



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

Report to the North Carolina General Assembly

Consolidated Data Report, 2012-2013

Annual Report of School Crime & Violence

Annual Report of Suspensions & Expulsions

Annual Report of Dropout Rates

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

**Annual Report on the Use of Corporal Punishment
Session Law 2011-282**

Date Due: April 15, 2014

Report # 30 & 31

Suspensions and Expulsions

2012-13



2012-13 SUSPENSIONS AND EXPULSIONS

Introduction

The Annual Study of Suspensions and Expulsions was designed to address the requirements regarding suspension data in G.S. 115C-12(27). The data contained in the 2012-13 Consolidated Data Report were gathered from traditional and charter public schools as well as alternative schools/programs via the NC WISE discipline module and files from third-party software in the specified state data format.

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. In-school suspensions are usually served in an in-school suspension classroom. When a school does not have an in-school suspension program or when offenses are more serious or chronic, they may be dealt with through short-term, out-of-school suspensions.

A serious offense may employ a long-term suspension as a consequence. Long-term suspensions last from eleven days up to the remainder of the school year. When a student is suspended long-term, the student may not return to their regular program in their home school for the duration of the suspension. Districts may allow long-term suspended students to attend an alternative learning program (ALP) or alternative school during their long-term suspension or may assign them to alternative placements in lieu of suspensions. For reporting purposes, students are not considered suspended while attending an ALP or alternative 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 ALP placement is provided.

When a student is expelled from school, the student cannot return to their 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 and/or school board to expel a student. The law allows school districts to permit some expelled students to enroll in ALPs to complete their education. Some districts allow expelled students to apply for readmission.

2012-13 SUSPENSIONS AND EXPULSIONS

General Findings

Based on data reported by all public schools in North Carolina, the number of out-of-school short-term suspensions (1 to 10 days) given to students decreased 4.0% -- from a 2011-12 total of 258,197 to 247,919 in 2012-13. During this time the number of long-term suspensions (11 or more days) decreased 11.6% from 1,609 to 1,423.

There were 111,122 grade 9-13 short-term suspensions reported statewide in 2012-13, a decrease of 9.4% from the 2011-12 total of 122,655. The grades 9-13 short-term suspension rate was 2.53 suspensions per ten students.

Approximately one of eleven North Carolina students received at least one out-of-school short-term suspension in 2012-13. When looking at high school students only, this ratio rises to one of eight students. Many suspended students receive only one suspension each year, but a number of students receive multiple short-term suspensions.

North Carolina students who received short-term suspensions in 2012-13 averaged about 1.9 suspensions each. The average total duration of short-term suspensions for students who received at least one suspension was 5.99 days for high school students and 5.21 days for all students. The average duration of a single short-term suspension for high school students was 3.04 days and 2.74 days for all students.

In 2012-13 as in past years, male students, black and American Indian students, ninth graders, and students receiving special education services are among the groups that continue to be disproportionately represented among suspended students.

The number of long-term suspensions (11 or more days) declined from 1,609 in 2011-12 to 1,423 in 2012-13, an 11.6% decrease. Average school days per suspension decreased from 53.8 to 49.3 school days. High school students received 982 long-term suspensions, a 12.4% decrease from 2011-12.

The number of expulsions increased to 37 from 30 the previous year, a 23.3% increase. High school students received 28 of these expulsions.

Section 1. Short-Term Suspensions

Short-Term Suspensions

This section reports data for students who were suspended for 10 days or less from the 115 LEAs and charter schools. The data here reflect short-term suspensions that may include multiple suspensions per student. It should be noted that some students receive multiple short-term suspensions each year; therefore, *these charts represent numbers of suspensions, not numbers of unique students.*

There were 247,919 short-term suspensions reported statewide in 2012-13, a decrease of 4.0% from the 2011-12 total of 258,197. School days lost due to short-term suspensions fell by 3.7%. The short-term suspension rate was 1.68 suspensions per ten students.

The 247,919 short-term suspensions in 2012-13 were given to 130,444 different students (some students were suspended more than once), for an average of 1.90 short-term suspensions per suspended student. The average total duration of short-term suspensions for students who received at least one such suspension in 2011-12 was 5.21 days. The average duration of a single short-term suspension was 2.74 days.

In 2012-13, a total of 111,122 high school short-term suspensions were reported statewide, a decrease of 9.4% from the 2011-12 total of 122,655. The high school short-term suspension rate was 2.53 suspensions per ten students.

Short-Term Suspensions by Gender

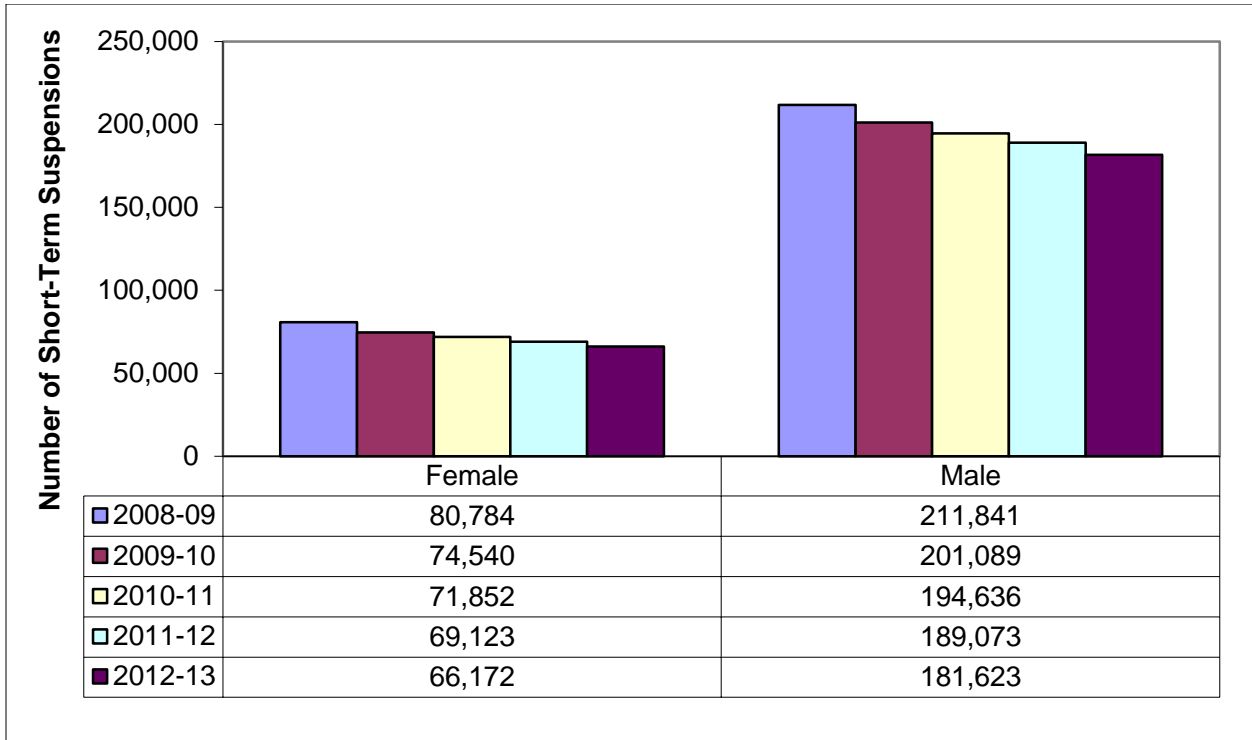
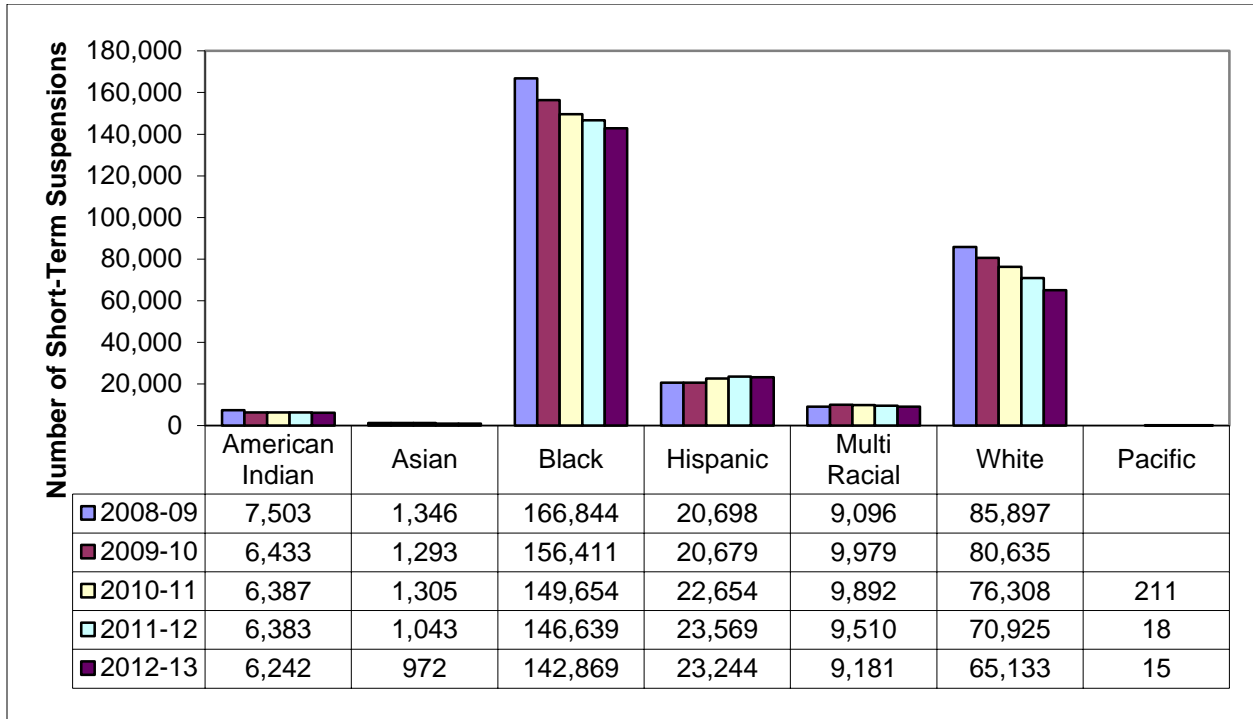


Figure S1. Number of Short-Term Suspensions by Gender

- The number of short-term suspensions for male students in 2012-13 was 2.7 times higher than for females.
- Males received 181,623 short-term suspensions (ten days or less) in 2012-13. This represents a 3.9% decrease from the previous year.
- Females received 66,172 short-term suspensions. Female suspensions decreased by 4.3% in 2012-13.

