



Public Schools of North Carolina
State Board of Education
Department of Public Instruction

Report to the North Carolina General Assembly

Consolidated Data Report, 2019–2020

Annual Report on School Crime & Violence

Annual Report on Suspensions & Expulsions

Annual Report on the Use of Corporal Punishment

*Annual Report on Reassignments for Disciplinary
Reasons*

Annual Report on Alternative Learning Placements

Annual Report on Dropout Rates

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

Date Due: March 15, 2021

Report # ----

DPI Chronological Schedule, 2020-2021

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Background

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

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

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INTRODUCTION

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

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

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

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

Limitations and Cautions of 2019-2020 School Year Data

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

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

While the data reported within this report covers the full 2019-2020 academic year, caution should be taken when making comparisons to previous years. After the March 16th school closure, there were significant reductions in the number of incidents of Crime and Violence, Suspensions, and Alternative Learning Placements. There were also fewer reported withdraw dates for dropouts in comparison to the months prior and when compared to the same time frame in the prior school years. Table I1, Table I2, and Table I3 below illustrate the difference in the numbers of disciplinary incidents reported, the number of ALPS placements, and exit dates for dropouts, respectively, by month for the 2018-2019 and 2019-2020 academic years.

TABLE I1. NUMBER OF DISCIPLINARY INCIDENTS REPORTED BY MONTH

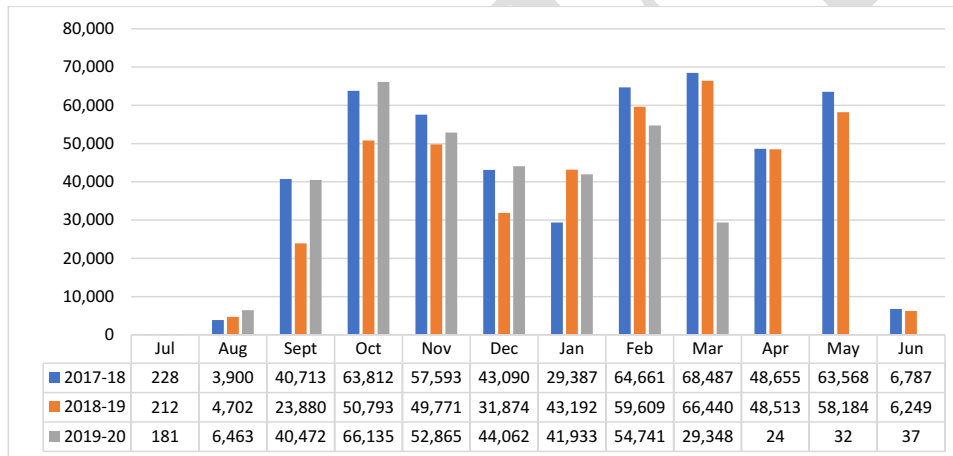
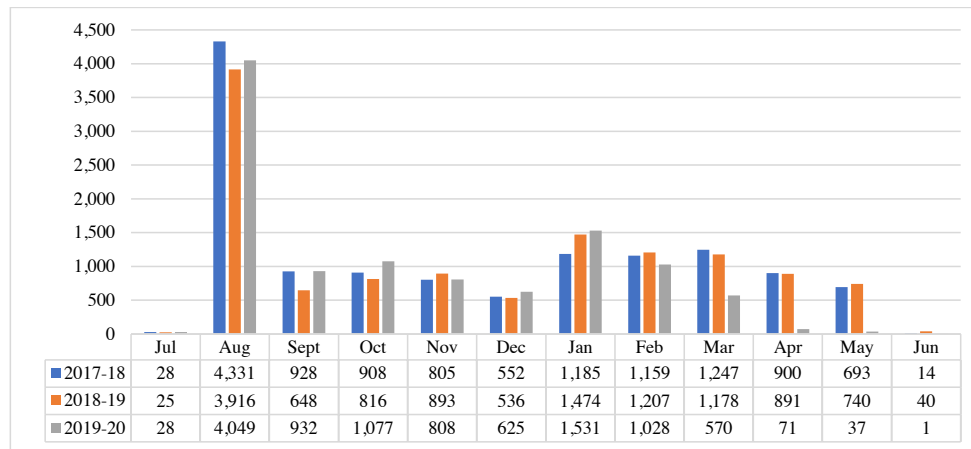
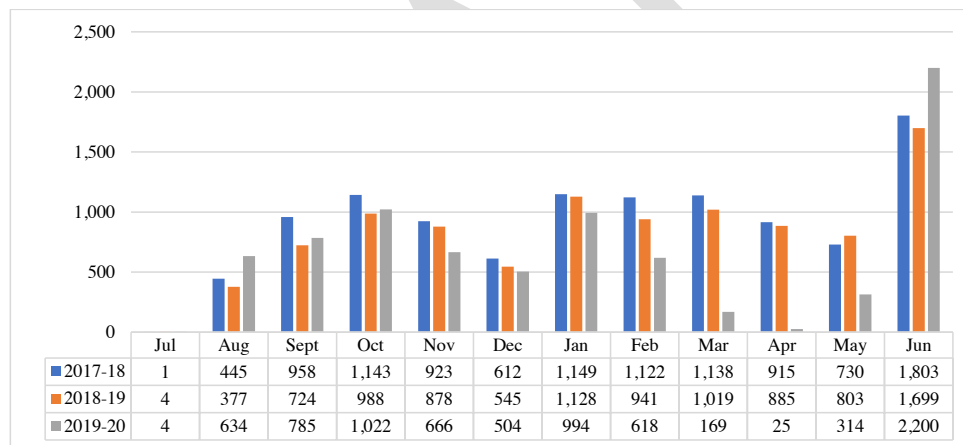


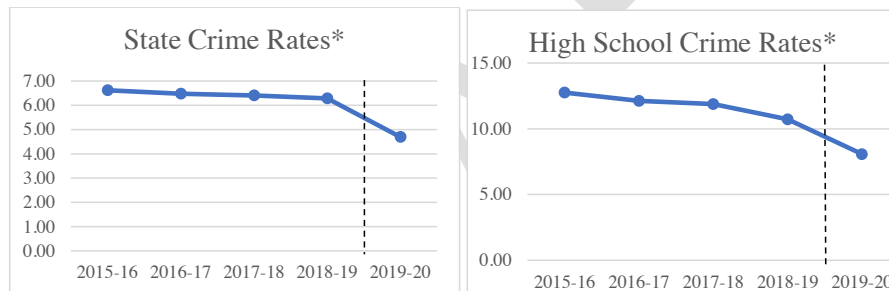
TABLE 12. NUMBER OF ALTERNATIVE LEARNING PLACEMENTS REPORTED BY MONTH**TABLE 13. WITHDRAW DATE OF DROPOUTS BY MONTH**

CONSOLIDATED FINDINGS

While the data reported within this report covers the full 2019-2020 academic year, caution should be taken when making comparisons to previous years. After the March 16th school closure, there were significant reductions in the number of incidents of Crime and Violence, Suspensions, Alternative Learning Placements and withdraw dates for verified dropouts when compared to the same time frame in the prior school years.

Reportable Crimes

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



- The number of reportable crimes across all schools decreased by 25.1% from 2018-2019 to 2019-2020*¹. Rates of crimes decreased by 25.4%.
- The high school crime rate decreased 24.7%, a significant decrease from the previous year's decrease of 9.7%.

Short-Term Suspensions for All Acts

- In 2019-2020, there were 152,873 short-term suspensions reported statewide, a decrease of 24.8% from the 203,298 reported in the 2018-2019 academic year.
- In 2019-2020, short-term suspensions decreased for all students. The largest decreases were from Black, American Indian, and Two or More Races Students. Asian, Native Hawaiian/Pacific Islander, and White students decreased by the same

¹ *As detailed the Introduction to this report, caution should be taken when comparing 2019-2020 data to previous years. While the 2019-2020 data reported is for the full academic year, after March 16, 2020 schools were closed for the remainder of the school year and students participated in remote learning only.

amount. Short-term suspensions given to Hispanic students decreased the least amount.

- In 2019-2020, black male students had the highest rate of short-term suspension, followed by American Indian males. These rates did decrease from the 2018-2019 academic year. Short-term suspension rates for Asian students – both male and female – had the greatest decrease from the previous academic year. American Indian students – both male and female – had the smallest decrease.
- Ninth graders received the largest number of short-term suspensions, a trend that has been consistently seen for over ten years. Ninth graders saw the smallest decrease in the number of short-term suspensions compared to the 2018-2019 academic year of all High School grades.
- In 2019-2020, the middle grades – sixth, seventh, and eighth grades – each saw a decrease in the number of short-term suspensions compared to the 2018-2019 academic year. Sixth grade saw the largest decrease in short-term suspensions.
- Of the elementary grades, all grades decreased in the number of short-term suspensions in 2019-2020 compared to 2018-2019. Third grade saw the greatest decrease of 40.0 percent.

Short-Term Suspensions for Unacceptable Behaviors

- Of the 152,873 short-term suspensions in 2019-2020, 146,657 (96.0%) were given as a result of an incident involving unacceptable behaviors.
- The rate of short-term suspensions for unacceptable behaviors was 96.1 per 1000 students across the state.
- Short-term suspensions were given most often for Defiant Behaviors, followed by Assaults/Threats. These two categories also had the highest rates of suspensions.
- In 2019-2020, Black, American Indian, Economically Disadvantaged, and Students with Disabilities had the highest rates of suspensions for unacceptable behaviors.
- Asian Students had the lowest rates of suspensions for unacceptable behaviors.

Long-Term Suspensions

- In 2019-2020, 405 long-term suspensions were reported, a 31.0% decrease from the 587 long-term suspensions reported in 2018-2019, and a 39.8% decrease from the 2017-2018 academic year.
- The 405 long-term suspensions reported in 2019-2020 were assigned to

397 individual students for an average of 71.6 days of school missed. Overall, 28,999.5 days of school were missed throughout the state due to long-term suspensions in the 2019-2020 academic year.

- High school students received 238 long-term suspensions, a 27.0% decrease from the 326 recorded in 2018-2019 and a 43.2% decrease from the 419 recorded in the 2017-2018 academic year.
- In 2019-2020, statewide 1,790 students were replaced in Alternative Learning Programs and Schools instead of being given long-term suspensions. This is a decrease from the 2,107 in 2018-2019. If these students had been given long-term suspensions instead of being given an Alternative Learning Placement, the number of long-term suspensions statewide would have been 2,195 for the 2019-2020 school year and 2,694 for the 2018-2019 school year.

Expulsions

- In 2019-2020, there were 21 expulsions in North Carolina schools, a decrease of two from the 2018-2019 academic year.

Corporal Punishment

- In the 2019-2020 academic year, zero school districts reported the use of corporal punishment.
- This is the second school year in a row zero uses of corporal punishment were reported. This is down from the 60 reported by two school districts in 2017-2018 and 75 reported in 2016-2017.

Student Reassignments for Disciplinary Reasons

- In 2019-2020, North Carolina public schools assigned 182,133 in-school suspensions of a half day or more to 97,976 students. This is a 23.7% decrease from the 238,697 in-school suspensions reported in 2018-2019.
- Students spent a total of 265,090 days in in-school suspension. The average length of an in-school suspension was 1.46 days, down 2.0% from the average length of 1.49 days in 2018-2019.
- Black students received the most in-school suspensions (83,642), followed by White students (57,534) and Hispanic students (26,959). Seventh graders received the most in-school suspensions (31,085), followed by ninth graders (28,969) and eighth graders (27,212).
- In addition, 25,404 partial day in-school suspensions were assigned to 16,838 students; this is a 10.5% decrease from the 28,379 partial day suspensions assigned in 2018-2019.

- In 2019-2020, schools reported 3,744 assignments of students to ALPS for disciplinary reasons. Black students were assigned to ALPs for disciplinary reasons the most often, followed by White students and Hispanic students. Ninth graders were most often assigned to ALPS for disciplinary reasons, followed by eighth graders and seventh graders. Of the 3,744 ALP assignments for disciplinary reasons, 953 involved students with disabilities.

Alternative Learning Program and School Placements

- There were 10,757 enrollments into Alternative Learning Programs and Schools throughout the 2019-2020 school year. The most frequent reason for student placement was due to chronic misbehavior (N=3,524), followed by placement instead of long-term suspension (N=1,790), and placement by student and/or parent choice (N=1,621).
- Of the placements, 22.5% were for the entire school year and 45.2% of the placements were for one semester or less.
- There were 10,146 unique/individual students placed in ALPS over the course of the 2019-2020 school year, a decrease of 10.2% from 2018-2019.
- More males were placed in Alternative Learning Programs and Schools than females. Black students were placed more frequently than other ethnic groups (45.0% of all enrollments); however, American Indian students had a higher rate of placement (15.5 placements per 1000 students). For the 2019-2020 school year, American Indian and Black students were placed at the highest rate (15.5 and 14.7 per 1000 students respectively), followed by multiracial students (7.2 per 1000 students respectively).
- The grade level most frequently placed was ninth.
- In 2019-2020, statewide 1,790 students were replaced in Alternative Learning Programs and Schools instead of being giving long-term suspensions. This is a decrease from the 2,107 in 2018-2019.

Dropout Counts and Rates

- The North Carolina high school dropout rate for the 2019-2020 academic year is 1.53 per 100 students. The rate decreased 24.1% from the 2018-2019 dropout rate of 2.01.
- Grades 9-13 reported 7,194 dropouts in 2019-2020, a decrease of 24.4% from the total of 9,512 reported in 2018-2019.
- Over half of LEAs (82.6%) witnessed a decrease in their high school dropout rates from the previous academic year.

- Dropout rates for all race/ethnic groups and for males and females decreased from the 2018-2019 academic year. The greatest decrease in the dropout rate was reported for American Indian females, Two or More Races females and Pacific Islander females.
- Attendance issues were again cited most frequently as the main reason for a student dropping out, accounting for over half (46.3%) of all dropouts. The second and third most widely reported dropout reason codes were “unknown” at 11.5% and “lack of engagement with school and/or peers” at 8.4 percent.

2019–2020 SCHOOL CRIME AND VIOLENCE

Introduction

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

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

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

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

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

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

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

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

The data used in this annual report were largely collected in the PowerSchool Incident Management Module. Schools initially entered their data in PowerSchool, and the data was extracted to a state discipline dataset at year's end. Data consolidation and verification procedures, as well as data compellation, were handled by the Enterprise Data and Reporting Division of NCDPI. The report was compiled by the Office of the State Superintendent.

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

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

*As detailed the Introduction to this report, caution should be taken when comparing 2019-2020 Crime and Violence data to previous years. While the 2019-2020 data reported is for the full school year, after March 16, 2020 schools were closed for the remainder of the school year and students participated in remote learning only.

2019–2020 SCHOOL CRIME AND VIOLENCE

General Findings

While the data reported within this report covers the full 2019-2020 academic year, caution should be taken when making comparisons to previous years. After the March 16th school closure, there were significant reductions in the number of incidents of Crime and Violence, Suspensions, Alternative Learning Placements and withdraw dates for verified dropouts when compared to the same time frame in the prior school years.

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

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

TABLE C1. COUNT AND RATE (PER 1,000 ENROLLED) OF REPORTED ACTS OF CRIME, GRADES K-13

| Reporting Year | Total Acts | Rate (per 1000) |
|----------------|------------|-----------------|
| 2015-16 | 10,020 | 6.62 |
| 2016-17 | 9,834 | 6.48 |
| 2017-18 | 9,747 | 6.41 |
| 2018-19 | 9,554 | 6.29 |
| 2019-20* | 7,158 | 4.69 |

TABLE C2. COUNT AND RATE (PER 1,000 ENROLLED) OF REPORTED ACTS OF CRIME, GRADES 9-13

| Reporting Year | Total Acts | Rate (per 1000) |
|----------------|------------|-----------------|
| 2015-16 | 5,774 | 12.75 |
| 2016-17 | 5,543 | 12.12 |
| 2017-18 | 5,456 | 11.88 |
| 2018-19 | 4,850 | 10.73 |
| 2019-20* | 3,665 | 8.08 |

In 2019-2020, 7,158 acts of crime and violence were reported across the state. The rate of crime was 4.69 acts of crime and violence per 1000 students in the state. The total number of acts and the rate of reported acts of crime is at the lowest in five years. The number of reportable crimes across all schools decreased by 25.1% from 2018-2019 to 2019-2020*². Rates of crimes decreased by 25.4%.

² *As detailed the Introduction to this report, caution should be taken when comparing 2019-2020 data to previous years. While the 2019-2020 data reported is for the full academic year, after March 16, 2020 schools were closed for the remainder of the school year and students participated in remote learning only.

Considering that most reportable crimes are at the high school level, it is important to note that the number of reportable crimes by high school students decreased 32.3% from 2018-2019 to 2019-2020. The rate of crime decreased 24.7% in the same timeframe, much larger decrease than the 9.7% decrease from the 2017-2018 academic year to the 2018-2019 academic year.

TABLE C3. ONE YEAR PERCENT DIFFERENCE IN NUMBER OF REPORTABLE ACTS BY TYPE

| Reportable Acts of Crime | Number of Acts | | Percent Difference |
|--|----------------|--------------|--------------------|
| | 2018-19 | 2019-20* | |
| Possession of a Controlled Substance in Violation of Law | 4,604 | 3,642 | -20.9% |
| Possession of a Weapon | 2,053 | 1,655 | -19.4% |
| Assault on School Personnel | 1,495 | 1,035 | -30.8% |
| Possession of Alcoholic Beverage | 885 | 519 | -41.4% |
| Sexual Assault not including Rape or Sexual Offense | 139 | 58 | -58.3% |
| Possession of a Firearm or Powerful Explosive | 124 | 83 | -33.1% |
| Sexual Offense | 86 | 45 | -47.7% |
| Assault Resulting in Serious Injury | 75 | 49 | -34.7% |
| Assault Involving Use of a Weapon | 41 | 41 | 0.0% |
| Bomb Threat | 33 | 24 | -27.3% |
| Burning of a School Building | 12 | 4 | -66.7% |
| Rape | 3 | 0 | -100.0% |
| Kidnapping | 3 | 0 | -100.0% |
| Robbery with a Dangerous Weapon | 1 | 3 | 200.0% |
| Death by Other Than Natural Causes | 0 | 0 | - |
| Taking Indecent Liberties with a Minor | 0 | 0 | - |
| Total Acts | 9,554 | 7,158 | -25.1% |

While the overall total number of reportable acts of crimes has decreased from the previous academic year, the percent change of each reportable crime varies. The numbers and percent change of each of the offenses reported in the 2018-2019 and the 2019-2020 academic years are shown in the table above (Table C3).

Consistent with previous years, Possession of Controlled Substances is the most frequently reported reportable act of crime. The second most reportable act reported is Possession of Weapon (excluding firearms and powerful explosives), followed by Assault on School Personnel. Four of the reportable crimes were not reported in the 2019-2020 school year: Rape, Kidnapping, Death, and Indecent Liberties with a minor.

It is critical to note that not every act of crime reported is committed by a student. Any act committed on school grounds or during a school-related function or activity must be reported. Thus, the offenders can include: any student from the current school, student from another school, school staff, school administrator, other professionals, non-professionals, school volunteers, parents/caregiver or relative,

non-student/non-staff, and unknown offenders. A complete list of all acts, as well as disciplinary actions, that must be reported by schools are found in Appendix B.

TABLE C4. 2019-2020 REPORTED STATEWIDE ACTS BY OFFENDER TYPE

| Reportable Acts of Crime | TOTAL NUMBER OF ACTS | TOTAL NO. OF ACTS BY OFFENDER TYPE | |
|--|----------------------------|---------------------------------------|----------|
| | | STUDENT | OTHER |
| Possession of a Controlled Substance in Violation of Law | 3,642 | 3,554 | 1 |
| Possession of a Weapon | 1,655 | 1,644 | 3 |
| Assault on School Personnel | 1,035 | 1,032 | 2 |
| Possession of Alcoholic Beverage | 519 | 507 | 1 |
| Possession of a Firearm or Powerful Explosive | 83 | 82 | 1 |
| Sexual Assault not including Rape or Sexual Offense | 58 | 58 | 0 |
| Assault Resulting in Serious Injury | 49 | 49 | 0 |
| Sexual Offense | 45 | 45 | 0 |
| Assault Involving Use of a Weapon | 41 | 41 | 0 |
| Bomb Threat | 24 | 24 | 0 |
| Burning of a School Building | 4 | 4 | 0 |
| Robbery with a Dangerous Weapon | 3 | 3 | 0 |
| Death by Other Than Natural Causes | 0 | 0 | 0 |
| Kidnapping | 0 | 0 | 0 |
| Rape | 0 | 0 | 0 |
| Taking Indecent Liberties with a Minor | 0 | 0 | 0 |
| Total Acts | 7,158 | 7,043 | 8 |

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

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

TABLE C5. 2019-2020 REPORTED STATEWIDE ACTS BY SCHOOL LEVEL

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

TABLE C6. 2018-2019 REPORTED STATEWIDE ACTS BY SCHOOL LEVEL

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

TABLE C7. 2017-2018 REPORTED STATEWIDE ACTS BY SCHOOL LEVEL

| SPECIFIED ACTS | TOTAL NUMBER OF ACTS | TOTAL NO. OF ACTS BY SCHOOL LEVEL | | | | | |
|--|----------------------------|-----------------------------------|------------|--------------|------------|--------------|------------|
| | | PK-5 | ELEM/MID* | G6-8 | MID/HIGH** | G9-12 | OTHER† |
| Possession of a Controlled Substance in Violation of Law | 4,589 | 70 | 128 | 910 | 177 | 3,201 | 103 |
| Possession of a Weapon | 2,534 | 643 | 145 | 708 | 52 | 936 | 50 |
| Assault on School Personnel | 1262 | 484 | 95 | 251 | 31 | 276 | 125 |
| Possession of Alcoholic Beverage | 890 | 10 | 54 | 271 | 24 | 509 | 22 |
| Possession of a Firearm or Powerful Explosive | 128 | 12 | 12 | 16 | 3 | 85 | 0 |
| Sexual Assault not including Rape or Sexual Offense | 115 | 10 | 9 | 54 | 5 | 36 | 1 |
| Sexual Offense | 70 | 5 | 17 | 18 | 3 | 23 | 4 |
| Bomb Threat | 67 | 3 | 9 | 18 | 1 | 36 | 0 |
| Assault Resulting in Serious Injury | 44 | 8 | 4 | 7 | 4 | 21 | 0 |
| Assault Involving Use of a Weapon | 44 | 10 | 2 | 15 | 3 | 12 | 2 |
| Burning of a School Building | 1 | 0 | 0 | 1 | 0 | 0 | 0 |
| Death By Other Than Natural Causes | 1 | 0 | 0 | 0 | 1 | 0 | 0 |
| Rape | 1 | 0 | 0 | 0 | 0 | 1 | 0 |
| Robbery with a Dangerous Weapon | 1 | 0 | 0 | 0 | 0 | 1 | 0 |
| Kidnapping | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Taking Indecent Liberties with a Minor | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 9,747 | 1,255 | 475 | 2,269 | 304 | 5,137 | 307 |

