



NORTH CAROLINA
State Board of Education
Department of Public Instruction

Report to the North Carolina General Assembly

Annual Report: Discipline, Alternative Learning, and Dropout, 2024–2025

Annual Report on School Crime and Violence

Annual Report on the Use of Corporal Punishment

Annual Report on Reassignments for Disciplinary Reasons

Annual Report on Suspensions and Expulsions

Annual Report on Alternative Learning Placements

Annual Report on Dropout Rates

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

Date Due: March 15, 2026

DPI Chronological Schedule, 2025-2026

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BACKGROUND AND INTRODUCTION

The 2024–2025 Annual Report Discipline, Alternative Learning, and Dropout Report consists of the annual reports on School Crime and Violence, Suspensions and Expulsions, Alternative Learning Placements, Reassignments for Disciplinary Purposes, Uses of Corporal Punishment, and Dropout Rates as required by North Carolina General Statute 115C-12(21) and 115C-12(27) to be reported by March 15 of each year to the Joint Legislative Education Oversight Committee.

The 2024–2025 Annual Report Discipline, Alternative Learning, and Dropout Report along with previous reports can be found online at <https://www.dpi.nc.gov/data-reports/dropout-and-discipline-data/discipline-alp-and-dropout-annual-reports>.

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

REPORT ORGANIZATION AND STRUCTURE

The 2024–2025 Annual Report Discipline, Alternative Learning, and Dropout Report is composed of eight sections: this introductory section, an executive summary, and a separate section for each of the six annual reports.

Each of the annual report sections are structured similarly to include, at the least, an introduction, and general findings subsections. The general findings subsection, typically, provides summary data aggregated at the state level for the 2024–2025 school year as well as longitudinal trends in the summary data. Additionally, most annual report sections also contain various subsections detailing disaggregated findings and related longitudinal trends, where applicable. The disaggregated findings are typically presented in the following order: disaggregation by sex, race/ethnicity, disability status, grade level, and public-school unit (PSU), where applicable.

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

DATA COLLECTION, ANALYSIS, AND REPORTING

Data Collection and Reporting Procedures

As part of the Uniform Education Reporting System (UERS: G.S. 115C-12(18)), NCDPI has designated the statewide student information system (NCSIS) as the system of record for schools and PSUs to collect the majority of data found within this report. In the fall of the 2023–2024 academic year, NCDPI began the transition from PowerSchool NCSIS to a new statewide NCSIS (powered by Infinite Campus). The implementation of the new NCSIS was done in two phases over the following two academic years. The first phase began at the start of the 2024–2025 school year with one-third of the PSUs across the state fully implemented in the new NCSIS. The second phase of implementation began at the start of the 2025–2026 when the remaining PSUs fully implemented the new NCSIS.

All crime and violence, suspension and expulsion, use of corporal punishment, reassignments for disciplinary reasons of data, and alternative learning program placements for the specific school year must be entered by June 30 of a given academic year. PSUs and schools are able to review and edit these data through mid-August of the subsequent year when NCDPI compiles the data into an official state dataset.

For Phase I PSUs, crime and violence, suspension and expulsion, use of corporal punishment, and reassignments for disciplinary reasons are primarily collected through the NCSIS Behavior Management Module. Data on alternative learning program placements are collected through the Alternative Learning State Program module.

For Phase II PSUs, 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.

For both Phase I and Phase II PSUs, dropout data for the 2024–2025 school year was entered and collected in the new NCSIS. Dropout data for the specific school year must be entered by November 4 of the subsequent year. For many schools, it is during the late September timeframe that the date (20th day of school) for which a student would be considered a dropout occurs. However, due to the NCSIS implementation for Phase II PSUs at the start of the school year and due to a few schools not starting until later in September and in early October, the due date was extended to allow schools and PSUs time to research student enrollments.

The Office of Enterprise Data and Reporting was responsible for consolidating and analyzing the data, authoring the General Findings, and compiling the report.

Missing Student Demographic Data

Districts/Charter Schools are allowed to use third-party systems to record discipline data as long as these data are submitted to NCDPI through the State Discipline Report in PowerSchool or through the NCSIS. When integrating one system with another system various configuration settings and mappings between data structures, models and values must occur to ensure that the data passed between the systems are accurately stored and recorded. It can be difficult to correct errors that result when a setting is incorrectly configured, or a value is incorrectly mapped especially when it is after submission date for the report. NCDPI works with PSUs to run various edits and audits throughout the year to help catch these and other errors. In situations where the errors are not caught or cannot be corrected prior to the final data submission, NCDPI works with the PSU to make the corrections in the state's dataset.

In 2024-2025, incidents with student offenders were submitted to NCDPI as non-student offenders and one PSU submitted dropout records outside of the NCSIS at a point when these data could not be changed and resubmitted. As a part of ongoing efforts to avoid duplication of unique student identifiers, student identifiers can change and be retired. NCDPI made every effort to match these records with enrollment and demographic data. However, based on the criteria used, if a match was not exact, then the match was not made thus resulting in missing values for some student offenders. For consistency in reporting across all demographic categories, if a student was missing either sex, race/ethnicity, and/or grade level, they were included in the all-student analyses only.

Count and Rate Calculations

The purpose of this report is to provide aggregated and disaggregated summary and detailed data that support meaningful, descriptive, and comparative analyses of crimes, student discipline and dropout outcomes. These data are presented at the state level, across all schools, and disaggregated by sex, race/ethnicity, disability status, grade level, and Public School Unit (PSU), where applicable.

The data most often presented in this report include:

1. Event Counts: the number of times a specific event (such as a suspension, reassignment, or reported crime) occurred within a defined timeframe.
2. Event Rates – how frequently an event occurred relative to the student population size within that timeframe.

The reporting time frame is from July 1 to June 30 of each school year.

EVENT RATES

Event counts answer the question, "how many times did something happen?" Because larger populations naturally have more events and because populations change in size and composition over time, raw event counts can be misleading or less meaningful when making comparisons across schools, PSUs, student groups, or years.

Event rates provide a better comparison by helping to answer not just "how many times did something happen?" but also "how common was it in that population?" Event rates account for differences in population size, making comparisons more accurate across groups and over time.

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

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

This calculation produces a proportion, or the average number of total events per individual in the population. Using student population estimates as the denominator allows for consistent comparisons across schools, PSUs, and the state.

To make rates easier to interpret, especially when raw proportions are small, they are often expressed per a constant unit. In this report, rates are typically expressed per 1,000 students enrolled.

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

For example, a rate of 0.214 is easier to interpret when it is expressed as 214 suspensions per 1,000 students. This expression does **not** mean that 214 unique students were suspended nor is it the percentage of students suspended. It means that, for every 1,000 students enrolled, 214 suspension events occurred. A single student may have been suspended more than once.

When it comes to crime and violence, events may not always involve student offenders, and one offender may be involved in multiple incidents and commit the same act more than once. In these cases, a rate per 1,000 students reflects how much crime is occurring in the environment where students learn, regardless of who committed the act.

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

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

The dropout rate is calculated as follows:

$$\left(\frac{\text{Total Count of 2024 – 2025 Dropouts}}{20\text{th Day Membership 2024 – 2025} + \text{Count of 2024 – 2025 Dropouts}} \right) * 100$$

Starting with the 2018–2019 Annual Report Discipline, Alternative Learning, and Dropout Report, rates were standardized as follows:

- Per 1,000 students enrolled for:
 - Crime and Violence
 - Short-term suspensions
 - In-school suspensions,
 - Alternative learning placements for disciplinary reasons rates,
 - Alternative Learning Programs and Schools Enrollment.
- Per 100,000 students for long-term suspensions
- Per 100 students for dropout rates

POPULATION ESTIMATES

Population estimates vary by section based on different data sources and grade-level groupings and therefore will not sum to the overall "All Students" estimate.

- The All Students estimate for Crime & Violence, Reassignments, and Suspensions/Expulsions is based on each school's Final Average Daily Membership (ADM) for grades K–13, with pre-K included starting in the 2024–2025 report.
- For Alternative Learning Program and School Enrollment, the estimate is based on Final ADM for grades K–13.
- For Dropout reporting, the population estimate reflects Month 1 Membership Last Day (MLD) for grades 1–13.
- Estimates for Sex and Ethnicity are based on Month 1 MLD, with grade levels adjusted to match each report section.
- Population estimates for Students with Disabilities, English Learners, and Economically Disadvantaged students are based on federal reporting data, also aligned to the grade levels used in each section.

As a result of these differing methodologies and grade spans, subgroup totals should not be expected to match or sum precisely to the total student population figure.

Suspensions and Reassignment Days and Central Tendency

In past reports, the mean (average) number of suspension and reassignment days was reported to summarize the duration of suspension or reassignment. However, suspensions and reassignments are bound by a set length of time or by local policy and because the distribution is often skewed, this report also reports the mode (most common number of days) to better reflect the typical length of a suspension or reassignment. This provides a more representative view of disciplinary practices across schools and student subgroups.

Categorizing Incidents by Offense Categories

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

Unacceptable Behaviors (UBs) are any of the 67 behaviors that schools can select when entering a disciplinary incident for a student offender, other than the 16 crimes and the exclusion of student from school attendance for the failure to submit proof of immunization or health assessments. Twenty-three UBs are

defined in state or federal statute. The remaining UBs are not formally defined and as such PSUs and schools develop their own guidance around their use.

Behavior Categories: for the purposes of this report, all Reportable Crimes and Unacceptable Behaviors have been categorized into eleven categories based on similarities between the behaviors. Schools can assign multiple behaviors to an offender in a given incident. When entering incidents involving multiple behaviors, schools are instructed to enter the most serious behavior first. Therefore, when categorizing incidents into behavior categories the most serious behavior or the order in which the behavior was entered is used. [Appendix C](#) provides a detailed list of the behaviors that comprise each of the following categories.\

- Arson and Property Damage
- Assaults, Threats, Intimidation
- Attendance and Truancy
- Bullying/Harassment, Discrimination
- Disruptive/Behavioral Conduct
- Sexual/Interpersonal
- Substance and Alcohol Use
- Technology and Media
- Violent Assaults and Harm
- Weapons and Inappropriate Items
- Other Behaviors

Data Suppression and Privacy Protection

To protect the privacy of students and staff—and to ensure compliance with federal regulations, state statutes, NC State Board of Education policy, and NCDPI standards for public data dissemination—this report applies several disclosure avoidance techniques. These include, but are not limited to:

- Minimum cell size requirements
- Primary and secondary cell suppression
- Complementary suppression in cross-tabulated data

Per NCDPI's Data Management Group policy, the minimum cell size for reporting student counts is 10. If a student group or subgroup has fewer than 10 individuals, those data are suppressed to avoid potential identification. In cross-tabulated tables, even when a subgroup exceeds 10 students, suppression may still be applied if combining known values with adjacent data could lead to disclosure of sensitive student-level information. This includes the use of complementary suppression to protect suppressed cells.

Suppressed values are typically shown as:

- <10 for suppressed counts
- * for associated or sensitive derived data (e.g., averages, totals)
- Ranges (e.g., 15–20) to prevent exact disclosure while maintaining data utility

In some cases, small subgroups may be collapsed into aggregated categories (e.g., “Other Races”) to protect privacy and support data reliability.

Limitations and Cautions of Comparisons to Prior Academic Year Data

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

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

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 as a response to the coronavirus disease (COVID-19) public health emergency, there were significant reductions in the number of incidents of crime and violence, suspensions, and alternative learning placements. This reduction continued into 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.

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

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

EXECUTIVE SUMMARY

Most North Carolina students attend safe, supportive schools and never experience exclusionary discipline. The outcomes highlighted in this report reflect a small subset of students and campuses where needs are concentrated, where additional support may be needed, without mischaracterizing the strong day-to-day performance of the vast majority of schools and educators.

For effective learning to occur, students must feel safe, supported, and engaged. Creating these conditions requires intentional actions from school leaders and collaboration among teachers, families, and all stakeholders. Discipline is one component of a positive learning environment and should be viewed as part of the broader process of setting expectations, teaching appropriate behaviors, and reinforcing a healthy school culture and community. When expectations are clearly communicated, consistently supported and enforced by teachers, school boards, and families, students are more likely to meet them.

The purpose of this report is to provide aggregated and disaggregated summary and longitudinal data that are descriptive, meaningful, and support opportunities for comparative analysis in incident, alternative learning, and dropout outcomes.

KEY FINDINGS

- **Acts of crime and violence committed by students were committed by 9,996 students which is less than 1.0% of the preschool through grade 13 student population in North Carolina public schools.**
- **Expulsions remain extremely rare.**
- **Many schools and districts had no high-school dropouts.**
- **Alternative learning enrollments and reassignments were infrequent.**
- **Less than 13% of the preschool through grade 13 student population received any type of reportable disciplinary action (suspensions, reassignments for disciplinary reasons, expulsion) for inappropriate behavior.**

2024–2025 REPORT ON SCHOOL CRIME AND VIOLENCE

The acts of crime and violence committed in North Public schools continued to decrease in 2024–2025.

- During the 2024–2025 academic year, 11,470 acts of crime and violence committed by student and non-student offenders were reported across the state. The rate of crime was 7.43 acts of crime and violence per 1,000 students enrolled.
- Compared to the 2023–2024 academic year, the number of crimes decreased by 6.1% and rate of crimes per 1,000 decreased by 8.2%.
- Compared to the 2022–2023 academic year: the number of crimes decreased by 13.8%, and the rate of crimes decreased by 15.3%

Violent Crimes remained extremely rare and most Reportable Offenses decreased in 2024–2025.

- The 302 violent crimes accounted for 2.6% of all acts committed in the 2024–2025 school year. The rate of violent crimes was 0.196 violent crimes for every 1,000 students or 19.6 violent crimes for every 100,000 students in North Carolina.

Consistent with previous years, the majority of the acts reported were Reportable Offenses and accounted for 97.4% of all acts reported.

- Possession of Controlled Substances was the most frequently reported reportable act of crime and accounted for 62.0% of all acts reported. The second-most reportable act reported was Possession of Weapon (excluding firearms and powerful explosives) accounting 16.3% of the acts reported, followed by Assault on School Personnel which accounted for 12.7%.

In 2024–2025, 11,429 acts of crime and violence committed by students were committed by 9,996 students which is less than 1.0% of the preschool through grade 13 student population in North Carolina public schools.

- The rate of crimes committed by student offenders in 2024–2025 was 7.41 acts per 1,000 students enrolled.
- The rate of violent crimes was 0.196 violent crimes per 1,000 students enrolled or 19.6 violent crimes per 100,000 students enrolled in North Carolina.
- The rate of reportable offenses was 7.21 reportable crimes committed per 1,000 students.
- While students offenders committed over 99.6% of the crimes reported 2024–2025, 41 crimes were committed by non-student offenders.

2024–2025 REPORT ON USES OF CORPORAL PUNISHMENT

2024–2025 was the seventh consecutive academic year in which zero public-school units across the state reported the use of corporal punishment in schools.

2024–2025 REPORT ON REASSIGNMENTS FOR DISCIPLINARY REASONS

In-School Suspensions

In-school suspensions decreased in the 2024–2025 academic year when compared to the previous two academic years.

- In 2024–2025, North Carolina public schools assigned 241,492 in-school suspensions (ISS) of a half-day or more to 124,334 students, with a rate of 156.53 in-school suspensions per 1,000 students enrolled.
- The average number of in-school suspensions received by 124,334 individual students in 2024–2025 was 1.94 in-school suspensions. The students were most frequently given a 1-day in-school suspension. Students across the state spent a total of 364,023 days in in-school suspension.
- In addition, 59,841 partial day in-school suspensions (less than half a school day) were assigned in 2024–2025. Of the 59,841 partial in-school suspensions, 58,391 (97.6%) were assigned without an accompanying full day in-school suspension (ISS).
- The number of in-school suspensions decreased 8.7% from 264,314 to 241,492 in-school suspensions when compared to the 2023–2024 academic year.
- The rate of in-school suspensions decreased 10.8% from 175.38 in-school suspension per 1,000 students in 2023–2024 to 156.53 in-school suspension per 1,000 students in 2024–2025.

Alternative Learning Placements as a Disciplinary Action

Alternative Learning Placements as disciplinary actions decreased in the 2024–2025 academic year when compared to the previous two academic years.

- In 2024–2025, North Carolina public schools reported 2,994 alternative learning placements as a disciplinary action. The rate of alternative learning placement was 1.94 placements per 1,000 students enrolled. The 2,994 placements were given to a total of 2,821 students. The average number of placements per assigned student was 1.12. Students were most frequently placed for 10 days, totaling 126,256 school days.
- The total number of placements decreased 20.8% from 3,781 in 2023–2024 to 2,994 in 2024–2025.
- The rate of placements decreased 22.6% from 2023–2024 to 2024–2025.

2024–2025 REPORT ON SUSPENSIONS AND EXPULSIONS

Short-Term Suspensions

Short-term out of school suspensions decreased in the 2024–2025 academic year when compared to the previous two academic years.

- In 2024–2025, there were 223,877 short-term suspensions reported across North Carolina public schools. This corresponds to a statewide rate of 145.11 short-term suspensions per 1,000 students enrolled.
- These suspensions were assigned to 123,111 unique students, representing 8.0% of the total student population.
- Students who were suspended received an average of 1.82 short-term suspensions each. The most common suspension length was 1 day, with an average of 3.20 days per suspension. In total, students missed 716,016 instructional days due to short-term suspensions.
- The number of short-term suspensions decreased by 8.6% from 244,836 in 2023–2024.
- The suspension rate fell by 10.6% from 162.34 per 1,000 students in 2023–2024.
- The number of students suspended decreased by 7.5% from 133,046.

Long-Term Suspensions

Long-term out of school suspensions decreased in the 2024–2025 academic year when compared to the previous two academic years.

- In 2024–2025, 684 long-term suspensions were reported, a decrease of 6.3% from the 730 long-term suspensions reported in 2023–2024 and a 3.4% decrease from the 708 reported in 2022–2023.
- The rate of long-term suspensions in 2024–2025 was 44.33 per 100,000 students. The 2024–2025 rate of long-term suspensions decreased 8.4% compared to 2023–2024 and 5.8% compared to 2022–2023.
- Overall, 28,504 days of school were missed throughout the state due to long-term suspensions in the 2024–2025 academic year.
- In 2024–2025, in addition to the 684 long-term suspensions, statewide there 2,904 enrollments in Alternative Learning Programs and Schools with an enrollment reason code of “Placed instead of long-term suspension”. Together, there were a total 3,588 long-term removals from home schools for the 2024–2025 school year with a long-term removal rate of 236.63 long-term removals per 100,000 students

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Expulsions

Expulsions in North Carolina public schools remain an exceeding rare occurrence.

- In 2024–2025, there were 34 expulsions across all North Carolina public-school units.

2024–2025 REPORT ON ALTERNATIVE LEARNING PROGRAM AND SCHOOL ENROLLMENTS

Disciplinary and academic enrollments in Alternative Learning Programs and Schools decreased in 2024–2025.

- ALPS reported 8,741 enrollments during the 2024–2025 academic year, a 13.1% decrease from the previous school year (2023–2024) and a 21.8% decrease from 2022-2023.
- In 2024–2025, the rate of ALPS enrollments was 5.76 per 1,000 students. When comparing the change in the rate of ALPS enrollments from the previous school year and in 3-year period, the rate of enrollments saw a decrease of 13.5% from 2023–2024 and a decrease of 22.5% from 2022-2023.
- The most frequent reasons for student enrollments in 2024–2025 was placed because of placed instead of long-term suspension (34.0%) and chronic misbehavior (28.5% of enrollments), followed by parent and/or student choice (11.4%).

2024–2025 REPORT ON DROPOUT COUNTS AND RATES

While educational attrition across grades 1-13 remained relatively stable, high school dropout rates decreased in 2024–2025.

- In 2024–2025, North Carolina public schools reported 10,478 dropouts in Grades 1 through 13. The rate of educational attrition across all grades was 0.6 students per 100 students (6.88 per 1,000 students enrolled). This is 1.2% decrease from the 10,604 dropouts reported in 2023–2024 and less than a one percent decrease from 11,523 reported in 2022–2023.
- Out of the 10,478 students in Grades 1 through Grade 13 who dropped out in 2024–2025, 2,461 (23.5%) dropped out in Grades 1 through 8, and 8,017 (76.5%) dropped out in Grades 9-13.
- The number of dropouts in high school Grades 9-13 for the 2024–2025 academic year decreased by 14.4% from 9,325 reported in 2023–2024 and by 16.6% from 9,612 reported in 2022–2023 to 8,017 dropouts.
- The high school dropout rate for the 2024–2025 academic year was 1.62 dropout events per every 100 high school students. The 2024–2025 dropout rate decreased 13.2% from the 2023–2024 rate of 1.88 and by 17.0% from the 2023–2024 rate of 1.95 per every 100 high school students.
- “Attendance” issues were cited most frequently as the main reason for a student dropping out, accounting for a third of all dropouts (36.4%) and high school dropouts (44.4%). “*Unknown*” was the second most widely reported dropout reason codes across all grades (31.0%) and among high school dropouts (24.5%). The third most reported dropout reason code across all grades was “*Moved, school status unknown*” (12.9%). However, within the high school grades: “*Lack of engagement with school and/or peers*” was the third most reported reason for high school dropouts (7.3%).

2024–2025 RECOMMENDATIONS

Based on the data trends presented in this report and aligned with SBE Strategic Priorities, DPI recommends a set of targeted, evidence-based actions designed to address areas of concentrated risk while sustaining recent progress. Collectively, these recommendations emphasize early identification, coordinated supports, and consistent implementation, with the goal of ensuring that policy and practice remain proportional to the evidence.

1. Establish a targeted Middle-to-High School Transition Initiative (Grades 6–9)

Pillar 4, Focus 2, Action 5

DPI recommends launching a cross-division initiative focused on strengthening transition supports for students in grades 6-9, where data consistently show elevated risk across discipline, alternative placements, attendance, and dropout outcomes. This initiative would support public school units in aligning existing frameworks and resources at key transition points, particularly entry into middle school and entry into high school.

Priority Actions include:

- Emphasizing tiered behavioral and academic interventions
- Using early warning indicators, including attendance, behavior, and course performance
- Encouraging PSUs to align MTSS, PBIS, and dropout prevention strategies specifically to Grade 6 entry and Grade 9 transition years

Expected Outcome:

- Earlier identification of at-risk students
- Reduced reliance on exclusionary discipline
- Continued decline in Grade 9 dropout and discipline rates

2. Expand Annual Reporting to Include Advanced Analyses and Continuous Monitoring

Pillar 4, Focus 2, Action 4

To support proactive decision making and reduce reliance on anecdotal evidence or isolated incidents, DPI recommends expanding annual reporting to include more advanced analytical approaches that allow for earlier identification of emerging risks and clearer interpretation of statewide trends.

Priority Actions Include:

- Introducing longitudinal and cohort-based analyses
- Expanding school-level distribution analyses to better understand concentration and variation.
- Examining intersections across data domains, including discipline, attendance, academic performance, and dropout

Expected Outcomes:

- A more nuanced understanding of discipline and dropout trends
- Earlier identification of emerging risks before outcomes escalate
- Reduced reliance on anecdote or isolated incidents in policy discussions
- Stronger alignment between data, prevention strategies, and student support efforts
- Increased confidence among policymakers in DPI's use of data for continuous improvement

3. Continue Training for the PSUS on collecting and interpreting Discipline, Alternative Learning and Dropout Data

Recognizing that the quality and usefulness of statewide data depends on consistent implementation, DPI recommends continued training and technical assistance for PSUs focused on data literacy and system use related to discipline, alternative learning placements, and dropout reporting.

Priority Actions Include:

- Strengthening discipline data literacy
- Supporting consistent use of the NCSIS behavior module
- Expanding use of the NCSIS analytics tools to support local analysis

Expected Outcome:

- Discipline decisions that are consistent, defensible, and based on shared standards.
- Improved data quality and consistency across PSUs
- Earlier identification of at-risk students
- More proactive, targeted interventions

Conclusion

Taken together, these recommendations reflect a disciplined, evidence-based approach to improving student outcomes while sustaining recent progress. The data presented in this report show that serious incidents remain concentrated among a relatively small number of students, grades, and schools, and that statewide trends across discipline, alternative placements, and dropout have generally stabilized or improved. The recommended actions focus on strengthening early identification, aligning existing supports at key transition points, and ensuring consistent and reliable use of data across the system. These recommendations focus resources and attention where data show the need is most concentrated, while maintaining a measured and evidence-based approach.

2024–2025 REPORT ON SCHOOL CRIME AND VIOLENCE

INTRODUCTION

In 1993, the General Assembly passed the Safe Schools Act requiring public-school units (PSUs) to report specified acts of crime and violence to the State Board of Education (SBE). General Statute 115C-288(g) describes the school principal's responsibility "to report certain acts to law enforcement" and lists crimes that are required to be reported. GS 115C-12(21) requires the SBE "to compile an annual report on acts of violence in the public schools."

Definition of School Crime and Violence

The SBE has defined 16 criminal acts that are to be included in its annual report (SSCH-000; see [Appendix B](#) for definitions). Collectively these 16 criminal acts are often referred to as reportable crimes.

VIOLENT CRIMES

Nine of the 16 are considered dangerous and violent. The nine dangerous and violent acts are often referred to as violent crimes, persistently dangerous crimes, or 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/battery (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.

REPORTABLE CRIMES

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

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 CONFIGURATION

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

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

COUNT AND RATE CALCULATIONS

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

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

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

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

Crime rate per 1,000 students enrolled calculation:

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

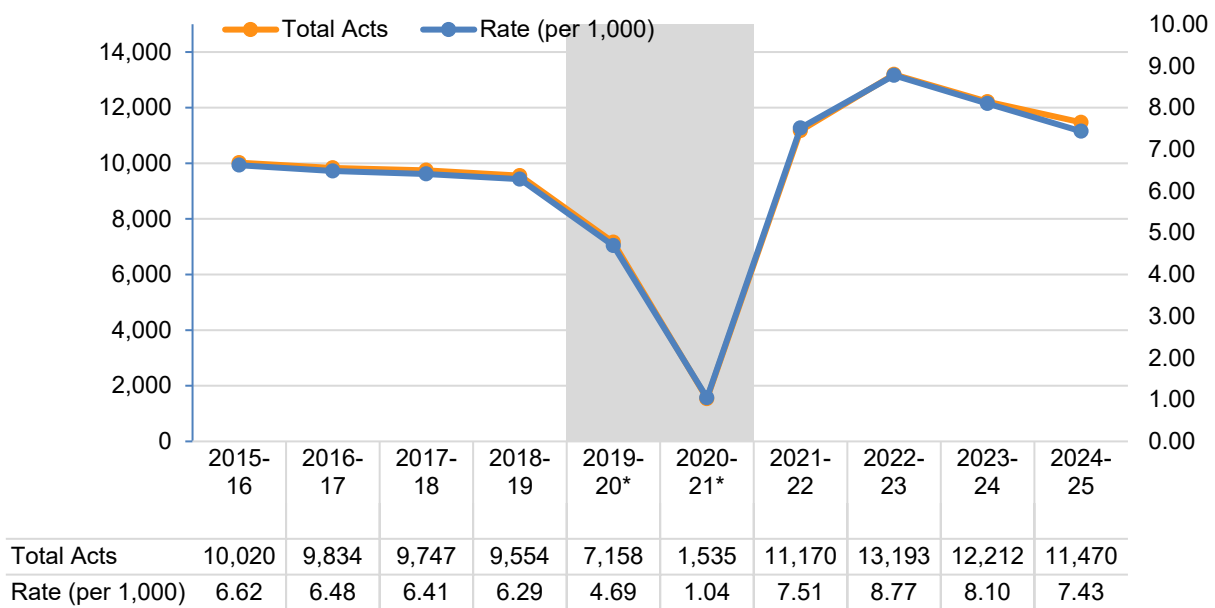
OVERALL RATES AND TRENDS

This section provides state level trends and descriptive data on the prevalence of crime and violence in public school in North Carolina during the 2024–2025 academic year.

Acts of crime and violence committed in North Public schools continued to decrease in 2024–2025.

During the 2024–2025 academic year, 11,470 acts of crime and violence were reported across the state. The rate of crime was 7.43 acts of crime and violence per 1,000 students enrolled. As seen in the figure below, when compared to the 2023–2024 school year, the total number of crimes decreased by 6.1% from 12,212 to 11,470 acts. The rate of crimes per 1,000 students (7.41 crimes per 1,000 students) decreased by 8.2% from 8.10 in 2023–2024 to 7.41 in 2024–2025. Compared to the 2022–2023 academic year: the number of crimes decreased by 13.8%, and the rate of crimes decreased by 15.3%.

Figure C1. Ten Year Trend in Counts and Rates of Acts of Crime and Violence



**The 2024–2025 population estimate used in this report was 1,542,830 students in Preschool, Kindergarten through Grade 12 (including Grade 13 and XG).*

Acts of Crime and Violence by Offense Type

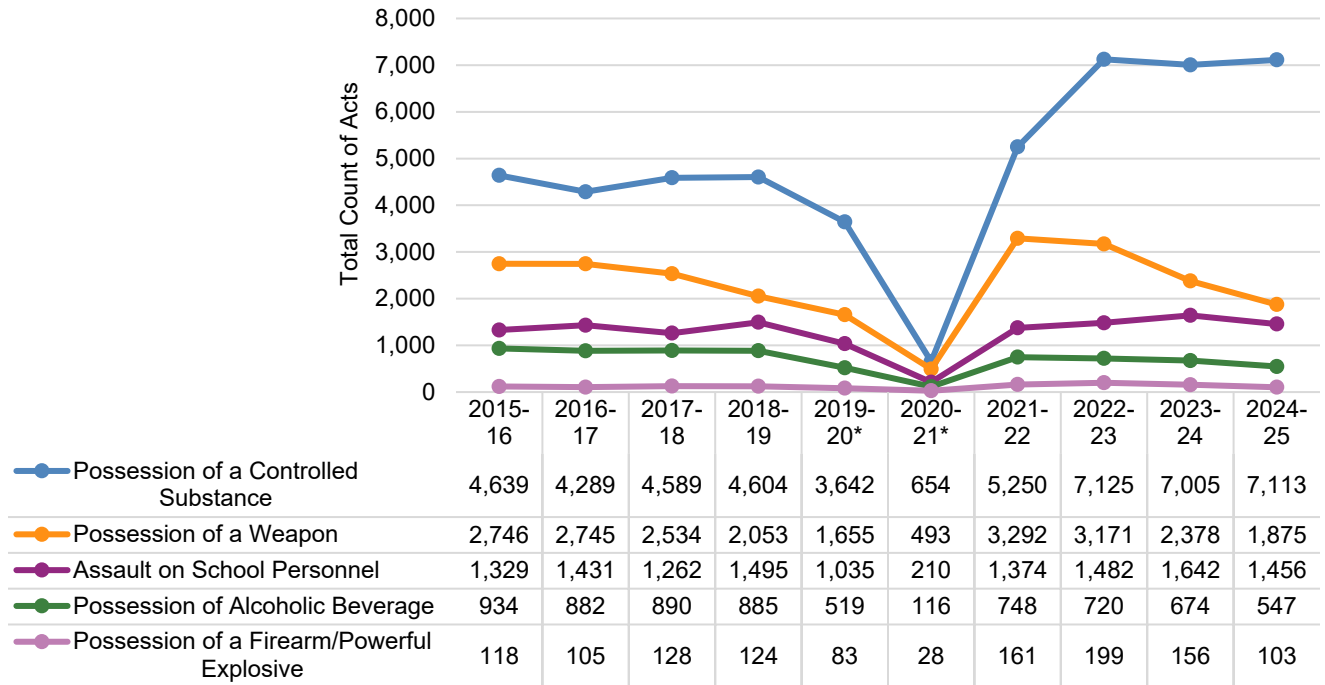
Violent Crimes remained extremely rare and most Reportable Offenses decreased in 2024–2025. As discussed in the introduction of this section, acts of crime and violence are categorized into two categories: Violent Crimes and Reportable Offenses. Violent Crimes have been consistently extremely rare in NC public schools. The 302 violent crimes accounted for 2.6% of all acts committed in the 2024–2025 school year. The rate of violent crimes was 0.196 violent crimes for every 1,000 students or 19.6 violent crimes for every 100,000 students in North Carolina. The two most reported violent act reported were Sexual Offense and Assault Resulting in Serious Injury. The violent acts not reported in the 2024–2025 school year were Death/Homicide, Rape and Indecent Liberties with a Minor.

Consistent with previous years, the majority of the acts reported were Reportable Offenses and accounted for 97.4% of all acts reported. Also consistent with previous years, Possession of Controlled Substances was the most frequently reported reportable act of crime and accounted for 62.0% of all acts reported. The second-most reportable act reported was Possession of Weapon (excluding firearms and powerful explosives) accounting 16.3% of the acts reported, followed by Assault on School Personnel which accounted for 12.7%. The rate of these three most frequently reported acts of crime and violence (regardless of who committed the act) was 4.61, 1.22, and 0.94 per 1,000 students for Possession of Controlled Substances, Possession of Weapon, and Assault on School Personnel, respectively.