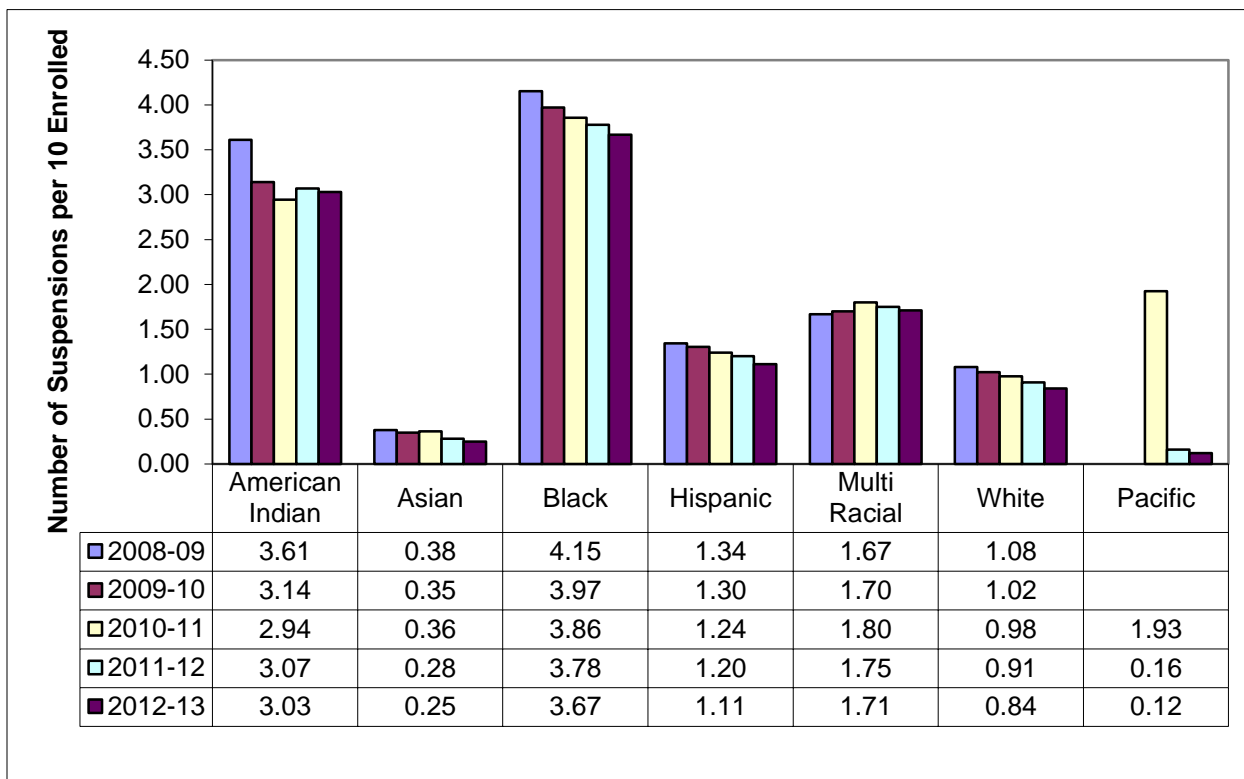
Short-Term Suspensions by Race/Ethnicity



Note: Race/Ethnicity was not reported or was reported as “Other” for 2,069 short-term suspensions in 2008-09, 1,776 in 2009-10, 77 in 2010-11, 110 in 2011-12, and 264 in 2012-13.

Figure S2. Number of Short-Term Suspensions by Race/Ethnicity

- Black students received the most short-term suspensions, followed by white students and Hispanic students.
- From 2011-12 to 2012-13, the number of short-term suspensions decreased for all groups.



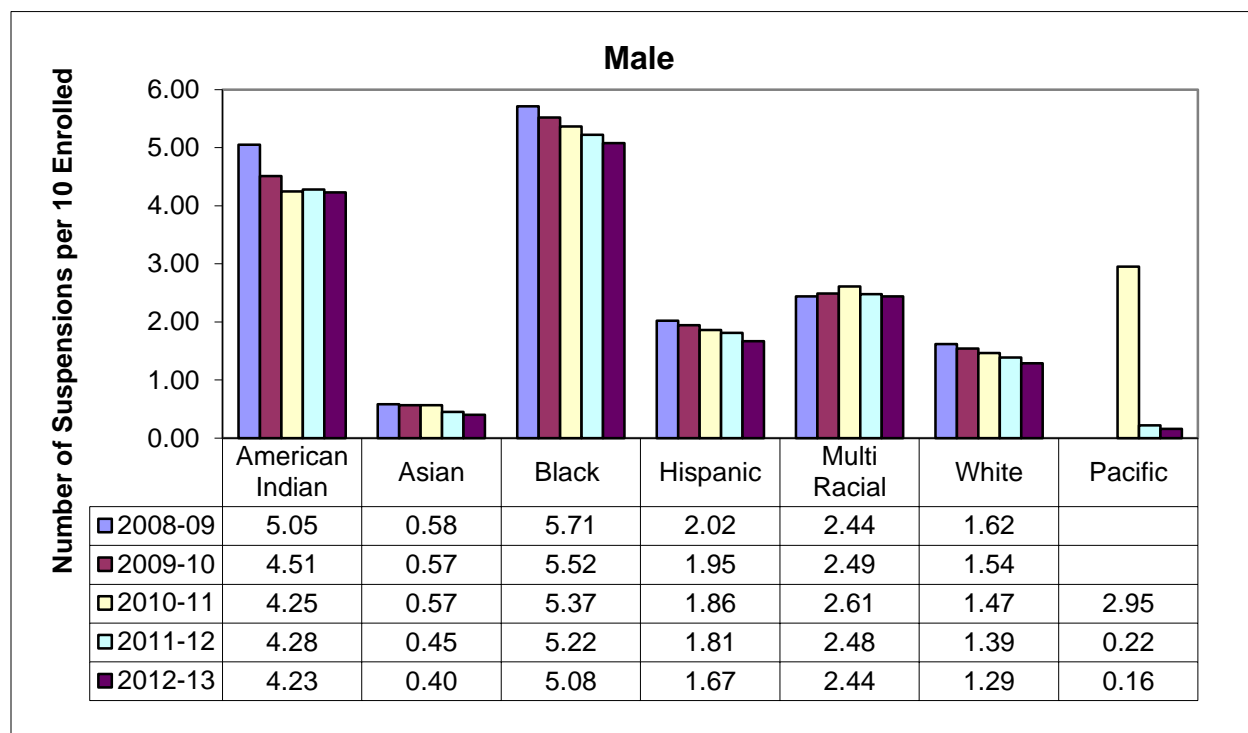
Note: Race/Ethnicity was not reported or was reported as “Other” for 2,069 short-term suspensions in 2008-09, 1,776 in 2009-10, 77 in 2010-11, 110 in 2011-12, and 264 in 2012-13. Rates calculated by dividing number of suspensions in race/ethnicity category by membership in that race/ethnicity category and multiplying by ten.

Figure S3. Short-Term Suspension Rates by Race/Ethnicity

- As in previous years, black students had the highest rate of short-term suspension in 2012-13, followed by American Indian students.
- Short-term suspension rates decreased in 2012-13 for all groups.
- The group with the largest rate decrease was Pacific at 25.0%, followed by Asian at 10.7%, white at 7.7%, and Hispanic at 7.5%.

Short-Term Suspensions by Race/Ethnicity and Gender

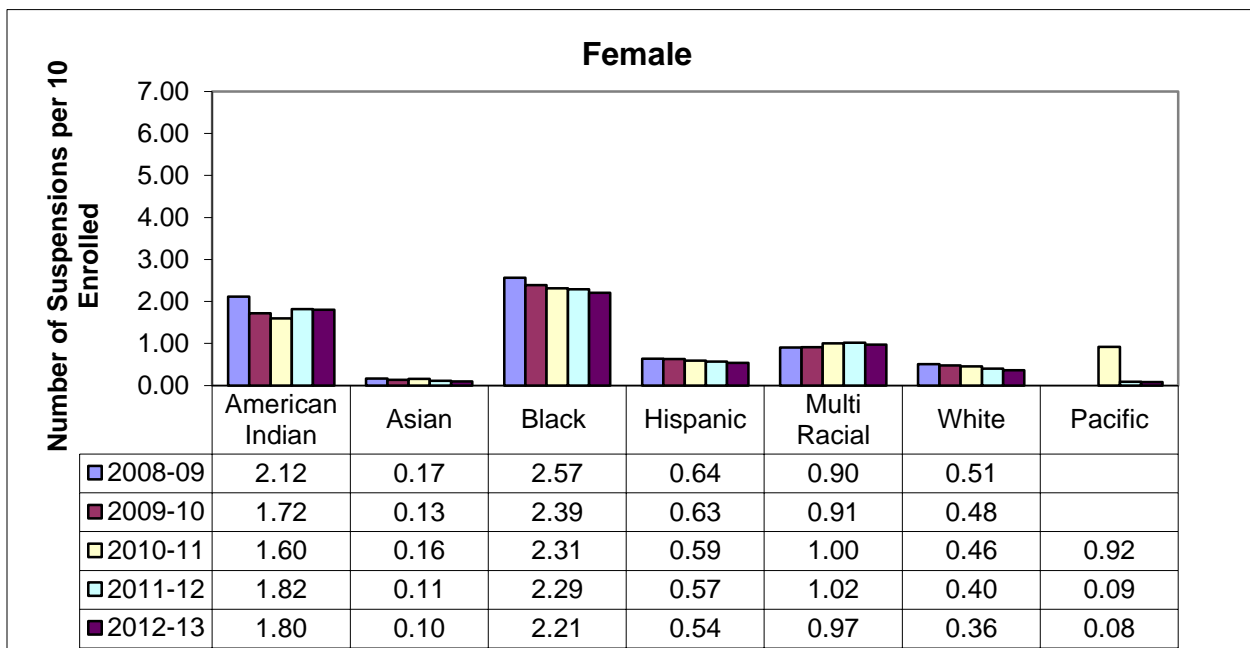
The following charts show short-term suspension rates for recent school years, by ethnicity, for males (Figure S4) and females (Figure S5).



