



NORTH CAROLINA
State Board of Education
Department of Public Instruction

Report to the North Carolina General Assembly

Consolidated Data Report, 2021–2022

Annual Report on School Crime and Violence

Annual Report on Suspensions and Expulsions

Annual Report on the Use of Corporal Punishment

Annual Report on Reassignments for Disciplinary Reasons

Annual Report on Alternative Learning Placements

Annual Report on Dropout Rates

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

Date Due: March 15, 2023

DPI Chronological Schedule, 2022-2023

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BACKGROUND

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

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

The 2021-2022 Consolidated Data Report, the 2021-2022 Consolidated Data Companion Report and Tables, and previous reports may be found online at <https://www.dpi.nc.gov/data-reports/dropout-and-discipline-data/discipline-alp-and-dropout-annual-reports>.

INTRODUCTION

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

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

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

GENERAL CHANGES TO THE 2021-2022 CONSOLIDATED DATA REPORT

Below is a list of general changes that were made to the 2021-2022 Consolidated Data Report. See Appendix D for a detailed list of the changes.

1. Consolidated and expanded the definitions, calculations, data considerations and methodology provided within each Introduction>Data Collection, Analysis, and Reporting subsection (found previously across the various General Findings subsections).
2. Utilized additional Disclosure Avoidance techniques to protect student privacy.
3. Added a List of Figures and Tables.
4. Restructured the General Findings subsections to be consistent, where possible, across all annual reports.
5. Created a companion report that includes data and findings beyond what is required in N.C.G.S. 115C-12(21) and 115C-12(27).

REPORT ORGANIZATION AND STRUCTURE

The 2021-2022 Consolidated Data Report is comprised of eight sections: this introductory section, an executive summary of consolidated findings, and a separate section for each of the six annual reports.

Each of the annual report sections are structured similarly to include, at the least, an introduction and general findings sub-section. The general findings sub-section, typically, provides summary data aggregated at that state level for the 2021-2022 school year as well as longitudinal trends in the summary data. Additionally, each annual report section also contains various sub-sections detailing disaggregated findings by and related

longitudinal trends, where applicable. The disaggregated findings are typically presented in the following order: disaggregation sex, race/ethnicity, disability status, grade level, and PSU, where applicable.

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

DATA COLLECTION, ANALYSIS, AND REPORTING

Data Collection and Reporting Procedures

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

Crime and violence, suspension and expulsion, use of corporal punishment, and reassignments for disciplinary reasons are primarily collected through PowerSchool's Incident Management Module and submitted to NCDPI through the State Discipline Report. Districts/Charter Schools are allowed to use 3rd party systems to record discipline data as long as these data are submitted to NCDPI through the State Discipline Report in PowerSchool.

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

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

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

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

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

Count and Rate Calculations

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

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

It can be expected that events will occur more frequently at schools, in PSUs and within student subgroups with larger student populations than at schools, in PSUs and within student subgroups with smaller student populations. As such, when making comparisons between student subgroups, schools, PSUs and the state, frequencies and counts may be misleading and less meaningful without taking into consideration the size of

the student population between various groups. Additionally, changes in the counts across time, even for the same group, can be less meaningful without taking into consideration any changes in the underlying student population across time. To account for differences in population sizes or changes in population sizes over time and to provide a more meaningful metric to use when making comparisons, the rate at which an event occurred within a specific population during a specific time frame is provided, alongside counts, throughout this report.

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

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

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

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

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

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

Protecting Student Privacy

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

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

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

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

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

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

At the beginning of the 2021-2022 school year, while some PSUs continued to offer remote learning instruction to a limited number of students, the majority of students returned to in-person learning. As seen in Figure I1 through Figure I3 below, the number of disciplinary incidents, alternative learning placements, and withdrawal dates for dropouts reported in 2021-2022 is consistent with the numbers reported during the pre-pandemic school years (2018-2019 and prior).

Given the cautions presented above as well as a return to reporting in 2021-2022 that is consistent with pre-pandemic school years, in this report, the traditional 1-year and 2-year comparisons of the 2021-2022 school year to the school years of 2020-2021 and 2019-2020, respectively, will be replaced with comparisons of the 2021-2022 school year to the most recent pre-pandemic school years of 2018-2019 and 2017-2018, respectively. Even though 2019-2020 and 2020-2021 school year data will not be used in comparisons throughout this report, the data will remain in all relevant tables and figures.

Figure I1. Number of Disciplinary Incidents Reported by Month, 2017-2018 to 2021-2022

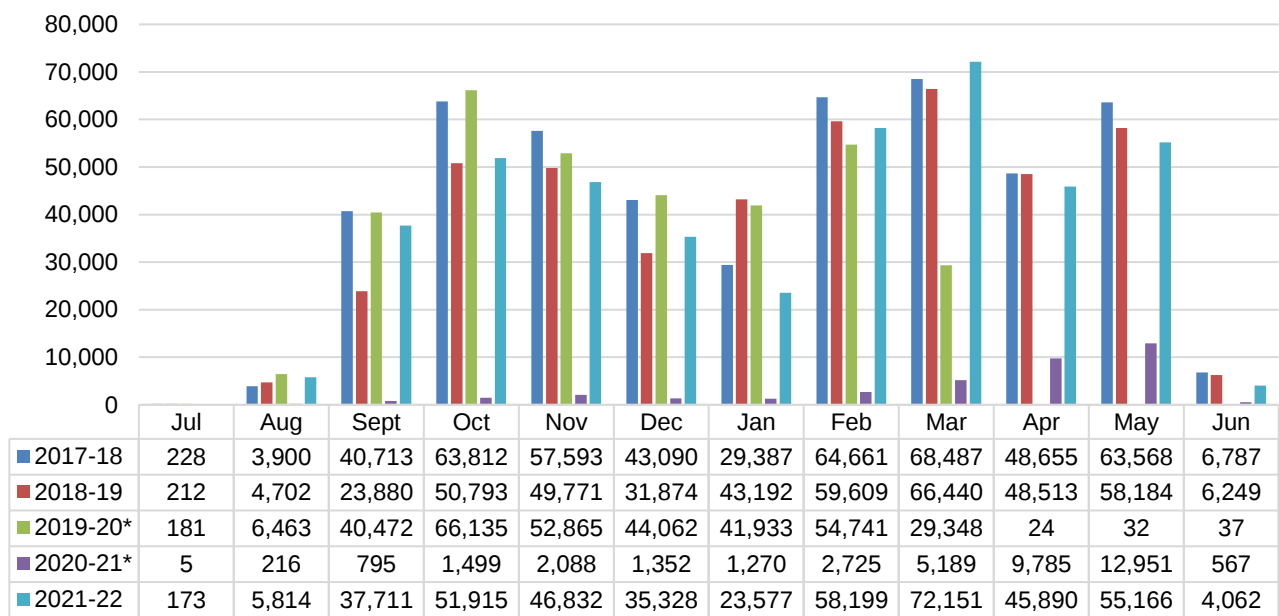


Figure I2. Number of Alternative Learning Placements Reported by Month, 2017-2018 to 2021-2022

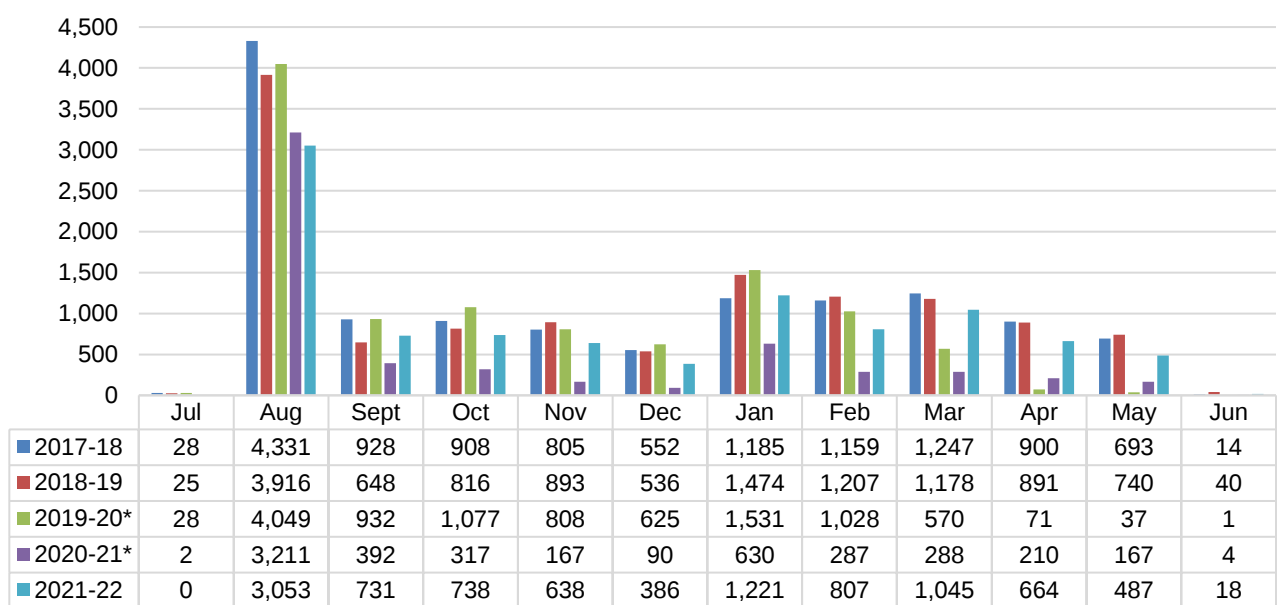
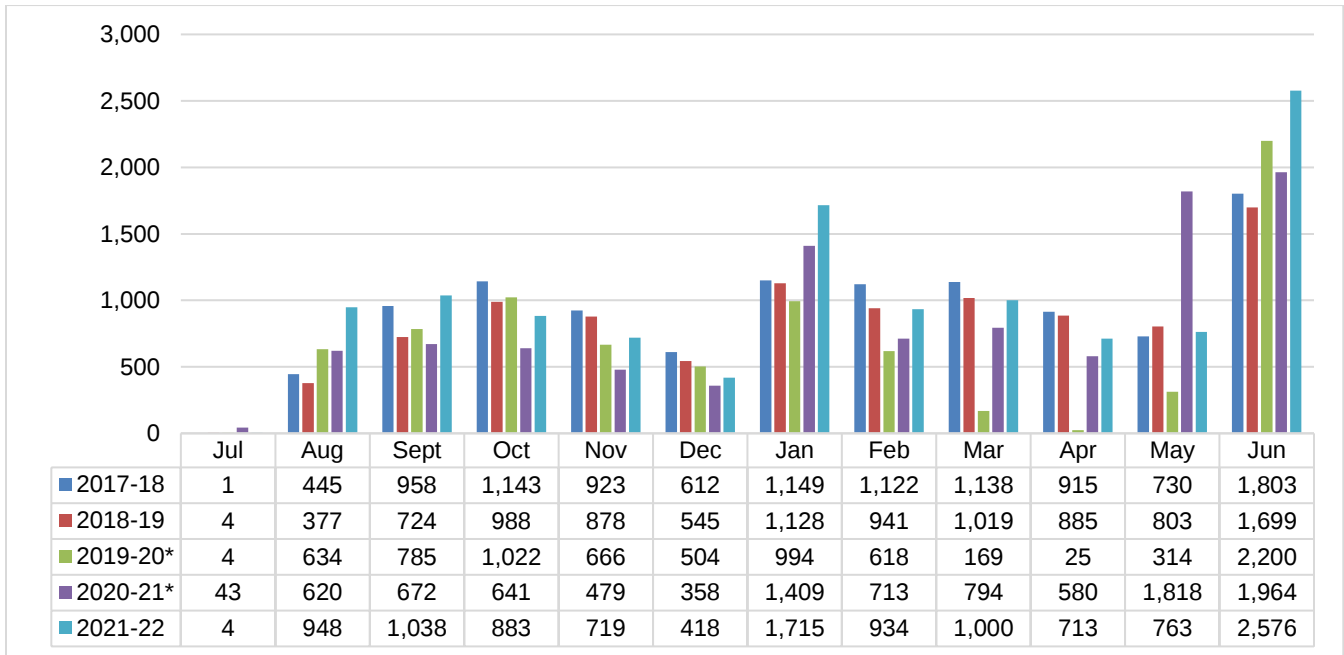


Figure I3. Withdrawal Date of Dropouts by Month, 2017-2018 to 2021-2022



CONSOLIDATED FINDINGS

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

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

DATA AND REPORTING CONSIDERATIONS AND CAUTIONS

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

During the 2021-2022 school year, the data reported returned to a level that would be expected for a given school year and to a level comparable with data reported during the pre-pandemic school years (2018-2019 and prior).

Given the cautions presented above as well as a return to reporting in 2021-2022 which is consistent with pre-pandemic school years, in this report, the traditional 1-year comparisons of the 2021-2022 school year to the previous school year of 2020-2021 will be replaced with comparisons of the 2021-2022 school year to the most recent pre-pandemic school years of 2018-2019. Even though 2019-2020 and 2020-2021 school year data will not be used in comparisons throughout this report, the data will remain in all relevant tables and figures.

2021-2022 SCHOOL CRIME AND VIOLENCE

In 2021-2022, 11,170 acts of crime and violence were reported across the state. The rate of crime was 7.51 acts of crime and violence per 1,000 students enrolled.

When compared to the most recent pre-pandemic school year, 2018-2019, the total number of crimes increased by 16.9% from 9,554 to 11,170 in 2021-2022. The rate of crime per 1,000 students (7.51 crimes per 1,000 students) increased in 2021-2022 by 16.3%. The five-year difference in the number and rate of crimes also saw an increase from the 2017-2018 academic year: the number of crimes increased 14.6% and the rate of crimes increase by 17.2%.

Consistent with previous years, Possession of Controlled Substances was the most frequently reported reportable act of crime in 2021-2022. The second-most reportable act reported was Possession of Weapon (excluding firearms and powerful explosives), followed by Assault on School Personnel as the third most reported. Two of the reportable crimes were not reported in the 2021-2022 school year: Rape and Indecent Liberties with a Minor.

In elementary schools, possession of a weapon was reported more frequently in 2021-2022, followed by assault on school personnel, possession of a controlled substance and then possession of alcohol. The most frequently reported crime in middle schools was 1) possession of a controlled substance, followed by possession of a weapon, assault on school personnel and possession of alcohol. Whereas, in high schools,

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

Historically most reportable crimes are committed by student offenders at the high school level. In high school grades, 5,991 acts of crime and violence were reported across the state in 2021-2022. The high school crime rate was 13.16 acts of crime and violence per 1,000 high school students in the state. In all middle school grades, there were 3,747 crimes committed by student offenders with a rate of 10.44 crimes per 1,000 middle school students. Across the elementary grades, there were 1,427 crimes in 2021-2022 with a rate of 2.12 crimes per 1,000 elementary students.

When compared to the most recent pre-pandemic school year, 2018-2019, the total number crimes committed by students in high school grades (9-13 and XG) increased by 9.8% from 4,850 to 5,991 in 2021-2022. The high school crime rate per 1,000 students (13.16 crimes per 1,000 students) increased in 2021-2022 by 23.5% from 10.73 in 2018-2019. The five-year difference in the number and rate of high school crimes also saw an increase from the 2017-2018 academic year to 2021-2022: the number of crimes increased 9.6% and the rate of crimes increase by 10.7%.

2021-2022 SUSPENSIONS AND EXPULSIONS

Short-Term Suspensions

In 2021-2022, there were 217,928 short-term suspensions reported statewide. The short-term suspension rate in 2021-2022, was 146.57 short-term suspensions per 1,000 students enrolled.

The total number of short-term suspensions increased by 7.2% in 2021-2022 compared to the 203,298 reported in 2018-2019. The 2021-2022 short-term suspension rate of 146.57 per 1,000 students increased by 11.9% from 130.95 per 1,000 students in 2018-2019. The five-year difference in the number and rate of short-term suspensions also saw an increase from the 2017-2018 academic year to 2021-2022: the number of short-term suspensions increased 3.2% and the rate of short-term suspensions increase by 6.5%.

As seen in previous years, males received more short-term suspensions than females in 2021-2022. The rate of short-term suspensions for male students (196.66 per 1,000 male students enrolled) was 2.17 times the rate for females (90.96 per 1,000 female students enrolled) in 2021-2022.

Within the race/ethnicity subgroups, Black students had the highest rate of short-term suspensions in 2021-2022 (303.78 per 1,000 Black students enrolled) followed by American Indian students (242.84 per 1,000 students enrolled) and Two or more Races students (178.96 per 1,000 students enrolled).

Across all student subgroups, in 2021-2022, Black students (303.78 per 1,000 students enrolled), Students with Disabilities (249.79 per 1,000 students) and American Indian students (242.84 per 1,000 students) had the highest rates of short-term suspensions.

In 2021-2022, middle school grades reported the most short-term suspensions with 96,572 suspensions and had highest rate of short-term suspensions per 1,000 students enrolled of 296.02 suspensions across all middle school grades. High school grades reported 76,065 short-term suspensions and had a rate of 167.04 per 1,000 students enrolled. Elementary grades reported 45,291 short-term suspensions and had a rate of 67.35 per 1,000 students in 2021-2022.

Long-Term Suspensions

In 2021-2022, 693 long-term suspensions were reported, an increase of 18.1% from the 587 long-term suspensions reported in most recent pre-pandemic school year, 2018-2019, and a 3.0% increase from the 673 reported in 2017-2018 academic year.

The rate of long-term suspensions in 2021-2022 was 46.61 per 100,000 students. The 2021-2022 rate of long-term suspensions increased by 23.3% compared to 2018-2019 and 6.3% compared to 2017-2018.

Male students received more long-term suspensions than females in 2021-2022. The rate of long-term suspensions for male students (64.60 per 100,000 male students enrolled) was 2.41 times the rate for females (26.69 per 100,000 female students enrolled) in 2021-2022.

Within the race/ethnicity subgroups, Pacific Islander students had the highest rate of long-term suspensions of 138.38 per 100,000 Pacific Islander students, followed by Black students with a rate of long-term suspensions of 102.93 per 100,000 Black students enrolled in 2021-2022. Asian students and American Indian students had the lowest rates of long-term suspensions per 100,000 students of 6.69 and 12.54 respectively.

High school grades reported the most long-term suspensions in 2021-2022 and account for 57.4% of all long-term suspensions. Across all high school grades (9, 10, 11 and 12), 398 long-term suspensions were reported statewide for a rate of 87.40 suspensions per 100,000 high school students. There were 259 long-term suspensions in middle school grades in 2021-2022. The rate of long-term suspensions in middle school was 72.15 per 100,000 students.

Expulsions

In 2021-2022, there were 48 expulsions across all North Carolina schools.

In 2021-2022, 39 (81.3%) expelled students were male. Of the 48 students expelled in 2021-2022, 64.6% were Black students, 18.8% were White students, 14.6% were Hispanic students and 2.1% were Two or More Races students. Of the 48 students expelled in 2021-2022, 12.5% were students with disabilities.

Additionally, 87.5% expulsions occurred in high school grades. Ninth graders received the most expulsions during the 2021-2022 academic year, followed by tenth and eleventh graders.

2021-2022 USE OF CORPORAL PUNISHMENT

2021-2022 is the fourth consecutive academic year in which zero districts across the state have reported the use of corporal punishment in schools.

2021-2022 REASSIGNMENTS FOR DISCIPLINARY REASONS

In-School Suspensions

In 2021-2022, North Carolina public schools assigned 216,530 in-school suspensions (ISS) of a half-day or more to 112,399 students with a rate of 145.63 in-school suspensions per 1,000 students.

Compared to the most recent pre-pandemic school year, the total number of in-school suspensions decreased by 9.3% from 2018-2019 to 2021-2022. The rate of in-school suspensions decreased by 5.3% from 2018-2019 to 2021-2022. The five-year comparison in the number and rate of in-school suspensions also saw decrease of 9.1% and 6.1%, respectively, from 2017-2018 to 2021-2022.

Of the 216,530 full-day in-school suspensions, 149,160 (68.9%) were assigned to males and 67,370 (31.1%) were assigned to females. The rate of in-school suspension for male students was 193.86 per 1,000 male students enrolled, whereas the rate of in-school suspension for female students was 91.73 per 1,000 female students enrolled.

Within the race/ethnicity subgroups, Black students had the high rate of in-school suspension (252.17 per 1,000 Black students enrolled, followed by Two or More Races students (182.28 per 1,000). Asian students had the lowest rate of in-school suspension.

In 2021-2022, Black students, Students with Disabilities, and male students had the highest rates of in-school suspensions per 1,000 students among the various student subgroups (252.17, 214.47, and 193.86 per 1,000, respectively).

Students in middle school grades received the most in-school suspensions in 2021-2022 and had the highest rate of in-school suspensions per 1,000 students of 284.20 suspensions. Ninth-grade students received the most in-school suspensions, followed by seventh-grade students and eighth graders. Students in Grades 7, 8 and 6 and ninth graders spent the most days on average in in-school suspension; preschool-kindergarteners spent the least number of days.

Alternative Learning Placements as a Disciplinary Action

In 2021-2022, schools reported 4,000 alternative learning placements as a disciplinary action. The rate of alternative learning placement was 2.69 placements per 1,000 students.

Compared to the most recent pre-pandemic school year, the total number of placements decreased by 8.2% from 2018-2019 to 2021-2022. The rate of placement decreased by 4.1% from 2018-2019 to 2021-2022. The five-year comparison in the number and rate of placement also saw decrease of 20.9% and 18.3%, respectively, from 2017-2018 to 2021-2022, as did the 9-year comparison of 2013-2014 to 2021-2022 of 5.3% and 5.0%, respectively.

In the 2021-2022 school year, 34.2% of the 4,000 assignments to alternative learning programs or schools for disciplinary reasons were assigned to female students and 65.8% to male students. The rate of assignment for females was 1.86 per 1,000 female students and 3.42 per 1,000 students for males.

Black students, American Indian students, and Students with Disabilities had the highest rates of placements per 1,000 students (6.84, 5.08, and 4.28, respectively). Asian students, White students and Hispanic students had the lowest rates of placements per 1,000 students (0.30, 0.90 and 1.72, respectively).

Students in high school grades received the most alternative learning placements for disciplinary reasons in 2021-2022, totaling 53.2% of all placements; however, middle school grades had the highest rate of placements per 1,000 students of 4.93 placements.

2021-2022 ALTERNATIVE LEARNING PROGRAM AND SCHOOL PLACEMENTS

Alternative Learning Programs and Schools (ALPS) reported 9,788 student enrollments, regardless of the reason for the enrollment, during the 2021-2022 academic year, a 20.8% decrease from most recent pre-pandemic school year of 2018-2019 and a 23.2% decrease from 2017-2018.

In 2021-2022, the rate of ALPS enrollments was 6.58 per 1,000 students. When comparing the change in the rate of ALPS enrollments from the most recent pre-pandemic school year and in a 5 year period, the rate of enrollments saw a decrease of 17.3% compared to 2018-2019 and decrease of 20.8% compared to 2017-2018.

In the 2021-2022 school year, 36.7% of the 9,788 ALPS enrollments were for female students and 63.3% for male students. The rate of ALPS enrollments for females was 4.89 per 1,000 female students and 8.05 per 1,000 students for males.

In 2021-2022, the highest rates for ALPS enrollments per 1,000 students were for Black students, American Indian students, and Students with Disabilities with rates per 1,000 students of 11.94, 11.41 and 9.40 enrollments per 1,000 students, respectively. The lowest rates of ALPS enrollment per 1,000 students were for Asian students.

In 2021-2022, the highest number and rate of ALPS enrollments were in high school grades (7,064 enrollments, 15.51 enrollments per 1,000 high school students). Grade 9 saw the highest number of student enrollments, followed by Grades 10 and 12. Kindergarten through Grade 8 saw the lowest number of ALPS enrollments.

2021-2022 DROPOUT COUNTS AND RATES

Dropout Counts – All Grades

In 2021-2022, North Carolina public schools reported 11,711 dropouts in Grades 1 through 12 (including Grade 13 and XG). This is a 17.2% increase from the 9,991 reported in the most recent pre-pandemic year of 2018-2019, a 7.1% increase from the 10,939 reported in 2017-2018 and a 4.1% increase from the 11,251 in 2012-2013.

Students dropped out most frequently at Grade 9 (31.2% of all 2021-2022 dropouts), followed by Grade 10 (28.1%), Grade 11 (21.1%) and Grade 12 (11.2%). The number of dropouts in Grades 1-4, Grades 5-7, Grade 8, and Grade 9 showed an increased in 2021-2022 when compared to 2018-2019 and 2017-2018. However, the number of 2021-2022 dropouts in Grade 12 decreased by 10.2% and 19.3% when compared to the number of dropouts in 2018-2019 and 2017-2018, respectively.

High School Dropouts

North Carolina recorded 10,841 dropouts in high school Grades 9-13 for the 2021-2022 school year, an 14.0% increase from the 9,512 reported in 2018-2019, a 3.0% increase from the 10,523 reported in 2017-2018 and a 1.9% decrease from 2012-2013.

The North Carolina high school dropout rate for the 2021-2022 academic year increased to 2.25 dropouts per every 100 high school students from a rate of 2.01 per every 100 high school students in 2018-2019. This is a 12.2% increase in the high school dropout rate. When compared to the 2017-2018 academic year, the rate increased by 3.2% in 2021-202 from 2.18 in 2017-2018. There was an 8.2% decrease in the 2021-2022 high school dropout rate from 2012-2013 rate of 2.28 per dropouts per every 100 high school students.

In the 2021-2022 school year, male students account for 60.4% (6,553) of all high school dropouts; White (3,807), Hispanic (3,174), and Black (2,946) students account for 91.6% of the high school students who dropped out; and Students with Disabilities account for 23.5% (2,550) of all high school dropouts in the 2021-2022.

While White students account for the largest number and percent of students who dropouts in 2021-2022, given the size of the student population, the dropout rate for White students is the second-lowest dropout rate among the student subgroups, at 1.69 dropout events per 100 White students. (The lowest rate was for Asian students at 0.51 dropout events per 100 Asian students (5.13 per 1,000 Asian students)).

The three student groups below the state high school dropout rate of 2.24 dropouts per 100 students were: Asian students, White students, and female students. Male students, American Indian students, Black

Students, Two or More Races students, Pacific Islander students and Students with Disabilities had high school dropout rates above the state high dropout rate.

Students with Disabilities had the highest dropout rate in 2021-2022 with a rate of 4.35 per 100 Students with Disabilities. American Indian students had the second-highest dropout rate of 3.46 per 100 American Indian students, followed by Hispanic students (3.38 per 100).

2021-2022 SCHOOL CRIME AND VIOLENCE

INTRODUCTION

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

GS 115C-12(21) requires the SBE "to compile an annual report on acts of violence in the public schools." The SBE has defined 16 criminal acts that are to be included in its annual report (SSCH-000; see Appendix A for definitions). Collectively these 16 criminal acts are often referred to as the reportable crimes, the reportable offenses, or the criminal offenses.

Nine of the 16 are considered dangerous and violent. The nine dangerous and violent acts are often referred to as the violent crimes, the persistently dangerous crimes or the persistently dangerous offenses. These nine dangerous and violent acts and their reference codes are:

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

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

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

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

Crime and Violence Data Collection, Analysis and Reporting

DATA COLLECTION AND REPORTING PROCEDURES

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

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

DETERMINING SCHOOL CATEGORY

School type is a categorization of schools into six types: Elementary school, Elementary and Middle school, Middle school, Middle/High school, High school, and Other/All Grades School. School type is determined by the grade or grades offered at a school during a specified school year. A school is categorized as an elementary school if the school only offers elementary grades (kindergarten through Grade 5). A school that only offer middle grades (Grades 6-8) is categorized as a middle school. A school that only offers high grades (Grades 9-13 and XG) is categorized as a high school. A school that offers any combination of elementary and middle grades is categorized as an elementary/middle school. A middle/high school offers any combination of middle and high grades. A school is categorized as “Other” if the school offers any combination of elementary, middle, and high school grades or if the students enrolled in the school are not assigned to a grade level. Exceptions are as follows: 1) schools that offer more than one elementary grade and also offer Grade 6 are categorized as elementary schools, 2) schools that offer Grade 5 and offer one or more middle grade are categorized as middle schools, 3) schools that offer more than one middle grade and Grade 9 are categorized as middle schools and 4) schools that offer Grade 8 and offer one or more high school grade are categorized as high schools.

COUNT AND RATE CALCULATIONS

In a single reported incident, there may be one or multiple offenders. Even though multiple offenders can be reported within the same incident, each offender in the incident is treated as a separate incident as crimes and behaviors, as well as actions, are assigned to each offender and not to the incident overall. Additionally, in each incident an offender can be assigned multiple acts or behaviors of the same or different types. For example, an offender could be assigned Assault Resulting in Serious Injury and Possession of a Controlled Substance, and a Possession of a Weapon in the same incident. In another incident, an offender might be assigned two acts of Possession of Controlled Substances: one act for the possession of Ritalin and another act for the possession of Marijuana. In another incident, an offender might be assigned two acts of Robbery with a Weapon: one for each victim. For the purposes of this report, unless otherwise stated, the counts of crime and violence represent the total number of acts assigned to any offender across all incidents, not numbers of incidents or offenders.

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

Crime rate per 1,000 student enrolled calculation:

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

LIMITATIONS AND CAUTIONS OF 2019–2020 AND 2020–2021 ACADEMIC YEAR DATA

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

Given the cautions presented above as well as a return to reporting in 2021-2022 which is consistent with pre-pandemic school years, in this report, the traditional 1-year and 2-year comparisons of the 2021-2022 school

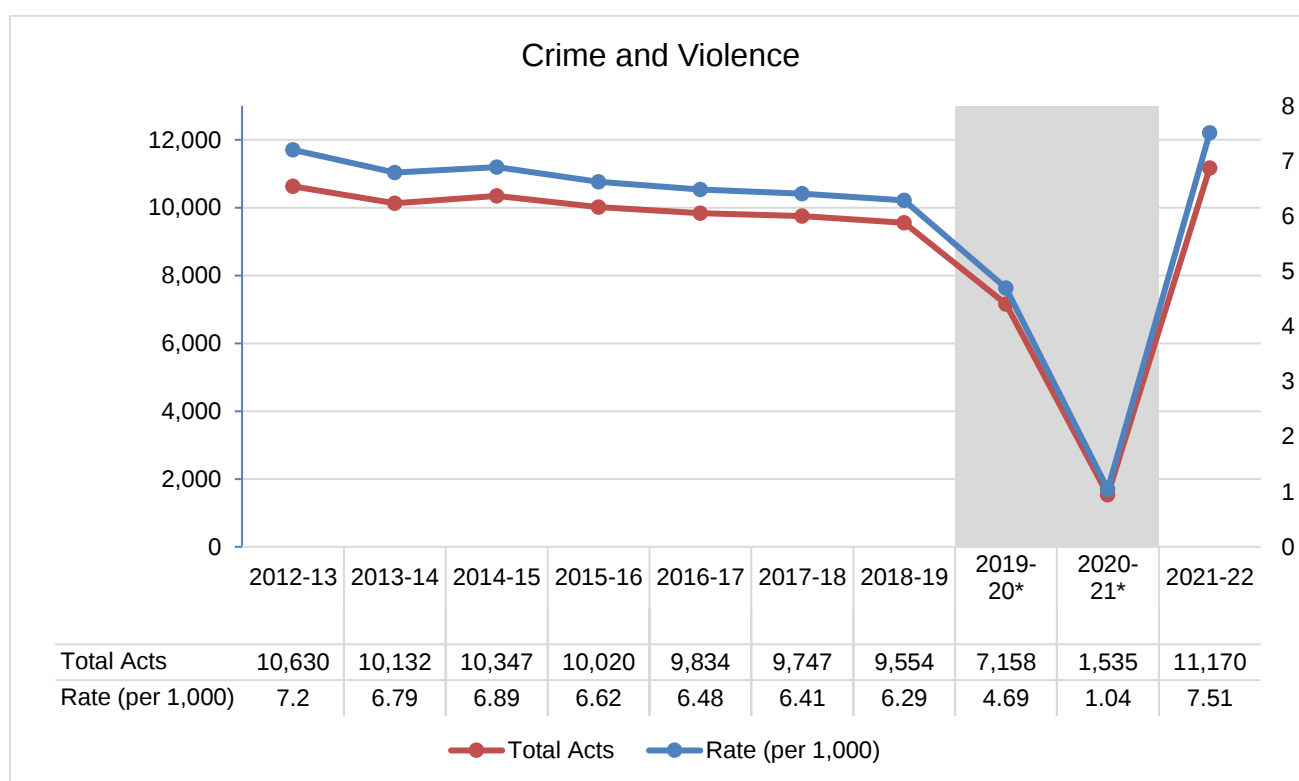
year to the school years of 2020-2021 and 2019-2020, respectively, will be replaced with comparisons of the 2021-2022 school year to the most recent pre-pandemic school years of 2018-2019 and 2017-2018, respectively. Even though 2019-2020 and 2020-2021 school year data will not be used in comparisons throughout this report, the data will remain in all relevant tables and figures.

