



NORTH CAROLINA
State Board of Education
Department of Public Instruction

Report to the North Carolina General Assembly

Consolidated Data Report, 2022-2023

Annual Report on School Crime and Violence

Annual Report on Suspensions and 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)

Date Due: March 15, 2024

DPI Chronological Schedule, 2023-2024

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BACKGROUND

This consolidated report consists of the annual reports on School Crime and Violence, Suspensions and Expulsions, Alternative Learning Placements, Reassignments for Disciplinary Purposes, Uses of Corporal Punishment, and Dropout Rates that are required by North Carolina General Statute 115C-12(21) and 115C-12(27).

Specifically, North Carolina General Statute 115C-12(21) requires the State Board of Education to compile and annually report on the acts of violence in public schools. North Carolina General Statute G.S. 115C-12(27) requires the State Board of Education to report annually on dropout events and rates, suspensions and expulsions, student reassignments for disciplinary purposes, uses of corporal punishment, and alternative learning program and school enrollments. These annual reports are to be reported by March 15 of each year to the Joint Legislative Education Oversight Committee.

The 2022-2023 Consolidated Data Report, the 2022–2023 Consolidated Data Companion Report and Tables, and previous reports may be found online at <https://www.dpi.nc.gov/data-reports/dropout-and-discipline-data/discipline-alp-and-dropout-annual-reports>.

INTRODUCTION

In order 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 should view school discipline as an integral part of the learning experience. As such, 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.

This consolidated report consists of the annual reports on School Crime and Violence, Suspensions and Expulsions, Alternative Learning Placements, Reassignments for Disciplinary Purposes, Uses of Corporal Punishment, and Dropout Rates that are required by North Carolina General Statute 115C-12(21) and 115C-12(27).

The purpose of this report is to provide aggregated and disaggregated summary that are descriptive, meaningful and allow for opportunities for comparative analysis in student discipline and dropout outcomes.

GENERAL CHANGES TO THE 2022-2023 CONSOLIDATED DATA REPORT

Below is a list of general changes that were made to the 2022-2023 Consolidated Data Report.

1. Included Students without Disabilities as a student subgroup where appropriate.

REPORT ORGANIZATION AND STRUCTURE

The 2022-2023 Consolidated Data Report is composed of eight sections: this introductory section, an executive summary of consolidated findings, and a separate section for each of the six annual reports.

Each of the annual report sections are structured similarly to include, at the least, an introduction and general findings subsection. The general findings subsection, typically, provides summary data aggregated at the state level for the 2022-2023 school year as well as longitudinal trends in the summary data. Additionally, each annual report section also contains various subsections detailing disaggregated findings and related longitudinal trends, where applicable. The disaggregated findings are typically presented in the following order: disaggregation by sex, race/ethnicity, disability status, grade level, and public-school unit (PSU), where applicable.

All figures and tables are labeled according to their respective sections: I for the Introduction, C for School Crime and Violence, S for Suspensions and Expulsions, R for Reassignments for Disciplinary Reasons, A for Alternative Learning Placements, and D for Dropout Rates.

DATA COLLECTION, ANALYSIS, AND REPORTING

Data Collection and Reporting Procedures

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

Crime and violence, suspension and expulsion, use of corporal punishment, and reassignments for disciplinary reasons are primarily collected through PowerSchool's Incident Management Module and submitted to NCDPI through the State Discipline Report. Districts/Charter Schools are allowed to use third-party systems to record discipline data as long as these data are submitted to NCDPI through the State Discipline Report in PowerSchool.

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

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

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

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

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

Count and Rate Calculations

As the purpose of this report is to provide aggregated and disaggregated summary and longitudinal data that are descriptive, meaningful and allow for opportunities for comparative analysis in student discipline and dropout outcomes, these data are analyzed in aggregate at the state level, across all schools, and also disaggregated by sex, race/ethnicity, disability status, grade level, and PSU, where applicable.

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

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

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

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

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

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

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

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

Protecting Student Privacy

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

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

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

Limitations and Cautions of Comparisons to Prior Academic Year Data

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

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

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

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

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

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

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

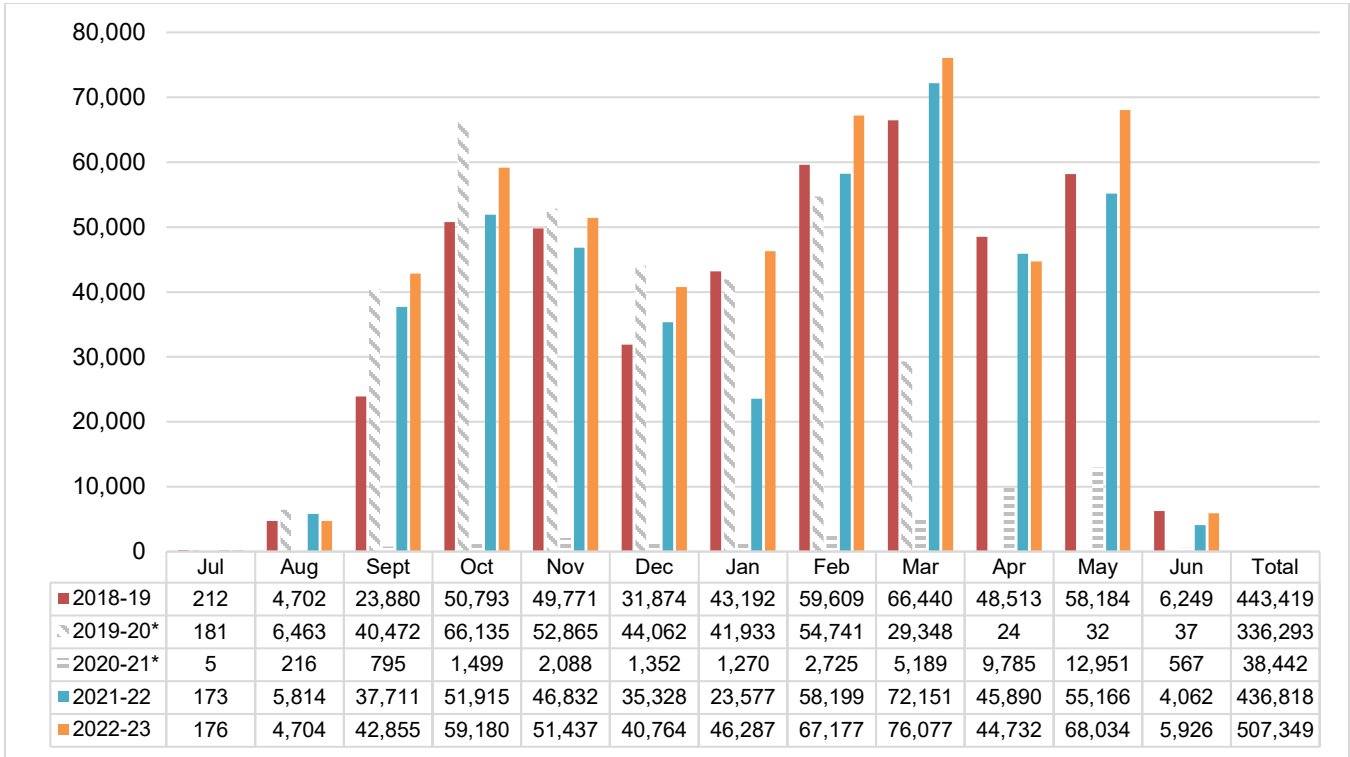


Figure 12. Number of Alternative Learning Placements Reported by Month, 2018-2019 to 2022-2023

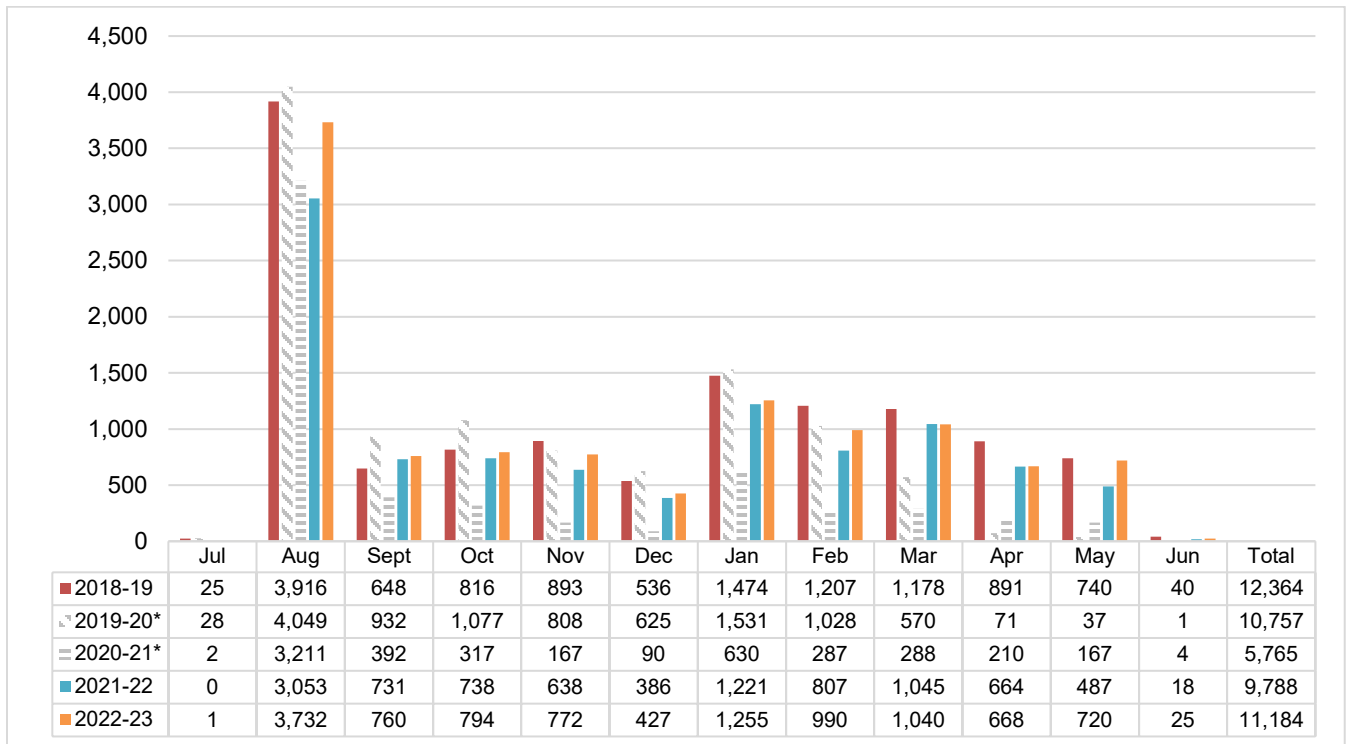
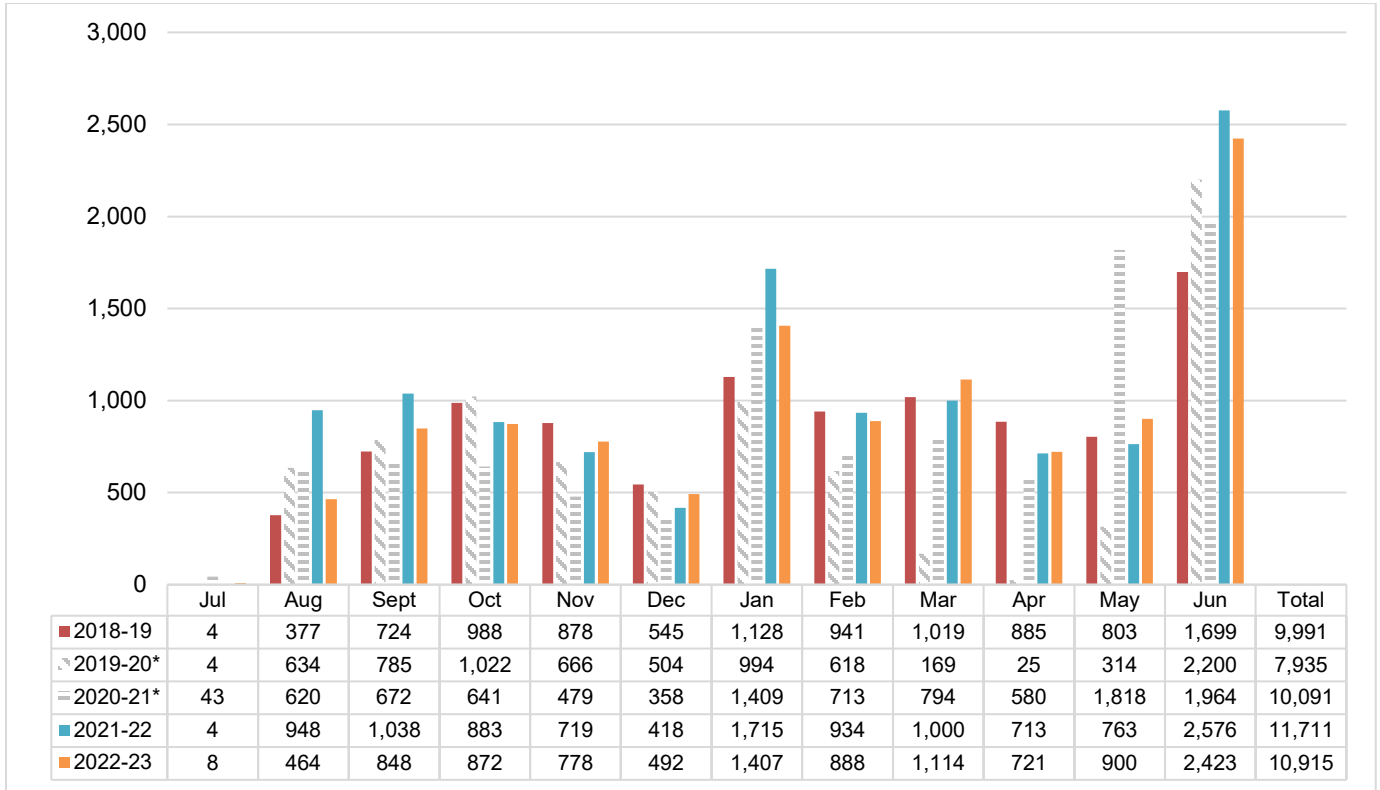


Figure 13. Withdrawal Date of Dropouts by Month, 2018-2019 to 2022-2023



CONSOLIDATED FINDINGS

This consolidated report consists of the annual reports on School Crime and Violence, Suspensions and Expulsions, Alternative Learning Placements, Reassignments for Disciplinary Purposes, Uses of Corporal Punishment, and Dropout Rates that are required by North Carolina General Statute 115C-12(21) and 115C-12(27).

The purpose of this report is to provide aggregated and disaggregated summary data that are descriptive, meaningful and allow for opportunities for comparative analysis in student discipline and dropout outcomes.

DATA AND REPORTING CONSIDERATIONS AND CAUTIONS

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

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

Given the cautions presented above, while data prior to the 2022-2023 academic year will remain in all relevant tables and figures, limited comparisons will be made between 2022-2023 academic year data to prior academic years.

2022-2023 SCHOOL CRIME AND VIOLENCE

In 2022-2023, 13,193 acts of crime and violence were reported across the state. The rate of crime was 8.77 acts of crime and violence per 1,000 students enrolled.

When compared to the 2021-2022 school year, the total number of crimes increased by 18.1% from 11,170 to 13,193 in 2022-2023. The rate of crime per 1,000 students (8.77 crimes per 1,000 students) increased in 2022-2023 by 16.8% from 7.51 in 2021-2022.

Consistent with previous years, Possession of Controlled Substances in Violation of Law was the most frequently reported reportable act of crime. The second-most reportable act reported was Possession of Weapon (excluding firearms and powerful explosives), followed by Assault on School Personnel as the third-most reported. Two of the reportable crimes were not reported during the 2022-2023 school year: Kidnapping and Rape.

Within elementary schools, possession of a weapon (excluding firearms and powerful explosives) was reported more frequently in 2022-2023, followed by assault on school personnel, possession of a controlled substance in violation of law, and then possession of alcohol. The most frequently reported crime in middle schools was possession of a controlled substance in violation of law, followed by possession of a weapon (excluding firearms and powerful explosives), assault on school personnel and possession of alcohol.

Whereas, in high schools, the crime reported more frequently was possession of a controlled substance, followed by possession of a weapon, possession of an alcoholic beverage and assault on school personnel.

Historically most reportable crimes are committed by student offenders at the high school level. In high school grades, 7,075 acts of crime and violence were reported across the state in 2022-2023. The high school crime rate was 15.10 acts of crime and violence per 1,000 high school students in the state. In all middle school grades, there were 4,470 crimes committed by student offenders with a rate of 12.63 crimes per 1,000 middle school students. Across the elementary grades, there were 1,644 crimes in 2022-2023, with a rate of 2.41 crimes per 1,000 elementary students.

When compared to 2021-2022, the total number crimes committed by students in high school grades (9-13 and XG) increased by 18.1% from 5,991 to 7,075 in 2022-2023. The high school crime rate per 1,000 students (15.10 crimes per 1,000 students) increased in 2022-2023 by 14.8% from 2021-2022 (13.16 crimes per 1,000 students)..

2022-2023 SUSPENSIONS AND EXPULSIONS

Short-Term Suspensions

In 2022-2023, there were 247,454 short-term suspensions reported statewide. The short-term suspension rate in 2022-2023 was 164.57 short-term suspensions per 1,000 students enrolled.

The total number of short-term suspensions increased by 13.5% in 2022-2023 compared to the 217,928 reported in 2021-2022. The 2022-2023 short-term suspension rate of 164.57 per 1,000 students increased by 12.3% from 146.57 in 2021-2022.

Consistent with previous years, male students received more short-term suspensions than female students in 2022-2023. The rate of short-term suspensions for male students (217.75 per 1,000 male students enrolled) was 2.1 times the rate for females (105.28 per 1,000 female students enrolled).

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

Across all student subgroups, in 2022-2023, Black students (335.59 per 1,000 students enrolled), American Indian students (331.48 per 1,000 students) and Students with Disabilities (284.22 per 1,000 students) had the highest rates of short-term suspensions.

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

Long-Term Suspensions

In 2022-2023, 708 long-term suspensions were reported, an increase of 2.2% from the 693 long-term suspensions reported in 2021-2022 and a 20.6% increase from the 587 reported in the 2018–2019 academic year.

The rate of long-term suspensions in 2022-2023 was 47.09 per 100,000 students. The 2022-2023 rate of long-term suspensions increased by 1.0% compared to 2021-2022 and 24.5% compared to 2018-2019.

Male students received more long-term suspensions than females in 2022-2023. The rate of long-term suspensions for male students (65.83 per 100,000 male students enrolled) was 2.5 times the rate for females (26.44 per 100,000 female students enrolled) in 2022-2023.

Within the race/ethnicity subgroups, Black students had the highest rate of long-term suspensions of 91.36 per 100,000 students, followed by Two or More Races students with a rate of long-term suspensions of 62.40 per 100,000 students. Asian students had the lowest rate of long-term suspensions per 100,000 students of 3.29.

Across all student subgroups, Black students, male students, Two or More Races students and students with disabilities were the only student subgroups with long-term suspension rates higher than the state (all students) rate.

High school grades reported the most long-term suspensions in 2022-2023 and account for 53.2% of all long-term suspensions. Across all high school grades (9, 10, 11 and 12, including 13 and XG), 377 long-term suspensions were reported statewide for a rate of 80.45 suspensions per 100,000 high school students. There were 273 long-term suspensions in middle school grades in 2022-2023. The rate of long-term suspensions in middle school was 77.12 per 100,000 students.

Expulsions

In 2022-2023, there were 64 expulsions across all North Carolina schools.

The total number of expulsions increased by 33.3% from the 48 expulsions in 2021-2022.

Most expulsions occur in high school grades. Ninth-graders received the most expulsions during the 2022-2023 academic year, followed by 10th- and 11th-graders.

2022-2023 USE OF CORPORAL PUNISHMENT

2022-2023 was the fifth consecutive academic year in which zero public-school units across the state reported the use of corporal punishment in schools.

2022-2023 REASSIGNMENTS FOR DISCIPLINARY REASONS

In-School Suspensions

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

Compared to the previous school year, the total number of in-school suspensions increased by 18.4% from 2021-2022 to 2022-2023. The rate of in-school suspensions also increased by 17.1% from 2021-2022 to 2022-2023.

Of the 256,314 full-day in-school suspensions, 174,894 (68.2%) were assigned to male students and 81,406 (31.8%) were assigned to female students. The rate of in-school suspensions for male students was 2.1 times the rate of in-school suspensions for female students.

Within the race/ethnicity subgroups, Black students had the highest rate of in-school suspensions (299.77 per 1,000 students enrolled), followed by Two or More Races students (209.11 per 1,000). Asian students had the lowest rate of in-school suspensions.

In 2022-2023, Black students, Students with Disabilities, male students, and Two or More Races had the highest rates of in-school suspensions per 1,000 students among the various student subgroups (299.77,

252.48, 224.87, and 209.11 per 1,000, respectively). Asian students and female students had the lowest rates of in-school suspensions.

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

Alternative Learning Placements as a Disciplinary Action

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

Compared to the previous school year, the total number of placements increased by 14.2% from 2021-2022 to 2022-2023. The rate of placements increased by 12.9% from 2021-2022 to 2022-2023.

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

Black students, American Indian students, Students with Disabilities, and male students had the highest rates of placements per 1,000 students (7.54, 6.37, 4.62, and 3.86 respectively). Asian students, White students and Hispanic students had the lowest rates of placements per 1,000 students (0.44, 1.11 and 1.91, respectively).

Students in high school grades received the most alternative learning placements for disciplinary reasons in 2022-2023, totaling 54.7% of all placements; however, middle school grades had the highest rate of placements per 1,000 students (5.45).

2022-2023 ALTERNATIVE LEARNING PROGRAM AND SCHOOL PLACEMENTS

Alternative Learning Programs and Schools (ALPS) reported 11,184 student enrollments during the 2022-2023 academic year, a 14.3% increase from the previous school year (2021-2022).

In 2022-2023, the rate of ALPS enrollments was 7.44 per 1,000 students. When comparing the change in the rate of ALPS enrollments from the previous school year and in a five-year period, the rate of enrollments saw an increase of 13.0% compared to 2021-2022.

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

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

In 2022-2023, the highest number and rate of ALPS enrollments were in high school grades (7,956 enrollments, 16.98 enrollments per 1,000 high school students). Grade 9 saw the highest number of student enrollments, followed by Grades 10 and 12. Kindergarten through Grade 8 saw the lowest number of ALPS enrollments.

2022-2023 DROPOUT COUNTS AND RATES

Dropout Counts – All Grades

In 2022-2023, North Carolina public schools reported 10,523 dropouts in Grades 1 through 12 (including Grade 13 and XG). This is an 11.7% decrease from 11,771 reported in 2021-2022.

Students dropped out most frequently in Grade 9 (32.8% of all 2022-2023 dropouts), followed by Grade 10 (29.4%), Grade 11 (19.2%) and Grade 12 (10.0%).

The number of dropouts in Grades 5-7 and Grade 8 increased in 2022-2023 when compared to 2021-2022 (4.1% and 27.0% increases, respectively). The number of dropouts in Grades 1-4, Grade 9, Grade 10, Grade 11, and Grade 12 decreased in 2022-2023 when compared to 2021-2022 (10.6%, 5.4%, 6.2%, 22.0% and 19.9%, respectively).

High School Dropouts

North Carolina recorded 9,612 dropouts in high school Grades 9-13 for the 2022-2023 academic year, a 11.3% decrease from 10,841 reported in 2021-2022.

The North Carolina high school dropout rate for the 2022-2023 academic year is 1.95 dropout events per every 100 high school students. The 2022-2023 dropout rate decreased 13.3% from the 2021-2022 rate of 2.25 per every 100 high school students.

In the 2022-2023 school year, male students account for 60.2% (5,684) of all high school dropouts; White (3,031; 32.1%), Hispanic (2,993; 31.7%), and Black (2,660; 28.2%) students account for 92.0% of the high school students who dropped out; and Students with Disabilities account for 23.4% (2,550) of all high school dropouts in 2022-2023.

While White students account for the largest number and percentage of students who dropped out in 2022-2023, given the size of the student population across the state, the dropout rate for White students is the second-lowest among the student subgroups, at 1.38 dropout events per 100 students. (The lowest rate was for Asian students at 0.42 dropout events per 100 students (4.2 per 1,000 Asian students)).

There were only four student groups below the state high school dropout rate of 1.95 dropouts per 100 students: female, Asian students, White students and Students without Disabilities. Male students, American Indian students, Black students, Hispanic students, Two or More Races students, Pacific Islander students and Students with Disabilities had high school dropout rates above the state high school dropout rate.

Students with Disabilities had the highest dropout rate in 2022-2023 (3.82 per 100 students). Hispanic students had the second-highest dropout rate of 2.99 per 100 students, followed by Two or More Races and Pacific Islander students (2.35 and 2.44, respectively).

2022-2023 SCHOOL CRIME AND VIOLENCE

INTRODUCTION

In 1993, the General Assembly passed the Safe Schools Act requiring public-school units (PSUs) 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 16 criminal acts that are to be included in its annual report (SSCH-000; see Appendix A for definitions). Collectively these 16 criminal acts are often referred to as the reportable crimes, the reportable offenses or the criminal offenses.

Nine of the 16 are considered dangerous and violent. The nine dangerous and violent acts are often referred to as the violent crimes, the persistently dangerous crimes or the persistently dangerous offenses. 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 controlled substances (PS)
- Possession of alcoholic beverage (PA)

Crime and Violence Data Collection, Analysis and Reporting

DATA COLLECTION AND REPORTING PROCEDURES

All crimes occurring on school campuses and other facilities used by schools must be reported and are included in this report, regardless of the identity of the offender and even if the offender is unknown. Crimes occurring on a school-supervised field trip must also be reported. Unless otherwise stated, counts and rates include all offenders, not just student offenders.

Schools are instructed to report to the state any offense that must be reported whenever school officials become aware that the offense occurred, regardless of when the offense occurred. Therefore, it is possible that an offense that occurred in a previous year would need to be reported in the subsequent year's data.

DETERMINING SCHOOL CATEGORY

School type is a categorization of schools into six types: elementary school, elementary and middle school, middle school, middle/high school, high school and other/all grades school. School type is determined by the grade or grades offered at a school during a specified school year. A school is categorized as an elementary school if the school offers only elementary grades (kindergarten through Grade 5). A school that offers only middle grades (Grades 6-8) is categorized as a middle school. A school that offers only high grades (Grades 9-13 and XG) is categorized as a high school. A school that offers any combination of elementary and middle grades is categorized as an elementary/middle school. A middle/high school offers any combination of middle and high grades. A school is categorized as "other" if the school offers any combination of elementary, middle and high school grades or if the students enrolled in the school are not assigned to a grade level.

Exceptions are as follows: 1) schools that offer more than one elementary grade and also offer Grade 6 are categorized as elementary schools, 2) schools that offer Grade 5 and offer one or more middle grades are categorized as middle schools, 3) schools that offer more than one middle grade and Grade 9 are categorized as middle schools and 4) schools that offer Grade 8 and offer one or more high school grades are categorized as high schools.

COUNT AND RATE CALCULATIONS

In a single reported incident, there might be one or multiple offenders. Even though multiple offenders can be reported within the same incident, each offender in the incident is treated as a separate incident as crimes and behaviors, as well as actions, are assigned to each offender and not to the incident overall. Additionally, in each incident an offender can be assigned multiple acts or behaviors of the same or different types.

For example, an offender could be assigned Assault Resulting in Serious Injury and Possession of a Controlled Substance, and Possession of a Weapon in the same incident. In another incident, an offender might be assigned two acts of Possession of Controlled Substances: one act for the possession of Ritalin and another act for the possession of marijuana. In another incident, an offender might be assigned two acts of Robbery with a Weapon: one for each victim.

For the purposes of this report, unless otherwise stated, the counts of crime and violence represent the total number of acts assigned to any offender across all incidents, not numbers of incidents or offenders.

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

Crime rate per 1,000 student enrolled calculation:

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

LIMITATIONS AND CAUTIONS OF COMPARISONS TO PRIOR ACADEMIC YEAR DATA

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

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

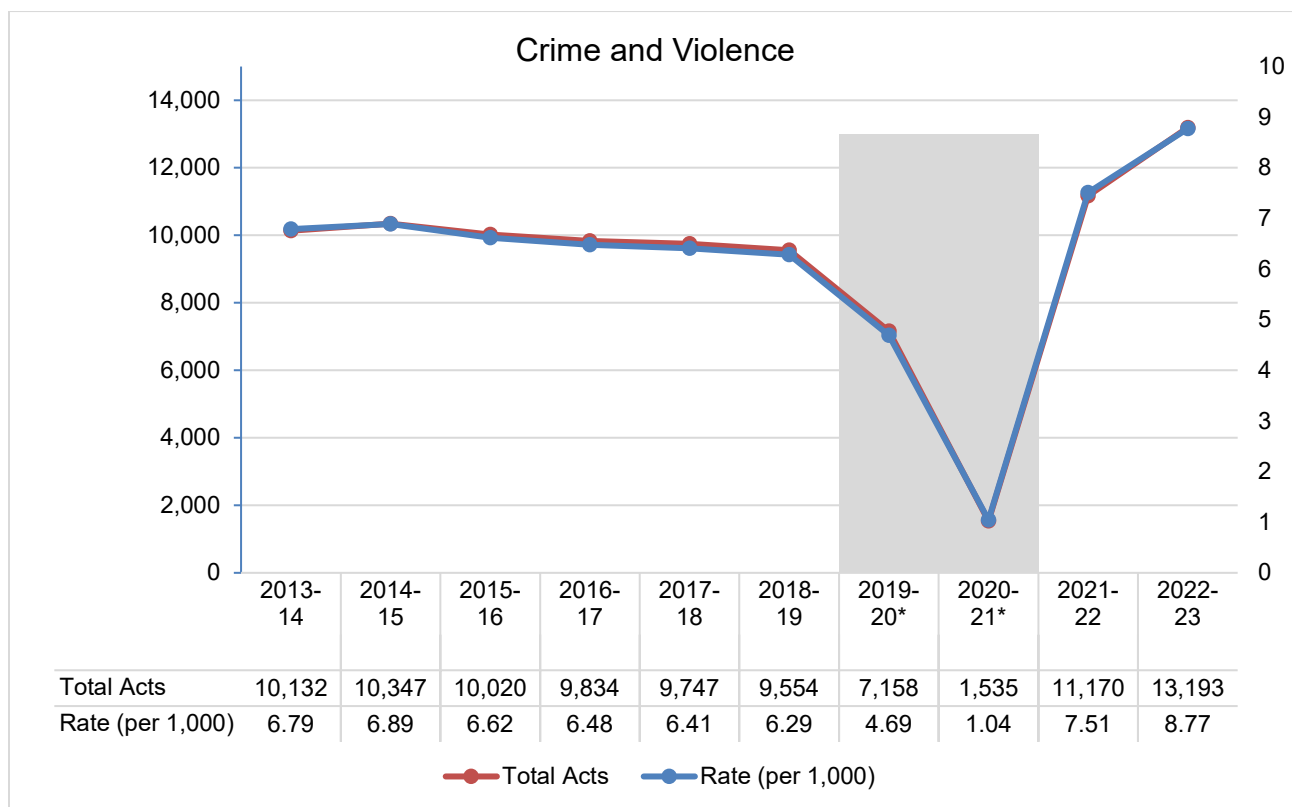
Given the cautions presented above, while data prior to the 2022-2023 academic year will remain in all relevant tables and figures, limited comparisons will be made between 2022-2023 academic year data to prior academic years. (For more information, see the [Introduction](#) section of this report.)

