



NORTH CAROLINA
State Board of Education
Department of Public Instruction

Report to the North Carolina General Assembly

Consolidated Data Report, 2023–2024

Annual Report on School Crime and Violence

Annual Report on the Use of Corporal Punishment

Annual Report on Reassignments for Disciplinary Reasons

Annual Report on Suspensions and Expulsions

Annual Report on Alternative Learning Placements

Annual Report on Dropout Rates

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

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DPI Chronological Schedule, 2024-2025

STATE BOARD OF EDUCATION

STATE BOARD OF EDUCATION VISION

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

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

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BACKGROUND

The 2023-2024 Consolidated Data 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 as required by North Carolina General Statute 115C-12(21) and 115C-12(27).

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 2023–2024 Consolidated Data Report, the 2023–2024 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

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 intentionally create safe and supportive schools. All stakeholders should view discipline as an integral part of the learning experience. This includes the teacher who manages a classroom, the school board members who approve the official Codes of Conduct, and all families who desire their students to be engaged in learning at the highest levels every day. 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 expectation. 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.

GENERAL CHANGES TO THE 2023–2024 CONSOLIDATED DATA REPORT

Below is a list of general changes that were made to the 2023–2024 Consolidated Data Report.

1. Recombined the Consolidated Data Reported and the Consolidated Data Companion Report.
2. Added new sections:
 - Missing Demographics Data found in each Introduction where appropriate,
 - Student Offenders (Annual Report on School Crime and Violence),
 - Crimes in Schools (Annual Report on School Crime and Violence).
3. Included additional information on:
 - Suspended Students
 - Student Subgroups by Grade Level and Grade Level Rates
 - Number of days reassigned to an Alternative Learning Program or School for disciplinary reasons.

REPORT ORGANIZATION AND STRUCTURE

The 2023–2024 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 subsections. The general findings subsection, typically, provides summary data aggregated at the state level for the 2023–2024 school year as well as longitudinal trends in the summary data. Additionally, most annual report sections also contain 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 was 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: G.S. 115C-12(18)).

Crime and violence, suspension and expulsion, use of corporal punishment, and reassignments for disciplinary reasons are primary 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. Phase I PSUs in NCSIS were provided a Dropout Data file for verification.

Dropout data for the specific school year must be submitted to NCDPI by November 4 of the subsequent year. It should be noted that in late September of 2024 the impact of Hurricane Helene in the Western portion of the state closed schools and displaced students. For many schools, it is during the late September timeframe that the date (20th day of school) for which a student would be considered a dropout occurs. Therefore, the submission date for dropout data was extended by a month to allow all PSUs time to locate students and research enrollment statuses.

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.

Data consolidation and verification procedures were handled by NCDPI's Office of Enterprise Data and Reporting. The Office of Enterprise Data and Reporting 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.

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

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).

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

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 and subsequent academic years to prior academic years.

Figure I1. Number of Disciplinary Incidents Reported by Month, 2018–2019 to 2023–2024

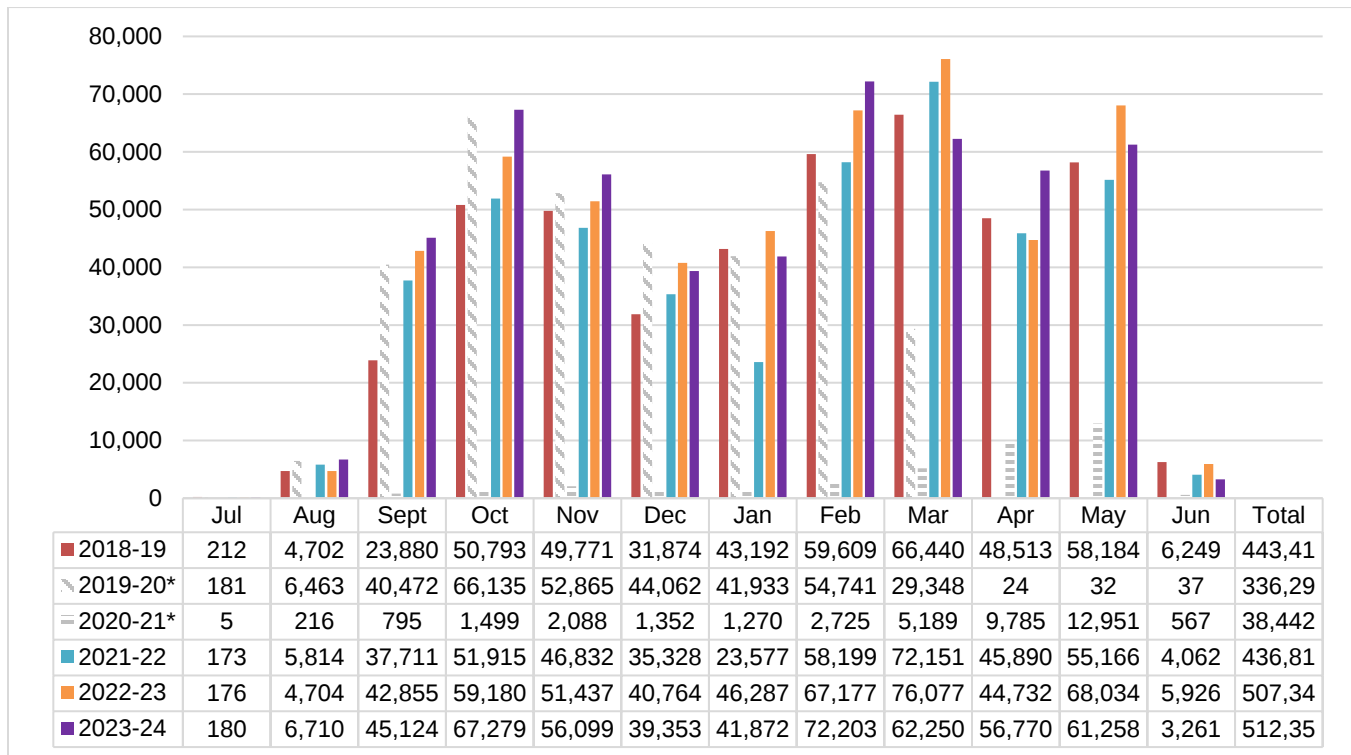


Figure I2. Number of Alternative Learning Placements Reported by Month, 2018–2019 to 2023–2024

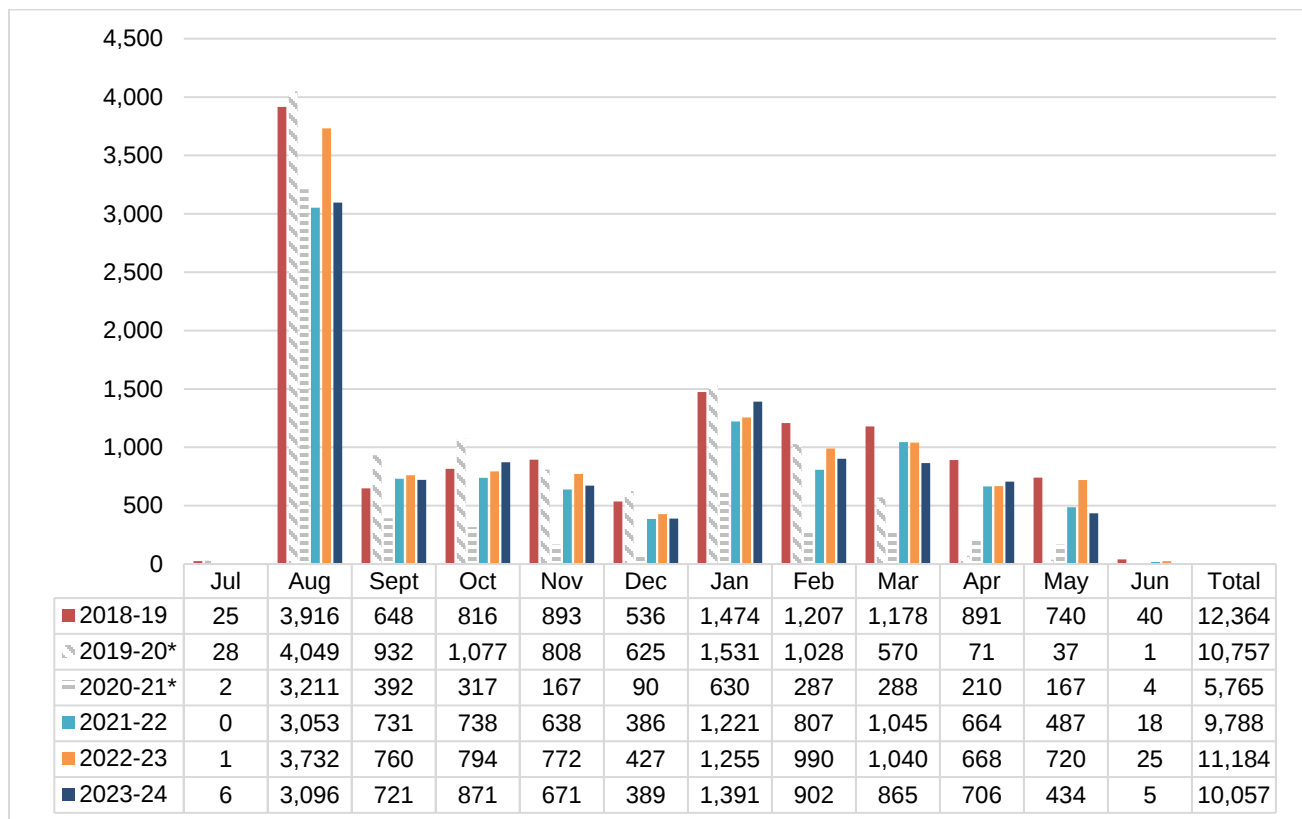
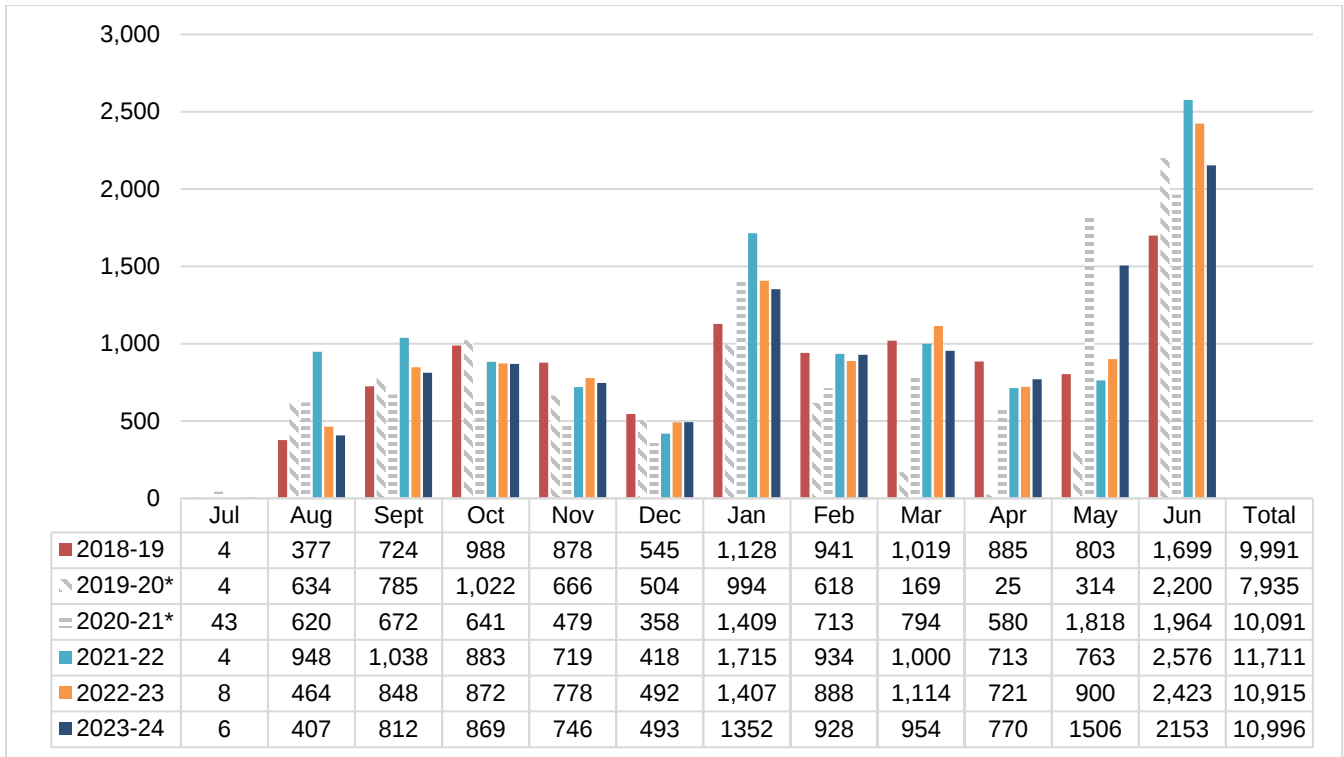


Figure 13. Withdrawal Date of Dropouts by Month, 2018–2019 to 2023–2024



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 and subsequent academic years to prior academic years.

2023–2024 REPORT ON SCHOOL CRIME AND VIOLENCE

In 2023–2024, 12,212 acts of crime and violence were reported across the state. The rate of crime was 8.10 acts of crime and violence per 1,000 students enrolled.

Compared to the 2022–2023 school year, the total number of crimes decreased by 7.4% from 13,193 in 2022–2023 to 12,212 in 2023–2024. The rate of crimes per 1,000 students (8.10 crimes per 1,000 students) decreased by 7.7% from 8.77 in 2022–2023 to 8.10 in 2023–2024.

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 (not involving a weapon or serious injury). Two of the reportable crimes were not reported in the 2023–2024 school year: Kidnapping and Rape.

In elementary schools, Assault on School Personnel (not involving a weapon or serious injury) was reported most frequently in 2023–2024, followed by Possession of Weapon (excluding firearms and powerful explosives), Possession of Controlled Substances in Violation of Law and then Possession of Alcoholic Beverage. The most frequently reported crime in middle schools was Possession of Controlled Substances in Violation of Law, followed by Possession of Weapon (excluding firearms and powerful explosives), Assault on

School Personnel (not involving a weapon or serious injury) and Possession of Alcoholic Beverage. In high schools, the crime reported most frequently was Possession of Controlled Substances in Violation of Law followed by Possession of Weapon (excluding firearms and powerful explosives), Assault on School Personnel (not involving a weapon or serious injury) and Possession of Alcoholic Beverage.

Historically most reportable crimes are committed by student offenders at the high school level. In high school grades, 6,728 acts of crime and violence were reported across the state in 2023–2024. The high school crime rate was 14.19 acts of crime and violence per 1,000 high school students in the state. In all middle school grades, there were 3,907 crimes committed by student offenders, with a rate of 11.17 crimes per 1,000 middle school students. Across the elementary grades, there were 1,552 crimes in 2023–2024, with a rate of 2.27 crimes per 1,000 elementary students.

When compared to the 2022–2023 school year, the total number crimes committed by students in high school grades (9-13 and XG) decreased by 4.9% from 7,075 to 6,728 in 2023-2024. The high school crime rate per 1,000 students (14.19) decreased by 6.0% in 2023–2024 from 15.10 crimes per 1,000 students in 2022–2023.

2023–2024 REPORT ON USES OF CORPORAL PUNISHMENT

2023–2024 was the sixth consecutive academic year in which zero public-school units across the state reported the use of corporal punishment in schools.

2023–2024 REPORT ON REASSIGNMENTS FOR DISCIPLINARY REASONS

In-School Suspensions

In 2023–2024, North Carolina public schools assigned 264,510 in-school suspensions (ISS) of a half-day or more to 131,704 students, with a rate of 175.38 in-school suspensions per 1,000 students enrolled.

Compared to the previous academic year, the total number of in-school suspensions increased 3.2% from 2022–2023 to 2023–2024. The rate of in-school suspensions increased 2.9% from 2022–2023 to 2023–2024.

Of the 264,510 full-day in-school suspensions, 181,914 (68.8%) were assigned to male students, and 82,417 (31.2%) 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 (311.10 per 1,000 students enrolled), followed by Two or More Races students (204.32). Asian students had the lowest rate of in-school suspensions.

In 2023–2024, 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 (311.10, 269.20, 233.69 and 204.32, respectively). Asian students and female students had the lowest rates of in-school suspensions.

Students with Disabilities had a higher rate (1.8 times higher) of in-school suspensions than Students without Disabilities.

Students in middle school grades received the most in-school suspensions in 2023–2024 and had the highest rate of in-school suspensions per 1,000 students (325.81). Ninth-grade students received the most in-school suspensions, followed by seventh grade and eighth grade student.

Alternative Learning Placements as a Disciplinary Action

In 2023–2024, North Carolina public schools reported 3,781 alternative learning placements as a disciplinary action. The rate of alternative learning placement was 2.51 placements per 1,000 students.

Compared to the previous school year, the total number of placements decreased 17.2% from 2022–2023 to 2023–2024. The rate of placements decreased 17.4% from 2022–2023 to 2023–2024.

In the 2023–2024 school year, 35.9% of the 3,781 alternative learning placements for disciplinary reasons were assigned to female students and 64.0% to male students. The rate of placements for females was 1.83 per 1,000 students and 3.11 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 (6.50, 4.03, 3.60 and 3.11, respectively). Asian students, White students, Native Hawaiian/ Pacific Islander students, and Hispanic students had the lowest rates of placements per 1,000 students (0.33, .083, 1.42 and 1.54, respectively).

Of the 3,781 alternative learning placements for disciplinary reasons, 850 (22.5%) involved Students with Disabilities. The rate of placements for Students with Disabilities was 1.9 times higher than Students without Disabilities.

Students in high school grades received the most alternative learning placements for disciplinary reasons in 2023–2024, totaling 54.4% of all placements. However, middle school grades had the highest rate of placements per 1,000 students of 6.64 placements.

2023–2024 REPORT ON SUSPENSIONS AND EXPULSIONS

Short-Term Suspensions

In 2023–2024, there were 244,836 short-term suspensions reported statewide. The short-term suspension rate in 2023–2024 was 162.34 short-term suspensions per 1,000 students enrolled.

The total number of short-term suspensions decreased by 1.1% from the 247,454 reported in 2022–2023. The 2023–2024 short-term suspension rate of 162.34 per 1,000 students decreased by 1.4% from 164.57 in 2022–2023.

Consistent with previous years, male students received more short-term suspensions than female students in 2023–2024. The rate of short-term suspensions for male students (217.05 per 1,000 male students enrolled) was 2.1 times the rate for females (101.75 per 1,000 female students enrolled).

Within the race/ethnicity subgroups, American Indian students had the highest rate of short-term suspensions in 2023–2024 (346.88 per 1,000 American Indian students enrolled), followed by Black students (335.02 per 1,000 students enrolled) and Two or More Races students (201.55 per 1,000 students enrolled).

Across all student subgroups, in 2023–2024, American Indian students (346.88 per 1,000 students, Black students (335.02 per 1,000 students enrolled), and Students with Disabilities (299.12 per 1,000 students) had the highest rates of short-term suspensions.

In 2023–2024, middle school grades reported the most short-term suspensions (100,098) and had the highest rate of short-term suspensions per 1,000 students enrolled (286.07). High school grades reported 83,299 short-term suspensions and had a rate of 175.73 per 1,000 students enrolled. Elementary grades reported 61,103 short-term suspensions and had a rate of 89.30 per 1,000 students in 2023–2024.

Long-Term Suspensions

In 2023–2024, 730 long-term suspensions were reported, an increase of 3.1% from the 708 long-term suspensions reported in 2022–2023.

The rate of long-term suspensions in 2023–2024 was 48.40 per 100,000 students. The 2023–2024 rate of long-term suspensions increased 2.8% compared to 2022–2023 and 28.0% compared to 2018–2019.

Consistent with previous years, male students received more long-term suspensions than females in 2023–2024. The rate of long-term suspensions for male students (62.69 per 100,000 students enrolled) was 1.9 times the rate for females (32.60 per 100,000 students enrolled) in 2023–2024.

Within the race/ethnicity subgroups, Black students had the highest rate of long-term suspensions of 101.88 per 100,000 students, followed by Two or More Races students with a rate of 62.95. Asian students had the lowest rate of long-term suspensions per 100,000 students of 4.69.

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.

Of the 730 long-term suspensions in 2023–2024, 111 (15.2%) were given to Students with Disabilities. The rate of long-term suspensions for Students with Disabilities was 1.2 times higher than the rate for Students without Disabilities.

High school grades reported the most long-term suspensions in 2023–2024 and account for 60.0% of all long-term suspensions. Across all high school grades (9, 10, 11 and 12, including grade 13 and XG), 425 long-term suspensions were reported statewide for a rate of 89.66 suspensions per 100,000 high school students. There were 276 long-term suspensions in middle school grades in 2023–2024. The rate of long-term suspensions in middle school grades was 78.88 per 100,000 students.

Expulsions

In 2023–2024, there were 30 expulsions across all North Carolina schools.

When compared to the previous academic year, the total number of expulsions in 2023–2024 decreased 53.1% from the 64 in 2022–2023.

Consistent with previous years, male students were expelled more than female students. In 2023–2024, 21 (70.0%) expelled students were male.

Of the 30 students expelled in 2023–2024, 50.0% were Black students, 20.0% were White students, 16.7% were Hispanic students, 6.7% were Two or More Races students and 6.7% were Native Hawaiian/Pacific Islander students.

Ninth graders received the most expulsions (12) during the 2023–2024 academic year, followed by 10th- and 11th-graders.

2023–2024 REPORT ON ALTERNATIVE LEARNING PROGRAM AND SCHOOL PLACEMENTS

Alternative Learning Programs and Schools (ALPS) reported 10,057 student enrollments during the 2023–2024 academic year, a 10.1% decrease from the previous academic year, 2022–2023.

In 2023–2024, the rate of ALPS enrollments was 6.77 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 a decrease of 10.3% from 2022–2023 and a decrease of 16.3% from 2018–2019.

In the 2023–2024 school year, 36.8% of the 10,057 ALPS enrollments were for female students and 63.2% for male students. The rate of ALPS enrollments for females was 4.98 per 1,000 students and 8.17 per 1,000 students for males.

In 2023–2024, the highest rates for ALPS enrollments per 1,000 students were for Black students, American Indian students, Students with Disabilities and Two or More Races students, and male students with rates per 1,000 students of 13.48, 10.22, 10.02, 8.68 and 8.17, respectively. The lowest rates of ALPS enrollments per 1,000 students were for Asian students.

In the 2023–2024 academic year, there were 2,154 enrollments of Students with Disabilities in ALPS. These enrollments accounted for 21.4% of all 2023–2024 enrollments. The rate of enrollments into ALPS for Students with Disabilities (10.22 per 1,000 students) was 1.8 times higher than for Students without Disabilities

In 2023–2024, the highest number and rate of ALPS enrollments were in high school grades (7,130 enrollments; 15.04 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 5 saw the lowest number of ALPS enrollments.

2023–2024 REPORT ON DROPOUT COUNTS AND RATES

Dropout Counts – All Grades

In 2023–2024, North Carolina public schools reported 10,604 dropouts in Grades 1 through 12 (including Grade 13 and XG). This is less than a one percent increase (0.8%) from the 10,523 dropouts reported in 2022–2023.

Out of the 10,604 students in Grades 1 through Grade 12 (including grade 13 and XG) who dropped out in 2023–2024, 1,239 (11.7%) dropped out in Grades 1 through 8, and 9,365 (88.3 %) dropped out in Grades 9 through 12.

Consistent with previous years, students drop out most frequently in Grade 9. In 2023–2024, 33.1% of all 2023–2024 dropouts were reported in Grade 9, followed by Grade 10 (27.6%), Grade 11 (19.1%) and Grade 12 (8.6%).

In all grades, male students account for more than 50% of the students who dropped out at each grade category in 2023–2024. White students, Hispanic students and Black students accounted for 90.7% of all students who dropped out in 2023–2024. Students with disabilities accounted for 19.9% of students in Grades 1 through 12 who dropped out in 2023–2024.

“Attendance” issues were cited most frequently as the main reason for a student dropping out, accounting for almost half of all dropouts (42.4%) and high school dropouts (46.2%). “*Unknown*” was the second most widely reported dropout reason codes across all grades (18.4%) and among high school dropouts (15.7%). The third most reported dropout reason code across all grades was “*Moved, school status unknown*” (9.8%). However, within the high school grades: “*Lack of engagement with school and/or peers*” was the third most reported reason for high school dropouts (8.9%).

High School Dropouts

North Carolina recorded 9,365 dropouts in high school Grades 9–13 for the 2023–2024 academic year, a 2.6% decrease from 9,612 reported in 2022–2023.

The North Carolina high school dropout rate for the 2023–2024 academic year is 1.88 dropout events per every 100 high school students. The 2023–2024 dropout rate decreased 3.7% from the 2022–2023 rate of 1.95 per every 100 high school students.

In the 2023–2024 school year, male students account for 59.6% (5,577) of all high school dropouts. Hispanic (3,163; 33.8%), White (2,890; 30.9%), and Black (2,509; 26.8%) students account for 91.4% of the high school students who dropped out. Students with Disabilities account for 20.4% (1,914) of all high school dropouts in 2023–2024.

White students account for the largest number and percentage of students who dropped out in 2023–2024. The White student subgroup is also the largest race/ethnicity student group among the high school student population based on the populations estimate used in the 2023–2024 Dropout Report (44.2%). However, the dropout rate for White students is the second lowest among the student subgroups, at 1.32 dropout events per 100 students. (The lowest rate was for Asian students at 0.47 dropout events per 100 students (4.7 per 1,000 Asian students)).

Five of the 11 student groups reported on in this report were below the state high school dropout rate of 1.88 dropouts per 100 students: female students, Asian students, American Indian Students, White students, and Students without Disabilities. The subgroups above the state dropout rate were male 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 and Native Hawaiian/Pacific Islander students had the highest dropout rates in 2023–2024 (3.25 per 100 students each), followed by Hispanic students and Two or More Races (2.96 and 2.37, respectively).

Consistent with previous academic years, “*Attendance*” issues were cited most frequently as the main reason for a student dropping out, accounting for almost half (46.3%) of all high school dropouts. The second and third most widely reported dropout reason codes were “*Unknown*” and “*Lack of Engagement with School and/or Peers*” at 15.5% and 8.9%.

2023–2024 REPORT ON 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."

Definition of School Crime and Violence

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.

MISSING DEMOGRAPHICS DATA ON STUDENT OFFENDERS

As stated in the Introduction section of this report, the data used in this report were largely collected in PowerSchool. However, 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. When integrating one system with another system various configuration settings and mappings between data structures, models and values must occur to ensure that the data passed between the systems are accurately stored and recorded. It can be difficult to correct errors that result when a setting is incorrectly configured, or a value is incorrectly mapped especially when it is after submission date for the report. NCDPI works with PSUs to run various edits and audits throughout the year to help catch these and other errors. In situations where the errors are not caught or cannot be corrected prior to the final data submission, NCDPI works with the PSU to make the corrections in the state's dataset.

In 2023-24, incidents with student offenders were submitted to NCDPI as non-student offenders at a point when these data could not be changed and resubmitted. NCDPI made every effort to match these records with enrollment and demographic data. However, based on the criteria used, if a match was not exact, then the match was not made thus resulting in missing values for some student offenders. For consistency in reporting across all demographic categories, if a student was missing either sex, race/ethnicity, and/or grade level, they were included in the all-student analyses only.

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:

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

CATEGORIZING INCIDENTS BY REPORTABLE OFFENSES AND UNACCEPTABLE BEHAVIORS

Reportable Offenses (ROs) are any of the 16 offenses, detailed above, that are reported as acts of crime and violence within this report. Within the reportable offenses are two subcategories: violent crimes and reportable crimes.

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

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

4. are not crimes, offenses, or unacceptable behaviors, but resulted in an action being taken by the school (e.g., threats of harms to self or no immunization records).

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 and subsequent academic years to prior academic years. (For more information, see the [Introduction](#) section of this report.)

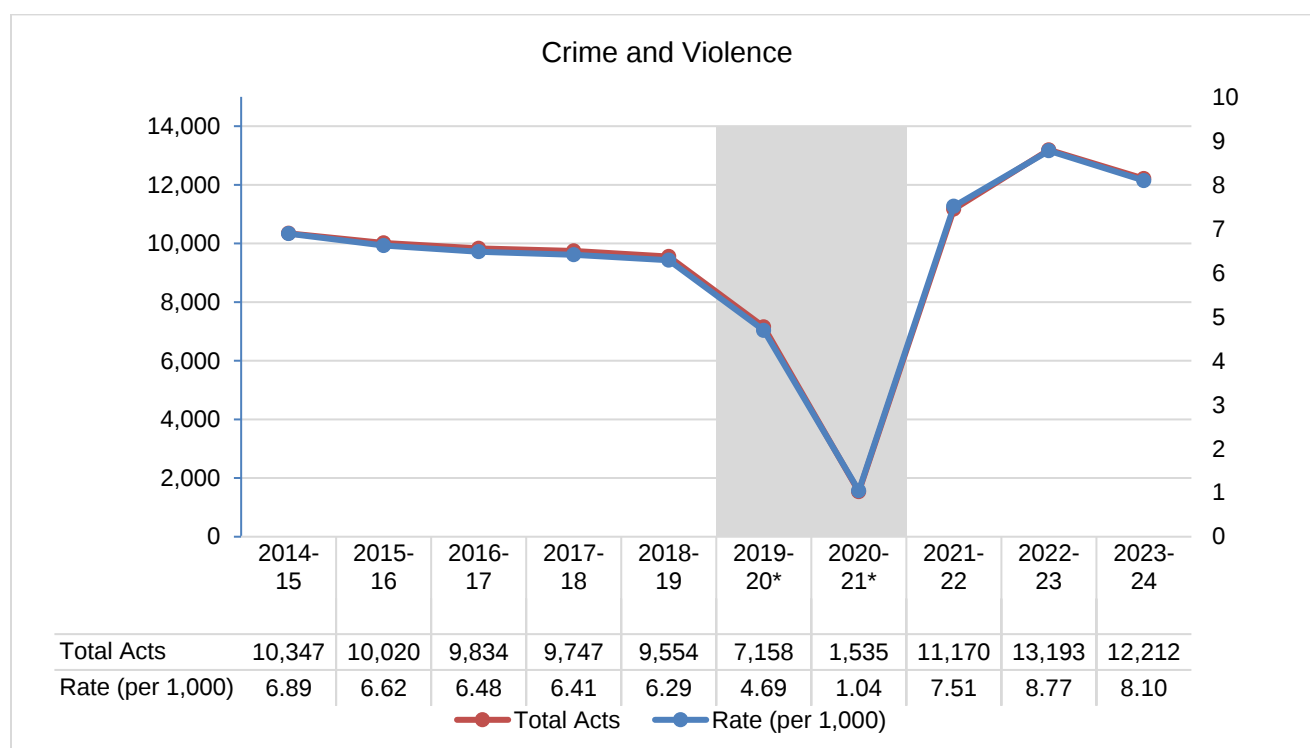
ACTS OF CRIME AND VIOLENCE

General Findings

In 2023–2024, 12,212 acts of crime and violence were reported across the state. The rate of crime was 8.10 acts of crime and violence per 1,000 students enrolled.

As seen in the figure below, when compared to the 2022–2023 school year, the total number of crimes decreased by 7.4% from 13,193 in 2022–2023 to 12,212. The rate of crimes per 1,000 students (8.10 crimes per 1,000 students) decreased by 7.7% from 8.77 in 2022–2023 or 8.10 in 2023–2024. From the 2018–2019 academic year to the 2023–2024 academic year: the number of crimes increased 27.8%, and the rate of crimes increased 28.8%. These increases in the number and rate of crimes are also seen in the 10-year comparison of the 2014–2015 academic year to 2023–2024, with the number of crimes increasing by 18.0% and the rate of crimes increasing by 17.5%.

Figure C1. Counts and Rates of Acts of Crime and Violence, 2014–2015 to 2023–2024¹



**The 2023–2024 population estimate used in this report was 1,508,194 students in Kindergarten through Grade 12 (including Grade 13 and XG).*

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.

Acts of Crime and Violence by Offense Type

Consistent with previous years, Possession of Controlled Substances was the most frequently reported reportable act of crime and accounted for 57.4% of all acts reported. The second-most reportable act reported was Possession of Weapon (excluding firearms and powerful explosives) accounting 19.5% of the acts reported, followed by Assault on School Personnel which accounted for 13.4%. The rate of these three most frequently reported acts of crime and violence (regardless of who committed the act) was 4.64, 1.58, and 1.09 per 1,000 students for Possession of Controlled Substances, Possession of Weapon, and Assault on School Personnel, respectively.

Two of the reportable crimes were not reported in the 2023–2024 school year: Kidnapping and Rape.

Table C1. Acts of Crime and Violence by Offense Type

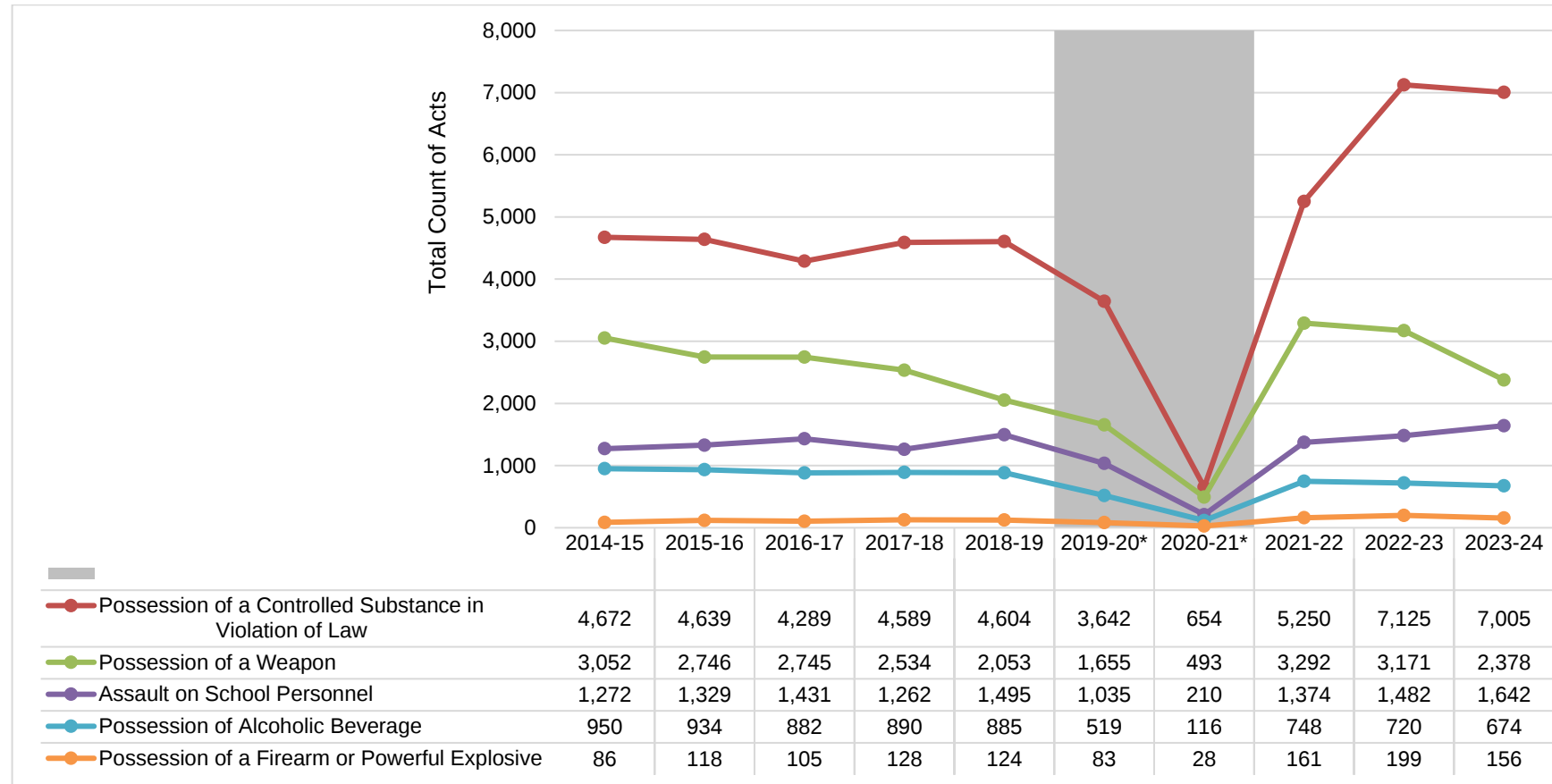
Acts of Crime and Violence	Number of Acts	Percent of All Acts	Rate of Act per 1,000 Students
Possession of a Controlled Substance in Violation of Law	7,005	57.4%	4.64
Possession of a Weapon	2,378	19.5%	1.58
Assault on School Personnel	1,642	13.4%	1.09
Possession of Alcoholic Beverage	674	5.5%	0.45
Possession of a Firearm or Powerful Explosive	156	1.3%	0.10
Bomb Threat/Hoax	94	0.8%	0.06
Sexual Offense	94	0.8%	0.06
Assault Resulting in Serious Injury	69	0.6%	0.05
Sexual Assault not including Rape or Sexual Offense	45	0.4%	0.03
Assault Involving Use of a Weapon	37	0.3%	0.02
Burning of a School Building	13	0.1%	0.01
Robbery with a Dangerous Weapon	3	0.0%	0.00
Death By Other Than Natural Causes	1	0.0%	0.00
Taking Indecent Liberties with a Minor	1	0.0%	0.00
Kidnapping	0	0.0%	0.00
Rape	0	0.0%	0.00
Total	12,212	100.00%	8.10

While the overall total number of reportable acts of crimes has decreased when compared to the previous academic year, the percent change for each reportable crime varies. The numbers and percent change for each of the offenses reported in the 2022-2023 and 2023–2024 academic years are shown in the table below.

Table C2. One- and Five-Year Percent Difference in Acts of Crime and Violence by Offense Type

Reportable Acts of Crime	Number of Acts			Percent Difference	
	2018-2019	2022-2023	2023-2024	1-year	5-year
Possession of a Controlled Substance in Violation of Law	4,604	7,125	7,005	-1.7%	52.2%
Possession of a Weapon	2,053	3,171	2,378	-25.0%	15.8%
Assault on School Personnel	1,495	1,482	1,642	10.8%	9.8%
Possession of Alcoholic Beverage	885	720	674	-6.4%	-23.8%
Possession of a Firearm or Powerful Explosive	124	199	156	-21.6%	25.8%
Bomb Threat/Hoax	33	88	94	6.8%	184.8%
Sexual Offense	86	104	94	-9.6%	9.3%
Assault Resulting in Serious Injury	75	134	69	-48.5%	-8.0%
Sexual Assault not including Rape or Sexual Offense	139	79	45	-43.0%	-67.6%
Assault Involving Use of a Weapon	41	65	37	-43.1%	-9.8%
Burning of a School Building	12	17	13	-23.5%	8.3%
Robbery with a Dangerous Weapon	1	7	3	-57.1%	200.0%
Death By Other Than Natural Causes	0	1	1	0.0%	-
Taking Indecent Liberties with a Minor	0	1	1	0.0%	-
Kidnapping	3	0	0	-	-100.0%
Rape	3	0	0	-	-100.0%
Total	9,554	13,193	12,212	-7.4%	27.8%

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



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 reportable behaviors, as well as disciplinary actions, that must be reported by schools are found in [Appendix B](#).

Table C3. Acts of Crime and Violence by Offender Type, 2023–2024

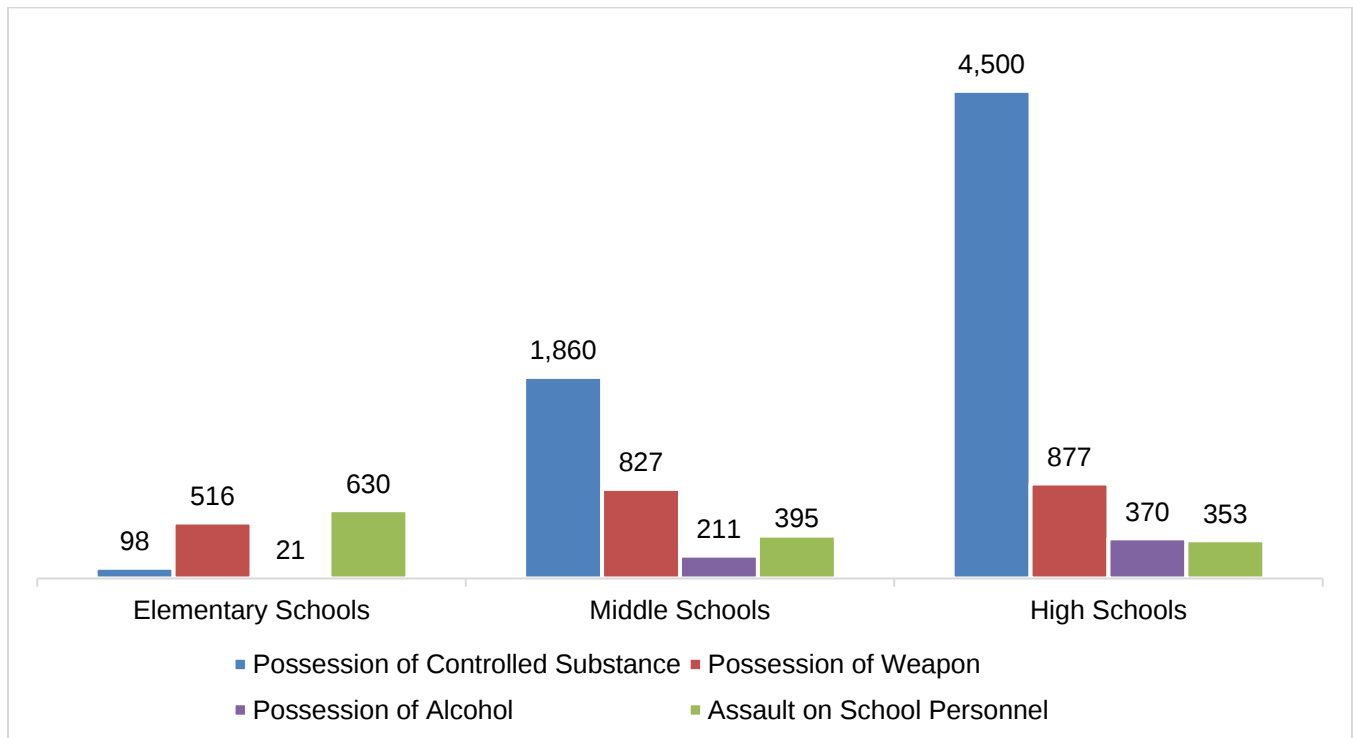
SPECIFIED ACTS	TOTAL NUMBER OF ACTS	TOTAL NUMBER OF ACTS BY OFFENDER TYPE	
		STUDENTS	OTHER
Possession of a Controlled Substance in Violation of Law	7,005	7005	0
Possession of a Weapon	2,378	2378	0
Assault on School Personnel	1642	1642	0
Possession of Alcoholic Beverage	674	674	0
Possession of a Firearm or Powerful Explosive	156	155	1
Bomb Threat/Hoax	94	94	0
Sexual Offense	94	94	0
Assault Resulting in Serious Injury	69	69	0
Sexual Assault not including Rape or Sexual Offense	45	45	0
Assault Involving Use of a Weapon	37	37	0
Burning of a School Building	13	13	0
Robbery with a Dangerous Weapon	3	3	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	12,212	12,211	1

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 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, assault on school personnel was reported most frequently in 2023–2024, followed by possession of a weapon, 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, 2023–2024



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 C4a. Acts of Crime and Violence by School Category, 2023–2024

SPECIFIED ACTS	TOTAL NUMBER OF ACTS	TOTAL NO. 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	7,005	98	90	1860	320	4,500	137
Possession of a Weapon	2,378	516	63	827	34	877	61
Assault on School Personnel	1642	630	113	395	37	353	114
Possession of Alcoholic Beverage	674	21	15	211	28	370	29
Possession of a Firearm or Powerful Explosive	156	14	10	28	1	103	0
Bomb Threat/Hoax	94	10	5	45	2	28	4
Sexual Offense	94	12	7	25	2	30	18
Assault Resulting in Serious Injury	69	7	0	22	3	27	10
Sexual Assault not including Rape or Sexual Offense	45	8	0	19	0	14	4
Assault Involving Use of a Weapon	37	7	0	10	0	17	3
Burning of a School Building	13	2	0	2	0	9	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
Taking Indecent Liberties with a Minor	1	0	0	0	1	0	0
Kidnapping	0	0	0	0	0	0	0
Rape	0	0	0	0	0	0	0
Total	12,212	1,325	303	3,444	428	6,332	380

Table C4b. 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 C4c. 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 C4d. 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 C4f. 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 C4g. 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 Student Subgroup

Male students were reported to have committed more acts of crime and violence than female students in 2023–2024. The rate of crime for male students (10.70 per 1,000 male students enrolled) was 2.0 times than the rate for females (5.19 per 1,000 female students enrolled).

Within the race/ethnicity subgroups, Black students had the highest rate of crime and violence in 2023–2024 (13.29 per 1,000 Black students enrolled), followed by American Indian students (12.05 per 1,000 American Indian students enrolled), Native Hawaiian/Pacific Islander students (9.47 per 1,000 Pacific Islander students enrolled), and Two or More Races students (9.33 per 1,000 Two or More Races students enrolled).

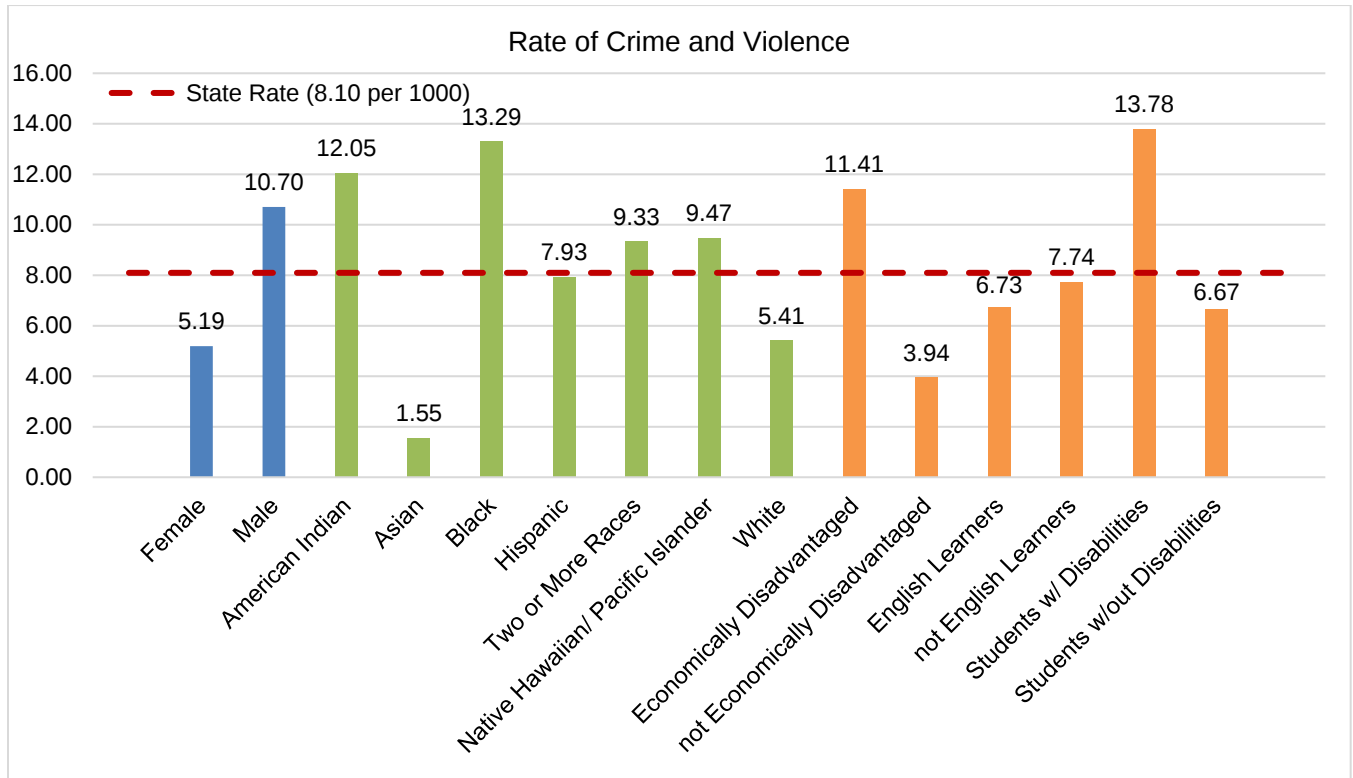
Across all student subgroups, in 2023–2024, Students with Disabilities had the highest rate of crime and violence in 2023–2024 (13.78 per 1,000 students enrolled), followed by Black students (13.29 per 1,000 students enrolled), American Indian students (12.05 per 1,000 students enrolled), Economically Disadvantaged students (11.41 per 1,000 enrolled), and Males students (10.70 per 1,000 Two or More Races students enrolled).

The table and figure below detail the total number of acts of crime and violence; the total number of acts of violent crimes, total number of acts of the reportable offenses and the rate acts of crime and violence per 1,000 by sex and race/ethnicity and for Economically Disadvantaged students, English Learners, and Students with Disabilities.

Table C5. Counts and Rates of Acts of Crime and Violence by Student Subgroups, 2023–2024

Race/Ethnicity	Acts of Crimes	Acts of Violent Crimes	Acts of Reportable Offenses	Rate of All Crimes per 1,000
All Student Offenders	12,211	250	11,961	8.10
Female	3,855	52	3,803	5.19
Male	8,332	198	8,134	10.70
American Indian	184	3	181	12.05
Asian	99	1	98	1.55
Black	4,945	98	4,847	13.29
Hispanic	2,546	55	2,491	7.93
Two or More Races	845	16	829	9.33
Native Hawaiian/ Pacific Islander	20	2	18	9.47
White	3,548	75	3,473	5.41
Economically Disadvantaged	8,999	175	8,824	11.41
not Economically Disadvantaged	3,188	75	3,113	3.94
English Learners	1,198	20	1,178	6.73
not English Learners	10,989	230	10,759	7.74
Students w/ Disabilities	2,904	65	2,839	13.78
Students w/out Disabilities	9,283	185	9,098	6.67

Figure C4. Counts and Rates of Acts of Crime and Violence by Student Subgroups



Acts of Crime and Violence Student Offender Population

In 2023–2024, 12,211 acts of crime and violence committed by students were committed by 10,690 individual students which is less than 1.0% of the student population. Students offenders in all subgroups were less than 1.2% of the students in that particular subgroup. The largest percentage of individual students where student who were not English Learner (90.1%), Students without Disabilities (77.4%), Economically Disadvantaged students (73.6%), and Male students (67.5%).

The tables below provide an estimate of the overall student population for all students and each subgroup and the percentage of the subgroup in the student population. Additionally, the tables display the number of unique students suspended in each subgroup, the percentage of unique students in the subgroup, the number of short-term suspensions received by the subgroup, the percentage of suspensions received by the subgroup, the rate of short-term suspensions per 1,000 students in the subgroup, and the average number of suspensions the unique students received in the subgroup.

Table C6. Acts of Crime and Violence Student Offender Population, 2023–2024

Race/Ethnicity	Student Population Estimate	Percent of Student Population	Unique Student Offenders	Percent of Unique Offenders in Subgroup Population	Percent of Student Offenders	Acts of Crime and Violence	Rate of All Crimes per 1,000
All Student Offenders	1,508,194	100.0%	10,690	0.7%	100.0%	12,211	8.10
Female	742,401	48.8%	3,456	0.5%	32.3%	3,855	5.19
Male	778,445	51.2%	7,212	0.9%	67.5%	8,332	10.70
American Indian	15,276	1.0%	168	1.1%	1.6%	184	12.05
Asian	64,019	4.2%	92	0.1%	0.9%	99	1.55
Black	372,024	24.5%	4,355	1.2%	40.7%	4,945	13.29
Hispanic	321,071	21.1%	2,248	0.7%	21.0%	2,546	7.93
Two or More Races	90,552	6.0%	723	0.8%	6.8%	845	9.33
Native Hawaiian/ Pacific Islander	2,111	0.1%	13	0.6%	0.1%	20	9.47
White	655,793	43.1%	3,069	0.5%	28.7%	3,548	5.41
Economically Disadvantaged	788,602	49.4%	7,868	1.0%	73.6%	8,999	11.41
not Economically Disadvantaged	808,585	50.6%	2,800	0.3%	26.2%	3,188	3.94
English Learners	177,998	11.1%	1,041	0.6%	9.7%	1,198	6.73
not English Learners	1,420,079	88.9%	9,627	0.7%	90.1%	10,989	7.74
Students w/ Disabilities	210,794	13.1%	2,390	1.1%	22.4%	2,904	13.78
Students w/out Disabilities	1,392,523	86.9%	8,278	0.6%	77.4%	9,283	6.67

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, 6,728 acts of crime and violence were reported across the state in 2023–2024. The high school crime rate was 14.19 acts of crime and violence per 1,000 high school students in the state. In all middle school grades, there were 3,907 crimes committed by student offenders, with a rate of 11.17 crimes per 1,000 middle school students. Across the elementary grades, there were 1,552 crimes in 2023–2024, with a rate of 2.27 crimes per 1,000 elementary students.

Students in Grade 9 had the highest rate of crime and violence in 2023–2024, with a rate of 20.22 crimes per 1,000 students. Grade 8 students and Grade 10 students had the next highest rate of crime and violence with rates of 15.22 and 14.62 per 1,000 students, respectively.

Figure C5. Acts of Crime and Violence by Grade Level, 2023–2024

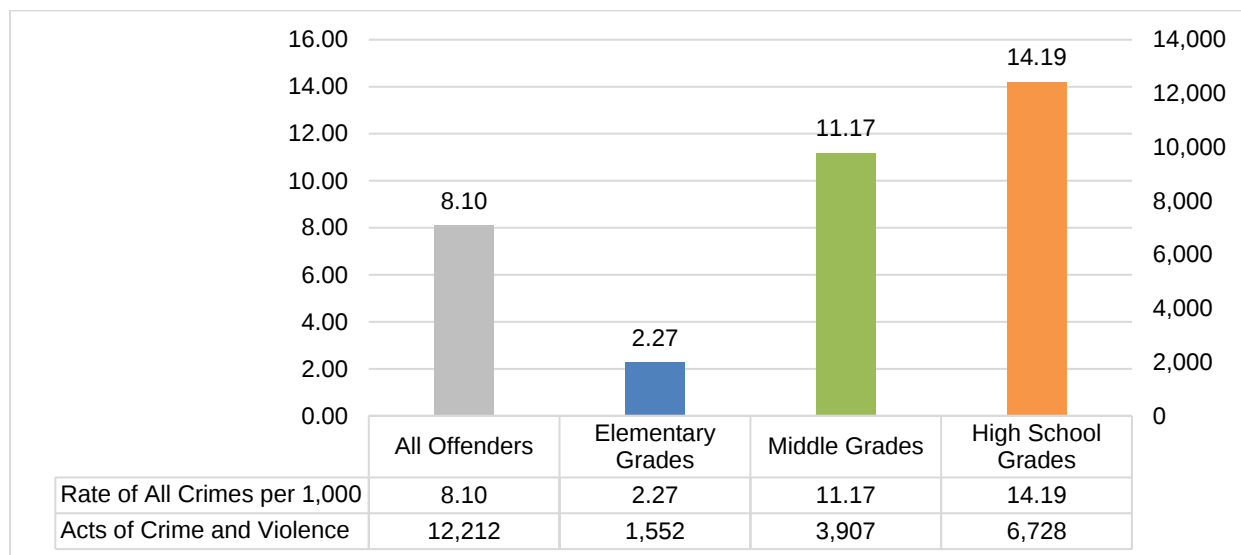


Table C7. Counts and Rates of Reported Acts of Crime by Grade Level, 2023–2024

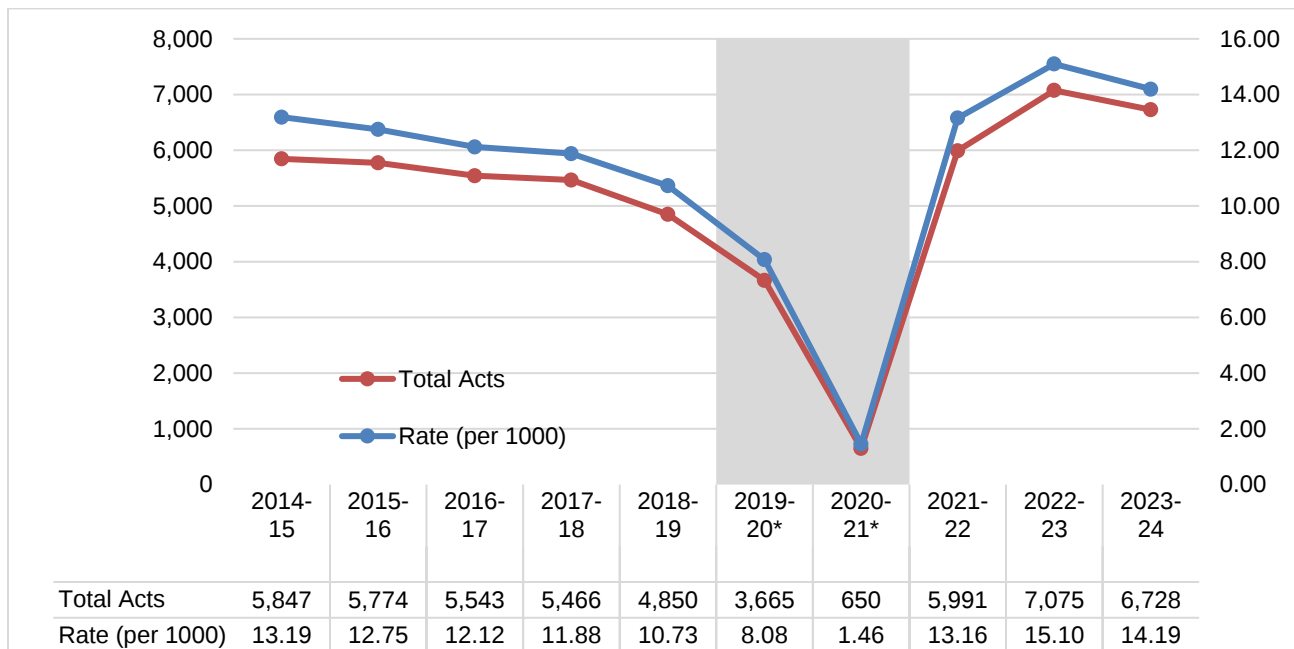
	Acts of Crime and Violence	Rate of All Crimes per 1,000
All Student Offenders	12,211	8.10
Elementary Grades	1,552	2.27
Middle Grades	3,907	11.17
High School Grades	6,728	14.19
Pre-Kindergarten/ Kindergarten	239	2.16
Grade 1	190	1.66
Grade 2	213	1.81
Grade 3	252	2.25
Grade 4	304	2.66
Grade 5	354	3.07
Grade 6	833	7.21
Grade 7	1,273	10.96
Grade 8	1,801	15.22
Grade 9	2,709	20.22
Grade 10	1,807	14.62
Grade 11	1,342	11.77
Grade 12 (includes 13 and XG)	870	8.50

ACTS OF CRIME AND VIOLENCE IN HIGH SCHOOL GRADES

As seen in the figure below, when compared to the 2022–2023 school year, the total number crimes committed by students in high school grades (9-13 and XG) decreased by 4.9% from 7,075 to 6,728 in 2023–2024. The high school crime rate decreased by 6.0% from 15.10 crimes per 1,000 students in 2022–2023 to 14.19 crimes per 1,000 students in 2023–2024.

From 2018–2019 academic year to the 2023–2024 academic year, the number and rate of high school crimes saw an increase of 38.7% and 42.9%, respectively. In the 10-year comparison of the 2014–2015 academic year to 2023–2024, the number of high school crimes increased 15.1%, and the rate of high school crimes increased 7.6%.

Figure C6. Counts and Rates of Acts of Crime and Violence in High School Grades, 2014–2015 to 2023–2024



Acts of Crime and Violence by Grade Level and Student Subgroup

The table and figures below detail the rates of school crime and violence between the student subgroups by grade level in 2022–2023. While most of the subgroups at each grade level follow the overall state trend of the lowest rates among the elementary grades and highest rates among the high school grades, the middle school rates for females and Asian students are roughly equivalent to the rate in the high school grades.

Table C8. Rates of Acts of Crime and Violence by Grade Level and Student Subgroup, 2023–2024

	Number of Acts All Grades	Rate per 1,000 All Grades	Rate per 1,000 Elementary Grades	Rate per 1,000 Middle Grades	Rate per 1,000 High School Grades
All Offenders	12,212	8.10	2.27	11.17	14.19
Female	3,855	5.19	0.95	8.82	8.51
Male	8,332	10.70	3.53	13.36	18.84
American Indian	184	12.05	2.42	16.25	23.23
Asian	99	1.55	0.39	2.52	2.65
Black	4,945	13.29	4.06	18.51	22.26
Hispanic	2,546	7.93	1.44	12.67	13.48
Two or More Races	845	9.33	3.07	14.40	16.39
Native Hawaiian/ Pacific Islander	20	9.47	4.24	6.20	19.01
White	3,548	5.41	1.73	6.47	9.64
Economically Disadvantaged	8,999	11.41	3.15	16.77	20.44
Not Economically Disadvantaged	3,188	3.94	1.09	4.56	7.03
English Learners	1,198	6.73	1.05	12.66	13.83
Not English Learners	10,989	7.74	2.33	10.39	13.06
Students w/ Disabilities	2,904	13.78	7.00	19.76	20.90
Students w/out Disabilities	9,283	6.67	1.34	9.20	12.09

Figure C7a. Rates of Acts of Crime and Violence by Grade Level and Student Subgroup, 2023–2024

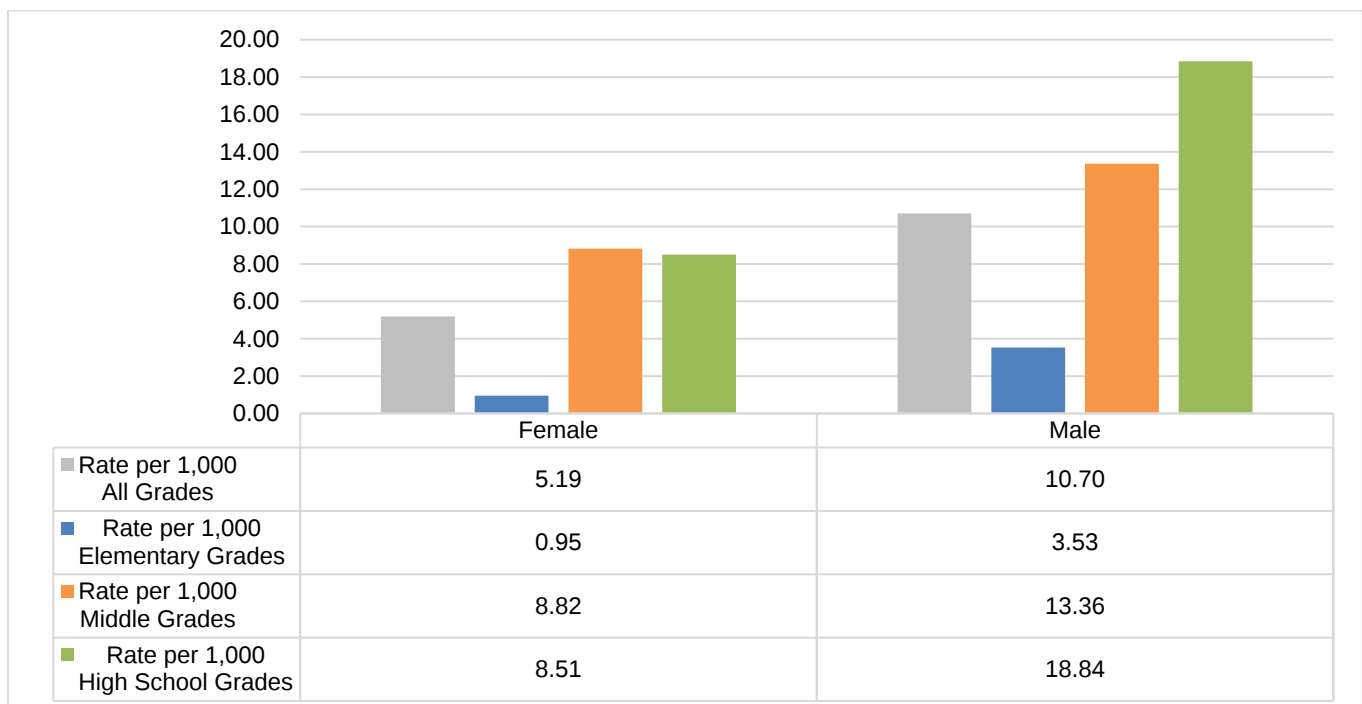


Figure C7b. Rates of Acts of Crime and Violence by Grade Level and Student Subgroup, 2023–2024

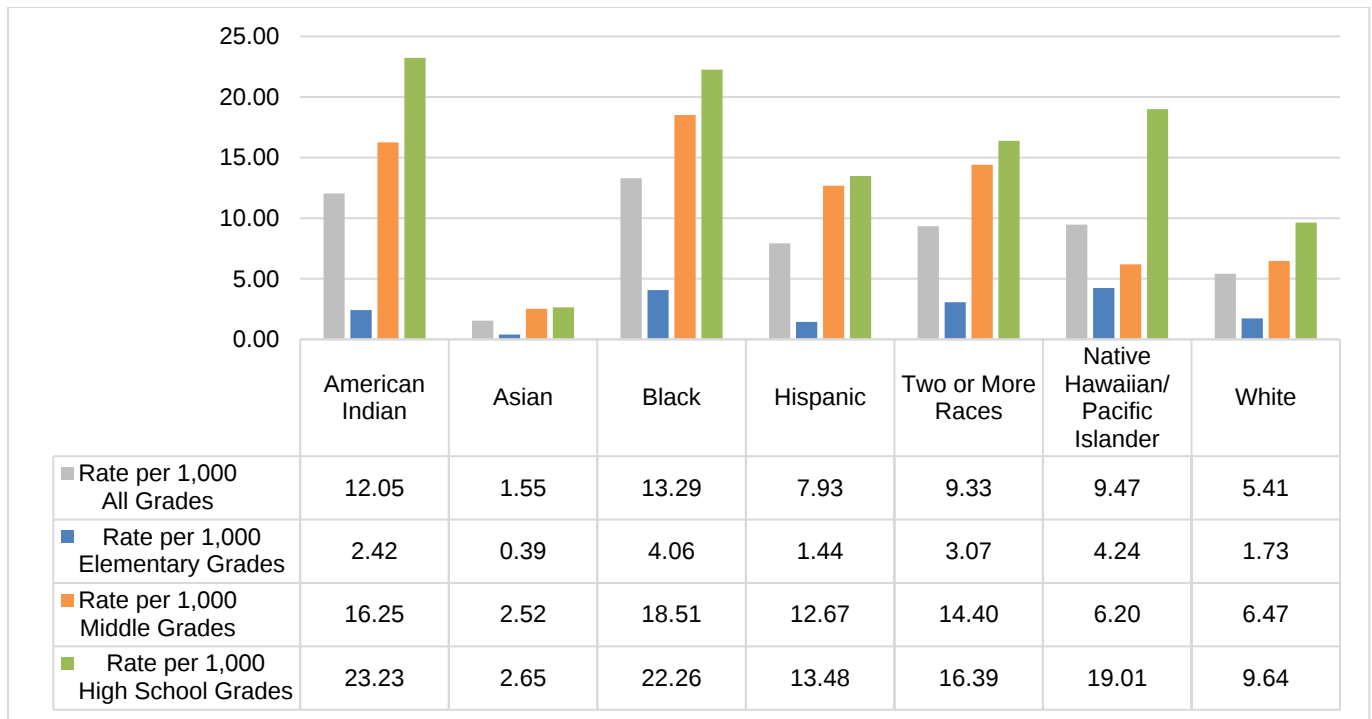
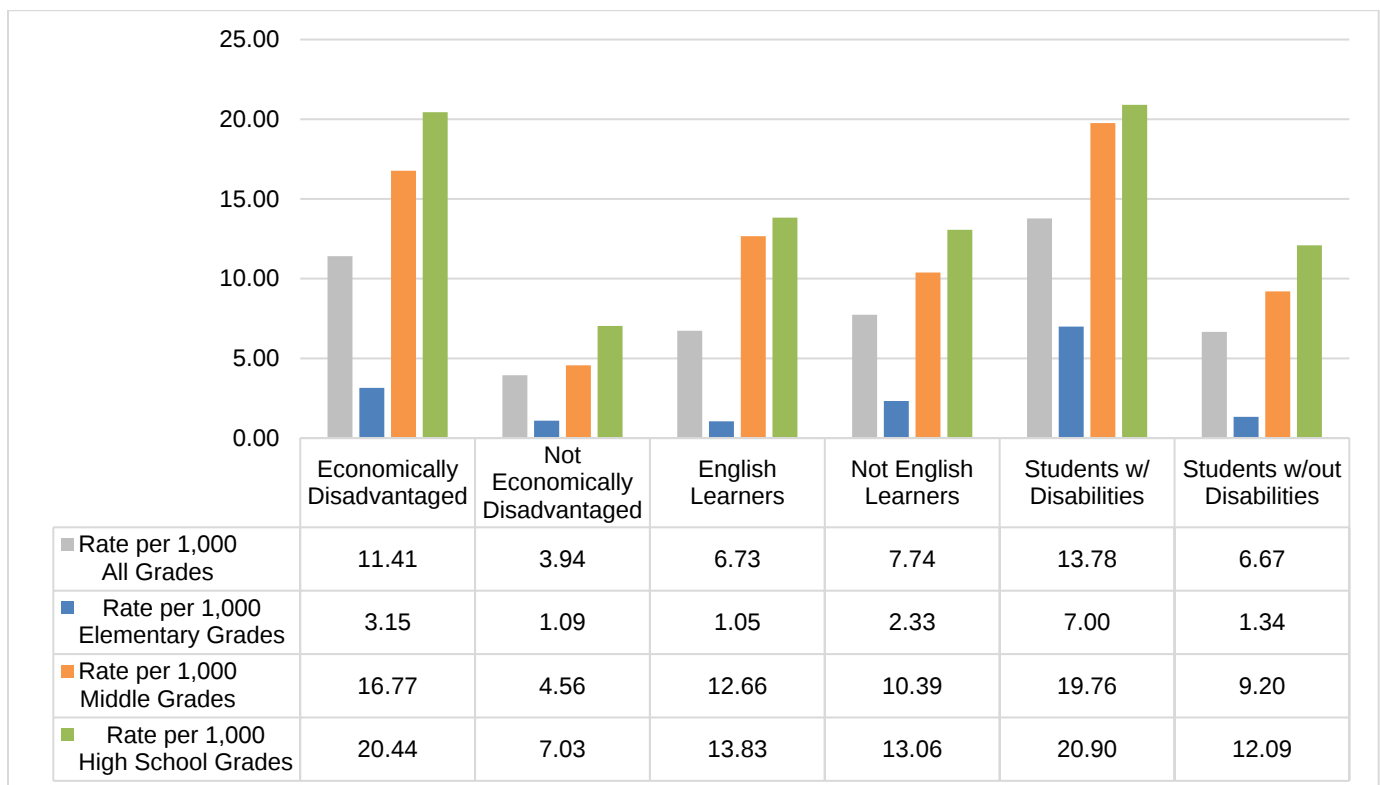


Figure C7c. Rates of Acts of Crime and Violence by Grade Level and Student Subgroup, 2023–2024

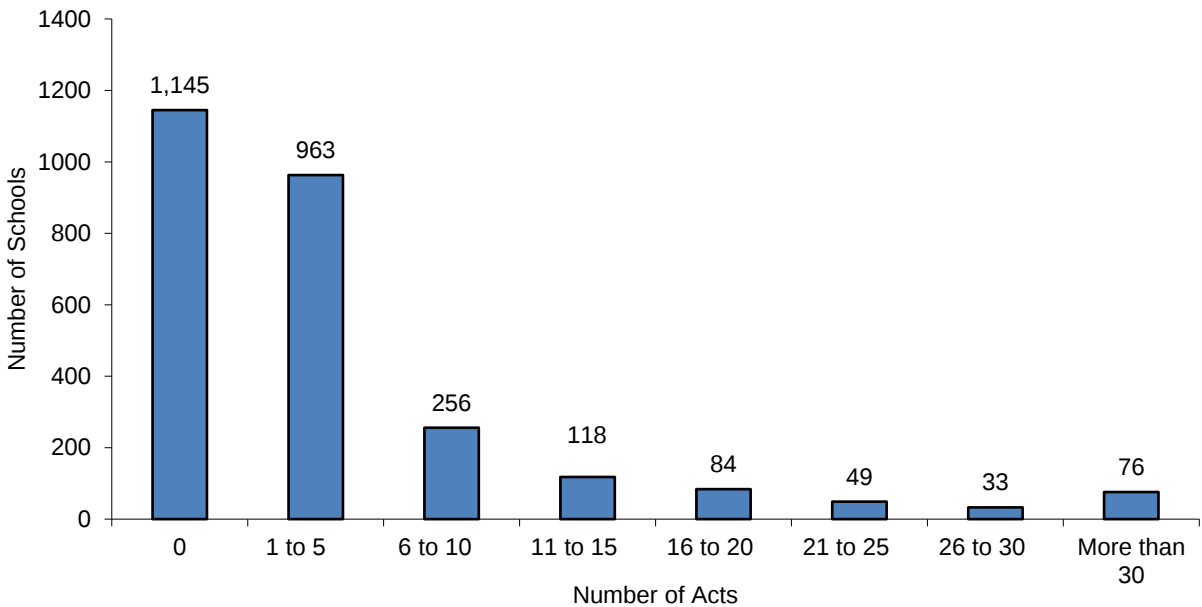


Acts of Crime and Violence by PSU

Across all public schools statewide (2,724), 42.0% (1,145) reported zero acts of crime in 2023–2024; 35.4% (963) reported one to five acts of crime; and the remaining 22.6% (616) reported six to more than 30 acts of crime.