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

Reportable Acts of Crime	Number of Acts			Percent Difference	
	2022-23	2023-24	2024-25	2-year	1-year
Violent Crimes	391	250	302	-22.8%	20.8%
Sexual Offense	104	94	96	-7.7%	2.1%
Assault Resulting in Serious Injury	134	37	90	-32.8%	143.2%
Sexual Assault/Battery	79	45	56	-29.1%	24.4%
Assault Involving Use of a Weapon	65	69	53	-18.5%	-23.2%
Robbery with a Dangerous Weapon	7	3	6	-14.3%	100.0%
Kidnapping	0	0	1	-	-
Death By Other Than Natural Causes	1	1	0	-100.0%	-100.0%
Rape	0	0	0	-	-
Taking Indecent Liberties with a Minor	1	1	0	-100.0%	-100.0%
Reportable Offenses	12,802	11,962	11,168	-12.8%	-6.6%
Possession of a Controlled Substance	7,125	7,005	7,113	-0.2%	1.5%
Possession of a Weapon	3,171	2,378	1,875	-40.9%	-21.2%
Assault on School Personnel	1,482	1,642	1,456	-1.8%	-11.3%
Possession of Alcoholic Beverage	720	674	547	-24.0%	-18.8%
Possession of a Firearm/Powerful Explosive	199	156	103	-48.2%	-34.0%
Bomb Threat/Hoax	88	94	58	-34.1%	-38.3%
Burning of a School Building	17	13	16	-5.9%	23.1%
Total Acts	13,193	12,212	11,470	-13.1%	-6.1%

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



Acts of Crime and Violence by Offense and Offender Type

In 2024–2025, 11,429 acts of crime and violence were reported. The majority (97.4%) of these acts were reportable offenses with possession of controlled substance accounting for 60% of all acts. While students offenders committed over 99.6% of the crimes reported 2024–2025, 41 crimes were committed by non-student offenders.

It is critical to note that not every act of crime reported is committed by a student offender. Any act committed on school grounds or during a school-related function or activity must be reported to NCDPI. Thus, the offenders can be: students enrolled at the school, students from another school or PSU, school staff, school administrators, other professionals, non-professionals, school volunteers, parents/caregivers or relatives, non-students/non-staff and unknown offenders. A complete list of all crimes, and other reportable behaviors, as well as disciplinary actions, that must be reported by schools are found in [Appendix A](#).

Table C2. Acts of Crime and Violence by Offense and Offender Type

Acts of Crime and Violence	Number of Acts	Rate of Act per 1,000 Students	Percent of All Acts	Acts Committed by Students	Acts Committed by Others
Violent Crimes	302	0.20	2.6%	302	0
Sexual Offense	96	0.06	0.8%	96	0
Assault Resulting in Serious Injury	90	0.06	0.8%	90	0
Sexual Assault/Battery	56	0.04	0.5%	56	0
Assault Involving Use of a Weapon	53	0.03	0.5%	53	0
Robbery with a Dangerous Weapon	6	0.00	0.1%	6	0
Kidnapping	1	0.00	0.0%	1	0
Death By Other Than Natural Causes	0	0.00	0.0%	0	0
Rape	0	0.00	0.0%	0	0
Taking Indecent Liberties with a Minor	0	0.00	0.0%	0	0
Reportable Offenses	11,168	7.21	97.4%	11,127	41
Possession of a Controlled Substance	7,113	4.61	62.0%	7,098	15
Possession of a Weapon	1,875	1.22	16.3%	1,874	1
Assault on School Personnel	1,456	0.94	12.7%	1,434	22
Possession of Alcoholic Beverage	547	0.35	4.8%	545	2
Possession of a Firearm/Powerful Explosive	103	0.07	0.9%	102	1
Bomb Threat/Hoax	58	0.04	0.5%	58	0
Burning of a School Building	16	0.01	0.1%	16	0
Total	11,470	7.43	100.0%	11,429	41

Acts of Crime and Violence Committed by Students

In 2024–2025, 9,966 students committed at least one act of crime and violence, representing less than 1.0% of the preschool through grade 13 student population in North Carolina public schools.

Across all student subgroups, fewer than 1.1% of students in any group were reported as offenders. This underscores that school crime remains a rare occurrence across the system.

The rate of crimes committed by student offenders in 2024–2025 was 7.41 acts per 1,000 students enrolled. Male students were reported to have committed more acts of crime and violence than female students in 2024–2025. The rate of crime for male students (9.95 per 1,000 male students enrolled) was 2.1 times than the rate for females (4.66 per 1,000 female students enrolled).

Within the race/ethnicity subgroups, Black students had the highest rate of crime and violence in 2024–2025 (12.62 per 1,000 Black students enrolled), followed by American Indian students (8.31 per 1,000 American Indian students enrolled), and Two or More Races students (8.26 per 1,000 Two or More Races students enrolled).

Across all student subgroups, in 2024–2025, Students with Disabilities had the highest rate of crime and violence in 2024–2025 (12.32 per 1,000 Students with Disabilities students enrolled), followed by Black students (12.27 per 1,000 Black students enrolled), Economically Disadvantaged students (10.05 per 1,000 enrolled), and Males students (9.95 per 1,000 students enrolled).

The percentage of students within a student population who were reported to have committed at least one act is an estimate of the likelihood that any individual student in that group could have been reported to commit at least one act during the 2024–2025 school year. This measure is commonly referred to as individual rate. If the event rate is much higher than the individual rate, it suggests that some students are committing multiple acts. If the two rates are closer together then most students are only committing one act

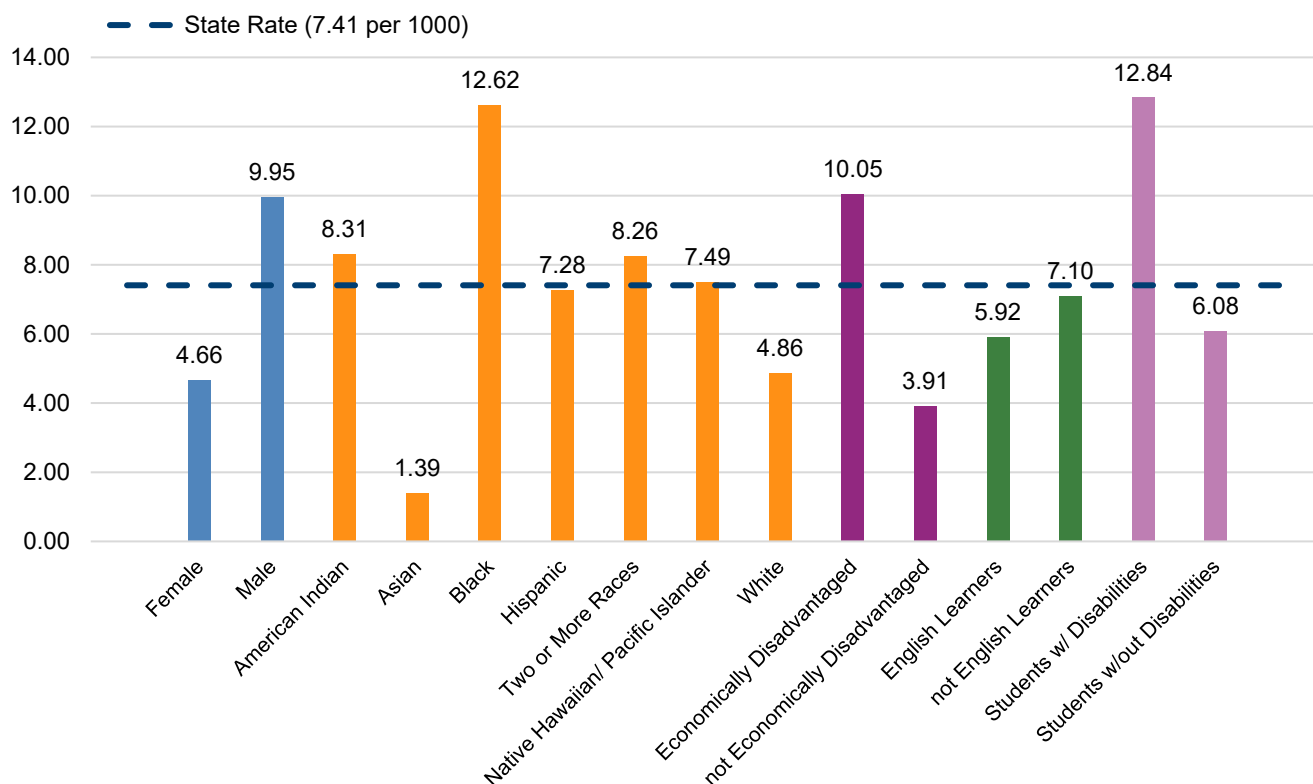
The reportable offense rate was 7.41 acts per 1,000 students enrolled, while the individual offender rate was 6.46 per 1,000 students. This small difference indicates that a limited number of students committed more than one act.

The tables below provide an estimate of the overall student population for all students and by student subgroup, the percentage of the subgroup in the student population, the number of student offenders by subgroup, and the percentage of student offenders in the student and subgroup population. Additionally, the table displays the Individual Offender Rate and the Event Rate of Acts of Crime and Violence.

Table C3. Student Offender Population, 2024–2025

Race/Ethnicity	Student Population Estimate	% Student Population	Unique Student Offenders	% Offenders in Population	Individual Rate per 1,000	Crime Event Rate per 1000
Student Offenders	1,542,830	100.0%	9,966	0.6%	6.46	7.41
Female	756,937	48.8%	3,186	0.4%	4.21	4.66
Male	793,299	51.2%	6,773	0.9%	8.54	9.95
American Indian	15,403	1.0%	121	0.8%	7.86	8.31
Asian	69,004	4.5%	92	0.1%	1.33	1.39
Black	378,679	24.5%	4,160	1.1%	10.99	12.62
Hispanic	339,965	22.0%	2,170	0.6%	6.38	7.28
Two or More Races	91,657	5.9%	666	0.7%	7.27	8.26
Native Hawaiian/ Pacific Islander	2,135	0.1%	15	0.7%	7.03	7.49
White	653,393	42.4%	2,735	0.4%	4.19	4.86
Economically Disadvantaged	816,889	49.9%	7,148	0.9%	8.75	10.05
not Economically Disadvantaged	820,859	50.1%	2,811	0.3%	3.42	3.91
English Learners	173,398	10.6%	920	0.5%	5.31	5.92
not English Learners	1,464,350	89.4%	9,039	0.6%	6.17	7.10
Students w/ Disabilities	215,680	13.2%	2,243	1.0%	10.40	12.84
Students w/out Disabilities	1,422,068	86.8%	7,716	0.5%	5.43	6.08

Figure C3. Rates of Acts of Crime and Violence by Student Subgroups



The 2024–2025 rate of crime and violence declined by 8.2% and 15.3% for nearly all subgroups from 2023–2024 and 2022–2023 academic years, with the most substantial reductions observed among female students, English learners, and economically disadvantaged students. While some subgroups (e.g., Black students, Students with Disabilities) continue to exhibit higher rates, the overall trend suggests progress in reducing school-based events of crime and violence in schools.

These data can inform further inquiry into which interventions or changes may be contributing to these reductions and where additional supports may be needed.

Table C4. Trends in the Rates of Acts of Crime and Violence by Student Subgroups

Race/Ethnicity	Crime Event Rate 2022-23	Crime Event Rate 2023-34	Crime Event Rate 2024-35	1-yr % Change	2-yr % Change
All Offenders	8.77	8.10	7.43	-8.2%	-15.3%
Female	5.85	5.19	4.56	-12.1%	-22.0%
Male	11.37	10.70	9.66	-9.7%	-15.0%
American Indian	11.47	12.05	7.99	-33.7%	-30.4%
Asian	1.75	1.55	1.33	-13.8%	-23.6%
Black	14.04	13.29	12.27	-7.7%	-12.6%
Hispanic	8.81	7.93	7.14	-10.0%	-19.0%
Two or More Races	10.11	9.33	8.02	-14.1%	-20.7%
Native Hawaiian/ Pacific Islander	4.66	9.47	7.03	-25.8%	50.7%
White	6.01	5.41	4.72	-12.8%	-21.4%
Economically Disadvantaged	12.33	11.41	9.79	-14.2%	-20.6%
not Economically Disadvantaged	4.17	3.94	3.81	-3.5%	-8.8%
English Learners	10.90	6.73	5.78	-14.1%	-46.9%
not English Learners	7.09	7.74	6.91	-10.7%	-2.5%
Students w/ Disabilities	13.81	13.78	12.32	-10.6%	-10.8%
Students w/out Disabilities	7.37	6.67	5.95	-10.7%	-19.3%

Acts of Crime and Violence by Grade Level

Most reportable crimes are committed by student offenders in middle and high school grades.

Historically, most reportable crimes are committed by student offenders at the high school level. In 2024-2025, 6,168 acts of crime and violence were reported in high school grades, resulting in a rate of 12.98 acts per 1,000 students. Across middle school grades, there were 3,768 crimes committed by student offenders, resulting in a rate of 10.74 crimes per 1,000 middle school students. Among the elementary grades, 1,486 crimes were committed resulting in a rate of 2.08 crimes per 1,000 elementary students.

Students in Grade 9 had the highest rate of crime and violence in 2024–2025, with a rate of 18.59 crimes per 1,000 students. Grade 8 students and Grade 10 students had the next highest rate of crime and violence with rates of 14.96 and 13.89 per 1,000 students, respectively.

Figure C4. Acts of Crime and Violence by Grade Level, 2024–2025

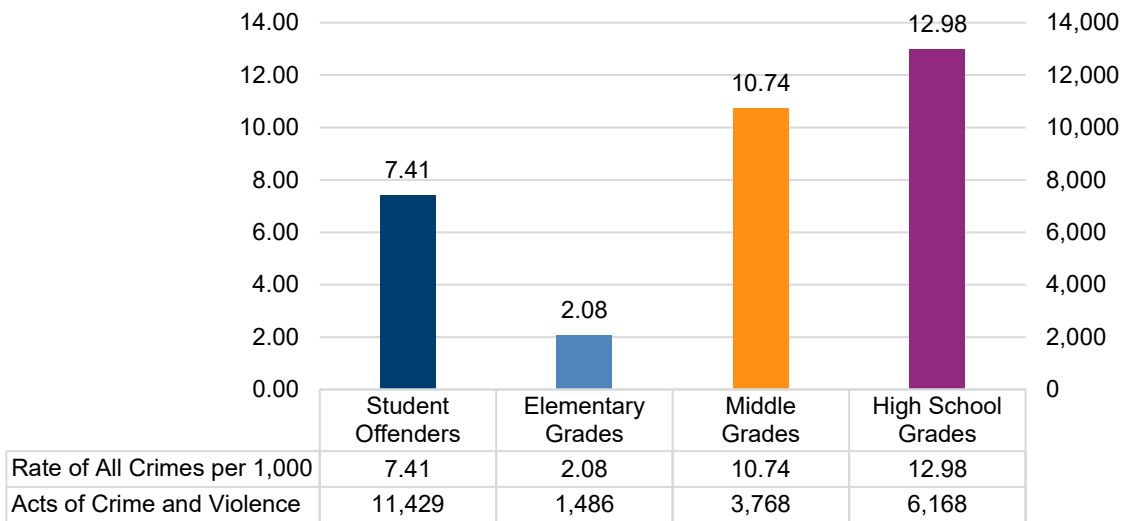


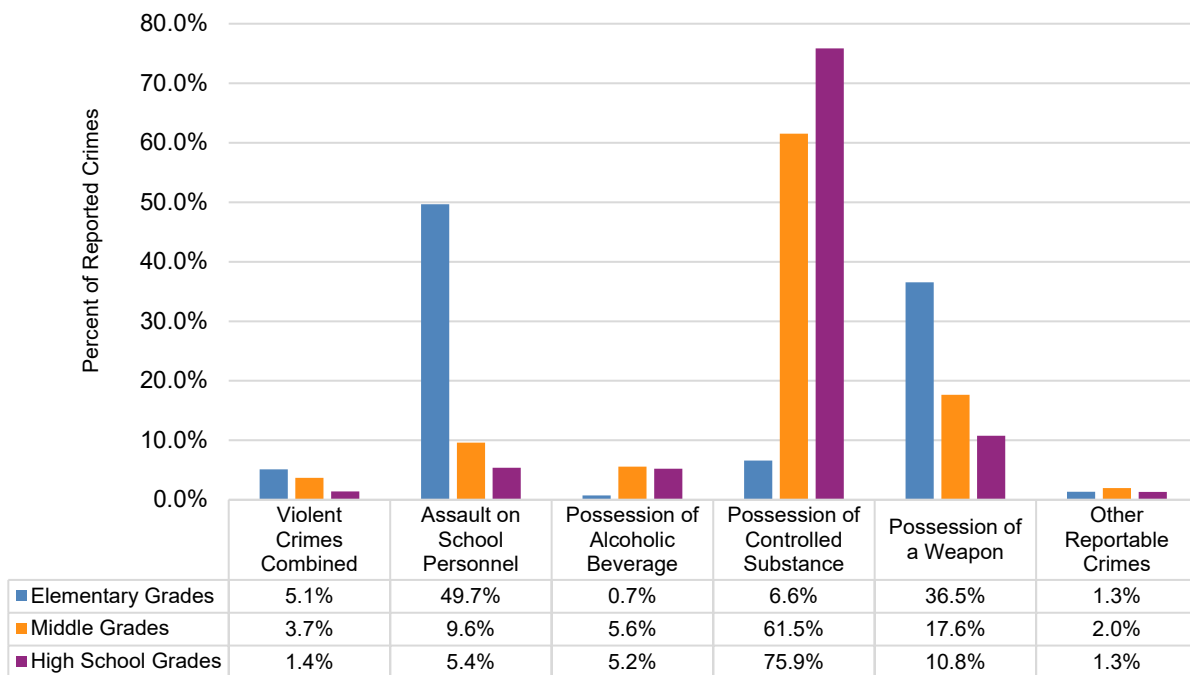
Table C5. Counts and Rates of Reported Acts of Crime by Grade Level, 2024–2025

	Population Estimate	Acts of Crime	Rate of All Crimes per 1,000
Student Offenders	1,542,830	11,429	7.41
Elementary Grades	715,411	1,486	2.08
Preschool	26,548	16	0.60
Kindergarten	110,639	206	1.86
Grade 1	113,612	187	1.65
Grade 2	115,656	195	1.69
Grade 3	119,236	250	2.10
Grade 4	113,441	249	2.19
Grade 5	116,279	383	3.29
Middle Grades	350,702	3,768	10.74
Grade 6	116,077	723	6.23
Grade 7	117,064	1,286	10.99
Grade 8	117,561	1,759	14.96
High School Grades	475,212	6,168	12.98
Grade 9	131,586	2,446	18.59
Grade 10	123,381	1,714	13.89
Grade 11	115,479	1,233	10.68
Grade 12 (includes 13 and XG)	104,766	775	7.40

The four most frequently reported crimes in elementary, middle, and high schools were 1) possession of a weapon, 2) assault on school personnel, 3) possession of a controlled substance and 4) possession of alcohol. However, the frequency at which these crimes were reported by school category differs.

In elementary schools, assault on school personnel was reported most frequently in 2024–2025, followed by possession of a weapon, possession of a controlled substance and then possession of alcohol. The most frequently reported crime in middle schools was possession of a controlled substance, followed by possession of a weapon, assault on school personnel and possession of alcohol. In high schools, the crime reported most frequently was possession of a controlled substance, followed by possession of a weapon, possession of an alcoholic beverage and assault on school personnel.

Figure C5. Distribution of Acts of Crime and Violence by Grade Level, 2024–2025



Acts of Crime and Violence by Grade Level and Student Subgroup

The table and figures below detail the rates of school crime and violence between the student subgroups by grade level in 2024–2025.

While most of the subgroups at each grade level follow the overall state trend of the lowest rates among the elementary grades and highest rates among the high school grades, the middle school rates for females and Asian students are roughly equivalent to the rate in the high school grades.

Table C6. Rates of Acts of Crime and Violence by Grade Level and Student Subgroup, 2024–2025

	Number of Acts All Grades	Rate per 1,000 All Grades	Rate per 1,000 Elementary Grades	Rate per 1,000 Middle Grades	Rate per 1,000 High School Grades
Student Offenders	11,429	7.41	2.08	10.74	12.98
Female	3,526	4.66	0.92	8.33	7.48
Male	7,896	9.95	3.20	13.06	17.61
American Indian	128	8.31	2.19	10.65	16.21
Asian	96	1.39	0.49	2.27	2.17
Black	4,778	12.62	3.78	18.07	21.49
Hispanic	2,474	7.28	1.39	13.28	11.57
Two or More Races	757	8.26	2.50	11.75	15.81
Native Hawaiian/ Pacific Islander	16	7.49	3.11	14.52	8.72
White	3,173	4.86	1.57	5.95	8.71
Economically Disadvantaged	8,212	10.05	2.71	15.45	18.55
Not Economically Disadvantaged	3,210	3.91	1.11	5.05	6.74
English Learners	1,026	5.92	1.19	12.24	10.47
Not English Learners	10,396	7.10	2.06	9.98	12.27
Students w/ Disabilities	2,769	12.84	6.68	16.78	21.09
Students w/out Disabilities	8,653	6.08	1.17	9.19	10.97

Figure C6a. Rates of Acts of Crime and Violence by Grade Level and Student Subgroup, 2024–2025

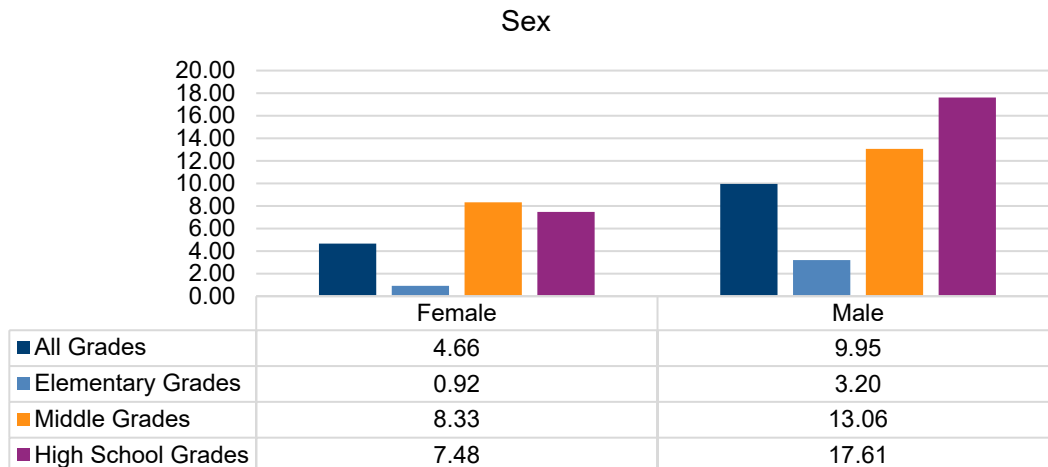


Figure C6b. Rates of Acts of Crime and Violence by Grade Level and Student Subgroup, 2024–2025

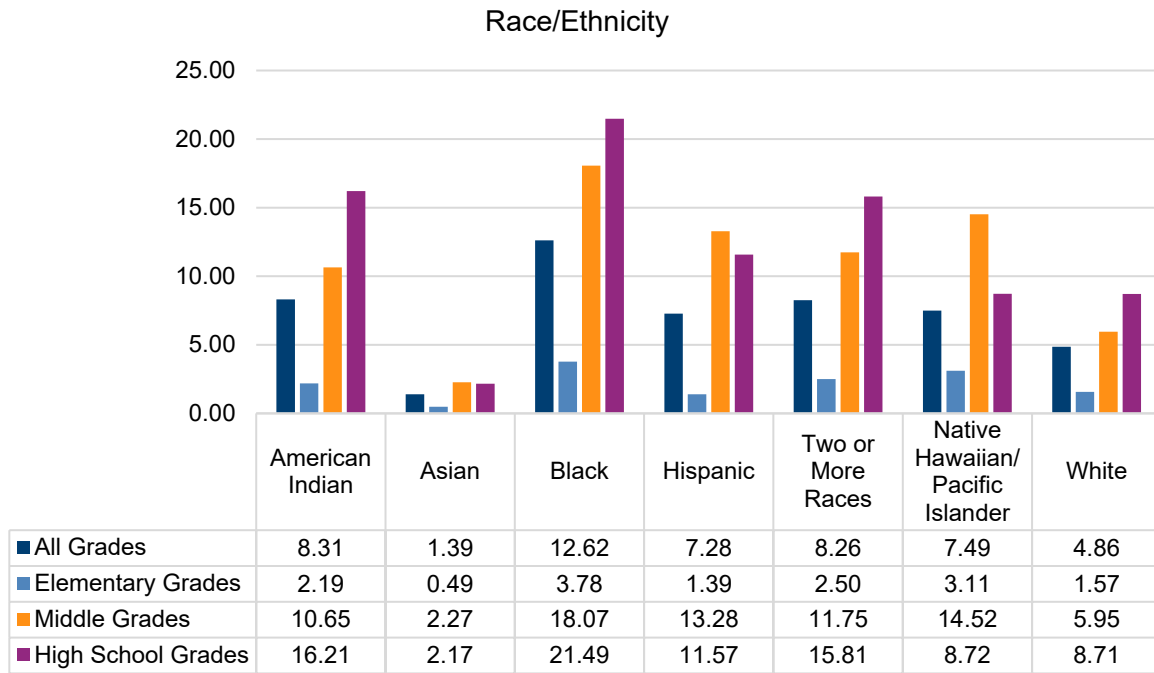
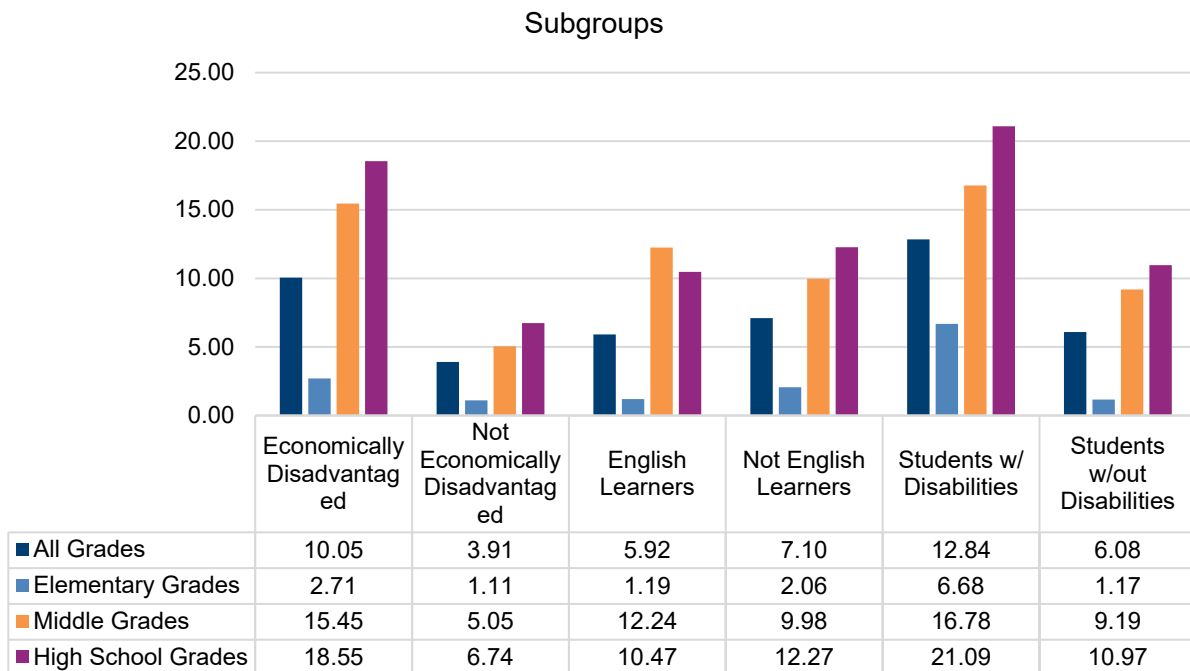


Figure C6c. Rates of Acts of Crime and Violence by Grade Level and Student Subgroup, 2024–2025



Acts of Crime and Violence by School Configuration

Acts of crime and violence are lowest in elementary schools and highest in high schools.

The counts in tables below are grouped by school configuration, which can affect the nature and frequency of reported offenses due to differences in student age ranges, enrollment sizes, and operational structures.

Over the past three years, total reported acts of crime and violence across all school types have declined, by 13.1% from 2022–2023 to 2024–2025. High schools consistently account for the majority of offenses, especially related to controlled substances and weapons possession. However, elementary schools continue to report the highest number of assaults on school personnel..

Table C7a. Proportion of Acts of Crime and Violence by School Type, 2024–2025

SPECIFIED ACTS	NUM ACTS	ELEM	ELEM/MID*	MID	MID/HIGH**	HIGH	UNION†
Violent Crimes	2.6%	4.7%	9.0%	3.3%	1.1%	1.3%	7.7%
Sexual Offense	0.8%	1.4%	0.5%	1.4%	0.3%	0.3%	2.6%
Assault Resulting in Serious Injury	0.8%	1.4%	6.1%	0.7%	0.6%	0.4%	2.3%
Sexual Assault/Battery	0.5%	1.2%	1.4%	0.8%	0.3%	0.1%	0.6%
Assault Involving Use of a Weapon	0.5%	0.7%	0.9%	0.3%	0.0%	0.4%	2.3%
Robbery with a Dangerous Weapon	0.1%	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%
Kidnapping	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Death By Other Than Natural Causes	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Rape	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Taking Indecent Liberties with a Minor	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Reportable Offenses	97.4%	95.3%	91.0%	96.7%	98.9%	98.7%	92.3%
Possession of a Controlled Substance	62.0%	6.9%	31.1%	62.6%	69.0%	76.1%	42.0%
Possession of a Weapon	16.3%	37.7%	27.8%	17.7%	11.5%	10.8%	13.7%
Assault on School Personnel	12.7%	49.1%	22.6%	9.0%	11.5%	5.3%	29.1%
Possession of Alcoholic Beverage	4.8%	0.6%	3.8%	5.6%	5.7%	5.2%	4.6%
Possession of a Firearm/Powerful Explosive	0.9%	0.4%	2.8%	0.8%	0.3%	0.9%	2.3%
Bomb Threat/Hoax	0.5%	0.6%	2.8%	0.9%	0.3%	0.2%	0.6%
Burning of a School Building	0.1%	0.1%	0.0%	0.1%	0.6%	0.1%	0.0%
Total	100.0%	11.6%	1.8%	29.5%	3.0%	51.0%	3.1%

* A combination elementary/middle school must include some or all of the grade levels defined as elementary (PK-5) and middle (6-8).

** A combination middle/high school must include some or all of the grade levels defined as middle (6-8) and high school (9-12).

† Union Schools includes ungraded, special education, and schools with grades that cross more than one level (e.g. K-12).

