of 27.1% from the total of 7,194 reported in 2019-2020 and a decrease of 3.8% from the 9,512 reported in 2018-2019.

Over half of LEAs (70.4%) witnessed an increase in their high school dropout rates from the previous academic year.

LEAs reporting the lowest high school dropout rates were Bertie County Schools, Chapel Hill-Carrboro City Schools, Gates County Schools, Hyde County Schools, Jones County Schools, Mitchell County Schools, Montgomery County Schools, Moore County Schools, Perquimans County Schools, Weldon City Schools, and Yadkin County Schools.

LEAs reporting the highest high school dropout rates were Cleveland County Schools, Clinton City Schools, Davidson County Schools, Duplin County Schools, Surry County Schools, Thomasville City Schools, Warren County Schools, Wayne County Schools, and Wilson County Schools.

LEAs with the largest 3-year percentage decreases in high school dropout rate (2017-2018 to 2020-2021) were Bertie County Schools, Gates County Schools, Halifax County Schools, Hyde County Schools, Mitchell County Schools, Montgomery County Schools, Perquimans County Schools, Weldon City Schools, and Yadkin County Schools.

³ *Caution should be taken when comparing 2019-2020 data to previous years and subsequent years. While the 2019-2020 data reported is for the full academic year, after March 16, 2020 schools were closed and students participated in remote learning only. Daily school attendance was not taken during this time and students were not withdrawn for attendance. To classify students as a dropout, verified school enrollment cannot be made by the 20th day of the following school year. Schools and districts across the state were allowed additional time to verify enrollment of students identified as potential dropouts for the 2019-2020 school year.

LEAs with the largest 3-year percentage increases (2017-2018 to 2020-2021) were Ashe County Schools, Asheboro City Schools, Hickory City Schools, Newton Conover City Schools, Scotland County Schools, Surry County Schools, Washington County Schools, and Whiteville City Schools.

High school dropout rates for male (2.40) and female (1.45) students in 2020-2021 increased from the 2019-2020 academic year. The 2020-2021 rate for female had a higher percent increase from 2019-2020 when compared to the increase in the rate for males, 30.0% and 24.3% increase respectively.

There was increase in rates from 2019-2020 to 2020-2021 for all race/ethnicity subgroups except for American Indian students who saw a decrease in rates. American Indian students saw a decrease of 23.3% from 2019-2020 to 2020-2021. Two or More Races students saw the highest percent increase (70.9%) in their high school dropout rate, followed by White students (49.5%).

The greatest decrease in the dropout rate was reported for American Indian males (25.8%), American Indian females (16.6%), and Native Hawaiian/Pacific Islander males (0.69%). The greatest increase in the dropout rate was reported for Two or More Race females (89.9%), and Native Hawaiian/Pacific Islander females (70.0%).

Male students accounted for 63.3% of the reported dropouts.

Attendance issues were again cited most frequently as the main reason for a student dropping out, accounting for almost half (45.9%) of all dropouts. The second and third most widely reported dropout reason codes were and “Lack of Engagement with School and/or Peers” at 12.7% and “Unknown” at 11.0%.

2020-2021 Trends and Categorical Data

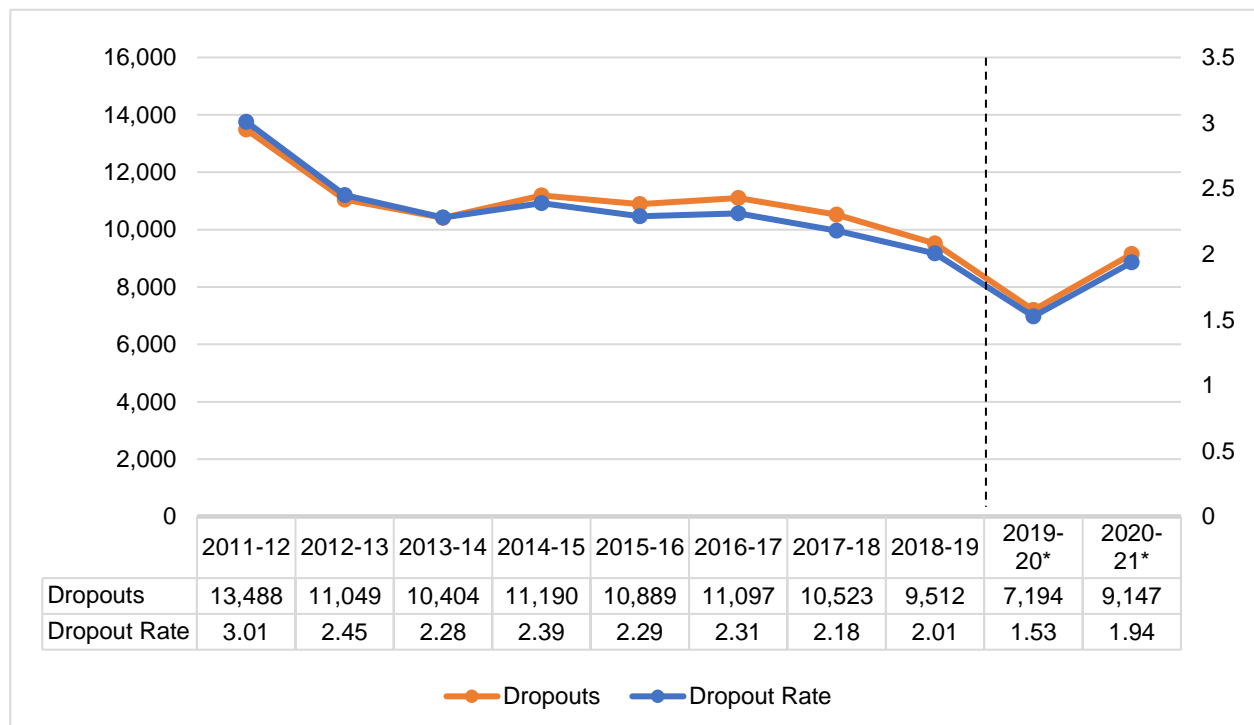
In response to the COVID-19 pandemic, starting in March of the 2019-2020 school year and continuing through the 2020-2021 school year, public school units across the state employed unprecedented methods to ensure continued student learning by utilizing various modes of instruction and student outreach. 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.