For the schools that reported at least one act of crime (1,579), the number of acts of crime ranged from one to 82, and the rate of crime ranged from 0.66 per 1,000 students enrolled to 785.71 acts per 1,000 students enrolled. Among these schools, 860 (45.5%) had rates at or below the state crime rate of 8.10 per 1,000 enrolled, and 860 (54.5%) had rates above the state crime rate.

Figure C8. Schools Reporting Zero to More Than 30 Acts of Crime and Violence, 2023–2024



In 2023–2024, 126 (37.4%) out of 337 PSUs reported zero acts of crime and violence. Whereas 211 (62.6%) PSUs reported at least one act of crime and violence in 2023–2024.

Among the 211 PSUs that reported at least one act of crime, the number of acts of crime ranged from one to 1,414, and the rate of crime ranged from 0.66 per 1,000 students enrolled to 71.43 per 1,000 students enrolled. Among these PSUs, 78 (23.1%) had rates above the state crime rate of 8.10 per 1,000 enrolled, and 259 (76.9%) had rates below the state crime rate.

The PSUs with the lowest (non-zero) rates in 2023–2024 were Asheboro City Schools, Bradford Preparatory School, Carolina Charter Academy: CFA, East Wake Academy, Endeavor Charter, Envision Science Academy, Henderson Collegiate, Iredell Charter Academy, Jackson Day School, and Oxford Preparatory School.

The PSUs with the highest rates in 2023–2024 were Alpha Academy, Appalachian State U Academy Middle Fork, Aristotle Preparatory Academy, Aspire Trade High School, Mountain City Public Montessori, Raleigh Oak Charter School, Rocky Mount Preparatory, Steele Creek Preparatory Academy, Surry County Schools, and Thomasville City Schools.

Table C-C1 and Table C-C2 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 2023–2024, there were 224 PSUs across the state that enrolled students in grades 9 through 13 and XG. There were 65 PSUs (29.0%) that reported zero acts of crime and violence.

For the remaining 159 PSUs (71.0%), the number of acts of crime and violence in 2023–2024 ranged from 1 to 705, and the high school crime rate ranged from 0.77 acts of crime and violence per 1,000 students enrolled to 41.66 acts of crime and violence per 1,000 enrolled. Among these PSUs, 56 (35.2%) had rates above the state high school crime rate of 15.10, and 103 (64.8%) had rates at or below the state high school crime rate.

The PSUs with the lowest (non-zero) high school rates in 2023–2024 were Asheboro City Schools, Bethany Community School, Clay County Schools, Craven County Schools, East Wake Academy, Langtree Charter Academy, Mitchell County Schools, North East Carolina Preparatory School, Northeast Academy of Aerospace & AdvTech, and Yancey County Schools.

The PSUs with the highest high school rates in 2023–2024 were Aspire Trade High School, Bladen County Schools, Buncombe County Schools, FernLeaf Community Charter School, Haywood County Schools, Mount Airy City Schools, Person County Schools, Surry County Schools, Union Preparatory Academy at Indian Trail, and Wilson Preparatory Academy.

PSUs with the largest five-year percentage decreases in high school crime rate (2018–2019 to 2023–2024) were Alleghany County Schools, Avery County Schools, Bertie County Schools, Clay County Schools, Craven County Schools, Edgecombe County Public Schools, Mitchell County Schools, Newton Conover City Schools, Perquimans County Schools, and Washington County Schools.

PSUs with the largest five-year percentage increases (2018–2019 to 2023–2024) were Bladen County Schools, Brunswick County Schools, Camden County Schools, Davie County Schools, Martin County Schools, Mount Airy City Schools, Stanly County Schools, Stokes County Schools, Surry County Schools, and Tyrrell County Schools.

Table C-C3 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 TABLES

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

Table C-C1. Counts and Rates of Acts of Crime and Violence for PSUs, 2023–2024

Table C-C2. Counts and Rates of Acts of Crime and Violence for Individual Schools, 2023–2024

Table C-C3. High School Acts of Crime and Violence Counts and Rates for PSUs, 2023–2024

2023–2024 REPORT ON 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.

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 and subsequent academic years data to prior academic years. (For more information, see the [Introduction](#) section of this report.)

USES OF CORPORAL PUNISHMENT

General Findings

Although some corporal punishment data has been captured for some PSUs over many years, 2010–2011 was the first year that all uses of corporal punishment were required to be reported.

Over the last six academic years, 2018–2019, 2019–2020*, 2020–2021*, 2021–2022, 2022–2023, and 2023–2024 no PSU 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.

2023–2024 REPORT ON 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.

Definitions of Suspensions and “Other” Disciplinary Actions

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

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

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

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

Student Reassignment Data Collection, Analysis and Reporting

DATA COLLECTION AND REPORTING PROCEDURES

In a single reported incident, there 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.

MISSING DEMOGRAPHICS DATA ON STUDENT OFFENDERS

As stated in the Introduction section of this report, the data used in this report were largely collected in PowerSchool. However, 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. When integrating one system with another system various configuration settings and mappings between data structures, models and values must occur to ensure that the data passed between the systems are accurately stored and recorded. It can be difficult to correct errors that result when a setting is incorrectly configured, or a value is incorrectly mapped especially when it is after submission date for the report. NCDPI works with PSUs to run various edits and audits throughout the year to help catch these and other errors. In situations where the errors are not caught or cannot be corrected prior to the final data submission, NCDPI works with the PSU to make the corrections in the state’s dataset.

In 2023-24, incidents that resulted in the reassignment of students for disciplinary reasons were submitted to NCDPI as non-student offenders at a point when these data could not be changed and resubmitted. NCDPI made every effort to match these records with enrollment and demographic data. However, based on the criteria used, if a match was not exact, then the match was not made thus resulting in missing values for some suspended students. For consistency in reporting across all demographic categories, if a student was missing either sex, race/ethnicity, and/or grade level, they were included in the all-student analysis only.

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 and subsequent academic years to prior academic years. (For more information, see the [Introduction](#) section of this report.)

IN-SCHOOL SUSPENSIONS

General Findings

In 2023–2024, North Carolina public schools assigned 264,510 in-school suspensions (ISS) of a half-day or more to 131,704 students, with a rate of 175.38 in-school suspensions per 1,000 students enrolled.

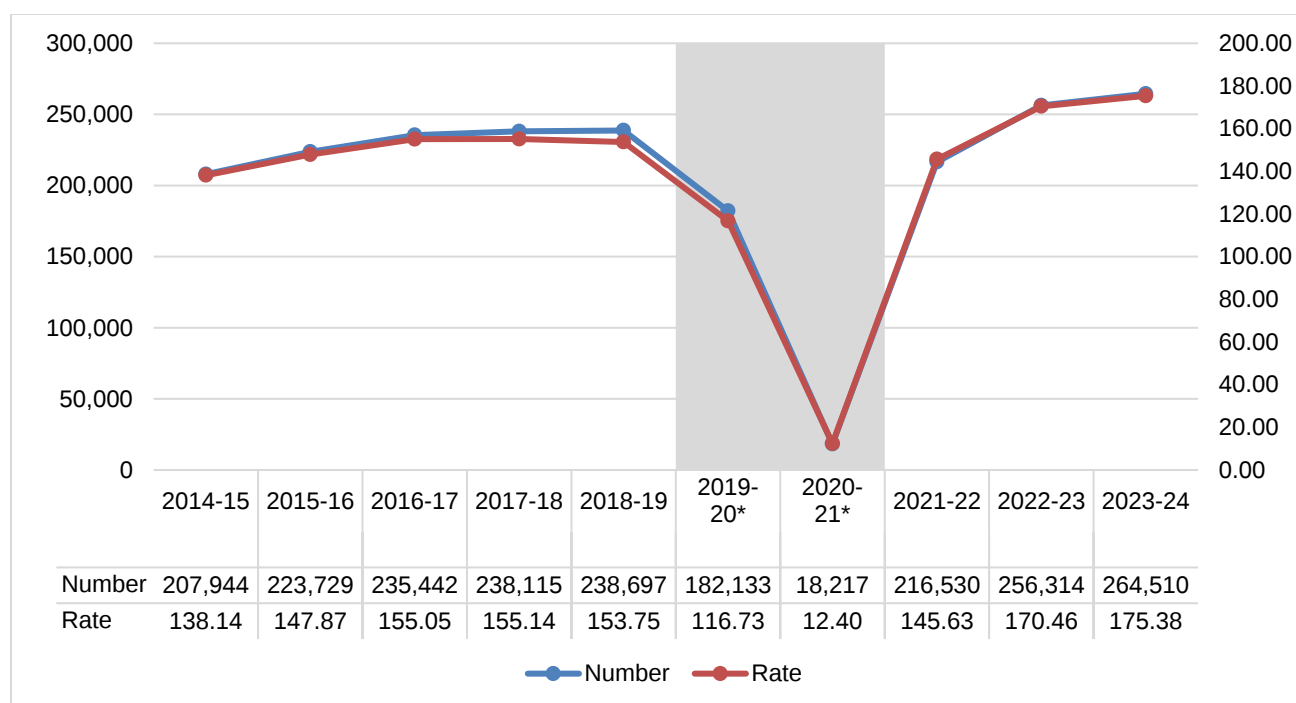
Compared to the previous academic year, the total number of in-school suspensions increased 3.2% from 2022–2023 to 2023–2024. The rate of in-school suspensions increased 2.9% from 2022–2023 to 2023–2024.

The five-year comparisons of the number and rate of in-school suspensions from 2018–2019 to 2023–2024 showed an increase of 10.8% and 14.1%, respectively, as did the 10-year comparison of 2014–2015 to 2023–2024 of 27.2% and 27.0%, respectively.

The average number of in-school suspensions received by the 131,704 individual students in 2023–2024 was 2.01 in-school suspensions. The average length of an in-school suspension was 1.52 days. Students across the state spent a total of 401,698 days in in-school suspension.

In addition, 57,500 partial day in-school suspensions (less than half a school day) were assigned in 2023–2024. Of the 57,500 partial in-school suspensions, 55,278 (96.1%) were assigned without an accompanying full day in-school suspension (ISS).

Figure R1. In-School Suspensions, 2014–2015 to 2023–2024²



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.

In-School Suspensions by Student Subgroup

Of the 264,510 full-day in-school suspensions, 181,914 (68.8%) were assigned to male students, and 82,417 (31.2%) 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. Male students also had a higher average days per in-school suspension than female students.

Within the race/ethnicity subgroups, Black students had the highest rate of in-school suspensions (311.10 per 1,000 students enrolled), followed by Two or More Races students (204.32). Asian students had the lowest rate of in-school suspensions.

In 2023–2024, Black students, Students with Disabilities, Economically Disadvantaged students, 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 (311.10, 269.20, 246.46, 233.69 and 204.32, respectively). Asian students and female students had the lowest rates of in-school suspensions.

The rate of in-school suspension for Economically Disadvantaged students (246.46 per 1,000 students) was 2.8 times higher than the rate of in-school suspension students who were not Economically Disadvantaged (86.53 per 1,000 students). The rate of in-school suspension for Students with Disabilities (269.20 per 1,000 students) was 1.8 times higher than Students without Disabilities (149.07 per 1,000 students).

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

Table R1. Full Day In-School Suspensions by Student Subgroup, 2023–2024

Race/Ethnicity	Number of In-School Suspensions	Rate per 1,000 Students	Average Number of ISS	Average Days Per ISS	Total Days In ISS
All Students	264,510	175.38	2.01	1.52	401,698
Female	82,417	111.01	1.87	1.50	123,821
Male	181,914	233.69	2.08	1.53	277,571
American Indian	2,155	141.07	1.72	1.69	3,635
Asian	1,950	30.46	1.46	1.43	2,795
Black	115,736	311.10	2.20	1.53	176,763
Hispanic	49,366	153.75	1.92	1.48	72,958
Two or More Races	18,502	204.32	2.05	1.53	28,282
Native Hawaiian/ Pacific Islander	296	140.22	1.78	1.65	487
White	76,326	116.39	1.84	1.53	116,472
Economically Disadvantaged	194,362	246.46	2.11	1.54	298,384
not Economically Disadvantaged	69,969	86.53	1.77	1.47	103,008
English Learners	23,089	129.71	1.92	1.46	33,634
not English Learners	241,242	169.88	2.02	1.52	367,758
Students w/ Disabilities	56,745	269.20	2.28	1.55	88,237
Students w/out Disabilities	207,586	149.07	1.94	1.51	313,155

Figure R2. Rate of Full-Day In-School Suspensions by Student Subgroup, 2023–2024

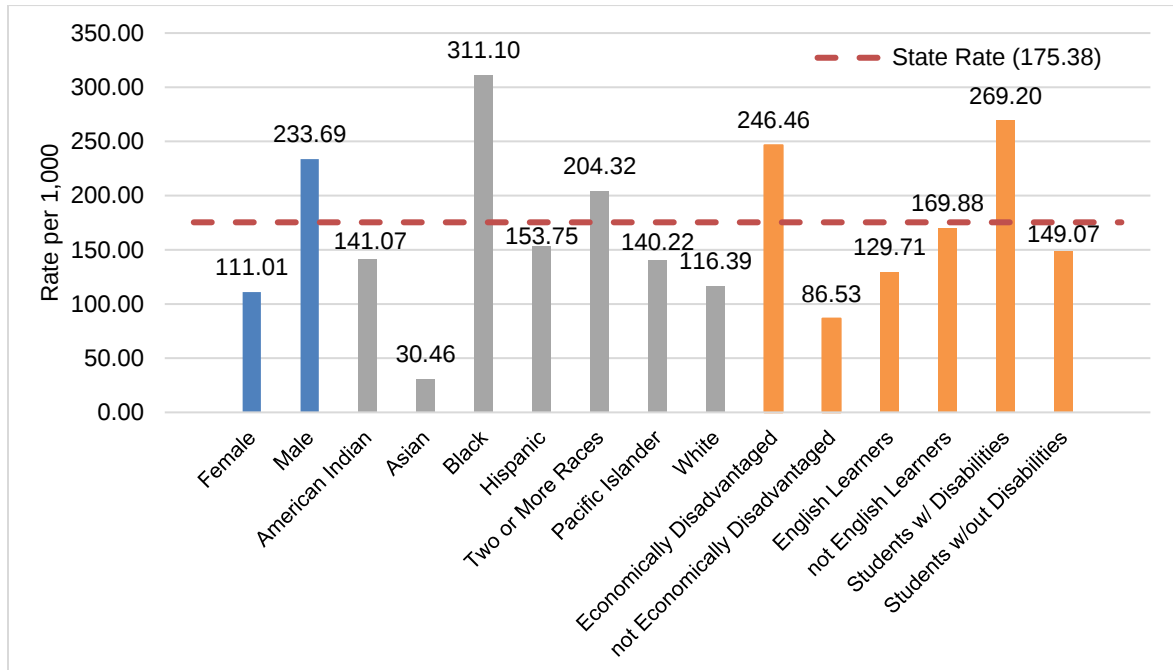
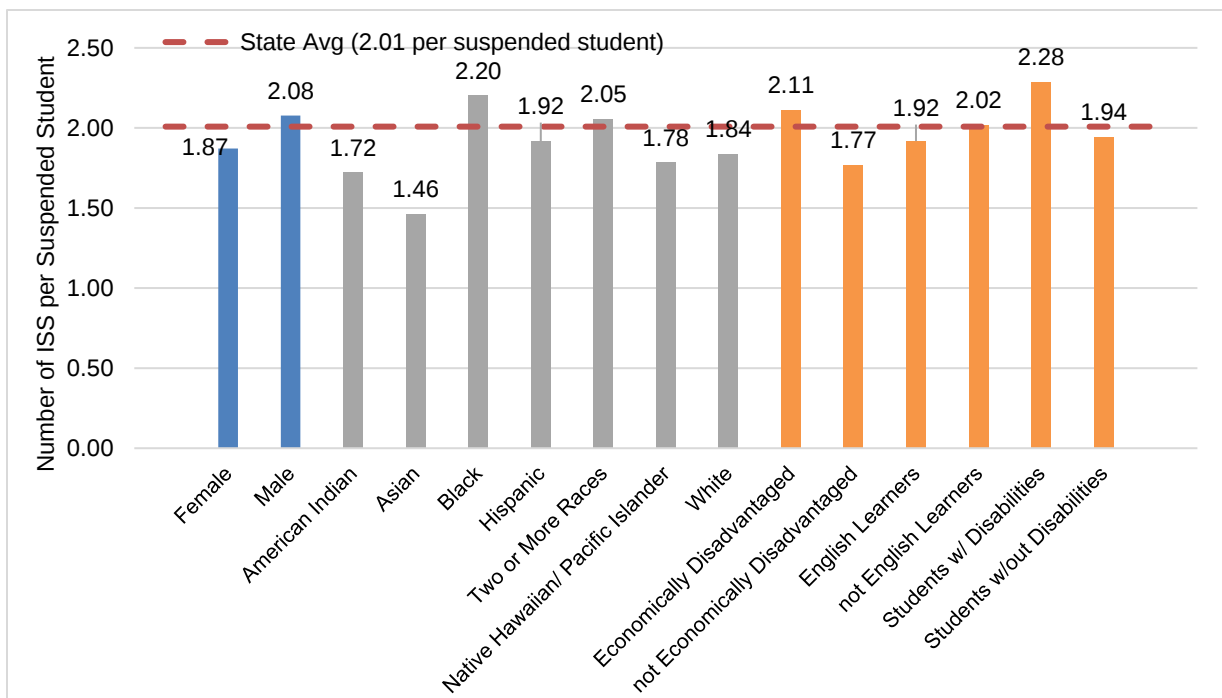


Figure R3. In-School Suspension Days by Student Subgroup, 2023–2024

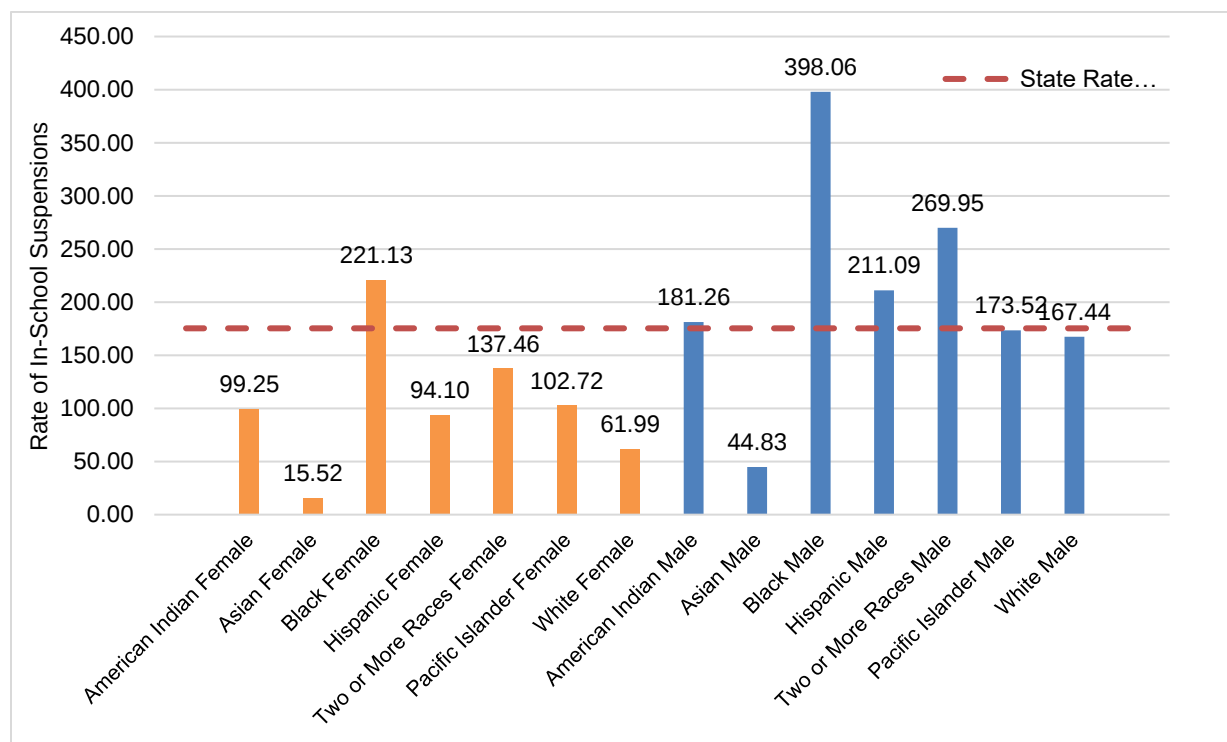


In 2023–2024, Black males, Two or More Races males, Black females and Hispanic males had the highest rates of in-school suspensions per 1,000 students (398.06, 269.95, 221.13, and 211.09 respectively). Asian female students (15.52) and Asian male students (44.83) had the lowest rates per 1,000 students.

Table R2. Full-Day In-School Suspensions by Race/Ethnicity-Sex Subgroup, 2023–2024

	Number of In-School Suspensions	Rate per 1,000 Students	Average Number of ISS	Average Days Per ISS	Total Days In ISS
All Students	264,510	175.38	2.01	1.52	401,698
American Indian Female	743	99.25	1.68	1.67	1,238
Asian Female	487	15.52	1.42	1.42	692
Black Female	40,433	221.13	2.03	1.50	60,662
Hispanic Female	14,807	94.10	1.77	1.46	21,626
Two or More Races Female	6,165	137.46	1.95	1.54	9,507
Pacific Islander Female	102	102.72	2.13	1.34	137
White Female	19,680	61.99	1.68	1.52	29,959
American Indian Male	1,412	181.26	1.74	1.70	2,397
Asian Male	1,463	44.83	1.48	1.44	2,103
Black Male	75,303	398.06	2.31	1.54	116,101
Hispanic Male	34,559	211.09	1.99	1.49	51,332
Two or More Races Male	12,337	269.95	2.11	1.52	18,775
Pacific Islander Male	194	173.52	1.64	1.80	350
White Male	56,646	167.44	1.90	1.53	86,513

Figure R4. In-School Suspension Days by Student Subgroup, 2023–2024



Students with Disabilities had a rate of 269.20 in-school suspensions per 1,000 students which was 1.8 times higher than the 149.07 rate per 1,000 students for Students without Disabilities. Students identified in the eligibility categories of Specific Learning Disability and Other Health Impairment had the highest number of in-school suspensions.

Students identified in the eligibility category of Serious Emotional Disabilities had the highest average number of suspensions per students suspended; Students identified in the eligibility categories of Developmental Delay and Speech Impairment had the least.

Students identified in the eligibility category of Developmental Delay also had the lowest average of number of in-school suspension days per suspension. Students identified in the eligibility category of Serious Emotional Disability had the highest average of suspension days per suspension.

Table R3. Full-Day In-School Suspensions Received by Students with Disabilities, 2023–2024

Eligibility Categories	Number of In-School Suspensions	Rate per 1,000 Students	Average Number of ISS	Average Days Per ISS	Total Days In ISS
All Students	264,510	175.38	2.01	1.52	401,698
Students w/ Disabilities	56,745	269.20	2.28	1.55	88,237
Students w/out Disabilities	207,586	149.07	1.94	1.51	313,155
Autism	3,083		1.89	1.55	4,780
Developmental Delay	813		1.96	1.19	971
Serious Emotional Disability	4,772		2.92	1.72	8,205
Intellectual Disability - Mild	4,001		2.37	1.57	6,296
Specific Learning Disability	23,252		2.14	1.53	35,518
Other Health Impairment	18,266		2.53	1.57	28,713
Speech Impairment	1,556		1.68	1.41	2,197
Other Eligibility Categories	1,002		2.12	1.55	1,557

In-School Suspensions by Grade Level

Students in middle school grades received the most in-school suspensions in 2023–2024 and had the highest rate of in-school suspensions per 1,000 students (325.81). Ninth-grade students received the most in-school suspensions, followed by seventh graders and eighth graders.

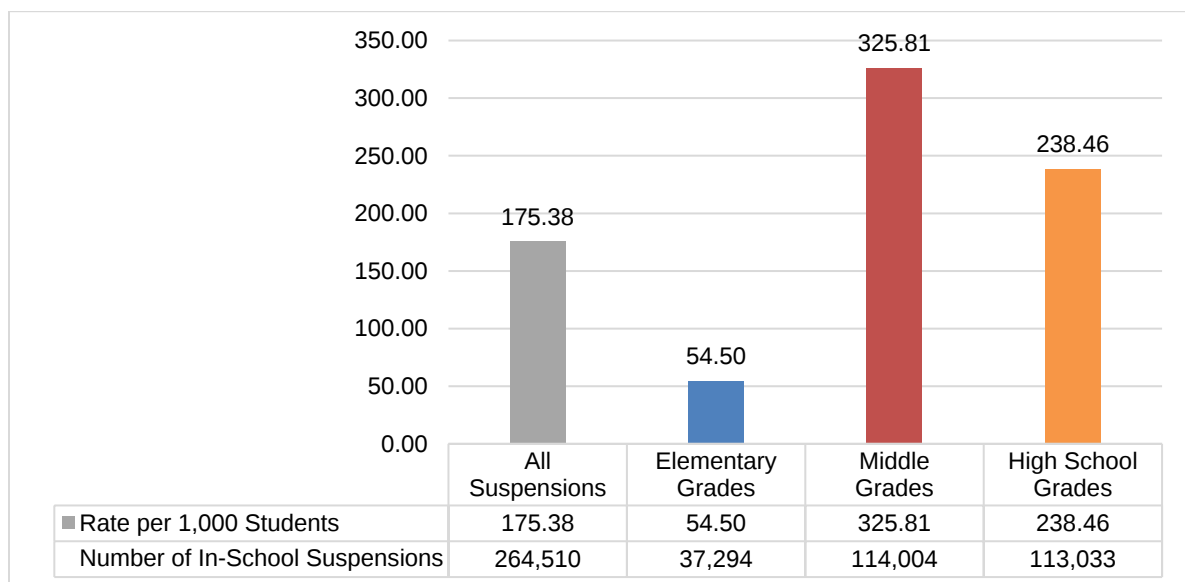
Students in Grades 6, 7 and 8 spent the most days on average in in-school suspension; Grades 1 and 2 spent the least number of days.

Students in Grades 9, 7, 10, and 6 had the highest average number of in-school suspension per suspended student (2.27, 2.17, 2.07, and 2.06 suspensions, respectively).

Table R4. Full-Day In-School Suspensions by Grade Level, 2023–2024

Grade Level	Number of In-School Suspensions	Rate per 1,000 Students	Average Number of ISS	Average Days Per ISS	Total Days In ISS
All Suspensions	264,510	175.38	2.01	1.52	401,698
Elementary Grades	37,294	54.50	1.71	1.29	47,957
Middle Grades	114,004	325.81	2.09	1.62	184,697
High School Grades	113,033	238.46	2.05	1.49	168,738
Pre-Kindergarten/Kindergarten	2,815	25.44	1.79	1.26	3,544
Grade 1	3,774	33.03	1.82	1.18	4,447
Grade 2	5,378	45.61	1.73	1.18	6,365
Grade 3	5,770	51.60	1.66	1.31	7,573
Grade 4	8,022	70.12	1.64	1.28	10,236
Grade 5	11,535	100.14	1.73	1.37	15,792
Grade 6	34,810	301.44	2.06	1.63	56,901
Grade 7	42,215	363.61	2.17	1.63	68,675
Grade 8	36,979	312.51	2.02	1.60	59,121
Grade 9	49,251	367.58	2.27	1.51	74,607
Grade 10	31,487	254.73	2.07	1.48	46,689
Grade 11	20,005	175.45	1.81	1.49	29,780
Grade 12 (Includes 13 and XG)	12,290	120.01	1.68	1.44	17,662

Figure R5. Rate of Full-Day In-School Suspensions by Grade Level, 2023–2024



In-School Suspensions by Grade Level and Student Subgroup

The table and figures below detail the rates of in-school suspensions between the student subgroups by grade level in 2023–2024. While most of the subgroups at each grade level follow the overall state trend of the lowest rates among the elementary grades and highest rates in the among the middle grades, the high school rates for English Learners and Asian students are only slightly lower than the middle school rate.

Table R5. In-School Suspensions by Grade Level and Student Subgroup, 2023–2024

	Number of ISS All Grades	Rate per 100,000 All Grades	Rate per 100,000 Elementary	Rate per 100,000 Middle	Rate per 100,000 High School
All Students	264,510	175.38	54.50	325.81	238.46
Female	82,417	111.01	25.71	203.01	164.10
Male	181,914	233.69	82.20	441.65	296.31
American Indian	2,155	141.07	39.10	240.09	219.17
Asian	1,950	30.46	6.01	54.38	51.15
Black	115,736	311.10	109.18	568.05	404.75
Hispanic	49,366	153.75	32.33	271.12	236.88
Two or More Races	18,502	204.32	68.77	409.00	279.83
Native Hawaiian/ Pacific Islander	296	140.22	26.51	268.60	206.14
White	76,326	116.39	37.94	230.51	142.80
Economically Disadvantaged	194,362	246.46	77.00	470.41	342.20
Not Economically Disadvantaged	69,969	86.53	24.83	151.92	119.16
English Learners	23,089	129.71	22.88	255.06	250.89
Not English Learners	241,242	169.88	56.37	316.68	217.69
Students w/ Disabilities	56,745	269.22	93.92	529.32	366.31
Students w/out Disabilities	207,586	149.07	44.60	275.52	201.19

Figure R6a. Rate of In-School Suspensions by Grade Level and Student Subgroup, 2023–2024

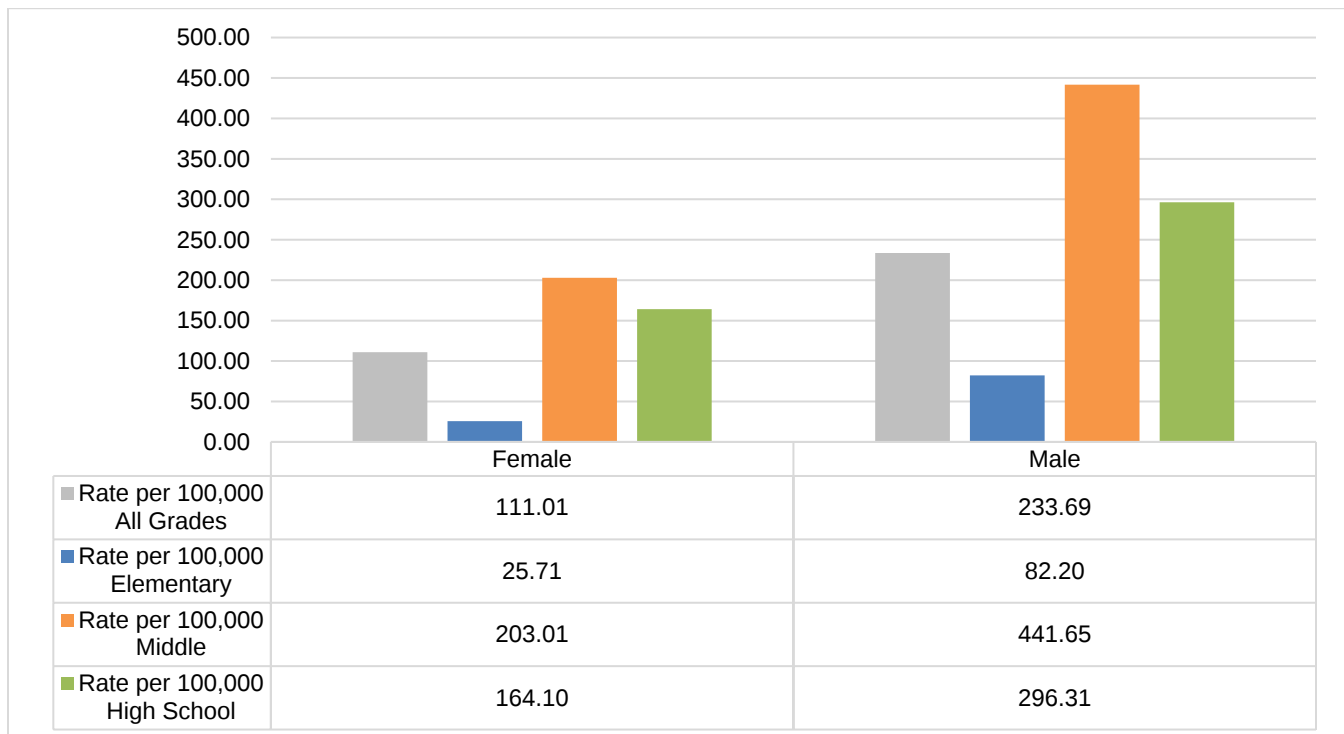


Figure R6b. Rate of In-School Suspensions by Grade Level and Student Subgroup, 2023–2024

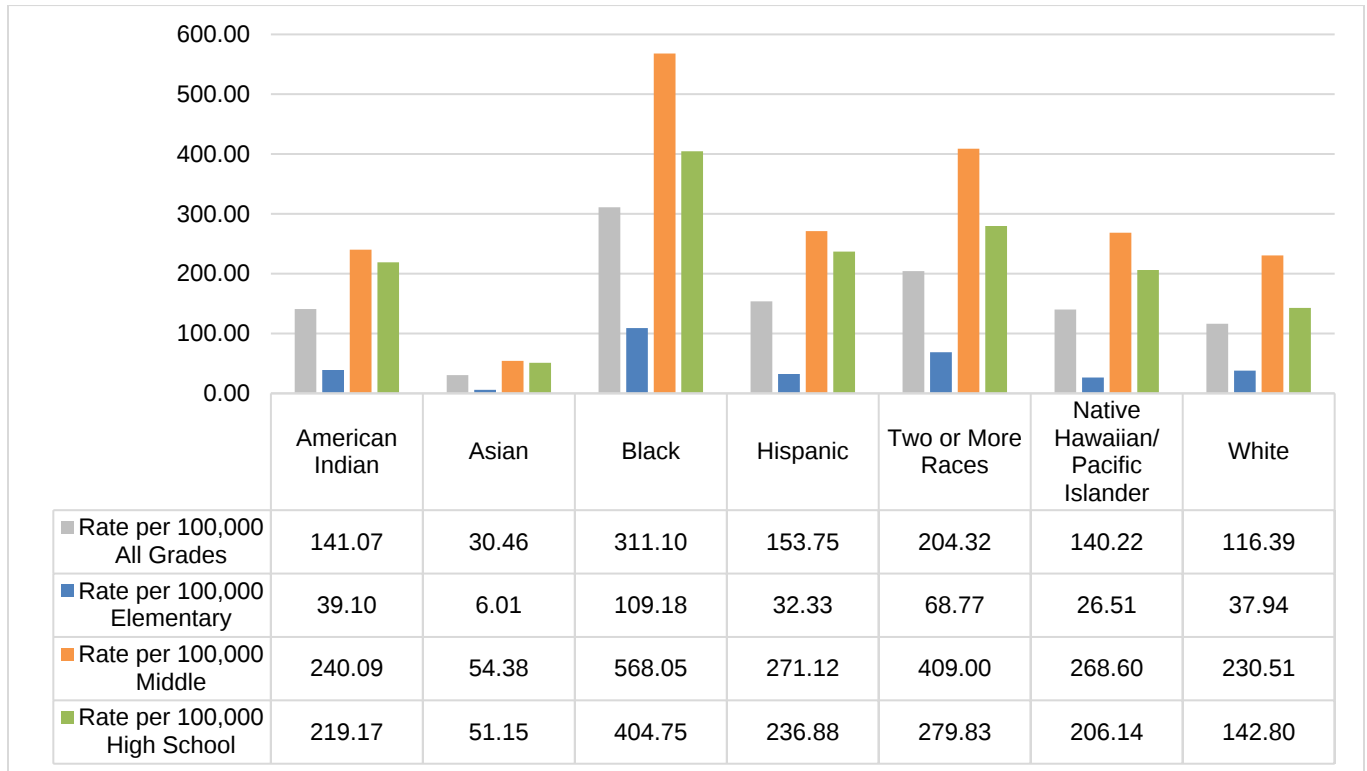
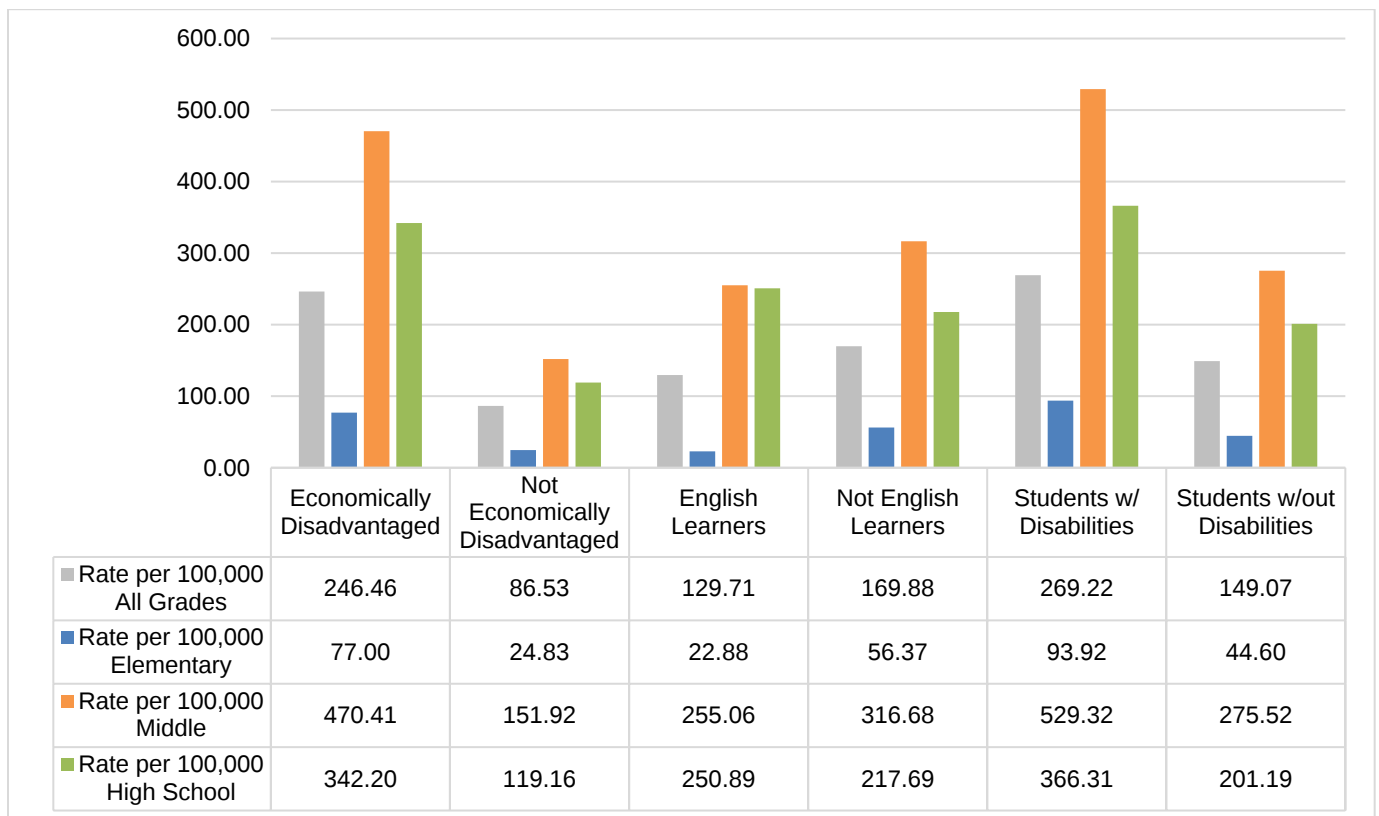


Figure R6c. Rate of In-School Suspensions by Grade Level and Student Subgroup, 2023–2024



In-School Suspensions by PSU

In 2023–2024, 97 (28.3%) PSUs reported zero in-school suspensions, and 246 (71.7%) 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 21,374 suspensions; rates ranged from 0.72 per 1,000 students enrolled to 669.61 per 1,000 students enrolled. Sixty-nine (20.1%) had rates above the state in-school suspension rate of 175.38 per 1,000 students enrolled, and 274 (79.9%) had rates below the state rate.

The PSUs with the lowest (non-zero) in-school suspension rates in 2023–2024 were Cabarrus Charter Academy, Charlotte Lab School, Classical Charter Schools of Leland, Concord Lake STEAM Academy, FernLeaf Community Charter School, KIPP: Charlotte, Southwest Charlotte STEM Academy, Thomas Jefferson Classical Academy, Triad Math and Science Academy, and Voyager Academy.

The PSUs with the highest in-school suspension rates in 2023–2024 were Caswell County Schools, Cleveland County Schools, Clinton City Schools, Edgecombe County Public Schools, Martin County Schools, Montgomery County Schools, North East Carolina Preparatory School, Pamlico County Schools, Warren County Schools, and Washington County Schools.

Table R-C1. Reassignments for Disciplinary Reasons by School and PSU, 2023–2024 details in-school suspensions in PSUs and schools, (see the [Reassignments for Disciplinary Reasons Companion Tables](#) section).

ALTERNATIVE LEARNING PLACEMENTS AS DISCIPLINARY ACTIONS

General Findings

In 2023–2024, North Carolina public schools reported 3,781 alternative learning placements as a disciplinary action (enALP). The rate of alternative learning placement was 2.51 placements per 1,000 students.

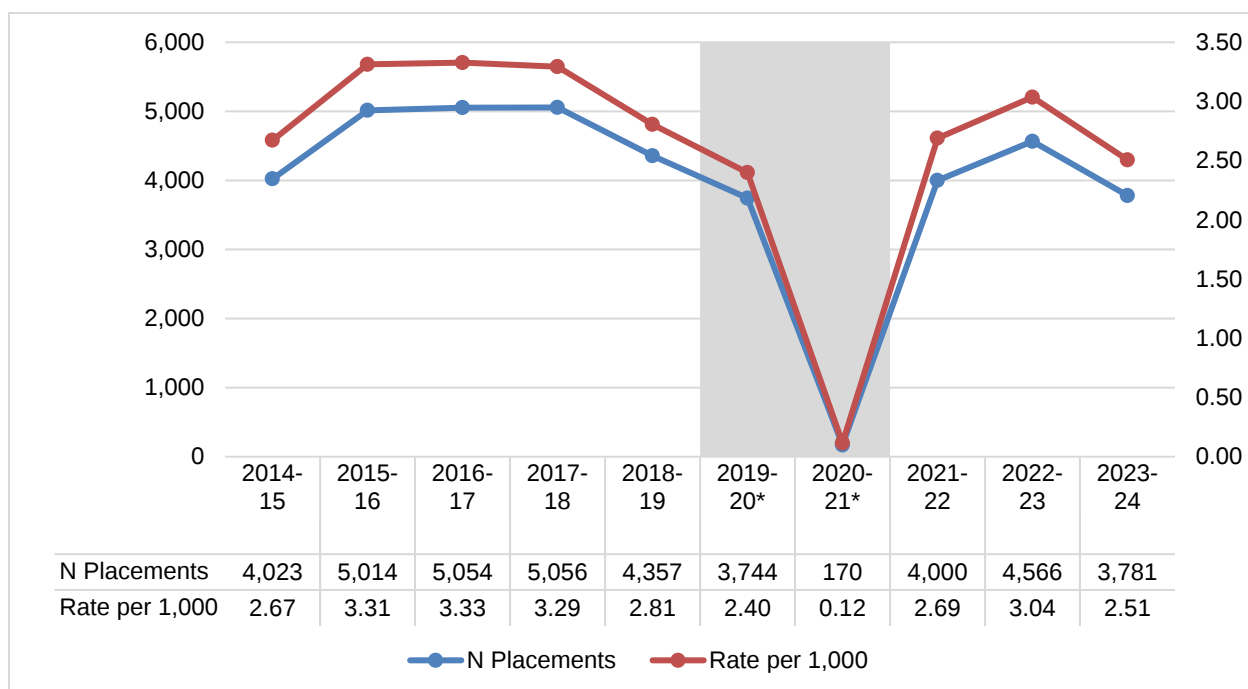
Compared to the previous school year, the total number of placements decreased 17.2% from 2022–2023 to 2023–2024. The rate of placements decreased 17.4% from 2022–2023 to 2023–2024.

The five-year comparison in the number and rate of placements saw a decrease of 13.2% and 10.7%, respectively, from 2018–2019 to 2023–2024, as did the 10-year comparison of 2014–2015 to 2023–2024 by 13.2% and 6.2%, respectively.

The 3,781 placements were given to a total of 3,375 students. The average number of placements per assigned student was 1.12. The average days of the placement was 40.79 totaling 126,256 school days.

Of the 3,781 placements, 77.23% (2,920) were also assigned along with an out-of-school suspension in the same incident. In most incidents, this out-of-school suspension is indicative of the number of days a student was out-of-school prior to their placement into an alternative learning programs or school. The average number of out-of-school suspension days also assigned with an alternative learning placement is 9.33 days

Figure R6. Alternative Learning Placements as a Disciplinary Action, 2014–2015 to 2023–2024³



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.

Alternative Learning Placements as Disciplinary Actions by Student Subgroup

In the 2023–2024 school year, 35.9% of the 3,781 alternative learning placements for disciplinary reasons were assigned to female students and 64.0% to male students. The rate of placements for females was 1.83 per 1,000 students and 3.11 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 (6.50, 4.03, 3.60 and 3.11, respectively). Asian students, White students, Native Hawaiian/ Pacific Islander students, and Hispanic students had the lowest rates of placements per 1,000 students (0.33, .083, 1.42 and 1.54, respectively).

Native Hawaiian/ Pacific Islander students and English Learners students were highest number of days placed (73.50 days and 52.60 days).

The highest percentage placements being assigned along with an out-of-school suspensions was for placements of Asian students, Native Hawaiian/ Pacific Islander, Hispanic students, and English Learners students.

White students who received an out-of-school suspension along with an alternative learning placement, on average, spent more days out of school compared to the other student subgroups (10.92 days).

Table R6. Alternative Learning Placements as a Disciplinary Action by Student Subgroup, 2023–2024

	# ALPS Assignments	Rate per 1,000 Students	Average Days ALPS	Total Days ALPS	# Given OSS/ Expulsion	Average Days OSS	Total Days OSS
All Students	3,781	2.51	40.79	126,256	2,920	9.33	27,272
Female	1,358	1.83	40.30	45,907	1,056	9.13	9,650
Male	2,420	3.11	41.07	80,210	1,861	9.44	17,601
American Indian	55	3.60	17.16	944	39	8.64	337
Asian	21	0.33	43.54	566	21	7.81	164
Black	2,419	6.50	42.44	85,266	1,846	9.12	16,855
Hispanic	496	1.54	45.88	15,369	433	9.16	3,968
Two or More Races	239	2.64	39.61	8,239	184	8.85	1,638
Native Hawaiian/ Pacific Islander	3	1.42	73.50	147	3	6.67	20
White	545	0.83	33.16	15,586	391	10.92	4,269
Economically Disadvantaged	3,068	3.89	40.52	101,513	2,365	9.41	22,278
not Economically Disadvantaged	710	0.88	41.91	24,604	552	8.99	4,973
English Learners	206	1.16	52.60	8,311	184	9.26	1,704
not English Learners	3,572	2.52	40.15	117,806	2,733	9.33	25,547
Students w/ Disabilities	850	4.03	35.98	22,342	619	8.82	5,480
Students w/out Disabilities	2,928	2.10	42.00	103,775	2,298	9.47	21,771

Figure R7. Rate of Alternative Learning Placements as a Disciplinary Action by Subgroup, 2023–2024

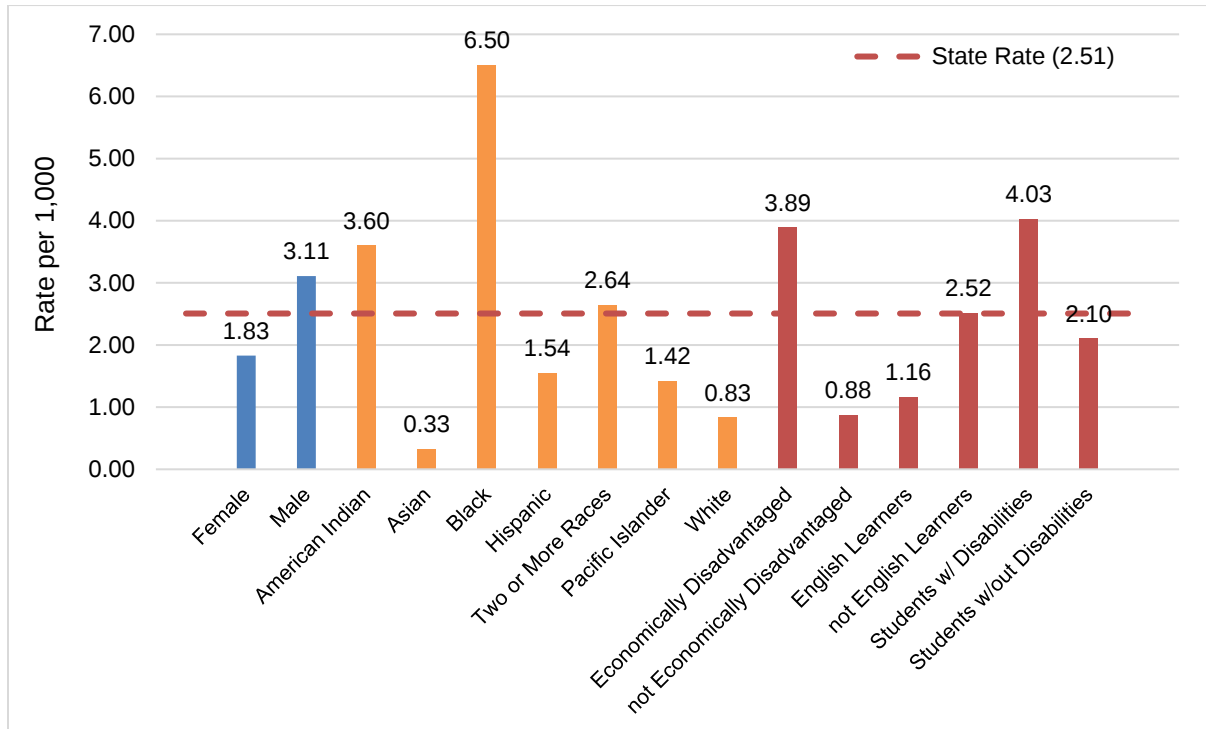
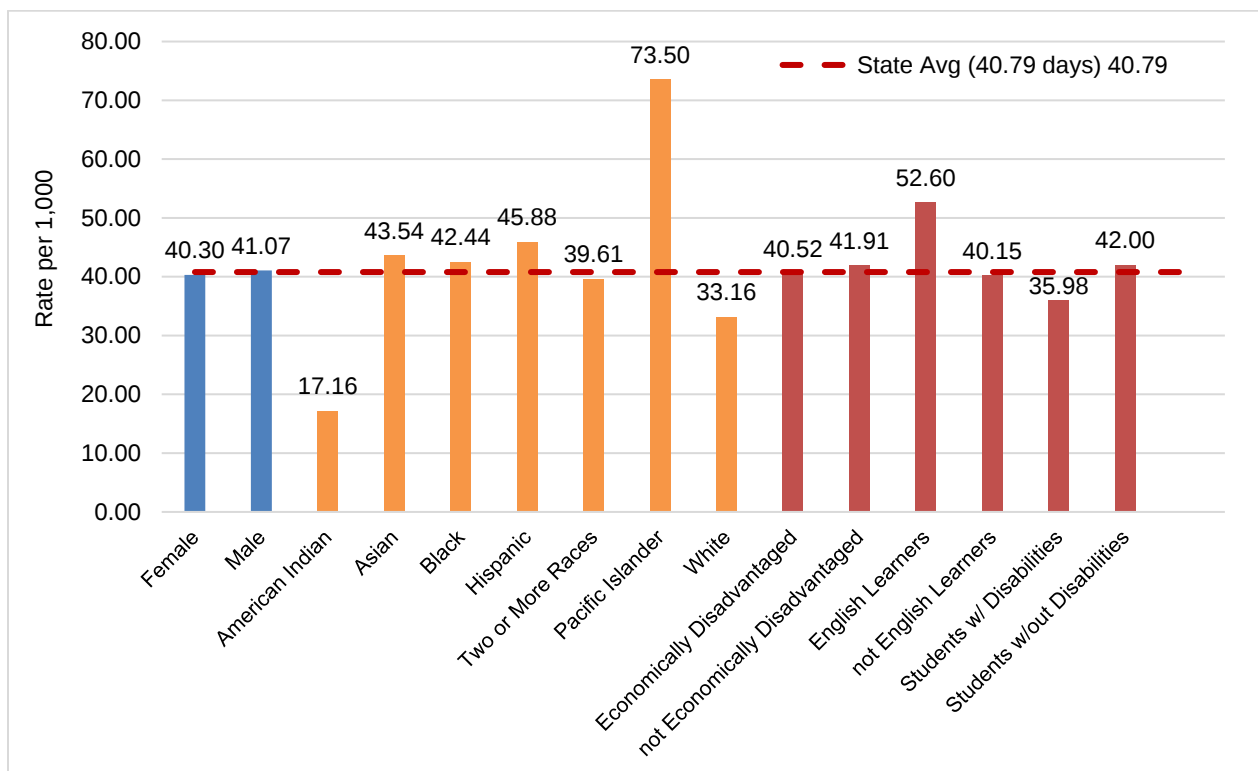


Figure R8. Duration of Alternative Learning Placements as a Disciplinary Action by Subgroup, 2023–2024



The table and figure below show the breakdown by race/ethnicity-sex subgroups. In 2023–2024 Black males had the highest rate of placement per 1,000 students (7.82), followed by Black female students (5.14) and American Indian male student (4.24).

Native Hawaiian/ Pacific Islander male students, Asian female students, and Hispanic males were highest number of days placed (73.5 days, 48.0, and 46.9 days).

The highest percentage placements being assigned along with an out-of-school suspensions was for placements of Asian students, Native Hawaiian/ Pacific Islander, Hispanic students, and English Learners students.

Asian female and male students, Native Hawaiian/ Pacific Islander male students, and Hispanic male and female students, students, on average, spent more days out of school when compared to the other student subgroups.

Table R7. Alternative Learning Placements as a Disciplinary Action by Race/Ethnicity-Sex Subgroup, 2023–2024

	# ALPS Assignments	Rate per 1,000 Students	Average Days ALPS	Total Days ALPS	# Given OSS/ Expulsion	Average Days OSS	Total Days OSS
All Students	3,781	2.51	40.79	126,256	2,920	9.33	27,272
American Indian Female	22	2.94	14.14	311	15	9.53	143
Asian Female	5	0.16	48.00	144	5	7.00	35
Black Female	939	5.14	42.06	33,269	729	9.04	6,602
Hispanic Female	141	0.90	43.62	4,711	121	8.01	969
Two or More Races Female	97	2.16	39.38	3,387	70	8.99	629
Pacific Islander Female	0	0.00	0.00	0	0	0.00	0
White Female	154	0.49	31.66	4,084	116	10.97	1,272
American Indian Male	33	4.24	19.18	633	24	8.08	194
Asian Male	16	0.49	42.20	422	16	8.06	129
Black Male	1,480	7.82	42.69	51,997	1,117	9.16	10,253
Hispanic Male	355	2.17	46.95	10,658	312	9.61	2,999
Two or More Races Male	142	3.11	39.77	4,852	114	8.77	1,009
Pacific Islander Male	3	2.68	73.50	147	3	6.67	20
White Male	391	1.16	33.73	11,502	275	10.90	2,997

Figure R9. Rate of Alternative Learning Placements as a Disciplinary Action by Race/Ethnicity-Sex Subgroup, 2023–2024

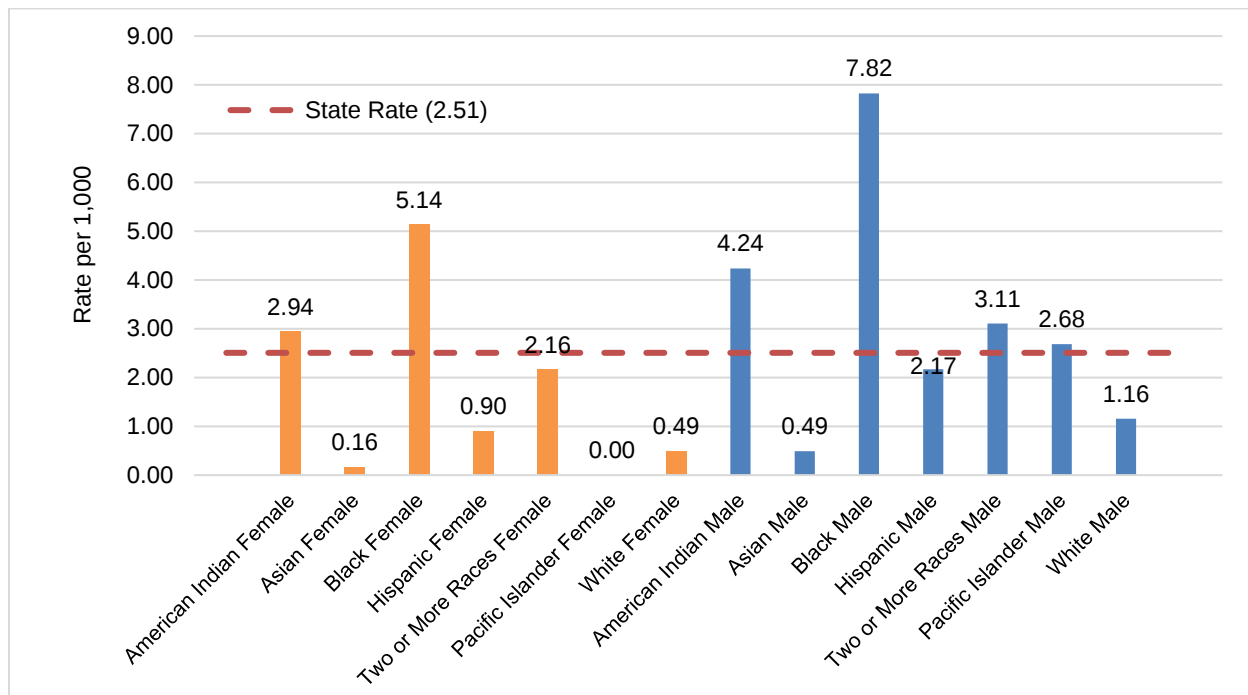
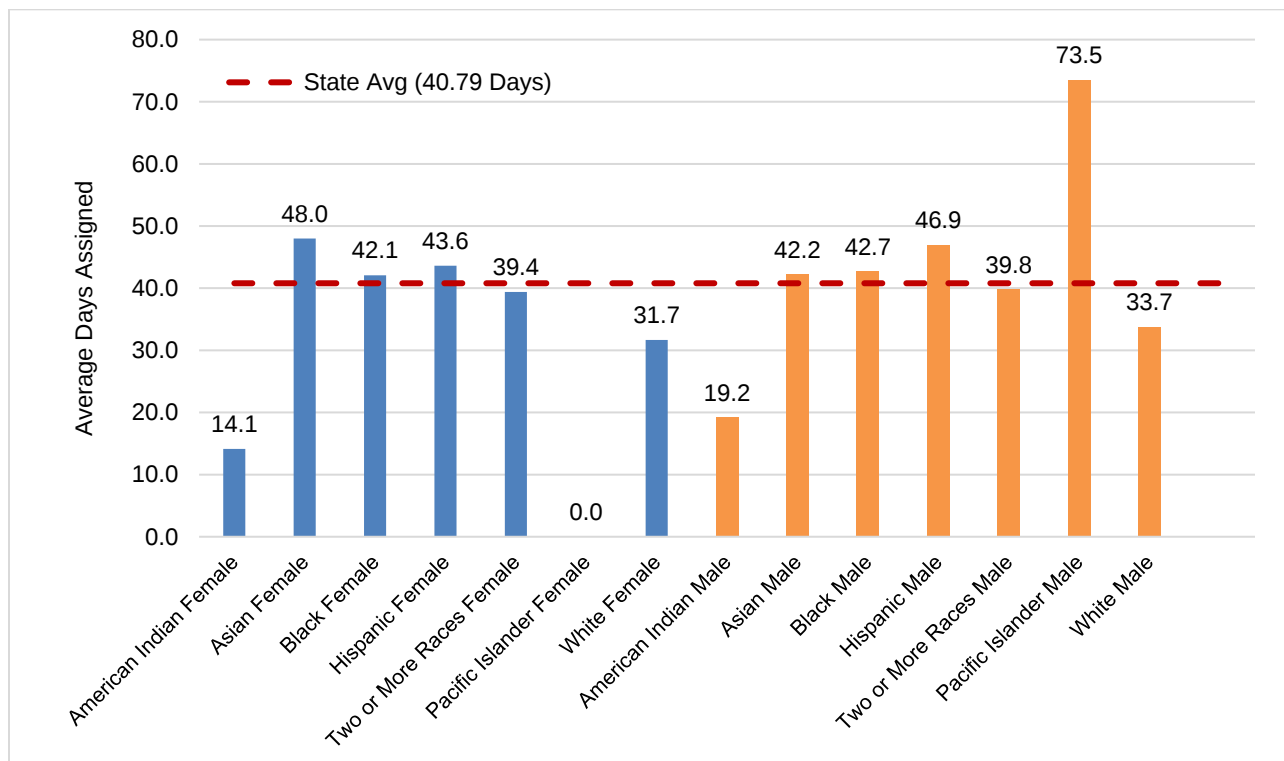


Figure R10. Duration of Alternative Learning Placements as a Disciplinary Action by Race/Ethnicity-Sex Subgroup, 2023–2024



Of the 3,781 alternative learning placements for disciplinary reasons, 850 (22.5%) involved Students with Disabilities. The rate of placements for Students with Disabilities was 1.9 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 2023–2024.

On average, students with disabilities had fewer days placed in ALPS and for those who were also assigned an out-of-school suspensions they were assigned fewer days out-of-school than students without disabilities.

Table R8. Alternative Learning Placements as a Disciplinary Action for Students with Disabilities, 2023–2024

	# ALPS Assignments	Rate per 1,000 Students	Average Days ALPS	Total Days ALPS	# Given OSS/ Expulsion	Average Days OSS	Total Days OSS
All Students	3,781	2.51	40.79	126,256	2,920	9.33	27,272
Students w/ Disabilities	850	4.03	35.98	22,342	619	8.82	5,480
Students w/out Disabilities	2,928	2.10	42.00	103,775	2,298	9.47	21,771
Autism	18		19.91	219	14	10.93	153
Developmental Delay	1		*	*	0	*	0
Serious Emotional Disability	172		41.72	4,631	131	8.74	1,154
Intellectual Disability - Mild	80		24.15	1,787	53	8.17	433
Specific Learning Disability	303		41.46	9,288	230	9.37	2,165
Other Health Impairment	258		33.12	6,093	182	8.22	1,496
Speech Impairment	7		*	*	*	*	*
Other Eligibility Categories	11		23.78	214	6	9.33	56

Alternative Learning Placements as Disciplinary Actions by Grade Level

Students in high school grades received the most alternative learning placements for disciplinary reasons in 2023–2024, totaling 54.4% of all placements. However, middle school grades had the highest rate of placements per 1,000 students of 6.64 placements. The average days placed in an ALPS was lower for students in elementary grades (10.99 days). Middle school students were also placed in an ALPS for fewer days (36.76 days) than high school grades (46.54 days).

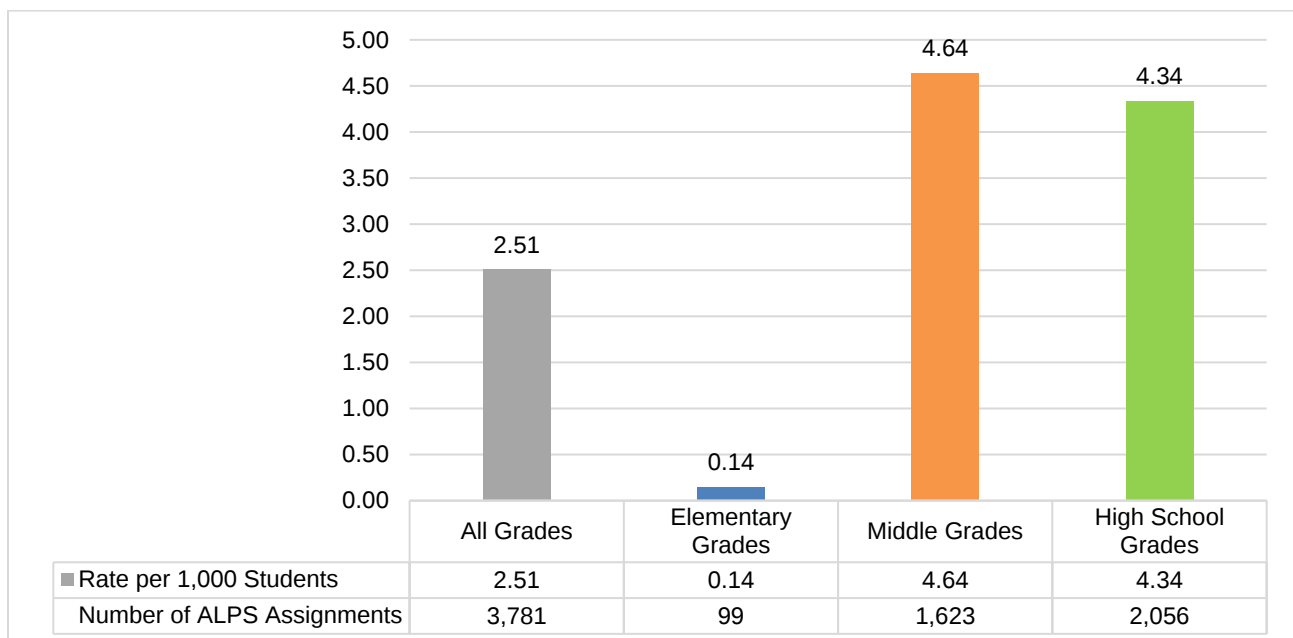
The percentage of placements that were assigned along with an out-of-school suspension was higher for all high school grades: 88.7% in Grade 10, 87.7% in Grade 9, 86.7% in Grade 11 and 81.7% in Grade 12.