GENERAL FINDINGS

In 2022-2023, 13,193 acts of crime and violence were reported across the state. The rate of crime was 8.77 acts of crime and violence per 1,000 students enrolled.

As seen in the figure below, when compared to the 2021-2022 school year, the total number of crimes increased by 18.1% from 11,170 to 13,193 in 2022-2023. The rate of crime per 1,000 students (8.77 crimes per 1,000 students) increased in 2022-2023 by 16.8% from 7.51 in 2021-2022. The five-year difference in the number and rate of crimes also saw an increase from the 2018-2019 academic year to 2022-2023: the number of crimes increased 38.1%, and the rate of crimes increased 39.6%. These increases in the number and rate of crimes are also seen in the 10-year comparison of the 2013-2014 academic year to 2022-2023, with the number of crimes increasing by 30.2% and the rate of crimes increasing by 29.2%.

Figure C1. Counts and Rates of Acts of Crime and Violence, 2013-2014 to 2022-2023¹



While the overall total number of reportable acts of crimes has increased when compared to previous school years, the percent change for each reportable crime varies. The numbers and percent change for each of the offenses reported in the 2021-2022 and 2022-2023 academic years are shown in the table below (Table C1).

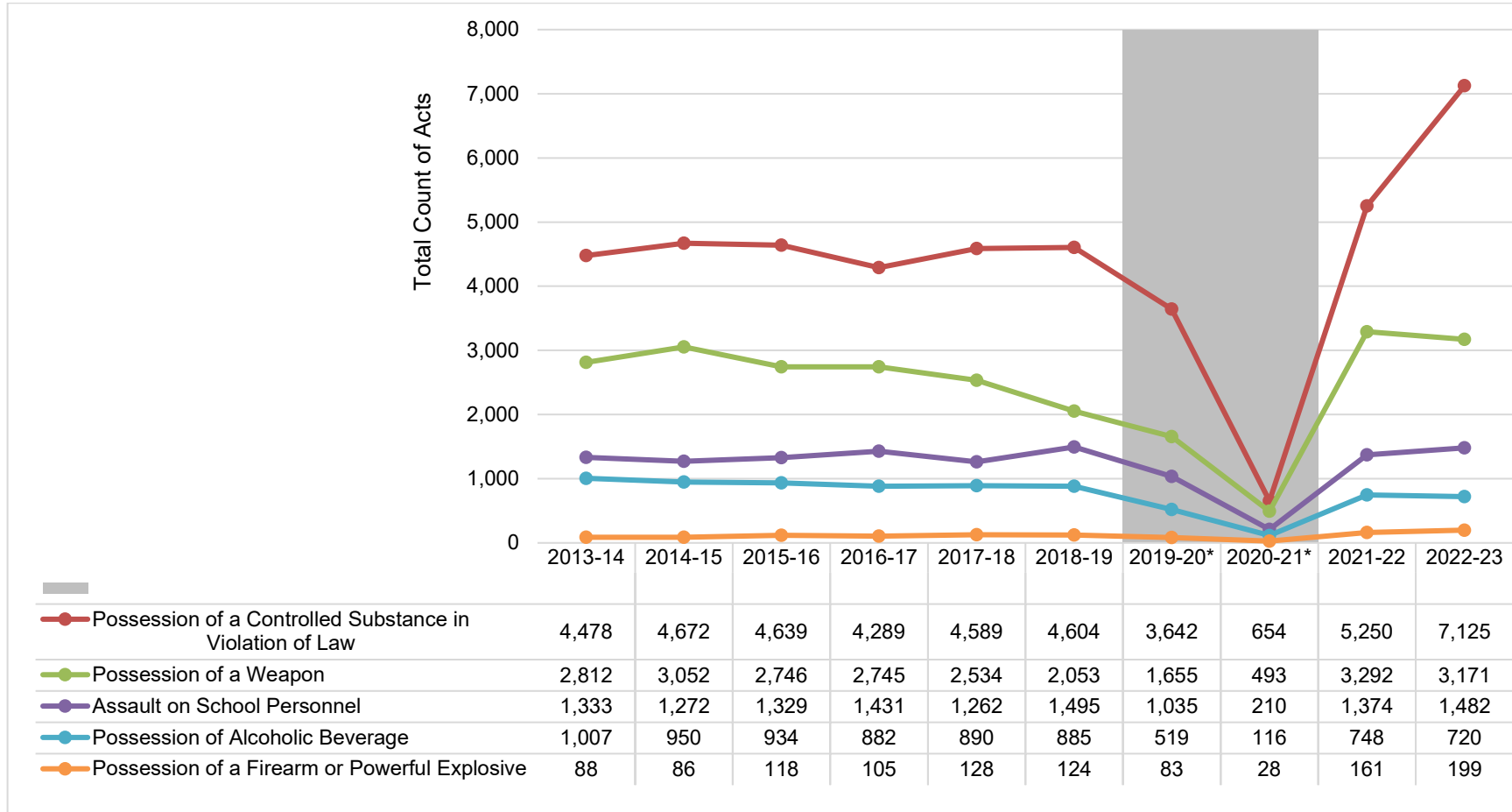
¹ *In response to the COVID-19 pandemic, starting in March of the 2019-2020 school year and continuing through the 2020-2021 school year, public-school units across the state employed unprecedented methods to ensure continued student learning by utilizing various modes of instruction and student outreach. 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.

Consistent with previous years, Possession of Controlled Substances was the most frequently reported reportable act of crime. The second-most reportable act reported was Possession of Weapon (excluding firearms and powerful explosives), followed by Assault on School Personnel. Two of the reportable crimes were not reported in the 2022-2023 school year: Kidnapping and Rape (Table C1 and Figure C2).

Table C1. One- and Five-Year Percent Difference in Acts of Crime and Violence by Offense Type

REPORTABLE ACTS OF CRIME	NUMBER OF ACTS			PERCENT DIFFERENCE	
	2018-19	2021-22	2022-23	1-YR	5-YR
Possession of a Controlled Substance in Violation of Law	4,604	5,250	7,125	35.7%	54.8%
Possession of a Weapon (not including firearms)	2,053	3,292	3,171	-3.7%	54.5%
Assault on School Personnel	1,495	1,374	1,482	7.9%	-0.9%
Possession of Alcoholic Beverage	885	748	720	-3.7%	-18.6%
Possession of a Firearm or Powerful Explosive	124	161	199	23.6%	60.5%
Assault Resulting in Serious Injury	75	64	134	109.4%	78.7%
Sexual Offense	86	72	104	44.4%	20.9%
Bomb Threat	33	52	88	69.2%	166.7%
Sexual Assault not including Rape or Sexual Offense	139	78	79	1.3%	-43.2%
Assault Involving Use of a Weapon	41	62	65	4.8%	58.5%
Burning of a School Building	12	12	17	41.7%	41.7%
Robbery with a Dangerous Weapon	1	3	7	133.3%	600.0%
Death By Other Than Natural Causes	0	1	1	0.0%	-
Taking Indecent Liberties with a Minor	0	0	1	-	-
Kidnapping	3	1	0	-100.0%	-100.0%
Rape	3	0	0	-	-100.0%
Total Acts	9,554	11,170	13,193	18.1%	38.1%

Figure C2. Ten-Year Trend in the Most Frequently Reported Acts of Crime and Violence



Acts of Crime and Violence by Offender Type

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 to NCDPI. 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 crimes and other unacceptable behaviors, as well as disciplinary actions, that must be reported by schools are found in Appendix B.

Table C2. Acts of Crime and Violence by Offender Type, 2022-2023

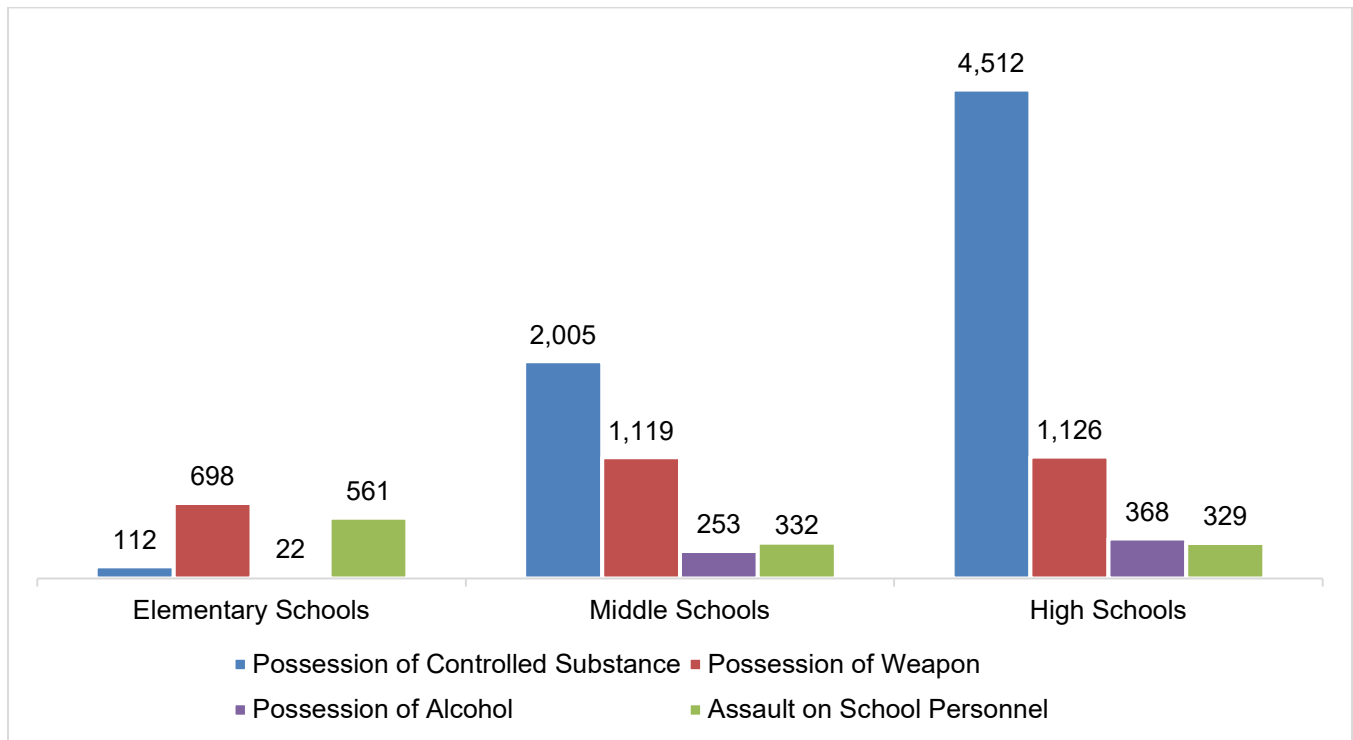
SPECIFIED ACTS	TOTAL NUMBER OF ACTS	TOTAL NUMBER OF ACTS BY OFFENDER TYPE	
		STUDENTS	OTHER
Possession of a Controlled Substance in Violation of Law	7,125	7125	0
Possession of a Weapon (not including firearms)	3,171	3171	0
Assault on School Personnel	1,482	1,482	0
Possession of Alcoholic Beverage	720	720	0
Possession of a Firearm or Powerful Explosive	199	197	2
Assault Resulting in Serious Injury	134	134	0
Sexual Offense	104	104	0
Bomb Threat	88	88	0
Sexual Assault not including Rape or Sexual Offense	79	79	0
Assault Involving Use of a Weapon	65	63	2
Burning of a School Building	17	17	0
Robbery with a Dangerous Weapon	7	7	0
Death By Other Than Natural Causes	1	1	0
Taking Indecent Liberties with a Minor	1	1	0
Kidnapping	0	0	0
Rape	0	0	0
Total	13,193	13,189	4

Acts of Crime and Violence by School Category

Just as the frequency of reportable crimes varies by crime and type of offender, the frequency of crimes varies by school type, as seen in Figure C3 below. The four most frequently reported crimes in elementary, middle and high schools were 1) possession of a weapon, 2) assault on school personnel, 3) possession of a controlled substance and 4) possession of alcohol. However, the frequency at which these crimes were reported by school category differs.

In elementary schools, possession of a weapon was reported most frequently in 2022-2023, followed by assault on school personnel, possession of a controlled substance and then possession of alcohol. The most frequently reported crime in middle schools was possession of a controlled substance, followed by possession of a weapon, assault on school personnel and possession of alcohol. In high schools, the crime reported most frequently was possession of a controlled substance, followed by possession of a weapon, possession of an alcoholic beverage and assault on school personnel.

Figure C3. Most Frequently Reported Acts of Crime and Violence by School Category, 2022-2023



Tables C3 through C7 below show the total reported statewide offenses/acts by school level and is ranked by the total number of occurrences of specified acts.

Table C3. Acts of Crime and Violence by School Category, 2022-2023

SPECIFIED ACTS	TOTAL NUMBER OF ACTS	TOTAL NUMBER OF ACTS BY SCHOOL LEVEL					
		PK-5	ELEM/MID	G6-8	MID/HIGH	G9-12	OTHER
Possession of a Controlled Substance in Violation of Law	7,125	112	89	2005	283	4,512	124
Possession of a Weapon (not including firearms)	3,171	698	84	1,119	60	1,126	84
Assault on School Personnel	1482	561	58	332	57	329	145
Possession of Alcoholic Beverage	720	22	26	253	40	368	11
Possession of a Firearm or Powerful Explosive	199	20	9	40	8	117	5
Assault Resulting in Serious Injury	134	7	1	46	16	53	11
Sexual Offense	104	16	4	25	1	42	16
Bomb Threat	88	4	6	46	6	22	4
Sexual Assault not including Rape or Sexual Offense	79	14	3	32	3	23	4
Assault Involving Use of a Weapon	65	4	1	25	4	26	5
Burning of a School Building	17	2	1	5	1	8	0
Robbery with a Dangerous Weapon	7	0	0	1	0	6	0
Death By Other Than Natural Causes	1	0	0	0	0	1	0
Taking Indecent Liberties with a Minor	1	1	0	0	0	0	0
Kidnapping	0	0	0	0	0	0	0
Rape	0	0	0	0	0	0	0
Total	13,193	1,461	282	3,929	479	6,633	409

Table C4. Acts of Crime and Violence by School Category, 2021-2022

SPECIFIED ACTS	TOTAL NUMBER OF ACTS	TOTAL NUMBER OF ACTS BY SCHOOL LEVEL					
		PK-5	ELEM/MID	G6-8	MID/HIGH	G9-12	OTHER
Possession of a Controlled Substance in Violation of Law	5,250	59	52	1,293	183	3,547	116
Possession of a Weapon (not including firearms)	3,292	614	101	1,260	66	1,187	64
Assault on School Personnel	1,374	495	51	285	51	331	161
Possession of Alcoholic Beverage	748	19	23	263	30	401	12
Possession of a Firearm or Powerful Explosive	161	13	3	39	6	94	6
Sexual Assault not including Rape or Sexual Offense	78	7	5	34	3	28	1
Sexual Offense	72	5	7	38	1	19	2
Assault Resulting in Serious Injury	64	14	5	19	0	25	1
Assault Involving Use of a Weapon	62	8	5	16	4	25	4
Bomb Threat	52	4	4	29	0	14	1
Burning of a School Building	12	1	0	4	0	7	0
Robbery with a Dangerous Weapon	3	0	0	0	0	3	0
Death By Other Than Natural Causes	1	0	0	0	0	1	0
Kidnapping	1	0	0	0	0	1	0
Rape	0	0	0	0	0	0	0
Taking Indecent Liberties with a Minor	0	0	0	0	0	0	0
Total	11,170	1,239	256	3,280	344	5,683	368

Table C5. Acts of Crime and Violence by School Category, 2020-2021*

SPECIFIED ACTS	TOTAL NUMBER OF ACTS	TOTAL NUMBER OF ACTS BY SCHOOL LEVEL					
		PK-5	ELEM/MID	G6-8	MID/HIGH	G9-12	OTHER
Possession of a Controlled Substance in Violation of Law	654	10	20	186	33	396	9
Possession of a Weapon (not including firearms)	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	1,535	280	66	426	61	650	52

Table C6. Acts of Crime and Violence by School Category, 2019-2020*

SPECIFIED ACTS	TOTAL NUMBER OF ACTS	TOTAL NUMBER OF ACTS BY SCHOOL LEVEL					
		PK-5	ELEM/MID	G6-8	MID/HIGH	G9-12	OTHER
Possession of a Controlled Substance in Violation of Law	3,642	34	90	825	102	2,478	113
Possession of a Weapon (not including firearms)	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	7,158	888	310	1,829	188	3,665	278

Table C7. Acts of Crime and Violence by School Category, 2018–2019

SPECIFIED ACTS	TOTAL NUMBER OF ACTS	TOTAL NUMBER OF ACTS BY SCHOOL LEVEL					
		PK-5	ELEM/MID	G6-8	MID/HIGH	G9-12	OTHER
Possession of a Controlled Substance in Violation of Law	4,604	74	125	911	229	3,190	75
Possession of a Weapon (not including firearms)	2,053	451	115	683	79	688	37
Assault on School Personnel	1,495	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	9,554	1,330	425	2,304	436	4,850	209

Acts of Crime and Violence by Grade Level

Historically most reportable crimes are committed by student offenders at the high school level. In high school grades, 7,075 acts of crime and violence were reported across the state in 2022-2023. The high school crime rate was 15.10 acts of crime and violence per 1,000 high school students in the state. In all middle school grades, there were 4,470 crimes committed by student offenders, with a rate of 12.63 crimes per 1,000 middle school students. Across the elementary grades, there were 1,644 crimes in 2022-2023, with a rate of 2.41 crimes per 1,000 elementary students.

Table C8. Counts and Rates of Reported Acts of Crime by Grade Level, 2022-2023

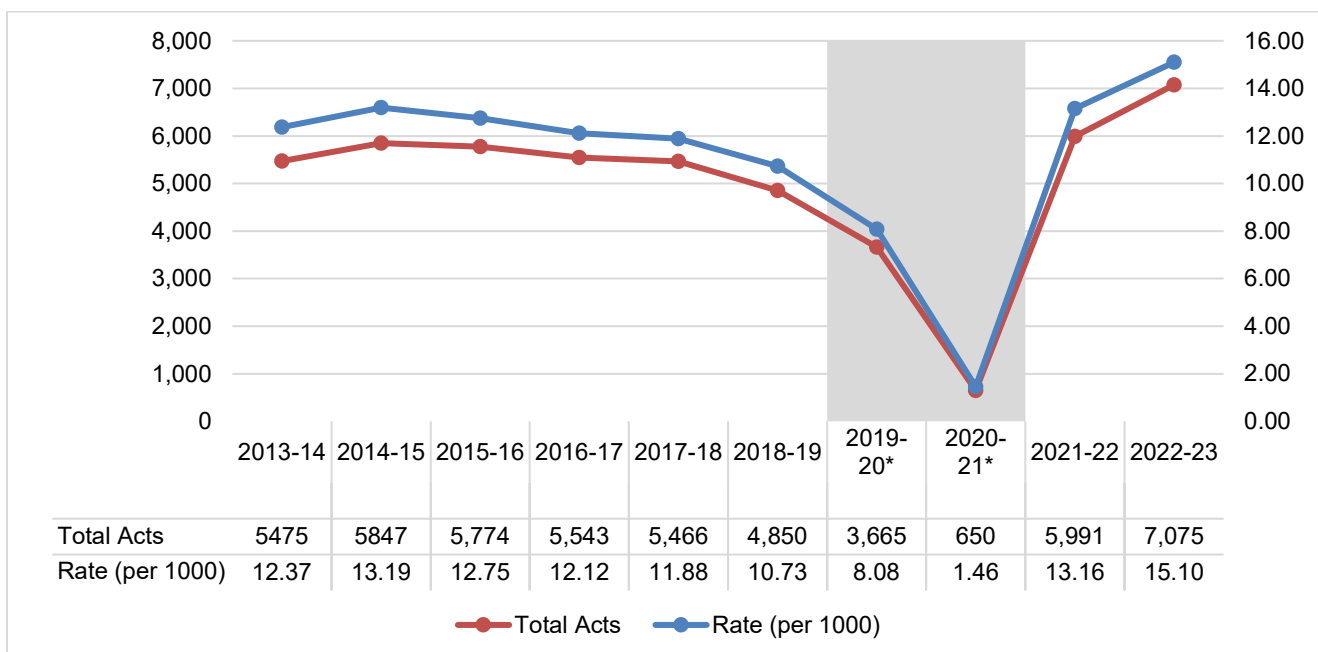
	TOTAL NUMBER OF ACTS	RATE PER 1,000 STUDENTS
All Offenders	13,189	8.77
Elementary Grades	1,644	2.41
Middle Grades	4,470	12.63
High School Grades	7,075	15.10

ACTS OF CRIME AND VIOLENCE IN HIGH SCHOOL GRADES

As seen in the figure below, when compared to the 2021-2022 school year, the total number crimes committed by students in high school grades (9-13 and XG) increased by 18.1% from 5,991 to 7,075 in 2022-2023. The high school crime rate per 1,000 students (15.10) increased in 2022-2023 by 14.8% from 2021-2022 (13.16 crimes per 1,000 students).

The five-year difference in the number and rate of high school crimes also saw an increase from the 2018-2019 academic year to 2022-2023. The number of crimes increased 45.9%, and the rate of crimes increased 40.7%. In the 10-year comparison of the 2012-2013 academic year to 2022-2023, the number of high school crimes increased 29.2%, and the rate of high school crimes increased 22.0%.

Figure C4. Counts and Rates of Acts of Crime and Violence in High School Grades, 2013-2014 to 2022-2023

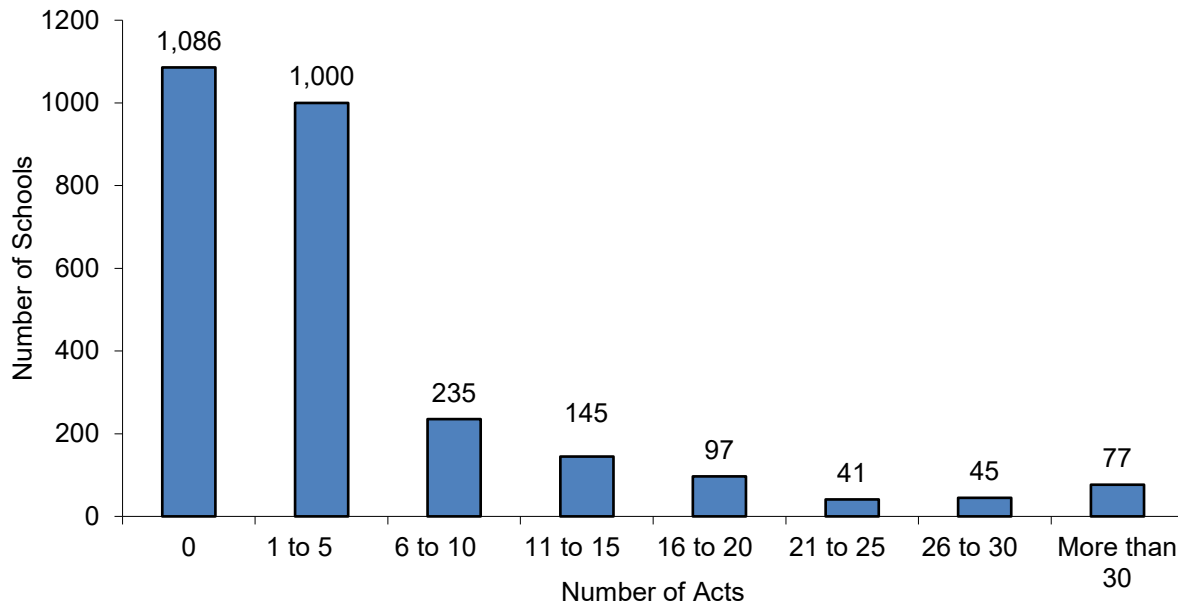


Acts of Crime and Violence by PSU

Across all public schools statewide (2,726), 40.9% (1,086) reported zero acts of crime in 2022-2023; 37.6% (1,000) reported one to five acts of crime; and the remaining 24.1% (640) reported six to more than 30 acts of crime.

For the schools that reported at least one act of crime (1,640), the number of acts of crime ranged from one to 96, and the rate of crime ranged from 0.59 per 1,000 students enrolled to 1,200.00 per 1,000 students enrolled. Among these schools, 737 (45.1%) had rates above the state crime rate of 8.77 per 1,000 enrolled, and 827 (54.9%) had rates at or below the state crime rate.

Figure C5. Schools Reporting Zero to More Than 30 Acts of Crime and Violence, 2022–2023



In 2022-2023, 114 (34.1%) out of 334 PSUs reported zero acts of crime and violence. Whereas 220 (65.9%) PSUs – 116 public school districts and 104 independent public schools – reported at least one act of crime and violence in 2022-2023.

Among the 220 PSUs that reported at least one act of crime, the number of acts of crime ranged from one to 1,492, and the rate of crime ranged from 0.20 per 1,000 students enrolled to 122.45 per 1,000 students enrolled. Among these PSUs, 80 (36.4%) had rates above the state crime rate of 8.77 per 1,000 enrolled, and 140 (63.6%) had rates below the state crime rate.

The PSUs with the lowest (non-zero) rates in 2022-2023 were Bonnie Cone Classical Academy, Columbus County Schools, Falls Lake Academy, Lake Norman Charter, Mallard Creek STEM Academy, Mountain Island Charter School, Southwest Charlotte STEM Academy and Vance Charter School.

The PSUs with the highest rates in 2022-2023 were Appalachian Academy at Middle Fork, Apprentice Academy High School, D.C. Virgo Preparatory Academy, Davidson Charter Academy, Deaf and Blind Schools, Hertford County Schools, Invest Collegiate Transform, Northampton County Schools, The Capitol Encore Academy, The Franklin School of Innovation and Willow Oak Montessori.

Table C9 and Table C10 detail the number and rates of reportable crime in for PSUs and schools, (see the [School Crime and Violence Companion Tables](#) section).

ACTS OF CRIME AND VIOLENCE IN HIGH SCHOOL GRADES BY PSU

In 2022-2023, there were 201 PSUs across the state that enrolled students in grades 9 through 13 and XG. There were 41 PSUs (20.4%) that reported zero acts of crime and violence.

For the remaining 160 PSUs (76.4%), the number of acts of crime and violence in 2022-2023 ranged from one to 874, and the high school crime rate ranged from 0.60 acts of crime and violence per 1,000 students enrolled to 192.31 acts of crime and violence per 1,000 enrolled. Among these PSUs, 64 (40.0%) had rates above the state high school crime rate of 15.10, and 96 (60.0%) had rates below the state high school crime rate.

The PSUs with the lowest (non-zero) high school rates in 2022-2023 were Anson County Schools, Columbus County Schools, Asheboro City Schools, Piedmont Community Charter, Mountain Island Charter, Falls Lake Academy, Triad Math and Science Academy, Lincoln Charter School, Lake Norman Charter and Vance Charter School.

The PSUs with the highest high school rates in 2022-2023 were Buncombe County Schools, Thomasville City Schools, Deaf and Blind Schools, Hertford County Schools, Martin County Schools, McDowell County Schools, Northampton County Schools, The Franklin School of Innovation, Cabarrus Charter Academy and The Capitol Encore Academy.

PSUs with the largest five-year percentage decreases in high school crime rate (2018-2019 to 2022-2023) were Anson County Schools, Ashe County Schools, Avery County Schools, Columbus County Schools, Edgecombe County Public Schools, Mooresville Graded School District, Jones County Schools, Mitchell County Schools and Swain County Schools.

PSUs with the largest five-year percentage increases (2018-2019 to 2022-2023) were Camden County Schools, Caswell County Schools, Duplin County Schools, Hertford County Schools, Martin County Schools, Montgomery County Schools, Northampton County Schools, Stanly County Schools, Stokes County Schools and Yancey County Schools.

Table C11 details the number and rates of reportable crime in Grades 9-13 by PSU (see the [School Crime and Violence Companion Tables](#)).

SCHOOL CRIME AND VIOLENCE COMPANION REPORT AND TABLES

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

2022-2023 Consolidated Data Companion Report

Table C9. Counts and Rates of Acts of Crime and Violence for PSUs, 2022-2023

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

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

2022-2023 SUSPENSIONS AND EXPULSIONS

INTRODUCTION

Definitions of Suspensions and Expulsions

When students misbehave or commit offenses, schools assign consequences based on the seriousness of the behavior(s) or offense(s) and sometimes on the student's history of misbehavior. Lesser offenses committed by students are often dealt with by giving a student an in-school suspension or an out-of-school suspension. For more serious offenses, students might be assigned out-of-school suspensions for longer periods of time, or they might receive an alternative learning placement as a disciplinary action. Very serious offenses committed by students might result in the student being expelled.

Principals usually make decisions about whether to give a student an in-school suspension or an out-of-school suspension and about the duration of those suspensions. They are also typically the ones to make the recommendation to the superintendent or local school board to expel a student.

In-school suspension (ISS) is defined as when a student is reassigned, for a relatively short period of time, to an area apart from their regular classroom (see the 2022-2023 Reassignments for Disciplinary Purposes section).

Alternative learning placement (ALP) as a disciplinary action is defined as the reassignment of a student, for a relatively longer period of time, where the student is provided direct or computer-based instruction and continued access to courses and supervising teachers for those courses (see the 2022-2023 Reassignments for Disciplinary Purposes section).

Out-of-school suspension is defined as the exclusion of a student from school attendance for disciplinary purposes. Students are considered in attendance if they are present on-site for at least half their school day. If the student is not present for at least half their school day, they are considered excluded from attendance. Therefore, if a student is sent home for at least half their school day and are allowed to return the following day, they would be out-of-school suspended for one school day.

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

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

A long-term suspension (LTS) is defined as the exclusion of a student from school attendance for disciplinary purposes for more than 10 days (NCGS § 115C-390.1). Though not reported separately in this report, there are three categories of long-term suspensions: long-term suspensions of 11 days or more (excluding remainder of the school year and 365-day suspension), remainder of the school year suspensions and 365-day suspensions. Usually superintendents and/or local boards of education, upon recommendation of principals, make decisions on a case-by-case basis about long-term suspensions (including 365-day suspensions), the length of those suspensions and whether an alternative learning placement is provided.

When a student is suspended long-term, the student may not return to his or her regular school for the duration of the suspension. Districts may allow long-term suspended students to attend an alternative learning program or school (ALPS) during their long-term suspension from their home school (see the 2022-2023 Reassignments for Disciplinary Purposes and the section). For reporting purposes, students are not considered suspended while attending an alternative learning program or school. However, if the student is out of school for any duration of time while they wait for their alternative learning placement, both the out-of-school suspension and the reassignment to the alternative learning program or school are to be reported.

An expulsion is defined in general statute (NCGS § 115C-390.1) as “the indefinite exclusion of a student from student enrollment for disciplinary purposes.” When a student is expelled from school, the student cannot return to the home school or any other school within the PSU. As with long-term suspensions, the superintendent and/or local board of education, upon the recommendation of the principal, make decisions about student expulsions on a case-by-case basis.

An expulsion is usually reserved for cases where the student is at least 14 years of age and presents a clear threat of danger to self or others. The acts do not have to occur on school premises for the superintendent or school board to expel a student. Some districts allow expelled students to apply for readmission after a specified time. Other expelled students may apply for admission in another district or at a charter school.

Suspension and Expulsion Data Collection, Analysis and Reporting

DATA COLLECTION AND REPORTING PROCEDURES

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

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

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

COUNT AND RATE CALCULATIONS

In a single school year, a student may receive one or more out-of-school suspensions but can receive only one expulsion. In a single incident, a student cannot be reported as having a short-term suspension, long-term suspension and/or an expulsion. When reporting suspensions and expulsions, schools are instructed to report the consequences to reflect the final disciplinary outcome for the student for that incident.