Table C7b. Proportion of Acts of Crime and Violence by School Type, 2023–2024

SPECIFIED ACTS	NUM ACTS	ELEM	ELEM/MID*	MID	MID/HIGH**	HIGH	UNION†
Violent Crimes	2.0%	2.6%	2.3%	2.2%	1.4%	1.5%	9.2%
Sexual Offense	0.8%	0.9%	2.3%	0.7%	0.5%	0.5%	4.7%
Assault Resulting in Serious Injury	0.6%	0.5%	0.0%	0.6%	0.7%	0.4%	2.6%
Sexual Assault/Battery	0.4%	0.6%	0.0%	0.6%	0.0%	0.2%	1.1%
Assault Involving Use of a Weapon	0.3%	0.5%	0.0%	0.3%	0.0%	0.3%	0.8%
Robbery with a Dangerous Weapon	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Kidnapping	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Death By Other Than Natural Causes	0.0%	0.0%	0.0%	0.0%	0.2%	0.0%	0.0%
Rape	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Taking Indecent Liberties with a Minor	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Reportable Offenses	98.0%	97.4%	97.7%	97.8%	98.6%	98.5%	90.8%
Possession of a Controlled Substance	57.4%	7.4%	29.7%	54.0%	74.8%	71.1%	36.1%
Possession of a Weapon	19.5%	38.9%	20.8%	24.0%	7.9%	13.9%	16.1%
Assault on School Personnel	13.4%	47.5%	37.3%	11.5%	8.6%	5.6%	30.0%
Possession of Alcoholic Beverage	5.5%	1.6%	5.0%	6.1%	6.5%	5.8%	7.6%
Possession of a Firearm/Powerful Explosive	1.3%	1.1%	3.3%	0.8%	0.2%	1.6%	0.0%
Bomb Threat/Hoax	0.8%	0.8%	1.7%	1.3%	0.5%	0.4%	1.1%
Burning of a School Building	0.1%	0.2%	0.0%	0.1%	0.0%	0.1%	0.0%
Total	100.0%	10.8%	2.5%	28.2%	3.5%	51.9%	3.1%

Table C7c. Proportion of Acts of Crime and Violence by School Type, 2022–2023

SPECIFIED ACTS	NUM ACTS	ELEM	ELEM/MID*	MID	MID/HIGH**	HIGH	UNION†
Violent Crimes	3.0%	2.9%	3.2%	3.3%	5.0%	2.3%	8.8%
Sexual Offense	1.0%	0.5%	0.4%	1.2%	3.3%	0.8%	2.7%
Assault Resulting in Serious Injury	0.8%	1.1%	1.4%	0.6%	0.2%	0.6%	3.9%
Sexual Assault/Battery	0.6%	1.0%	1.1%	0.8%	0.6%	0.3%	1.0%
Assault Involving Use of a Weapon	0.5%	0.3%	0.4%	0.6%	0.8%	0.4%	1.2%
Robbery with a Dangerous Weapon	0.1%	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%
Kidnapping	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Death By Other Than Natural Causes	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%
Rape	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Taking Indecent Liberties with a Minor	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Reportable Offenses	97.0%	97.1%	96.8%	96.7%	95.0%	97.7%	91.2%
Possession of a Controlled Substance	54.0%	7.7%	31.6%	51.0%	59.1%	68.0%	30.3%
Possession of a Weapon	24.0%	47.8%	29.8%	28.5%	12.5%	17.0%	20.5%
Assault on School Personnel	11.2%	38.4%	20.6%	8.4%	11.9%	5.0%	35.5%
Possession of Alcoholic Beverage	5.5%	1.5%	9.2%	6.4%	8.4%	5.5%	2.7%
Possession of a Firearm/Powerful Explosive	1.5%	1.4%	3.2%	1.0%	1.7%	1.8%	1.2%
Bomb Threat/Hoax	0.7%	0.3%	2.1%	1.2%	1.3%	0.3%	1.0%
Burning of a School Building	0.1%	0.1%	0.4%	0.1%	0.2%	0.1%	0.0%
Total	100.0%	11.1%	2.1%	29.8%	3.6%	50.3%	3.1%

Table C7d. Proportion of Acts of Crime and Violence by School Type, 2021–2022

SPECIFIED ACTS	NUM ACTS	ELEM	ELEM/MID*	MID	MID/HIGH**	HIGH	UNION†
Violent Crimes	2.5%	2.7%	8.6%	3.3%	2.3%	1.8%	2.2%
Sexual Offense	0.6%	0.4%	2.7%	1.2%	0.3%	0.3%	0.5%
Assault Resulting in Serious Injury	0.6%	1.1%	2.0%	0.6%	0.0%	0.4%	0.3%
Sexual Assault/Battery	0.7%	0.6%	2.0%	1.0%	0.9%	0.5%	0.3%
Assault Involving Use of a Weapon	0.6%	0.6%	2.0%	0.5%	1.2%	0.4%	1.1%
Robbery with a Dangerous Weapon	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%
Kidnapping	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Death By Other Than Natural Causes	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Rape	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Taking Indecent Liberties with a Minor	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Reportable Offenses	97.5%	97.3%	91.4%	96.7%	97.7%	98.2%	97.8%
Possession of a Controlled Substance	47.0%	4.8%	20.3%	39.4%	53.2%	62.4%	31.5%
Possession of a Weapon	29.5%	49.6%	39.5%	38.4%	19.2%	20.9%	17.4%
Assault on School Personnel	12.3%	40.0%	19.9%	8.7%	14.8%	5.8%	43.8%
Possession of Alcoholic Beverage	6.7%	1.5%	9.0%	8.0%	8.7%	7.1%	3.3%
Possession of a Firearm/Powerful Explosive	1.4%	1.0%	1.2%	1.2%	1.7%	1.7%	1.6%
Bomb Threat/Hoax	0.5%	0.3%	1.6%	0.9%	0.0%	0.2%	0.3%
Burning of a School Building	0.1%	0.1%	0.0%	0.1%	0.0%	0.1%	0.0%
Total	100.0%	11.1%	2.3%	29.4%	3.1%	50.9%	3.3%

Table C8a. Acts of Crime and Violence by School Type, 2024–2025

SPECIFIED ACTS	NUM ACTS	ELEM	ELEM/MID*	MID	MID/HIGH**	HIGH	UNION†
Violent Crimes	302	62	19	112	4	78	27
Sexual Offense	96	19	1	48	1	18	9
Assault Resulting in Serious Injury	90	18	13	23	2	26	8
Sexual Assault/Battery	56	16	3	28	1	6	2
Assault Involving Use of a Weapon	53	9	2	11	0	23	8
Robbery with a Dangerous Weapon	6	0	0	1	0	5	0
Kidnapping	1	0	0	1	0	0	0
Death By Other Than Natural Causes	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
Reportable Offenses	11,168	1,263	193	3,272	344	5,773	323
Possession of a Controlled Substance	7,113	92	66	2117	240	4,451	147
Possession of a Weapon	1,875	499	59	599	40	630	48
Assault on School Personnel	1456	650	48	304	40	312	102
Possession of Alcoholic Beverage	547	8	8	190	20	305	16
Possession of a Firearm/Powerful Explosive	103	5	6	28	1	55	8
Bomb Threat/Hoax	58	8	6	29	1	12	2
Burning of a School Building	16	1	0	5	2	8	0
Total	11,470	1,325	212	3,384	348	5,851	350

Table C8b. Acts of Crime and Violence by School Type, 2023–2024

SPECIFIED ACTS	NUMBER OF ACTS	ELEM	ELEM/MID*	MID	MID/HIGH**	HIGH	UNION†
Violent Crimes	250	34	7	76	6	92	35
Sexual Offense	94	12	7	25	2	30	18
Assault Resulting in Serious Injury	69	7	0	22	3	27	10
Sexual Assault/Battery	45	8	0	19	0	14	4
Assault Involving Use of a Weapon	37	7	0	10	0	17	3
Robbery with a Dangerous Weapon	3	0	0	0	0	3	0
Death By Other Than Natural Causes	1	0	0	0	0	1	0
Taking Indecent Liberties with a Minor	1	0	0	0	1	0	0
Kidnapping	0	0	0	0	0	0	0
Rape	0	0	0	0	0	0	0
Reportable Offenses	11,962	1,291	296	3,368	422	6,240	345
Possession of a Controlled Substance	7,005	98	90	1860	320	4,500	137
Possession of a Weapon	2,378	516	63	827	34	877	61
Assault on School Personnel	1642	630	113	395	37	353	114
Possession of Alcoholic Beverage	674	21	15	211	28	370	29
Possession of a Firearm/Powerful Explosive	156	14	10	28	1	103	0
Bomb Threat/Hoax	94	10	5	45	2	28	4
Burning of a School Building	13	2	0	2	0	9	0
Total	12,212	1,325	303	3,444	428	6,332	380

Table C8c. Acts of Crime and Violence by School Type, 2022–2023

SPECIFIED ACTS	NUMBER OF ACTS	ELEM	ELEM/MID*	MID	MID/HIGH**	HIGH	UNION†
Violent Crimes	391	42	9	129	24	151	36
Assault Resulting in Serious Injury	134	7	1	46	16	53	11
Sexual Offense	104	16	4	25	1	42	16
Sexual Assault/Battery	79	14	3	32	3	23	4
Assault Involving Use of a Weapon	65	4	1	25	4	26	5
Robbery with a Dangerous Weapon	7	0	0	1	0	6	0
Death By Other Than Natural Causes	1	0	0	0	0	1	0
Taking Indecent Liberties with a Minor	1	1	0	0	0	0	0
Kidnapping	0	0	0	0	0	0	0
Rape	0	0	0	0	0	0	0
Reportable Offenses	12,802	1,419	273	3,800	455	6,482	373
Possession of a Controlled Substance	7,125	112	89	2005	283	4,512	124
Possession of a Weapon	3,171	698	84	1,119	60	1,126	84
Assault on School Personnel	1482	561	58	332	57	329	145
Possession of Alcoholic Beverage	720	22	26	253	40	368	11
Possession of a Firearm/Powerful Explosive	199	20	9	40	8	117	5
Bomb Threat	88	4	6	46	6	22	4
Burning of a School Building	17	2	1	5	1	8	0
Total	13,193	1,461	282	3,929	479	6,633	409

Table C8d. Acts of Crime and Violence by School Type, 2021–2022

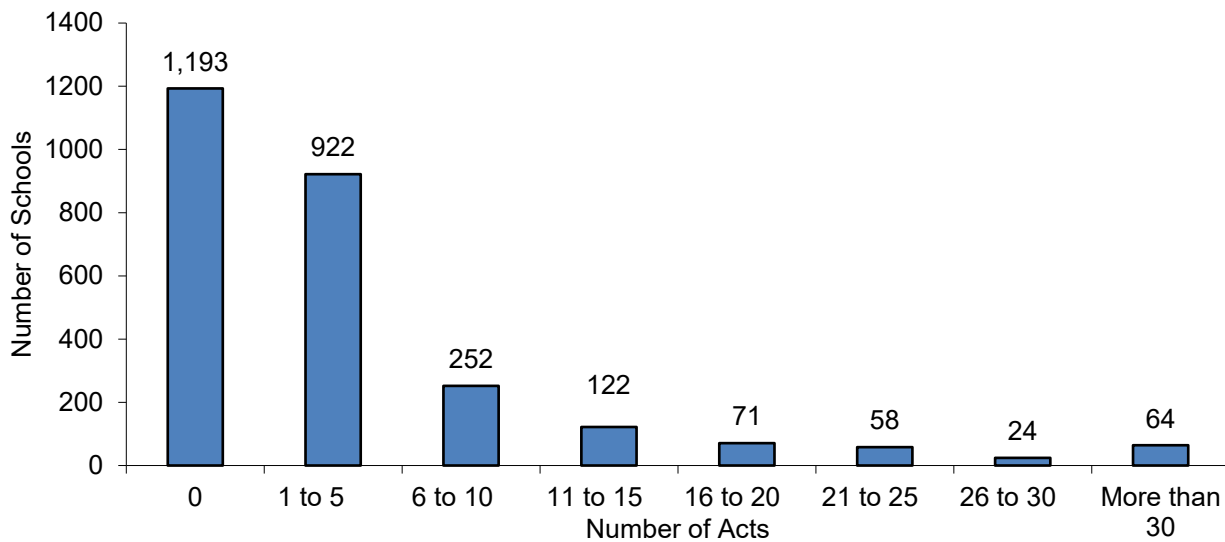
SPECIFIED ACTS	NUMBER OF ACTS	ELEM	ELEM/MID*	MID	MID/HIGH**	HIGH	UNION†
Violent Crimes	281	34	22	107	8	102	8
Sexual Offense	72	5	7	38	1	19	2
Assault Resulting in Serious Injury	64	14	5	19	0	25	1
Sexual Assault/Battery	78	7	5	34	3	28	1
Assault Involving Use of a Weapon	62	8	5	16	4	25	4
Robbery with a Dangerous Weapon	3	0	0	0	0	3	0
Kidnapping	1	0	0	0	0	1	0
Death By Other Than Natural Causes	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
Reportable Offenses	10,889	1,205	234	3,173	336	5,581	360
Possession of a Controlled Substance	5,250	59	52	1,293	183	3,547	116
Possession of a Weapon	3,292	614	101	1,260	66	1,187	64
Assault on School Personnel	1,374	495	51	285	51	331	161
Possession of Alcoholic Beverage	748	19	23	263	30	401	12
Possession of a Firearm/Powerful Explosive	161	13	3	39	6	94	6
Bomb Threat	52	4	4	29	0	14	1
Burning of a School Building	12	1	0	4	0	7	0
Total	11,170	1,239	256	3,280	344	5,683	368

Acts of Crime and Violence by PSU

Across all public schools statewide (2,706), 43.7% (1,193) reported zero acts of crime in 2024–2025. Another 33.0% (922) reported one to five acts and the remaining 22.3% (591) reported six or more acts of crime and violence.

For the schools that reported at least one act of crime (1,513), the number of acts of crime ranged from one to 67, and the rate of crime ranged from 0.43 per 1,000 students enrolled to 666.67 acts per 1,000 students enrolled. Among these schools, 804 (53.1%) had rates at or below the state crime rate of 7.43 per 1,000 enrolled, and 709 (46.9%) had rates above the state crime rate.

Figure C7. Schools Reporting Zero to More Than 30 Acts of Crime and Violence, 2024–2025



In 2024–2025, 138 out of 339 PSUs (40.7%) reported zero acts of crime and violence, while 201 (59.3%) PSUs reported at least one act of crime and violence in 2024–2025.

Among the 201 PSUs that reported at least one act of crime, the number of acts of crime ranged from one to 1,527, and the rate of crime ranged from 0.53 per 1,000 students enrolled to 88.34 per 1,000 students enrolled. Among these PSUs, 71 (20.9%) had rates at or above the state crime rate of 7.43 per 1,000 enrolled, and 269 (79.1%) had rates below the state crime rate.

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

Table C-C1. Counts and Rates of Acts of Crime and Violence for PSUs, 2024–2025

Table C-C2. Counts and Rates of Acts of Crime and Violence for Individual Schools, 2024–2025

Table C-C3. High School Acts of Crime and Violence Counts and Rates for PSUs, 2024–2025

2024–2025 REPORT ON USES OF CORPORAL PUNISHMENT

INTRODUCTION

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

USES OF CORPORAL PUNISHMENT

General Findings

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

Over the last seven academic years, 2018–2019, 2019–2020*, 2020–2021*, 2021–2022, 2022–2023, 2023–2024 and 2024–2025 no PSU in the state has reported the use of corporal punishment in schools. In the 2017–2018 academic year, two PSUs employed corporal punishment for a total of 60 uses, 15 fewer than the 75 reported uses in the 2016–2017 academic year.

2024–2025 REPORT ON REASSIGNMENTS FOR DISCIPLINARY REASONS

INTRODUCTION

Definitions of Reassignments for Disciplinary Purposes

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

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

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

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

Definitions of Suspensions and “Other” Disciplinary Actions

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

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

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

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

Student Reassignment Data Collection, Analysis and Reporting

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

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

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

IN-SCHOOL SUSPENSIONS

In-school suspension data help illuminate patterns of disciplinary action across the student population and can be a starting point for deeper discussions about school climate, discipline policies, and supports for students with higher rates of disciplinary involvement. This section provides both absolute counts and standardized rates, allowing for:

- Compare disciplinary rates across subgroups, accounting for population size;
- Identify disproportionalities in suspension practices that may affect specific groups of students more than others;
- Track trends to inform behavior support and restorative practices;
- Support equitable access to instructional time by examining how frequently students are removed from classroom learning environments.

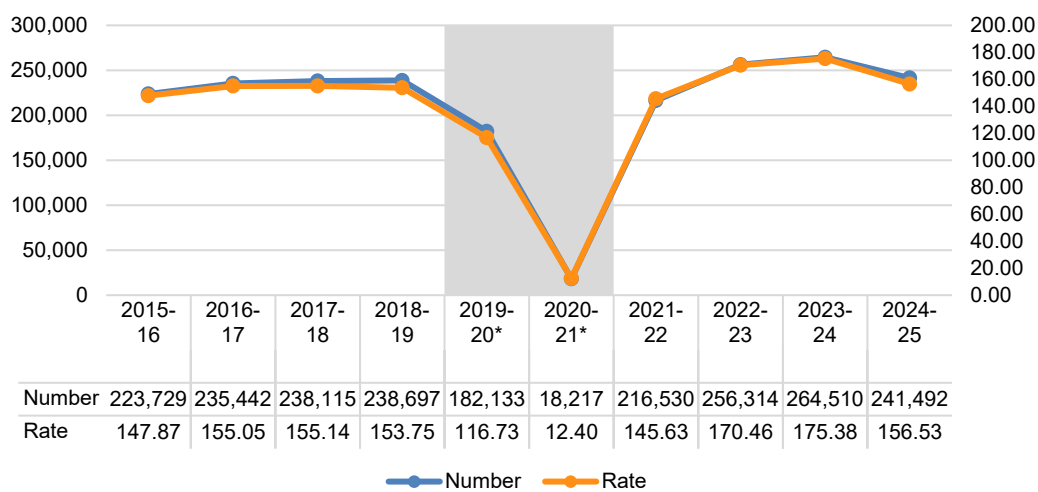
Overall Rates and Trends

In 2024–2025, North Carolina public schools assigned 241,492 in-school suspensions (ISS) of a half-day or more to 124,334 students, with a rate of 156.53 in-school suspensions per 1,000 students enrolled. As seen below, when compared to the 2023–2024 academic year, the total number of in-school suspensions decreased 8.7% from 264,314 to 241,492 in school suspension. The rate of in-school suspensions decreased 10.8% from 175.38 in-school suspension per 1,000 students in 2023–2024 to 156.53 in-school suspension per 1,000 students in 2024–2025. Compared to the 2022–2023 academic year, the rate and number of in-school suspensions in 2024–2025 decreased by 5.8% and 8.2%, respectively.

The average number of in-school suspensions received by 124,334 individual students in 2024–2025 was 1.94 in-school suspensions. The students were most frequently given a 1-day in-school suspension. Students across the state spent a total of 364,023 days in in-school suspension.

In addition, 59,841 partial day in-school suspensions (less than half a school day) were assigned in 2024–2025. Of the 59,841 partial in-school suspensions, 58,391 (97.6%) were assigned without an accompanying full day in-school suspension (ISS).

Figure R1. Ten-Year Trend in In-School Suspensions¹



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.

In-School Suspensions by Student Subgroup

In 2024–2025, across all subgroups, Black students, Students with Disabilities, Economically Disadvantaged students, male students, and Two or More Races students had the highest rates of in-school suspensions per 1,000 students among the various student subgroups (283.52, 242.86, 212.45, 211.88 and 182.58, respectively). Asian students, not Economically Disadvantaged students, and female students had the lowest rates of in-school suspensions.

Of the 241,492 full-day in-school suspensions, 168,087 (69.9%) were assigned to male students, and 82,417 (30.4%) were assigned to female students. The rate of in-school suspensions for male students was 2.2 times the rate of in-school suspensions for female students.

Within the race and ethnicity student groups, Black students had the highest rate of in-school suspensions (283.52 per 1,000 Black students enrolled). Two or more race students had the next highest rate of in-school suspensions (182.58 per 1,000 Two or more races students). Asian students had the lowest rate of in-school suspensions (29.56 in-school suspension per 1,000 Asian students enrolled).

The rate of in-school suspension for Economically Disadvantaged students (212.45 per 1,000 students) was 2.6 times higher than the rate of in-school suspension students who were not Economically Disadvantaged (82.68 per 1,000 students). The rate of in-school suspension for Students with Disabilities (242.86 per 1,000 students) was 1.8 times higher than Students without Disabilities (132.93 per 1,000 students).

In-school suspension event rates decreased across nearly all subgroups in 2024–2025, reflecting an overall reduction of 10.8% from the previous year. The most significant declines were observed among Hispanic students (–13.6%), female students (–12.7%), and economically disadvantaged students (–13.8%). However, disparities remain, with male students, Black students, students with disabilities, and economically disadvantaged students continuing to experience substantially higher rates of in-school suspension.

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

Figure R2. Rate of Full-Day In-School Suspensions by Student Subgroup, 2024–2025

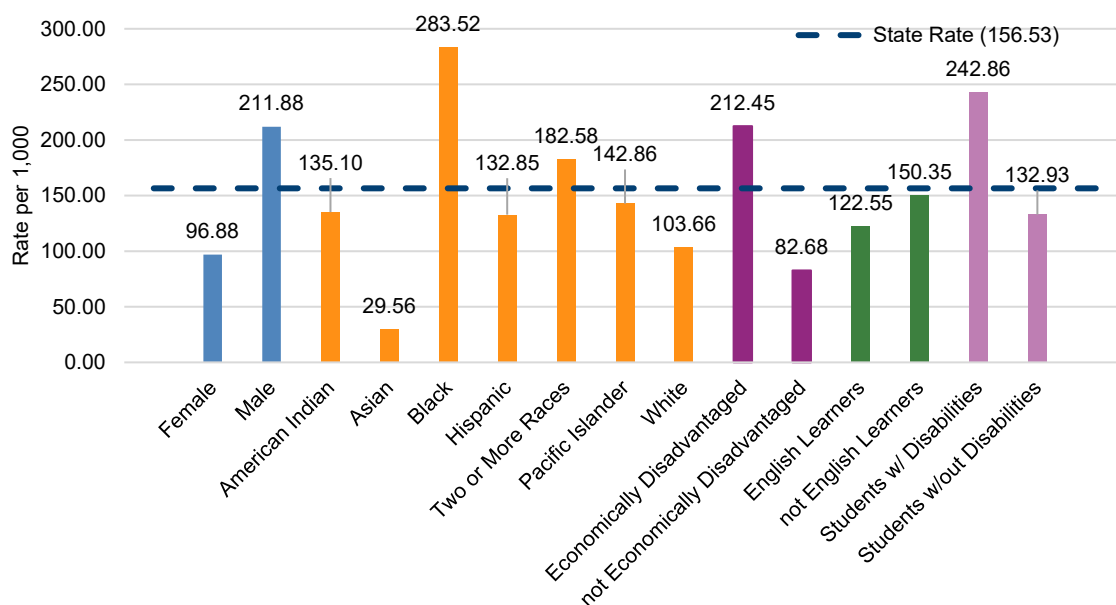


Table R1. Full Day In-School Suspensions by Student Subgroup, 2024–2025

Race/Ethnicity	Number of In-School Suspensions	Rate per 1,000 Students	Average Number of ISS	Total Days In ISS
All Students	241,492	156.53	1.94	364,023
Female	73,330	96.88	1.79	109,589
Male	168,087	211.88	2.02	254,325
American Indian	2,081	135.10	1.63	3,577
Asian	2,040	29.56	1.48	2,852
Black	107,362	283.52	2.14	163,954
Hispanic	45,164	132.85	1.81	66,973
Two or More Races	16,735	182.58	1.98	25,000
Native Hawaiian/ Pacific Islander	305	142.86	2.02	469
White	67,730	103.66	1.79	101,089
Economically Disadvantaged	173,550	212.45	2.04	264,618
not Economically Disadvantaged	67,867	82.68	1.73	99,296
English Learners	21,250	122.55	1.84	30,884
not English Learners	220,167	150.35	1.95	333,030
Students w/ Disabilities	52,379	242.86	2.20	80,214
Students w/out Disabilities	189,038	132.93	1.88	283,700

Table R2. One- and Two-year Trends in Full-Day In-School Suspensions by Subgroup

Race/Ethnicity	ISS Event Rate 2022-23	ISS Event Rate 2023-24	ISS Event Rate 2024-25	1-yr % Rate Change	2-yr % Rate Change
All Offenders	170.46	175.38	156.53	-10.8%	-8.2%
Female	109.80	111.01	96.88	-12.7%	-11.8%
Male	224.87	233.69	211.88	-9.3%	-5.8%
American Indian	139.80	141.07	135.10	-4.2%	-3.4%
Asian	28.31	30.46	29.56	-2.9%	4.4%
Black	299.77	311.10	283.52	-8.9%	-5.4%
Hispanic	145.62	153.75	132.85	-13.6%	-8.8%
Two or More Races	209.11	204.32	182.58	-10.6%	-12.7%
Native Hawaiian/ Pacific Islander	134.73	140.22	142.86	1.9%	6.0%
White	114.38	116.39	103.66	-10.9%	-9.4%
Economically Disadvantaged	240.78	246.46	212.45	-13.8%	-11.8%
not Economically Disadvantaged	80.33	86.53	82.68	-4.5%	2.9%
English Learners	187.76	129.71	122.55	-5.5%	-34.7%
not English Learners	157.87	169.88	150.35	-11.5%	-4.8%
Students w/ Disabilities	252.48	269.20	242.86	-9.8%	-3.8%
Students w/out Disabilities	145.75	149.07	132.93	-10.8%	-8.8%

In 2024–2025, six of the fourteen race/ethnicity-sex subgroups were above the state rate of 156.53 in-school suspensions per 1,000 students: Black males, Two or More Races males, Black females, Native Hawaiian/Pacific Islander males, Hispanic males, and American Indian males. Asian female students (14.38) and Asian male students (44.03) had the lowest rates per 1,000 students.

Figure R3. In-School Suspension Rates by Student Subgroup, 2024–2025

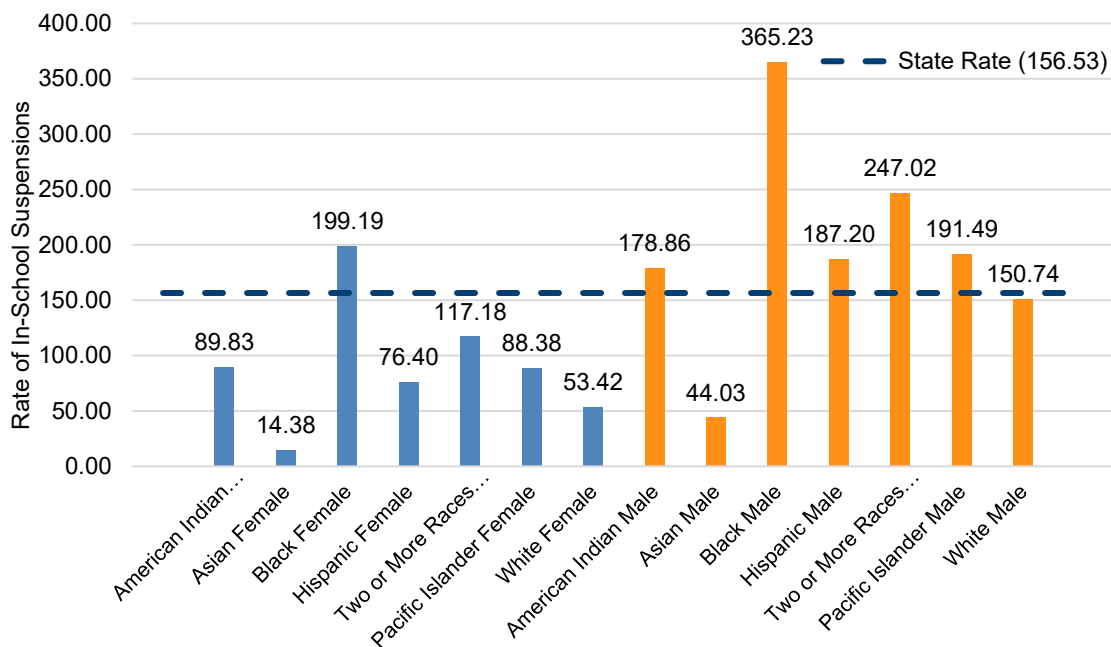


Table R3. Full-Day In-School Suspensions by Race/Ethnicity-Sex Subgroup, 2024–2025

	Number of ISS	Rate per 1,000 Students	Average Number of ISS	Total Days In ISS
All Students	241,492	156.53	1.94	364,023
American Indian Female	680	89.83	1.56	1,161
Asian Female	484	14.38	1.39	650
Black Female	37,122	199.19	1.97	55,716
Hispanic Female	12,741	76.40	1.63	18,879
Two or More Races Female	5,330	117.18	1.84	7,885
Pacific Islander Female	89	88.38	1.89	128
White Female	16,884	53.42	1.61	25,170
American Indian Male	1,401	178.86	1.66	2,416
Asian Male	1,556	44.03	1.51	2,202
Black Male	70,240	365.23	2.23	108,238
Hispanic Male	32,423	187.20	1.90	48,094
Two or More Races Male	11,405	247.02	2.05	17,115
Pacific Islander Male	216	191.49	2.08	341
White Male	50,846	150.74	1.86	75,919

Students with Disabilities had a rate of 242.86 in-school suspensions per 1,000 students which was 1.8 times higher than the 132.93 rate per 1,000 students for Students without Disabilities. Students identified in the eligibility categories of Specific Learning Disability and Other Health Impairment had the highest number of in-school suspensions.

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

Table R4. Full-Day In-School Suspensions Received by Students with Disabilities, 2024–2025

Eligibility Categories	Number of In-School Suspensions	Rate per 1,000 Students	Average Number of ISS	Total Days In ISS
All Students	241,492	156.53	1.94	364,023
Students w/ Disabilities	52,379	242.86	2.20	80,214
Autism	3,271		1.94	4,810
Developmental Delay	1,031		2.14	1,257
Serious Emotional Disability	4,339		2.90	6,947
Intellectual Disability - Mild	3,500		2.27	5,338
Specific Learning Disability	21,652		2.08	33,357
Other Health Impairment	16,285		2.38	25,118
Speech Impairment	1,423		1.64	1,987
Other Eligibility Categories	878		1.88	1,400
Students w/out Disabilities	189,038	132.93	1.88	283,700

In-School Suspensions by Grade Level

Overall students in middle school grades received the most in-school suspensions in 2024–2025 and had the highest rate of in-school suspensions per 1,000 students (308.46). Ninth-grade students received the most in-school suspensions, followed by seventh graders and eighth graders.

Figure R4. Full-Day In-School Suspensions by Grade Level, 2024–2025

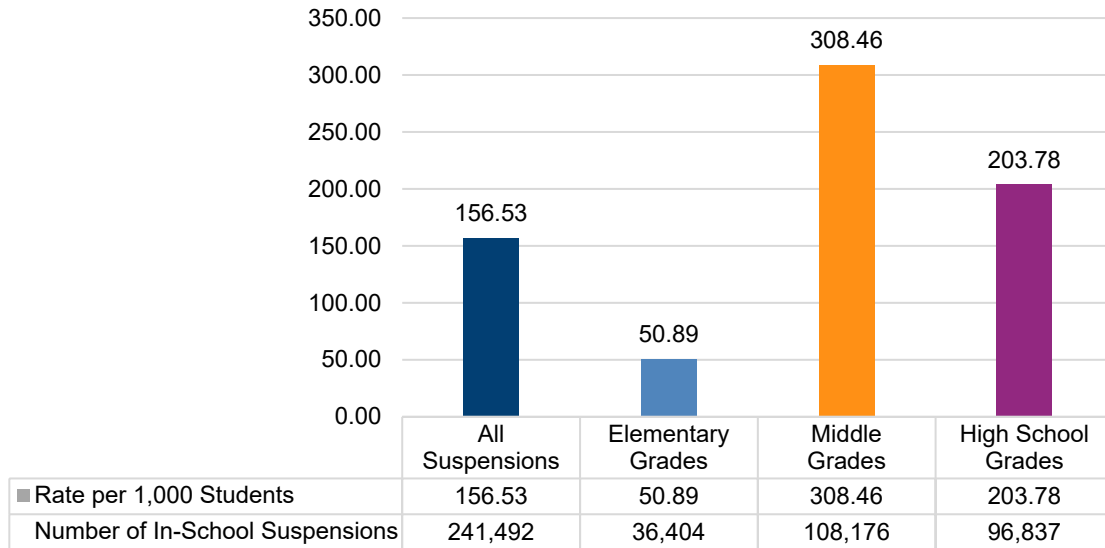


Table R5. Full-Day In-School Suspensions by Grade Level, 2024–2025

Grade Level	Number of In-School Suspensions	Rate per 1,000 Students	Average Number of ISS	Total Days In ISS
All Suspensions	241,492	156.53	1.94	364,023
Elementary Grades	36,404	50.89	1.69	48,169
Preschool	26	0.98	1.30	27
Kindergarten	2,875	25.99	1.86	3,264
Grade 1	4,107	36.15	1.88	5,032
Grade 2	4,850	41.93	1.71	6,098
Grade 3	6,301	52.84	1.66	8,560
Grade 4	7,656	67.49	1.60	10,664
Grade 5	10,589	91.07	1.65	14,524
Middle Grades	108,176	308.46	2.06	173,029
Grade 6	33,706	290.38	2.06	54,334
Grade 7	39,093	333.95	2.12	62,432
Grade 8	35,377	300.92	2.01	56,263
High School Grades	96,837	203.78	1.93	142,716
Grade 9	40,592	308.48	2.13	61,465
Grade 10	26,984	218.70	1.90	39,823
Grade 11	18,254	158.07	1.78	25,919
Grade 12-13	11,007	105.06	1.62	15,509

In-School Suspensions by Grade Level and Student Subgroup

The table and figures below detail the rates of in-school suspensions between the student subgroups by grade level in 2024–2025.

As seen below, in 2024–2025, all subgroups at each grade level follow the overall state trend of the lowest rates among the elementary grades and highest rates in the among the middle grades.