FIGURE C1. TEN-YEAR TREND IN NUMBER OF REPORTED ACTS RECEIVING HIGHEST TOTAL OCCURRENCES

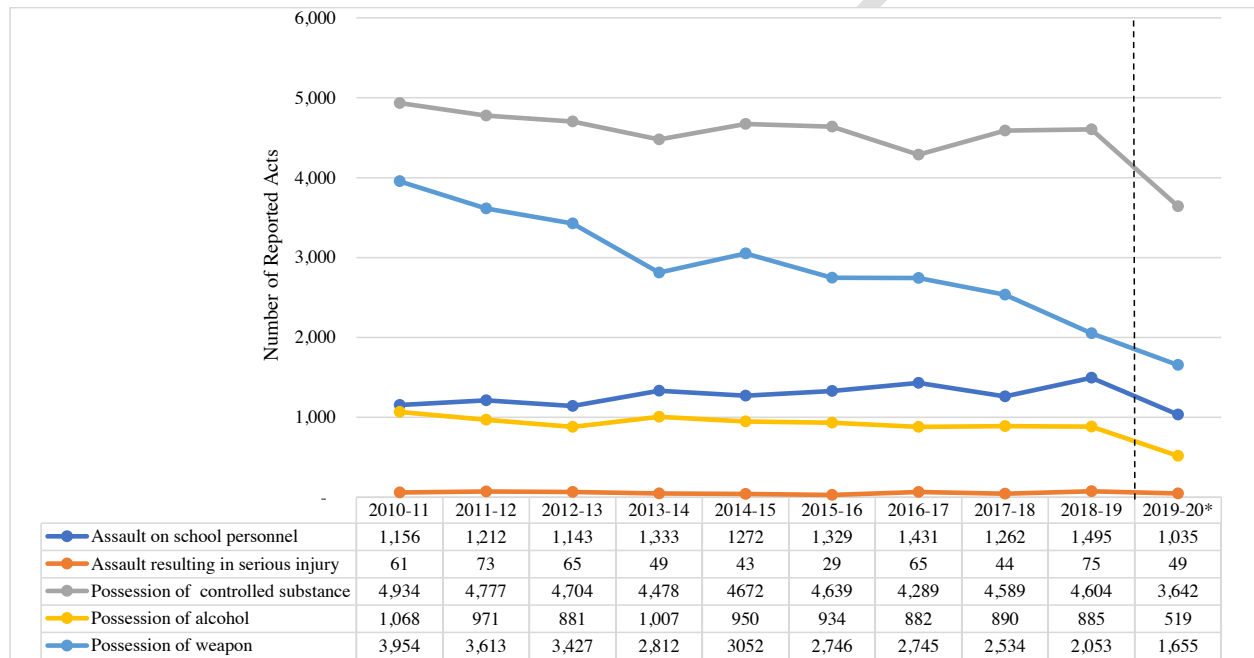
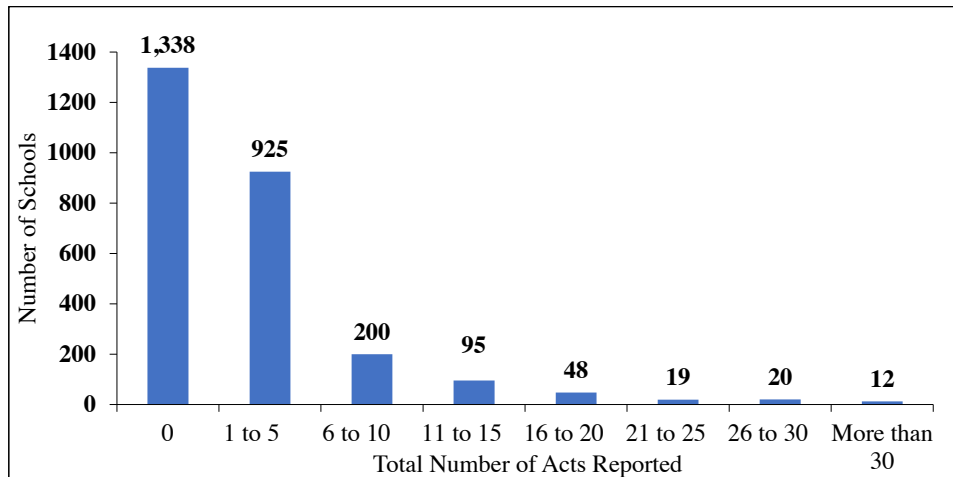


FIGURE C2. NUMBER OF SCHOOLS REPORTING ACTS RANGING FROM ZERO TO MORE THAN 30

Across all the public schools statewide, the majority of schools (50.4%) reported zero acts of crimes during the 2019-2020 school year. Approximately 35.0% of schools reported one to five acts of crimes, with 7.5% reporting 11 to 15. Less than 7.3% of schools reported 16 to more than 30 acts of crimes.

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

- The LEAs that had zero reported acts of crime were Cherokee County Schools, Hyde County Schools, Jones County Schools, Martin County Schools, Perquimans County Schools, Swain County Schools, and Washington County Schools.
- The LEAs reporting the largest 3-year decreases in rates of grade 9-13 reported crimes were Cherokee County Schools, Hyde County Schools, Jones County Schools, Madison County Schools, Martin County Schools, Perquimans County Schools, Swain County Schools, Warren County Schools, Washington County Schools, and Yadkin County Schools.
- The LEAs with the highest rates of reported acts of crime in grades 9-13 were Alleghany County Schools, Avery County Schools, Buncombe County Schools, Lee County Schools, McDowell County Schools, Newton Conover City Schools, Pamlico County Schools, and Weldon City Schools.

- The LEAs reporting the largest 3-year increases in rates of grade 9-13 reported crimes were Alleghany County, Anson County, Kannapolis City Schools, Lexington City Schools, Northampton County Schools, Surry County Schools, and Weldon City Schools.

TABLE C8. 2019-2020 NUMBER OF GRADE 9-13 REPORTABLE CRIMES AND RATES (PER 1,000 ENROLLED) BY LEA

| LEA Code | LEA Name | Reportable Crimes | ADM, Grade 9-13 | Rate (per 1000) |
|----------|--------------------------------|-------------------|-----------------|-----------------|
| SEA | State | 3,665 | 453,847 | 8.075 |
| 010 | Alamance-Burlington Schools | 70 | 6,857 | 10.209 |
| 020 | Alexander County Schools | 6 | 1,415 | 4.240 |
| 030 | Alleghany County Schools | 15 | 400 | 37.500 |
| 040 | Anson County Schools | 12 | 915 | 13.115 |
| 050 | Ashe County Schools | 5 | 877 | 5.701 |
| 060 | Avery County Schools | 9 | 541 | 16.636 |
| 070 | Beaufort County Schools | 5 | 1,919 | 2.606 |
| 080 | Bertie County Schools | 1 | 614 | 1.629 |
| 090 | Bladen County Schools | 5 | 1,354 | 3.693 |
| 100 | Brunswick County Schools | 12 | 3,923 | 3.059 |
| 110 | Buncombe County Schools | 127 | 7,309 | 17.376 |
| 111 | Asheville City Schools | 5 | 1,355 | 3.690 |
| 120 | Burke County Schools | 14 | 3,683 | 3.801 |
| 130 | Cabarrus County Schools | 48 | 10,552 | 4.549 |
| 132 | Kannapolis City Schools | 15 | 1,598 | 9.387 |
| 140 | Caldwell County Schools | 15 | 3,515 | 4.267 |
| 150 | Camden County Schools | 4 | 590 | 6.780 |
| 160 | Carteret County Public Schools | 25 | 2,469 | 10.126 |
| 170 | Caswell County Schools | 3 | 696 | 4.310 |
| 180 | Catawba County Schools | 49 | 4,843 | 10.118 |
| 181 | Hickory City Schools | 4 | 1,170 | 3.419 |
| 182 | Newton Conover City Schools | 16 | 932 | 17.167 |
| 190 | Chatham County Schools | 34 | 2,778 | 12.239 |
| 200 | Cherokee County Schools | 0 | 1,024 | 0.000 |
| 210 | Edenton-Chowan Schools | 2 | 545 | 3.670 |
| 220 | Clay County Schools | 2 | 389 | 5.141 |
| 230 | Cleveland County Schools | 57 | 4,295 | 13.271 |
| 240 | Columbus County Schools | 19 | 1,785 | 10.644 |
| 241 | Whiteville City Schools | 2 | 704 | 2.841 |

| LEA Code | LEA Name | Reportable Crimes | ADM, Grade 9-13 | Rate (per 1000) |
|----------|--|-------------------|-----------------|-----------------|
| SEA | State | 3,665 | 453,847 | 8.075 |
| 250 | Craven County Schools | 34 | 3,809 | 8.926 |
| 260 | Cumberland County Schools | 144 | 14,548 | 9.898 |
| 270 | Currituck County Schools | 6 | 1,240 | 4.839 |
| 280 | Dare County Schools | 8 | 1,650 | 4.848 |
| 290 | Davidson County Schools | 76 | 5,985 | 12.698 |
| 291 | Lexington City Schools | 6 | 819 | 7.326 |
| 292 | Thomasville City Schools | 5 | 634 | 7.886 |
| 300 | Davie County Schools | 1 | 1,848 | 0.541 |
| 310 | Duplin County Schools | 13 | 2,715 | 4.788 |
| 320 | Durham Public Schools | 125 | 10,349 | 12.078 |
| 330 | Edgecombe County Public Schools | 24 | 1,691 | 14.193 |
| 340 | Winston Salem / Forsyth County Schools | 184 | 16,226 | 11.340 |
| 350 | Franklin County Schools | 29 | 2,630 | 11.027 |
| 360 | Gaston County Schools | 35 | 9,372 | 3.735 |
| 370 | Gates County Schools | 1 | 460 | 2.174 |
| 380 | Graham County Schools | 1 | 363 | 2.755 |
| 390 | Granville County Schools | 21 | 2,283 | 9.198 |
| 400 | Greene County Schools | 11 | 861 | 12.776 |
| 410 | Guilford County Schools | 230 | 22,583 | 10.185 |
| 420 | Halifax County Schools | 3 | 554 | 5.415 |
| 421 | Roanoke Rapids City Schools | 2 | 851 | 2.350 |
| 422 | Weldon City Schools | 5 | 303 | 16.502 |
| 430 | Harnett County Schools | 61 | 5,769 | 10.574 |
| 440 | Haywood County Schools | 20 | 2,014 | 9.930 |
| 450 | Henderson County Schools | 29 | 4,135 | 7.013 |
| 460 | Hertford County Schools | 10 | 823 | 12.151 |
| 470 | Hoke County Schools | 14 | 2,303 | 6.079 |
| 480 | Hyde County Schools | 0 | 135 | 0.000 |
| 490 | Iredell-Statesville Schools | 67 | 6,847 | 9.785 |
| 491 | Mooreville Graded School District | 6 | 1,865 | 3.217 |
| 500 | Jackson County Public Schools | 10 | 1,151 | 8.688 |
| 510 | Johnston County Public Schools | 79 | 11,348 | 6.962 |
| 520 | Jones County Schools | 0 | 299 | 0.000 |
| 530 | Lee County Schools | 47 | 2,938 | 15.997 |
| 540 | Lenoir County Public Schools | 17 | 2,373 | 7.164 |
| 550 | Lincoln County Schools | 17 | 3,549 | 4.790 |

| LEA Code | LEA Name | Reportable Crimes | ADM, Grade 9-13 | Rate (per 1000) |
|----------|--|-------------------|-----------------|-----------------|
| SEA | State | 3,665 | 453,847 | 8.075 |
| 560 | Macon County Schools | 4 | 1,282 | 3.120 |
| 570 | Madison County Schools | 2 | 746 | 2.681 |
| 580 | Martin County Schools | 0 | 710 | 0.000 |
| 590 | McDowell County Schools | 28 | 1,728 | 16.204 |
| 600 | Charlotte-Mecklenburg Schools | 453 | 43,416 | 10.434 |
| 610 | Mitchell County Schools | 4 | 643 | 6.221 |
| 620 | Montgomery County Schools | 6 | 1,078 | 5.566 |
| 630 | Moore County Schools | 29 | 4,010 | 7.232 |
| 640 | Nash-Rocky Mount Schools | 12 | 4,594 | 2.612 |
| 650 | New Hanover County Schools | 74 | 8,065 | 9.175 |
| 660 | Northampton County Schools | 6 | 429 | 13.986 |
| 670 | Onslow County Schools | 42 | 6,944 | 6.048 |
| 680 | Orange County Schools | 20 | 2,367 | 8.450 |
| 681 | Chapel Hill-Carrboro City Schools | 20 | 3,892 | 5.139 |
| 690 | Pamlico County Schools | 7 | 439 | 15.945 |
| 700 | Elizabeth City-Pasquotank Public Schools | 7 | 1,425 | 4.912 |
| 710 | Pender County Schools | 24 | 2,952 | 8.130 |
| 720 | Perquimans County Schools | 0 | 451 | 0.000 |
| 730 | Person County Schools | 8 | 1,249 | 6.405 |
| 740 | Pitt County Schools | 63 | 7,051 | 8.935 |
| 750 | Polk County Schools | 2 | 673 | 2.972 |
| 760 | Randolph County School System | 54 | 4,913 | 10.991 |
| 761 | Asheboro City Schools | 3 | 1,287 | 2.331 |
| 770 | Richmond County Schools | 20 | 2,036 | 9.823 |
| 780 | Public Schools of Robeson County | 67 | 5,922 | 11.314 |
| 790 | Rockingham County Schools | 31 | 3,482 | 8.903 |
| 800 | Rowan-Salisbury Schools | 57 | 5,789 | 9.846 |
| 810 | Rutherford County Schools | 6 | 2,348 | 2.555 |
| 820 | Sampson County Schools | 24 | 2,374 | 10.110 |
| 821 | Clinton City Schools | 4 | 792 | 5.051 |
| 830 | Scotland County Schools | 3 | 1,536 | 1.953 |
| 840 | Stanly County Schools | 20 | 2,384 | 8.389 |
| 850 | Stokes County Schools | 10 | 1,846 | 5.417 |
| 860 | Surry County Schools | 25 | 2,397 | 10.430 |
| 861 | Elkin City Schools | 3 | 359 | 8.357 |
| 862 | Mount Airy City Schools | 3 | 500 | 6.000 |

| LEA Code | LEA Name | Reportable Crimes | ADM, Grade 9-13 | Rate (per 1000) |
|----------|-----------------------------|-------------------|-----------------|-----------------|
| SEA | State | 3,665 | 453,847 | 8.075 |
| 870 | Swain County Schools | 0 | 570 | 0.000 |
| 880 | Transylvania County Schools | 12 | 1,071 | 11.204 |
| 890 | Tyrrell County Schools | 1 | 175 | 5.714 |
| 900 | Union County Public Schools | 100 | 14,121 | 7.082 |
| 910 | Vance County Schools | 2 | 1,305 | 1.533 |
| 920 | Wake County Schools | 397 | 50,209 | 7.907 |
| 930 | Warren County Schools | 1 | 546 | 1.832 |
| 940 | Washington County Schools | 0 | 338 | 0.000 |
| 950 | Watauga County Schools | 16 | 1,453 | 11.012 |
| 960 | Wayne County Public Schools | 18 | 5,288 | 3.404 |
| 970 | Wilkes County Schools | 16 | 2,721 | 5.880 |
| 980 | Wilson County Schools | 27 | 3,405 | 7.930 |
| 990 | Yadkin County Schools | 2 | 1,542 | 1.297 |
| 995 | Yancey County Schools | 1 | 619 | 1.616 |

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

- Table C8 (above).
- Table C9. Total Number of Acts and Rates for Each LEA and Charter Schools, 2019-2020
- Table C10. Total Number of Acts and Rates for Individual Schools, 2019-2020

2019–2020 SUSPENSIONS AND EXPULSIONS

Introduction

Definitions of Suspension and Expulsion

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

Long-term suspensions are suspensions greater than 11 days. When a student is suspended long-term, the student may not return to his or her regular school for the duration of the suspension. Districts may allow long-term suspended students to attend an alternative learning program or school (ALPS) during their long-term suspension from their home school. For reporting purposes, students are not considered suspended while attending an alternative learning program or school.

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

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

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

*As detailed the Introduction to this report, caution should be taken when comparing 2019-2020 Crime and Violence data to previous years. While the 2019-2020 data reported is for the full school year, after March 16, 2020 schools were closed for the remainder of the school year and students participated in remote learning only.

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2019–2020 SUSPENSIONS AND EXPULSIONS

Section 1. Short-Term Suspensions for All Acts Reported

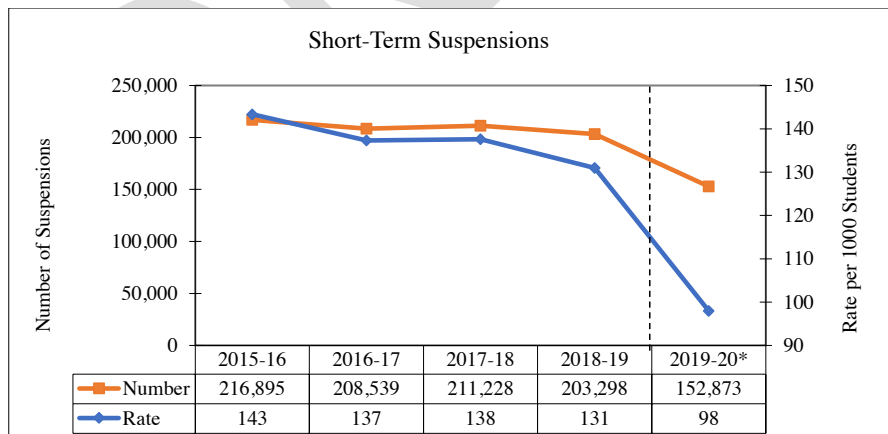
While the data reported within this section covers the full 2019-2020 academic year, caution should be taken when making comparisons to previous years. After the March 16th school closure, there were significant reductions in the number of incidents of Crime and Violence, Suspensions, Alternative Learning Placements and withdraw dates for verified dropouts when compared to the same time frame in the prior school years.

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

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

In 2019-2020³, there were 152,873 short-term suspensions reported statewide, a decrease of 24.8% from the 203,298 reported in the 2018-2019 academic year. The short-term suspension rate was 98.0 suspensions per one thousand students, a 25.2% decrease from the previous year.

FIGURE S1. SHORT-TERM SUSPENSIONS FOR ALL ACTS REPORTED, 2015-2016 TO 2019-2020



³ *As detailed the Introduction to this report, caution should be taken when comparing 2019-2020 data to previous years. While the 2019-2020 data reported is for the full academic year, after March 16, 2020 schools were closed for the remainder of the school year and students participated in remote learning only.

While most of the visualized data in this section represent suspensions, not numbers of unique students, it is important to note that of the 152,873 short-term suspensions in 2019-2020, 89,689 individual students were affected by these short-term suspensions for an average of 1.70 short-term suspensions per student. The average duration of a single short-term suspension was 3.13 days. More information on the gender and ethnicity of unique students and short-term suspensions can be found in Figure S8.

As for the high school grades, 52,776 short-term suspensions were reported statewide for a rate of 116.29 suspensions per 1000 students. The short-term suspension rate decreased 22.6% from the 2018-2019 academic year.

The LEAs that reported the lowest rates of grade 9-13 short-term suspensions in 2019-2020 were Cherokee County Schools, Clay County Schools, Hyde County Schools, Jackson County Public Schools, Jones County Schools, Yadkin County Schools, and Yancey County Schools.

LEAs with the highest rates of grade 9-13 short-term suspensions were Anson County Schools, Bertie County Schools, Edgecombe County Public Schools, Halifax County Schools, Herford County Schools, Northampton County Schools, and Public Schools of Robeson County.

In 2019-2020 LEAs with the largest 3-year percentage decreases in rates of grade 9-13 short-term suspensions were Cherokee County Schools, Hyde County Schools, Jackson County Public Schools, Jones County Schools, Martin County Schools, Nash-Rocky Mount Schools, and Yadkin County Schools.

LEAs with the largest 3-year percentage increases in rates of grade 9-13 short-term suspensions were Asheboro City Schools, Ashe County Schools, Bertie County Schools, Bladen County Schools, Caldwell County Schools, Hickory City Schools, and Lexington City Schools.