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

To make comparisons between academic years, student subgroups, schools, PSUs and the state more meaningful, rates of suspensions are calculated to account for differences in population sizes or changes in population sizes over time. Rates of short-term suspensions are expressed as a rate per 1,000 students enrolled. Rates of long-term suspensions are expressed as a rate per 100,000 students enrolled to make

them more meaningful. Rates of expulsions are not calculated in this report due to their relative infrequency of occurrence as a disciplinary action in a given school year.

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

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

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

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

LIMITATIONS AND CAUTIONS OF COMPARISONS TO PRIOR ACADEMIC YEAR DATA

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

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

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

SHORT-TERM SUSPENSIONS

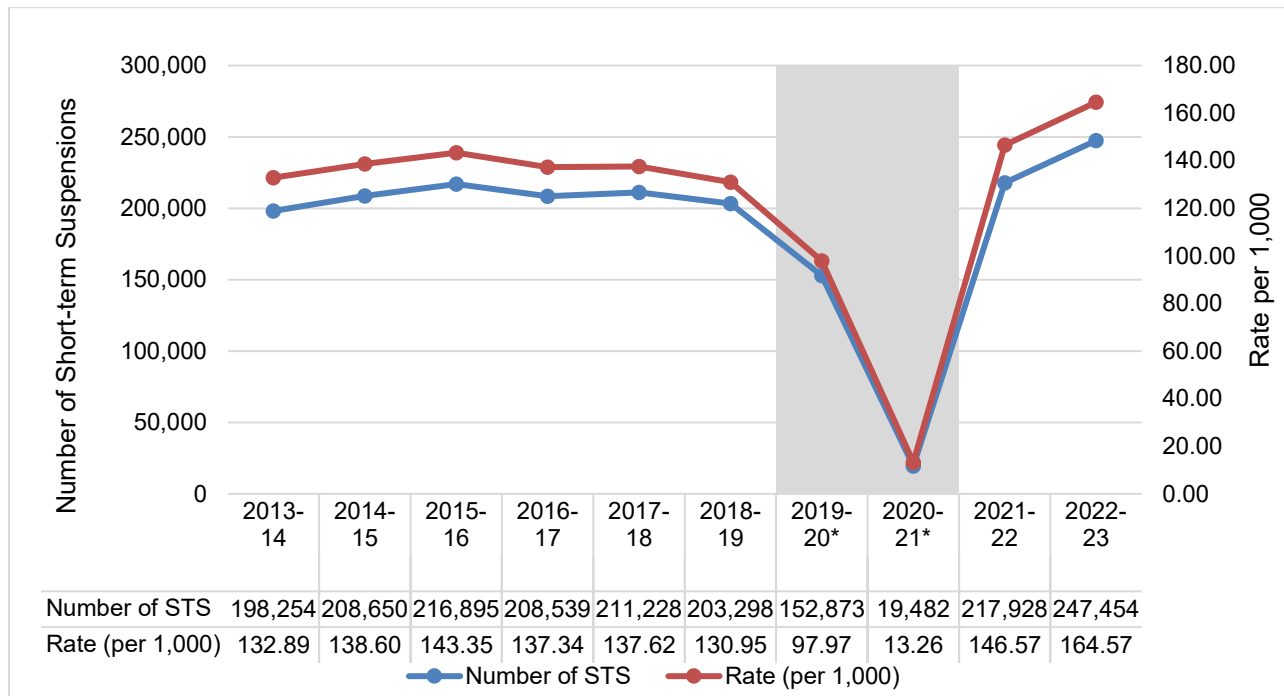
General Findings

In 2022-2023, there were 247,454 short-term suspensions reported statewide. The short-term suspension rate in 2022-2023 was 164.57 short-term suspensions per 1,000 students enrolled.

The 247,454 short-term suspensions in the 2022-2023 school year were given to 134,036 individual students.

As seen in the figure below, when compared to the previous school year, the total number of short-term suspensions increased by 13.5% from the 217,928 reported in 2021-2022. The 2022-2023 short-term suspension rate of 164.57 per 1,000 students increased by 12.3% from 146.57 in 2021-2022. The five-year difference in the number and rate of short-term suspensions also saw an increase from the 2018-2019 academic year to 2022-2023: the number of short-term suspensions increased 21.7%, and the rate of short-term suspensions increased 25.7%. An increase in the number and rate of short-term suspensions can also be seen in the 10-year comparison of the 2013-2014 academic year to 2022-2023: the number of short-term suspensions increased 24.8%, and the rate of short-term suspensions increased 23.8%.

Figure S1. Short-Term Suspensions, 2013-2014 to 2022-2023²



² *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.

Table S1. Short-Term Suspensions, 2018-2019 to 2022-2023

Academic Year	Number of Short-Term Suspensions	Rate per 1,000 Students	Number of Unique Students
2018-19	203,298	130.95	110,927
2019-20*	152,873	97.97	89,689
2020-21*	19,482	13.26	15,128
2021-22	217,928	146.57	120,668
2022-23	247,454	164.57	134,036

SHORT-TERM SUSPENSIONS BY STUDENT SUBGROUP

Consistent with previous years, male students received more short-term suspensions than female students in 2022-2023. The rate of short-term suspensions for male students (217.75 per 1,000 male students enrolled) was 2.1 times the rate for females (105.28 per 1,000 female students enrolled).

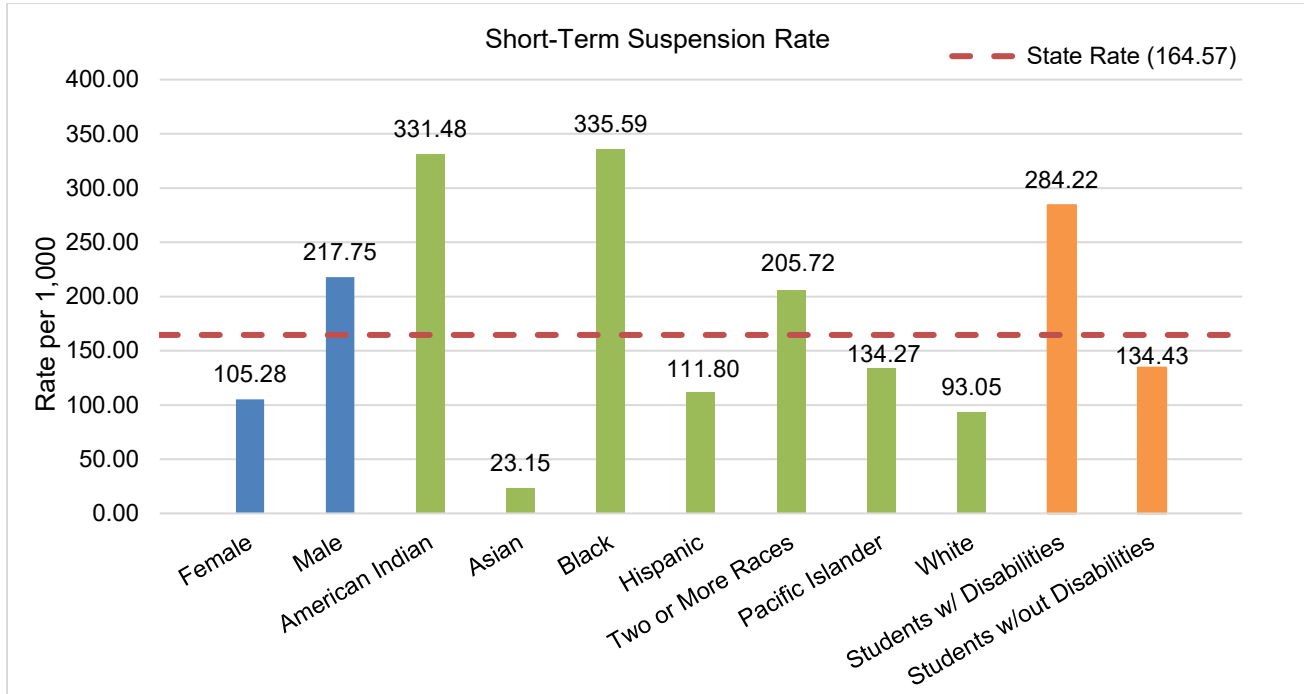
Within the race/ethnicity subgroups, Black students had the highest rate of short-term suspensions in 2022-2023 (335.59 per 1,000 Black students enrolled), followed by American Indian students (331.48 per 1,000 students enrolled) and Two or More Races students (205.72 per 1,000 students enrolled).

Across all student subgroups, in 2022-2023, Black students (335.59 per 1,000 students enrolled), American Indian students (331.48 per 1,000 students) and Students with Disabilities (284.22 per 1,000 students) had the highest rates of short-term suspensions.

Table S2. Short-Term Suspensions by Student Subgroup, 2022-2023

	Number of Short-Term Suspensions	Rate per 1,000 Students	Number of Unique Students
All Students	247,454	164.57	134,036
Female	78,055	105.28	45,322
Male	169,353	217.75	88,692
American Indian	5,259	331.48	2,559
Asian	1,406	23.15	995
Black	125,991	335.59	62,476
Hispanic	34,580	111.80	21,550
Two or More Races	17,472	205.72	9,102
Native Hawaiian/Pacific Islander	288	134.27	164
White	62,412	93.05	37,168
Students with Disabilities	61,132	284.22	28,515
Students without Disabilities	186,322	134.43	105,521

Figure S2. Rate of Short-Term Suspensions by Student Subgroup, 2022-2023



In 2022-2023, the rate and number of short-term suspensions for both males and females increased from the previous school year (2021-2022): the rate for females increased 16.1%, and the rate for males increased 10.7%.

Figure S3. Rate of Short-Term Suspensions by Sex, 2018-2019 to 2022-2023

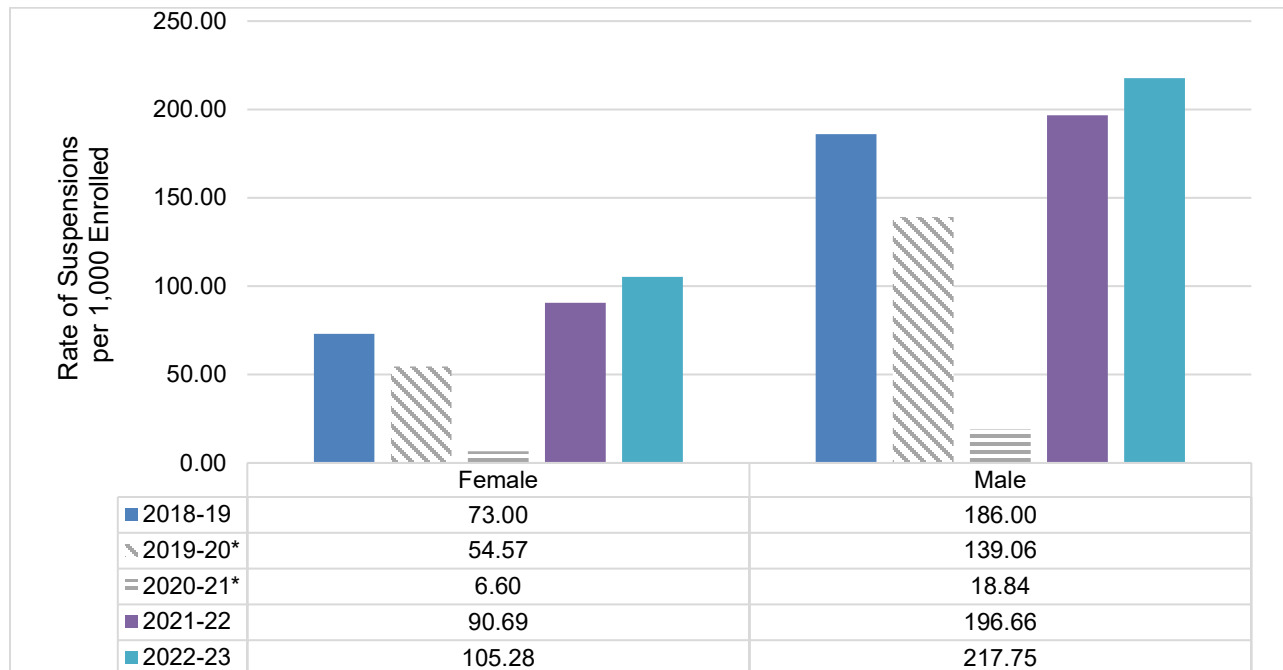
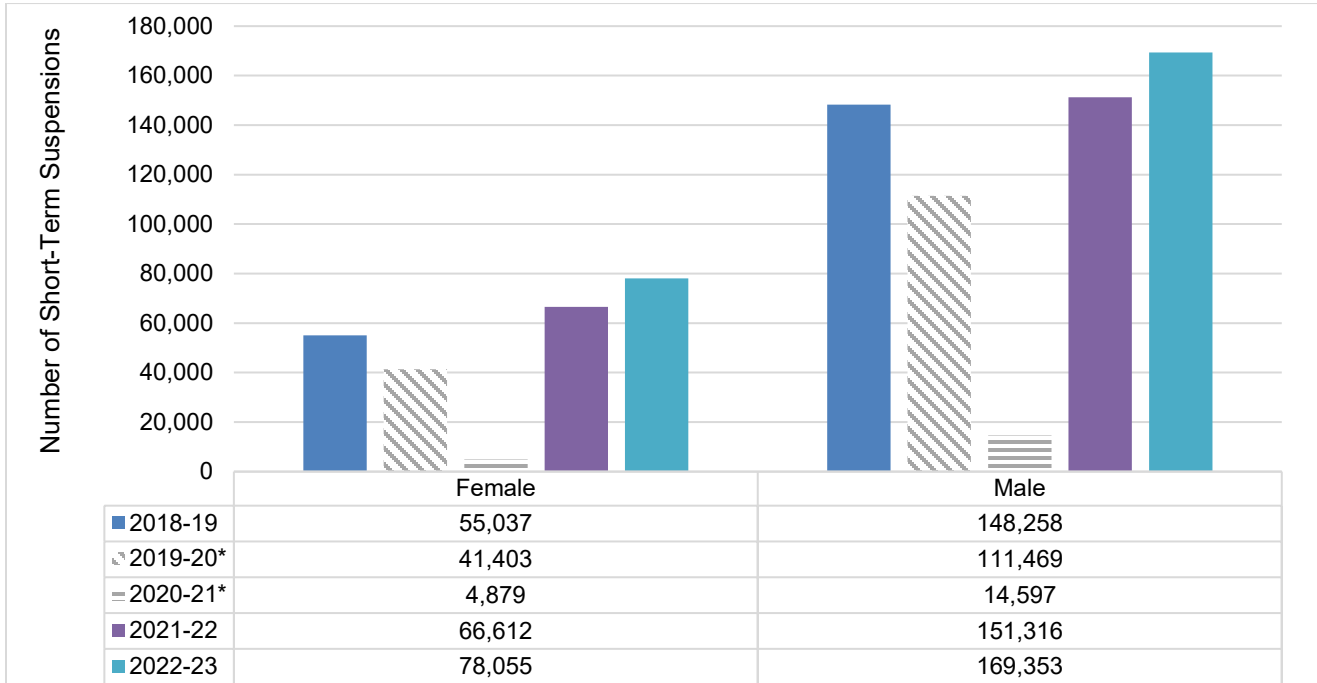


Figure S4. Number of Short-Term Suspensions by Sex, 2018-2019 to 2022-2023



Among student race/ethnicity subgroups, in 2022-2023, short-term suspension rates increased for all subgroups from the previous school year (2021-2022). The largest percent increases in rates were American Indian students (36.5%), Asian students (16.9%) and Two or More Races students (15.0%).

Figure S5. Rate of Short-Term Suspensions by Race/Ethnicity, 2018-2019 to 2022-2023

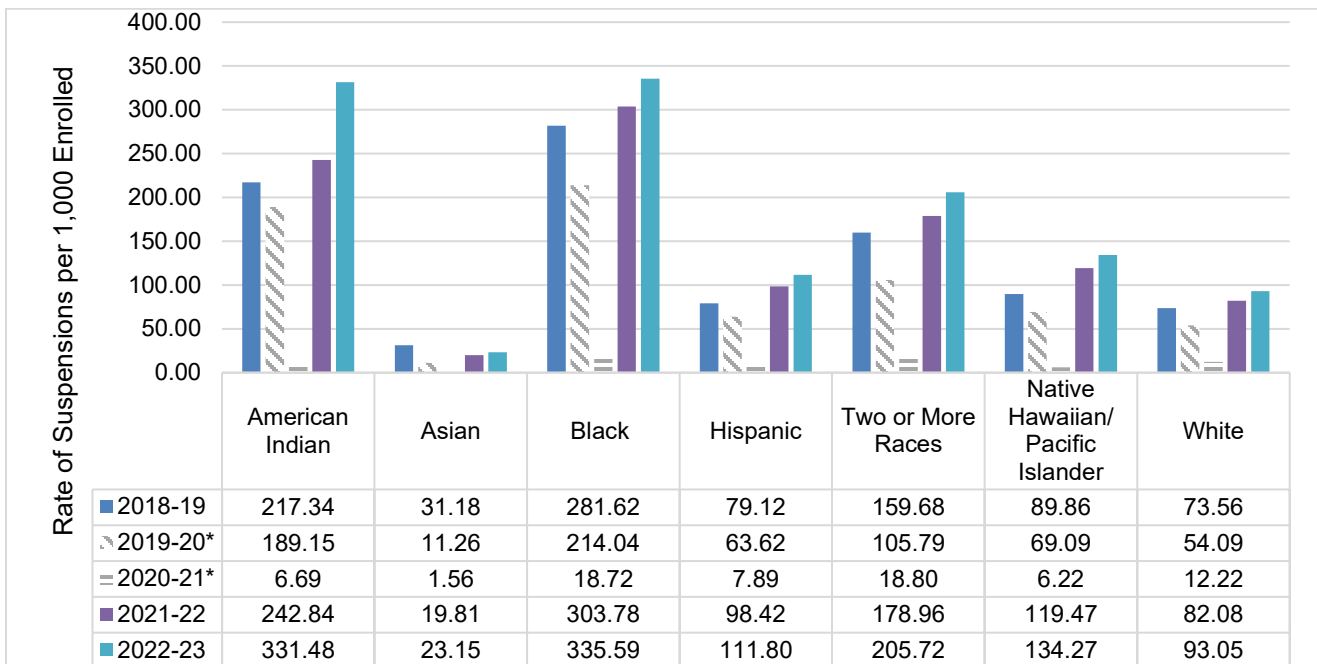
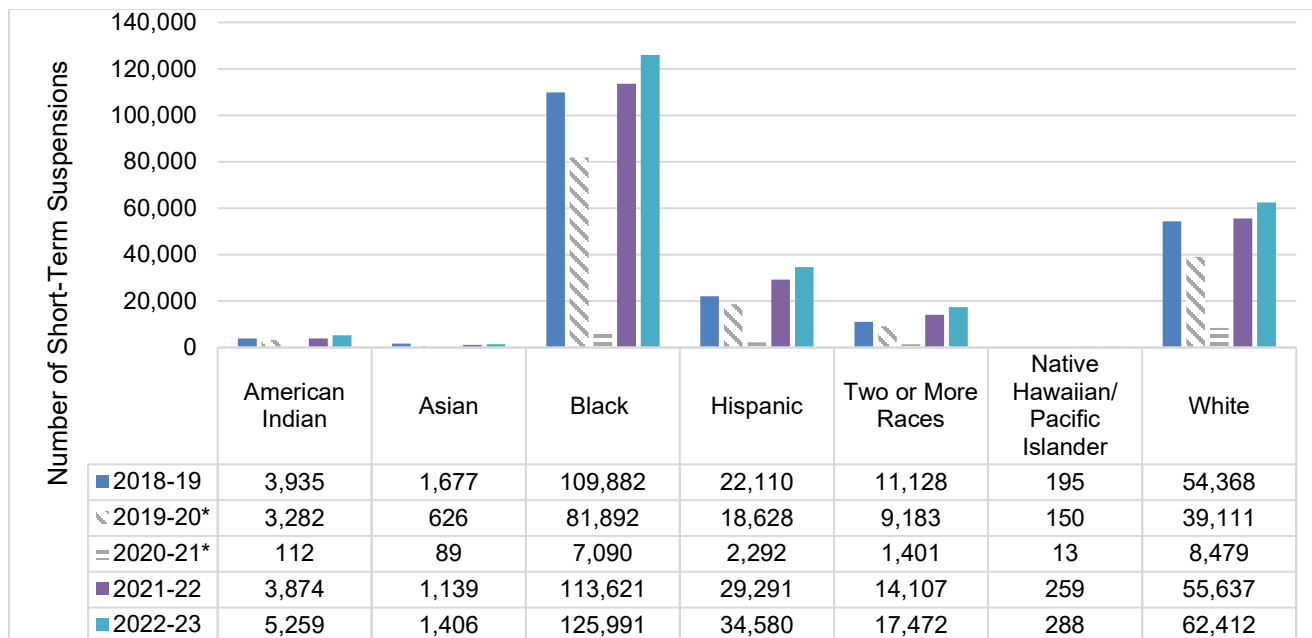


Figure S6. Number of Short-Term Suspensions by Race/Ethnicity, 2018-2019 to 2022-2023



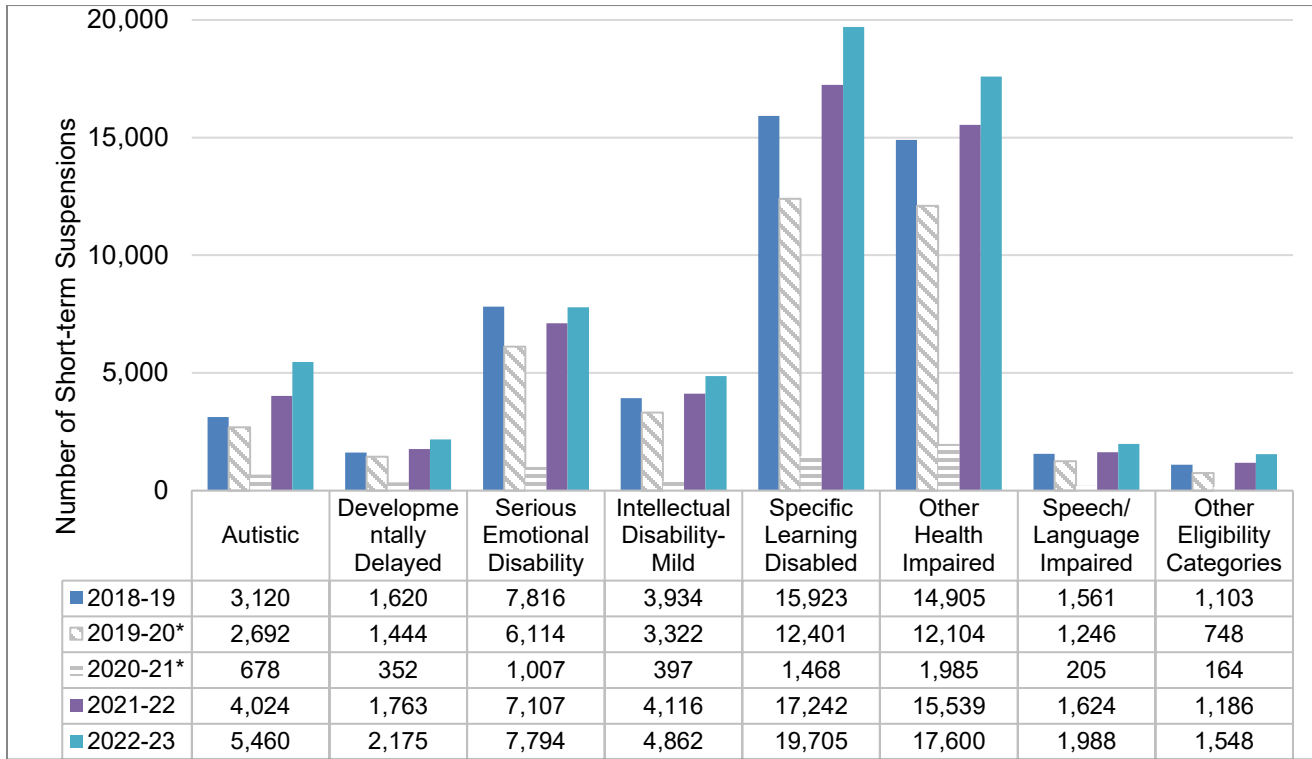
In 2022-2023, 24.6% of short-term suspensions were given to Students with Disabilities. This percentage is similar to the 24.1% in the 2021-2022 academic year. The rate for short-term suspensions for Students with Disabilities was 284.22 per 1,000 students enrolled. The rate for Students with Disabilities was 2.1 times higher than for Students without Disabilities.

Table S3. Short-Term Suspensions Received by Students with Disabilities, 2022-2023

	Number of Short-Term Suspensions	Rate per 1,000 Students
All Students	247,454	164.57
Students with Disabilities	61,132	284.22
Students without Disabilities	186,322	134.43
Autism	5,460	
Developmental Delay	2,175	
Serious Emotional Disability	7,794	
Intellectual Disability – Mild	4,862	
Specific Learning Disability	19,705	
Other Health Impairment	17,600	
Speech Impairment	1,988	
Other Eligibility Categories	1,548	

As seen in the figure below, students identified in the eligibility categories of Autism had the greatest percent increase (35.7%) in the number of suspensions between 2021-2022 and 2022-2023.

Figure S7. Short-Term Suspensions Received by Students with Disabilities, 2018-2019 to 2022-2023



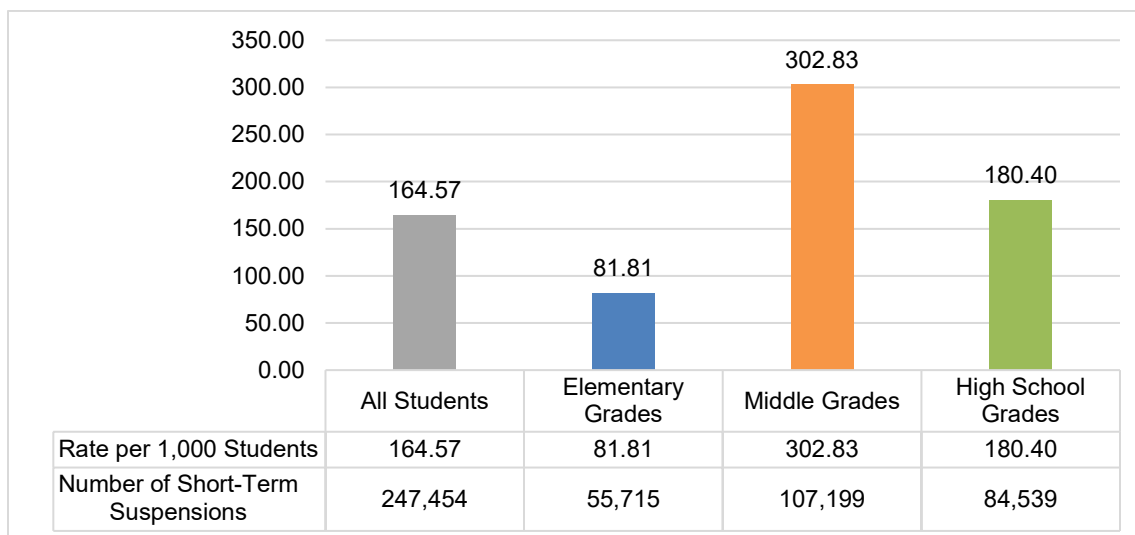
SHORT-TERM SUSPENSIONS BY GRADE LEVEL

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

Table S4. Short-Term Suspensions by Grade Level, 2022-2023

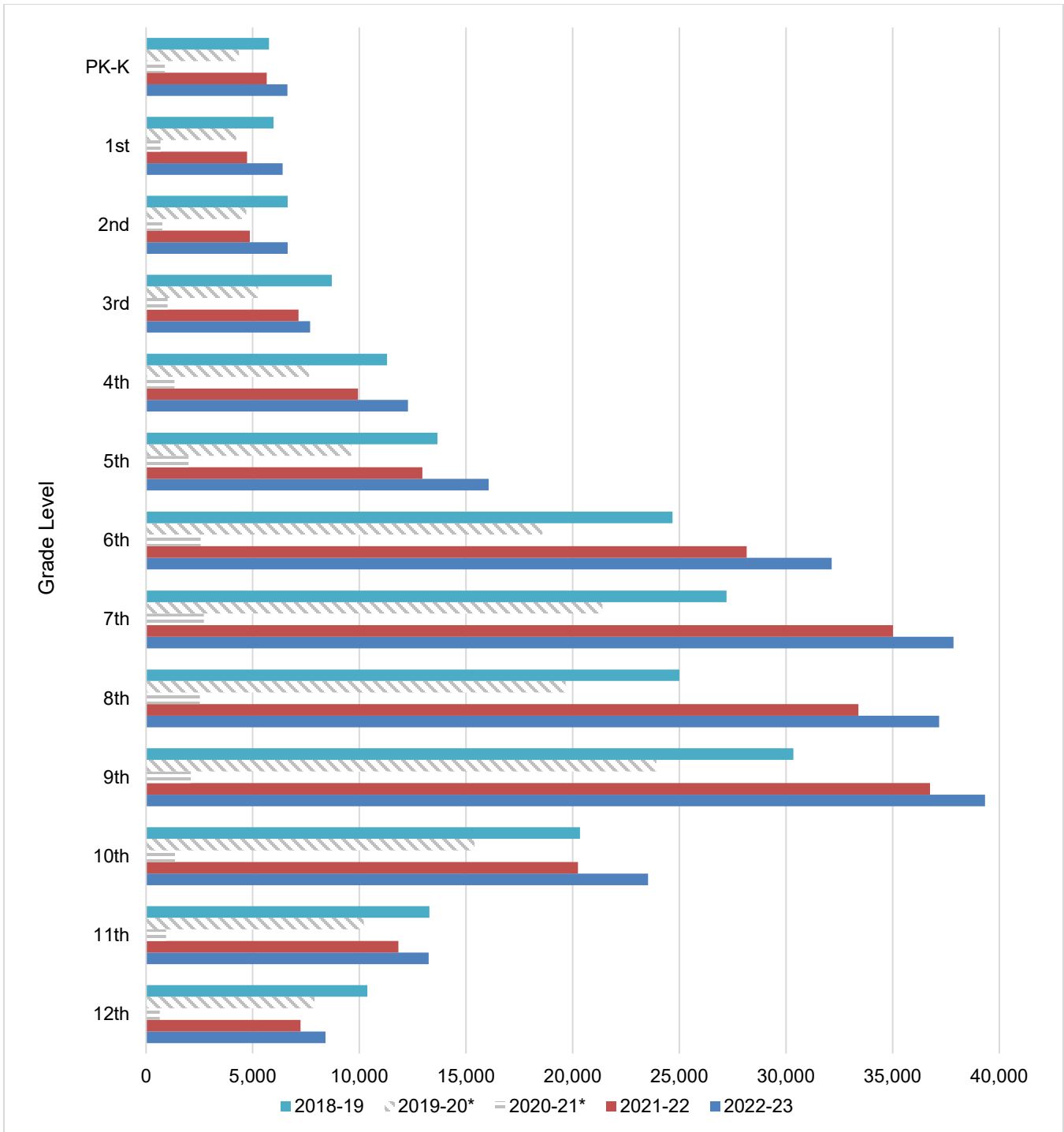
	Number of Short-Term Suspensions	Rate per 1,000 Students
All Students	247,454	164.57
Elementary Grades	55,715	81.81
Middle Grades	107,199	302.83
High School Grades	84,539	180.40
Pre-Kindergarten/Kindergarten	6,629	
Grade 1	6,400	
Grade 2	6,643	
Grade 3	7,688	
Grade 4	12,276	
Grade 5	16,061	
Grade 6	32,146	
Grade 7	37,856	
Grade 8	37,184	
Grade 9	39,325	
Grade 10	23,535	
Grade 11	13,249	
Grade 12 (includes 13 and XG)	8,415	

Figure S8. Short-Term Suspensions by Grade Level, 2022-2023



When compared to the number of suspensions by grade in 2021-2022, all grades saw increases in the number of short-term suspensions in 2022-2023. Grade 2 and Grade 1 saw the highest increases of 36.6% and 35.1%, respectively.