Note: Race/Ethnicity was not reported or was reported as “Other” for 2,069 short-term suspensions in 2008-09, 1,776 in 2009-10, 77 in 2010-11, 110 in 2011-12, and 264 in 2012-13. Rates calculated by dividing number of suspensions in race/ethnicity category by membership in that race/ethnicity category and multiplying by ten.

Figure S4. Male Short-Term Suspension Rates by Race/Ethnicity

- Among males, Black students had the highest rate of short-term suspensions, followed by American Indian students.
- The male student short-term suspension rates for all groups decreased in 2012-13.

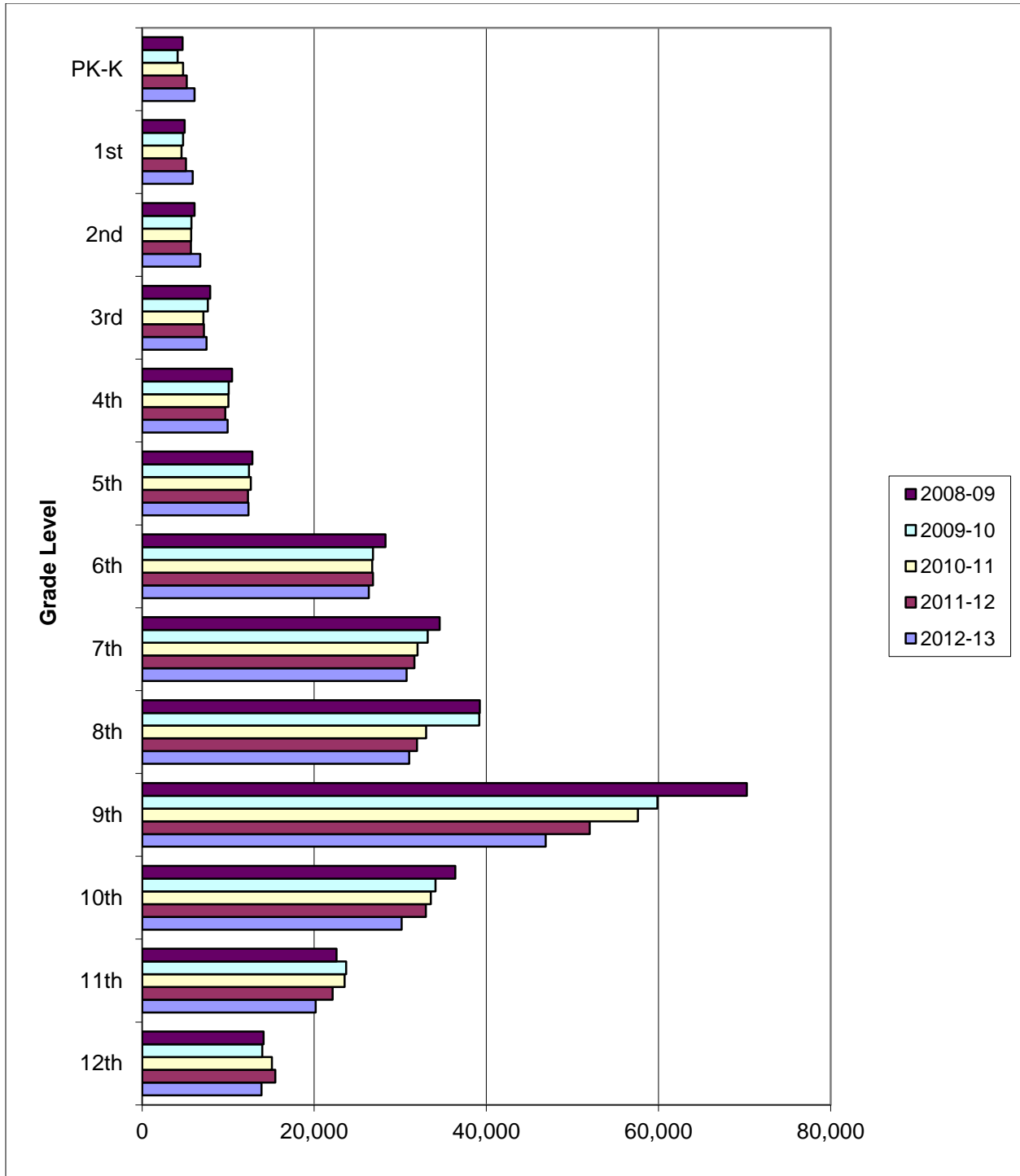


Note: Race/Ethnicity was not reported or was reported as “Other” for 2,069 short-term suspensions in 2008-09, 1,776 in 2009-10, 77 in 2010-11, 110 in 2011-12, and 264 in 2012-13. Rates calculated by dividing number of suspensions in race/ethnicity category by membership in that race/ethnicity category and multiplying by ten.

Figure S5. Female Short-Term Suspension Rates by Race/Ethnicity

- Among females, Black and American Indian students had the highest rates of short-term suspensions.
- The female student short-term suspension rates for all groups decreased in 2012-13.

Short-Term Suspensions by Grade

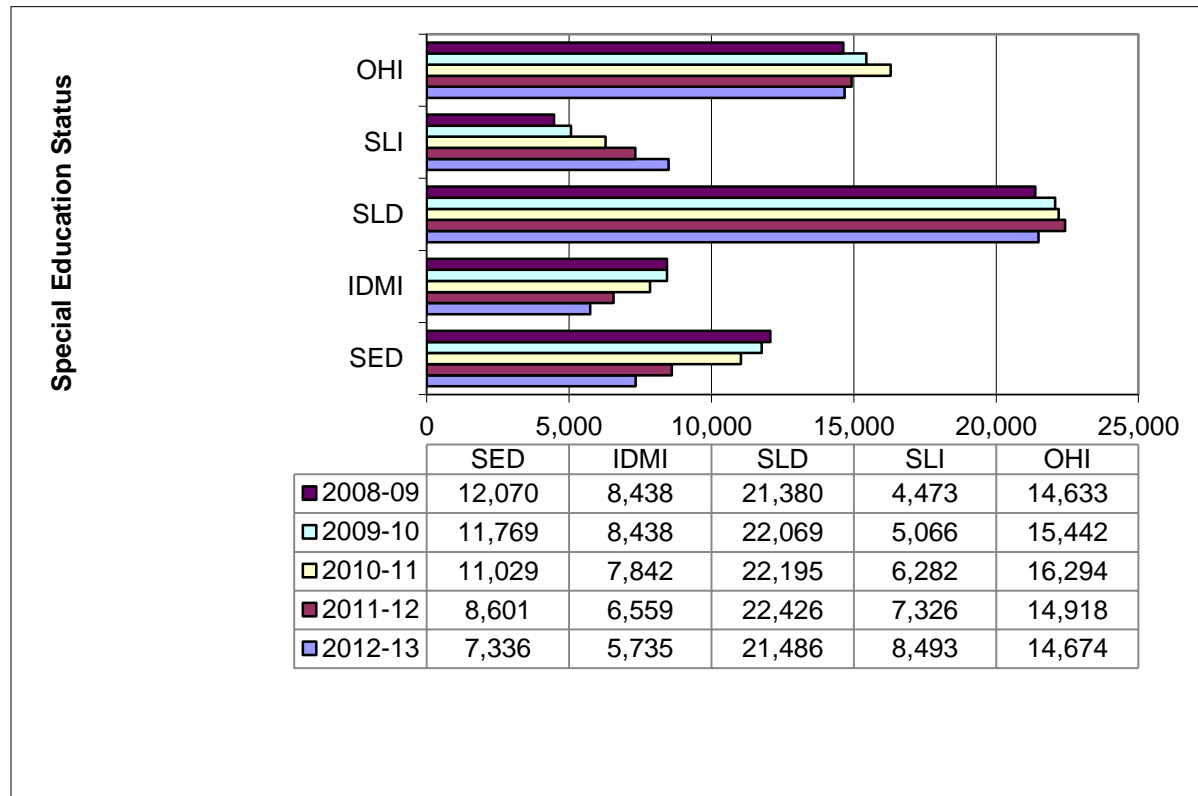


Note: Grade level was not reported for 1,025 short-term suspensions given in 2008-09, 1,628 in 2009-10, 58 in 2010-11, 49 in 2011-12, and 131 in 2012-13. 13th graders at Early Colleges are included in grade 12.

Figure S6. Number of Short-Term Suspensions by Grade Level

- As in previous years, ninth graders received the largest number of short-term suspensions.

Short-Term Suspensions by Largest Categories of Exceptional Children (EC) Status



OHI=Other Health Impairment; SLI=Speech/Language Impairment; SLD=Specific Learning Disability; IDMI=Intellectual Disability-Mild; SED=Serious Emotional Disability.

Figure S7. Short-Term Suspensions by Largest Categories of EC Status

- The 57,724 suspensions received by students in the five categories depicted above account for 90.5% of the short-term suspensions received by exceptional children in 2012-13.
- Exceptional children received 63,786, or 25.7% of the 247,919 short-term suspensions in 2012-13.

Section 2. Long-Term Suspensions

This section reports data for students who were suspended for 11 or more school days. In 2012-13, the recent trend of declines in long-term suspensions continued.

Overall in 2012-13 there were 1,423 long-term suspensions reported. This is a 11.6% decrease from the total of 1,609 long-term suspensions reported in 2011-12. High school students received 982 long-term suspensions, a 12.4% decrease from 2011-12.