Dropout Counts Rates Over Time

North Carolina recorded 9,147 dropouts in high school grades 9-13 for the 2020-2021 school year, a 27.1% percent increase from the 7,194 reported in 2019-2020 and a 3.8% decrease from the 9,512 reported in 2018-2019.

The high school dropout rate in 2020-2021 was 1.94. The 0.41-point increase in the dropout rate from 2019-2020 to 2020-2021 was a 27.1% increase. Over the last ten years, 2011-2012 to 2020-2021, there has been a 1.07-point decrease in the dropout rate which is a 35.6% percent decrease in the dropout rate.

Figure D1. Dropout Numbers and Rates (per 100 Students) 2010-2011 to 2020-2021



Exception for Dropouts Attending Community College Adult High School Programs

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:

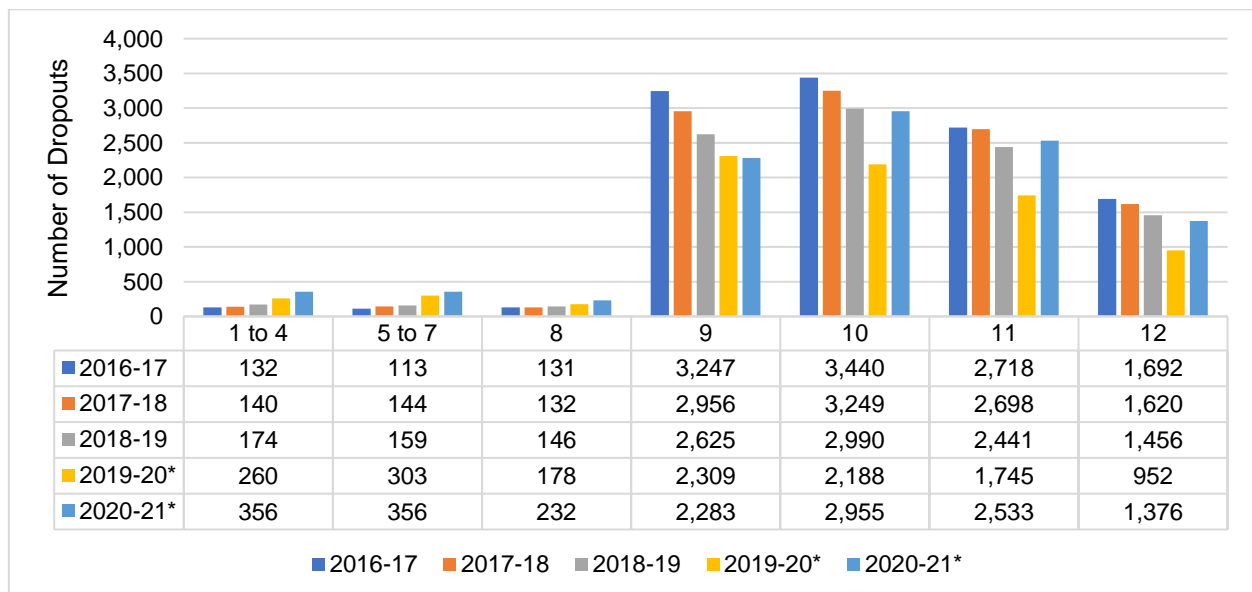
- the community college program is Adult High School, not GED or some other program,
- the LEA has an Agreement of Affiliation with the community college regarding the Adult High School program, and
- the students are tracked for continuous enrollment (meaning both fall and spring semesters).