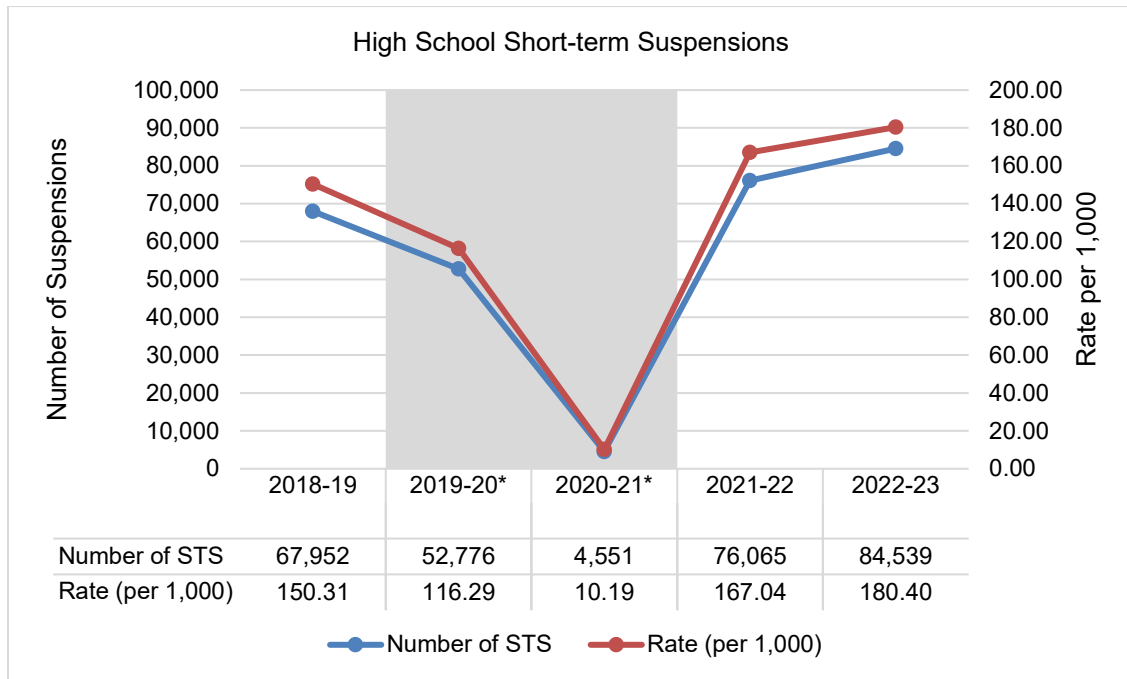
Figure S9. Short-Term Suspensions by Grade Level, 2018-2019 to 2022-2023



SHORT-TERM SUSPENSIONS IN HIGH SCHOOL GRADES

Across all high school grades (9, 10, 11 and 12; Grade 12 includes XG and Grade 13), 84,539 short-term suspensions were reported statewide for a rate of 180.40 suspensions per 1,000 high school students. When compared to the rate of short-term suspensions in high school grades in 2021-2022, the 2022-2023 short-term suspension rate increased 8.0%, from 167.04 to 180.40 suspensions per 1,000 high school students enrolled.

Figure S10. High School Short-Term Suspensions, 2018-2019 to 2022-2023



SHORT-TERM SUSPENSIONS BY PSU

Out of the 2,726 public schools statewide, in 2022-2023, 6.2% of schools (170) reported zero short-term suspensions, and 93.8% (2,556) of schools reported one or more short-term suspensions.

The number of short-term suspensions ranged from one to 1,093 suspensions, and the rate of short-term suspensions ranged from 1.18 per 1,000 students enrolled to 5,928.57 per 1,000 students enrolled, for the schools that reported at least one short-term suspension. Among these schools, 881 (34.5%) had rates above the state short-term suspension rate of 164.57 per 1,000 enrolled.

In 2022-2023, 38 (11.3%) PSUs reported zero short-term suspensions, and 296 (86.4%) reported at least one short-term suspension.

For the 296 PSUs that reported at least one short-term suspension, the number of short-term suspensions ranged from one to 22,724 suspensions; rates ranged from 0.01 per 1,000 students enrolled to 669.17 per 1,000 students enrolled. Eighty-seven (29.4%) had rates above the state short-term suspension rate of 164.57 per 1,000 enrolled, and 209 (70.6%) had rates below the state short-term suspension rate.

The lowest (non-zero) short-term suspension rates among PSUs in 2022-2023 were Community School of Davidson, Endeavor Charter, Eno River Academy, Lee County Schools, Quality Education Academy, Summit Charter, The Expedition School, The Hawbridge School and The Math and Science Academy (TMSA) Apex.

In 2022-2023, PSUs with the highest short-term suspension rates were Anson County Schools, Catamount School, Children's Village Academy, D.C. Virgo Preparatory Academy, Dillard Academy, Halifax County Schools, Northampton County Schools, Public Schools of Robeson County, Scotland County Schools, Vance County Schools and VERITAS Community School.

Table S9. Short-Term Suspension Statistics for Schools in PSUs, 2022-2023 and **Table S11. Short-Term Suspensions, Long-Term Suspensions and Expulsions in PSUs by Sex and Ethnicity, 2022-2023** detail short-term suspensions in PSUs and schools (see the [Suspensions and Expulsions Companion Report and Tables](#) section).

SHORT-TERM SUSPENSIONS FOR HIGH SCHOOL GRADES BY PSU

In 2022-2023, there were 201 PSUs across the state that enrolled students in grades 9 through 13 and XG. There was one PSU (Summit Charter) that reported zero high school short-term suspensions. The remaining 200 PSUs reported one to 8,934 suspensions with high school short-term suspension rates ranging from 2.79 short-term suspensions per 1,000 students enrolled to 712.96 short-term suspensions per 1,000 students enrolled. Among these PSUs, 68 (33.8%) had rates above the state high school short-term suspension rate of 180.40, and 133 (66.2%) had rates below the state high school short-term suspension rate.

The PSUs with the lowest (non-zero) high school short-term suspension rates in 2022-2023 were Anson County Schools, Community School of Davidson, Cornerstone Charter Academy, Eno River Academy, Millennium Charter Academy, Paul R. Brown Leadership Academy, Pine Lake Preparatory, Quality Education Academy, The Hawbridge School and Thomas Jefferson Classical Academy.

The PSUs with the highest high school short-term suspension rates in 2022-2023 were Halifax County Schools, Martin County Schools, Public Schools of Robeson County, Scotland County Schools, Vance County Schools, Warren County Schools and KIPP Gaston College Preparatory.

Table S10. High School Short-Term Suspension Statistics for PSUs, 2022-2023 details the number and rates of short-term suspensions in Grades 9-13 by PSU (see the [Suspensions and Expulsions Companion Report and Tables](#) section).

LONG-TERM SUSPENSIONS

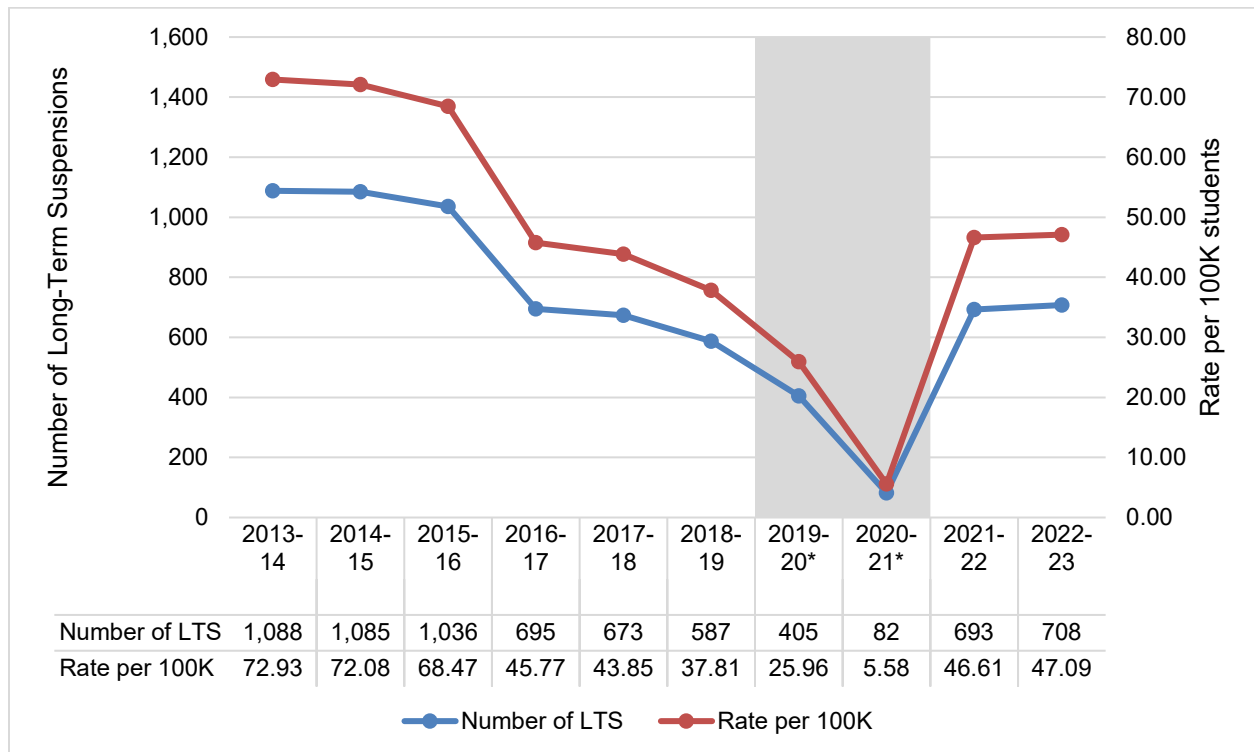
General Findings

In 2022-2023, 708 long-term suspensions were reported, an increase of 2.2% from the 693 long-term suspensions reported in 2021-2022 and a 20.6% increase from the 587 reported in 2018-2019.

The rate of long-term suspensions in 2022-2023 was 47.09 per 100,000 students. The 2022-2023 rate of long-term suspensions increased 1.0% compared to 2021-2022 and 24.5% compared to 2018-2019. However, there was a 51.3% decrease in the number of long-term suspensions and 51.2% decrease in the rate of long-term suspensions when compared to 2013-2014.

The 708 long-term suspensions in 2022-2023 were given to 703 individual students.

Figure S11. Long-Term Suspensions, 2013-2014 to 2022-2023³



³ *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 BY STUDENT SUBGROUP

Consistent with previous years, male students received more long-term suspensions than females in 2022-2023. The rate of long-term suspensions for male students (65.83 per 100,000 students enrolled) was 2.5 times the rate for females (26.44 per 100,000 students enrolled) in 2022-2023.

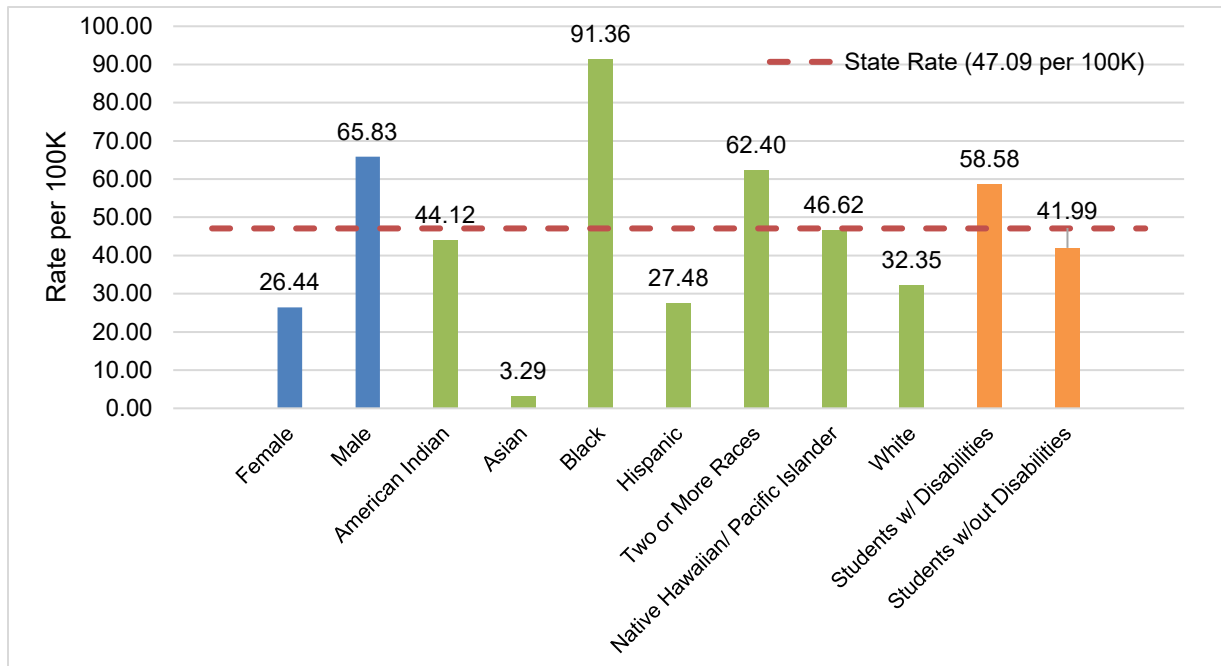
Within the race/ethnicity subgroups, Black students had the highest rate of long-term suspensions of 91.36 per 100,000 students, followed by Two or More Races students with a rate of 62.40. Asian students had the lowest rate of long-term suspensions per 100,000 students of 3.29.

Across all student subgroups, Black students, male students, Two or More Races students and Students with Disabilities were the only student subgroups with long-term suspension rates higher than the state (all students) rate.

Table S5. Long-Term Suspensions by Student Subgroup, 2022-2023

	Number of Long-Term Suspensions	Rate per 100K Students
All Students	708	47.09
Female	196	26.44
Male	512	65.83
American Indian	7	44.12
Asian	2	3.29
Black	343	91.36
Hispanic	85	27.48
Two or More Races	53	62.40
Native Hawaiian/Pacific Islander	1	46.62
White	217	32.35
Students with Disabilities	126	58.58
Students without Disabilities	582	41.99

Figure S12. Rate of Long-Term Suspensions by Student Subgroup, 2022-2023



In 2022-2023, when compared to 2021-2022, the rate of long-term suspensions for female students decreased 1.0%. For male students, when compared to 2021-2022, the rate of long-term suspensions increased 1.9%.

Figure S13. Rate of Long-Term Suspensions by Sex, 2018-2019 to 2022-2023

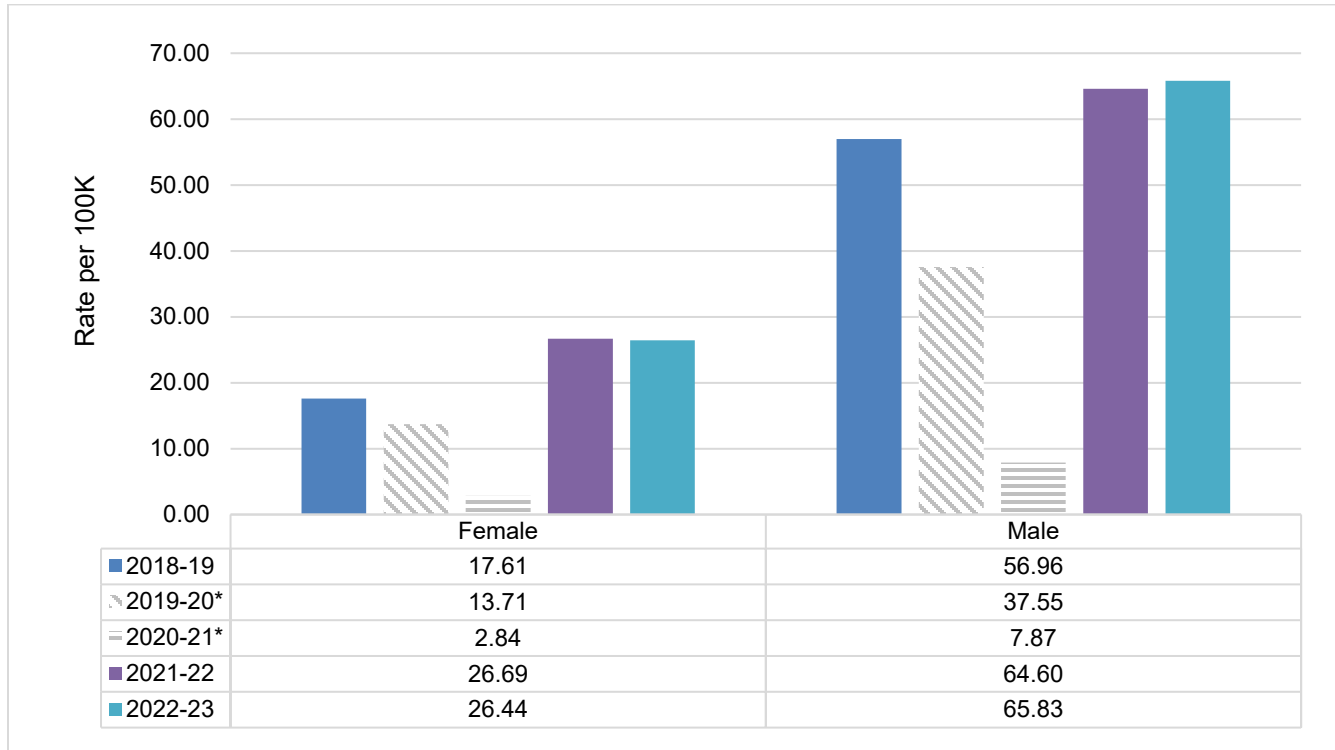
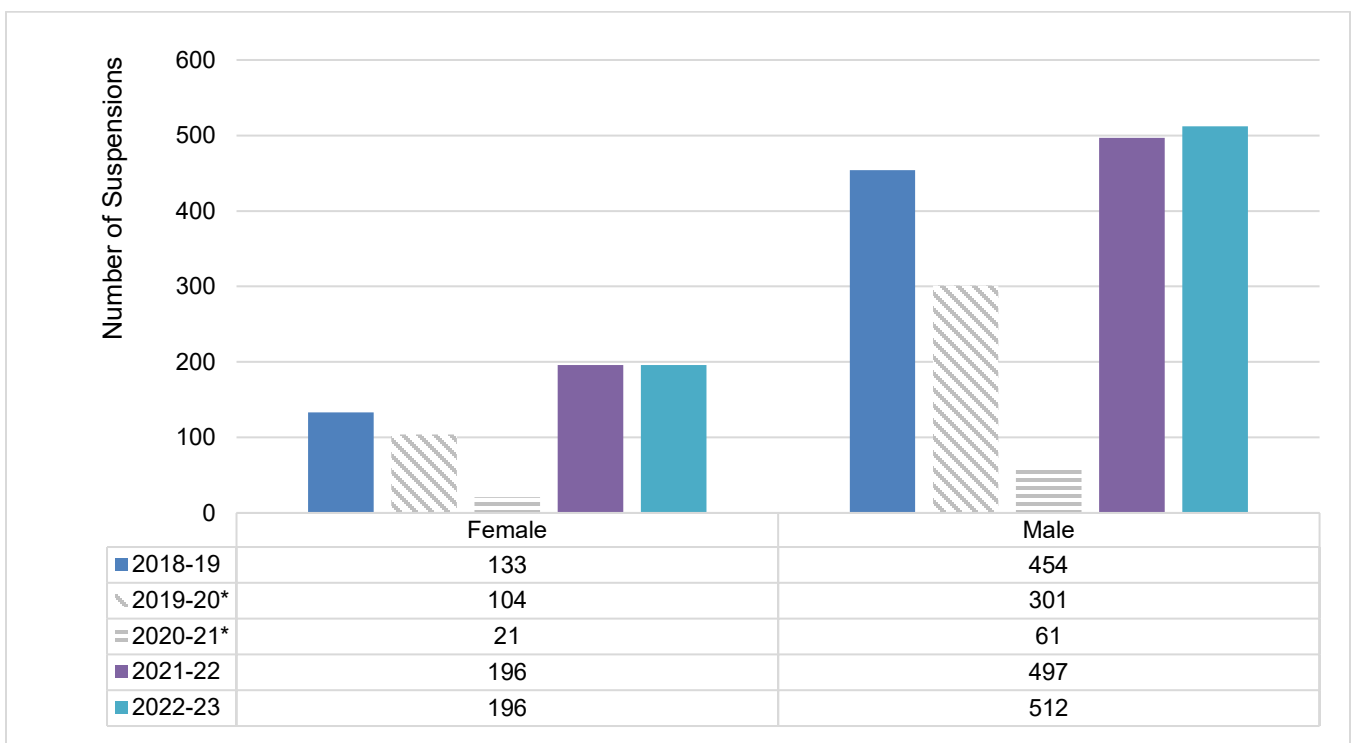


Figure S14. Count of Long-Term Suspensions by Sex, 2018-2019 to 2022-2023



American Indian, Two or More Races and White students saw increases in rates of long-term suspensions from 2021-2022 to 2022-2023, with the largest percent seen for American Indian students (250.19%). The rates of long-term suspensions decreased for Native Hawaiian/Pacific Islander (66.3%), Asian (52.7%), Black (11.2%) and Hispanic (6.0%) students.

Figure S15. Rate of Long-Term Suspensions by Race/Ethnicity, 2018-2019 to 2022-2023

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

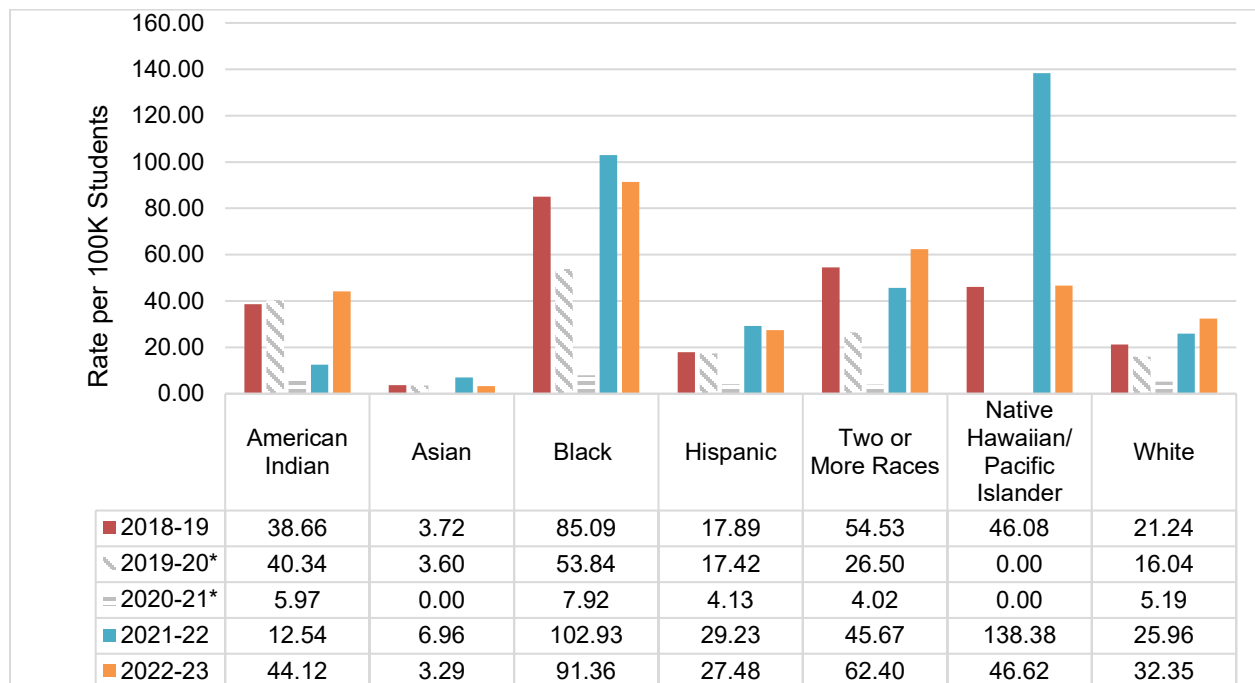
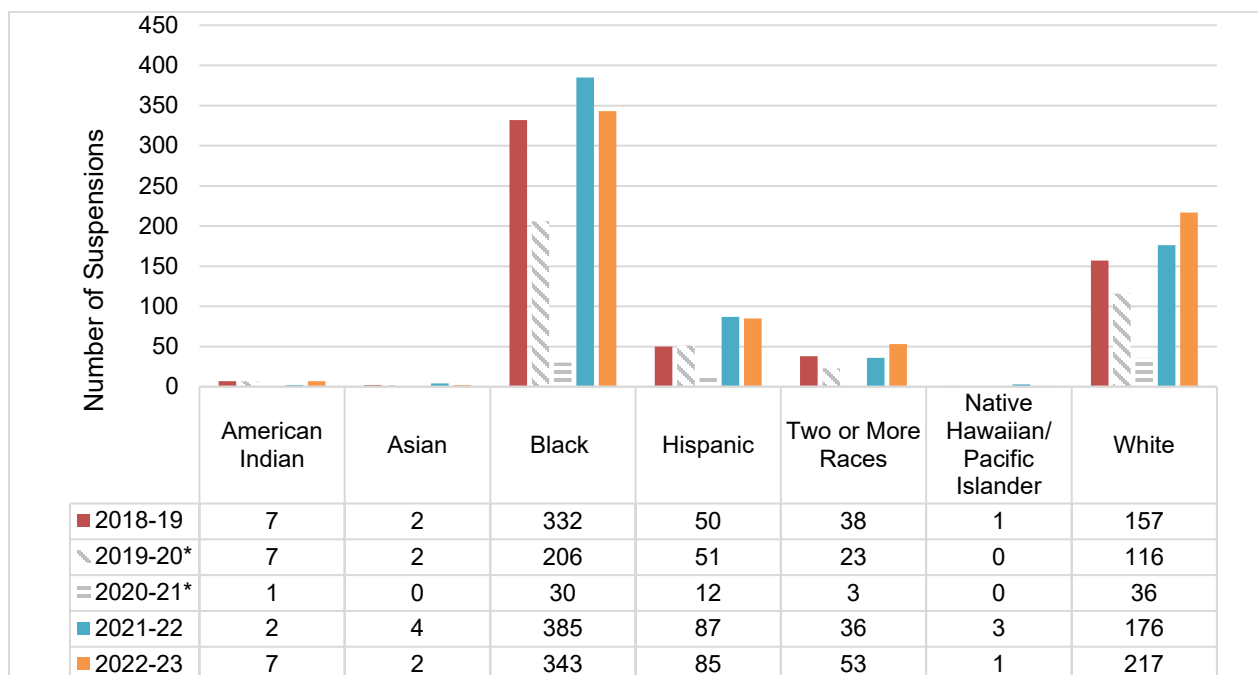


Figure S16. Count of Long-Term Suspensions by Race/Ethnicity, 2018-2019 to 2022-2023



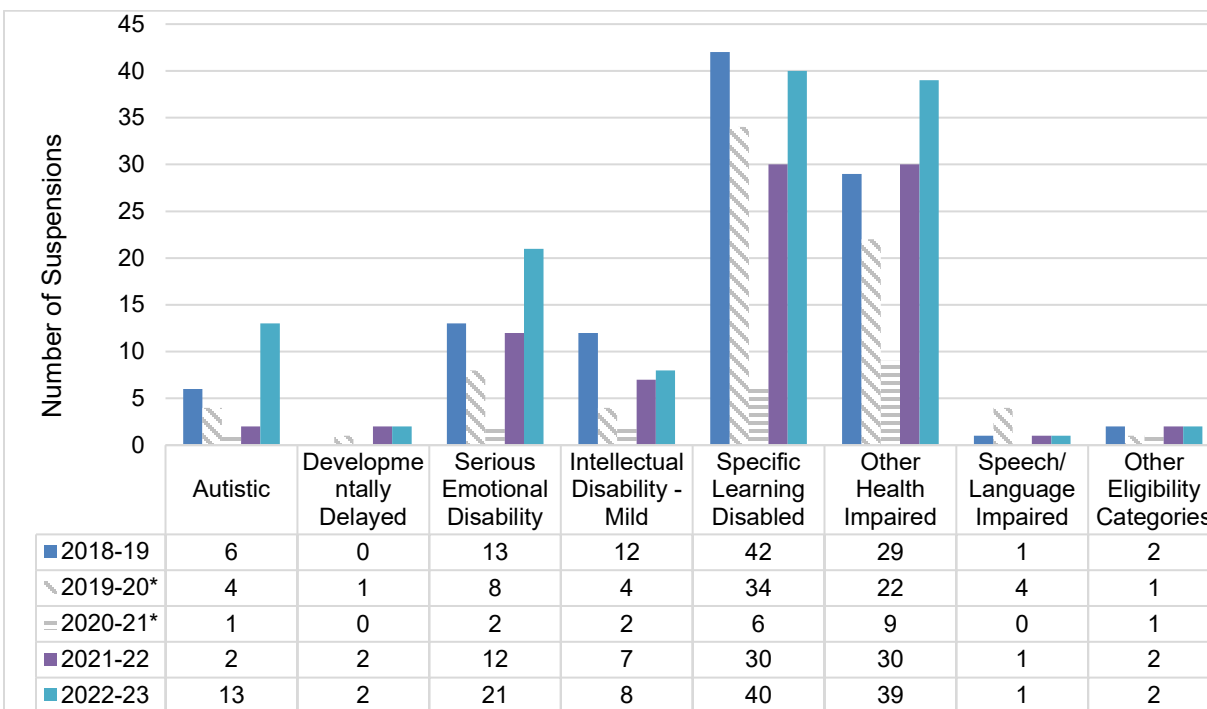
Of the 708 long-term suspensions in 2022-2023, 86 (17.8%) were given to Students with Disabilities. The rate of long-term suspensions for Students with Disabilities was 1.4 times higher than the rate for Students without Disabilities. Of the seven most often reported eligibility categories, students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

Table S6. Long-Term Suspensions Received by Students with Disabilities, 2022-2023

	Number of Long-Term Suspensions	Rate per 100K Students
All Students	708	47.09
Students with Disabilities	126	58.58
Students without Disabilities	582	41.99
Autism	2	
Developmental Delay	2	
Serious Emotional Disability	12	
Intellectual Disability – Mild	7	
Specific Learning Disability	30	
Other Health Impairment	30	
Speech Impairment	1	
Other Eligibility Categories	2	

Of the seven most often reported eligibility categories, the largest increase in the number of long-term suspensions in 2022-2023 was for students identified in the eligibility categories of Autism and Serious Emotional Disability.