The 1,423 long-term suspensions in 2012-13 were given to 1,399 different students (i.e., some students were long-term suspended more than once). Long-term suspensions in the state in 2012-13 totaled 70,254 days, or an average of 49.3 school days per suspension, down from 53.8 days per suspension in 2011-12.

Long-Term Suspensions by Gender

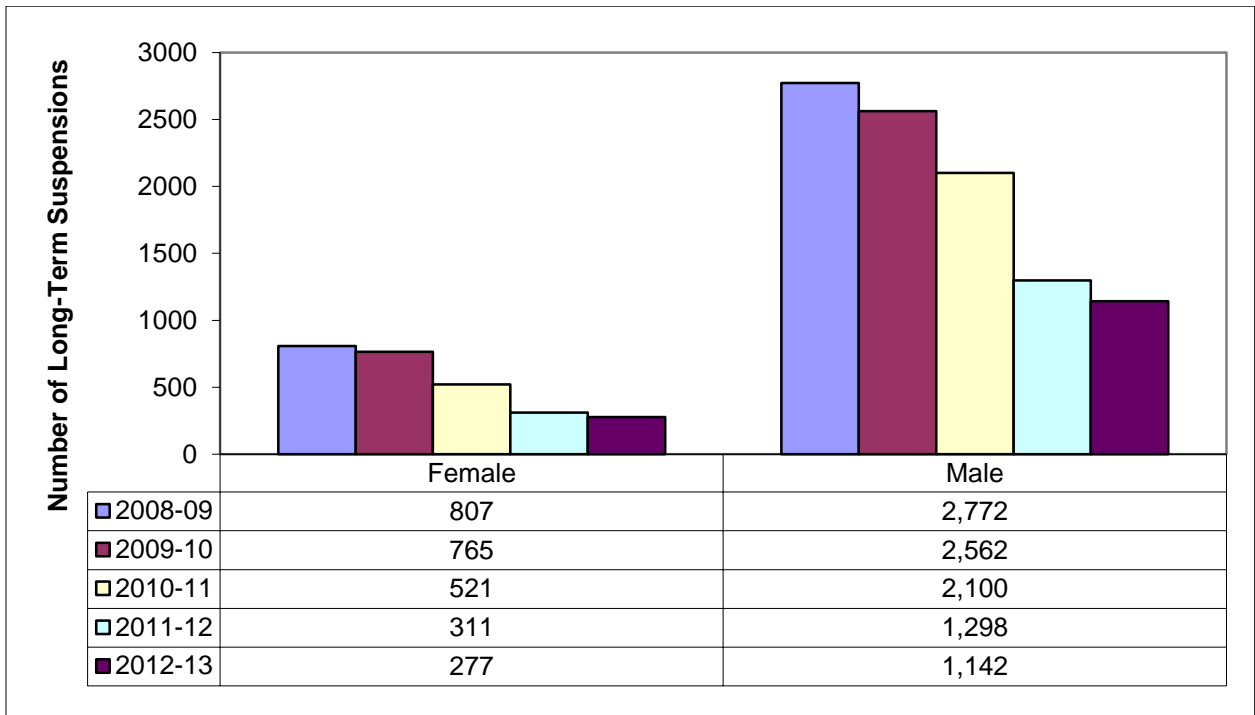


Figure S8. Number of Long-Term Suspensions by Gender

- As in previous years, the majority of long-term suspensions in 2012-13 were given to male students. There were four long-term suspensions given to males for each one given to females.
- Since 2007-08 there have been decreases in the number of long-term suspensions received by both males and females each year.

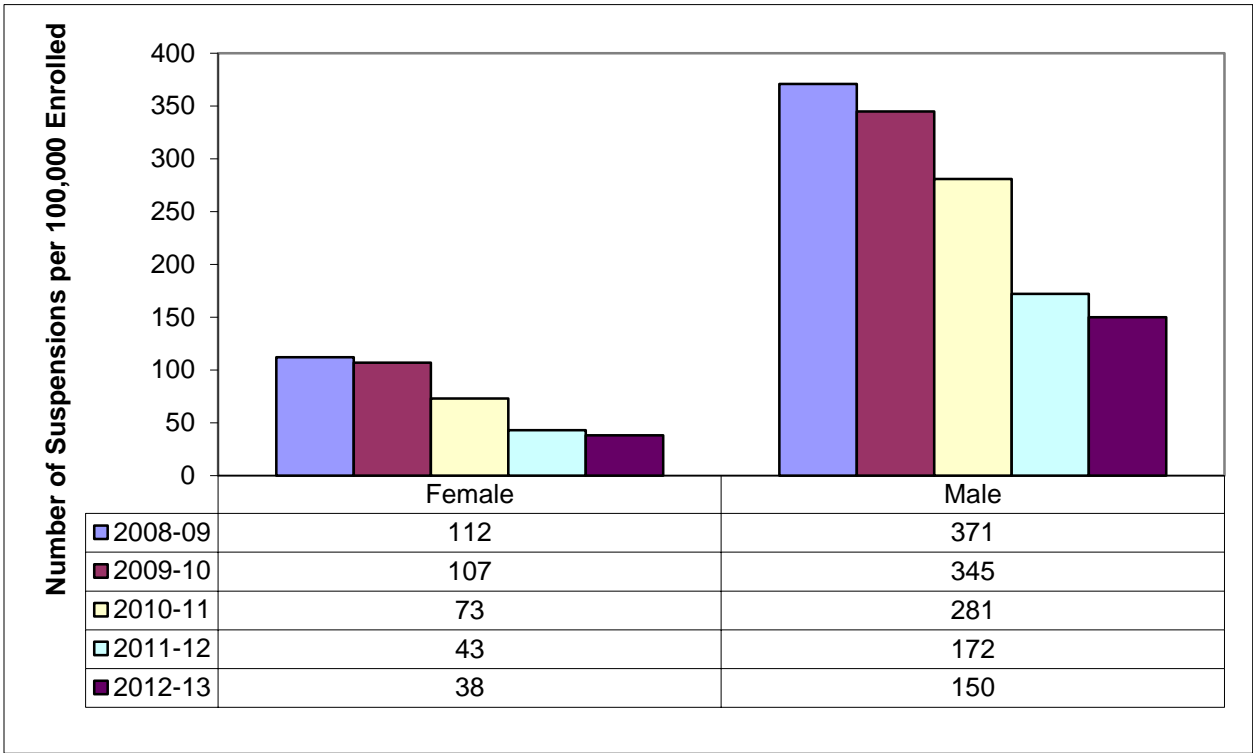
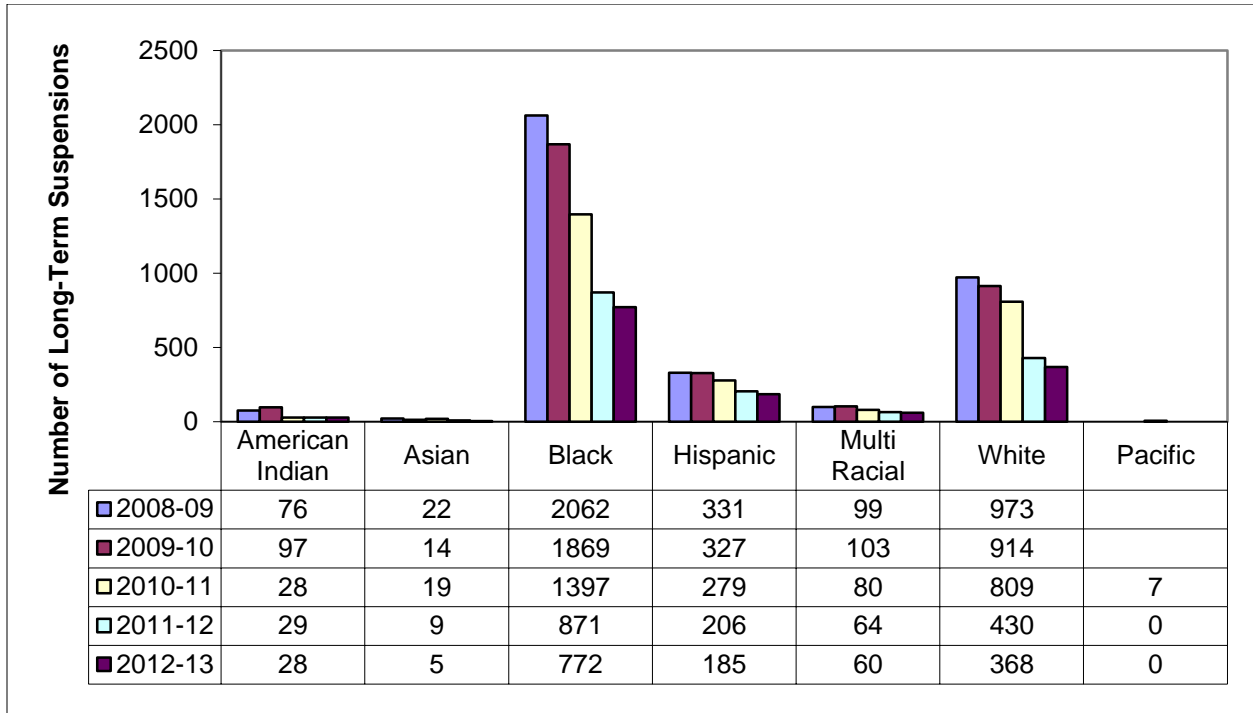


Figure S9. Long-Term Suspension Rates by Gender

- The rate of long-term suspensions for both males and females has continued to decline since 2007-08.