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. There were 208 W2T-coded dropouts reported by 48 LEAs and 8 charter schools. The number of W2T-coded dropout increased from the 171 reported in 2019-2020.

Dropouts by Grade Level

In the 2020-2021 academic year, students dropped out most frequently at grade 10 (29.3%), followed by grade 11 (25.1%), grade 9 (22.6%), and grade 12 (13.6%). Ninth grade was the only high school grade that showed a slight decrease the number of dropouts in 2020-2021 (1.1% decrease). Grade 10, 11, and 12 all showed an increase in the number of dropouts in 2020-2021. The highest increase was for grade 11 (45.2%) followed by grade 12 (44.5%) and grade 10 (35.1%).

Figure D2. Frequency Distribution of Dropouts by Grade Level



Reasons for Dropping Out

In most districts, school social workers or school counselors are responsible for documenting the reason students drop out of school. By their very 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 is often used when the student cannot be located. The attendance (ATTD) 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 ATTD 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.” Year after year, ATTD is by far the most frequently reported reason code. ATTD accounted for 45.9% of all reasons for dropping out in 2020-2021. Table D1 displays the frequencies of all reason codes that were submitted for dropout events that occurred in grades 9 through 13.

Table D1. High School Dropout Reason Codes Reported in 2020-2021

Dropout Reason	Code	Count	Percent
Attendance	ATTD	4,194	45.85
Lack of engagement with school and/or peers	ENGA	1,157	12.65
Unknown	UNKN	1,006	11.00
Choice of work over school	WORK	625	6.83
Moved, school status unknown	MOVE	623	6.81
Enrollment in a community college	COMM	482	5.27
Academic problems	ACAD	326	3.56
Unstable home environment	HOME	157	1.72
Psychological or emotional difficulties	PSEM	89	0.97
Health problems	HEAL	81	0.89
Pregnancy	PREG	69	0.75
Employment necessary	EMPL	66	0.72
Runaway	RNAW	57	0.62
Need to care for children	CHLD	56	0.61
Discipline problem	DISC	49	0.54
Incarcerated in adult facility	INCR	42	0.46
Suspected substance abuse	ABUS	30	0.33
Difficulties with English language	LANG	17	0.19
Expectations of culture, family, or peers	EXPC	12	0.13
Marriage	MARR	5	0.05
Failure to return after a long-term suspension	LTSU	4	0.04

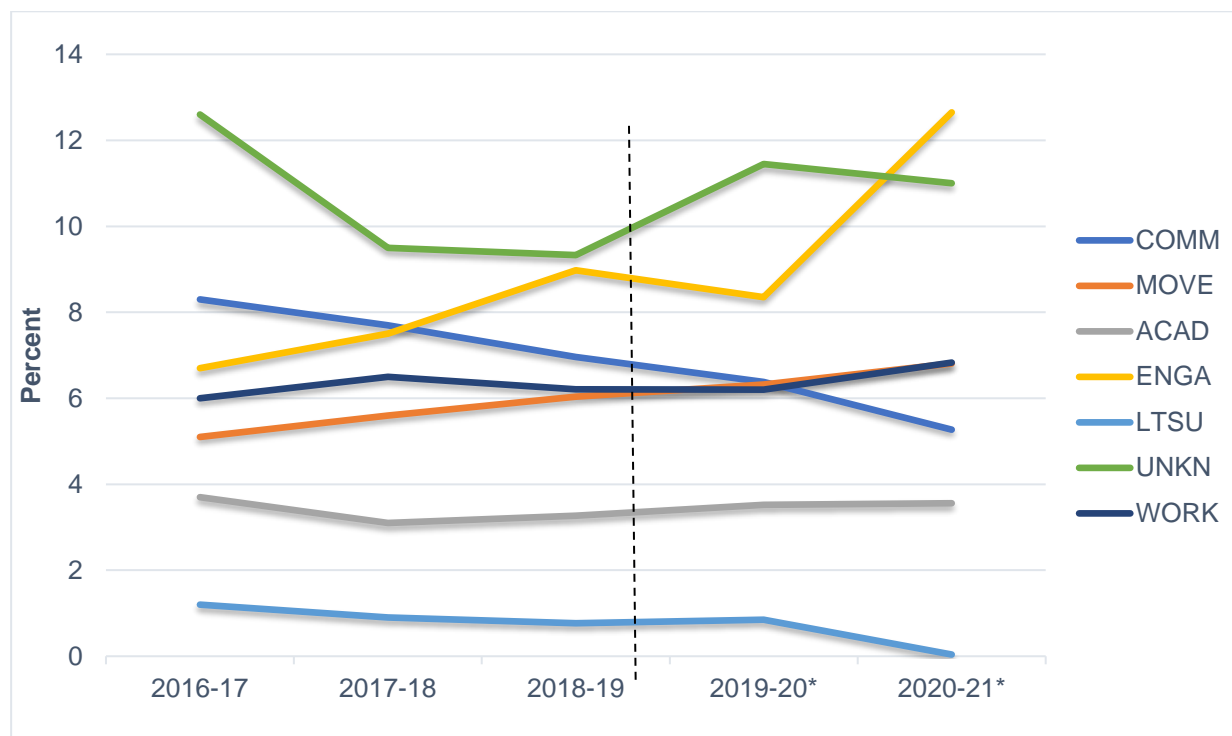
Table D2. Changes in The Proportions of Reason Codes Reported from 2019-2020 to 2020-2021