Figure S17. Long-Term Suspensions Received by Students with Disabilities, 2018-2019 to 2022-2023



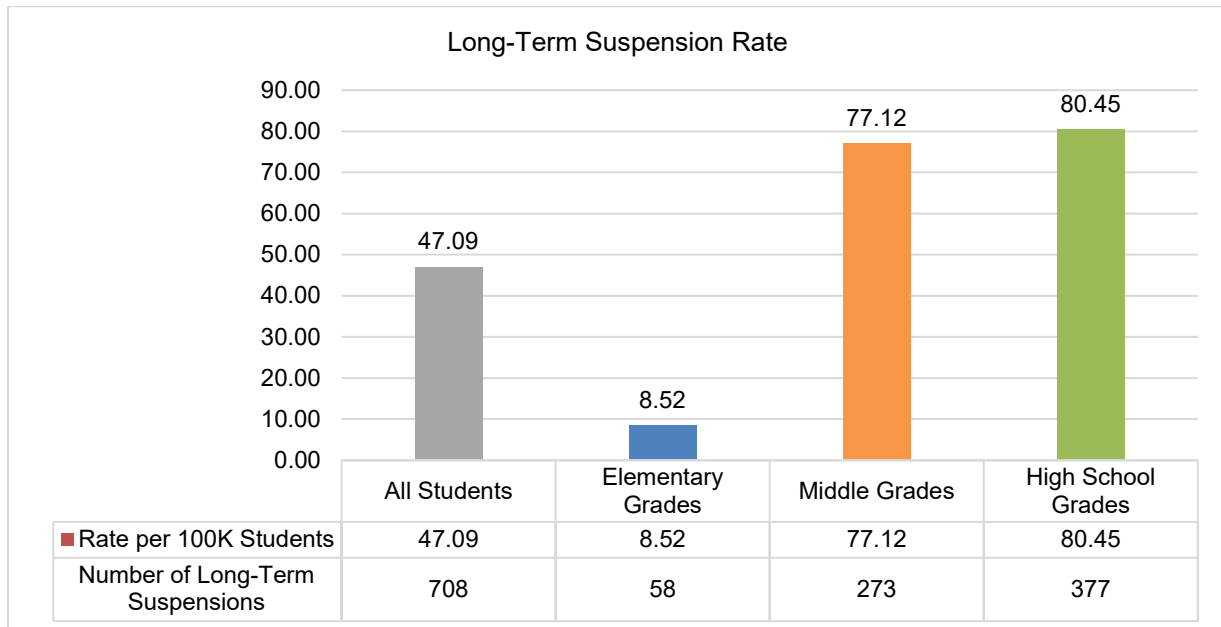
LONG-TERM SUSPENSIONS BY GRADE LEVEL

As is consistent with previous years, high school grades reported the most long-term suspensions in 2022-2023 and account for 53.2% of all long-term suspensions. Across all high school grades (9, 10, 11 and 12, including grade 13 and XG), 377 long-term suspensions were reported statewide for a rate of 80.45 suspensions per 100,000 high school students. There were 273 long-term suspensions in middle school grades in 2022-2023. The rate of long-term suspensions in middle school grades was 77.12 per 100,000 students.

Table S7. Long-Term Suspensions by Grade Level, 2022-2023

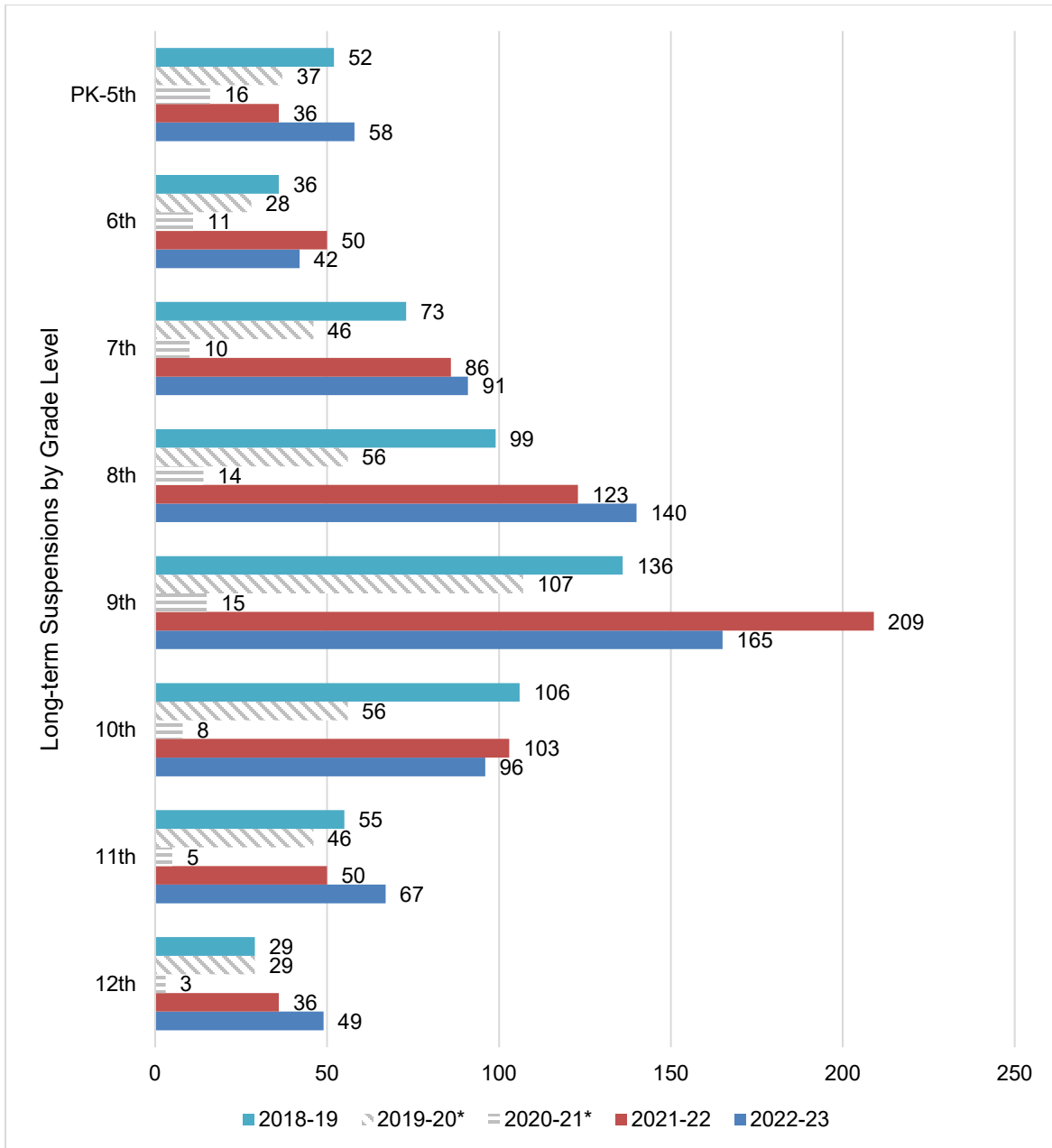
	Number of Long-Term Suspensions	Rate per 100K Students
All Students	708	47.09
Elementary Grades	58	8.52
Middle Grades	273	77.12
High School Grades	377	80.45
Grade 6	42	
Grade 7	91	
Grade 8	140	
Grade 9	165	
Grade 10	96	
Grade 11	67	
Grade 12 (includes 13 and XG)	49	

Figure S18. Long-Term Suspensions by Grade Level, 2022-2023



When compared to the number of suspensions by grade in 2021-2022, all elementary grades, Grades 7, 8, 11 and 12 saw increases in the number of long-term suspensions in 2022-2023. Whereas, Grades 6, 9 and 10 saw decreases.

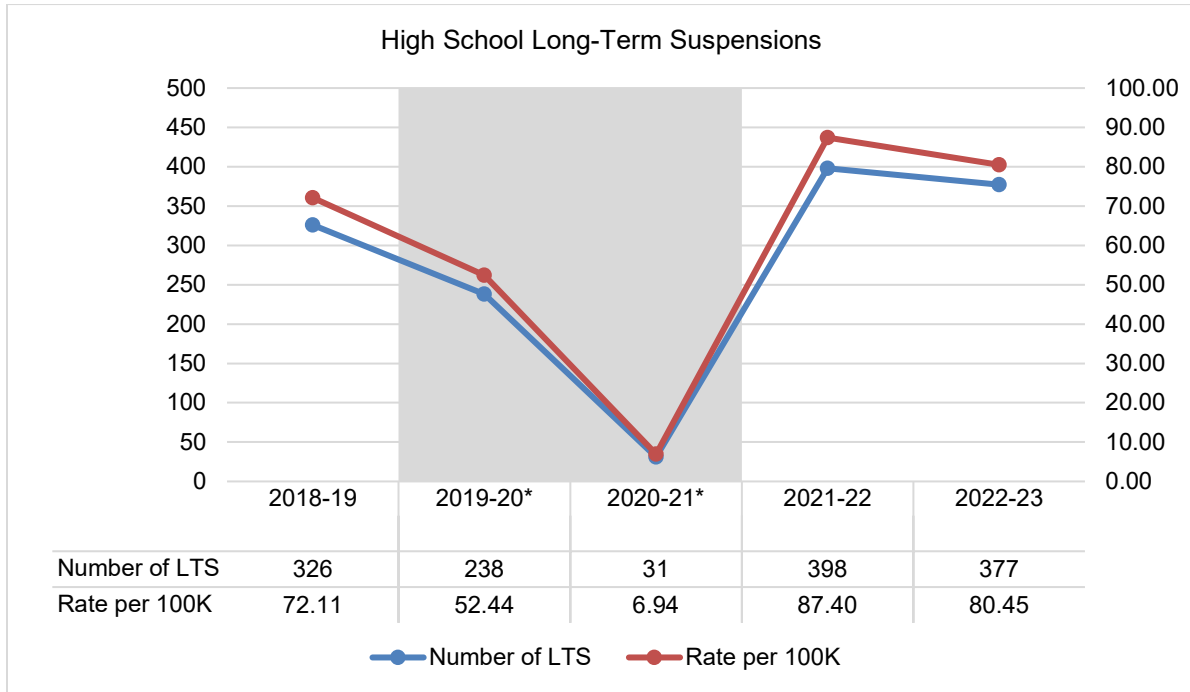
Figure S19. Long-Term Suspensions by Grade Level, 2018-2019 to 2022-2023



LONG-TERM SUSPENSIONS IN HIGH SCHOOL GRADES

Across all high school grades (9, 10, 11 and 12, including grade 13 and XG), 377 long-term suspensions were reported statewide for a rate of 87.40 suspensions per 100,000 high school students.

Figure S20. High School Long-Term Suspensions, 2018-2019 to 2022-2023



LONG-TERM SUSPENSIONS BY PSU

In 2022-2023, across the state, 214 (64.5%) PSUs reported zero long-term suspensions. The remaining 118 (35.5%) PSUs reported one to 96 long-term suspensions, with long-term suspension rates ranging from 4.4 long-term suspensions per 100,000 students enrolled to 1,818.2. Among these PSUs, 80 (67.8%) had rates above the state long-term suspension rate of 47.09 per 100,000 students enrolled, and 38 (32.2%) had rates below the state long-term suspension rate.

The PSUs with the lowest (non-zero) long-term suspension rates in 2022-2023 were Brunswick County Schools, Catawba County Schools, Gaston County Schools, Wake County Schools and Winston-Salem / Forsyth County Schools.

The PSUs with the highest long-term suspension rates in 2022-2023 were Aristotle Preparatory Academy, Catamount School, Halifax County Schools, Kannapolis City Schools, KIPP Gaston College Preparatory, MINA Charter School of Lee County, Northampton County Schools and Raleigh Oak Charter School.

Table S11. Short-Term Suspensions, Long-Term Suspensions and Expulsions in PSUs by Sex and Ethnicity, 2021-2022 details long-term suspensions by PSU (see the [Suspensions and Expulsions Companion Report Tables](#) section).

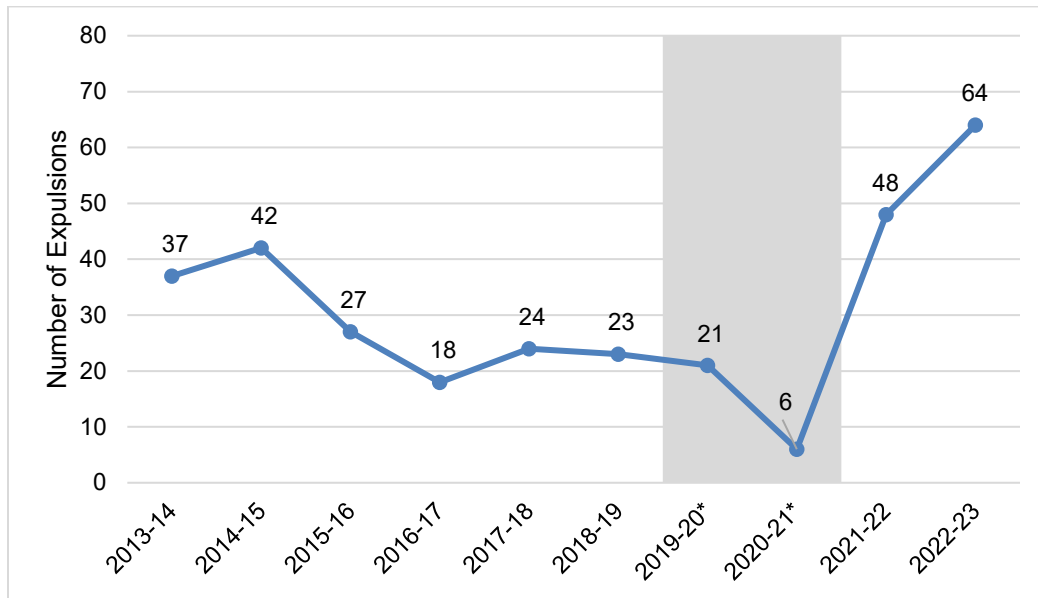
EXPULSIONS

General Findings

In 2022-2023, there were 64 expulsions across all North Carolina public-school units.

When compared to the most recent pre-pandemic school year and over a five-year period, the total number of expulsions increased 33.3% from the 48 in 2021-2022 and 178.3% from the 23 in 2018-2019. Over the 10-year period from 2013-2014 to 2022-2023, the number of expulsions increased 73.0% in 2022-2023.

Figure S21. Expulsions, 2013-2014 to 2022-2023⁴

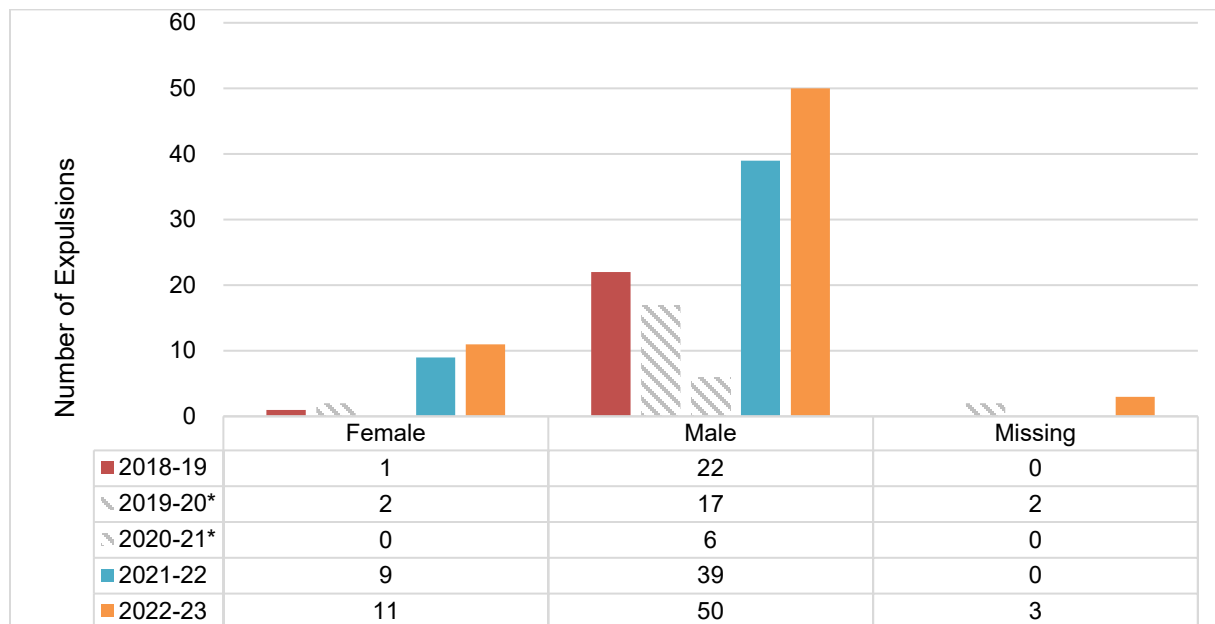


⁴ *In response to the COVID-19 pandemic, starting in March of the 2019-2020 school year and continuing through the 2020-2021 school year, public-school units across the state employed unprecedented methods to ensure continued student learning by utilizing various modes of instruction and student outreach. 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.

EXPULSIONS BY STUDENT SUBGROUP

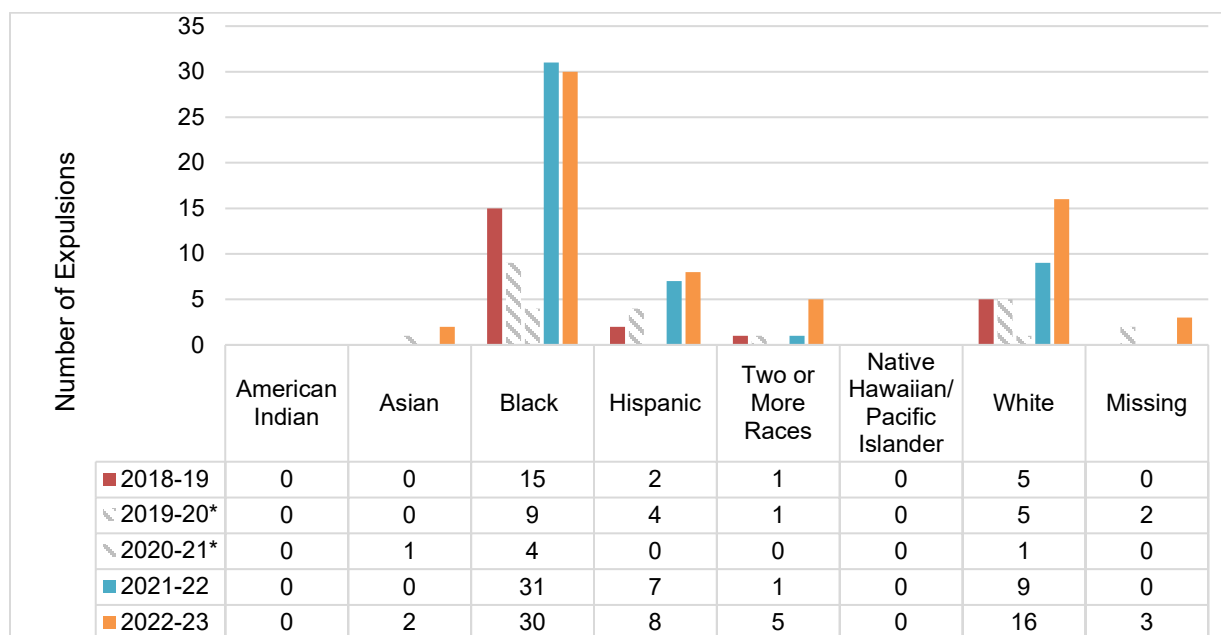
Consistent with previous years, male students were expelled more than female students. In 2022-2023, 50 (78.1%) expelled students were male. The number of female and male students expelled in 2022-2023 is higher than in any of the previous four school years.

Figure S22. Expulsions by Sex, 2018-2019 to 2022-2023



Of the 64 students expelled in 2022-2023, 46.9% were Black, 25.0% were White, 12.5% were Hispanic, 7.8% were Two or More Races and 3.1% were Asian.

Figure S23. Expulsions by Race/Ethnicity, 2018-2019 to 2022-2023



Of the 64 students expelled in 2022-2023, six (9.4%) were Students with Disabilities.

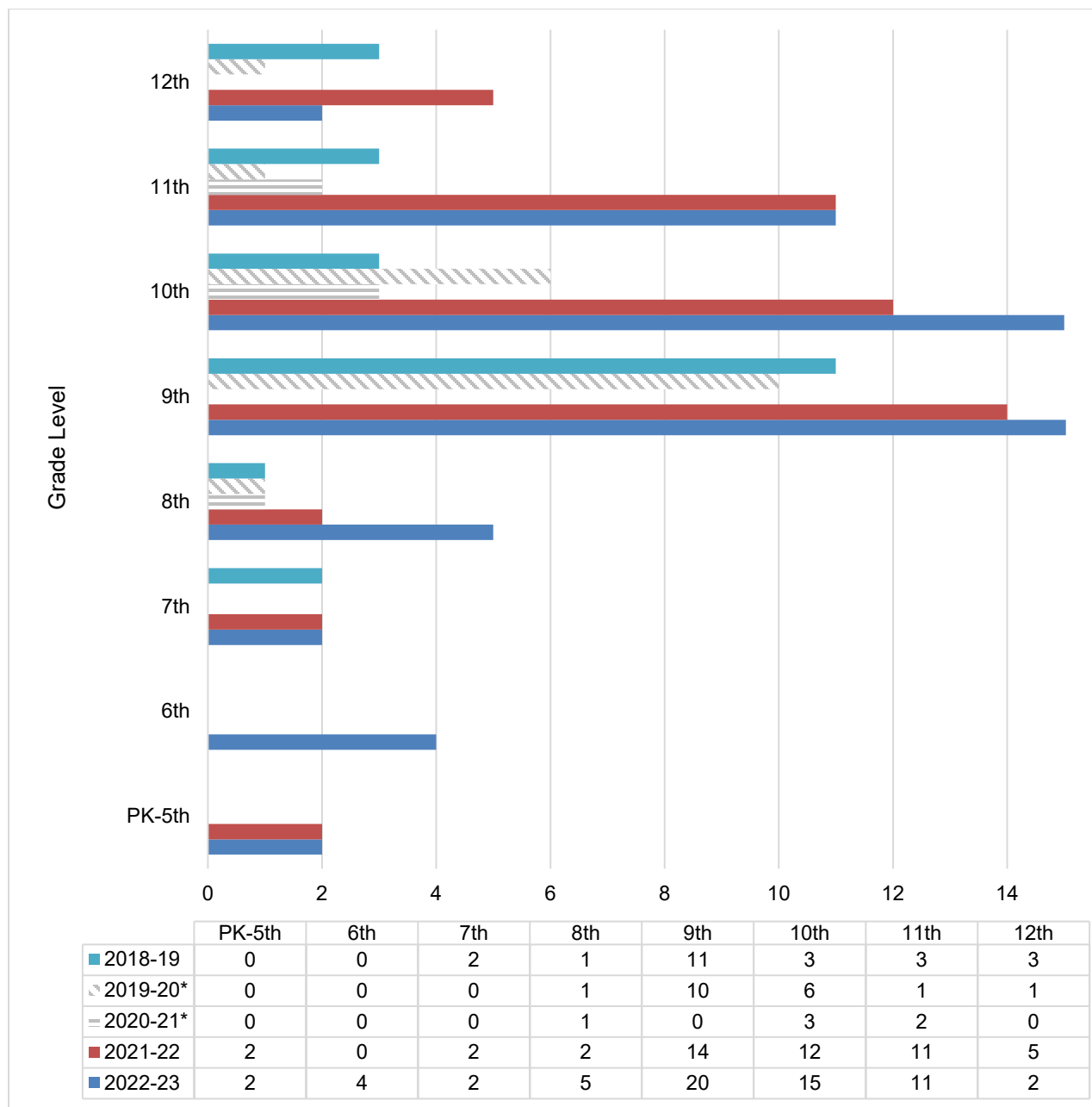
Table S8. Expulsions of Students with Disabilities, 2018-2019 to 2022-2023

	2018-19	2019-20*	2020-21*	2021-22	2022-23
Autistic	0	0	0	0	0
Developmentally Delayed	0	0	0	0	0
Serious Emotional Disability	1	2	1	1	1
Intellectual Disability – Mild	0	0	0	0	0
Specific Learning Disabled	3	0	1	2	2
Other Health Impaired	1	0	0	3	3
Speech/Language Impaired	0	0	0	0	0
Other Eligibility Categories	1	0	0	0	0
Total	6	2	2	6	6

EXPULSIONS BY GRADE LEVEL

Most expulsions occur in high school grades. Ninth-graders received the most expulsions during the 2022-2023 academic year, followed by 10th- and 11th-graders.

Figure S24. Expulsions by Grade Level, 2018-2019 to 2022-2023



EXPULSIONS BY PSU

In 2022-2023, across the state, 31 PSUs reported one or more expulsions. The number of expulsions per PSU ranged from one to 10.

Table S11. Short-Term Suspensions, Long-Term Suspensions and Expulsions in PSUs by Sex and Ethnicity, 2022-2023 details expulsions by PSU (see the [Suspensions and Expulsions Companion Report and Tables](#) section).

SUSPENSIONS AND EXPULSIONS COMPANION REPORT AND TABLES

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

2022-2023 Consolidated Data Companion Report

Table S9. Short-Term Suspension Statistics for Schools in PSUs, 2022-2023

Table S10. High School Short-Term Suspension Statistics for PSUs, 2022-2023

Table S11. Short-Term Suspensions, Long-Term Suspensions and Expulsions in PSUs by Sex and Ethnicity, 2022-2023

2022-2023 USES OF CORPORAL PUNISHMENT

INTRODUCTION

This report delivers disaggregated data on the use of corporal punishment per G.S. 115C-12(27). Corporal punishment uses are disaggregated by public-school unit (PSU), sex, race/ethnicity, grade level, type of disability and reason for punishment.

GENERAL FINDINGS

Although some corporal punishment data has been captured for some PSUs over many years, 2010-11 was the first year that all uses of corporal punishment were required to be reported.

Over the last five academic years, 2018–2019, 2019–2020*, 2020–2021*, 2021–2022 and 2022-2023, no district in the state has reported the use of corporal punishment in schools. In the 2017–2018 academic year, two PSUs employed corporal punishment for a total of 60 uses, 15 fewer than the 75 reported uses in the 2016–2017 academic year.

Data and Reporting Considerations and Cautions

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

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

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

2022-2023 REASSIGNMENTS FOR DISCIPLINARY REASONS

INTRODUCTION

Definitions of Reassignments for Disciplinary Purposes

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

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

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

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

Student Reassignment Data Collection, Analysis and Reporting

DATA COLLECTION AND REPORTING PROCEDURES

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

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

Within this section of the report, unless otherwise stated, the charts and tables in this section represent numbers of full-day in-school suspensions, alternative learning placements and suspensions, not the number of unique students.

COUNT AND RATE CALCULATIONS

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

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

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

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

Alternative learning placement as a disciplinary action rate per 100,000 students enrolled calculation:

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

LIMITATIONS AND CAUTIONS OF COMPARISONS TO PRIOR ACADEMIC YEAR DATA

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

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

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

IN-SCHOOL SUSPENSIONS

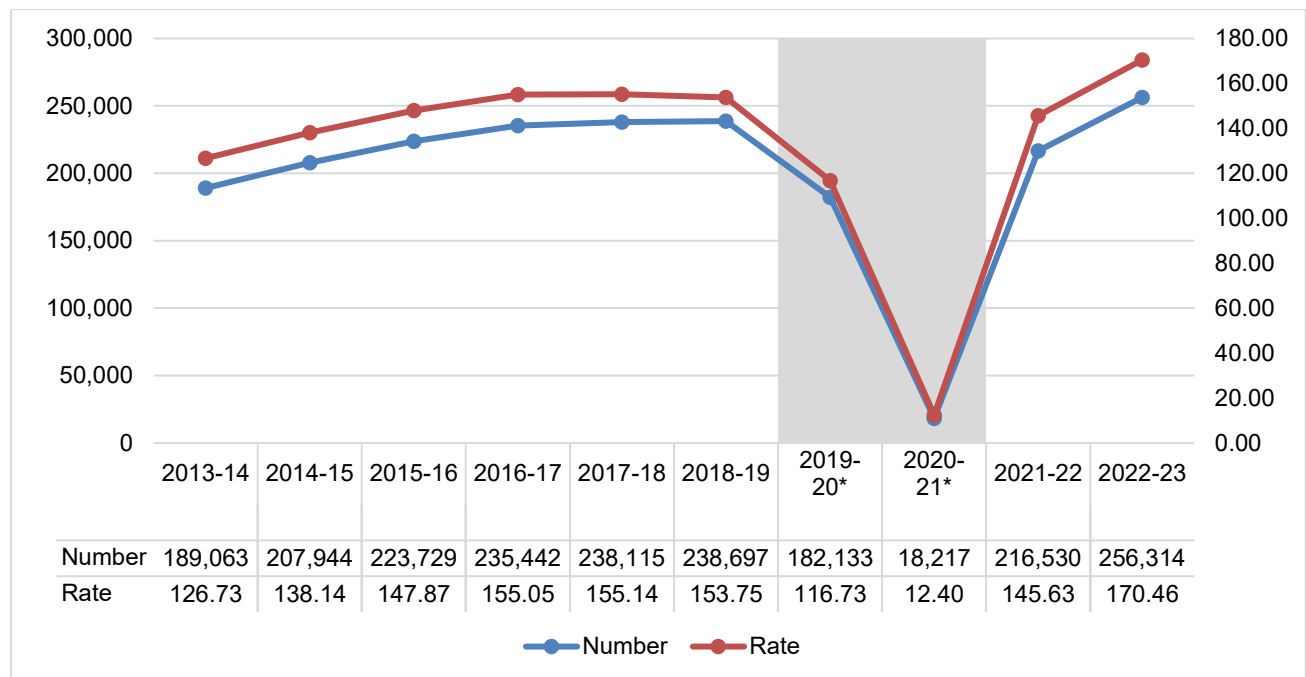
General Findings

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

Compared to the previous school year, the total number of in-school suspensions increased 18.4% from 2021-2022 to 2022-2023. The rate of in-school suspensions increased 17.1% from 2021-2022 to 2022-2023.

The five-year comparisons of the number and rate of in-school suspensions from 2018-2019 to 2022-2023 showed an increase of 7.4% and 10.9%, respectively, as did the 10-year comparison of 2013-2014 to 2022-2023 of 35.6% and 25.7%, respectively.

Figure R1. In-School Suspensions, 2013-2014 to 2022-2023⁵



⁵ *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-SCHOOL SUSPENSIONS BY STUDENT SUBGROUP

Of the 256,314 full-day in-school suspensions, 174,894 (68.2%) were assigned to male students, and 81,406 (31.8%) were assigned to female students. The rate of in-school suspensions for male students was 2.1 times the rate of in-school suspensions for female students.

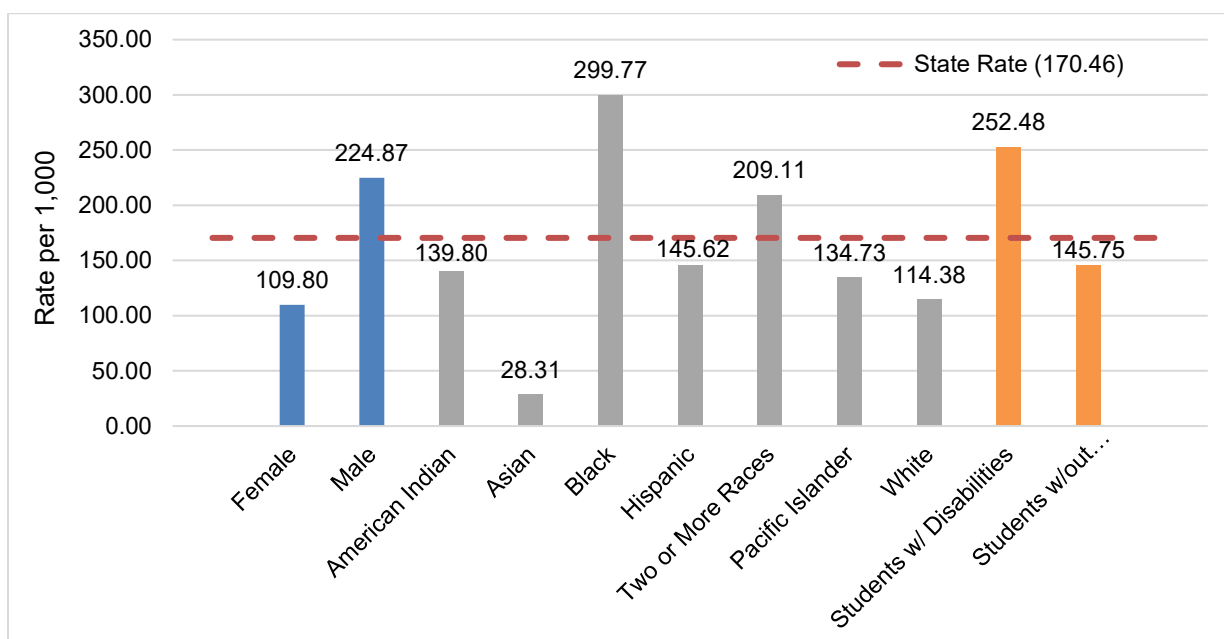
Within the race/ethnicity subgroups, Black students had the highest rate of in-school suspensions (299.77 per 1,000 students enrolled), followed by Two or More Races students (209.11). Asian students had the lowest rate of in-school suspensions.