FIGURE S2. SHORT-TERM SUSPENSIONS BY GENDER

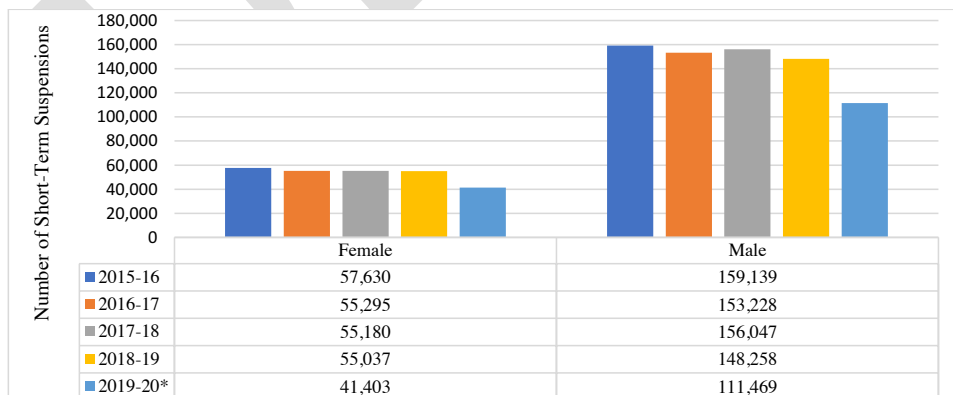
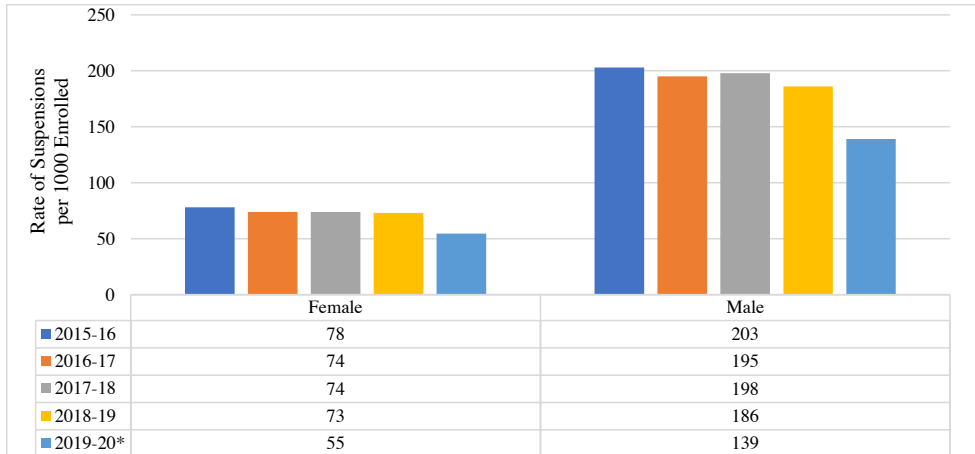
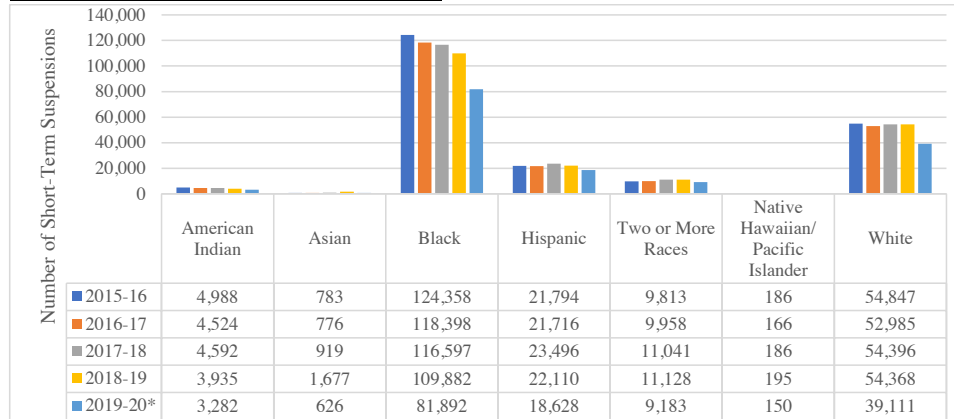
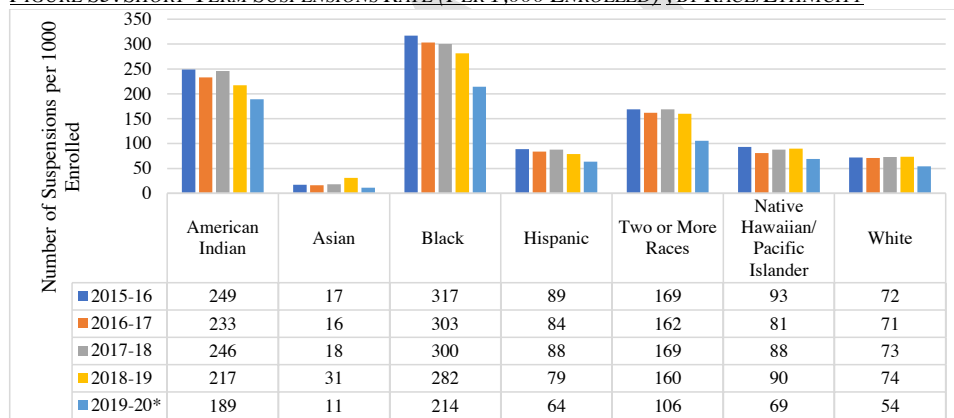


FIGURE S3. SHORT-TERM SUSPENSIONS RATE (PER 1,000 ENROLLED)⁴, BY GENDER

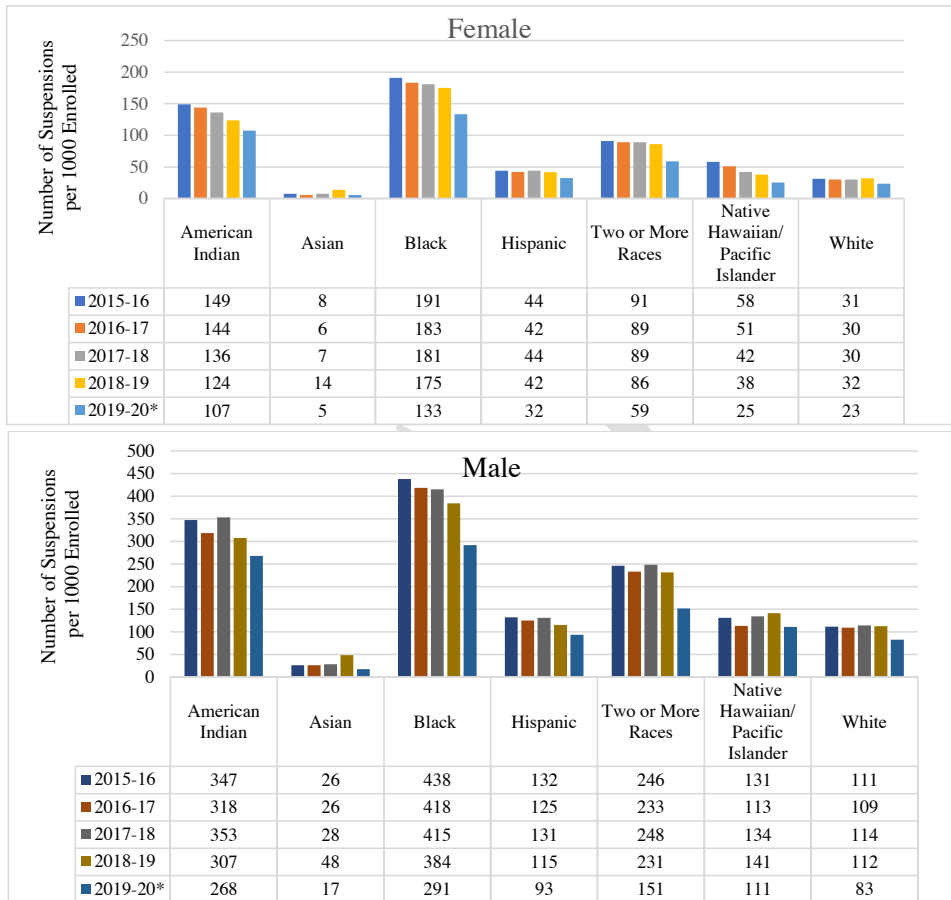
- Consistent with previous years, males received more short-term suspensions than females in 2019-2020.
- The rate of short-term suspensions for male students was 2.55 times the rate for females in 2019-2020.
- In 2019-2020, both the rate and number of short-term suspensions for both males and females decreased from the previous academic year.

⁴ In previous consolidated reports, the rates for crimes and suspensions were reported using various denominators (i.e., per 10, per 100, per 1000). In this 2019-2020 consolidated report, rates have been standardized across the crime & violence and short-term suspension reports to reflect a rate per 1000 students.

FIGURE S4. SUSPENSIONS BY RACE/ETHNICITY**FIGURE S5. SHORT-TERM SUSPENSIONS RATE (PER 1,000 ENROLLED)⁵, BY RACE/ETHNICITY**

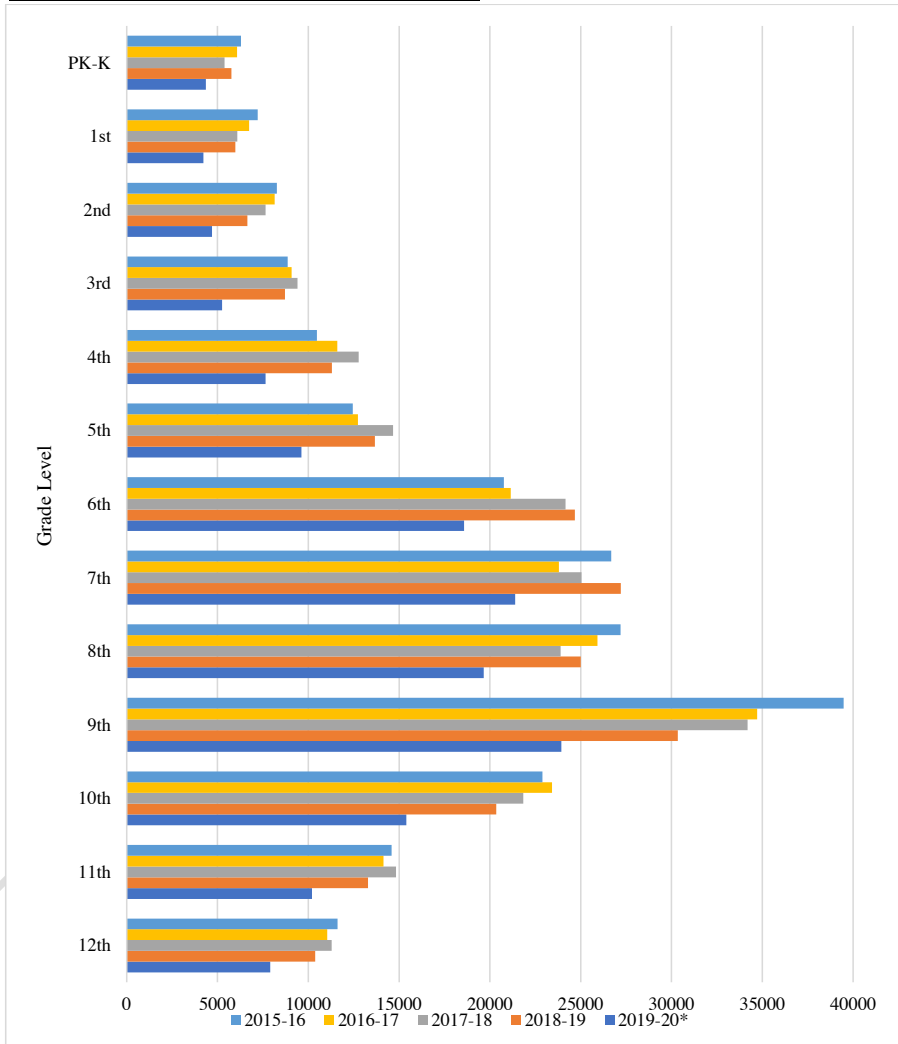
- In 2019-2020, the rate of short-term suspensions for all Race/Ethnicities decreased when compared to the previous academic year. The largest rate decrease was for Asian students (63.9%), and Two or More Races students (33.8%).

⁵ In previous consolidated reports, the rates for crimes and suspensions were reported using various denominators (i.e., per 10, per 100, per 1000). In this 2019-2020 consolidated report, rates have been standardized and short-term suspension rates are calculated per 1000 students.

FIGURE S6. SUSPENSION RATES (PER 1,000 ENROLLED)⁶ BY RACE/ETHNICITY AND GENDER

- In 2019-2020, the rate of short-term suspensions for all Race/Ethnicities by Gender decreased when compared to the previous academic year.
- In 2019-2020, black male students had the highest rate of short-term suspensions, followed by American Indian males. These rates did decrease from the 2019-2020 academic year.
- The largest percent decrease in rates of short-term suspensions were for Asian Males, Asian females, Two or More Races Males, and Native Hawaiian/Pacific Islander Females. American Indian students – both male and female – had the smallest decrease.

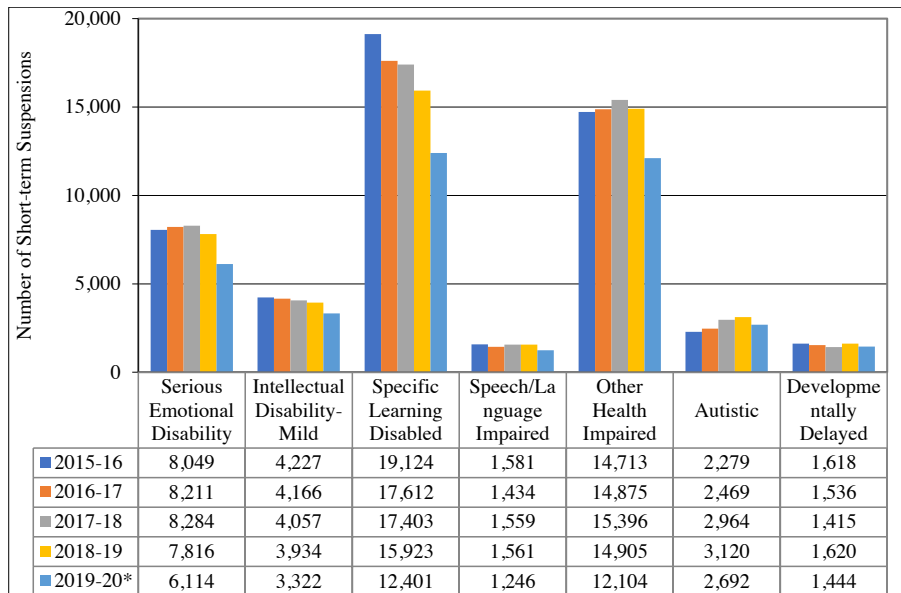
⁶ In previous consolidated reports, the rates for crimes and suspensions were reported using various denominators (i.e., per 10, per 100, per 1000). In this 2019-2020 consolidated report, rates have been standardized and short-term suspension rates are calculated per 1000 students.

FIGURE S7. SHORT-TERM SUSPENSIONS BY GRADE

- Ninth graders received the largest number of suspensions for the fifth year in a row.
- Among the high school grades, ninth grade saw the smallest percent decrease in the number of short-term suspensions.
- In 2019-2020, the middle grades – sixth, seventh, and eighth grades – each saw a decrease in the number of short-term suspensions compared to the 2018-2019 academic year.

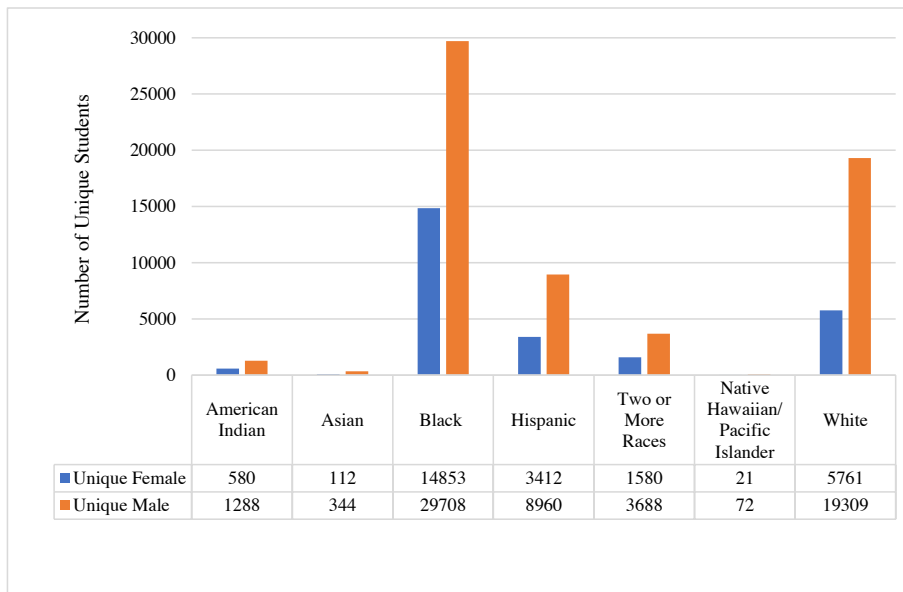
- Of the elementary grades, all grades decreased in the number of short-term suspensions in 2019-2020 compared to 2018-2019. Third grade saw the greatest decrease of 40.0% of the elementary grades and all grades K-12.

FIGURE S8. SHORT-TERM SUSPENSIONS BY EXCEPTIONAL CHILDREN (EC) STATUS



- In 2019-2020, 27.6% of short-term suspensions were given to exceptional children. This percentage is consistent with the 2018-2019 academic year.
- The number of short-term suspensions decreased for the seven exceptional children categories mostly frequently reported.
- The number of short-term suspensions assigned to students with autism has increased since 2015-2016.

FIGURE S9. NUMBER OF UNIQUE STUDENTS WHO RECEIVED SHORT-TERM SUSPENSIONS, BY GENDER & RACE/ETHNICITY



- In 2019-2020, of the 152,873 short-term suspensions, 89,689 were received by individual students for an average of 1.70 short-term suspensions per student.
- Of the 89,689 individual students who received short-term suspensions, 70.7% were male.
- Of the 89,689 individual students who received short-term suspensions, 49.7% were Black students. More specifically, 33.1% were Black males. White males made up 21.5% of short-term suspensions received in 2019-2020, followed by Black females at 16.6%, and Hispanic males at 10.0%.

2019–2020 SUSPENSIONS AND EXPULSIONS

Section 2. Short-Term Suspensions for Unacceptable Behaviors

While the data reported within this section covers the full 2019-2020 academic year, caution should be taken when making comparisons to previous years. After the March 16th school closure, there were significant reductions in the number of incidents of Crime and Violence, Suspensions, Alternative Learning Placements and withdraw dates for verified dropouts when compared to the same time frame in the prior school years.

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

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

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

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

Of the 152,873 short-term suspensions in 2019-2020, 146,657 (96.0%) were given as a result of in a disciplinary incident involving unacceptable behaviors. The state rate of unacceptable behavior short-term suspension was 96.1 per one thousand students. The mean number of days out of school for these offenses was 2.9 days. Defiant Behaviors comprised 51.5% of the unacceptable behaviors resulting in short-term suspensions. Assaults/Threats were 23.3% of the unacceptable behaviors

resulting in short-term suspensions. The remaining categories were 10.0% or less of the short-term suspensions.

FIGURE S10. NUMBER OF UNACCEPTABLE BEHAVIOR SHORT-TERM SUSPENSIONS BY CATEGORY

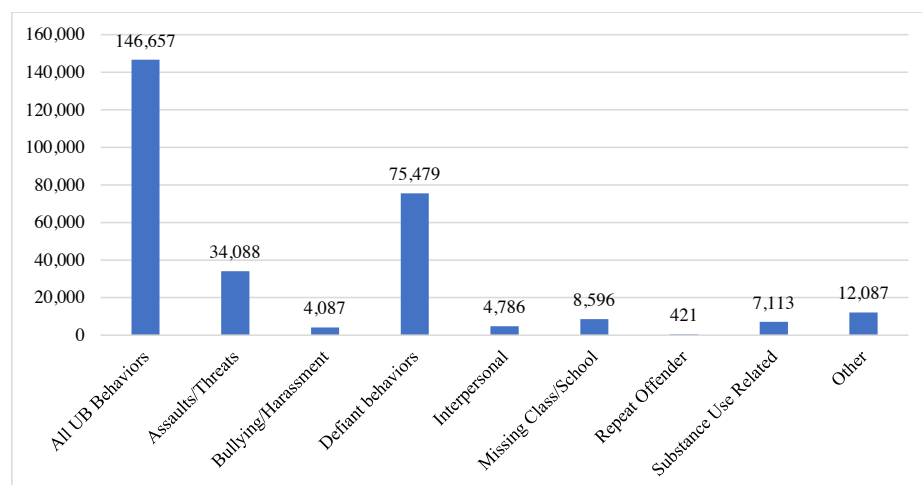
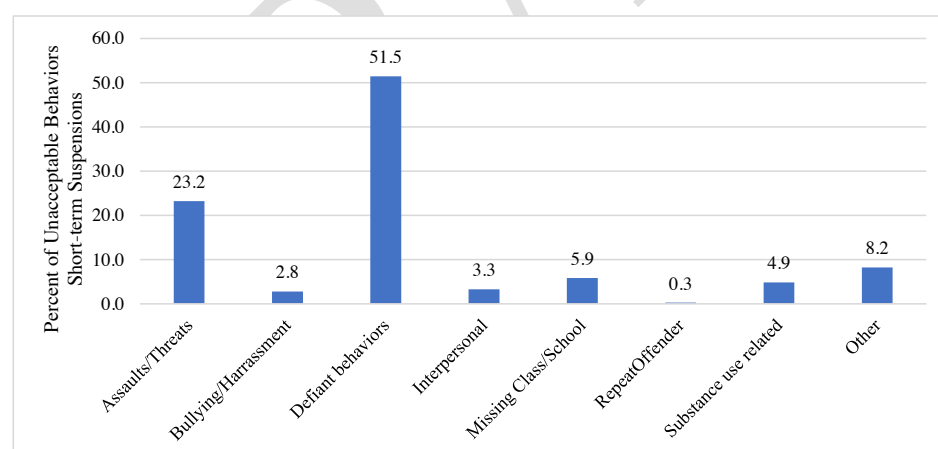
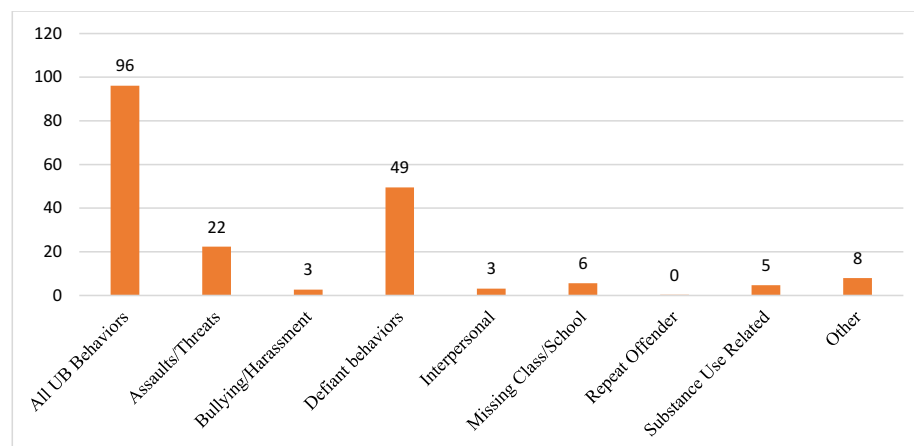


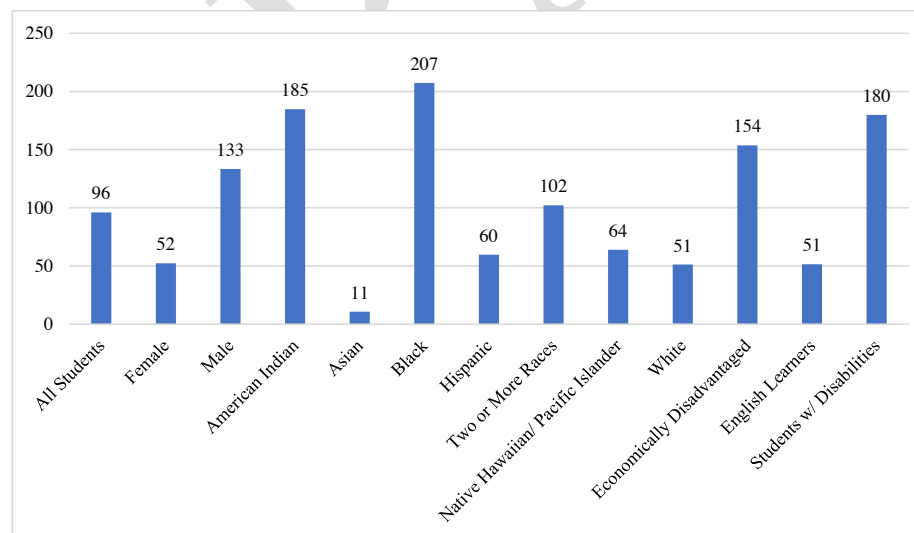
FIGURE S11. PERCENT OF UNACCEPTABLE BEHAVIORS SHORT-TERM SUSPENSIONS BY CATEGORY



- In 2019-2020 the highest percentage short-term suspensions assigned as a result of unacceptable behaviors were for Defiant Behaviors (51.5%) followed by Assaults/Threats category (23.2%).

FIGURE S12. UNACCEPTABLE BEHAVIORS SHORT-TERM SUSPENSION RATES (PER 1,000 ENROLLED)

- The state rate of unacceptable behavior short-term suspension was 96.1 per one thousand students.
- The highest rates of unacceptable behavior short-term suspensions were for Defiant Behaviors followed by Assaults/Threats, 49.4 and 22.3 respectively.