Reason	Percent of Codes Reported		Change in Percent
	2019-20*	2020-21*	
Attendance	46.25	45.85	-0.40
Lack of engagement with school and/or peers	8.35	12.65	4.30
Unknown	11.45	11.00	-0.45
Choice of work over school	6.20	6.83	0.63
Moved, school status unknown	6.32	6.81	0.49
Enrollment in a community college	6.38	5.27	-1.11
Academic problems	3.52	3.56	0.04
Unstable home environment	1.70	1.72	0.02
Psychological or emotional difficulties	1.14	0.97	-0.17
Health problems	0.71	0.89	0.18
Pregnancy	0.53	0.75	0.22
Employment necessary	1.21	0.72	-0.49
Runaway	0.79	0.62	-0.17
Need to care for children	0.58	0.61	0.03
Discipline problem	1.50	0.54	-0.96
Incarcerated in adult facility	1.08	0.46	-0.62
Suspected substance abuse	0.42	0.33	-0.09
Difficulties with English language	0.72	0.19	-0.53
Expectations of culture, family, or peers	0.19	0.13	-0.06
Marriage	0.10	0.05	-0.05
Failure to return after a long-term suspension	0.85	0.04	-0.81

The reason codes that had the greatest increase from the previous academic year was 4.30 percentage points in the category “Lack of engagement with school and/or peers”. “Choice of work over school” and “Moved, school status unknown” also increased in the 2020-2021 school year. The largest decrease was 1.11 percentage points in the category of “Enrollment in a community college”. “Discipline Problems” and “Failure to return after a long-term suspension” saw large decreases as well, 0.96 and 0.81 respectively.

Tracking reason codes over time can help in identifying family situations, personal issues, external incentives, and school environmental stressors that may lead to dropouts. ATTD (Attendance) has been by far the most frequently cited reason code for many years, accounting for over 40.0% of dropout reasons for the last ten years. Figure D3 shows the variation in proportions of frequently reported reason codes (other than ATTD) over the last six years. It should be noted that there was a decrease in “Failure to return after a long-term suspension” in 2020-202.

Figure D3. Trends in Proportions of High School Dropout Reason Codes Reported, After ATTD Code



Some things to note from the six-year dropout rate trends depicted above are:

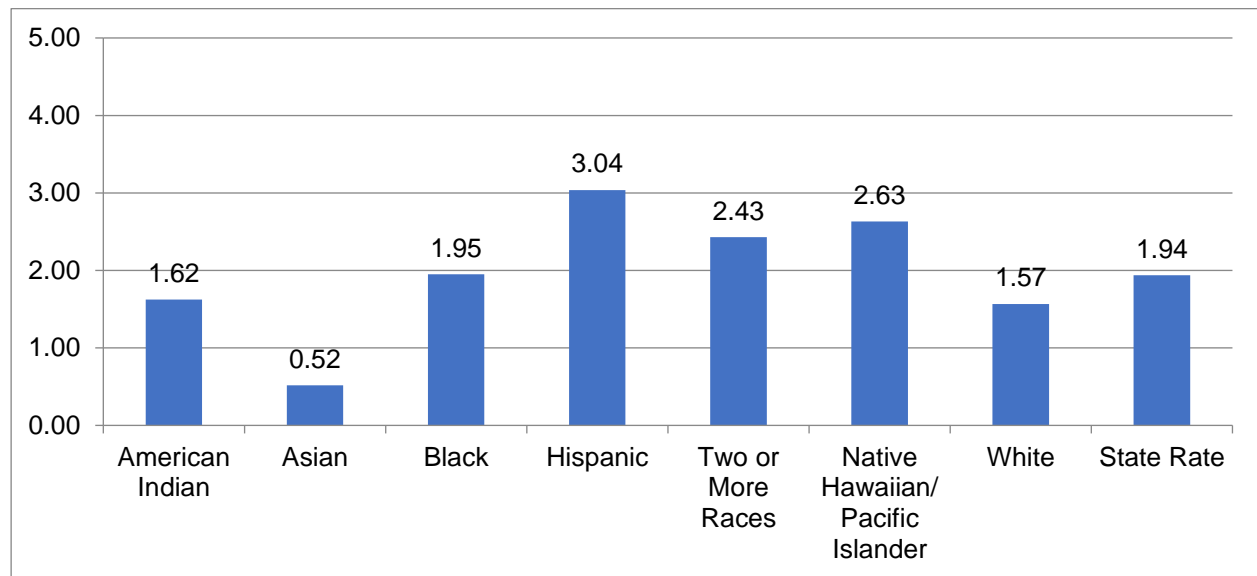
- Considerable variability in the Unknown (UNKN) category.
- Consistent decrease in Enrollment in Community College.
- An encouraging and somewhat steady decrease in the Failure to Return after a Long-Term Suspension (LTSU) category.