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

Table R1. Full Day In-School Suspensions by Student Subgroup, 2022-2023

Race/Ethnicity	Number of In-School Suspensions	Rate per 1,000 Students
All Students	256,314	170.46
Female	81,406	109.80
Male	174,894	224.87
American Indian	2,218	139.80
Asian	1,719	28.31
Black	112,545	299.77
Hispanic	45,042	145.62
Two or More Races	17,760	209.11
Native Hawaiian/Pacific Islander	289	134.73
White	76,726	114.38
Students with Disabilities	54,305	252.48
Students without Disabilities	202,009	145.75

Figure R2. Rate of Full-Day In-School Suspensions by Student Subgroup, 2022-2023



The table below shows the breakdown of in-school suspensions assigned to Students with Disabilities in the most reported eligibility categories. Students with Disabilities had a higher rate (1.7 times higher) of in-school suspensions than Students without Disabilities. Students identified in the eligibility categories of Specific Learning Disability and Other Health Impairment had the highest number of in-school suspensions.

Table R2. Full-Day In-School Suspensions Received by Students with Disabilities, 2022-2023

Eligibility Categories	Number of In-School Suspensions	Rate per 1,000 Students
All Students	256,314	170.46
Students with Disabilities	54,305	252.48
Students without Disabilities	202,009	145.75
Autism	2,672	
Developmental Delay	652	
Serious Emotional Disability	4,619	
Intellectual Disability – Mild	3,908	
Specific Learning Disability	22,688	
Other Health Impairment	17,241	
Speech Impairment	1,594	
Other Eligibility Categories	931	

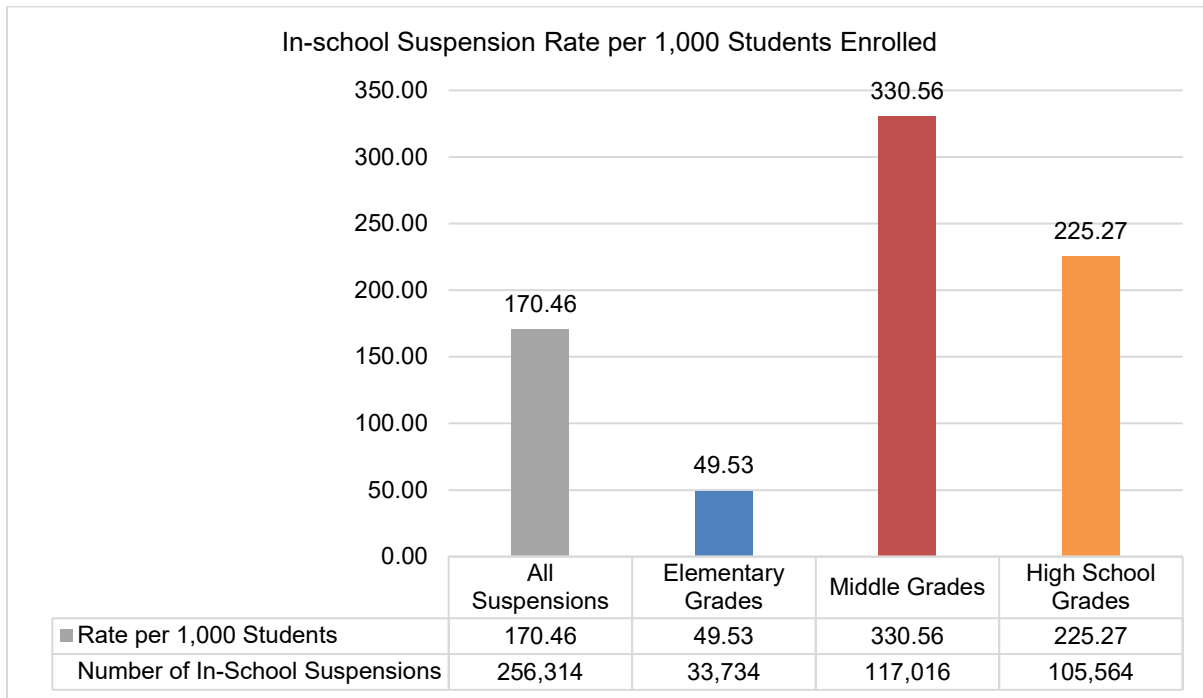
IN-SCHOOL SUSPENSIONS BY GRADE LEVEL

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

Table R3. Full-Day In-School Suspensions by Grade Level, 2022-2023

Grade Level	Number of In-School Suspensions	Rate per 1,000 Students
All Suspensions	256,314	170.46
Elementary Grades	33,734	49.53
Middle Grades	117,016	330.56
High School Grades	105,564	225.27
Pre-Kindergarten/Kindergarten	2,167	
Grade 1	3,533	
Grade 2	4,179	
Grade 3	5,218	
Grade 4	8,098	
Grade 5	10,537	
Grade 6	35,045	
Grade 7	42,605	
Grade 8	39,359	
Grade 9	46,337	
Grade 10	30,073	
Grade 11	17,821	
Grade 12 (Includes 13 and XG)	11,328	

Figure R3. Rate of Full-Day In-School Suspensions by Grade Level, 2022-2023



IN-SCHOOL SUSPENSIONS BY PSU

In 2022-2023, 99 (30.7%) PSUs reported zero in-school suspensions, and 233 (72.4%) reported at least one in-school suspension.

For the 233 PSUs that reported at least one in-school suspension, the number of in-school suspensions ranged from one to 18,065 suspensions; rates ranged from 0.74 per 1,000 students enrolled to 518.30 per 1,000 students enrolled. Sixty (25.8%) had rates above the state in-school suspension rate of 170.46 per 1,000 students enrolled, and 173 (74.2%) had rates below the state rate.

The PSUs with the lowest (non-zero) in-school suspension rates in 2022-2023 were Carolina International School, Sterling Montessori Academy, Sugar Creek Charter, Thomas Jefferson Classical Academy, Unity Classical Charter School and Voyager Academy.

The PSUs with the highest in-school suspension rates in 2022-2023 were Asheboro City Schools, Cleveland County Schools, Clinton City Schools, Columbus County Schools, Edgecombe County Public Schools, Granville County Schools, Nash County Public Schools and Pamlico County Schools.

Table R7. Reassignments for Disciplinary Reasons by School and PSU, 2022-2023 details in-school suspensions in PSUs and schools, (see the [Reassignments for Disciplinary Reasons Companion Report and Tables](#) section).

ALTERNATIVE LEARNING PLACEMENTS AS DISCIPLINARY ACTIONS

General Findings

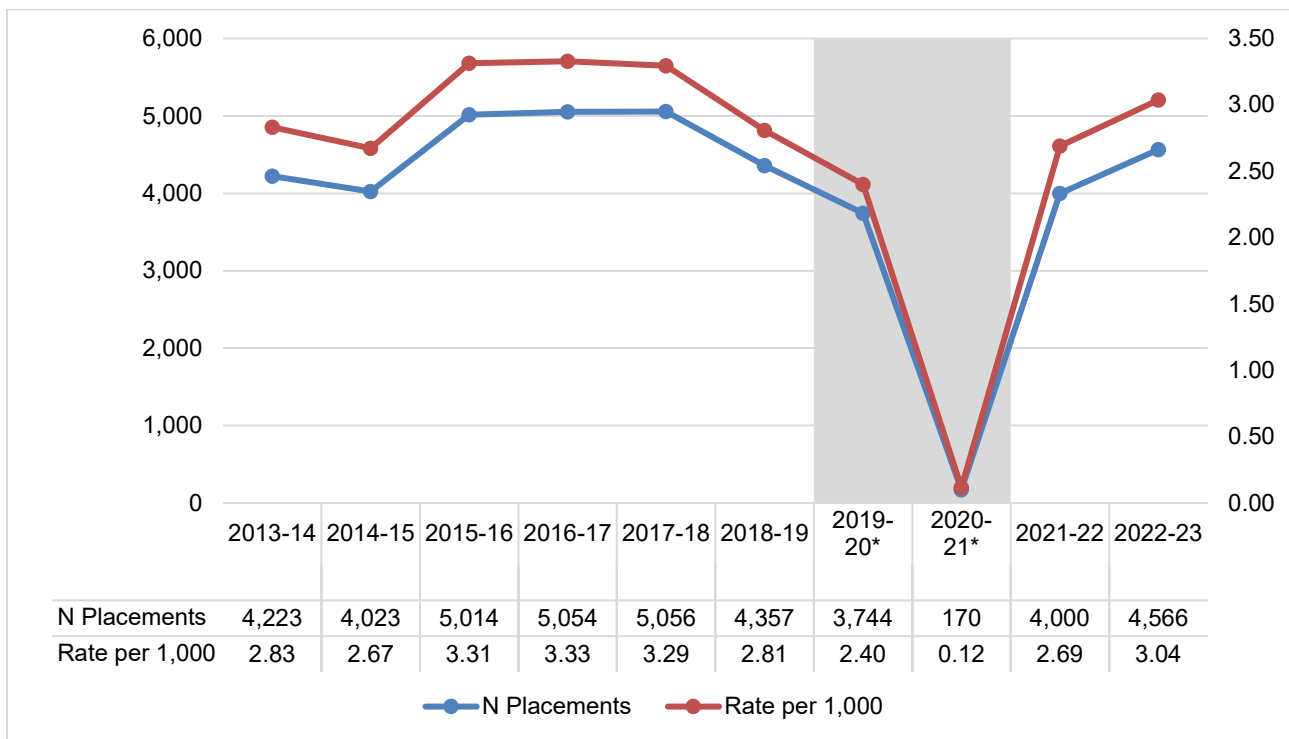
In 2022-2023, North Carolina public schools reported 4,566 alternative learning placements as a disciplinary action (enALP). The rate of alternative learning placement was 3.04 placements per 1,000 students.

The 4,566 placements were given to a total of 4,079 students.

Compared to the previous school year, the total number of placements increased 14.2% from 2021-2022 to 2022-2023. The rate of placements increased 12.9% from 2021-2022 to 2022-2023.

The five-year comparison in the number and rate of placements saw an increase of 4.8% and 8.2%, respectively, from 2018-2019 to 2022-2023, as did the 10-year comparison of 2013-2014 to 2022-2023 of 8.1% and 7.3%, respectively.

Figure R4. Alternative Learning Placements as a Disciplinary Action, 2013-2014 to 2022-2023⁶



⁶ *In response to the COVID-19 pandemic, starting in March of the 2019-2020 school year and continuing through the 2020-2021 school year, public-school units across the state employed unprecedented methods to ensure continued student learning by utilizing various modes of instruction and student outreach. As such, caution should be taken when comparing data reported for the 2019-2020 and 2020-2021 school years to data reported for prior and subsequent years.

ALTERNATIVE LEARNING PLACEMENTS AS DISCIPLINARY ACTIONS BY STUDENT SUBGROUP

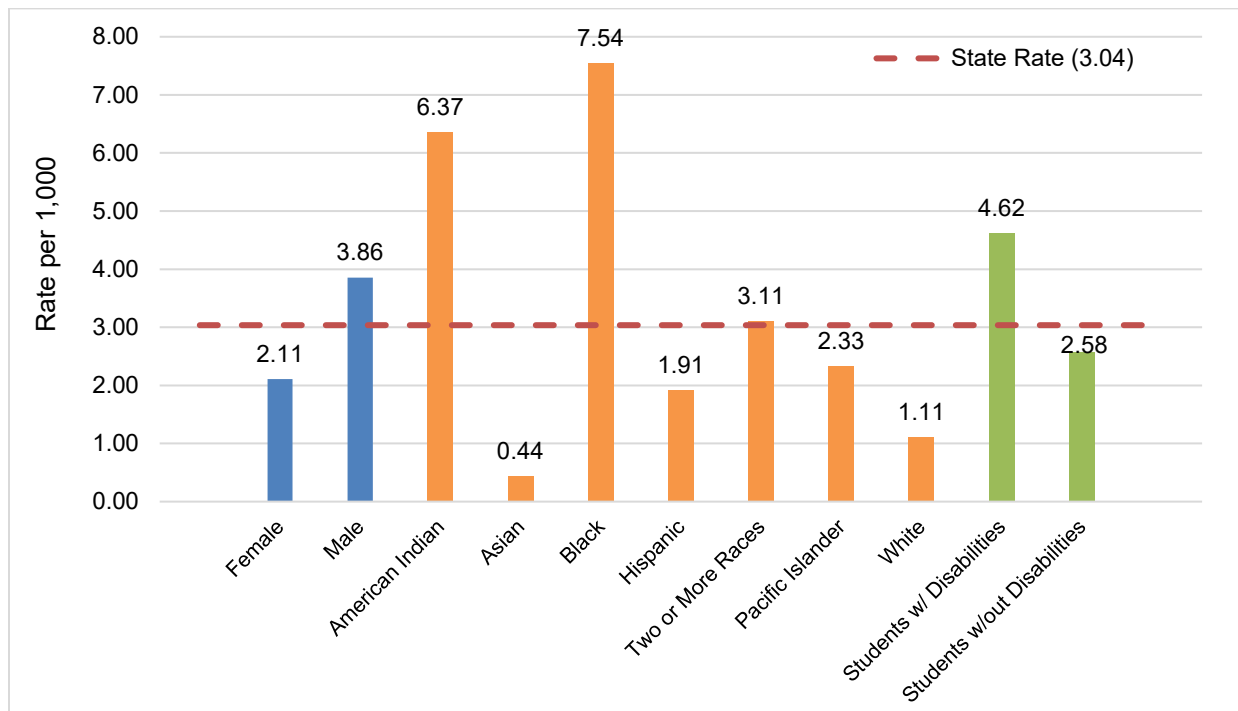
In the 2022-2023 school year, 34.3% of the 4,566 alternative learning placements for disciplinary reasons were assigned to female students and 65.7% to male students. The rate of placements for females was 2.11 per 1,000 students and 3.86 per 1,000 students for males.

Black students, American Indian students, Students with Disabilities and male students had the highest rates of placements per 1,000 students (7.54, 6.37, 4.62 and 3.86, respectively). Asian students, White students and Hispanic students had the lowest rates of placements per 1,000 students (0.44, 1.11 and 1.91, respectively).

Table R4. Alternative Learning Placements as a Disciplinary Action by Student Subgroup, 2022-2023

	Number of ALPS Assignments	Rate per 1,000 Students
All Students	4,566	3.04
Female	1,564	2.11
Male	3,000	3.86
American Indian	101	6.37
Asian	27	0.44
Black	2,832	7.54
Hispanic	591	1.91
Two or More Races	264	3.11
Native Hawaiian/Pacific Islander	5	2.33
White	744	1.11
Students with Disabilities	994	4.62
Students without Disabilities	3,572	2.58

Figure R5. Rate of Alternative Learning Placements as a Disciplinary Action by Subgroup, 2022-2023



Of the 4,566 alternative learning placements for disciplinary reasons, 994 (21.8%) involved Students with Disabilities. The rate of placements for Students with Disabilities was 1.8 times higher than Students without Disabilities. Students identified in the eligibility categories of Specific Learning Disability and Other Health Impairment had the highest number of ALPS placements in 2022-2023.

Table R5. Alternative Learning Placements as a Disciplinary Action for Students with Disabilities, 2022-2023

Eligibility Category	Number of ALPS Assignments	Rate per 1,000 Students
All Students	4,566	3.04
Students with Disabilities	994	4.62
Students without Disabilities	3,572	2.58
Autism	38	
Developmental Delay	4	
Serious Emotional Disability	143	
Intellectual Disability – Mild	112	
Specific Learning Disability	358	
Other Health Impairment	311	
Speech Impairment	10	
Other Eligibility Categories	18	

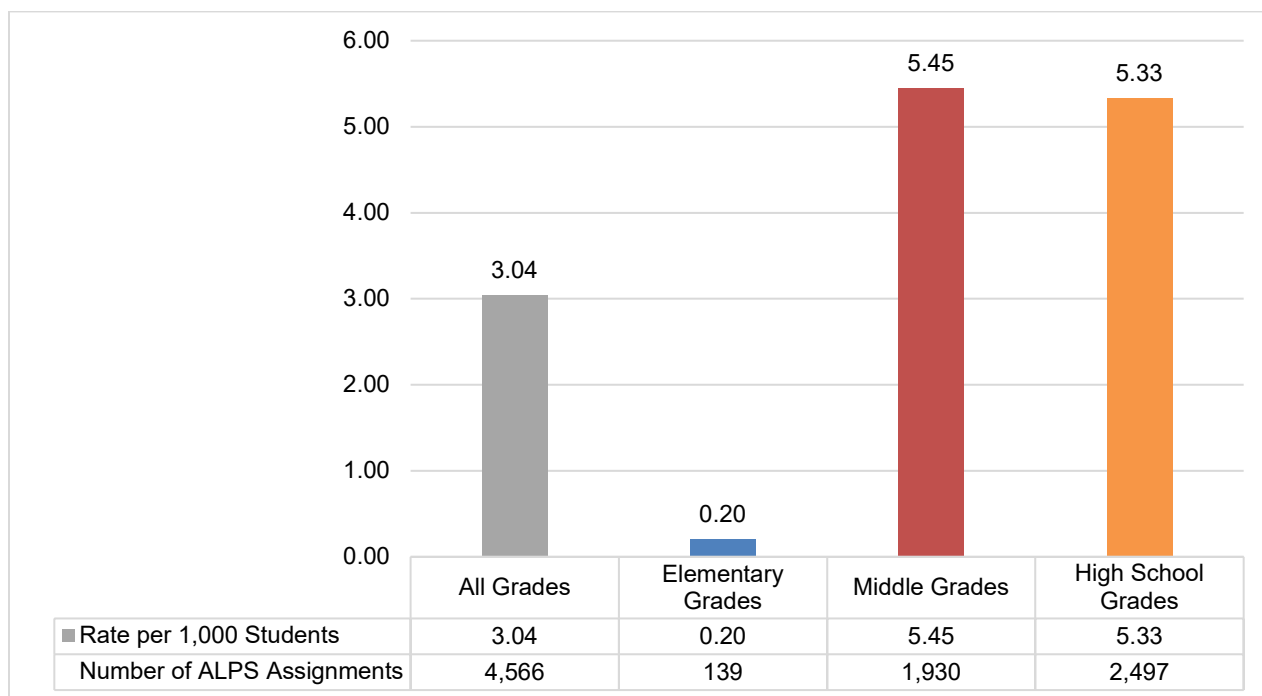
ALTERNATIVE LEARNING PLACEMENTS AS DISCIPLINARY ACTIONS BY GRADE LEVEL

Students in high school grades received the most alternative learning placements for disciplinary reasons in 2022-2023, totaling 54.7% of all placements. However, middle school grades had the highest rate of placements per 1,000 students of 5.45 placements.

Table R6. Alternative Learning Placements as a Disciplinary Action by Grade Level, 2022-2023

Grade Level	Number of ALPS Assignments	Rate per 1,000 Students
All Grades	4,566	3.04
Elementary Grades	139	0.20
Middle Grades	1,930	5.45
High School Grades	2,497	5.33
Grade 6	460	
Grade 7	754	
Grade 8	714	
Grade 9	1,254	
Grade 10	693	
Grade 11	351	
Grade 12 (Includes 13 and XG)	199	

Figure R6. Rate of Alternative Learning Placements as a Disciplinary Action by Grade Level, 2022-2023



ALTERNATIVE LEARNING PLACEMENTS AS DISCIPLINARY ACTIONS BY PSU

In 2022-2023, 255 (76.8%) PSUs reported zero alternative learning placements as a disciplinary action, whereas 77 (23.2%) PSUs reported at least one alternative learning placement as a disciplinary action.

For the 65 PSUs that reported at least one alternative learning placement as a disciplinary action, the number of assignments ranged from one to 831 placements. Rates ranged from 0.05 per 1,000 students enrolled to 77.48 per 1,000 students enrolled. Twenty-eight PSUs (36.4%) had rates above the state rate of 3.04 per 1,000 students enrolled, and 49 (63.6%) had rates below the state rate.

Table R7. Reassignments for Disciplinary Reasons by School and PSU, 2022-2023 details alternative learning placements as a disciplinary action in PSUs and schools (see the [Reassignments for Disciplinary Reasons Companion Report and Tables](#) section).

REASSIGNMENTS FOR DISCIPLINARY REASONS COMPANION REPORT AND TABLES

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

2022-2023 Consolidated Data Companion Report

Table R7. Reassignments for Disciplinary Reasons by School and PSU, 2022-2023

2022-2023 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 might place them "at-risk" of academic failure. The goal of each program and school is to provide a rigorous education while developing individual students' 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

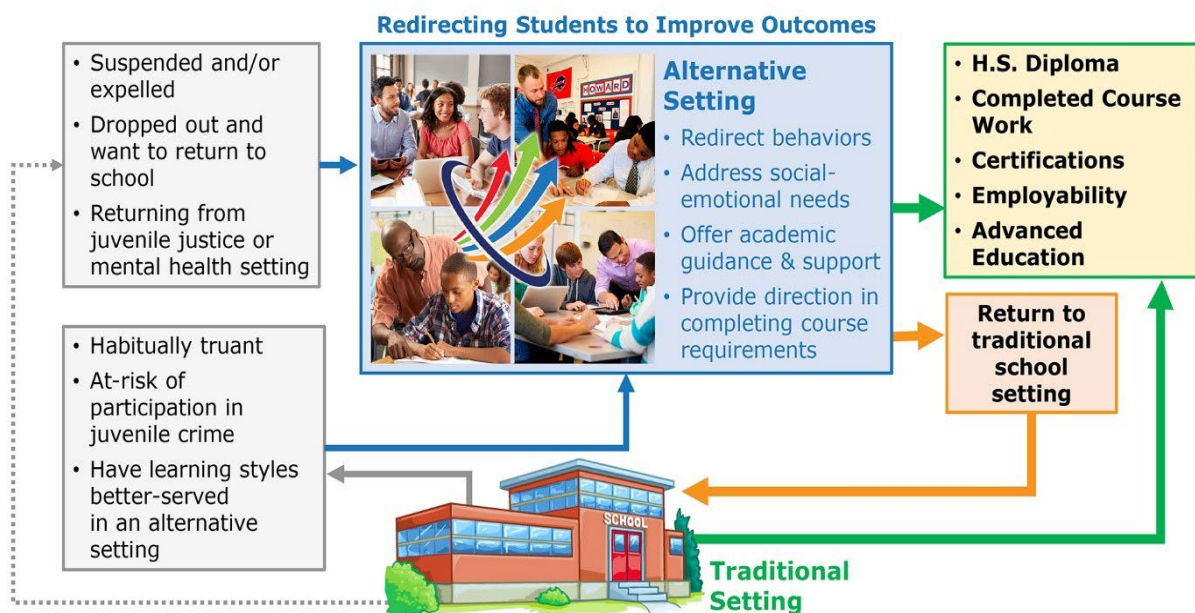
ALPS should:

- 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 ratios

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 exiting alternative learning environments:



Student Pathways – Entering and Exiting ALPS

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

Data and Reporting Considerations and Cautions

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

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

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

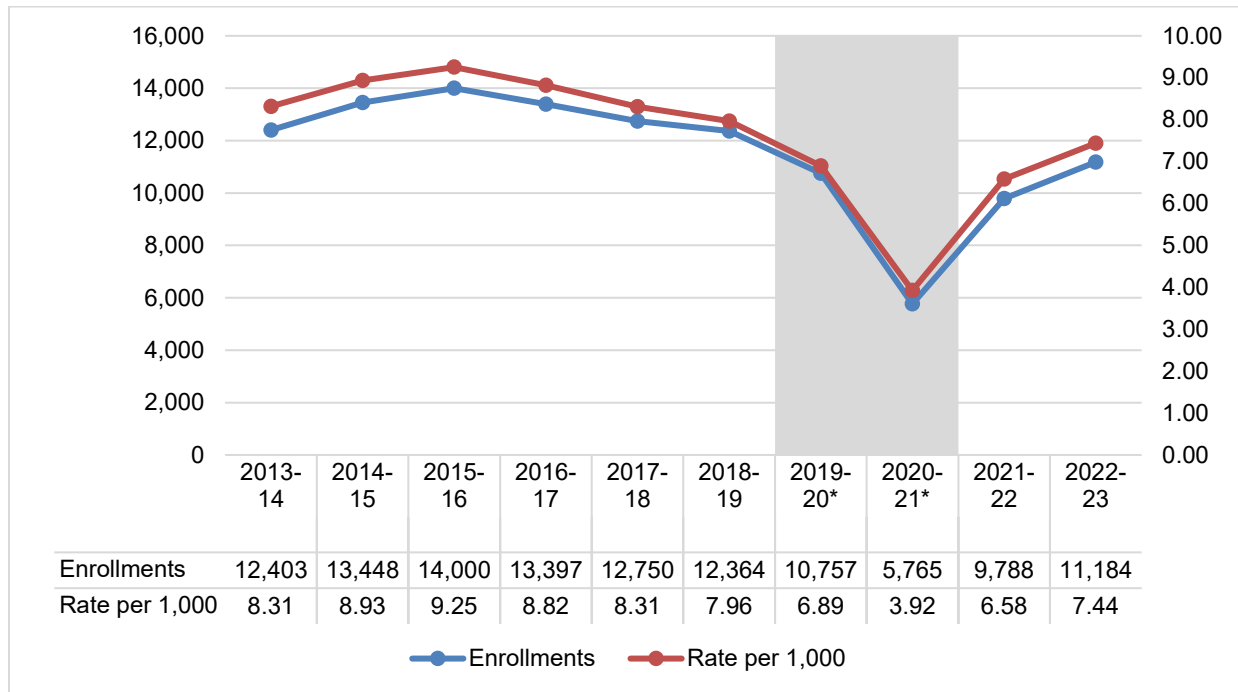
GENERAL FINDINGS

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

In 2022-2023, the rate of ALPS enrollments was 7.44 per 1,000 students. When comparing the change in the rate of ALPS enrollments from the previous school year and in a five-year period, the rate of enrollments saw an increase of 13.0% compared to 2021-2022 and a decrease of 6.6% compared to 2018-2019.

There were 10,446 unique/individual students who were enrolled in ALPS over the course of the 2022-2023 school year.

Figure A1. ALPS Enrollments, 2013-2014 to 2022-2023⁷



⁷ *In response to the COVID-19 pandemic, starting in March of the 2019-2020 school year and continuing through the 2020-2021 school year, public-school units across the state employed unprecedented methods to ensure continued student learning by utilizing various modes of instruction and student outreach. As such, caution should be taken when comparing data reported for the 2019-2020 and 2020-2021 school years to data reported for prior and subsequent years.

Alternative Learning Program and School Enrollments by Student Subgroup

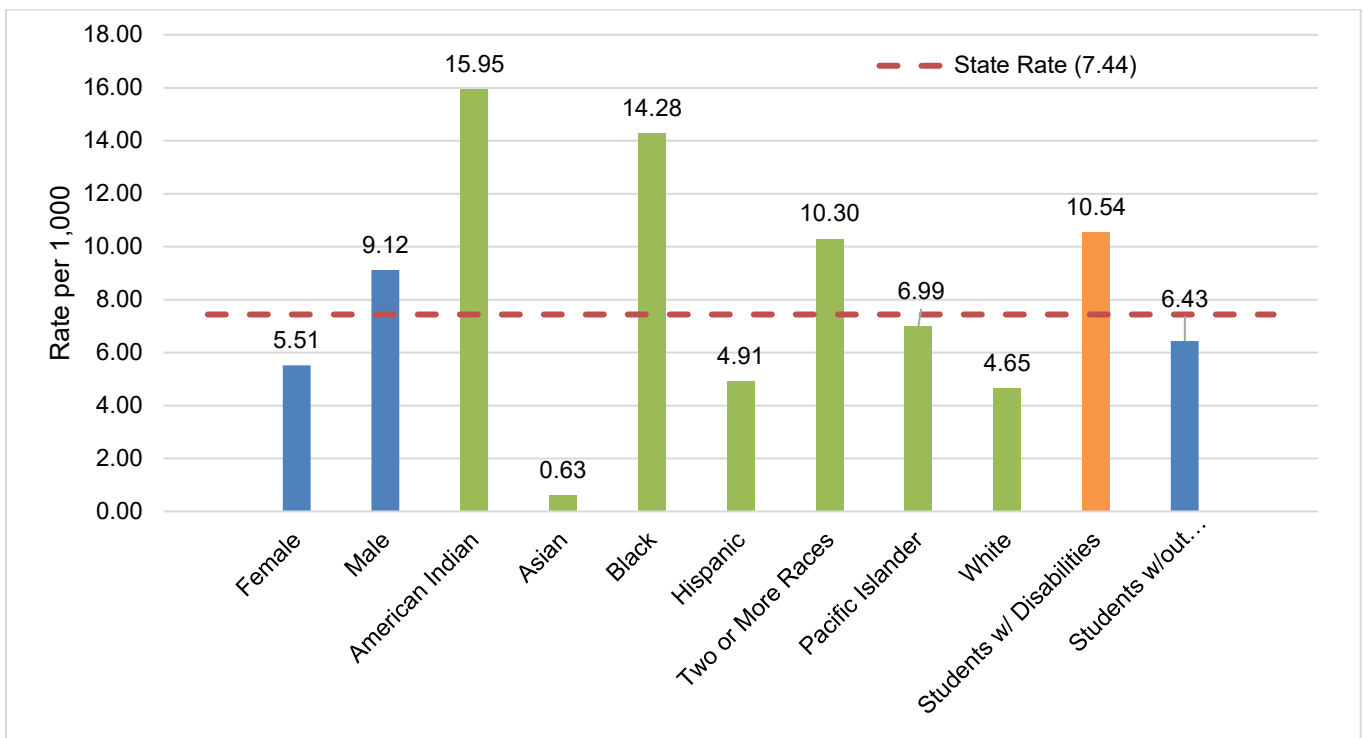
In the 2022-2023 school year, 36.6% of the 11,184 ALPS enrollments were for female students and 63.4% for male students. The rate of ALPS enrollments for females was 5.51 per 1,000 students and 9.12 per 1,000 students for males.

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

Table A1. ALPS Enrollments by Student Subgroup, 2022-2023

	Number of ALPS Enrollments	Rate of ALPS Enrollment per 1,000
All Students	11,184	7.44
Female	4,089	5.51
Male	7,095	9.12
American Indian	253	15.95
Asian	38	0.63
Black	5,362	14.28
Hispanic	1,520	4.91
Two or More Races	875	10.30
Native Hawaiian/Pacific Islander	15	6.99
White	3,121	4.65
Students with Disabilities	2,267	10.54
Students without Disabilities	8,917	6.43

Figure A2. ALPS Enrollments by Student Subgroup, 2022-2023



The rate of enrollments for female students in 2022-2023 is higher than the rate for females 2021-2022. For male students, there was a 14.49% increase in the rate from 2021-2022 to 2022-2023.