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

Table R9. Alternative Learning Placements as a Disciplinary Action by Grade Level, 2023–2024

Grade Level	# ALPS Assignments	Rate per 1,000 Students	Average Days ALPS	Total Days ALPS	# Given OSS/ Expulsion	Average Days OSS	Total Days OSS
All Grades	3,781	2.51	40.79	126,256	2,920	9.33	27,272
Elementary Grades	99	0.14	10.99	1,088	37	3.71	141
Middle Grades	1,623	4.64	36.76	53,639	1,084	9.18	9,974
High School Grades	2,056	4.34	46.54	71,389	1,796	9.54	17,136
Grade 6	398	3.45	34.75	12,717	243	8.32	2,031
Grade 7	570	4.91	36.38	18,482	373	9.54	3,557
Grade 8	655	5.54	38.36	22,440	468	9.33	4,386
Grade 9	1,044	7.79	45.80	36,413	916	9.83	9,005
Grade 10	532	4.30	48.40	18,878	472	9.23	4,358
Grade 11	316	2.77	46.30	10,093	274	9.03	2,475
Grade 12 (Includes 13 and XG)	164	1.60	45.84	6,005	134	9.69	1,298

Figure R11. Rate of Alternative Learning Placements as a Disciplinary Action by Grade Level, 2023–2024



Alternative Learning Placements as Disciplinary Actions by Grade Level and Student Subgroup

The table and figures below detail the rates of alternative learning placements for disciplinary reasons between the student subgroups by grade level in 2023–2024.

Table R10. Alternative Learning Placements as a Disciplinary Action by Grade Level and Student Subgroup, 2023–2024

	Number of ALPS All Grades	Rate per 100,000 All Grades	Rate per 100,000 Elementary	Rate per 100,000 Middle	Rate per 100,000 High School
All Students	3,781	2.51	0.14	4.64	4.34
Female	1,358	1.83	0.06	3.61	3.02
Male	2,420	3.11	0.22	5.60	5.36
American Indian	55	3.60	0.00	2.28	9.92
Asian	21	0.33	0.03	0.33	0.81
Black	2,419	6.50	0.43	12.64	10.46
Hispanic	496	1.54	0.01	2.48	2.99
Two or More Races	239	2.64	0.16	4.98	5.21
Native Hawaiian/ Pacific Islander	3	1.42	0.00	2.07	2.92
White	545	0.83	0.06	1.53	1.37
Economically Disadvantaged	3,068	3.89	0.23	7.42	6.98
Not Economically Disadvantaged	710	0.88	0.03	1.44	1.54
English Learners	206	1.16	0.00	2.04	2.89
Not English Learners	3,572	2.52	0.16	4.69	4.12
Students w/ Disabilities	850	4.03	0.37	8.05	7.24
Students w/out Disabilities	2,928	2.10	0.10	3.84	3.59

Figure R12a. Alternative Learning Placements as a Disciplinary Action by Grade Level and Student Subgroup, 2023–2024

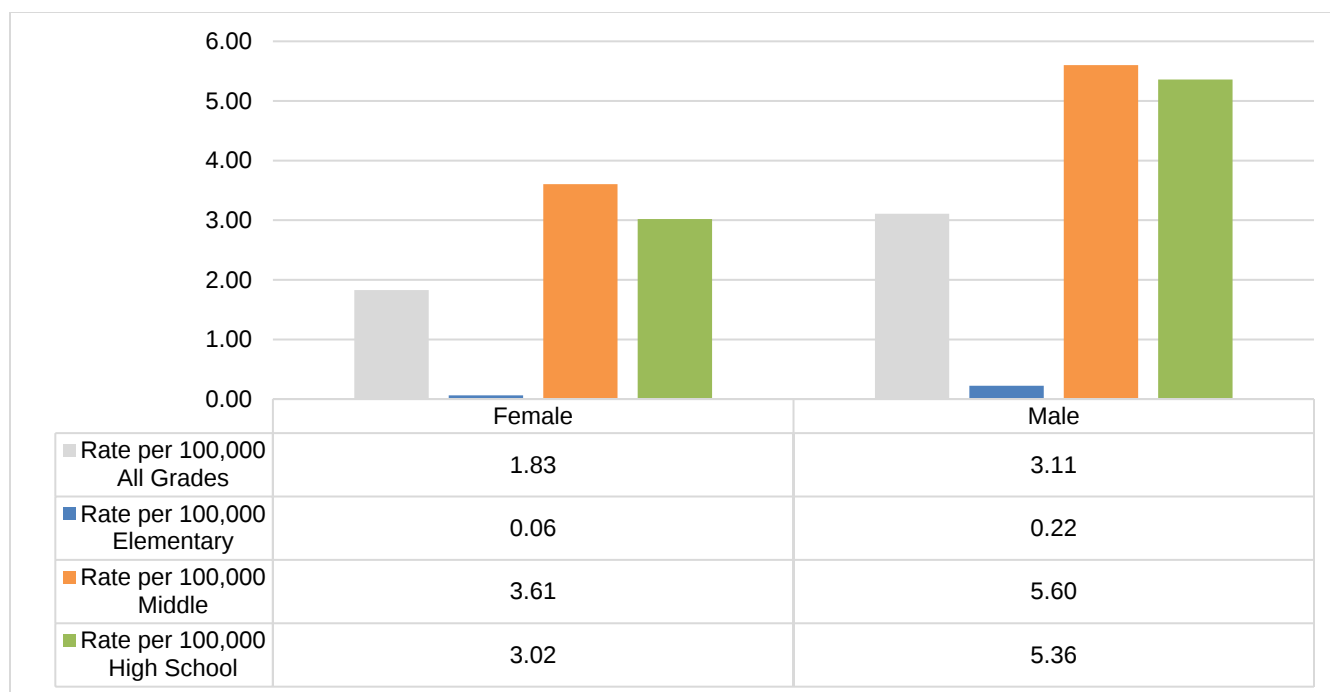


Figure R12b. Rate of Alternative Learning Placements as a Disciplinary Action by Grade Level and Student Subgroup, 2023–2024

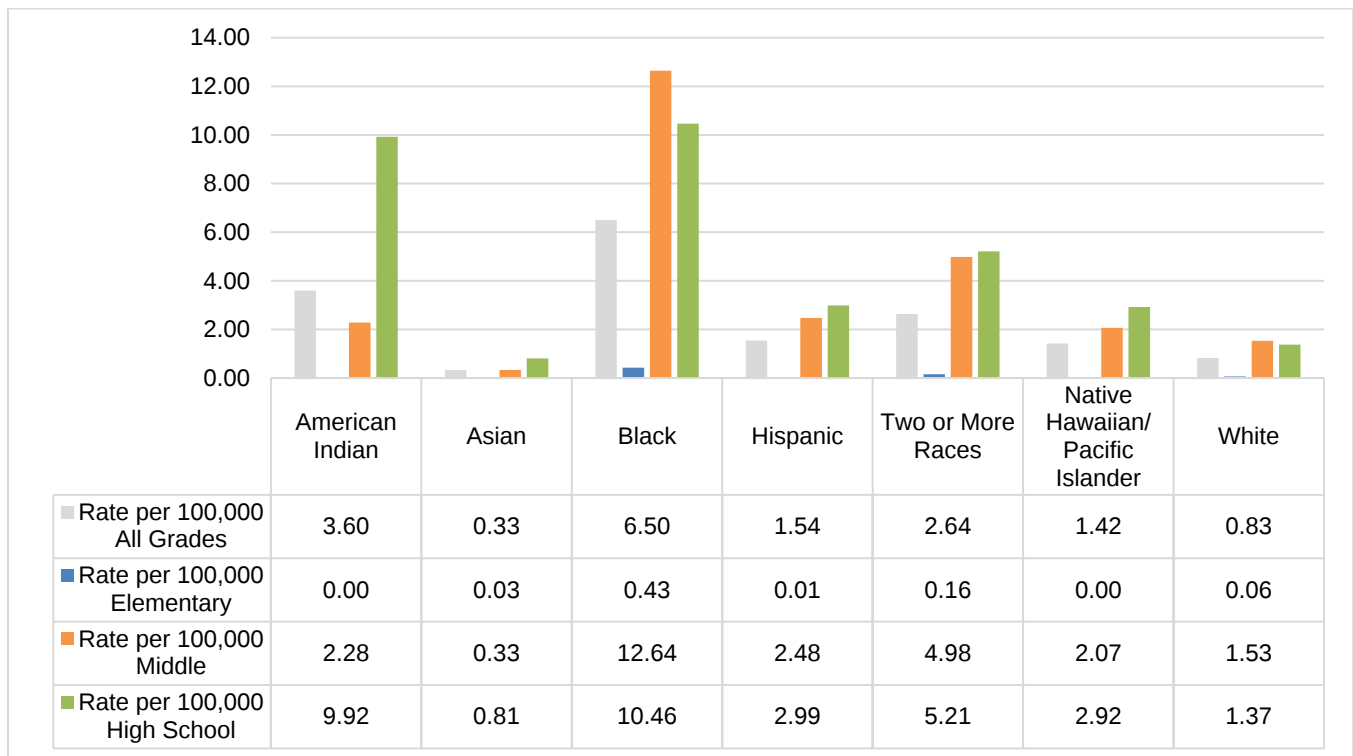
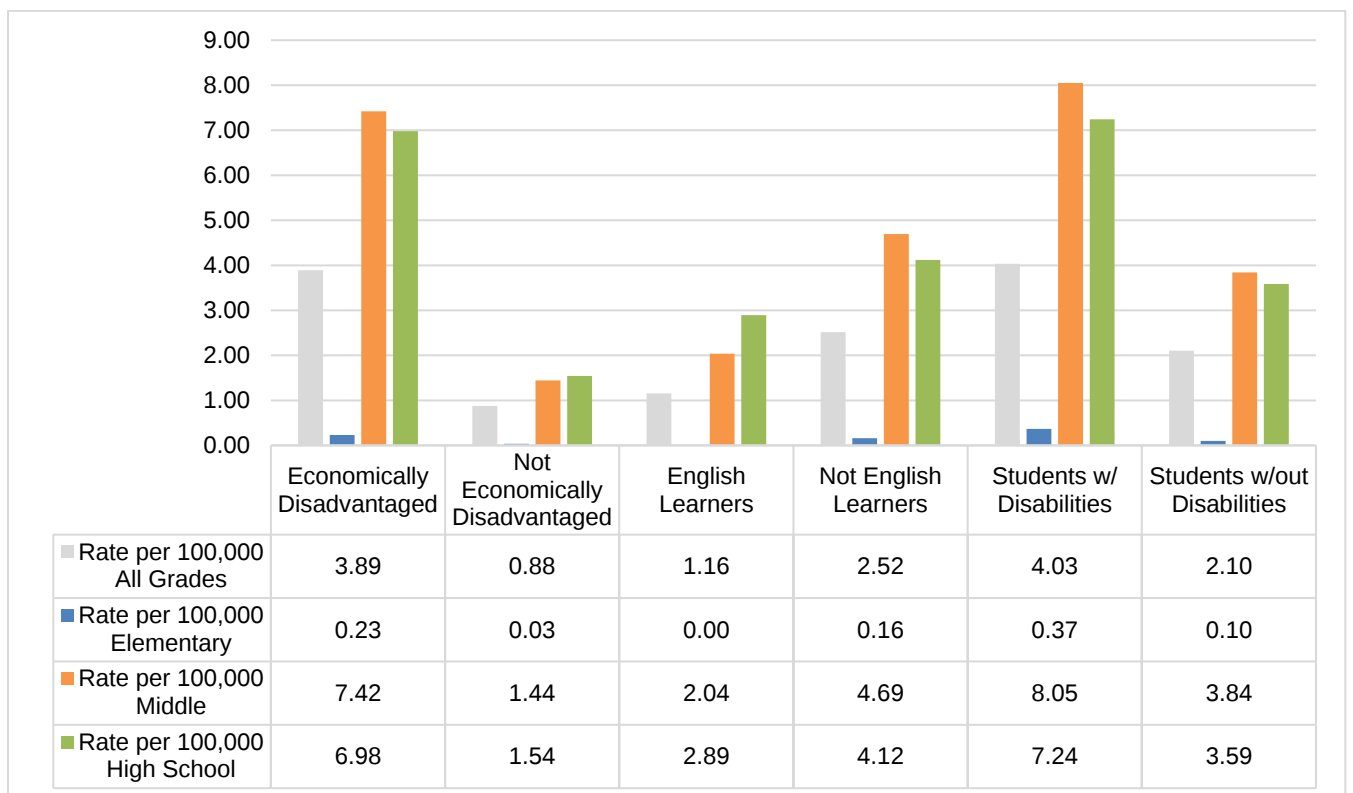


Figure R12c. Rate of Alternative Learning Placements as a Disciplinary Action by Grade Level and Student Subgroup, 2023–2024



Alternative Learning Placements as Disciplinary Actions by PSU

In 2023–2024, 271 (79.2%) PSUs reported zero alternative learning placements as a disciplinary action, whereas 71 (20.8%) PSUs reported at least one alternative learning placement as a disciplinary action.

For the 71 PSUs that reported at least one alternative learning placement as a disciplinary action, the number of assignments ranged from one to 666 placements. Rates ranged from 0.06 per 1,000 students enrolled to 28.19 per 1,000 students enrolled. Twenty-eight PSUs (39.4%) had rates above the state rate of 2.51 per 1,000 students enrolled, and 43 (60.6%) had rates below the state rate.

Table R-C1. Reassignments for Disciplinary Reasons by School and PSU, 2023–2024 details alternative learning placements as a disciplinary action in PSUs and schools (see the [Reassignments for Disciplinary Reasons Companion Tables](#) section).

REASSIGNMENTS FOR DISCIPLINARY REASONS COMPANION TABLES

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

Table R-C1. Reassignments for Disciplinary Reasons by School and PSU, 2023–2024

2023–2024 REPORT ON 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 [2023–2024 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 [2023–2024 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 [2023–2024 Reassignments for Disciplinary Purposes](#) and the [2023–2024 Alternative Learning Programs and Schools Placements](#) section). For reporting purposes, students are not considered suspended while attending an alternative learning program or school. However, if the student is out of school for any duration of time while

they wait for their alternative learning placement, both the out-of-school suspension and the reassignment to the alternative learning program or school are to be reported.

An expulsion is defined in general statute (NCGS § 115C-390.1) as “the 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.

Definitions “Other” Disciplinary Actions

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

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

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.

MISSING DEMOGRAPHICS DATA ON STUDENT OFFENDERS

As stated in the Introduction section of this report, the data used in this report were largely collected in PowerSchool. However, 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. When integrating one system with another system various configuration settings and mappings between data structures, models and values must occur to ensure that the data passed between the systems are accurately stored and recorded. It can be difficult to correct errors that result when a setting is incorrectly configured, or a value is incorrectly mapped especially when it is after submission date for the report. NCDPI works with PSUs to run various edits and audits throughout the year to help catch these and other errors. In situations where the errors are not caught or cannot be corrected prior to the final data submission, NCDPI works with the PSU to make the corrections in the state's dataset.

In 2023-24, incidents that resulted in the suspension of students were submitted to NCDPI as non-student offenders at a point when these data could not be changed and resubmitted. NCDPI made every effort to match these records with enrollment and demographic data. However, based on the criteria used, if a match was not exact, then the match was not made thus resulting in missing values for some suspended students. For consistency in reporting across all demographic categories, if a student was missing either sex, race/ethnicity, and/or grade level, they were included in the all-student analysis only.

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:

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

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

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

CATEGORIZING SHORT-TERM SUSPENSIONS BY REPORTABLE OFFENSES AND UNACCEPTABLE BEHAVIORS

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

Reportable Offense (ROs) are any of the 16 crimes reported on in the [2023–2024 School Crime and Violence](#) section of this report. A short-term suspension was categorized as a Reportable Offense (RO) short-term suspension if one or more of the behaviors assigned to the offender was one of the 16 reportable crimes.

Unacceptable Behaviors (UBs) are any of the 78 behaviors that school can select when entering a disciplinary incident for a student offender, other than the 16 crimes and the exclusion of student from school attendance for the failure to submit proof of immunization or health assessments. Twenty-nine UBs are defined in state or federal statute. The remaining UBs are not formally defined and as such PSUs and schools develop their own guidance around their use. A short-term suspension was categorized as an Unacceptable Behavior (UB) short-term suspension if all behaviors assigned to the offender were unacceptable behaviors.

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

Unacceptable Behavior Categories:

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

LIMITATIONS AND CAUTIONS OF COMPARISONS TO PRIOR ACADEMIC YEAR DATA

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

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

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

SHORT-TERM SUSPENSIONS

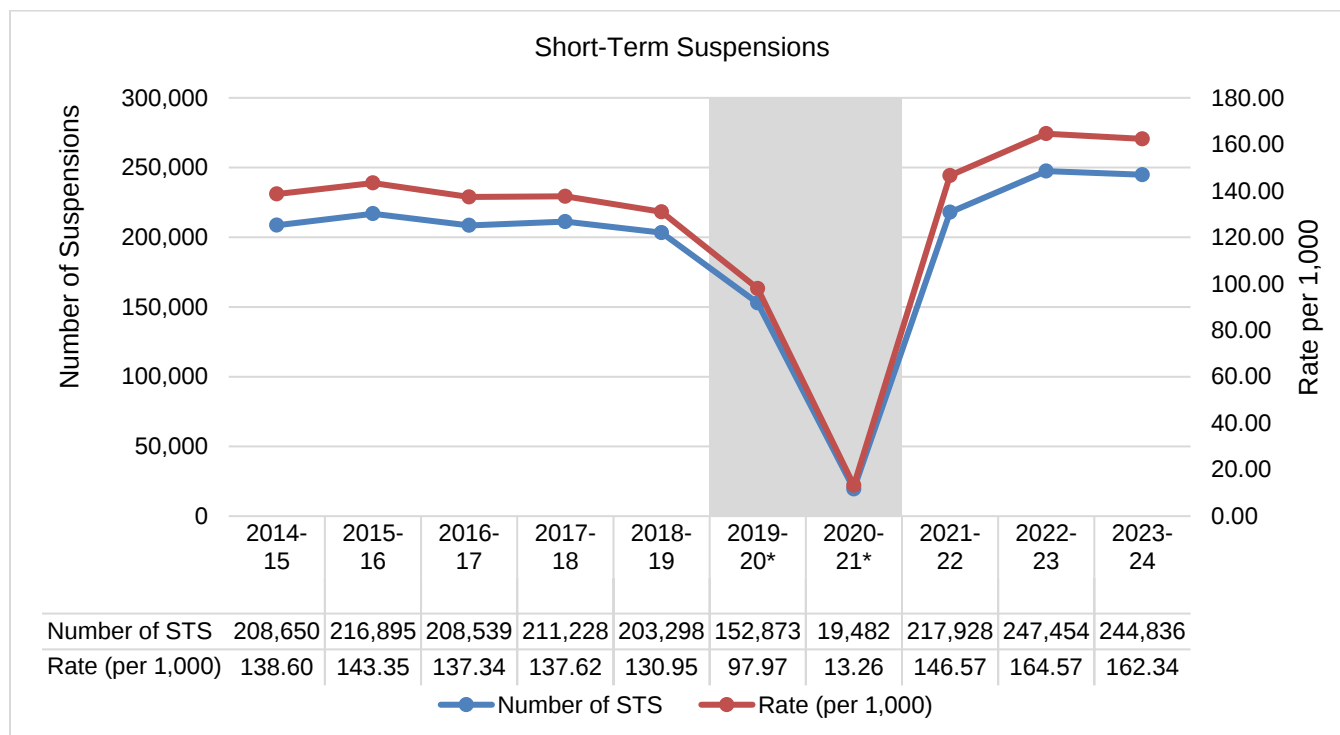
General Findings

In 2023–2024, there were 244,836 short-term suspensions reported statewide. The short-term suspension rate in 2023–2024 was 162.34 short-term suspensions per 1,000 students enrolled.

While most of the visualized and presented data in this section represent suspensions, not numbers of unique students, it is important to note that of the 244,836 short-term suspensions in the 2023–2024 school year, 133,046 individual students were affected by these short-term suspensions for an average of 1.84 short-term suspensions per suspended student. The average duration of a single short-term suspension was 3.38 days. Across all short-term suspensions, students missed a total of 826,484 days of school.

As seen in the figure below, when compared to the previous school year, the total number of short-term suspensions decreased by 1.1% from the 247,454 reported in 2022–2023. The 2023–2024 short-term suspension rate of 162.34 per 1,000 students decreased by 1.4% from 164.57 in 2022–2023. The five-year difference in the number and rate of short-term suspensions also saw an increase from the 2018–2019 academic year to 2023–2024: the number of short-term suspensions increased 20.4%, and the rate of short-term suspensions increased 24.0%. An increase in the number and rate of short-term suspensions can also be seen in the 10-year comparison of the 2014–2015 academic year to 2023–2024: the number of short-term suspensions increased 17.3%, and the rate of short-term suspensions increased 17.1%.

Figure S1. Short-Term Suspensions, 2014–2015 to 2023–2024⁴



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.

The number of unique (individual) students who received at least one short-term suspension in 2023–2024 decreased by 0.7% when compared to the previous school year, 2022–2023, and by 19.9% when compared to 2018–2019. The average number of short-term suspensions per suspended student decreased by 0.3% and increased 0.4% when compared to 2022–2023 and 2018–2019, respectively. As for the average number of days per suspension in 2023–2024, in comparison to previous school years, the number of days out of school decreased by 1.3% from 2022–2023 and by 35.5% from 2018–2019.

Table S1. Short-Term Suspensions, 2018–2019 to 2023–2024

Academic Year	Number of Short-Term Suspensions	Rate per 1,000 Students	Number of Unique Students	Average Number of STS	Average Days Per STS	Total Days In STS
2018-19	203,298	130.95	110,927	1.83	3.01	609,878
2019-20*	152,873	97.97	89,689	1.70	3.04	464,150
2020-21*	19,482	13.26	15,128	1.29	2.84	55,414
2021-22	217,928	146.57	120,668	1.81	3.34	728,137
2022-23	247,454	164.57	134,036	1.85	3.38	837,176
2023-24	244,836	162.34	133,046	1.84	3.38	826,484

Short-Term Suspensions by Student Subgroup

Consistent with previous years, male students received more short-term suspensions than female students in 2023–2024. The rate of short-term suspensions for male students (217.05 per 1,000 male students enrolled) was 2.1 times than the rate for females (101.75 per 1,000 female students enrolled). Males had a higher average number of suspensions per student suspended (1.91 suspensions) than female students (1.71 suspensions); however, the average days per short-term suspension was higher for female students (3.64 days) than male students (3.26 days) in 2023–2024.

Within the race/ethnicity subgroups, American Indian students had the highest rate of short-term suspensions in 2023–2024 (346.88 per 1,000 American Indian students enrolled), followed by Black students (335.02 per 1,000 students enrolled) and Two or More Races students (201.55 per 1,000 students enrolled).

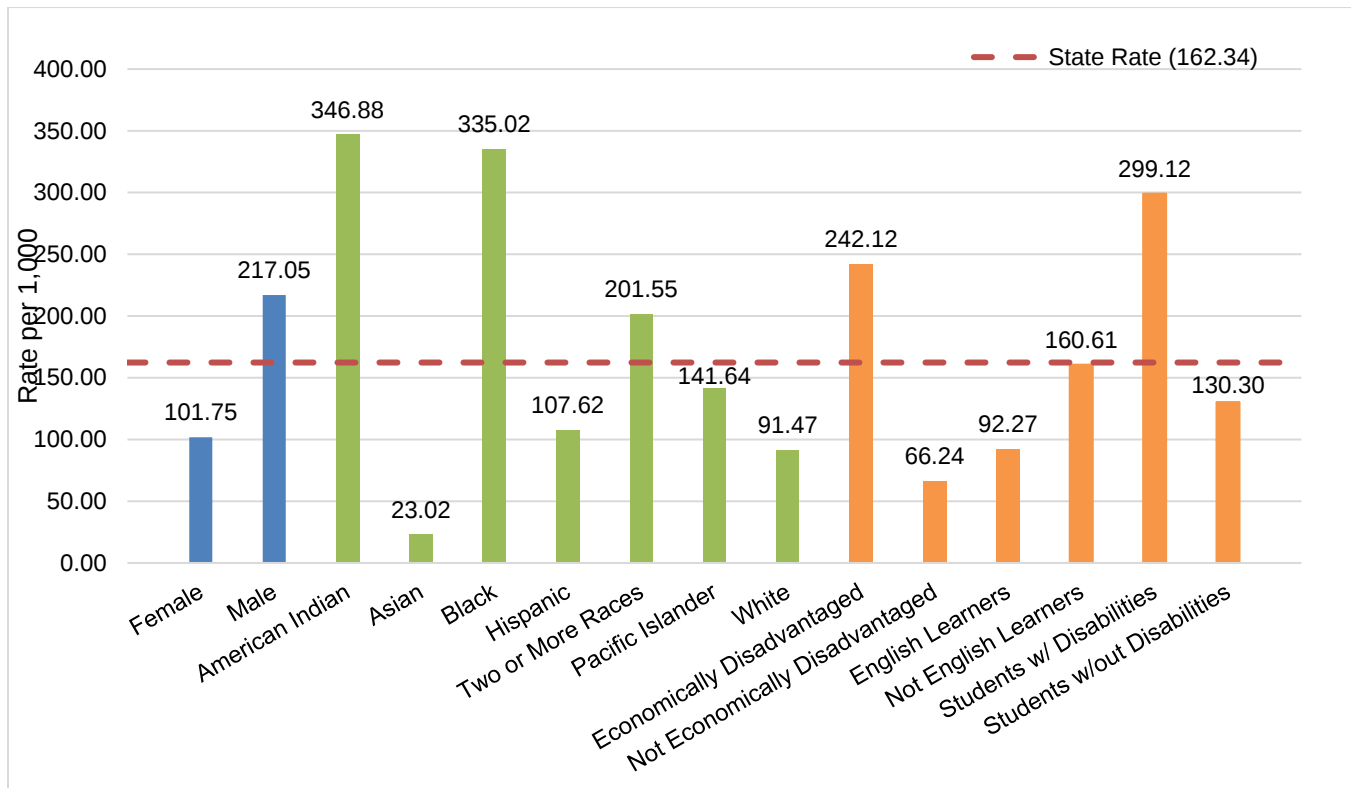
Across all student subgroups, in 2023–2024, American Indian students (346.88 per 1,000 students, Black students (335.02 per 1,000 students enrolled), and Students with Disabilities (299.12 per 1,000 students) had the highest rates of short-term suspensions. American Indian students and female students had the highest average number of suspension days per suspension of 3.64 days.

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

Table S2. Short-Term Suspensions by Student Subgroup, 2023–2024

	Number of Short-Term Suspensions	Rate per 1,000 Students	Average Number of STS	Average Days Per STS	Total Days In STS	Number of Unique Students
All Students	244,836	162.34	1.84	3.38	826,484	133,046
Female	75,538	101.75	1.71	3.64	275,041	44,254
Male	168,962	217.05	1.91	3.26	550,195	88,591
American Indian	5,299	346.88	2.09	3.63	19,221	2,532
Asian	1,474	23.02	1.38	2.98	4,394	1,065
Black	124,636	335.02	2.01	3.52	438,500	62,081
Hispanic	34,553	107.62	1.59	3.43	118,479	21,715
Two or More Races	18,251	201.55	1.91	3.26	59,475	9,542
Native Hawaiian/ Pacific Islander	299	141.64	1.74	3.23	967	172
White	59,988	91.47	1.68	3.07	184,200	35,738
Economically Disadvantaged	190,939	242.12	1.93	3.41	651,638	99,050
Not Economically Disadvantaged	53,561	66.24	1.58	3.24	173,598	33,795
English Learners	16,424	92.27	1.59	3.43	56,288	10,338
Not English Learners	228,076	160.61	1.86	3.37	768,948	122,507
Students w/ Disabilities	63,053	299.12	2.16	3.04	191,795	29,193
Students w/out Disabilities	181,447	130.30	1.75	3.49	633,441	103,652

Figure S2. Rate of Short-Term Suspensions by Student Subgroup, 2023–2024



SHORT-TERM SUSPENSIONS BY SEX

In 2023–2024, the rate and number of short-term suspensions for both males and females decreased from the previous school year (2022–2023): the rate for females decreased by 3.4%, and the rate for males decreased slightly by less than 1%.

Figure S3. Rate of Short-Term Suspensions by Sex, 2018–2019 to 2023–2024

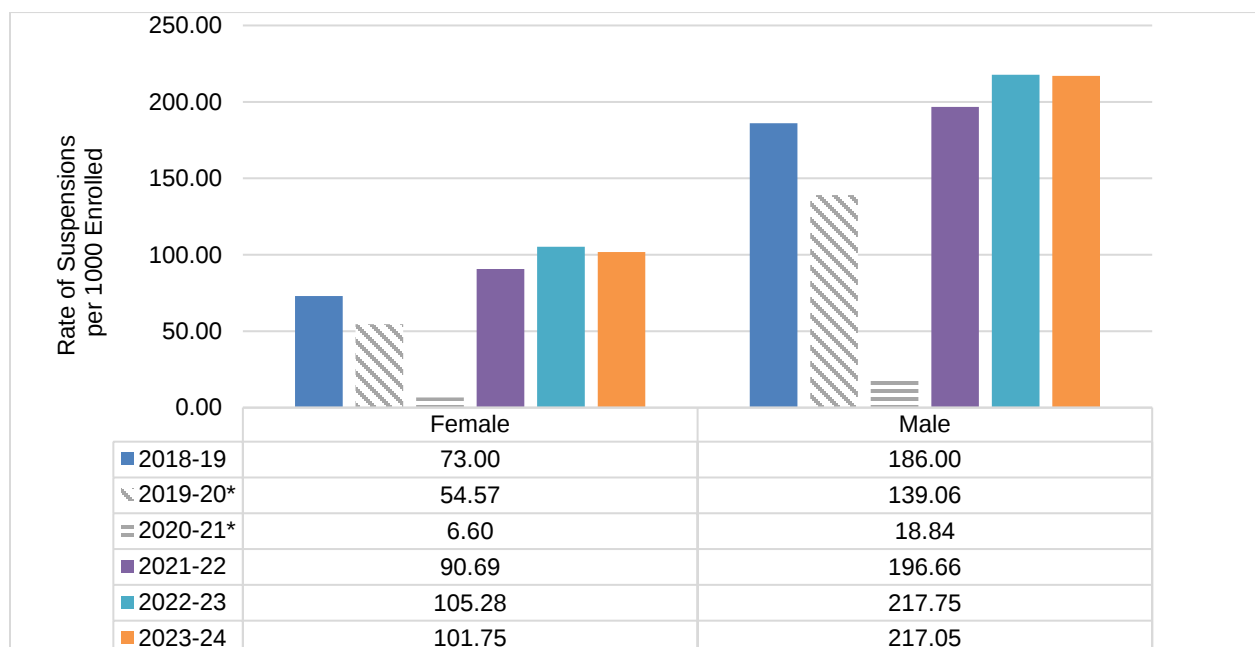
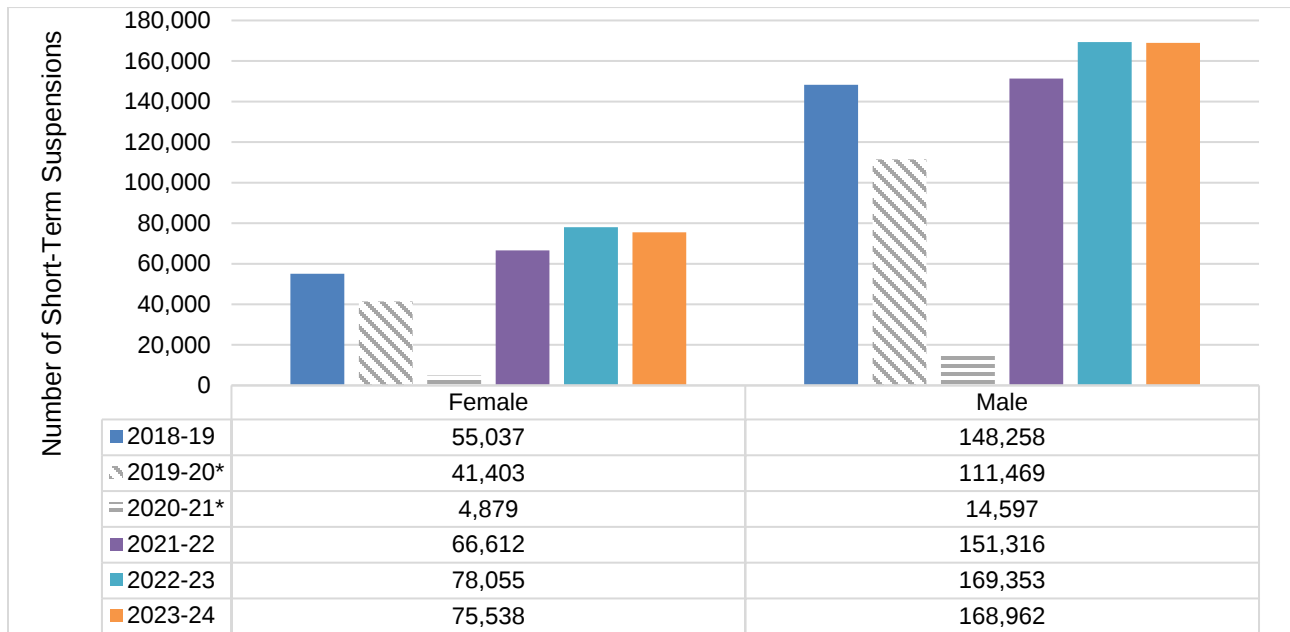


Figure S4. Number of Short-Term Suspensions by Sex, 2018–2019 to 2023–2024



SHORT-TERM SUSPENSIONS BY RACE/ETHNICITY

Among student race/ethnicity subgroups, in 2023–2024, short-term suspension rates increased among the Asian (4.8%), Two or More Races (4.5%), Native Hawaiian/Pacific Islander (3.8%), and the American Indian (0.8%) student subgroups from the previous school year (2022–2023). Short-term suspension rates decreased among the White (-3.9%), Black (-1.1%), and Hispanic (-0.1%) student subgroups from the previous school year.

Figure S5. Rate of Short-Term Suspensions by Race/Ethnicity, 2018–2019 to 2023–2024

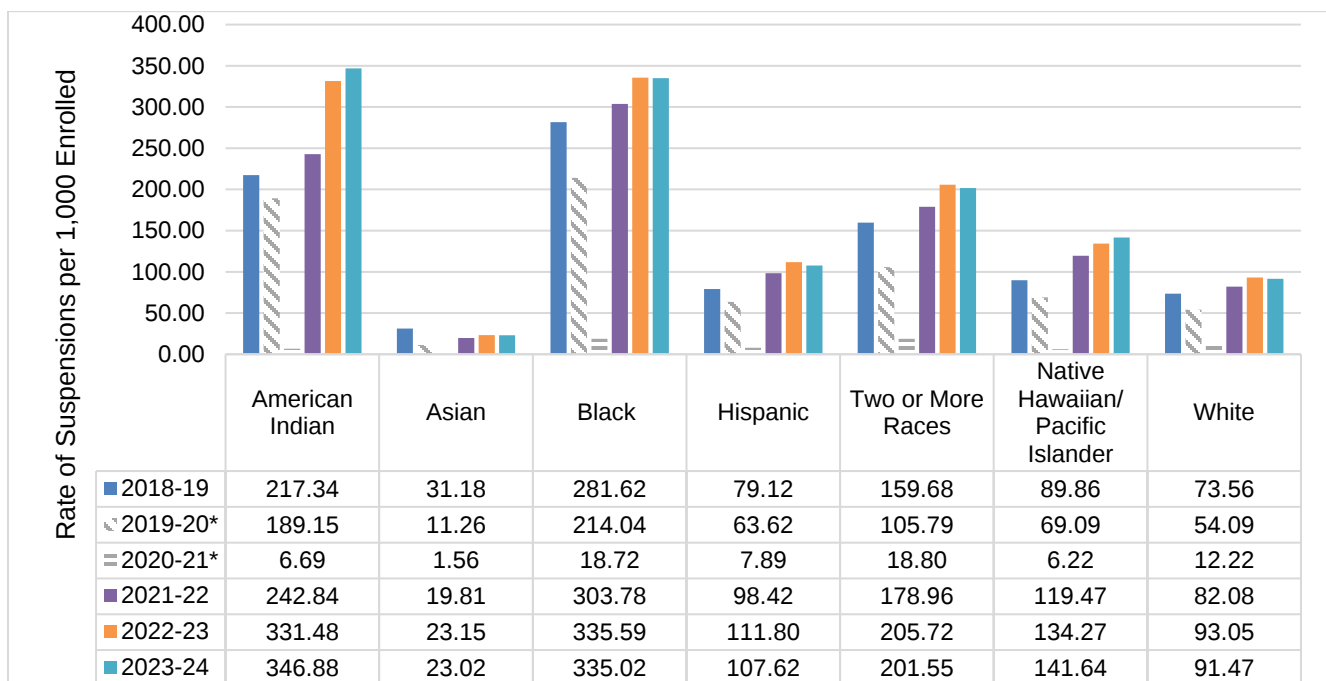
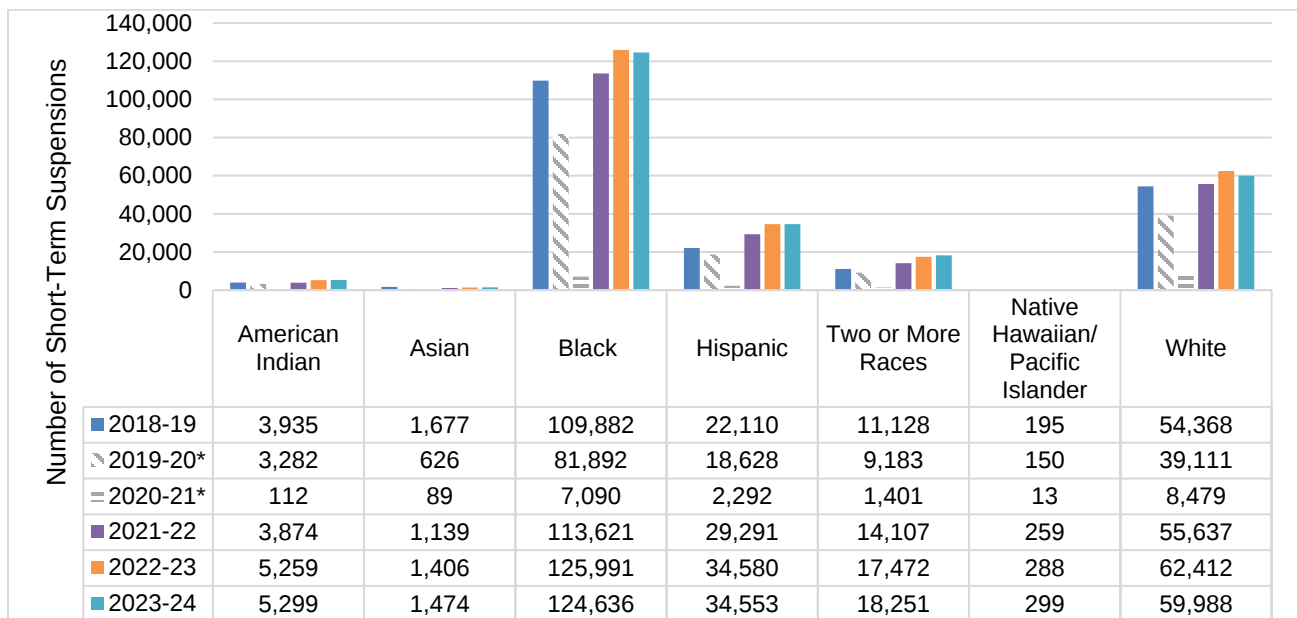


Figure S6. Number of Short-Term Suspensions by Race/Ethnicity, 2018–2019 to 2023–2024



SHORT-TERM SUSPENSIONS BY RACE/ETHNICITY-SEX SUBGROUP

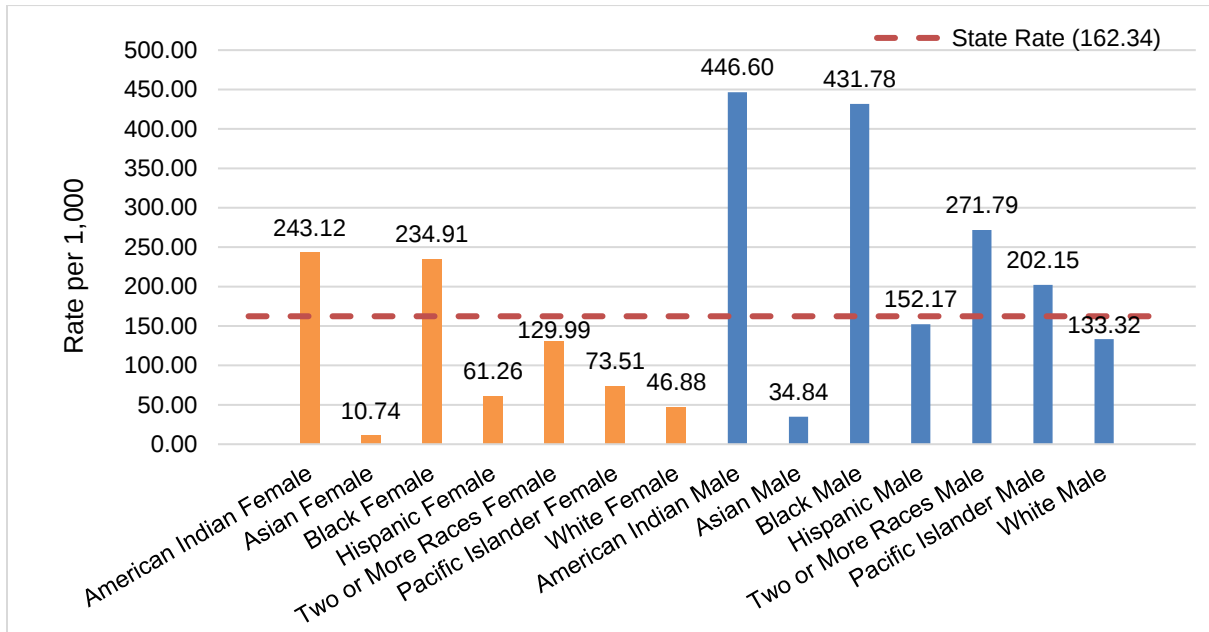
The highest rates of suspensions in 2023–2024 for female students were for the American Indian subgroup (243.12 per 1,000 American Indian female students enrolled) and Black female subgroup (234.91 per 1,000 Black female students enrolled). Black female students and American Indian female students had the highest average number of suspension days per suspension (3.77 and 3.77 days, respectively).

Among male students, American Indian male students and Black male students had the highest rate of short-term suspensions in 2023–2024, (466.60 per 1,000 American Indian male students enrolled and 431.78 per 1,000 Black male students enrolled, respectively). American Indian males had the highest average number of suspension days per suspension (3.55 days).

Table S3. Short-Term Suspensions by Race/Ethnicity-Sex Subgroup, 2023–2024

	Number of Short-Term Suspensions	Rate per 1,000 Students	Average Number of STS	Average Days Per STS	Total Days In STS
All Students	244,836	162.34	1.84	3.38	826,484
American Indian Female	1,820	243.12	1.91	3.77	6,854
Asian Female	337	10.74	1.39	3.19	1,076
Black Female	42,953	234.91	1.84	3.77	161,838
Hispanic Female	9,640	61.26	1.45	3.61	34,784
Two or More Races Female	5,830	129.99	1.78	3.54	20,614
Pacific Islander Female	73	73.51	1.49	2.75	201
White Female	14,885	46.88	1.54	3.34	49,674
American Indian Male	3,479	446.60	2.20	3.55	12,367
Asian Male	1,137	34.84	1.38	2.92	3,318
Black Male	81,683	431.78	2.11	3.39	276,662
Hispanic Male	24,913	152.17	1.66	3.36	83,695
Two or More Races Male	12,421	271.79	1.98	3.13	38,861
Pacific Islander Male	226	202.15	1.84	3.39	766
White Male	45,103	133.32	1.73	2.98	134,526

Figure S7. Short-Term Suspensions Received by Race/Ethnicity-Sex Subgroups, 2023–2024



Among student race/ethnicity-sex subgroups, when comparing the 2023–2024 rates of short-term suspensions to 2022–2023, the largest rate increases were for American Indian female students (7.0%), Native Hawaiian/ Pacific Islander males (6.7%), and American Indian males (3.4%). The largest decreases in rates were seen for Hispanic females (8.5%), White females (5.6%) and Asian females (4.7%).

Figure S8a. Rate of Short-Term Suspension by Race/Ethnicity-Sex Subgroup, 2018–2019 to 2023–2024

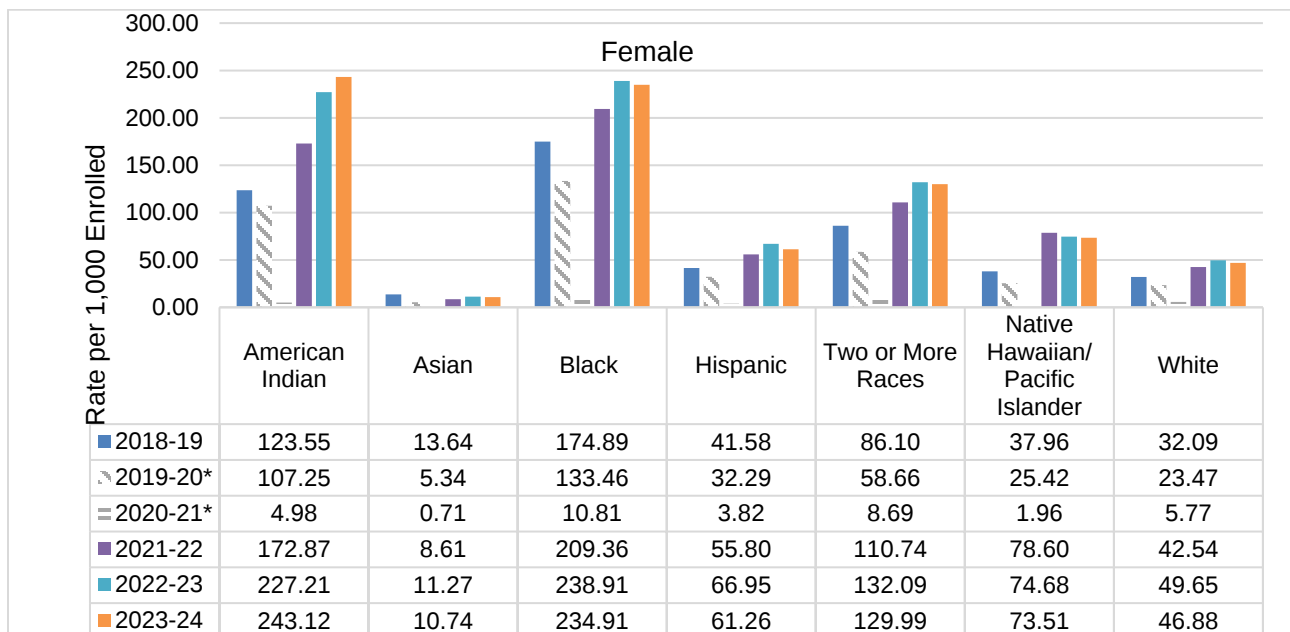
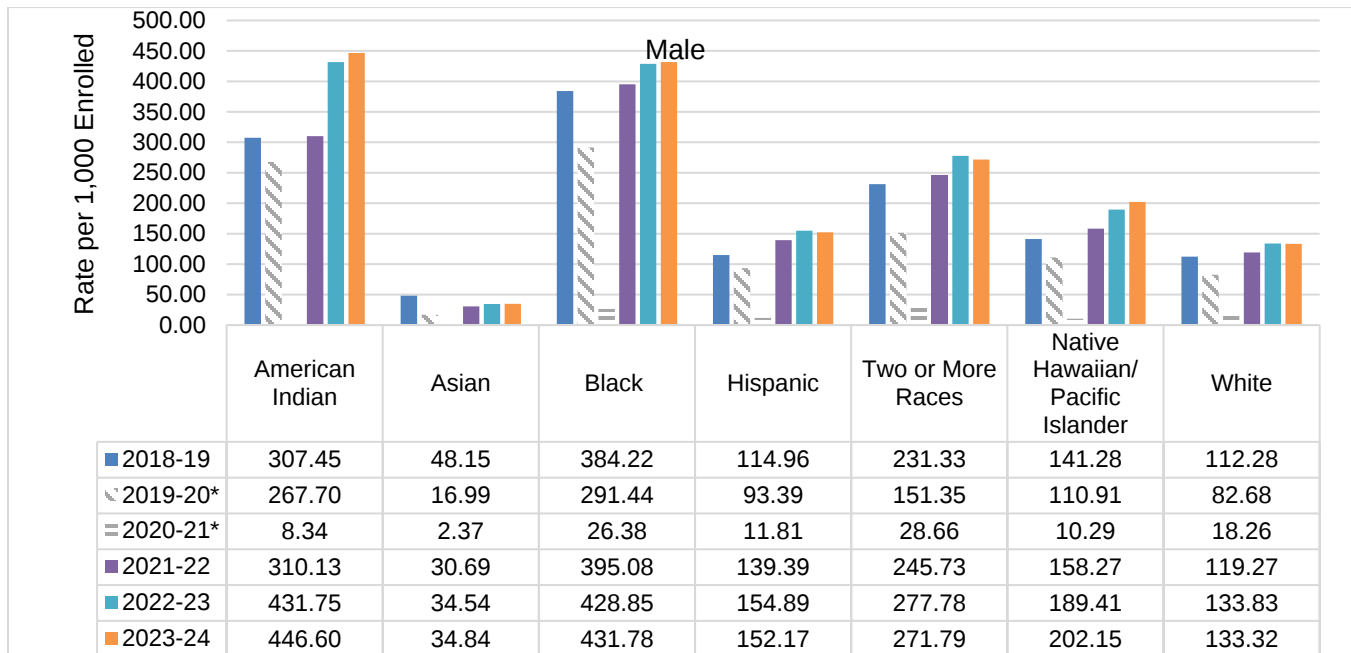


Figure S8b. Rate of Short-Term Suspension by Race/Ethnicity-Sex Subgroup, 2018–2019 to 2023–2024



SHORT-TERM SUSPENSIONS BY EXCEPTIONALITY

In 2023–2024, 25.8% of short-term suspensions were given to Students with Disabilities. This percentage is higher than the 24.7% in the 2022–2023 academic year. The rate for short-term suspensions for Students with Disabilities was 299.12 per 1,000 students enrolled. The rate for Students with Disabilities was 2.5 times greater than for Students without Disabilities.

Students identified in the eligibility categories of Specific Learning Disability and Speech Impairment were the only eligibility categories below the state average for the number short-term suspension per suspended students. Students identified in the eligibility categories of Serious Emotional Disability and Developmental Delays had the highest average number of suspensions per students suspended (3.14 suspensions and 2.73 suspensions, respectively) across the eligibility categories.

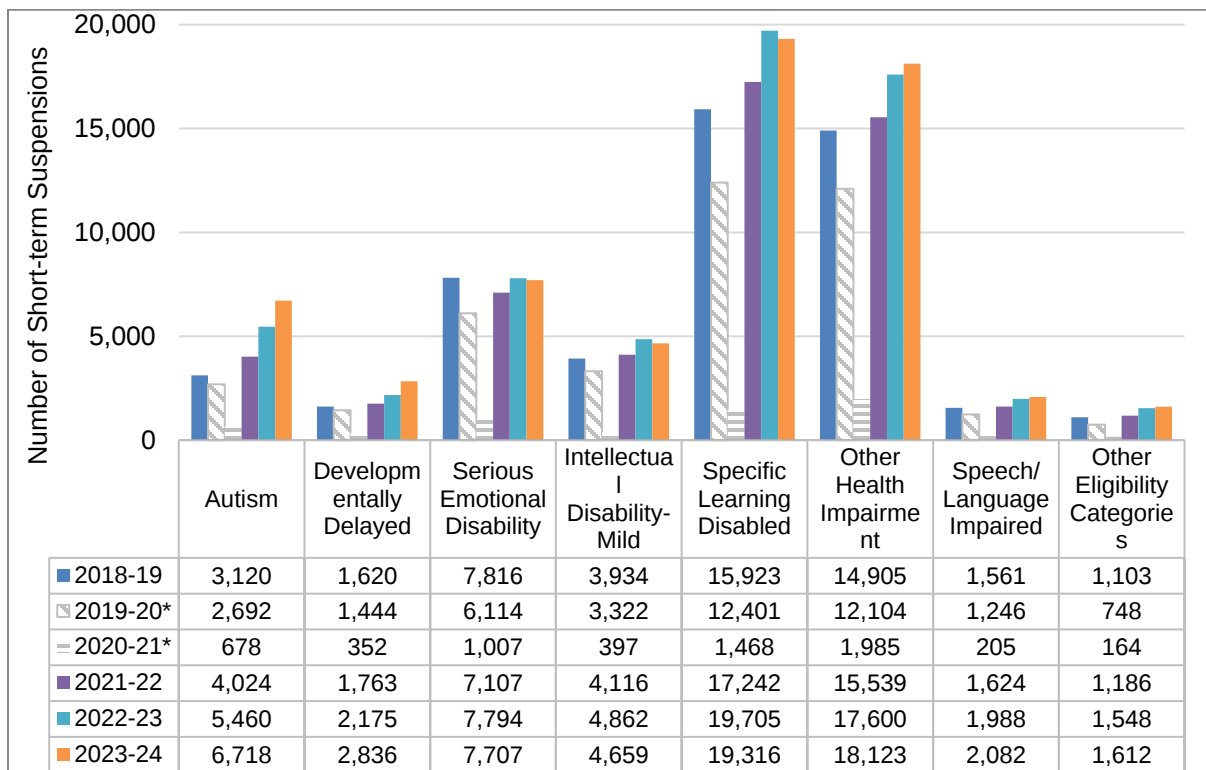
Students identified in the eligibility categories of Specific Learning Disability were the only eligibility category above the state average number of days per suspension with 3.49 days. The lowest average of suspension days per suspension of 1.65 days occurred for students eligible in the category of Developmental Delay

Table S4. Short-Term Suspensions Received by Students with Disabilities, 2023–2024

	Number of Short-Term Suspensions	Rate per 1,000 Students	Average Number of STS	Average Days Per STS	Total Days In STS
All Students	244,836	162.34	1.84	3.38	826,484
Students w/ Disabilities	63,053	299.12	2.16	3.04	191,795
Students w/out Disabilities	181,447	130.30	1.75	3.49	633,441
Autism	6,718		2.15	2.10	14,126
Developmental Delay	2,836		2.73	1.65	4,676
Serious Emotional Disability	7,707		3.14	3.08	23,773
Intellectual Disability - Mild	4,659		2.23	3.38	15,765
Specific Learning Disability	19,316		1.83	3.49	67,328
Other Health Impairment	18,123		2.28	3.12	56,566
Speech Impairment	2,082		1.71	2.48	5,168
Other Eligibility Categories	1,612		2.08	2.73	4,393

As seen in the figure below, students identified in the eligibility categories of Developmentally Delayed and Autism had the greatest percent increase (30.4% and 23.0%, respectively) in the number of suspensions between 2022–2023 and 2023–2024. Students identified in the eligibility categories of Intellectual Disability - Mild and Specific Learning Disability had the greatest percent decrease (4.2% and 2.0%, respectively) in the number of suspensions between 2022–2023 and 2023–2024.

Figure S9. Short-Term Suspensions Received by Students with Disabilities, 2018–2019 to 2023–2024



Short-Term Suspended Student Population

In 2023–2024, of the 244,836 short-term suspensions, 133,046 individual students received an average of 1.84 short-term suspensions per student. Based on the population statistic for all students, 8.8% of all students in the state received one or more suspensions in 2023–2024. Also, across all students in the state there were 162.24 suspensions for every 1,000 students.

The tables below provide an estimate of the overall student population for all students and each subgroup and the percentage of the subgroup in the student population. Additionally, the tables display the number of unique students suspended in each subgroup, the percentage of unique students in the subgroup, the number of short-term suspensions received by the subgroup, the percentage of suspensions received by the subgroup, the rate of short-term suspensions per 1,000 students in the subgroup, and the average number of suspensions the unique students received in the subgroup.

Table S5. Unique Students Who Received Short-Term Suspensions by Student Subgroup, 2023–2024

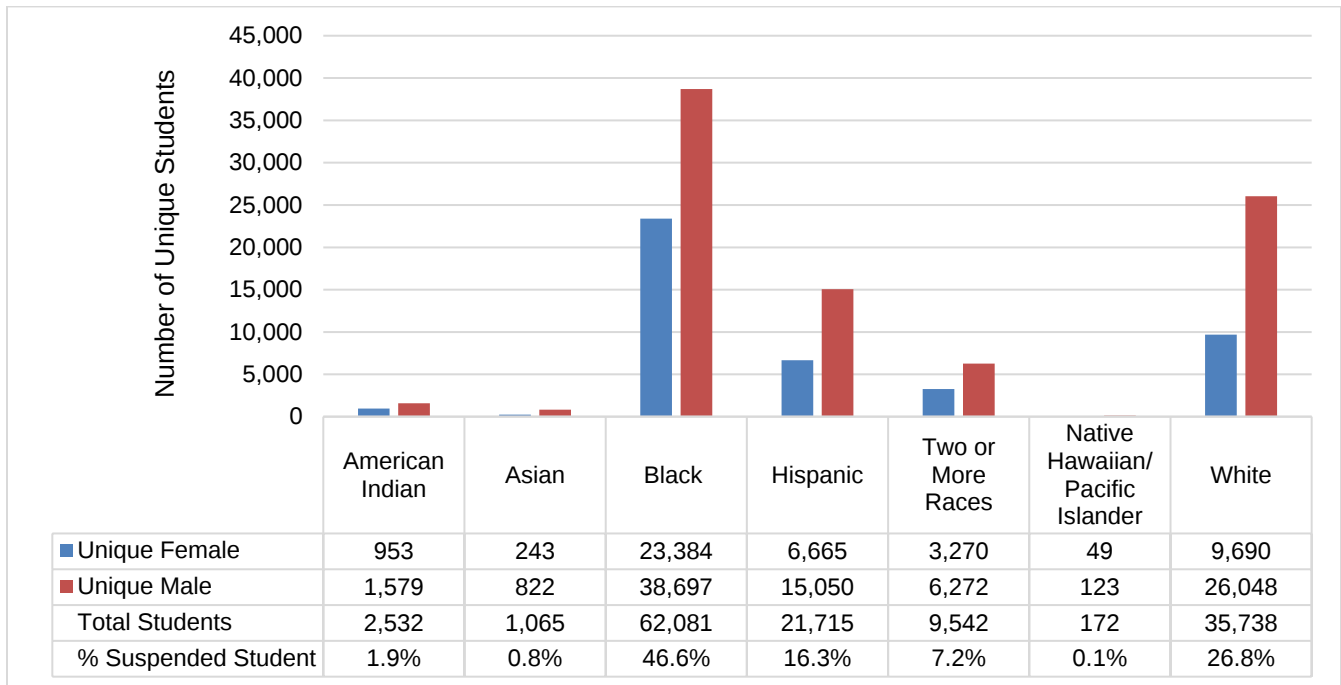
	Student Population Estimate	Percent of Student Population	Number of Unique Suspended Students	Percent of Unique Suspended Students	Number of Short-Term Suspensions	% of Short-Term Suspensions	Rate per 1,000 Students	Average # of Suspensions
All Students	1,508,194	100.0%	133,046		244,836		162.34	1.84
Female	742,401	48.8%	44,254	33.3%	75,538	30.9%	101.75	1.71
Male	778,445	51.2%	88,591	66.7%	168,962	69.0%	217.05	1.91
American Indian	15,276	1.0%	2,532	1.9%	5,299	2.2%	346.88	2.09
Asian	64,019	4.2%	1,065	0.8%	1,474	0.6%	23.02	1.38
Black	372,024	24.5%	62,081	46.7%	124,636	50.9%	335.02	2.01
Hispanic	321,071	21.1%	21,715	16.3%	34,553	14.1%	107.62	1.59
Two or More Races	90,552	6.0%	9,542	7.2%	18,251	7.5%	201.55	1.91
Native Hawaiian/ Pacific Islander	2,111	0.1%	172	0.1%	299	0.1%	141.64	1.74
White	655,793	43.1%	35,738	26.9%	59,988	24.5%	91.47	1.68
Economically Disadvantaged	788,602	49.4%	99,050	74.6%	190,939	78.0%	242.12	1.93
Not Economically Disadvantaged	808,585	50.6%	33,795	25.4%	53,561	21.9%	66.24	1.58
English Learners	177,998	11.1%	10,338	7.8%	16,424	6.7%	92.27	1.59
Not English Learners	1,420,079	88.9%	122,507	92.2%	228,076	93.2%	160.61	1.86
Students w/ Disabilities	210,794	13.1%	29,193	22.0%	63,053	25.8%	299.12	2.16
Students w/out Disabilities	1,392,523	86.9%	103,652	78.0%	181,447	74.1%	130.30	1.75

More granularly, 29.1% of the unique students were Black males, 19.6% were White males, 17.6% were Black females and 11.3% were Hispanic males, totaling 77.7% of the unique students. In addition, the students in these four race/ethnicity-sex subgroups combined received 79.5% of the suspensions in 2023–2024. In comparison in the state student population, these subgroups comprise 12.4%, 22.2%, 12.2%, and 10.8% of the student population across the state, or 57.5% of the population.

Table S6. Unique Students Who Received Short-Term Suspensions by Race/Ethnicity-Sex Subgroup, 2023–2024

	Student Population Estimate	Percent of Student Population	Number of Unique Suspended Students	Percent of Unique Suspended Students	Number of Short-Term Suspensions	% of Short-Term Suspensions	Rate per 1,000 Students	Average # of Suspensions
All Students	1,508,194	100.0%	133,046		244,836		162.34	1.84
American Indian Female	7,486	0.5%	953	0.7%	1,820	0.7%	243.12	1.91
Asian Female	31,383	2.1%	243	0.2%	337	0.1%	10.74	1.39
Black Female	182,848	12.0%	23,384	17.6%	42,953	17.5%	234.91	1.84
Hispanic Female	157,354	10.3%	6,665	5.0%	9,640	3.9%	61.26	1.45
Two or More Races Female	44,851	2.9%	3,270	2.5%	5,830	2.4%	129.99	1.78
Pacific Islander Female	993	0.1%	49	0.0%	73	0.0%	73.51	1.49
White Female	317,486	20.9%	9,690	7.3%	14,885	6.1%	46.88	1.54
American Indian Male	7,790	0.5%	1,579	1.2%	3,479	1.4%	446.60	2.20
Asian Male	32,636	2.1%	822	0.6%	1,137	0.5%	34.84	1.38
Black Male	189,176	12.4%	38,697	29.1%	81,683	33.4%	431.78	2.11
Hispanic Male	163,717	10.8%	15,050	11.3%	24,913	10.2%	152.17	1.66
Two or More Races Male	45,701	3.0%	6,272	4.7%	12,421	5.1%	271.79	1.98
Pacific Islander Male	1,118	0.1%	123	0.1%	226	0.1%	202.15	1.84
White Male	338,307	22.2%	26,048	19.6%	45,103	18.4%	133.32	1.73

Figure S10. Unique Students Who Received Short-Term Suspensions by Race/Ethnicity-Sex Subgroup, 2023–2024



Short-Term Suspensions by Grade Level

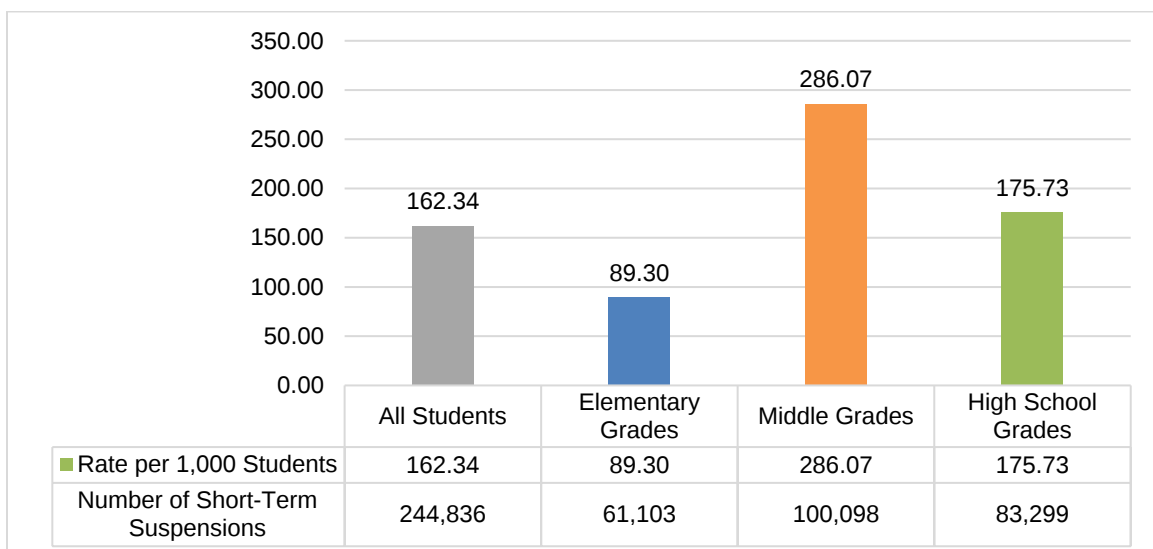
In 2023–2024, middle school grades reported the most short-term suspensions (100,098) and had the highest rate of short-term suspensions per 1,000 students enrolled (286.07). High school grades reported 83,299 short-term suspensions and had a rate of 175.73 per 1,000 students enrolled. Elementary grades reported 61,103 short-term suspensions and had a rate of 89.30 per 1,000 students in 2023–2024.

Grades 9 and 8 saw the highest number of suspensions in 2023–2024. While the number of short-term suspensions in pre-kindergarten/kindergarten and first grades are among the lowest, students in these grades had the highest average number of suspensions per student suspended (2.31 and 2.14 suspensions, respectively). Twelfth grade had the lowest average number of suspensions with an average of 1.42 per student suspended. There is a steady increase in the average days per suspension starting at 1.54 days in pre-kindergarten/kindergarten to 4.23 days in Grade 11.

Table S7. Short-Term Suspensions by Grade Level, 2023–2024

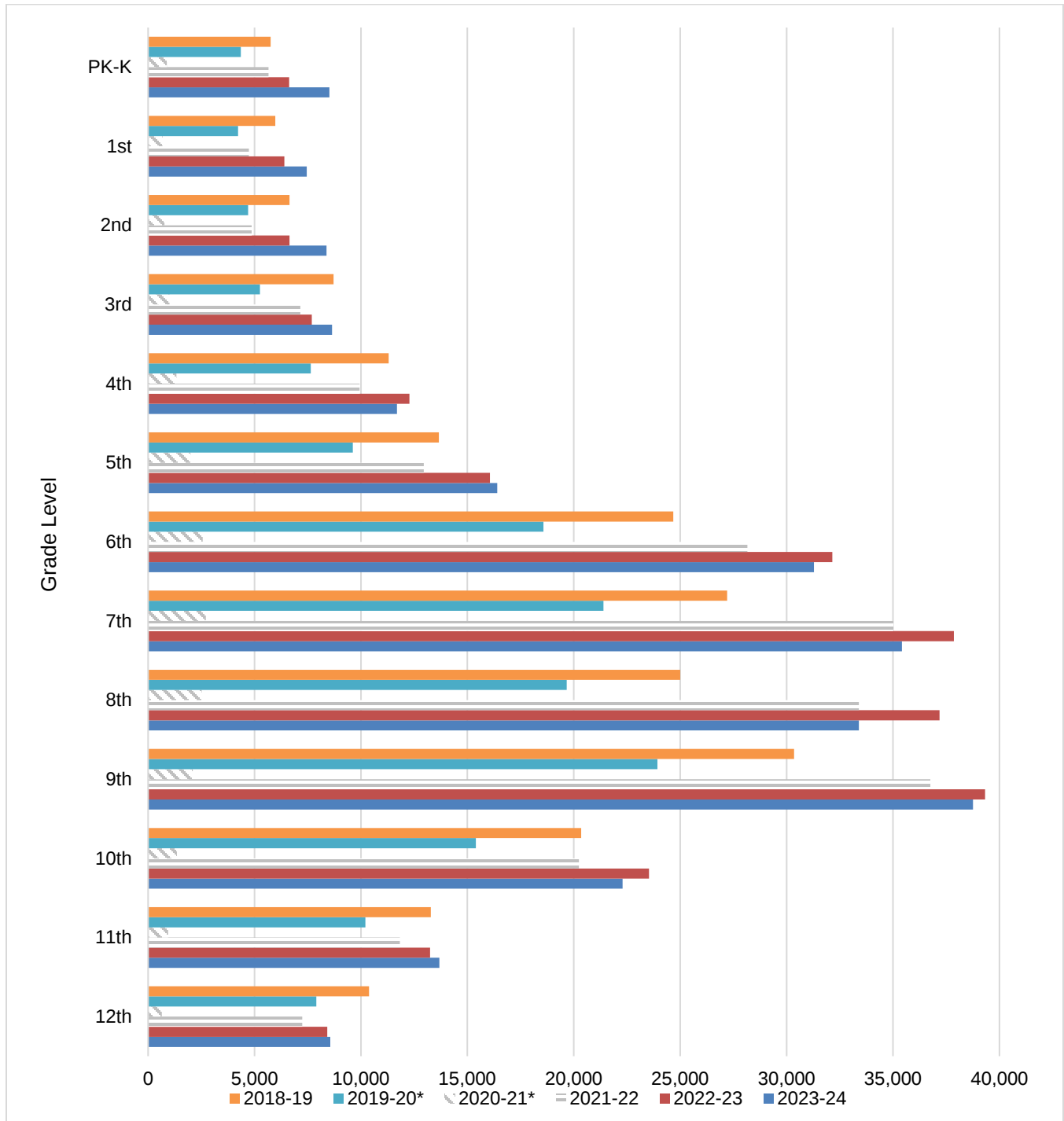
	Number of Short-Term Suspensions	Rate per 1,000 Students	Average Number of STS	Average Days Per STS	Total Days In STS
All Students	244,836	162.34	1.84	3.38	826,484
Elementary Grades	61,103	89.30	1.89	1.97	120,351
Middle Grades	100,098	286.07	1.92	3.52	351,904
High School Grades	83,299	175.73	1.73	4.24	352,981
Pre-Kindergarten/Kindergarten	8,521	77.00	2.31	1.54	13,139
Grade 1	7,456	65.25	2.14	1.59	11,854
Grade 2	8,383	71.09	1.98	1.73	14,510
Grade 3	8,642	77.28	1.79	1.85	15,975
Grade 4	11,694	102.21	1.75	2.05	23,935
Grade 5	16,407	142.44	1.74	2.29	37,518
Grade 6	31,282	270.89	1.93	3.29	102,912
Grade 7	35,418	305.06	1.92	3.45	122,246
Grade 8	33,398	282.25	1.90	3.72	124,348
Grade 9	38,756	289.25	1.92	4.24	164,189
Grade 10	22,292	180.35	1.68	4.26	94,902
Grade 11	13,688	120.05	1.55	4.23	57,924
Grade 12 (includes 13 and XG)	8,562	83.61	1.42	3.98	34,066

Figure S11. Short-Term Suspensions by Grade Level, 2023–2024



When compared to the number of suspensions by grade in 2022–2023, the largest increases in the number of short-term suspensions in 2023–2024 were among students in Pre-Kindergarten/Kindergarten (28.5%), Second Grade (26.2%), First Grade (16.5%), and Third Grade (12.4%). Grade Eight saw the largest decrease of 10.2% in 2023-24.