Table D3. Change in High School Dropout Counts by Race/Ethnicity, 2019-2020 to 2020-2021.

Race/ Ethnic Group	2019-20*	2020-21*	Change in Count	Percent Change
American Indian	109	81	-28	-25.69%
Asian	69	82	13	18.84%
Black	2,073	2,243	170	8.20%
Hispanic	2,198	2,613	415	18.88%
Two or More Races	326	516	190	58.28%
Native Hawaiian/ Pacific Islander	12	15	3	25.00%
White	2,407	3,597	1,190	49.44%
Total	7,194	9,147	1,953	27.15%

White, Hispanic, and Black students account for 92.4% of the students who dropped out of school in 2020-2021. All Race/Ethnicity groups, except for American Indian students, saw an increase in the number of dropouts from 2019-2020. The largest increase in dropout counts was seen in the Two or More Race student population followed by White students. Figure D4 and Table D4 look at the dropout rates by race/ethnicity. Rates control for differences in the size of student populations.

Figure D4. 2020-2021 High School Dropout Rates by Race/Ethnicity.



While White students account for the greatest percent of students who dropouts in 2020-2021 (39.3%), the dropout rate for White students is the second lowest dropout rate across the state, at 1.57 student per 100 White students. The lowest rate is for Asian student at 0.52 per 100 students. Hispanic students the highest dropout rate (3.04), with Native Hawaiian/Pacific Islander (2.63) and Two or More Race students (2.12) having the next highest rates. Only Asian, American Indian, and White students had dropout rates lower than the state rate of 1.94 dropouts per 100 students.

Table D4. Change in High School Dropout Rates by Race/Ethnicity, 2019-2020 to 2020-2021.

Race/ Ethnic Group	2019-20*	2020-21*	Change in Rate	Percent Change
American Indian	2.12	1.62	-0.49	-23.32%
Asian	0.46	0.52	0.06	13.12%
Black	1.82	1.95	0.13	7.41%
Hispanic	2.66	3.04	0.37	14.03%
Two or More Races	1.42	2.43	1.01	70.87%
Native Hawaiian/ Pacific Islander	2.16	2.63	0.47	21.71%
White	1.05	1.57	0.52	49.45%
State Rate	1.53	1.94	0.41	27.05%

American Indian student were the only race/ethnicity group that showed a decrease in high school dropout rates from 2019-2020 to 2020-2021 of 25.7%. Black students had the lowest increase at 8.2%. Two or More Races students had the highest increase (58.3%) followed by White students (49.4%).