FIGURE S13. UNACCEPTABLE BEHAVIORS SHORT-TERM SUSPENSIONS RATE PER 1000 BY STUDENT CLASSIFICATION

- In 2019-2020, Black, American Indian, Economically Disadvantaged, and Students with Disabilities had the highest rates of unacceptable behavior short-term suspensions.
- Asian Students had the lowest rates of unacceptable behaviors results in short-term suspensions.

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FIGURE S14. SHORT-TERM SUSPENSION RATES (PER 1,000 ENROLLED) BY GENDER, RACE/ETHNICITY, AND CLASSIFICATION, GROUPED BY BEHAVIOR

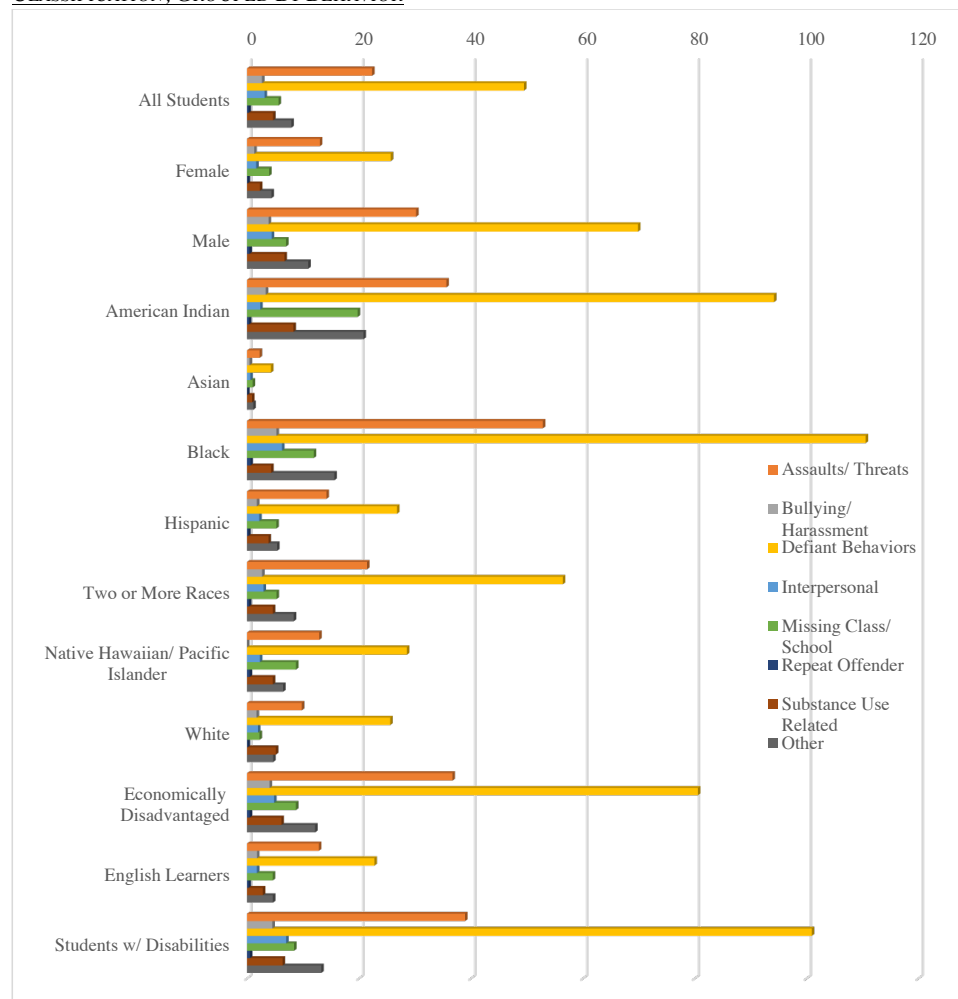
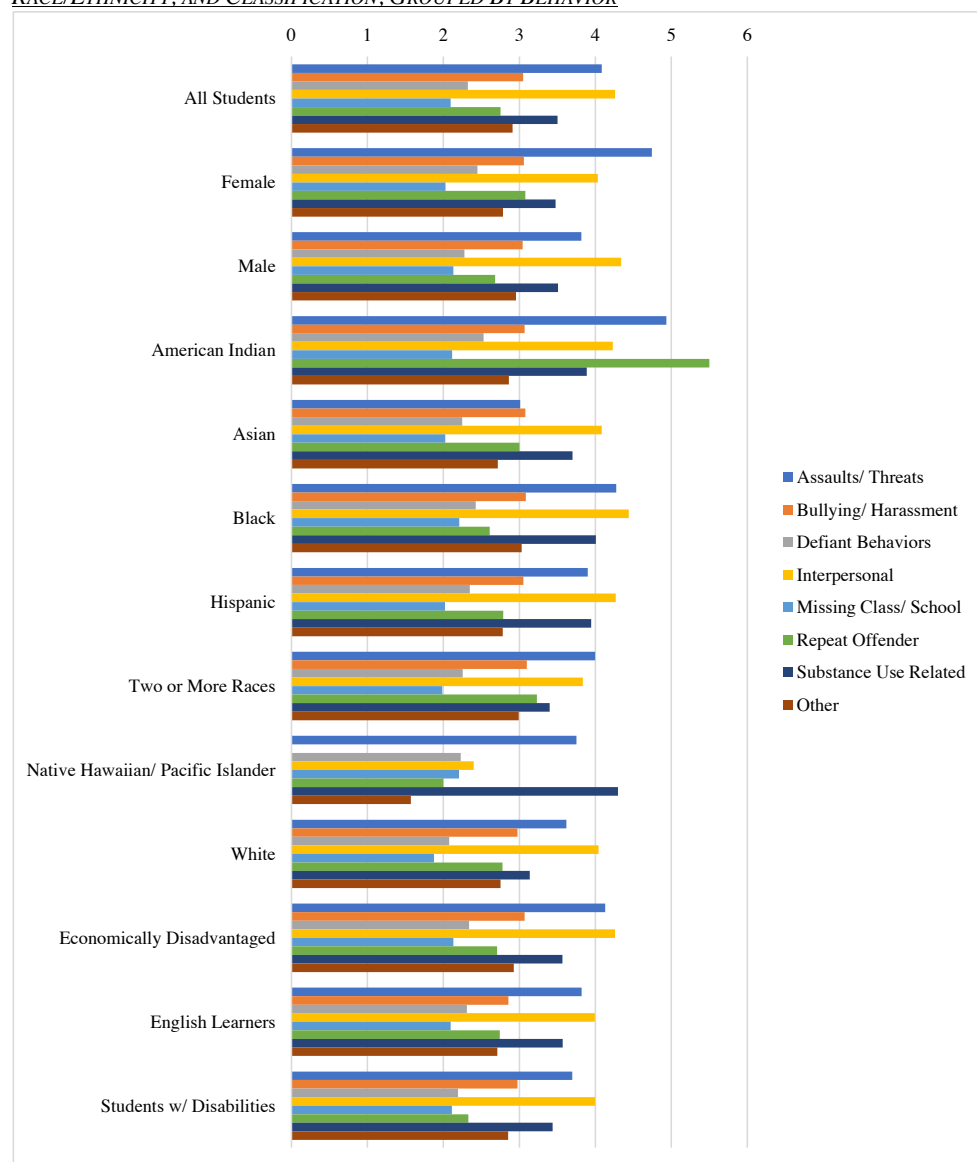


TABLE S1. SHORT-TERM SUSPENSION RATES (PER 1,000 ENROLLED) BY GENDER, RACE/ETHNICITY, AND CLASSIFICATION, GROUPED BY BEHAVIOR

| | All UB Behaviors | Assaults/Threats | Bullying/Harassment | Defiant behaviors | Interpersonal | Missing Class/ School | Repeat Offender | Substance use related | Other |
|-----------------------------------|------------------|------------------|---------------------|-------------------|---------------|-----------------------|-----------------|-----------------------|--------------|
| All Students | 96.131 | 22.344 | 2.679 | 49.475 | 3.137 | 5.635 | 0.276 | 4.662 | 7.923 |
| Female | 52.370 | 13.011 | 1.305 | 25.681 | 1.642 | 3.956 | 0.101 | 2.305 | 4.369 |
| Male | 133.385 | 30.210 | 3.864 | 69.852 | 4.416 | 6.979 | 0.429 | 6.692 | 10.943 |
| American Indian | 184.716 | 35.618 | 3.343 | 94.173 | 2.363 | 19.768 | 0.346 | 8.299 | 20.806 |
| Asian | 10.668 | 2.267 | 0.450 | 4.281 | 0.594 | 1.007 | 0.036 | 0.899 | 1.133 |
| Black | 207.403 | 52.845 | 5.269 | 110.573 | 6.257 | 11.926 | 0.622 | 4.315 | 15.596 |
| Hispanic | 59.635 | 14.190 | 1.766 | 26.798 | 2.193 | 5.242 | 0.225 | 3.845 | 5.375 |
| Two or More Races | 102.081 | 21.439 | 2.696 | 56.414 | 2.949 | 5.276 | 0.346 | 4.620 | 8.341 |
| Native Hawaiian/ Pacific Islander | 64.026 | 12.897 | 0.000 | 28.558 | 2.303 | 8.752 | 0.461 | 4.606 | 6.449 |
| White | 51.233 | 9.794 | 1.711 | 25.579 | 1.957 | 2.243 | 0.108 | 5.160 | 4.680 |
| Economically Disadvantaged | 153.679 | 36.702 | 4.038 | 80.565 | 4.838 | 8.740 | 0.482 | 6.151 | 12.163 |
| English Learners | 51.483 | 12.831 | 1.790 | 22.763 | 1.766 | 4.602 | 0.277 | 2.828 | 4.626 |
| Students w/ Disabilities | 179.970 | 38.947 | 4.529 | 100.942 | 6.993 | 8.409 | 0.520 | 6.359 | 13.271 |

- In 2019-2020, Black students had the highest rate of unacceptable behavior resulting in short-term suspensions per 1000 students (207.4). American Indian students had the next highest rate of 184.7, followed by Students with Disabilities (180.0) and Economically Disadvantaged students (153.7).
- Within the unacceptable behaviors categories, Black students had the high rates of unacceptable behaviors resulting in short-terms suspensions in three of the eight categories: Assaults/Threats, Bullying/Harassment, and Defiant Behaviors. Black students had the second highest rate in three of the eight categories (Interpersonal, Repeat Offender, and Other)
- Students with Disabilities had the highest rate in Interpersonal Category and the second highest rate in the Assaults/Threats, Bullying/Harassment, and the Defiant Behavior categories.

FIGURE S15. AVERAGE NUMBER OF DAYS FOR OUT-OF-SCHOOL SUSPENSIONS BY GENDER, RACE/ETHNICITY, AND CLASSIFICATION, GROUPED BY BEHAVIOR⁷



⁷ More information on behavior categories can be found in Appendix C.

TABLE S2. SHORT-TERM SUSPENSION RATES (PER 1,000 ENROLLED) BY GENDER, RACE/ETHNICITY, AND CLASSIFICATION, GROUPED BY BEHAVIOR

| | All UB Behaviors | Assaults/Threats | Bullying/Harassment | Defiant Behaviors | Interpersonal | Missing Class/School | Repeat Offender | Substance Use Related | Other |
|-----------------------------------|------------------|------------------|---------------------|-------------------|---------------|----------------------|-----------------|-----------------------|-------------|
| All Students | 2.91 | 4.08 | 3.05 | 2.32 | 4.26 | 2.10 | 2.75 | 3.50 | 2.91 |
| Female | 3.13 | 4.74 | 3.06 | 2.45 | 4.03 | 2.03 | 3.08 | 3.48 | 2.79 |
| Male | 2.83 | 3.81 | 3.04 | 2.28 | 4.34 | 2.13 | 2.68 | 3.51 | 2.96 |
| American Indian | 3.08 | 4.93 | 3.07 | 2.53 | 4.23 | 2.12 | 5.50 | 3.89 | 2.86 |
| Asian | 2.70 | 3.01 | 3.08 | 2.25 | 4.08 | 2.02 | 3.00 | 3.70 | 2.72 |
| Black | 3.04 | 4.27 | 3.08 | 2.42 | 4.44 | 2.21 | 2.61 | 4.01 | 3.03 |
| Hispanic | 2.92 | 3.90 | 3.05 | 2.35 | 4.27 | 2.02 | 2.79 | 3.94 | 2.78 |
| Two or More Races | 2.79 | 4.00 | 3.10 | 2.26 | 3.84 | 1.98 | 3.23 | 3.40 | 2.99 |
| Native Hawaiian/ Pacific Islander | 2.62 | 3.75 | 0.00 | 2.23 | 2.40 | 2.20 | 2.00 | 4.30 | 1.57 |
| White | 2.64 | 3.62 | 2.98 | 2.08 | 4.04 | 1.87 | 2.78 | 3.14 | 2.75 |
| Economically Disadvantaged | 2.93 | 4.13 | 3.07 | 2.34 | 4.26 | 2.13 | 2.71 | 3.57 | 2.93 |
| English Learners | 2.85 | 3.82 | 2.85 | 2.31 | 3.99 | 2.10 | 2.74 | 3.57 | 2.71 |
| Students w/ Disabilities | 2.70 | 3.70 | 2.97 | 2.19 | 4.00 | 2.11 | 2.33 | 3.44 | 2.85 |

- In 2019-2020, the average number days for out-of-school suspensions across all unacceptable behaviors was 2.91 days. Interpersonal behaviors resulting in short-term suspensions had the highest average number of 4.26 days out of school. Assaults/Threats has the second highest average number of days with 4.08.
- Female students had the highest average number of days out of school with 3.13 days missed due to unacceptable behavior short-term suspensions across all categories. Female students also had the second highest average number of days for Assaults/Threats and Defiant Behavior categories.
- American Indian students had the second highest average number of out-of-school suspension days across all behaviors and the highest days for Assaults/Threats, Defiant Behaviors, and Repeat Offender.
- Black students had the third highest average number of out-of-school suspension days across all behaviors; the highest average days for Interpersonal, Missing Class/School, and Other; and the second highest average for Bullying/Harassment and Substance Use related.

2019–2020 SUSPENSIONS AND EXPULSIONS

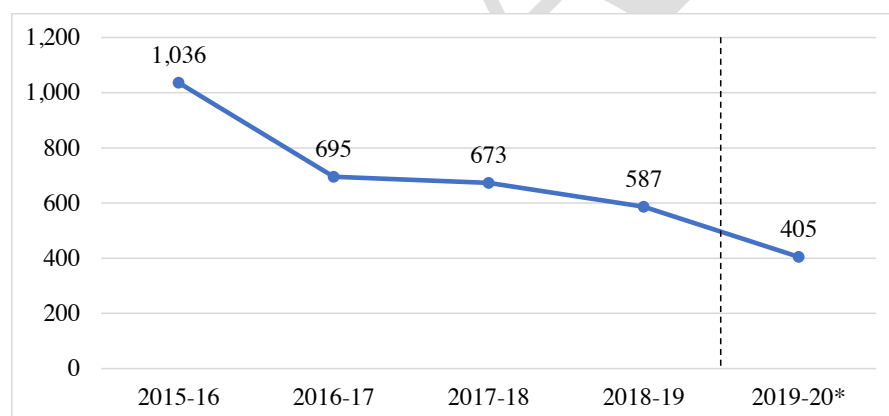
Section 3. Long-Term Suspensions

While the data reported within this section covers the full 2019-2020 academic year, caution should be taken when making comparisons to previous years. After the March 16th school closure, there were significant reductions in the number of incidents of Crime and Violence, Suspensions, Alternative Learning Placements and withdraw dates for verified dropouts when compared to the same time frame in the prior school years.

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

In 2019-2020⁸, 405 long-term suspensions were reported, a 31.0% decrease from the 587 long-term suspensions reported in 2018-2019, and a 39.8% decrease from the 2017-2018 academic year. The rate of long-term suspensions for 2019-2020 was 26.0 per 100,000 students.

FIGURE S16. 2019-2020 LONG-TERM SUSPENSIONS



It is important to note that because some students received more than one long-term suspension, the 405 long-term suspensions reported in 2019-2020 were assigned to 397 individual students for an average of 71.6 days of school missed. Overall, 28,995.5 days of school were missed throughout the state due to long-term suspensions in the 2019-2020 academic year.

⁸ *As detailed the Introduction to this report, caution should be taken when comparing 2019-2020 data to previous years. While the 2019-2020 data reported is for the full academic year, after March 16, 2020 schools were closed for the remainder of the school year and students participated in remote learning only.

High school students received 238 long-term suspensions, a 27.0% decrease from the 326 recorded in 2018-2019 and a 43.2% decrease from the 419 recorded in the 2017-2018 academic year.

In 2019-2020, statewide 1,790 students were replaced in Alternative Learning Programs and Schools instead of being given long-term suspensions. This is a decrease from the 2,107 in 2018-2019. If these students had been given long-term suspensions instead of an Alternative Learning Placement, the number of long-term suspensions statewide would have been 2,195 for the 2019-2020 school year and 2,694 for the 2018-2019 school year.

FIGURE S17. LONG-TERM SUSPENSIONS BY GENDER

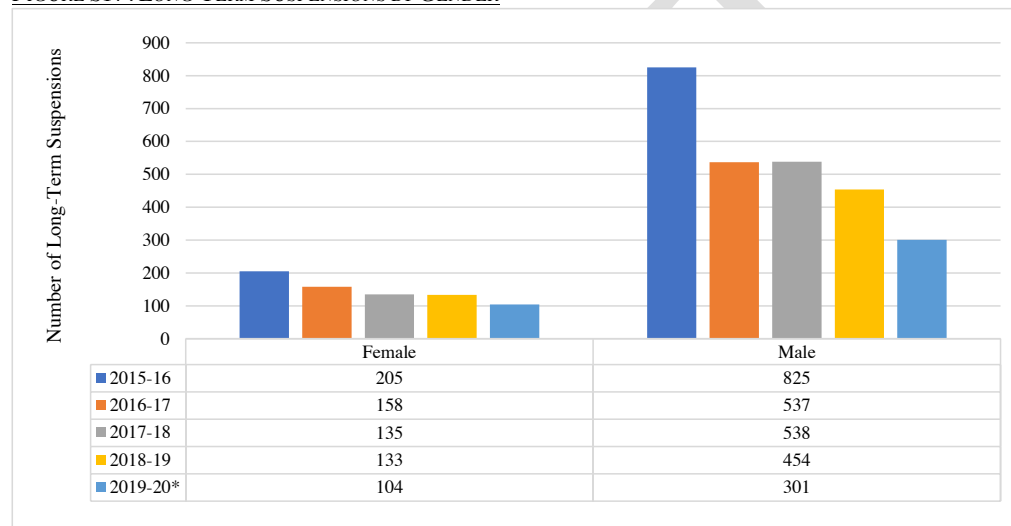
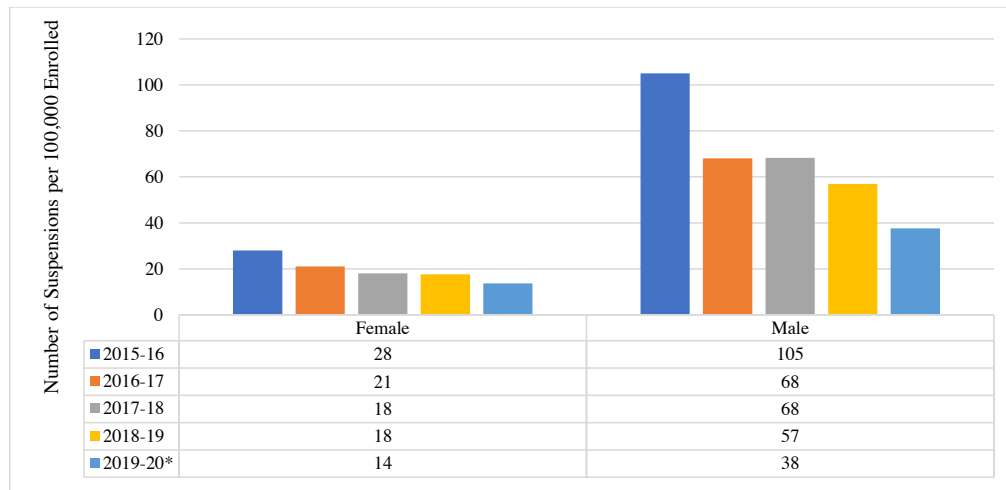


FIGURE S18. RATE (PER 100,000 ENROLLED) OF LONG-TERM SUSPENSIONS BY GENDER

- Consistent with previous years, in 2019-2020 males received significantly more long-term suspensions and had a high long-term suspension rate than females.
- In 2019-2020, both the rate and number of long-term suspensions for males and females decreased when compared to the previous academic year.