GENERAL FINDINGS

In 2021-2022, 11,170 acts of crime and violence were reported across the state. The rate of crime was 7.51 acts of crime and violence per 1,000 students enrolled.

As seen in the figure below, when compared to the most recent pre-pandemic school year, 2018-2019, the total number of crimes increased by 16.9% from 9,554 to 11,170 in 2021-2022. The rate of crime per 1,000 students (7.51 crimes per 1,000 students) increased in 2021-2022 by 16.3% from 6.29 in 2018-2019. The five-year difference in the number and rate of crimes also saw an increase from the 2017-2018 academic year to 2021-2022: the number of crimes increased 14.6% and the rate of crimes increase by 17.2%. These increases in the number and rate of crimes can also be seen in the ten-year comparison of the 2012-2013 academic year to 2021-2022; the number of crimes increased 5.1% and the rate of crimes increase by 4.3%.

Figure C1. Counts and Rates of Acts of Crime and Violence, 2012-2013 to 2021-2022¹



¹ *In response to the COVID-19 pandemic, starting in March of the 2019-2020 school year and continuing through the 2020-2021 school year, public school units across the state employed unprecedented methods to ensure continued student learning by utilizing various modes of instruction and student outreach. As such, caution should be taken when comparing data reported for the 2019-2020 and 2020-2021 school years to data reported for prior and subsequent years.

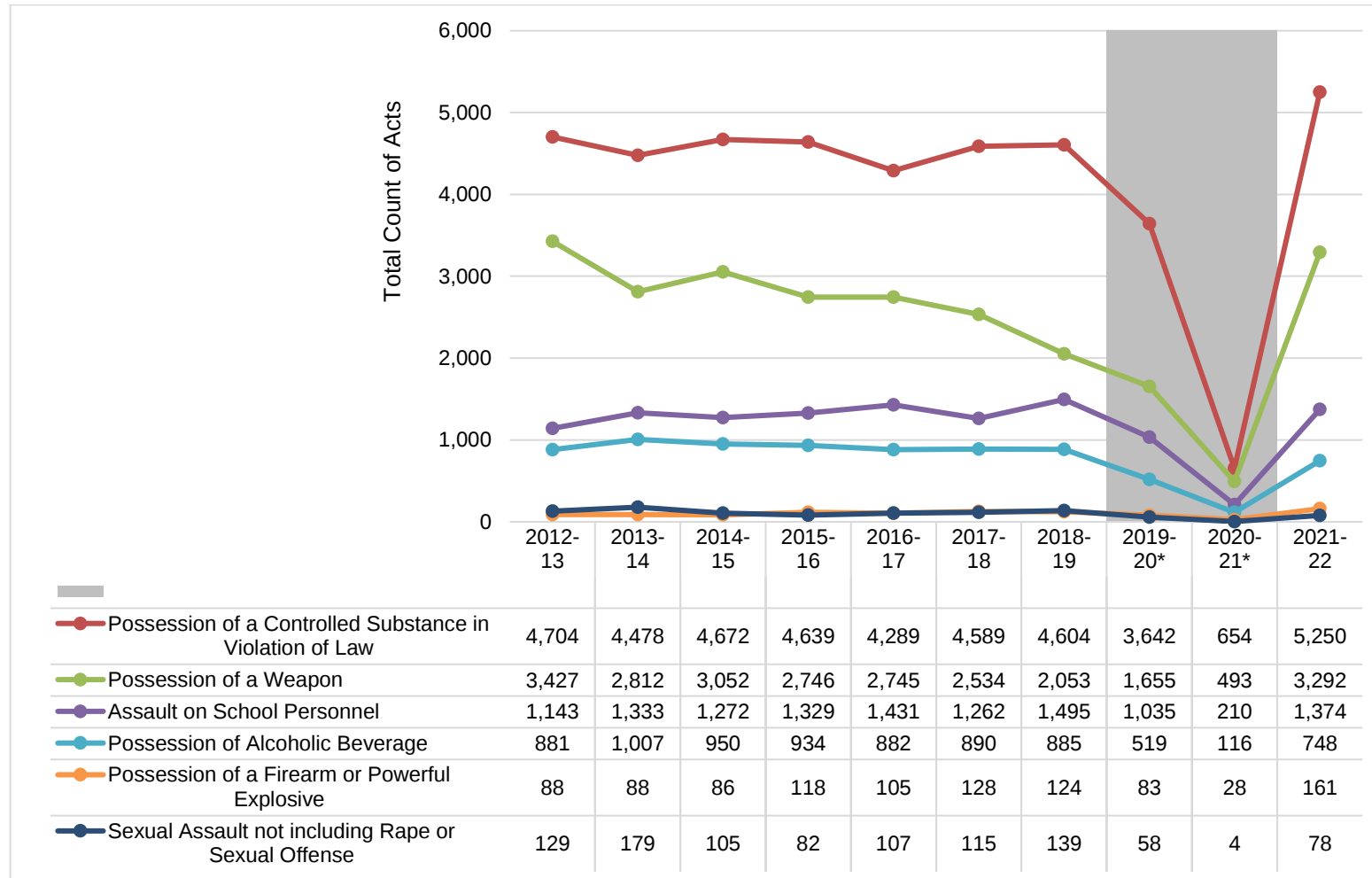
While the overall total number of reportable acts of crimes has increased from the most recent pre-pandemic academic year and from 2017-2018, the percent change of each reportable crime varies. The numbers and percent change of each of the offenses reported in the 2017-2018, 2018-2019 (1-year pre-pandemic), and 2021-2022 academic years are shown in the table below (Table C1).

Consistent with previous years, Possession of Controlled Substances was the most frequently reported reportable act of crime. The second-most reportable act reported was Possession of Weapon (excluding firearms and powerful explosives), followed by Assault on School Personnel as the third most reported. Two of the reportable crimes were not reported in the 2021-2022 school year: Rape and Indecent Liberties with a Minor (Table C1 and Figure C2).

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

Reportable Acts of Crime	Number of Acts				Percent Difference	
	2017-18	2018-19	2020-21*	2021-22	Pre-pandemic	5-year
Possession of a Controlled Substance in Violation of Law	4,589	4,604	654	5,250	14.0%	14.4%
Possession of a Weapon	2,534	2,053	493	3,292	60.4%	29.9%
Assault on School Personnel	1,262	1,495	210	1,374	-8.1%	8.9%
Possession of Alcoholic Beverage	890	885	116	748	-15.5%	-16.0%
Possession of a Firearm or Powerful Explosive	128	124	28	161	29.8%	25.8%
Sexual Assault not including Rape or Sexual Offense	115	139	4	78	-43.9%	-32.2%
Sexual Offense	70	86	3	72	-16.3%	2.9%
Assault Resulting in Serious Injury	44	75	8	64	-14.7%	45.5%
Assault Involving Use of a Weapon	44	41	9	62	51.2%	40.9%
Bomb Threat	67	33	5	52	57.6%	-22.4%
Burning of a School Building	1	12	3	12	0.0%	
Robbery with a Dangerous Weapon	1	1	0	3		
Death By Other Than Natural Causes	1	0	0	1		0.0%
Kidnapping	0	3	1	1	-66.7%	
Rape	1	3	1	0	-100.0%	-100.0%
Taking Indecent Liberties with a Minor	0	0	0	0		
Total Acts	9,747	9,554	1,535	11,170	16.9%	14.6%

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



Acts of Crime and Violence by Offender Type

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

Table C2. Acts of Crime and Violence by Offender Type, 2021-2022

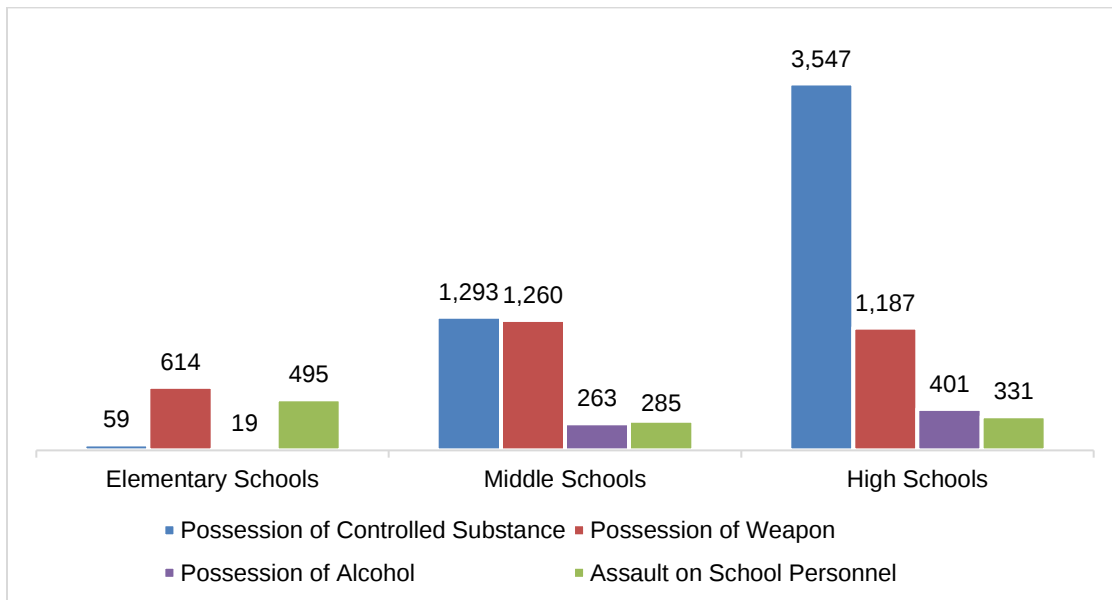
SPECIFIED ACTS	TOTAL NUMBER OF ACTS	TOTAL NUMBER OF ACTS BY OFFENDER TYPE	
		STUDENTS	OTHER
Possession of a Controlled Substance in Violation of Law	5,250	5250	0
Possession of a Weapon	3,292	3291	1
Assault on School Personnel	1374	1374	0
Possession of Alcoholic Beverage	748	748	0
Possession of a Firearm or Powerful Explosive	161	160	1
Sexual Assault not including Rape or Sexual Offense	78	78	0
Sexual Offense	72	72	0
Assault Resulting in Serious Injury	64	64	0
Assault Involving Use of a Weapon	62	61	1
Bomb Threat	52	52	0
Burning of a School Building	12	12	0
Robbery with a Dangerous Weapon	3	3	0
Death By Other Than Natural Causes	1	1	0
Kidnapping	1	1	0
Rape	0	0	0
Taking Indecent Liberties with a Minor	0	0	0
Total	11,170	11,167	3

Acts of Crime and Violence by School Category

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

In elementary schools, possession of a weapon was reported more frequently in 2021-2022, followed by assault on school personnel, possession of a controlled substance and then possession of alcohol. The most frequently reported crime in middle schools was 1) possession of a controlled substance, followed by possession of a weapon, assault on school personnel and possession of alcohol. Whereas, in high schools, the crime reported more frequently was possession of a controlled substance, followed by possession of a weapon, possession of an alcoholic beverage and assault on school personnel.

Figure C3. Most Frequently Reported Acts of Crime and Violence by School Category, 2021-2022



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

Table C3. Acts of Crime and Violence by School Category, 2021-2022

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	5,250	59	52	1293	183	3,547	116
Possession of a Weapon	3,292	614	101	1,260	66	1,187	64
Assault on School Personnel	1374	495	51	285	51	331	161
Possession of Alcoholic Beverage	748	19	23	263	30	401	12
Possession of a Firearm or Powerful Explosive	161	13	3	39	6	94	6
Sexual Assault not including Rape or Sexual Offense	78	7	5	34	3	28	1
Sexual Offense	72	5	7	38	1	19	2
Assault Resulting in Serious Injury	64	14	5	19	0	25	1
Assault Involving Use of a Weapon	62	8	5	16	4	25	4
Bomb Threat	52	4	4	29	0	14	1
Burning of a School Building	12	1	0	4	0	7	0
Robbery with a Dangerous Weapon	3	0	0	0	0	3	0
Death By Other Than Natural Causes	1	0	0	0	0	1	0
Kidnapping	1	0	0	0	0	1	0
Rape	0	0	0	0	0	0	0
Taking Indecent Liberties with a Minor	0	0	0	0	0	0	0
Total	11,170	1,239	256	3,280	344	5,683	368

Table C4. Acts of Crime and Violence by School Category, 2020-2021*

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	654	10	20	186	33	396	9
Possession of a Weapon	493	144	30	163	14	136	6
Assault on School Personnel	210	111	10	34	5	19	31
Possession of Alcoholic Beverage	116	8	3	29	6	66	4
Possession of a Firearm or Powerful Explosive	28	4	1	6	0	16	1
Assault Involving Use of a Weapon	9	1	2	3	1	2	0
Assault Resulting in Serious Injury	8	1	0	2	1	4	0
Bomb Threat	5	1	0	1	0	2	1
Sexual Assault not including Rape or Sexual Offense	4	0	0	2	0	2	0
Burning of a School Building	3	0	0	0	0	3	0
Sexual Offense	3	0	0	0	1	2	0
Kidnapping	1	0	0	0	0	1	0
Rape	1	0	0	0	0	1	0
Death By Other Than Natural Causes	0	0	0	0	0	0	0
Robbery with a Dangerous Weapon	0	0	0	0	0	0	0
Taking Indecent Liberties with a Minor	0	0	0	0	0	0	0
Total	1,535	280	66	426	61	650	52

Table C5. Acts of Crime and Violence by School Category, 2019-2020*

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	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	1035	436	82	226	20	167	104
Possession of Alcoholic Beverage	519	7	27	172	21	277	15
Possession of a Firearm or Powerful Explosive	83	10	7	13	2	49	2
Sexual Assault not including Rape or Sexual Offense	58	8	5	21	1	23	0
Assault Resulting in Serious Injury	49	12	1	15	1	16	4
Sexual Offense	45	4	2	21	3	12	3
Assault Involving Use of a Weapon	41	15	7	13	1	4	1
Bomb Threat	24	4	3	6	0	8	3
Burning of a School Building	4	1	0	1	0	2	0
Robbery with a Dangerous Weapon	3	0	0	1	0	2	0
Death By Other Than Natural Causes	0	0	0	0	0	0	0
Kidnapping	0	0	0	0	0	0	0
Rape	0	0	0	0	0	0	0
Taking Indecent Liberties with a Minor	0	0	0	0	0	0	0
Total	7,158	888	310	1,829	188	3,665	278

Table C6. Acts of Crime and Violence by School Category, 2018-2019

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	9,554	1,330	425	2,304	436	4,850	209

Table C7. Acts of Crime and Violence by School Category, 2017-2018

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

Acts of Crime and Violence by Grade Level

Historically most reportable crimes are committed by student offenders at the high school level. In high school grades, 5,991 acts of crime and violence were reported across the state in 2021-2022. The high school crime rate was 13.16 acts of crime and violence per 1,000 high school students in the state. In all middle school grades, there were 3,747 crimes committed by student offenders with a rate of 10.44 crimes per 1,000 middle school students. Across the elementary grades, there were 1,427 crimes in 2021-2022 with a rate of 2.12 crimes per 1,000 elementary students.

Table C8. Counts and Rates of Reported Acts of Crime by Grade Level, 2021-2022

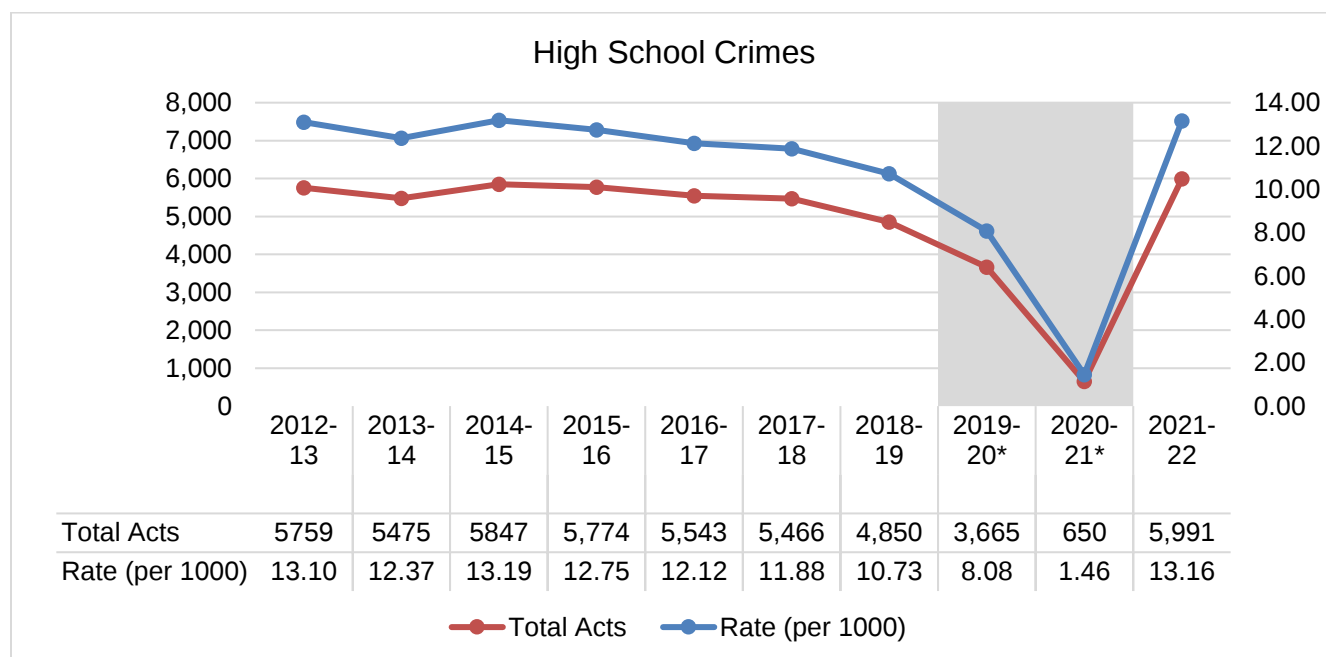
	Number of Crimes	Rate per 1,000 Students
All Offenders	11,170	7.51
Elementary Grades	1,427	2.12
Middle Grades	3,747	10.44
High School Grades	5,991	13.16

ACTS OF CRIME AND VIOLENCE IN HIGH SCHOOL GRADES

As seen in the figure below, when compared to the most recent pre-pandemic school year, 2018-2019, the total number crimes committed by students in high school grades (9-13 and XG) increased by 23.5% from 4,850 to 5,991 in 2021-2022. The high school crime rate per 1,000 students (13.16 crimes per 1,000 students) increased in 2021-2022 by 22.6% 2018-2019.

The five-year difference in the number and rate of high school crimes also saw an increase from the 2017-2018 academic year to 2021-2022: the number of crimes increased 9.6% and the rate of crimes increase by 10.7%. In the ten-year comparison of the 2012-2013 academic year to 2021-2022: the number of high school crimes increased 4.0%, whereas the rate of high school crimes increased by less than 1% (0.04%).

Figure C4. Counts and Rates of Acts of Crime and Violence in High School Grades, 2012-2013 to 2021-2022

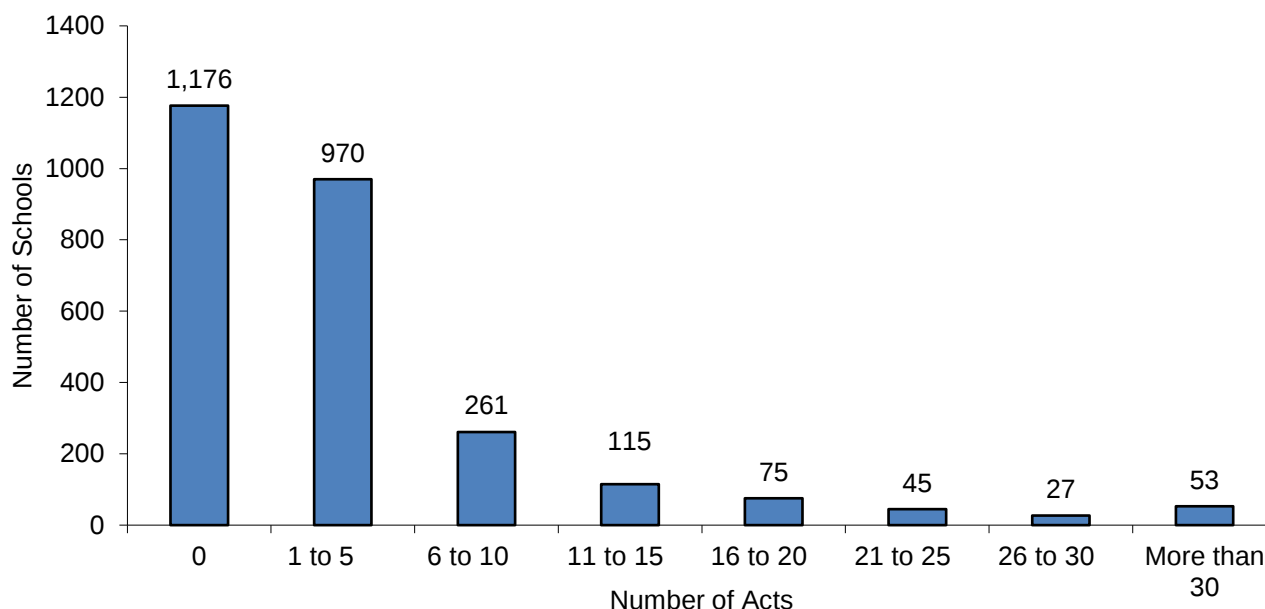


Acts of Crime and Violence by PSU

Across all public schools statewide (2,722), 44.3% of schools (1,176) reported zero acts of crime, 36.5% reported (970) one to five acts of crime and the remaining 21.7% of schools (576) reported six to more than 30 acts of crime.

For the schools that reported at least one act of crime (1,546), the number of acts of crimes ranged from 1 to 120 acts and the rate of crime ranged from 0.68 per 1,000 students enrolled to 2,205.88 per 1,000 students enrolled. Among these schools, 719 (46.5%) had rates above the state crime rate of 7.51 per 1,000 enrolled and 827 (53.4%) had rates at or below the state crime rate.

Figure C5. Schools Reporting Zero to More Than 30 Acts of Crime and Violence, 2021-2022



In 2021-2022, 138 (41.9%) PSUs – 1 public school district and 134 independent public schools and 8 educational entities – reported zero acts of crime and violence. Whereas 191 (58.1%) PSUs – 114 public school districts and 77 independent public schools – reported at least one act of crime and violence in 2021-2022.

For the PSUs that reported at least one act of crime, the number of acts of crimes ranged from 1 to 1,533 acts and the rate of crime ranged from 0.6 per 1,000 students enrolled to 124.22 per 1,000 students enrolled. Among these PSUs, 66 (34.6%) had rates above the state crime rate of 7.51 per 1,000 enrolled and 125 (65.4%) had rates below the state crime rate.

The PSUs with the lowest (non-zero) rates in 2021-2022 were Bonnie Cone Classical Academy, Community School of Davidson, Corvian Community School, Mallard Creek STEM Academy, Mount Airy City Schools, Mountain Island Charter, Perquimans County Schools, Queen's Grant Community School, and Wayne Preparatory.

The PSUs with the highest rates in 2021-2022 were Children's Village Academy, Deaf and Blind Schools, Hyde County Schools, KIPP Durham College Preparatory, Maureen Joy Charter, Raleigh Oak Charter School, Rocky Mount Preparatory, The Capitol Encore Academy, and UpROAR Leadership Academy.

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

ACTS OF CRIME AND VIOLENCE IN HIGH SCHOOL GRADES BY PSU

In 2021-2022, there were 188 PSUs across the state that enrolled students in grades 9 through 13 and XG. There were 44 PSUs (23.4%) that reported zero acts of crime and violence.

For the remaining 144 PSUs (76.4%), the number of acts of crime and violence in 2021-2022 ranged from 1 to 869 acts and the high school crime rate ranged from 1.38 acts of crime and violence per 1,000 students to 42.86 acts of crime and violence per 1,000 enrolled. Among these PSUs, 49 (34.0%) had rates above the state HS crime rate of 13.16 and 95 (66.0%) had rates below the state HS crime rate.

The PSUs with the lowest (non-zero) high school rates in 2021-2022 were Asheville City Schools, Community School of Davidson, Corvian Community School, Gray Stone Day School, Perquimans County Schools, Piedmont Community Charter, and Stokes County Schools.

The PSUs with the highest high school rates in 2021-2022 were Hyde County Schools, Queen City STEM School, Hertford County Schools, Uwharrie Charter Academy, Stanly County Schools, Jones County Schools, and Warren County Schools.

PSUs with the largest five-year percentage decreases in high school crime rate (2017-2018 to 2021-2022) were Ashe County Schools, Asheville City Schools, Graham County Schools, Invest Collegiate - Imagine, Madison County Schools, Mount Airy City Schools, Perquimans County Schools, Stokes County Schools, Tyrrell County Schools, and Weldon City Schools.

PSUs with the largest five-year percentage increases (2017-2018 to 2021-2022) were Bertie County Schools, Kannapolis City Schools, Lexington City Schools, Martin County Schools, Northampton County Schools, Surry County Schools, and Uwharrie Charter Academy.

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

SCHOOL CRIME AND VIOLENCE COMPANION REPORT AND TABLES

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

2021-2022 Consolidated Data Companion Report

Table C9. Counts and Rates of Acts of Crime and Violence for PSUs, 2021-2022

Table C10. Counts and Rates of Acts of Crime and Violence for Individual Schools, 2021-2022

Table C11. High School Acts of Crime and Violence Counts and Rates for PSUs, 2021-2022

2021-2022 SUSPENSIONS AND EXPULSIONS

INTRODUCTION

Definitions of Suspensions and Expulsions

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

In-school suspension (ISS) is defined as when a student is reassigned, for a relatively short period of time, to an area apart from their regular classroom (see the 2021-2022 Reassignments for Disciplinary Purposes section).

Alternative learning placement (enALP) as a disciplinary action is defined as the reassignment of a student, for a relatively longer period of time, where the student is provided direct or computer-based instruction and continued access to courses and supervising teachers for those courses (see the 2021-2022 Reassignments for Disciplinary Purposes section).

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

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

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

When a student is suspended long-term, the student may not return to his or her regular school for the duration of the suspension. Districts may allow long-term suspended students to attend an alternative learning program or school (ALPS) during their long-term suspension from their home school (see the 2021-2022 Reassignments for Disciplinary Purposes and the section). For reporting purposes, students are not considered suspended while attending an alternative learning program or school. However, if the student is out-of-school for any duration of time while they wait for their alternative learning placement, both the out-of-school suspension and the reassignment to the alternative learning program or school are to be reported.

An expulsion is defined in general statute (NCGS § 115C-390.1) as the “the indefinite exclusion of a student from student enrollment for disciplinary purposes.” When a student is expelled from school, the student cannot return to the home school or any other school within the PSU. As with long-term suspensions, the superintendent and/or 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. Other expelled students may apply for admission in another district or at a charter school.

Suspension and Expulsion Data Collection, Analysis and Reporting

DATA COLLECTION AND REPORTING PROCEDURES

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

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

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

COUNT AND RATE CALCULATIONS

In a single school year, a student may receive one or more out-of-school suspensions but can only receive one expulsion. In a single incident, a student cannot be reported as having a short-term, long-term and/or an expulsion. When reporting suspensions and expulsions, schools are instructed to report the consequences to reflect the final disciplinary outcome for the student for that incident. For example, when an incident first occurred, a student was given a short-term suspension with the recommendation of a long-term suspension pending a disciplinary hearing. At the hearing the recommendation was upheld, and the student was long-term suspended for the remainder of the year. Even though the student was short-term suspended while they waited for the hearing and then long-term suspended after the hearing, the student was not suspended twice for the same incident. Instead, the outcome of the hearing modified the duration of the out-of-school suspension the student initially received when the incident first occurred. This change in the duration of the out-of-school suspension led to the out-of-school suspension being recategorized from a short-term suspension to a long-term suspension. This holds true for expulsions as well.

To make comparisons between academic years, student subgroups, schools, PSUs and the state more meaningful, rates of suspensions are calculated to account for differences in population sizes or changes in population sizes over time. Rates of short-term suspensions are expressed as a rate per 1,000 students enrolled. Rates of long-term suspensions are expressed as a rate per 100,000 students enrolled to make them more meaningful. Rates of expulsions are not calculated in this report due to their relative infrequency of occurrence as a disciplinary action in a given school year.

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

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

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

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

LIMITATIONS AND CAUTIONS OF 2019–2020 AND 2020–2021 ACADEMIC YEAR DATA

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

Given the cautions presented above as well as a return to reporting in 2021-2022 that is consistent with pre-pandemic school years, in this report, the traditional 1-year and 2-year comparisons of the 2021-2022 school year to the school years of 2020-2021 and 2019-2020, respectively, will be replaced with comparisons of the 2021-2022 school year to the most recent pre-pandemic school years of 2018-2019 and 2017-2018, respectively. Even though 2019-2020 and 2020-2021 school year data will not be used in comparisons throughout this report, the data will remain in all relevant tables and figures.

SHORT-TERM SUSPENSIONS

General Findings

In 2021-2022, there were 217,928 short-term suspensions reported statewide. The short-term suspension rate in 2021-2022, was 146.57 short-term suspensions per 1,000 students enrolled.