Figure D5. High School Dropout Rates by Race/Ethnicity, 2016-2017 to 2020-2021

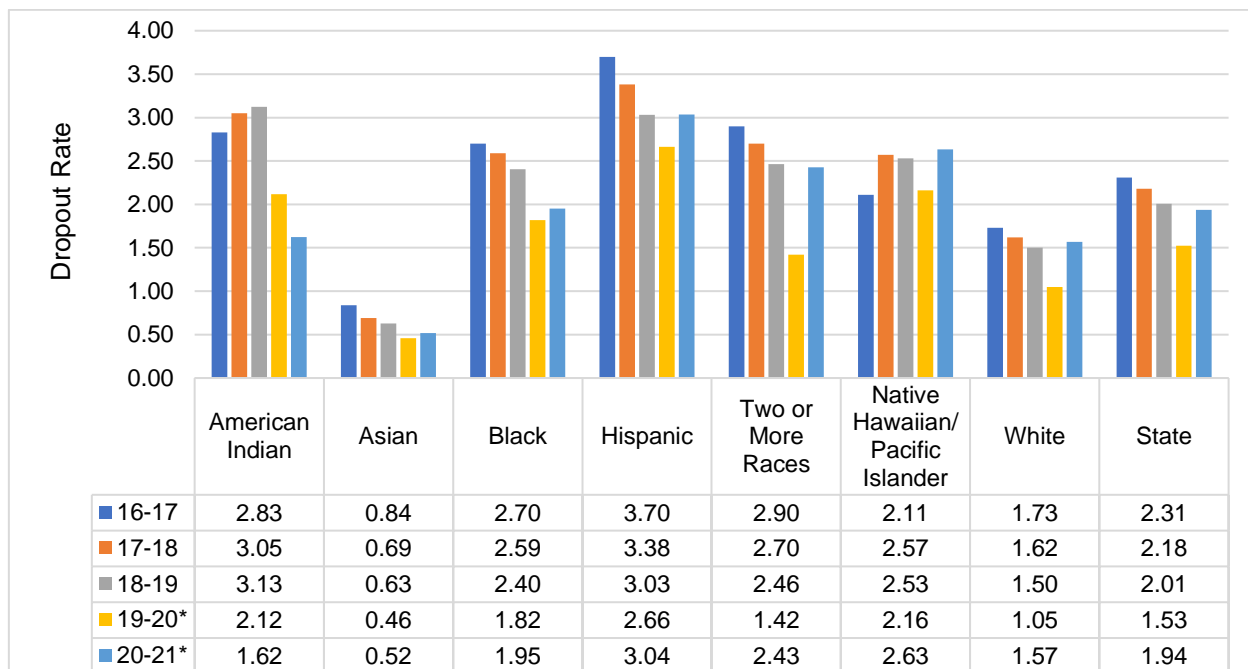
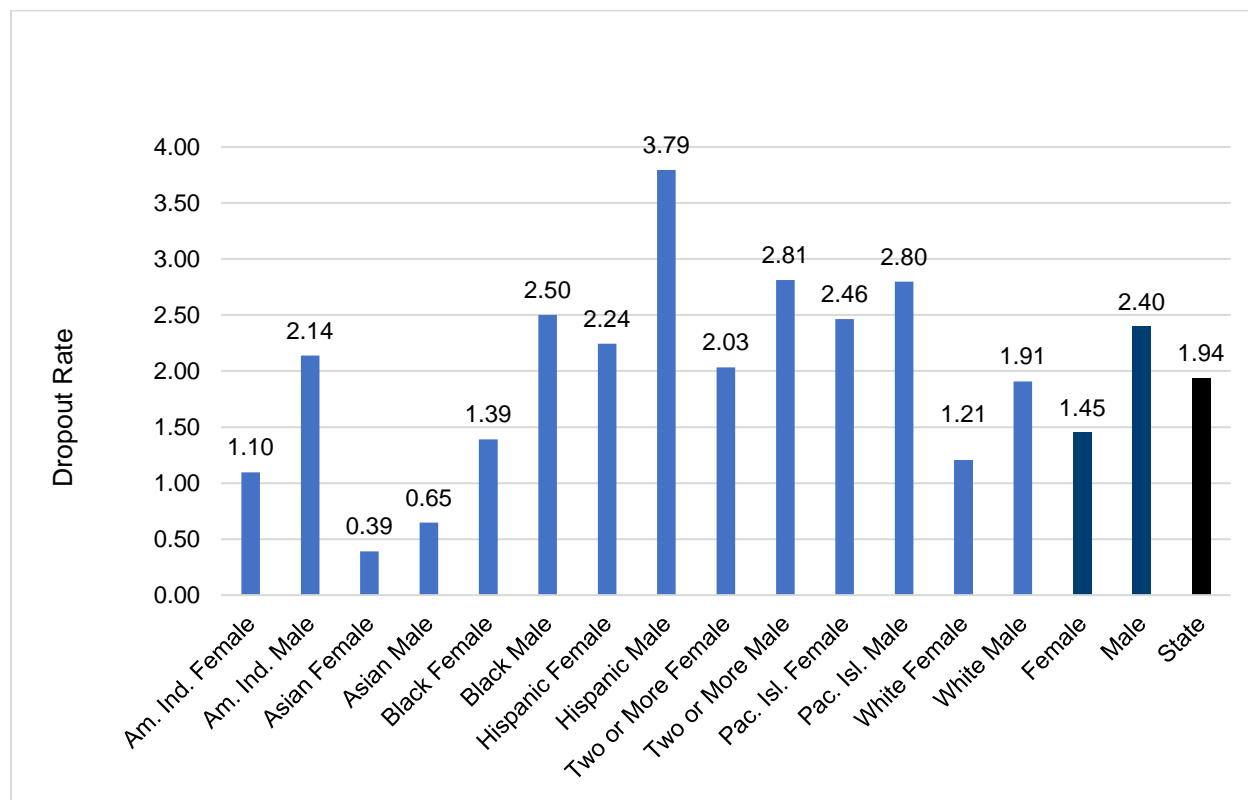