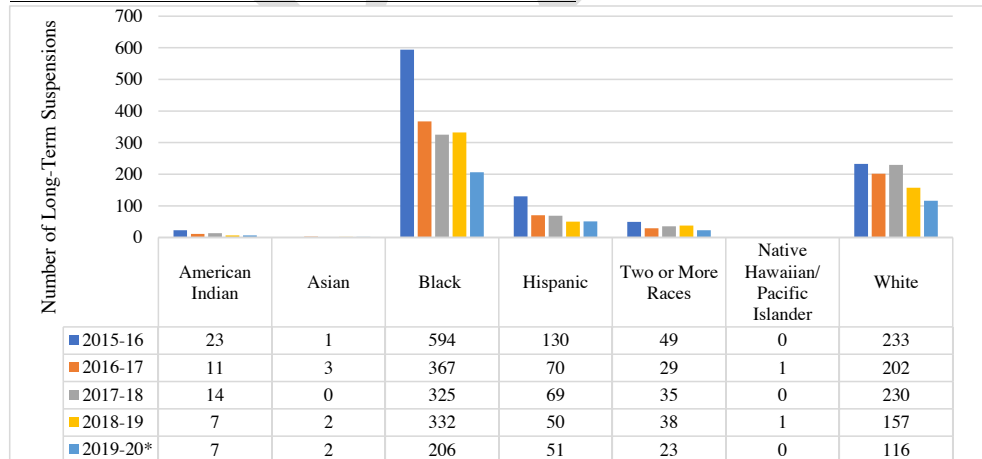
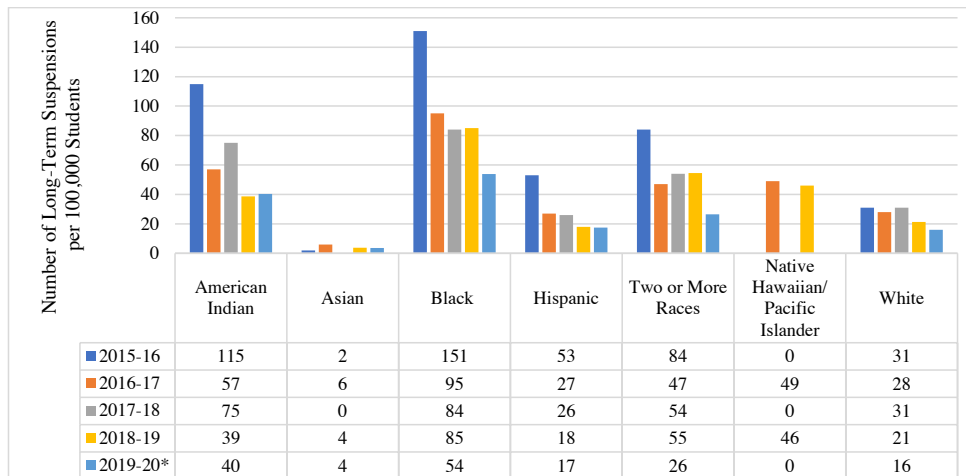
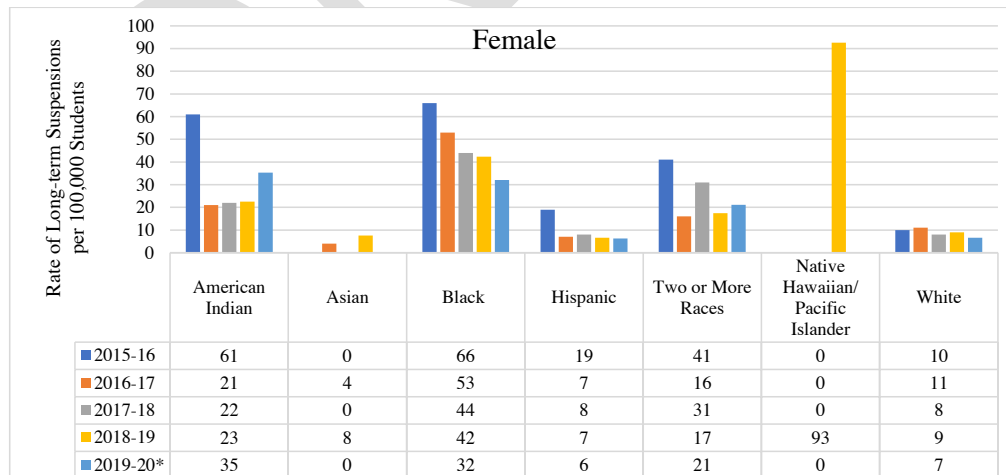
FIGURE S19. LONG-TERM SUSPENSIONS BY RACE/ETHNICITY

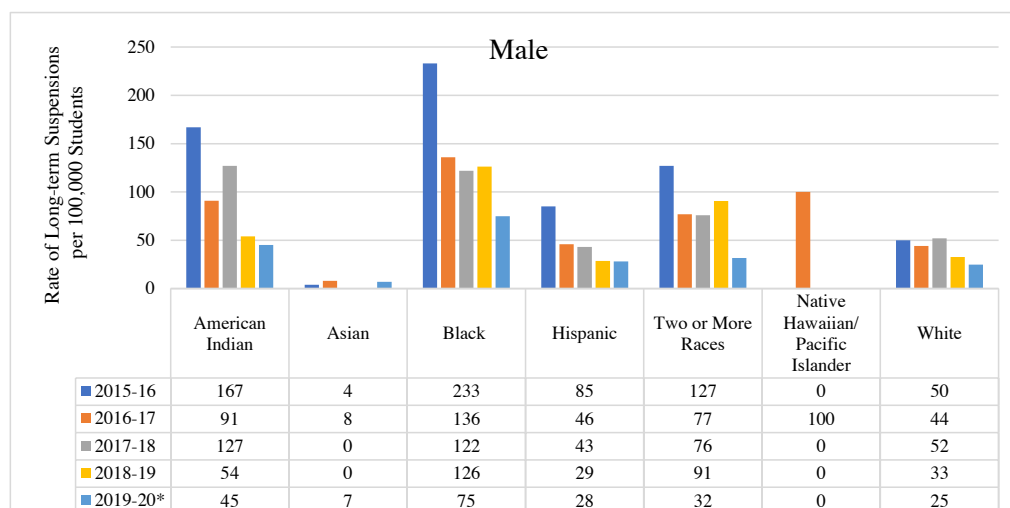
FIGURE S20. LONG-TERM SUSPENSIONS RATE (PER 100,000 ENROLLED), BY RACE/ETHNICITY Note: The long-term suspension rate per 100,000 students enrolled will be alarming for Pacific Islander students considering there were approximately 2,200 Pacific Islander students enrolled in North Carolina public schools in 2019-2020.



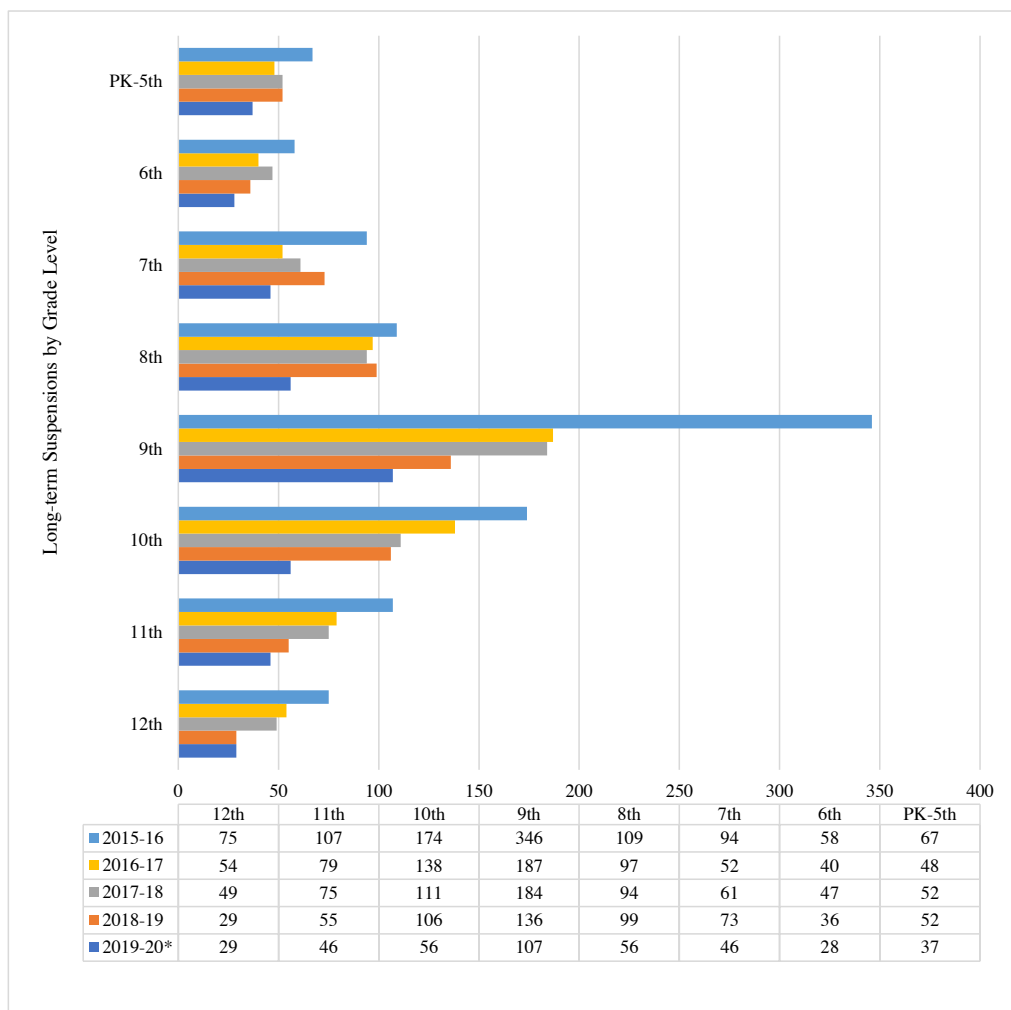
- In 2019-2020, the rate of long-term suspensions for American Indian, Hispanic, and White students decreased for Black, Hispanic, Two or More Races, Native Hawaiian/Pacific Islander, and White students.

FIGURE S21. LONG-TERM SUSPENSION RATES (PER 100,000) BY RACE/ETHNICITY AND GENDER Note: The long-term suspension rate per 100,000 students enrolled will be alarming for Pacific Islander students considering there were approximately 1,100 Pacific Islander female students and 1,100 Pacific Islander male students enrolled in North Carolina public schools in 2019-2020.



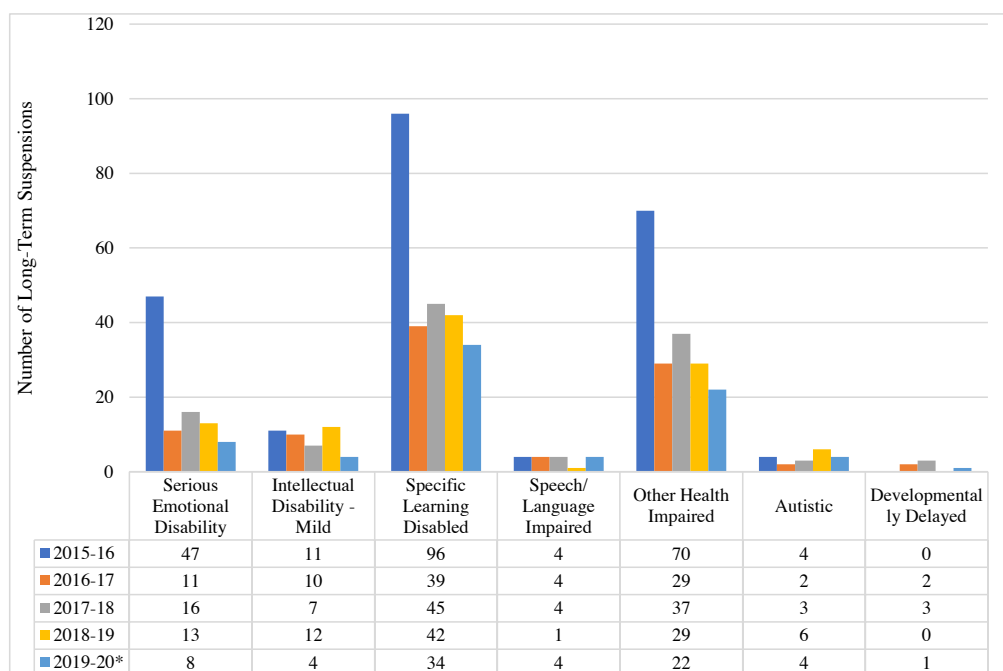


- Long-term suspension rates for American Indian Females, Two or More Races Females, and Asian Males increased in 2019-2020.
- The rate of long-term suspensions among Black Males, Two or More Races Males, Native Hawaiian/Pacific Islander Females saw a marked decrease in 2019-2020 compared to 2018-2019.

FIGURE S22. LONG-TERM SUSPENSIONS BY GRADE LEVEL

- Ninth graders received the greatest number of long-term suspensions for the fifth year in a row.
- The number of long-term suspensions for ninth grade students has decreased 69.1% since 2015-2016.
- In 2019-2020, twelfth grade was the only grade that did not see a decrease in long-term suspensions.

FIGURE S23. LONG-TERM SUSPENSIONS BY LARGEST CATEGORIES OF EXCEPTIONAL CHILDREN (EC) STATUS



- Since the 2015-2016 academic year, there has been a sharp decrease in the number of long-term suspensions for exceptional students. The largest decrease was for students with Serious Emotional Disabilities.
- The only exceptional student classification to witness an increase in the number of long-term suspensions in 2019-2020 was Speech/Language Impaired students.

TABLE S3. TOTAL LONG-TERM REMOVALS FROM HOME SCHOOL DUE TO DISCIPLINARY INCIDENTS

| Reporting Year | Number of Long-Term Suspensions | Number of ALP in lieu of Long-Term Suspension | Total Removals from Home School |
|-----------------------|--|--|--|
| 2015-16 | 1,036 | 2,653 | 3,689 |
| 2016-17 | 695 | 2,459 | 3,154 |
| 2017-18 | 673 | 1,747 | 2,420 |
| 2018-19 | 587 | 2,107 | 2,694 |
| 2019-20* | 405 | 1,790 | 2,195 |

- In 2019-2020, statewide 1,790 students were replaced in Alternative Learning Programs and Schools instead of being given long-term suspensions. This is a decrease from the 2,107 in 2018-2019.
- If these students had been given long-term suspensions instead of being given an Alternative Learning Placement, the number of long-term suspensions statewide would have been 2,195 for the 2019-2020 school year and 2,694 for the 2018-2019 school year.

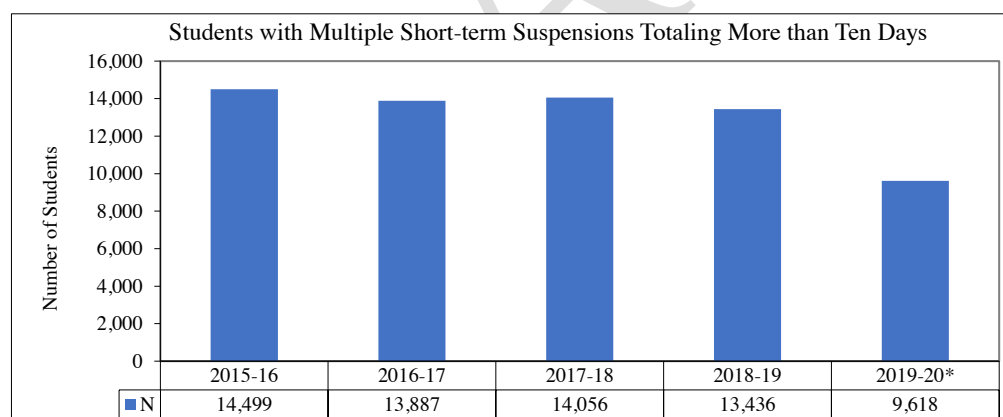
2019–2020 SUSPENSIONS AND EXPULSIONS

Section 4. Multiple Suspensions

While the data reported within this section covers the full 2019-2020 academic year, caution should be taken when making comparisons to previous years. After the March 16th school closure, there were significant reductions in the number of incidents of Crime and Violence, Suspensions, Alternative Learning Placements and withdraw dates for verified dropouts when compared to the same time frame in the prior school years.

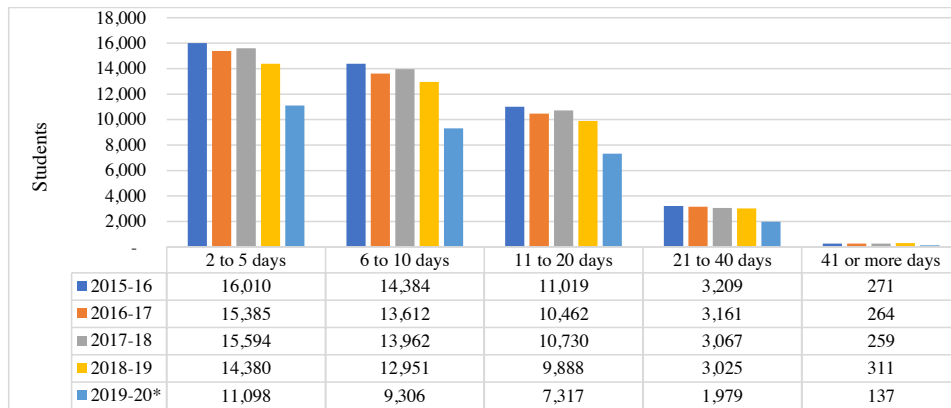
This section reports data for students who were suspended on multiple occasions during the 2019-2020*⁹ school year. A short-term suspension is defined as 10 school days or less missed, but multiple suspensions may cause a student to miss more than 10 days of school over the course of a school year. A long-term suspension is defined as 11 days or more.

FIGURE S24. NUMBER OF STUDENTS WITH MULTIPLE SHORT-TERM SUSPENSIONS

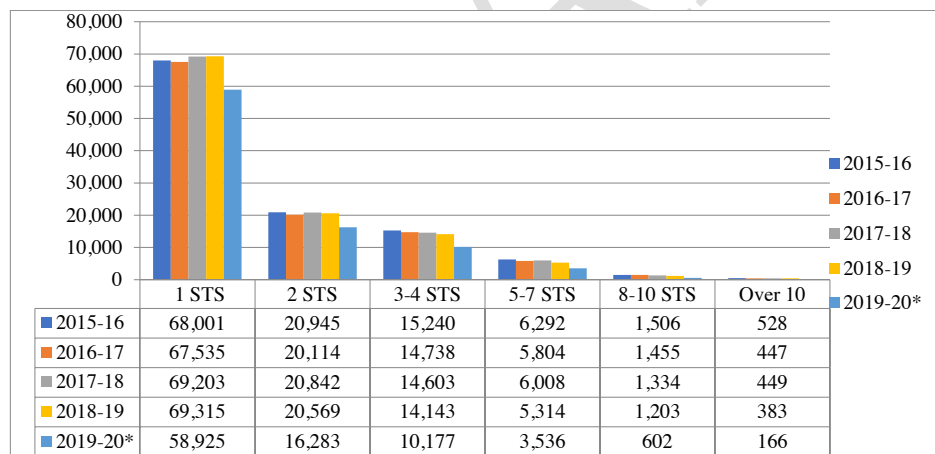


- The number of students whose combined lengths of multiple short-term suspensions exceeded ten days decreased 28.4% from the previous academic year.
- The number of students whose combined lengths of multiple short-term suspensions totaling more than 10 days is at its lowest point since the 2015-2016 academic year.

⁹ *As detailed the Introduction to this report, caution should be taken when comparing 2019-2020 data to previous years. While the 2019-2020 data reported is for the full academic year, after March 16, 2020 schools were closed for the remainder of the school year and students participated in remote learning only.

FIGURE S25. DURATION OF MULTIPLE SHORT-TERM SUSPENSIONS GIVEN TO STUDENTS

- The goal should be for students to experience fewer and shorter suspensions. In 2019-2020, there were fewer students in all ranges of durations.

FIGURE S26. NUMBER OF SHORT-TERM SUSPENSIONS RECEIVED BY STUDENTS

- The number of short-term suspensions received decreased overall in 2019-2020 as did the number of suspensions students received.

2019–2020 SUSPENSIONS AND EXPULSIONS

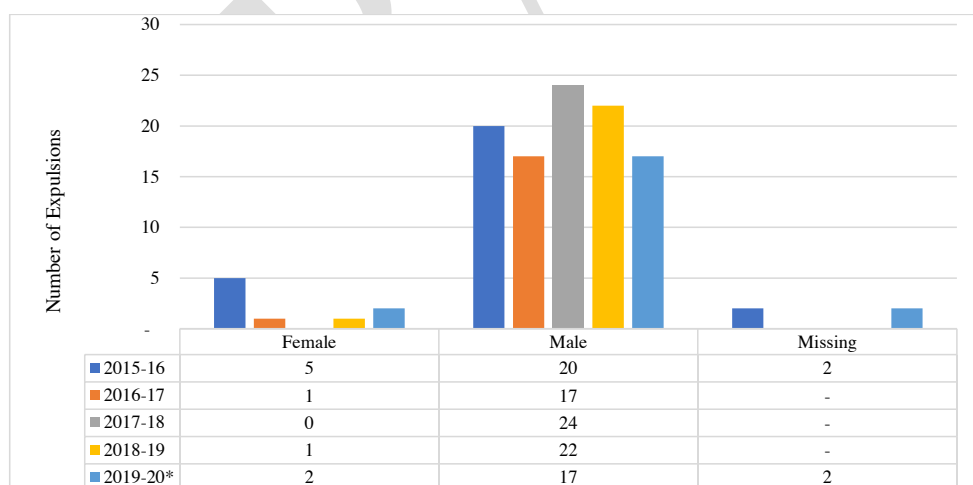
Section 5. Expulsions

While the data reported within this section covers the full 2019-2020 academic year, caution should be taken when making comparisons to previous years. After the March 16th school closure, there were significant reductions in the number of incidents of Crime and Violence, Suspensions, Alternative Learning Placements and withdraw dates for verified dropouts when compared to the same time frame in the prior school years.

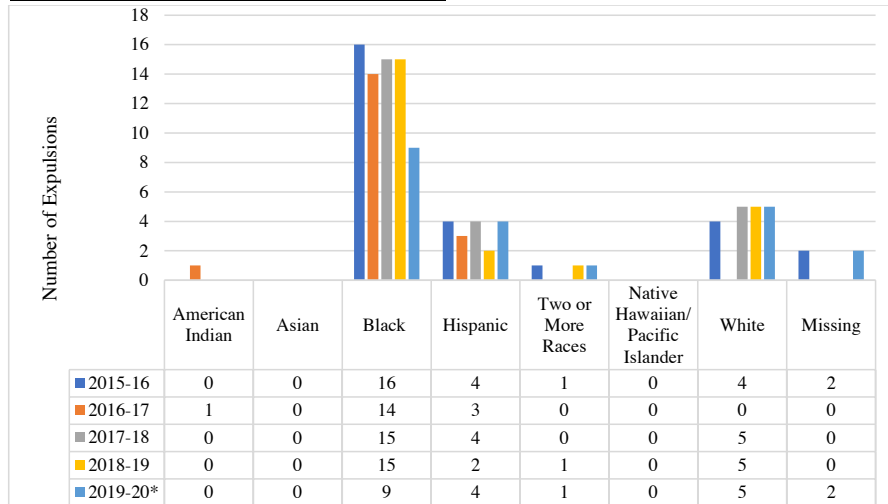
This section reports data for students who were expelled from school during the 2019-2020*¹⁰ school year. Generally, students who are expelled from a district are not allowed to continue attending a school in the district; however, some districts allow students to apply for readmission. Other expelled students may apply for admission in another district or at a charter school.

In 2019-2020, there were 21 expulsions in North Carolina schools, a decrease of two from the 2018-2019 academic year.

FIGURE S27. EXPULSIONS BY GENDER



¹⁰ *As detailed the Introduction to this report, caution should be taken when comparing 2019-2020 data to previous years. While the 2019-2020 data reported is for the full academic year, after March 16, 2020 schools were closed for the remainder of the school year and students participated in remote learning only.