The 217,928 short-term suspensions in the 2021-2022 school year were given to 120,668 individual students.

As seen in the figure below, when compared to the most recent pre-pandemic school year, the total number of short-term suspensions increased by 7.2% from the 203,298 reported in 2018-2019. The 2021-2022 short-term suspension rate of 146.57 per 1,000 students increased by 11.9% from 130.95 in 2018-2019. The five-year difference in the number and rate of short-term suspensions also saw an increase from the 2017-2018 academic year to 2021-2022: the number of short-term suspensions increased 3.2% and the rate of short-term suspensions increase by 6.5%. However, a decrease in the number and rate of short-term suspensions can be seen in the ten-year comparison of the 2012-2013 academic year to 2021-2022: the number of short-term suspensions decreased by 12.1% and the rate of short-term suspensions decreased by 12.7%.

Figure S1. Short-Term Suspensions, 2012-2013 to 2021-2022²

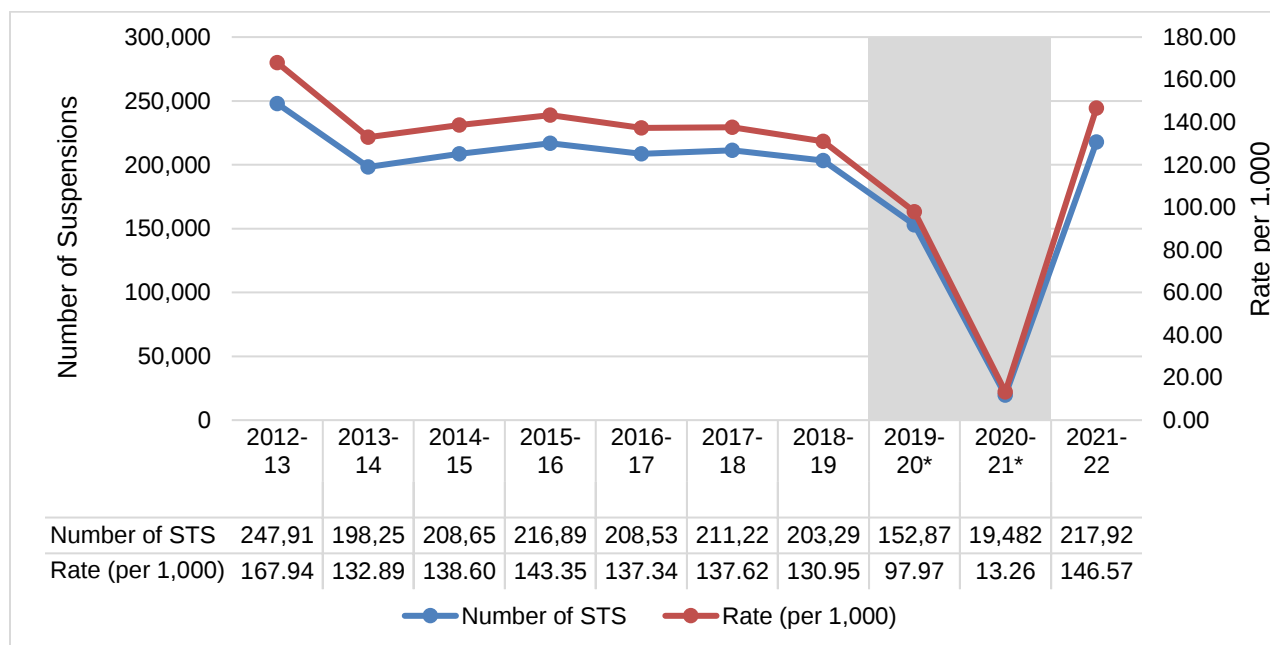


Table S1. Short-Term Suspensions, 2012-2013 to 2021-2022

Academic Year	Number of Short-Term Suspensions	Rate per 1,000 Students	Number of Unique Students
2017-18	211,228	139.00	112,439
2018-19	203,298	130.95	110,927
2019-20*	152,873	97.97	89,689
2020-21*	19,482	13.26	15,128
2021-22	217,928	146.57	120,668

² *In response to the COVID-19 pandemic, starting in March of the 2019-2020 school year and continuing through the 2020-2021 school year, public school units across the state employed unprecedented methods to ensure continued student learning by utilizing various modes of instruction and student outreach. As such, caution should be taken when comparing data reported for the 2019-2020 and 2020-2021 school years to data reported for prior and subsequent years.

SHORT-TERM SUSPENSIONS BY STUDENT SUBGROUP

Consistent with previous years, males received more short-term suspensions than females in 2021-2022. The rate of short-term suspensions for male students (196.66 per 1,000 male students enrolled) was 2.17 times the rate for females (90.96 per 1,000 female students enrolled) in 2021-2022.

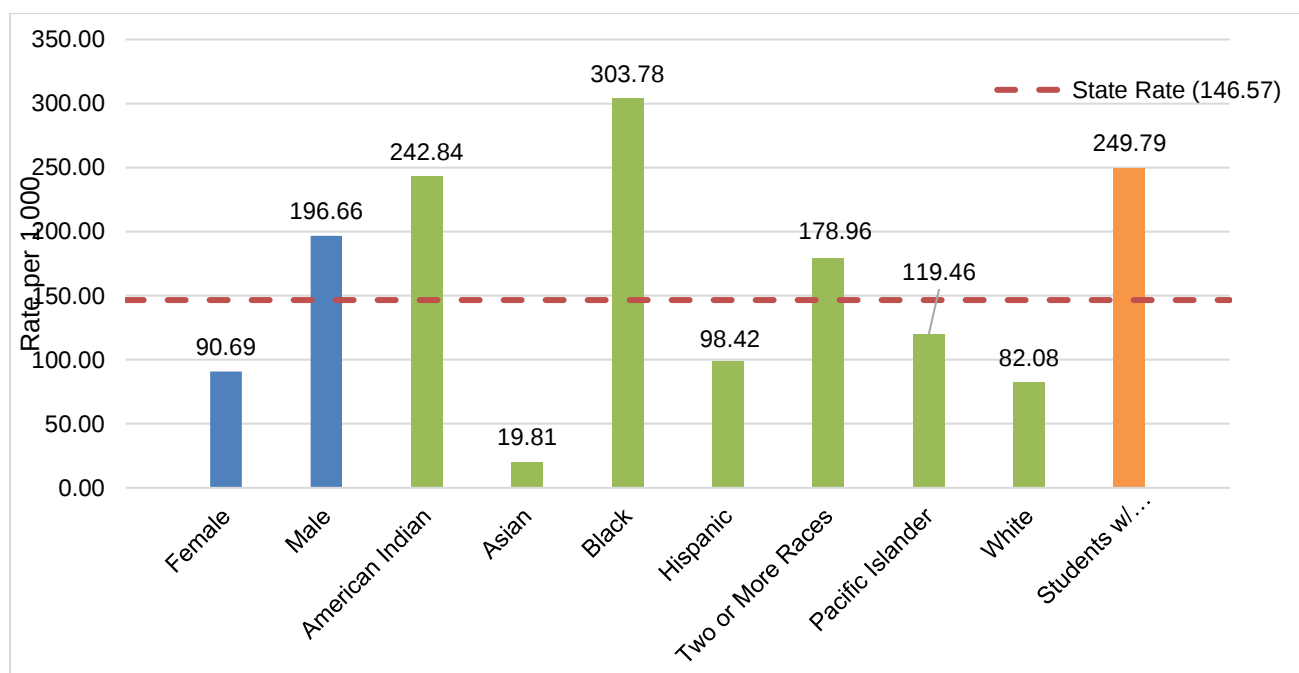
Within the race/ethnicity subgroups, Black students had the highest rate of short-term suspensions in 2021-2022 (303.78 per 1,000 Black students enrolled) followed by American Indian students (242.84 per 1,000 students enrolled) and Two or more Races students (178.96 per 1,000 students enrolled).

Across all student subgroups, in 2021-2022, Black students (303.78 per 1,000 students enrolled), Students with Disabilities (249.79 per 1,000 students) and American Indian students (242.84 per 1,000 students) had the highest rates of short-term suspensions.

Table S2. Short-Term Suspensions by Student Subgroup, 2021-2022

	Number of Short-Term Suspensions	Rate per 1,000 Students
All Students	217,928	146.57
Female	66,612	90.69
Male	151,316	196.66
American Indian	3,874	242.84
Asian	1,139	19.81
Black	113,621	303.78
Hispanic	29,291	98.42
Two or More Races	14,107	178.96
Native Hawaiian/ Pacific Islander	259	119.46
White	55,637	82.08
Students w/ Disabilities	52,601	249.79

Figure S2. Rate of Short-Term Suspensions by Student Subgroup, 2021-2022



In 2021-2022, the rate and number of short-term suspensions for both males and females increased from the most recent pre-pandemic school year, 2018-2019; the rate for females increased by 24.2% and the rate for males increased by 5.7%. When compared to 2017-2018, the rate of short-term suspension increased for female students by 22.6% and decreased for male students by 0.7%.

Figure S3. Rate of Short-Term Suspensions by Sex, 2017-2018 to 2021-2022

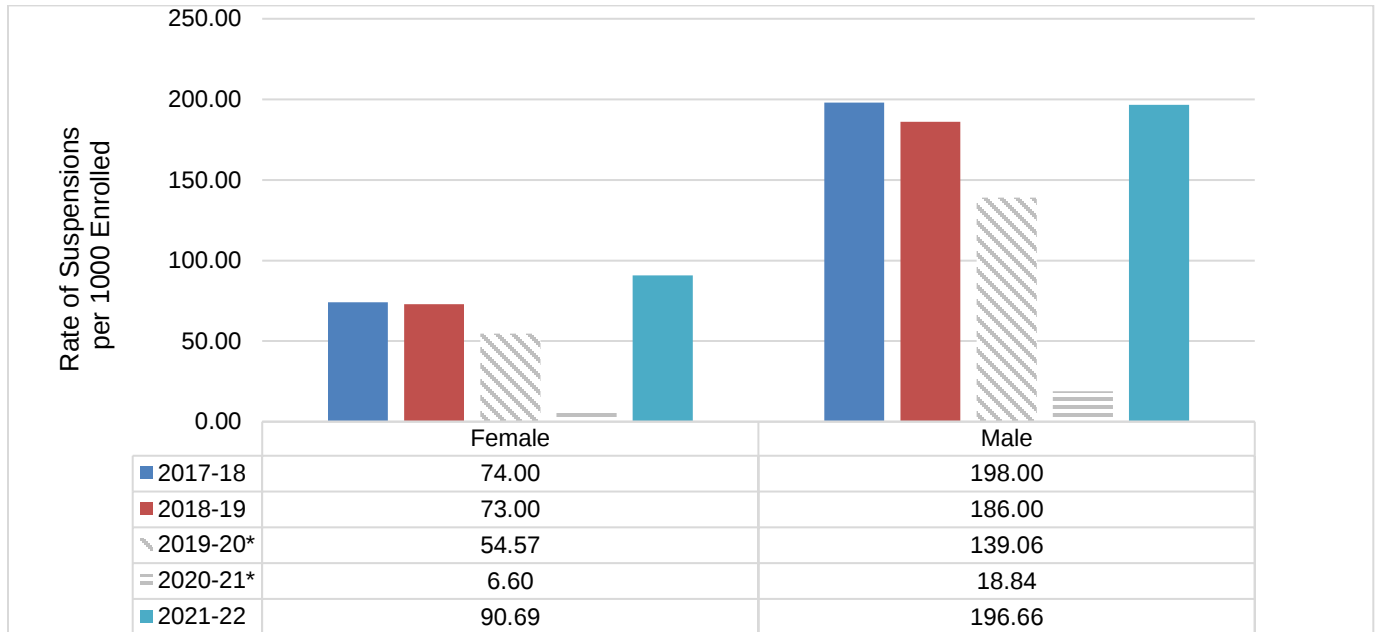
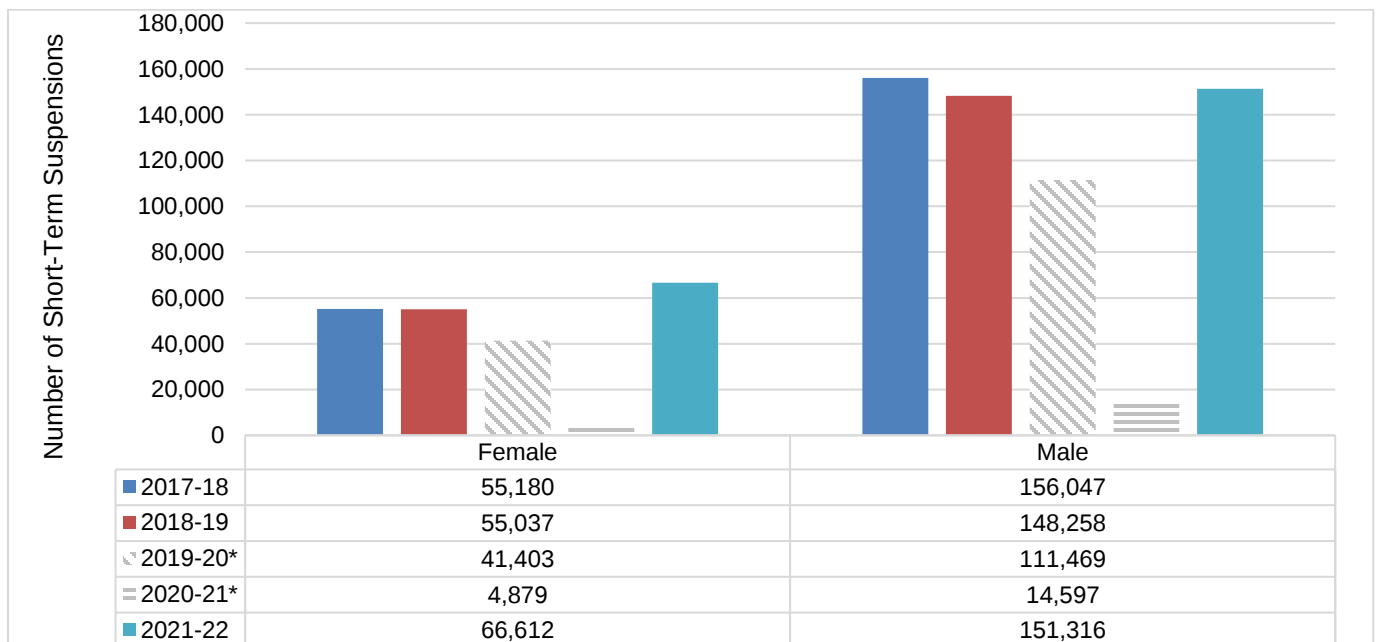


Figure S4. Number of Short-Term Suspensions by Sex, 2017-2018 to 2021-2022



Among student race/ethnicity subgroups, when comparing the 2021-2022 rates of short-term suspensions to the most recent pre-pandemic school year, 2018-2019, the only subgroup to decrease was for Asian students which a percent decrease of 36.4%. The largest percent increases in rates from 2018-2019 were for Native Hawaiian/Pacific Islander students (32.9)% and Hispanic students (24.4%). When comparing the rates of short-term suspensions in 2021-2022 to 2017-2018, only the rates for American Indian student decreased (1.3%). The largest percent increase in rate from 2017-2018 to 2021-2022 was seen for Native Hawaiian/Pacific Islander students of 35.8%.

Figure S5. Rate of Short-Term Suspensions by Race/Ethnicity, 2017-2018 to 2021-2022

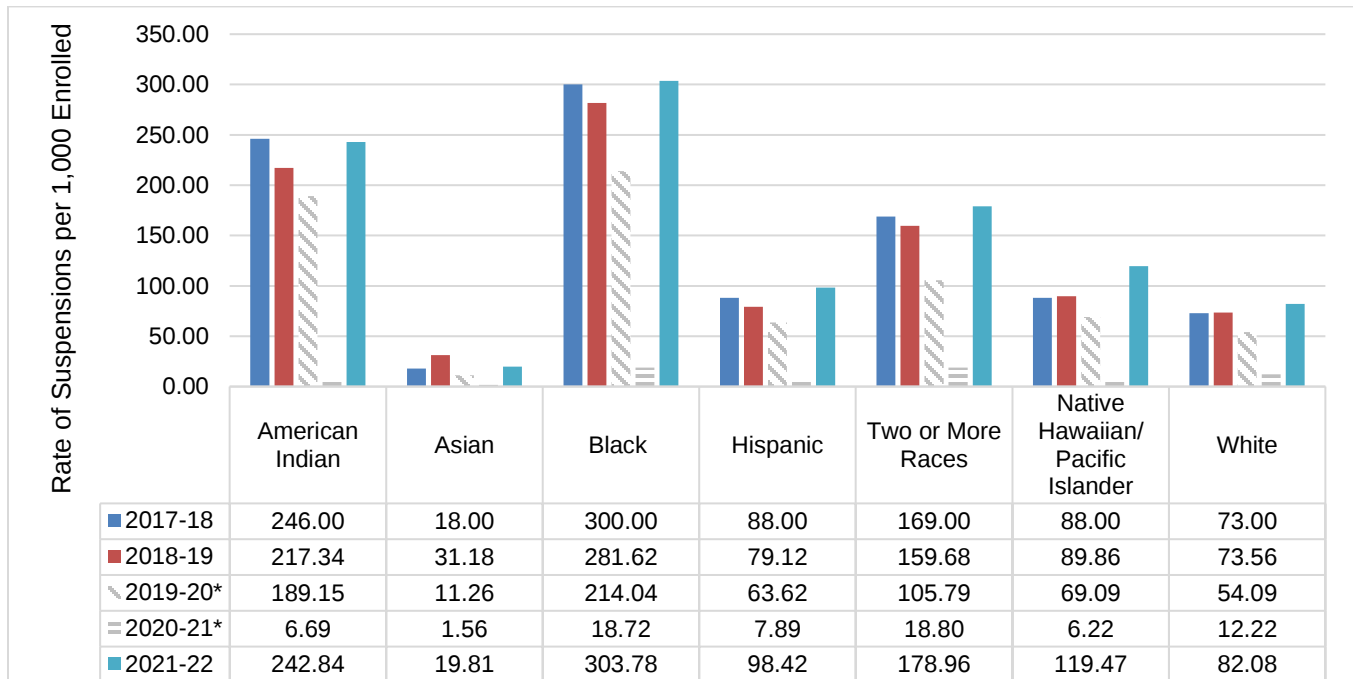
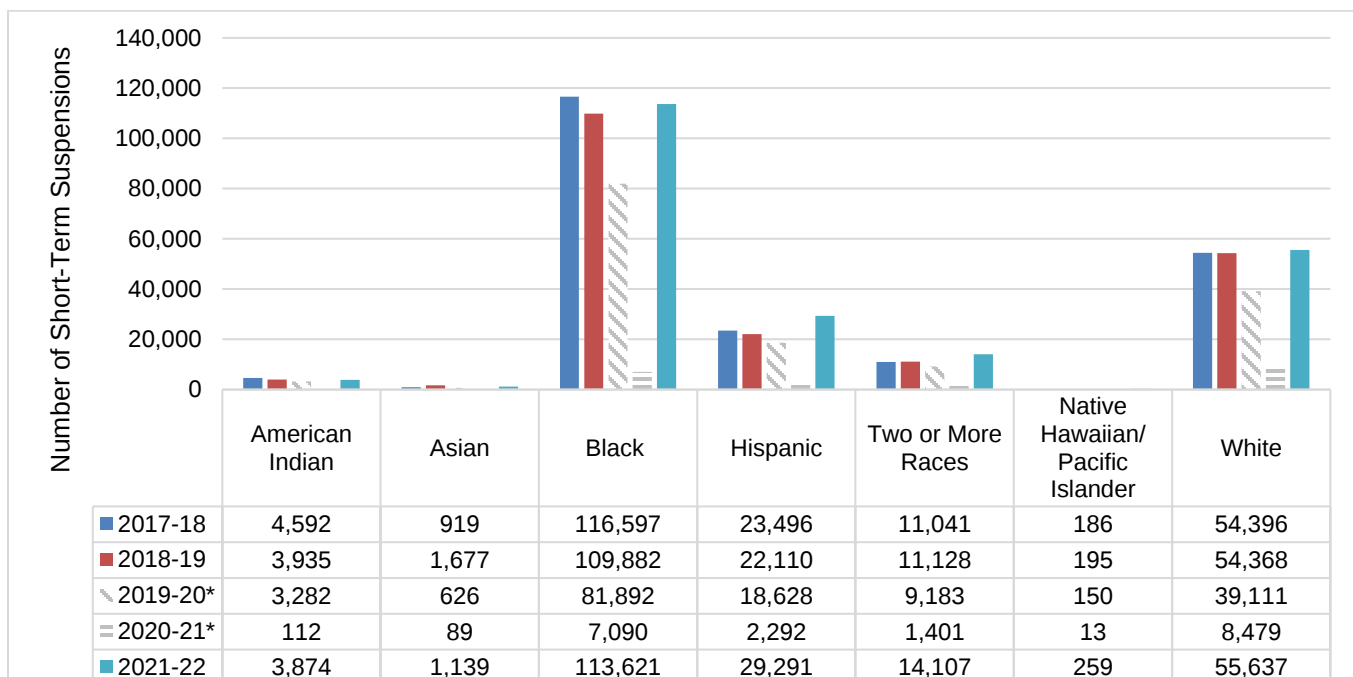


Figure S6. Number of Short-Term Suspensions by Race/Ethnicity, 2017-2018 to 2021-2022



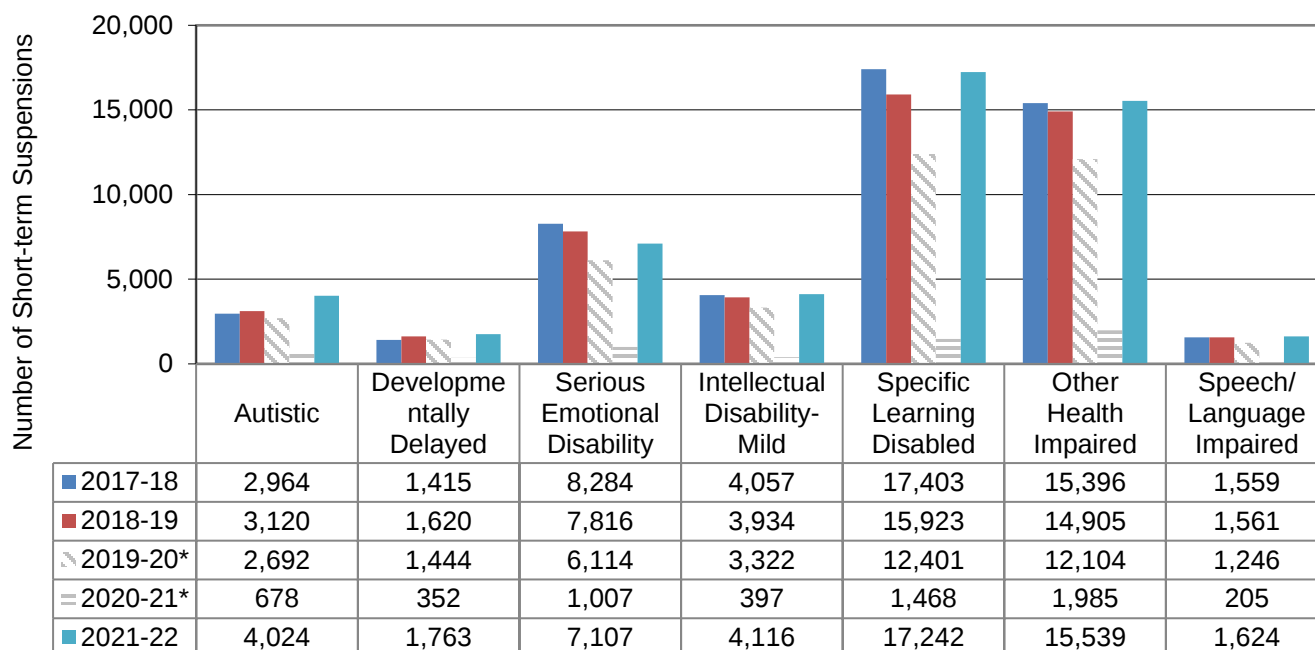
In 2021-2022, 24.1% of short-term suspensions were given to student with disabilities. This percentage is similar to the 24.6% in the 2018-2019 academic year. Students identified in the eligibility categories of Autism had the greatest percent increase (29.0%) in the number of suspensions between 2018-2019 and 2021-2022. Between 2018-2019, students identified in the eligibility categories of Serious Emotional Disability saw a decrease 9.1% in the number of short-term suspensions.

Table S3. Short-Term Suspensions Received by Students with Disabilities, 2021-2022

	Number of Short-Term Suspensions	Rate per 1,000 Students
All Students	217,928	146.57
Students w/ Disabilities	52,601	249.79
Autism	4,024	
Developmental Delay	1,763	
Serious Emotional Disability	7,107	
Intellectual Disability - Mild	4,116	
Specific Learning Disability	17,242	
Other Health Impairment	15,539	
Speech Impairment	1,624	
Other Eligibility Categories	1,186	

Students identified in the eligibility categories of Autism and Developmental Delay had the greatest increase in the number of suspensions between 2017-2018 and 2021-2022 (35.8% and 24.6%, respectively). There was a decrease in the number of suspensions for students identified in the eligibility categories of Serious Emotional Disability (14.2%) and Specific Learning Disability (0.9%) between 2017-2018 and 2021-2022.

Figure S7. Short-Term Suspensions Received by Students with Disabilities, 2017-2018 to 2021-2022



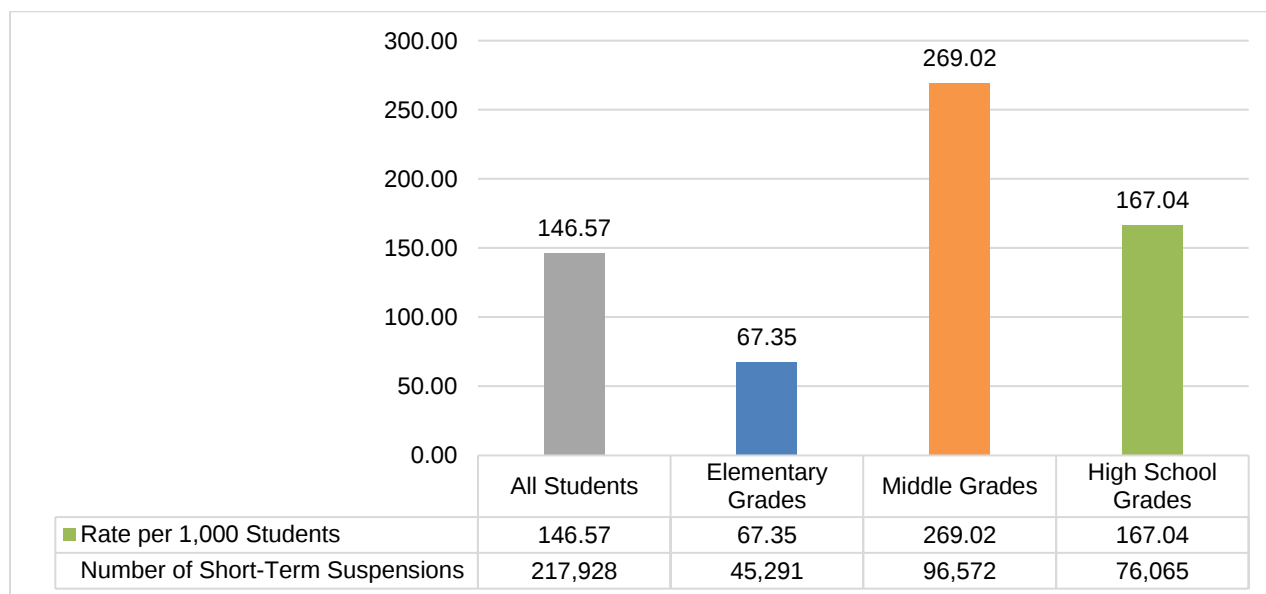
SHORT-TERM SUSPENSIONS BY GRADE LEVEL

In 2021-2022, middle school grades reported the most short-term suspensions with 96,572 suspensions and had highest rate of short-term suspensions per 1,000 students enrolled of 296.02 suspensions across all middle school grades. High school grades reported 76,065 short-term suspensions and had a rate of 167.04 per 1,000 students enrolled. Elementary grades reported 45,291 short-term suspensions and had a rate of 67.35 per 1,000 students in 2021-2022.

Table S4. Short-Term Suspensions by Grade Level, 2021-2022

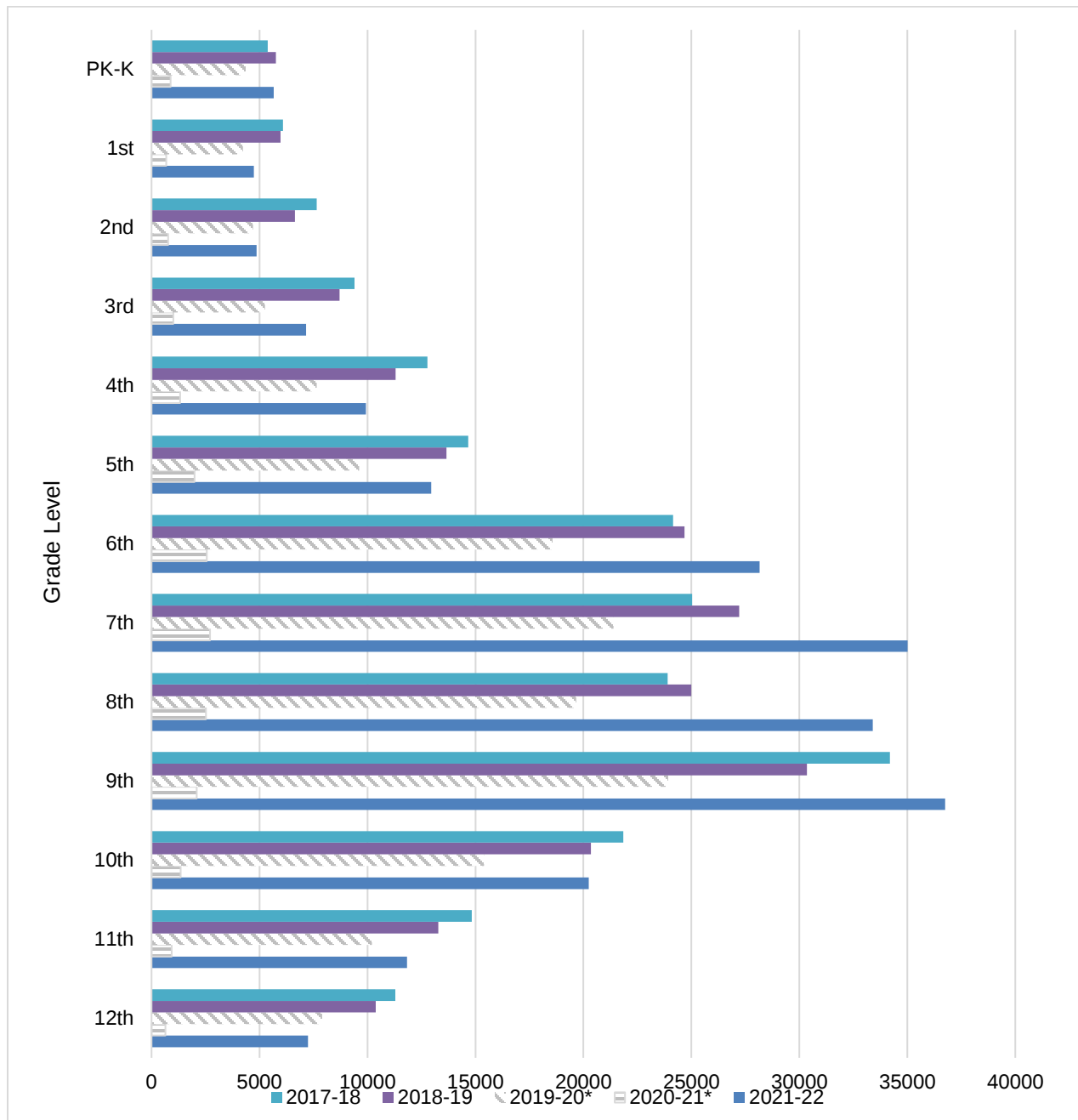
	Number of Short-Term Suspensions	Rate per 1,000 Students
All Students	217,928	146.57
Elementary Grades	45,291	67.35
Middle Grades	96,572	269.02
High School Grades	76,065	167.04
Pre-Kindergarten/Kindergarten	5,654	
Grade 1	4,736	
Grade 2	4,863	
Grade 3	7,151	
Grade 4	9,935	
Grade 5	12,952	
Grade 6	28,160	
Grade 7	35,018	
Grade 8	33,394	
Grade 9	36,751	
Grade 10	20,244	
Grade 11	11,829	
Grade 12 (includes 13 and XG)	7,241	

Figure S8. Short-Term Suspensions by Grade Level, 2021-2022



When compared to the number of suspensions by grade in 2017-2018, six grades saw increases in the number of short-term suspensions in 2021-2022 and eight grades saw a decrease. Grade 7 and Grade 8 saw the highest increases of 39.9% and 39.7% respectively. Second grade and Grade 12 saw the largest decreases of 36.4% and 35.9%, respectively, in the number of short-term suspensions between 2017-2018 and 2021-2022.