Table R6. In-School Suspensions by Grade Level and Student Subgroup, 2024–2025

Rate	Number of ISS		Elementary Grades	Middle Grades	High School Grades
	All Grades	All Grades			
All Students	241,492	156.53	50.89	308.46	203.78
Female	73,330	96.88	23.74	187.40	138.51
Male	168,087	211.88	77.16	424.20	256.31
American Indian	2,081	135.10	35.20	266.76	193.86
Asian	2,040	29.56	7.33	55.78	44.89
Black	107,362	283.52	100.92	564.28	347.04
Hispanic	45,164	132.85	29.48	254.82	196.40
Two or More Races	16,735	182.58	63.41	385.89	230.78
Native Hawaiian/ Pacific Islander	305	142.86	30.05	309.13	184.59
White	67,730	103.66	36.82	206.29	126.00
Economically Disadvantaged	173,550	212.45	68.07	435.42	287.31
Not Economically Disadvantaged	67,867	82.68	25.26	153.14	109.15
English Learners	21,250	122.55	23.03	258.85	216.00
Not English Learners	220,167	150.35	51.39	296.64	187.70
Students w/ Disabilities	52,379	242.86	86.62	488.67	328.13
Students w/out Disabilities	189,038	132.93	41.48	262.87	172.54

Figure R5a. Rate of In-School Suspensions by Grade Level and Student Subgroup, 2024–2025

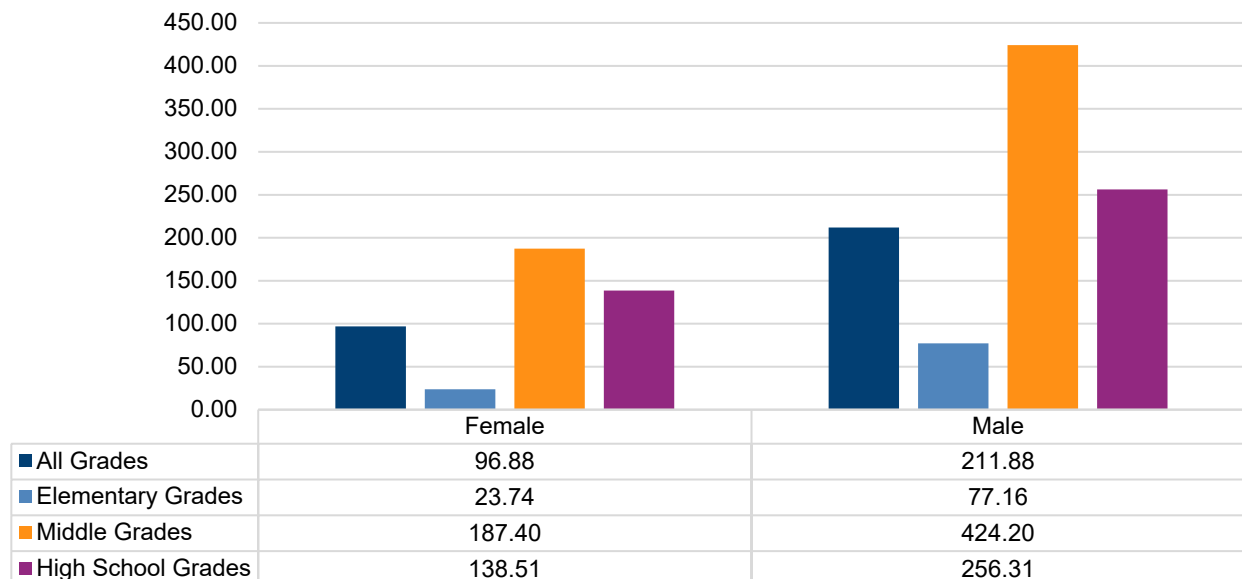


Figure R5b. Rate of In-School Suspensions by Grade Level and Student Subgroup, 2024–2025

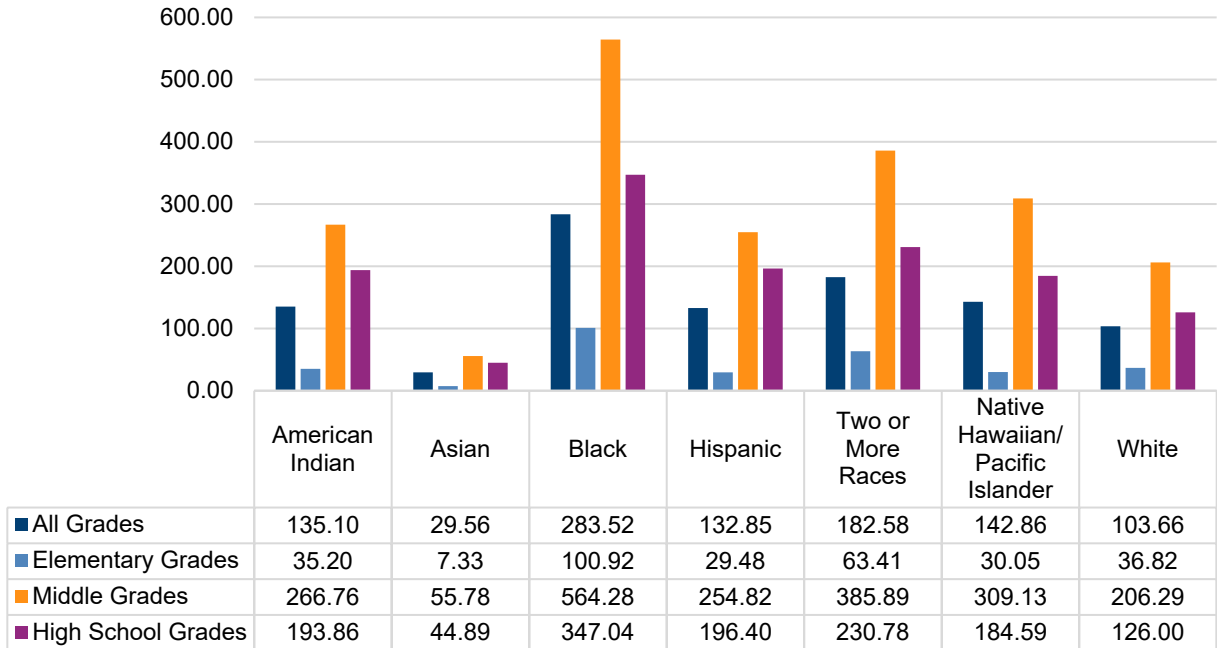
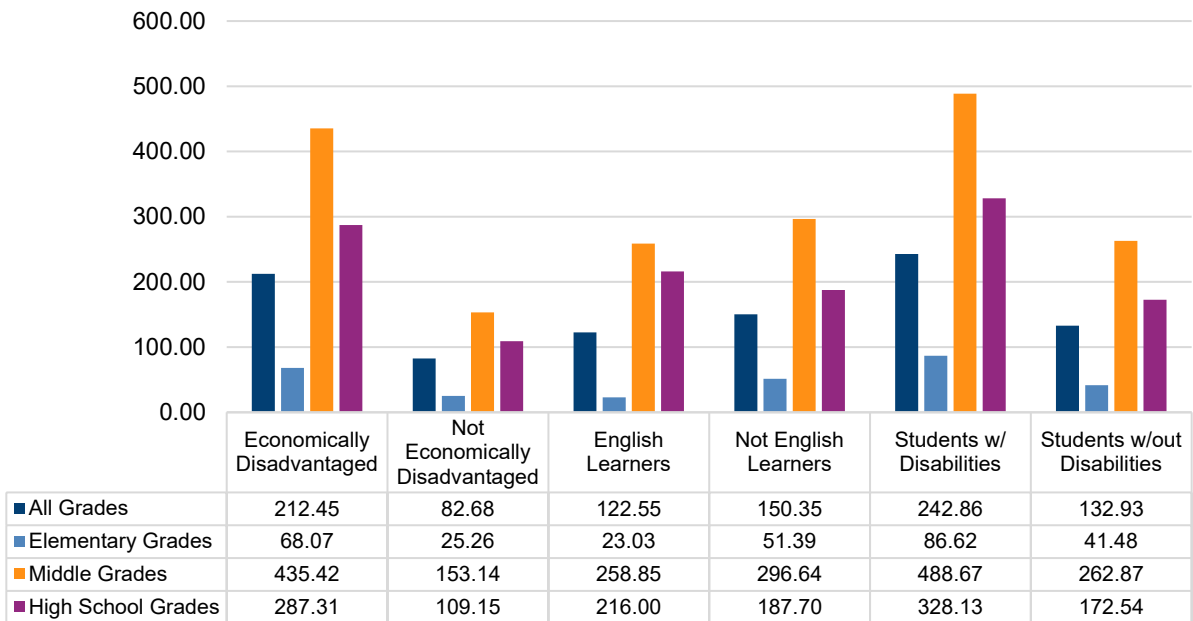


Figure R5c. Rate of In-School Suspensions by Grade Level and Student Subgroup, 2024–2025



In-School Suspensions by PSU

In 2024–2025, 99 PSUs (29.6%) reported zero in-school suspensions, and 235 (70.4%) reported at least one in-school suspension.

For the 235 PSUs that reported at least one in-school suspension, the number of in-school suspensions ranged from one to 22,101 suspensions; rates ranged from 0.53 per 1,000 students enrolled to 650.34 per 1,000 students enrolled. Sixty-five PSUS (19.5%) had rates above the state in-school suspension rate of 156.53 per 1,000 students enrolled, and 269 (80.5%) had rates below the state rate.

Table R-C1. Reassignments for Disciplinary Reasons by School and PSU, 2024–2025 details in-school suspensions in PSUs and schools and can be found online at <https://www.dpi.nc.gov/data-reports/dropout-and-discipline-data/discipline-alp-and-dropout-annual-reports>.

In-School Suspended Student Population

The table below provides an estimate of the overall student population for all students and by student subgroup, the percentage of the subgroup in the student population, the number of student offenders by subgroup, and the percentage of student offenders in the student and subgroup population. Additionally, the table displays the Individual Suspension Rate and the Event Rate of In-school Suspension.

The percentage of students within a student population who were suspended at least once is an estimate of the likelihood that any individual student in that group could have been suspended during the 2024–2025 school year. This measure is commonly referred to as the individual suspension rate. If the event rate is much higher than the individual rate, it suggests that some students are being suspended multiple times, i.e., repeat suspensions. If the two rates are closer together, it suggests fewer repeat suspensions and that most students are suspended only once.

In 2024–2025, 124,334 students received at least one in-school suspensions (ISS), representing less than 8.1% of the preschool through grade 13 student population in North Carolina public schools. This means that only about 1 in every 12 to 13 students was reported as receiving at least one in-school suspension. Across all subgroups, 13.3 percent or less of the students within a particular subgroup received in-school suspensions.

Among racial and ethnic groups, Black students had the highest individual rate (132.7 per 1,000) and event rate (283.5 per 1,000), pointing to both a high proportion of affected students and a high volume of suspensions. In contrast, Asian students had the lowest individual (19.9) and event rates (29.6).

The gap between individual and event rates is particularly wide for groups like Black students, students with disabilities, and economically disadvantaged students, suggesting that when students in these groups are suspended, they are more likely to be suspended multiple times.

Table R7. In-school Suspended Student Population, 2024–2025

	Student Population Estimate	Percent of Student Population	Unique Suspended Students	% Unique Students in Population	Individual Rate per 1,000	ISS Event Rate per 1,000
All Students	1,542,830	100.0%	124,334	8.1%	80.6	156.53
Female	756,937	48.8%	40,884	5.4%	54.0	96.88
Male	793,299	51.2%	83,399	10.5%	105.1	211.88
American Indian	15,403	1.0%	1,279	8.3%	83.0	135.10
Asian	69,004	4.5%	1,376	2.0%	19.9	29.56
Black	378,679	24.5%	50,263	13.3%	132.7	283.52
Hispanic	339,965	22.0%	24,897	7.3%	73.2	132.85
Two or More Races	91,657	5.9%	8,453	9.2%	92.2	182.58
Native Hawaiian/ Pacific Islander	2,135	0.1%	151	7.1%	70.7	142.86
White	653,393	42.4%	37,864	5.8%	57.9	103.66
Economically Disadvantaged	816,889	49.9%	85,116	10.4%	104.2	212.45
Not Economically Disadvantaged	820,859	50.1%	39,167	4.8%	47.7	82.68
English Learners	173,398	10.6%	11,574	6.7%	66.7	122.55
Not English Learners	1,464,350	89.4%	112,709	7.7%	77.0	150.35
Students w/ Disabilities	215,680	13.2%	23,802	11.0%	110.4	242.86
Students w/out Disabilities	1,422,068	86.8%	100,481	7.1%	70.7	132.93

ALTERNATIVE LEARNING PLACEMENTS AS DISCIPLINARY ACTIONS

Overall Rates and Trends

This section provides state level trends and descriptive data on in-schools suspensions in public school in North Carolina during the 2024–2025 academic year.

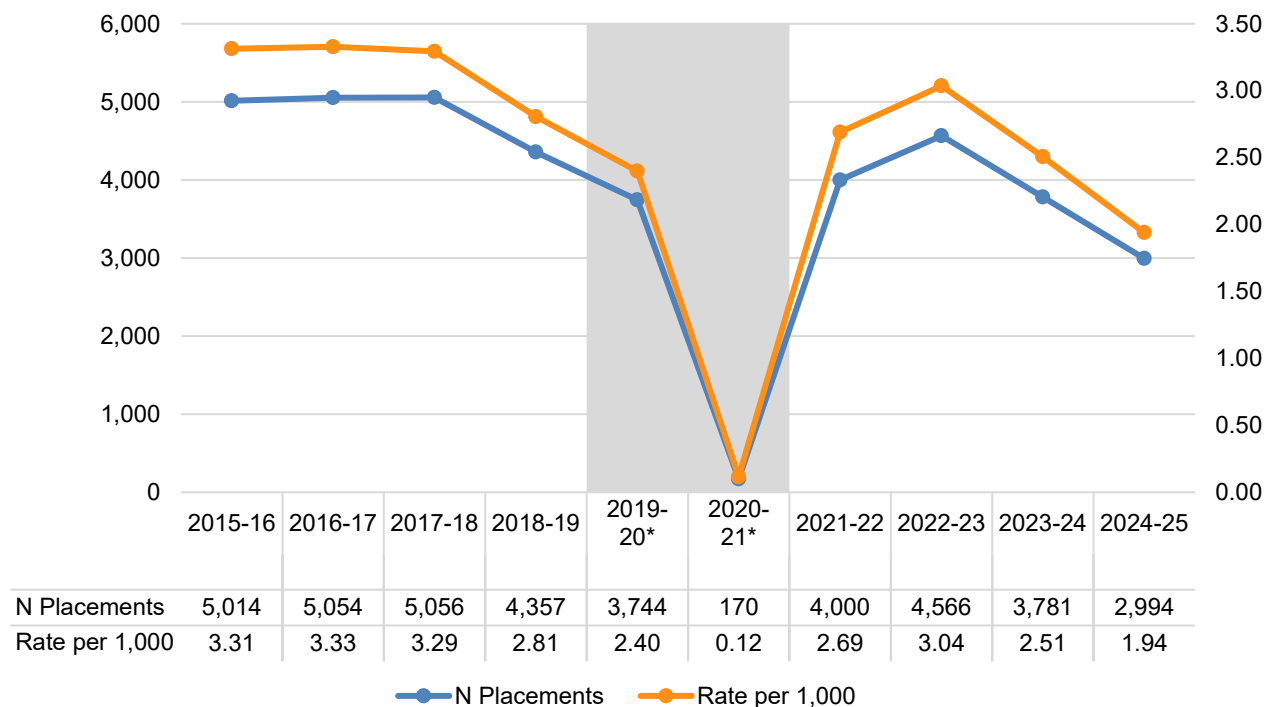
Alternative Learning Placements as disciplinary actions decreased in the 2024–2025 academic year when compared to the previous two academic years.

In 2024–2025, North Carolina public schools reported 2,994 alternative learning placements as a disciplinary action (enALP). The rate of alternative learning placement was 1.94 placements per 1,000 students enrolled. Compared to the previous academic year, the total number of placements decreased 20.8% from 2023–2024 to 2024–2025 and 34.4% from 2022–2023 to 2024–2025. The rate of placements decreased 22.6% from 2023–2024 to 2024–2025 and 36.1% from 2022–2023 to 2024–2025.

The 2,994 placements were given to a total of 2,821 students. The average number of placements per assigned student was 1.12. Students were most frequently placed for 10 days, totaling 111,996 school days.

Of the 2,994 placements, 68.3% (1,983) were also assigned along with an out-of-school suspension in the same incident. In most incidents, this out-of-school suspension is indicative of the number of days a student was out-of-school prior to their placement into an alternative learning programs or school. The average number of out-of-school suspension days also assigned with an alternative learning placement is 6.57 days

Figure R6. Ten Year Trend in Alternative Learning Placements as a Disciplinary Action²



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.

Alternative Learning Placements as Disciplinary Actions by Student Subgroup

In the 2024–2025 school year, 31.7% of the 2,994 alternative learning placements for disciplinary reasons were assigned to female students and 68.3% to male students. The rate of placements for females was 1.25 per 1,000 students and 2.58 per 1,000 students for males.

Black students, Native Hawaiian/ Pacific Islander students, Students with Disabilities, Economically Disadvantaged students, and male students had the highest rates of placements per 1,000 students (5.11, 3.28, 3.12, 2.90 and 2.58, respectively). Asian students had the lowest rate of placements per 1,000 students (0.22 placements per 1,000 students).

Asian students, Native Hawaiian/ Pacific Islander, Hispanic students, and English Learners students had the largest percents of placements assigned along with an out-of-school suspension.

Alternative learning placements for disciplinary reasons event rates decreased across nearly all student subgroups in 2024–2025, with the overall rate decreasing by 22.6% compared to the prior year and 36.1% over two years. The most substantial decreased were observed among American Indian students, female students, and English learners.

Table R8. Alternative Learning Placements as a Disciplinary Action by Student Subgroup, 2024–2025

	Number of ALPS Placements	Rate per 1,000 Students	Total Days Placed	Placements with OSS	Average Days OSS	Total Days OSS
All Students	2,994	1.94	111,966	1,983	6.57	13,036
Female	948	1.25	37,994	646	6.45	4,164
Male	2,046	2.58	73,971	1,337	6.63	8,872
American Indian	15-20	1.17	789	<10	*	*
Asian	15-20	0.22	248	13	1.69	22
Black	1,936	5.11	76,602	1,251	6.51	8,157
Hispanic	433	1.27	17,010	340	5.74	1,952
Two or More Races	187	2.04	6,481	120	7.12	854
Native Hawaiian/ Pacific Islander	<10	3.28	283	<10	*	*
White	398	0.61	10,552	246	7.39	1,819
Economically Disadvantaged	2,368	2.90	88,060	1,542	6.60	10,184
not Economically Disadvantaged	626	0.76	23,906	441	6.47	2,852
English Learners	141	0.81	8,178	108	7.87	850
not English Learners	2,853	1.95	103,788	1,875	6.49	12,186
Students w/ Disabilities	672	3.12	18,108	470	4.43	2,091
Students w/out Disabilities	2,322	1.63	93,857	1,513	7.23	10,945

Values are suppressed (<10) or shown as ranges (e.g., 15–20) to protect student privacy. Asterisks (*) indicate that associated values are also masked to prevent back-calculation.

Figure R7. Rate of Alternative Learning Placements as a Disciplinary Action by Subgroup, 2024–2025

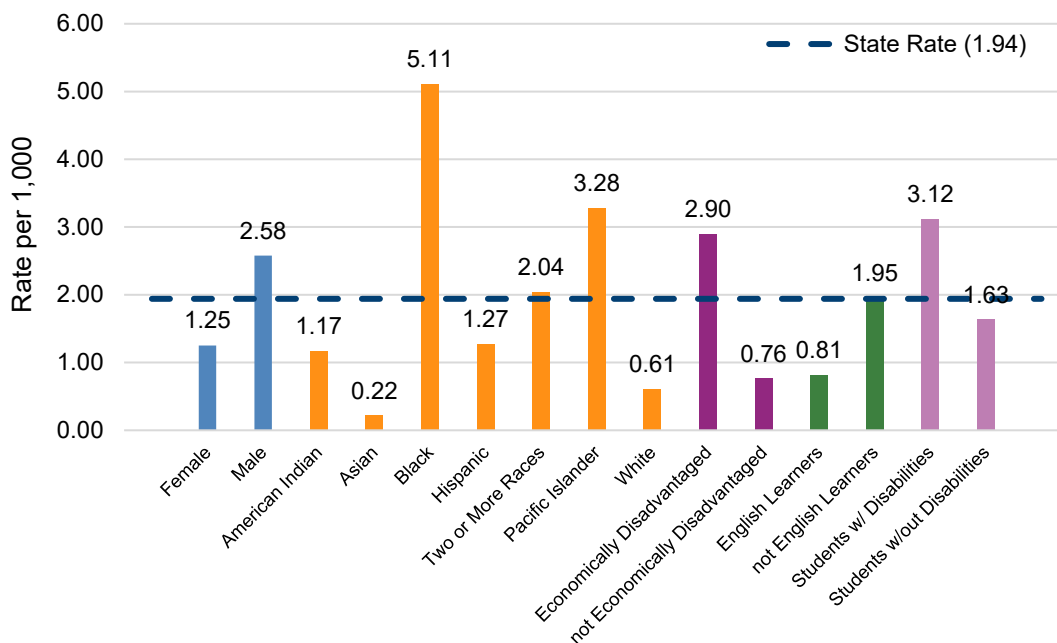


Table R9. One- and Two-year Trends in Alternative Learning Placements as a Disciplinary Action by Subgroup

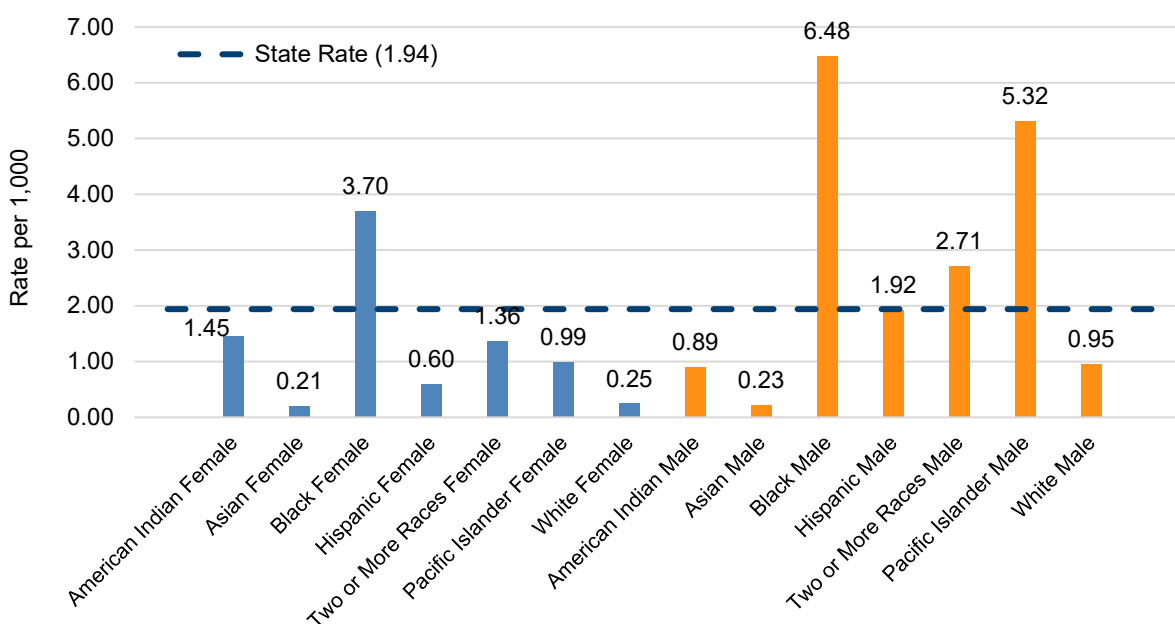
Race/Ethnicity	Placement Event Rate 2022-23	Placements Event Rate 2023-24	Placements Event Rate 2024-25	1-yr % Rate Change	2-yr % Rate Change
All Offenders	3.04	2.51	1.94	-22.6%	-36.1%
Female	2.11	1.83	1.25	-31.5%	-40.6%
Male	3.86	3.11	2.58	-17.0%	-33.1%
American Indian	6.37	3.60	1.17	-67.5%	-81.6%
Asian	0.44	0.33	0.22	-33.7%	-51.1%
Black	7.54	6.50	5.11	-21.4%	-32.2%
Hispanic	1.91	1.54	1.27	-17.6%	-33.3%
Two or More Races	3.11	2.64	2.04	-22.7%	-34.4%
Native Hawaiian/ Pacific Islander	2.33	1.42	3.28	130.7%	40.7%
White	1.11	0.83	0.61	-26.7%	-45.1%
Economically Disadvantaged	4.55	3.89	2.90	-25.5%	-36.3%
not Economically Disadvantaged	1.17	0.88	0.76	-13.1%	-34.6%
English Learners	2.34	1.16	0.81	-29.7%	-65.3%
not English Learners	2.92	2.52	1.95	-22.5%	-33.3%
Students w/ Disabilities	4.62	4.03	3.12	-22.7%	-32.6%
Students w/out Disabilities	2.58	2.10	1.63	-22.3%	-36.6%

The following table and figure show the breakdown by race/ethnicity-sex subgroups. In 2024–2025 Black males had the highest rate of placement per 1,000 students (6.48), followed by Native Hawaiian/ Pacific Islander male students (5.32) and Black female students (3.70). Asian female students and Native Hawaiian/ Pacific Islander male students had highest average number of days placed (96.5 days and 94.3 days).

Table R10. Alternative Learning Placements as a Disciplinary Action by Race/Ethnicity-Sex Subgroup, 2024–2025

	Number of ALPS Placements	Rate per 1,000 Students	Total Days Placed ALPS	Number Also Given OSS	Average Days OSS	Total Days OSS
All Students	2,994	1.94	111,966	1,983	6.57	13,036
American Indian Female	11	1.45	434	<10	*	*
Asian Female	<10	0.21	193	<10	*	*
Black Female	689	3.70	29,359	470	6.76	3,177
Hispanic Female	100	0.60	3,562	76	5.58	424
Two or More Races Female	62	1.36	2,163	41	6.17	253
Pacific Islander Female	<10	0.99	0	<10	1.00	1
White Female	78	0.25	2,283	48	5.40	259
American Indian Male	<10	0.89	355	<10	*	*
Asian Male	<10	0.23	55	<10	*	*
Black Male	1,247	6.48	47,242	781	6.36	4,980
Hispanic Male	333	1.92	13,448	264	5.79	1,528
Two or More Races Male	125	2.71	4,318	79	7.61	601
Pacific Islander Male	<10	5.32	283	<10	*	13
White Male	320	0.95	8,269	198	7.88	1,560

Figure R8. Rate of Alternative Learning Placements as a Disciplinary Action by Race/Ethnicity-Sex Subgroup, 2024–2025



Of the 2,994 alternative learning placements for disciplinary reasons, 672 (22.4%) involved Students with Disabilities. The rate of placements for Students with Disabilities was 1.9 times higher than Students without Disabilities. Students identified in the eligibility categories of Specific Learning Disability, Other Health Impairment and Serious Emotional Disability had the highest number of ALPS placements in 2024–2025.

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

Table R11. Alternative Learning Placements as a Disciplinary Action for Students with Disabilities, 2024–2025

	# ALPS Placements	Rate per 1,000 Students	Total Days Placed ALPS	Number Also Given OSS	Average Days OSS	Total Days OSS
All Students	2,994	1.94	111,966	1,983	6.57	13,036
Students w/ Disabilities	672	3.12	18,108	470	4.43	2,091
Autism	27		508	21	3.67	77
Developmental Delay	<10		*	*	*	*
Serious Emotional Disability	133		3,458	98	4.26	422
Intellectual Disability - Mild	55		1,233	25	5.08	127
Specific Learning Disability	243		7,564	172	5.18	891
Other Health Impairment	199		4,936	141	3.63	515
Speech Impairment	<10		*	*	*	18
Other Eligibility Categories	<10		*	*	*	35
Students w/out Disabilities	2,322	1.63	93,857	1,513	7.23	10,945

Alternative Learning Placements as Disciplinary Actions by Grade Level

Students in high school grades received the most alternative learning placements for disciplinary reasons in 2024–2025, totaling 59.4% of all placements and had the highest rate of placements with 3.37 student placements per 1,000 students enrolled.

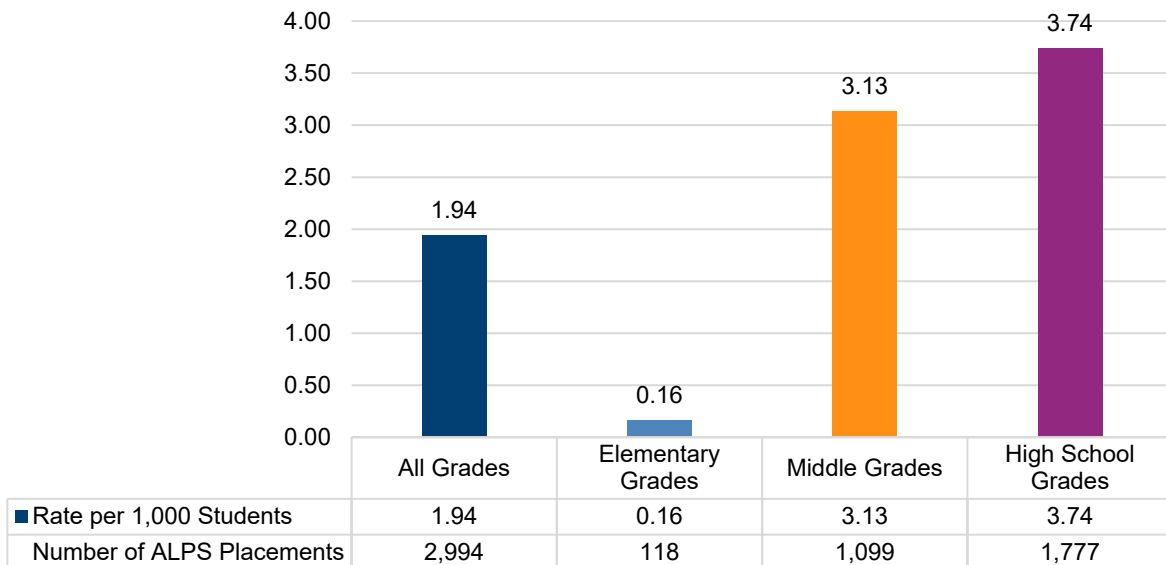
The percentage of placements that were assigned along with an out-of-school suspension was higher in all high school grades: 74.2% in Grade 11, 71.9% in Grade 9, 71.1% in Grade 10 and 71.0% in Grade 12.

Students in Grades 12, 9, and 8 spent, on average, more days out of school when compared to the other grade levels.

Table R12. Alternative Learning Placements as a Disciplinary Action by Grade Level, 2024–2025

Grade Level	Number of ALPS Placements	Rate per 1,000 Students	Total Days Placed ALPS	Number Also Given OSS	Average Days OSS	Total Days OSS
All Grades	2,994	1.94	111,966	1,983	6.57	13,036
Elementary Grades	118	0.16	625	36	3.61	130
Middle Grades	1,099	3.13	42,898	669	6.33	4,238
Grade 6	286	2.46	8,478	164	4.74	778
Grade 7	375	3.20	15,097	229	6.69	1,533
Grade 8	438	3.73	19,323	276	6.98	1,927
High School Grades	1,777	3.74	68,443	1,278	6.77	8,668
Grade 9	861	6.54	33,394	619	7.20	4,474
Grade 10	529	4.29	20,709	376	6.10	2,294
Grade 11	256	2.22	9,161	190	6.46	1,227
Grade 12 and 13	131	1.25	5,179	93	7.24	673

Figure R9. Rate of Alternative Learning Placements as a Disciplinary Action by Grade Level, 2024–2025



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

The table and figures below detail the rates of alternative learning placements for disciplinary reasons between the student subgroups by grade level in 2024–2025.