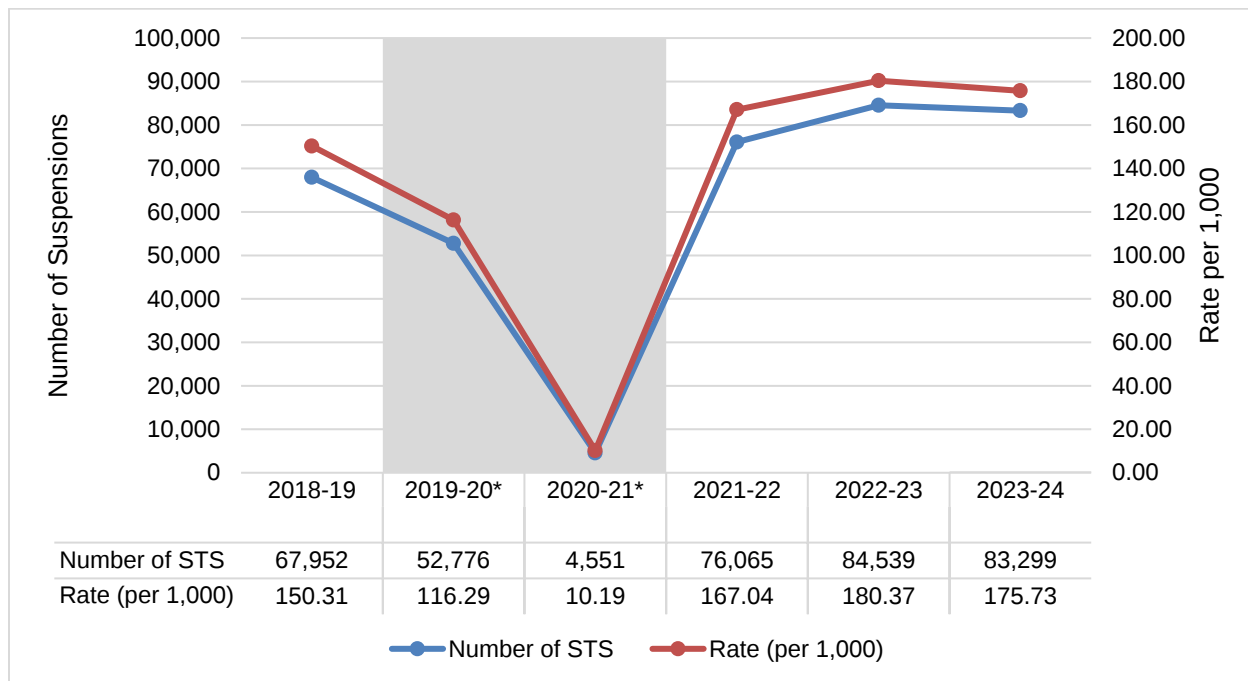
Figure S12. Short-Term Suspensions by Grade Level, 2018–2019 to 2023–2024



SHORT-TERM SUSPENSIONS IN HIGH SCHOOL GRADES

Across all high school grades (9, 10, 11 and 12; Grade 12 includes XG and Grade 13), 83,299 short-term suspensions were reported statewide for a rate of 175.73 suspensions per 1,000 high school students. When compared to suspensions in high school grades in 2022–2023, the number and rate of short-term suspensions decreased by 1.5% and 2.6% respectively in 2023–2024.

Figure S13. High School Short-Term Suspensions, 2018–2019 to 2023–2024



Short-Term Suspensions by Grade Level and Student Subgroup

The table and figures below detail the rates of short-term suspensions between the student subgroups by grade level in 2023–2024. There is a consistent pattern among subgroups at each grade level follow the overall state trend of the lowest rates among the elementary grades and highest rates in the among the middle grades.

Table S8. Short-Term Suspensions by Grade Level and Student Subgroup, 2023–2024

	Number of STS All Grades	Rate per 1,000 All Grades	Rate per 1,000 Elementary	Rate per 1,000 Middle	Rate per 1,000 High School
All Students	244,836	162.34	89.30	286.07	175.73
Female	75,538	101.75	39.42	193.83	122.75
Male	168,962	217.05	137.26	372.96	216.63
American Indian	5,299	346.88	176.31	641.86	381.76
Asian	1,474	23.02	12.06	42.97	24.79
Black	124,636	335.02	188.99	583.00	358.10
Hispanic	34,553	107.62	44.66	212.26	119.05
Two or More Races	18,251	201.55	118.20	360.09	221.35
Native Hawaiian/ Pacific Islander	299	141.64	85.90	221.07	162.28
White	59,988	91.47	56.54	157.04	92.97
Economically Disadvantaged	190,939	242.12	130.97	433.29	270.15
Not Economically Disadvantaged	53,561	66.24	35.48	113.37	72.84
English Learners	16,424	92.27	28.72	207.98	127.98
Not English Learners	228,076	160.61	93.69	279.93	165.75
Students w/ Disabilities	63,053	299.12	199.88	509.75	301.68
Students w/out Disabilities	181,447	130.30	65.32	235.14	144.19

Figure S14a. Rate of Short-Term Suspensions by Grade Level and Student Subgroup, 2023–2024

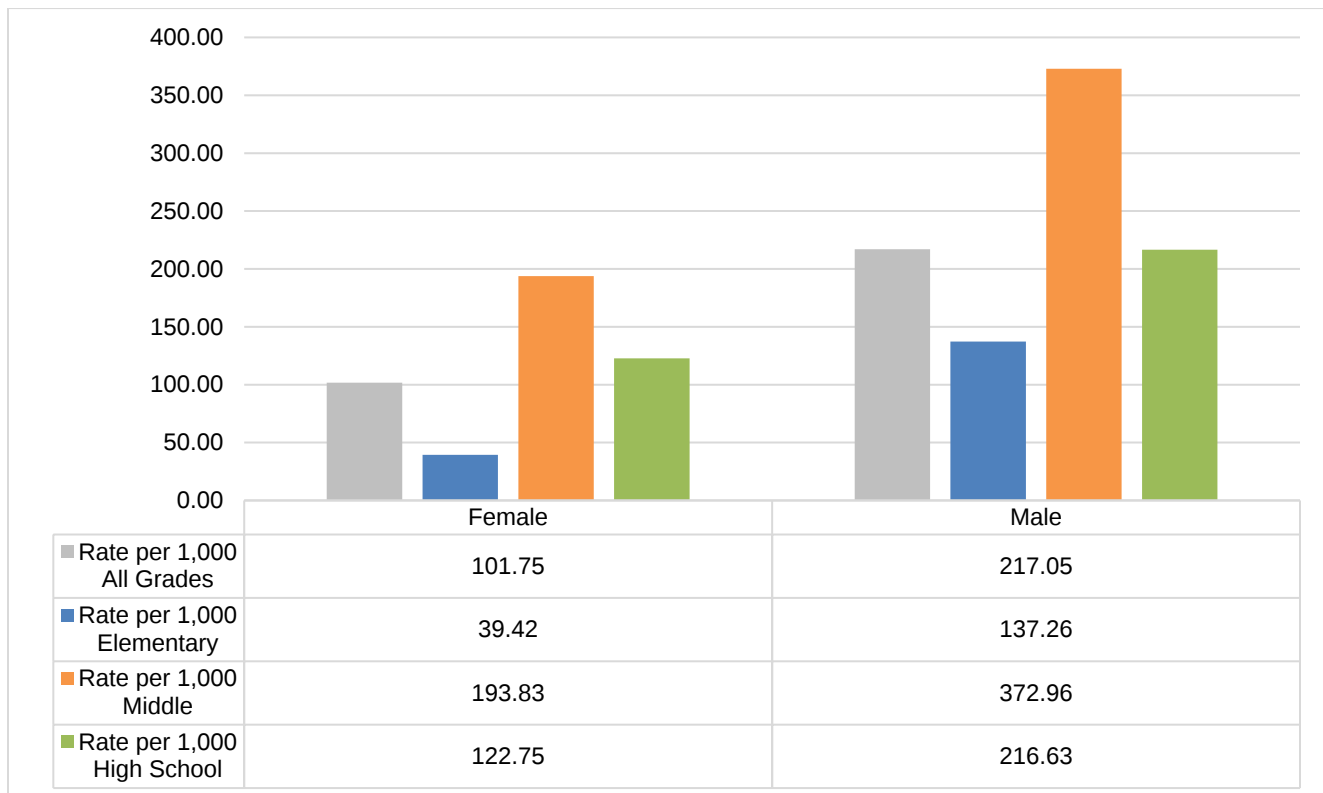


Figure S14b. Rate of Short-Term Suspensions by Grade Level and Student Subgroup, 2023–2024

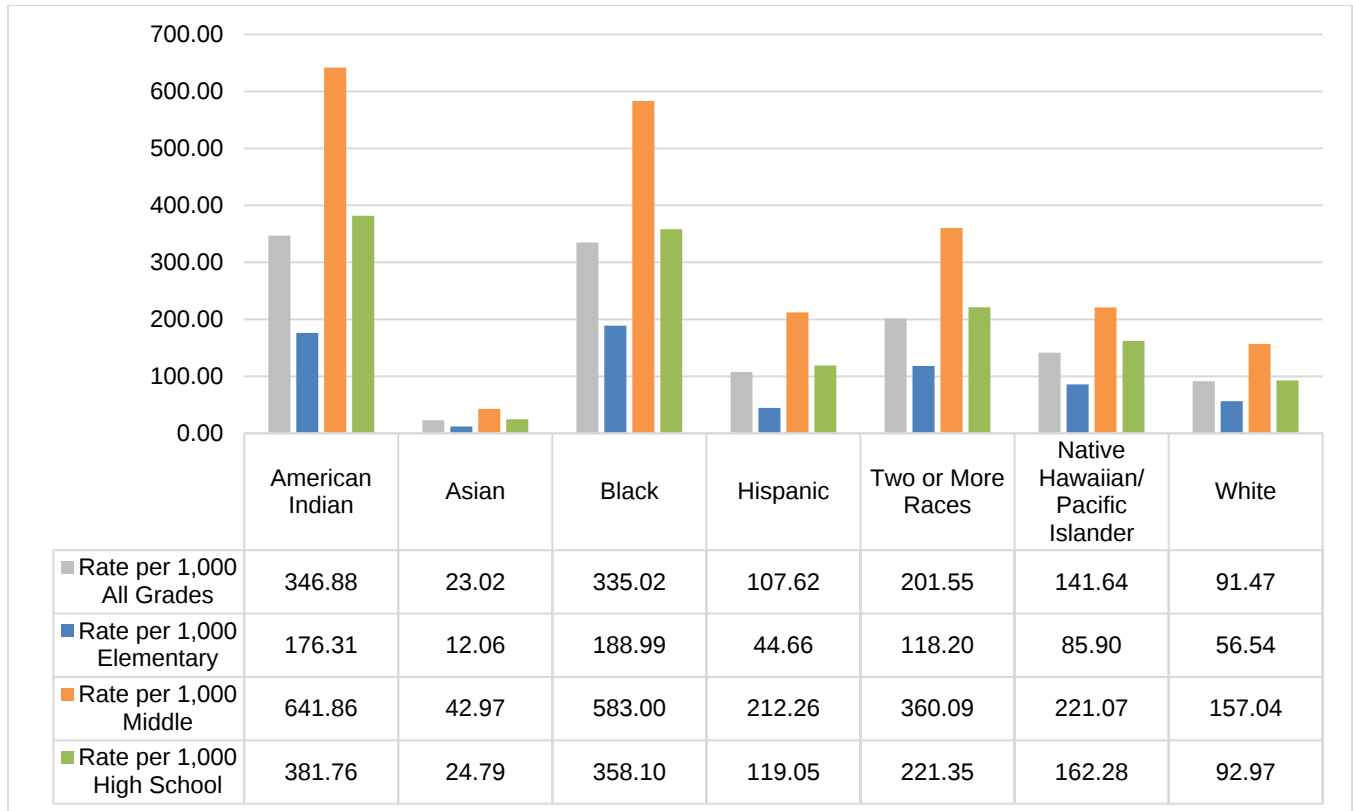
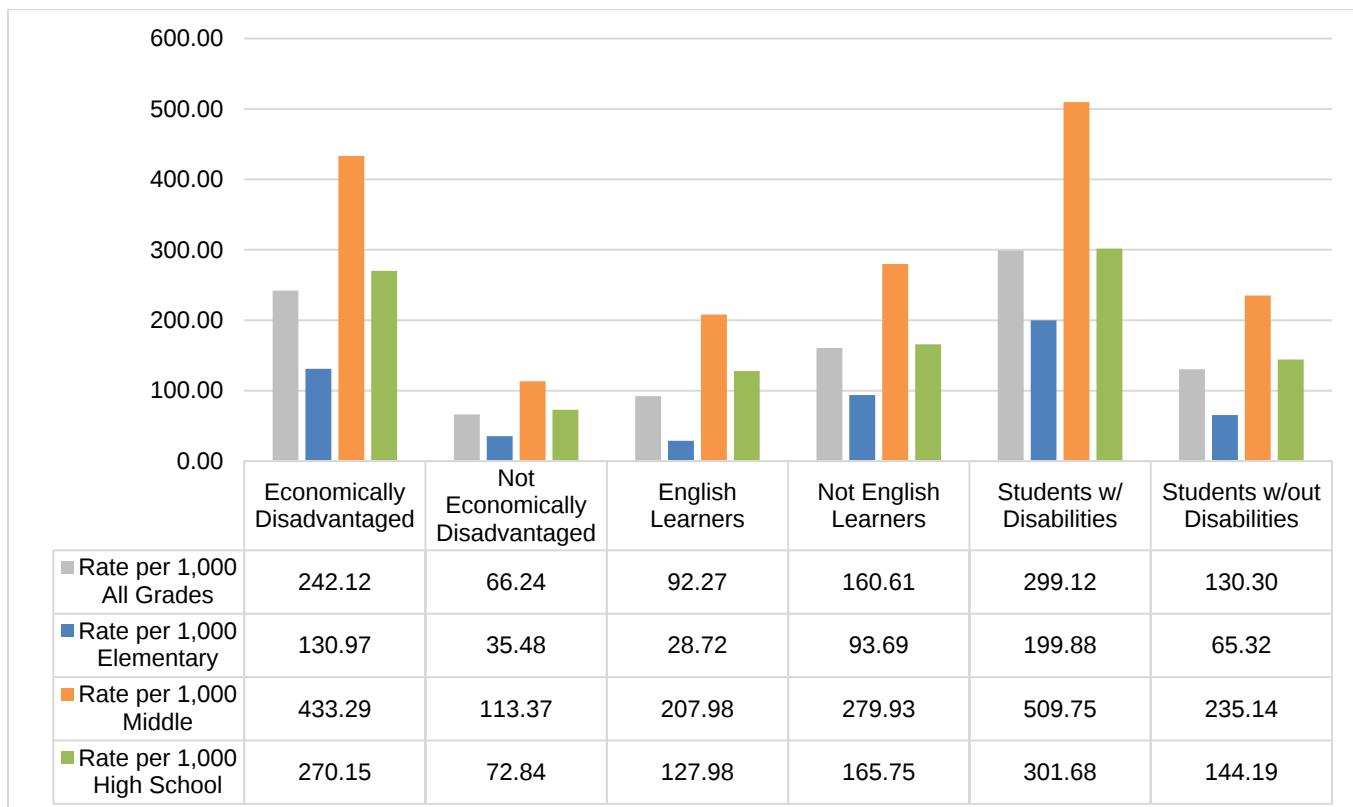


Figure S14c. Rate of Short-Term Suspensions by Grade Level and Student Subgroup, 2023–2024



Short-Term Suspensions by PSU

Out of the 2,724 public schools statewide, in 2023–2024, 5.2% of schools (143) reported zero short-term suspensions, and 94.8% (2,581) of schools reported one or more short-term suspensions.

The number of short-term suspensions ranged from one to 1,102 suspensions, and the rate of short-term suspensions ranged from 1.18 per 1,100 students enrolled to 3,855.42 per 1,000 students enrolled, for the schools that reported at least one short-term suspension. Among these schools, 903 (35.0%) had rates above the state short-term suspension rate of 162.34 per 1,000 enrolled.

In 2023–2024, 32 (9.5%) PSUs reported zero short-term suspensions, and 304 (90.5%) reported at least one short-term suspension.

For the 304 PSUs that reported at least one short-term suspension, the number of short-term suspensions ranged from one to 21,692 suspensions; rates ranged from 1.56 per 1,000 students enrolled to 1,273.47 per 1,000 students enrolled. One hundred one PSUs (30.1%) had rates above the state short-term suspension rate of 162.34 per 1,000 enrolled, and 235 (69.9%) had rates below the state short-term suspension rate.

The lowest (non-zero) short-term suspension rates among PSUs in 2023–2024 were Casa Esperanza Montessori, Central Park School For Children, Community School of Davidson, Eno River Academy, Magellan Charter, Mallard Creek STEM Academy, Movement School Northwest, Pocosin Innovative Charter, Unity Classical Charter School, and Youngsville Academy.

In 2023–2024, PSUs with the highest short-term suspension rates were Children's Village Academy, Classical Charter Schools of Wilmington, Dillard Academy, Northampton County Schools, Public Schools of Robeson County, Scotland County Schools, Thomas Academy, Vance County Schools, Warren County Schools, and Washington County Schools.

Table S-C1. Short-Term Suspension Statistics for Schools in PSUs, 2023–2024 and **Table S-C3. Short-Term Suspensions, Long-Term Suspensions and Expulsions in PSUs by Sex and Ethnicity, 2023–2024** detail short-term suspensions in PSUs and schools (see the [Suspensions and Expulsions Companion Tables](#) section).

SHORT-TERM SUSPENSIONS FOR HIGH SCHOOL GRADES BY PSU

In 2023–2024, there were 216 PSUs across the state that enrolled students in grades 9 through 13 and XG. There were 17 (7.9%) PSUs that reported zero high school short-term suspensions. The remaining 199 (92.1%) PSUs reported 1 to 8,592 suspensions with high school short-term suspension rates ranging from 5.43 short-term suspensions per 1,000 students enrolled to 671.46 short-term suspensions per 1,000 students enrolled. Among these PSUs, 84 (38.9%) had rates above the state high school short-term suspension rate of 175.73, and 132 (61.1%) 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 2023–2024 were Ascend Leadership Academy: Lee County, Community School of Davidson, Cornerstone Charter Academy, Elkin City Schools, Eno River Academy, Gray Stone Day School, Lake Norman Charter, Pine Lake Preparatory, The Hawbridge School, and Woods Charter School.

The PSUs with the highest high school short-term suspension rates in 2023–2024 were Edenton-Chowan Schools, Hertford County Schools, KIPP Gaston College Preparatory, Martin County Schools, Northampton County Schools, Public Schools of Robeson County, Scotland County Schools, Vance County Schools, Wayne County Public Schools, and Wilson Preparatory Academy.

Table S-C2. High School Short-Term Suspension Statistics for PSUs, 2023–2024 details the number and rates of short-term suspensions in Grades 9-13 by PSU (see the [Suspensions and Expulsions Companion Tables](#) section).

Multiple Short-Term Suspensions

In 2023–2024, there were 244,836 short-term suspensions given to 133,046 individual students. The average number of short-term suspensions per suspended student was 1.84 suspensions and the average duration for a short-term suspension was 3.38 days.

In 2023–2024, 61.5% (81,859) of suspended students received only one short-term suspension. Conversely, 38.8% (51,187) received more than one suspension. Of the students who received more than one suspension, 19.2% (25,555) received two suspensions, 13.1% (17,406) received three to four suspensions, 4.9% (6,468) received five to seven suspensions, 1.0% (1,339) received eight to 10, and 0.8% (419) received 10 to more short-term suspensions.

When compared to 2022–2023, the count, the rate of suspensions, the number of unique students given short-term suspensions, and average number of short-term suspensions per suspended students is roughly equivalent.

Figure S15a. Students Receiving One or More Short-Term Suspensions, 2018–2019 to 2023–2024

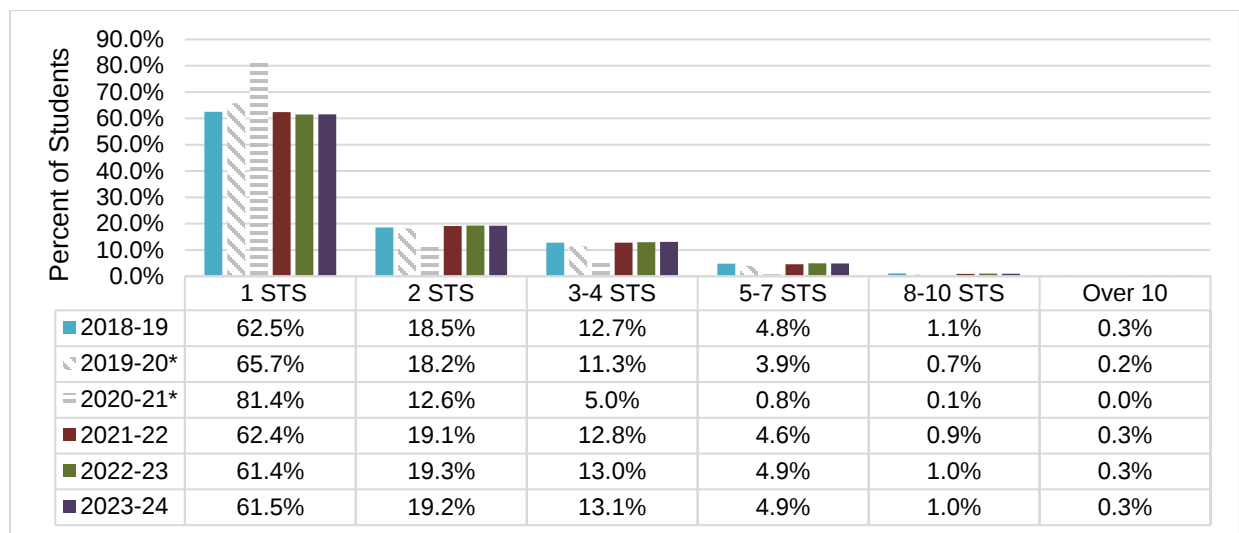
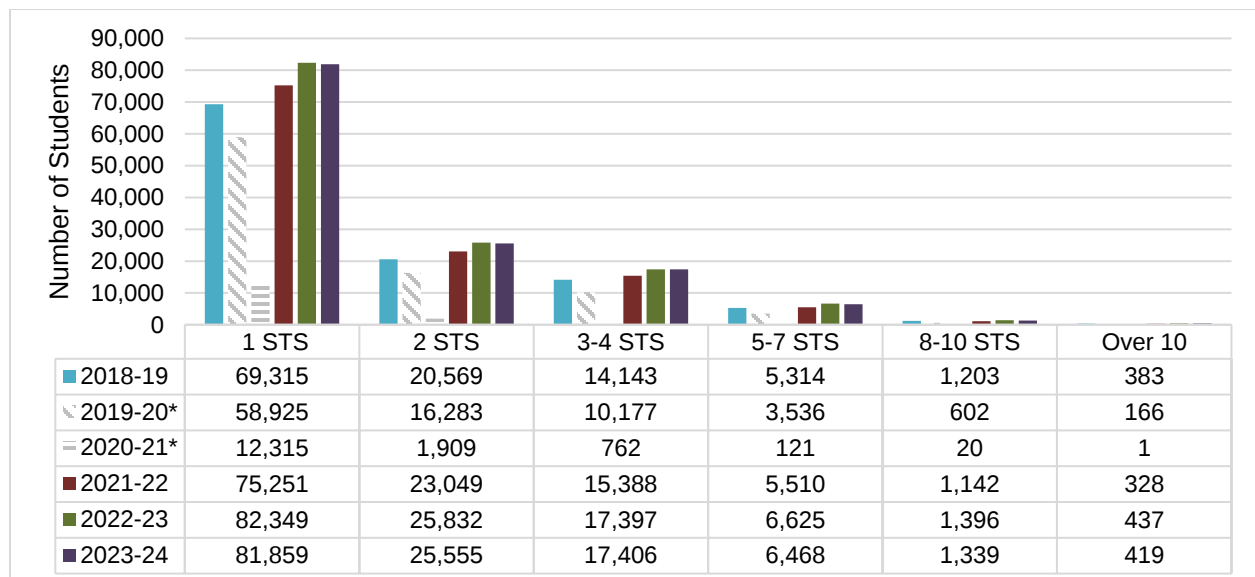


Figure S15b. Students Receiving One or More Short-Term Suspensions, 2018–2019 to 2023–2024



Of the 51,187 students who received multiple suspensions, 30.8% (15,746) missed less than five days of school across their multiple suspensions, 30.4% (15,550) missed six to 10 days of school. However, the remaining 28.4% (19,891) of students missed more than 10 days over the course of their multiple suspensions which is the equivalent to a long-term suspension; specifically, 39.8% (14,526) students missed 11 to 20 days, 10.0% (4,877) missed 21 to 40 days and 1.0% (488) missed 41 or more days of school.

Figure S16. Percent of Students Receiving Multiple Short-Term Suspensions by Total Duration, 2018–2019 to 2023–2024

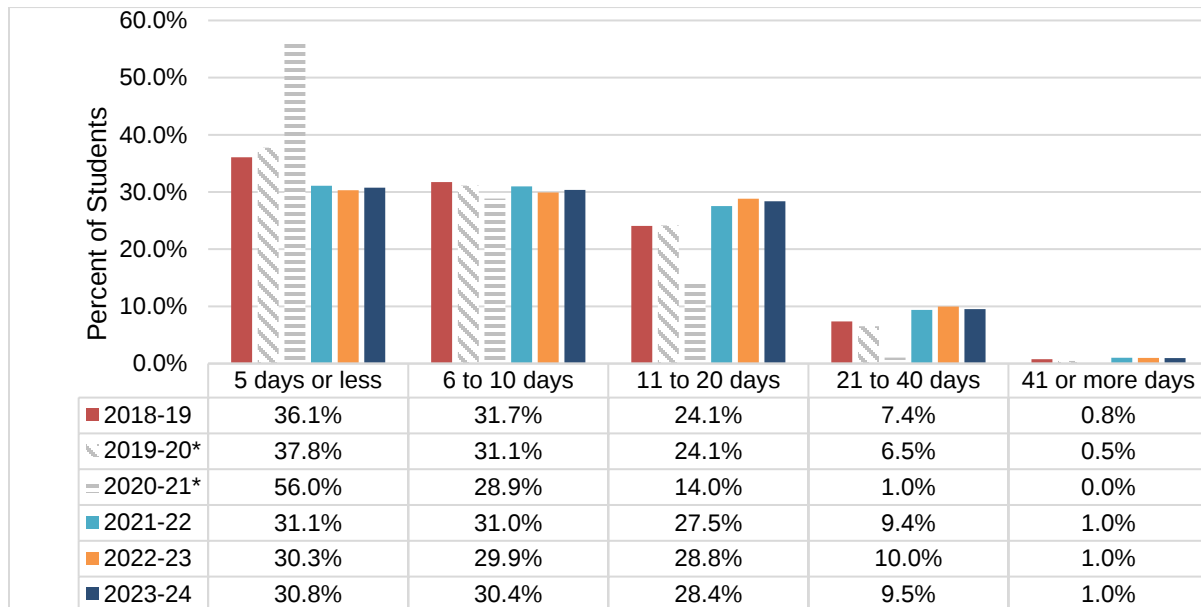
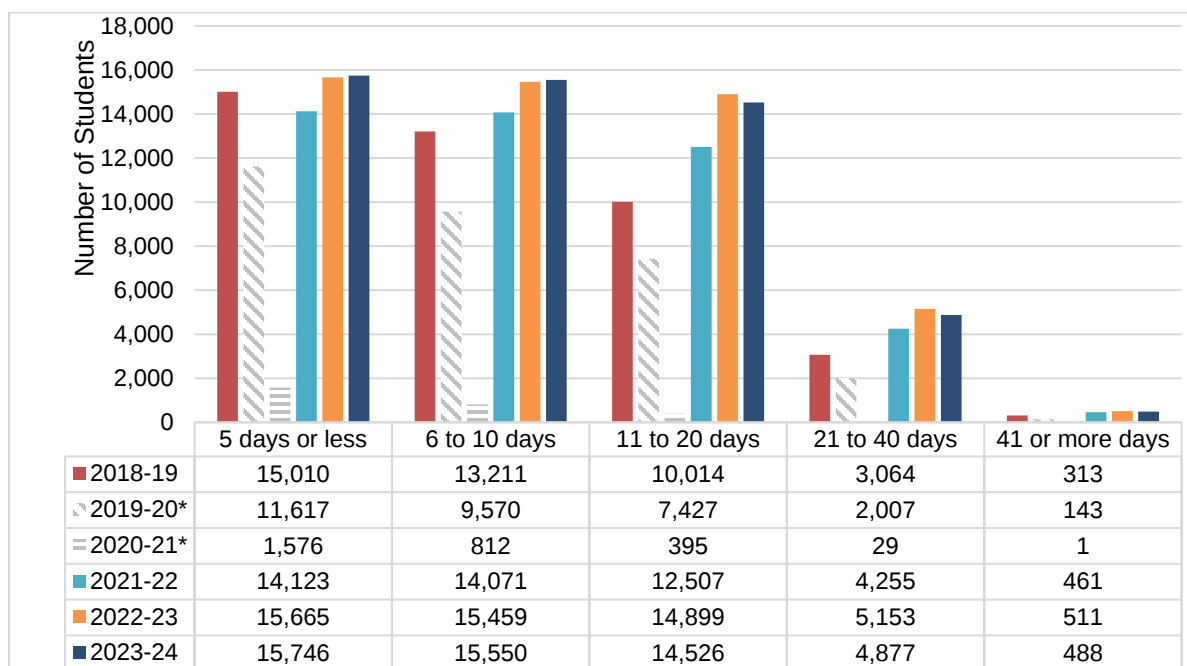


Figure S17. Number of Student Receiving Multiple Short-Term Suspensions by Total Duration, 2018–2019 to 2023–2024

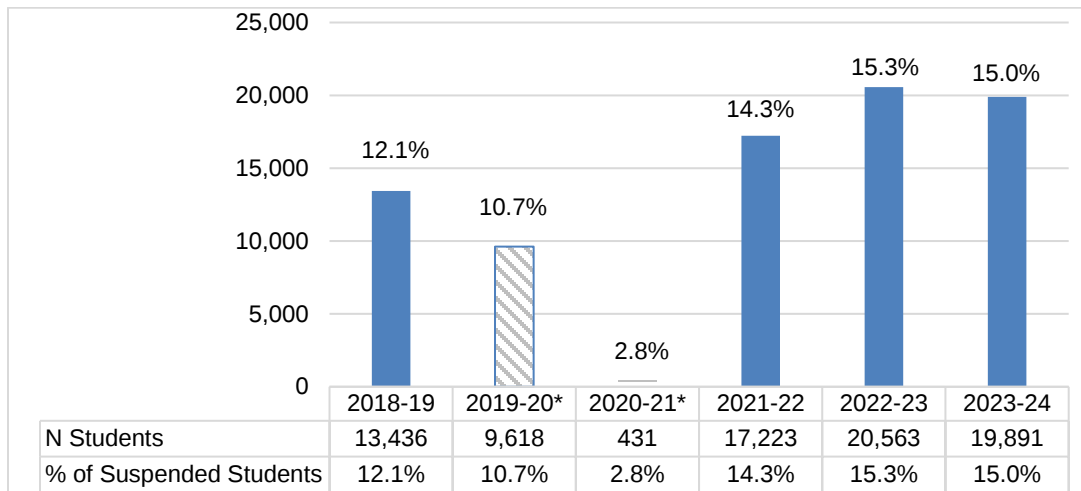


MULTIPLE SHORT-TERM SUSPENSIONS TOTALING MORE THAN 10 DAYS

In 2023–2024, 15.0%, or 19,891, of all suspended students received multiple short-term suspensions with a combined length that exceeded 10 days, the equivalent of a long-term suspension.

The number of suspended students whose combined lengths across multiple short-term suspensions was greater than 10 days decreased by 3.3% from 2022–2023.

Figure S18. Multiple Short-Term Suspensions More Than 10 Days Combined, 2018–2019 to 2023–2024



As seen in the following figures, in 2023–2024, there was a higher percentage of suspended American Indian students whose combined suspension days across multiple suspensions was more than 10 days, followed by suspended Black students, suspended Economically Disadvantaged students, and suspended Students with Disabilities.

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

Figure S19. Students Receiving Multiple Short-Term Suspensions Totaling More than 10 Days by Student Subgroup, 2023–2024

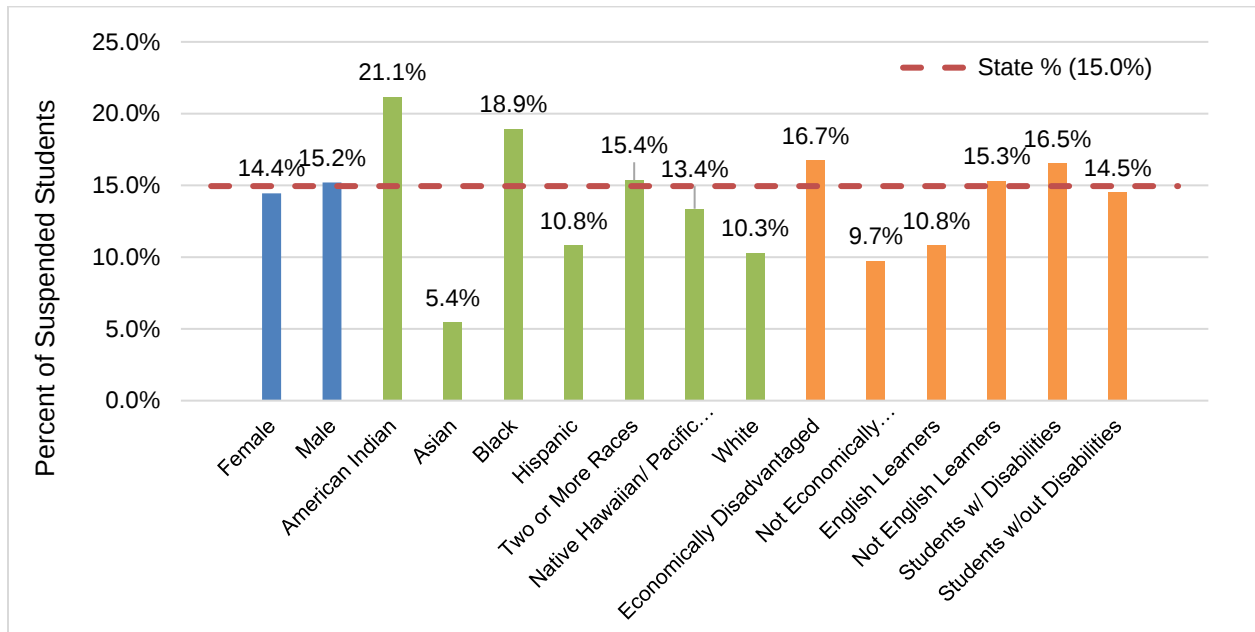
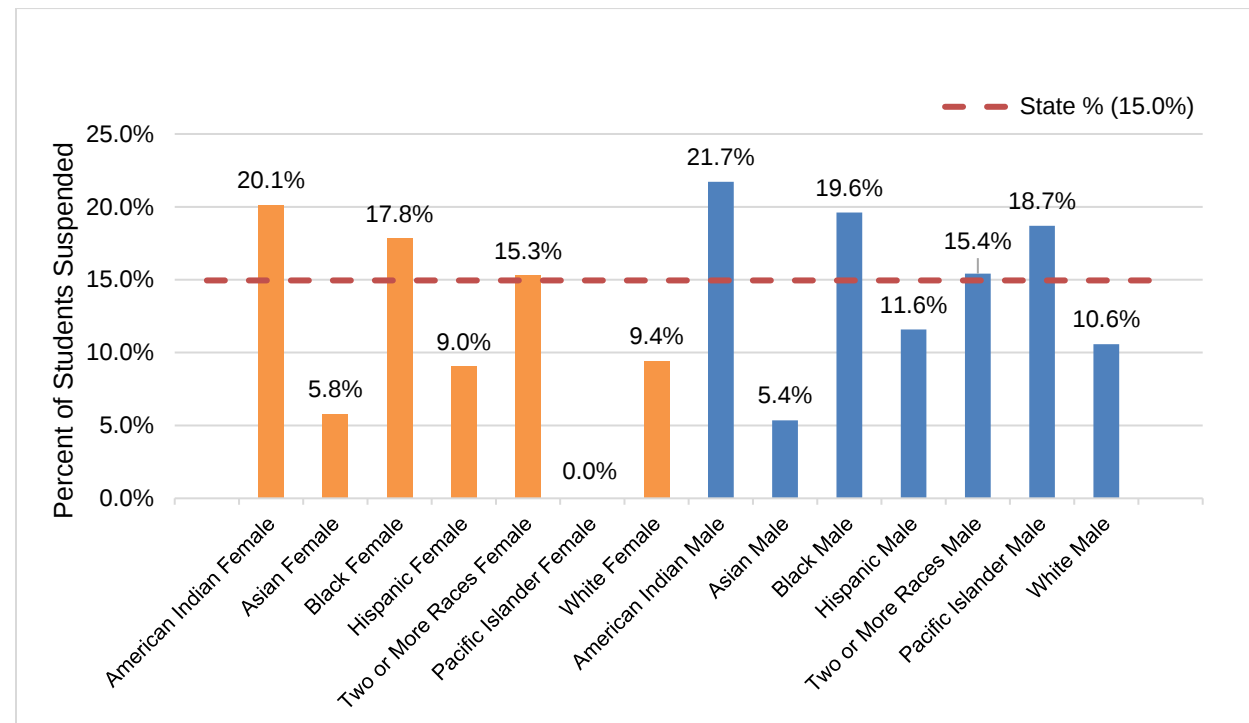


Figure S20. Students Receiving Multiple Short-Term Suspensions Totaling More than 10 Days by Race/Ethnicity-Sex Subgroup, 2023–2024



LONG-TERM SUSPENSIONS

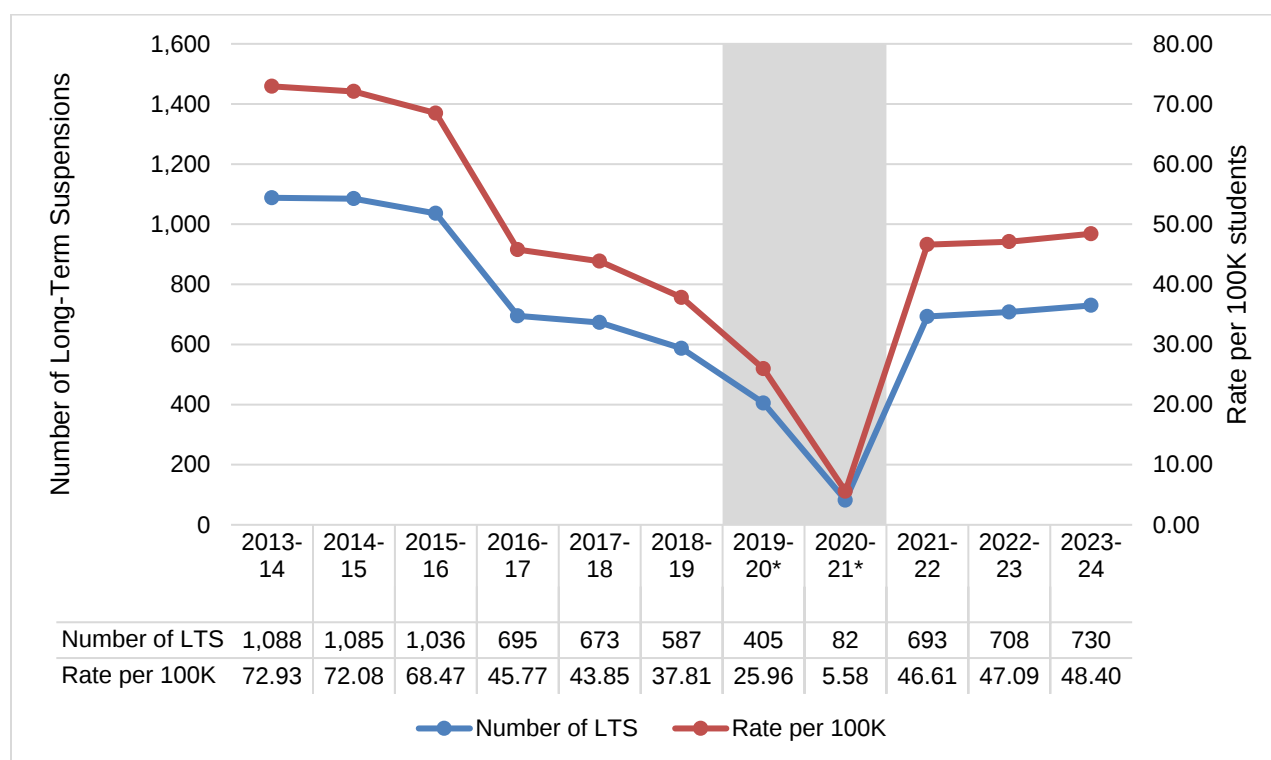
General Findings

In 2023–2024, 730 long-term suspensions were reported, an increase of 3.1% from the 708 long-term suspensions reported in 2022–2023 and a 24.4% increase from the 587 reported in 2018–2019.

The rate of long-term suspensions in 2023–2024 was 48.40 per 100,000 students. The 2023–2024 rate of long-term suspensions increased 2.8% compared to 2022–2023 and 28.0% compared to 2018–2019. However, there was a 32.7% decrease in the number of long-term suspensions and 33.6% decrease in the rate of long-term suspensions when compared to 2014–2015.

While most of the visualized and presented data in this section represent suspensions, not numbers of unique students, it is important to note that because some students received more than one long-term suspension, the 730 long-term suspensions reported in 2023–2024 were assigned to 719 individual students for an average of 55.74 days of school missed per suspension. Overall, 40,688 days of school were missed throughout the state due to long-term suspensions in the 2023–2024 academic year.

Figure S21. Long-Term Suspensions, 2014–2015 to 2023–2024⁵



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.

Long-Term Suspensions by Student Subgroup

Consistent with previous years, male students received more long-term suspensions than females in 2023–2024. The rate of long-term suspensions for male students (62.69 per 100,000 students enrolled) was 1.9 times the rate for females (32.60 per 100,000 students enrolled) in 2023–2024.

Within the race/ethnicity subgroups, Black students had the highest rate of long-term suspensions of 101.88 per 100,000 students, followed by Two or More Races students with a rate of 62.95. Asian students had the lowest rate of long-term suspensions per 100,000 students of 4.69.

Across all student subgroups, in 2023–2024, 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 with rates of 101.88, 70.50, 62.95 and 62.69 per 100,000 students enrolled, respectively.

American Indian and Native Hawaiian/Pacific Islander students averaged the highest number of suspension days per long-term suspension (174.14 and 130 days, respectively). Students with disabilities, Hispanic, and female students had the lowest average number of suspension days per suspension with 42.27, 43.43, and 43.62 days per long-term suspension, respectively, among the different subgroups in 2023–2024.

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

Table S9. Long-Term Suspensions by Student Subgroup, 2023–2024

	Number of Long-Term Suspensions	Rate per 100K Students	Average Days Per LTS	Total Days In LTS
All Students	730	48.40	55.74	40,688
Female	242	32.60	43.62	10,555
Male	488	62.69	61.75	30,133
American Indian	7	45.82	174.14	1,219
Asian	3	4.69	*	*
Black	379	101.88	58.47	22,159
Hispanic	98	30.52	43.43	4,256
Two or More Races	57	62.95	50.58	2,883
Native Hawaiian/ Pacific Islander	1	47.37	*	*
White	185	28.21	53.31	9,863
Economically Disadvantaged	556	70.50	53.12	29,534
Not Economically Disadvantaged	174	21.52	64.10	11,154
English Learners	48	26.97	49.27	2,365
Not English Learners	682	48.03	56.19	38,323
Students w/ Disabilities	111	52.66	42.27	4,692
Students w/out Disabilities	619	44.45	58.15	35,996

Figure S22. Rate of Long-Term Suspensions by Student Subgroup, 2023–2024

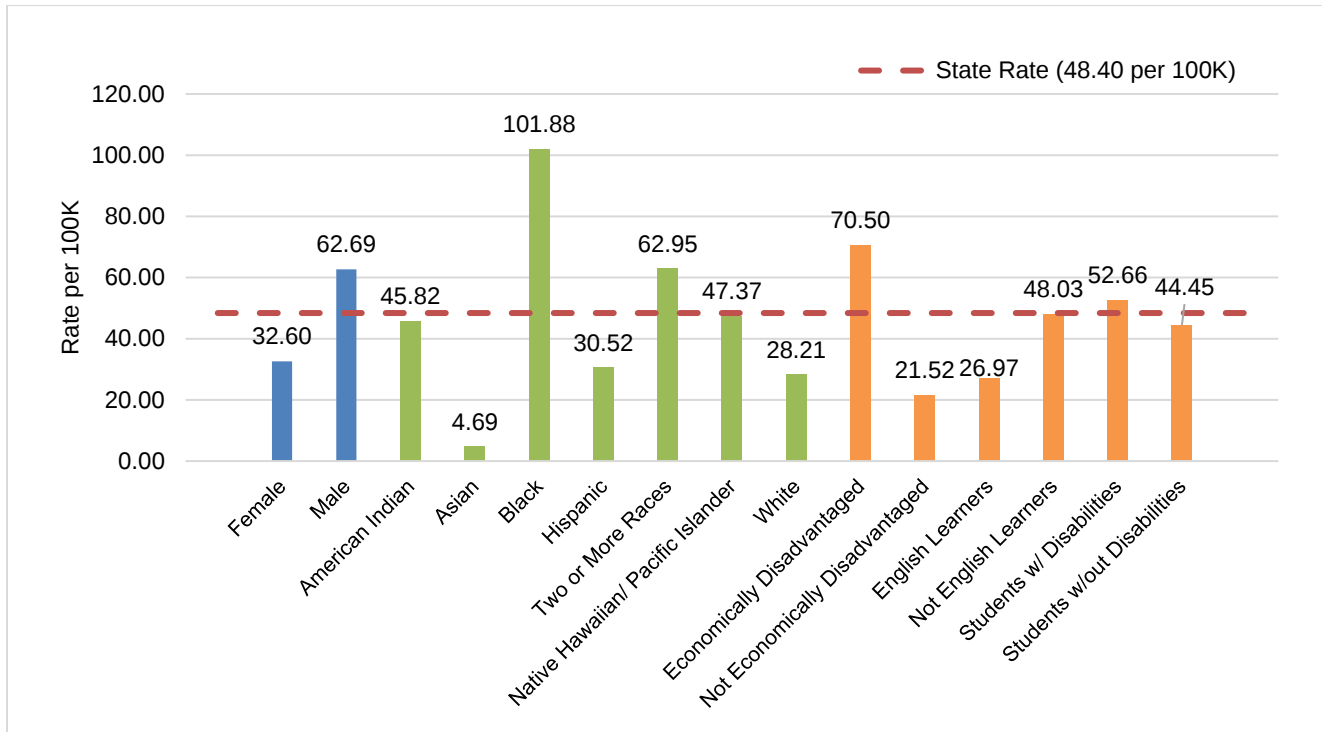
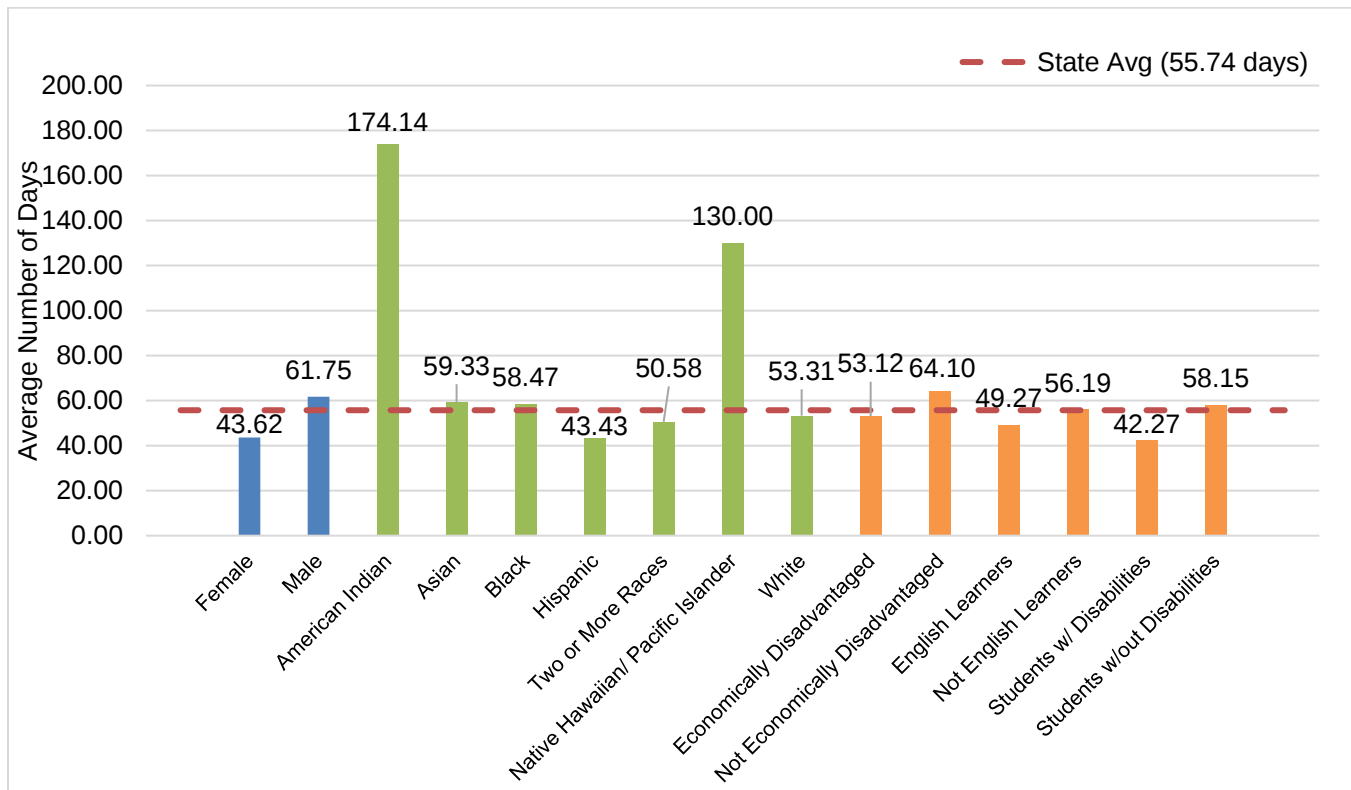


Figure S23. Long-Term Suspensions Days by Student Subgroup, 2023–2024



In 2023–2024, when compared to 2022–2023, the rate of long-term suspensions for female students increased by 23.3%. For male students, when compared to 2022–2023, the rate of long-term suspensions decreased 4.8%.

LONG-TERM SUSPENSIONS BY SEX

Figure S24. Rate of Long-Term Suspensions by Sex, 2018–2019 to 2023–2024

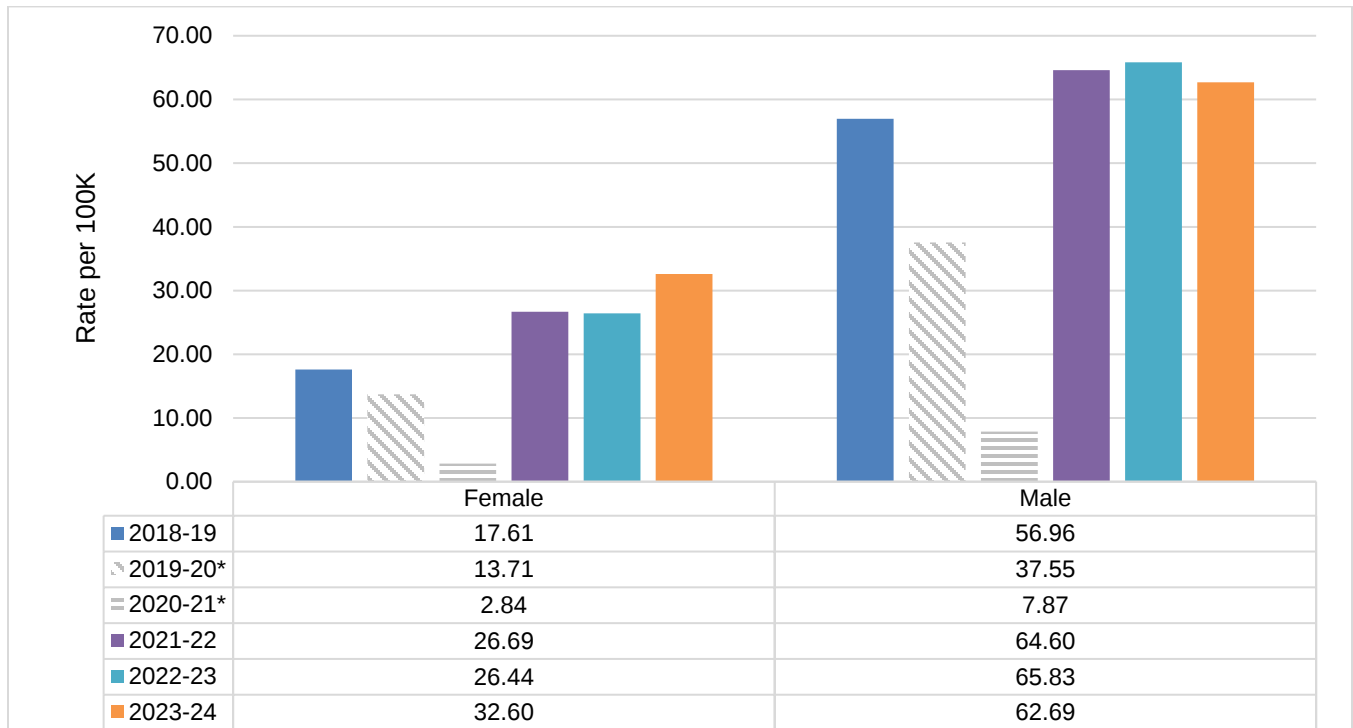
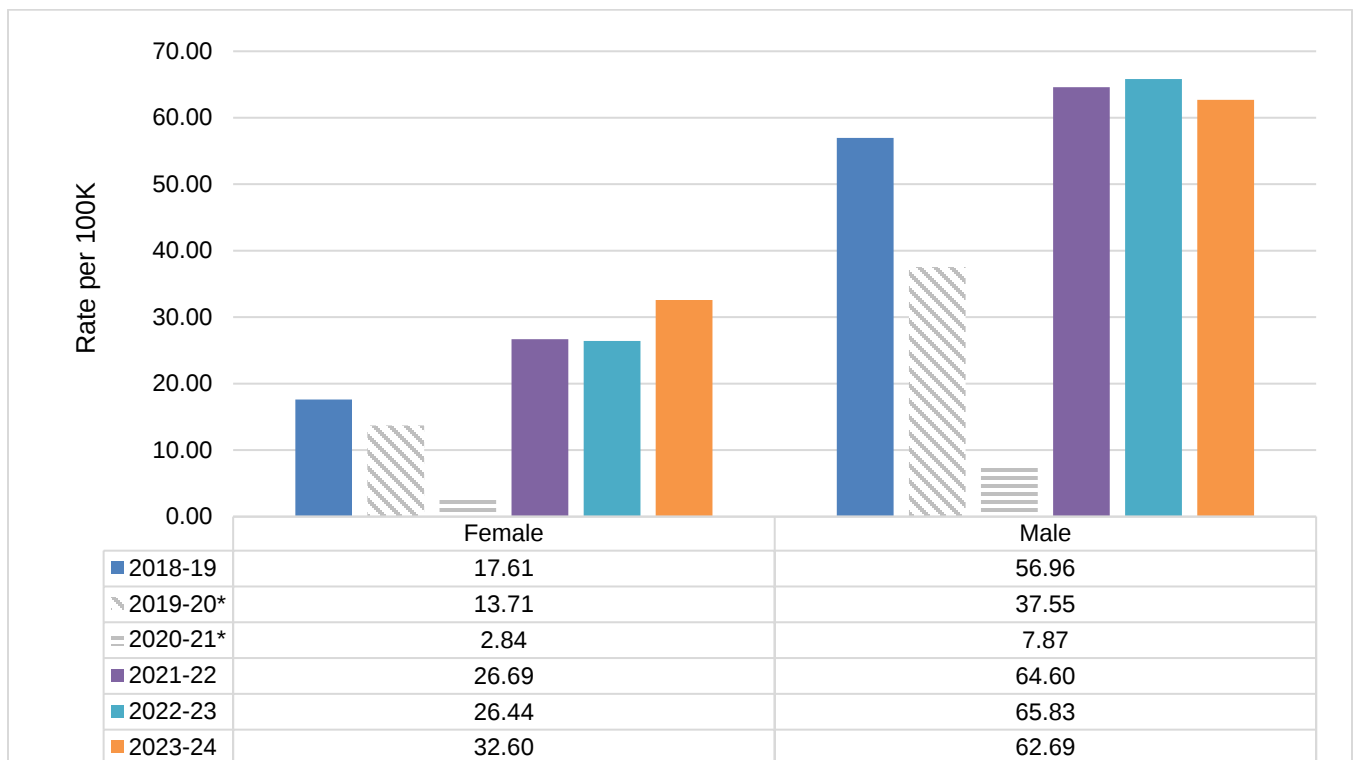


Figure S25. Count of Long-Term Suspensions by Sex, 2018–2019 to 2023–2024



LONG-TERM SUSPENSIONS BY RACE/ETHNICITY

From 2022–2023 to 2023–2024, White students saw a decrease of 12.8% in the rate of long-term suspensions within the student population. All other student race/ethnicity subgroups saw increase in the rate of long-term suspension, with the largest percent increase seen for Asian students (42.3%).

Figure S26. Rate of Long-Term Suspensions by Race/Ethnicity, 2018–2019 to 2023–2024

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

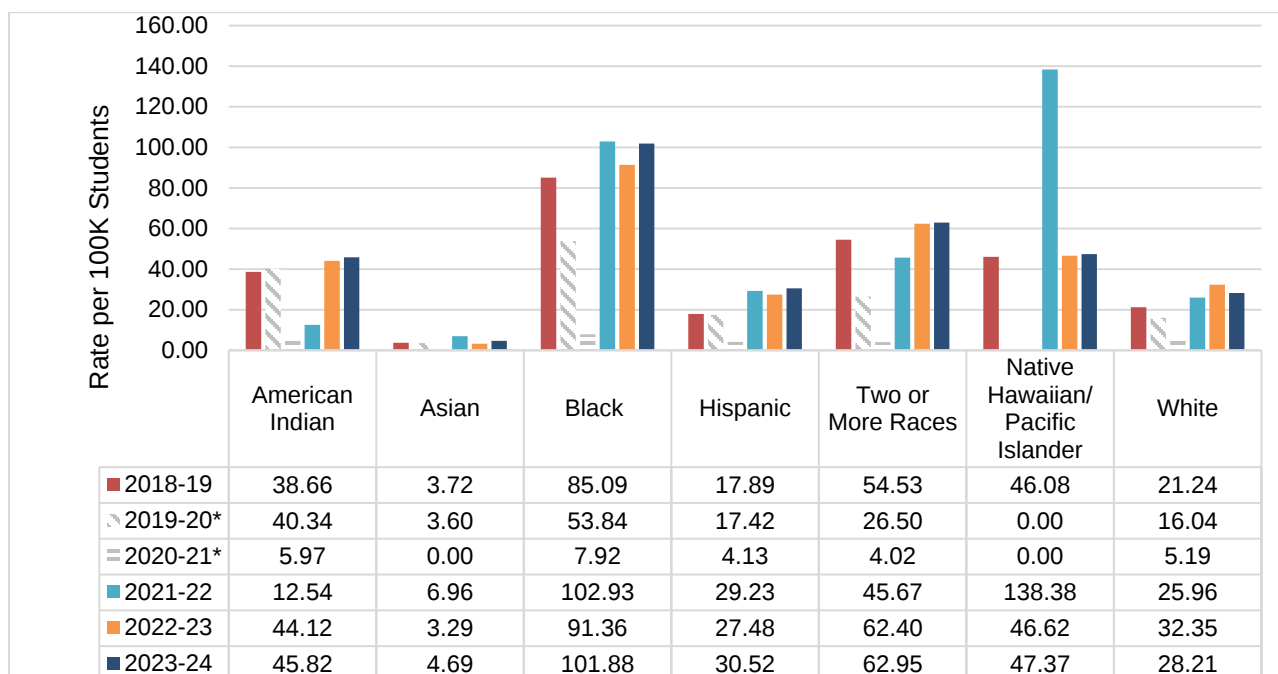
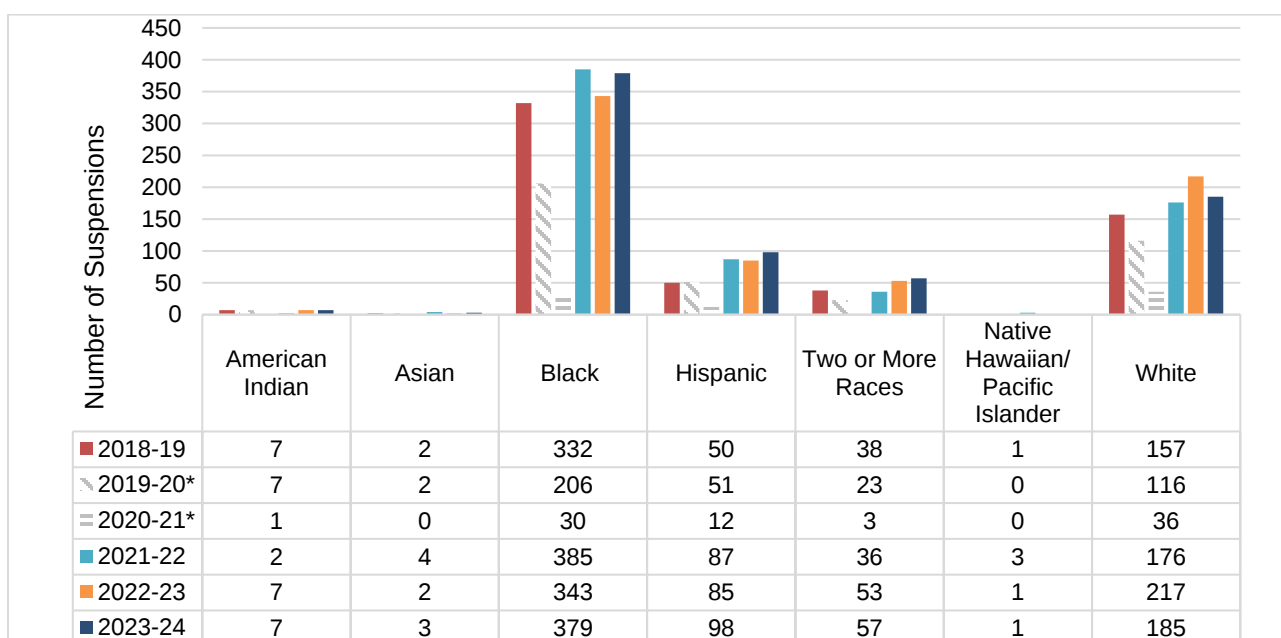


Figure S27. Count of Long-Term Suspensions by Race/Ethnicity, 2018–2019 to 2023–2024



LONG-TERM SUSPENSIONS BY RACE/ETHNICITY-SEX SUBGROUP

For long-term suspensions received by female students, Pacific Islander female students (100.70 per 100,000 Pacific Islander female students enrolled). Black female students (77.66 per 100,000 students enrolled), and Two or More Races students (57.97 per 100,000 students enrolled) had the highest rate of long-term suspensions in 2023–2024. Pacific Islander female students, followed by Asian female students had the highest average number of suspension days per long-term suspension.

Among male students, Black male students, American Indian males, and Two or More Races male students had the highest rate of long-term suspensions in 2023–2024 with 125.28 per 100,000 male students enrolled, 77.02 per 100,000 male students enrolled, and 67.83 per 100,000 male students enrolled, respectively. Black males and American Indian males had the highest average number of suspension days per long-term suspension with 82.82 and 71.67 days, respectively.