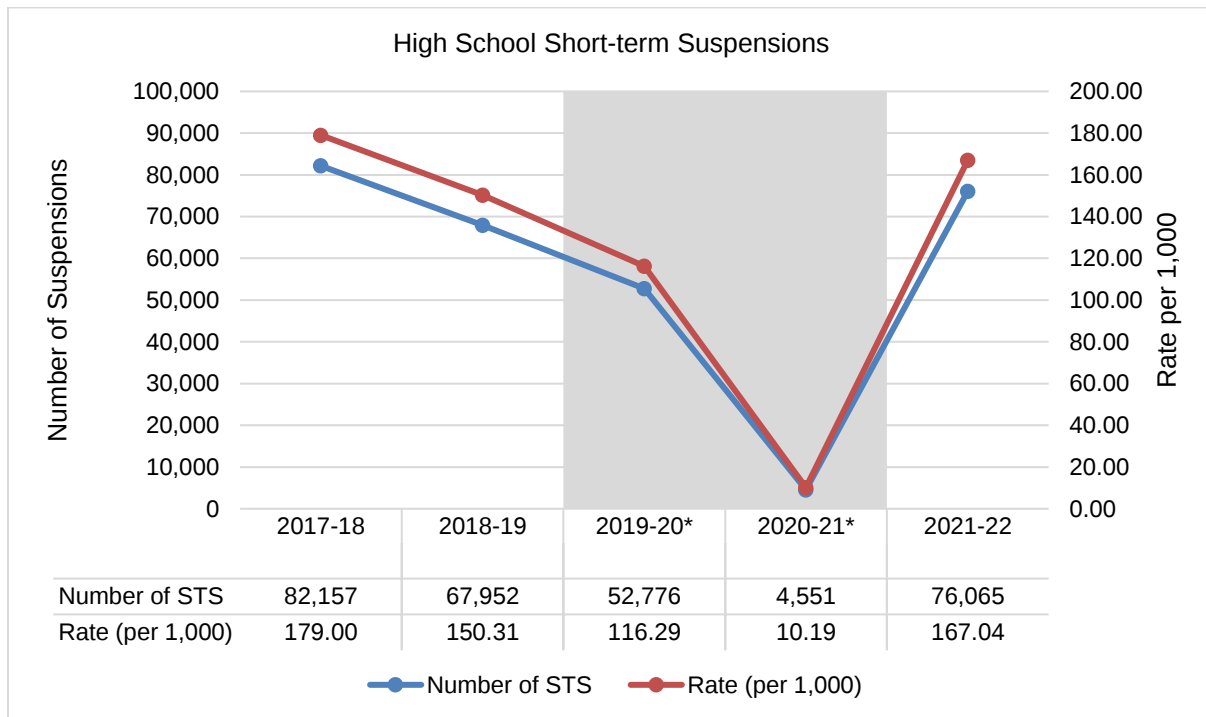
Figure S9. Short-Term Suspensions by Grade Level, 2017-2018 to 2021-2022



SHORT-TERM SUSPENSIONS IN HIGH SCHOOL GRADES

Across all high school grades (9, 10, 11 and 12), 76,065 short-term suspensions were reported statewide for a rate of 167.04 suspensions per 1,000 high school students. When compared to the rate of short-term suspension in high school grades in 2018-2019, the 2021-2022 short-term suspension rate increased by 11.1% from 150.31 to 167.04 suspensions per 1,000 high school students enrolled. The short-term suspension rate in high school grades in 2021-2022 decreased by 6.7% from the rate of 179.0 per 1,000 students enrolled in the 2017-2018 academic year.

Figure S10. High School Short-Term Suspensions, 2017-2018 to 2021-2022



SHORT-TERM SUSPENSIONS BY PSU

Out of the 2,722 public schools statewide, in 2021-2022, 7.2% of schools (195) reported zero short-term suspensions and 92.8% (2,526) of school reported one or more short-term suspensions.

The number of short-term suspensions ranged from 1 to 990 suspensions and the rate of short-term suspensions ranged from 1.11 per 1,000 students enrolled to 5,913.04 per 1,000 students enrolled, for the schools that reported at least one short-term suspension (2,526). Among these schools, 850 (46.5%) had rates above the state short-term suspensions rate of 7.51 per 1,000 enrolled and 1674 (53.4%) had rates at or below the state short-term suspensions rate.

In 2021-2022, 39 (1.4%) PSUs – 38 independent public schools and 1 educational entity – reported zero short-term suspensions and 290 (98.6%) PSUs – 115 public school districts, 166 independent public schools and 2 educational entity – reported at least one short-term suspensions in 2021-2022.

For the 290 PSUs that reported at least one short-term suspensions, the number of short-term suspensions ranged from 1 to 21,411 suspensions; rates ranged from 0.14 per 1,000 students enrolled to 1,010.53 per 1,000 students enrolled. Eighty-three (28.6%) had rates above the state short-term suspensions rate of 146.57 per 1,000 enrolled and 207 (71.4%) had rates below the state short-term suspensions rate.

The lowest (non-zero) short-term suspensions rates between the PSUs in 2021-2022 were Alpha Academy, Appalachian State U Academy Middle Fork, Cabarrus Charter Academy, Community School of Davidson, Evergreen Community Charter, Forsyth Academy, Francine Delany New School, Mallard Creek STEM Academy, Monroe Charter Academy, Mountain Discovery Charter School, Sterling Montessori Academy, Summit Charter, The Expedition School, The Institute for the Development of You, and Woods Charter School.

In 2021-2022, the PSUs with the highest short-term suspensions rates were Anson County Schools, Catamount School, Children's Village Academy, Dillard Academy, Halifax County Schools, Hertford County Schools, KIPP Durham College Preparatory, UpROAR Leadership Academy, Vance County Schools, VERITAS Community School, Washington County Schools, Washington Montessori, Weldon City Schools, and Wilson County Schools.

Table S9. Short-Term Suspension Statistics for Schools in PSUs, 2021-2022 and **Table S11. Short-Term Suspensions, Long-Term Suspensions and Expulsions in PSUs by Sex and Ethnicity, 2021-2022** detail short-term suspensions in PSUs and schools, (see the [Suspensions and Expulsions Companion Report and Tables](#) section).

SHORT-TERM SUSPENSIONS FOR HIGH SCHOOL GRADES BY PSU

In 2021-2022, there were 188 PSUs across the state that enrolled students in grades 9 through 13 and XG. There was 1 PSUs (Socrates Academy) that reported zero high school short-term suspensions. The remaining 187 PSUs reported 1 to 8,668 suspensions with high school short-term suspension rates ranging from 6.58 short-term suspensions per 1,000 students to 550.66 short-term suspensions per 1,000 enrolled. Among these PSUs, 66 (35.5%) had rates above the state HS short-term suspension rate of 13.16 and 120 (64.5%) had rates below the state HS short-term suspension rate.

The PSUs with the lowest (non-zero) high school short-term suspension rates in 2021-2022 were Alpha Academy, Cabarrus Charter Academy, Clover Garden, Elkin City Schools, Lincoln Charter School, Mount Airy City Schools, Pine Lake Preparatory, The Hawbridge School, and Woods Charter School.

The PSUs with the highest high school short-term suspension rates in 2021-2022 were Anson County Schools, Edgecombe County Public Schools, Halifax County Schools, Hertford County Schools, Martin

County Schools, Public Schools of Robeson County, UpROAR Leadership Academy, Vance County Schools, and Weldon City Schools.

PSUs with the highest five-year percentage decreases (2017-2018 to 2021-2022) were Bethany Community School, Cabarrus Charter Academy, Elkin City Schools, Mount Airy City Schools, Piedmont Classical High School, Perquimans County Schools, Pinnacle Classical Academy, Tyrrell County Schools.

PSUs with the largest five-year percentage increases in high school short-term suspension rate (2017-2018 to 2021-2022) were Bear Grass Charter School, Caldwell County Schools, Chatham Charter, Clay County Schools, Davie County Schools, Marjorie Williams Academy, Rocky Mount Preparatory, and Washington Montessori.

Table S10. High School Short-Term Suspension Statistics for PSU, 2021-2022 details the number and rates of short-term suspensions in Grades 9-13 by PSU (see the [Suspensions and Expulsions Companion Report and Tables](#) section).

LONG-TERM SUSPENSIONS

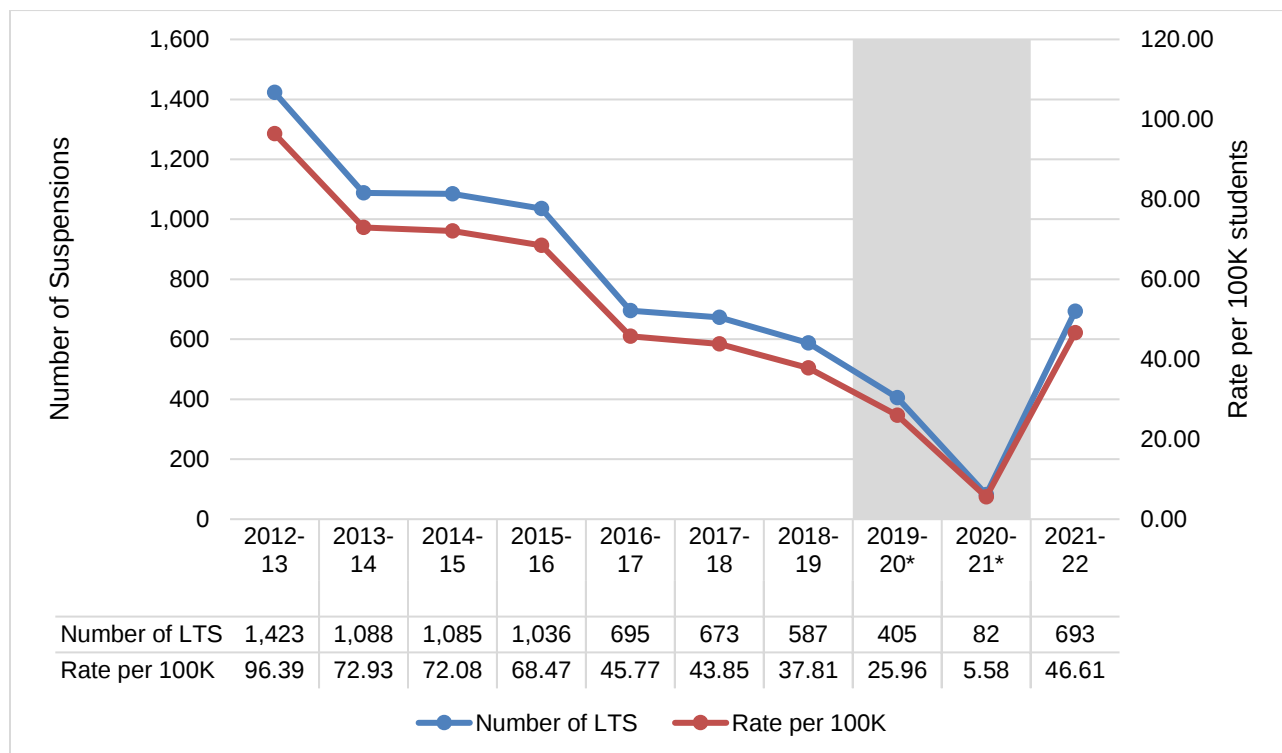
General Findings

In 2021-2022, 693 long-term suspensions were reported, an increase of 18.1% from the 587 long-term suspensions reported in most recent pre-pandemic school year, 2018-2019, and a 3.0% increase from the 673 reported in 2017-2018 academic year.

The rate of long-term suspensions in 2021-2022 was 46.61 per 100,000 students. The 2021-2022 rate of long-term suspensions increased by 23.3% compared to 2018-2019 and 6.3% compared to 2017-2018. However, there was a 51.3% decrease in the number of long-term suspensions and 51.6% decrease in the rate of long-term suspension when compared to 2012-2013.

The 693 long-term suspensions in 2021-2022 were given to 685 individual students.

Figure S11. Long-Term Suspensions, 2012-2013 to 2021-2022³



³ *In response to the COVID-19 pandemic, starting in March of the 2019-2020 school year and continuing through the 2020-2021 school year, public school units across the state employed unprecedented methods to ensure continued student learning by utilizing various modes of instruction and student outreach. As such, caution should be taken when comparing data reported for the 2019-2020 and 2020-2021 school years to data reported for prior and subsequent years.

LONG-TERM SUSPENSIONS BY STUDENT SUBGROUP

Consistent with previous years, male students received more long-term suspensions than females in 2021-2022. The rate of long-term suspensions for male students (64.60 per 100,000 male students enrolled) was 2.41 times the rate for females (26.69 per 100,000 female students enrolled) in 2021-2022.

Within the race/ethnicity subgroups, Pacific Islander students had the highest rate of long-term suspensions of 138.38 per 100,000 Pacific Islander students, followed by Black students with a rate of long-term suspensions of 102.93 per 100,000 Black students enrolled in 2021-2022. Asian students and American Indian students had the lowest rates of long-term suspensions per 100,000 students of 6.69 and 12.54 respectively.

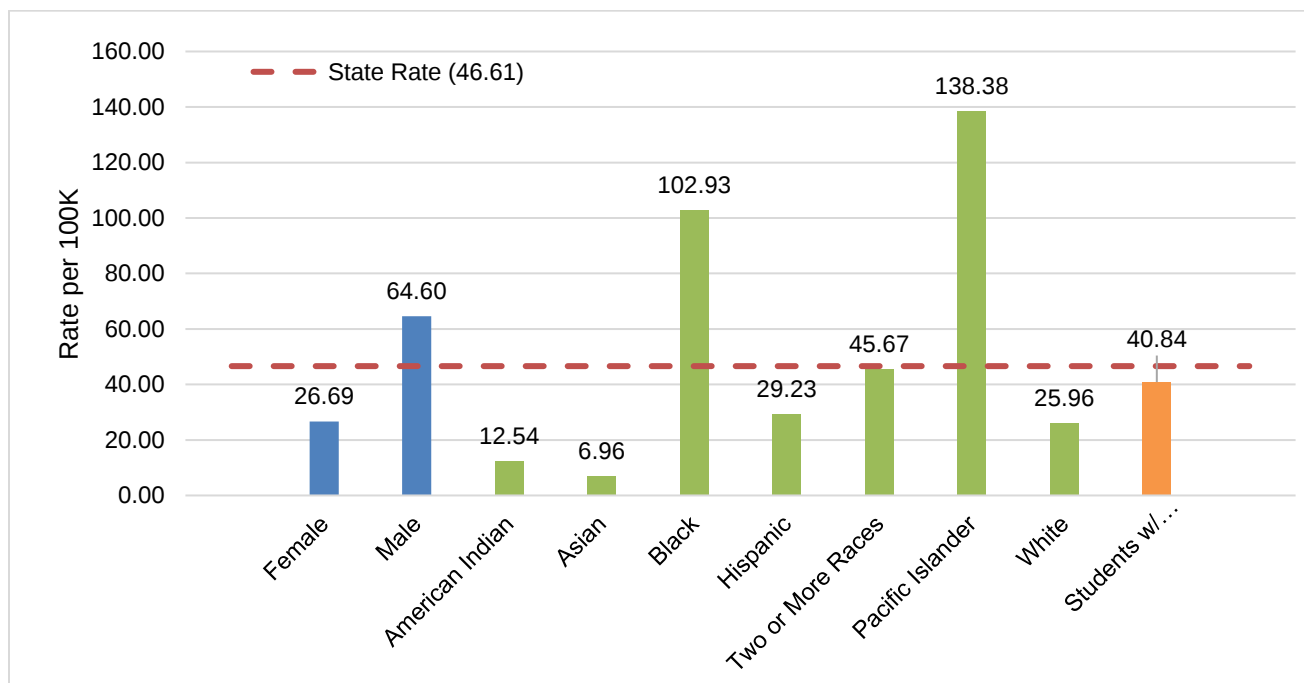
Across all student subgroups, Pacific Islander students, Black students, and male students were the only student subgroups with long-term suspension rates higher than the state (all students) rate.

Table S5. Long-Term Suspensions by Student Subgroup, 2021-2022

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 2021-2022 school year.

	Number of Long-Term Suspensions	Rate per 100K Students
All Students	693	46.61
Female	196	26.69
Male	497	64.60
American Indian	2	12.54
Asian	4	6.96
Black	385	102.93
Hispanic	87	29.23
Two or More Races	36	45.67
Native Hawaiian/ Pacific Islander	3	138.38
White	176	25.96
Students w/ Disabilities	86	40.84

Figure S12. Rate of Long-Term Suspensions by Student Subgroup, 2021-2022



In 2021-2022, when compared to 2018-2019 and 2017-2018, the rate of long-term suspension increased for female students by 51.6% and 47.4%, respectively. For male students, when compared to 2018-2019 and 2017-2018, the rate of long-term suspension increased by 13.4% and decreased by 5.4%, respectively.

Figure S13. Rate of Long-Term Suspensions by Sex, 2017-2018 to 2021-2022

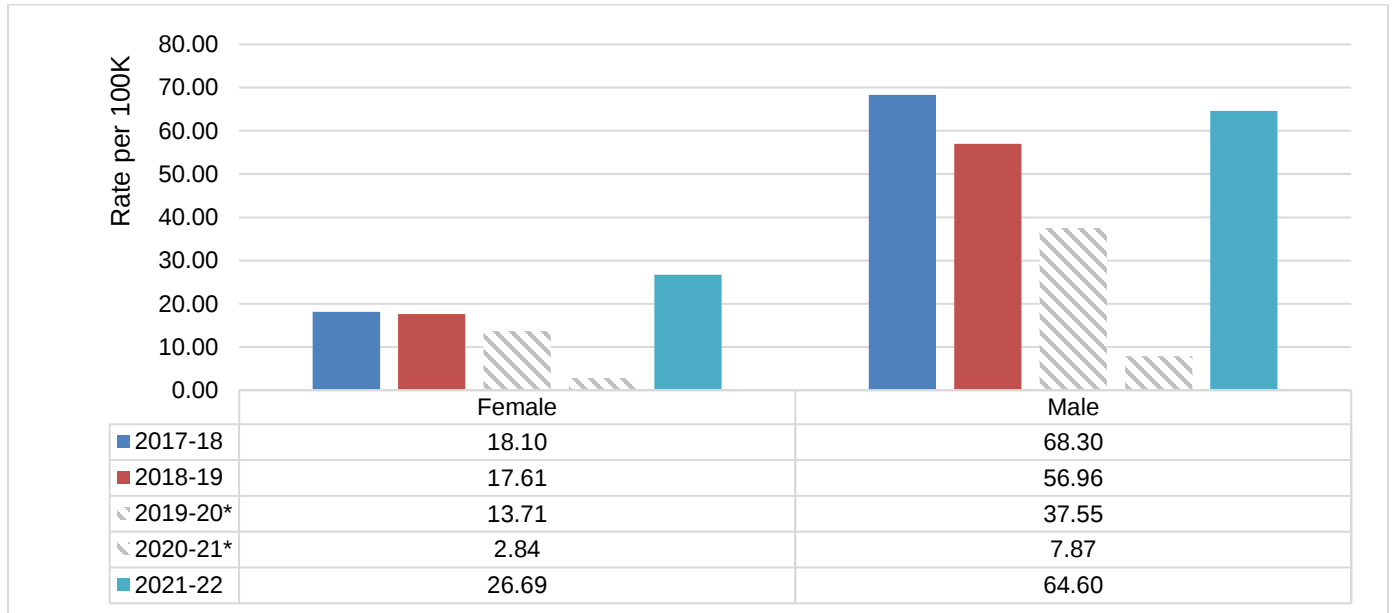
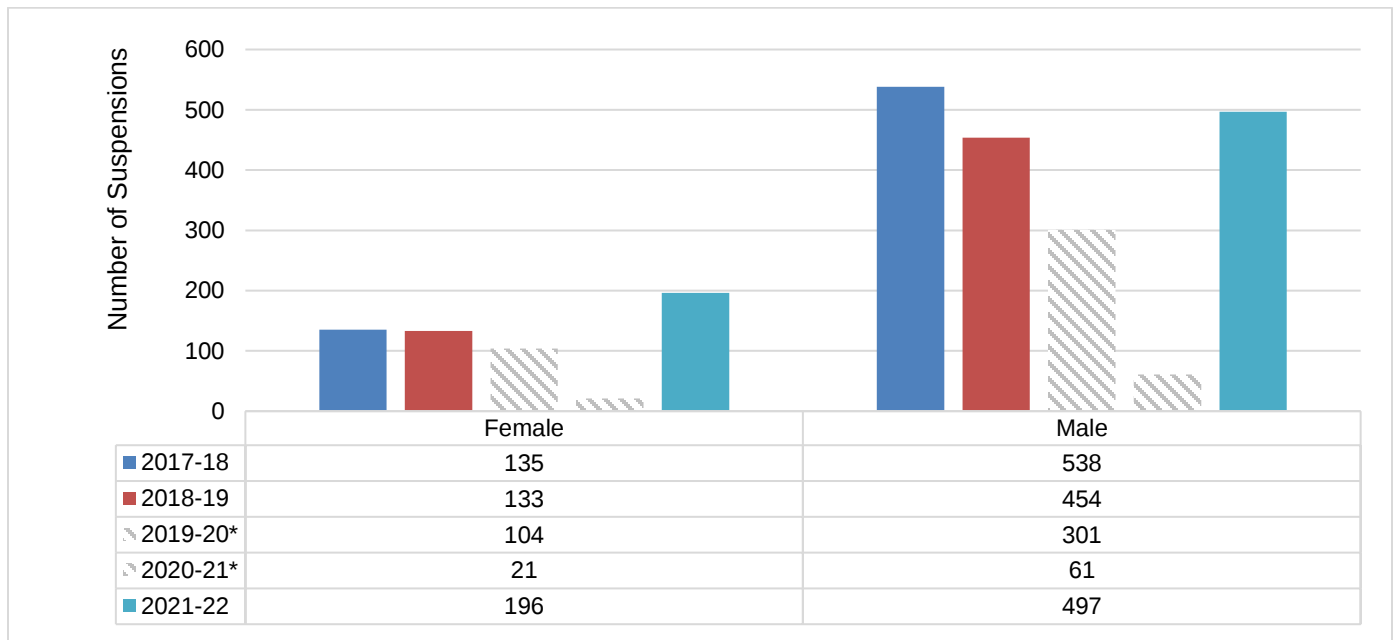


Figure S14. Count of Long-Term Suspensions by Sex, 2017-2018 to 2021-2022



The largest percent increase in rates of long-term suspensions from 2018-2019 to 2021-2022 was seen for Native Hawaiian/Pacific Islander students and Asian students with over a 100% and 87.1%, respectively. The American Indian student long-term suspension rate saw a decrease from 2018-2019 to 2021-2022 of 67.6%. Two or More Races student rate decreased by 16.2%. When comparing the 2021-2022 rates of long-term suspensions to 2017-2018, the long-term suspension rates for American Indian students decreased by 83.3%, the rates for Two or More Races students decreased by 15.4% and the rates for White students decreased by 16.2%. While the rates for Black students increased by 22.5% and the rates for Hispanic students increased by 12.4% in 2021-2022.

Figure S15. Rate of Long-Term Suspensions by Race/Ethnicity, 2017-2018 to 2021-2022

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 2021-2022 school year.

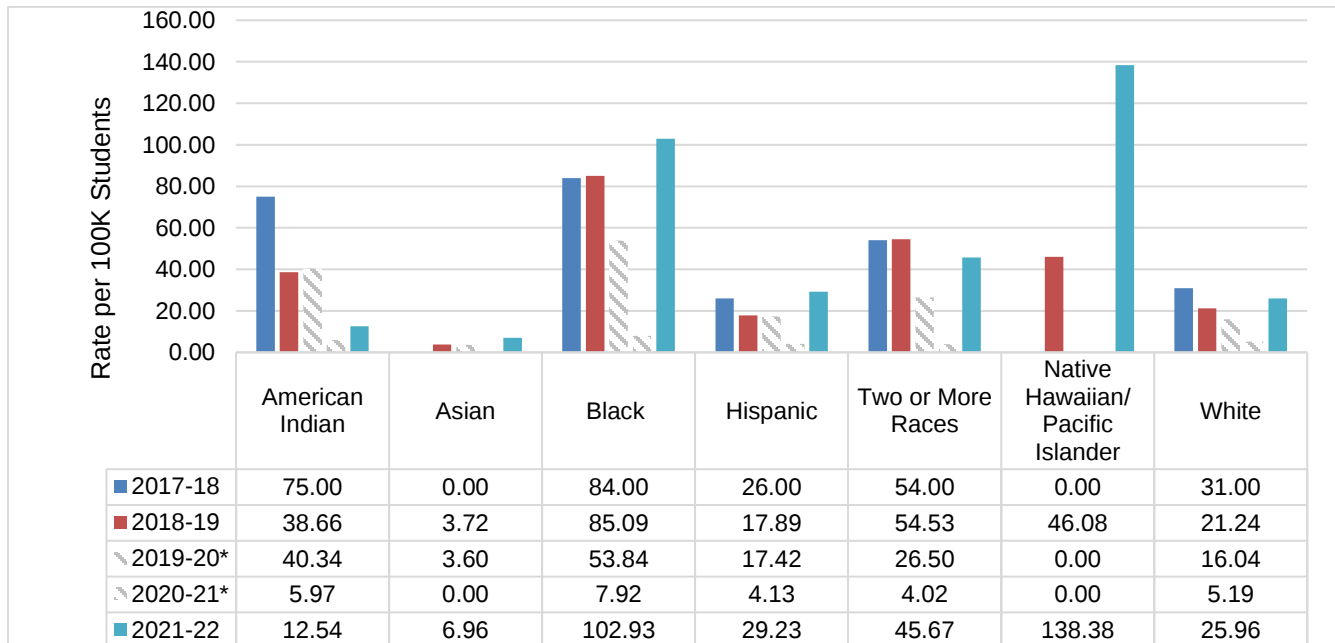
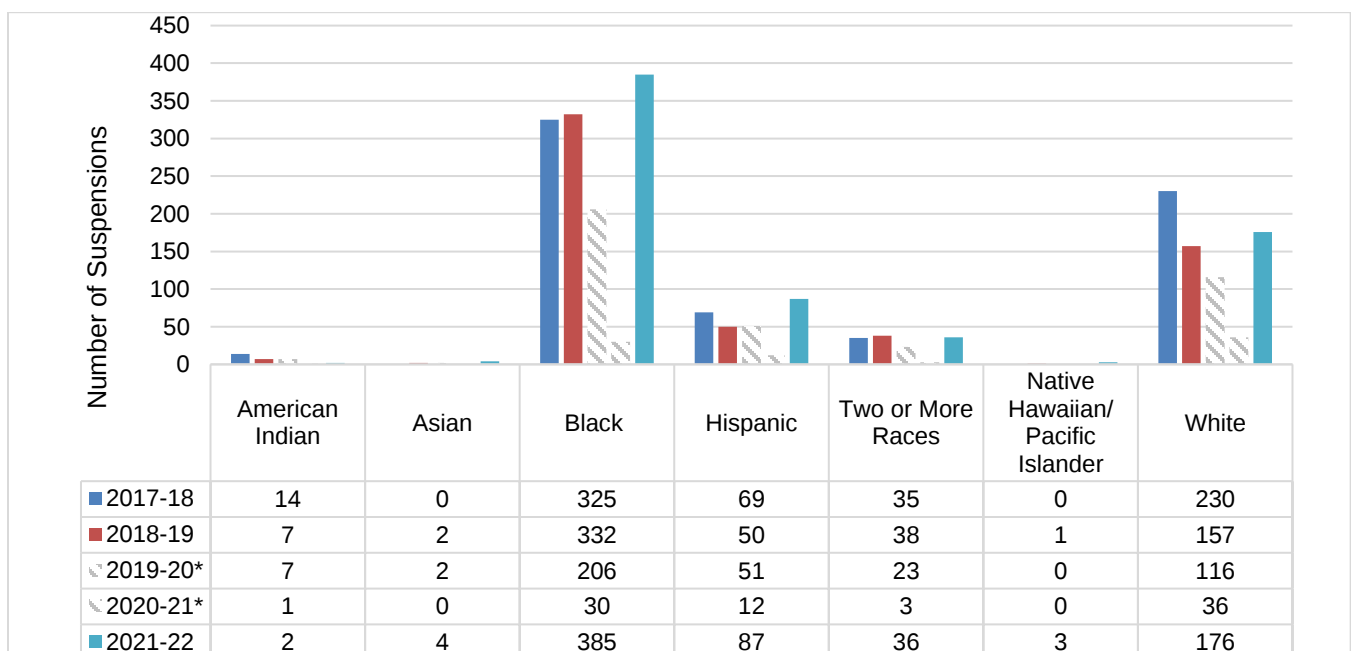


Figure S16. Count of Long-Term Suspensions by Race/Ethnicity, 2017-2018 to 2021-2022



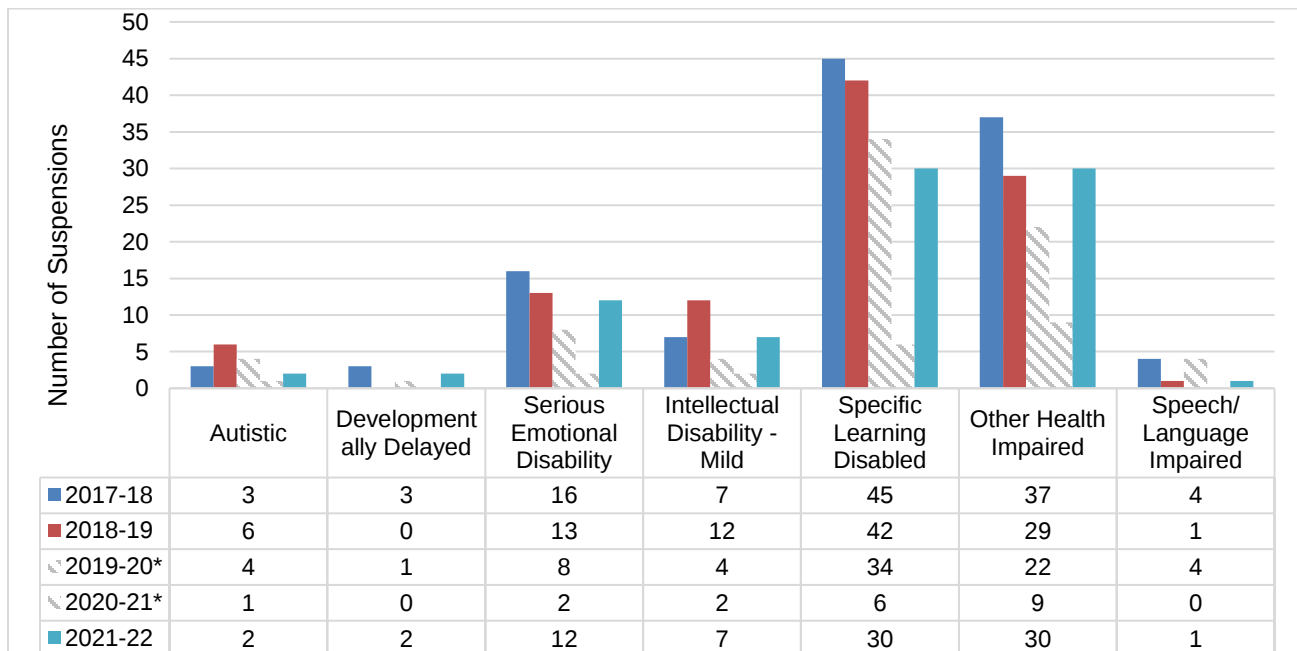
Of the 693 long-term suspensions in 2021-2023, 86 (12.4%) were given to students with disabilities. Of the seven most often reported eligibility categories, students identified in the eligibility categories of Specific Learning Disability, Other Health Impairment and Intellectual Disability-Mild had the highest number of long-term suspensions.