Figure A3. Rate of ALPS Enrollments by Sex, 2018-2019 to 2022-2023

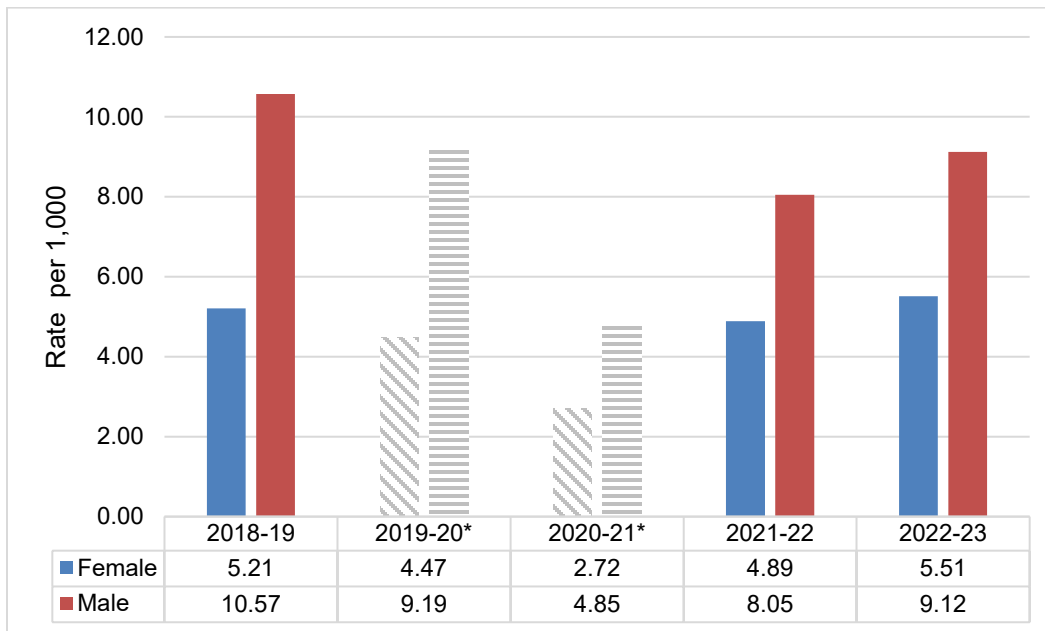
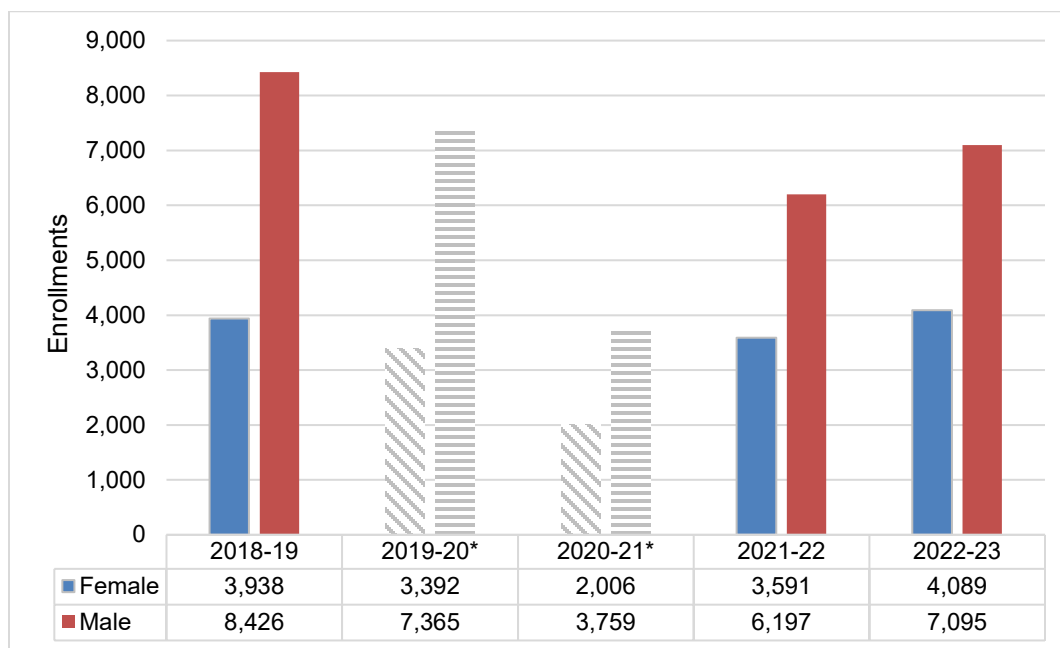


Figure A4. ALPS Enrollments by Sex, 2018-2019 to 2022-2023



While Black and White students had the highest number of ALPS enrollments in 2022-2023, the highest rates for ALPS enrollments per 1,000 students were for American Indian, Black and Two or More Races students (15.95, 14.28, and 10.30, respectively). The lowest rate of ALPS enrollments per 1,000 students were for Asian students.

Figure A5. Rate of ALPS Enrollments by Race/Ethnicity, 2018-2019 to 2022-2023

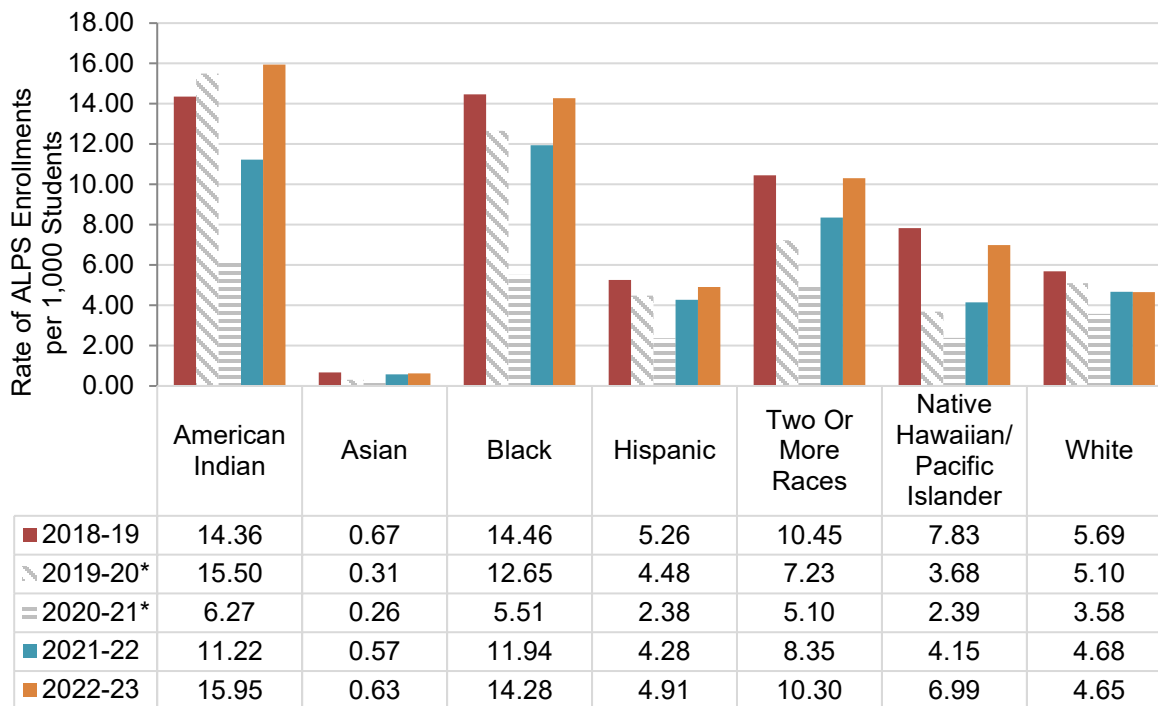
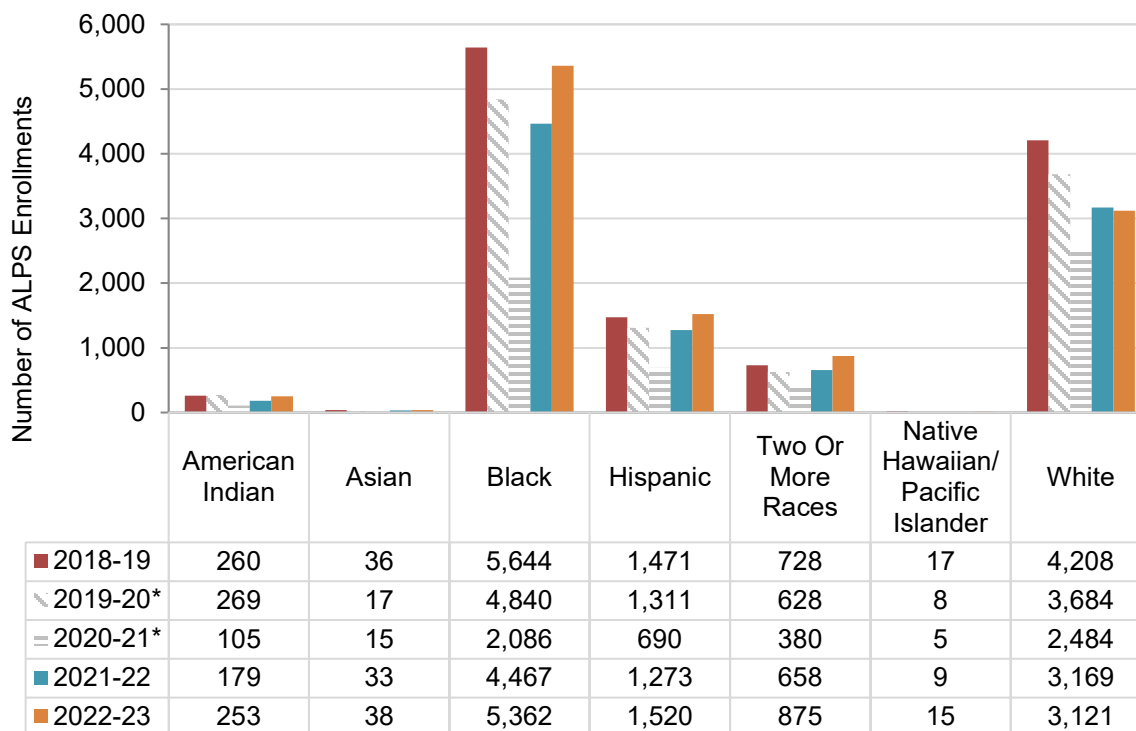


Figure A6. ALPS Enrollments by Race/Ethnicity, 2018-2019 to 2022-2023



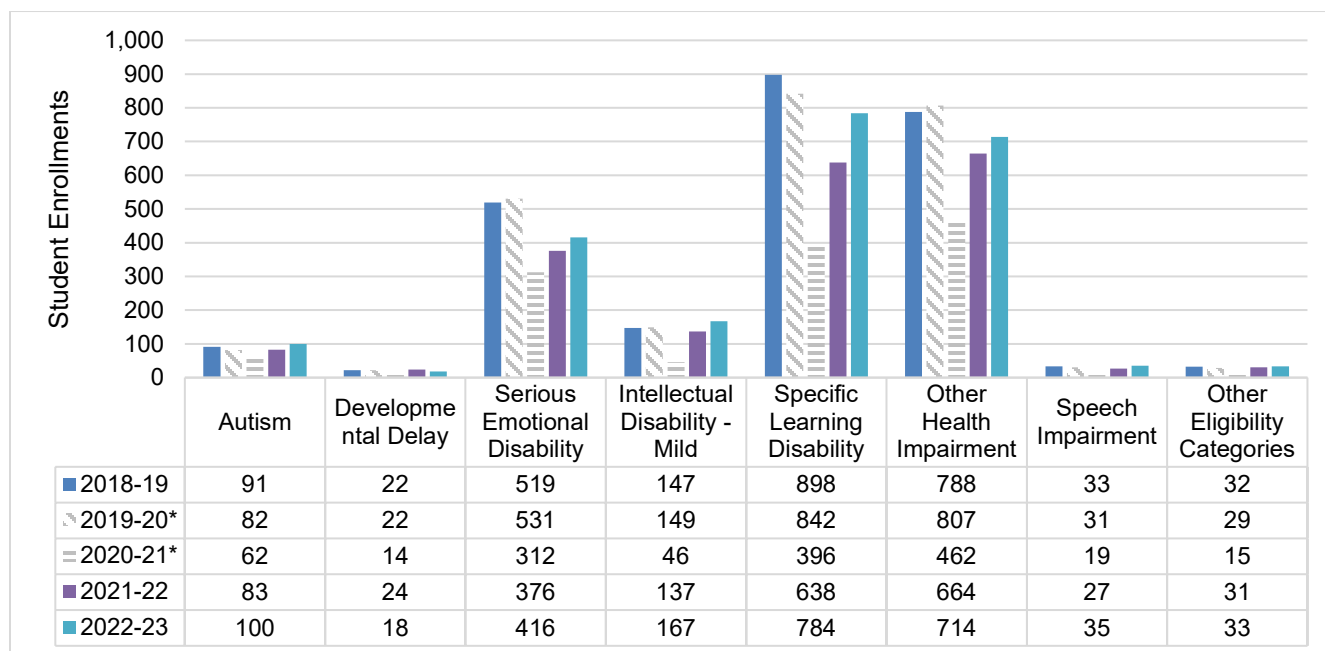
In the 2022-2023 academic year, there were 2,267 enrollments of Students with Disabilities in ALPS. These enrollments accounted for 20.3% of all 2022-2023 enrollments. The rate of enrollments into ALPS for Students with Disabilities (10.54 per 1,000 students) was 1.6 times higher than for Students without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

Table A2. ALPS Enrollments for Students with Disabilities, 2022-2023

	Number of ALPS Enrollments	Rate of ALPS Enrollments per 1,000
All Students	11,184	7.44
Students with Disabilities	2,267	10.54
Students without Disabilities	8,917	6.43
Autism	100	
Developmental Delay	18	
Serious Emotional Disability	416	
Intellectual Disability – Mild	167	
Specific Learning Disability	784	
Other Health Impairment	714	
Speech Impairment	35	
Other Eligibility Categories	33	

The total enrollments into ALPS for Students with Disabilities and across the most commonly reported eligibility categories enrolled in ALPS increased from the 2021-2022 school year in all but one eligibility category (Developmental Delay).

Figure A7. ALPS Enrollments for Students with Disabilities, 2018-2019 to 2022-2023



Alternative Learning Program and School Enrollments by Grade Level

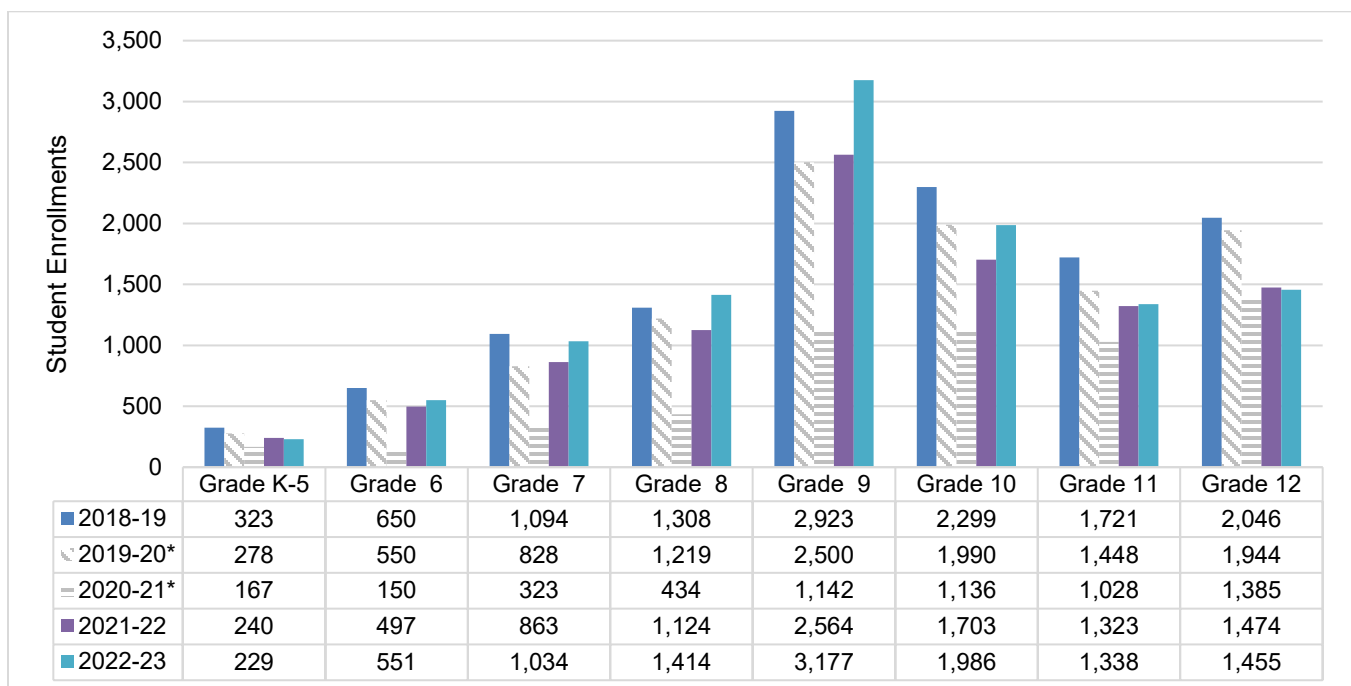
In 2022-2023, the highest number and rate of ALPS enrollments were in high school grades (7,956 enrollments; 16.98 enrollments per 1,000 high school students). Grade 9 saw the highest number of student enrollments, followed by Grades 10 and 12. Kindergarten through Grade 8 saw the lowest number of ALPS enrollments.

Table A3. ALPS Enrollments by Grade Level, 2022-2023

	Number of ALPS Enrollments	Rate per 1,000
All Enrollments	11,184	7.44
Elementary Grades	229	0.34
Middle Grades	2,999	8.47
High School Grades	7,956	16.98
Grade 6	551	
Grade 7	1,034	
Grade 8	1,414	
Grade 9	3,177	
Grade 10	1,986	
Grade 11	1,338	
Grade 12 (Includes 13 and XG)	1,455	

Consistent with previous years, high school grades saw the highest number of ALPS enrollments, followed by middle school grades. With the exception of 2020-2021, Grade 9 has consistently had the highest enrollment. When compared to 2021-2022, there are increases in enrollment in all middle and high school grades except for Grade 12.

Figure A8. ALPS Enrollments by Grade Level, 2018-2019 to 2022-2023



2022–2023 DROPOUT COUNTS AND RATES

INTRODUCTION

Dropout Definition

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

For reporting purposes, a dropout is a student who:

- was enrolled in school at some time during the reporting year (2022-2023);
- was not enrolled on Day 20 of the current year (2023-2024);
- has not graduated from high school or completed a state- or district-approved educational program *and* does not meet any of the following reporting exclusions:
 1. transferred to another public school district, private school, home school or state-/district-approved educational program (not including programs at community colleges)
 2. temporarily absent due to suspension or school-approved illness
 3. death.

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

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

DROPOUT EXEMPTIONS

EXPULSION EXEMPTION

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

COMMUNITY COLLEGE ADULT HIGH SCHOOL PROGRAM EXEMPTION

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

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

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

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

INITIAL ENROLLEE STATUS EXEMPTION

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

HOME SCHOOL PROGRAMS EXEMPTION

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

EXEMPTION REQUIRING SCHOOL ACCREDITATION

Students who maintain a North Carolina residence and transfer to legitimate online or correspondence schools outside the state are not to be counted as dropouts if the schools are appropriately accredited. If students are under 16 years of age, the parent or guardian also must register with DNPE as a home school program in order to use this dropout exemption. This exemption also applies to students of any age residing in North Carolina and transferring to a private school in another state. For example, a student residing in Charlotte and attending a private school in Fort Mill, S.C. Out-of-state private schools are not registered with the Division of Non-Public Education. The exemption also applies to special adult high school diploma programs in North Carolina such as Job Corps. A transfer to Job Corps would be exempt from dropout reporting if the Job Corps location is accredited and the student is enrolled in the adult high school program.

OTHER EXEMPTIONS

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

Dropout Data Collection, Analysis and Reporting

COUNT AND RATE CALCULATIONS

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

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

The dropout rate is calculated as follows:

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

LIMITATIONS AND CAUTIONS OF COMPARISONS TO PRIOR ACADEMIC YEAR DATA

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

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

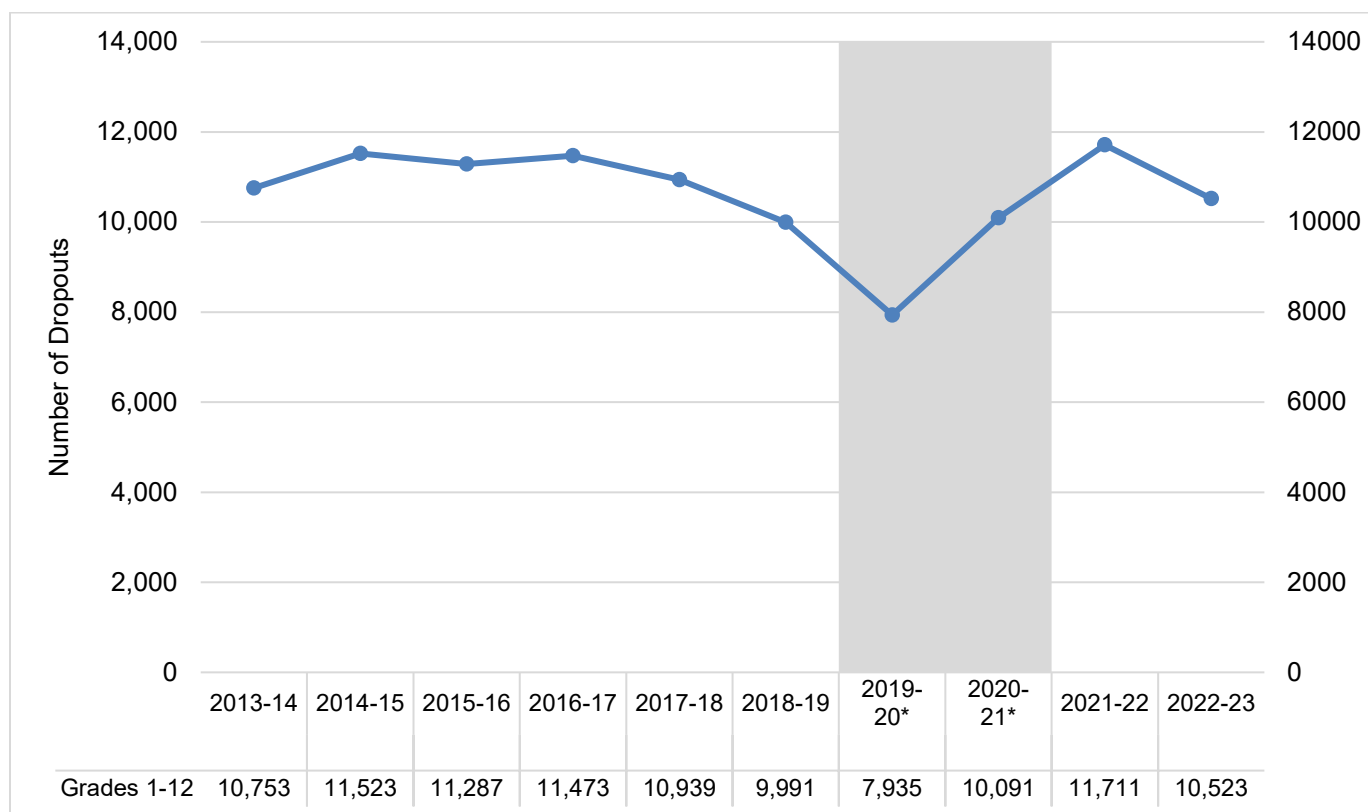
Given the cautions presented above, while data prior to the 2022-2023 academic year will remain in all relevant tables and figures, limited comparisons will be made between 2022-2023 academic year data to prior academic years. (For more information, see the [Introduction](#) section of this report.)

GENERAL FINDINGS

Dropout Counts – All Grades

In 2022-2023, North Carolina public schools reported 10,523 dropouts in Grades 1 through 12 (including Grade 13 and XG). This is an 11.7% decrease from 11,771 reported in 2021-2022, a 3.6% increase from 9,991 reported in 2018-2019 and a 3.8% decrease from 10,753 reported in 2013-2014.

Figure D1. Grades 1 through 12 Dropout Counts, 2013-2014 to 2022-2023⁸



In addition, 19 students failed to return to school in 2022-2023 and were coded with “Expulsion” (EXPL) as the reason for dropping out. In accordance with N.C. General Statute §115C-12 (21), these students were not counted as dropouts and were excluded from reporting.

There were 373 dropouts who were reported, by 46 districts and eight charter schools, to have left school to attend an Adult High School program at a local community college. The number dropouts reported to have left to attend an Adult High School program increased from 349 reported in 2021-2022 and from 305 reported in 2018-2019. 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 specific conditions are met (see [Community College Adult School Program Exemption](#)).

⁸ *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.

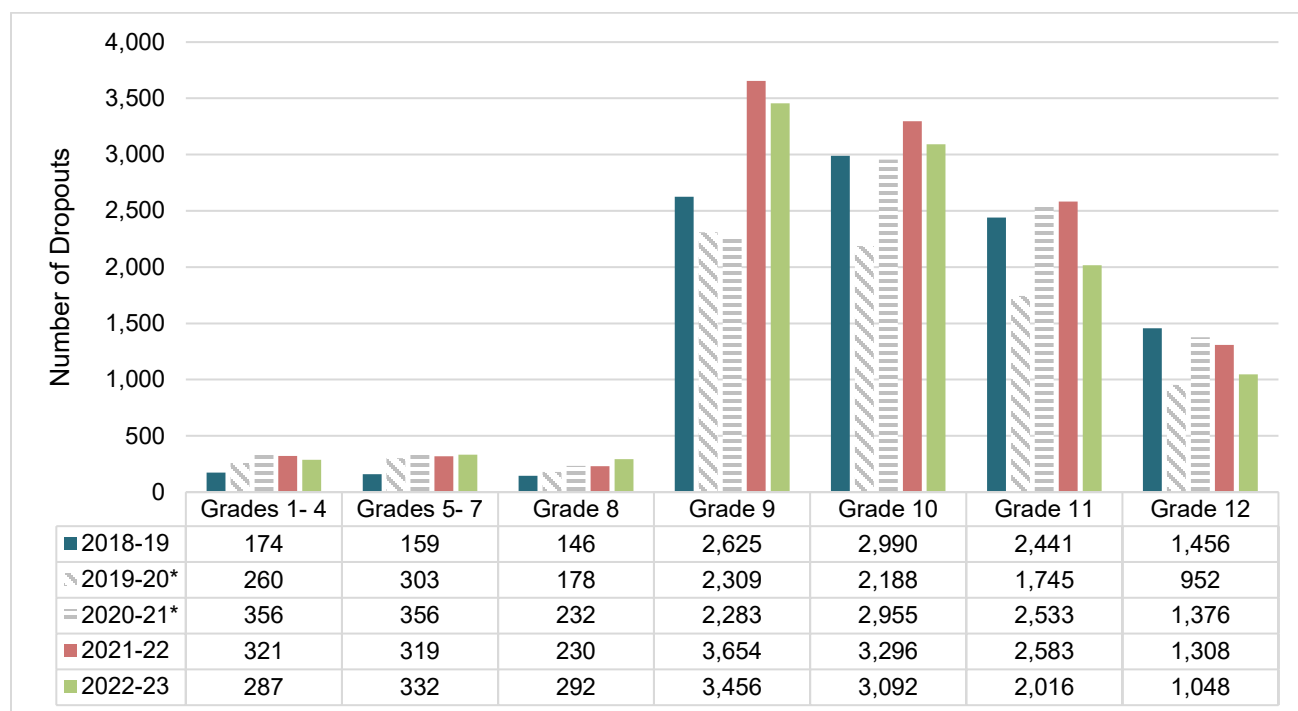
DROPOUTS BY GRADE CATEGORY

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

Students dropped out most frequently in Grade 9 (32.8% of all 2022-2023 dropouts), followed by Grade 10 (29.4%), Grade 11 (19.2%) and Grade 12 (10.0%).

The number of dropouts in Grades 5-7 and Grade 8 increased in 2022-2023 when compared to 2021-2022 (4.1% and 27.0% increases, respectively). The number of dropouts in Grades 1-4, Grade 9, Grade 10, Grade 11, and Grade 12 decreased in 2022-2023 when compared to 2021-2022 (10.6%, 5.4%, 6.2%, 22.0% and 19.9%, respectively).

Figure D2. Grades 1 through 12 Dropout Count by Grade Category, 2018-2019 to 2022-2023



DROPOUT COUNTS BY GRADE CATEGORY AND STUDENT SUBGROUP

The tables below represent the counts of all 2022-2023 dropouts in Grades 1 through 12 and by student subgroups and the percentage of 2022-2023 dropouts in each subgroup compared to all dropouts in 2022-2023.

In all grades, male students account for more than 50% of the students who dropped out at each grade category in 2022-2023. White students, Hispanic students and Black students accounted for 91.6% of all students who dropped out in 2022-2023. Within grade categories, this percentages ranges from 84.9% (Grades 5-7) to 92.6% (Grade 9 and Grade 12).

In 2022-2023, among the three largest race/ethnicity student subgroups, White students account for a lower percentage of the students who dropped out in Grades 1-4 and Grades 5-7. However, this percentage begins to increase at each grade category from Grades 5-7 to Grade 12; i.e., 21.6% in Grades 1-4 to 38.4% in Grade 12.

This pattern is reversed for Black students. Black students account for the highest percentage of dropouts in Grades 1-4 (34.5%) and then decreases at each subsequent grade level (27.7%). It should be noted that

these percentages do not take into account size differences in the student subgroup populations across the state.

Table D1. Proportion of Dropout Counts for Student Subgroups within Grade Category, 2022-2023

	All Grades	Grades 1-4	Grades 5-7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent
All Students		2.7%	3.2%	2.8%	32.8%	29.4%	19.2%	10.0%
Female	40.3%	47.7%	42.8%	46.2%	38.3%	38.6%	43.0%	41.6%
Male	59.7%	52.3%	57.2%	53.8%	61.7%	61.4%	57.0%	58.4%
American Indian	1.1%	0.3%	0.3%	1.4%	1.3%	1.1%	0.9%	1.0%
Asian	1.0%	8.0%	3.0%	0.3%	0.5%	1.0%	0.9%	0.8%
Black	29.3%	34.5%	38.6%	36.3%	30.4%	27.9%	26.9%	27.8%
Hispanic	31.2%	28.9%	25.6%	30.5%	36.1%	31.8%	25.7%	26.4%
Two or More Races	6.1%	6.3%	11.4%	7.2%	5.3%	6.3%	6.5%	5.5%
Native Hawaiian/Pacific Islander	0.2%	0.3%	0.3%	0.0%	0.3%	0.1%	0.1%	0.1%
White	31.1%	21.6%	20.8%	24.3%	26.1%	31.9%	38.9%	38.4%
Students with Disabilities	23.0%	16.4%	21.7%	21.9%	23.6%	23.4%	22.0%	24.5%
Students without Disabilities	77.0%	83.6%	78.3%	78.1%	76.4%	76.6%	78.0%	75.5%

Table D2. Grades 1 through 12 Dropout Counts by Grade Category and Student Subgroup, 2022-2023

	All Grades	Grades 1-4	Grades 5-7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
	Count	Count	Count	Count	Count	Count	Count	Count
All Students	10,523	287	332	292	3,456	3,092	2,016	1,048
Female	4,236	137	142	135	1,325	1,195	866	436
Male	6,287	150	190	157	2,131	1,897	1,150	612
American Indian	113	*	*	*	44	34	18	11
Asian	108	23	10	*	18	*	*	*
Black	3,078	99	128	106	1,049	863	542	291
Hispanic	3,284	83	85	89	1,248	984	518	277
Two or More Races	645	18	38	21	184	194	132	58
Native Hawaiian/Pacific Islander	19	*	*	*	11	*	*	*
White	3,276	62	69	71	902	985	785	402
Students with Disabilities	2,425	47	72	64	817	725	443	257
Students without Disabilities	8,098	240	260	228	2,639	2,367	1,573	791

DROPOUT COUNTS AND RATES BY PSU

GRADES 1 THROUGH 13 DROPOUT COUNTS BY PSU

In 2022-2023, 2,700 schools across the state had at least one student enrolled in any grade between Grades 1 through 12 (including 13 and XG). Among these schools in the state, 1,903 (70.5%) reported zero dropouts, and 797 schools reported dropouts in 2022-2023. Broken out by school category, 151 elementary schools, 11 elementary/middle schools, 143 middle schools, 54 middle/high schools, 386 high schools and 52 other/all grade schools (categorized as either as having a combinations of elementary, middle and high school grades or as being ungraded) reported dropouts in Grades 1 through 12. The number of dropouts in Grades 1 through 12 ranged from one to 146.