Table S10. Long-Term Suspensions by Student Subgroup, 2023–2024

	Number of Long-Term Suspensions	Rate per 100K Students	Average Days Per LTS	Total Days In LTS
All Students	730	48.40	55.74	40,688
American Indian Female	1	13.36	*	*
Asian Female	1	3.19	*	*
Black Female	142	77.66	39.52	5,612
Hispanic Female	26	16.52	38.08	990
Two or More Races Female	26	57.97	49.31	1,282
Pacific Islander Female	1	100.70	*	*
White Female	45	14.17	54.00	2,430
American Indian Male	6	77.02	201.00	1,206
Asian Male	2	6.13	*	*
Black Male	237	125.28	69.82	16,547
Hispanic Male	72	43.98	45.36	3,266
Two or More Races Male	31	67.83	51.65	1,601
Pacific Islander Male	0	0.00	0.00	0
White Male	140	41.38	53.09	7,433

Figure S28. Long-Term Suspensions Rates by Race/Ethnicity-Sex Subgroup, 2023–2024

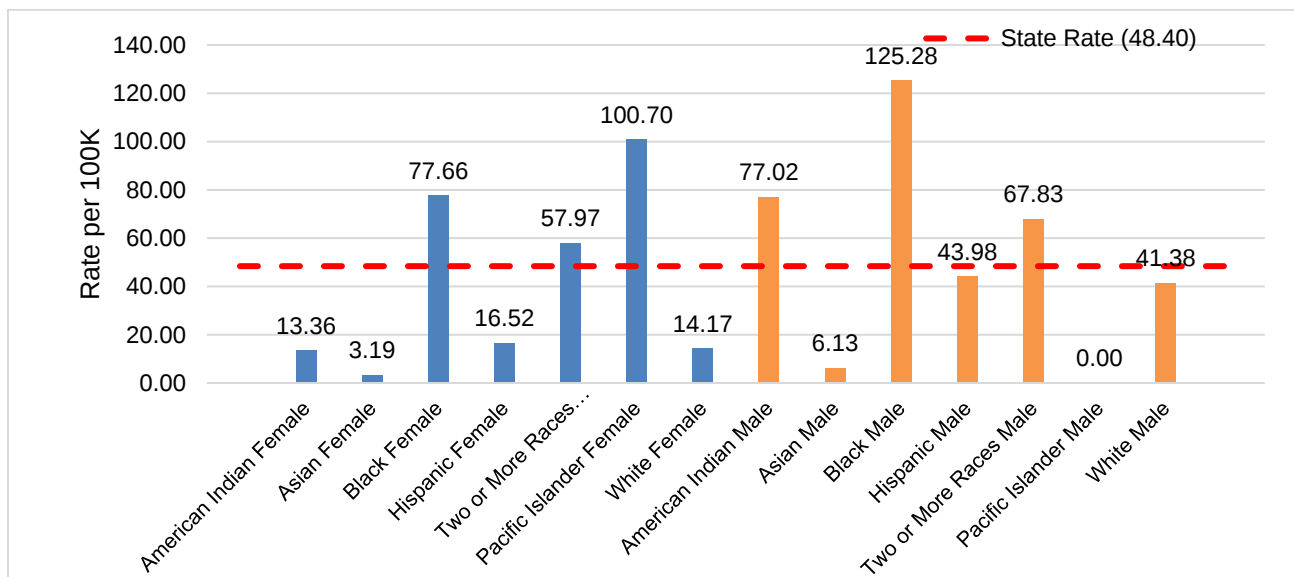
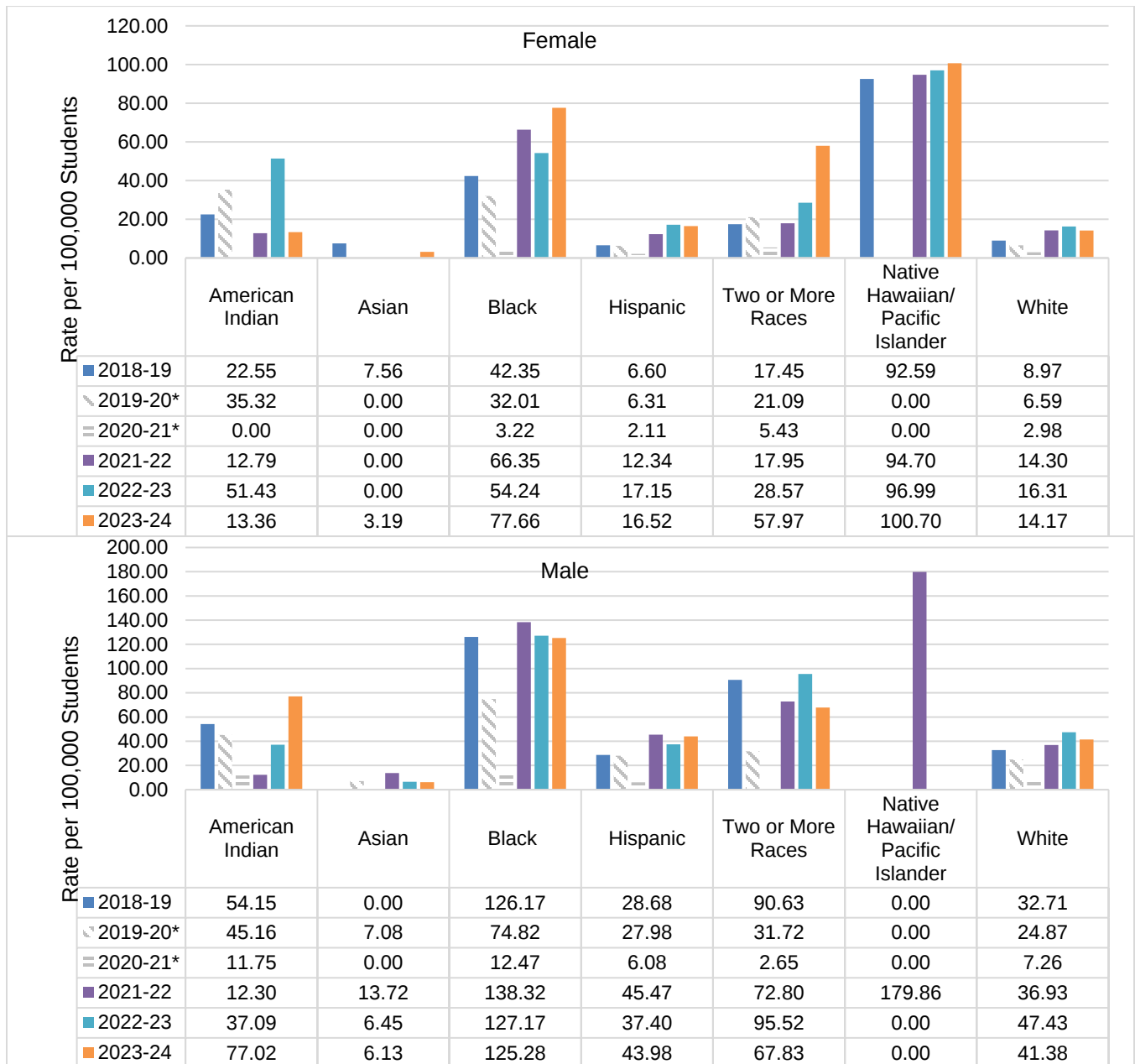


Figure S29. Rate of Long-Term Suspension by Race/Ethnicity and Sex, 2018–2019 to 2023–2024



LONG-TERM SUSPENSIONS BY EXCEPTIONALITY

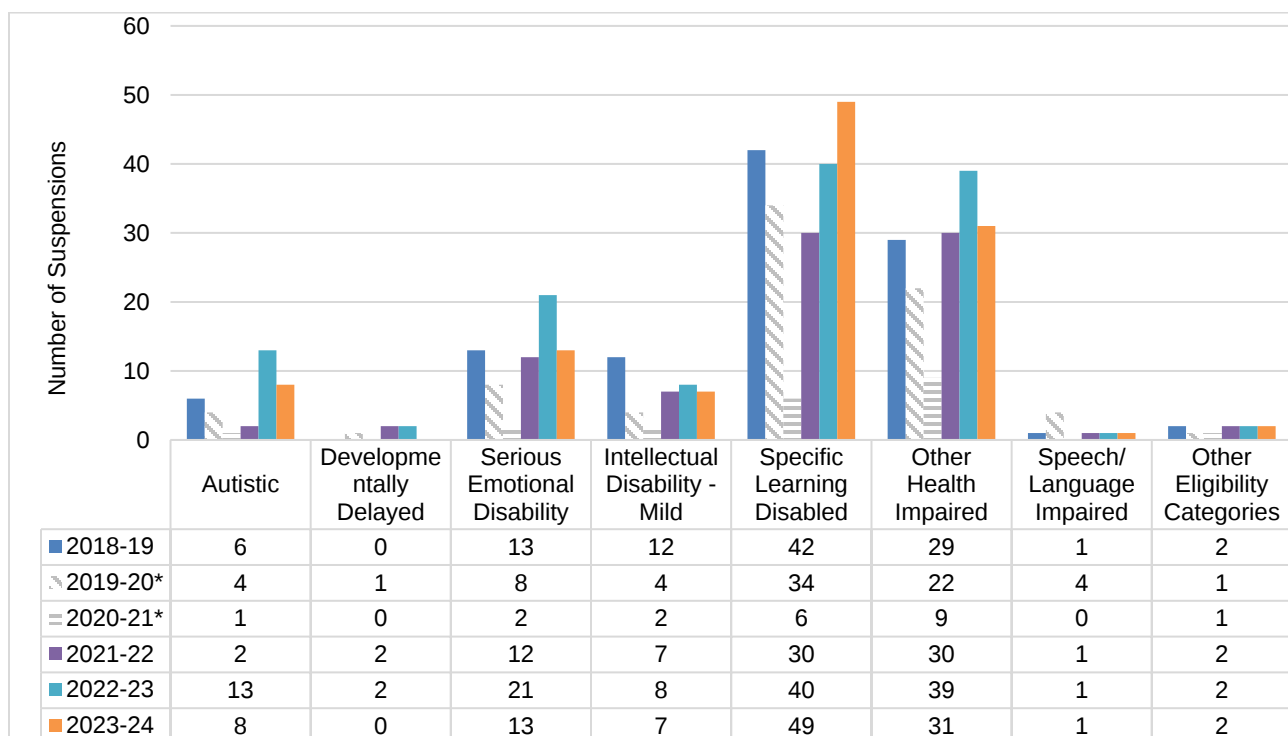
Of the 730 long-term suspensions in 2023–2024, 111 (15.2%) were given to Students with Disabilities. The rate of long-term suspensions for Students with Disabilities was 1.2 times higher than the rate for Students without Disabilities. Of the seven most often reported eligibility categories, students identified in the eligibility categories of Specific Learning Disability and Other Health Impairment had the highest number of long-term suspensions. The average number of suspension days per long-term suspension for Students with Disabilities (42.27 days) was less than the average number of days for Students without Disabilities (58.15).

Table S11. Long-Term Suspensions Received by Students with Disabilities, 2023–2024

	Number of Long-Term Suspensions	Rate per 100K Students	Average Days Per LTS	Total Days In LTS
All Students	730	48.40	55.74	40,688
Students w/ Disabilities	111	52.66	42.27	4,692
Students w/out Disabilities	619	44.45	58.15	35,996
Autism	8		22.88	183
Developmental Delay	0		0.00	0
Serious Emotional Disability	13		33.38	434
Intellectual Disability - Mild	7		26.57	186
Specific Learning Disability	49		51.41	2,519
Other Health Impairment	31		36.84	1,142
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 2023–2024 was for students identified in the eligibility categories of Autism and Serious Emotional Disability.

Figure S30. Long-Term Suspensions Received by Students with Disabilities, 2018–2019 to 2023–2024



Long-Term Suspensions by Grade Level

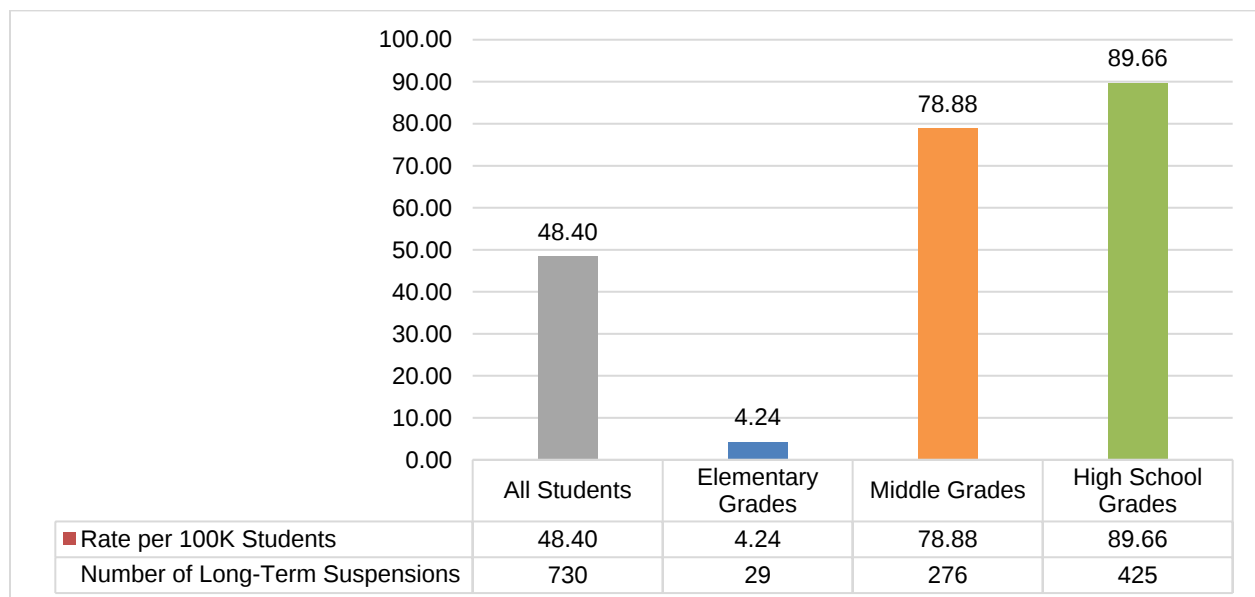
As is consistent with previous years, high school grades reported the most long-term suspensions in 2023–2024 and account for 60.0% of all long-term suspensions. Across all high school grades (9, 10, 11 and 12, including grade 13 and XG), 425 long-term suspensions were reported statewide for a rate of 89.66 suspensions per 100,000 high school students. There were 276 long-term suspensions in middle school grades in 2023–2024. The rate of long-term suspensions in middle school grades was 78.88 per 100,000 students.

Grades 9 and 10 saw the highest number of long-term suspensions in 2023–2024. Students in grades 12 and 9 had the highest average number of suspension days per long-term suspension. All elementary grades saw the least number of long-term suspensions and the lowest average number of suspension days

Table S12. Long-Term Suspensions by Grade Level, 2023–2024

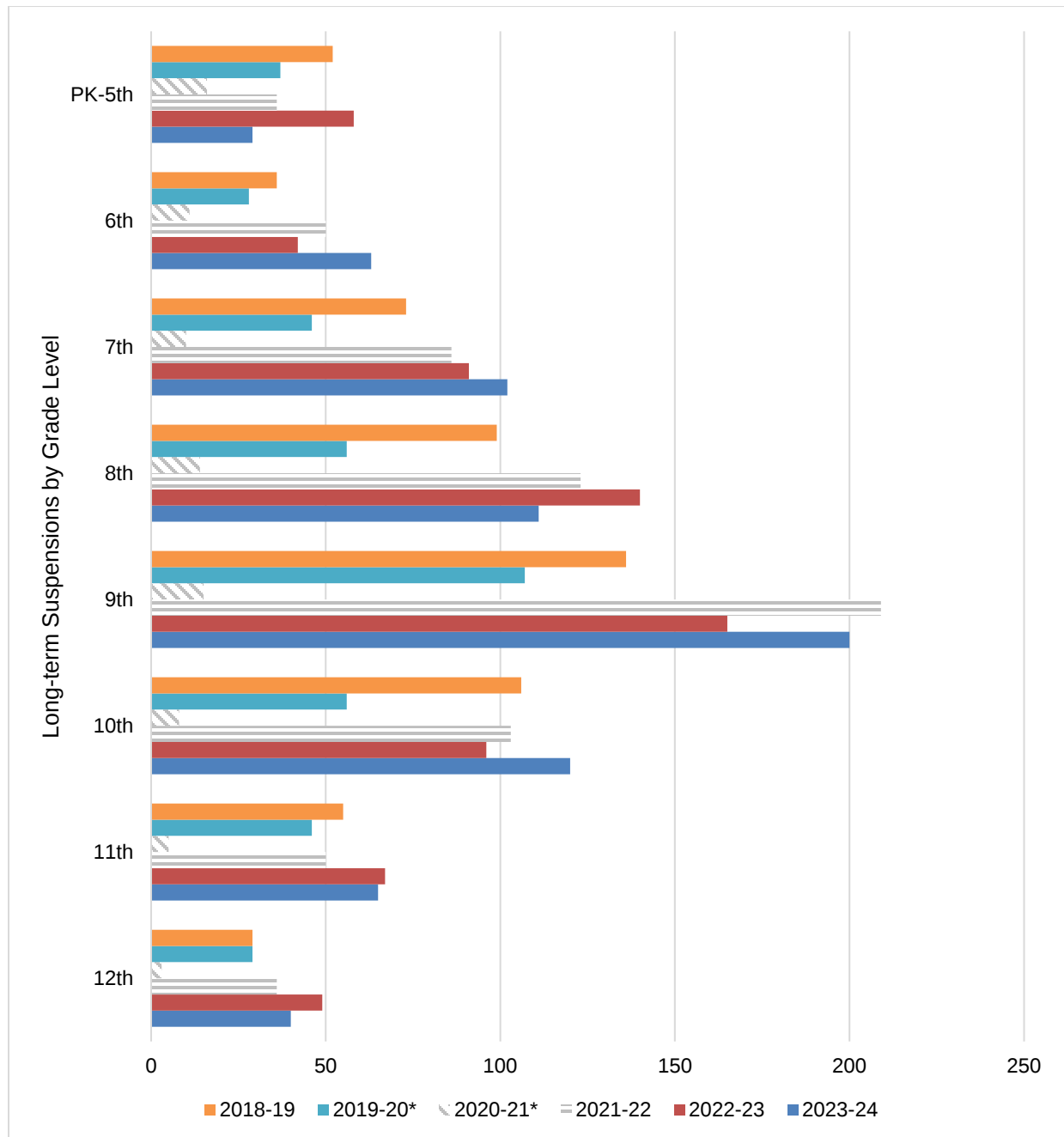
	Number of Long-Term Suspensions	Rate per 100K Students	Average Days Per LTS	Total Days In LTS
All Students	730	48.40	55.74	40,688
Elementary Grades	29	4.24	63.90	1,853
Middle Grades	276	78.88	48.14	13,287
High School Grades	425	89.66	60.11	25,548
Grade 6	63		37.38	2,355
Grade 7	102		57.47	5,862
Grade 8	111		45.68	5,070
Grade 9	200		60.02	12,003
Grade 10	120		58.23	6,988
Grade 11	65		52.23	3,395
Grade 12 (includes 13 and XG)	40		79.05	3,162

Figure S31. Rate of Long-Term Suspensions by Grade Level, 2023–2024



When compared to the number of suspensions by grade in 2022–2023, all elementary grades, Grades 6, 7, 9 and 10 saw increases in the number of long-term suspensions in 2023–2024. Whereas all Pre-Kindergarten/Kindergarten through grade 5, grade 8, 11 and 12 saw decreases.

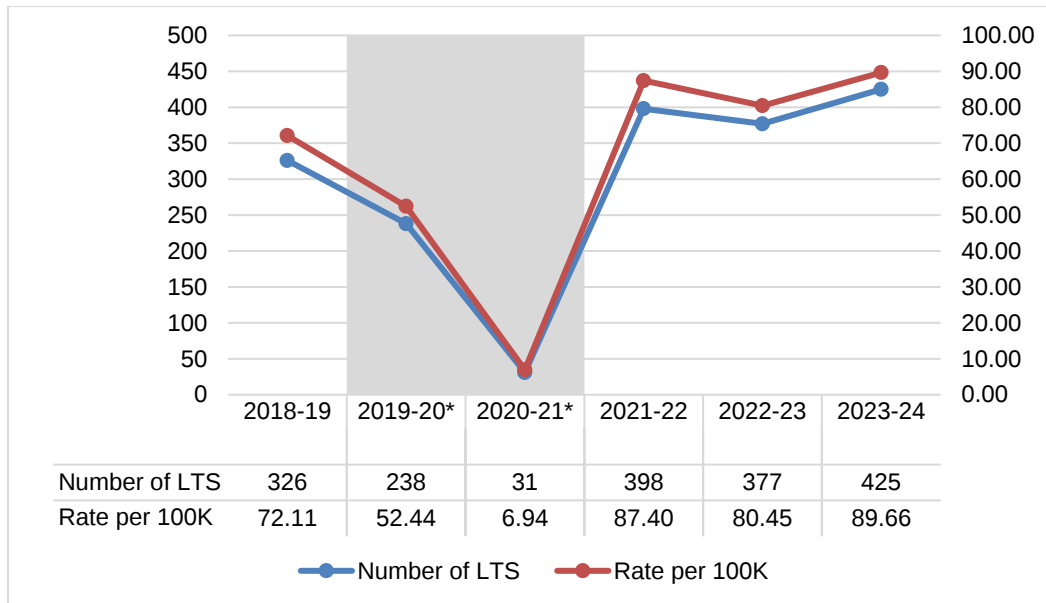
Figure S32. Long-Term Suspensions by Grade Level, 2018–2019 to 2023–2024



LONG-TERM SUSPENSIONS IN HIGH SCHOOL GRADES

Across all high school grades (9, 10, 11 and 12, including grade 13 and XG), 425 long-term suspensions were reported statewide for a rate of 89.66 suspensions per 100,000 high school students.

Figure S33. High School Long-Term Suspensions, 2018–2019 to 2023–2024



Long-Term Suspensions by Grade Level and Student Subgroup

The table and figures below detail the rates of long-term suspensions between the student subgroups by grade level in 2023–2024. While most of the subgroups at each grade level follow the overall state trend of the lowest rates among the elementary grades and highest rates in the among the high school grades, the middle school rates for Students with Disabilities, Hispanic, White, English Learner, and Asian students are highest in middle grades.

Table S13. Long-Term Suspensions by Grade Level and Student Subgroup, 2023–2024

	Number of LTS All Grades	Rate per 100,000 All Grades	Rate per 100,000 Elementary	Rate per 100,000 Middle	Rate per 100,000 High School
All Students	730	48.40	4.24	78.88	89.66
Female	242	32.60	1.20	52.68	62.00
Male	488	62.69	7.15	103.57	111.13
American Indian	7	45.82	0.00	28.51	126.69
Asian	3	4.69	3.29	6.63	5.40
Black	379	101.88	9.06	150.61	194.77
Hispanic	98	30.52	2.80	58.88	48.38
Two or More Races	57	62.95	4.45	87.87	147.19
Native Hawaiian/ Pacific Islander	1	47.37	0.00	0.00	146.20
White	185	28.21	2.41	54.72	44.57
Economically Disadvantaged	556	70.50	5.90	124.84	131.36
Not Economically Disadvantaged	174	21.52	2.03	25.96	42.56
English Learners	48	26.97	2.10	56.73	54.66
Not English Learners	682	48.03	4.33	77.26	85.57
Students w/ Disabilities	111	52.66	3.84	111.75	90.73
Students w/out Disabilities	619	44.45	4.05	69.17	81.67

Figure S34a. Rate of Long-Term Suspensions by Grade Level and Student Subgroup, 2023–2024

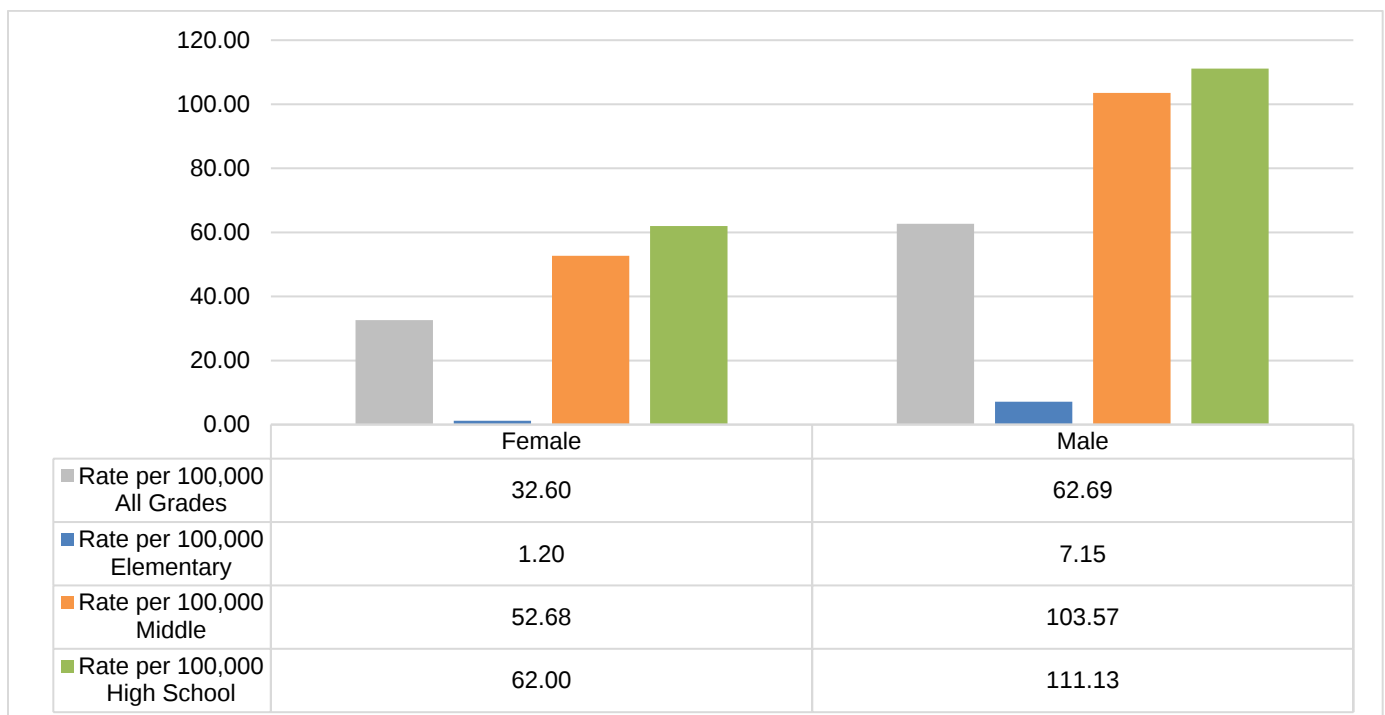


Figure S34b. Rate of Long-Term Suspensions by Grade Level and Student Subgroup, 2023–2024

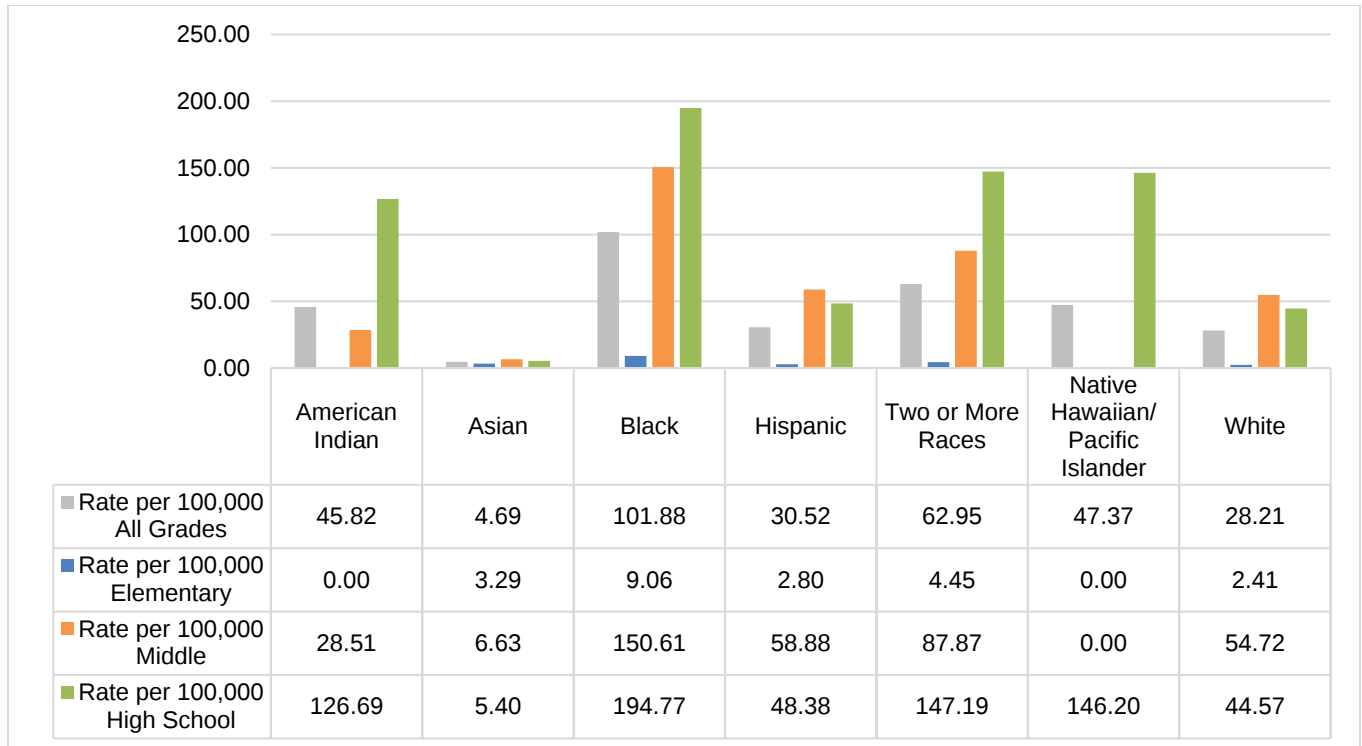
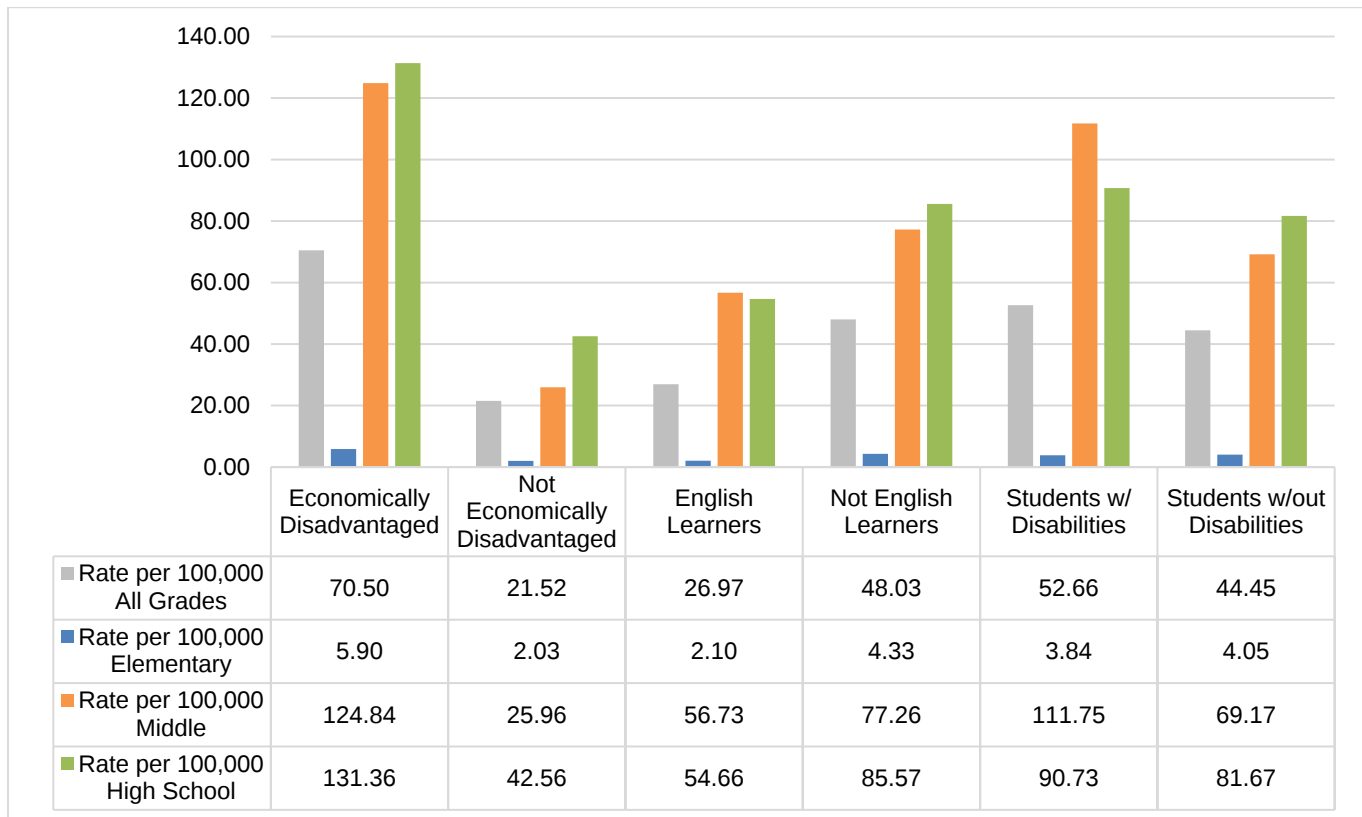


Figure S34c. Rate of Long-Term Suspensions by Grade Level and Student Subgroup, 2023–2024



Long-Term Suspensions by PSU

In 2023–2024, across the state, 219 (65.6%) PSUs reported zero long-term suspensions. The remaining 115 (34.4%) PSUs reported one to 60 long-term suspensions, with long-term suspension rates ranging from 2.86 long-term suspensions per 100,000 students enrolled to 1,105.29. Among these PSUs, 71 (21.3%) had rates above the state long-term suspension rate of 48.40 per 100,000 students enrolled, and 263 (78.7%) had rates below the state long-term suspension rate.

The PSUs with the lowest (non-zero) long-term suspension rates in 2023–2024 were Cabarrus County Schools, Chapel Hill-Carrboro City Schools, Charlotte-Mecklenburg Schools, Cumberland County Schools, Guilford County Schools, Iredell-Statesville Schools, Lincoln County Schools, Pender County Schools, Wake County Schools, and Wayne County Public Schools.

The PSUs with the highest long-term suspension rates in 2023–2024 were Bertie County Schools, Bonnie Cone Leadership Academy, Charlotte Lab School, Edenton-Chowan Schools, Guilford Preparatory Academy, Henderson Collegiate, Kannapolis City Schools, Summit Charter, United Community School, and Wake Preparatory Academy.

Table S-C3. Short-Term Suspensions, Long-Term Suspensions and Expulsions in PSUs by Sex and Ethnicity, 2023–2024 details long-term suspensions by PSU (see the [Suspensions and Expulsions Companion Tables](#) section).

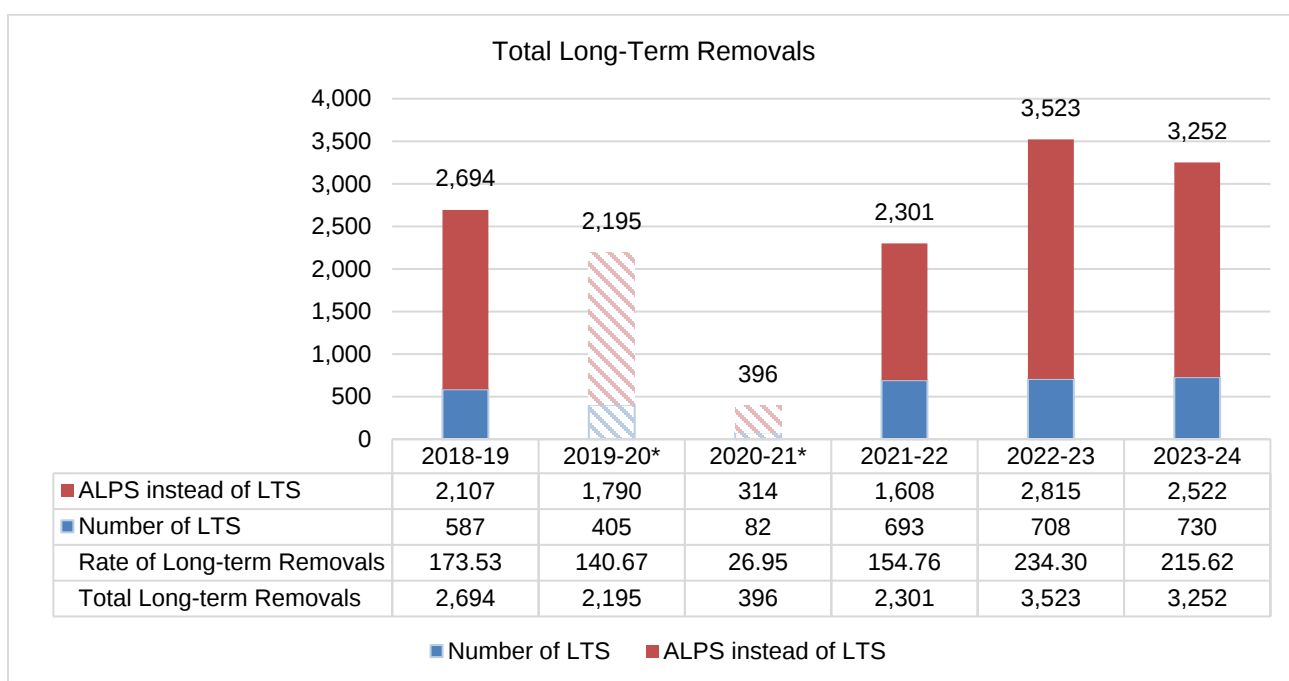
Long-Term Removals from Home School due to Disciplinary Incidents

In 2023–2024, in addition to the 730 long-term suspensions, statewide 2,522 students were enrolled in Alternative Learning Programs and Schools with an enrollment reason code of “Placed instead of long-term suspension.”

If these students had been given long-term suspensions instead of an alternative learning placement, the number of long-term suspensions (long-term) statewide would have totaled 3,252 for the 2023–2024 school year. The rate for the long-term removals in 2023–2024 is 215.62 long-term removals per 100,000 students.

From 2022–2023 to 2023–2024, these total long-term removals from home school (long-term suspension plus alternative learning placement instead of a long-term suspensions) decreased by 7.7%.

Figure S35. Total Long-Term Removals from Home School due to Disciplinary Incidents, 2018–2019 to 2023–2024



In 2023–2024, instead of being given a long-term suspension there were 1,651 (63.2%) enrollments for male students in Alternative Learning Programs and Schools (ALPS) and 871 (36.8%) enrollments for female students.

The rate of long-term removal per 100,000 students enrolled was highest for Black students (535.45), followed by male students (274.78) and Students with Disabilities (267.09).

Among the female student subgroups, Black female students had the highest rate of long-term removal (415.10). Among the male student subgroups, Black male students had the highest rate of long-term removal (723.66) followed by Two or More Races males (321.66).

Figure S36. Alternative Learning Placements Instead of Long-Term Suspensions by Student Subgroup, 2023–2024

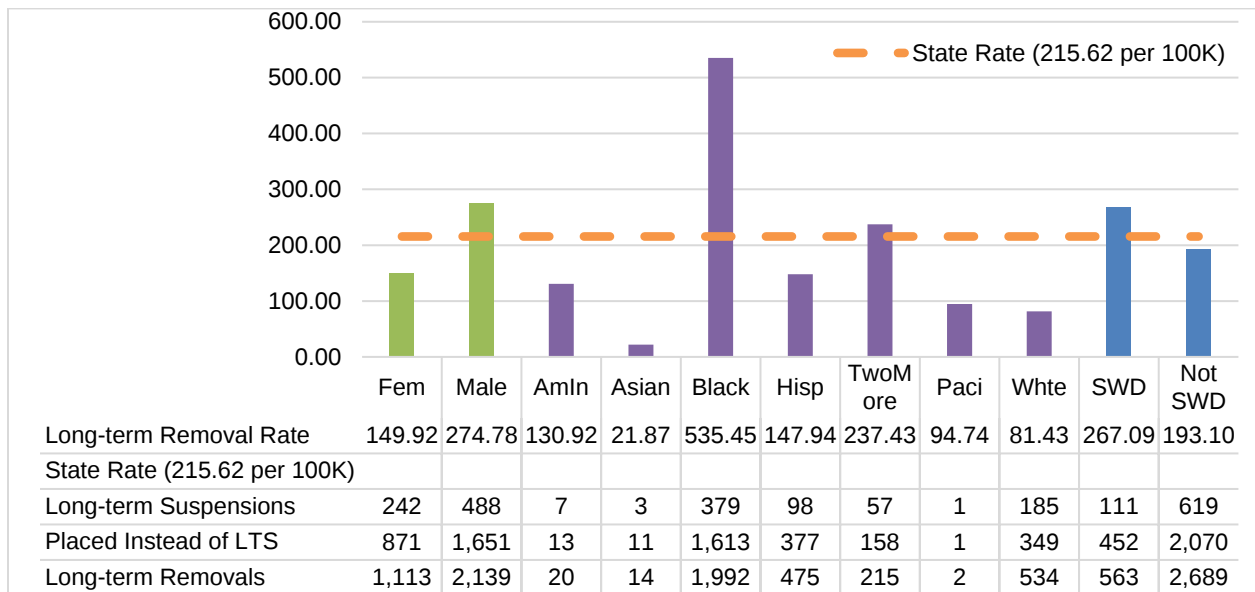
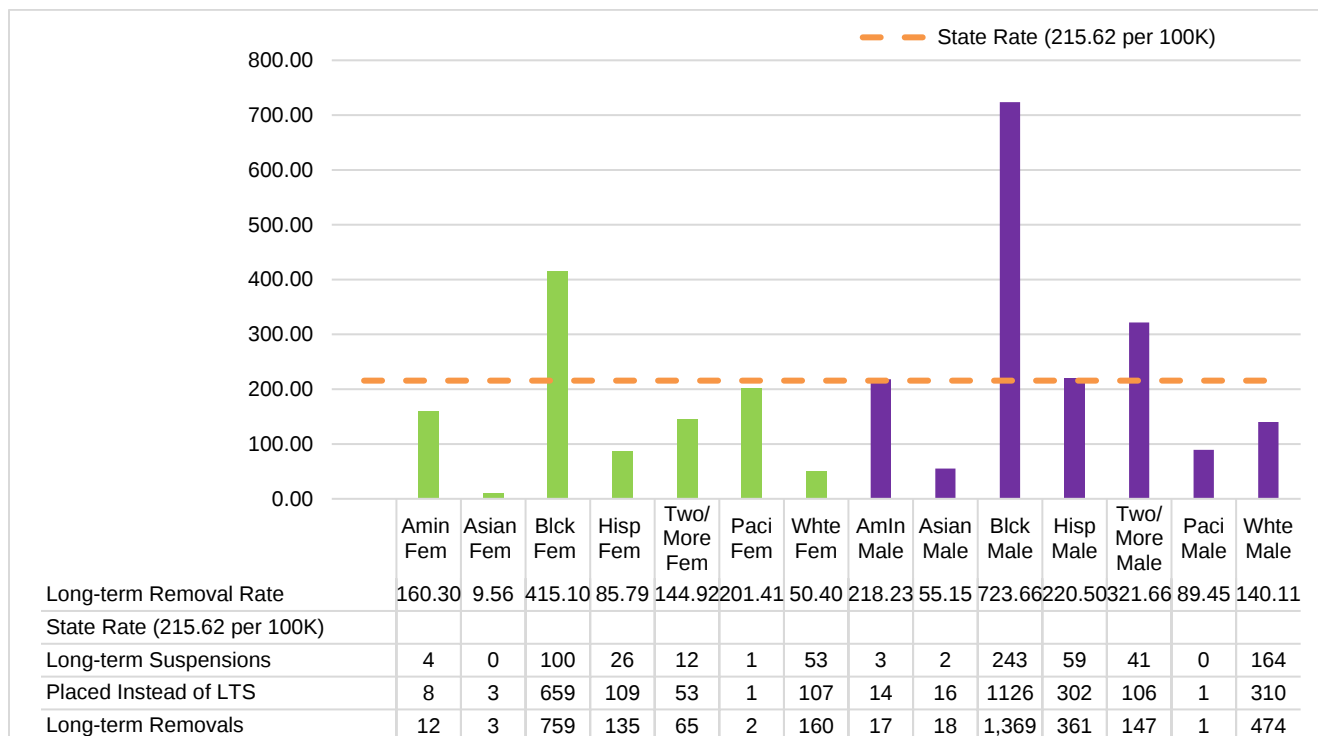


Figure S37. Alternative Learning Placements Instead of Long-Term Suspensions by Race/Ethnicity-Sex Subgroup, 2023–2024



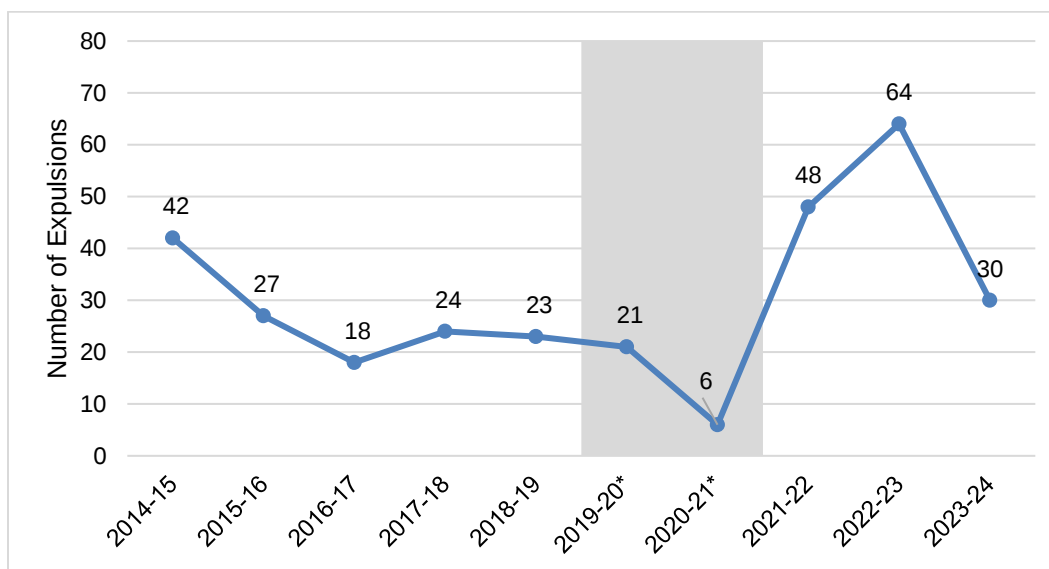
EXPULSIONS

General Findings

In 2023–2024, there were 30 expulsions across all North Carolina public-school units.

When compared to the previous academic year and over a five-year period, the total number of expulsions in 2023–2024 decreased 53.1% from the 64 in 2022–2023 and increased 30.4% from the 23 in 2018–2019. Over the 10-year period from 2014–2015 to 2023–2024, the number of expulsions decreased by 28.6% in 2023–2024.

Figure S38. Expulsions, 2014–2015 to 2023–2024⁶

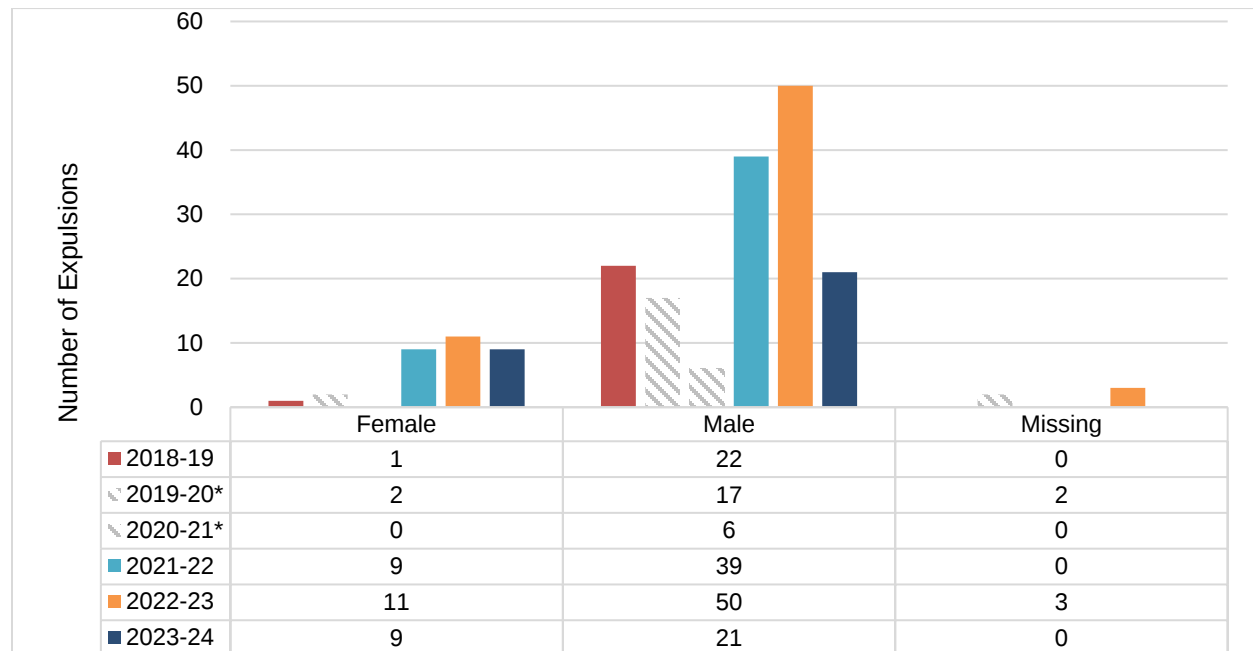


⁶ *In response to the COVID-19 pandemic, starting in March of the 2019–2020 school year and continuing through the 2020–2021 school year, public-school units across the state employed unprecedented methods to ensure continued student learning by utilizing various modes of instruction and student outreach. 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.

Expulsions by Student Subgroup

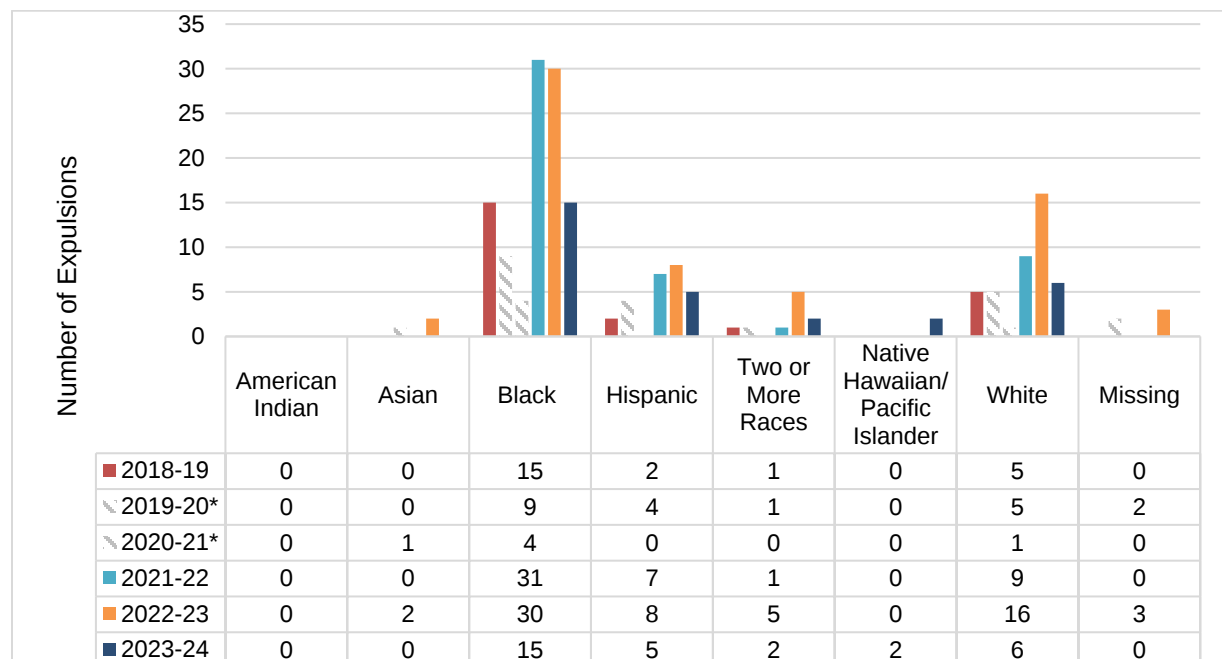
Consistent with previous years, male students were expelled more than female students. In 2023–2024, 21 (70.0%) expelled students were male.

Figure S39. Expulsions by Sex, 2018–2019 to 2023–2024



Of the 30 students expelled in 2023–2024, 50.0% were Black students, 20.0% were White students, 16.7% were Hispanic students, 6.7% were Two or More Races students and 6.7% were Native Hawaiian/Pacific Islander students.

Figure S40. Expulsions by Race/Ethnicity, 2018–2019 to 2023–2024



Of the 30 students expelled in 2023–2024, two (6.7%) were Students with Disabilities.

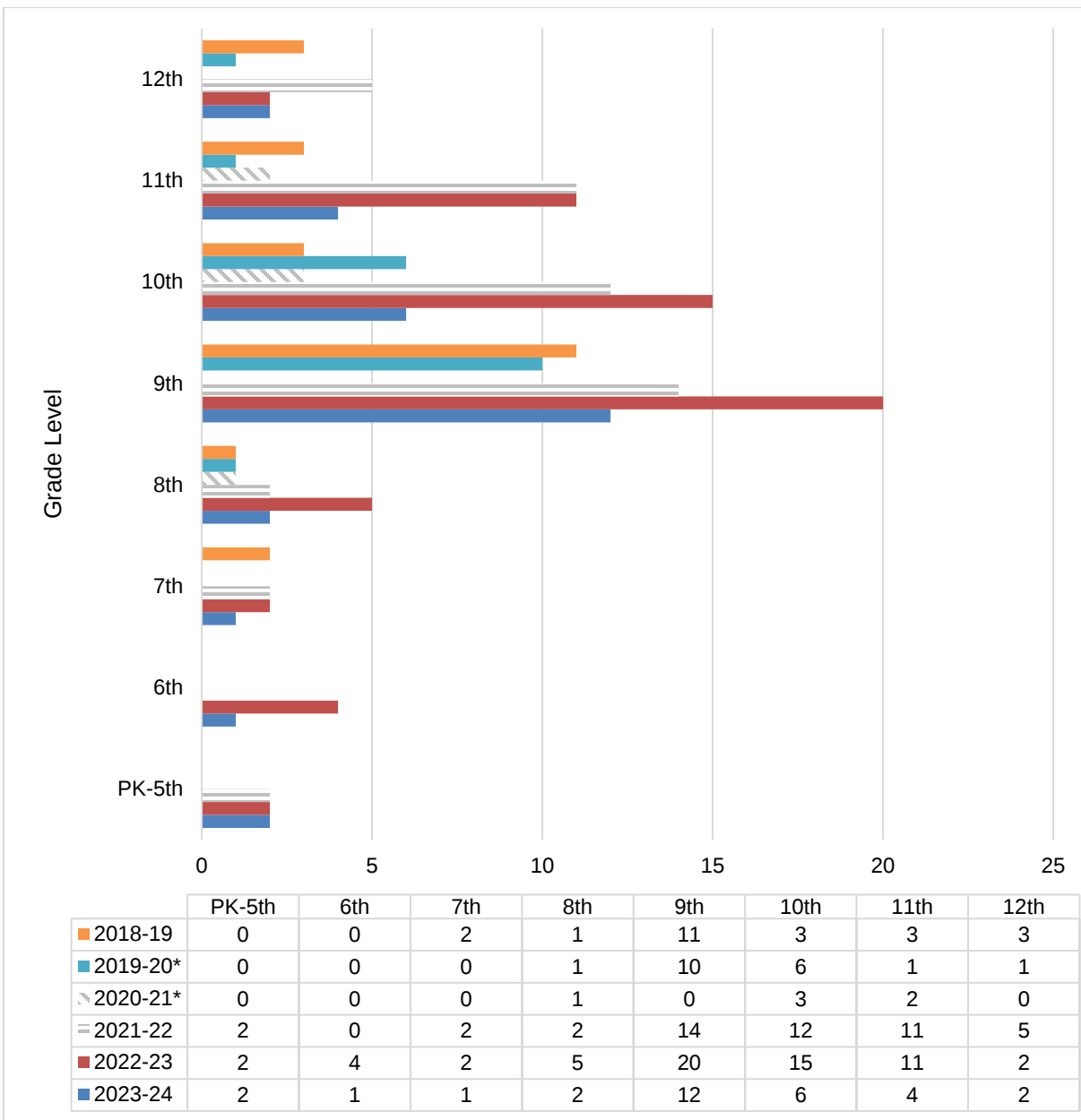
Table S14. Expulsions of Students with Disabilities, 2018–2019 to 2023–2024

	2018-19	2019-20*	2020-21*	2021-22	2022-23	2023-24
Autistic	0	0	0	0	0	0
Developmentally Delayed	0	0	0	0	0	0
Serious Emotional Disability	1	2	1	1	1	0
Intellectual Disability - Mild	0	0	0	0	0	0
Specific Learning Disabled	3	0	1	2	2	2
Other Health Impaired	1	0	0	3	3	0
Speech/Language Impaired	0	0	0	0	0	0
Other Eligibility Categories	1	0	0	0	0	0
Total	6	2	2	6	6	2

Expulsions by Grade Level

Most expulsions occur in high school grades. Ninth graders received the most expulsions during the 2023–2024 academic year, followed by 10th- and 11th-graders.

Figure S41. Expulsions by Grade Level, 2018–2019 to 2023–2024



Expulsions by PSU

In 2023–2024, across the state, 17 PSUs reported one or more expulsions. The number of expulsions per PSU ranged from one to five.

Table S-C3. Short-Term Suspensions, Long-Term Suspensions and Expulsions in PSUs by Sex and Ethnicity, 2023–2024 details expulsions by PSU (see the [Suspensions and Expulsions Companion Tables](#) section).

SUSPENSIONS AND REASSIGNMENTS FOR REPORTABLE OFFENSES AND UNACCEPTABLE BEHAVIORS

General Findings

Across all the 953,642 reported incidents in 2023–2024, 27.7% were assigned an in-school suspension either alone or with another action, 25.7% were assigned short-term suspensions, and 42.7% were assigned actions other than an in-school suspension, out-of-school suspension, or an ALPS placement.

For incidents with at least one reportable offense, 89.1% were assigned short-term suspensions and 7.2% were reassigned to alternative learning programs and schools (enALP). For incidents with at least one Unacceptable Behavior, 28.0% of the incidents were assigned an in-school suspension either alone or with another action, 24.9% were assigned a short-term suspension and 47.7% were assigned other actions.

The following tables display the number and type of incidents in which a student was assigned in-school suspension, short-term suspension, long-term suspension, alternative learning placements and other disciplinary actions in 2023–2024.

Table S15. Number of Suspensions and Reassignments as Disciplinary Actions, 2023–2024

	Number of Incidents*	Number of ISS	Number of STS	Number of LTS	Number of ALPS	Number of Other Action**
All Behaviors	953,642	264,510	244,836	730	3,782	449,714
Reportable Offense	11,771	853	10,486	218	853	595
Unacceptable Behaviors	941,871	263,657	234,350	512	2,929	449,119
Assaults/Threats	89,760	11,570	63,795	287	1,430	15,943
Bullying/Harassment	19,260	5,461	6,057	8	65	7,919
Defiant Behaviors	450,702	138,103	110,816	95	851	203,958
Interpersonal	3,900	1,045	1,545	17	25	1,351
Missing Class/School	171,352	65,402	12,292	8	84	93,880
Repeat Offender UB	1,853	870	534	4	11	458
Substance Use Related	30,247	9,367	18,682	37	177	2,844
Other UBs	174,797	31,839	20,629	56	286	122,766

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

Table S16. Percent of Suspensions and Reassignments as Disciplinary Actions, 2023–2024

	Number of Incidents*	Percent of ISS	Percent of STS	Percent of LTS	Percent of ALPS	Percent of Other Action**
All Behaviors	953,642	27.7%	25.7%	0.1%	0.4%	47.2%
Reportable Offense	11,771	7.2%	89.1%	1.9%	7.2%	5.1%
Unacceptable Behaviors	941,871	28.0%	24.9%	0.1%	0.3%	47.7%
Assaults/Threats	89,760	12.9%	71.1%	0.3%	1.6%	17.8%
Bullying/Harassment	19,260	28.4%	31.4%	0.0%	0.3%	41.1%
Defiant Behaviors	450,702	30.6%	24.6%	0.0%	0.2%	45.3%
Interpersonal	3,900	26.8%	39.6%	0.4%	0.6%	34.6%
Missing Class/School	171,352	38.2%	7.2%	0.0%	0.0%	54.8%
Repeat Offender UB	1,853	47.0%	28.8%	0.2%	0.6%	24.7%
Substance Use Related	30,247	31.0%	61.8%	0.1%	0.6%	9.4%
Other UBs	174,797	18.2%	11.8%	0.0%	0.2%	70.2%

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

The following table and figures display the rates of in-school suspensions, short-term suspensions, long-term suspensions, alternative learning placements and “Other” disciplinary actions.

The highest rate of disciplinary action was “Other” action, followed by in-school suspensions and short-term suspensions.

For incidents with at least one reportable offense, short-term suspension had a rate of 6.85 per 1,000 students enrolled and long-term suspensions had 14.45 per 100,000 students enrolled.

For incidents with at least one Unacceptable Behavior, the highest rate of disciplinary action was other action (297.79 per 1,000), followed by in-school suspensions (174.82) and short-term suspensions (155.39).

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

Table S17. Rate of Suspensions and Reassignments as Disciplinary Actions, 2023–2024

	Number of Incidents*	ISS Rate per 1,000	STS Rate per 1,000	LTS per 100K	ALPS Rate per 1,000	Other Action** Rate per 1,000
All Behaviors	953,642	175.38	164.57	47.09	3.04	279.01
Reportable Offense	11,771	0.57	6.95	14.45	0.57	0.40
Unacceptable Behaviors	941,871	174.82	155.39	33.95	1.94	297.79
Assaults/Threats	89,760	7.67	42.30	19.03	0.95	10.57
Bullying/Harassment	19,260	3.62	4.02	0.53	0.04	5.25
Defiant Behaviors	450,702	91.57	73.48	6.30	0.56	135.23
Interpersonal	3,900	0.69	1.02	1.13	0.02	0.90
Missing Class/School	171,352	43.36	8.15	0.53	0.06	62.25
Repeat Offender UB	1,853	0.58	0.35	0.27	0.01	0.30
Substance Use Related	30,247	6.21	12.39	2.45	0.12	1.89
Other UBs	174,797	21.11	13.68	3.71	0.19	81.40

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

Figure S42. Reportable and Unacceptable Behavior In-school Suspensions, 2023–2024

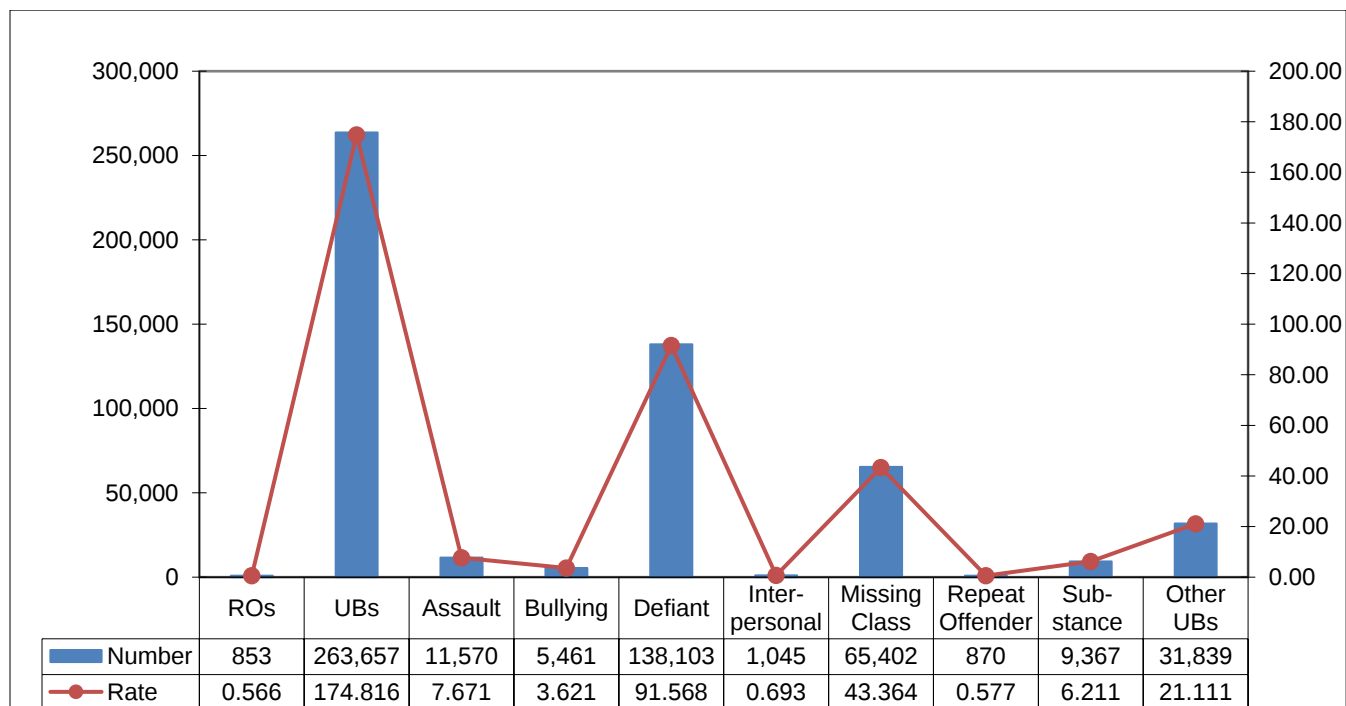


Figure S43. Reportable and Unacceptable Behavior Short-Term Suspensions, 2023–2024

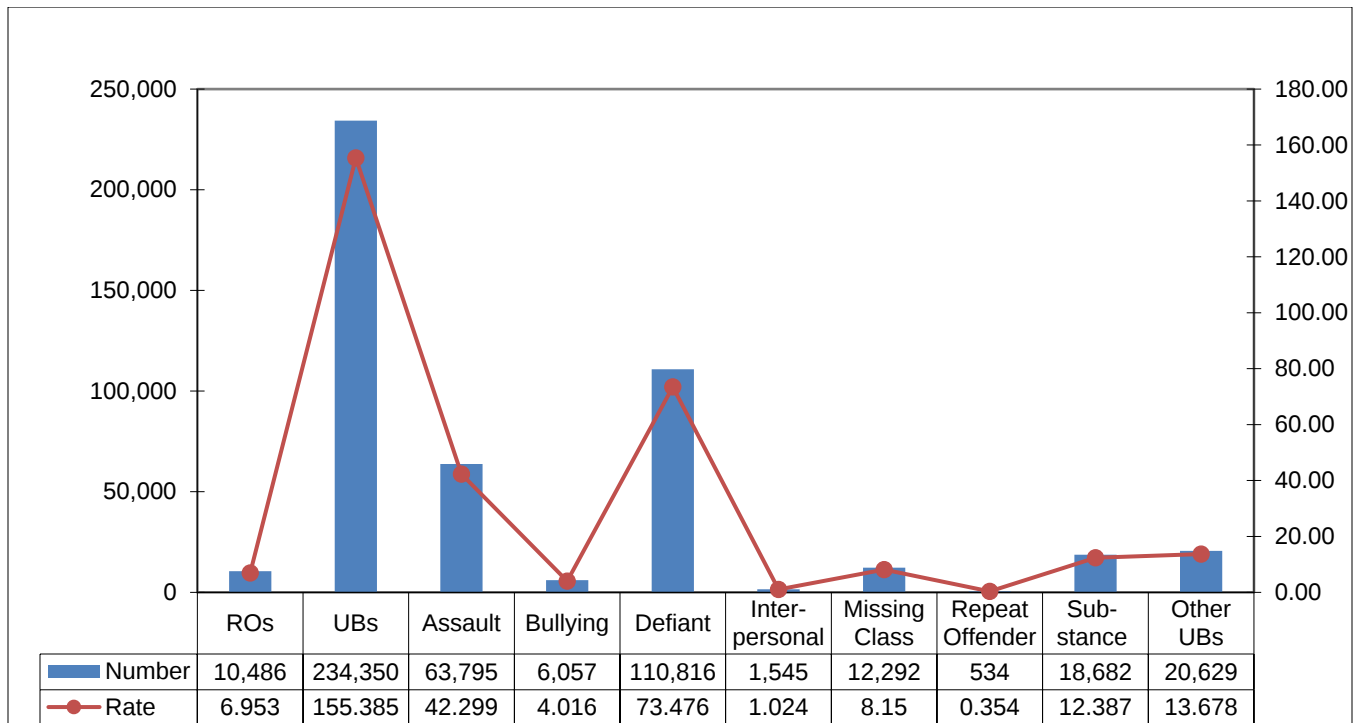


Figure S44. Reportable and Unacceptable Behavior Long-Term Suspensions, 2023–2024

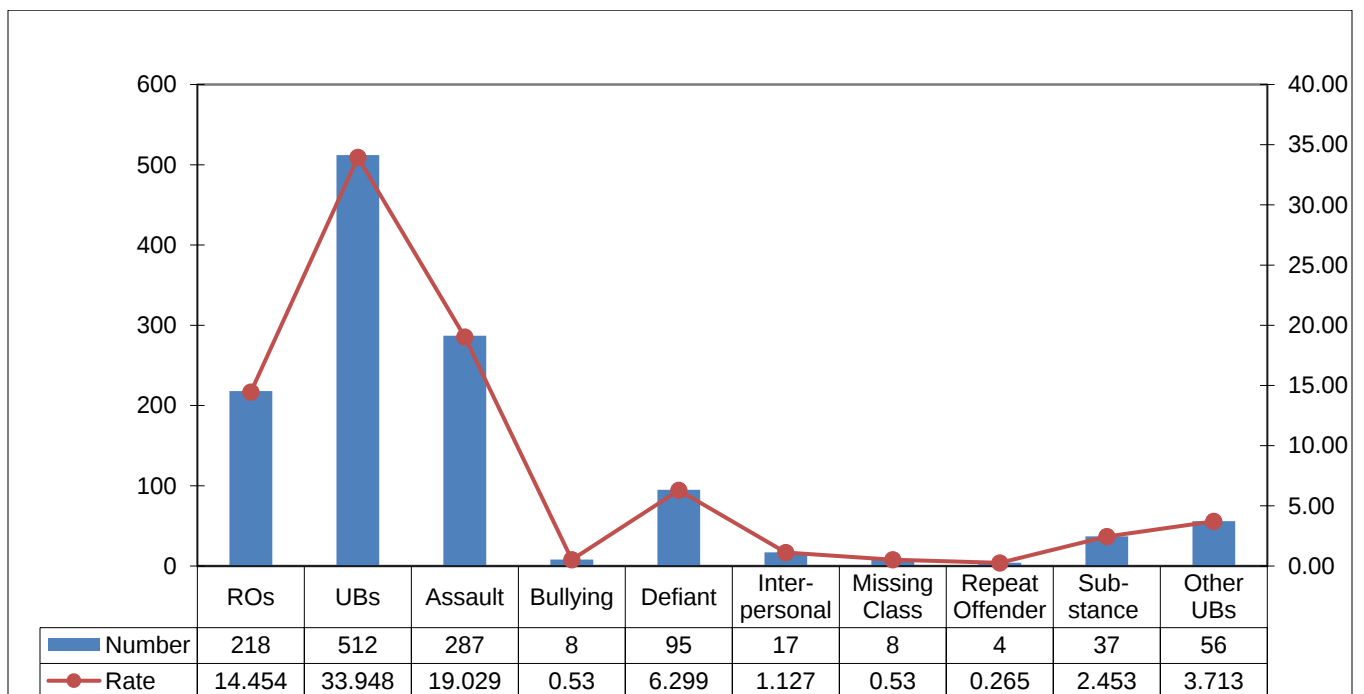
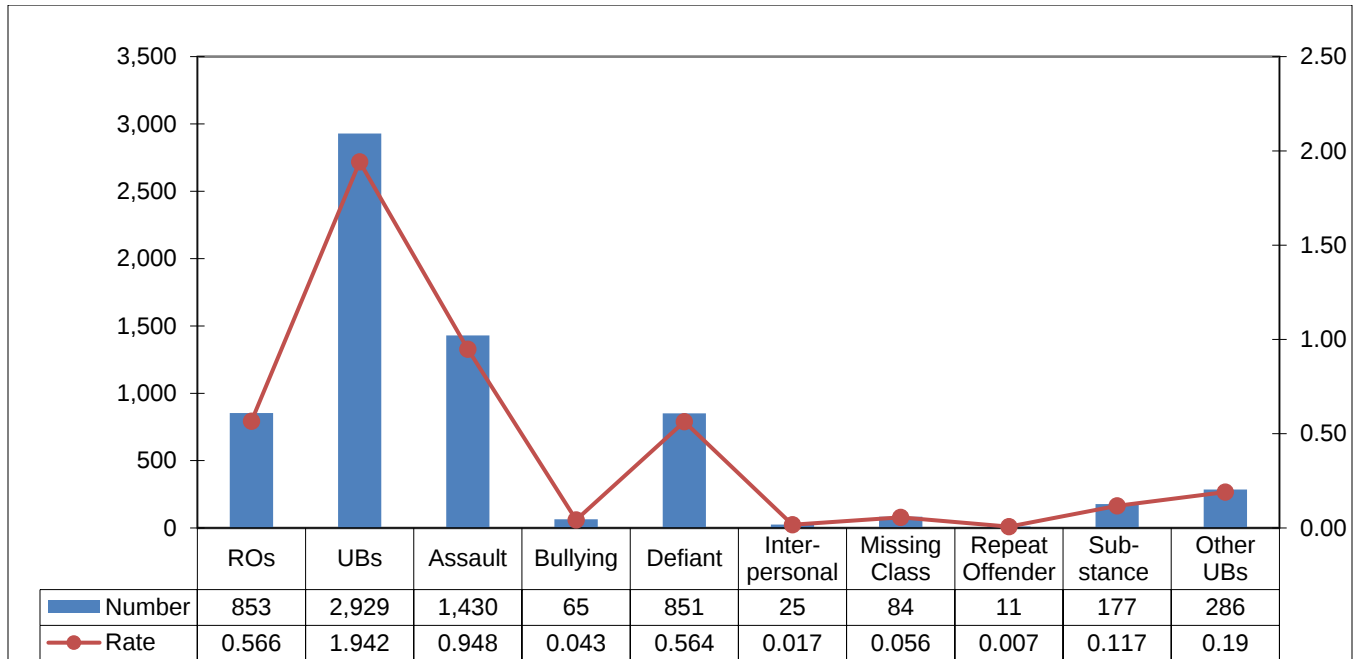


Figure S45. Reportable and Unacceptable Behavior Alternative Learning Placements, 2023–2024



Short-Term Suspensions by Offense Type and Behavior Category

Of the 244,836 short-term suspensions in 2023–2024, 11,246 (4.5%) short-term suspensions were given as a result of incidents involving at least one reportable offense. The state rate for Reportable Offense short-term suspensions was 7.48 per 1,000 students, and the average days per suspension for reportable offenses was 6.58 days.