Table S6. Long-Term Suspensions Received by Students with Disabilities, 2021-2022

	Number of Long-Term Suspensions	Rate per 100K Students
All Students	693	46.61
Students w/ Disabilities	86	40.84
Autism	2	
Developmental Delay	2	
Serious Emotional Disability	12	
Intellectual Disability - Mild	7	
Specific Learning Disability	30	
Other Health Impairment	30	
Speech Impairment	1	
Other Eligibility Categories	2	

Of the seven most often reported eligibility categories, the number of long-term suspensions in 2021-2022 decreased or remained relatively unchanged compared to 2018-2019 and 2017-2018.

Figure S17. Long-Term Suspensions Received by Students with Disabilities, 2017-2018 to 2021-2022



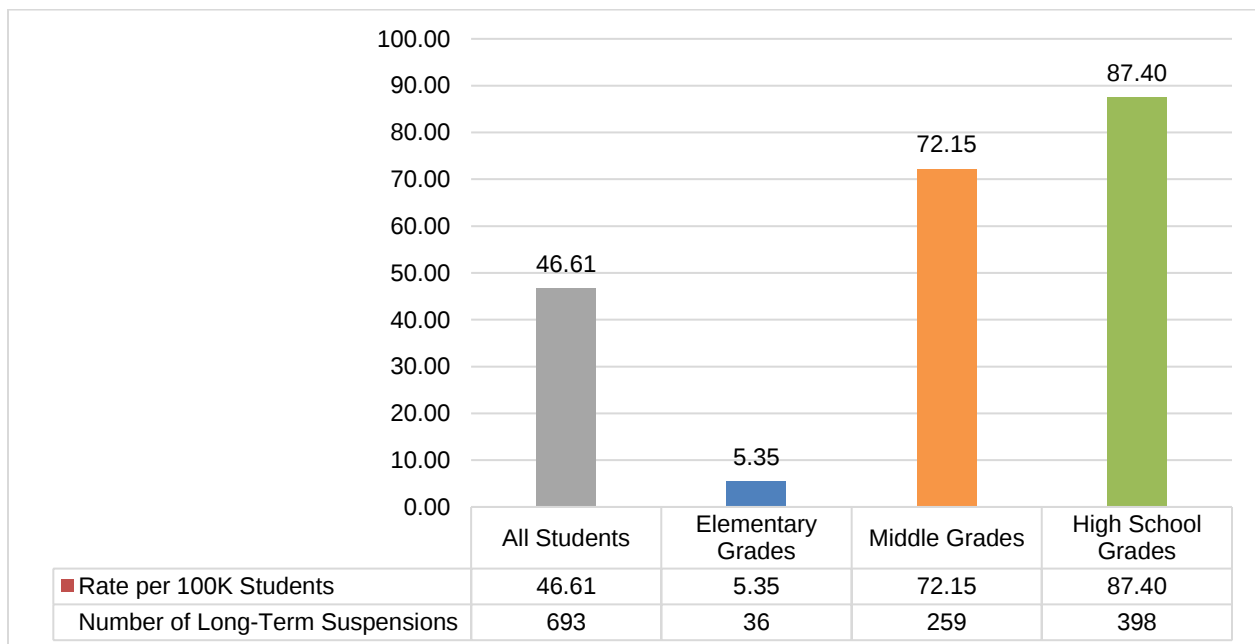
LONG-TERM SUSPENSION BY GRADE LEVEL

As is consistent with previous years, high school grades reported the most long-term suspensions in 2021-2022 and account for 57.4% of all long-term suspensions. Across all high school grades (9, 10, 11 and 12), 398 long-term suspensions were reported statewide for a rate of 87.40 suspensions per 100,000 high school students. There were 259 long-term suspensions in middle school grades in 2021-2022. The rate of long-term suspensions in middle school was 72.15 per 100,000 students.

Table S7. Long-Term Suspensions by Grade Level, 2021-2022

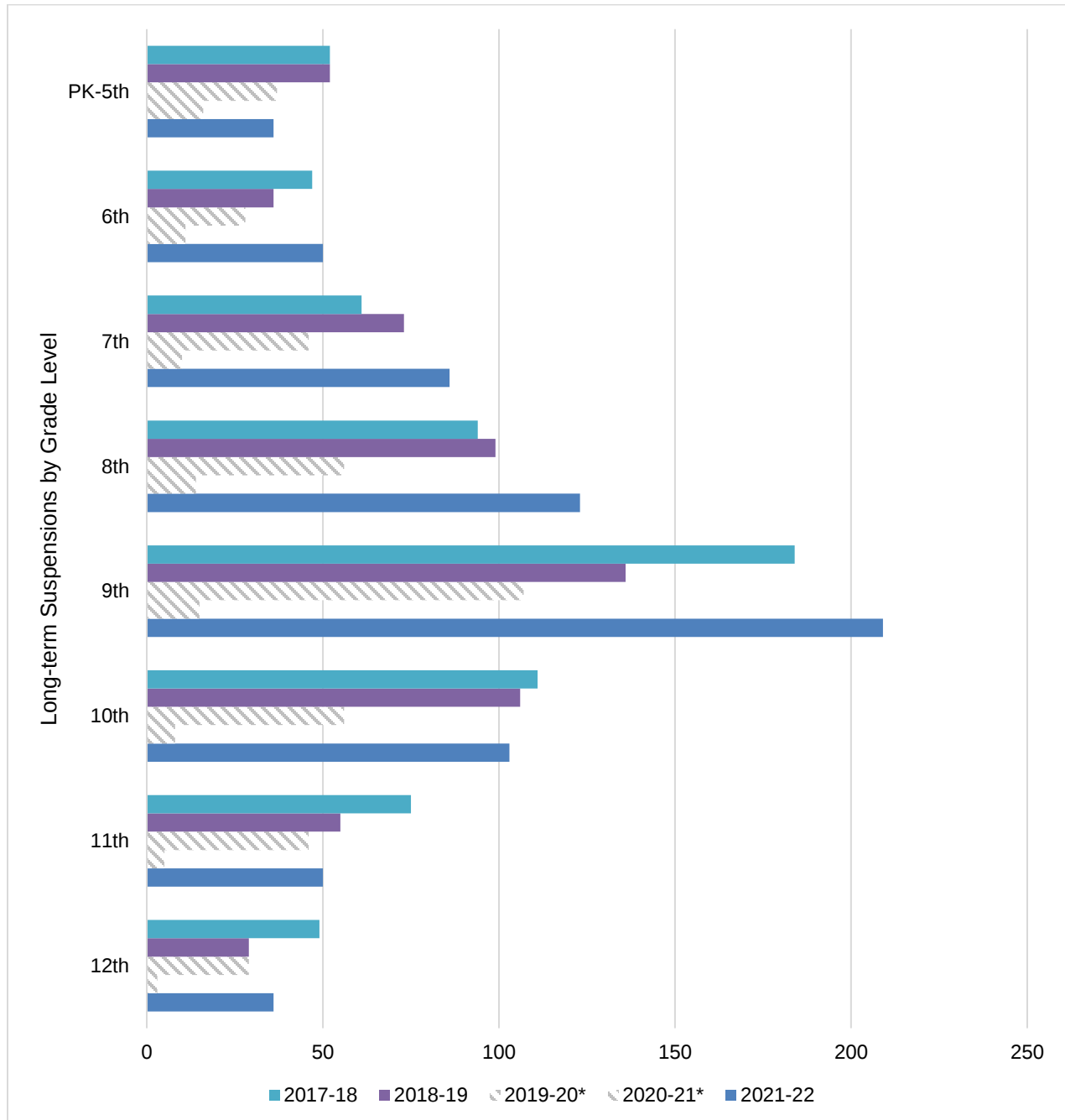
	Number of Long-Term Suspensions	Rate per 100K Students
All Students	693	46.61
Elementary Grades	36	5.35
Middle Grades	259	72.15
High School Grades	398	87.40
Grade 6	50	
Grade 7	86	
Grade 8	123	
Grade 9	209	
Grade 10	103	
Grade 11	50	
Grade 12 (includes 13 and XG)	36	

Figure S18. Long-Term Suspensions by Grade Level, 2021-2022



When compared to the number of suspensions by grade in 2017-2018, Grades 6, 7, 8 and 9 saw increases in the number of short-term suspensions in 2021-2022; all elementary grades, Grade 10, Grade 11 and Grade 12 saw a decrease. Grade 7 saw the highest increase of 41.0%. Grade 11 saw the largest decrease of 33.3% in the number of long-term suspensions between 2017-2018 and 2021-2022.

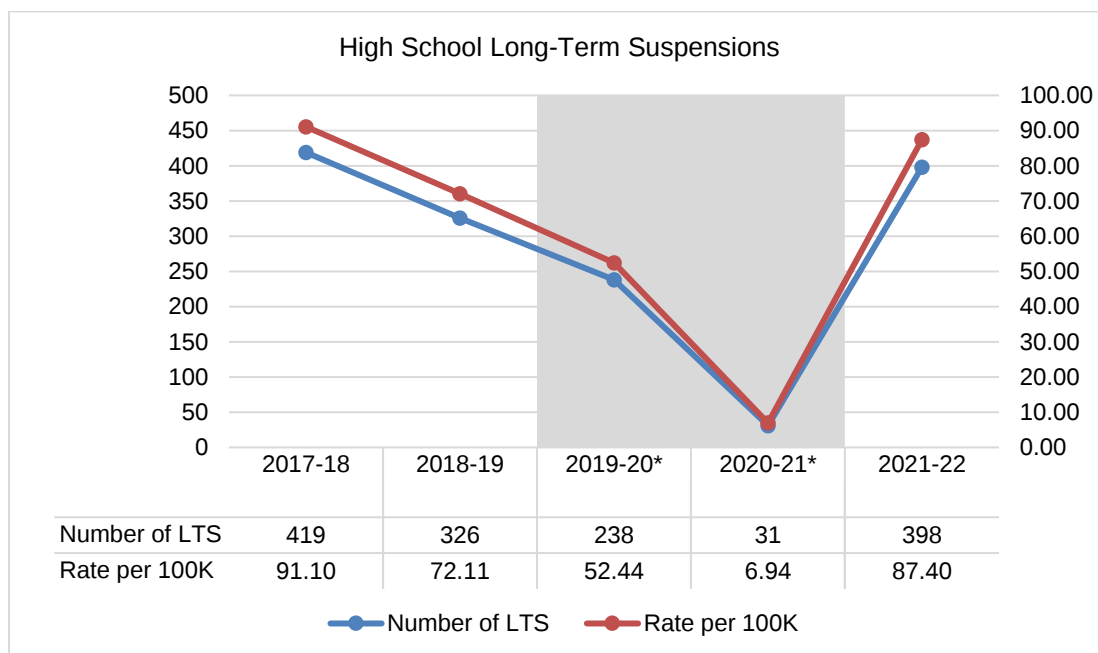
Figure S19. Long-Term Suspensions by Grade Level, 2017-2018 to 2021-2022



LONG-TERM SUSPENSIONS IN HIGH SCHOOL GRADES

Across all high school grades (9, 10, 11 and 12), 398 long-term suspensions were reported statewide for a rate of 87.40 suspensions per 100,000 high school students. The high school long-term suspension rate decreased by 4.1% from the rate in 2017-2018.

Figure S20. High School Long-Term Suspensions, 2017-2018 to 2021-2022



LONG-TERM SUSPENSIONS BY PSU

In 2021-2022, across the state, 223 (67.8%) PSUs reported zero long-term suspensions. The remaining 106 (32.2) PSUs reported 1 to 88 long-term suspensions with long-term suspension rates ranging from 1.9 long-term suspension per 100K students to 2,105.26 100K enrolled. Among these PSUs, 71 (67.0%) had rates above the state long-term suspension rate of 46.61 per 100K and 35 (33.0%) had rates below the state long-term suspension rate.

The PSUs with the lowest (non-zero) long-term suspension rates in 2021-2022 were Cabarrus County Schools, Charlotte-Mecklenburg Schools, Gaston County Schools, Rowan-Salisbury Schools, and Wake County Schools.

The PSUs with the highest long-term suspension rates in 2021-2022 were Anson County Schools, Apprentice Academy HS of NC, Hertford County Schools, KIPP Gaston College Preparatory, and UpROAR Leadership Academy.

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

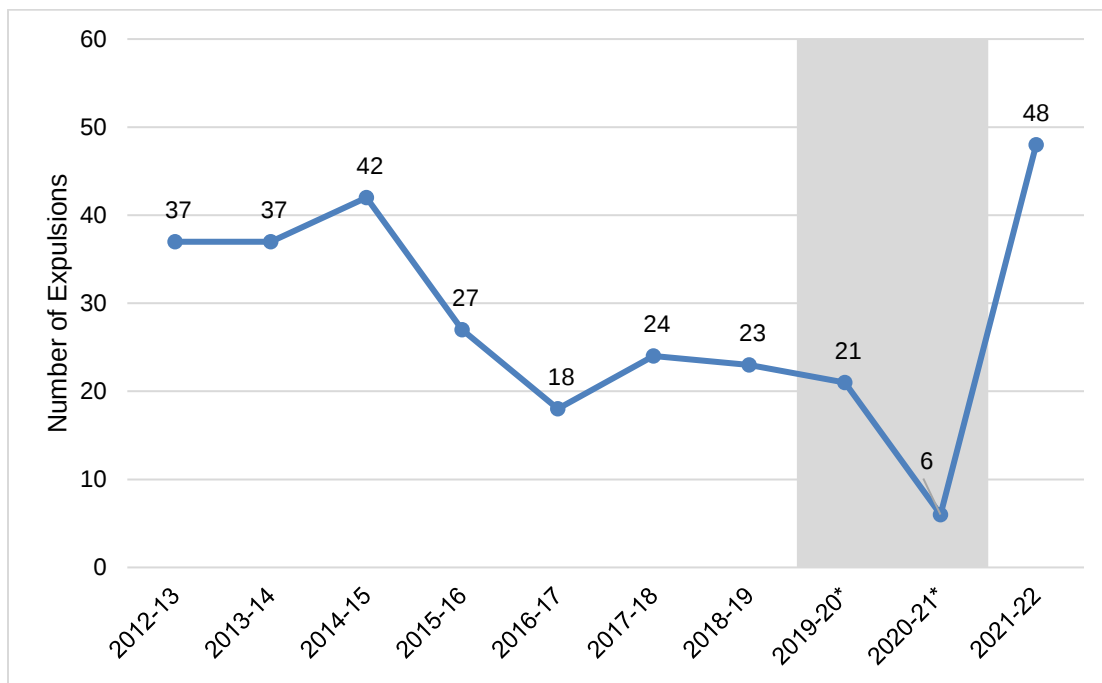
EXPULSIONS

General Findings

In 2021-2022, there were 48 expulsions across all North Carolina schools.

When compared to the most recent pre-pandemic school year and over a five-year period, the total number of expulsions increased by a little over 100% from the 23 expulsions in 2018-2019 and by 100% from the 24 in 2017-2018. Over the ten-year period from 2012-2013 to 2021-2022, the number of expulsions increased by 29.7% in 2021-2022.

Figure S21. Expulsions, 2012-2013 to 2021-2022⁴

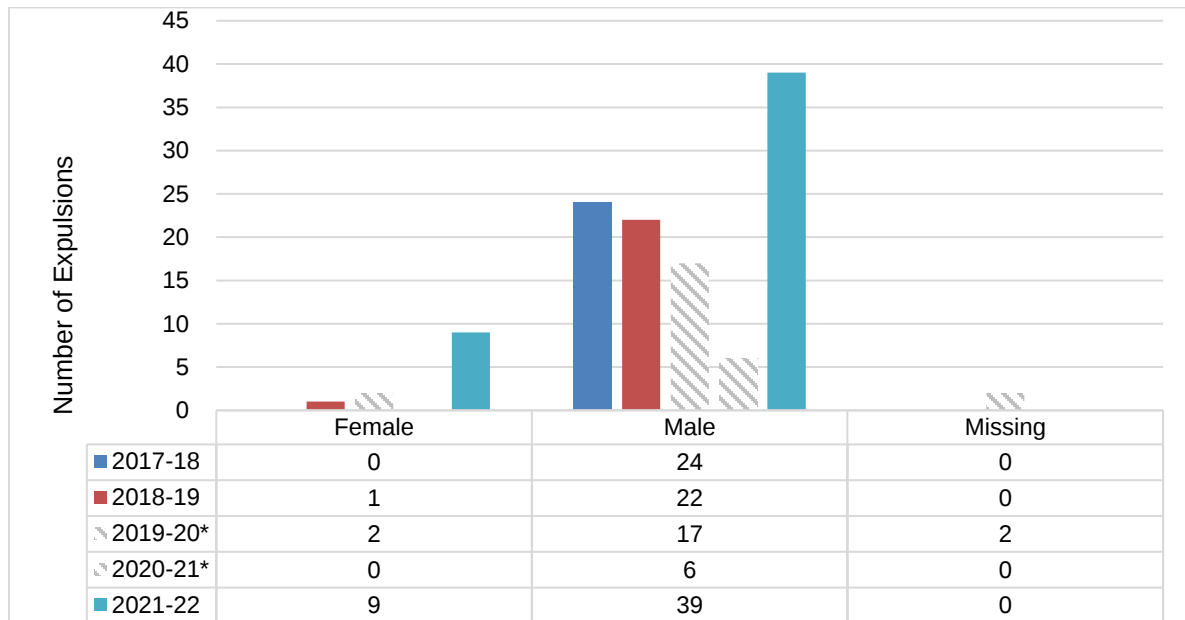


⁴ * In response to the COVID-19 pandemic, starting in March of the 2019-2020 school year and continuing through the 2020-2021 school year, public school units across the state employed unprecedented methods to ensure continued student learning by utilizing various modes of instruction and student outreach. As such, caution should be taken when comparing data reported for the 2019-2020 and 2020-2021 school years to data reported for prior and subsequent years.

EXPULSIONS BY STUDENT SUBGROUP

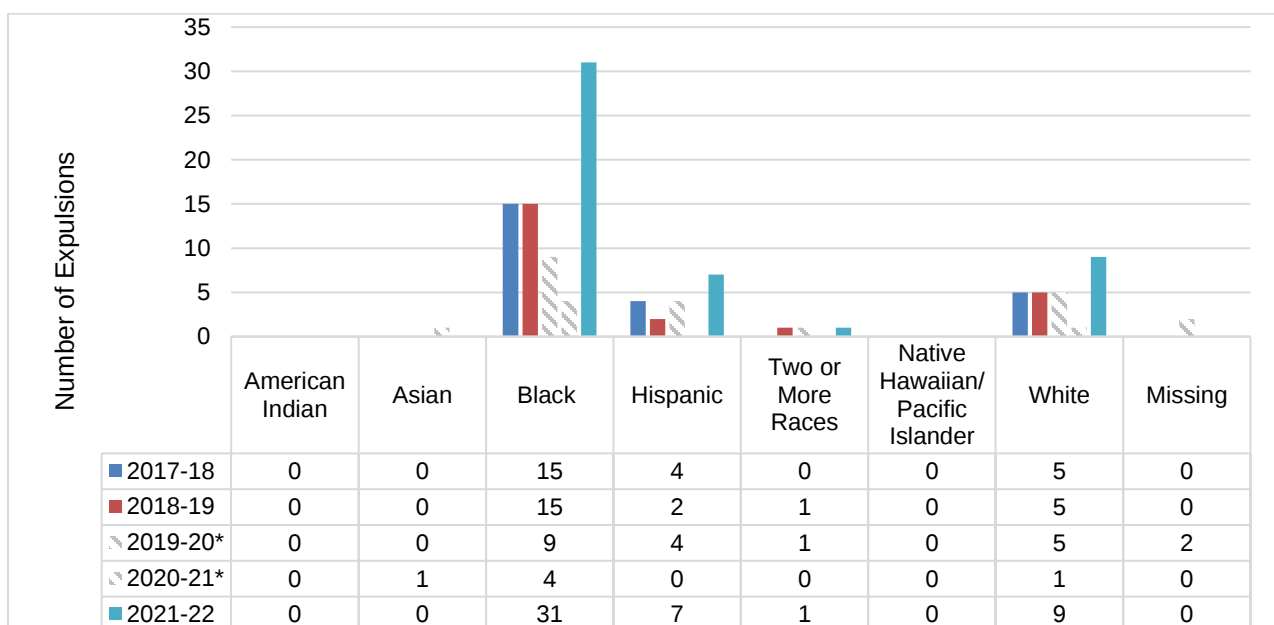
Consistent with previous years, male students are expelled more than female students. In 2021-2022, 39 (81.3%) expelled students were male. The number of female students expelled in 2021-2022 is higher than in any of the last five school years.

Figure S22. Expulsions by Sex, 2017-2018 to 2021-2022



Of the 48 students expelled in 2021-2022, 64.6% were Black students, 18.8% were White students, 14.6% were Hispanic students and 2.1% were Two or More Races students.

Figure S23. Expulsions by Race/Ethnicity, 2017-2018 to 2021-2022



Of the 48 students expelled in 2021-2022, 12.5% were students with disabilities.

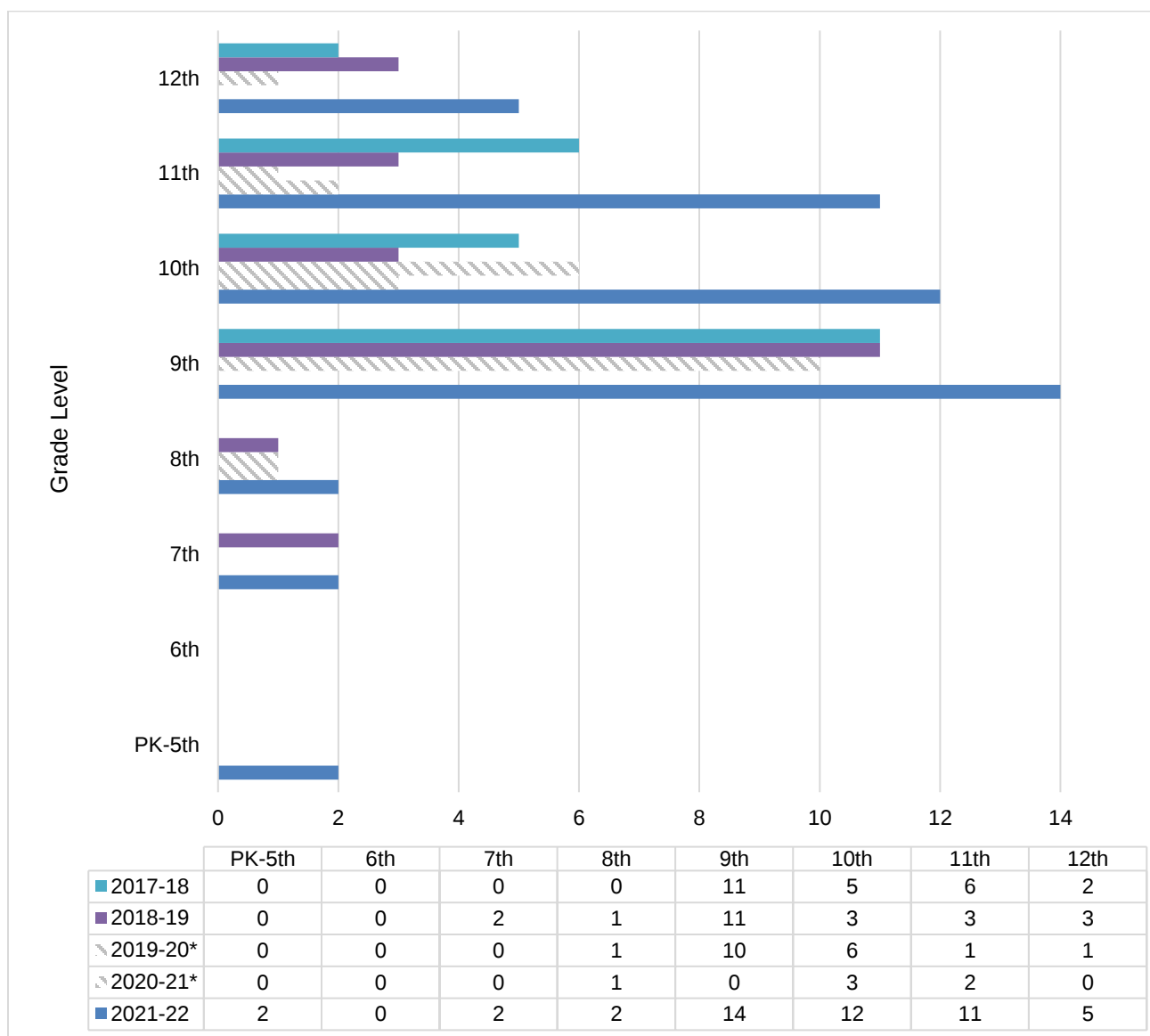
Table S8. Expulsions of Students with Disabilities, 2017-2018 to 2021-2022

	2017-18	2018-19*	2019-20*	2020-21	2021-22
Developmentally Delayed	0	0	0	0	0
Other Health Impaired	0	2	0	0	3
Serious Emotional Disability	0	1	2	1	1
Intellectual Disability - Mild	0	0	0	0	0
Specific Learning Disabled	2	3	0	1	2
Speech/Language Impaired	1	0	0	0	0
Total	3	6	2	2	6

EXPULSIONS BY GRADE LEVEL

Most expulsions occur in high school grades. Ninth graders received the most expulsions during the 2021-2022 academic year, followed by tenth and eleventh graders.

Figure S24. Expulsions by Grade Level, 2017-2018 to 2021-2022



EXPULSIONS BY PSU

In 2021-2022, across the state, 17 PSUs reported 1 or more expulsions. The number of expulsions per PSU ranged from 1 to 22.

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

SUSPENSIONS AND EXPULSIONS COMPANION REPORT AND TABLES

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

2021-2022 Consolidated Data Companion Report

Table S9. Short-Term Suspension Statistics for Schools in PSUs, 2021-2022

Table S10. High School Short-Term Suspension Statistics for PSU, 2021-2022

Table S11. Short-Term Suspensions, Long-Term Suspensions and Expulsions in PSUs by Sex and Ethnicity, 2021-2022

2021-2022 USES OF CORPORAL PUNISHMENT

INTRODUCTION

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

GENERAL FINDINGS

Although some corporal punishment data has been captured for some PSUs over many years, 2010-11 was the first year that all uses of corporal punishment were required to be reported. Over the last four academic years, 2018-2019, 2019-2020*, 2020-2021* and 2021-2022, zero districts across the state have reported the use of corporal punishment in school. In the 2017-2018 academic year, two PSUs employed corporal punishment for a total of 60 uses, 15 fewer than the 75 reported uses in the 2016-2017 academic year.

Data and Reporting Considerations and Cautions

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

Given the cautions presented above as well as a return to reporting in 2021-2022 that is consistent with pre-pandemic school years, in this report, the traditional 1-year and 2-year comparisons of the 2021-2022 school year to the school years of 2020-2021 and 2019-2020, respectively, will be replaced with comparisons of the 2021-2022 school year to the most recent pre-pandemic school years of 2018-2019 and 2017-2018, respectively. Even though 2019-2020 and 2020-2021 school year data will not be used in comparisons throughout this report, the data will remain in all relevant tables and figures.

2021-2022 REASSIGNMENTS FOR DISCIPLINARY REASONS

INTRODUCTION

Definitions of Reassignments for Disciplinary Purposes

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

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

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

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

Student Reassignment Data Collection, Analysis and Reporting

DATA COLLECTION AND REPORTING PROCEDURES

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

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

Within the section of the report there are three-subsections: Section 1: In-school Suspensions, Section 2: Alternative Learning Assignments for Disciplinary Purposes, and Section 3: Suspensions and Reassignments for Disciplinary Purposes. In each of these subsections, unless otherwise stated, the charts and tables in this section represent numbers of full-day in-school suspensions, alternative learning placements, suspensions, not the number of unique students.

COUNT AND RATE CALCULATIONS

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

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

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

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

Alternative learning placements for disciplinary reasons rate per 100,000 students enrolled calculation:

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

LIMITATIONS AND CAUTIONS OF 2019–2020 AND 2020–2021 ACADEMIC YEAR DATA

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

Given the cautions presented above as well as a return to reporting in 2021-2022 that is consistent with pre-pandemic school years, in this report, the traditional 1-year and 2-year comparisons of the 2021-2022 school year to the school years of 2020-2021 and 2019-2020, respectively, will be replaced with comparisons of the 2021-2022 school year to the most recent pre-pandemic school years of 2018-2019 and 2017-2018, respectively. Even though 2019-2020 and 2020-2021 school year data will not be used in comparisons throughout this report, the data will remain in all relevant tables and figures.