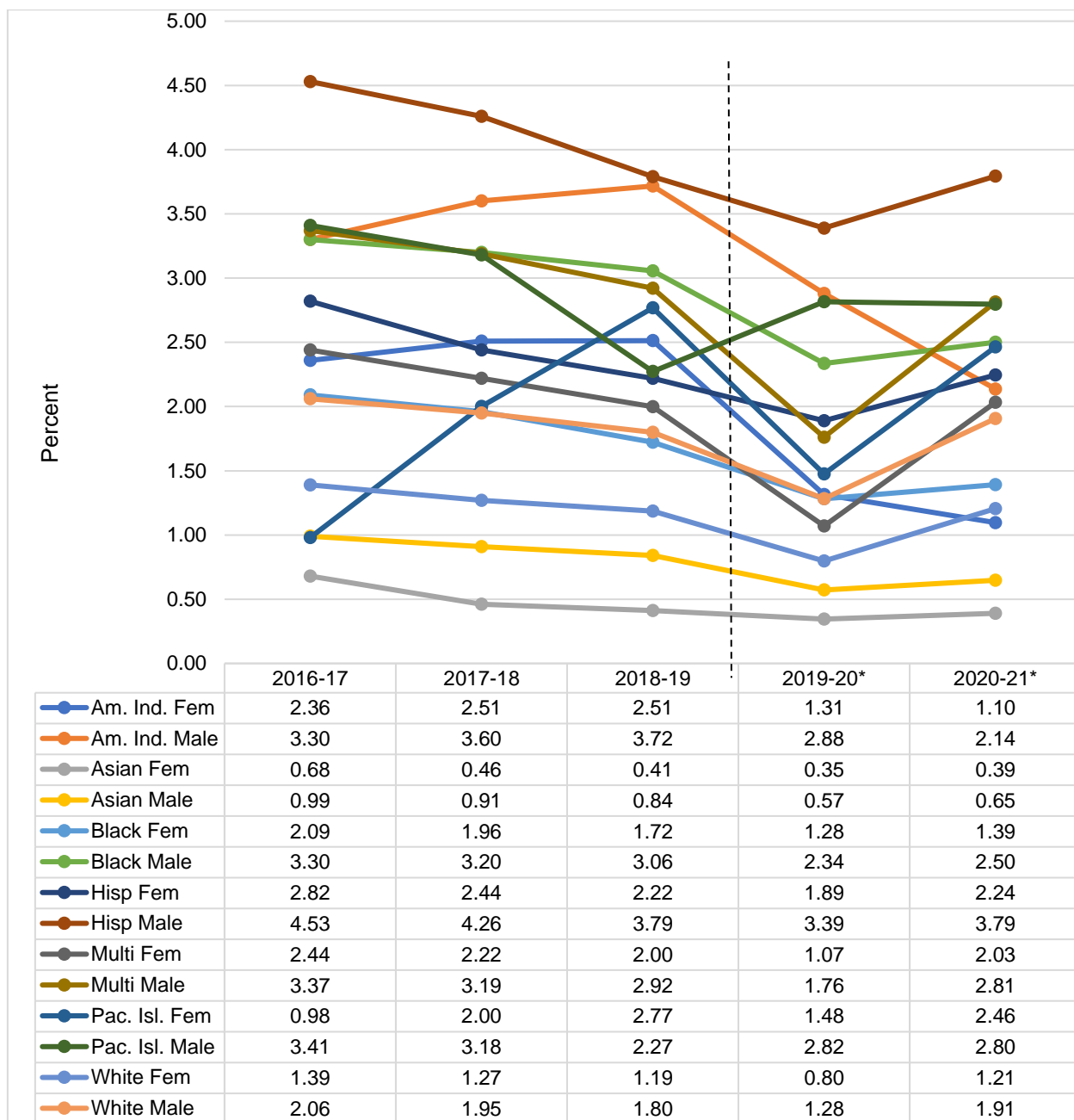
Figure D5 shows the dropout rates for each race/ethnicity group over the five-year period from 2016-2017 to 2020-2021. From 2016-2017 to 2020-2021, all subgroups, except Native Hawaiian/Pacific Islander, saw a reduction in dropout rates. Native Hawaiian/Pacific Islander students saw the highest increase of 24.7%. During this time frame, American Indian students saw the largest decrease in rates (42.6%), followed by Asian (38.3%) and Black students (27.7%).

Figure D6. High School Dropout Rates by Race/Ethnic-Gender Groups for 2020-2021



For all race/ethnicities, males had a higher dropout greater than females. Males of all race/ethnicities, except for Asian and White males, had a higher dropout than the state rate. Hispanic male students had the highest dropout rate at 3.79, followed by Two or More Races males at 2.81, Native Hawaiian/Pacific Islander males at 2.80, Black males at 2.50, and American Indian males at 2.14. Native Hawaiian/Pacific Islander females (2.46), Hispanic females (2.24), and Two or More Races females (2.03) had a higher dropout rate compared to the state rate (1.94).

Figure D7. High School Dropout Rates by Race/Ethnicity and Sex, 2015-16 to 2019-2020.



Overall, dropout rates have been decreasing over the last five-year, this table show the variability or relative stability seen within the race/ethnicity and sex subgroup. From 2016-2017 to 2020-2021, only Native Hawaiian/Pacific Islander females saw an increase in dropout rates. Native Hawaiian/Pacific Islander males and females have seen the most variability in the five-year period.