234,350 (95.7%) were given as a result of disciplinary incidents involving at least one Unacceptable Behavior (UB) that did not involve a Reportable Offense (RO). Across all incidents of Unacceptable Behavior short-term suspensions, the state short-term suspension rate was 155.39 per 1,000 students. The mean number of days out of school for Unacceptable Behaviors was 3.24 days.

Of the 234,350 incidents involving Unacceptable Behaviors, 215,202 involved a single reported Unacceptable Behavior (87.9% of all suspensions and 91.8% of Unacceptable Behavior suspensions).

For incidents involving a single Unacceptable Behavior suspension, the short-term suspension rate was 142.69 per 1,000 students. The mean number of days out of school for a single Unacceptable Behavior was 3.21 days.

Table S18. Unacceptable Behavior Short-Term Suspensions, 2023–2024

	Number of Short-Term Suspensions	Rate per 1,000 Students	Average Days Per STS
All Suspensions	244,836	162.34	1.84
Reportable Offenses	10,486	6.95	6.44
Unacceptable Behaviors	234,350	155.39	3.24
Single UB Suspensions	215,202	142.69	3.21

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

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

Across single behavior short-term suspensions, Defiant Behaviors comprised 46.5% of the Unacceptable Behaviors short-term suspensions. Assaults/Threats were 28.3% of the Unacceptable Behaviors (UB) resulting in short-term suspensions. Each of the remaining UB categories were 8.6% or less of the single behavior short-term suspensions.

Across all Unacceptable Behavior short-term suspensions, Defiant Behaviors comprised 47.3% of the Unacceptable Behaviors short-term suspensions. Assaults/Threats were 27.2% of the Unacceptable Behaviors resulting in short-term suspensions. The remaining UB categories were each 8.8% or less of all Unacceptable Behavior short-term suspensions.

The rate of short-term Unacceptable Behavior suspension per 1,000 students enrolled was highest for Defiant Behaviors (66.30 single behavior and 73.48 all suspensions per 1,000 students) and Assaults/Threats (40.36 and 42.30 single behavior and all suspensions per 1,000 students). The lowest rates of short-term UB suspensions were for Repeat Offender Unacceptable Behavior (0.17 and 0.36 single behavior and all suspensions per 1,000 students), Bullying/Harassment Unacceptable Behaviors (3.72 and 3.13 single behavior and all suspensions per 1,000 students) and Interpersonal Unacceptable Behaviors (0.91 and 1.02 single behavior and all suspensions per 1,000 students).

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

Table S19. Unacceptable Behavior Short-Term Suspensions, 2023–2024

	Number of UB STS	% of Single UB STS	Rate per 1,000 Enrolled	Average Days Per STS	Number of UB STS	% of All UB STS	Rate per 1,000 Enrolled	Average Days Per STS
Unacceptable Behaviors	215,202		142.69	3.21	234,350		155.39	3.24
Assaults/Threats	60,864	28.3%	40.36	4.70	63,795	27.2%	42.30	4.61
Bullying/Harassment	5,617	2.6%	3.72	3.10	6,057	2.6%	4.02	3.13
Defiant Behaviors	99,991	46.5%	66.30	2.32	110,816	47.3%	73.48	2.47
Interpersonal	1,368	0.6%	0.91	4.62	1,545	0.7%	1.02	4.35
Missing Class/School	11,151	5.2%	7.39	2.07	12,292	5.2%	8.15	2.19
Repeat Offender	256	0.1%	0.17	2.87	534	0.2%	0.35	3.43
Substance Use Related	17,480	8.1%	11.59	3.99	18,682	8.0%	12.39	3.95
Other UBs	18,475	8.6%	12.25	3.08	20,629	8.8%	13.68	3.02

Figure S46. Percent of Unacceptable Behavior Short-Term Suspensions by Category, 2023–2024

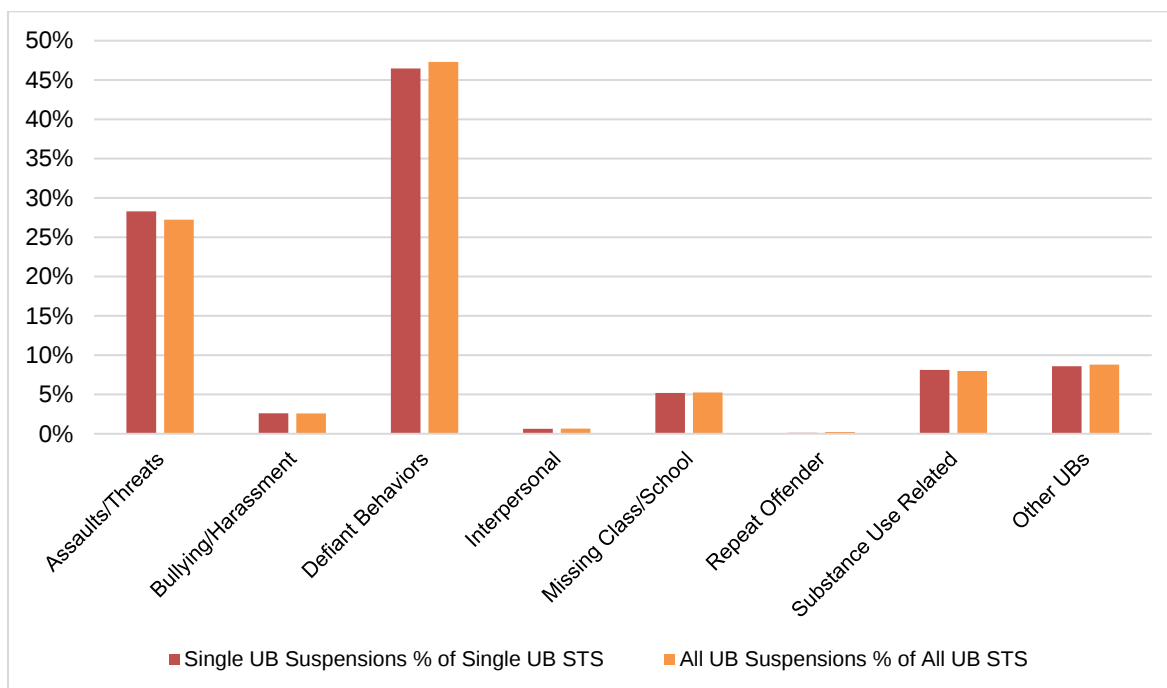


Figure S47. Unacceptable Behaviors Short-Term Suspension Rates, 2023–2024

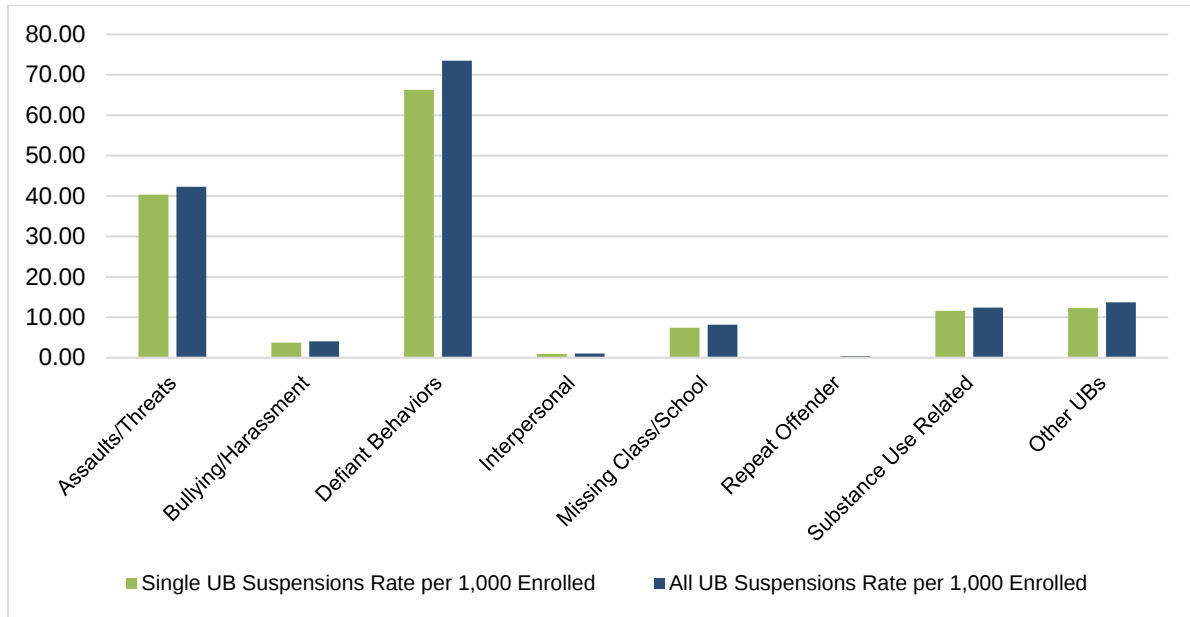
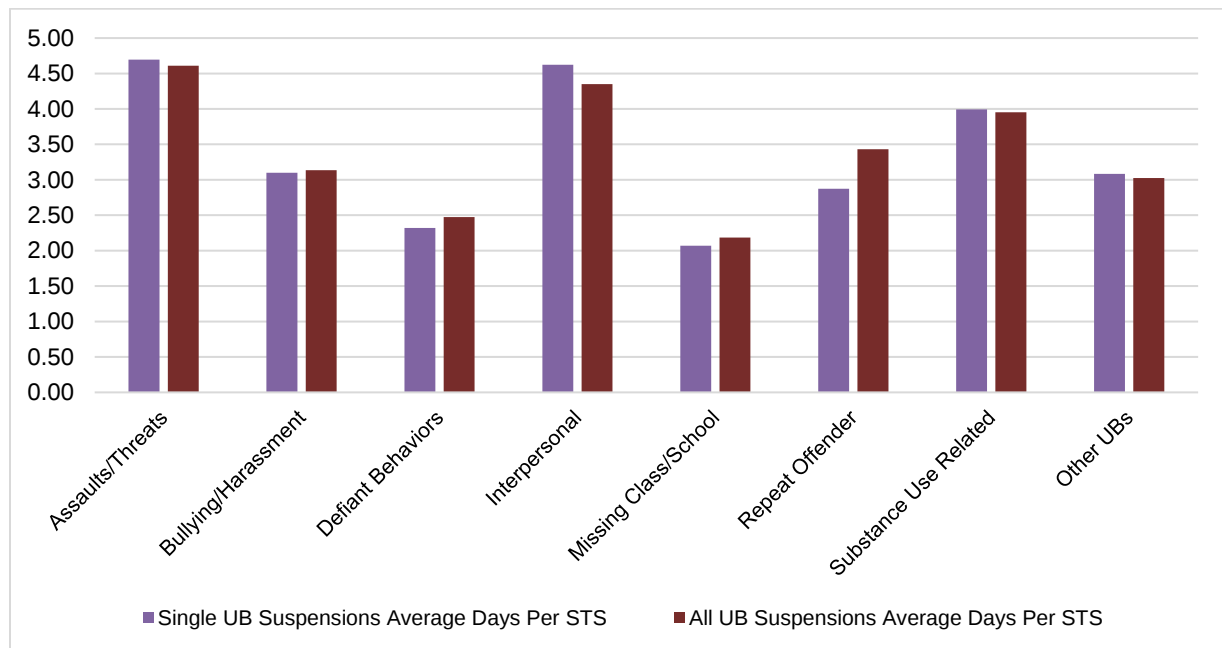


Figure S48. Suspension Days for Unacceptable Behavior Short-Term Suspensions, 2023–2024



UNACCEPTABLE BEHAVIOR SHORT-TERM SUSPENSIONS BY STUDENT SUBGROUP

In 2023–2024, male students had a higher rate of all Unacceptable Behavior short-term suspensions per 1,000 male students compared to female students for both single UB suspensions and all UB suspensions.

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

In 2023–2024, female and American Indian students had the highest number of suspension days across single and all unacceptable behavior suspensions. Student without Disabilities and Black students, while they did not have the highest average suspension days, were above the state average number of suspension days across all unacceptable behavior short-term suspensions. Asian students had the lowest number of average suspension days with an average of suspension days across all unacceptable behavior suspensions and single behavior suspensions.

The following table and figures show the number, percent, rate per 1,000 students enrolled and the average days per suspension of unacceptable behavior suspensions for single unacceptable behavior suspensions and all unacceptable behavior suspensions broken out by sex, race/ethnicity, Economically Disadvantaged status, English Learner status, and Students with Disabilities status.

Table S20. Unacceptable Behavior Short-Term Suspensions by Student Subgroup, 2023–2024

	Single UB Suspensions			All UB Suspensions		
	Number of UB STS	Single UB Rate per 1,000 Students	Single UB Average Days Per STS	Number of UB STS	All UB Rate per 1,000 Students	All UB Average Days Per STS
All Students	215,202	142.69	3.21	234,350	155.39	3.24
Female	65,818	88.66	3.49	72,221	97.28	3.51
Male	149,143	191.59	3.09	161,816	207.87	3.11
American Indian	4,794	313.83	3.54	5,133	336.02	3.50
Asian	1,277	19.95	2.73	1,397	21.82	2.81
Black	109,507	294.36	3.38	120,416	323.68	3.42
Hispanic	29,628	92.28	3.19	32,334	100.71	3.22
Two or More Races	16,235	179.29	3.09	17,522	193.50	3.12
Pacific Islander	255	120.80	3.52	281	133.11	3.17
White	53,265	81.22	2.89	56,954	86.85	2.89
Economically Disadvantaged	168,181	213.27	3.24	183,189	232.30	3.28
Not Economically Disadvantaged	46,780	57.85	3.10	50,848	62.89	3.08
English Learners	14,277	80.21	3.20	15,389	86.46	3.24
Not English Learners	200,684	141.32	3.21	218,648	153.97	3.24
Students w/ Disabilities	55,167	261.71	2.83	60,689	287.91	2.94
Students w/out Disabilities	159,794	114.75	3.34	173,348	124.49	3.34

Figure S49. Rate of Unacceptable Behaviors Short-Term Suspensions by Student Subgroup, 2023–2024

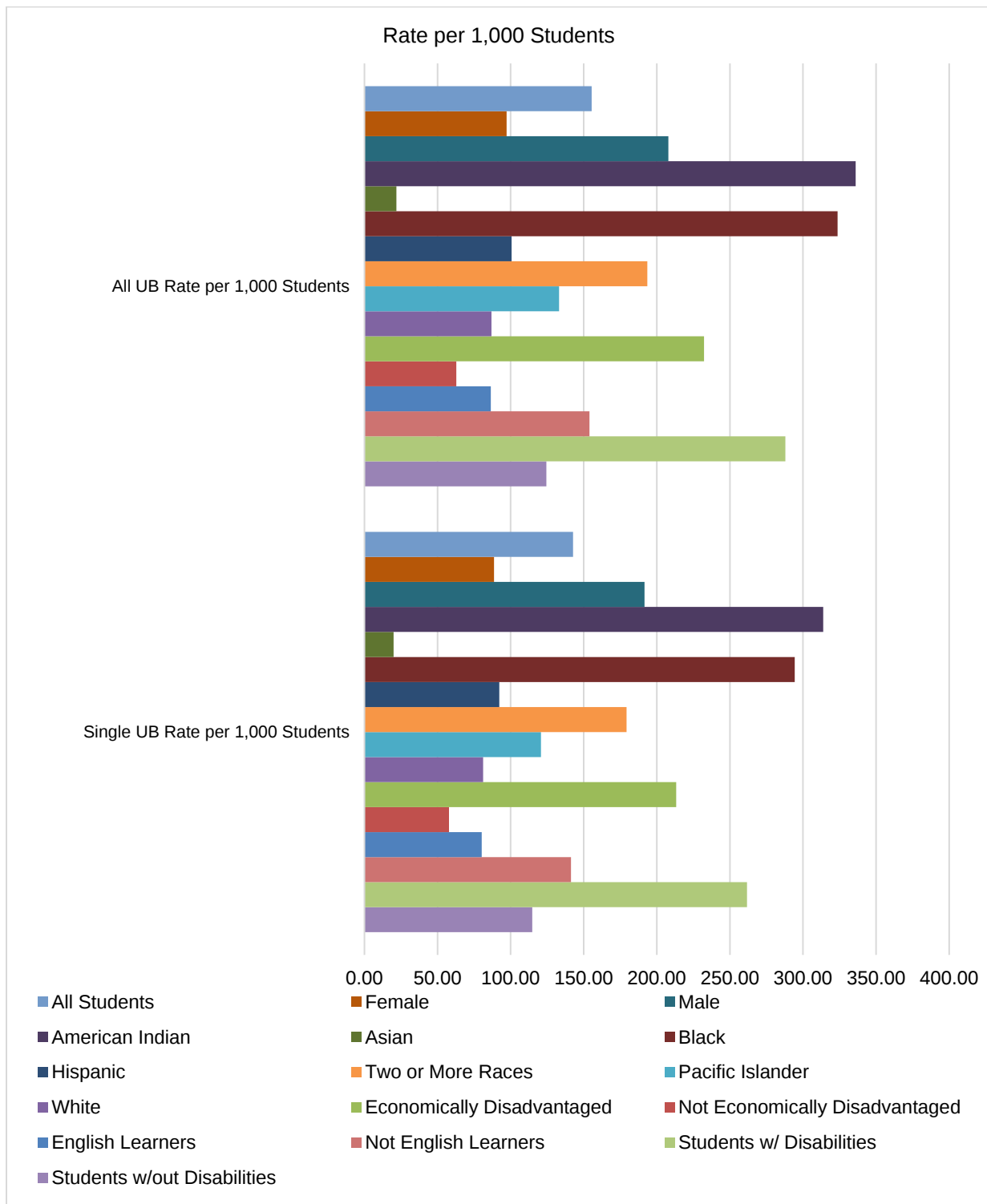
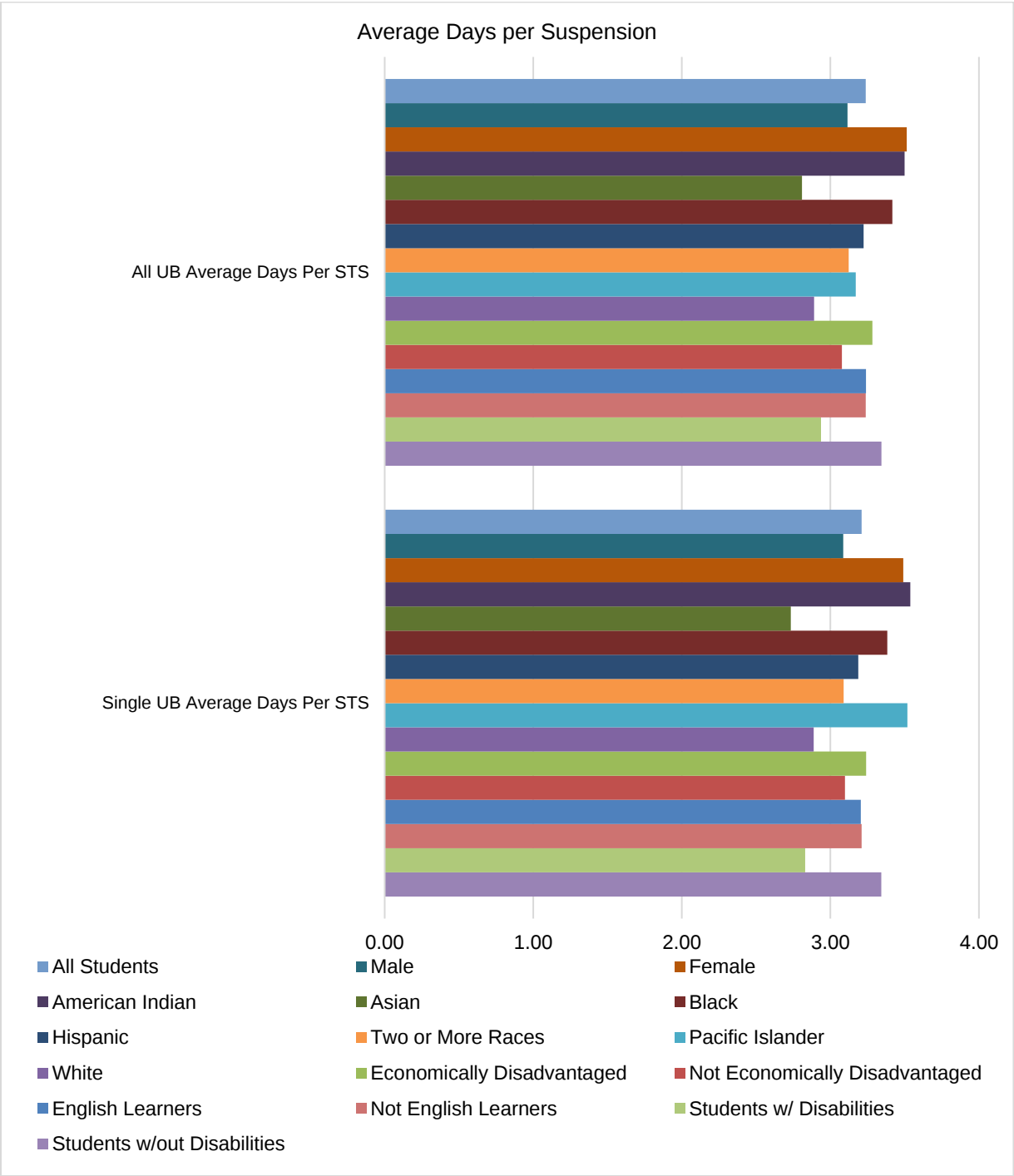


Figure S50. Average Number of Suspension Days of Unacceptable Behaviors Short-Term Suspensions by Student Subgroup, 2023–2024



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

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

Table S21. Unacceptable Behavior Short-Term Suspensions by Race/Ethnicity-Sex Subgroup, 2023–2024

	Single UB Suspensions			All UB Suspensions		
	Number of UB STS	Rate per 1,000	Average OSS Days	Number of UB STS	Rate per 1,000	Average OSS Days
All Students	215,202	142.69	3.21	234,350	155.385	3.24
American Indian Female	1,625	217.07	3.58	1,763	235.51	3.60
Asian Female	276	8.80	3.20	314	10.01	3.16
Black Female	37,592	205.59	3.65	41,605	227.54	3.66
Hispanic Female	8,183	52.00	3.39	8,960	56.94	3.47
Two or More Races Female	5,123	114.22	3.35	5,588	124.59	3.40
Pacific Islander Female	57	57.40	4.81	67	67.47	3.49
White Female	12,962	40.83	3.14	13,924	43.86	3.16
American Indian Male	3,169	406.80	3.52	3,370	432.61	3.42
Asian Male	1,001	30.67	2.60	1,083	33.18	2.85
Black Male	71,915	380.15	3.24	78,811	416.60	3.24
Hispanic Male	21,445	130.99	3.11	23,374	142.77	3.17
Two or More Races Male	11,112	243.15	2.97	11,934	261.13	2.99
Pacific Islander Male	198	177.10	3.13	214	191.41	3.08
White Male	40,303	119.13	2.81	43,030	127.19	2.82

Figure S51. Rate of Unacceptable Behaviors Short-Term Suspensions by Race/Ethnicity-SEX SUBGROUP, 2023–2024

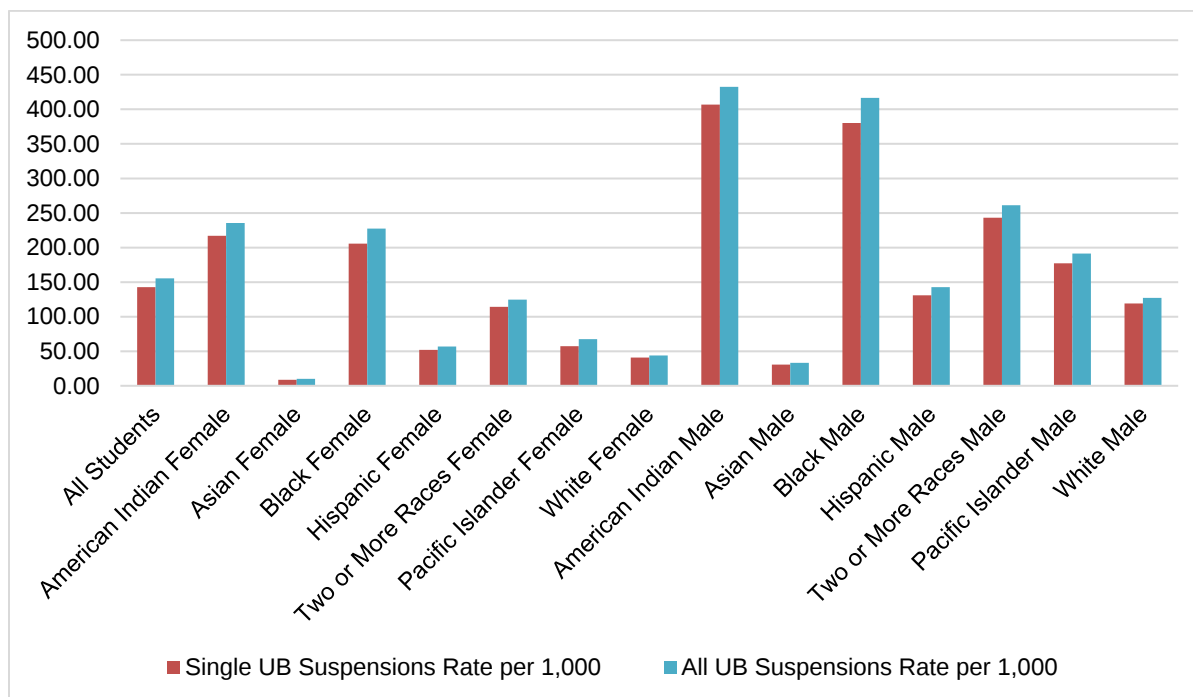
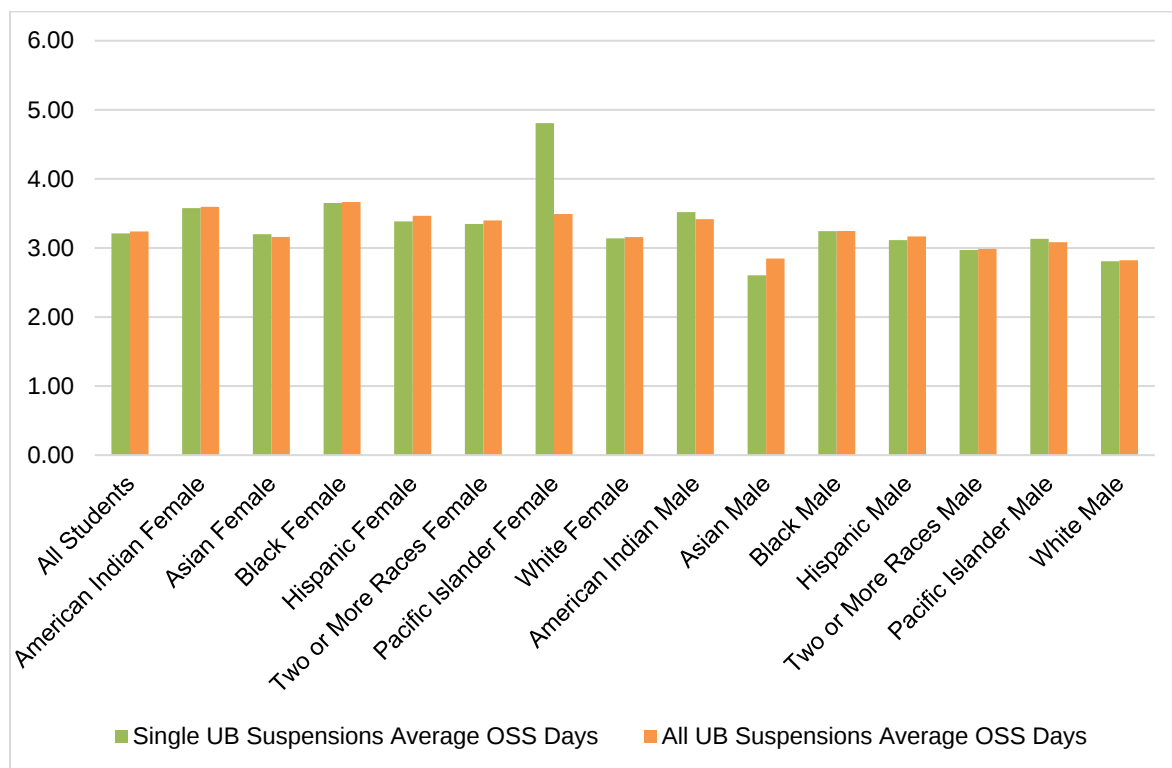


Figure S52. Average Number of Suspension Days of Unacceptable Behaviors Short-Term Suspensions by Race/Ethnicity-Sex Subgroup, 2023–2024



SHORT-TERM SUSPENSIONS BY UNACCEPTABLE BEHAVIOR CATEGORY AND STUDENT SUBGROUP

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

In 2023–2024, Black students, Students with Disabilities, Economically Disadvantaged, and male students were above the state rate for all unacceptable behavior suspensions and for single behavior suspensions in all UB behavior categories. American Indian students and Two or More Races students were above the state rate for all unacceptable behavior suspensions and for single behavior suspensions in all UB behavior categories *except* for Interpersonal behaviors.

Asian students and not Economically Disadvantaged students had the lowest rate of unacceptable behavior suspensions in all UB behavior categories and single behavior suspensions.

Table S22. All Unacceptable Behaviors Short-Term Suspension Rates by Behavior Category and Student Subgroup, 2023–2024

All Unacceptable Behavior Suspensions	All UB Behaviors	Assaults/ Threats	Bullying/ Harassment	Defiant Behaviors	Interpersonal	Missing Class/ School	Repeat Offender	Substance Use Related	Other UBs
All Students	155.39	42.30	4.02	73.48	1.02	8.15	0.35	12.39	13.68
Female	97.28	27.98	2.06	42.21	0.61	6.40	0.19	9.01	8.81
Male	207.87	55.16	5.81	101.93	1.40	9.65	0.50	15.36	18.06
American Indian	336.02	65.46	7.07	151.94	0.52	28.15	1.64	57.41	23.83
Asian	21.82	5.76	0.95	9.61	0.11	1.05	0.05	1.75	2.55
Black	323.68	97.67	6.58	154.36	1.91	17.25	0.70	18.17	27.04
Hispanic	100.71	26.54	3.13	42.63	1.00	7.88	0.19	8.88	10.46
Two or More Races	193.50	49.63	4.79	96.94	0.97	8.92	0.63	15.77	15.85
Pacific Islander	133.11	35.53	2.37	56.37	0.95	12.32		15.63	9.95
White	86.85	19.70	3.03	42.29	0.62	3.03	0.19	10.04	7.93
Economically Disadvantaged	232.30	64.22	5.64	110.46	1.42	12.19	0.54	17.85	19.98
Not Economically Disadvantaged	62.89	16.16	1.99	29.16	0.53	3.28	0.14	5.66	5.99
English Learners	86.46	23.24	2.80	34.70	0.91	7.89	0.17	7.73	9.02
Not English Learners	153.97	41.95	3.91	73.59	0.97	7.65	0.35	12.16	13.38
Students w/ Disabilities	287.91	74.39	6.86	155.27	1.62	11.01	0.50	16.52	21.74
Students w/out Disabilities	124.49	34.49	3.31	55.98	0.86	7.14	0.31	10.89	11.50

Table S23. Single Unacceptable Behavior Short-Term Suspension Rates by Behavior Category and Student Subgroup, 2023–2024

Single UB Suspensions	All UB Behaviors	Assaults/ Threats	Bullying/ Harassment	Defiant Behaviors	Interpersonal	Missing Class/ School	Repeat Offender	Substance Use Related	Other UBs
All Students	142.69	40.36	3.72	66.30	0.91	7.39	0.17	11.59	12.25
Female	88.66	26.71	1.88	37.41	0.54	5.80	0.08	8.45	7.80
Male	191.59	52.62	5.42	92.65	1.24	8.77	0.25	14.37	16.27
American Indian	313.83	63.96	6.68	138.26	0.46	26.38	0.52	55.58	22.00
Asian	19.95	5.44	0.91	8.79	0.11	0.98	0.05	1.55	2.12
Black	294.36	92.62	6.03	137.30	1.62	15.38	0.32	16.98	24.12
Hispanic	92.28	25.35	2.92	38.37	0.89	7.27	0.11	8.18	9.20
Two or More Races	179.29	47.73	4.51	88.51	0.85	8.07	0.33	14.89	14.40
Pacific Islander	120.80	33.16	2.37	49.27	0.47	12.32		14.21	9.00
White	81.22	19.03	2.84	39.20	0.59	2.82	0.10	9.44	7.22
Economically Disadvantaged	213.27	61.21	5.24	99.61	1.26	11.03	0.24	16.75	17.93
Not Economically Disadvantaged	57.85	15.48	1.83	26.40	0.46	3.01	0.08	5.26	5.34
English Learners	80.21	22.52	2.62	31.74	0.80	7.24	0.07	7.17	8.03
Not English Learners	141.32	39.98	3.62	66.37	0.86	6.93	0.17	11.40	11.99
Students w/ Disabilities	261.71	69.74	6.32	139.35	1.48	9.91	0.22	15.48	19.22
Students w/out Disabilities	114.75	33.10	3.07	50.64	0.76	6.49	0.15	10.19	10.34

Figure S53. Rates of Unacceptable Behaviors Short-Term Suspension by Behavior Category and Student Subgroup, 2023–2024

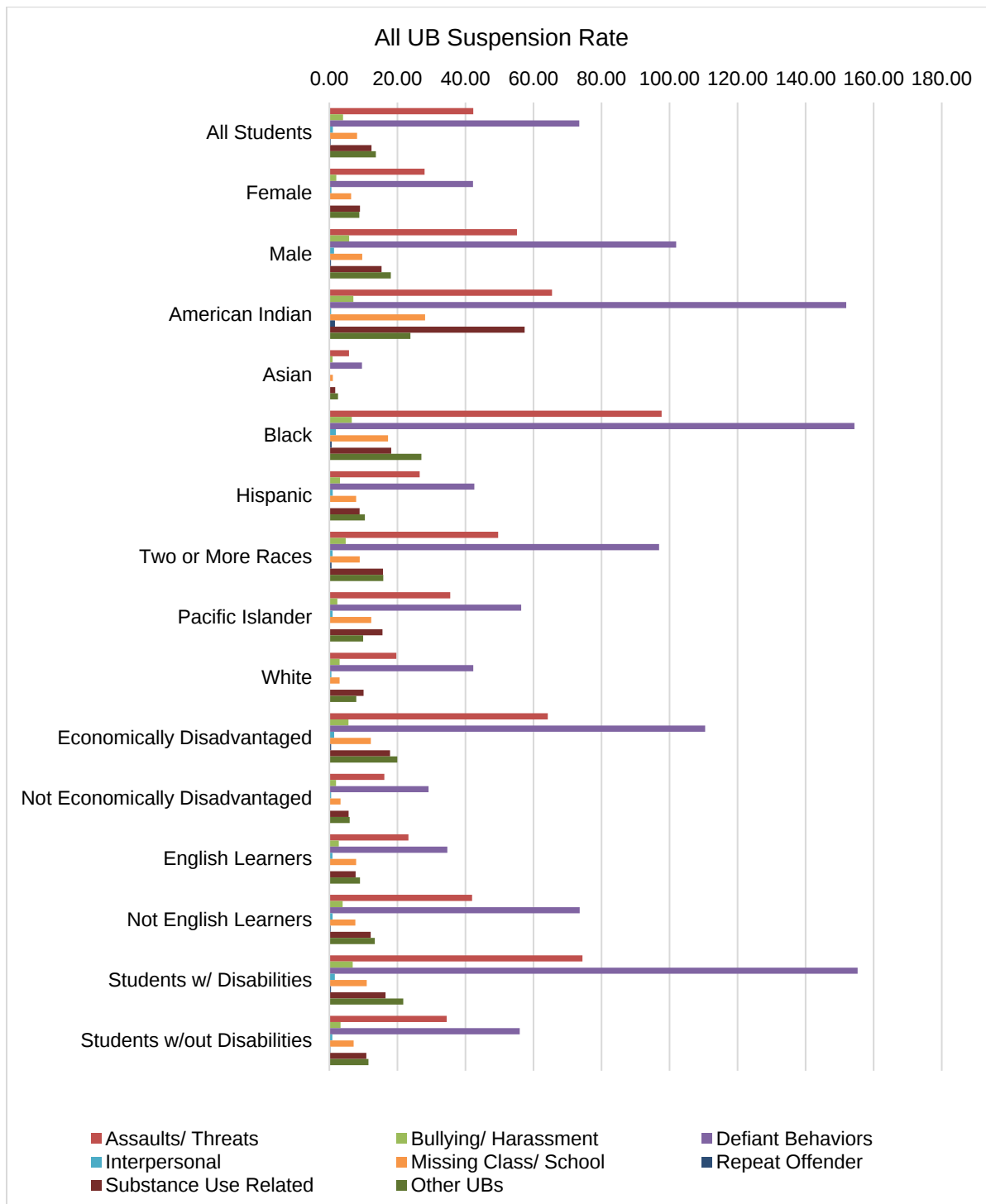
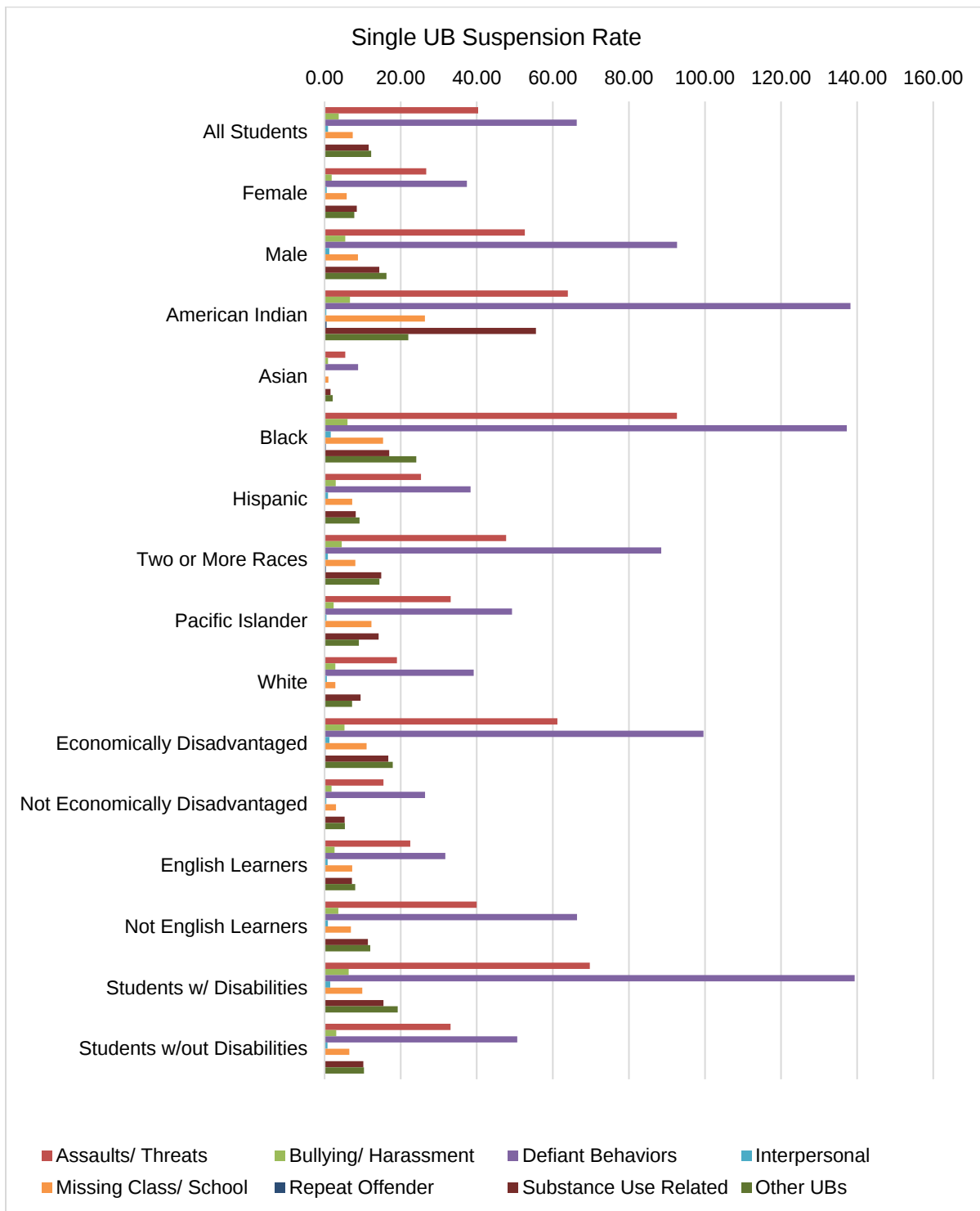


Figure S54. Rates of Unacceptable Behaviors Short-Term Suspension by Behavior Category and Student Subgroup, 2023–2024



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

Table S24. Average Number of Out-Of-School Suspension Days for All Unacceptable Behaviors by Behavior Category and Student Subgroup, 2023–2024

All Unacceptable Behavior Suspensions	All UB Behaviors	Assaults/Threats	Bullying/Harassment	Defiant Behaviors	Interpersonal	Missing Class/ School	Repeat Offender	Substance Use Related	Other UBs
All Students	3.24	4.61	3.13	2.47	4.35	2.19	3.43	3.95	3.02
Female	3.51	5.18	3.13	2.65	4.61	2.16	3.79	3.88	2.97
Male	3.11	4.34	3.14	2.40	4.23	2.20	3.30	3.99	3.05
American Indian	3.50	5.54	3.50	2.85	3.88	1.96	4.48	3.76	3.18
Asian	2.81	3.89	2.46	2.11	5.71	1.84	1.33	3.68	2.85
Black	3.42	4.85	3.38	2.64	4.52	2.31	3.93	3.74	3.10
Hispanic	3.22	4.46	3.07	2.44	4.52	2.09	3.08	4.36	3.08
Two or More Races	3.12	4.52	3.11	2.38	4.10	2.12	3.07	4.00	2.94
Pacific Islander	3.17	4.00	2.00	2.73	2.00	2.62	0.00	3.61	3.10
White	2.89	4.01	2.88	2.16	3.95	1.99	2.58	4.02	2.85
Economically Disadvantaged	3.28	4.68	3.19	2.52	4.30	2.23	3.49	3.95	3.04
Not Economically Disadvantaged	3.08	4.36	2.98	2.32	4.46	2.04	3.21	3.97	2.96
English Learners	3.24	4.40	3.13	2.48	4.39	2.21	3.90	4.35	3.02
Not English Learners	3.24	4.63	3.14	2.47	4.34	2.18	3.40	3.92	3.02
Students w/ Disabilities	2.94	4.17	3.13	2.28	4.00	2.12	3.16	3.86	2.95
Students w/out Disabilities	3.34	4.75	3.14	2.55	4.44	2.20	3.50	3.97	3.05

Table S25. Average Number of Out-Of-School Suspension Days for Single Unacceptable Behaviors by Behavior Category and Student Subgroup, 2023–2024

Single UB Suspensions	All UB Behaviors	Assaults/Threats	Bullying/Harassment	Defiant Behaviors	Interpersonal	Missing Class/ School	Repeat Offender	Substance Use Related	Other UBs
All Students	3.21	4.70	3.10	2.32	4.62	2.07	2.87	3.99	3.08
Female	3.49	5.26	3.12	2.47	5.16	2.03	2.93	3.95	2.94
Male	3.09	4.42	3.09	2.26	4.40	2.10	2.85	4.02	3.15
American Indian	3.54	5.55	3.44	2.72	3.86	1.87	2.88	3.80	4.20
Asian	2.73	4.11	2.30	1.94	5.71	1.66	1.33	3.58	2.50
Black	3.38	4.93	3.25	2.47	4.32	2.17	3.39	3.78	3.15
Hispanic	3.19	4.50	3.04	2.31	4.64	2.03	2.97	4.48	2.95
Two or More Races	3.09	4.57	3.03	2.25	3.99	2.10	2.67	4.04	2.99
Pacific Islander	3.52	4.11	2.00	2.42	2.00	2.52	0.00	3.73	9.25
White	2.89	4.17	2.97	2.03	5.21	1.87	2.00	4.03	2.98
Economically Disadvantaged	3.24	4.74	3.17	2.36	4.59	2.11	2.99	3.97	3.01
Not Economically Disadvantaged	3.10	4.50	2.90	2.17	4.71	1.92	2.54	4.06	3.32
English Learners	3.20	4.46	3.14	2.35	4.75	2.12	3.08	4.37	2.89
Not English Learners	3.21	4.71	3.10	2.32	4.61	2.07	2.86	3.96	3.10
Students w/ Disabilities	2.83	4.19	3.03	2.10	4.01	1.94	3.26	3.88	2.82
Students w/out Disabilities	3.34	4.86	3.12	2.41	4.80	2.10	2.79	4.02	3.16

Figure S55. Average Number of Out-Of-School Suspension Days for All Unacceptable Behaviors by Behavior Category and Student Subgroup, 2023–2024

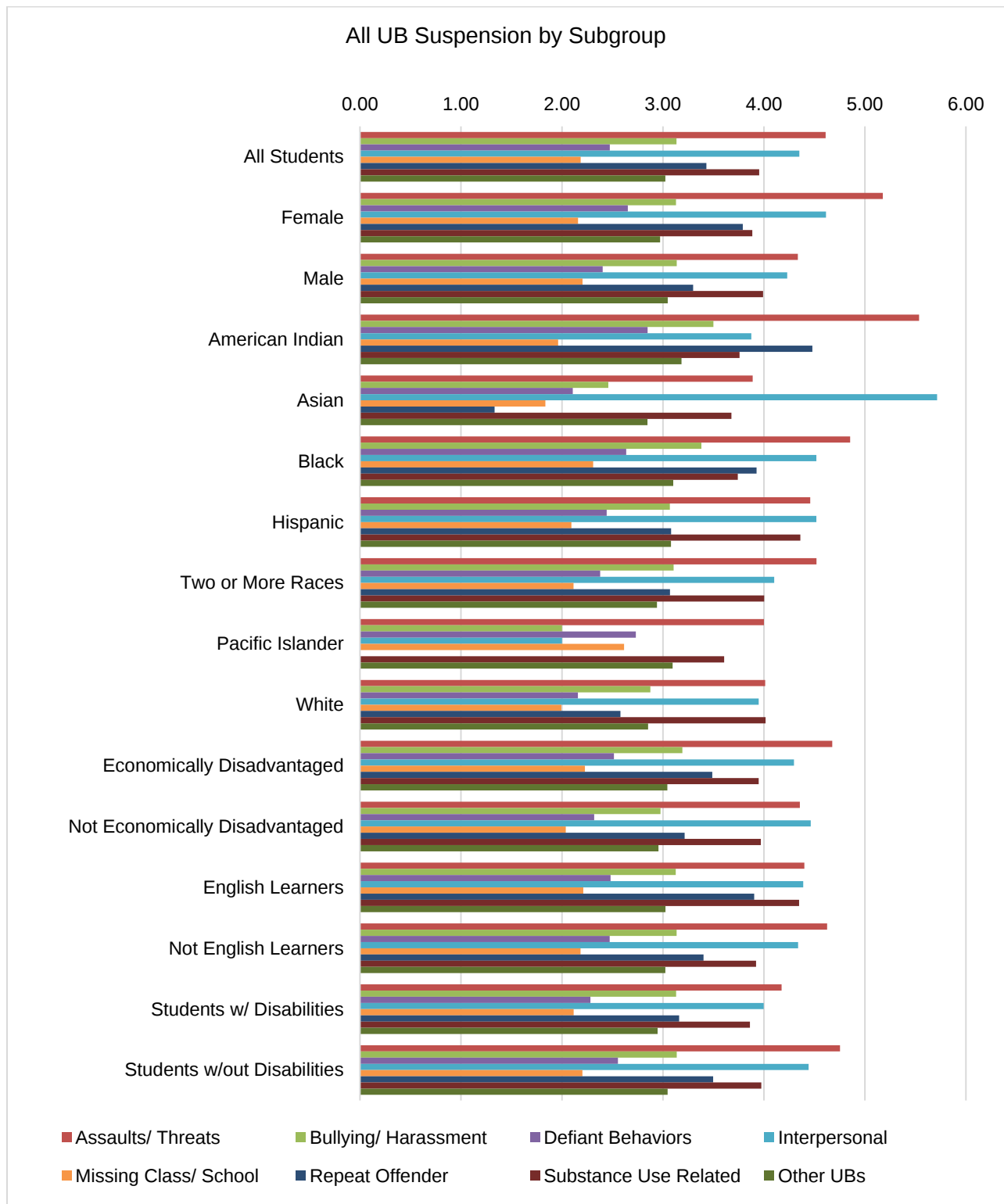
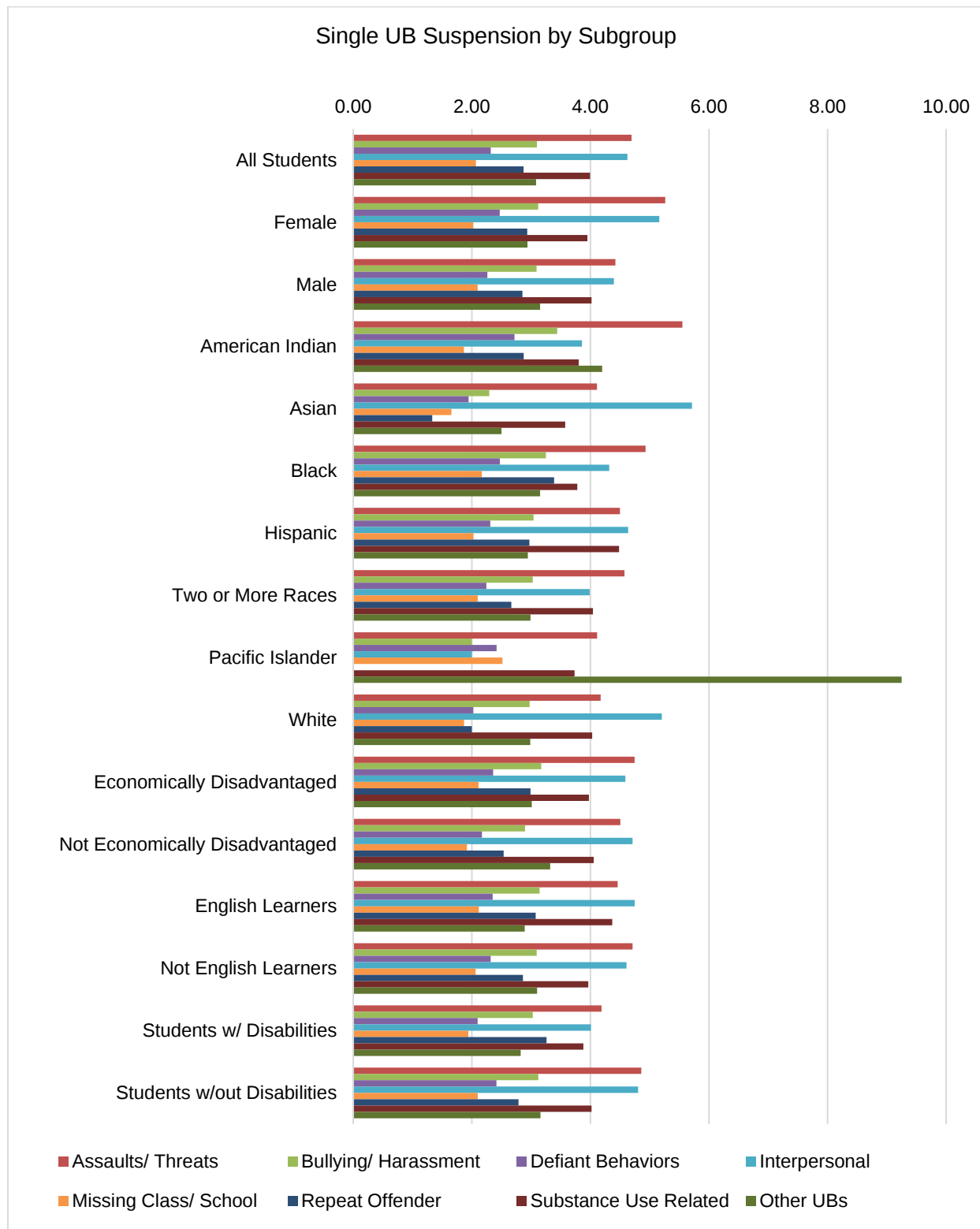


Figure S56. Average Number of Days of Out-Of-School Suspensions for Single Unacceptable Behaviors by Behavior Category and Student Subgroup, 2023–2024



Suspensions and Reassignments by Offense Type, Behavior Category and Student Subgroup

The remaining tables and figures in this section display the number and percent of incidents where a student was assigned in-school suspension, short-term suspension, long-term suspension, alternative learning placements and other disciplinary actions in 2023–2024, as well as the rates of in-school suspensions, short-term suspensions, long-term suspensions, alternative learning placements and other disciplinary actions across all reported incidents, incidents involving reportable offenses, incidents involving unacceptable behaviors and by unacceptable behavior category for all students and for student subgroups.

Table S26. Suspensions and Reassignments by Student Subgroup, 2023–2024

	Total Number of Incidents*	In-School Suspensions		Short-term Suspensions		Long-term Suspensions		enALP Placements		Other Actions*	
		N	Rate per 1,000	N	Rate per 1,000	N	Rate per 100K	N	Rate per 1,000	N	Rate per 1,000
		%		%		%		%		%	
All Student Offenders	953,642	264,510 (27.74%)	175.38	244,836 (25.67%)	162.34	730 (0.08%)	48.40	3,781 (0.40%)	2.51	449,714 (47.16%)	298.18
Female	294,444	82,417 (27.99%)	111.01	75,538 (25.65%)	101.75	242 (0.08%)	32.60	1,359 (0.46%)	1.83	138,137 (46.91%)	186.07
Male	658,313	181,914 (27.63%)	233.69	168,962 (25.67%)	217.05	488 (0.07%)	62.69	2,420 (0.37%)	3.11	311,201 (47.27%)	399.77
American Indian	10,220	2,155 (21.09%)	141.07	5,299 (51.85%)	346.88	7 (0.07%)	45.82	55 (0.54%)	3.60	2,762 (27.03%)	180.81
Asian	8,660	1,950 (22.52%)	30.46	1,474 (17.02%)	23.02	3 (0.03%)	4.69	21 (0.24%)	0.33	5,273 (60.89%)	82.37
Black	437,983	115,736 (26.42%)	311.10	124,636 (28.46%)	335.02	379 (0.09%)	101.88	2,419 (0.55%)	6.50	199,833 (45.63%)	537.15
Hispanic	157,161	49,366 (31.41%)	153.75	34,553 (21.99%)	107.62	98 (0.06%)	30.52	496 (0.32%)	1.55	74,303 (47.28%)	231.42
Two or More Races	67,651	18,502 (27.35%)	204.33	18,251 (26.98%)	201.55	57 (0.08%)	62.95	240 (0.35%)	2.65	31,306 (46.28%)	345.72
Pacific Islander	1,106	296 (26.76%)	140.22	299 (27.03%)	141.64	1 (0.09%)	47.37	3 (0.27%)	1.42	523 (47.29%)	247.75
White	269,976	76,326 (28.27%)	116.39	59,988 (22.22%)	91.47	185 (0.07%)	28.21	545 (0.20%)	0.83	135,338 (50.13%)	206.37
Economically Disadvantaged	703,522	194,362 (27.63%)	246.46	190,939 (27.14%)	242.12	556 (0.08%)	70.51	3,069 (0.44%)	3.89	322,311 (45.81%)	408.71
Not Economically Disadvantaged	249,236	69,969 (28.07%)	86.53	53,561 (21.49%)	66.24	174 (0.07%)	21.52	710 (0.28%)	0.88	127,028 (50.97%)	157.10
English Learners	71,736	23,088 (32.18%)	129.71	16,423 (22.89%)	92.27	48 (0.07%)	26.97	206 (0.29%)	1.16	32,739 (45.64%)	183.93
Not English Learners	881,022	241,243 (27.38%)	169.88	228,077 (25.89%)	160.61	682 (0.08%)	48.03	3,573 (0.41%)	2.52	416,600 (47.29%)	293.36
Students w/ Disabilities	234,395	56,749 (24.21%)	269.22	63,054 (26.90%)	299.13	111 (0.05%)	52.66	850 (0.36%)	4.03	116,017 (49.50%)	550.38
Students w/out Disabilities	718,363	207,582 (28.90%)	149.07	181,446 (25.26%)	130.30	619 (0.09%)	44.45	2,929 (0.41%)	2.10	333,322 (46.40%)	239.37

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

Table S27. Reportable Offense Suspensions and Reassignments by Student Subgroup, 2023–2024

	Total Number of Incidents*	In-School Suspensions		Short-term Suspensions		Long-term Suspensions		enALP Placements		Other Actions*	
		N	Rate per 1,000	N	Rate per 1,000	N	Rate per 100K	N	Rate per 1,000	N	Rate per 1,000
		%		%		%		%		%	
All Student Offenders	11,771	853 (7.25%)	0.57	10,486 (89.08%)	6.95	218 (1.85%)	14.45	852 (7.25%)	0.57	595 (5.05%)	0.40
Female	3,704	306 (8.26%)	0.41	3,317 (89.55%)	4.47	63 (1.70%)	8.49	244 (6.59%)	0.33	172 (4.64%)	0.23
Male	8,043	547 (6.80%)	0.70	7,146 (88.85%)	9.18	155 (1.93%)	19.91	607 (7.55%)	0.78	422 (5.25%)	0.54
American Indian	180	4 (2.22%)	0.26	166 (92.22%)	10.87	2 (1.11%)	13.09	5 (2.78%)	0.33	8 (4.44%)	0.52
Asian	99	12 (12.12%)	0.19	77 (77.78%)	1.20	2 (2.02%)	3.12	8 (8.08%)	0.13	10 (10.10%)	0.16
Black	4,794	295 (6.15%)	0.79	4,220 (88.03%)	11.34	106 (2.21%)	28.49	441 (9.20%)	1.19	297 (6.20%)	0.80
Hispanic	2,441	186 (7.62%)	0.58	2,219 (90.91%)	6.91	38 (1.56%)	11.84	208 (8.52%)	0.65	85 (3.48%)	0.27
Two or More Races	815	52 (6.38%)	0.57	729 (89.45%)	8.05	15 (1.84%)	16.57	52 (6.38%)	0.57	47 (5.77%)	0.52
Pacific Islander	20	1 (5.00%)	0.47	18 (90.00%)	8.53	0 (0.00%)	0.00	0 (0.00%)	0.00	2 (10.00%)	0.95
White	3,398	303 (8.92%)	0.46	3,034 (89.29%)	4.63	55 (1.62%)	8.39	137 (4.03%)	0.21	145 (4.27%)	0.22
Economically Disadvantaged	8,680	597 (6.88%)	0.76	7,750 (89.29%)	9.83	170 (1.96%)	21.56	665 (7.66%)	0.84	435 (5.01%)	0.55
Not Economically Disadvantaged	3,068	256 (8.34%)	0.32	2,713 (88.43%)	3.36	48 (1.56%)	5.94	186 (6.06%)	0.23	160 (5.22%)	0.20
English Learners	1,150	83 (7.22%)	0.47	1,034 (89.91%)	5.81	22 (1.91%)	12.36	91 (7.91%)	0.51	51 (4.43%)	0.29
Not English Learners	10,598	770 (7.27%)	0.54	9,429 (88.97%)	6.64	196 (1.85%)	13.80	760 (7.17%)	0.54	544 (5.13%)	0.38
Students w/ Disabilities	2,804	190 (6.78%)	0.90	2,365 (84.34%)	11.22	32 (1.14%)	15.18	181 (6.46%)	0.86	301 (10.73%)	1.43
Students w/out Disabilities	8,944	663 (7.41%)	0.48	8,098 (90.54%)	5.82	186 (2.08%)	13.36	670 (7.49%)	0.48	294 (3.29%)	0.21

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

Table S28. Unacceptable Behavior Suspensions and Reassignments by Student Subgroup, 2023–2024

	Total Number of Incidents*	In-School Suspensions		Short-term Suspensions		Long-term Suspensions		enALP Placements		Other Actions*	
		N	Rate per 1,000	N	Rate per 1,000	N	Rate per 100K	N	Rate per 1,000	N	Rate per 1,000
		%		%		%		%		%	
All Student Offenders	941,871	263,657 (27.99%)	174.82	234,350 (24.88%)	155.39	512 (0.05%)	33.95	2,929 (0.31%)	1.94	449,119 (47.68%)	297.79
Female	290,740	82,111 (28.24%)	110.60	72,221 (24.84%)	97.28	179 (0.06%)	24.11	1,115 (0.38%)	1.50	137,965 (47.45%)	185.84
Male	650,270	181,367 (27.89%)	232.99	161,816 (24.88%)	207.87	333 (0.05%)	42.78	1,813 (0.28%)	2.33	310,779 (47.79%)	399.23
American Indian	10,040	2,151 (21.42%)	140.81	5,133 (51.13%)	336.02	5 (0.05%)	32.73	50 (0.50%)	3.27	2,754 (27.43%)	180.28
Asian	8,561	1,938 (22.64%)	30.27	1,397 (16.32%)	21.82	1 (0.01%)	1.56	13 (0.15%)	0.20	5,263 (61.48%)	82.21
Black	433,189	115,441 (26.65%)	310.31	120,416 (27.80%)	323.68	273 (0.06%)	73.38	1,978 (0.46%)	5.32	199,536 (46.06%)	536.35
Hispanic	154,720	49,180 (31.79%)	153.18	32,334 (20.90%)	100.71	60 (0.04%)	18.69	288 (0.19%)	0.90	74,218 (47.97%)	231.16
Two or More Races	66,836	18,450 (27.60%)	203.75	17,522 (26.22%)	193.50	42 (0.06%)	46.38	188 (0.28%)	2.08	31,259 (46.77%)	345.21
Pacific Islander	1,086	295 (27.16%)	139.74	281 (25.87%)	133.11	1 (0.09%)	47.37	3 (0.28%)	1.42	521 (47.97%)	246.80
White	266,578	76,023 (28.52%)	115.93	56,954 (21.36%)	86.85	130 (0.05%)	19.82	408 (0.15%)	0.62	135,193 (50.71%)	206.15
Economically Disadvantaged	694,842	193,765 (27.89%)	245.71	183,189 (26.36%)	232.30	386 (0.06%)	48.95	2,404 (0.35%)	3.05	321,876 (46.32%)	408.16
Not Economically Disadvantaged	246,168	69,713 (28.32%)	86.22	50,848 (20.66%)	62.89	126 (0.05%)	15.58	524 (0.21%)	0.65	126,868 (51.54%)	156.90
English Learners	70,586	23,005 (32.59%)	129.24	15,389 (21.80%)	86.46	26 (0.04%)	14.61	115 (0.16%)	0.65	32,688 (46.31%)	183.64
Not English Learners	870,424	240,473 (27.63%)	169.34	218,648 (25.12%)	153.97	486 (0.06%)	34.22	2,813 (0.32%)	1.98	416,056 (47.80%)	292.98
Students w/ Disabilities	231,591	56,559 (24.42%)	268.31	60,689 (26.21%)	287.91	79 (0.03%)	37.48	669 (0.29%)	3.17	115,716 (49.97%)	548.95
Students w/out Disabilities	709,419	206,919 (29.17%)	148.59	173,348 (24.44%)	124.49	433 (0.06%)	31.10	2,259 (0.32%)	1.62	333,028 (46.94%)	239.15

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

Table S29. Assaults/Threats Suspensions and Reassignments by Student Subgroup, 2023–2024

	Total Number of Incidents*	In-School Suspensions		Short-term Suspensions		Long-term Suspensions		enALP Placements		Other Actions*	
		N	Rate per 1,000	N	Rate per 1,000	N	Rate per 100K	N	Rate per 1,000	N	Rate per 1,000
		%		%		%		%		%	
All Student Offenders	89,760	11,570 (12.89%)	7.67	63,795 (71.07%)	42.30	287 (0.32%)	19.03	1,430 (1.59%)	0.95	15,943 (17.76%)	10.57
Female	27,176	2,971 (10.93%)	4.00	20,772 (76.44%)	27.98	108 (0.40%)	14.55	597 (2.20%)	0.80	3,892 (14.32%)	5.24
Male	62,494	8,596 (13.75%)	11.04	42,941 (68.71%)	55.16	179 (0.29%)	23.00	832 (1.33%)	1.07	12,045 (19.27%)	15.47
American Indian	1,143	69 (6.04%)	4.52	1,000 (87.49%)	65.46	2 (0.17%)	13.09	28 (2.45%)	1.83	74 (6.47%)	4.84
Asian	568	92 (16.20%)	1.44	369 (64.96%)	5.76	1 (0.18%)	1.56	6 (1.06%)	0.09	117 (20.60%)	1.83
Black	50,066	5,743 (11.47%)	15.44	36,335 (72.57%)	97.67	166 (0.33%)	44.62	1,035 (2.07%)	2.78	8,772 (17.52%)	23.58
Hispanic	11,780	1,709 (14.51%)	5.32	8,520 (72.33%)	26.54	34 (0.29%)	10.59	131 (1.11%)	0.41	1,816 (15.42%)	5.66
Two or More Races	6,383	861 (13.49%)	9.51	4,494 (70.41%)	49.63	20 (0.31%)	22.09	89 (1.39%)	0.98	1,133 (17.75%)	12.51
Pacific Islander	130	14 (10.77%)	6.63	75 (57.69%)	35.53	0 (0.00%)	0.00	0 (0.00%)	0.00	44 (33.85%)	20.84
White	19,600	3,079 (15.71%)	4.70	12,920 (65.92%)	19.70	64 (0.33%)	9.76	140 (0.71%)	0.21	3,981 (20.31%)	6.07
Economically Disadvantaged	70,489	8,656 (12.28%)	10.98	50,647 (71.85%)	64.22	223 (0.32%)	28.28	1,190 (1.69%)	1.51	12,362 (17.54%)	15.68
Not Economically Disadvantaged	19,181	2,911 (15.18%)	3.60	13,066 (68.12%)	16.16	64 (0.33%)	7.92	239 (1.25%)	0.30	3,575 (18.64%)	4.42
English Learners	5,850	797 (13.62%)	4.48	4,137 (70.72%)	23.24	17 (0.29%)	9.55	54 (0.92%)	0.30	1,039 (17.76%)	5.84
Not English Learners	83,820	10,770 (12.85%)	7.58	59,576 (71.08%)	41.95	270 (0.32%)	19.01	1,375 (1.64%)	0.97	14,898 (17.77%)	10.49
Students w/ Disabilities	23,426	3,092 (13.20%)	14.67	15,681 (66.94%)	74.39	49 (0.21%)	23.25	296 (1.26%)	1.40	5,071 (21.65%)	24.06
Students w/out Disabilities	66,244	8,475 (12.79%)	6.09	48,032 (72.51%)	34.49	238 (0.36%)	17.09	1,133 (1.71%)	0.81	10,866 (16.40%)	7.80

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

Table S30. Bullying/Harassment Suspensions and Reassignments by Student Subgroup, 2023–2024