IN-SCHOOL SUSPENSIONS

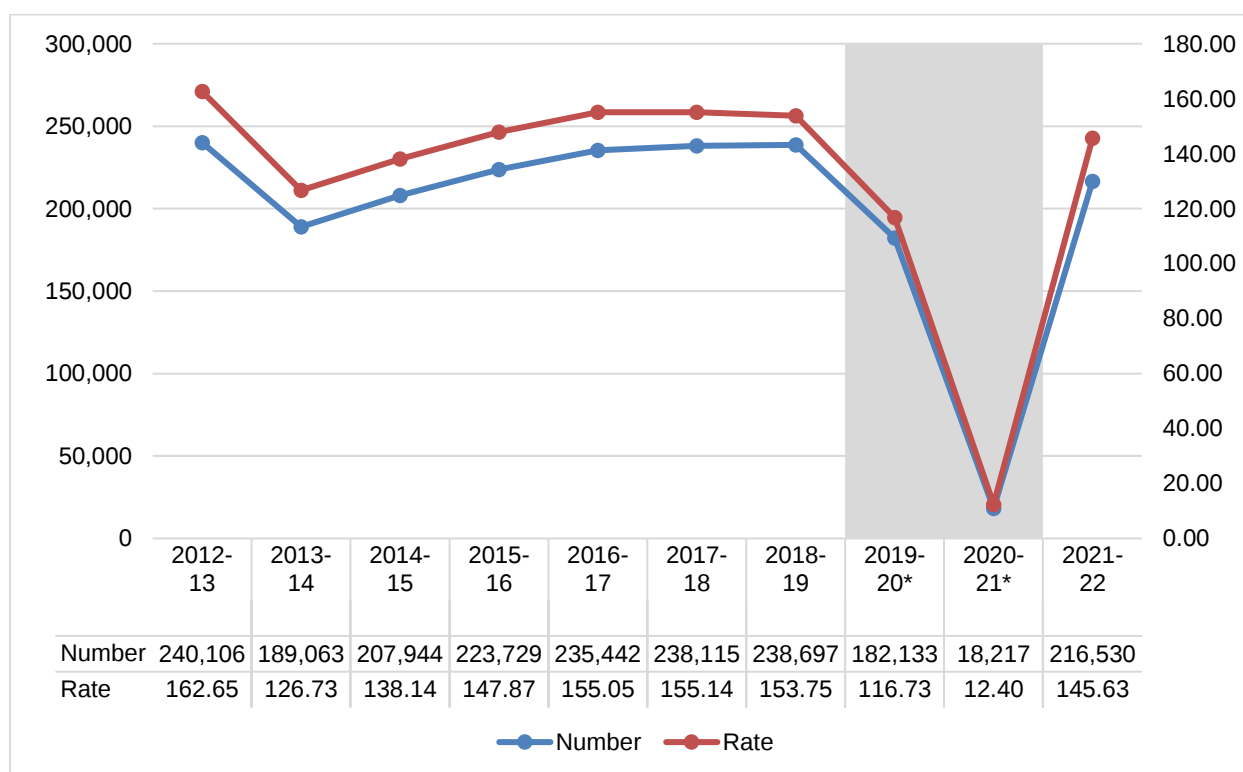
General Findings

In 2021-2022, North Carolina public schools assigned 216,530 in-school suspensions (ISS) of a half-day or more to 112,399 students with a rate of 145.63 in-school suspensions per 1,000 students.

The 216,530 in-school suspensions were given to 112,399 individual students.

Compared to the most recent pre-pandemic school year, the total number of in-school suspensions decreased by 9.3% from 2018-2019 to 2021-2022. The rate of in-school suspensions decreased by 5.3% from 2018-2019 to 2021-2022. The five-year comparison in the number and rate of in-school suspensions also saw decrease of 9.1% and 6.1%, respectively, from 2017-2018 to 2021-2022, as did the 10-year comparison of 2012-2013 to 2021-2022 of 9.8% and 11.7%, respectively.

Figure R1. In-School Suspensions, 2017-2018 to 2021-2022⁵



⁵ * In response to the COVID-19 pandemic, starting in March of the 2019-2020 school year and continuing through the 2020-2021 school year, public school units across the state employed unprecedented methods to ensure continued student learning by utilizing various modes of instruction and student outreach. As such, caution should be taken when comparing data reported for the 2019-2020 and 2020-2021 school years to data reported for prior and subsequent years.

IN-SCHOOL SUSPENSIONS BY STUDENT SUBGROUP

Of the 216,530 full-day in-school suspensions, 149,160 (68.9%) were assigned to male students and 67,370 (31.1%) were assigned to female students. The rate of in-school suspension for male students was 193.86 per 1,000 male students enrolled, whereas the rate of in-school suspension for female students was 91.73 per 1,000 female students enrolled.

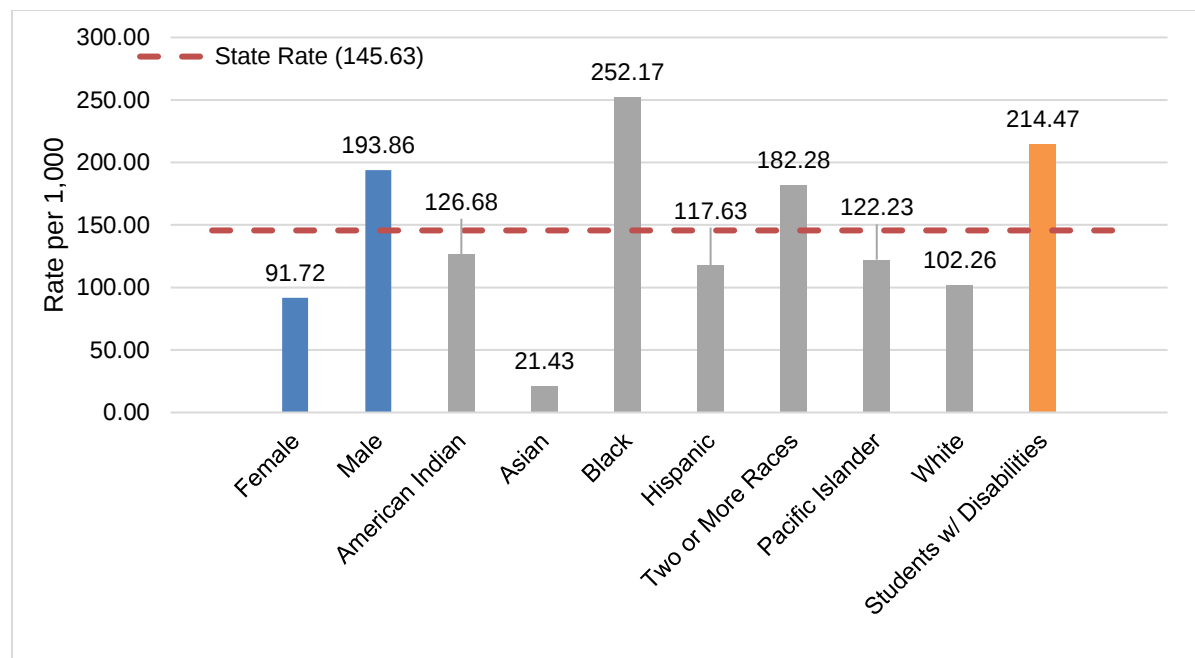
Within the race/ethnicity subgroups, Black students had the high rate of in-school suspension (252.17 per 1,000 Black students enrolled, followed by Two or More Races students (182.28 per 1,000). Asian students had the lowest rate of in-school suspension.

In 2021-2022, Black students, Students with Disabilities, and male students had the highest rates of in-school suspensions per 1,000 students among the various student subgroups (252.17, 214.47, and 193.86 per 1,000, respectively). Asian students and female students had the lowest rates of in-school suspension.

Table R1. Full Day In-School Suspensions by Student Subgroup, 2021-2022

Race/Ethnicity	Number of In-School Suspensions	Rate per 1,000 Students
All Students	216,530	145.63
Female	67,370	91.72
Male	149,160	193.86
American Indian	2,021	126.68
Asian	1,232	21.43
Black	94,319	252.17
Hispanic	35,007	117.63
Two or More Races	14,369	182.28
Native Hawaiian/ Pacific Islander	265	122.23
White	69,317	102.26
Students w/ Disabilities	45,164	214.47

Figure R2. Rate of Full Day In-School Suspensions by Student Subgroup, 2021-2022



The table below shows the breakdown of in-school suspensions assigned to students with disabilities in the most reported eligibility categories. Students identified in the eligibility categories of Specific Learning Disability and Other Health Impairment had the highest number of in-school suspensions.

Table R2. Full-Day In-School Suspensions Received by Students with Disabilities, 2021-2022

Eligibility Categories	Number of In-School Suspensions	Rate per 1,000 Students
All Students	216,530	145.63
Students w/ Disabilities	45,164	214.47
Autism	1,862	
Developmental Delay	482	
Serious Emotional Disability	4,043	
Intellectual Disability - Mild	3,094	
Specific Learning Disability	19,093	
Other Health Impairment	14,697	
Speech Impairment	1,248	
Other Eligibility Categories	645	

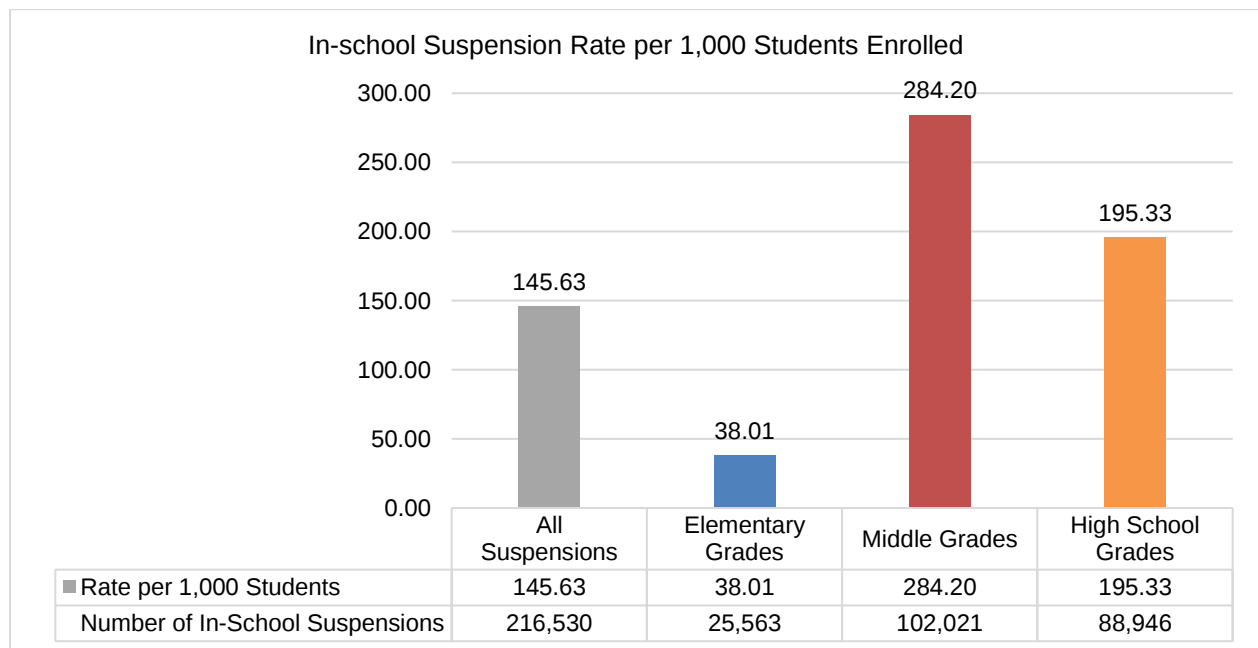
IN-SCHOOL SUSPENSIONS BY GRADE LEVEL

Table R4 displays in-school suspensions by grade level. Students in middle school grades received the most in-school suspensions in 2021-2022 and had the highest rate of in-school suspensions per 1,000 students of 284.20 suspensions. Ninth-grade students received the most in-school suspensions, followed by seventh-grade students and eighth graders.

Table R3. Full-Day In-School Suspensions by Grade Level, 2021-2022

Grade Level	Number of In-School Suspensions	Rate per 1,000 Students
All Suspensions	216,530	145.63
Elementary Grades	25,563	38.01
Middle Grades	102,021	284.20
High School Grades	88,946	195.33
Pre-Kindergarten/Kindergarten	1,854	
Grade 1	2,236	
Grade 2	2,651	
Grade 3	4,528	
Grade 4	6,220	
Grade 5	8,074	
Grade 6	30,592	
Grade 7	36,882	
Grade 8	34,547	
Grade 9	40,237	
Grade 10	23,854	
Grade 11	15,392	
Grade 12 (Includes 13 and XG)	9,463	

Figure R3. Rate of Full Day In-School Suspensions by Grade Level, 2021-2022



IN-SCHOOL SUSPENSIONS BY PSU

Across the 2,722 public schools statewide, in 2021-2022, 24.7% of schools (672) reported zero in-school suspensions and 75.3% (2,050) of school reported one or more in-school suspensions.

The number of in-school suspensions ranged from 1 to 1,510 suspensions and the rate of in-school suspensions ranged from 0.64 per 1,000 students enrolled to 4,289.77 per 1,000 students enrolled, for the schools that reported at least one in-school suspension (2,050). Among these schools, 716 (34.9%) had rates above the state in-school suspensions rate of 145.63 per 1,000 enrolled and 1,334 (65.1%) had rates at or below the state in-school suspensions rate.

In 2021-2022, 110 (33.4%) PSUs – 108 independent public schools and 2 educational entities – reported zero in-school suspensions and 219 (66.6%) PSUs – 115 public school districts, 103 independent public schools and 1 educational entity – reported at least one in-school suspensions in 2021-2022.

For the 219 PSUs that reported at least one in-school suspensions, the number of in-school suspensions ranged from 1 to 13,823 suspensions; rates ranged from 0.64 per 1,000 students enrolled to 619.58 per 1,000 students enrolled. Sixty-eight (31.1%) had rates above the state in-school suspensions rate of 145.63 per 1,000 enrolled and 151 (68.9%) had rates below the state in-school suspensions rate.

The PSUs with the lowest (non-zero) in-school suspension rates in 2021-2022 were Anson County Schools, Bethany Community School, Charlotte Lab School, Crosscreek Charter School, Faith Academy, Forsyth Academy, KIPP Gaston College Preparatory, Piedmont Classical High School, Pioneer Springs Community School, Research Triangle Charter, Shining Rock Classical Academy: CFA, Sugar Creek Charter, Summerfield Charter Academy, Union Day School, and Wayne Preparatory.

The PSUs with the highest in-school suspension rates in 2021-2022 were Carteret County Public Schools, Clinton City Schools, Columbus County Schools, Edgecombe County Public Schools, Granville County Schools, Pamlico County Schools, Pitt County Schools, Thomasville City Schools, Tyrrell County Schools, and Whiteville City Schools.

Table R7. Reassignments for Disciplinary Reasons by School and PSU, 2021-2022 details in-school suspensions in PSUs and schools, (see the [Reassignments for Disciplinary Reasons Companion Report and Tables](#) section).

ALTERNATIVE LEARNING PLACEMENTS AS DISCIPLINARY ACTIONS

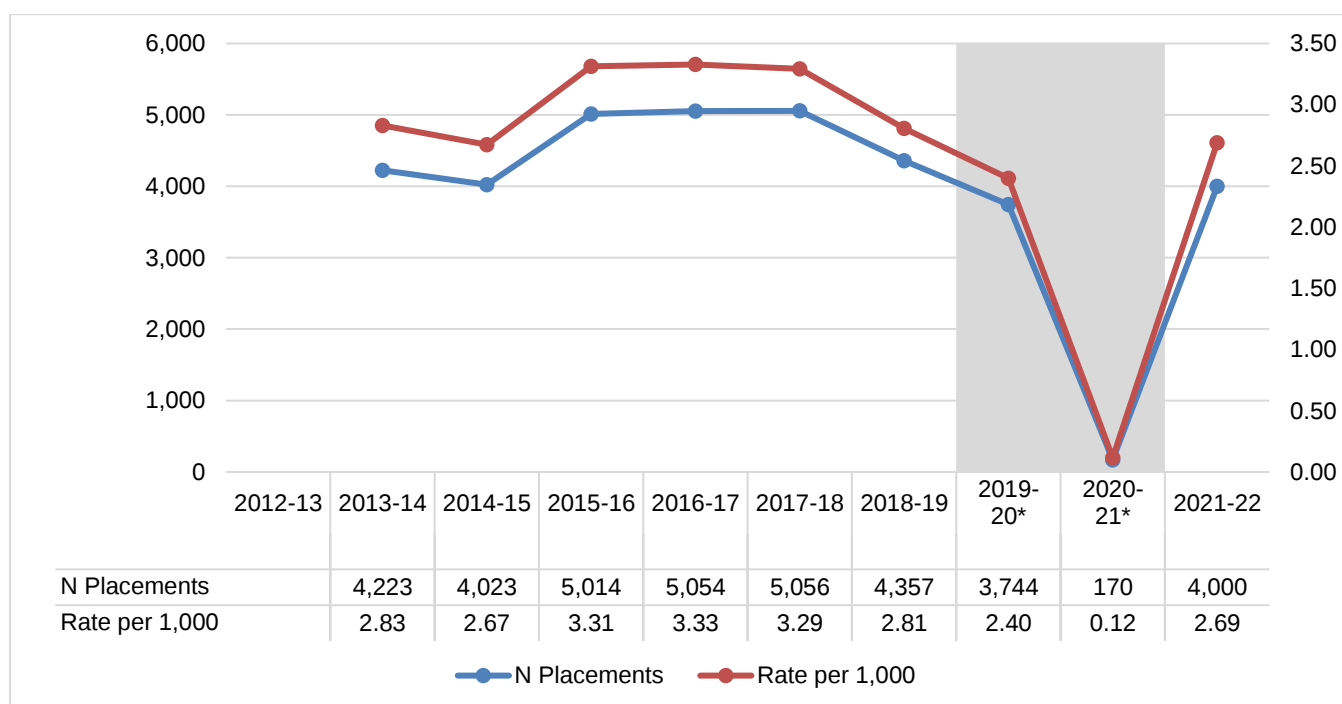
General Findings

In 2021-2022, schools reported 4,000 alternative learning placements as a disciplinary action (enALP placements). The rate of alternative learning placement was 2.69 placements per 1,000 students.

The 4,000 placements were given to 3,549 students.

Compared to the most recent pre-pandemic school year, the total number of placements decreased by 8.2% from 2018-2019 to 2021-2022. The rate of placement decreased by 4.1% from 2018-2019 to 2021-2022. The five-year comparison in the number and rate of placement also saw decrease of 20.9% and 18.3%, respectively, from 2017-2018 to 2021-2022, as did the 9-year comparison of 2013-2014 to 2021-2022 of 5.3% and 5.0%, respectively.

Figure R4. Alternative Learning Placements as a Disciplinary Action, 2012-2013 to 2021-2022⁶



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

ALTERNATIVE LEARNING PLACEMENTS AS DISCIPLINARY ACTIONS BY STUDENT SUBGROUP

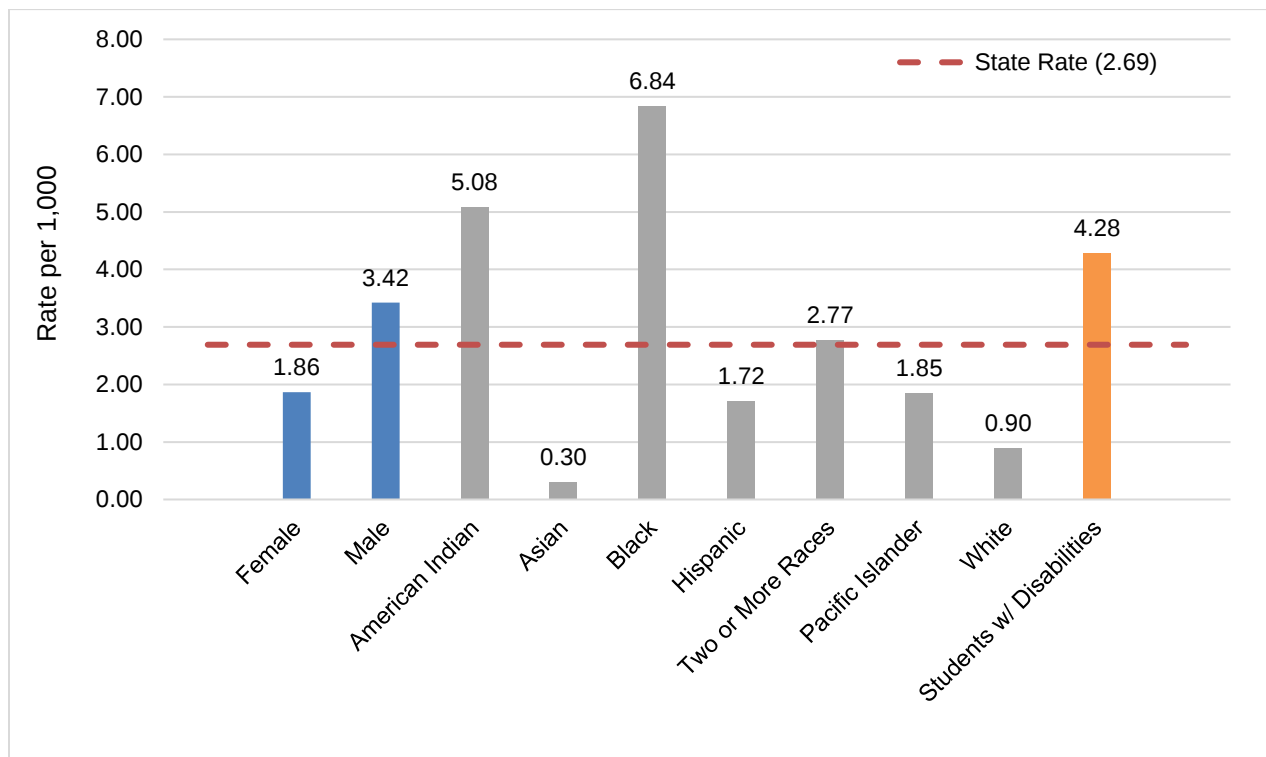
In the 2021-2022 school year, 34.2% of the 4,000 alternative learning placements for disciplinary reasons were assigned to female students and 65.8% to male students. The rate of placements for females was 1.86 per 1,000 female students and 3.42 per 1,000 students for males.

Black students, American Indian students, and Students with Disabilities had the highest rates of placements per 1,000 students (6.84, 5.08, and 4.28, respectively). Asian students, White students and Hispanic students had the lowest rates of placements per 1,000 students (0.30, 0.90 and 1.72, respectively).

Table R4. Alternative Learning Placements as a Disciplinary Action by Student Subgroup, 2021-2022

	Number of ALPS Assignments	Rate per 1,000 Students
All Students	4,000	2.69
Female	1,368	1.86
Male	2,632	3.42
American Indian	81	5.08
Asian	17	0.30
Black	2,560	6.84
Hispanic	512	1.72
Two or More Races	218	2.77
Native Hawaiian/ Pacific Islander	4	1.85
White	608	0.90
Students w/ Disabilities	902	4.28

Figure R5. Rate of Alternative Learning Placements as a Disciplinary Action by Subgroup, 2021-2022



Of the 4,000 placements for disciplinary reasons, 902 (22.6%) involved students with disabilities. Students identified in the eligibility categories of Serious Emotional Disability, Specific Learning Disability and Other Health Impairment had the highest number of ALPS placements in 2021-2022.

Table R5. Alternative Learning Placements as a Disciplinary Action for Students with Disabilities, 2021-2022

Eligibility Category	Number of ALPS Assignments	Rate per 1,000 Students
All Students	4,000	2.69
Students w/ Disabilities	902	4.28
Autism	29	
Developmental Delay	5	
Serious Emotional Disability	164	
Intellectual Disability - Mild	74	
Specific Learning Disability	310	
Other Health Impairment	294	
Speech Impairment	14	
Other Eligibility Categories	12	

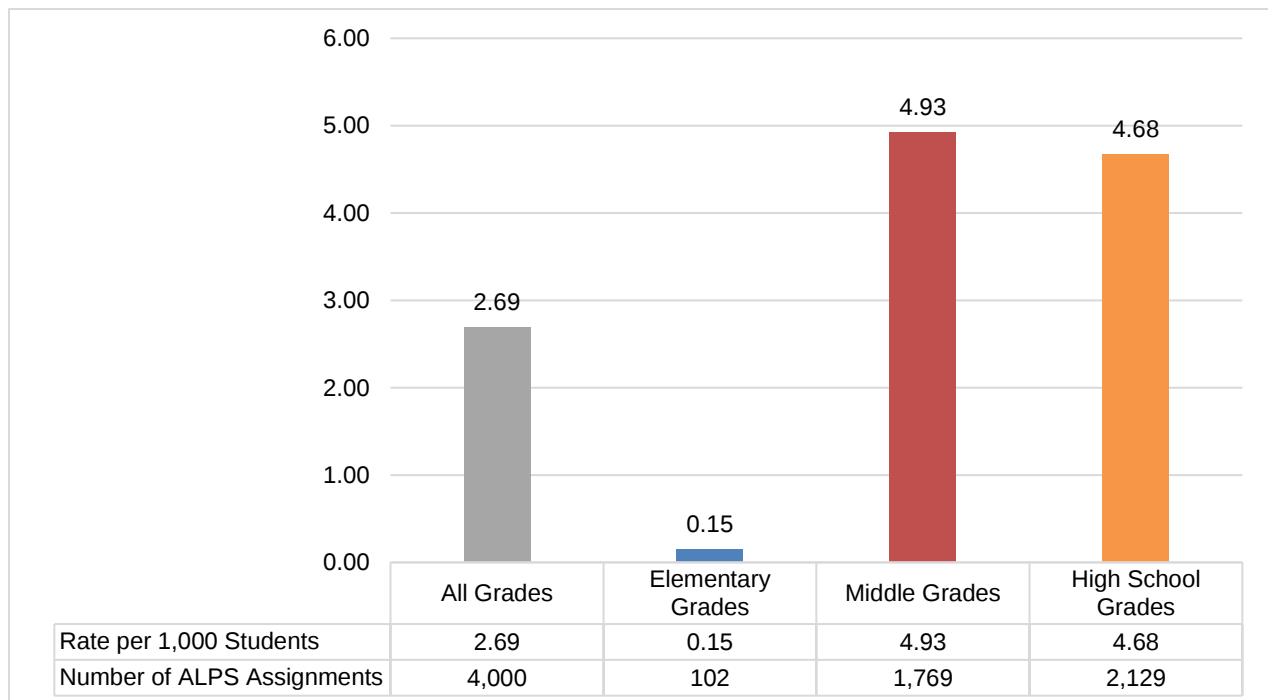
ALTERNATIVE LEARNING PLACEMENTS AS DISCIPLINARY ACTIONS BY GRADE LEVEL

Students in high school grades received the most alternative learning placements for disciplinary reasons in 2021-2022, totaling 53.2% of all placements; however, middle school grades had the highest rate of placements per 1,000 students of 4.93 placements.

Table R6. Alternative Learning Placements as a Disciplinary Action by Grade Level, 2021-2022

Grade Level	Number of ALPS Assignments	Rate per 1,000 Students
All Grades	4,000	2.69
Elementary Grades	102	0.15
Middle Grades	1,769	4.93
High School Grades	2,129	4.68
Grade 6	412	
Grade 7	624	
Grade 8	733	
Grade 9	1,120	
Grade 10	524	
Grade 11	304	
Grade 12 (Includes 13 and XG)	181	

Figure R6. Rate of Alternative Learning Placements as a Disciplinary Action by Grade Level, 2021-2022



ALTERNATIVE LEARNING PLACEMENTS AS DISCIPLINARY ACTIONS BY PSU

Statewide, in 2021-2022, across the 2,722 public schools, 85.2% of schools (2,319) reported zero alternative learning placements as a disciplinary action and 14.8% (403) of school reported one or more alternative learning placements as a disciplinary action.

The number of alternative learning placements as a disciplinary action ranged from 1 to 137 assignments and the rate of placement ranged from 0.50 per 1,000 students enrolled to 227.09 per 1,000 students enrolled, for the schools that reported at least one alternative learning placement as a disciplinary action (403). Among these schools, 301 (74.7%) had rates above the state rate of 2.69 per 1,000 enrolled and 102 (25.3%) had rates of placements at or below the state rate.

In 2021-2022, 264 (80.2%) PSUs – 50 public school districts, 108 independent public schools and 3 educational entities – reported zero alternative learning placements as a disciplinary action, whereas 65 (19.8%) PSUs – 115 public school districts, 166 independent public schools and 2 educational entity – reported at least one alternative learning placement as a disciplinary action in 2021-2022.

For the 65 PSUs that reported at least one alternative learning placement as a disciplinary action, the number of assignments ranged from 1 to 678 placement; rates ranged from 0.05 per 1,000 students enrolled to 58.54 per 1,000 students enrolled. Twenty-two (33.8%) had rates above the state rate of 146.57 per 1,000 enrolled and 43 (66.2%) had rates below the state rate.

Table R7. Reassignments for Disciplinary Reasons by School and PSU, 2021-2022 details alternative learning placements as a disciplinary action in PSUs and schools, (see the [Reassignments for Disciplinary Reasons Companion Report and Tables](#) section).

REASSIGNMENTS FOR DISCIPLINARY REASONS COMPANION REPORT AND TABLES

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

2021-2022 Consolidated Data Companion Report

Table R7. Reassignments for Disciplinary Reasons by School and PSU, 2021-2022

2021-2022 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

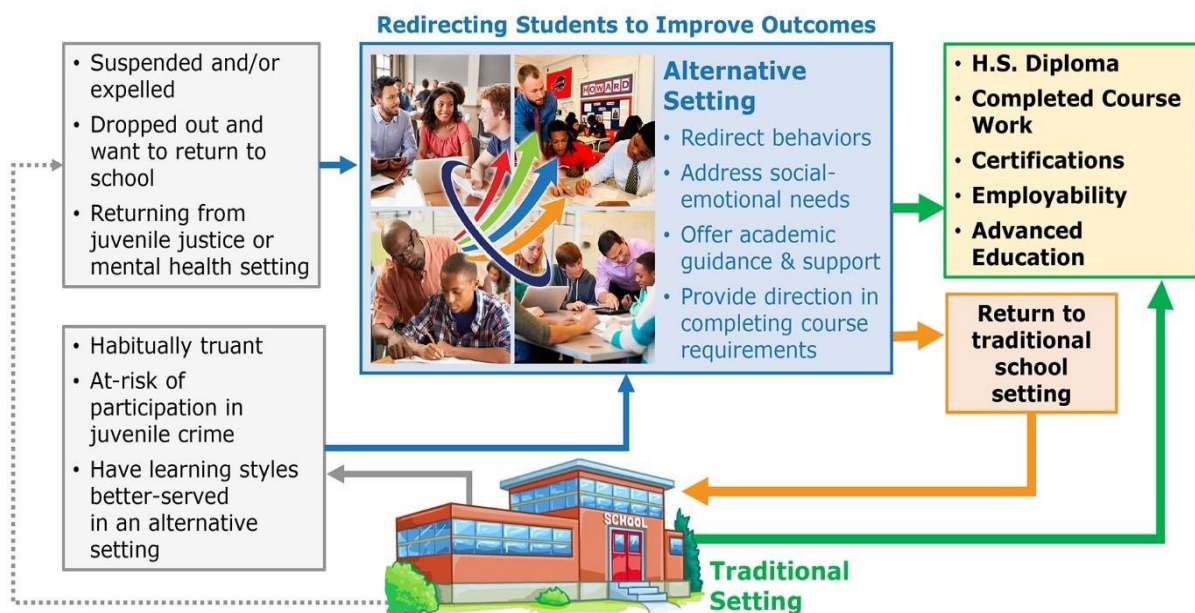
ALPS should:

- 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>.