Table R13. Alternative Learning Placements as a Disciplinary Action by Grade Level and Student Subgroup, 2024–2025

	Number of ALPS All Grades	Rate per 1,000 All Grades	Rate per 1,000 Elementary	Rate per 1,000 Middle	Rate per 1,000 High School
All Students	2,994	1.94	0.16	3.13	3.74
Female	948	1.25	0.03	2.09	2.44
Male	2,046	2.58	0.30	4.14	4.80
American Indian	15-20	1.17	0.00	1.15	3.03
Asian	15-20	0.22	0.00	0.18	0.61
Black	1,936	5.11	0.51	8.32	9.47
Hispanic	433	1.27	0.05	2.14	2.44
Two or More Races	187	2.04	0.09	3.42	4.44
Native Hawaiian/ Pacific Islander	<10	3.28	0.00	10.37	2.91
White	398	0.61	0.06	0.95	1.14
Economically Disadvantaged	2,368	2.90	0.25	4.88	5.94
Not Economically Disadvantaged	626	0.76	0.05	1.11	1.44
English Learners	141	0.81	0.01	1.58	1.83
Not English Learners	2,853	1.95	0.18	3.13	3.65
Students w/ Disabilities	672	3.12	0.33	5.25	6.54
Students w/out Disabilities	2,322	1.63	0.13	2.63	3.10

Figure R10a. Alternative Learning Placements as a Disciplinary Action by Grade Level and Student Subgroup, 2024–2025

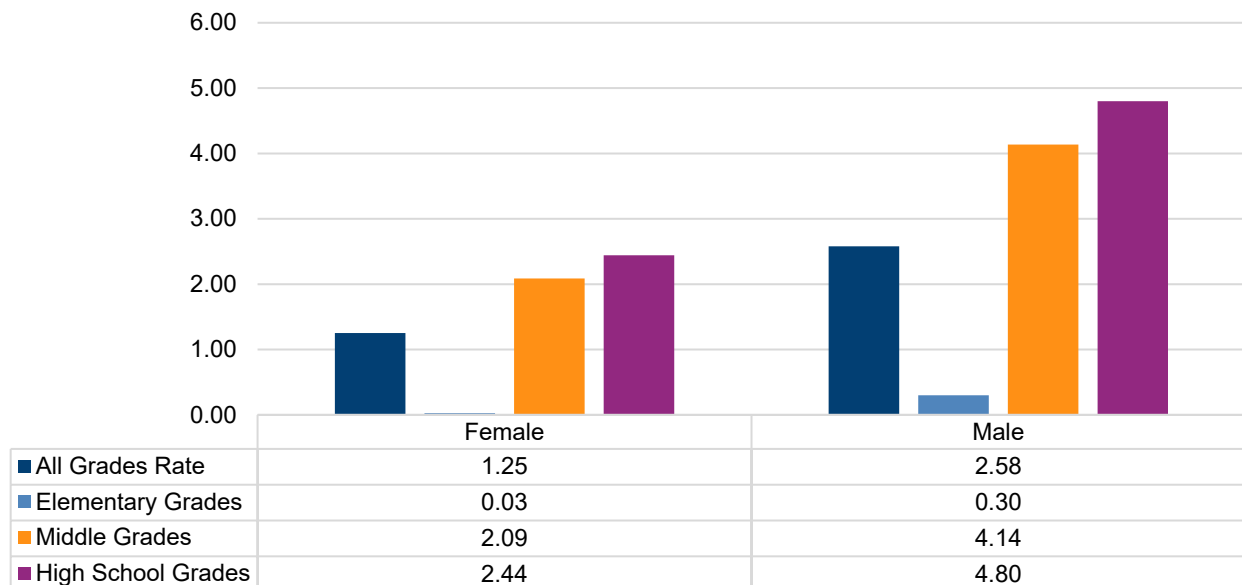


Figure R10b. Rate of Alternative Learning Placements as a Disciplinary Action by Grade Level and Student Subgroup, 2024–2025

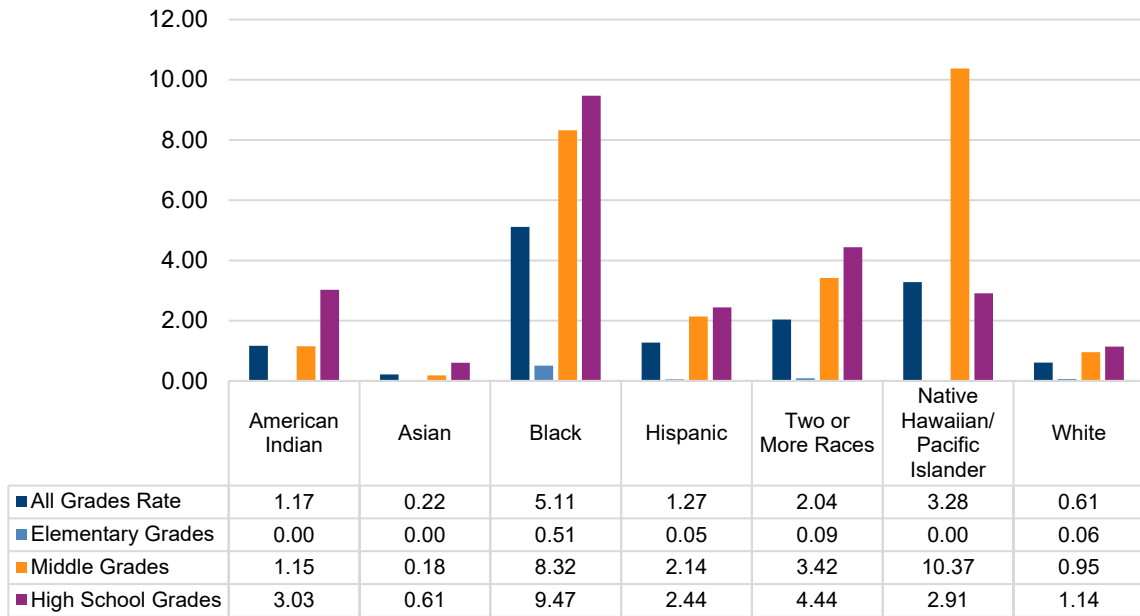
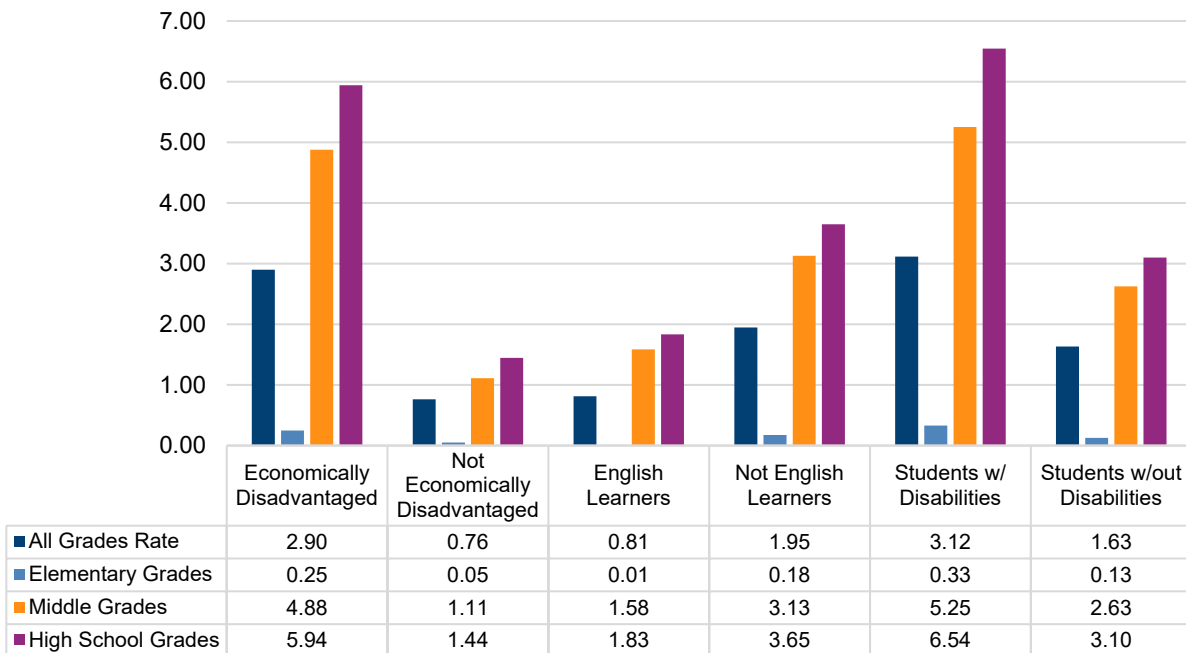


Figure R10c. Rate of Alternative Learning Placements as a Disciplinary Action by Grade Level and Student Subgroup, 2024–2025



Alternative Learning Placements as Disciplinary Actions by PSU

In 2024–2025, 279 PSUs (83.5%) reported zero alternative learning placements as a disciplinary action, whereas 55 PSUs (16.5%) reported at least one alternative learning placement as a disciplinary action.

For the 55 PSUs that reported at least one alternative learning placement as a disciplinary action, the number of assignments ranged from one to 626 placements. Rates ranged from 0.08 per 1,000 students enrolled to 25.17 per 1,000 students enrolled. Twenty-two PSUs (40.0%) had rates above the state rate of 1.94 per 1,000 students enrolled, and 33 (60.0%) had rates below the state rate.

Table R-C1. Reassignments for Disciplinary Reasons by School and PSU, 2024–2025 details alternative learning placements as a disciplinary action in PSUs and schools and can be found online at <https://www.dpi.nc.gov/data-reports/dropout-and-discipline-data/discipline-alp-and-dropout-annual-reports>.

Alternative Learning Placements as Disciplinary Actions Student Population

The table below provides an estimate of the overall student population for all students and by student subgroup, the percentage of the subgroup in the student population, the number of student offenders by subgroup, and the percentage of student offenders in the student and subgroup population. Additionally, the table displays the Individual Placement Rate and the Event Rate of Alternative Learning Placements per 1,000 students.

The percentage of students within a student population who were placed at least once is an estimate of the likelihood that any individual student in that group could have been placed during the 2024–2025 school year. This measure is commonly referred to as the individual suspension rate. If the event rate is much higher than the individual rate, it suggests that some students are being placed multiple times, i.e., repeat placements. If the two rates are closer together, it suggests fewer repeat placements and that most students are placed only once.

In 2024–2025, 2,831 students received at least one alternative learning placement as a disciplinary action, representing 2.0% of the preschool through grade 13 student population in North Carolina public schools. Across all subgroups, 5.0 percent or less of the students within a particular subgroup received an alternative learning placement as a disciplinary action.

Among racial and ethnic groups, Black students had the highest individual rate (132.7 per 1,000) and event rate (283.5 per 1,000), pointing to both a high proportion of affected students and a high number of placements. In contrast, Asian students had the lowest individual (19.9) and event rates (29.6).

The gap between individual and event rates is particularly wide for groups like Black students, students with disabilities, and economically disadvantaged students, suggesting that when students in these groups are suspended, they are more likely to be placed multiple times.

Table R14. Alternative Learning Placements as Disciplinary Actions Student Population, 2024–2025

	Student Population Estimate	Percent of Student Population	Unique enALP Students	% Unique Students in Population	Individual Rate Per 1,000	Event Rate per 1,000 Students
All Students	1,542,830	100.0%	2,821	0.2%	1.83	1.94
Female	756,937	48.8%	914	0.1%	1.21	1.25
Male	793,299	51.2%	1,907	0.2%	2.40	2.58
American Indian	15,403	1.0%	10-20	0.1-0.5%	1.0-1.5	1.2
Asian	69,004	4.5%	10-20	<0.1%	<1.0	0.22
Black	378,679	24.5%	1,819	0.5%	4.80	5.11
Hispanic	339,965	22.0%	420	0.1%	1.24	1.27
Two or More Races	91,657	5.9%	179	0.2%	1.95	2.04
Native Hawaiian/ Pacific Islander	2,135	0.1%	<10	0.3%	2.5-3.0	3.28
White	653,393	42.4%	366	0.1%	0.56	0.61
Economically Disadvantaged	816,889	49.9%	2,224	0.3%	2.72	2.90
Not Economically Disadvantaged	820,859	50.1%	597	0.1%	0.73	0.76
English Learners	173,398	10.6%	136	0.1%	0.78	0.81
Not English Learners	1,464,350	89.4%	2,685	0.2%	1.83	1.95
Students w/ Disabilities	215,680	13.2%	620	0.3%	2.87	3.12
Students w/out Disabilities	1,422,068	86.8%	2,201	0.2%	1.55	1.63

2024–2025 REPORT ON SUSPENSIONS AND EXPULSIONS

INTRODUCTION

Definitions of Suspensions and Expulsions

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

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

In-school suspension (ISS) is defined as when a student is reassigned, for a relatively short period of time, to an area apart from their regular classroom (see the [2024–2025 Reassignments for Disciplinary Purposes section](#)).

Alternative learning placement (ALP) as a disciplinary action is defined as the reassignment of a student, for a relatively longer period of time, where the student is provided direct or computer-based instruction and continued access to courses and supervising teachers for those courses (see the [2024–2025 Reassignments for Disciplinary Purposes section](#)).

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

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

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

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

When a student is suspended long-term, the student may not return to his or her regular school for the duration of the suspension. Districts may allow long-term suspended students to attend an alternative learning program or school (ALPS) during their long-term suspension from their home school (see the [2024–2025 Reassignments for Disciplinary Purposes](#) and the [2024–2025 Alternative Learning Programs and Schools Placements](#) section). For reporting purposes, students are not considered suspended while attending an alternative learning program or school. However, if the student is out of school for any duration of time while

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

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

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

Suspension and Expulsion Data Collection, Analysis and Reporting

DATA COLLECTION AND REPORTING PROCEDURES

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

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

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

COUNT AND RATE CALCULATIONS

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

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

To make comparisons between academic years, student subgroups, schools, PSUs and the state more meaningful, rates of suspensions are calculated to account for differences in population sizes or changes in

population sizes over time. Rates of short-term suspensions are expressed as a rate per 1,000 students enrolled. Rates of long-term suspensions are expressed as a rate per 100,000 students enrolled to make them more meaningful. Rates of expulsions are not calculated in this report due to their relative infrequency of occurrence as a disciplinary action in a given school year.

SHORT-TERM SUSPENSIONS

Overall Rates and Trends

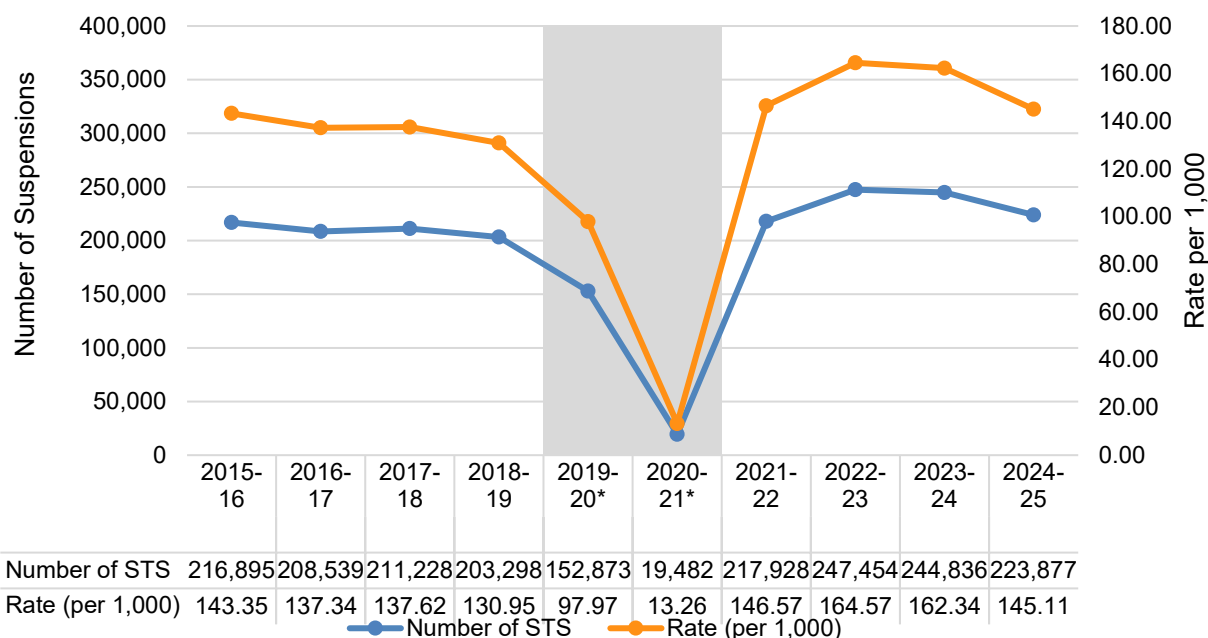
The rate and number of short-term suspensions students received and the number students who received one or more short-term suspension decreased in 2024–2025.

In 2024–2025, there were 223,877 short-term suspensions reported statewide. The short-term suspension rate in 2024–2025 was 145.11 short-term suspensions per 1,000 students enrolled.

As seen in the figure below, when compared to the previous academic years, the total number of short-term suspensions decreased by 8.6% from 244,836 reported in 2023–2024 and by 9.5% from the 247,454 reported in 2022–2023. The 2024–2025 short-term suspension rate of 145.11 per 1,000 students decreased by 10.6% from 162.34 in 2023–2024 and by 11.8% from 164.57 in 2022–2023.

While most of the visualized and presented data in this section represent suspensions, not numbers of unique students, it is important to note that of the 223,877 short-term suspensions in the 2024–2025 school year, 123,111 individual students (8.0% of the student population) who received one or more of these short-term suspensions with an average of 1.82 short-term suspensions per suspended student. Students were most frequently suspended for 1 day, with a median of 2 days per suspension, and an average of 3.20 days. Across all short-term suspensions, students missed a total of 716,016 days of school. The number of individual students who received at least one short-term suspension in 2024–2025 decreased by 7.5% when compared to 2023–2024, and by 8.2% when compared to 2022–2023.

Figure S1. Ten Year Trend in Short-Term Suspensions³



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.

Table S1. Four Year Trends in Short-Term Suspensions

Academic Year	Number of Short-Term Suspensions	Rate per 1,000 Students	Number of Individual Students	Average Number of STS	Total Days In STS
2021-22	217,928	146.57	120,668	1.81	728,137
2022-23	247,454	164.57	134,036	1.85	837,176
2023-24	244,836	162.34	133,046	1.84	826,484
2024-25	223,877	145.11	123,111	1.82	716,016

Short-Term Suspensions by Student Subgroup

Consistent with previous years, male students received more short-term suspensions than female students in 2024–2025. The rate of short-term suspensions for male students was 197.19 per 1,000 male students enrolled, which was 2.2 times higher than the rate for females (88.95 per 1,000 female students enrolled).

Males also had a higher average number of suspensions per suspended student (1.88 suspensions) compared to females (1.69 suspensions). However, female students experienced slightly longer suspensions on average, with 3.42 days per suspension, compared to 3.10 days for males.

Among race/ethnicity subgroups, American Indian students had the highest short-term suspension rate in 2024–2025 (321.17 per 1,000 students enrolled), followed by Black students (303.02 per 1,000), and students identifying as Two or More Races (175.11 per 1,000).

Across all student subgroups, the highest rates of short-term suspensions were observed among American Indian students (321.17 per 1,000), Black students (303.02 per 1,000), and Students with Disabilities (271.83 per 1,000)

American Indian students and Students with Disabilities also had the highest average number of suspensions per student (2.13 and 2.11 suspensions).

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

Table S2. Short-Term Suspensions by Student Subgroup, 2024–2025

	Number of Short-Term Suspensions	Rate per 1,000 Students	Average Number of STS	Total Days In STS
All Students	223,877	145.11	1.82	716,016
Female	67,327	88.95	1.69	230,503
Male	156,427	197.19	1.88	485,064
American Indian	4,947	321.17	2.13	18,394
Asian	1,461	21.17	1.41	3,502
Black	114,748	303.02	1.97	379,577
Hispanic	33,538	98.65	1.59	106,502
Two or More Races	16,050	175.11	1.85	50,976
Native Hawaiian/ Pacific Islander	285	133.49	1.69	849
White	52,725	80.69	1.67	155,767
Economically Disadvantaged	171,483	209.92	1.91	555,436
Not Economically Disadvantaged	52,271	63.68	1.58	160,131
English Learners	16,268	93.82	1.61	54,480
Not English Learners	207,486	141.69	1.84	661,087
Students w/ Disabilities	58,629	271.83	2.11	165,363
Students w/out Disabilities	165,125	116.12	1.73	550,204

Figure S2. Rate of Short-Term Suspensions by Student Subgroup, 2024–2025

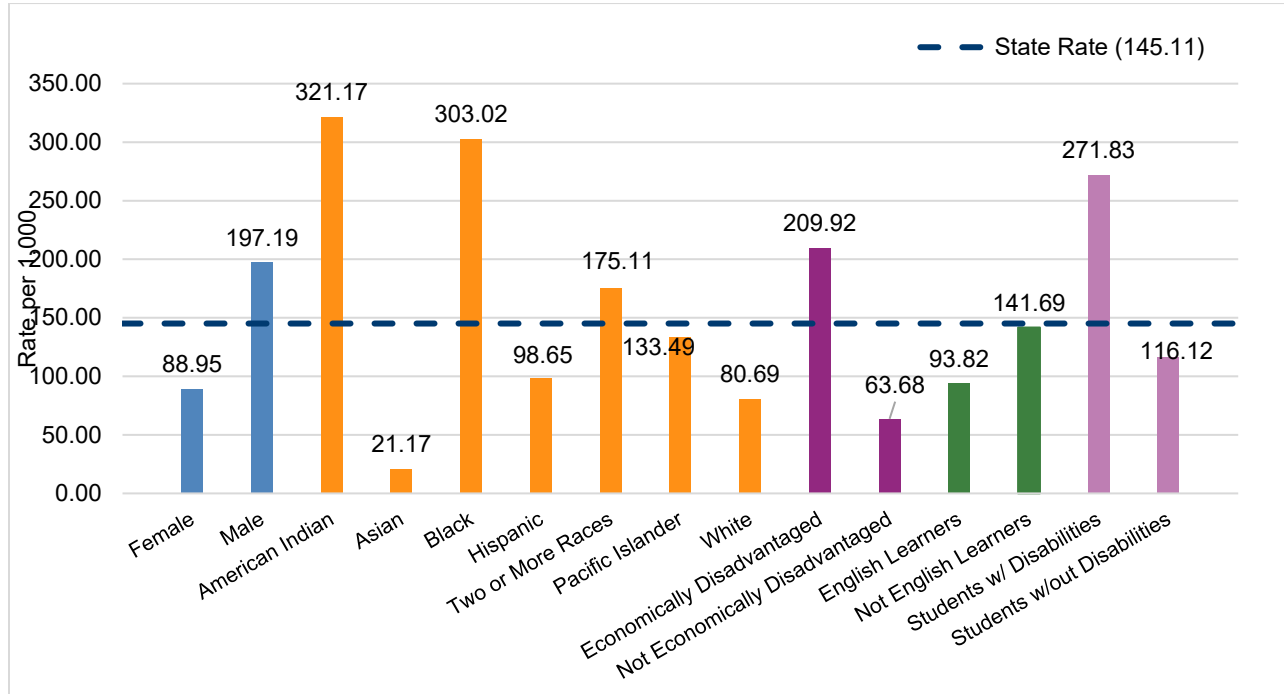


Table S3. One and Two-year Trend in the Rate of Short-Term Suspensions by Student Subgroup

Race/Ethnicity	STS Event Rate 2022-23	STS Event Rate 2023-24	STS Event Rate 2024-25	1-yr % Rate Change	2-yr % Rate Change
All Students	164.57	162.34	145.11	-10.6%	-11.8%
Female	105.28	101.75	88.95	-12.6%	-15.5%
Male	217.75	217.05	197.19	-9.2%	-9.4%
American Indian	331.48	346.88	321.17	-7.4%	-3.1%
Asian	23.15	23.02	21.17	-8.0%	-8.6%
Black	335.59	335.02	303.02	-9.6%	-9.7%
Hispanic	111.80	107.62	98.65	-8.3%	-11.8%
Two or More Races	205.72	201.55	175.11	-13.1%	-14.9%
Native Hawaiian/ Pacific Islander	134.27	141.64	133.49	-5.8%	-0.6%
White	93.05	91.47	80.69	-11.8%	-13.3%
Economically Disadvantaged	243.69	242.12	209.92	-13.3%	-13.9%
Not Economically Disadvantaged	66.24	66.24	63.68	-3.9%	-3.9%
English Learners	132.23	92.27	93.82	1.7%	-29.0%
Not English Learners	157.76	160.61	141.69	-11.8%	-10.2%
Students w/ Disabilities	284.22	299.12	271.83	-9.1%	-4.4%
Students w/out Disabilities	134.43	130.30	116.12	-10.9%	-13.6%

SHORT-TERM SUSPENSIONS BY SEX

In 2024–2025, the rate and number of short-term suspensions for both males and females decreased from the previous school year (2023–2024): the rate for females decreased by 12.6%, and the rate for males decreased by 9.2%.

Figure S3. Four Year Trend in the Rate of Short-Term Suspensions by Sex

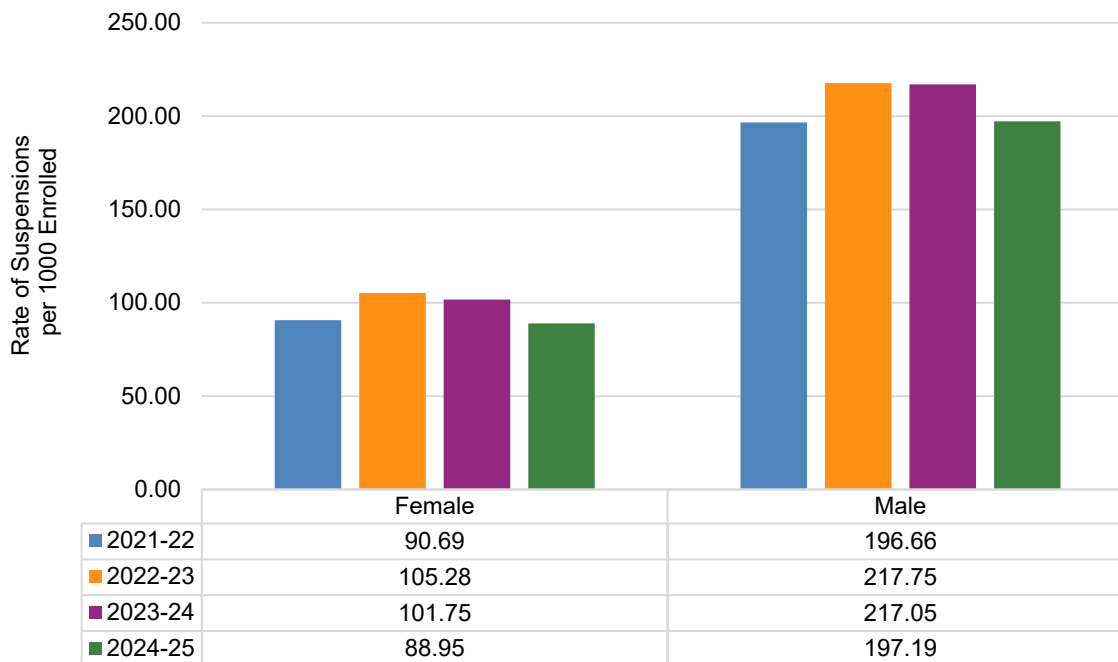
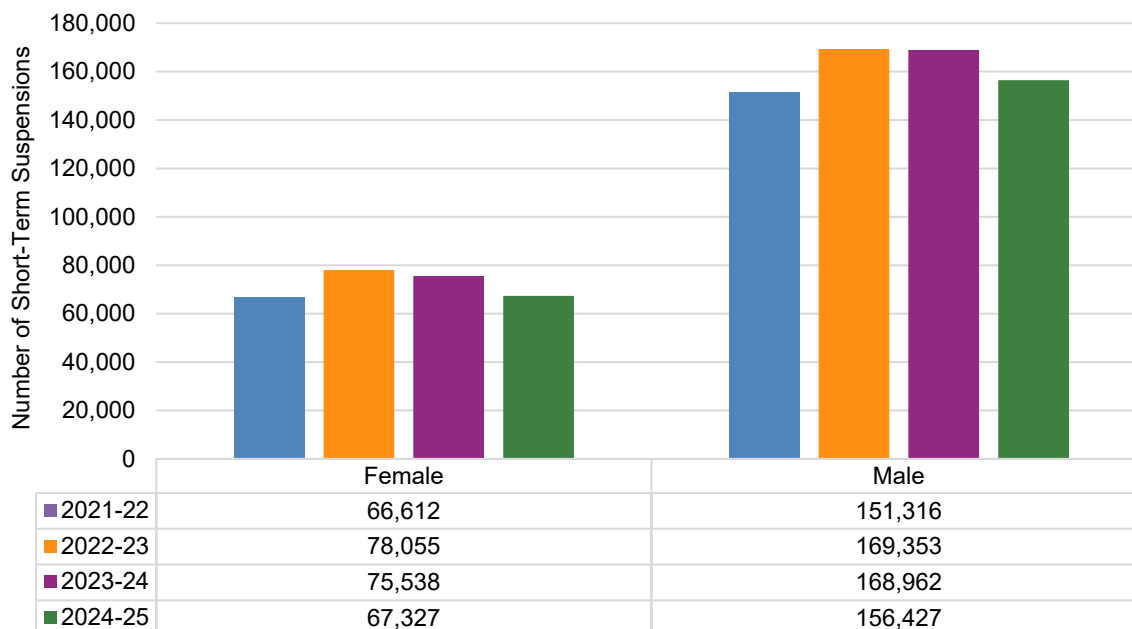


Figure S4. Four Year Trend in the Number of Short-Term Suspensions by Sex



SHORT-TERM SUSPENSIONS BY RACE/ETHNICITY

Among student race/ethnicity subgroups, in 2024–2025, short-term suspension rates decreased for all race/ethnicity subgroups.

Figure S5. Four Year Trend in the Rate of Short-Term Suspensions by Race/Ethnicity

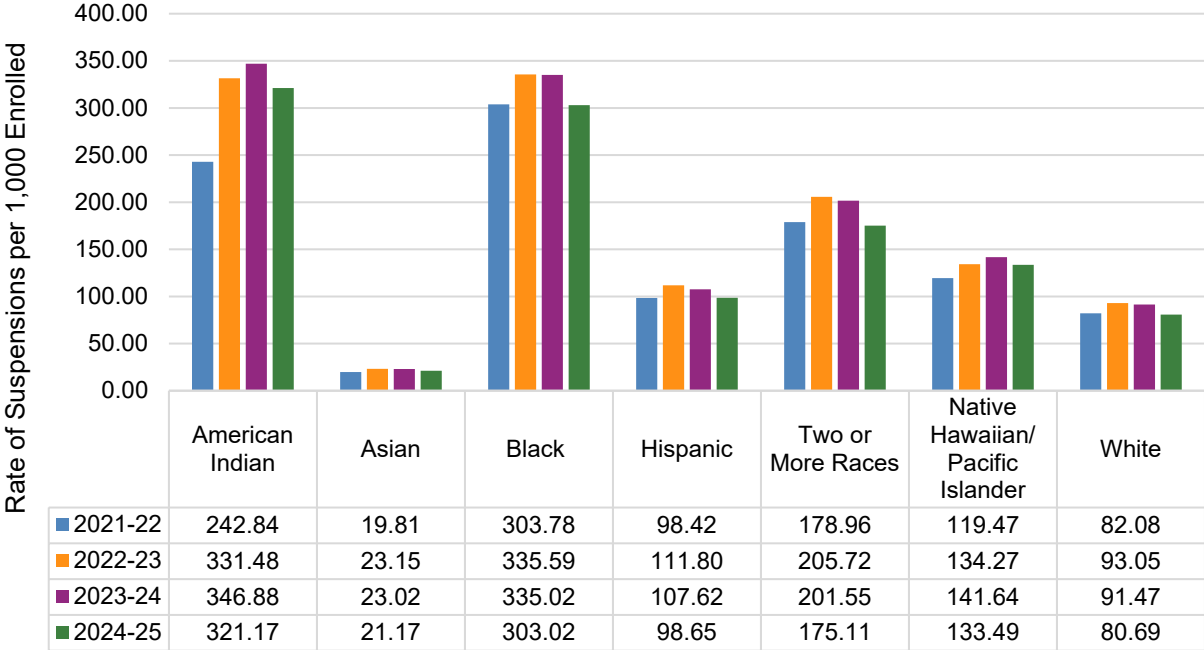
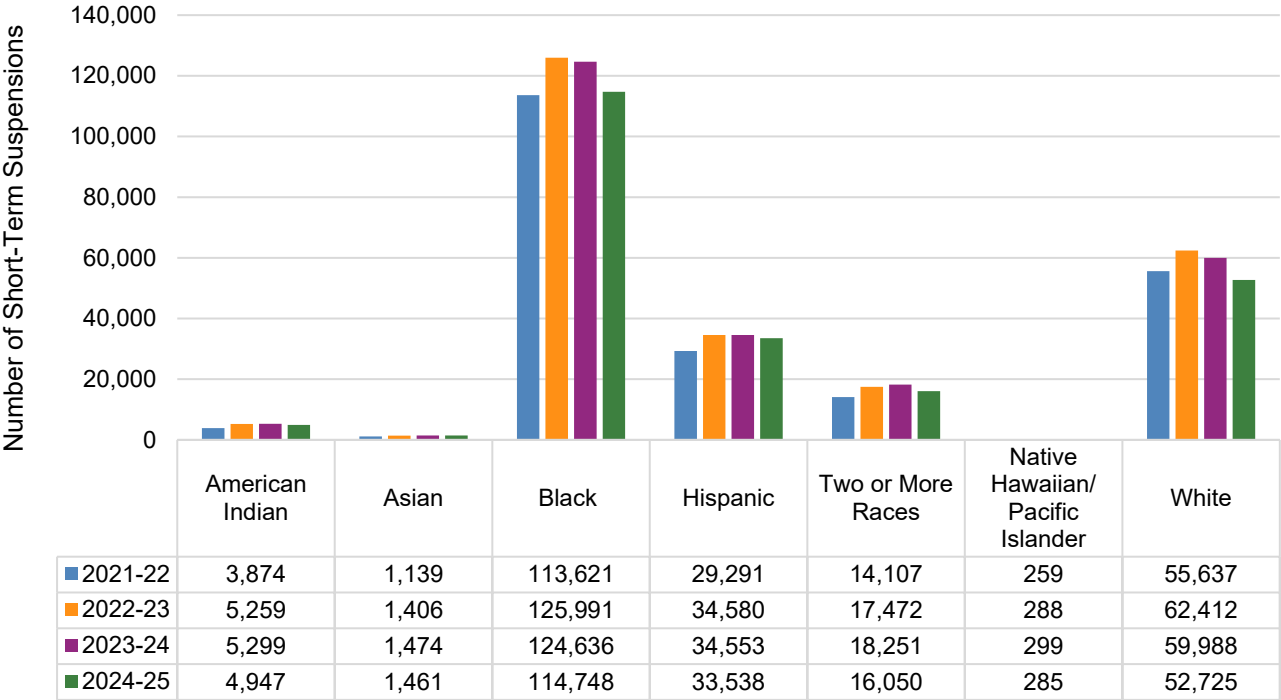


Figure S6. Four Year Trend in the Number of Short-Term Suspensions by Race/Ethnicity



SHORT-TERM SUSPENSIONS BY RACE/ETHNICITY-SEX SUBGROUP

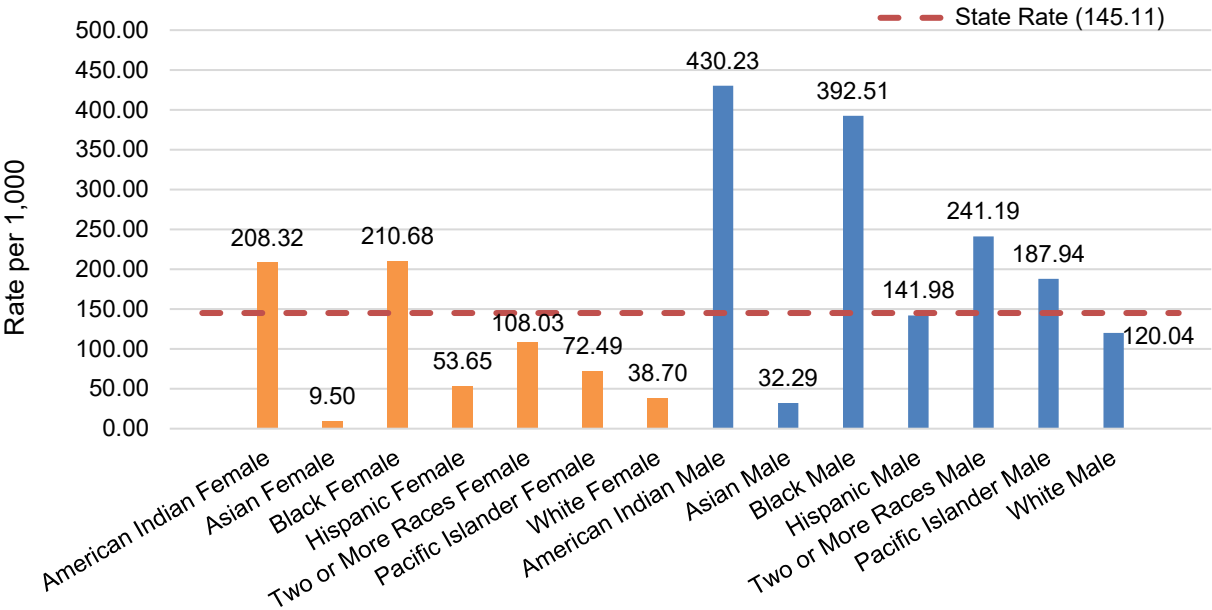
In 2024–2025, American Indian male students again had the highest suspension rate among male subgroups at 430.23 per 1,000, followed closely by Black male students at 392.51 per 1,000. American Indian males also had the highest average number of suspensions per student (2.24).