	Total Number of Incidents*	In-School Suspensions		Short-term Suspensions		Long-term Suspensions		enALP Placements		Other Actions*	
		N	Rate per 1,000	N	Rate per 1,000	N	Rate per 100K	N	Rate per 1,000	N	Rate per 1,000
		%		%		%		%		%	
All Student Offenders	19,260	5,461 (28.35%)	3.62	6,057 (31.45%)	4.02	8 (0.04%)	0.53	65 (0.34%)	0.04	7,919 (41.12%)	5.25
Female	4,932	1,365 (27.68%)	1.84	1,532 (31.06%)	2.06	3 (0.06%)	0.40	17 (0.34%)	0.02	2,070 (41.97%)	2.79
Male	14,319	4,093 (28.58%)	5.26	4,519 (31.56%)	5.81	5 (0.03%)	0.64	48 (0.34%)	0.06	5,849 (40.85%)	7.51
American Indian	165	27 (16.36%)	1.77	108 (65.45%)	7.07	0 (0.00%)	0.00	0 (0.00%)	0.00	32 (19.39%)	2.10
Asian	204	60 (29.41%)	0.94	61 (29.90%)	0.95	0 (0.00%)	0.00	0 (0.00%)	0.00	83 (40.69%)	1.30
Black	7,855	2,004 (25.51%)	5.39	2,448 (31.16%)	6.58	2 (0.03%)	0.54	31 (0.39%)	0.08	3,460 (44.05%)	9.30
Hispanic	3,086	911 (29.52%)	2.84	1,005 (32.57%)	3.13	1 (0.03%)	0.31	6 (0.19%)	0.02	1,209 (39.18%)	3.77
Two or More Races	1,394	404 (28.98%)	4.46	434 (31.13%)	4.79	0 (0.00%)	0.00	5 (0.36%)	0.06	572 (41.03%)	6.32
Pacific Islander	22	8 (36.36%)	3.79	5 (22.73%)	2.37	0 (0.00%)	0.00	0 (0.00%)	0.00	9 (40.91%)	4.26
White	6,525	2,044 (31.33%)	3.12	1,990 (30.50%)	3.03	5 (0.08%)	0.76	23 (0.35%)	0.04	2,554 (39.14%)	3.90
Economically Disadvantaged	14,010	3,909 (27.90%)	4.96	4,445 (31.73%)	5.64	8 (0.06%)	1.01	49 (0.35%)	0.06	5,779 (41.25%)	7.33
Not Economically Disadvantaged	5,241	1,549 (29.56%)	1.92	1,606 (30.64%)	1.99	0 (0.00%)	0.00	16 (0.31%)	0.02	2,140 (40.83%)	2.65
English Learners	1,604	488 (30.42%)	2.74	499 (31.11%)	2.80	1 (0.06%)	0.56	1 (0.06%)	0.01	634 (39.53%)	3.56
Not English Learners	17,647	4,970 (28.16%)	3.50	5,552 (31.46%)	3.91	7 (0.04%)	0.49	64 (0.36%)	0.05	7,285 (41.28%)	5.13
Students w/ Disabilities	4,751	1,278 (26.90%)	6.06	1,446 (30.44%)	6.86	0 (0.00%)	0.00	19 (0.40%)	0.09	2,066 (43.49%)	9.80
Students w/out Disabilities	14,500	4,180 (28.83%)	3.00	4,605 (31.76%)	3.31	8 (0.06%)	0.57	46 (0.32%)	0.03	5,853 (40.37%)	4.20

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

Table S31. Defiant Behaviors Suspensions and Reassignments by Student Subgroup, 2023–2024

	Total Number of Incidents*	In-School Suspensions		Short-term Suspensions		Long-term Suspensions		enALP Placements		Other Actions*	
		N	Rate per 1,000	N	Rate per 1,000	N	Rate per 100K	N	Rate per 1,000	N	Rate per 1,000
		%		%		%		%		%	
All Student Offenders	450,702	138,103 (30.64%)	91.57	110,816 (24.59%)	73.48	95 (0.02%)	6.30	851 (0.19%)	0.56	203,958 (45.25%)	135.23
Female	120,955	36,502 (30.18%)	49.17	31,338 (25.91%)	42.21	33 (0.03%)	4.45	302 (0.25%)	0.41	53,670 (44.37%)	72.29
Male	329,316	101,481 (30.82%)	130.36	79,343 (24.09%)	101.93	62 (0.02%)	7.97	549 (0.17%)	0.71	150,109 (45.58%)	192.83
American Indian	4,563	1,139 (24.96%)	74.56	2,321 (50.87%)	151.94	0 (0.00%)	0.00	10 (0.22%)	0.66	1,106 (24.24%)	72.40
Asian	2,860	805 (28.15%)	12.57	615 (21.50%)	9.61	0 (0.00%)	0.00	2 (0.07%)	0.03	1,453 (50.80%)	22.70
Black	210,959	62,372 (29.57%)	167.66	57,424 (27.22%)	154.36	51 (0.02%)	13.71	613 (0.29%)	1.65	92,056 (43.64%)	247.45
Hispanic	63,695	21,793 (34.21%)	67.88	13,688 (21.49%)	42.63	12 (0.02%)	3.74	50 (0.08%)	0.16	28,620 (44.93%)	89.14
Two or More Races	34,618	10,270 (29.67%)	113.42	8,778 (25.36%)	96.94	10 (0.03%)	11.04	52 (0.15%)	0.57	15,752 (45.50%)	173.96
Pacific Islander	506	137 (27.08%)	64.90	119 (23.52%)	56.37	0 (0.00%)	0.00	1 (0.20%)	0.47	256 (50.59%)	121.27
White	133,070	41,467 (31.16%)	63.23	27,736 (20.84%)	42.29	22 (0.02%)	3.36	123 (0.09%)	0.19	64,536 (48.50%)	98.41
Economically Disadvantaged	339,162	103,052 (30.38%)	130.68	87,107 (25.68%)	110.46	76 (0.02%)	9.64	708 (0.21%)	0.90	150,672 (44.42%)	191.06
Not Economically Disadvantaged	111,109	34,931 (31.44%)	43.20	23,574 (21.22%)	29.16	19 (0.02%)	2.35	143 (0.13%)	0.18	53,107 (47.80%)	65.68
English Learners	29,739	10,202 (34.31%)	57.32	6,176 (20.77%)	34.70	4 (0.01%)	2.25	14 (0.05%)	0.08	13,579 (45.66%)	76.29
Not English Learners	420,532	127,781 (30.39%)	89.98	104,505 (24.85%)	73.59	91 (0.02%)	6.41	837 (0.20%)	0.59	190,200 (45.23%)	133.94
Students w/ Disabilities	124,147	32,457 (26.14%)	153.98	32,729 (26.36%)	155.27	17 (0.01%)	8.07	243 (0.20%)	1.15	59,583 (47.99%)	282.66
Students w/out Disabilities	326,124	105,526 (32.36%)	75.78	77,952 (23.90%)	55.98	78 (0.02%)	5.60	608 (0.19%)	0.44	144,196 (44.22%)	103.55

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

Table S32. Interpersonal Behaviors Suspensions and Reassignments by Student Subgroup, 2023–2024

	Total Number of Incidents*	In-School Suspensions		Short-term Suspensions		Long-term Suspensions		enALP Placements		Other Actions*	
		N	Rate per 1,000	N	Rate per 1,000	N	Rate per 100K	N	Rate per 1,000	N	Rate per 1,000
		%		%		%		%		%	
All Student Offenders	3,900	1,045 (26.79%)	0.69	1,545 (39.62%)	1.02	17 (0.44%)	1.13	25 (0.64%)	0.02	1,351 (34.64%)	0.90
Female	1,259	361 (28.67%)	0.49	456 (36.22%)	0.61	5 (0.40%)	0.67	5 (0.40%)	0.01	458 (36.38%)	0.62
Male	2,639	684 (25.92%)	0.88	1,087 (41.19%)	1.40	12 (0.45%)	1.54	20 (0.76%)	0.03	893 (33.84%)	1.15
American Indian	28	11 (39.29%)	0.72	8 (28.57%)	0.52	0 (0.00%)	0.00	0 (0.00%)	0.00	9 (32.14%)	0.59
Asian	38	9 (23.68%)	0.14	7 (18.42%)	0.11	0 (0.00%)	0.00	0 (0.00%)	0.00	23 (60.53%)	0.36
Black	1,494	334 (22.36%)	0.90	711 (47.59%)	1.91	7 (0.47%)	1.88	13 (0.87%)	0.04	465 (31.12%)	1.25
Hispanic	812	213 (26.23%)	0.66	320 (39.41%)	1.00	1 (0.12%)	0.31	2 (0.25%)	0.01	290 (35.71%)	0.90
Two or More Races	233	66 (28.33%)	0.73	88 (37.77%)	0.97	0 (0.00%)	0.00	1 (0.43%)	0.01	83 (35.62%)	0.92
Pacific Islander	7	2 (28.57%)	0.95	2 (28.57%)	0.95	0 (0.00%)	0.00	0 (0.00%)	0.00	3 (42.86%)	1.42
White	1,286	410 (31.88%)	0.63	407 (31.65%)	0.62	9 (0.70%)	1.37	9 (0.70%)	0.01	478 (37.17%)	0.73
Economically Disadvantaged	2,806	757 (26.98%)	0.96	1,118 (39.84%)	1.42	15 (0.53%)	1.90	22 (0.78%)	0.03	948 (33.78%)	1.20
Not Economically Disadvantaged	1,092	288 (26.37%)	0.36	425 (38.92%)	0.53	2 (0.18%)	0.25	3 (0.27%)	0.00	403 (36.90%)	0.50
English Learners	386	79 (20.47%)	0.44	162 (41.97%)	0.91	1 (0.26%)	0.56	1 (0.26%)	0.01	149 (38.60%)	0.84
Not English Learners	3,512	966 (27.51%)	0.68	1,381 (39.32%)	0.97	16 (0.46%)	1.13	24 (0.68%)	0.02	1,202 (34.23%)	0.85
Students w/ Disabilities	864	223 (25.81%)	1.06	342 (39.58%)	1.62	1 (0.12%)	0.47	5 (0.58%)	0.02	313 (36.23%)	1.49
Students w/out Disabilities	3,034	822 (27.09%)	0.59	1,201 (39.58%)	0.86	16 (0.53%)	1.15	20 (0.66%)	0.01	1,038 (34.21%)	0.75

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

Table S33. Missing Class/School Suspensions and Reassignments by Student Subgroup, 2023–2024

	Total Number of Incidents*	In-School Suspensions		Short-term Suspensions		Long-term Suspensions		enALP Placements		Other Actions*	
		N	Rate per 1,000	N	Rate per 1,000	N	Rate per 100K	N	Rate per 1,000	N	Rate per 1,000
		%		%		%		%		%	
All Student Offenders	171,352	65,402 (38.17%)	43.36	12,292 (7.17%)	8.15	8 (0.00%)	0.53	84 (0.05%)	0.06	93,880 (54.79%)	62.25
Female	69,715	26,534 (38.06%)	35.74	4,750 (6.81%)	6.40	1 (0.00%)	0.14	34 (0.05%)	0.05	38,511 (55.24%)	51.87
Male	101,502	38,828 (38.25%)	49.88	7,515 (7.40%)	9.65	7 (0.01%)	0.90	50 (0.05%)	0.06	55,300 (54.48%)	71.04
American Indian	1,550	580 (37.42%)	37.97	430 (27.74%)	28.15	0 (0.00%)	0.00	6 (0.39%)	0.39	536 (34.58%)	35.09
Asian	1,438	551 (38.32%)	8.61	67 (4.66%)	1.05	0 (0.00%)	0.00	0 (0.00%)	0.00	823 (57.23%)	12.86
Black	75,422	28,865 (38.27%)	77.59	6,417 (8.51%)	17.25	3 (0.00%)	0.81	41 (0.05%)	0.11	40,250 (53.37%)	108.19
Hispanic	39,985	17,178 (42.96%)	53.50	2,531 (6.33%)	7.88	1 (0.00%)	0.31	14 (0.04%)	0.04	20,336 (50.86%)	63.34
Two or More Races	10,644	3,984 (37.43%)	44.00	808 (7.59%)	8.92	2 (0.02%)	2.21	10 (0.09%)	0.11	5,856 (55.02%)	64.67
Pacific Islander	196	85 (43.37%)	40.27	26 (13.27%)	12.32	0 (0.00%)	0.00	1 (0.51%)	0.47	85 (43.37%)	40.27
White	41,982	14,119 (33.63%)	21.53	1,986 (4.73%)	3.03	2 (0.00%)	0.31	12 (0.03%)	0.02	25,925 (61.75%)	39.53
Economically Disadvantaged	121,672	47,157 (38.76%)	59.80	9,616 (7.90%)	12.19	7 (0.01%)	0.89	75 (0.06%)	0.10	65,058 (53.47%)	82.50
Not Economically Disadvantaged	49,545	18,205 (36.74%)	22.52	2,649 (5.35%)	3.28	1 (0.00%)	0.12	9 (0.02%)	0.01	28,753 (58.03%)	35.56
English Learners	18,638	8,063 (43.26%)	45.30	1,404 (7.53%)	7.89	0 (0.00%)	0.00	8 (0.04%)	0.05	9,201 (49.37%)	51.69
Not English Learners	152,579	57,299 (37.55%)	40.35	10,861 (7.12%)	7.65	8 (0.01%)	0.56	76 (0.05%)	0.05	84,610 (55.45%)	59.58
Students w/ Disabilities	30,411	11,347 (37.31%)	53.83	2,320 (7.63%)	11.01	1 (0.00%)	0.47	14 (0.05%)	0.07	16,797 (55.23%)	79.68
Students w/out Disabilities	140,806	54,015 (38.36%)	38.79	9,945 (7.06%)	7.14	7 (0.00%)	0.50	70 (0.05%)	0.05	77,014 (54.70%)	55.31

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

Table S34. Repeat Offender UB Suspensions and Reassignments by Student Subgroup, 2023–2024

	Total Number of Incidents*	In-School Suspensions		Short-term Suspensions		Long-term Suspensions		enALP Placements		Other Actions*	
		N	Rate per 1,000	N	Rate per 1,000	N	Rate per 100K	N	Rate per 1,000	N	Rate per 1,000
		%		%		%		%		%	
All Student Offenders	1,853	870 (46.95%)	0.58	534 (28.82%)	0.35	4 (0.22%)	0.27	11 (0.59%)	0.01	458 (24.72%)	0.30
Female	423	194 (45.86%)	0.26	143 (33.81%)	0.19	2 (0.47%)	0.27	3 (0.71%)	0.00	93 (21.99%)	0.13
Male	1,429	676 (47.31%)	0.87	391 (27.36%)	0.50	2 (0.14%)	0.26	8 (0.56%)	0.01	364 (25.47%)	0.47
American Indian	33	6 (18.18%)	0.39	25 (75.76%)	1.64	0 (0.00%)	0.00	0 (0.00%)	0.00	2 (6.06%)	0.13
Asian	6	3 (50.00%)	0.05	3 (50.00%)	0.05	0 (0.00%)	0.00	0 (0.00%)	0.00	0 (0.00%)	0.00
Black	772	287 (37.18%)	0.77	261 (33.81%)	0.70	1 (0.13%)	0.27	8 (1.04%)	0.02	224 (29.02%)	0.60
Hispanic	297	193 (64.98%)	0.60	62 (20.88%)	0.19	0 (0.00%)	0.00	1 (0.34%)	0.00	44 (14.81%)	0.14
Two or More Races	170	66 (38.82%)	0.73	57 (33.53%)	0.63	2 (1.18%)	2.21	1 (0.59%)	0.01	48 (28.24%)	0.53
Pacific Islander	0	0 (0.00%)	0.00	0 (0.00%)	0.00	0 (0.00%)	0.00	0 (0.00%)	0.00	0 (0.00%)	0.00
White	574	315 (54.88%)	0.48	126 (21.95%)	0.19	1 (0.17%)	0.15	1 (0.17%)	0.00	139 (24.22%)	0.21
Economically Disadvantaged	1,394	633 (45.41%)	0.80	422 (30.27%)	0.54	3 (0.22%)	0.38	9 (0.65%)	0.01	346 (24.82%)	0.44
Not Economically Disadvantaged	458	237 (51.75%)	0.29	112 (24.45%)	0.14	1 (0.22%)	0.12	2 (0.44%)	0.00	111 (24.24%)	0.14
English Learners	138	89 (64.49%)	0.50	31 (22.46%)	0.17	0 (0.00%)	0.00	0 (0.00%)	0.00	20 (14.49%)	0.11
Not English Learners	1,714	781 (45.57%)	0.55	503 (29.35%)	0.35	4 (0.23%)	0.28	11 (0.64%)	0.01	437 (25.50%)	0.31
Students w/ Disabilities	397	179 (45.09%)	0.85	106 (26.70%)	0.50	0 (0.00%)	0.00	1 (0.25%)	0.01	115 (28.97%)	0.55
Students w/out Disabilities	1,455	691 (47.49%)	0.50	428 (29.42%)	0.31	4 (0.27%)	0.29	10 (0.69%)	0.01	342 (23.51%)	0.25

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

Table S35. Substance Use Related UB Suspensions and Reassignments by Student Subgroup, 2023–2024

	Total Number of Incidents*	In-School Suspensions		Short-term Suspensions		Long-term Suspensions		enALP Placements		Other Actions*	
		N	Rate per 1,000	N	Rate per 1,000	N	Rate per 100K	N	Rate per 1,000	N	Rate per 1,000
		%		%		%		%		%	
All Student Offenders	30,247	9,367 (30.97%)	6.21	18,682 (61.76%)	12.39	37 (0.12%)	2.45	177 (0.59%)	0.12	2,844 (9.40%)	1.89
Female	10,685	3,327 (31.14%)	4.48	6,689 (62.60%)	9.01	14 (0.13%)	1.89	63 (0.59%)	0.09	926 (8.67%)	1.25
Male	19,525	6,038 (30.92%)	7.76	11,960 (61.25%)	15.36	23 (0.12%)	2.96	114 (0.58%)	0.15	1,915 (9.81%)	2.46
American Indian	957	50 (5.22%)	3.27	877 (91.64%)	57.41	2 (0.21%)	13.09	3 (0.31%)	0.20	29 (3.03%)	1.90
Asian	201	75 (37.31%)	1.17	112 (55.72%)	1.75	0 (0.00%)	0.00	1 (0.50%)	0.02	18 (8.96%)	0.28
Black	10,763	2,840 (26.39%)	7.63	6,761 (62.82%)	18.17	18 (0.17%)	4.84	73 (0.68%)	0.20	1,328 (12.34%)	3.57
Hispanic	4,570	1,422 (31.12%)	4.43	2,851 (62.39%)	8.88	8 (0.18%)	2.49	30 (0.66%)	0.09	435 (9.52%)	1.36
Two or More Races	2,212	647 (29.25%)	7.15	1,428 (64.56%)	15.77	1 (0.05%)	1.10	14 (0.63%)	0.16	196 (8.86%)	2.17
Pacific Islander	49	13 (26.53%)	6.16	33 (67.35%)	15.63	0 (0.00%)	0.00	0 (0.00%)	0.00	5 (10.20%)	2.37
White	11,458	4,318 (37.69%)	6.58	6,587 (57.49%)	10.04	8 (0.07%)	1.22	56 (0.49%)	0.09	830 (7.24%)	1.27
Economically Disadvantaged	22,553	6,804 (30.17%)	8.63	14,076 (62.41%)	17.85	24 (0.11%)	3.04	135 (0.60%)	0.17	2,150 (9.53%)	2.73
Not Economically Disadvantaged	7,657	2,561 (33.45%)	3.17	4,573 (59.72%)	5.66	13 (0.17%)	1.61	42 (0.55%)	0.05	691 (9.02%)	0.86
English Learners	2,166	625 (28.86%)	3.51	1,375 (63.48%)	7.73	1 (0.05%)	0.56	13 (0.60%)	0.07	226 (10.43%)	1.27
Not English Learners	28,044	8,740 (31.17%)	6.16	17,274 (61.60%)	12.16	36 (0.13%)	2.54	164 (0.58%)	0.12	2,615 (9.32%)	1.84
Students w/ Disabilities	5,758	1,837 (31.90%)	8.72	3,482 (60.47%)	16.52	3 (0.05%)	1.42	35 (0.61%)	0.17	551 (9.57%)	2.61
Students w/out Disabilities	24,452	7,528 (30.79%)	5.41	15,167 (62.03%)	10.89	34 (0.14%)	2.44	142 (0.58%)	0.10	2,290 (9.37%)	1.64

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

Table S36. Other UB Suspensions and Reassignments by Student Subgroup, 2023–2024

	Total Number of Incidents*	In-School Suspensions		Short-term Suspensions		Long-term Suspensions		enALP Placements		Other Actions*	
		N	Rate per 1,000	N	Rate per 1,000	N	Rate per 100K	N	Rate per 1,000	N	Rate per 1,000
		%		%		%		%		%	
All Student Offenders	174,797	31,839 (18.21%)	21.11	20,629 (11.80%)	13.68	56 (0.03%)	3.71	286 (0.16%)	0.19	122,766 (70.23%)	81.40
Female	55,595	10,857 (19.53%)	14.62	6,541 (11.77%)	8.81	13 (0.02%)	1.75	94 (0.17%)	0.13	38,345 (68.97%)	51.65
Male	119,046	20,971 (17.62%)	26.94	14,060 (11.81%)	18.06	43 (0.04%)	5.52	192 (0.16%)	0.25	84,304 (70.82%)	108.30
American Indian	1,601	269 (16.80%)	17.61	364 (22.74%)	23.83	1 (0.06%)	6.55	3 (0.19%)	0.20	966 (60.34%)	63.24
Asian	3,246	343 (10.57%)	5.36	163 (5.02%)	2.55	0 (0.00%)	0.00	4 (0.12%)	0.06	2,746 (84.60%)	42.89
Black	75,858	12,996 (17.13%)	34.93	10,059 (13.26%)	27.04	25 (0.03%)	6.72	164 (0.22%)	0.44	52,981 (69.84%)	142.41
Hispanic	30,495	5,761 (18.89%)	17.94	3,357 (11.01%)	10.46	3 (0.01%)	0.93	54 (0.18%)	0.17	21,468 (70.40%)	66.86
Two or More Races	11,182	2,152 (19.25%)	23.77	1,435 (12.83%)	15.85	7 (0.06%)	7.73	16 (0.14%)	0.18	7,619 (68.14%)	84.14
Pacific Islander	176	36 (20.45%)	17.05	21 (11.93%)	9.95	1 (0.57%)	47.37	1 (0.57%)	0.47	119 (67.61%)	56.37
White	52,083	10,271 (19.72%)	15.66	5,202 (9.99%)	7.93	19 (0.04%)	2.90	44 (0.08%)	0.07	36,750 (70.56%)	56.04
Economically Disadvantaged	122,756	22,797 (18.57%)	28.91	15,758 (12.84%)	19.98	30 (0.02%)	3.80	216 (0.18%)	0.27	84,561 (68.89%)	107.23
Not Economically Disadvantaged	51,885	9,031 (17.41%)	11.17	4,843 (9.33%)	5.99	26 (0.05%)	3.22	70 (0.13%)	0.09	38,088 (73.41%)	47.11
English Learners	12,065	2,662 (22.06%)	14.96	1,605 (13.30%)	9.02	2 (0.02%)	1.12	24 (0.20%)	0.14	7,840 (64.98%)	44.05
Not English Learners	162,576	29,166 (17.94%)	20.54	18,996 (11.68%)	13.38	54 (0.03%)	3.80	262 (0.16%)	0.18	114,809 (70.62%)	80.85
Students w/ Disabilities	41,837	6,146 (14.69%)	29.16	4,583 (10.95%)	21.74	8 (0.02%)	3.80	56 (0.13%)	0.27	31,220 (74.62%)	148.11
Students w/out Disabilities	132,804	25,682 (19.34%)	18.44	16,018 (12.06%)	11.50	48 (0.04%)	3.45	230 (0.17%)	0.17	91,429 (68.85%)	65.66

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

SUSPENSIONS AND EXPULSIONS COMPANION TABLES

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

Table S-C1. Short-Term Suspension Statistics for Schools in PSUs, 2023–2024

Table S-C2. High School Short-Term Suspension Statistics for PSUs, 2023–2024

Table S-C3. Short-Term Suspensions, Long-Term Suspensions and Expulsions in PSUs by Sex and Ethnicity, 2023–2024

2023–2024 REPORT ON ALTERNATIVE LEARNING PROGRAM AND SCHOOL ENROLLMENTS

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

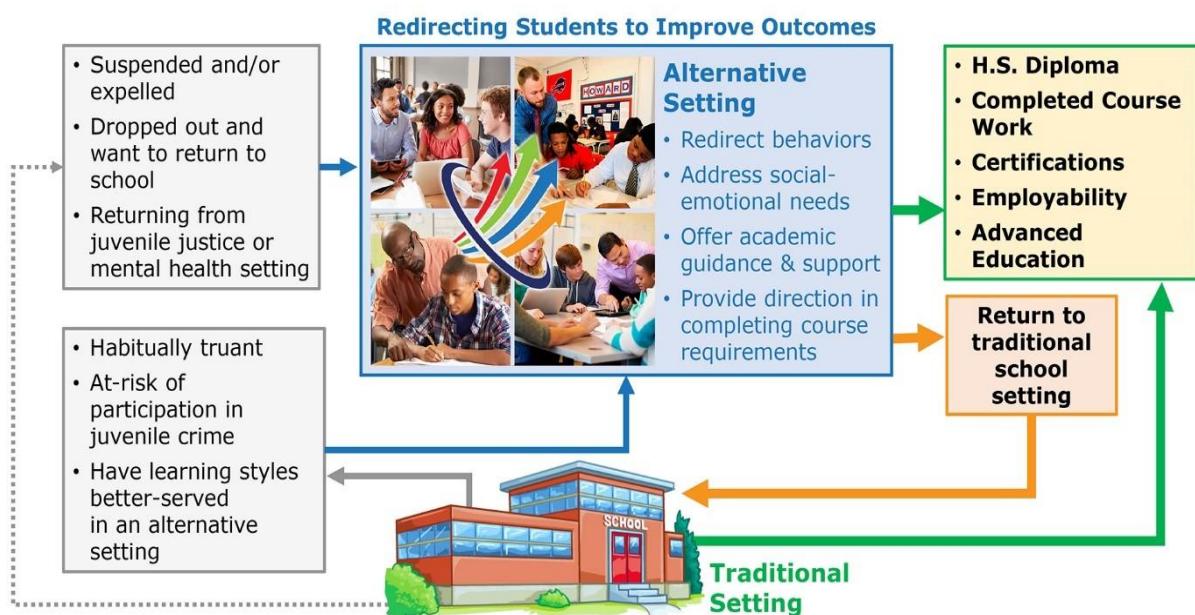
ALPS should:

- 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 and subsequent academic years to prior academic years. (For more information, see the [Introduction](#) section of this report.)

ALTERNATIVE LEARNING PROGRAM AND SCHOOL ENROLLMENTS

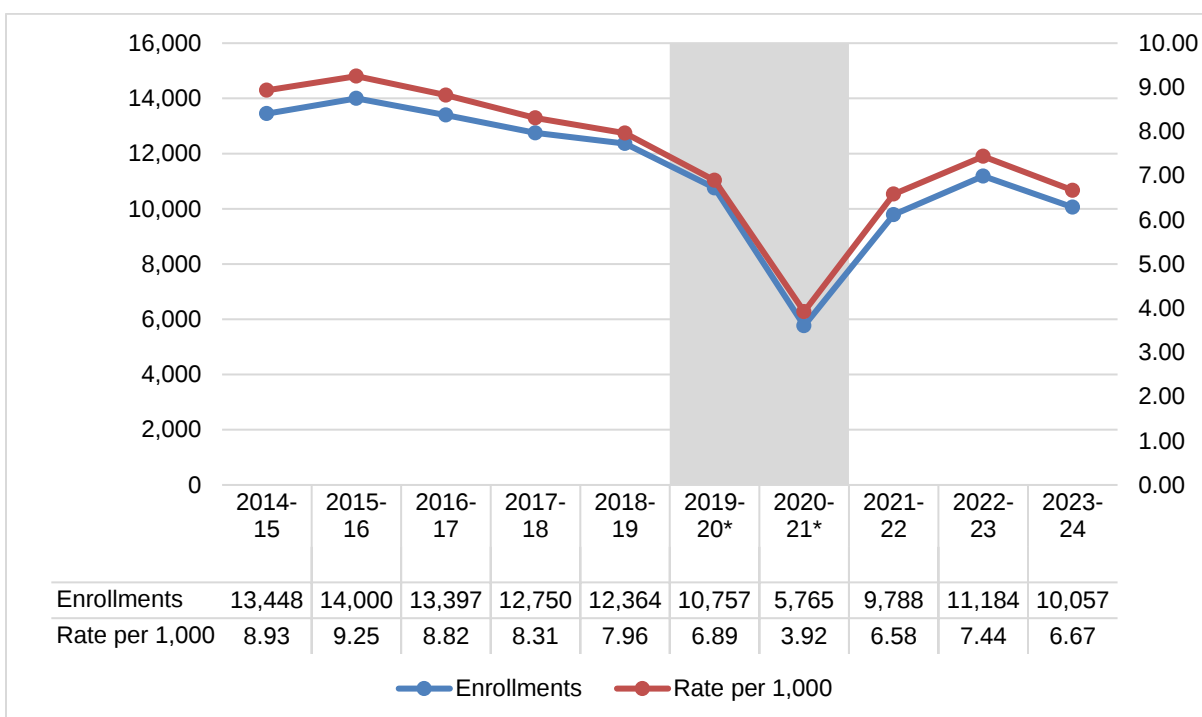
General Findings

This section reports total enrollment in Alternative Learning Programs and Schools (ALPS) regardless of the reason for the enrollment. ALPS reported 10,057 student enrollments during the 2023–2024 academic year, a 10.1% decrease from the previous school year (2022–2023) and a 18.7% decrease from 2018–2019.

In 2023–2024, the rate of ALPS enrollments was 6.77 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 a decreased of 10.3% from 2022–2023 and a decrease of 16.3% from 2018–2019.

There were 9,663 unique/individual students were enrolled in ALPS over the course of the 2023–2024 school year.

Figure A1. ALPS Enrollments, 2014–2015 to 2023–2024⁷



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.

Reasons for Alternative Learning Program and School Enrollment

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

When students are placed in an alternative learning program or school, a code is entered to designate the main reason for the placement. The table below shows the various reasons students were assigned to ALPS. The most frequent reason for student enrollments in 2023–2024 was placed because of chronic misbehavior (35.2% of enrollments), followed placed instead of long-term suspension (25.1%) and academic difficulty (8.3%).

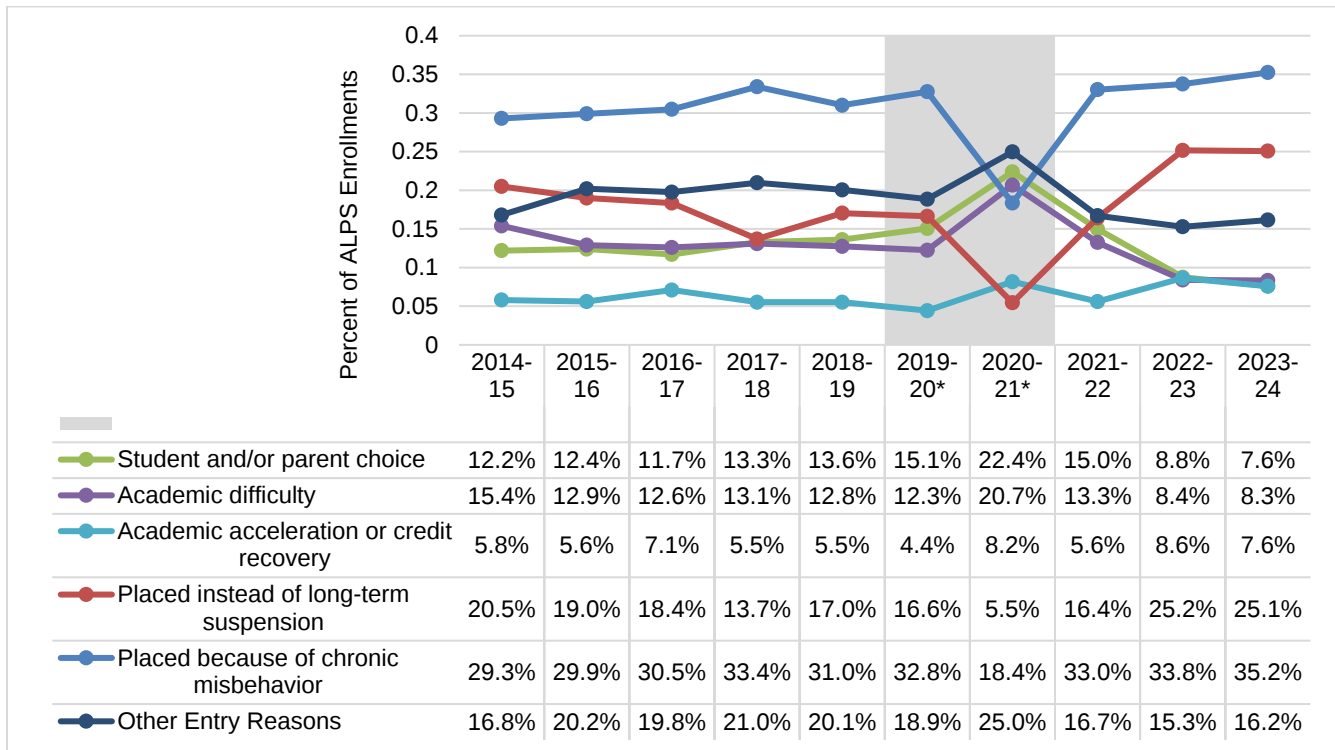
Table A1. Reasons for Student Enrollment in Alternative Learning Programs and Schools, 2023–2024

Enrollment Reason	Number of Enrollments	Percent of Enrollments
Placed because of chronic misbehavior	3,544	35.2
Placed instead of long-term suspension	2,522	25.1
Academic difficulty	838	8.3
Student and/or parent choice	765	7.6
Academic acceleration or credit recovery	763	7.6
Transfer from ALP or other facility	372	3.7
Dropout recovery	341	3.4
Emotional and/or psychological problems	304	3.0
Attendance problems	303	3.0
Placed because of a felony charge	129	1.3
Personal and/or family problems	88	0.9
Placed after EC Hearing for discipline reasons	49	0.5
Placed after EC Hearing for academic reasons	24	0.2
Pregnancy related	15	0.1
Employment related	0	0.0
Total	10,057	100.00

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

In 2023–2024, *Placement because of Chronic Misbehavior* was still the most frequently reported reason for placement. When compared to 2022–2023 the greatest change in the relative frequency of the reason codes was for *Placement instead of long-term suspension* was a 1.5% increase. The remaining reason codes changed only slightly.

Figure A2. Reasons for Student Enrollment in Alternative Learning Programs and Schools, 2014–2015 to 2023–2024



Alternative Learning Program and School Enrollments by Student Subgroup

In the 2023–2024 school year, 36.8% of the 10,057 ALPS enrollments were for female students and 63.2% for male students. The rate of ALPS enrollments for females was 4.98 per 1,000 students and 8.17 per 1,000 students for males.

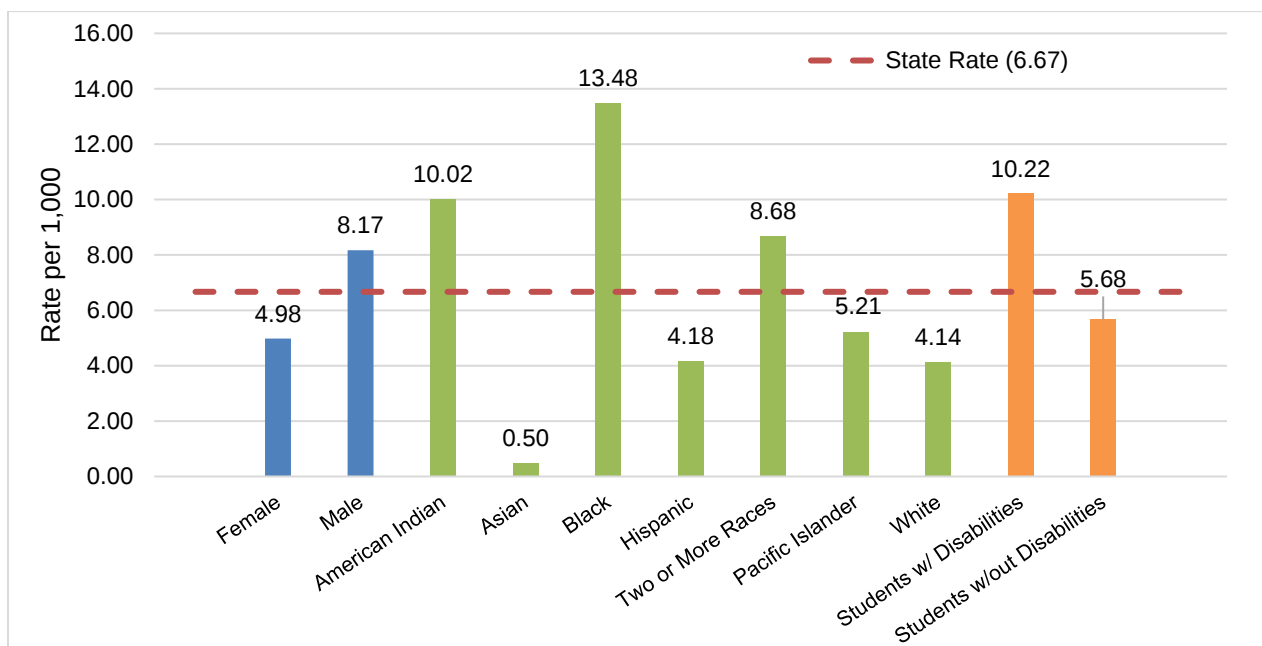
In 2023–2024, the highest rates for ALPS enrollments per 1,000 students were for Black students, American Indian students, Students with Disabilities and Two or More Races students, and male students with rates per 1,000 students of 13.48, 10.22, 10.02, 8.68 and 8.17, respectively. The lowest rates of ALPS enrollments per 1,000 students were for Asian students.

Native Hawaiian/ Pacific Islander students (136 days), Asian students (124 days) and Students with Disabilities (119 days), followed by White students (115 days) had the highest average number of days per ALPS enrollments. Black students had the lowest average number of days per ALPS enrollment of 99 days.

Table A2. ALPS Enrollments by Student Subgroup, 2023–2024

	Number of ALPS Enrollments	Rate of ALPS Enrollment per 1,000	Average Days Per ALPS Enrollment
All Students	10,057	6.67	105
Female	3,698	4.98	106
Male	6,359	8.17	105
American Indian	153	10.02	103
Asian	32	0.50	124
Black	5,015	13.48	99
Hispanic	1,343	4.18	107
Two or More Races	786	8.68	107
Native Hawaiian/ Pacific Islander	11	5.21	136
White	2,717	4.14	115
Students w/ Disabilities	2,154	10.22	119
Students w/out Disabilities	7,903	5.68	101

Figure A3. ALPS Enrollments by Student Subgroup, 2023–2024



ALTERNATIVE LEARNING PROGRAM AND SCHOOL ENROLLMENTS BY SEX

The rate of enrollments for female students in 2023–2024 is lower than the rate for females 2022–2023 by 9.7%. For male students, there was a 10.5% decrease in the rate from 2022–2023 to 2023–2024.

Figure A4. Rate of ALPS Enrollments by Sex, 2018–2019 to 2023–2024

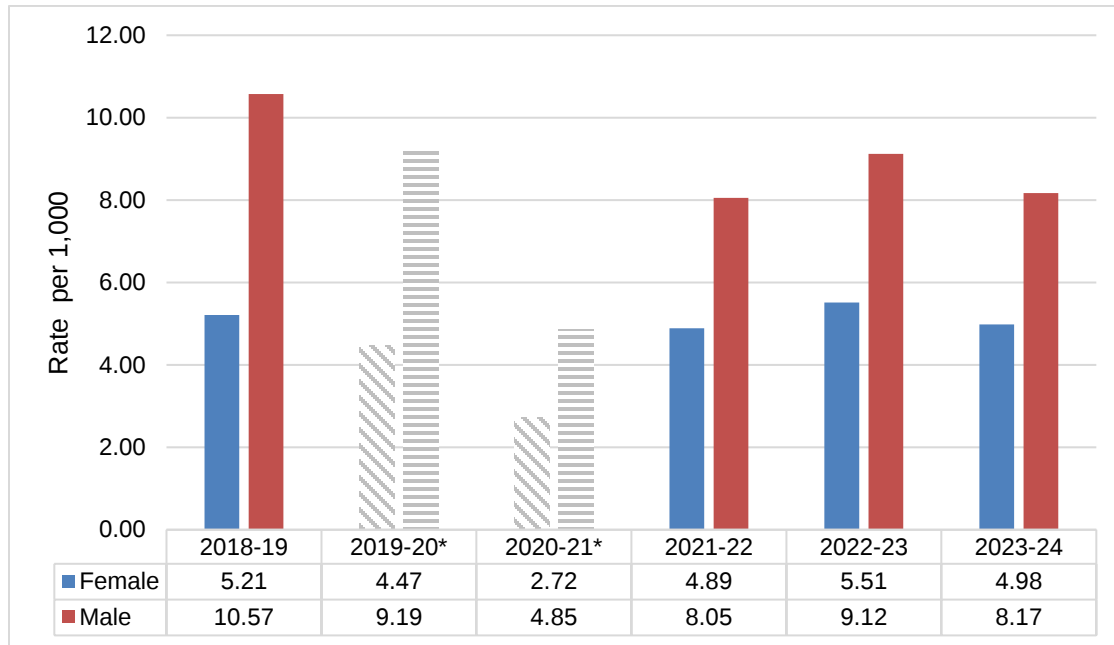
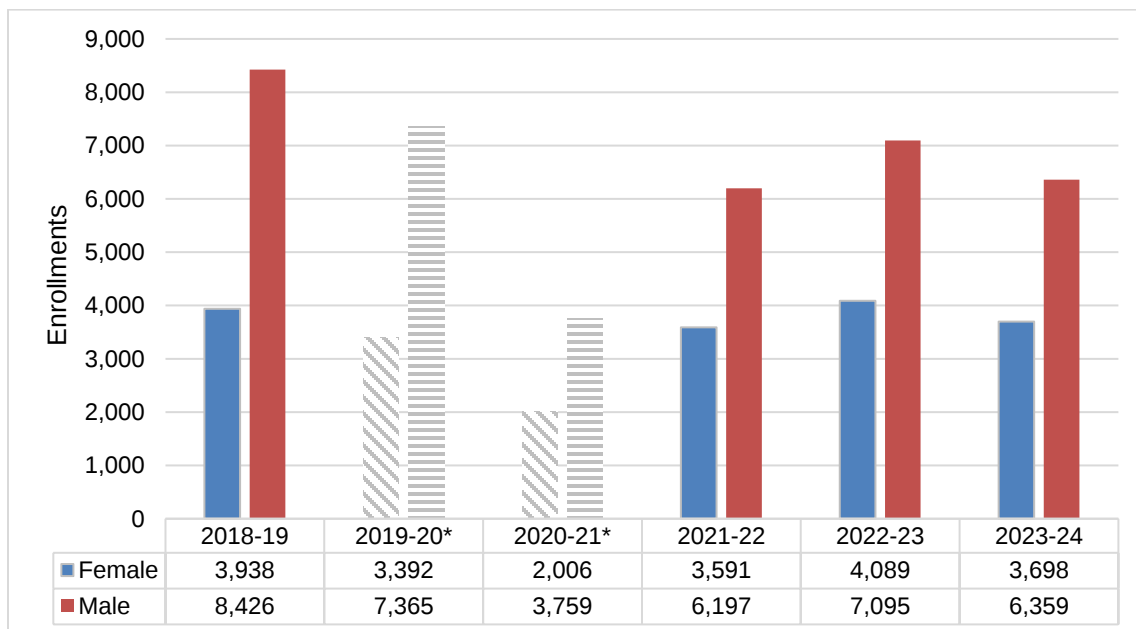


Figure A5. ALPS Enrollments by Sex, 2018–2019 to 2023–2024



ALTERNATIVE LEARNING PROGRAM AND SCHOOL ENROLLMENTS BY RACE/ETHNICITY

While Black and White students had the highest number of ALPS enrollments in 2023–2024, the highest rates for ALPS enrollments per 1,000 students were for Black students, American Indian students, and Two or More Races students (13.48, 10.02, and 8.68, respectively). The lowest rate of ALPS enrollments per 1,000 students were for Asian students.

Figure A6. Rate of ALPS Enrollments by Race/Ethnicity, 2018–2019 to 2023–2024

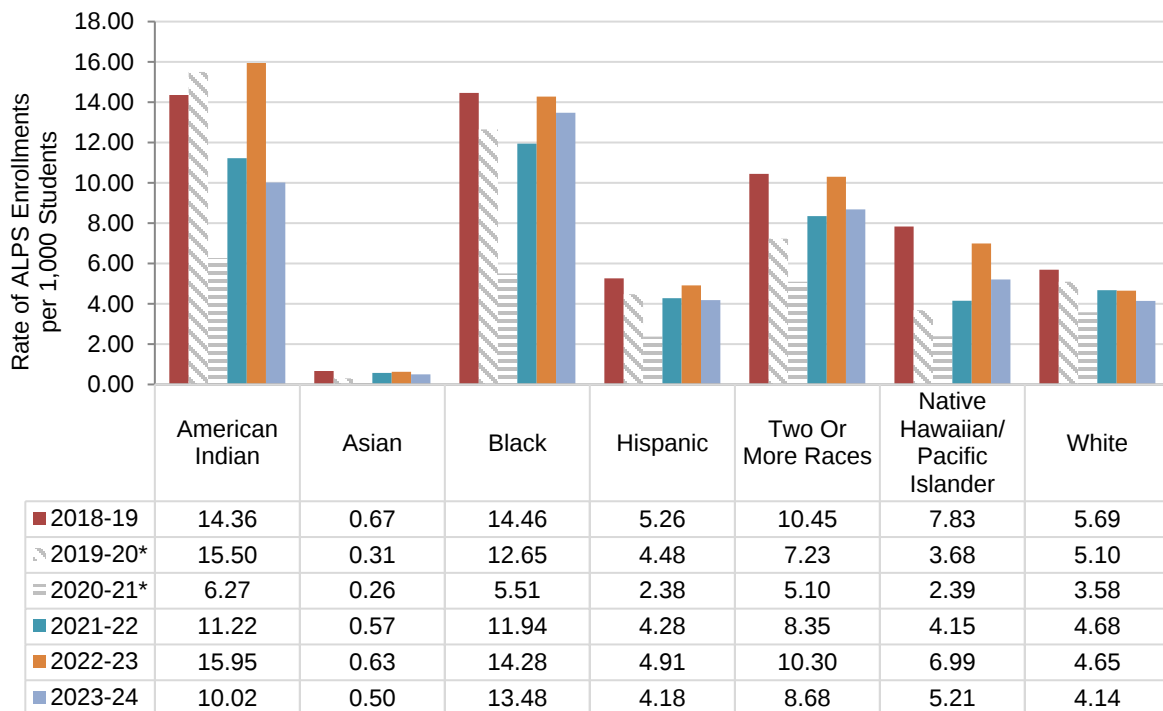
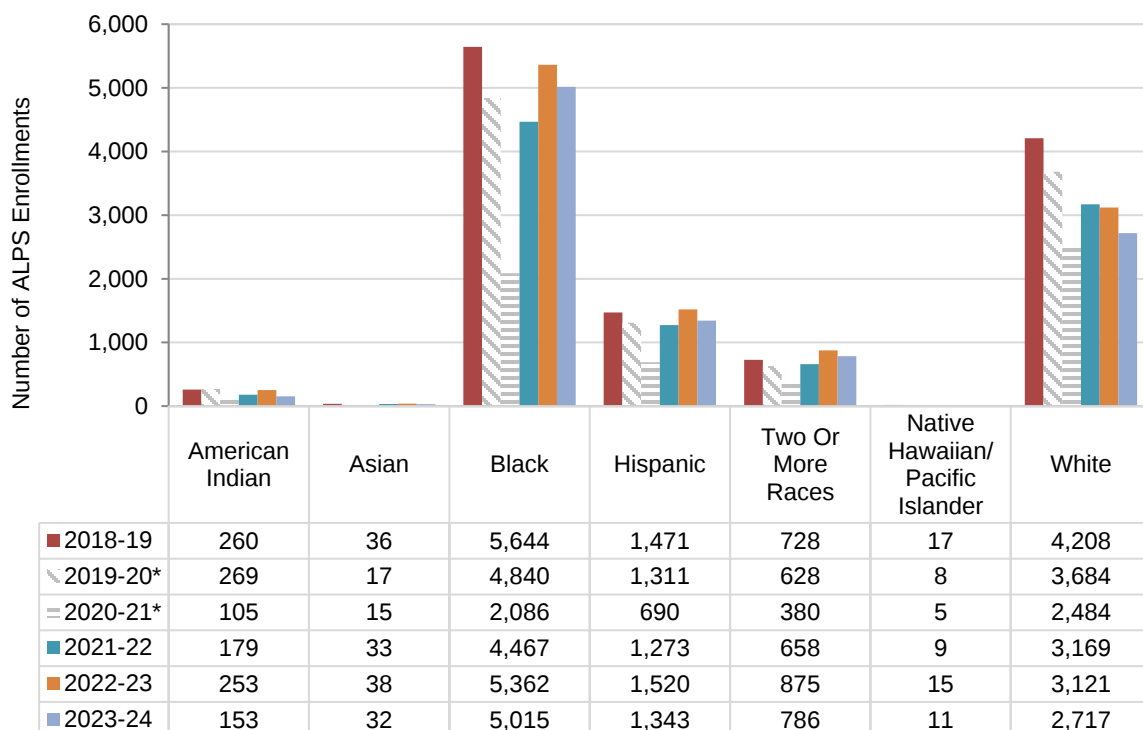


Figure A7. ALPS Enrollments by Race/Ethnicity, 2018–2019 to 2023–2024



ALTERNATIVE LEARNING PROGRAM AND SCHOOL ENROLLMENTS BY RACE/ETHNICITY-SEX

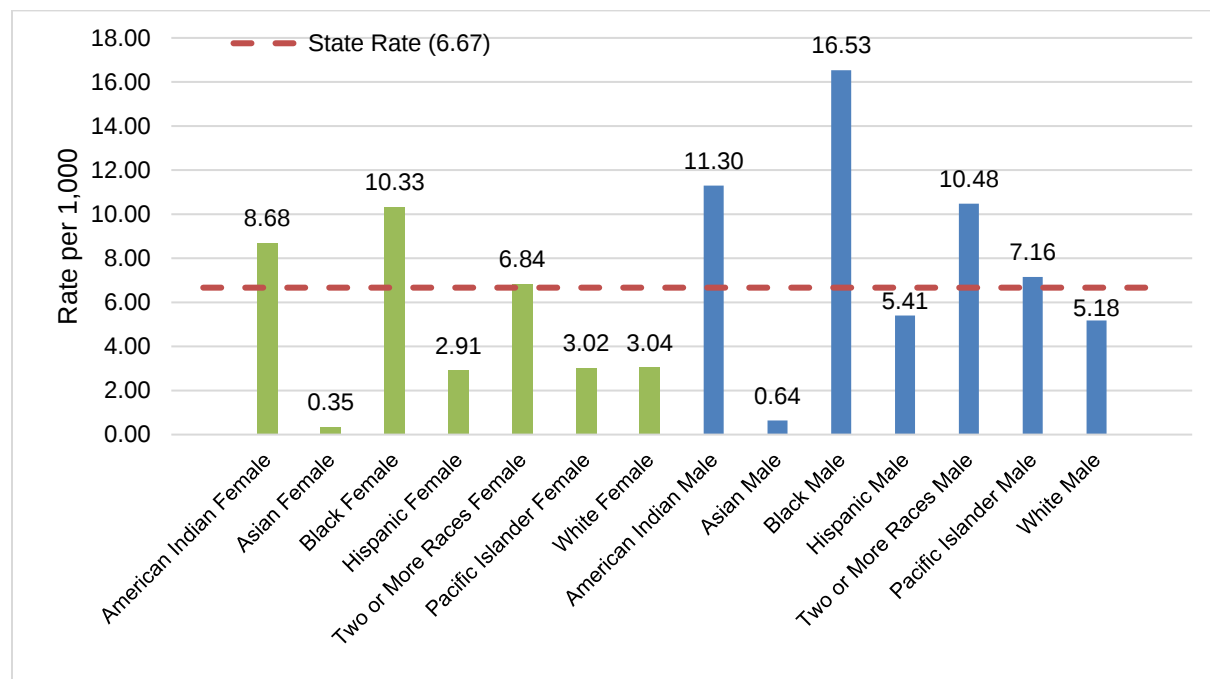
Black male students, American Indian male students, Two or More Races males, Black female students, and American Indian female students had the highest rates of ALPS enrollment. Asian female and Asian male students had the lowest rates of ALPS enrollment.

Native Hawaiian/ Pacific Islander male and female students, Asian female students, White female, White male, and American Indian female students had the highest average number of days per ALPS enrollment, Black females and males had the lowest average number of days per ALPS enrollment.

Table A3. ALPS Enrollments by Race/Ethnicity-Sex Subgroup, 2023–2024

	Number of ALPS Placements	Rate of ALPS Enrollment per 1,000	Average Days Per ALPS Placements
All Students	10,057	6.67	105
American Indian Female	65	8.68	113
Asian Female	11	0.35	140
Black Female	1,888	10.33	100
Hispanic Female	458	2.91	109
Two or More Races Female	307	6.84	107
Pacific Islander Female	3	3.02	125
White Female	966	3.04	117
American Indian Male	88	11.30	96
Asian Male	21	0.64	116
Black Male	3,127	16.53	99
Hispanic Male	885	5.41	107
Two or More Races Male	479	10.48	106
Pacific Islander Male	8	7.16	140
White Male	1,751	5.18	113

Figure A8. Rate of ALPS Enrollments by Race/Ethnicity-Sex Subgroup, 2023–2024



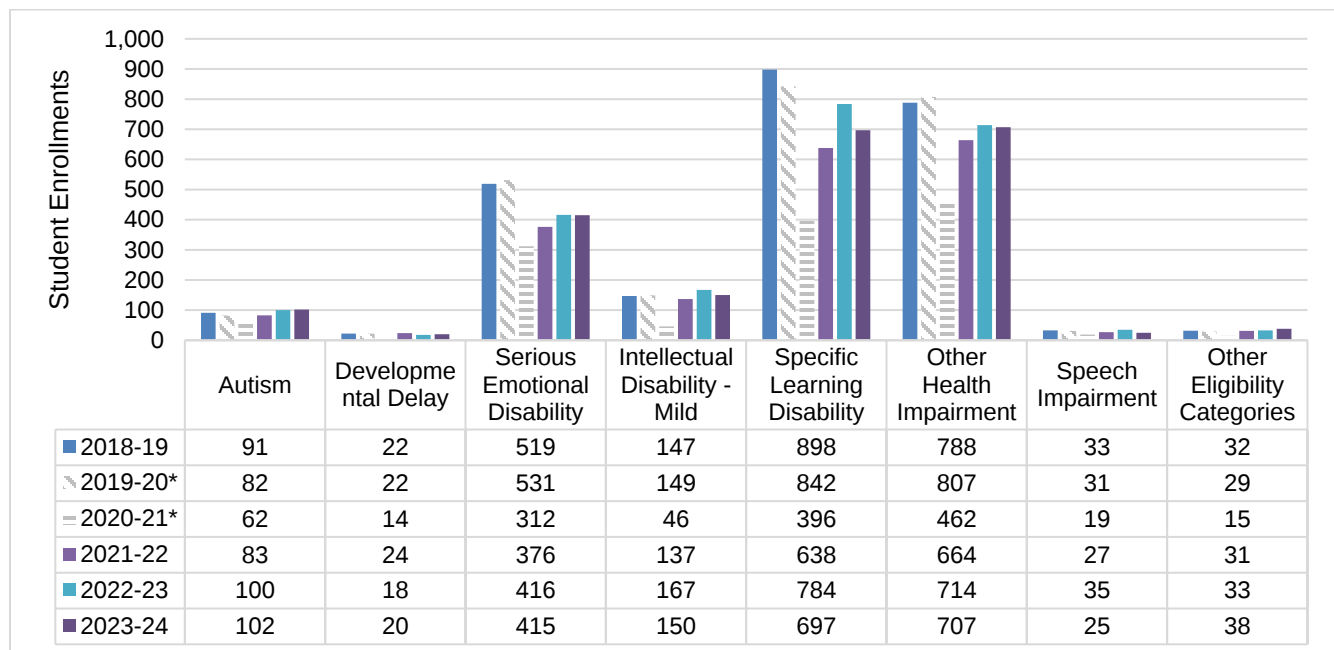
ALTERNATIVE LEARNING PROGRAM AND SCHOOL ENROLLMENTS BY EXCEPTIONALITY

In the 2023–2024 academic year, there were 2,154 enrollments of Students with Disabilities in ALPS. These enrollments accounted for 21.4% of all 2023–2024 enrollments. The rate of enrollments into ALPS for Students with Disabilities (10.22 per 1,000 students) was 1.8 times higher than for Students without Disabilities. On average, students with disabilities had a higher average number of days per enrollment than all students enrolled.

Table A4. ALPS Enrollments for Students with Disabilities, 2023–2024

	Number of ALPS Enrollments	Rate of ALPS Enrollment per 1,000	Average Days Per ALPS Enrollment
All Students	10,057	6.67	105
Students w/ Disabilities	2,154	10.22	119
Students w/out Disabilities	7,903	5.68	101
Autism	102		146
Developmental Delay	20		112
Serious Emotional Disability	415		118
Intellectual Disability - Mild	150		109
Specific Learning Disability	697		118
Other Health Impairment	707		118
Speech Impairment	25		110
Other Eligibility Categories	38		126

Figure A9. ALPS Enrollments for Students with Disabilities, 2018–2019 to 2023–2024



Alternative Learning Program and School Enrollments by Grade Level

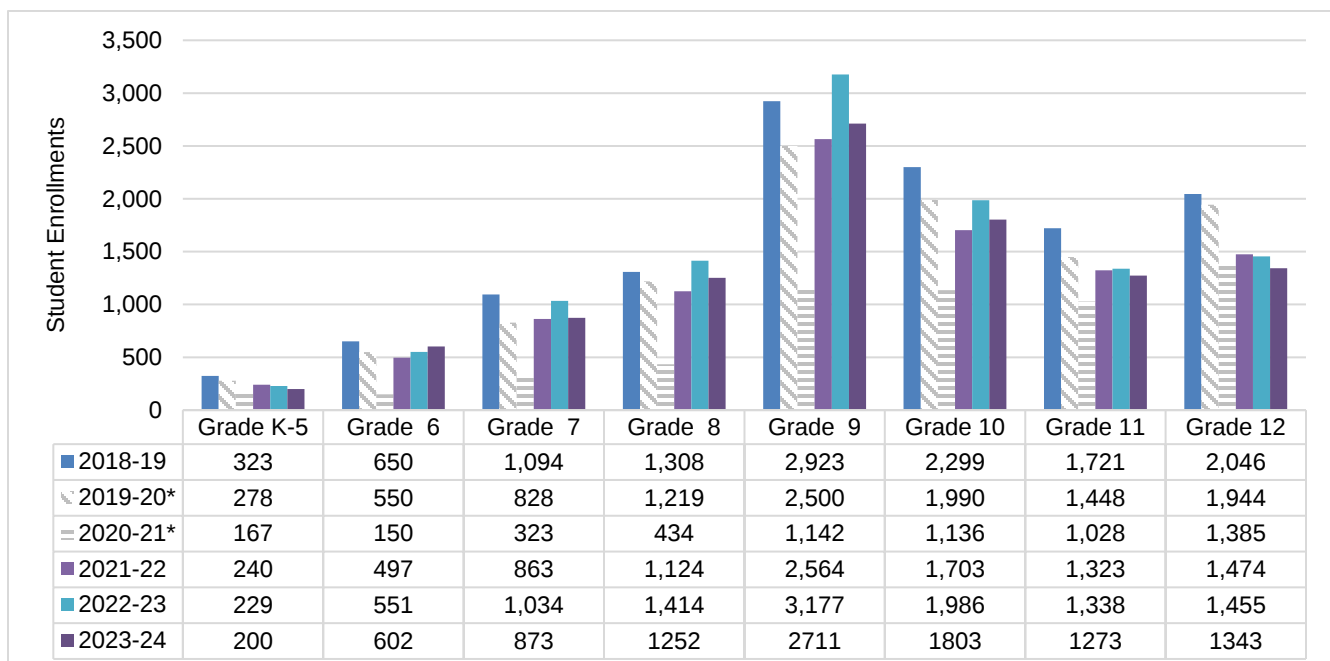
In 2023–2024, the highest number and rate of ALPS enrollments were in high school grades (7,130 enrollments; 15.04 enrollments per 1,000 high school students). Grade 9 saw the highest number of student enrollments, followed by Grades 10 and 12. Kindergarten through Grade 5 saw the lowest number of ALPS enrollments. The highest average number of days per ALPS enrollment were for students in high school grades.

Table A5. ALPS Enrollments by Grade Level, 2023–2024

	Number of ALPS Enrollments	Rate per 1,000	Average Days Per ALPS Enrollment
All Enrollments	10,057	6.67	105
Elementary Grades	200	0.29	105
Middle Grades	2,727	7.79	91
High School Grades	7,130	15.04	110
Grade 6	602		84
Grade 7	873		91
Grade 8	1,252		95
Grade 9	2,711		102
Grade 10	1,803		109
Grade 11	1,273		120
Grade 12 (Includes 13 and XG)	1,343		121

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 2022–2023, with the exception of Grade 6 which saw a 9.3% increase in enrollments, there are decrease in enrollment in all elementary, middle school grades, and high school grades.

Figure A10. ALPS Enrollments by Grade Level, 2018–2019 to 2023–2024



Alternative Learning Program and School Enrollments by Grade Level and Student Subgroup

The table and figures below detail the rates of ALPS enrollments between the student subgroups by grade level in 2023–2024. There is a consistent pattern among subgroups at each grade level follow the overall state trend of the lowest rates among the elementary grades and highest rates in the among the high school grades.

Table A6. ALPS Enrollments by Grade Level and Student Subgroup, 2023–2024

	Number of Enrollments All Grades	Rate per 1,000 All Grades	Rate per 1,000 Elementary	Rate per 1,000 Middle	Rate per 1,000 High School
All Students	10,057	6.67	0.29	7.79	15.04
Female	3,698	4.98	0.11	5.58	11.34
Male	6,359	8.17	0.47	9.87	17.74
American Indian	153	10.02	0.00	7.70	26.60
Asian	32	0.50	0.00	0.46	1.35
Black	5,015	13.48	0.51	17.03	28.80
Hispanic	1,343	4.18	0.12	4.66	9.46
Two or More Races	786	8.68	0.53	10.84	21.48
Native Hawaiian/ Pacific Islander	11	5.21	0.00	2.07	14.62
White	2,717	4.14	0.25	4.35	9.24
Students w/ Disabilities	2,154	10.22	1.28	14.32	22.75
Students w/out Disabilities	7,903	5.68	0.11	6.34	12.74

Figure A11a. ALPS Enrollments by Grade Level and Student Subgroup, 2023–2024

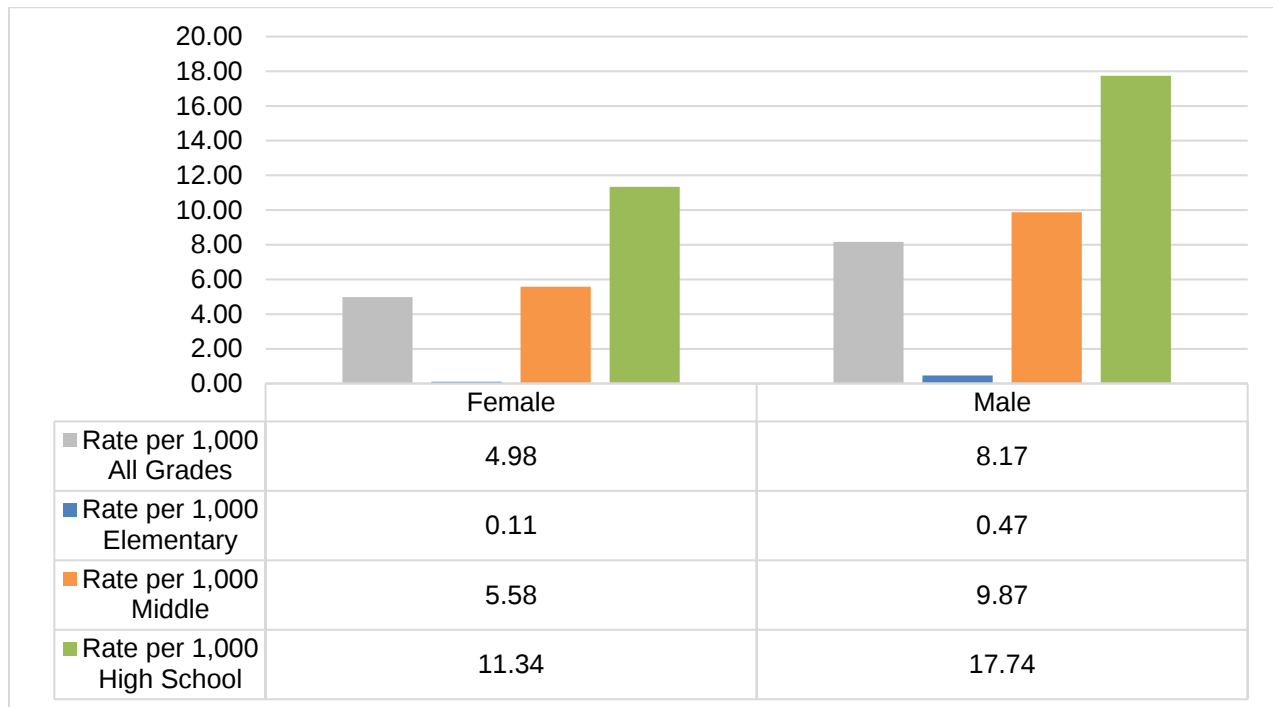


Figure A11b. ALPS Enrollments by Grade Level and Student Subgroup, 2023–2024

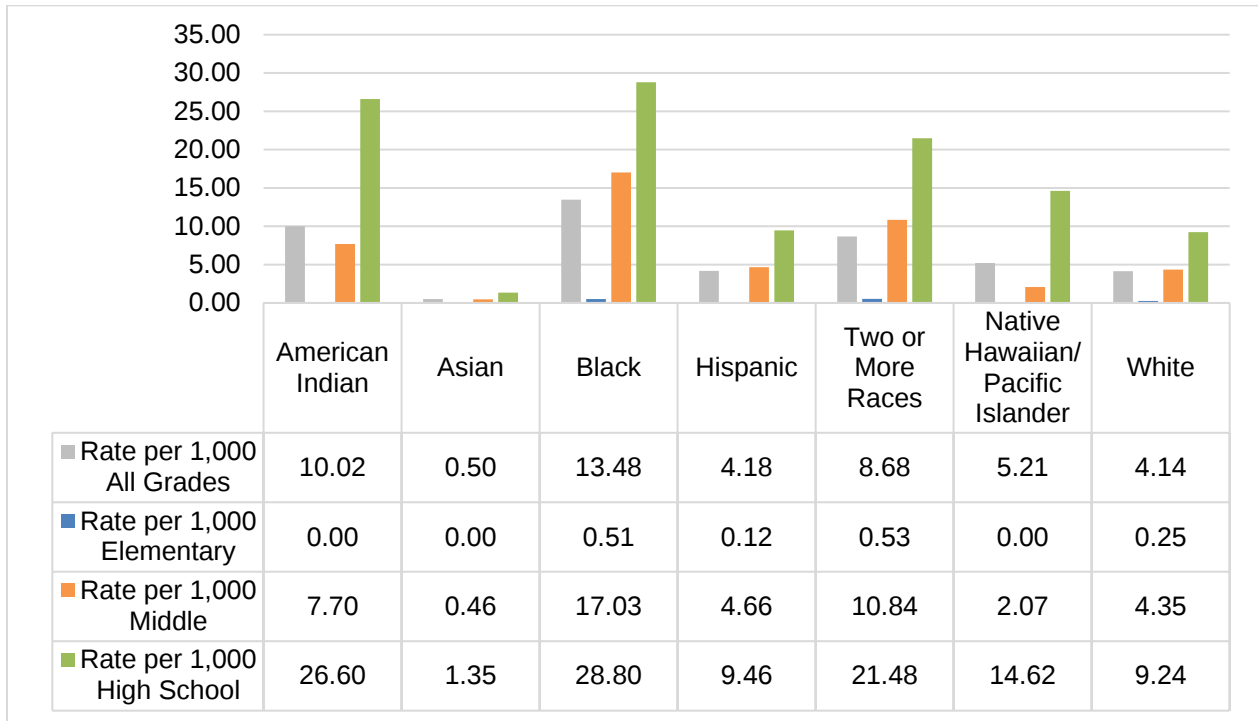
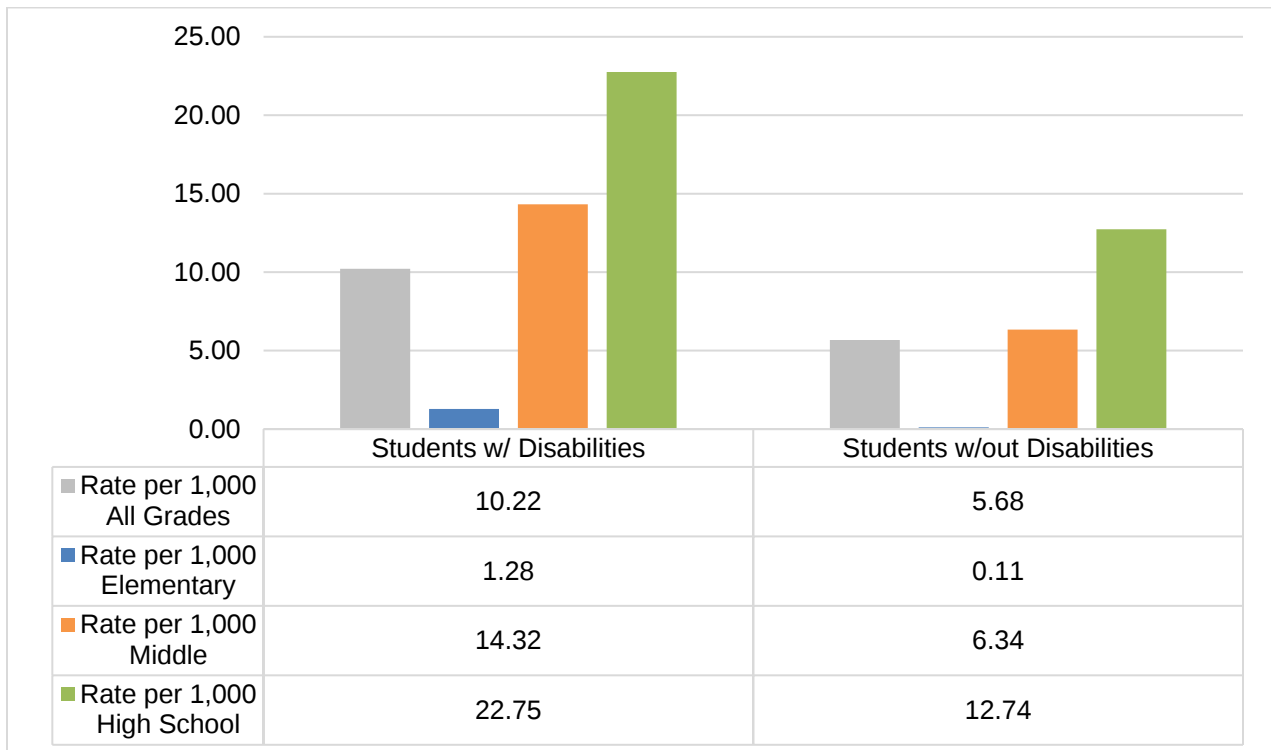


Figure A11c. ALPS Enrollments by Grade Level and Student Subgroup, 2023–2024



2023–2024 REPORT ON 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 (2023–2024);
- was not enrolled on Day 20 of the current year (2024–2025);
- 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

MISSING DEMOGRAPHICS DATA ON STUDENT OFFENDERS

As stated in the Introduction section of this report, the enrollment data used in this report were largely collected from data in PowerSchool. For PSUs who will be implementing the NCSIS (Infinite Campus) in July 2025, the process of submitting dropout data used in this report through PowerSchool did not change. For PSUs in the Phase 1 implementation of the NCSIS, NCDPI provided each PSUs a list of students who potentially met the definition of a dropout. This list of possible dropouts was compiled from 2023–2024 and 2024–2025 student enrollment records from PowerSchool and 2024–2025 student enrollment records from Infinite Campus. PSUs returned to NCDPI a list of their verified dropouts.