Dropout Counts and Rates by LEA and School

Further and more detailed information about Dropout Counts and Rates can be found online at: <https://www.dpi.nc.gov/data-reports/dropout-and-discipline-data/discipline-alp-and-dropout-annual-reports>. Specifically, the following tables can be found online:

Table D5. High School Dropout Counts and Rates, 2019-2020 and 2020-2021

Table D6. High School Dropout Counts and Rates, 2016-2017 through 2020-2021

Table D7. 2020-2021 High School Dropouts by School, Gender, and Race/Ethnicity

Table D8. 2020-2021 Grade 1-13 Dropouts by School, Gender, and Race/Ethnicity

Table D9. 2020-2021 Grade 7-13 Dropouts by School, Gender, and Race/Ethnicity

Table D10. Grade 7-13 Dropout Counts and Rates, 2016-2017 to 2020-2021

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 act resulting in:
 - In-school suspension
 - Out-of-school suspension
 - Expulsion
- Any assignment to an Alternative School or Alternative Learning Program.
- Any use of Corporal Punishment
- Any of the following offenses, regardless of consequences/action assigned:
 - Sixteen Reportable Acts/Offenses (**BOLD indicates violent crimes**)
 - Assault on school personnel (AP)
 - **Assault resulting in serious personal injury (AR)**
 - **Assault with a weapon or physical attack with a firearm (AW)**
 - Bomb threat (BT)
 - Burning of a school building (BS)
 - **Homicide (D)**
 - **Kidnapping (K)**
 - Possession of a controlled substance (PS)
 - Possession of a firearm (PF)
 - Possession of a weapon (PW)
 - Possession, underage sales, provision, or consumption of alcohol (PA)
 - **Rape (R)**
 - **Robbery involving the use of a weapon or robbery with a firearm (RW)**
 - **Sexual assault (SA)**
 - **Sexual offense (SO)**
 - **Taking indecent liberties with a minor (IM)**
 - Affray
 - Bullying
 - Bullying or harassment based on sex (sexual harassment), race, disability, sexual orientation, or religious affiliation
 - Communicating threats
 - Cyberbullying
 - Discrimination
 - Extortion
 - Fighting
 - Gang activity
 - Possession of tobacco products
 - Property damage
 - Robbery without a weapon
 - Sexual harassment
 - Use of tobacco products
 - Verbal harassment
 - Violent assault not resulting in serious injury (as defined by criminal statute)
- Any victim of the following acts:
 - **Assault resulting in serious personal injury (AR)**
 - **Assault with a weapon (AW)**

- **Homicide (D)**
- **Kidnapping (K)**
- **Rape (R)**
- **Robbery involving the use of a weapon (RW)**
- **Sexual assault (SA)**
- **Sexual offense (SO)**
- **Taking indecent liberties with a minor (IM)**
- Harassment or bullying based on disability
- Harassment or bullying based on race, color, or national origin
- Sexual harassment
- Any occurrence of following actions by school staff and any student victim of the actions listed below
 - Aversive procedure (per state definition)
 - Physical restraint (per state and/or federal definition)
 - Mechanical restraint (per state and/or federal definition)
 - Seclusion (per state and/or federal definition)
- “No Tolerance Expulsion” per federal definition
- Actions related to law enforcement involvement
- School Related Arrests

Appendix C – Unacceptable Behavior Definition and Categories

Figures S9a, S9b, and S17 in this report reference the relationships between student race, gender, 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	Definition
Bullying/ Harassment	052	UB: Bullying
	094	UB: Cyber-bullying
	038	UB: Harassment - Sexual
	102	UB: Harassment - Disability
	101	UB: Harassment - Racial
	110	UB: Harassment – Religious affiliation
	109	UB: Harassment – Sexual orientation
	025	UB: Harassment - Verbal
Assaults/ Threats	021	UB: Affray (G.S. 14-33)
	045	UB: Assault - other
	071	UB: Assault on non-student w/o weapon & not resulting in serious injury
	044	UB: Assault on student
	072	UB: Assault on student w/o weapon & not resulting in serious injury
	024	UB: Fighting
	093	UB: Robbery without a weapon
	105	UB: Threat of physical attack with a firearm
	106	UB: Threat of physical attack with a weapon
	107	UB: Threat of physical attack without a weapon
	018	UB: Unlawfully setting a fire
	090	UB: Violent assault not resulting in serious injury
Defiant behavior	022	UB: Disorderly conduct (G.S. 14-288.4(a)(6))
	027	UB: Aggressive behavior
	061	UB: Disrespect of faculty/staff
	042	UB: Disruptive behavior
	114	UB: Inappropriate Behavior
	032	UB: Inappropriate language/disrespect
	033	UB: Insubordination
Interpersonal	019	UB: Communicating threats (G.S. 14-277.1)
	080	UB: Discrimination
	063	UB: Excessive display of affection
	023	UB: Extortion
	079	UB: Gang activity
	026	UB: Hazing
	115	UB: Indecent Exposure
	068	UB: Mutual sexual contact between two students
Missing Class/School	074	UB: Cutting class
	064	UB: Excessive tardiness

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