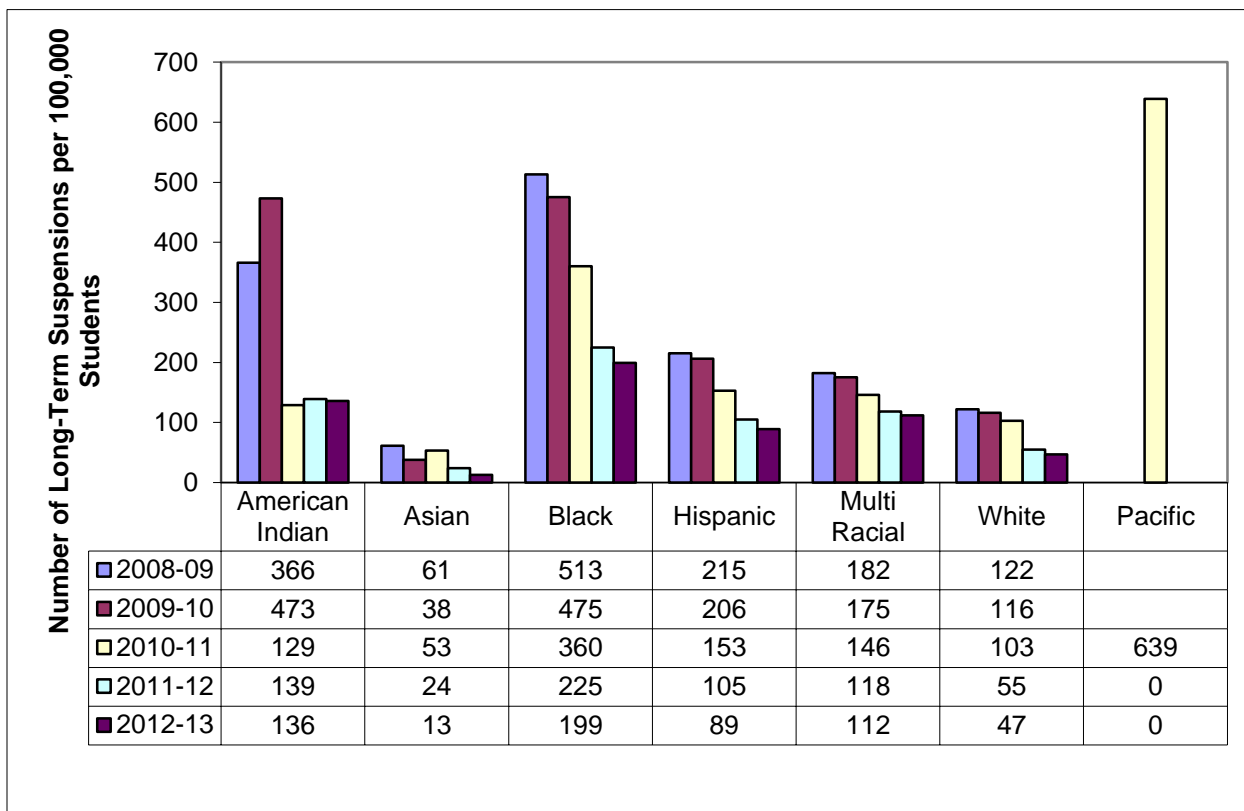
Long-Term Suspensions by Race/Ethnicity



Note: Race/Ethnicity was not reported or was reported as “Other” for 29 suspensions in 2008-09, 44 suspensions in 2009-10, two suspensions in 2010-11, and five suspensions in 2012-13.

Figure S10. Number of Long-Term Suspensions by Race/Ethnicity

- Black students received the most long-term suspensions in 2012-13, 772. This total was an 11.4% decrease from the 871 reported in 2011-12 and a 44.7% decrease from the 1,397 reported in 2010-11.
- White students received the second highest number of long-term suspensions in 2012-13, 368. This total was a decrease of 14.4% from the 430 reported in 2011-12 and a 54.5% decrease from the 809 reported in 2010-11.

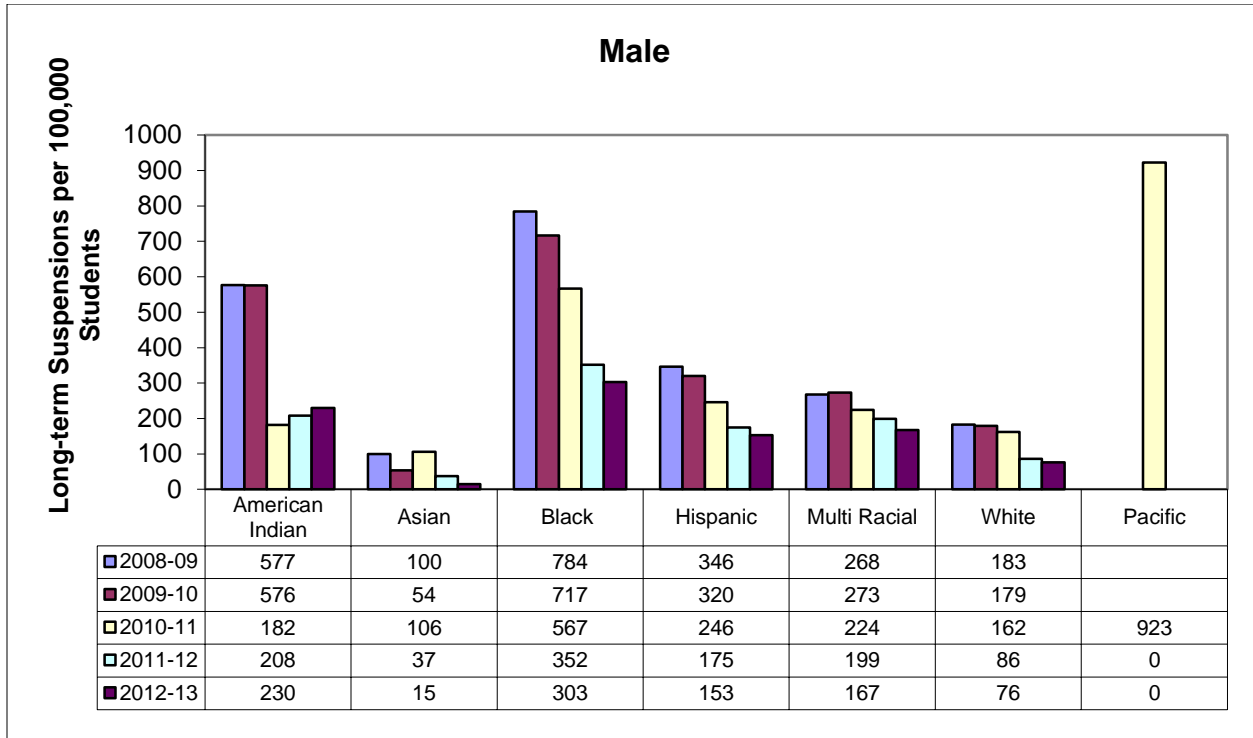


Note: Race/Ethnicity was not reported or was reported as “Other” for 29 suspensions in 2008-09, 44 suspensions in 2009-10, two suspensions in 2010-11, and five suspensions in 2012-13. Rates calculated by dividing number of suspensions in race/ethnicity category by membership in that race/ethnicity category and multiplying by 100,000.

Figure S11. Rates of Long-Term Suspension by Race/Ethnicity, LTS per 100,000

- Black students had the highest rates of long-term suspensions in 2012-13, 199 LTS per 100,000 students.
- American Indian students had the next highest rate, 136 LTS per 100,000, followed by multiracial students, 112 LTS per 100,000.
- The rate of long-term suspension decreased for all groups from 2011-12 to 2012-13.

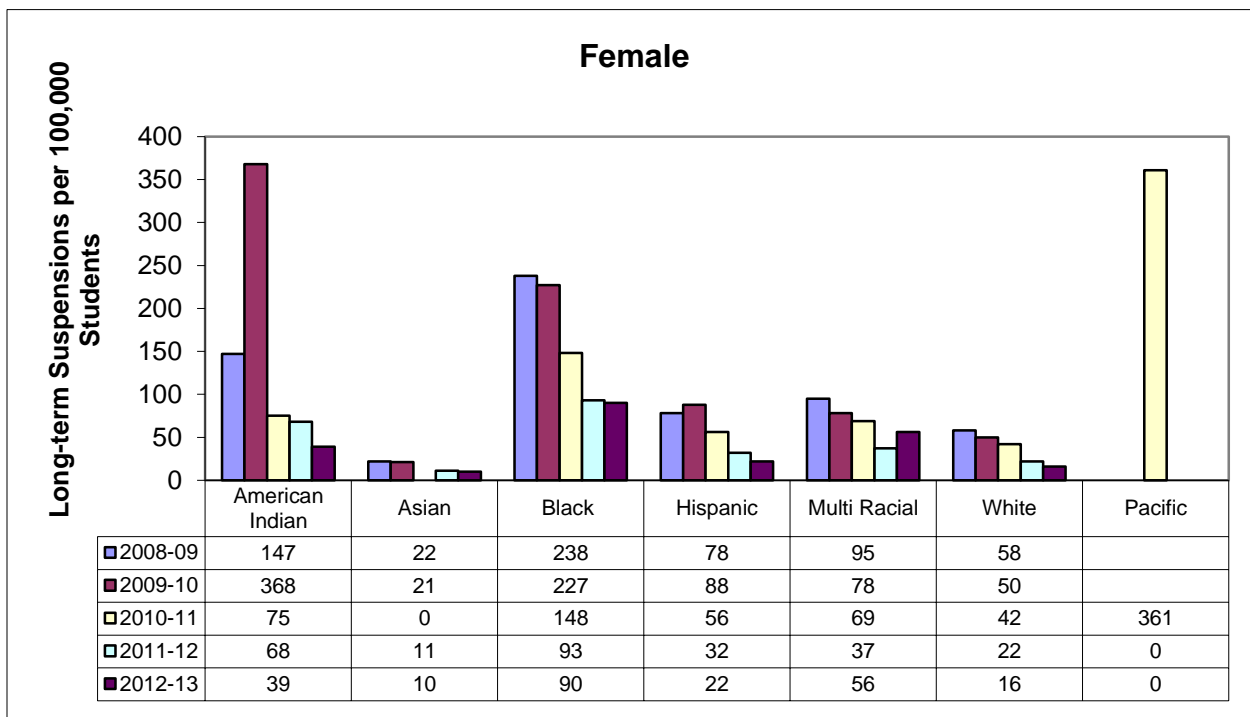
Long-Term Suspensions by Ethnicity and Gender



Note: Rates calculated by dividing number of suspensions in race/ethnicity*gender category by membership in that race/ethnicity*gender category and multiplying by 100,000.