Data and Reporting Considerations and Cautions

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

Given the cautions presented above as well as a return to reporting in 2021-2022 that is consistent with pre-pandemic school years, in this report, the traditional 1-year and 2-year comparisons of the 2021-2022 school year to the school years of 2020-2021 and 2019-2020, respectively, will be replaced with comparisons of the 2021-2022 school year to the most recent pre-pandemic school years of 2018-2019 and 2017-2018, respectively. Even though 2019-2020 and 2020-2021 school year data will not be used in comparisons throughout this report, the data will remain in all relevant tables and figures.

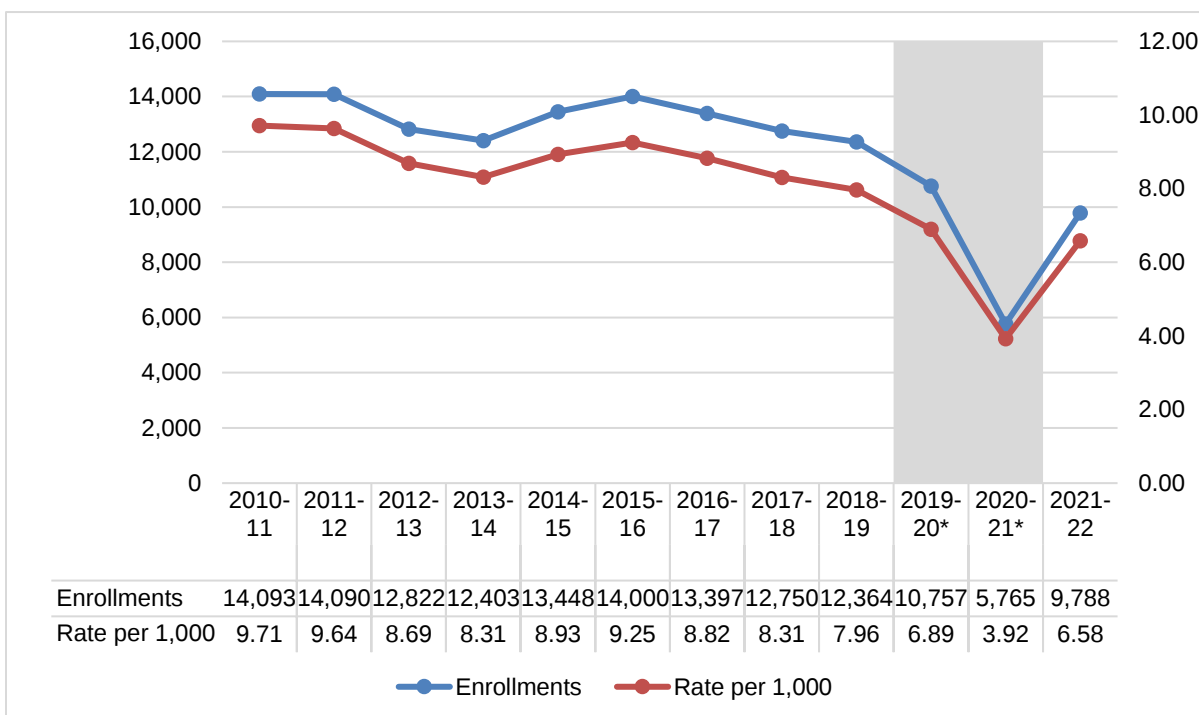
GENERAL FINDINGS

This section reports total enrollment in Alternative Learning Programs and Schools (ALPS) regardless of the reason for the enrollment. ALPS reported 9,788 student enrollments during the 2021-2022 academic year, a 20.8% decrease from most recent pre-pandemic school year of 2018-2019 and a 23.2% decrease from 2017-2018.

In 2021-2022, the rate of ALPS enrollments was 6.58 per 1,000 students. When comparing the change in the rate of ALPS enrollments from the most recent pre-pandemic school year and in a 5 year period, the rate of enrollments saw a decrease of 17.3% compared to 2018-2019 and decrease of 20.8% compared to 2017-2018.

There were 9,351 unique/individual students who were enrolled in ALPS over the course of the 2021-2022 school year.

Figure A1. ALPS Enrollments, 2012-2013 to 2021-2022⁷



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

Alternative Learning Program and School Enrollments by Student Subgroup

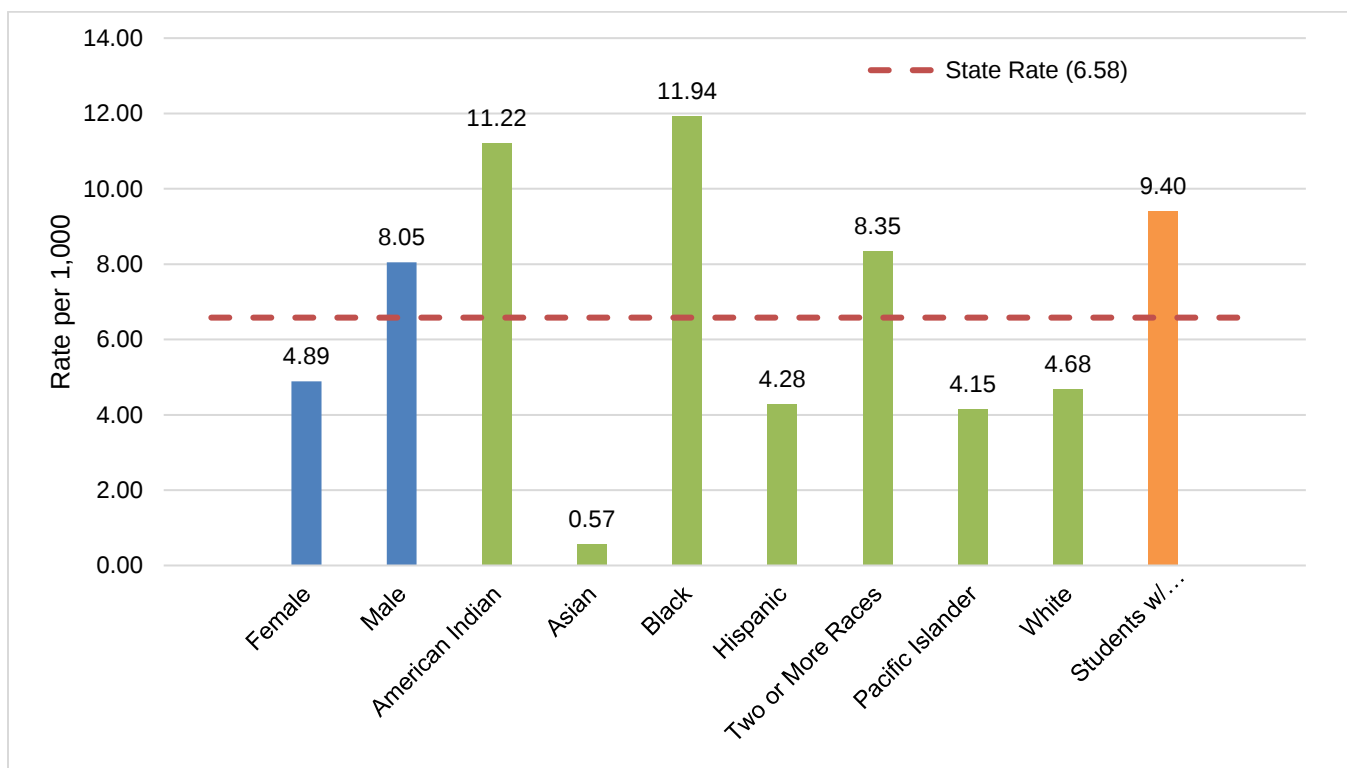
In the 2021-2022 school year, 36.7% of the 9,788 ALPS enrollments were for female students and 63.3% for male students. The rate of ALPS enrollments for females was 4.89 per 1,000 female students and 8.05 per 1,000 students for males.

In 2021-2022, the highest rates for ALPS enrollments per 1,000 students were for Black students, American Indian students, and Students with Disabilities with rates per 1,000 students of 11.94, 11.41 and 9.40 enrollments per 1,000 students, respectively. The lowest rates of ALPS enrollment per 1,000 students were for Asian students.

Table A1. ALPS Enrollments by Student Subgroup, 2021-2022

	Number of ALPS Enrollments	Rate of ALPS Enrollment per 1,000
All Students	9,788	6.58
Female	3,591	4.89
Male	6,197	8.05
American Indian	179	11.22
Asian	33	0.57
Black	4,467	11.94
Hispanic	1,273	4.28
Two or More Races	658	8.35
Native Hawaiian/ Pacific Islander	9	4.15
White	3,169	4.68
Students w/ Disabilities	1,980	9.40

Figure A2. ALPS Enrollments by Student Subgroup, 2021-2022



Since the 2017-2018 school year, the rate and number of enrollments for male and female students has decreased. For female and male students, there was an 12.9% and a 27.6% decrease in rates of ALPS enrollment from the 2017-2018 school year to 2021-2022.

Figure A3. Rate of ALPS Enrollments by Sex, 2017-2018 to 2021-2022

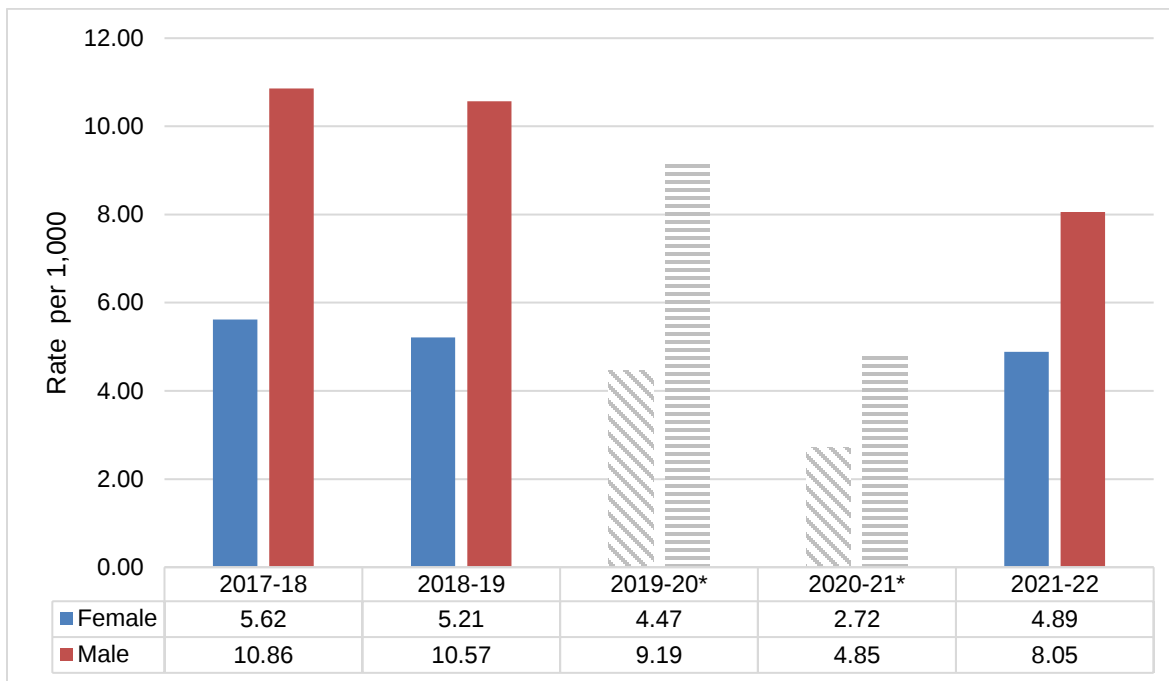
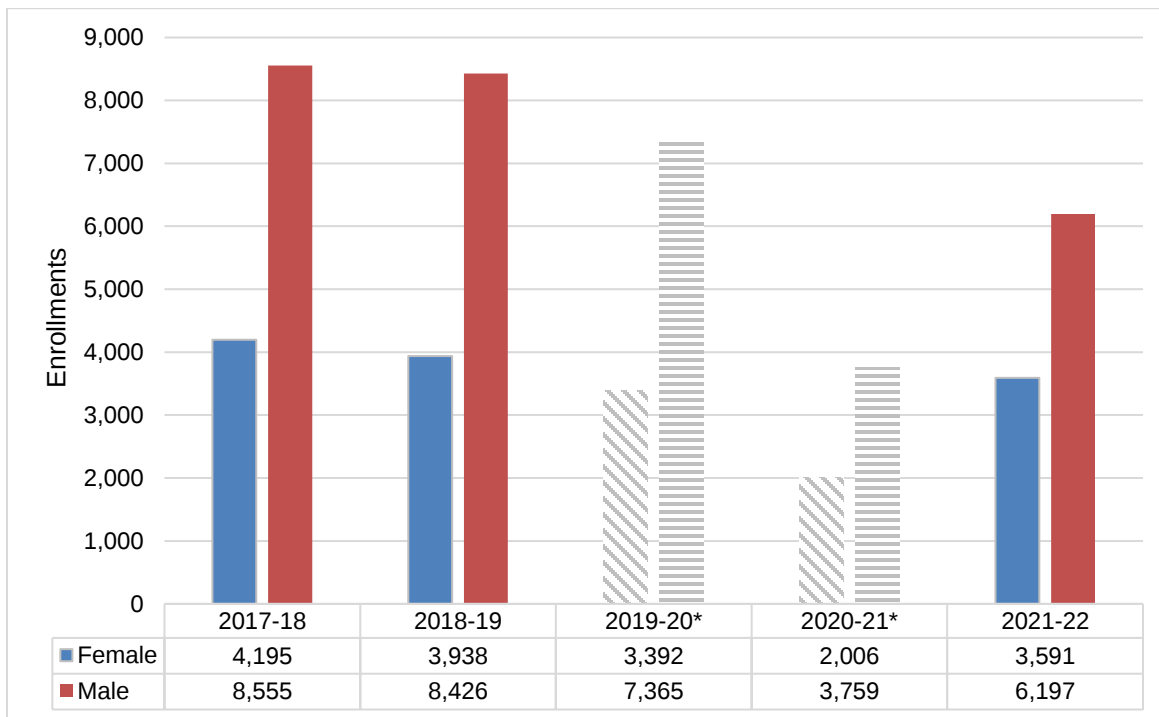


Figure A4. ALPS Enrollments by Sex, 2017-2018 to 2021-2022



Black students and White students had the highest number of ALPS enrollments in 2021-2022; however, the highest rates for ALPS enrollments per 1,000 students were for Black students and American Indian students with rates per 1,000 students. The lowest rates of ALPS enrollment per 1,000 students were for Asian students.

Figure A5. Rate of ALPS Enrollments by Race/Ethnicity, 2017-2018 to 2021-2022

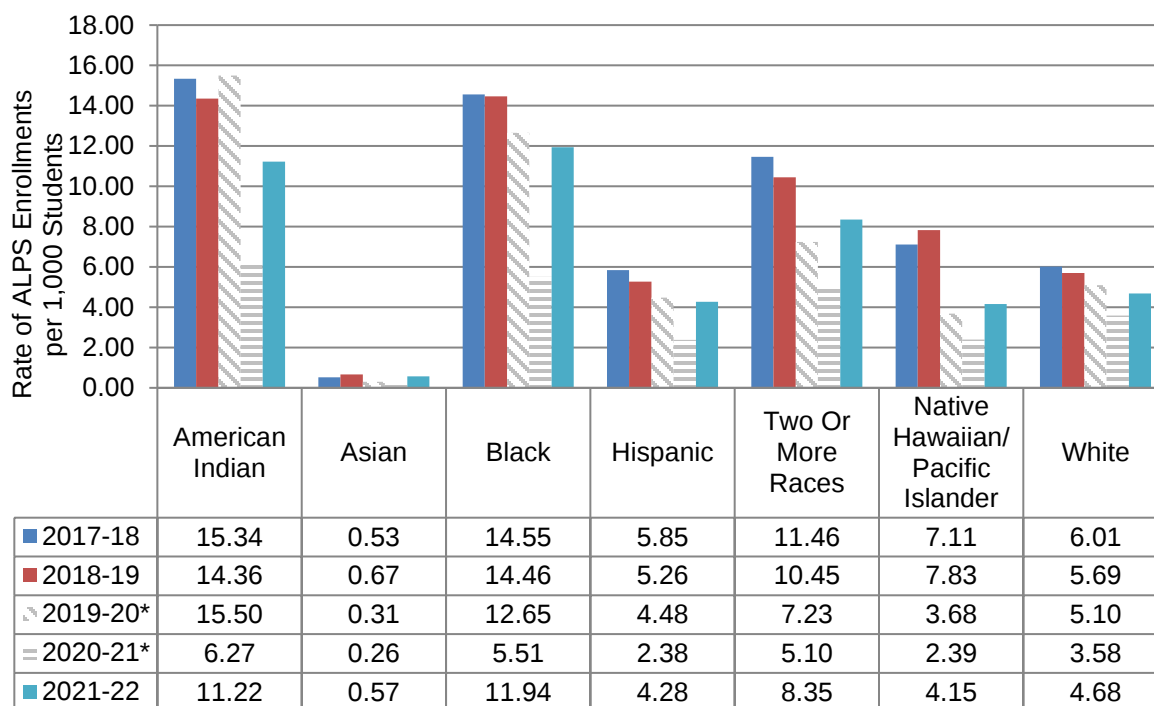
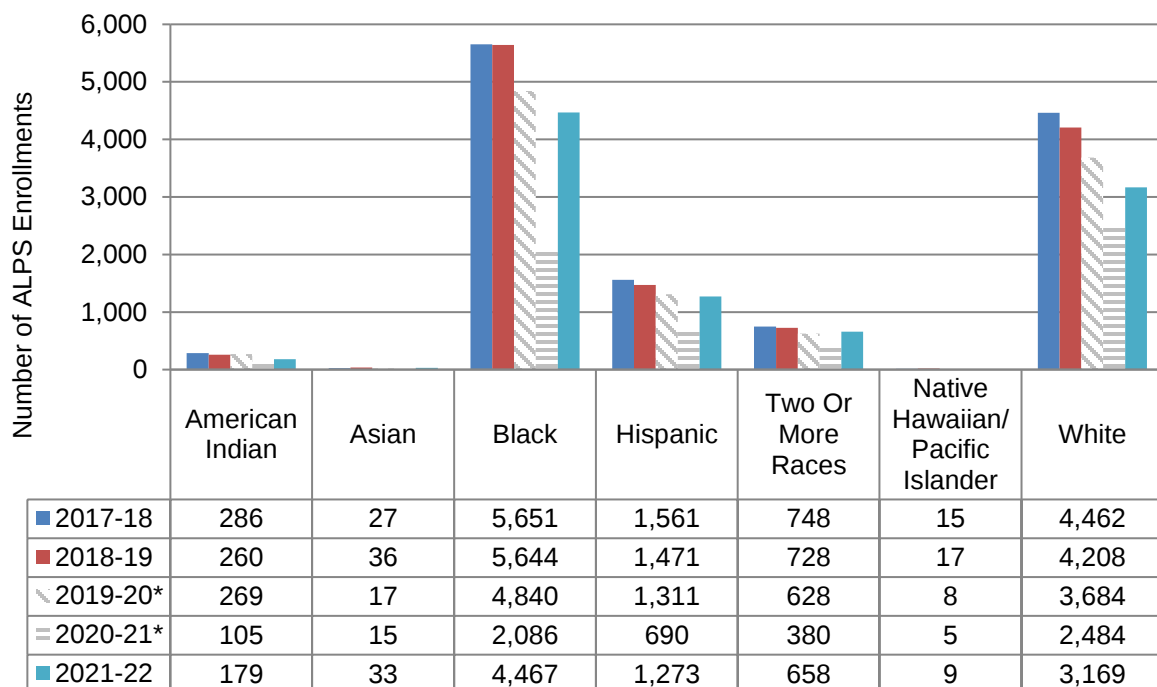


Figure A6. ALPS Enrollments by Race/Ethnicity, 2017-2018 to 2021-2022



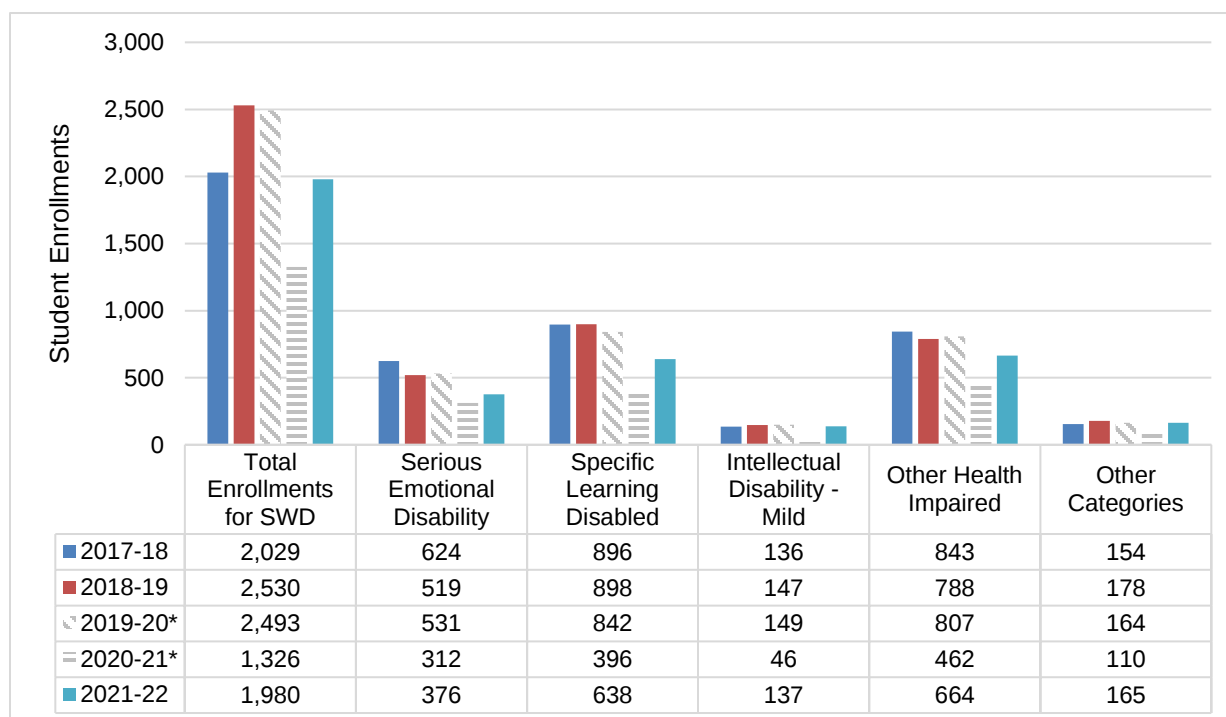
In the 2021-2022 school year, there were 1,980 enrollments of Students with Disabilities in ALPS. These enrollments accounted for 20.2% of all 2021-2022 enrollments.

Table A2. ALPS Enrollments for Students with Disabilities, 2021-2022

	Number of ALPS Enrollments	Rate of ALPS Enrollment per 1,000
All Students	9,788	6.58
Students w/ Disabilities	1,980	9.40
Serious Emotional Disability	376	
Intellectual Disability - Mild	137	
Specific Learning Disability	638	
Other Health Impairment	664	
Other Eligibility Categories	165	

The total enrollments into ALPS for students with disabilities and across the four most commonly reported eligibility categories enrolled in ALPS increased from the 2021-2022 school year. When compared to the ALPS enrollments of students with disabilities in 2017-2018, there was a decrease of 25.4% in total enrollments. Additionally, there was a 28.8% decrease in the enrollments of students identified in the eligibility category of Specific Learning Disability; a 39.7% decrease in enrollments of students identified in the eligibility category of Serious Emotional Disability; and a 21.2% decrease in the enrollments of students identified in the eligibility category of Other Health Impaired. The enrollments of students identified in eligibility categories increased by 7.1% from 2017-2018 to 2021-2022.

Figure A7. ALPS Enrollments for Students with Disabilities, 2017-2018 to 2021-2022



Alternative Learning Program and School Enrollments by Grade Level

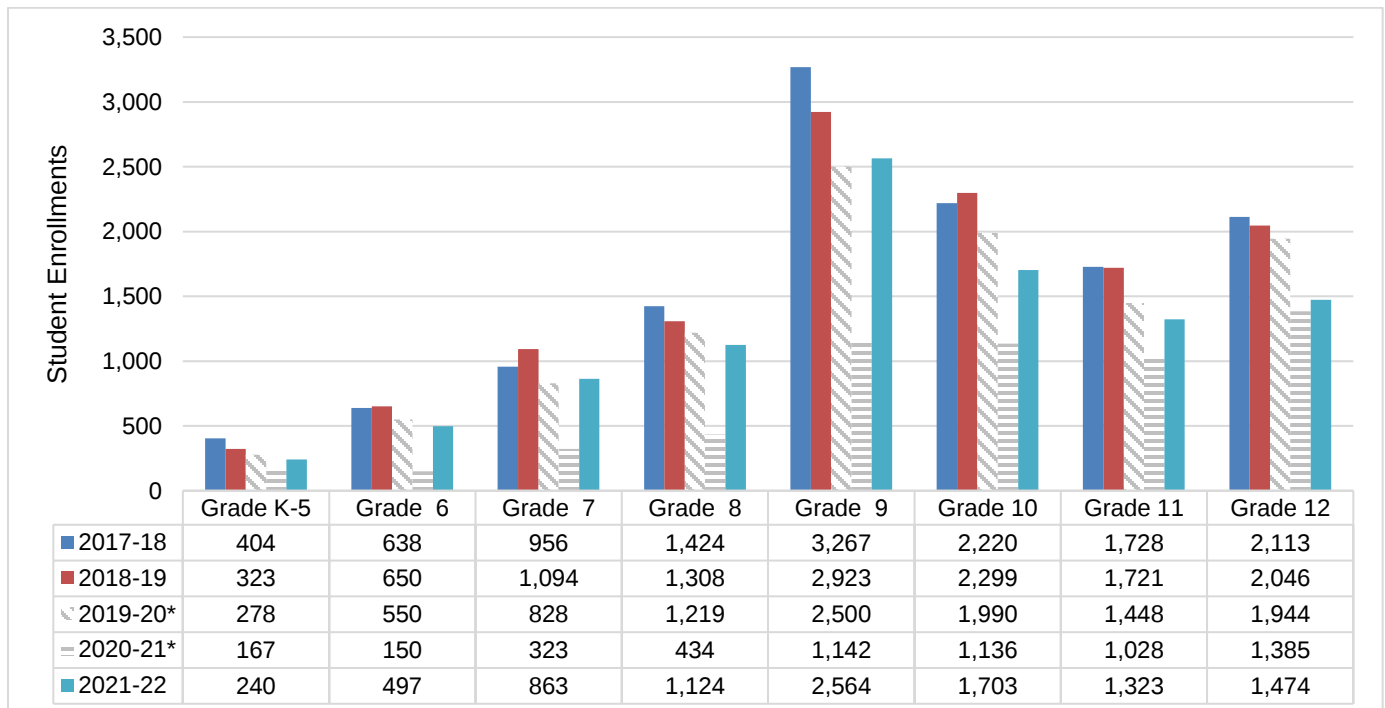
In 2021-2022, the highest number and rate of ALPS enrollments were in high school grades (7,064 enrollments, 15.51 enrollments per 1,000 high school students). Grade 9 saw the highest number of student enrollments, followed by Grades 10 and 12. Kindergarten through Grade 8 saw the lowest number of ALPS enrollments.

Table A3. ALPS Enrollments by Grade Level, 2021-2022

	Number of ALPS Enrollments	Rate per 1,000
All Enrollments	9,788	6.58
Elementary Grades	240	0.36
Middle Grades	2,484	6.92
High School Grades	7,064	15.51
Grade 6	497	
Grade 7	863	
Grade 8	1,124	
Grade 9	2,564	
Grade 10	1,703	
Grade 11	1,323	
Grade 12 (Includes 13 and XG)	1,474	

Consistent with previous years, high school grades saw the highest number of ALPS enrollments, followed by middle school grades. With the exception of 2020-2021, Grade 9 had the highest enrollment from 2017-2018 to 2021-2022. Additionally, all grade levels saw a reduction in ALPS enrollments from 2017-2018 to 2021-2022.

Figure A8. ALPS Enrollments by Grade Level, 2017-2018 to 2021-2022



2021-2022 DROPOUT COUNTS AND RATES

INTRODUCTION

Dropout Definition

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

For reporting purposes, a dropout is a student who:

- was enrolled in school at some time during the reporting year (2021-2022);
- was not enrolled on day 20 of the current year (2022-2023);
- has not graduated from high school or completed a state or district approved educational program; *and* does not meet any of the following reporting exclusions:
 1. transferred to another public school district, private school, home school or state/district approved educational program (not including programs at community colleges),
 2. temporarily absent due to suspension or school approved illness, or
 3. death.

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

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

DROPOUT EXEMPTIONS

EXPULSION EXEMPTION

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

COMMUNITY COLLEGE ADULT HIGH SCHOOL PROGRAM EXEMPTION

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

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

- the community college program is Adult High School, not GED or some other program
- the PSU has an Agreement of Affiliation with the community college regarding the Adult High School program 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.