Among female subgroups, Black female students had the highest suspension rate (210.68 per 1,000), followed by American Indian female students (208.32 per 1,000).

Table S4. Short-Term Suspensions by Race/Ethnicity-Sex Subgroup, 2024–2025

	Number of Short-Term Suspensions	Rate per 1,000 Students	Average Number of STS	Total Days In STS
All Students	223,877	145.11	1.82	716,016
American Indian Female	1,577	208.32	1.94	6,095
Asian Female	320	9.50	1.37	822
Black Female	39,263	210.68	1.82	137,881
Hispanic Female	8,947	53.65	1.44	29,866
Two or More Races Female	4,914	108.03	1.73	16,714
Pacific Islander Female	73	72.49	1.52	239
White Female	12,233	38.70	1.52	38,886
American Indian Male	3,370	430.23	2.24	12,299
Asian Male	1,141	32.29	1.42	2,680
Black Male	75,485	392.51	2.06	241,696
Hispanic Male	24,591	141.98	1.66	76,636
Two or More Races Male	11,136	241.19	1.91	34,262
Pacific Islander Male	212	187.94	1.75	610
White Male	40,492	120.04	1.72	116,881

Figure S7. Short-Term Suspensions Received by Race/Ethnicity-Sex Subgroups, 2024–2025



Among student race/ethnicity-sex subgroups, when comparing the 2024–2024 rates of short-term suspensions to 2023–2023, the largest rate decreases were for White female students (22.1%), Hispanic females (19.9%), and Two of More Race females (18.2%).

Figure S8a. Four Year Trend in the Rate of Short-Term Suspension by Race/Ethnicity-Sex Subgroup

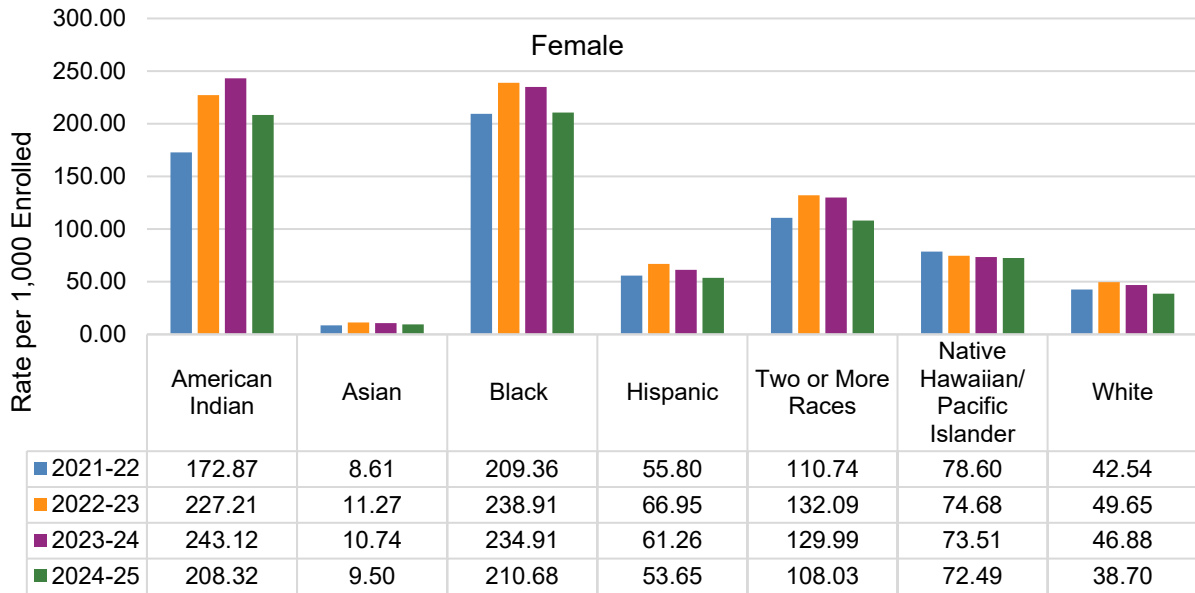
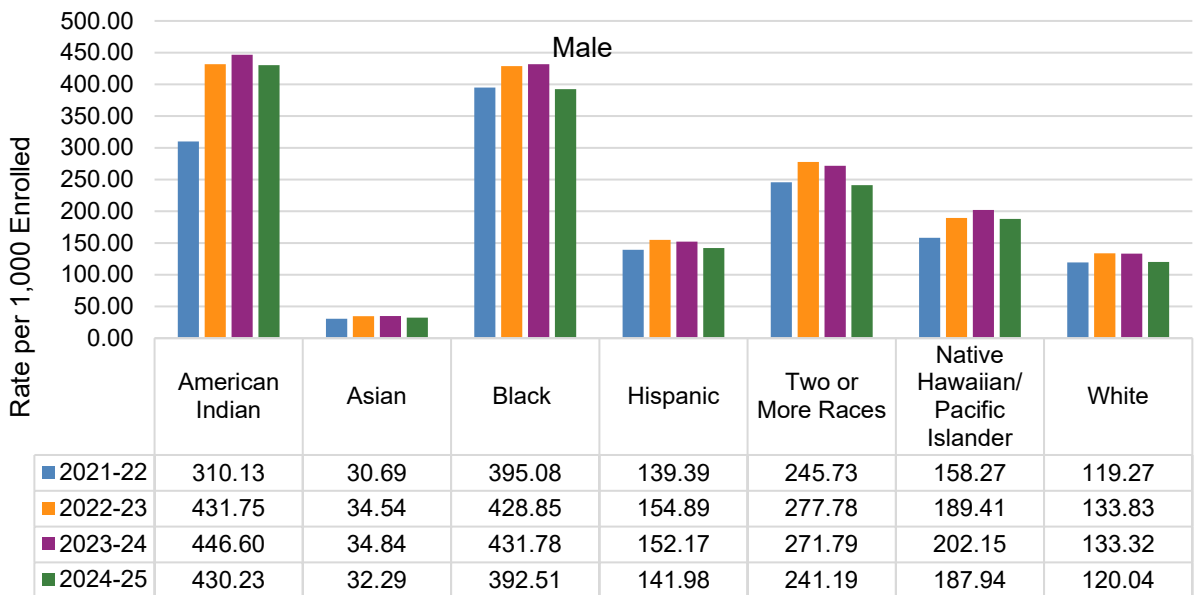


Figure S8b. Four Year Trend in the Rate of Short-Term Suspension by Race/Ethnicity-Sex Subgroup



SHORT-TERM SUSPENSIONS BY EXCEPTIONALITY

In 2024–2025, 26.2% of short-term suspensions were given to Students with Disabilities. This percentage is slightly higher than the 25.8% in the 2022–2023 academic year. The rate for short-term suspensions for Students with Disabilities was 271.83 per 1,000 students enrolled which is 2.3 times greater than for Students without Disabilities.

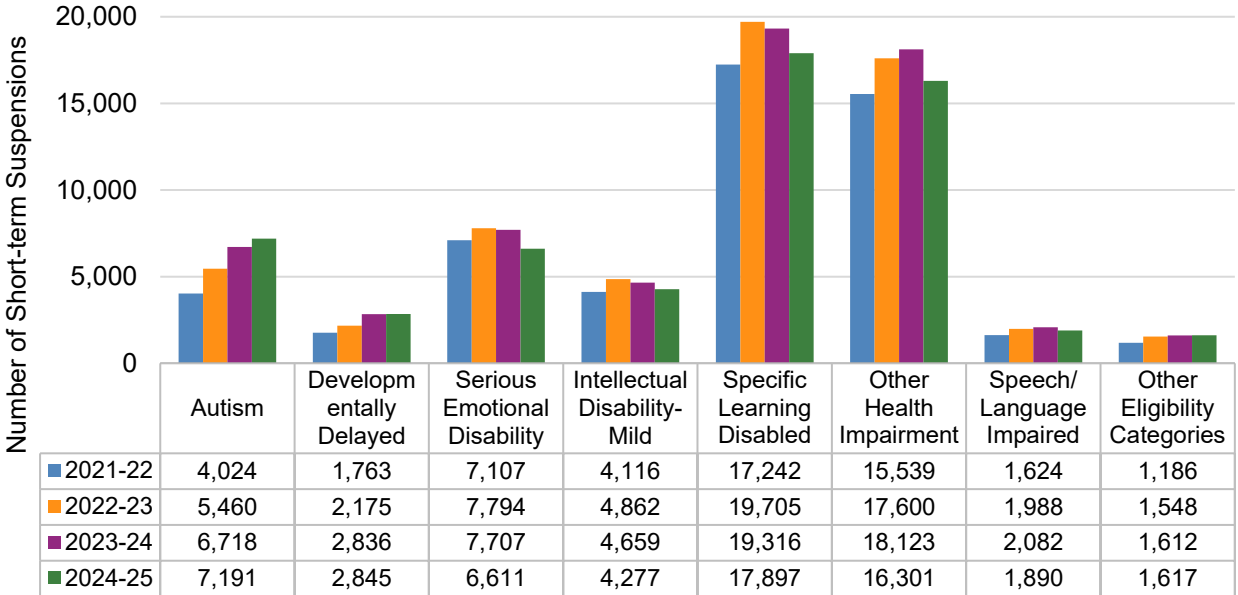
Students identified in the eligibility categories of Specific Learning Disability and Speech Impairment were the only eligibility categories below the state average for the number of short-term suspensions per suspended students. Students identified in the eligibility categories of Serious Emotional Disability and Developmental Delays had the highest average number of suspensions per students suspended (3.02 suspensions and 2.63 suspensions, respectively) across the eligibility categories.

Table S5 Short-Term Suspensions Received by Students with Disabilities, 2024–2025

	Number of Short-Term Suspensions	Rate per 1,000 Students	Average Number of STS	Total Days In STS
All Students	223,877	145.11	1.82	716,016
Students w/ Disabilities	58,629	271.83	2.11	165,363
Autism	7,191		2.11	14,084
Developmental Delay	2,845		2.63	4,481
Serious Emotional Disability	6,611		3.02	18,526
Intellectual Disability - Mild	4,277		2.21	13,842
Specific Learning Disability	17,897		1.81	58,270
Other Health Impairment	16,301		2.22	47,481
Speech Impairment	1,890		1.70	4,413
Other Eligibility Categories	1,617		2.06	4,266
Students w/out Disabilities	165,125	116.12	1.73	550,204

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

Figure S9. Four Year Trend in Short-Term Suspensions Received by Students with Disabilities



Short-Term Suspensions by Grade Level

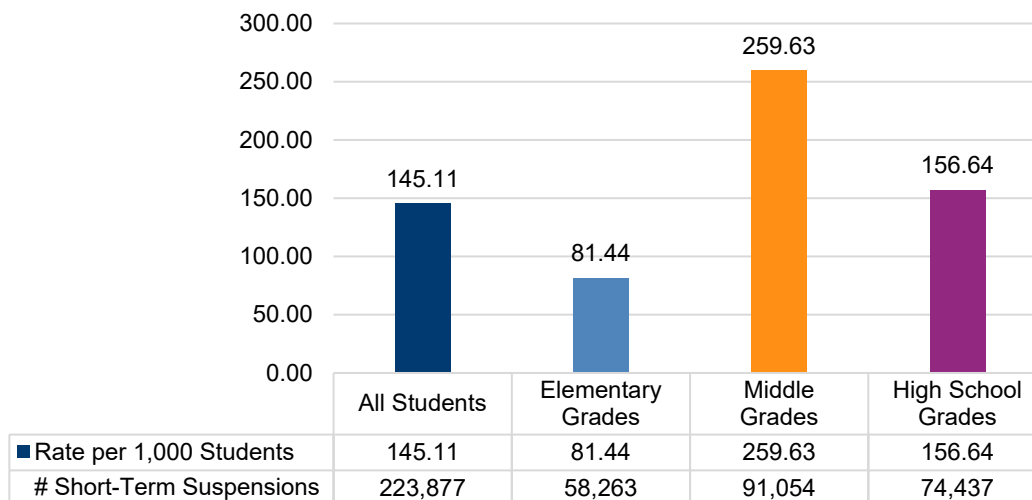
In 2024–2025, middle school grades reported the most short-term suspensions (91,504) and had the highest rate of short-term suspensions per 1,000 students enrolled (259.63). High school grades reported 74,437 short-term suspensions and had a rate of 156.64 per 1,000 students enrolled. Elementary grades reported 58,263 short-term suspensions and had a rate of 81.44 per 1,000 students in 2024–2025.

Grades 9 and 8 saw the highest number of suspensions in 2024–2025. While the number of short-term suspensions in kindergarten and first grades are among the lowest, students in these grades had the highest average number of suspensions per student suspended (2.34 and 2.15 suspensions, respectively). Twelfth grade had the lowest average number of suspensions with an average of 1.42 per student suspended.

Table S6. Short-Term Suspensions by Grade Level, 2024–2025

	Number of Short-Term Suspensions	Rate per 1,000 Students	Average Number of STS	Total Days In STS
All Students	223,877	145.11	1.82	716,016
Elementary Grades	58,263	81.44	1.87	115,299
Preschool	422	15.90	1.82	659
Kindergarten	7,869	71.12	2.34	13,184
Grade 1	7,329	64.51	2.15	12,455
Grade 2	7,522	65.04	1.91	13,672
Grade 3	9,633	80.79	1.85	18,779
Grade 4	11,343	99.99	1.74	23,854
Grade 5	14,618	125.71	1.71	34,135
Middle Grades	91,054	259.63	1.88	305,747
Grade 6	29,429	253.53	1.89	94,557
Grade 7	32,254	275.52	1.91	107,448
Grade 8	30,290	257.65	1.87	107,523
High School Grades	74,437	156.64	1.71	294,521
Grade 9	34,599	262.94	1.93	138,108
Grade 10	20,612	167.06	1.66	82,732
Grade 11	12,469	107.98	1.52	49,126
Grade 12 and 13	7,444	71.05	1.42	28,399

Figure S10. Short-Term Suspensions by Grade Level, 2024–2025



When compared to the number of suspensions by grade in 2023–2024, all grades saw a decrease in the number of suspensions. The largest decreases in the number of short-term suspensions in 2024–2025 were among students in Twelfth Grade (13.74%), Fifth Grade (11.8%), and Ninth Grade (11.6%).

Figure S11. Four Year Trend in Short-Term Suspensions by Grade Level

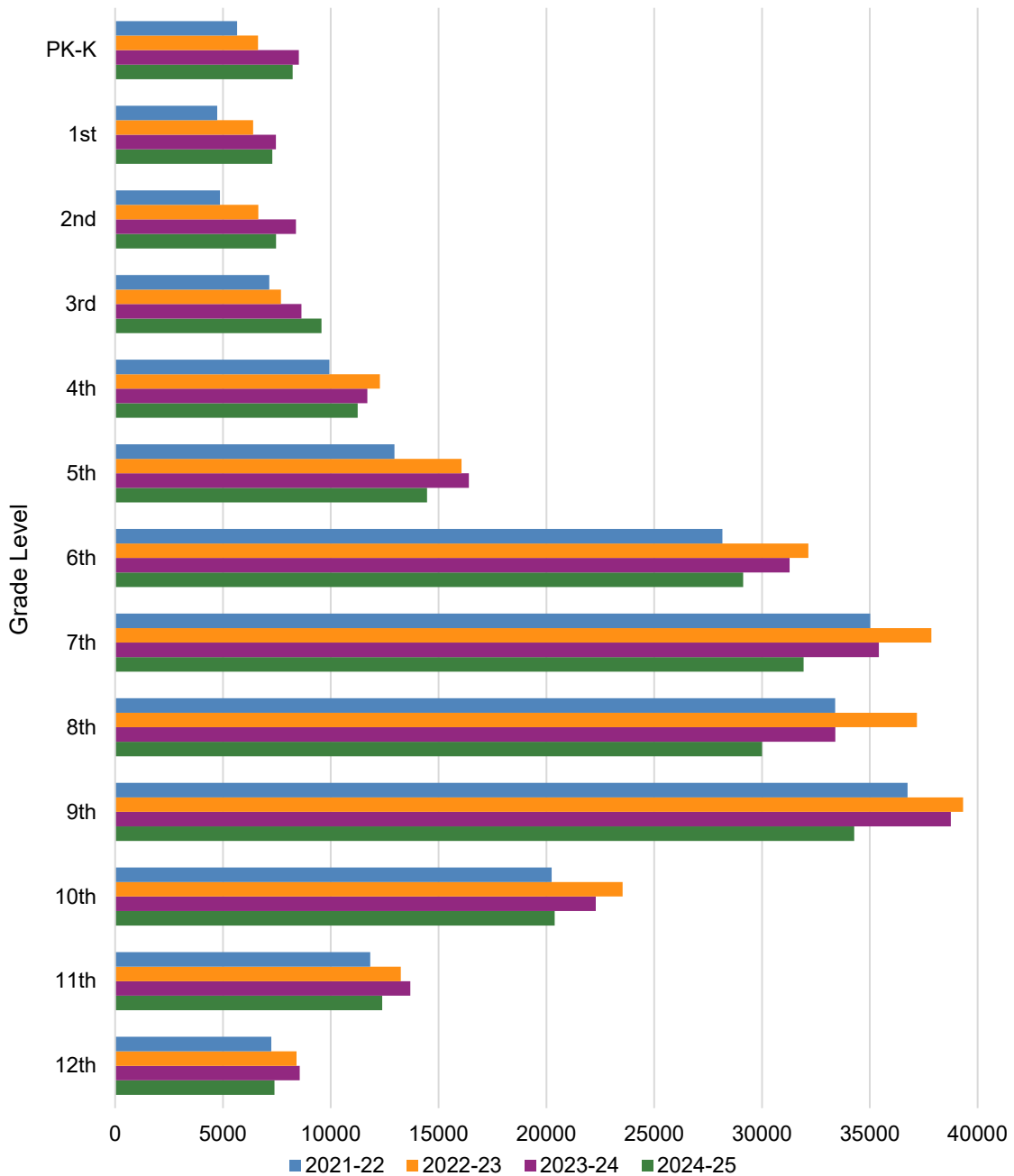


Table S7. Short-Term Suspensions by Grade Level and Student Subgroup

	Number of STS All Grades	Rate per 1,000 All Grades	Rate per 1,000 Elementary	Rate per 1,000 Middle	Rate per 1,000 High School
All Students	223,877	145.11	81.44	259.63	156.64
Female	67,327	88.95	35.98	170.87	107.35
Male	156,427	197.19	125.41	344.54	196.18
American Indian	4,947	321.17	146.42	626.19	367.84
Asian	1,461	21.17	11.50	40.74	21.13
Black	114,748	303.02	171.93	545.04	319.85
Hispanic	33,538	98.65	41.92	195.82	111.63
Two or More Races	16,050	175.11	104.59	312.62	189.45
Native Hawaiian/ Pacific Islander	285	133.49	64.25	244.81	152.62
White	52,725	80.69	52.89	135.65	81.43
Economically Disadvantaged	171,483	209.92	113.54	385.47	238.80
Not Economically Disadvantaged	52,271	63.68	35.23	110.30	68.93
English Learners	16,268	93.82	28.60	216.12	128.07
Not English Learners	207,486	141.69	83.38	249.88	147.94
Students w/ Disabilities	58,629	271.83	179.34	457.38	288.30
Students w/out Disabilities	165,125	116.12	59.57	214.20	128.01

Figure S12a. Short-Term Suspensions by Grade Level and Student Subgroup

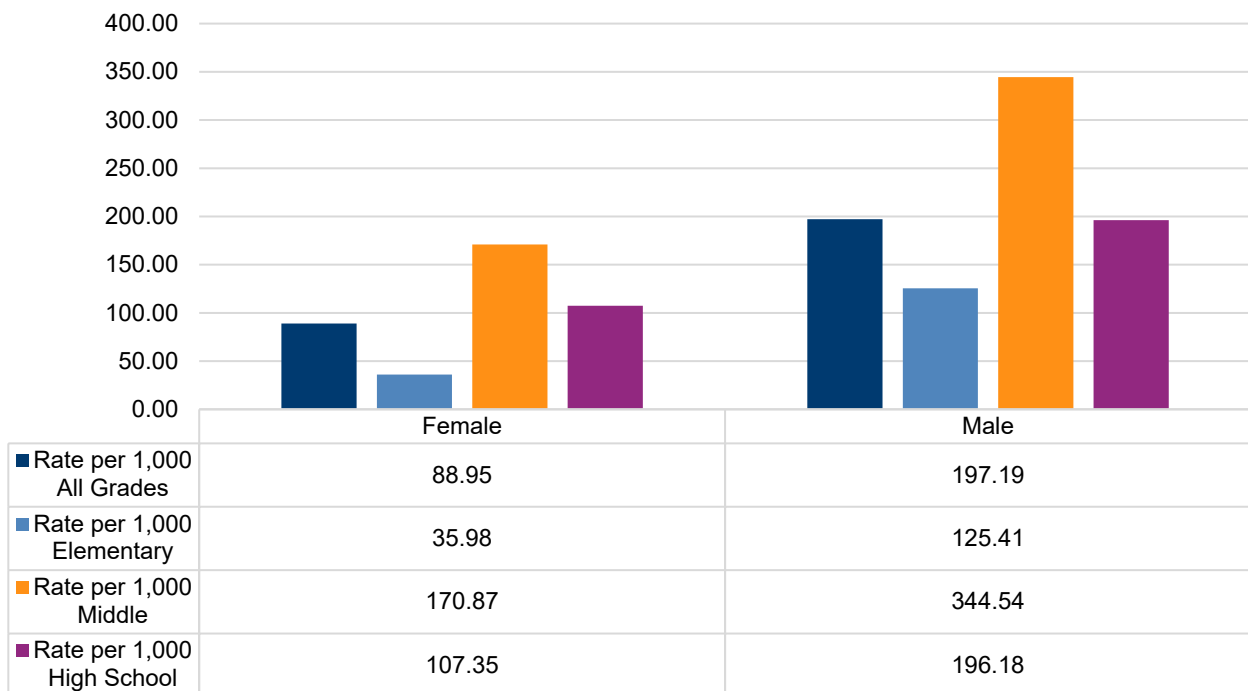


Figure S12b. Short-Term Suspensions by Grade Level and Student Subgroup

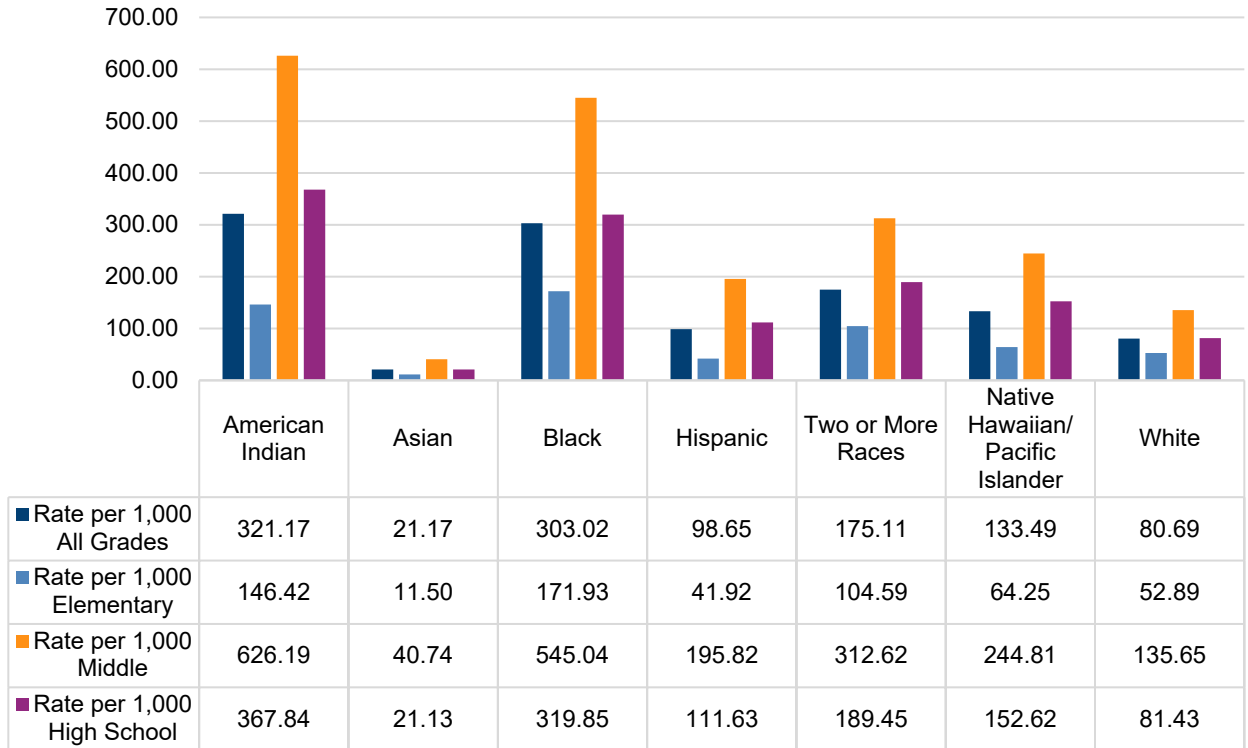
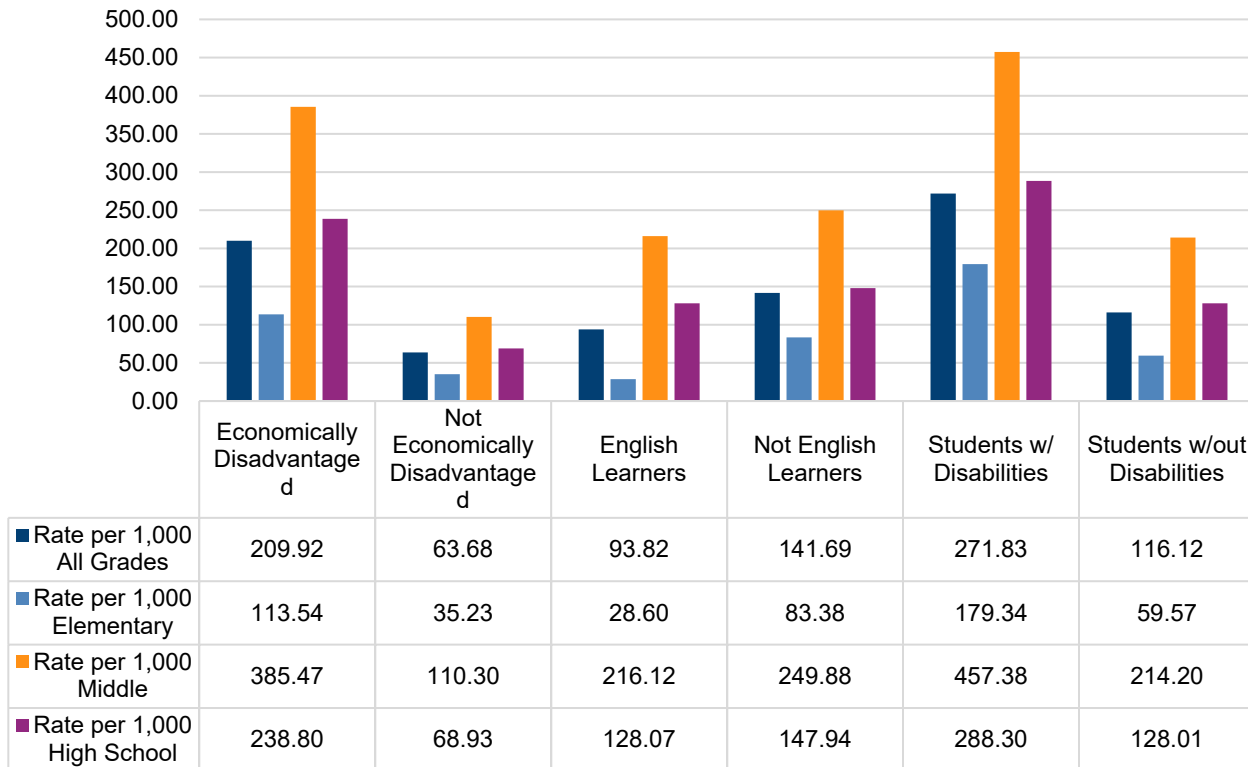


Figure S12c. Short-Term Suspensions by Grade Level and Student Subgroup



Short-Term Suspensions by PSU

In 2024–2025, 45 PSUs (13.5%) reported zero short-term suspensions, and 289 (86.5%) reported at least one short-term suspension.

For the 289 PSUs that reported at least one short-term suspension, the number of short-term suspensions ranged from one to 23,049 suspensions; rates ranged from 1.26 per 1,000 students enrolled to 1,147.54 per 1,000 students enrolled. There were 105 PSUS (31.4%) had rates above the state short-term suspension rate of 145.11 per 1,000 enrolled, and 229 (68.6%) had rates below the state short-term suspension rate.

Table S-C1. Short-Term Suspension Statistics for Schools in PSUs, 2024–2025 and **Table S-C3. Short-Term Suspensions, Long-Term Suspensions and Expulsions in PSUs by Sex and Ethnicity, 2024–2025** detail short-term suspensions in PSUs and schools and can be found online at <https://www.dpi.nc.gov/data-reports/dropout-and-discipline-data/discipline-alp-and-dropout-annual-reports>

Multiple Short-Term Suspensions

In 2024–2025, there were 223,877 short-term suspensions given to 123,111 individual students (8.0% of the student population) who received one or more of these short-term suspensions with an average of 1.82 short-term suspensions per suspended student.

In 2024–2025, 62.1% (76,498) of suspended students received only one short-term suspension. Conversely, 37.9% (46,613) received more than one suspension. Of the students who received more than one suspension, 19.0% (23,430) received two suspensions, 12.8% (15,813) received three to four suspensions, 4.7% (5,847) received five to seven suspensions, 1.0% (1,172) received eight to 10, and 0.3% (351) received 10 to more short-term suspensions.

When compared to 2023–2024, the count, the rate of suspensions, the number of unique students given short-term suspensions, and average number of short-term suspensions per suspended students is roughly equivalent.

Figure S13a. Four Year Trend in Students Receiving One or More Short-Term Suspensions

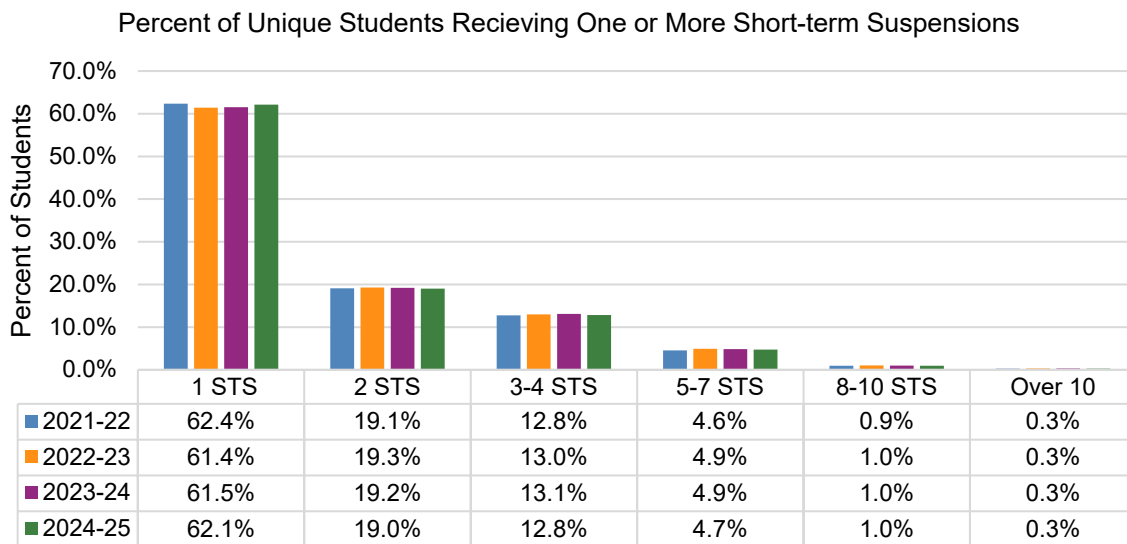
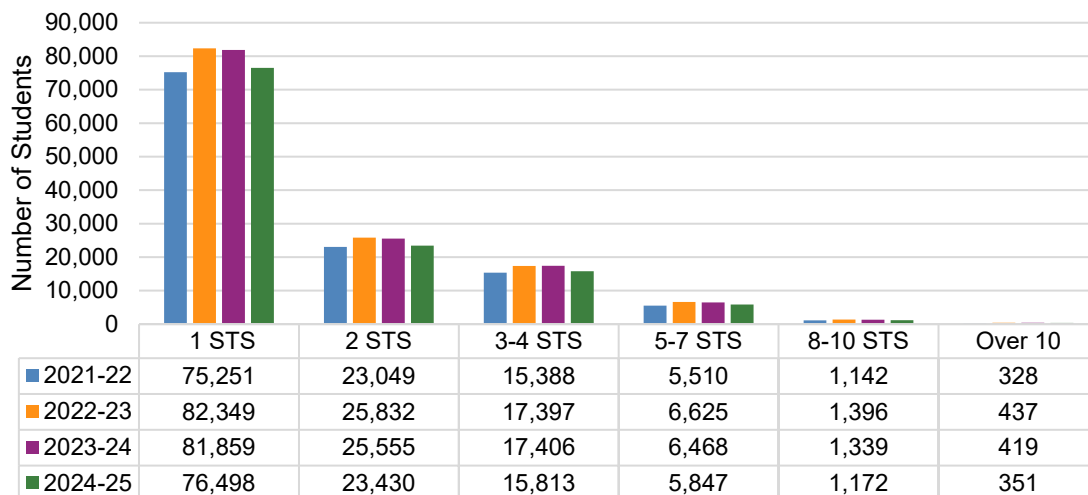


Figure S13b. Four Year Trend in Students Receiving One or More Short-Term Suspensions



Of the 46,613 students who received multiple suspensions, 34.4% (16,037) missed less than five days of school across their multiple suspensions, 29.5% (13,758) missed six to 10 days of school. However, the remaining 36.1% (16,818) of students missed more than 10 days over the course of their multiple suspensions which is the equivalent to a long-term suspension; specifically, 26.8% (12,484) students missed 11 to 20 days, 8.4% (3,930) missed 21 to 40 days and 0.9% (404) missed 41 or more days of school.