Figure S12. Male Long-Term Suspension Rates by Race/Ethnicity

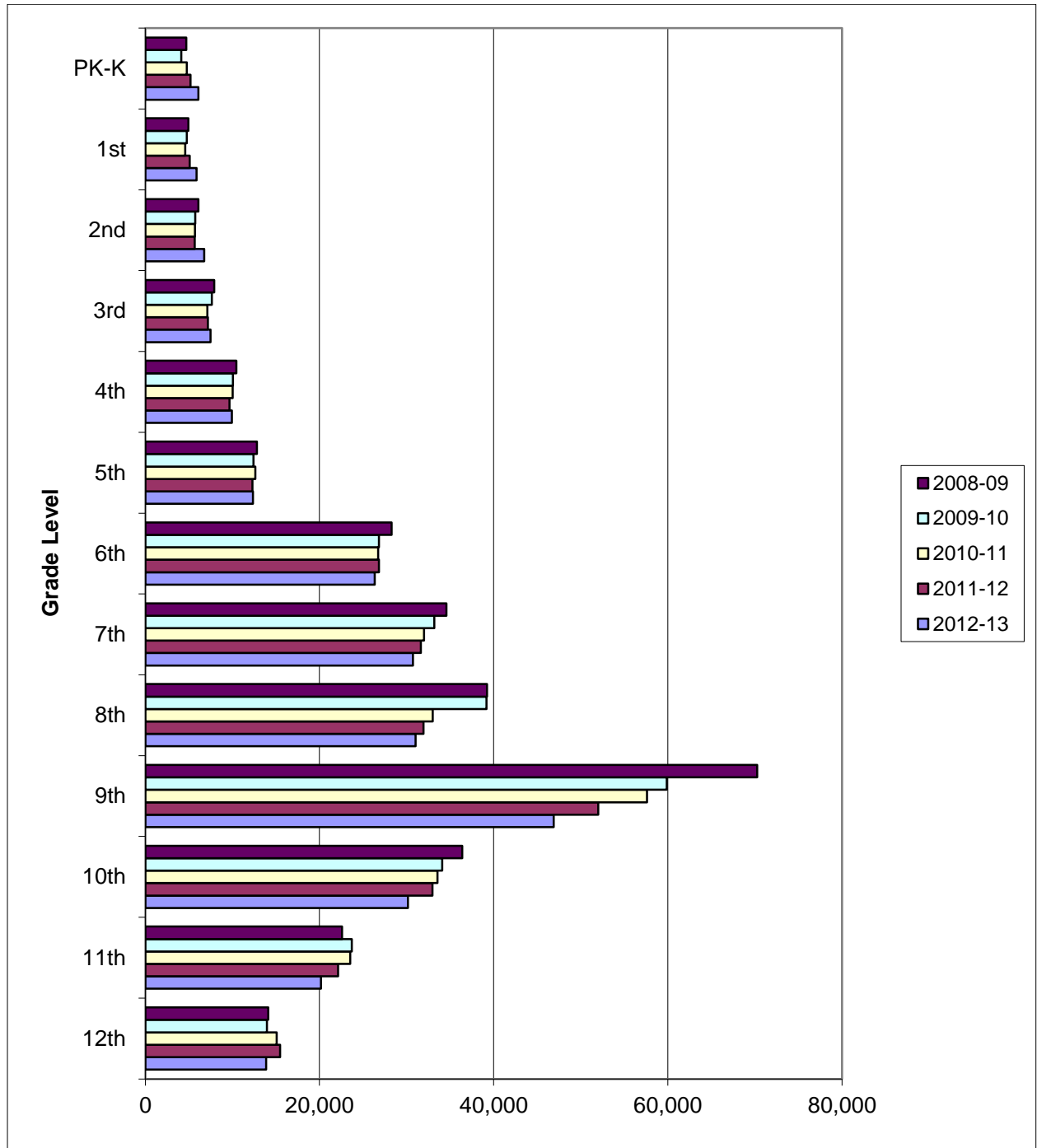
- Among males, black students had the highest rate of long-term suspension in 2012-13, 303 LTS per 100,000 students, followed by American Indian students (230 LTS per 100,000) and multiracial students (167 LTS per 100,000).
- The LTS rate for all groups of male students except for American Indians declined.
- Among male students, Asians experienced the largest decrease in LTS rates, 59.5%, followed by multiracial students (16.1%), Black students (13.9%) and Hispanic students (13.1%).



Note: Rates calculated by dividing number of suspensions in race/ethnicity*gender category by membership in that race/ethnicity*gender category and multiplying by 100,000.

Figure S13. Female Long-Term Suspension Rates by Race/Ethnicity

- Among females, black students had the highest rate of long-term suspension in 2012-13, 90 LTS per 100,000 students, followed by multiracial students (56 LTS per 100,000).
- The LTS rate for all groups of females except for multiracial students declined.
- Among female students, American Indians experienced the largest decrease in LTS rates, 42.6%, followed by Hispanic students (31.3%) and white students (27.3%).

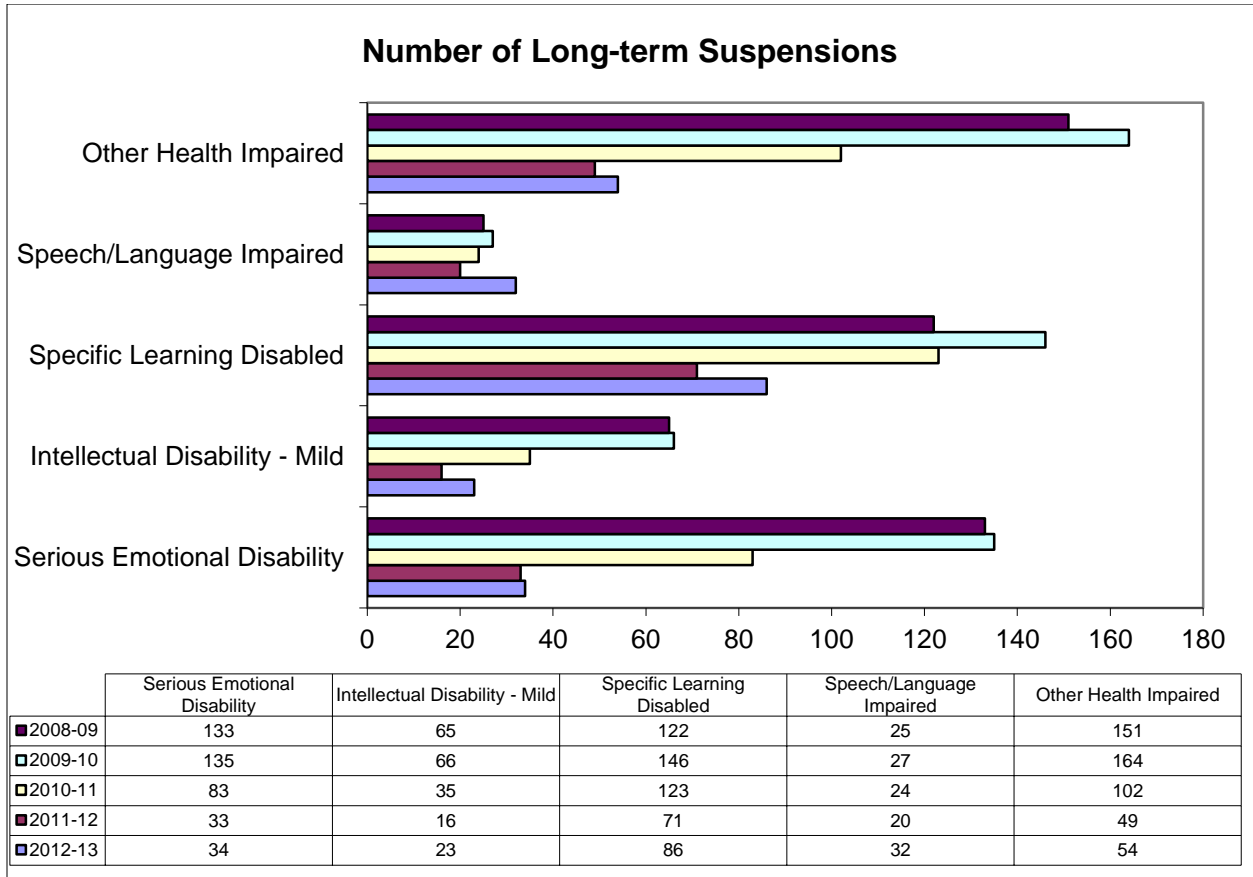


Note: Grade level was not provided for 25 long-term suspensions in 2008-09, 51 in 2009-10, six in 2010-11, and five in 2012-13.

Figure S14. Number of Long-Term Suspensions by Grade Level

- As was the case with short-term suspensions, far more long-term suspensions were given to ninth graders than to students at any other grade level.

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



Note: Special education status was not recorded for 12 long-term suspensions in 2008-09, and 41 in 2009-10.

Figure S15. Number of Long-Term Suspensions by Special Education Status

- The 229 suspensions received by students in the five categories depicted above account for 95.8% of the long-term suspensions received by exceptional children in 2012-13.
- Special education students received 239 long-term suspensions in 2012-13, representing 16.8% of the total long-term suspensions reported across the state.

Section 3. Multiple Suspensions

This section reports data for students who were suspended on multiple occasions during the year. Data are shown separately for students receiving multiple short-term suspensions (multiple suspensions of less than 11 days each) and for students receiving multiple long-term suspensions (multiple suspensions of 11 days or more each).