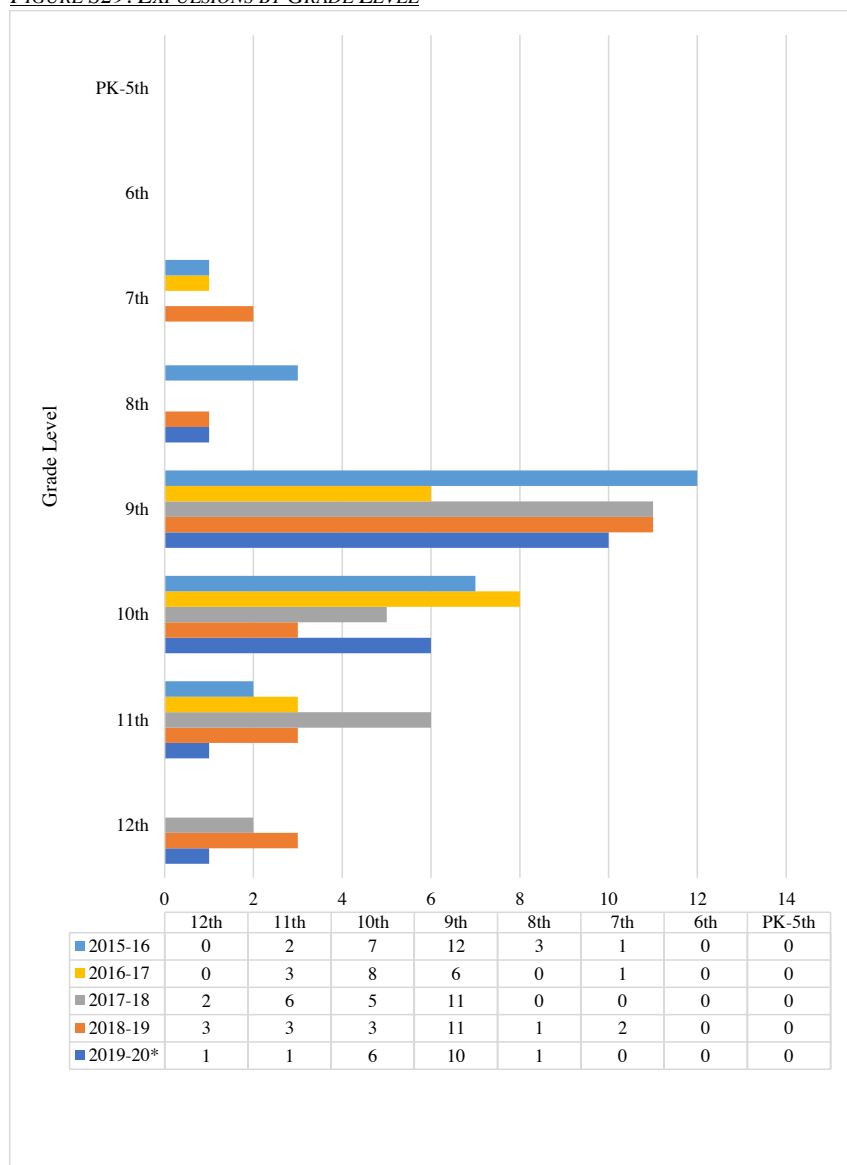
FIGURE S28. EXPULSIONS BY RACE/ETHNICITY

- Of the 21 students expelled in 2019-2020, nine (42.9%) were Black students, five (23.8%) were White students, and four (19.1%) were Hispanic students.
- The number of Black students expelled decreased by 40.0%.

TABLE S4. EXPULSIONS FOR STUDENTS RECEIVING SPECIAL EDUCATION SERVICES

| Special Education Status | 2014-15 | 2015-16 | 2016-17 | 2017-18 | 2018-19 | 2019-20* |
|--------------------------------|---------|---------|---------|---------|---------|----------|
| Developmentally Delayed | 0 | 0 | 0 | 0 | 0 | 0 |
| Other Health Impaired | 1 | 0 | 2 | 0 | 2 | 0 |
| Serious Emotional Disability | 0 | 1 | 0 | 0 | 1 | 2 |
| Intellectual Disability - Mild | 0 | 0 | 0 | 0 | 0 | 0 |
| Specific Learning Disabled | 3 | 2 | 2 | 2 | 3 | 0 |
| Speech/Language Impaired | 0 | 0 | 0 | 1 | 0 | 0 |

- Of the 21 students expelled in 2019-2020, two (9.5%) were students receiving special education services.
- The number of Students with Disabilities who were expelled in 2019-2020 decreased by three from six in 2018-2019.

FIGURE S29. EXPULSIONS BY GRADE LEVEL

- Most expulsions occur in the high school grades. Ninth graders received the most expulsions in the 2019-2020 academic year, which is consistent with the previous year.

2019–2020 SUSPENSIONS AND EXPULSIONS

Section 6. Suspensions and Expulsions by LEA and School

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

- Table S5. 2019-2020 Short-Term Suspensions, Long-Term Suspensions, and Expulsions in LEAs and Charter School by Gender and Ethnicity
- Table S6. 2019-2020 High School Short-Term Suspension Statistics for LEAs and Charters.
- Table S7. 2019-2020 Short-Term Suspension Statistics for Schools in LEAs

2019–2020 USES OF CORPORAL PUNISHMENT

Introduction and General Findings

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

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

*As detailed the Introduction to this report, caution should be taken when comparing 2019-2020 Crime and Violence data to previous years. While the 2019-2020 data reported is for the full school year, after March 16, 2020 schools were closed for the remainder of the school year and students participated in remote learning only.

¹¹ *As detailed the Introduction to this report, caution should be taken when comparing 2019-2020 data to previous years. While the 2019-2020 data reported is for the full academic year, after March 16, 2020 schools were closed for the remainder of the school year and students participated in remote learning only.

2019–2020 STUDENT REASSIGNMENTS FOR DISCIPLINARY PURPOSES

Introduction

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

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

*As detailed in the Introduction to this report, caution should be taken when comparing 2019-2020 Crime and Violence data to previous years. While the 2019-20 data reported is for the full school year, after March 16, 2020 schools were closed for the remainder of the school year and students participated in remote learning only.

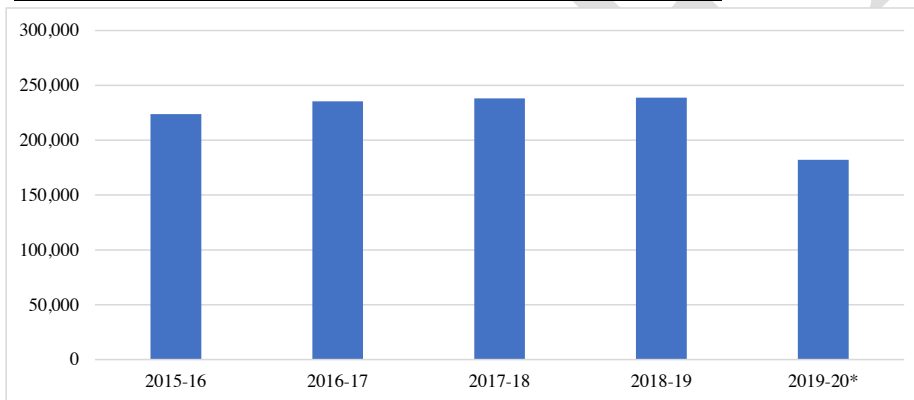
2019–2020 STUDENT REASSIGNMENTS FOR DISCIPLINARY PURPOSES

Section 1. In-school Suspensions

While the data reported within this section covers the full 2019-2020 academic year, caution should be taken when making comparisons to previous years. After the March 16th school closure, there were significant reductions in the number of incidents of Crime and Violence, Suspensions, Alternative Learning Placements and withdraw dates for verified dropouts when compared to the same time frame in the prior school years.

In 2019-2020*¹², North Carolina public schools assigned 182,133 in-school suspensions (ISS) of a half day or more to 97,976 students. This is a 23.7% decrease over the 238,697 in-school suspensions reported in 2018-2019.

FIGURE R1. IN-SCHOOL SUSPENSIONS REPORTS – 2019-2020 SCHOOL YEAR



Students spent a total of 265,090 days in in-school suspension. The average length of an in-school suspension was 1.46 days, down 2.01% from the average length of 1.49 days in 2018-2019.

In addition, 25,404 partial day in-school suspensions were assigned to 16,838 students; this is a 10.5% decrease from the 28,379 partial day suspensions assigned in 2018-2019.

Full Day In-School Suspension Demographics

Of the 182,133 full day in-school suspensions, 129,341 were assigned to males and 52,789 were assigned to females (gender information was missing from 3 suspensions).

¹² *As detailed the Introduction to this report, caution should be taken when comparing 2019-2020 data to previous years. While the 2019-2020 data reported is for the full academic year, after March 16, 2020 schools were closed for the remainder of the school year and students participated in remote learning only.

The table below (Table R1) shows the reported number of full-day in-school suspensions, average number of days of in-school suspension, and that total number of days by race/ethnicity. Black students received the most in-school suspensions (83,642), followed by white students (57,534) and Hispanic students (26,959).

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

TABLE R1. FULL DAY IN-SCHOOL SUSPENSIONS BY RACE/ETHNICITY

| Race/Ethnicity | Number of In-School Suspensions | Average Days In ISS | Total Days In ISS |
|-----------------------------------|--|----------------------------|--------------------------|
| American Indian | 1,973 | 1.52 | 3,003 |
| Asian | 1,003 | 1.42 | 1,423 |
| Black | 83,642 | 1.49 | 124,531 |
| Hispanic | 26,959 | 1.49 | 40,165 |
| Two or More Races | 10,824 | 1.46 | 15,769 |
| Native Hawaiian /Pacific Islander | 195 | 1.37 | 266 |
| White | 57,534 | 1.39 | 79,931 |
| Missing | 3 | 1.00 | 3 |

TABLE R2. FULL DAY IN-SCHOOL SUSPENSIONS BY GRADE LEVEL

Table R2 displays in-school suspensions by grade level. Seventh graders received the most in-school suspensions (31,085), followed by ninth graders (28,969) and eighth graders (27,212). Sixth graders spent the most time on average in in-school suspension; preschool-kindergarteners and first graders spent the least amount.

| Grade Level | Number of In-School Suspensions | Average Days In ISS | Total Days In ISS |
|-------------|---------------------------------|---------------------|-------------------|
| PK-K | 1,965 | 0.98 | 1,934 |
| 01 | 2,574 | 0.93 | 2,400 |
| 02 | 3,321 | 1.03 | 3,432 |
| 03 | 3,978 | 1.09 | 4,341 |
| 04 | 5,361 | 1.12 | 5,981 |
| 05 | 7,387 | 1.25 | 9,226 |
| 06 | 25,638 | 1.62 | 41,492 |
| 07 | 31,085 | 1.54 | 48,021 |
| 08 | 27,212 | 1.56 | 42,549 |
| 09 | 28,969 | 1.44 | 41,726 |
| 10 | 19,223 | 1.46 | 28,158 |
| 11 | 14,673 | 1.39 | 20,462 |
| 12 | 10,744 | 1.43 | 15,365 |
| Missing | 3 | 1.00 | 3 |

TABLE R3. FULL DAY IN-SCHOOL SUSPENSIONS BY EXCEPTIONALITY

| Primary Exceptionality | Number of In-School Suspensions | Average Days In ISS | Total Days In ISS |
|------------------------------------|---------------------------------|---------------------|-------------------|
| Autism | 1,749 | 1.28 | 2,239 |
| Developmental Delay | 597 | 0.88 | 523 |
| Deafness | 13 | 1.67 | 22 |
| Serious Emotional Disability | 3,881 | 1.47 | 5,699 |
| Intellectual Disability - Mild | 2,877 | 1.48 | 4,261 |
| Intellectual Disability - Moderate | 159 | 1.43 | 228 |
| Intellectual Disability - Severe | 1 | 0.50 | 1 |
| Specific Learning Disability | 16,353 | 1.50 | 24,605 |
| Multiple Disabilities | 47 | 1.12 | 53 |
| Other Health Impairment | 12,889 | 1.49 | 19,260 |
| Orthopedic Impairment | 1,218 | 1.31 | 1,591 |
| Traumatic Brain Injury | 72 | 1.47 | 106 |
| Visual Impairment | 21 | 1.33 | 28 |

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

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2019–2020 STUDENT REASSIGNMENTS FOR DISCIPLINARY PURPOSES

Section 2. Alternative Learning Placements as Disciplinary Actions

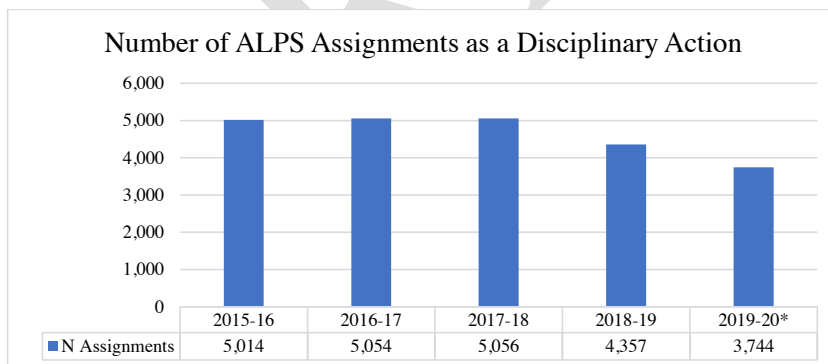
While the data reported within this section covers the full 2019-2020 academic year, caution should be taken when making comparisons to previous years. After the March 16th school closure, there were significant reductions in the number of incidents of Crime and Violence, Suspensions, Alternative Learning Placements and withdraw dates for verified dropouts when compared to the same time frame in the prior school years.

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

In 2019-2020, schools reported 3,744 assignments of students to ALPS for disciplinary reasons. This is a 14.1% decrease from the 4,357 reported in 2018-2019. Of the 3,744 placements assigned, 60.5% (n=2,264) were also assigned a short-term suspension, meaning the student was suspended from school less than 11 days until they were placed into an ALPS. Additionally, 1.3% (n=48) were also assigned a long-term suspension, meaning the student was suspended from school more than 11 days until they were placed into an ALPS.

The average number of days assigned to an ALPS is 7.35 days. The total days spent by all students in an ALPS for disciplinary reasons was 17004.4 days.

*TABLE R4. ALPS PLACEMENTS AS A DISCIPLINARY ACTION, 2015-2016 to 2019-2020**



Demographics for Alternative Learning Placements as a Disciplinary Action

In the 2019-2020 school year, of the 3,744 assignments to alternative learning programs or schools for disciplinary reasons 1,103 were assigned to female students and 2,731 to male students.

TABLE R5. ALPS PLACEMENTS AS A DISCIPLINARY ACTION BY RACE/ETHNICITY, 2019-2020

| Race/Ethnicity | Number of ALPS Assignments | Number Also Given OSS/Expulsion | Average Days Out of School Before Assignment | Average Days Out of School Before Assignment |
|-----------------------------------|-----------------------------------|--|---|---|
| American Indian | 81 | 42 | 8.88 | 373 |
| Asian | 11 | 7 | 7.57 | 53 |
| Black | 2,307 | 1,529 | 7.43 | 11,360 |
| Hispanic | 484 | 302 | 7.19 | 2,171 |
| Two or More Races | 173 | 107 | 8.06 | 862 |
| Native Hawaiian /Pacific Islander | 5 | 4 | 7.00 | 28 |
| White | 683 | 321 | 6.72 | 2,158 |

Table R5 shows the breakdown by race/ethnicity. Black students were assigned to ALPs for disciplinary reasons the most often, followed by White students and Hispanic students. American Indian and Two or More Races students were had the highest average number of days out of school before they were enrolled into an ALPS.

TABLE R6. ALPS PLACEMENTS AS A DISCIPLINARY ACTION BY GRADE LEVEL, 2019-2020

| Grade Level | Number of ALPS Assignments | Number Also Given OSS/Expulsion | Average Days Out of School Before Assignment | Average Days Out of School Before Assignment |
|--------------------|-----------------------------------|--|---|---|
| K | 5 | 2 | 1.50 | 3 |
| 01 | 62 | 3 | 0.60 | 2 |
| 02 | 48 | 2 | 4.00 | 8 |
| 03 | 23 | 6 | 4.17 | 25 |
| 04 | 41 | 8 | 1.71 | 14 |
| 05 | 92 | 28 | 4.17 | 117 |
| 06 | 391 | 190 | 5.44 | 1,033 |
| 07 | 560 | 301 | 6.83 | 2,056 |
| 08 | 594 | 344 | 6.34 | 2,180 |
| 09 | 912 | 661 | 8.32 | 5,500 |
| 10 | 495 | 393 | 7.68 | 3,018 |
| 11 | 329 | 230 | 7.51 | 1,728 |
| 12 | 192 | 144 | 9.17 | 1,321 |

Table R6 displays a breakdown by grade level. Ninth graders were most often assigned to ALPSs for disciplinary reasons, followed by eighth graders and then seventh graders. Students in twelfth grade were out of school the longest before they were enrolled in an ALPS with an average of 9.2 days out of school.

TABLE R7. ALPS PLACEMENTS AS A DISCIPLINARY ACTION BY EXCEPTIONALITY, 2019-2020

| Primary Exceptionality | Number of ALPS Assignments | Number Also Given OSS/Expulsion | Average Days Out of School Before Assignment | Average Days Out of School Before Assignment |
|------------------------------------|-----------------------------------|--|---|---|
| Autism | 31 | 15 | 4.67 | 70 |
| Developmental Delay | 2 | 0 | 0.00 | 0 |
| Serious Emotional Disability | 254 | 127 | 6.98 | 887 |
| Intellectual Disability - Mild | 75 | 38 | 6.28 | 239 |
| Intellectual Disability - Moderate | 6 | 1 | 1.00 | 1 |
| Specific Learning Disability | 308 | 207 | 7.82 | 1,618 |
| Other Health Impairment | 269 | 179 | 6.51 | 1,166 |
| Speech Impairment | 4 | 1 | 5.00 | 5 |
| Traumatic Brain Injury | 4 | 2 | 7.50 | 15 |

Table R7 shows the primary exceptionality for exceptional students. Of the 3,744 ALPS assignments for disciplinary reasons, 953 involved students with disabilities. This is a 3.7% decrease from the 990 from 2018-2019 school year.

2019-2020 ALTERNATIVE LEARNING PROGRAM AND SCHOOL PLACEMENTS

Introduction



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

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

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

ALPS serve students at any level who:

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

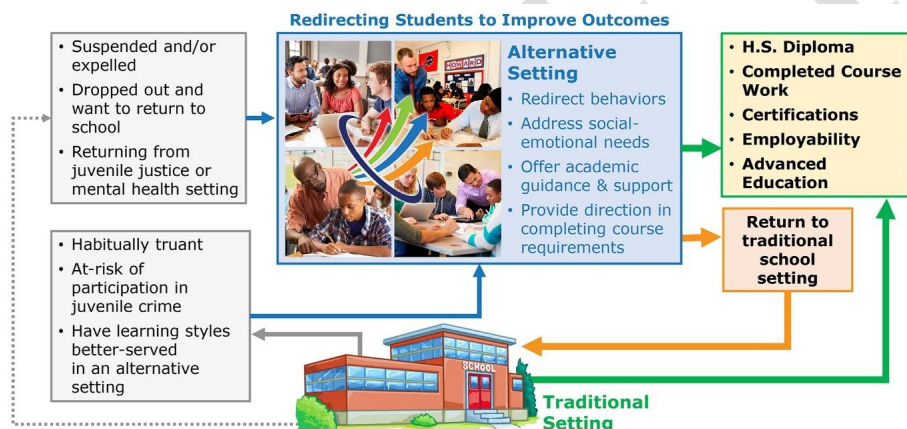
ALPS should:

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

Programs vs. Schools

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

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



Student Pathways - Entering and Existing ALPS

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

*As detailed the Introduction to this report, caution should be taken when comparing 2019-2020 Crime and Violence data to previous years. While the 2019-20 data reported is for the full school year, after March 16, 2020 schools were closed for the remainder of the school year and students participated in remote learning only.

2019–2020 ALTERNATIVE LEARNING PROGRAM AND SCHOOL PLACEMENTS

General Findings

While the data reported within this section covers the full 2019-2020 academic year, caution should be taken when making comparisons to previous years. After the March 16th school closure, there were significant reductions in the number of incidents of Crime and Violence, Suspensions, Alternative Learning Placements and withdraw dates for verified dropouts when compared to the same time frame in the prior school years.

This section reports total enrollment in Alternative Learning Programs and Schools (ALPS) regardless of the reason for the placement. ALPS reported 10,757 student placements in the 2019-2020*¹³ school year, a 13.0% decrease from 2018-2019. Of the placements, 22.47% were for the entire school year and 45.24% of the placements were for one semester or less.

There were 10,146 unique/individual students placed in ALPS over the course of the 2019-2020 school year, a decrease of 10.15% from 2018-2019.

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

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

¹³ *As detailed the Introduction to this report, caution should be taken when comparing 2019-2020 data to previous years. While the 2019-2020 data reported is for the full academic year, after March 16, 2020 schools were closed for the remainder of the school year and students participated in remote learning only.

TABLE A1. ENROLLMENT REASONS FOR STUDENT ASSIGNMENTS TO ALTERNATIVE LEARNING PROGRAMS AND SCHOOLS, 2019-2020

| Entry Reason | Number of Enrollments | Percent of Enrollments |
|--|-----------------------|------------------------|
| Placed because of chronic misbehavior | 3,524 | 32.76 |
| Placed instead of long-term suspension | 1,790 | 16.64 |
| Student and/or parent choice | 1,621 | 15.07 |
| Academic difficulty | 1,318 | 12.25 |
| Transfer from ALP or other facility | 509 | 4.73 |
| Academic acceleration or credit recovery | 477 | 4.43 |
| Emotional and/or psychological problems | 451 | 4.19 |
| Attendance problems | 349 | 3.24 |
| Dropout recovery | 234 | 2.18 |
| Placed because of a felony charge | 151 | 1.40 |
| Personal and/or family problems | 145 | 1.35 |
| Placed after EC Hearing for discipline reasons | 131 | 1.22 |
| Pregnancy related | 33 | 0.31 |
| Placed after EC Hearing for academic reasons | 17 | 0.16 |
| Missing | 7 | 0.07 |
| Employment related | 0 | 0.00 |
| Total | 10,757 | 100.00 |

Demographics – Gender and Race/Ethnicity

As shown in Figures A1 and A2 below, the total placements for both males and females decreased in 2019-2020. Consistent with the four prior years, more males were placed in Alternative Learning Programs and Schools than females.

Black students were placed more frequently than other ethnic groups (45.0% of all enrollments); however, American Indian students had a higher rate of placement (15.5 placements per 1000 students). Additionally, for the 2019-2020 school year, American Indian and Black students were placed at the highest rate (15.5 and 14.7 per 1000 students respectively), followed by multiracial students (7.2) than the other race/ethnicity categories.