Figure S14. Four Year Trend in the Percent of Students Receiving Multiple Short-Term Suspensions by Total Duration

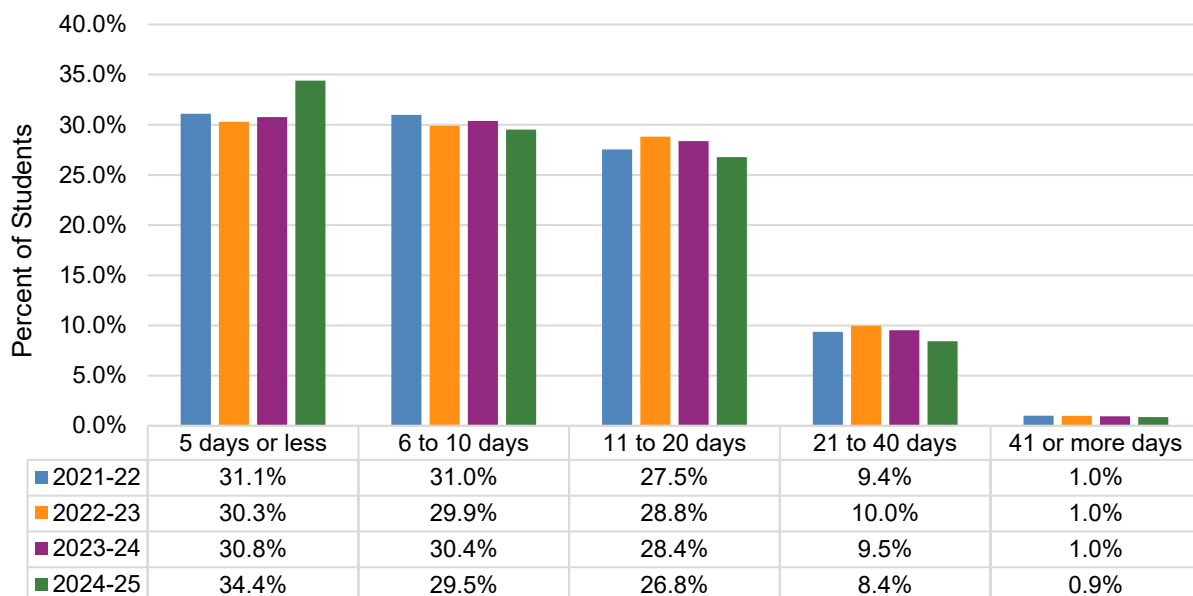
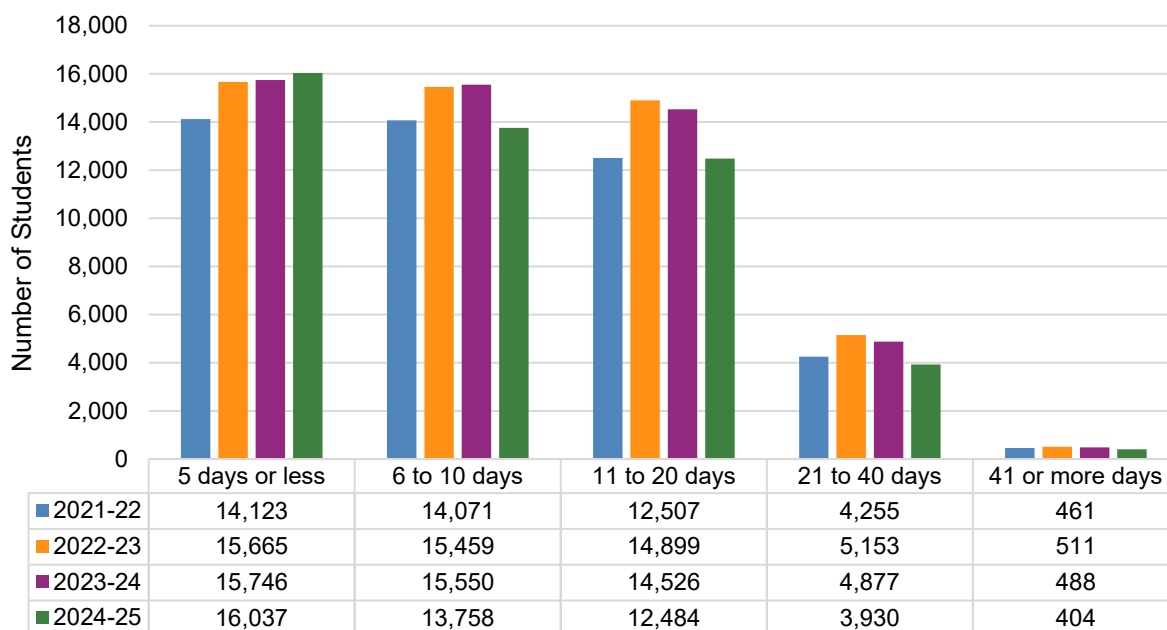


Figure S15. Four Year Trend in the Number of Student Receiving Multiple Short-Term Suspensions by Total Duration

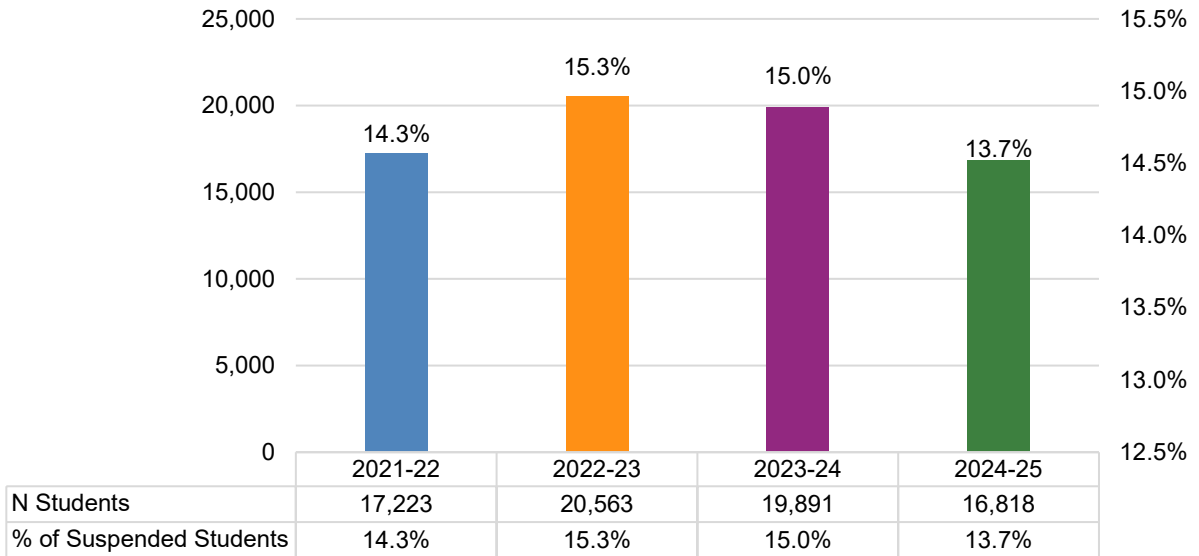


MULTIPLE SHORT-TERM SUSPENSIONS TOTALING MORE THAN 10 DAYS

In 2024–2025, 13.7%, or 16,818, of all suspended students received multiple short-term suspensions with a combined length that exceeded 10 days, the equivalent of a long-term suspension.

The number of suspended students whose combined lengths across multiple short-term suspensions was greater than 10 days decreased by 15.5% from 2023–2024.

Figure S16. Four Year Trend in Multiple Short-Term Suspensions More Than 10 Days Combined



As seen in the following figures, in 2024–2025, there was a higher percentage of suspended American Indian students, Black students, and Economically Disadvantaged students whose combined suspension days across multiple suspensions was more than 10 days.

Figure S17. Students Receiving Multiple Short-Term Suspensions Totaling More than 10 Days by Student Subgroup, 2024–2025

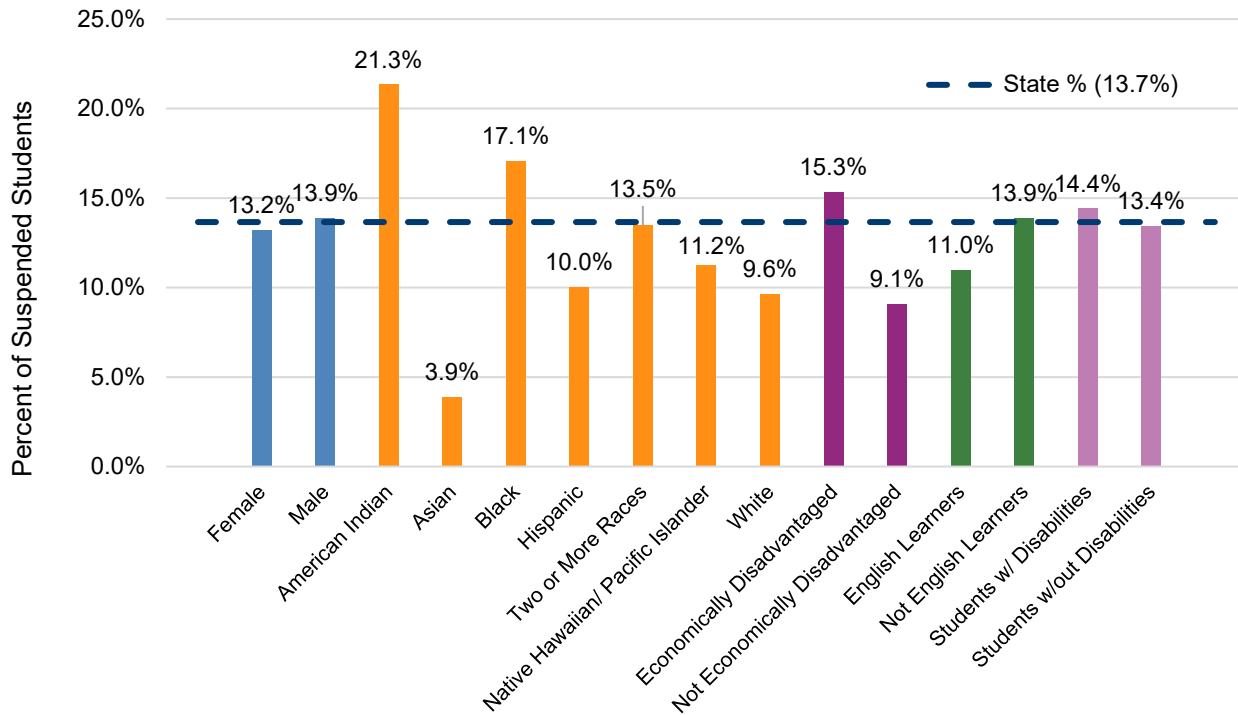
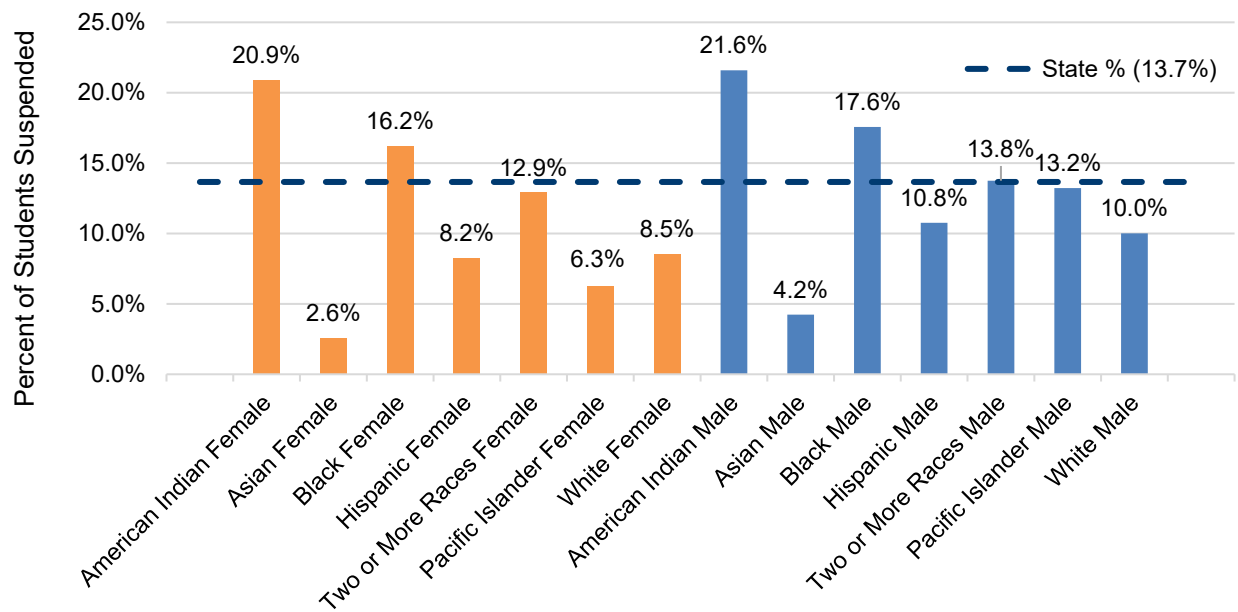


Figure S18. Students Receiving Multiple Short-Term Suspensions Totaling More than 10 Days by Race/Ethnicity-Sex Subgroup, 2024–2025



Short-Term Suspended Student Population

The table below provides an estimate of the overall student population for all students and by student subgroup, the percentage of the subgroup in the student population, the number of student offenders by subgroup, and the percentage of student offenders in the student and subgroup population. Additionally, the table displays the Individual Suspension Rate and the Event Rate of In-school Suspension.

The percentage of students within a student population who were suspended at least once is an estimate of the likelihood that any individual student in that group could have been suspended during the 2024–2025 school year. This measure is commonly referred to as the individual suspension rate. If the event rate is much higher than the individual rate, it suggests that some students are being suspended multiple times, i.e., repeat suspensions. If the two rates are closer together, it suggests fewer repeat suspensions and that most students are suspended only once

In 2024–2025, of the 223,877 short-term suspensions, 123,111 individual students received one or more suspensions which is only 8.0% (80 in 1,000 students) of all students in the preschool to grade 13 students in the enrolled in 2024–2025.

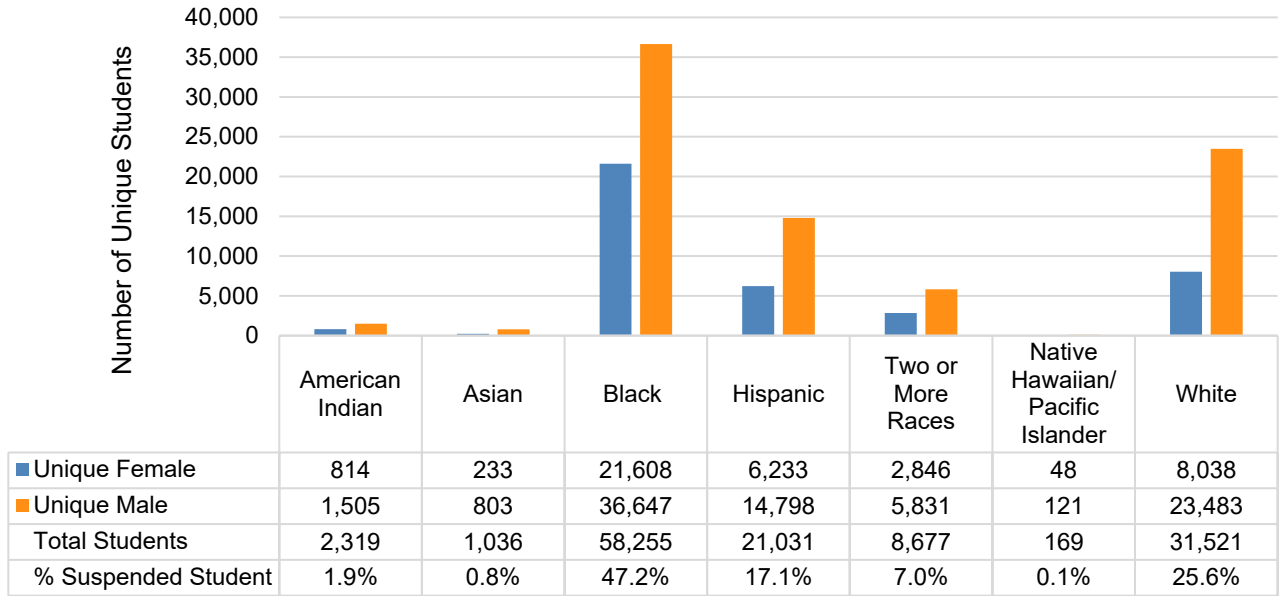
Individual suspension rates were highest for Black students, Native American/American Indian students, Students with Disabilities, Economically Disadvantaged students, male students and Two or more race students. This indicates that students in these groups were more likely to be suspended at least once during the school year compared to their peers in other subgroups.

The tables and figures below provide an estimates and percentages of student and subgroup populations for both the student population and the suspended student population.

Table S8. Short-Term Suspended Students by Student Subgroup, 2024–2025

	Student Population Estimate	Percent of Student Population	Number of Suspended Students	% Students in Population	Individual Rate per 1,000	Rate per 1,000 Students
All Students	1,542,830	100.0%	123,111	8.0%	79.80	145.11
Female	756,937	48.8%	39,820	5.3%	52.61	88.95
Male	793,299	51.2%	83,188	10.5%	104.86	197.19
American Indian	15,403	1.0%	2,319	15.1%	150.56	321.17
Asian	69,004	4.5%	1,036	1.5%	15.01	21.17
Black	378,679	24.5%	58,255	15.4%	153.84	303.02
Hispanic	339,965	22.0%	21,031	6.2%	61.86	98.65
Two or More Races	91,657	5.9%	8,677	9.5%	94.67	175.11
Native Hawaiian/ Pacific Islander	2,135	0.1%	169	7.9%	79.16	133.49
White	653,393	42.4%	31,521	4.8%	48.24	80.69
Economically Disadvantaged	816,889	49.9%	89,937	11.0%	110.10	209.92
Not Economically Disadvantaged	820,859	50.1%	33,071	4.0%	40.29	63.68
English Learners	173,398	10.6%	10,111	5.8%	58.31	93.82
Not English Learners	1,464,350	89.4%	112,897	7.7%	77.10	141.69
Students w/ Disabilities	215,680	13.2%	27,744	12.9%	128.64	271.83
Students w/out Disabilities	1,422,068	86.8%	95,264	6.7%	66.99	116.12

Figure S19. Short-Term Suspended Students by Race/Ethnicity-Sex Subgroup, 2023–2024



LONG-TERM SUSPENSIONS

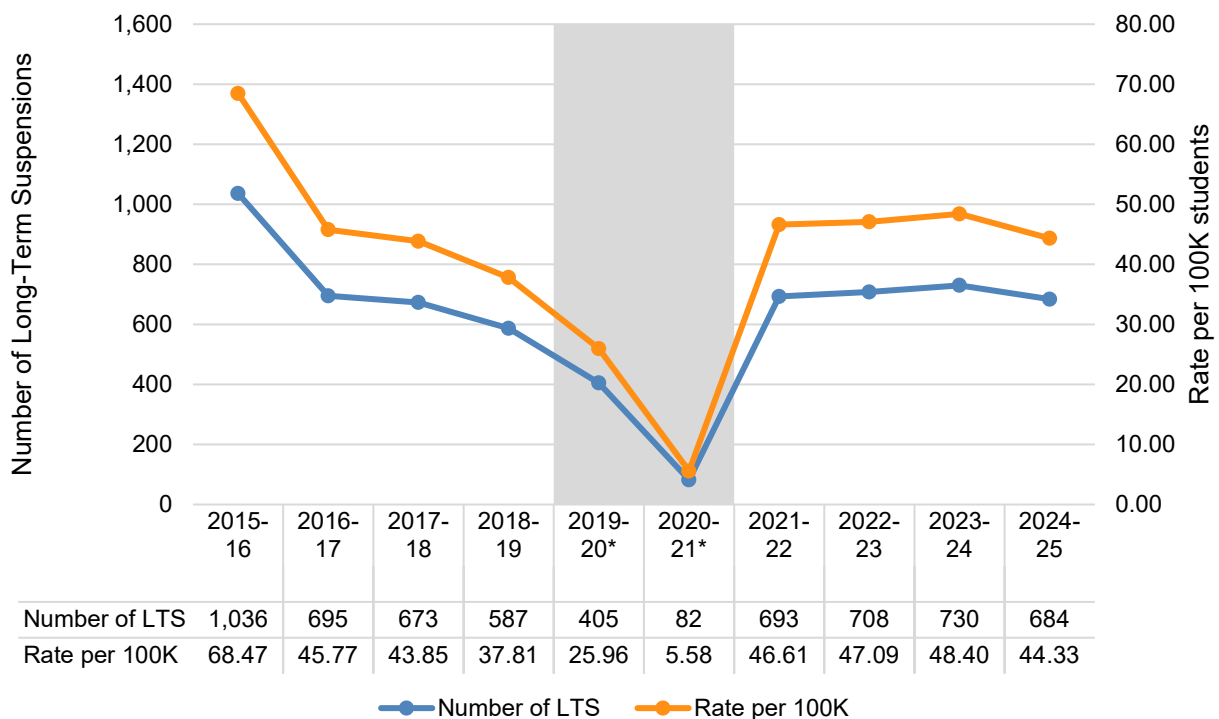
Overall Rates and Trends

In 2024–2025, 684 long-term suspensions were reported, a decrease of 6.3% from the 730 long-term suspensions reported in 2023–2024 and a 3.4% decrease from the 708 reported in 2022–2023.

The rate of long-term suspensions in 2024–2025 was 44.33 per 100,000 students. The 2024–2025 rate of long-term suspensions decreased 8.4% compared to 2023–2024 and 5.8% compared to 2022–2023.

Overall, 28,504 days of school were missed throughout the state due to long-term suspensions in the 2024–2025 academic year.

Figure S20. Ten Year Trend in Long-Term Suspensions⁴



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.

Long-Term Suspensions by Student Subgroup

Consistent with previous years, male students received more long-term suspensions than females in 2024–2025. The rate of long-term suspensions for male students (61.89 per 100,000 students enrolled) was 2.5 times the rate for females (25.10 per 100,000 students enrolled) in 2024–2025.

Within the race/ethnicity subgroups, Black students had the highest rate of long-term suspensions of 92.69 per 100,000 students, followed by American Indian students with a rate of 90.89. Asian students had the lowest rate of long-term suspensions per 100,000 students of 2.90.

Across all student subgroups, in 2024–2025, Black students, American Indian students, Two or More Races students, Economically Disadvantaged, male students, and Students with Disabilities were the only student subgroups with long-term suspension rates higher than the state (all students) rate with rates of 92.69, 90.89, 63.41, 62.95, and 61.89 per 100,000 students enrolled, respectively.

The table and figures below details the total number and rate of long-term suspensions and the total number of days missed across all long-term suspensions by sex, race/ethnicity, Economically Disadvantaged status, English Learner status and Students with Disabilities status.

Table S9. Long-Term Suspensions by Student Subgroup, 2024–2025

	Number of Long-Term Suspensions	Rate per 100K Students	Total Days In LTS
All Students	684	44.33	28,504
Female	190	25.10	7,044
Male	491	61.89	21,226
American Indian	14	90.89	1,170
Asian	2	2.90	*
Black	351	92.69	13,735
Hispanic	87	25.59	3,777
Two or More Races	60	65.46	2,629
Native Hawaiian/ Pacific Islander	1	46.84	*
White	166	25.41	6,885
Economically Disadvantaged	518	63.41	21,522
Not Economically Disadvantaged	163	19.86	6,748
English Learners	37	21.34	1,878
Not English Learners	644	43.98	26,392
Students w/ Disabilities	116	53.78	4,738
Students w/out Disabilities	565	39.73	23,532

Figure S21. Rate of Long-Term Suspensions by Student Subgroup, 2024–2025

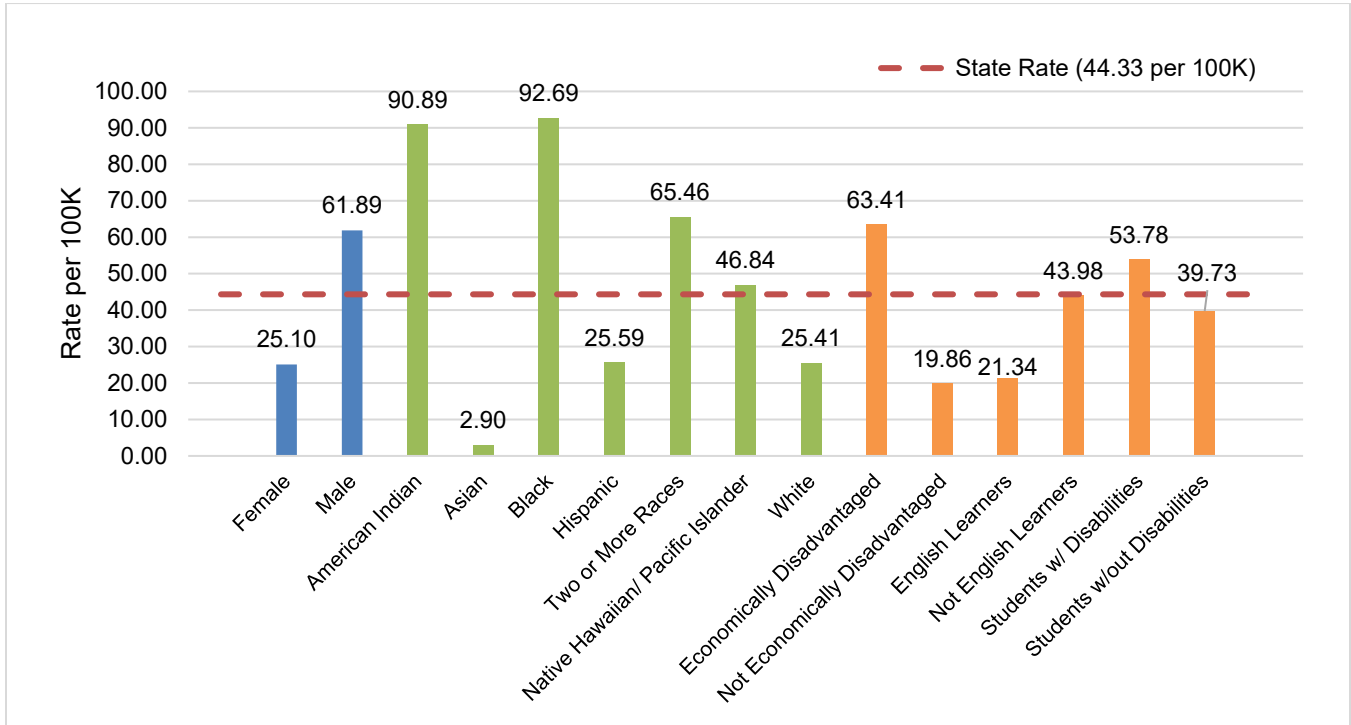


Table S10. One- and Two-year Trends Long-Term Suspensions by Subgroup

Race/Ethnicity	LTS Event Rate 2022-23	LTS Event Rate 2023-34	LTS Event Rate 2024-35	1-yr % Rate Change	2-yr % Rate Change
Students Suspended	47.09	48.40	44.33	-8.4%	-5.8%
Female	26.44	32.60	25.10	-23.0%	-5.0%
Male	65.83	62.69	61.89	-1.3%	-6.0%
American Indian	44.12	45.82	90.89	98.4%	106.0%
Asian	3.29	4.69	2.90	-38.1%	-12.0%
Black	91.36	101.88	92.69	-9.0%	1.5%
Hispanic	27.48	30.52	25.59	-16.2%	-6.9%
Two or More Races	62.40	62.95	65.46	4.0%	4.9%
Native Hawaiian/ Pacific Islander	46.62	47.37	46.84	-1.1%	0.5%
White	32.35	28.21	25.41	-9.9%	-21.5%
Economically Disadvantaged	64.90	70.50	63.41	-10.1%	-2.3%
Not Economically Disadvantaged	23.82	21.52	19.86	-7.7%	-16.6%
English Learners	37.00	26.97	21.34	-20.9%	-42.3%
Not English Learners	45.23	48.03	43.98	-8.4%	-2.8%
Students w/ Disabilities	58.58	52.66	53.78	2.1%	-8.2%
Students w/out Disabilities	41.99	44.45	39.73	-10.6%	-5.4%

LONG-TERM SUSPENSIONS BY SEX

In 2024–2025, when compared to 2023–2024, the rate of long-term suspensions decreased by 23.0% for female students and by 1.3% for male students.

Figure S22. Four Year Trend in the Rate of Long-Term Suspensions by Sex

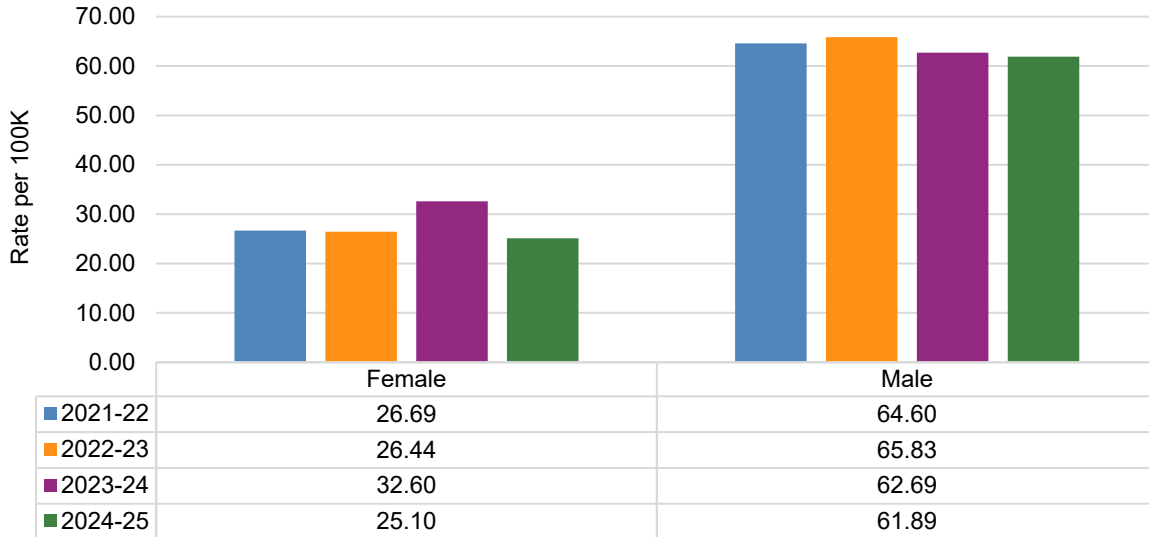
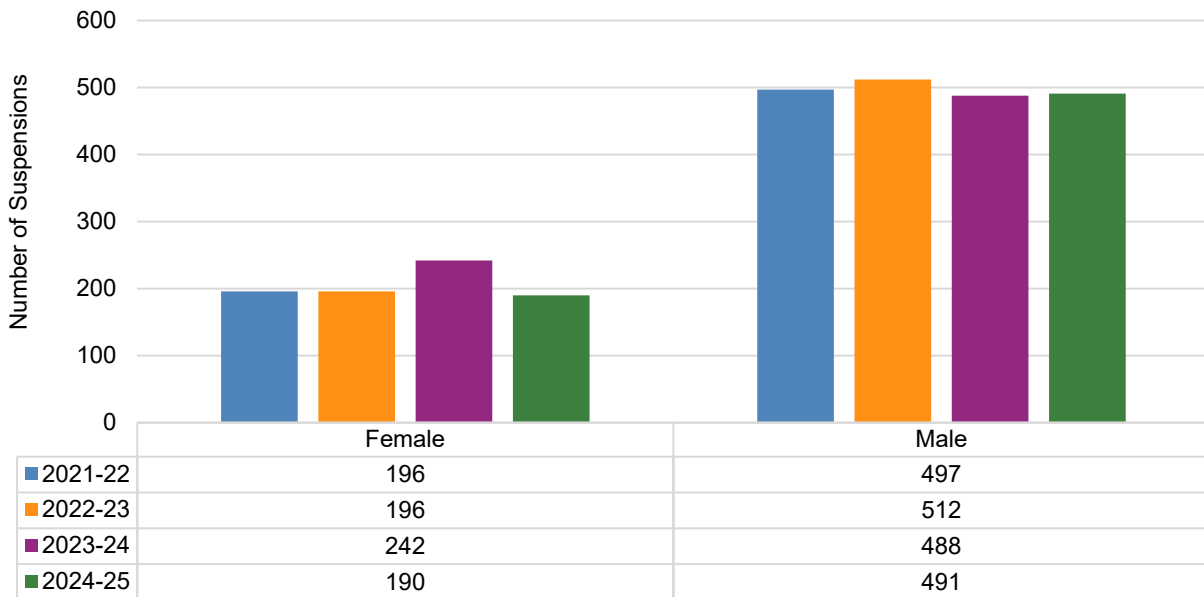


Figure S23. Four Year Trend in the Count of Long-Term Suspensions by Sex



LONG-TERM SUSPENSIONS BY RACE/ETHNICITY

From 2023–2024 to 2024–2025, the highest largest increased in the rate of long-term suspensions were for American Indian students. Asian students had the largest decrease in the rate of long-term suspensions.