Multiple Short-Term Suspensions

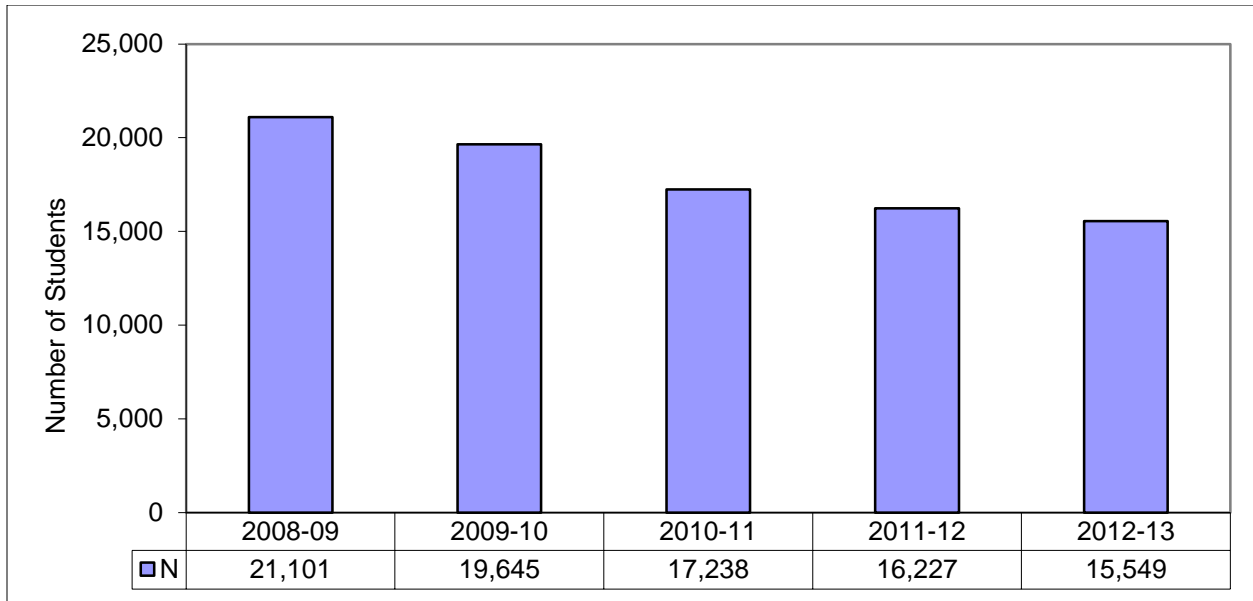


Figure S16. Number of Students with Multiple Short-Term Suspensions Summing to More than 10 Days

- The number of students whose combined lengths of multiple short-term suspensions exceeded ten days decreased 4.2% from 2011-12 to 2012-13.

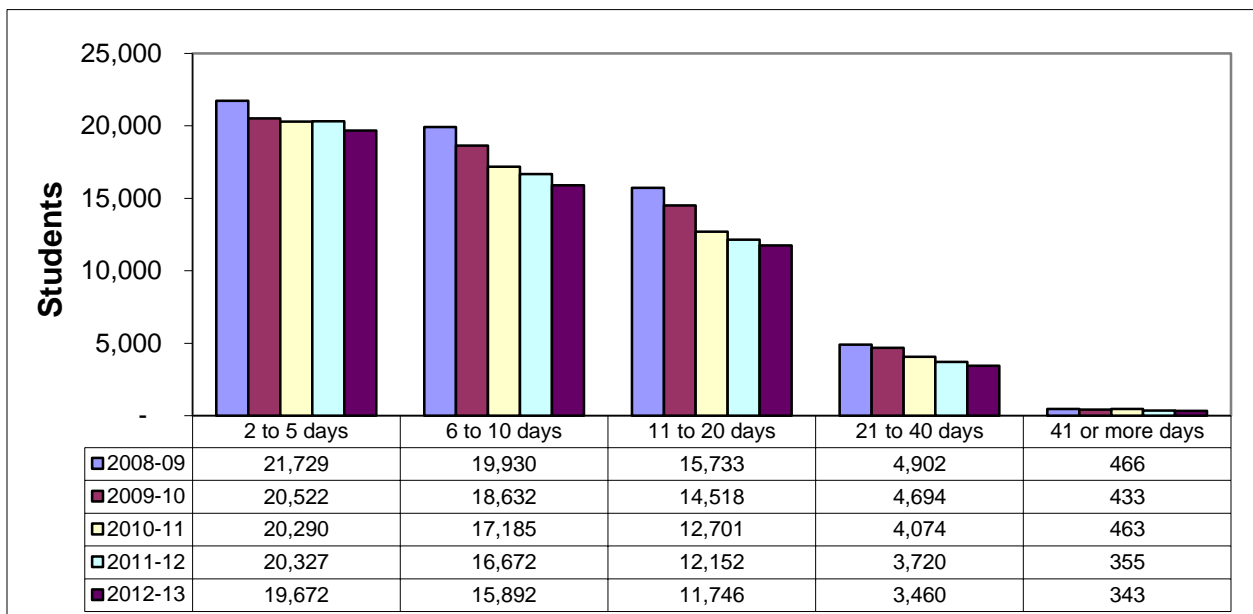


Figure S17. Duration of Multiple Short-Term Suspensions Given to Students

- The chart above shows that in 2012-13 all groups of total durations of short-term suspensions experienced decreases. The largest percentage decrease was in the number of students whose short-term suspensions summed to between 21 and 40 days. This percentage decrease was 7.0%.
- The net result of these changing patterns of short-term suspension assignment was a decrease in total school days missed by students receiving short-term suspensions from 5.25 days in 2011-12 to 5.21 days in 2012-13.

Multiple Long-Term Suspensions

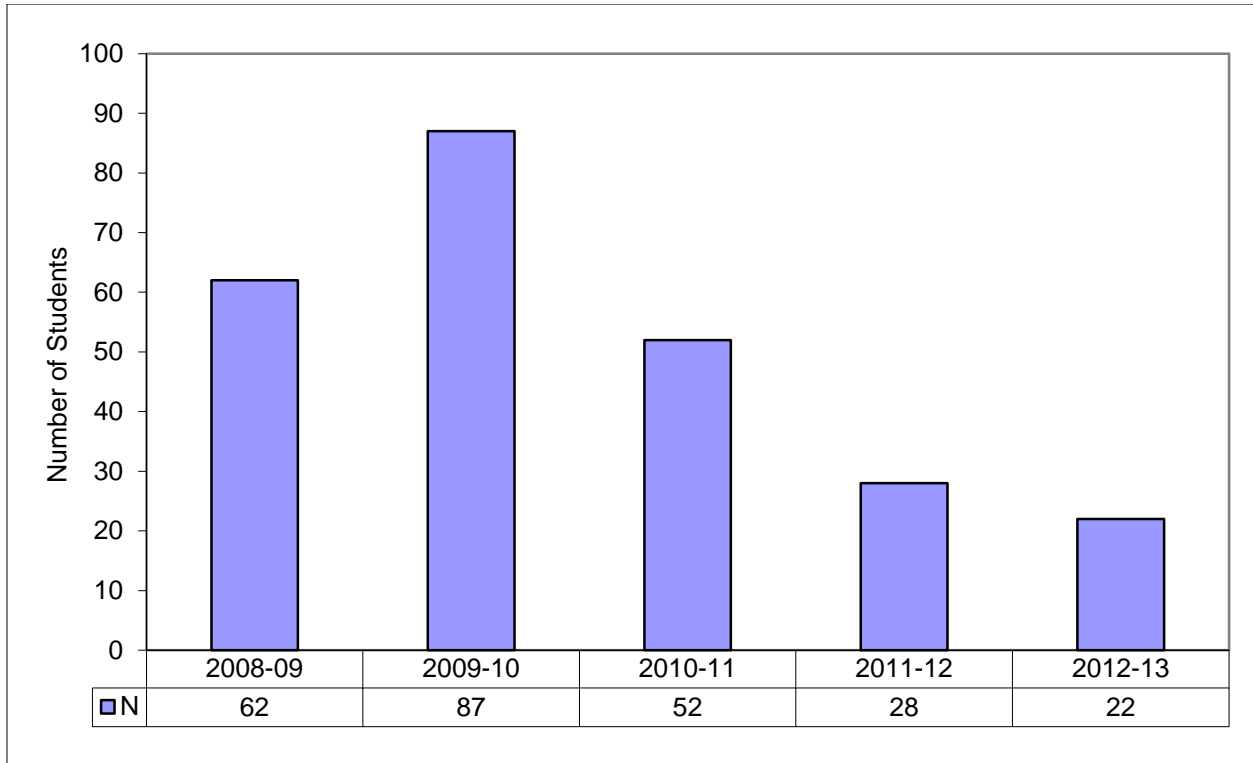


Figure S18. Number of Students with Multiple Long-Term Suspensions

- The number of students receiving multiple long-term suspensions in the LEAs decreased from 28 in 2011-12 to 22 in 2012-13.

Section 4. Expulsions

This section reports data for students who were expelled from school during the 2012-13 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 students may apply for admission in another district.

In 2012-13 there were 37 expulsions in North Carolina schools, up from 30 in 2011-12. High school students received 28 of these expulsions.