INITIAL ENROLLEE STATUS EXEMPTION

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

HOME SCHOOL PROGRAMS EXEMPTION

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

EXEMPTION REQUIRING SCHOOL ACCREDITATION

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

OTHER EXEMPTIONS

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

Dropout Data Collection, Analysis and Reporting

COUNT AND RATE CALCULATIONS

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

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

The dropout rate is calculated as follows:

$$\left(\frac{\text{Total Count of 2021 – 2022 Dropouts}}{\text{20th Day Membership 2021 – 2022} + \text{Count of 2021 – 2022 Dropouts}} \right) * 100$$

LIMITATIONS AND CAUTIONS OF 2019–2020 AND 2020–2021 ACADEMIC YEAR DATA

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

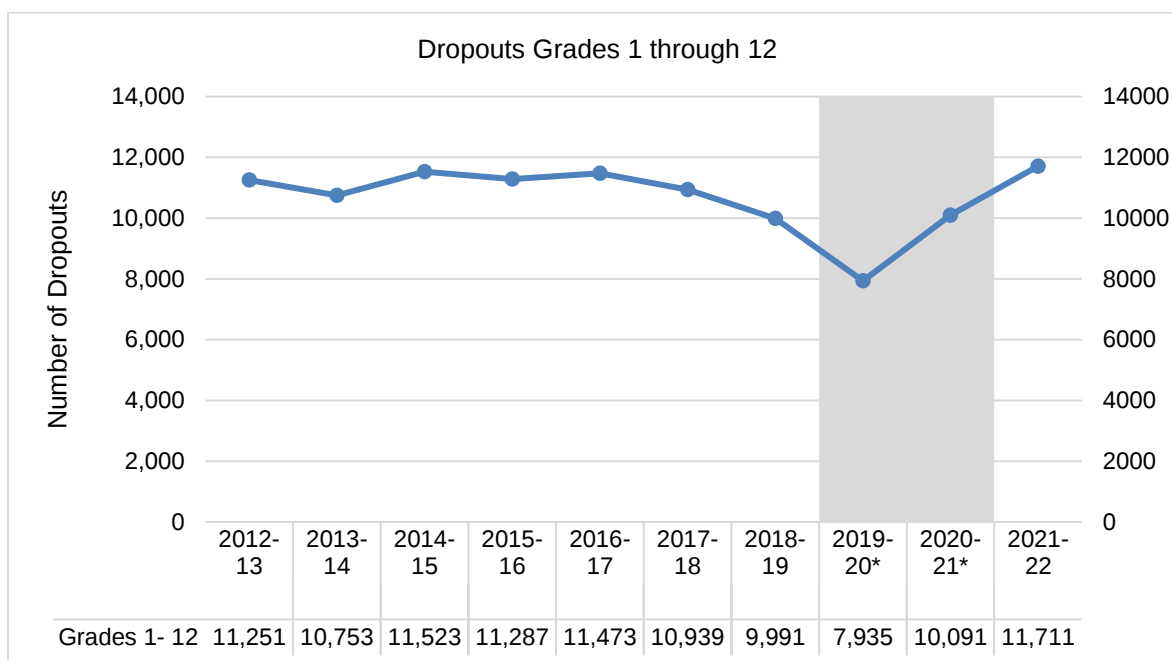
Given the cautions presented above as well as a return to reporting in 2021-2022 which is consistent with pre-pandemic school years, in this report, the traditional 1-year and 2-year comparisons of the 2021-2022 school year to the school years of 2020-2021 and 2019-2020, respectively, will be replaced with comparisons of the 2021-2022 school year to the most recent pre-pandemic school years of 2018-2019 and 2017-2018, respectively. Even though 2019-2020 and 2020-2021 school year data will not be used in comparisons throughout this report, the data will remain in all relevant tables and figures.

GENERAL FINDINGS

Dropout Counts – All Grades

In 2021-2022, North Carolina public schools reported 11,711 dropouts in Grades 1 through 12 (including Grade 13 and XG). This is a 17.2% increase from the 9,991 reported in the most recent pre-pandemic year of 2018-2019, a 7.1% increase from the 10,939 reported in 2017-2018 and a 4.1% increase from the 11,251 in 2012-2013.

Figure D1. Grades 1 through 12 Dropout Counts, 2012-2013 to 2021-2022⁸



There were 25 students who failed to return to school in 2021-2022 and were coded with “Expulsion” (EXPL) as the reason for dropping out. In accordance with N.C. General Statute §115C-12 (21), these students were not counted as dropouts and excluded from reporting.

There were 352 dropouts who were reported, by 60 districts and 11 charter schools, to have left school to attend an Adult High School program at a local community college. The number dropouts reported to have left to attend an Adult High School program increased from the 305 reported in 2018-2019. These students continue to be reported as dropouts along with all students leaving school for community colleges, but they are not counted in the statistics if the specific conditions are met (see [Community College Adult School Program Exemption](#)).

⁸ *In response to the COVID-19 pandemic, starting in March of the 2019-2020 school year and continuing through the 2020-2021 school year, public school units across the state employed unprecedented methods to ensure continued student learning by utilizing various modes of instruction and student outreach. As such, caution should be taken when comparing data reported for the 2019-2020 and 2020-2021 school years to data reported for prior and subsequent years.

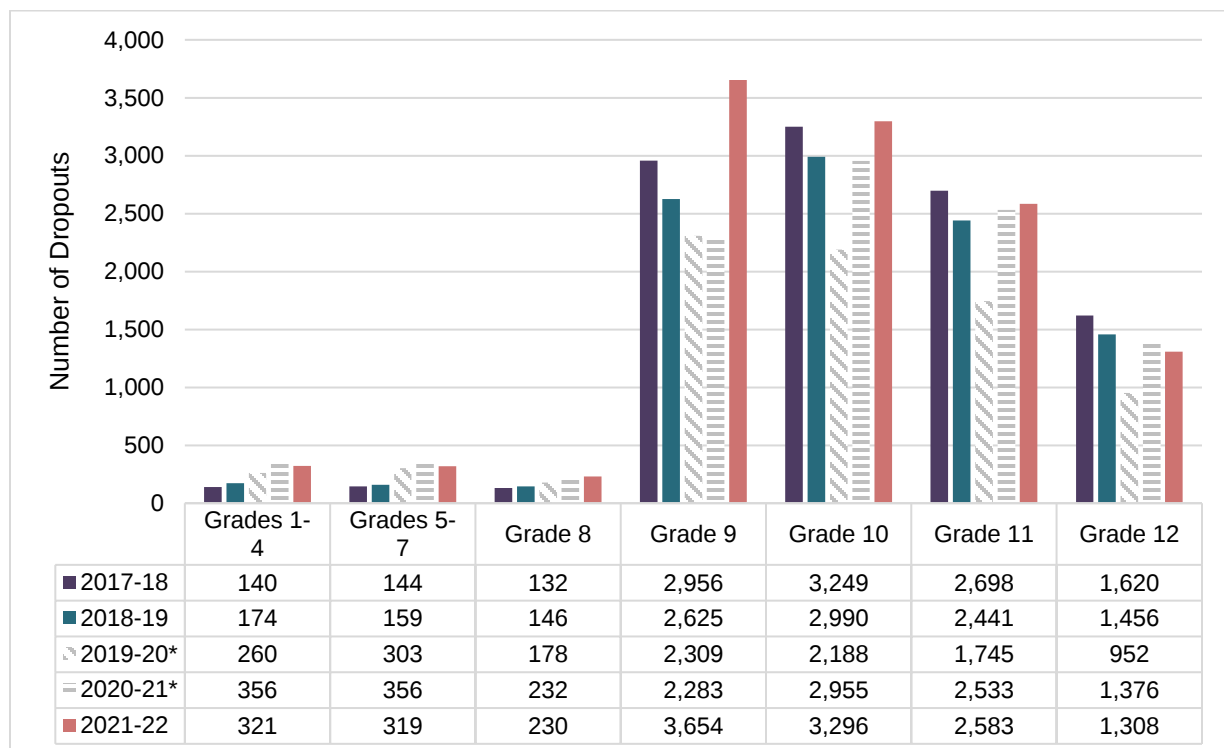
DROPOUTS BY GRADE LEVEL

Out of the 11,711 students who dropped out 2021-2022, 870 (7.4%) dropped out in Grades 1 through 8 and 10,841 (92.6%) dropped out in Grades 9 through 12.

Students dropped out most frequently at Grade 9 (31.2% of all 2021-2022 dropouts), followed by Grade 10 (28.1%), Grade 11 (21.1%) and Grade 12 (11.2%).

The number of dropouts in Grades 1-4, Grades 5-7, Grade 8, and Grade 9 showed an increased in 2021-2022 when compared to 2018-2019 and 2017-2018. However, the number of 2021-2022 dropouts in Grade 12 decreased by 10.2% and 19.3% when compared to the number of dropouts in 2018-2019 and 2017-2018, respectively.

Figure D2. Grades 1 through 12 Dropout Count by Grade Level, 2017-2018 to 2021-2022



DROPOUT COUNTS BY GRADE LEVEL AND STUDENT SUBGROUP

The tables below represent the counts of the 2021-2022 dropouts by all students and by student subgroups and the percent of 2021-2022 dropouts in each subgroup compared to all dropouts in 2021-2022.

In Grade 8 and all high school grades, male students account for approximately 60% of the students who dropped out at each grade level in 2021-2022; however, in Grades 1-4 and Grades 5-7 the percentage of female and male students is closer to 50%. White students, Hispanic students and Black students accounted for 91.4% of the students who dropped in 2021-2022.

In 2021-2022, White students account for a lower percentage of the students who dropped out in Grades 1-4; however, this percentage increases at each grade level from Grades 1-4 to Grade 12, i.e., 18.1% in Grades 1-4 to 42.8% in Grade 12. This pattern is reversed for Black students: Black students account for the highest percentage of dropouts in Grades 1-4, then the percentage decreases at each subsequent grade level. It should be noted that these percentages do not take into account differences in student subgroup populations.

Table D1. Proportion of Dropout Counts for Student Subgroups within Grade Level, 2021-2022

	All Grades	Grades 1-4	Grades 5-7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
	Percent	Percent	Percent	Percent	Percent	Percent	Percent	Percent
All Students	100%	2.7%	2.7%	2.0%	31.2%	28.1%	22.1%	11.2%
Female	40.0%	49.8%	48.9%	37.4%	37.3%	38.6%	42.5%	42.5%
Male	60.0%	50.2%	51.1%	62.6%	62.7%	61.4%	57.5%	57.5%
American Indian	1.5%	0.3%	0.6%	0.9%	1.7%	1.6%	1.4%	1.8%
Asian	1.0%	5.0%	3.1%	2.2%	0.7%	0.8%	0.5%	1.5%
Black	28.2%	45.2%	44.2%	31.3%	28.7%	28.3%	25.2%	23.9%
Hispanic	29.1%	24.3%	25.4%	33.0%	34.4%	28.7%	25.5%	23.9%
Two or More Races	5.9%	6.5%	6.9%	6.1%	5.8%	5.7%	6.3%	5.9%
Native Hawaiian/ Pacific Islander	0.2%	0.6%	0.6%	0.0%	0.1%	0.1%	0.2%	0.3%
White	34.0%	18.1%	19.1%	26.5%	28.7%	34.7%	40.8%	42.8%
Students with Disabilities	23.0%	12.8%	17.6%	21.3%	24.4%	23.8%	22.1%	23.2%

Table D2. Grades 1 through 12 Dropout Counts by Grade Level and Student Subgroup, 2021-2022

	All Grades	Grades 1-4	Grades 5-7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
	Count	Count	Count	Count	Count	Count	Count	Count
All Students	11,711	321	319	230	3,654	3,296	2,583	1,308
Female	4,690	160	156	86	1,363	1,272	1,097	556
Male	7,021	161	163	144	2,291	2,024	1,486	752
American Indian	179	1	2	2	61	53	37	23
Asian	115	16	10	5	25	27	13	19
Black	3,304	145	141	72	1,047	934	652	313
Hispanic	3,409	78	81	76	1,256	947	659	312
Two or More Races	696	21	22	14	211	188	163	77
Native Hawaiian/ Pacific Islander	21	2	2	0	4	4	5	4
White	3,987	58	61	61	1,050	1,143	1,054	560
Students with Disabilities	2,696	41	56	49	891	784	572	303

DROPOUT COUNTS AND RATES BY PSU

GRADES 1 THROUGH 13 DROPOUT COUNTS BY PSU

In 2021-2022, 2,697 schools across the state had at least one student enrolled in any grade between grade 1 through 12 (including 13 and XG). Among these schools in the state, 1,871 (69.4%) reported 0 dropouts in 2021-2022: 176 independent public schools and 1,693 traditional public schools. There were 826 schools (30.6%; 36 independent public schools, and 787 traditional public schools) that reported dropouts in 2021-2022. Broken out by school category, there were 163 elementary schools, 15 elementary/middle schools, 139 middle schools, 53 middle/high schools, 399 high schools, and 57 other schools (categorized as either being elementary, middle, and high school or ungraded) reported dropouts in grades 1 through 12. The number of dropouts in grade 1 through 12 ranged from 1 to 200.

Of the 327 PSUs with at least one student enrolled in any between grade 1 through 12 (including 13 and XG), 179 (54.7%) PSUs that reported zero dropouts in 2021-2022: 3 public school districts and 176 independent public school districts. Conversely, 148 PSUs (45.3%; 112 public school districts and 36 independent public schools) reported from 1 to 1,427 dropout in 2021-2021.

Table D6. Grade 1-13 Dropouts by School, Sex, and Race/Ethnicity, 2021-2022 details the number of dropouts in grades 1 through 12 in PSUs and schools, (see the [Dropout Counts and Rates Companion Report and Tables](#) section).

GRADES 7 THROUGH 13 DROPOUT COUNTS AND RATES BY PSU

Across the state, in 2021-2022, 1,374 schools had at least one student enrolled in any grade between grade 7 through 12 (including 13 and XG). Among these schools in the state, 726 (52.8%) schools reported 0 dropouts: 149 independent public schools and 577 traditional public schools. There were 648 schools (46.9%; 35 independent public schools and 613 traditional public schools) that reported dropouts in 2021-2022. The number of dropouts in grade 7 through 12 ranged from 1 to 200.

In 2021-2022, there were 299 PSUs with at least one student enrolled in any grade between grade 7 through 12 (including 13 and XG). Out of these PSUs, 152 (50.8%) PSUs that reported zero dropouts in 2021-2022 including 3 public school districts and 149 independent public school districts. There were 147 PSUs (49.2%; 112 public school districts and 35 independent public schools) that reported from 1 to 1,306 dropout in 2021-2021.

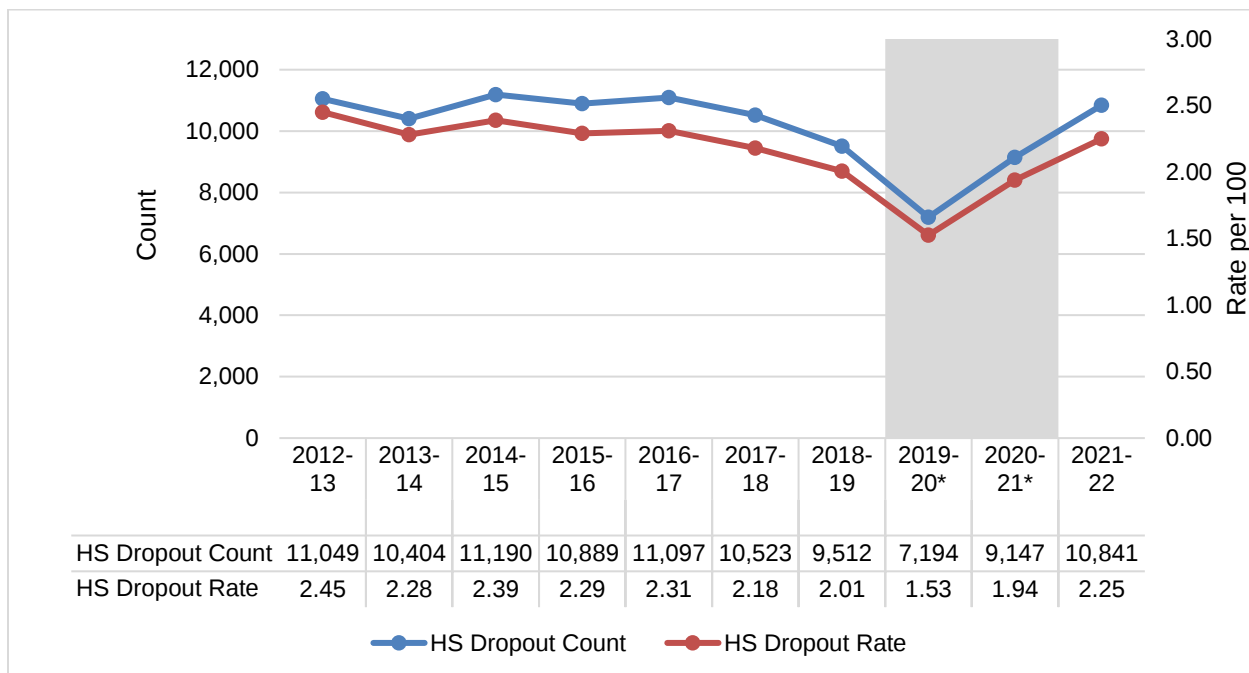
Table D7. Grade 7-13 Dropout Counts and Rates, 2017-2018 to 2021-2022 and **Table D8. Grade 7-13 Dropouts by School, Sex, and Race/Ethnicity, 2021-2022** detail the number and rates of dropouts in grades 7 through 12 in PSUs and schools, (see the [Dropout Counts and Rates Companion Report and Tables](#) section).

High School Dropout Counts and Rates

North Carolina recorded 10,841 dropouts in high school Grades 9-13 for the 2021-2022 school year, an 14.0% increase from the 9,512 reported in 2018-2019, a 3.0% increase from the 10,523 reported in 2017-2018 and a 1.9% decrease from 2012-2013.

The North Carolina high school dropout rate for the 2021-2022 academic year increased to 2.25 dropouts per every 100 high school students from a rate of 2.01 per every 100 high school students in 2018-2019. This is a 12.2% increase in the high school dropout rate. When compared to the 2017-2018 academic year, the rate increased by 3.2% in 2021-202 from 2.18 in 2017-2018. There was an 8.2% decrease in the 2021-2022 high school dropout rate from 2012-2013 rate of 2.45 per dropouts per every 100 high school students.

Figure D3. High School Dropout Counts and Rates, 2012-2013 to 2021-2022⁹



⁹ * In response to the COVID-19 pandemic, starting in March of the 2019-2020 school year and continuing through the 2020-2021 school year, public school units across the state employed unprecedented methods to ensure continued student learning by utilizing various modes of instruction and student outreach. As such, caution should be taken when comparing data reported for the 2019-2020 and 2020-2021 school years to data reported for prior and subsequent years.

HIGH SCHOOL DROPOUT COUNTS AND RATES BY STUDENT SUBGROUPS

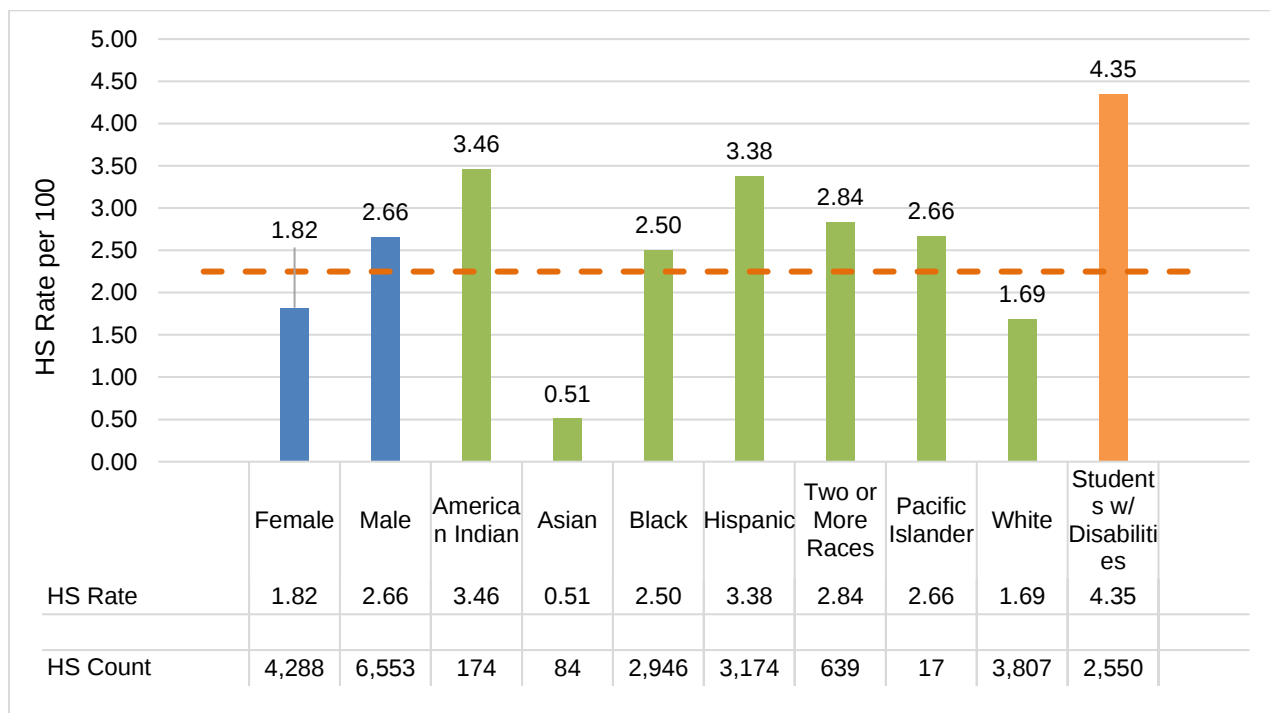
In the 2021-2022 school year, male students account for 60.4% (6,553) of all high school dropouts; White (3,807), Hispanic (3,174), and Black (2,946) students account for 91.6% of the high school students who dropped out; and Students with Disabilities account for 23.5% (2,550) of all high school dropouts in the 2021-2022.

While White students account for the largest number and percent of students who dropouts in 2021-2022, given the size of the student population, the dropout rate for White students is the second-lowest dropout rate among the student subgroups, at 1.69 dropout events per 100 White students. (The lowest rate was for Asian students at 0.51 dropout events per 100 Asian students (5.13 per 1,000 Asian students)).

The three student groups below the state high school dropout rate of 2.24 dropouts per 100 students were: Asian students, White students, and female students. Male students, American Indian students, Black Students, Two or More Races students, Pacific Islander students and Students with Disabilities had high school dropout rates above the state high dropout rate.

Students with Disabilities had the highest dropout rate in 2021-2022 with a rate of 4.35 per 100 Students with Disabilities. American Indian students had the second-highest dropout rate of 3.46 per 100 American Indian students, followed by Hispanic students (3.38 per 100).

Figure D4. High School Dropout Counts and Rates by Student Subgroup, 2021-2022



In a comparison of 2021-2022 to the most recent pre-pandemic year of 2018-2019, Asian students were the only subgroup that saw the reduction in dropout rates by 18.7% or 0.12 rate difference. The largest increase between 2018-2019 was for female students (20.0%, 0.30 difference), followed by Two or More Races students (15.1%, 0.37 difference) and White students (12.2%, 0.18 difference).

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

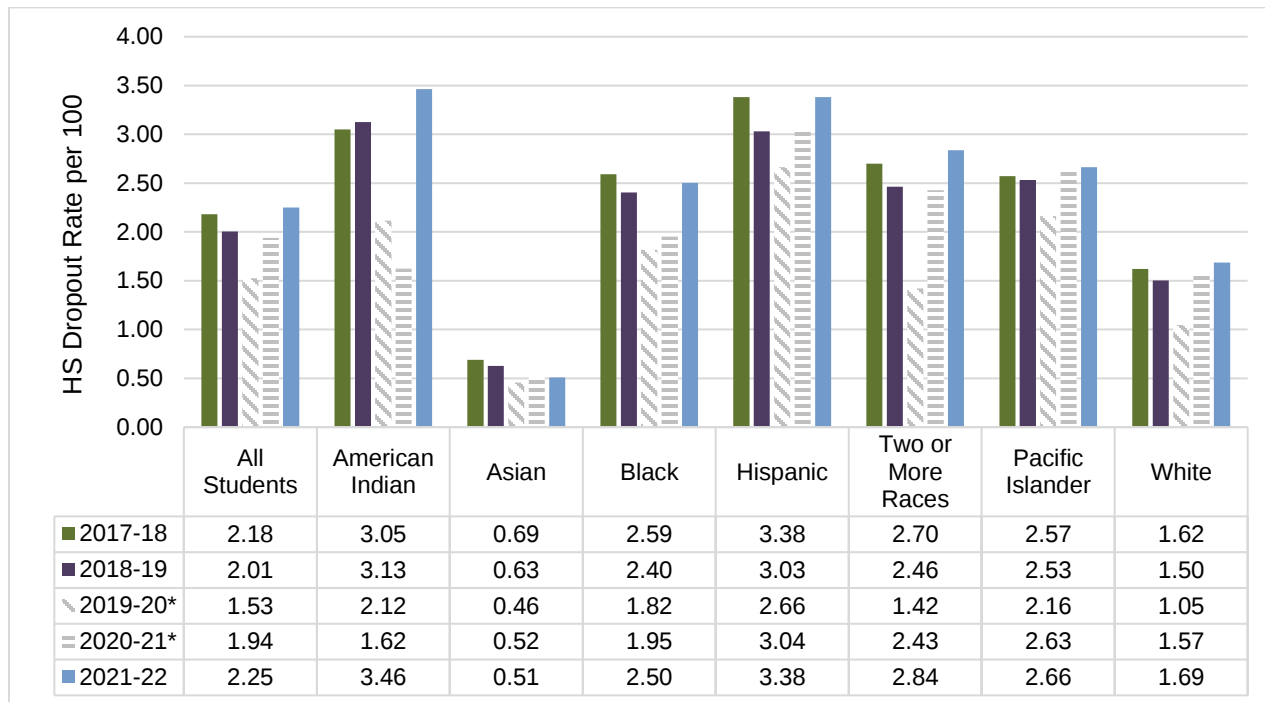
	2018-19	2020-21*	2021-22	1-Year (Pre-pandemic)	
				Rate Difference	Percent Change
All Students	2.01	1.94	2.25	0.24	12.2%
Female	1.52	1.45	1.82	0.30	20.0%
Male	2.48	2.40	2.66	0.18	7.1%
American Indian	3.13	1.62	3.46	0.34	10.8%
Asian	0.63	0.52	0.51	-0.12	-18.7%
Black	2.40	1.95	2.50	0.10	4.1%
Hispanic	3.03	3.04	3.38	0.35	11.6%
Two or More Races	2.46	2.43	2.84	0.37	15.1%
Pacific Islander	2.53	2.63	2.66	0.13	5.3%
White	1.50	1.57	1.69	0.18	12.2%
Students w/ Disabilities	4.04	3.77	4.35	0.31	7.8%

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

	2018-19	2020-21*	2021-22	1-Year (Pre-pandemic)	
				Count Difference	Percent Change
All Students	9,512	9,147	10,841	1,329	14.0%
Female	3,487	3,355	4,288	801	23.0%
Male	6,025	5,792	6,553	528	8.8%
American Indian	172	81	174	2	1.2%
Asian	92	82	84	-8	-8.7%
Black	2,845	2,243	2,946	101	3.6%
Hispanic	2,359	2,613	3,174	815	34.5%
Two or More Races	481	516	639	158	32.8%
Pacific Islander	14	15	17	3	21.4%
White	3,549	3,597	3,807	258	7.3%
Students w/ Disabilities	2,316	2,182	2,550	234	10.1%

Between the five-year period of 2017-2018 to 2021-2022, the dropout rate among Asian students saw the greatest reduction in dropout rates of 26.1%. The rate among Black students also saw a reduction in dropout rates of 3.4%. The dropout rate among American Indian students saw the highest increase of 13.6%. There were also increase in the rates for Two or More Races students, White students and Pacific Islander students (5.0%, 4.1%, and 3.7%, respectively).

Figure D5. High School Dropout Rates by Race/Ethnicity, 2017-2018 to 2021-2022



In 2021-2022, Students with Disabilities account for 23.5% (2,550) of all high school dropouts in the 2021-2022. Students identified in the eligibility category of Specific Learning Disability accounted for 45.8% of all Students with Disabilities who dropped out in 2021-2022. Students identified in the eligibility category of Other Health Impairment accounted for 24.8%.

Table D5. High School Dropout Rates for Students with Disabilities, 2021-2022

	HS Dropout Count	HS Dropout Rate per 100
All Students	10,841	2.25
Students w/ Disabilities	2,550	4.35
Autism	100	
Serious Emotional Disability	253	
Intellectual Disability - Mild	215	
Specific Learning Disability	1,167	
Other Health Impairment	632	
Speech Impairment	105	
Other Eligibility Categories	78	

HIGH SCHOOL DROPOUT COUNTS AND RATES BY PSU

In 2021-2022, out of the 719 schools with at least 1 high school grade (grades 9-13 and XG), 29.6% (213; 57 independent public schools and 156 traditional public schools) reported zero dropouts. Conversely, 70.4% (506; 57 independent public schools and 156 traditional public schools) of school with at least 1 high school grade reported at least 1 dropout in 2021-2022.

Of the 204 PSUs that enrolled at least one student in one or more high school group, 60 PSUs (29.4%; three public school districts and 57 independent public schools) reported zero dropouts in 2021-2022. There were 144 PSUs (70.6%; 32 independent public schools and 112 public school districts) that reported at least 1 dropout in a high school grade.

Among the PSUs reporting dropouts in 2021-2022, the PSUs with the lowest (non-zero) high school dropout rates were Cherokee County Schools, Macon County Schools, Martin County Schools, Thomas Jefferson Classical Academy, Vance Charter School, Voyager Academy and Yadkin County Schools.

PSUs reporting the highest (non-zero) high school dropout rates were Anson County Schools, Central Wake Charter High School, Commonwealth High School, Hertford County Schools, Stewart Creek High School, Thomas Academy, and Thomasville City Schools.

PSUs with the largest five-year percentage decreases in high school dropout rate (2017-2018 to 2021-2022) were Community School of Davidson, Elkin City Schools, Graham County Schools, Gray Stone Day School, Haliwa-Saponi Tribal School, Invest Collegiate - Imagine, Lake Norman Charter, Lincoln Charter School, Mitchell County Schools, NC Virtual Academy, North Carolina Cyber Academy, Northeast Academy of Aerospace & AdvTech, Northeast Regional School - Biotech/Agri, Queen's Grant Community School, Rocky Mount Preparatory, Roxboro Community School, Uwharrie Charter Academy and Woods Charter School.

PSUs with the largest five-year percentage increases (2017-2018 to 2021-2022) were Ashe County Schools, Greene County Schools, Hyde County Schools, Jones County Schools, Pine Lake Preparatory, Polk County Schools, Thomas Academy, Weldon City Schools and Yadkin County Schools.

Table D9. High School Dropouts by School, Sex, and Race/Ethnicity, 2021-2022, Table D10. High School Dropout Counts and Rates, 2018-2019, 2020-2021 and 2021-2022, and Table D11. High School Dropout Counts and Rates, 2017-2018 through 2021-2022 detail the number and rates of dropouts in grades 9 through 12 in PSUs and schools, (see the [Dropout Counts and Rates Companion Report and Tables](#) section).

DROPOUT COUNTS AND RATES COMPANION REPORT AND TABLES

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

2021-2022 Consolidated Data Companion Report

Table D6. Grade 1-13 Dropouts by School, Sex, and Race/Ethnicity, 2021-2022

Table D7. Grade 7-13 Dropout Counts and Rates, 2017-2018 to 2021-2022

Table D8. Grade 7-13 Dropouts by School, Sex, and Race/Ethnicity, 2021-2022

Table D9. High School Dropouts by School, Sex, and Race/Ethnicity, 2021-2022

Table D10. High School Dropout Counts and Rates, 2018-2019, 2020-2021 and 2021-2022

Table D11. High School Dropout Counts and Rates, 2017-2018 through 2021-2022

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

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