Of the 331 PSUs with at least one student enrolled in any grade between Grades 1 through 12 (including 13 and XG), 191 (57.7%) reported zero dropouts in 2022-2023. Conversely, 140 PSUs (42.3%) reported from one to 1,340 dropouts in 2022-2023.

Table D6. Grade 1-13 Dropouts by School, Sex and Race/Ethnicity, 2022-2023 details the number of dropouts in Grades 1 through 12 in PSUs and schools (see the [Dropout Counts and Rates Companion Report and Tables](#) section).

GRADES 7 THROUGH 13 DROPOUT COUNTS AND RATES BY PSU

Across the state, in 2022-2023, 1,386 schools had at least one student enrolled in any grade between Grades 7 through 12 (including 13 and XG). Among these schools in the state, 761 (54.9%) schools reported zero dropouts, and 625 schools (45.1%) reported dropouts in 2022-2023. The number of dropouts in Grades 7 through 12 ranged from one to 146.

In 2022-2023, there were 306 PSUs with at least one student enrolled in any grade between Grades 7 through 12 (including 13 and XG). Out of these PSUs, 166 (54.2%) reported zero dropouts in 2022-2023. There were 140 PSUs (45.8%) that reported from one to 1,271 dropouts in 2022-2023.

Table D7. Grade 7-13 Dropout Counts and Rates, 2018-2019 to 2022-2023 and **Table D8. Grade 7-13 Dropouts by School, Sex and Race/Ethnicity, 2022-2023** detail the number and rates of dropouts in Grades 7 through 12 in PSUs and schools (see the [Dropout Counts and Rates Companion Report and Tables](#) section).

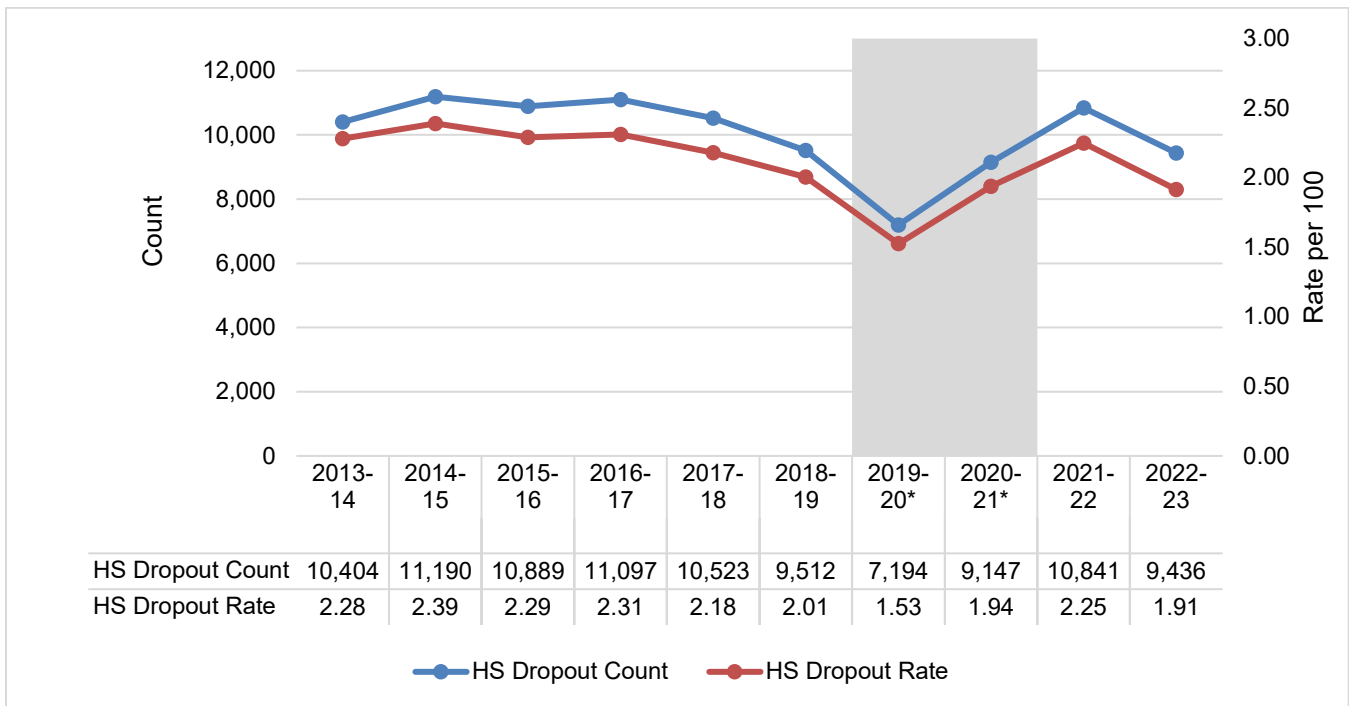
High School Dropout Counts and Rates

North Carolina recorded 9,612 dropouts in high school Grades 9-13 for the 2022-2023 academic year, a 11.3% decrease from 10,841 reported in 2021-2022; a 1.1% increase from 9,512 reported in 2018-2019; and a 7.6% decrease from 2013-2014.

The North Carolina high school dropout rate for the 2022-2023 academic year is 1.95 dropout events per every 100 high school students. The 2022-2023 dropout rate decreased 13.3% from the 2021-2022 rate of 2.25 per every 100 high school students.

When compared to the 2018-2019 academic year, the rate decreased 2.8% in 2022-2023 from 2.01 in 2018-2019. There was a 14.5% decrease in the 2022-2023 high school dropout rate from the 2013-2014 rate of 2.28 dropouts per every 100 high school students.

Figure D3. High School Dropout Counts and Rates, 2013-2014 to 2022-2023⁹



⁹ *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.

HIGH SCHOOL DROPOUT COUNTS AND RATES BY STUDENT SUBGROUPS

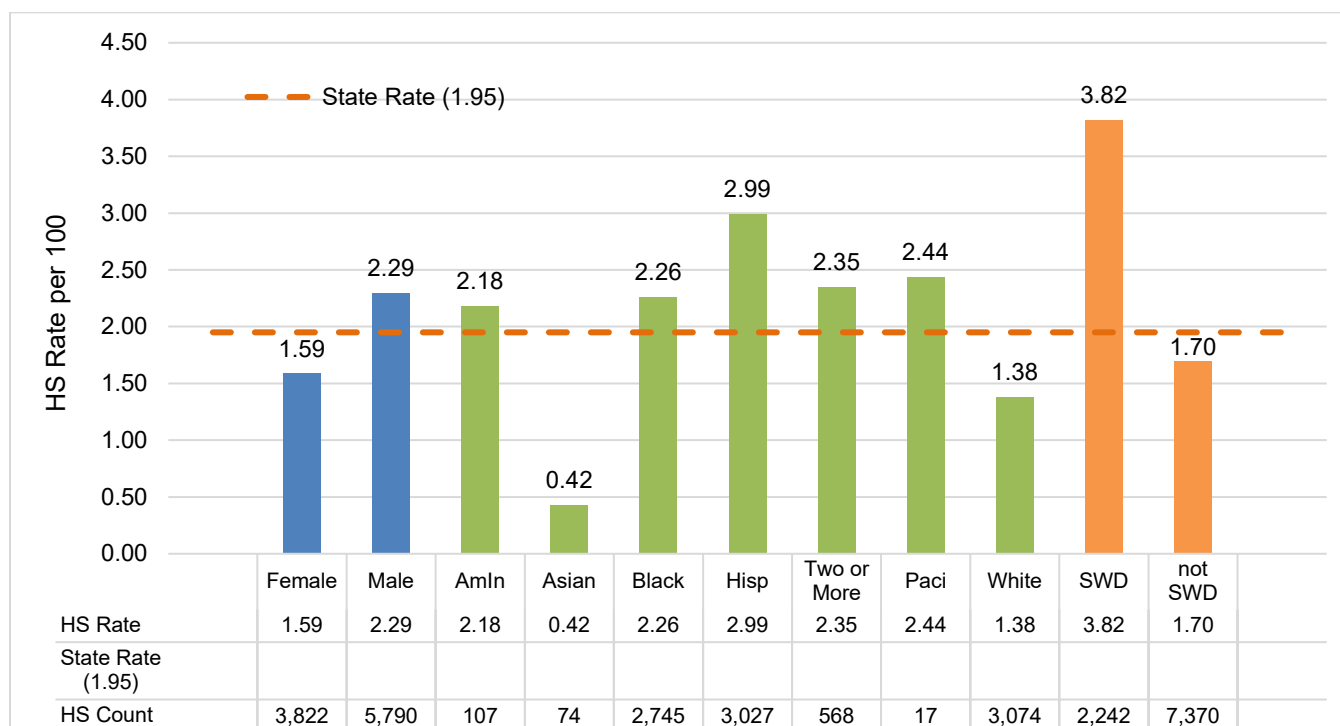
In the 2022-2023 school year, male students account for 60.2% (5,790) of all high school dropouts. White (3,074; 32.0%), Hispanic (3,027; 31.5%) and Black (2,745; 28.6%) students account for 92.0% of the high school students who dropped out. Students with Disabilities account for 23.3% (2,242) of all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

While White students account for the largest number and percentage of students who dropped out in 2022-2023, given the size of the student population across the state, the dropout rate for White students is the second-lowest among the student subgroups, at 1.38 dropout events per 100 students. (The lowest rate was for Asian students at 0.42 dropout events per 100 students (4.2 per 1,000 Asian students)).

There were only four student groups below the state high school dropout rate of 1.95 dropouts per 100 students: female, Asian students, White students and Students without Disabilities. Male students, American Indian students, Black students, Hispanic students, Two or More Races students, Pacific Islander students and Students with Disabilities had high school dropout rates above the state high school dropout rate.

Students with Disabilities had the highest dropout rate in 2022-2023 (3.82 per 100 students). Hispanic students had the second-highest dropout rate of 2.99 per 100 students, followed by Two or More Races and Pacific Islander students (2.35 and 2.44, respectively).

Figure D4. High School Dropout Counts and Rates by Student Subgroup, 2022-2023



In a comparison of 2022-2023 to the previous school year, all student subgroups saw a reduction in dropout rates and counts. The decreases in rates range from 8.6% (for Native Hawaiian/Pacific Islander Students) to 37.0% (American Indian students). The decreases in counts range from a 4.6% (Hispanic Students) to 38.5% (American Indian students).

Table D3. One-Year Difference in High School Dropout Rates by Student Subgroup

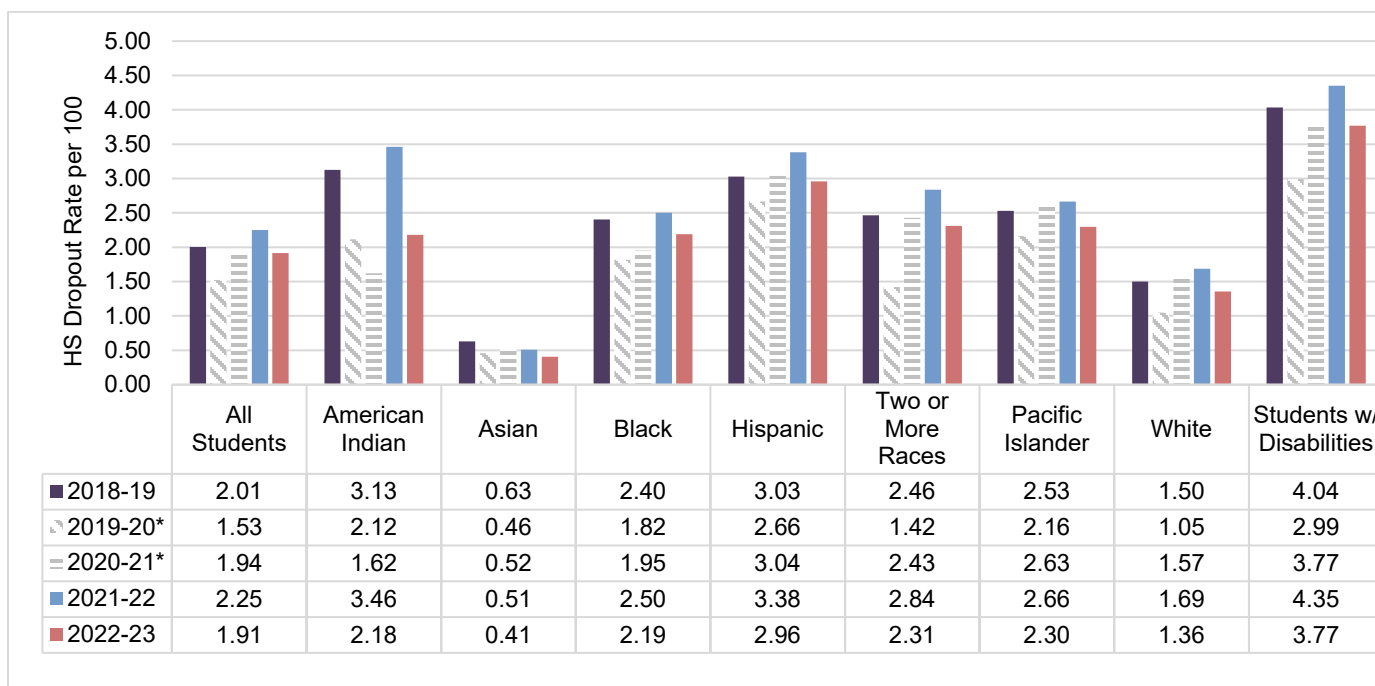
	2021-22	2022-23	1-Year Difference	
			Point Change	Percent Change
All Students	2.25	1.95	-0.30	-13.3%
Female	1.82	1.59	-0.23	-12.9%
Male	2.66	2.29	-0.36	-13.6%
American Indian	3.46	2.18	-1.28	-37.0%
Asian	0.51	0.42	-0.09	-17.0%
Black	2.50	2.26	-0.24	-9.7%
Hispanic	3.38	2.99	-0.39	-11.5%
Two or More Races	2.84	2.35	-0.49	-17.1%
Pacific Islander	2.66	2.44	-0.23	-8.6%
White	1.69	1.38	-0.31	-18.3%
Students with Disabilities	4.35	3.82	-0.53	-12.1%

Table D4. One-Year Difference in High School Dropout Counts by Student Subgroup

	2021-22	2022-23	1-Year Difference	
			Point Change	Percent Change
All Students	10,841	9,612	-1,229	-11.3%
Female	4,288	3,822	-466	-10.9%
Male	6,553	5,790	-763	-11.6%
American Indian	174	107	-67	-38.5%
Asian	84	74	-10	-11.9%
Black	2,946	2,745	-201	-6.8%
Hispanic	3,174	3,027	-147	-4.6%
Two or More Races	639	568	-71	-11.1%
Pacific Islander	17	17	0	0.0%
White	3,807	3,074	-733	-19.3%
Students with Disabilities	2,550	2,242	-308	-12.1%

It is important to note that during this five-year period, the counts of dropouts in three subgroups increased, even though their rates decreased. Rates are used to control for fluctuations in the size of student groups so comparisons can be made across school years and across student populations.

Figure D5. High School Dropout Rates by Race/Ethnicity, 2018-2019 to 2022-2023



In 2022-2023, Students with Disabilities account for 23.3% (2,242) of all high school dropouts. The 2022-2023 high school dropout rate for Students with Disabilities is 3.82, which is 2.25 times larger than the dropout rate for Students without Disabilities (1.70 per 100 students). Students identified in the eligibility category of Specific Learning Disability account for 42.8% of all Students with Disabilities who dropped out in 2022-2023. Students identified in the eligibility category of Other Health Impairment account for 25.2%.

Table D5. High School Dropout Rates for Students with Disabilities, 2022-2023

	HS Count	HS Rate per 100
All Students	9,612	1.95
Students with Disabilities	2,242	3.82
Students without Disabilities	7,370	1.70
Autism	95	
Developmental Delay	11	
Serious Emotional Disability	220	
Intellectual Disability – Mild	150	
Specific Learning Disability	960	
Other Health Impairment	566	
Speech Impairment	147	
Other Eligibility Categories	93	

HIGH SCHOOL DROPOUT COUNTS AND RATES BY PSU

In 2022-2023, of the 737 schools with at least one high school grade (Grades 9-13 and XG), 34.1% (251) reported zero dropouts. Conversely, 65.9% (486) of schools with at least one high school grade reported at least one dropout in 2022-2023.

Of the 214 PSUs that enrolled at least one student in one or more high school grades, 80 PSUs (37.4%) reported zero dropouts in 2022-2023. There were 134 PSUs (62.6%) that reported at least one dropout in a high school grade.

Sixty-two (29.0%) of the PSUs that reported dropouts were at or above the state high school dropout rate, and 152 (71.0%) were below the state high school dropout rate.

Among the PSUs reporting dropouts in 2022-2023, the PSUs with the lowest (non-zero) high school dropout rates were Caswell County Schools, Lee County Schools, Lincoln Charter School, Macon County Schools, Pender County Schools, Person County Schools, Pine Lake Preparatory, Research Triangle High School, Thomas Jefferson Classical Academy, and Yadkin County Schools.

PSUs reporting the highest (non-zero) high school dropout rates were Central Wake Charter High School, Commonwealth High School, Durham Public Schools, Edgecombe County Public Schools, Hertford County Schools, Northampton County Schools, Thomas Academy, Thomasville City Schools, Vance County Schools, and Weldon City Schools.

Table D9. High School Dropouts by School, Sex and Race/Ethnicity, 2022-2023; Table D10. High School Dropout Counts and Rates, 2018-2019 and 2022-2023; and Table D11. High School Dropout Counts and Rates, 2018-2019 to 2022-2023 detail the number and rates of dropouts in Grades 9 through 12 in PSUs and schools (see the [Dropout Counts and Rates Companion Report and Tables](#) section).

DROPOUT COUNTS AND RATES COMPANION REPORT AND TABLES

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

2022-2023 Consolidated Data Companion Report

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

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

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

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

Table D10. High School Dropout Counts and Rates, 2018–2019 and 2022-2023

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

APPENDIX A – REPORTABLE CRIME DEFINITIONS

1. **Assault Resulting in Serious Personal Injury (AR):** An intentional offer or attempt by force or violence to do injury to the person of another that causes reasonable apprehension of immediate bodily harm resulting in one of the following: (1) substantial risk of death, (2) serious permanent disfigurement, (3) a coma, (4) a permanent or protracted condition that causes extreme pain, (5) permanent or protracted loss or impairment of the function of any bodily member or organ, or (6) that results in prolonged hospitalization.

2. **Assault Involving Use of a Weapon (AW):** An intentional offer or attempt by force or violence to do injury to the person of another that causes reasonable apprehension of immediate bodily harm through the use of one of the following: (1) any gun, rifle, pistol, or other firearm, (2) BB gun, (3) stun gun, (4) air rifle, (5) air pistol, (6) bowie knife, (7) dirk, (8) dagger, (9) slingshot, (10) leaded cane, (11) switchblade knife, (12) blackjack, (13) metallic knuckles, (14) razors and razor blades, (15) fireworks, or (16) any sharp-pointed or edged instrument except instructional supplies, unaltered nail files and clips and tools used solely for preparation of food, instruction, and maintenance.
 - If a firearm or other weapon is used in the commission of any offense, the type of weapon must be identified in the Weapon Used/Possessed column of the Date Collection Form.

3. **Assault on School Officials, Employees, and Volunteers (AP):** An intentional offer or attempt by force or violence to do injury to a school official, employee, or volunteer that causes reasonable apprehension of immediate bodily harm while the school official, employee, or volunteer is discharging or attempting to discharge his/her duties.
 - The “duties” of a school official, employee, or volunteer include the following: (1) all activities on school property, (2) all activities during a school authorized event or the accompanying of students to or from that event, and (3) all activities relating to the operation of school transportation.
 - An “employee” includes (1) one who is employed by a local board of education, (2) one who is employed by a charter school, (3) one who is employed by a nonpublic school that operates under Part 1 or Part 2 of Article 39 of Chapter 115C of the General Statutes, or (4) an independent contractor if the independent contractor or employee of the independent contractor carries out duties customarily performed by employees of the school.
 - A “volunteer” is one who volunteers his/her services or presence at any school activity and is under the supervision of an employee.

4. **Making Bomb Threats or Engaging in Bomb Hoaxes (BT):** A person who, with intent to perpetrate a hoax, conceals, places, or displays in or at a public building any device, machine, instrument, or artifact, so as to cause any person reasonably to believe the same to be a bomb or other device capable of causing injury to persons or property.
 - A “public building” encompasses all educational property, as defined in G.S. 14-269.2, including: (1) any school building or bus, and (2) school campus, grounds, recreational area,

athletic field, or other property owned, used, or operated, by any board of education or school board of trustees or directors for the administration of any school.

- “Public buildings” also include: (1) hospitals, and (2) buildings that house only State, federal, or local government offices, or the offices of the State, federal, or local government located in a building that is not exclusively occupied by the State, federal, or local government.
5. **Willfully Burning a School Building (BS):** A person who wantonly and willfully sets fire to, burns, causes to be burned, or aids, counsels, or procures the burning of any schoolhouse or building owned, leased, or used by any public school, private school, college, or educational institution.

 6. **Homicide (D):** A murder which is perpetrated by one of the following means: (1) nuclear, biological, or chemical weapon of mass destruction, (2) poison, (3) lying in wait, (4) imprisonment, (5) starving, (6) torture, (7) any other kind of willful, deliberate, and premeditated murder, (8) during the perpetration or attempted perpetration of an arson, rape, sex offense, robbery, kidnapping, burglary, or other felony committed or attempted with the use of a deadly weapon, (9) the unlawful distribution and ingestion by someone of opium or any other synthetic or natural salt, compound, derivative, or preparation of opium, cocaine, or methamphetamine resulting in death, or (10) all other types of murder.

 7. **Kidnapping (K):** A person who unlawfully confines, restrains, or removes from one place to another, any other person 16 years of age or over without the consent of such person, or any other person under the age of 16 years old without the consent of a parent or legal guardian of such person, shall be guilty of kidnapping if such confinement, restraint, or removal is for the purposes of one of the following: (1) holding such other person for a ransom, as a hostage, or using such other person as a shield, (2) facilitating the commission of any felony or facilitating the flight of any person following the commission of a felony, (3) doing serious bodily harm to or terrorizing the person so confined, restrained, or removed by any other person, (4) holding such other person in involuntary servitude, (5) trafficking another person with the intent that the person be held in involuntary servitude or sexual servitude, or (6) subjecting or maintaining such other person for sexual servitude.

 8. **Unlawful, underage sales, purchase, provision, possession, or consumption of alcoholic beverages (PA):** It shall be unlawful for a person younger than 21 years of age to possess, sell, give, or purchase any alcoholic beverages. It is also unlawful for any person to aid and abet a person under the age of 21 years old in his/her attempt to obtain an alcoholic beverage.
 - An “alcoholic beverage” includes the following: (1) malt beverage, (2) fortified wine, (3) unfortified wine, (4) spirituous liquor, (5) mixed beverages, or (6) beer.

 9. **Possession of Controlled Substance in Violation of Law (PS):** It is unlawful for a person to possess or have in his/her immediate control any of the following: Marijuana, Heroin, LSD, Methamphetamine, Cocaine, or any other drug listed in Schedules I-VI of the North Carolina Controlled Substances Act. (G.S. §90-89 through 90-94.)

10. **Possession of a Firearm (PF):** It is unlawful for any person to possess or carry, whether openly or concealed, any gun, rifle, pistol, or other firearm of any kind on educational property or to a curricular or extracurricular activity sponsored by a school.
- This offense does not apply to a BB gun, stun gun, air rifle, or air pistol.
11. **Possession of a Weapon (PW):** It is unlawful for any person to possess or carry, whether openly or concealed, any of the following weapons on campus or other educational property: (1) any BB gun, (2) stun gun, (3) air rifle, (4) air pistol, (5) bowie knife, (6) dirk, (7) dagger, (8) slingshot, (9) leaded cane, (10) switchblade knife, (11) blackjack, (12) metallic knuckles, (13) razors and razor blades, (14) fireworks, or (15) any sharp-pointed or edged instrument, except instructional supplies, unaltered nail files, clips, and tools used solely for preparation of food, instruction, maintenance.
- “Educational Property” refers to any school building or bus, school campus, grounds, recreational area, athletic field, or other property owned, used, or operated by any board of education or school board of trustees, or directors for the administration of any school.
 - Persons authorized to carry weapons on school property are individuals carrying a concealed handgun with a permit as authorized by Chapter 14, Article 54B of the N.C. General Statutes as amended by Session Law 2013-369, and law enforcement officers, firefighters, and emergency service personnel when discharging their official duties.
12. **Rape (R):** A person is guilty of rape if that person engages in vaginal intercourse with another person by force and against the will of the other person, or if the person being assaulted is mentally disabled, mentally incapacitated, or physically helpless and the person performing the act knows or should reasonably know that the other person is mentally disabled, mentally incapacitated, or physically helpless.
- Statutory rape is vaginal intercourse committed on a child under the age of 16 by a person who is at least 12 years old and at least 4 years older than the victim, regardless of whether the victim consented.
13. **Robbery With a Dangerous Weapon (RW):** Any person or persons who, having in possession or with the use or threatened use of any firearms or other dangerous weapon, implement or means, whereby the life of a person is endangered or threatened, unlawfully takes or attempts to take personal property from another or from any place of business, residence, or banking institution or any other place where there is a person or persons in attendance, at any time, either day or night, or who aids or abets any such person or persons in the commission of such crime.
14. **Sexual Assault (not involving rape or sexual offense (SA)):** A person is guilty of sexual battery if he/she, for the purpose of sexual arousal, sexual gratification, or sexual abuse, engages in sexual contact with another person by force and against the will of the other person, or if the person being assaulted is mentally disabled, mentally incapacitated, or physically helpless and the person performing the act knows or should reasonably know that the other person is mentally disabled, mentally incapacitated, or physically helpless.

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

15. Sexual Offense (SO):

- First-degree sexual offense: A person is guilty of a sexual offense in the first degree if the person engages in a sexual act with (1) a victim who is a child under the age of 13 years and the defendant is at least 12 years old and is at least four years older than the victim, or (2) with another person by force and against the will of the other person, and (a) employs or displays a dangerous or deadly weapon or an article which the person reasonably believes to be a dangerous or deadly weapon, (b) inflicts serious personal injury upon the victim or another person, or (c) the person commits the offense aided and abetted by one or more other persons.
- Sexual offense with a child (adult offender): A person is guilty of sexual offense with a child if the person is at least 18 years of age and engages in a sexual act with a victim who is a child and under the age of 13 years.
- Second-degree sexual offense: A person is guilty of a sexual offense in the second degree if the person engages in a sexual act with another person (1) by force and against the will of the other person, or (2) who is mentally disabled, mentally incapacitated, or physically helpless, and the person performing the act knows or should reasonably know that the other person is mentally disabled, mentally incapacitated, or physically helpless.
- Statutory rape or sexual offense of person who is 13, 14, or 15 years old: A person is guilty if he/she engages in vaginal intercourse or a sexual act with another person who is 13, 14, or 15 years old and the person committing the act is at least four years older than the person, except when the person committing the act is lawfully married to the other person.

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

- A "lewd and lascivious act" is defined as an act that is obscene, lustful, or indecent, or tending to deprave the morals with respect to sexual relations.

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

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

- Any disciplinary incident resulting in:
 - In-school suspension,
 - Out-of-school suspension, or
 - Expulsion
- Any assignment to an alternative school or alternative learning program.
 - The assignment should be reported as a consequence of (or an action on) the behaviors in an incident and as an alternative school/program enrollment on the PowerSchool Special Program Assignment screen.
- Any use of corporal punishment
- Whether a disciplinary action is considered a “No Tolerance Expulsion” per federal definition
- Actions related to law enforcement involvement:
 - Any incident reported to law enforcement, including an on-site SRO
 - Any school-related arrest
- Any of the following Reportable Crimes/Offenses, regardless of consequences assigned:
 - Assault on school personnel (G.S. §14-33(c)(6))
 - Assault resulting in serious personal injury (G.S. §14-32.4)
 - Assault with a weapon/firearm
 - Assault with a weapon (G.S. §14-32 through 14-34.10)
 - Assault with a firearm or powerful explosive (G.S. §14-34 through 14-34.10 and §14.49 through 14-50.1)
 - Bomb threat (G.S. §14-69.2)
 - Burning of a school building (G.S. §14-60)
 - Homicide (G.S. §14-17 and 14.18)
 - Kidnapping (G.S. §14-39)
 - Possession of a controlled substance (G.S. §90-86 through 90-113.8)
 - Possession of a firearm or powerful explosive (G.S. §14-269.2)
 - Possession of a weapon (G.S. §14-269.2)
 - Possession, underage sales, provision, or consumption of alcohol (G.S. §18B-302)
 - Rape (G.S. §14-27.2, 14-27.3 and 14-27.7A)
 - Robbery involving the use of a weapon or robbery with a firearm (G.S. §14-87)
 - Sexual assault (G.S. §14-27.33 and 14-27.20)
 - Sexual offense (G.S. §14-27.26, 14-27.27, 14-27.28 and 14-27.29)
 - Taking indecent liberties with a minor (G.S. §14-202.1, 14-202.2 and 14-202.4)
- Any of the following offenses, regardless of consequences assigned:
 - Affray (G.S. §14-33)
 - Bullying (G.S. §115C- 407.15)
 - Communicating threats (G.S. §14-277.1)
 - Cyberbullying (G.S. §14-458.1 and 14-458.2)
 - Discrimination (as defined in Title VI of the Civil Rights Act of 1964, 42 U.S.C. 2000d; Title VII of the Civil Rights Act of 1964, 42 U.S.C. 2000e; Title IX of the Education Amendments of 1972, 20 U.S.C. 1681-1688; Americans with Disabilities Act, 42 U.S.C. 12101)
 - Extortion (G.S. §14-118.4)
 - Fighting (G.S. §14-33)
 - Gang activity (G.S. §14-50.17, 14-50.19 and 14-50.20)
 - Harassment or bullying based on disability (G.S. §115C- 407.15)
 - Harassment or bullying based on race, color, or national origin (G.S. §115C- 407.15)
 - Harassment or bullying based on religion (G.S. §115C- 407.15)
 - Harassment or bullying based on sexual orientation (G.S. §115C- 407.15)
 - Possession of tobacco products (G.S. §14-313)
 - Property damage (G.S. §115C-398)
 - Robbery without a weapon (as defined in G.S. §14-87, but without the use of a dangerous weapon)

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