Expulsions by Gender

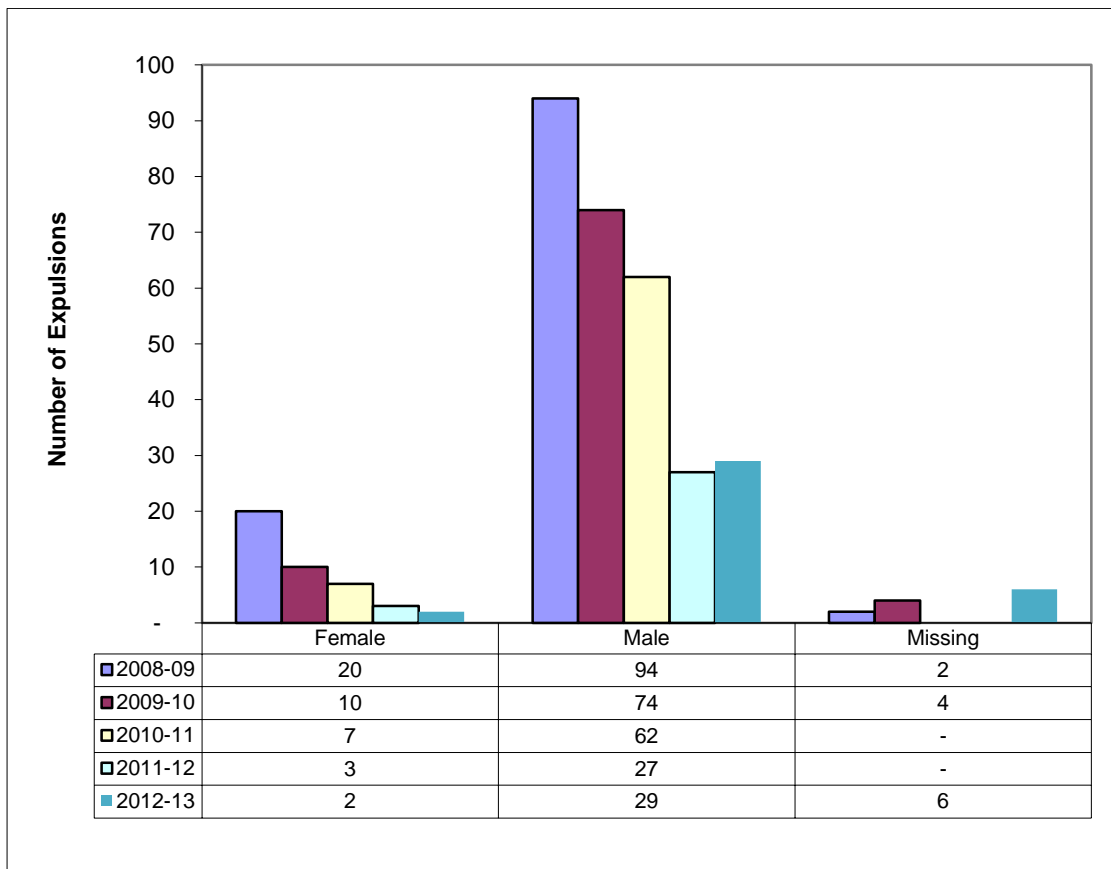


Figure S19. Number of Expulsions by Gender

- As in previous years, males received far more expulsions than did females.

- Expulsions by Race/Ethnicity

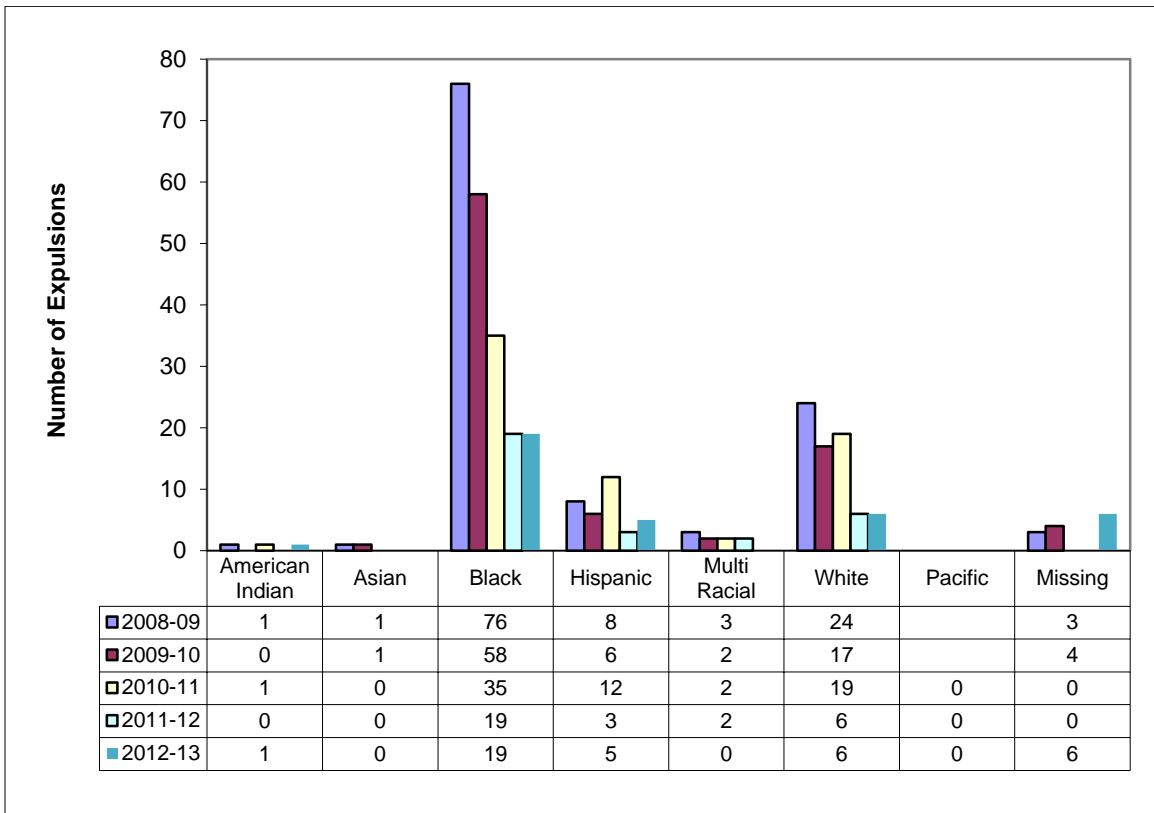
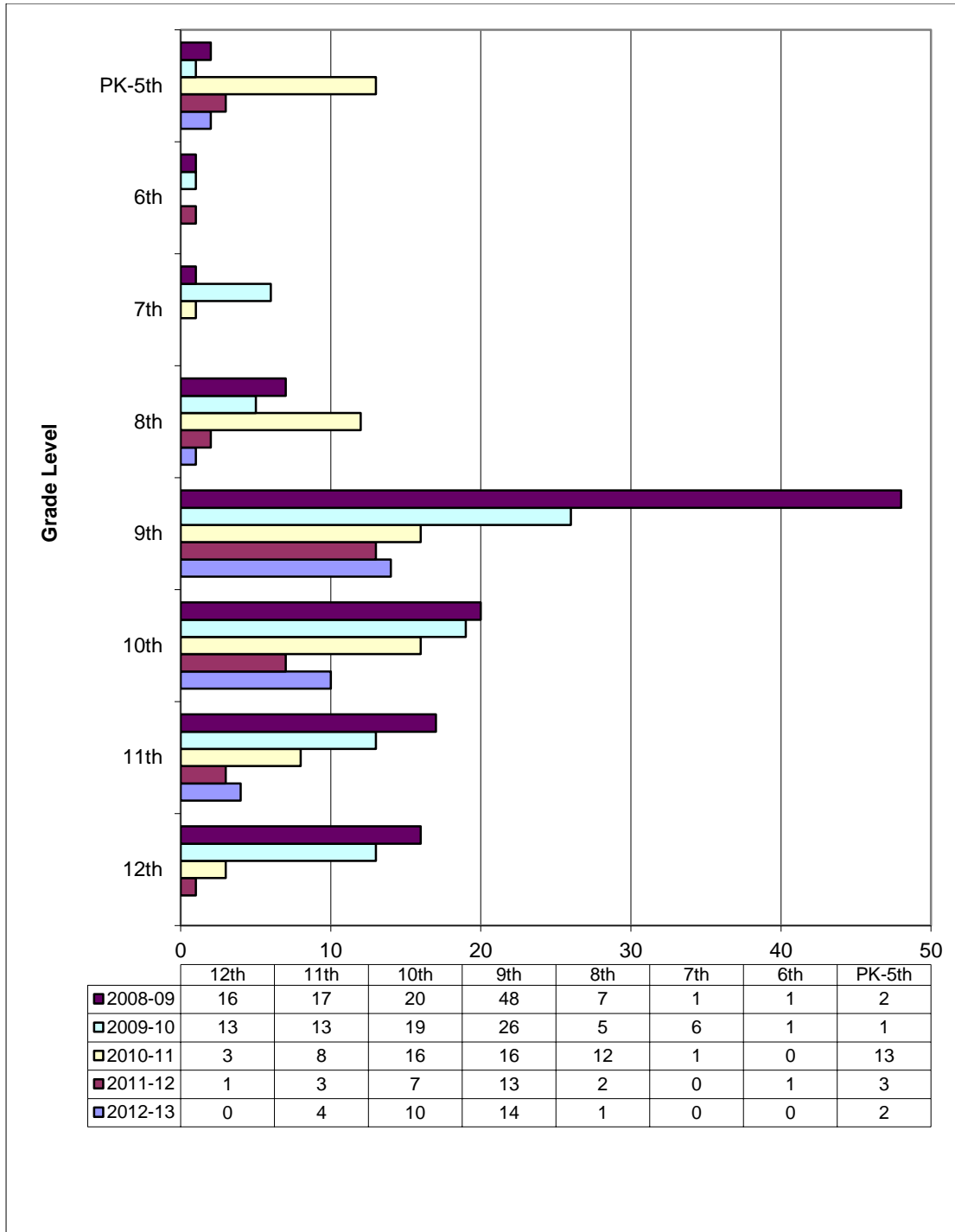


Figure S20. Number of Expulsions by Race/Ethnicity

- Among racial/ethnic groups, black students received the most expulsions, followed by white students.

Expulsions by Grade Level



Note: Grade data was missing for four expulsions in 2008-09, four expulsions in 2009-10, and six expulsions in 2012-13 .

Figure S21. Number of Expulsions by Grade Level

- Ninth graders received the most expulsions with 14, followed by tenth graders with 10.

Expulsions for Students Receiving Special Education Services

Special Education Status	2008-09	2009-10	2010-11	2011-12	2012-13
Developmentally Delayed	0	0	1	0	1
Other Health Impaired	3	3	5	1	2
Serious Emotional Disability	5	3	8	1	0
Intellectual Disability - Mild	0	2	0	0	2
Specific Learning Disabled	11	5	7	2	2
Traumatic Brain Injured	0	0	0	0	0
Speech/Language Impaired	1	0	3	0	0
Intellectual Disability - Severe	1	0	0	0	0
Missing	3	4	0	0	0
Total	24	17	17	4	7

Table S1. Expulsions of Students Receiving Special Education Services

- Seven of the 37 students expelled were Special Education students (18.9%).