Dropout data for the specific school year must be submitted to NCDPI by November 4 of the subsequent year. It should be noted that in late September of 2024 the impact of Hurricane Helene in the Western portion of the state closed schools and displaced students. For many schools, it is during the late September timeframe that the date (20th day of school) for which a student would be considered a dropout occurs. Therefore, the submission date for dropout data was extended by a month to allow all PSUs time to locate students and research enrollment statuses.

As a part of ongoing efforts to avoid duplication of unique student identifiers, student identifiers can change and be retired. Additionally, manual entry of student information was required for students not on the initial list of possibly dropouts sent by NCDPI to PSUs in the Phase I implementation of the NCSIS. In either case, NCDPI made every effort to match these records with enrollment and demographic data. However, based on the criteria used, if a match was not exact, then the match was not made thus resulting in missing values for 14 students reported as dropouts. For consistency in reporting across all demographic categories, if a student was missing either sex and race/ethnicity, they were included in the grade level and all-student analyses only.

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:

$$\left(\frac{\text{Total Count of 2023 – 2024 Dropouts}}{\text{20th Day Membership 2023 – 2024} + \text{Count of 2023 – 2024 Dropouts}} \right) * 100$$

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 and subsequent academic years to prior academic years. (For more information, see the [Introduction](#) section of this report.)

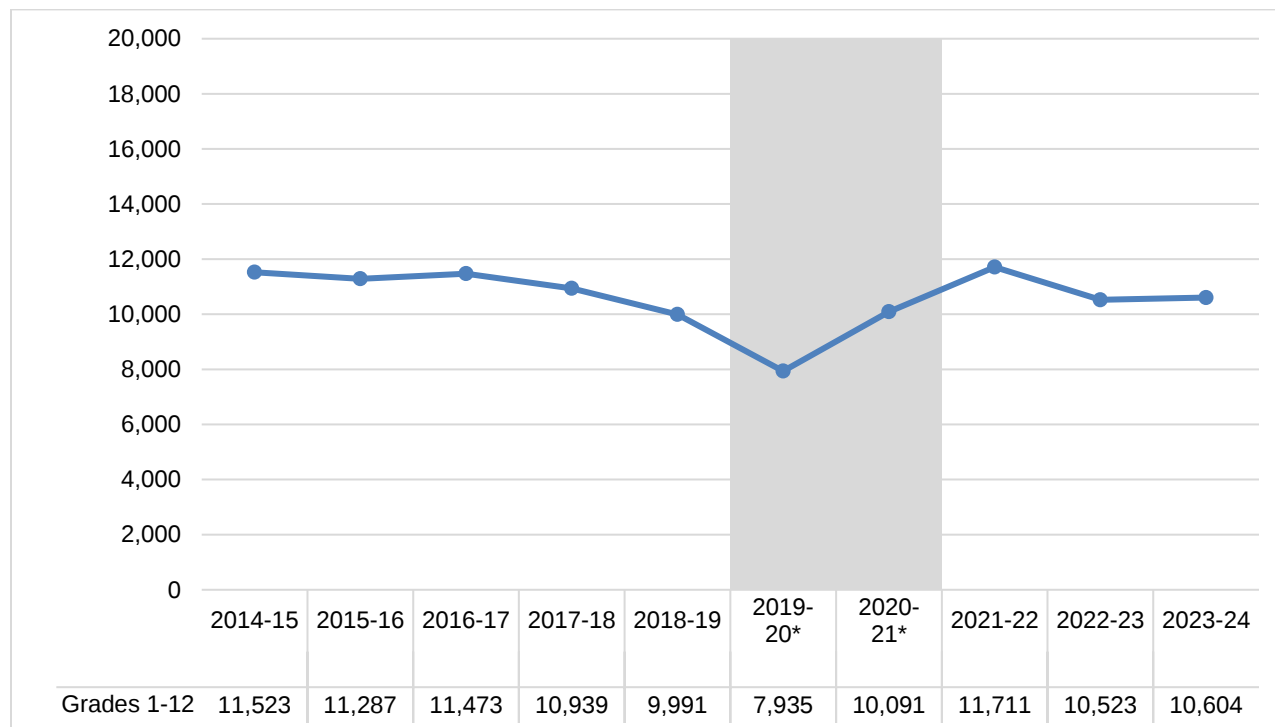
DROPOUT COUNTS AND RATES

Grade 1–13 Dropout Counts

GENERAL FINDINGS

In 2023–2024, North Carolina public schools reported 10,604 dropouts in Grades 1 through 12 (including Grade 13 and XG). This is less than a one percent increase (0.8%) from the 10,523 dropouts reported in 2022–2023, a 6.1% increase from 9,991 reported in 2018–2019 and an 8.0% decrease from 11,523 reported in 2014–2015.

Figure D1. Grades 1 through 13 Dropout Counts, 2014–2015 to 2023–2024⁸



In addition to the 10,604 students in Grades 1 through 12 who were reported as dropout in 2023–2024, 12 students failed to return to school in 2023–2024 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 also 440 dropouts who were reported, by 55 districts and 10 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 373 reported in 2022–2023 and from 305 reported in 2018–2019. While these students continue to be *reported* as dropouts along with all students leaving school for community colleges, but they are not *counted* in

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.

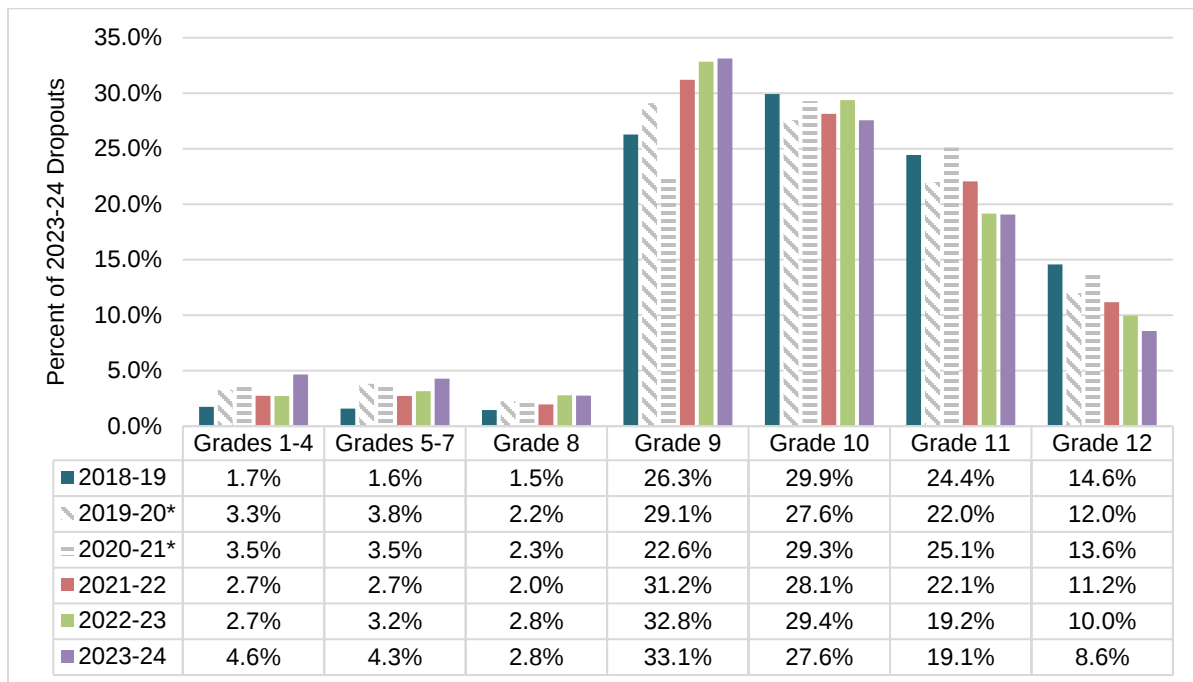
the statistics if specific conditions are met (see [Community College Adult School Program Exemption](#)).

DROPOUTS BY GRADE CATEGORY

Out of the 10,604 students in Grades 1 through Grade 12 (including grade 13 and XG) who dropped out in 2023–2024, 1,239 (11.7%) dropped out in Grades 1 through 8, and 9,35 (88.3%) dropped out in Grades 9 through 12.

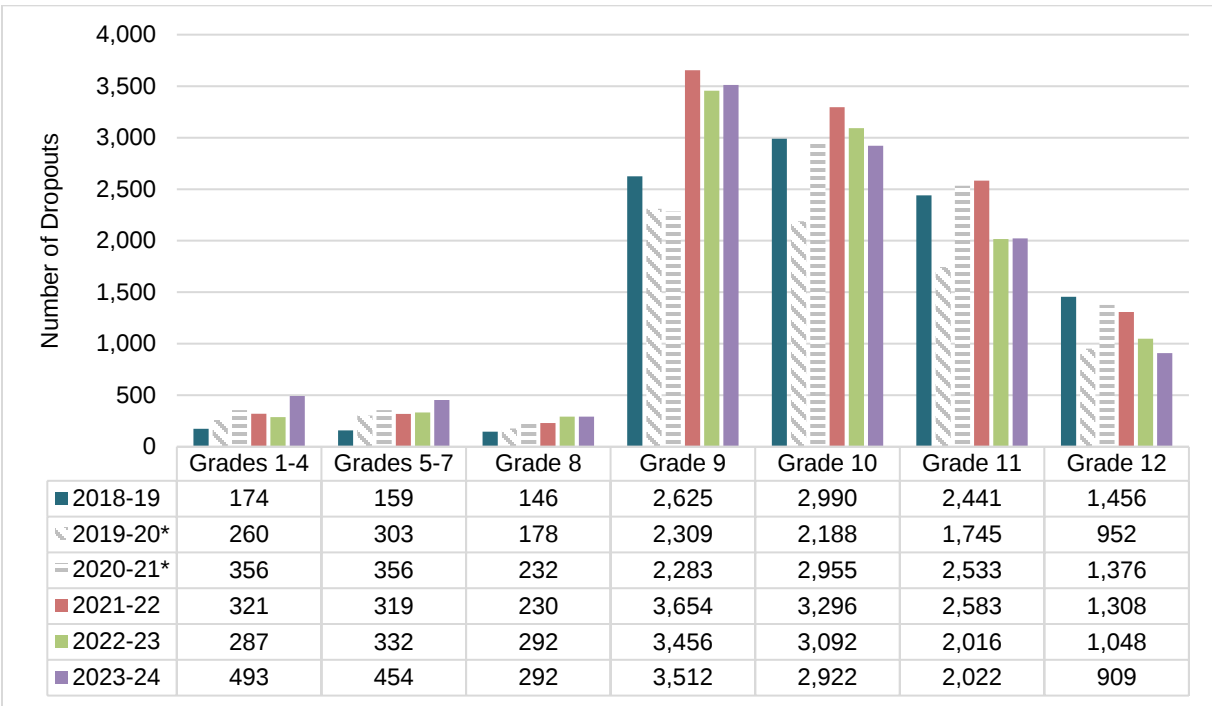
Consistent with previous years, students drop out most frequently in Grade 9. In 2023–2024, 33.1% of all 2023–2024 dropouts were reported in Grade 9, followed by Grade 10 (27.6%), Grade 11 (19.1%) and Grade 12 (8.6%).

Figure D2. Percentage of Grades 1 through 12 Dropouts by Grade Category, 2018–2019 to 2023–2024



The number of dropouts in Grades 1-4 and Grades 5-7 increased in 2023–2024 by 71.8% and 36.7%, respectively, when compared to 2022–2023. The number of dropouts reported in Grade 8, Grade 9 and Grade 11 remained relatively consistent between the 2022–2023 and 2023–2024 academic years, ranging from percent decrease of 0.8% to a percent increase of 0.8%. Grade 10, and Grade 12 decreased in 2023–2024 when compared to 2022–2023 (6.2% and 13.9%, respectively).

Figure D3. Grades 1 through 12 Dropout Count by Grade Category, 2018–2019 to 2023–2024



DROPOUT COUNTS BY GRADE CATEGORY AND STUDENT SUBGROUP

The tables below represent the counts of all 2023–2024 dropouts in Grades 1 through 12 and by student subgroups and the percentage of 2023–2024 dropouts in each subgroup compared to all dropouts in 2023–2024.

In all grades, male students account for more than 50% of the students who dropped out at each grade category in 2023–2024. White students, Hispanic students and Black students accounted for 90.7% of all students who dropped out in 2023–2024. Within grade categories, this percentage ranges from 84.0% (Grades 1-4) to 92.5% (Grade 9). Students with disabilities accounted for 19.9% of all students who dropped out in 2023–2024, ranging from 13.8% of the students in Grades 1-4 to 22.7% of students in Grade 12.

Consistent with previous years, 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 in 2023–2024. However, this percentage begins to increase at each grade category from Grades 5-7 to Grade 12; i.e., 15.2% in Grades 1-4 to 38.9% in Grade 12.

This pattern is reversed for Black students. Black students account for the highest percentage of dropouts in Grades 1-4 (43.0%) and then decreases at each subsequent grade level (23.4%). It should be noted that these percentages do not take into account size differences in the student subgroup populations across the state.

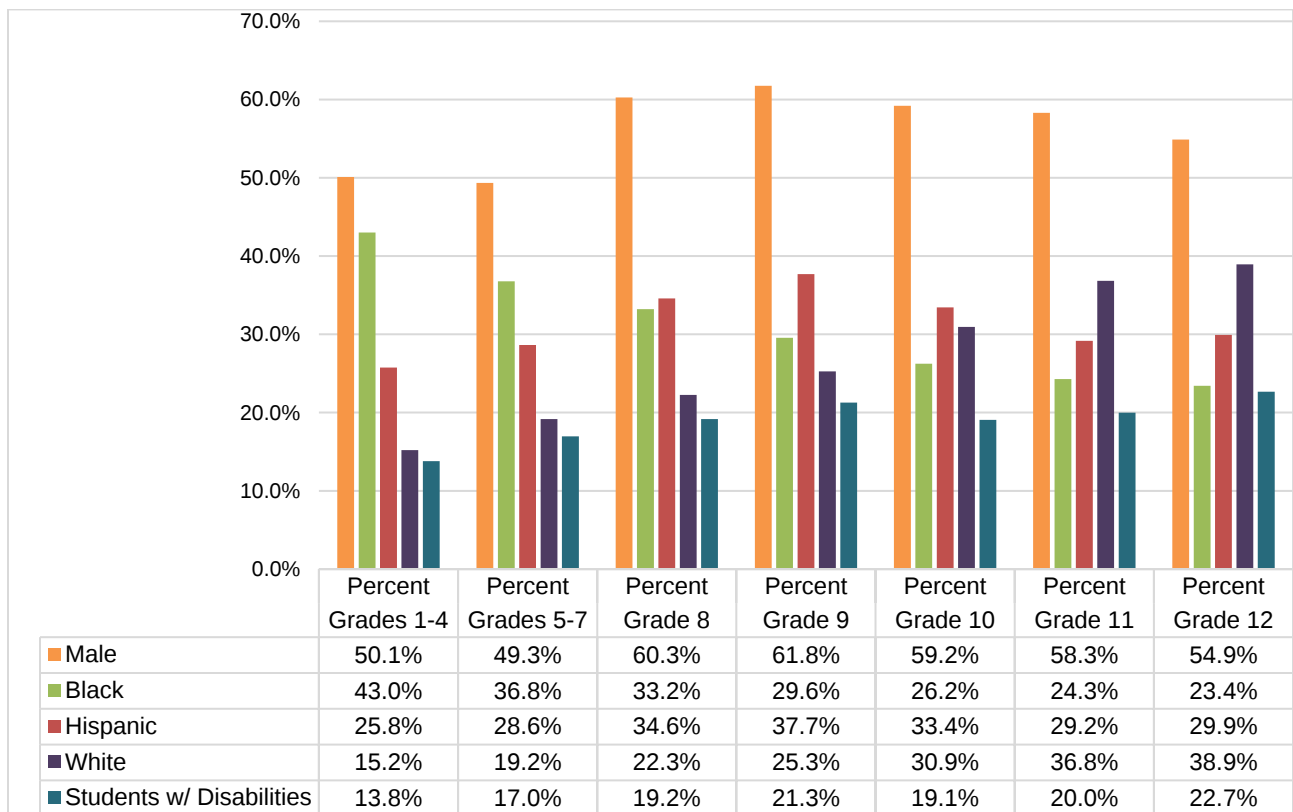
Table D1. Proportion of Dropout Counts for Student Subgroups within Grade Category, 2023–2024

	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		4.6%	4.3%	2.8%	33.1%	27.6%	19.1%	8.6%
Female	41.1%	48.5%	50.0%	39.4%	38.2%	40.6%	41.6%	45.1%
Male	58.7%	50.1%	49.3%	60.3%	61.8%	59.2%	58.3%	54.9%
American Indian	0.8%	0.2%	0.9%	0.7%	1.0%	0.7%	0.7%	0.8%
Asian	1.5%	8.1%	5.1%	2.1%	0.8%	1.1%	0.8%	1.2%
Black	28.1%	43.0%	36.8%	33.2%	29.6%	26.2%	24.3%	23.4%
Hispanic	33.2%	25.8%	28.6%	34.6%	37.7%	33.4%	29.2%	29.9%
Two or More Races	6.5%	5.7%	7.7%	6.5%	5.5%	7.0%	7.9%	5.7%
Pacific Islander	0.3%	0.6%	1.1%	0.3%	0.2%	0.3%	0.2%	0.0%
White	29.4%	15.2%	19.2%	22.3%	25.3%	30.9%	36.8%	38.9%
Students w/ Disabilities	19.9%	13.8%	17.0%	19.2%	21.3%	19.1%	20.0%	22.7%
Students w/out Disabilities	79.9%	84.8%	82.4%	80.5%	78.7%	80.8%	79.9%	77.3%

Table D2. Grades 1 through 12 Dropout Counts by Grade Category and Student Subgroup, 2023–2024

	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	10,604	493	454	292	3,512	2,922	2,022	909
Female	4,361	239	227	115	1,342	1,187	841	410
Male	6,224	247	224	176	2,169	1,730	1,179	499
American Indian	83	*	*	*	*	*	*	*
Asian	156	*	*	*	*	*	*	*
Black	2,985	212	167	97	1,038	767	491	213
Hispanic	3,521	127	130	101	1,324	977	590	272
Two or More Races	691	28	35	19	192	206	159	52
Pacific Islander	32	*	*	*	*	*	*	*
White	3,117	75	87	65	887	904	745	354
Students w/ Disabilities	2,115	68	77	56	747	557	404	206
Students w/out Disabilities	8,470	418	374	235	2,764	2,360	1,616	703

Figure D4. Proportion of Dropouts in Largest Student Subgroups within Grade Category, 2023–2024



REASONS FOR DROPPING OUT BY GRADE LEVEL

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

“Attendance” issues were cited most frequently as the main reason for a student dropping out, accounting for almost half of all dropouts (42.4%) and high school dropouts (46.2%). “*Unknown*” was the second most widely reported dropout reason codes across all grades (18.4%) and among high school dropouts (15.7%). The third most reported dropout reason code across all grades was “*Moved, school status unknown*” (9.8%). However, within the high school grades: “*Lack of engagement with school and/or peers*” was the third most reported reason for high school dropouts (8.9%).

Table D3. Grades 1 through 12 Dropout Reason Codes, 2023–2024

	All Grades	
	Count	Percent
Attendance	4,498	42.4%
Unknown	1,952	18.4%
Moved, school status unknown	1,043	9.8%
Lack of engagement with school and/or peers	929	8.8%
Choice of work over school	603	5.7%
Enrollment in a community college	449	4.2%
Academic problems	205	1.9%
Unstable home environment	191	1.8%
Psychological or emotional difficulties	153	1.4%
Discipline problem	141	1.3%
Health problems	83	0.8%
Employment necessary	60	0.6%
Runaway	57	0.5%
Pregnancy	48	0.5%
Failure to return after a long-term suspension	44	0.4%
Need to care for children	41	0.4%
Incarcerated in adult facility	35	0.3%
Expectations of culture, family, or peers	25	0.2%
Difficulties with English language	25	0.2%
Suspected substance abuse	20	0.2%
Marriage	2	0.0%
Total	10,604	100.0%

Table D4. Proportion of Dropout Reasons Reported within Grade Level, 2023–2024

	All Grades	Grades 1-4	Grades 5-7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent
Attendance	42.4%	8.3%	16.1%	19.2%	45.9%	47.4%	45.4%	45.5%
Unknown	18.4%	38.9%	40.3%	37.3%	16.5%	15.5%	13.8%	17.4%
Moved, school status unknown	9.8%	42.0%	28.9%	26.0%	7.8%	6.2%	6.0%	5.7%
Lack of engagement with school and/or peers	8.8%	6.9%	8.8%	7.5%	9.3%	8.0%	9.3%	9.4%
Choice of work over school	5.7%	0.0%	0.2%	1.0%	6.2%	6.6%	6.8%	5.6%
Enrollment in a community college	4.2%	0.0%	0.2%	0.7%	3.3%	5.3%	6.6%	4.5%
Academic problems	1.9%	0.0%	0.0%	0.7%	2.1%	2.1%	2.2%	2.5%

Table D5. Dropout Reasons Reported by Grade Level, 2023–2024

	All Grades	Grades 1-4	Grades 5-7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
	Count	Count	Count	Count	Count	Count	Count	Count
Attendance	4,498	41	73	56	1,612	1,385	917	414
Unknown	1,952	192	183	109	578	453	279	158
Moved, school status unknown	1,043	207	131	76	275	181	121	52
Lack of engagement with school and/or peers	929	34	40	22	325	234	189	85
Choice of work over school	603	*	*	*	217	193	138	51
Enrollment in a community college	449	*	*	*	117	154	134	41
Academic problems	205	*	*	*	74	61	45	23

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

In 2023–2024, in Grades 1-4, the most frequently reported reason code is “Moved, school status unknown. The second most frequently reported reason is “Unknown,” which is followed by “Attendance” as the third. For Grades 5-7 and in Grade 8, the most frequently reported reason code is “Unknown”, followed by “Moved, school status unknown” and then “Attendance”. Across all high school grades, “Attendance” is the most frequently reported dropout reason. “Unknown” is the second most reported code followed by “Lack of engagement with school and/or peers.”

DROPOUT COUNTS AND RATES BY PSU

GRADES 1-13 DROPOUT COUNTS BY PSU

In 2023–2024, 2,702 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, 1,830 (67.7%) reported zero dropouts, and 872 schools reported dropouts in 2023–2024. The number of dropouts in Grades 1 through 12 ranged from one to 170.

Of the 335 PSUs with at least one student enrolled in any grade between Grades 1 through 12 (including 13 and XG), 185 (55.2%) reported zero dropouts in 2023–2024. Conversely, 150 PSUs (44.8%) reported from one to 952 dropouts in 2023–2024.

Table D-C1. Grade 1-13 Dropouts by School, Sex and Race/Ethnicity, 2023–2024 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 7-13 DROPOUT COUNTS AND RATES BY PSU

Across the state, in 2023–2024, 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, 734 (53.0%) schools reported zero dropouts, and 652 schools (47.0%) reported dropouts in 2023–2024. The number of dropouts in Grades 7 through 12 ranged from one to 170.

In 2023–2024, 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, 161 (52.6%) reported zero dropouts in 2023–2024. There were 145 PSUs (47.4%) that reported from one to 835 dropouts in 2023–2024.

Table D-C2. Grade 7-13 Dropout Counts and Rates, 2018–2019 to 2023–2024 and Table D-C3. Grade 7-13 Dropouts by School, Sex and Race/Ethnicity, 2023–2024 detail the number and rates of dropouts in Grades 7 through 12 in PSUs and schools (see the [Dropout Counts and Rates Companion Tables](#) section).

High School Dropout Counts and Rates

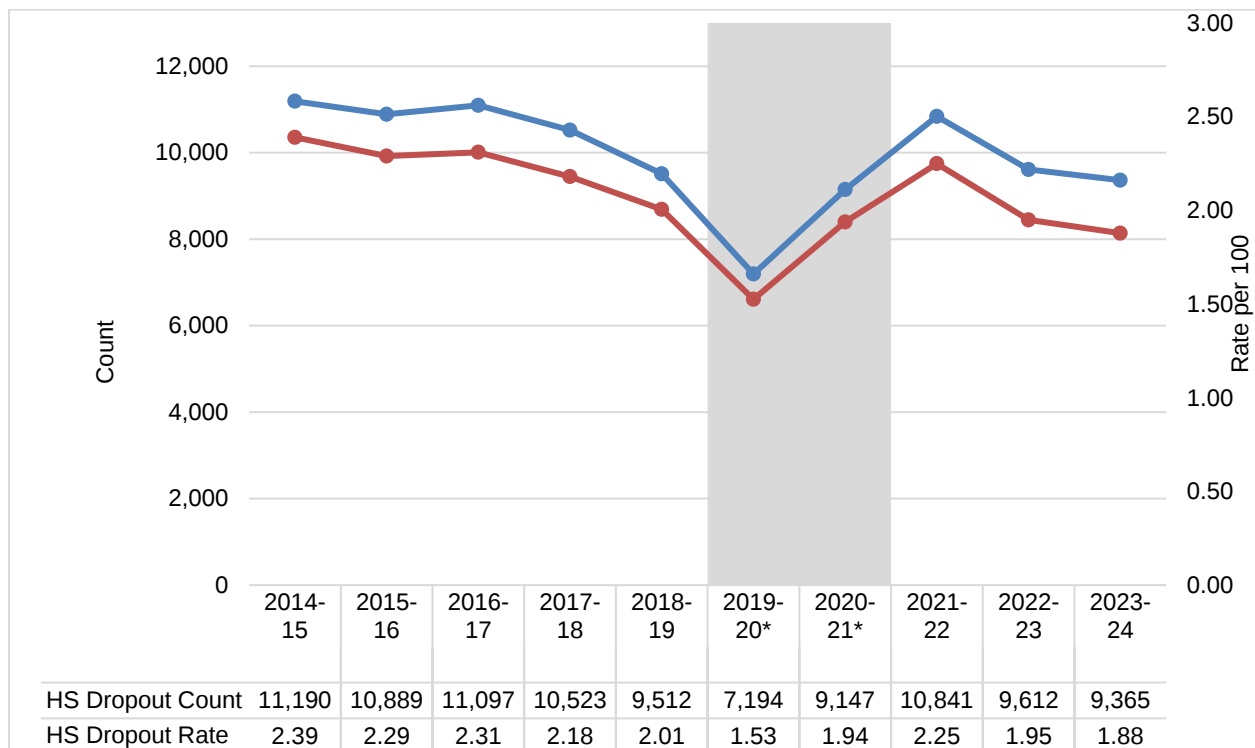
GENERAL FINDINGS

North Carolina recorded 9,365 dropouts in high school Grades 9-13 for the 2023–2024 academic year, a 2.6% decrease from 9,612 reported in 2022–2023; a 1.5% decrease from 9,512 reported in 2018–2019; and a 16.3% decrease from 2014–2015.

The North Carolina high school dropout rate for the 2023–2024 academic year is 1.88 dropout events per every 100 high school students. The 2023–2024 dropout rate decreased 3.7% from the 2022–2023 rate of 1.95 per every 100 high school students.

When compared to the 2018–2019 academic year, the rate decreased 6.3% in 2023–2024 from rate of 2.01 dropouts per 100 students in 2018–2019. There was a 21.4% decrease in the 2023–2024 high school dropout rate from the 2014–2015 rate of 2.39 dropouts per every 100 high school students.

Figure D5. High School Dropout Counts and Rates, 2014-2015 to 2023–2024⁹



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

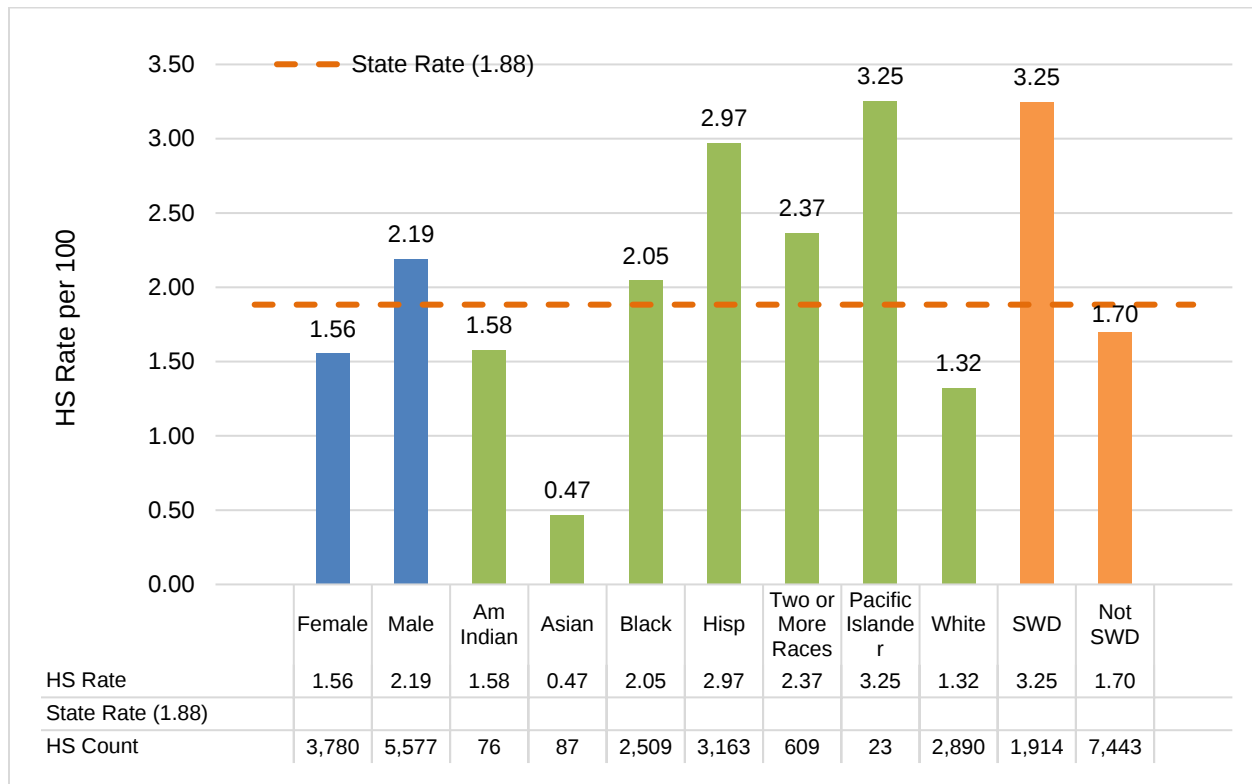
In the 2023–2024 school year, male students account for 59.6% (5,577) of all high school dropouts. Hispanic (3,163; 33.8%), White (2,890; 30.9%), and Black (2,509; 26.8%) students account for 91.4% of the high school students who dropped out. Students with Disabilities account for 20.4% (1,914) of all high school dropouts in 2023–2024.

White students account for the largest number and percentage of students who dropped out in 2023–2024. The White student subgroup is also the largest race/ethnicity student group among the high school student population based on the populations estimate used in the 2023–2024 Dropout Report (44.2%). However, the dropout rate for White students is the second lowest among the student subgroups, at 1.32 dropout events per 100 students. (The lowest rate was for Asian students at 0.47 dropout events per 100 students (4.7 per 1,000 Asian students)). Rates are used to throughout this report to control for fluctuations in the size of student groups so comparisons can be made across school years and across student populations.

Five of the 11 student groups reported on in this report were below the state high school dropout rate of 1.88 dropouts per 100 students: female students, Asian students, American Indian Students, White students, and Students without Disabilities. The subgroups above the state dropout rate were male 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 and Native Hawaiian/Pacific Islander students had the highest dropout rates in 2023–2024 (3.25 per 100 students each), followed by Hispanic students and Two or More Races (2.96 and 2.37, respectively).

Figure D6. High School Dropout Counts and Rates by Student Subgroup, 2023–2024



In a comparison of 2023–2024 to the previous academic year, seven student subgroups saw a reduction in dropout rates and six saw a reduction in the counts. The decreases in rates ranged from 0.2% (Hispanic Students) to 27.6% (American Indian students) The decreases in counts ranged from a 1.1% (Female students) to 29.0% (American Indian students).

Three subgroups saw an increase in rates and four subgroups saw an increase in the counts of dropouts from previous academic year to 2023–2024. The largest increase in rates and counts was by 33.6% and 35.3% for Pacific Islander students.

Students without Disabilities saw an increase in the count of dropouts from the previous year and a decrease in the rate of dropouts. This is due to an increase in the number of students in this subgroup from the previous academic year to 2023–2024.

Table D6. One-Year Difference in High School Dropout Rates by Student Subgroup

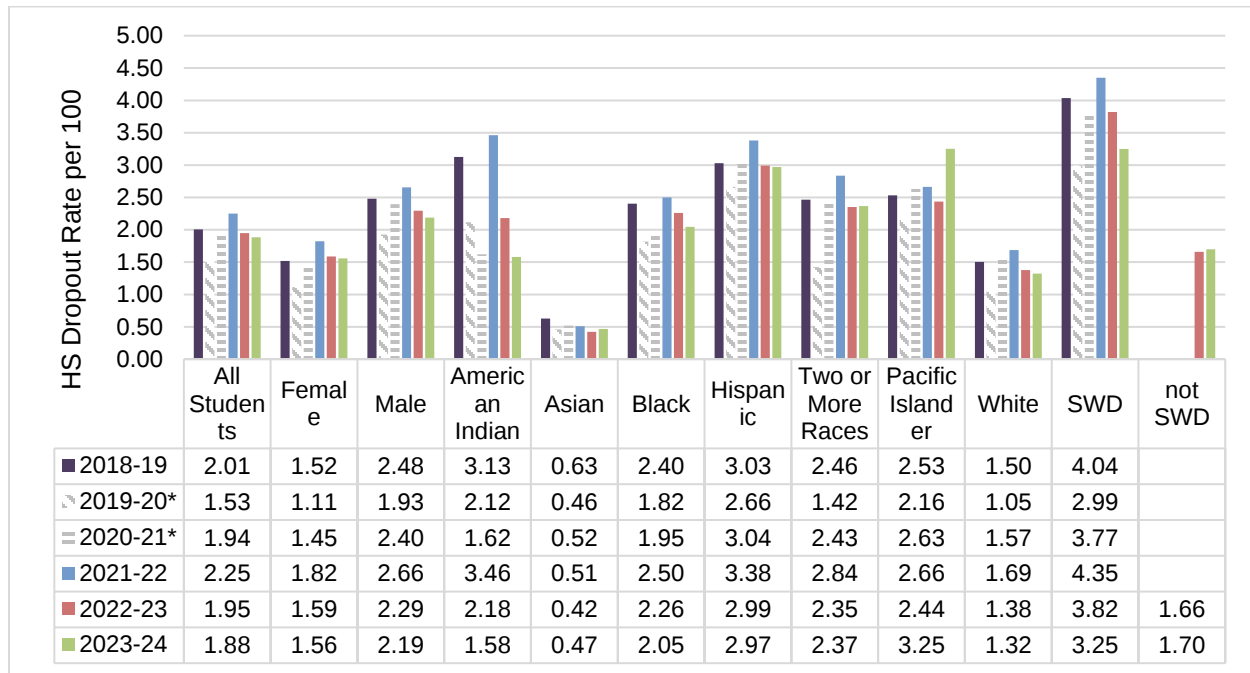
	2022-23	2023-24	1-Year Difference	
			Point Change	Percent Change
All Students	1.95	1.88	-0.07	-3.4%
Female	1.59	1.56	-0.03	-1.8%
Male	2.29	2.19	-0.11	-4.6%
American Indian	2.18	1.58	-0.60	-27.6%
Asian	0.42	0.47	0.04	10.4%
Black	2.26	2.05	-0.21	-9.4%
Hispanic	2.99	2.97	-0.02	-0.8%
Two or More Races	2.35	2.37	0.01	0.6%
Pacific Islander	2.44	3.25	0.82	33.6%
White	1.38	1.32	-0.05	-3.9%
Students w/ Disabilities	3.82	3.25	-0.57	-15.0%
Students w/o Disabilities	1.66	1.70	0.04	2.3%

Table D7 One-Year Difference in High School Dropout Counts by Student Subgroup

	2022-23	2023-24	1-Year Difference	
			Point Change	Percent Change
All Students	9,612	9,365	-247	-2.6%
Female	3,822	3,780	-42	-1.1%
Male	5,790	5,577	-213	-3.7%
American Indian	107	76	-31	-29.0%
Asian	74	87	13	17.6%
Black	2,745	2,509	-236	-8.6%
Hispanic	3,027	3,163	136	4.5%
Two or More Races	568	609	41	7.2%
Pacific Islander	17	23	6	35.3%
White	3,074	2,890	-184	-6.0%
Students w/ Disabilities	2,242	1,914	-328	-14.6%
Students w/o Disabilities	7,370	7,443	73	1.0%

It is important to note that during this five-year period, the counts of dropouts in two subgroups increased, even though their rates decreased over the same period. 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 D7. High School Dropout Rates by Race/Ethnicity, 2018–2019 to 2023–2024

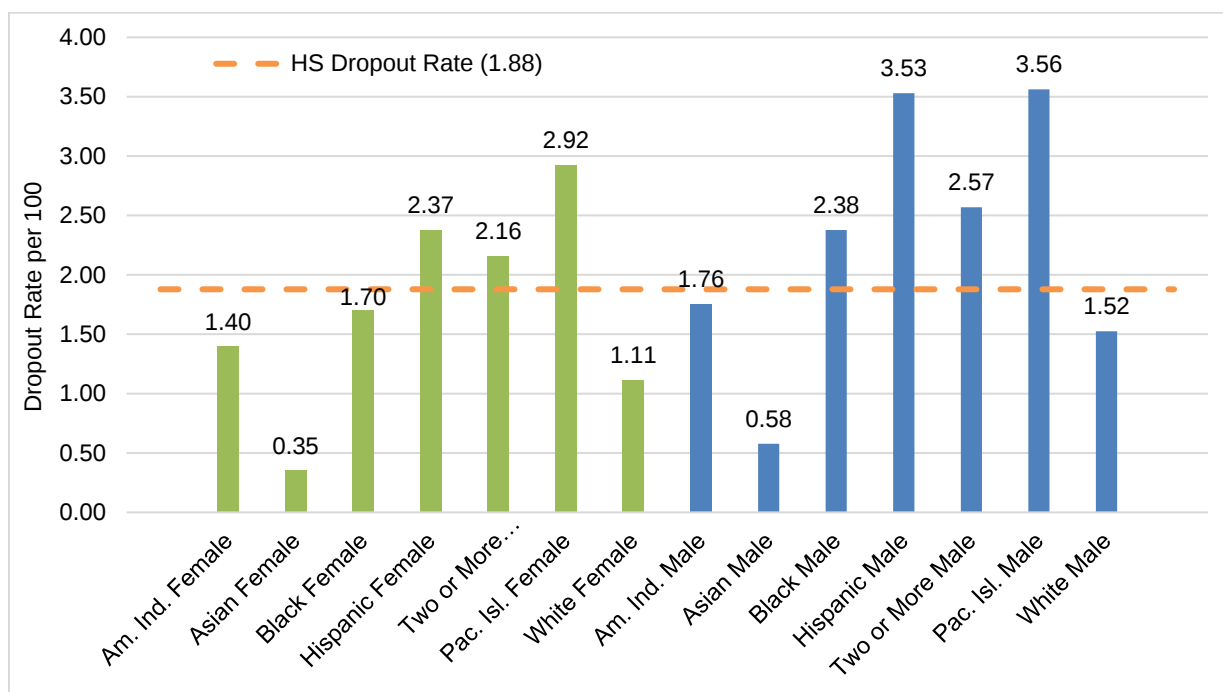


Across all race/ethnicities, males had a higher dropout rate than females within the same race/ethnicity subgroup.

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

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

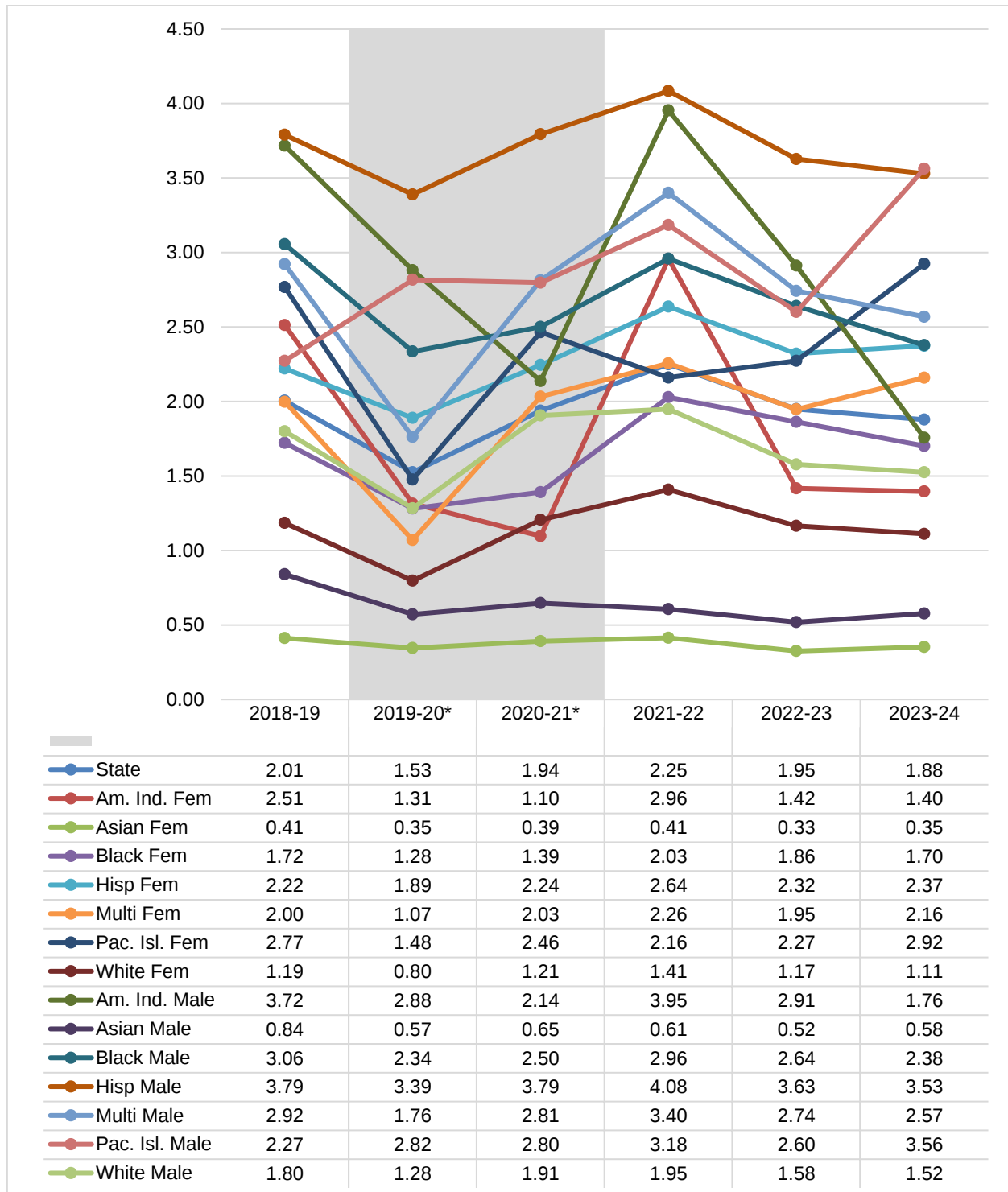
Figure D8. High School Dropout Rates by Race/Ethnicity-Sex Subgroup, 2023–2024



From the 2022–2023 academic year to the 2023–2024 academic year, there was an increase in the dropout rate for six of the race/ethnicity-sex subgroups. The percent increases ranged from 2.3% for Hispanic female students to 28.7% for the Pacific Islander female student group. The remaining race/ethnicity-sex subgroups saw rate decreases from 1.5% (American Indian female) to 39.7% (American Indian male) between the two years.

When comparing the dropout rate in 2023–2024 to the rate in 2018–2019, four of the race/ethnicity-sex subgroups saw increases in the rates: Hispanic female (6.9%), Two or More Races female (8.1%), Pacific Islander female (5.6%) and Pacific Islander male (56.7%) students. Among the subgroups that saw a decrease, the decreases ranged from 52.7% for American Indian male students to 1.2% for Black female students.

Figure D9. High School Dropout Rates by Race/Ethnicity-Sex Subgroup, 2018–2019 to 2023–2024



In 2023–2024, Students with Disabilities account for 20.5% (1,912) of all high school dropouts. The 2023–2024 high school dropout rate for Students with Disabilities is 3.25, which is 1.92 times larger than the dropout rate for Students without Disabilities (1.69 per 100 students). Students identified in the eligibility category of Specific Learning Disability account for 43.2% of all Students with Disabilities who dropped out in 2023–2024. Students identified in the eligibility category of Other Health Impairment account for 23.6%.

Table D8. High School Dropout Rates for Students with Disabilities, 2023–2024

	HS Count	HS Rate per 100
All Students	9,365	1.88
Students w/ Disabilities	1,914	3.25
Students w/out Disabilities	7,443	1.70
Autism	105	
Serious Emotional Disability	188	
Intellectual Disability - Mild	167	
Specific Learning Disability	827	
Other Health Impairment	452	
Speech Impairment	81	
Other Eligibility Categories	92	

REASONS FOR DROPPING OUT IN HIGH SCHOOL

The table below displays the frequencies of all reason codes that were submitted for dropout events that occurred in Grades 9 through 13 in 2023–2024.

Consistent with previous academic years, “Attendance” issues were cited most frequently as the main reason for a student dropping out, accounting for almost half (46.2%) of all high school dropouts. The second and third most widely reported dropout reason codes were “Unknown” and “Lack of Engagement with School and/or Peers” at 15.7% and 8.9%.

Table D9. 2023–2024 High School Dropout Reason Codes

Dropout Reason	Count	Percent
Attendance	4,328	46.2%
Unknown	1,468	15.7%
Lack of engagement	833	8.9%
Moved, school status unknown	629	6.7%
Choice of work over school	599	6.4%
Enrollment in a community college	446	4.8%
Academic problems	203	2.2%
Unstable home environment	158	1.7%
Psychological or emotional difficulties	143	1.5%
Discipline problem	139	1.5%
Health problems	75	0.8%
Employment necessary	59	0.6%
Runaway	54	0.6%
Pregnancy	46	0.5%
Failure to return after a long-term suspension	43	0.5%
Need to care for children	40	0.4%
Incarcerated in adult facility	34	0.4%
Expectations of culture, family, or peers	23	0.2%
Difficulties with English language	23	0.2%
Suspected substance abuse	20	0.2%
Marriage	2	0.0%
Total	9,365	100.0%

The reason codes that showed the greatest change in relative frequency from the previous academic year, 2023–2024, was “Unknown” with a 2.75 percentage point increase and “Lack of Engagement with school and/peers” with a 2.35 percentage point decrease.

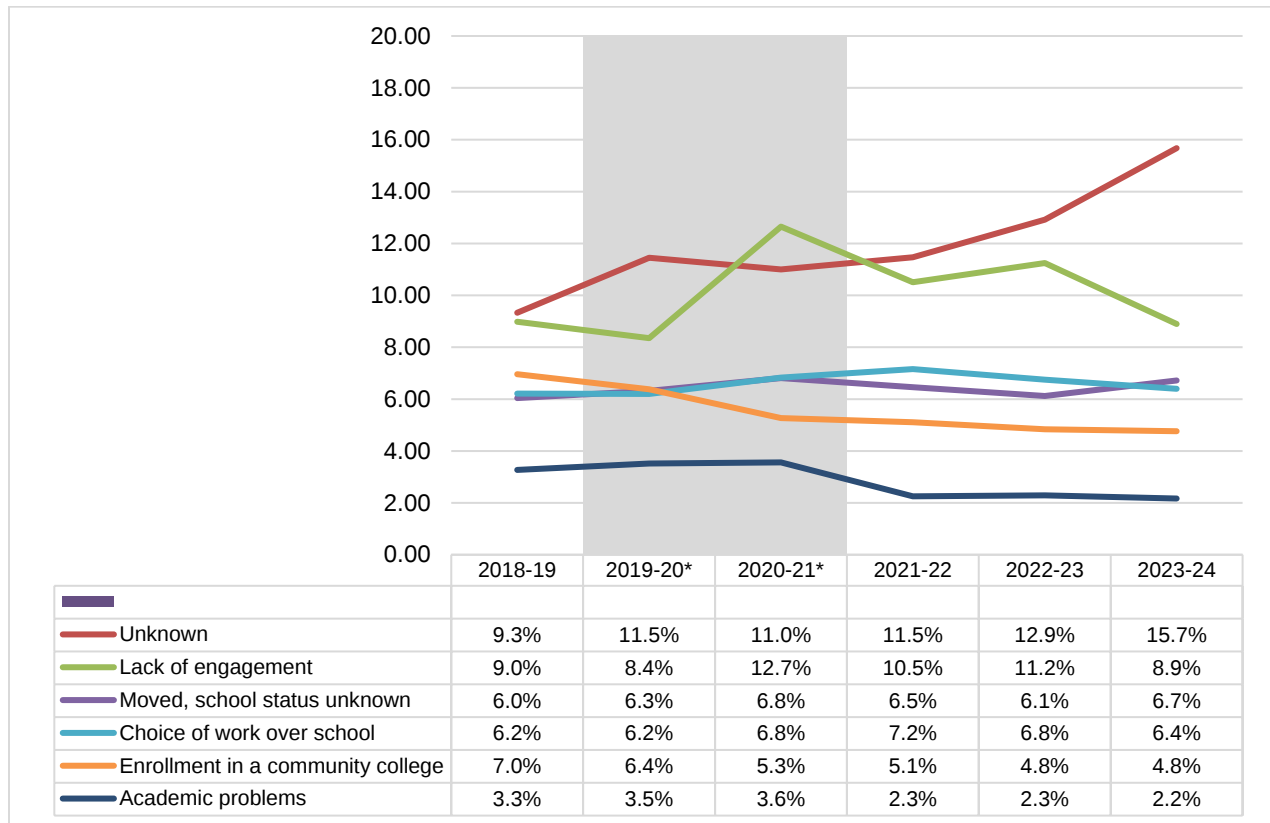
Table D10. One-Year Change in the Proportions of High School Reason Codes

Dropout Reason	Percent Of Codes Reported		
	2022-23	2023-24	Change in Percent
Attendance	46.3%	46.2%	-0.05
Unknown	12.9%	15.7%	2.75
Lack of engagement	11.2%	8.9%	-2.35
Moved, school status unknown	6.1%	6.7%	0.60
Choice of work over school	6.8%	6.4%	-0.36
Enrollment in a community college	4.8%	4.8%	-0.08
Academic problems	2.3%	2.2%	-0.12
Unstable home environment	1.6%	1.7%	0.13
Psychological or emotional difficulties	1.2%	1.5%	0.31
Discipline problem	1.3%	1.5%	0.22
Health problems	0.9%	0.8%	-0.05
Employment necessary	1.1%	0.6%	-0.45
Runaway	0.6%	0.6%	-0.04
Pregnancy	0.7%	0.5%	-0.19
Failure to return after a long-term suspension	0.7%	0.5%	-0.24
Need to care for children	0.4%	0.4%	0.04
Incarcerated in adult facility	0.4%	0.4%	-0.07
Expectations of culture, family, or peers	0.3%	0.2%	-0.08
Difficulties with English language	0.3%	0.2%	-0.06
Suspected substance abuse	0.1%	0.2%	0.08
Marriage	0.0%	0.0%	0.00

Tracking reason codes over time can help in identifying family situations, personal issues, external incentives, and school environmental stressors that may lead to dropouts. “Attendance” has been by far the most frequently cited reason code for many years, accounting for over 40.0% of dropout reasons for the last 10 years.

The following figure shows the variation in relative frequency of the most commonly reported reason codes (other than “Attendance”) over the last five academic years. It should be noted that while there was an increase in “Failure to return after a long-term suspension” in 2023–2024, this code continues to no longer be one of the most frequently reported dropout reason codes.

Figure D10. Trends in Proportions of High School Dropout Reason Codes Reported, After the Attendance Code, 2018–2019 to 2023–2024



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

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

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

Table D11. Proportion of Most Frequently Reported Dropout Reasons in High School within Student Subgroups, 2023–2024

Dropout Reason	All Students	Female	Male	Amln	Asian	Black	Hisp	Two or More	Pacific Islander	White	SWD	Not SWD
Attendance	46.2%	47.0%	45.6%	63.2%	36.8%	45.0%	45.5%	46.8%	26.1%	47.8%	45.2%	46.4%
Unknown	15.7%	15.8%	15.6%	9.2%	13.8%	17.9%	14.7%	14.6%	26.1%	15.3%	15.5%	15.7%
Lack of engagement with school and/or peers	8.9%	8.7%	9.1%	10.5%	12.6%	9.3%	7.8%	11.5%	17.4%	9.0%	10.6%	8.5%
Moved, school status unknown	6.7%	7.3%	6.3%	1.3%	10.3%	7.4%	8.5%	4.9%	8.7%	4.6%	5.3%	7.1%
Choice of work over school	6.4%	3.6%	8.3%	3.9%	11.5%	3.0%	11.8%	3.6%	4.3%	4.0%	5.1%	6.7%
Enrollment in a community college	4.8%	5.2%	4.5%	5.3%	3.4%	4.7%	2.1%	6.4%	0.0%	7.4%	4.5%	4.8%
Academic problems	2.2%	1.8%	2.4%	2.6%	0.0%	2.5%	1.8%	0.8%	0.0%	2.7%	3.2%	1.9%

Figure D11. Percent of Most Frequently Reported High School Dropout Reasons within Student Subgroups (after Attendance), 2023–2024

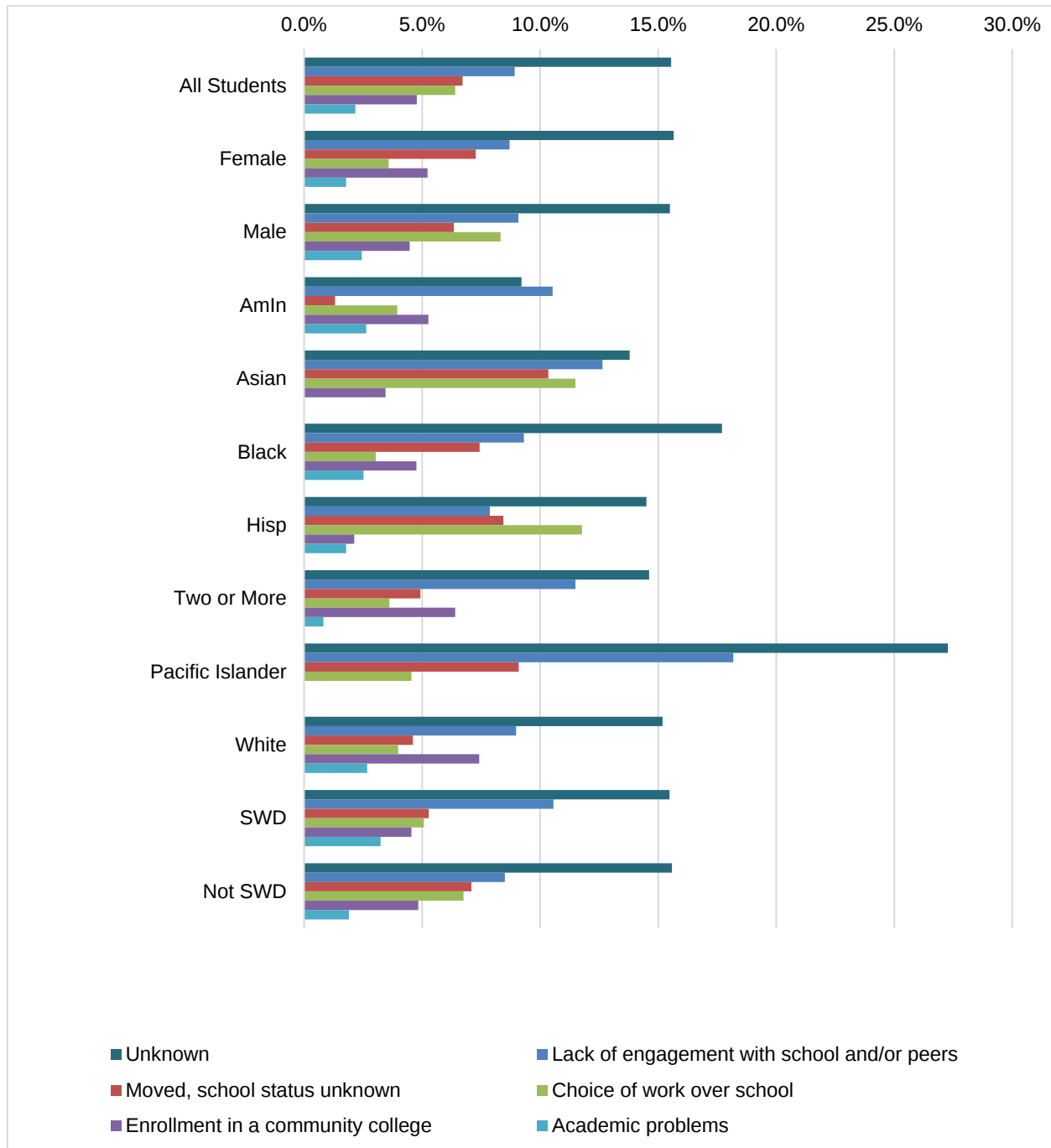


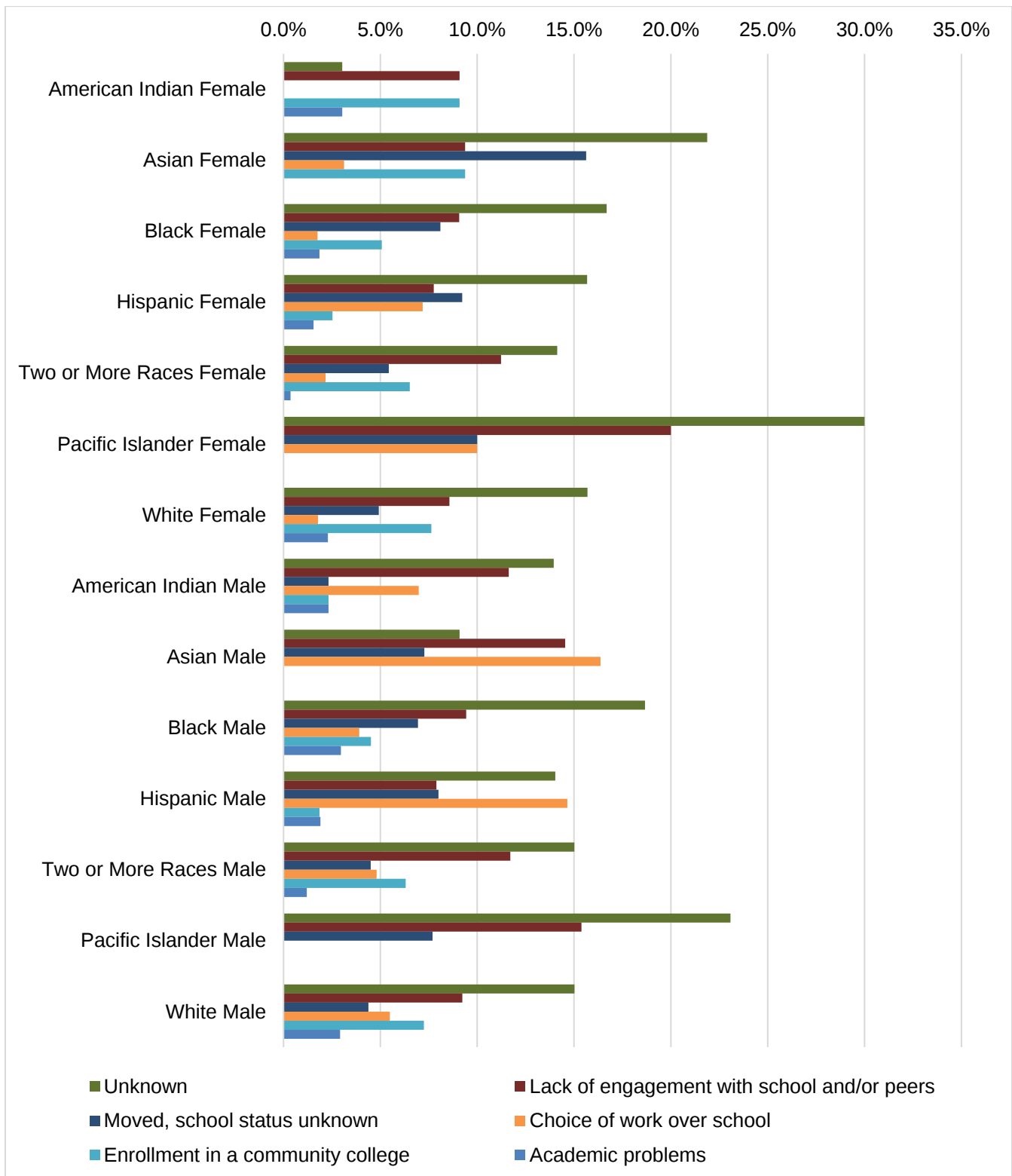
Table D12. Percent of High School Dropout Reasons within Race/Ethnicity-Sex Subgroups, 2023–2024

Dropout Reason	All Students	American Indian Female	Asian Female	Black Female	Hispanic Female	Two or More Races Female	Pacific Islander Female	White Female
Attendance	46.2%	69.7%	28.1%	46.6%	46.0%	47.5%	10.0%	48.4%
Unknown	15.7%	3.0%	21.9%	16.7%	15.7%	14.1%	30.0%	15.7%
Lack of engagement with school and/or peers	8.9%	9.1%	9.4%	9.1%	7.8%	11.2%	20.0%	8.6%
Moved, school status unknown	6.7%	0.0%	15.6%	8.1%	9.2%	5.4%	10.0%	4.9%
Choice of work over school	6.4%	0.0%	3.1%	1.8%	7.2%	2.2%	10.0%	1.8%
Enrollment in a community college	4.8%	9.1%	9.4%	5.1%	2.5%	6.5%	0.0%	7.6%
Academic problems	2.2%	3.0%	0.0%	1.9%	1.6%	0.4%	0.0%	2.3%

Table D12. Percent of High School Dropout Reasons within Race/Ethnicity-Sex Subgroups, 2023–2024 (continued)

Dropout Reason	All Students	American Indian Male	Asian Male	Black Male	Hispanic Male	Two or More Races Male	Pacific Islander Male	White Male
Attendance	58.1%	41.8%	43.8%	45.2%	46.2%	38.5%	47.4%	58.1%
Unknown	14.0%	9.1%	18.7%	14.0%	15.0%	23.1%	15.0%	14.0%
Lack of engagement with school and/or peers	11.6%	14.5%	9.4%	7.9%	11.7%	15.4%	9.2%	11.6%
Moved, school status unknown	2.3%	7.3%	6.9%	8.0%	4.5%	7.7%	4.4%	2.3%
Choice of work over school	7.0%	16.4%	3.9%	14.7%	4.8%	0.0%	5.5%	7.0%
Enrollment in a community college	2.3%	0.0%	4.5%	1.9%	6.3%	0.0%	7.2%	2.3%
Academic problems	2.3%	0.0%	3.0%	1.9%	1.2%	0.0%	2.9%	2.3%

Figure D12. Percent of Most Frequent High School Dropout Reason within Race/Ethnicity-Sex Subgroup (after Attendance), 2023–2024



HIGH SCHOOL DROPOUT COUNTS AND RATES BY PSU

In 2023–2024, of the 742 schools with at least one high school grade (Grades 9–13 and XG), 33.2% (246) reported zero dropouts. Conversely, 66.8% (496) of schools with at least one high school grade reported at least one dropout in 2023–2024.

Of the 216 PSUs that enrolled at least one student in one or more high school grades, 76 PSUs (35.2%) reported zero dropouts in 2023–2024. There were 140 PSUs (64.8%) that reported at least one dropout in a high school grade.

Sixty-five (46.4%) of the PSUs that reported dropouts were at or above the state high school dropout rate, and 75 (53.6%) were below the state high school dropout rate.

Among the PSUs reporting dropouts in 2023–2024, the PSUs with the lowest (non-zero) high school dropout rates were Scotland County Schools, NC Virtual Academy, Caswell County Schools, Union Academy Charter School, Piedmont Community Charter, Wake Preparatory Academy, Greene County Schools, Voyager Academy, Gray Stone Day School, and Henderson Collegiate.

PSUs reporting the highest (non-zero) high school dropout rates were Queen City STEM School, Vance County Schools, Elkin City Schools, Bertie County Schools, Wayne County Public Schools, Granville County Schools, Anson County Schools, Elizabeth City-Pasquotank Public Schools, Craven County Schools, and Weldon City Schools.

Table D-C4. High School Dropouts by School, Sex and Race/Ethnicity, 2023–2024; Table D-C5. High School Dropout Counts and Rates, 2018–2019 and 2023–2024; and Table D-C6. High School Dropout Counts and Rates, 2018–2019 to 2023–2024 detail the number and rates of dropouts in Grades 9 through 12 in PSUs and schools (see the [Dropout Counts and Rates Companion Tables](#) section).

DROPOUT COUNTS AND RATES COMPANION TABLES

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

Table D-C1. Grade 1-13 Dropouts by School, Sex and Race/Ethnicity, 2023–2024

Table D-C2. Grade 7-13 Dropout Counts and Rates, 2018–2019 to 2023–2024

Table D-C3. Grade 7-13 Dropouts by School, Sex and Race/Ethnicity, 2023–2024

Table D-C4. High School Dropouts by School, Sex and Race/Ethnicity, 2023–2024

Table D-C5. High School Dropout Counts and Rates, 2018–2019 and 2023–2024

Table D-C6. High School Dropout Counts and Rates, 2018–2019 to 2023–2024

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)

APPENDIX C – UNACCEPTABLE BEHAVIOR DEFINITION AND CATEGORIES

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

Category	Code	Description
Bullying/ Harassment	052	UB: Bullying
	094	UB: Cyber-bullying
	038	UB: Harassment - Sexual
	102	UB: Harassment - Disability
	101	UB: Harassment - Racial
	110	UB: Harassment – Religious affiliation
	109	UB: Harassment – Sexual orientation
	025	UB: Harassment - Verbal
Assaults/ Threats	021	UB: Affray (G.S. 14-33)
	045	UB: Assault - other
	071	UB: Assault on non-student w/o weapon & not resulting in serious injury
	044	UB: Assault on student
	072	UB: Assault on student w/o weapon & not resulting in serious injury
	024	UB: Fighting
	093	UB: Robbery without a weapon
	105	UB: Threat of physical attack with a firearm
	106	UB: Threat of physical attack with a weapon
	107	UB: Threat of physical attack without a weapon
	018	UB: Unlawfully setting a fire
	090	UB: Violent assault not resulting in serious injury
Defiant behavior	022	UB: Disorderly conduct (G.S. 14-288.4(a)(6))
	027	UB: Aggressive behavior
	061	UB: Disrespect of faculty/staff
	042	UB: Disruptive behavior
	114	UB: Inappropriate Behavior
	032	UB: Inappropriate language/disrespect
	033	UB: Insubordination
Interpersonal	019	UB: Communicating threats (G.S. 14-277.1)
	080	UB: Discrimination
	063	UB: Excessive display of affection
	023	UB: Extortion
	079	UB: Gang activity
	026	UB: Hazing
	115	UB: Indecent Exposure
	068	UB: Mutual sexual contact between two students
Missing Class/School	074	UB: Cutting class
	064	UB: Excessive tardiness
	078	UB: Late to class
	066	UB: Leaving class without permission
	067	UB: Leaving school without permission
	075	UB: Skipping school
	030	UB: Truancy
Other	059	UB: Being in an unauthorized area

Category	Code	Description
	037	UB: Bus misbehavior
	060	UB: Cell phone use
	031	UB: Dress code violation
	029	UB: False fire alarm
	035	UB: Falsification of information
	034	UB: Gambling
	028	UB: Honor code violation
	040	UB: Inappropriate items on school property
	091	UB: Misuse of school technology
	069	UB: Other
	058	UB: Other School Defined Offense
	046	UB: Possession of counterfeit items
	039	UB: Property damage
	036	UB: Theft
	047	UB: Use of counterfeit items
Repeat Offender	092	UB: Repeat offender
Substance Use Related	051	UB: Possession of chemical or drug paraphernalia
	086	UB: Possession of student's own prescription drug
	041	UB: Possession of tobacco
	095	UB: Under the influence of alcohol
	096	UB: Under the influence of controlled substances
	070	UB: Use of tobacco
	116	UB: Possession of Vaping Device
	117	UB: Use of Vaping Device