FIGURE A1. ALPS PLACEMENTS BY GENDER

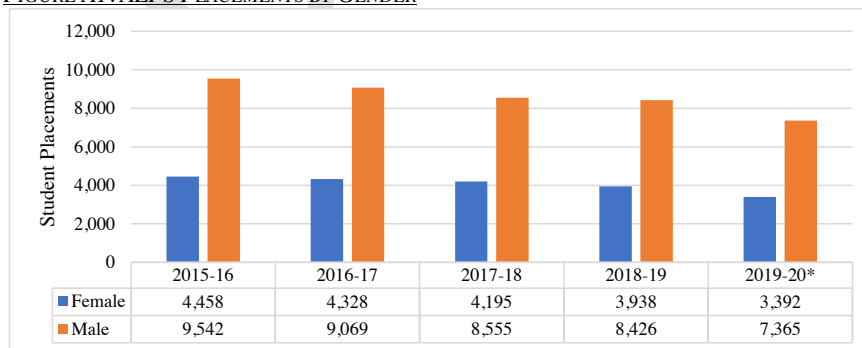
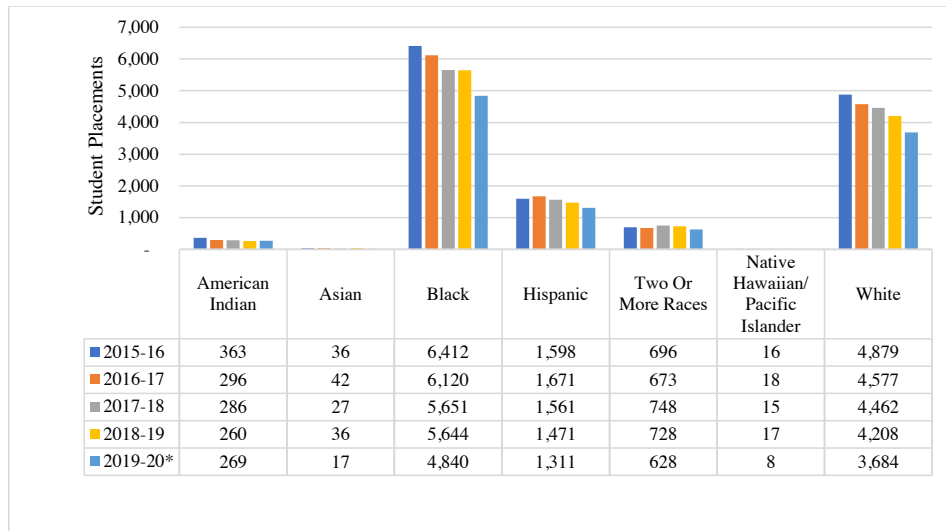
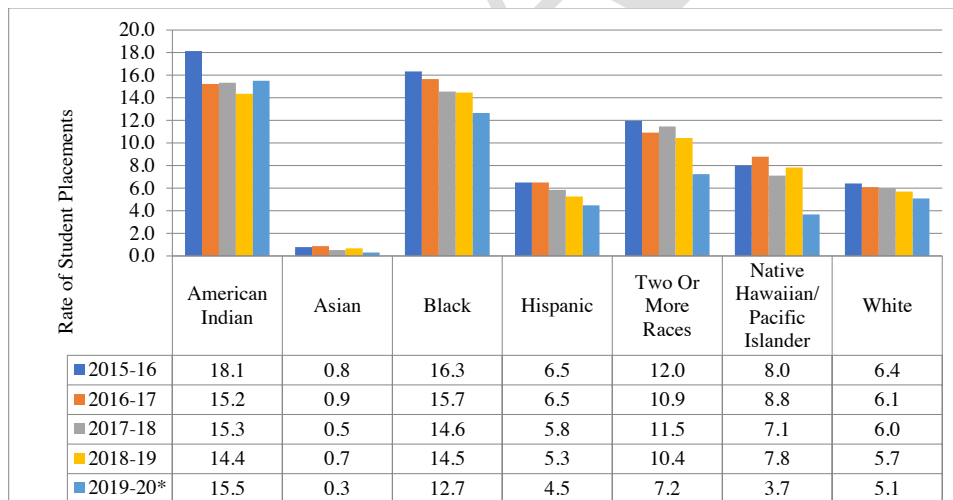
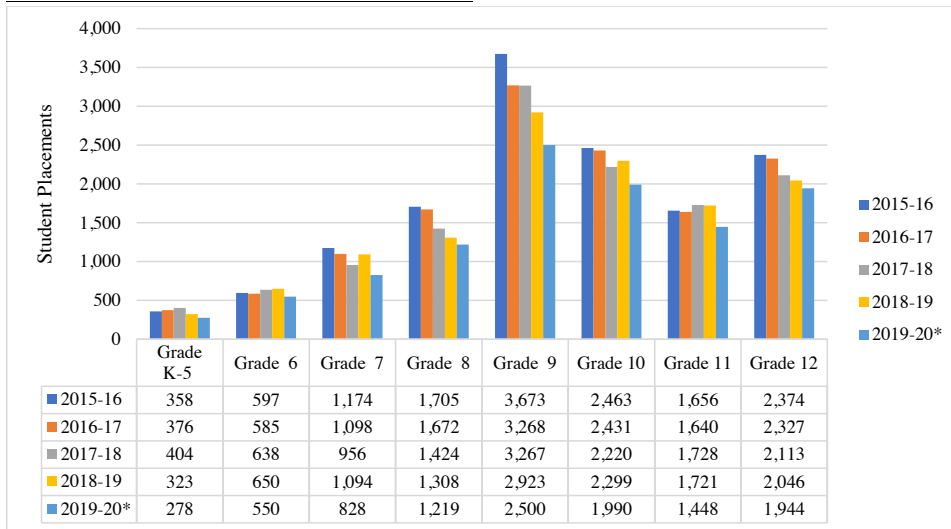


FIGURE A2. ALPS PLACEMENTS BY RACE/ETHNICITY**FIGURE A3. ALPS PLACEMENT RATE BY RACE/ETHNICITY (PER 1,000 STUDENTS)**

Grade level Placements

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

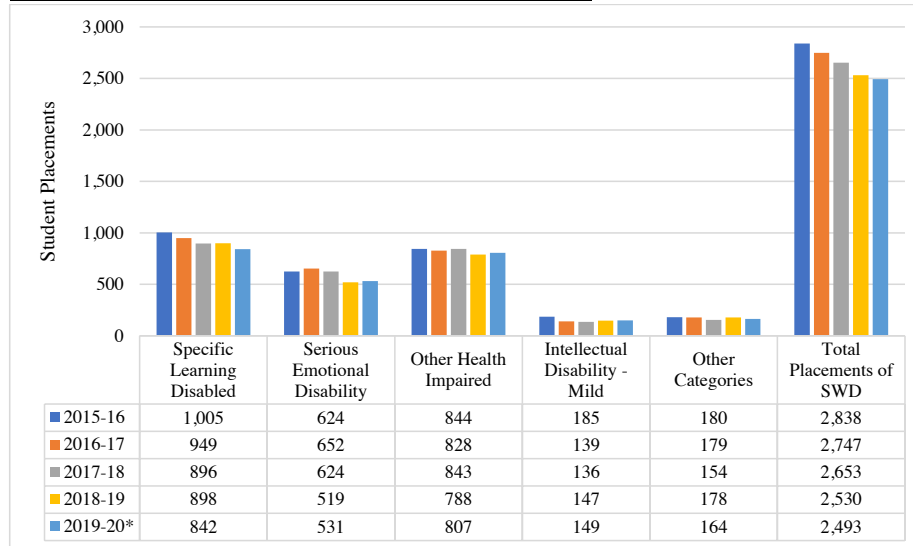
FIGURE A4. ALPS PLACEMENTS BY GRADE LEVEL



Students with Disabilities

In the 2019-2020 school year, there were 2,493 placements of Students with Disabilities (SWD) in ALPS (Students with Disabilities are also referred to as exceptional children). These placements comprised 23.2% of all ALPS placements.

FIGURE A5. ALPS PLACEMENTS BY PRIMARY EXCEPTIONALITY



2019–2020 DROPOUT COUNTS AND RATES

Introduction

To meet the requirements of North Carolina General Statute 115C-12(27), dropouts are reported for each Local Educational Agency (LEA) and charter school in the state, and “event dropout rates” are computed. The event dropout rate, or simply the “dropout rate,” is the number of students in a designated grade span dropping out in one year, divided by a measure of the total students in that grade span. Rates are calculated for grades 7-12 and 9-12. Grade 13 is included in these rates for districts with Early Colleges.

The dropout rate is calculated as follows:

$$\frac{100 \times \text{Number of 2019-2020}^{14} \text{ Dropouts}}{(\text{20th Day Membership 2019-2020} + \text{Number of 2019-2020 Dropouts})}$$

A student is considered a dropout if they attended any part of the 2019-2020 academic year and did not return to school for the 2020-2021 academic year. Specifically, the dropout designation was given to 1) any student who withdrew during the 2019-2020 academic year **and** was not enrolled on the 20th school day of 2020-2021 and 2) any student who completed the 2019-2020 school year **and** did not enroll and attend at least one day during the first twenty days of 2020-2021.

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

A dropout is defined by State Board policy (DROP-001) as “any student who leaves school for any reason before graduation or completion of a program of studies without transferring to another elementary or secondary school.” For reporting purposes, a dropout is a student who was enrolled at some time during the reporting school year, but who was not enrolled (and who does not meet reporting exclusions) on day 20 of the following school year. Schools that cannot document a former student’s enrollment in a United States school must report that student as a dropout. An exception is made for students who are known to have left the country.

¹⁴ *As detailed the Introduction to this report, caution should be taken when comparing 2019-2020 data to previous years. While the 2019-2020 data reported is for the full academic year, after March 16, 2020 schools were closed for the remainder of the school year and students participated in remote learning only. Daily school attendance was not required to be taken during this time.

Schools may exclude “initial enrollees” from their dropout count. These are students who leave school within twenty days of their first enrollment in a particular LEA. Other reporting exclusions include expelled students and students who transfer to a private school, home school, or a state-approved educational program. Students who are not enrolled on day 20 because they have serious illnesses or are serving suspensions are also not counted as dropouts. Since 1998, students who leave the public schools to attend community colleges have been counted as dropouts. Students who are expelled from a school and who fail to return to school are coded with “Expulsion” (EXPL) as the reason for dropping out. In accordance with NC General Statute §115C-12 (21), expelled students are not to be counted in the dropout rate; therefore, these dropout events are not included in the official counts or rates that appear in this report.

Beginning with the 2015-16 data collection LEAs could be granted an exception for students who leave school to attend an Adult High School program at the local community college if the district has an affiliation agreement with the college and the students are tracked for continuous enrollment. In these cases, LEAs are required to submit the students in the dropout collection, but the dropouts do not count in the statistics. The Enterprise Data and Reporting Division of the North Carolina Department of Public Instruction compiles dropout data entered by schools and/or LEAs. The data are self-reported by the districts, and the State agency does not conduct an official audit.

*As detailed the Introduction to this report, caution should be taken when comparing 2019-2020 Crime and Violence data to previous years. While the 2019-20 data reported is for the full school year, after March 16, 2020 schools were closed for the remainder of the school year and students participated in remote learning only.

2019–2020 DROPOUT COUNTS AND RATES

General Findings

While the data reported within this section covers the full 2019-2020 academic year, caution should be taken when making comparisons to previous years. After the March 16th school closure, there were significant reductions in the number of incidents of Crime and Violence, Suspensions, Alternative Learning Placements and withdraw dates for verified dropouts when compared to the same time frame in the prior school years.

Dropout Rates

- The North Carolina high school dropout rate for the 2019-2020¹⁵ academic year decreased for the third year in a row to 1.53 dropouts per every 100 students. The rate decreased 24.1% from the 2018-2019 dropout rate of 2.01.
- Over half of LEAs (82.6%) witnessed a decrease in their high school dropout rates from the previous academic year.
- LEAs reporting the lowest high school dropout rates were Ashe County Schools, Franklin County Schools, Gates County Schools, Mitchell County Schools, Montgomery County Schools, and Yadkin County.
- LEAs reporting the highest high school dropout rates were Forsyth County Schools, Edgecombe County, Thomasville City Schools, and Wilson County Schools.
- LEAs with the largest 3-year percentage decreases in high school dropout rate (2016-2017 to 2019-2020) were Ashe County Schools, Franklin County Schools, Gates County Schools, Mitchell County Schools, Roanoke Rapids City Schools, and Yadkin County.
- LEAs with the largest 3-year percentage increases were Lexington City Schools, Clay County Schools, Jones County Schools, Pitt County Schools, Washington County Schools, and Weldon City Schools.

Dropout Counts

- Grades 9-13 reported 7,194 dropouts in 2019-2020, a decrease of 24.4% from the total of 9,512 reported in 2018-2019.

¹⁵ *Caution should be taken when comparing 2019-2020 data to previous years. While the 2019-2020 data reported is for the full academic year, after March 16, 2020 schools were closed and students participated in remote learning only. Daily school attendance was not taken during this time and students were not withdrawn for attendance. To classify students as a dropout, verified school enrollment cannot be made by the 20th day of the following school year. Schools and districts across the state were allowed additional time to verify enrollment of students identified as potential dropouts for the 2019-2020 school year.

Gender, Race, and Grade

- Dropout rates for all race/ethnic groups and for males and females decreased in 2019–2020 from the 2018–2019 academic year. The greatest decrease in the dropout rate was reported for American Indian females, Two or More Races females and Pacific Islander females.
- Male students accounted for 64.6% of the reported dropouts.

Reason Codes

- Attendance issues were again cited most frequently as the main reason for a student dropping out, accounting for over half (46.3%) of all dropouts. The second and third most widely reported dropout reason codes were “Unknown” at 11.5% and “Lack of Engagement with School and/or Peers” at 8.4%.

2019–2020 DROPOUT COUNTS AND RATES

Trends and Categorical Data

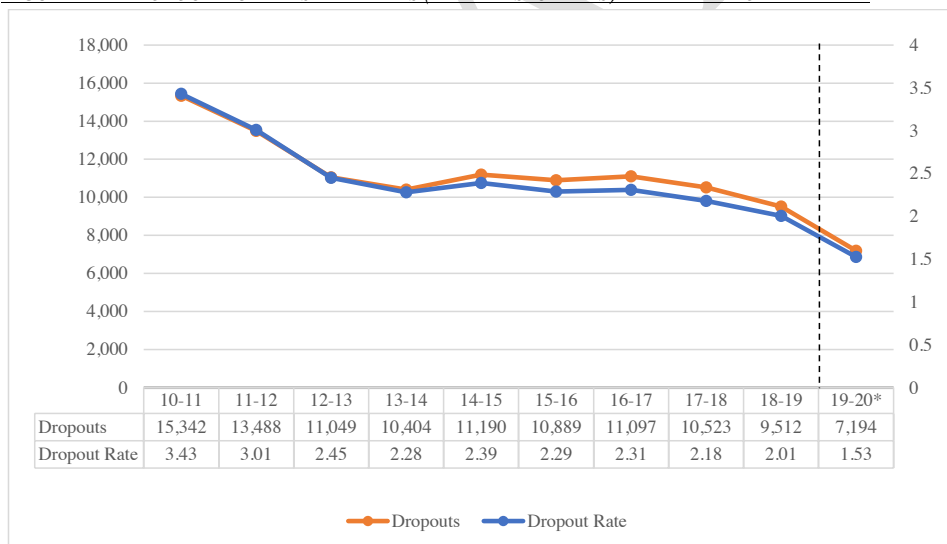
While the data reported within this section covers the full 2019-2020 academic year, caution should be taken when making comparisons to previous years. After the March 16th school closure, there were significant reductions in the number of incidents of Crime and Violence, Suspensions, Alternative Learning Placements and withdraw dates for verified dropouts when compared to the same time frame in the prior school years.

Dropout Counts Rates Over Time

North Carolina recorded 7,194 dropouts in high school grades 9–13 for the 2019-2020 school year, a 24.4% percent decrease from the 9,512 reported in 2018-2019.

The high school dropout rate in 2019-2020 was 1.53. The 0.48 point reduction in the dropout rate from 2018-2019 to 2019-2020 was a 24.1% decrease. Over the last ten years, 2010-2011 to 2019-2020, there has been a 1.9 point decrease in the dropout rate which is a 55.4% percent decrease in the dropout rate.

FIGURE D1. DROPOUT NUMBERS AND RATES (PER 100 STUDENTS) 2010-2011 TO 2019-2020



Exception for dropouts attending Community College Adult High School Programs

The State Board of Education amended policy DROP-000 in 2015, creating the W2T withdrawal code designation for students leaving school to attend an Adult High School program at the local Community College. These students continue to be reported as dropouts along with all students

leaving school for community colleges, but they are not counted in the statistics if the following conditions are met:

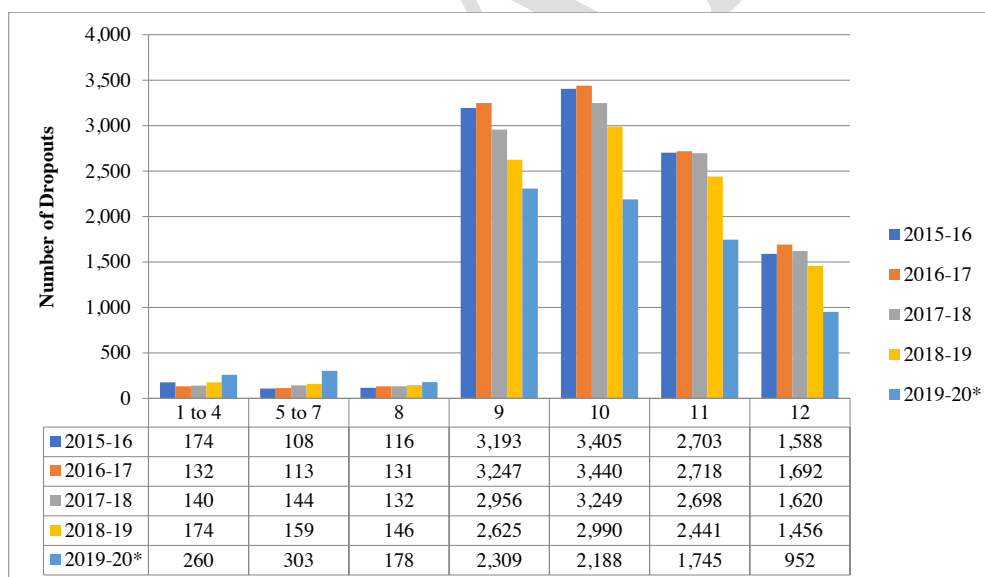
- the community college program is Adult High School, not GED or some other program,
- the LEA has an Agreement of Affiliation with the community college regarding the Adult High School program, and
- the students are tracked for continuous enrollment (meaning both fall and spring semesters).

If a student does not maintain continuous enrollment in the Adult High School program the school must change the W2T designation to W2 (non-completer) and report the student as a dropout in the next dropout data collection. There were 171 W2T-coded dropouts reported by 47 LEAs and 4 charter schools.

Dropouts by Grade Level

In the 2019-2020 academic year, students dropped out most frequently at grade 9 (32.1%), followed by grade 10 (30.4%), grade 11 (24.3%), and grade 12 (13.2%). The high school grade with the largest percentage decrease in dropouts from the 2018-2019 academic year was twelfth grade (34.6%) followed by eleventh grade (28.5%).

FIGURE D2. FREQUENCY DISTRIBUTION OF DROPOUTS BY GRADE LEVEL



Reasons for Dropping Out

In most districts, school social workers or school counselors are responsible for documenting the reason students drop out of school. By their very nature, dropout events can be difficult to investigate, leading to circumstances when school officials must provide an “approximate” reason for a student’s leaving school. A reason code of MOVE is often used when the student cannot be located. The attendance (ATTD) reason code frequently has been used when one of the more specific reasons was not applicable. The Dropout Data Collecting and Reporting Procedures Manual states that ATTD should be used when “the student dropped out due to excessive absences that caused the student to become ineligible or in jeopardy of becoming ineligible to receive course credits.” Year after year, ATTD is by far the most frequently reported reason code. ATTD accounted for 46.3% of all reasons for dropping out in 2019-2020. Table D1 displays the frequencies of all reason codes that were submitted for dropout events that occurred in grades 9 through 13.

TABLE D1. HIGH SCHOOL DROPOUT REASON CODES REPORTED IN 2019-2020

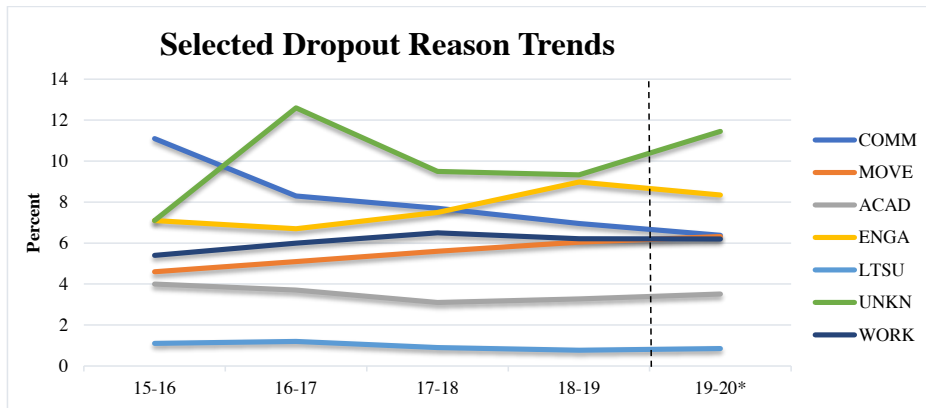
| Dropout Reason | Code | Count | Percent |
|--|-------------|--------------|----------------|
| Attendance | ATTD | 3,327 | 46.25 |
| Unknown | UNKN | 824 | 11.45 |
| Lack of engagement with school and/or peers | ENG | 601 | 8.35 |
| Enrollment in a community college | COMM | 459 | 6.38 |
| Moved, school status unknown | MOVE | 455 | 6.32 |
| Choice of work over school | WORK | 446 | 6.20 |
| Academic problems | ACAD | 253 | 3.52 |
| Unstable home environment | HOME | 122 | 1.70 |
| Discipline problem | DISC | 108 | 1.50 |
| Employment necessary | EMPL | 87 | 1.21 |
| Psychological or emotional difficulties | PSEM | 82 | 1.14 |
| Incarcerated in adult facility | INCR | 78 | 1.08 |
| Failure to return after a long-term suspension | LTSU | 61 | 0.85 |
| Runaway | RNAW | 57 | 0.79 |
| Difficulties with English language | LANG | 52 | 0.72 |
| Health problems | HEAL | 51 | 0.71 |
| Need to care for children | CHLD | 42 | 0.58 |
| Pregnancy | PREG | 38 | 0.53 |
| Suspected substance abuse | ABUS | 30 | 0.42 |
| Expectations of culture, family, or peers | EXPC | 14 | 0.19 |
| Marriage | MARR | 7 | 0.10 |

TABLE D2. CHANGES IN THE PROPORTIONS OF REASON CODES REPORTED FROM 2018-2019 TO 2019-2020

| Dropout Reason | Percent of Codes Reported | | Change in Percent |
|--|---------------------------|----------|-------------------|
| | 2018-19 | 2019-20* | |
| Attendance | 45.76 | 46.25 | 0.49 |
| Unknown | 9.28 | 11.45 | 2.17 |
| Lack of engagement with school and/or peers | 8.95 | 8.35 | -0.60 |
| Enrollment in a community college | 6.93 | 6.38 | -0.55 |
| Choice of work over school | 6.20 | 6.20 | 0.00 |
| Moved, school status unknown | 6.01 | 6.32 | 0.31 |
| Academic problems | 3.26 | 3.52 | 0.26 |
| Unstable home environment | 1.96 | 1.70 | -0.26 |
| Incarcerated in adult facility | 1.70 | 1.08 | -0.62 |
| Discipline problem | 1.72 | 1.50 | -0.22 |
| Psychological or emotional difficulties | 1.48 | 1.14 | -0.34 |
| Runaway | 1.14 | 0.79 | -0.35 |
| Pregnancy | 0.96 | 0.53 | -0.43 |
| Health problems | 0.79 | 0.71 | -0.08 |
| Failure to return after a long-term suspension | 0.77 | 0.85 | 0.08 |
| Need to care for children | 0.76 | 0.58 | -0.18 |
| Employment necessary | 0.75 | 1.21 | 0.46 |
| Difficulties with English language | 0.52 | 0.72 | 0.20 |
| Expectations of culture, family, or peers | 0.50 | 0.19 | -0.31 |
| Suspected substance abuse | 0.49 | 0.42 | -0.07 |
| Marriage | 0.07 | 0.10 | 0.03 |

The reason codes that had the greatest increase from the previous academic year was 2.17 percentage points in the category “Unknown”. “Attendance” and “Employment Necessary” also increased in the 2019-2020 school year. The largest decrease was 0.62 percentage points in the category of “Incarcerated in Adult Facility”. “Lack of Engagement” saw a comparable decrease of 0.60 percentage points.

Tracking reason codes over time can help in identifying family situations, personal issues, external incentives, and school environmental stressors that may lead to dropouts. ATTD (Attendance) has been by far the most frequently cited reason code for many years, accounting for over 40.0% of dropout reasons for the last ten years. Figure D3 shows the variation in proportions of frequently reported reason codes (other than ATTD) over the last six years.

FIGURE D3. TRENDS IN PROPORTIONS OF HIGH SCHOOL DROPOUT REASON CODES REPORTED, AFTER ATTD

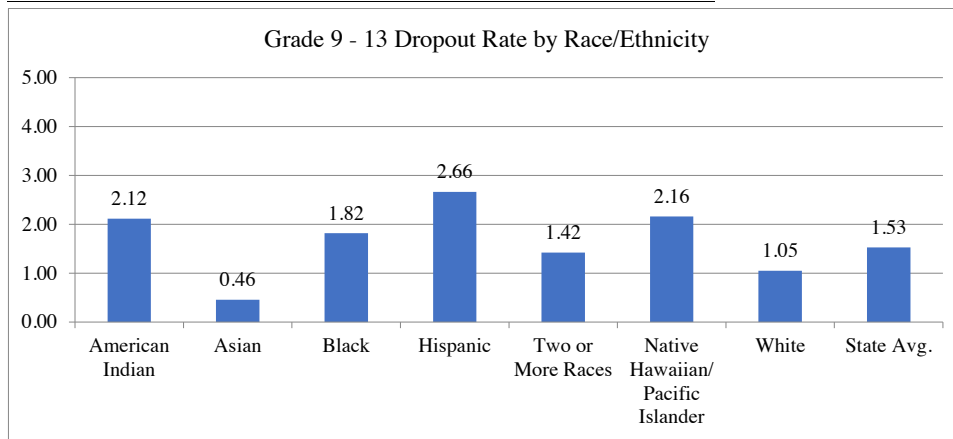
Some things to note from the six-year dropout rate trends depicted above are:

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

TABLE D3. CHANGE IN HIGH SCHOOL DROPOUT COUNTS BY RACE/ETHNICITY, 2018-2019 TO 2019-2020.

| Race/ Ethnicity | 2018-19 | 2019-20* | Change | Percent Change |
|-----------------------------------|--------------|--------------|---------------|----------------|
| American Indian | 172 | 109 | -63 | -36.63% |
| Asian | 92 | 69 | -23 | -25.00% |
| Black | 2,845 | 2,073 | -772 | -27.14% |
| Hispanic | 2,359 | 2,198 | -161 | -6.82% |
| Two or More Races | 481 | 326 | -155 | -32.22% |
| Native Hawaiian/ Pacific Islander | 14 | 12 | -2 | -14.29% |
| White | 3,549 | 2,407 | -1,142 | -32.18% |
| Total | 9,512 | 7,194 | -2,318 | -24.37% |

White, Hispanic, and Black students account for 92.8% of the students who dropped out of school in 2019-2020. All Race/Ethnicity groups saw a reduction in the number of dropouts from 2018-2019. The greatest reduction in dropout counts was for American Indians students. The smallest reduction in dropout counts was seen in the Hispanic student population. Table D4 looks at the dropout rates by race/ethnicity. Rates control for differences in the size of student populations.

FIGURE D4. 2019-2020 HIGH SCHOOL DROPOUT RATES BY RACE/ETHNICITY.

While White students account for the greatest percent of students who dropouts in 2019-2020 (33.5%), the dropout rate for White students is the second lowest dropout rate across the state, at 1.05 student per 100 White students. The lowest rate is for Asian student at 0.46 per 100 students. Hispanic students the highest dropout rate (2.66), with Native Hawaiian/Pacific Islander (2.16) and American Indian students (2.12) having the next highest rates. Only Asian, Two or More Races, and White students had dropout rates lower than the state rate of 1.53 dropouts per 100 students.

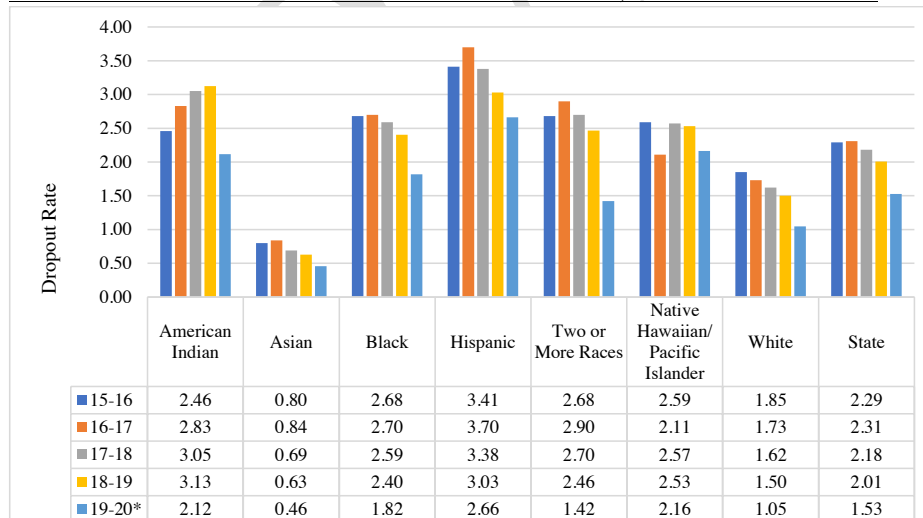
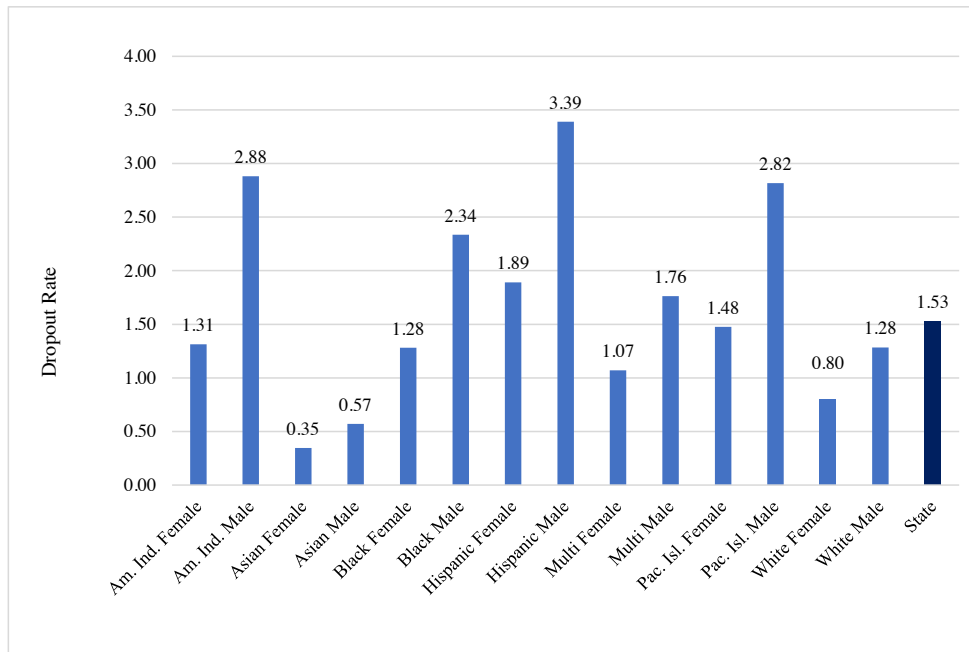
FIGURE D5. HIGH SCHOOL DROPOUT RATES BY RACE/ETHNICITY, 2015-2016 TO 2019-2020

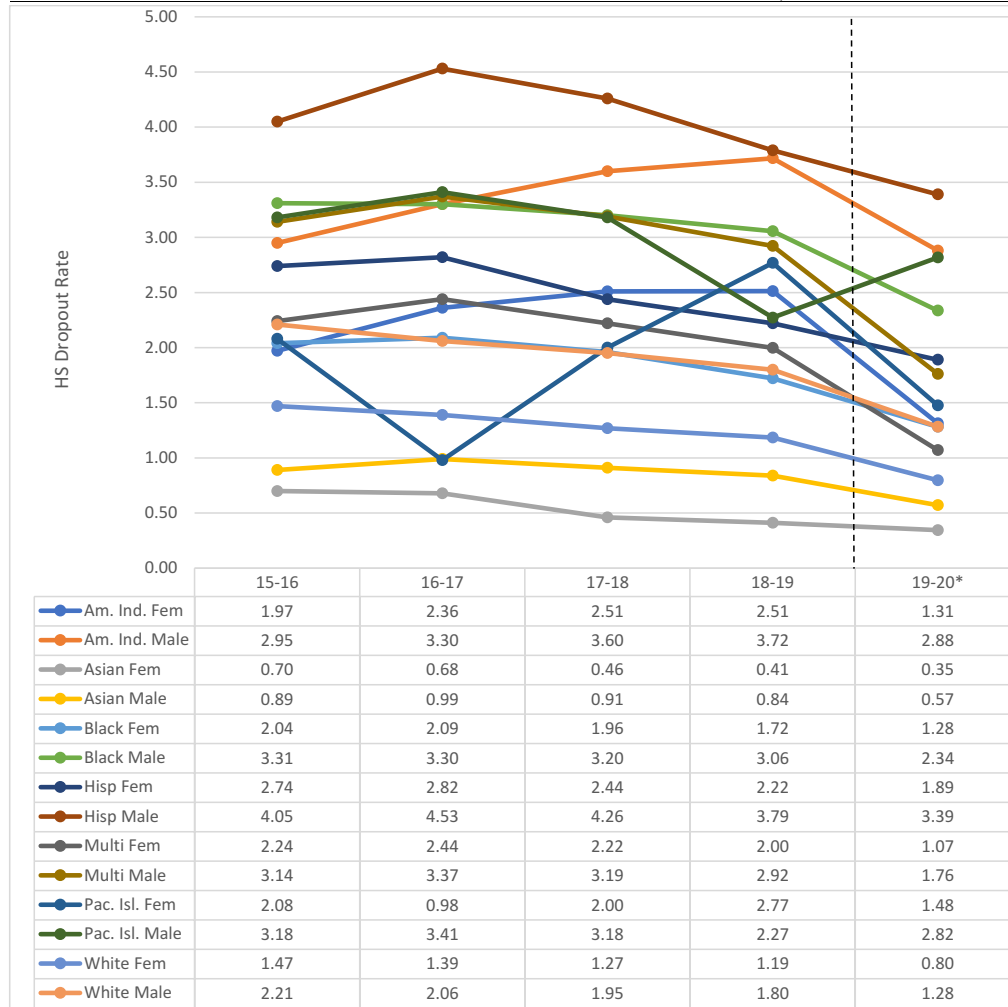
Figure D5 shows the dropout rates for each group over the five-year period from 2015-2016 to 2019-2020. Not only has the state dropout rate decreased over this period, but all race/ethnic

groups have also seen a decrease. Two or More Races student have seen the greatest percent decrease of 47.0% over the five years, following by White (43.3%) and Asian (42.7%) students. The lowest decreases were for American Indian students (13.9%) and Native Hawaiian/Pacific Islander students (16.5%).

FIGURE D6. HIGH SCHOOL DROPOUT RATES FOR RACE/ETHNIC-GENDER GROUPS FOR 2019-2020



For all race/ethnicities, males had a higher dropout rate than females. Males of all race/ethnicities, except for Asian and White males, had a higher dropout rate than the state rate. Hispanic male students had the highest dropout rate at 3.39, followed by American Indian males at 2.88, Native Hawaiian/Pacific Islander males at 2.82, and Black males at 2.34. Hispanic females were the only females who had a higher dropout rate (1.89) compared to the state rate (1.53).

FIGURE D7. HIGH SCHOOL DROPOUT RATES FOR RACE/ETHNIC-GENDER GROUPS, 2015-16 TO 2019-2020.

Overall, dropout rates have been decreasing over the last five-year, this table show the variability or relative stability seen within the race/ethnicity by gender groups. From 2015-2016 to 2018-2019, both American Indian males and females were seeing an increase in dropout rates. Native Hawaiian/Pacific Islander males and females have seen the most variability in the five-year period.

APPENDIX A – REPORTABLE CRIME DEFINITIONS

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

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

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

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

- “Public buildings” also include: (1) hospitals, and (2) buildings that house only State, federal, or local government offices, or the offices of the State, federal, or local government located in a building that is not exclusively occupied by the State, federal, or local government.
5. **Willfully Burning a School Building (BS)**: A person who wantonly and willfully sets fire to, burns, causes to be burned, or aids, counsels, or procures the burning of any schoolhouse or building owned, leased, or used by any public school, private school, college, or educational institution.
 6. **Homicide (D)**: A murder which is perpetrated by one of the following means: (1) nuclear, biological, or chemical weapon of mass destruction, (2) poison, (3) lying in wait, (4) imprisonment, (5) starving, (6) torture, (7) any other kind of willful, deliberate, and premeditated murder, (8) during the perpetration or attempted perpetration of an arson, rape, sex offense, robbery, kidnapping, burglary, or other felony committed or attempted with the use of a deadly weapon, (9) the unlawful distribution and ingestion by someone of opium or any other synthetic or natural salt, compound, derivative, or preparation of opium, cocaine, or methamphetamine resulting in death, or (10) all other types of murder.
 7. **Kidnapping (K)**: A person who unlawfully confines, restrains, or removes from one place to another, any other person 16 years of age or over without the consent of such person, or any other person under the age of 16 years old without the consent of a parent or legal guardian of such person, shall be guilty of kidnapping if such confinement, restraint, or removal is for the purposes of one of the following: (1) holding such other person for a ransom, as a hostage, or using such other person as a shield, (2) facilitating the commission of any felony or facilitating the flight of any person following the commission of a felony, (3) doing serious bodily harm to or terrorizing the person so confined, restrained, or removed by any other person, (4) holding such other person in involuntary servitude, (5) trafficking another person with the intent that the person be held in involuntary servitude or sexual servitude, or (6) subjecting or maintaining such other person for sexual servitude.
 8. **Unlawful, underage sales, purchase, provision, possession, or consumption of alcoholic beverages (PA)**: It shall be unlawful for a person younger than 21 years of age to possess, sell, give, or purchase any alcoholic beverages. It is also unlawful for any person to aid and abet a person under the age of 21 years old in his/her attempt to obtain an alcoholic beverage.
 - An “alcoholic beverage” includes the following: (1) malt beverage, (2) fortified wine, (3) unfortified wine, (4) spirituous liquor, (5) mixed beverages, or (6) beer.
 9. **Possession of Controlled Substance in Violation of Law (PS)**: It is unlawful for a person to possess or have in his/her immediate control any of the following: Marijuana, Heroin, LSD, Methamphetamine, Cocaine, or any other drug listed in Schedules I - VI of the North Carolina Controlled Substances Act. (G.S. §90-89 through 90-94.)
 10. **Possession of a Firearm (PF)**: It is unlawful for any person to possess or carry, whether openly or concealed, any gun, rifle, pistol, or other firearm of any kind on educational property or to a curricular or extracurricular activity sponsored by a school.
 - This offense does not apply to a BB gun, stun gun, air rifle, or air pistol.
 11. **Possession of a Weapon (PW)**: It is unlawful for any person to possess or carry, whether openly or concealed, any of the following weapons on campus or other educational property: (1) any BB gun, (2) stun gun, (3) air rifle, (4) air pistol, (5) bowie knife, (6) dirk, (7) dagger, (8) slingshot, (9) leaded cane, (10) switchblade knife, (11) blackjack, (12) metallic knuckles, (13) razors and razor blades, (14) fireworks, or (15) any sharp-pointed or edged instrument, except instructional supplies, unaltered nail files, clips, and tools used solely for preparation of food, instruction, maintenance.

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

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

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

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

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

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

15. Sexual Offense (SO):

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

and the person performing the act knows or should reasonably know that the other person is mentally disabled, mentally incapacitated, or physically helpless.

- **Statutory rape or sexual offense of person who is 13, 14, or 15 years old:** A person is guilty if he/she engages in vaginal intercourse or a sexual act with another person who is 13, 14, or 15 years old and the person committing the act is at least four years older than the person, except when the person committing the act is lawfully married to the other person.

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

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

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

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

- Any act resulting in:
 - In-school suspension
 - Out-of-school suspension
 - Expulsion
- Any assignment to an Alternative School or Alternative Learning Program.
- Any use of Corporal Punishment
- Any of the following offenses, regardless of consequences/action assigned:
 - Sixteen Reportable Acts/Offences (**BOLD indicates violent crimes**)
 - Assault on school personnel (AP)
 - **Assault resulting in serious personal injury (AR)**
 - **Assault with a weapon or physical attack with a firearm (AW)**
 - Bomb threat (BT)
 - Burning of a school building (BS)
 - **Homicide (D)**
 - **Kidnapping (K)**
 - Possession of a controlled substance (PS)
 - Possession of a firearm (PF)
 - Possession of a weapon (PW)
 - Possession, underage sales, provision, or consumption of alcohol (PA)
 - **Rape (R)**
 - **Robbery involving the use of a weapon or robbery with a firearm (RW)**
 - **Sexual assault (SA)**
 - **Sexual offense (SO)**
 - **Taking indecent liberties with a minor (IM)**
 - Affray
 - Bullying
 - Bullying or harassment based on sex (sexual harassment), race, disability, sexual orientation, or religious affiliation
 - Communicating threats
 - Cyberbullying
 - Discrimination
 - Extortion
 - Fighting
 - Gang activity
 - Possession of tobacco products

- Property damage
- Robbery without a weapon
- Sexual harassment
- Use of tobacco products
- Verbal harassment
- Violent assault not resulting in serious injury (as defined by criminal statute)
- Any victim of the following acts:
 - **Assault resulting in serious personal injury (AR)**
 - **Assault with a weapon (AW)**
 - **Homicide (D)**
 - **Kidnapping (K)**
 - **Rape (R)**
 - **Robbery involving the use of a weapon (RW)**
 - **Sexual assault (SA)**
 - **Sexual offense (SO)**
 - **Taking indecent liberties with a minor (IM)**
 - Harassment or bullying based on disability
 - Harassment or bullying based on race, color, or national origin
 - Sexual harassment
- Any occurrence of following actions by school staff and any student victim of the actions listed below
 - Aversive procedure (per state definition)
 - Physical restraint (per state and/or federal definition)
 - Mechanical restraint (per state and/or federal definition)
 - Seclusion (per state and/or federal definition)
- “No Tolerance Expulsion” per federal definition
- Actions related to law enforcement involvement
- School Related Arrests

APPENDIX C – UNACCEPTABLE BEHAVIOR DEFINITIONS AND CATEGORIES

Figures S9a, S9b, and S17 in this report reference the relationships between student race, gender, and classification with the specific behaviors that led to suspensions. Below are the specific behaviors and their respective categories with codes that are used in this report.

| Category | Code | Definition |
|-------------------------|------|---|
| Bullying/ Harassment | 052 | UB: Bullying |
| | 094 | UB: Cyber-bullying |
| | 038 | UB: Harassment - Sexual |
| | 102 | UB: Harassment - Disability |
| | 101 | UB: Harassment - Racial |
| | 110 | UB: Harassment – Religious affiliation |
| | 109 | UB: Harassment – Sexual orientation |
| | 025 | UB: Harassment - Verbal |
| Assaults/ Threats | 021 | UB: Affray (G.S. 14-33) |
| | 045 | UB: Assault - other |
| | 071 | UB: Assault on non-student w/o weapon & not resulting in serious injury |
| | 044 | UB: Assault on student |
| | 072 | UB: Assault on student w/o weapon & not resulting in serious injury |
| | 024 | UB: Fighting |
| | 093 | UB: Robbery without a weapon |
| | 105 | UB: Threat of physical attack with a firearm |
| | 106 | UB: Threat of physical attack with a weapon |
| | 107 | UB: Threat of physical attack without a weapon |
| | 018 | UB: Unlawfully setting a fire |
| | 090 | UB: Violent assault not resulting in serious injury |
| Defiant behavior | 022 | UB: Disorderly conduct (G.S. 14-288.4(a)(6)) |
| | 027 | UB: Aggressive behavior |
| | 061 | UB: Disrespect of faculty/staff |
| | 042 | UB: Disruptive behavior |
| | 114 | UB: Inappropriate Behavior |
| | 032 | UB: Inappropriate language/disrespect |
| | 033 | UB: Insubordination |
| Interpersonal | 019 | UB: Communicating threats (G.S. 14-277.1) |
| | 080 | UB: Discrimination |
| | 063 | UB: Excessive display of affection |

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| | 023 | UB: Extortion |
| | 079 | UB: Gang activity |
| | 026 | UB: Hazing |
| | 115 | UB: Indecent Exposure |
| | 068 | UB: Mutual sexual contact between two students |
| | | |
| Missing Class/School | 074 | UB: Cutting class |
| | 064 | UB: Excessive tardiness |
| | 078 | UB: Late to class |
| | 066 | UB: Leaving class without permission |
| | 067 | UB: Leaving school without permission |
| | 075 | UB: Skipping school |
| | 030 | UB: Truancy |
| Other | 059 | UB: Being in an unauthorized area |
| | 037 | UB: Bus misbehavior |
| | 060 | UB: Cell phone use |
| | 031 | UB: Dress code violation |
| | 029 | UB: False fire alarm |
| | 035 | UB: Falsification of information |
| | 034 | UB: Gambling |
| | 028 | UB: Honor code violation |
| | 040 | UB: Inappropriate items on school property |
| | 091 | UB: Misuse of school technology |
| | 069 | UB: Other |
| | 058 | UB: Other School Defined Offense |
| | 046 | UB: Possession of counterfeit items |
| | 039 | UB: Property damage |
| | 036 | UB: Theft |
| | 047 | UB: Use of counterfeit items |
| Repeat Offender | 092 | UB: Repeat offender |
| | | |
| Substance Use Related | 051 | UB: Possession of chemical or drug paraphernalia |
| | 086 | UB: Possession of student's own prescription drug |
| | 041 | UB: Possession of tobacco |
| | 095 | UB: Under the influence of alcohol |
| | 096 | UB: Under the influence of controlled substances |
| | 070 | UB: Use of tobacco |
| | 116 | UB: Possession of Vaping Device |
| | 117 | UB: Use of Vaping Device |