Figure S24. Four Year Trend in the Rate of Long-Term Suspensions by Race/Ethnicity

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

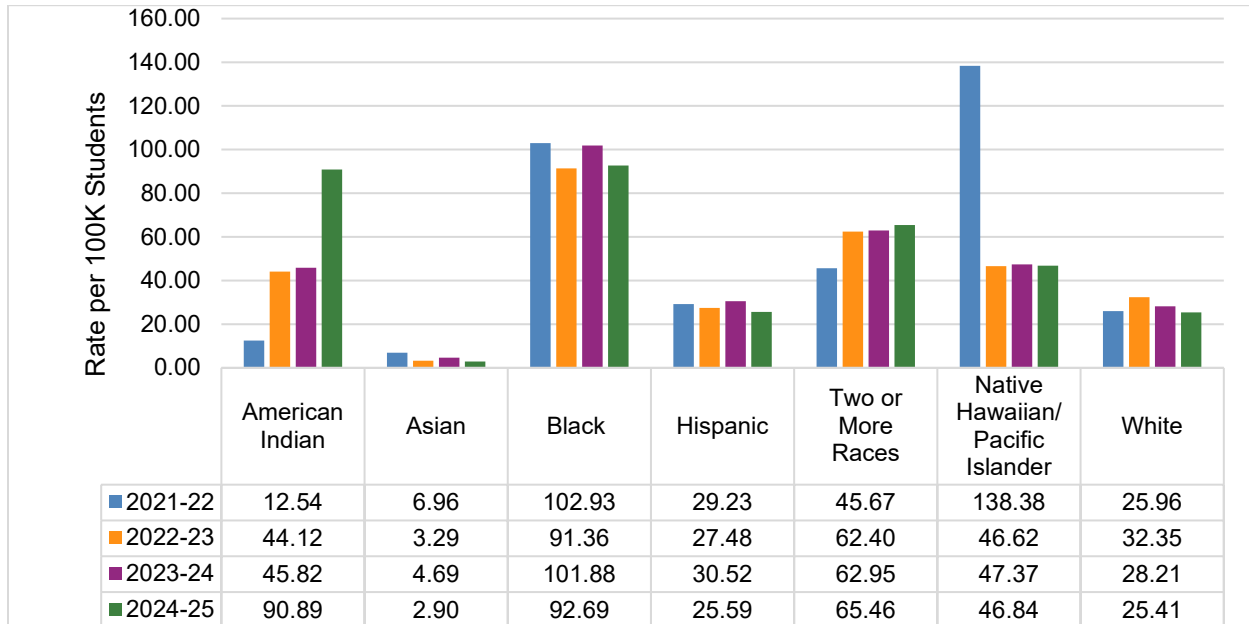
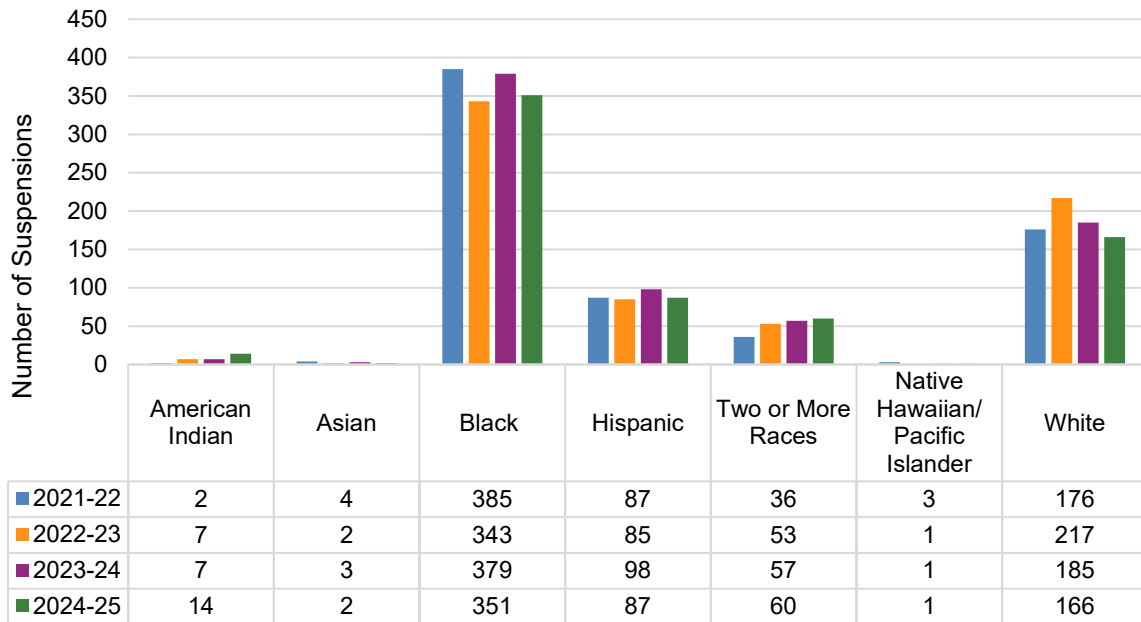


Figure S25. Four Year Trend in the Count of Long-Term Suspensions by Race/Ethnicity



LONG-TERM SUSPENSIONS BY RACE/ETHNICITY-SEX SUBGROUP

For long-term suspensions received by female students, American Indian females, (92.47 per 100,000 students enrolled). and Black female students (62.78 per 100,000 students enrolled).

Among male students, Black male students, Two or More Races male, and American Indian males, and Pacific Islander male students had the highest rate of long-term suspensions in 2024–2025 with 121.68, 103.96, 89.37 and 88.65 per 100,000 male students enrolled, respectively.

Table S11. Long-Term Suspensions by Race/Ethnicity-Sex Subgroup, 2024–2025

	Number of Long-Term Suspensions	Rate per 100K Students	Total Days In LTS
All Students	684	44.33	28,504
American Indian Female	7	92.47	*
Asian Female	0	0.00	0
Black Female	117	62.78	4,247
Hispanic Female	19	11.39	758
Two or More Races Female	12	26.38	442
Pacific Islander Female	0	0.00	0
White Female	35	11.07	1,509
American Indian Male	7	89.37	*
Asian Male	2	5.66	*
Black Male	234	121.68	9,488
Hispanic Male	68	39.26	3,019
Two or More Races Male	48	103.96	2,187
Pacific Islander Male	1	88.65	*
White Male	131	38.84	5,376

Figure S26. Long-Term Suspensions Rates by Race/Ethnicity-Sex Subgroup, 2024–2025

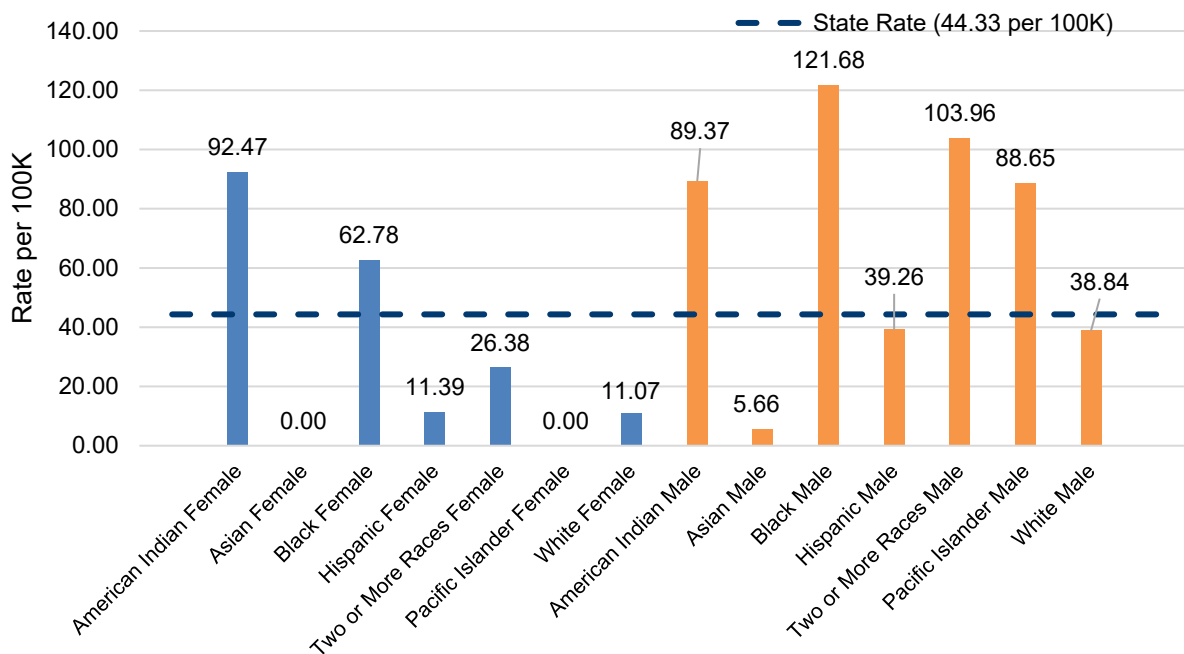


Figure S27a. Four Year Trend in the Rate of Long-Term Suspension by Race/Ethnicity and Sex

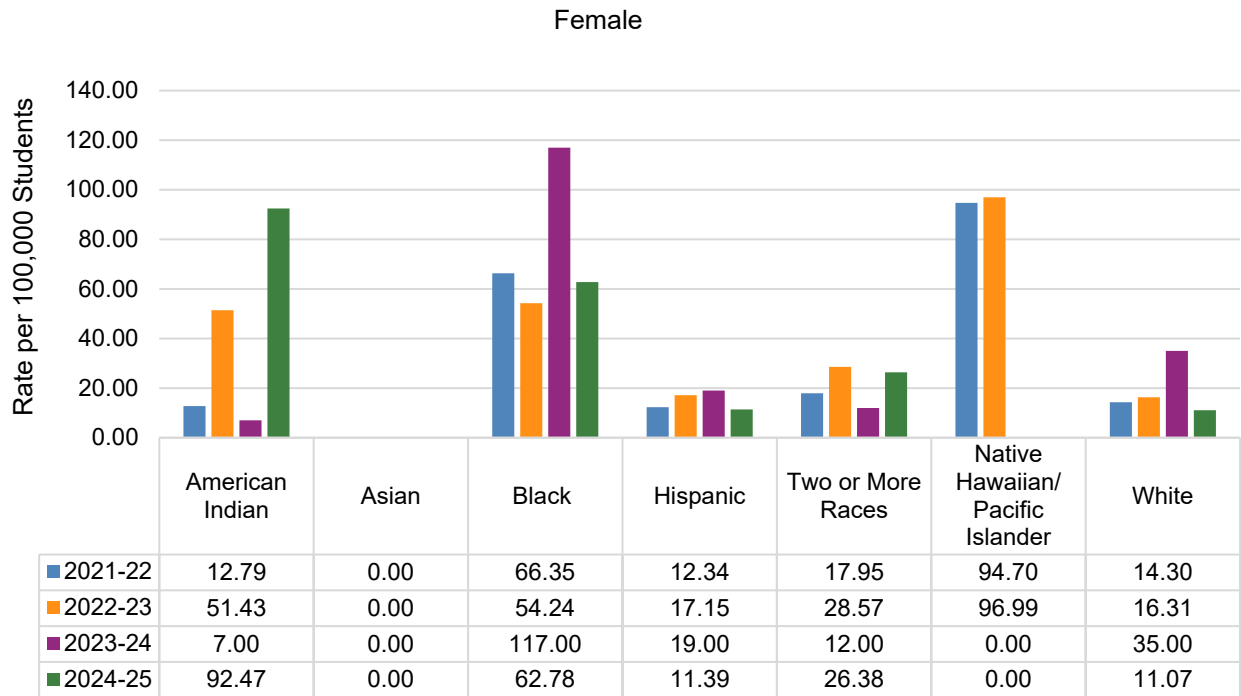
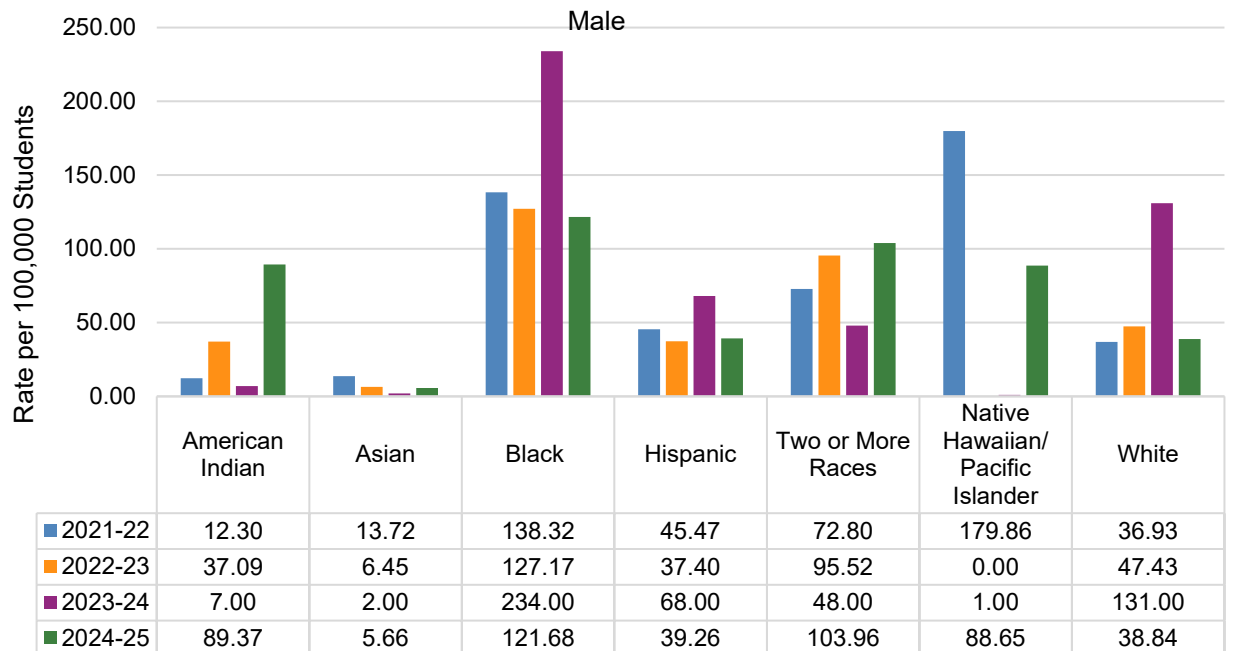


Figure S27b. Four Year Trend in the Rate of Long-Term Suspension by Race/Ethnicity and Sex



LONG-TERM SUSPENSIONS BY EXCEPTIONALITY

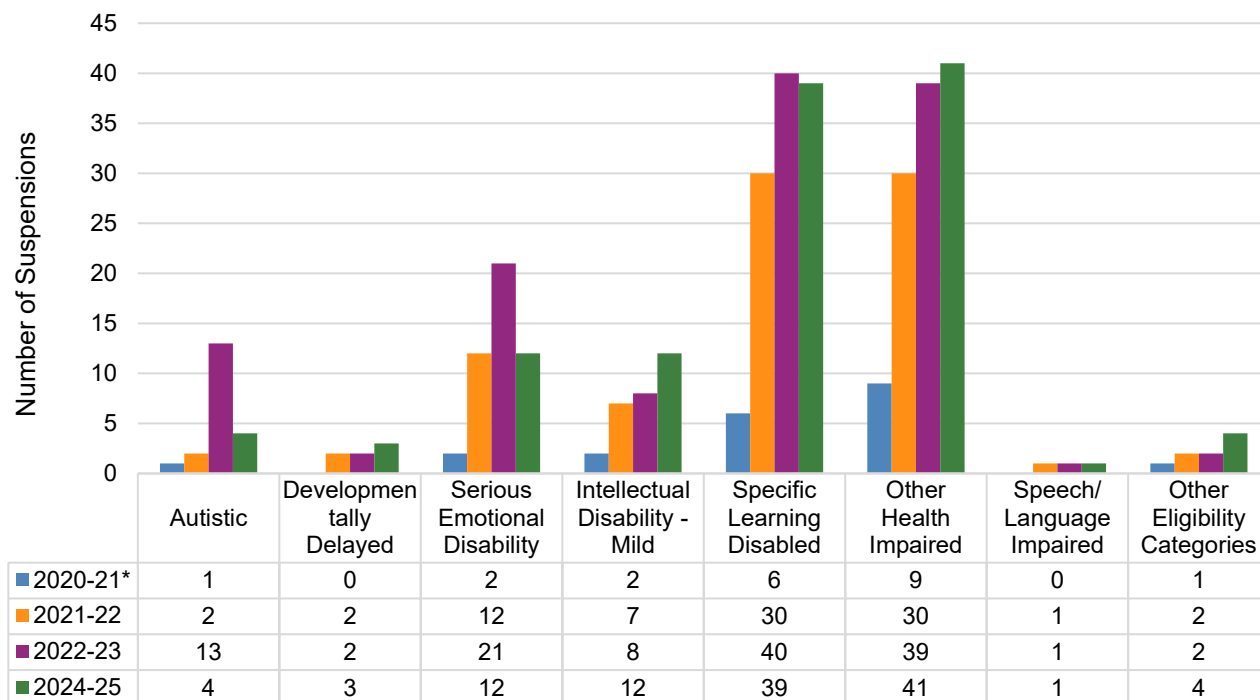
Of the 684 long-term suspensions in 2024–2025, 116 (17.0%) were given to Students with Disabilities. The rate of long-term suspensions for Students with Disabilities was 1.4 times higher than the rate for Students without Disabilities. Of the seven most often reported eligibility categories, students identified in the eligibility categories of Specific Learning Disability and Other Health Impairment had the highest number of long-term suspensions.

Table S12. Long-Term Suspensions Received by Students with Disabilities, 2024–2025

	Number of Long-Term Suspensions	Rate per 100K Students	Total Days In LTS
All Students	684	44.33	28,504
Students w/ Disabilities	116	53.78	4,738
Autism	4		*
Developmental Delay	3		*
Serious Emotional Disability	12		216
Intellectual Disability - Mild	12		541
Specific Learning Disability	39		1,759
Other Health Impairment	41		1,421
Speech Impairment	1		*
Other Eligibility Categories	4		*
Students w/out Disabilities	565	39.73	23,532

Of the seven most often reported eligibility categories, the largest increase in the number of long-term suspensions in 2024–2025 was for students identified in the eligibility categories of Intellectually Disability - Mild and other Health Impaired.

Figure S28. Four Year Trend in Long-Term Suspensions Received by Students with Disabilities



Long-Term Suspensions by Grade Level

High school grades reported the most long-term suspensions in 2024–2025 and account for 51.3% of all long-term suspensions. However, middle grades had the highest rate of long-term suspensions at 79.84 per 1,000 middle school students.

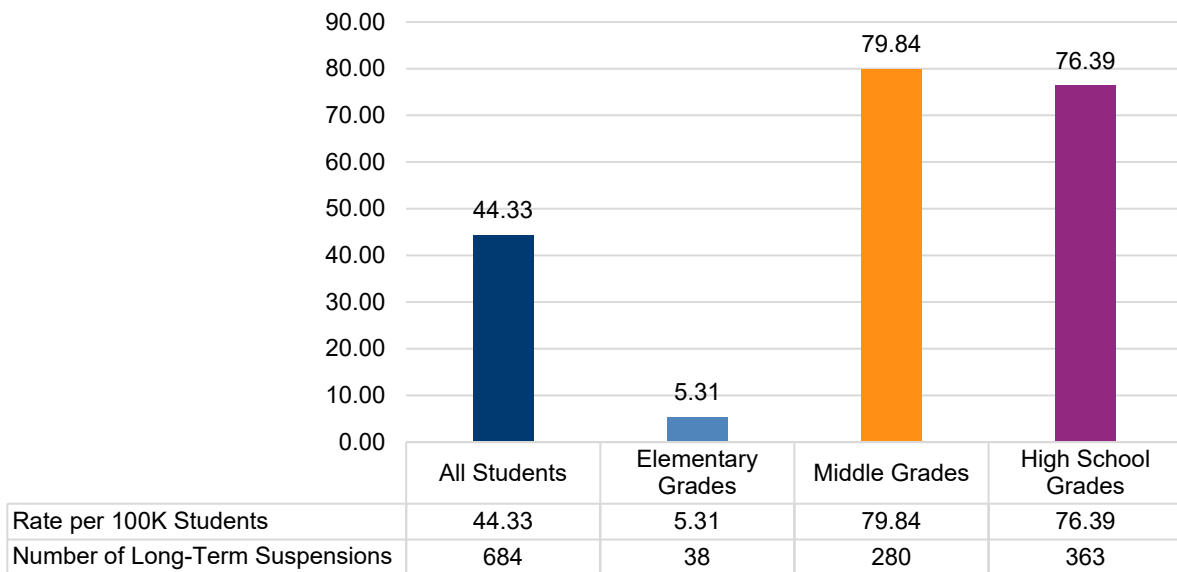
Across all high school grades (9, 10, 11 and 12, including grade 13 and XG), 363 long-term suspensions were reported statewide for a rate of 76.39 suspensions per 100,000 high school students. There were 280 long-term suspensions in middle school grades in 2024–2025 and the rate per 1,000 was 79.84 per 100,000 students.

Grades 9 and 8 saw the highest number of long-term suspensions in 2024–2025. Students in grades 12 and 9 had the highest average number of suspension days per long-term suspension. All elementary grades saw the least number of long-term suspensions and the lowest average number of suspension days.

Table S13. Long-Term Suspensions by Grade Level, 2024–2025

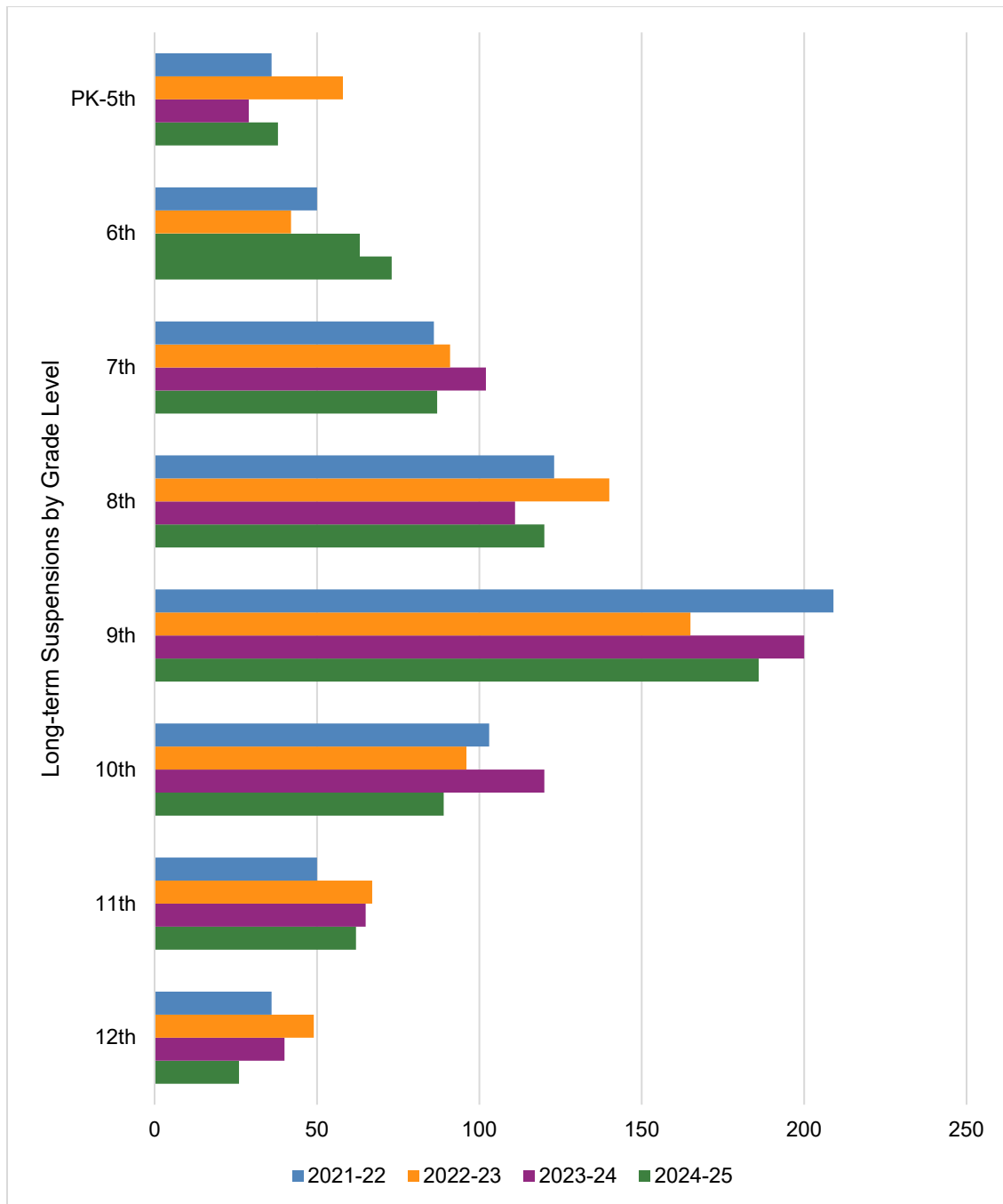
	Number of Long-Term Suspensions	Rate per 100K Students	Average Days Per LTS	Total Days In LTS
All Students	684	44.33	41.67	28,504
Elementary Grades	38	5.31	24.89	946
Middle Grades	280	79.84	37.77	10,575
Grade 6	73	62.89	38.63	2,820
Grade 7	87	74.32	36.87	3,208
Grade 8	120	102.07	37.89	4,547
Grade 9	186	141.35	46.72	8,689
Grade 10	89	72.13	48.22	4,292
Grade 11	62	53.69	41.66	2,583
Grade 12 and 13	26	24.82	45.58	1,185
High School Grades	363	76.39	46.14	16,749

Figure S29. Rate of Long-Term Suspensions by Grade Level, 2024–2025



When compared to the number of suspensions by grade in 2023–2024, all elementary grades and Grades 6 and 8 saw increases in the number of long-term suspensions in 2024–2025. Whereas all high school grades and 7 saw decreases.

Figure S30. Four Year Trend in Long-Term Suspensions by Grade Level



LONG-TERM SUSPENSIONS IN GRADE LEVEL AND STUDENT SUBGROUP

Male students face significantly higher rates of long-term suspension at all grade levels. Black students, American Indian students, English Learners, and Students with Disabilities had higher rates of long-term suspensions in high school than in middle school grades. Whereas all other subgroups had higher rates in middle school.

Table S14. Long-Term Suspensions by Grade Level and Student Subgroup, 2024–2025

	Number of LTS All Grades	Rate per 100,000 All Grades	Rate per 100,000 Elementary	Rate per 100,000 Middle	Rate per 100,000 High School
All Students	684	44.33	5.31	79.84	76.39
Female	190	25.10	1.15	49.10	42.79
Male	491	61.89	9.32	109.24	104.82
American Indian	14	90.89	13.70	57.55	237.74
Asian	2	2.90	0.00	12.27	0.00
Black	351	92.69	9.82	155.66	167.39
Hispanic	87	25.59	1.92	51.88	41.34
Two or More Races	60	65.46	15.34	125.16	106.97
Native Hawaiian/ Pacific Islander	1	46.84	0.00	207.47	0.00
White	166	25.41	3.38	51.72	38.01
Economically Disadvantaged	518	63.41	7.45	117.58	117.88
Not Economically Disadvantaged	163	19.86	2.24	34.86	32.42
English Learners	37	21.34	1.09	38.26	49.21
Not English Learners	644	43.98	5.55	79.94	73.42
Students w/ Disabilities	116	53.78	6.43	101.80	102.15
Students w/out Disabilities	565	39.73	4.77	71.83	67.35

Figure S31. Four Year Trend in High School Long-Term Suspensions

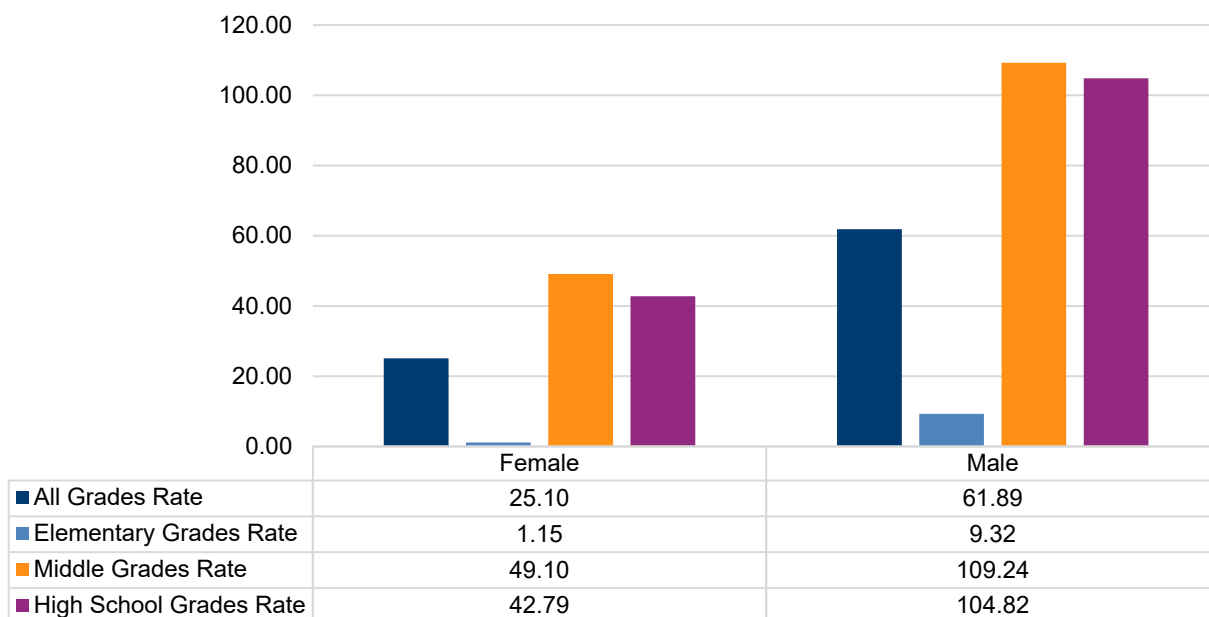


Figure S32. Four Year Trend in High School Long-Term Suspensions

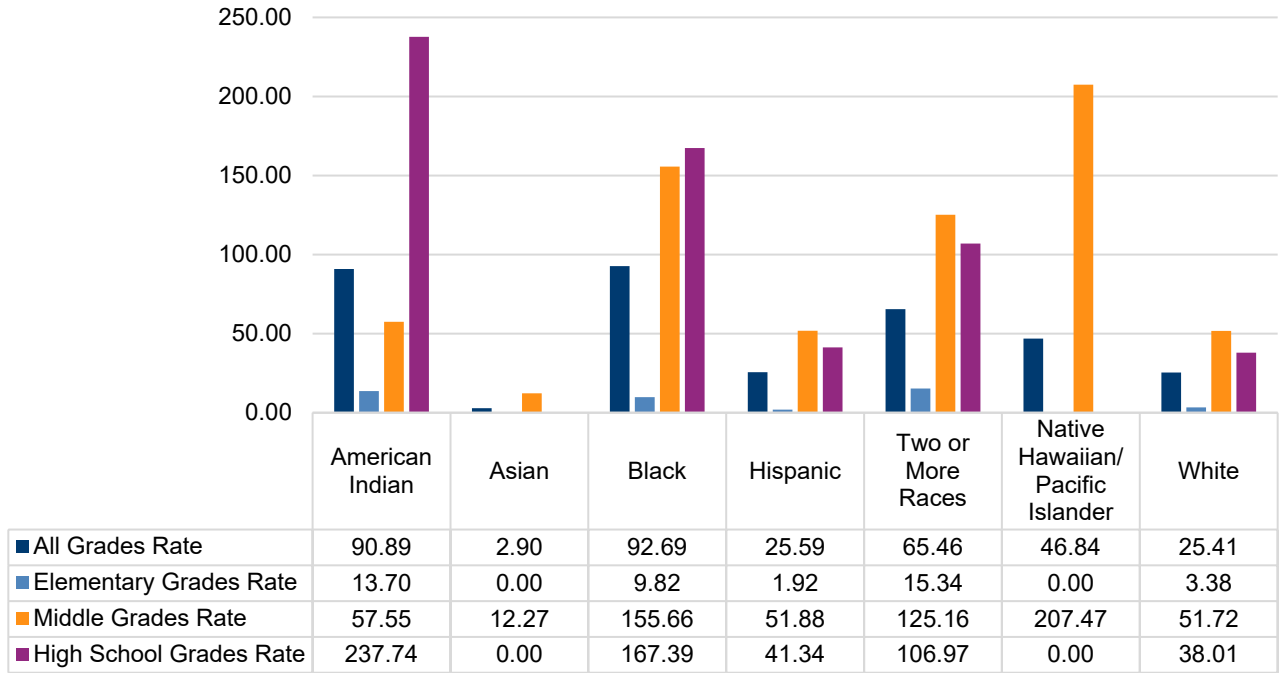
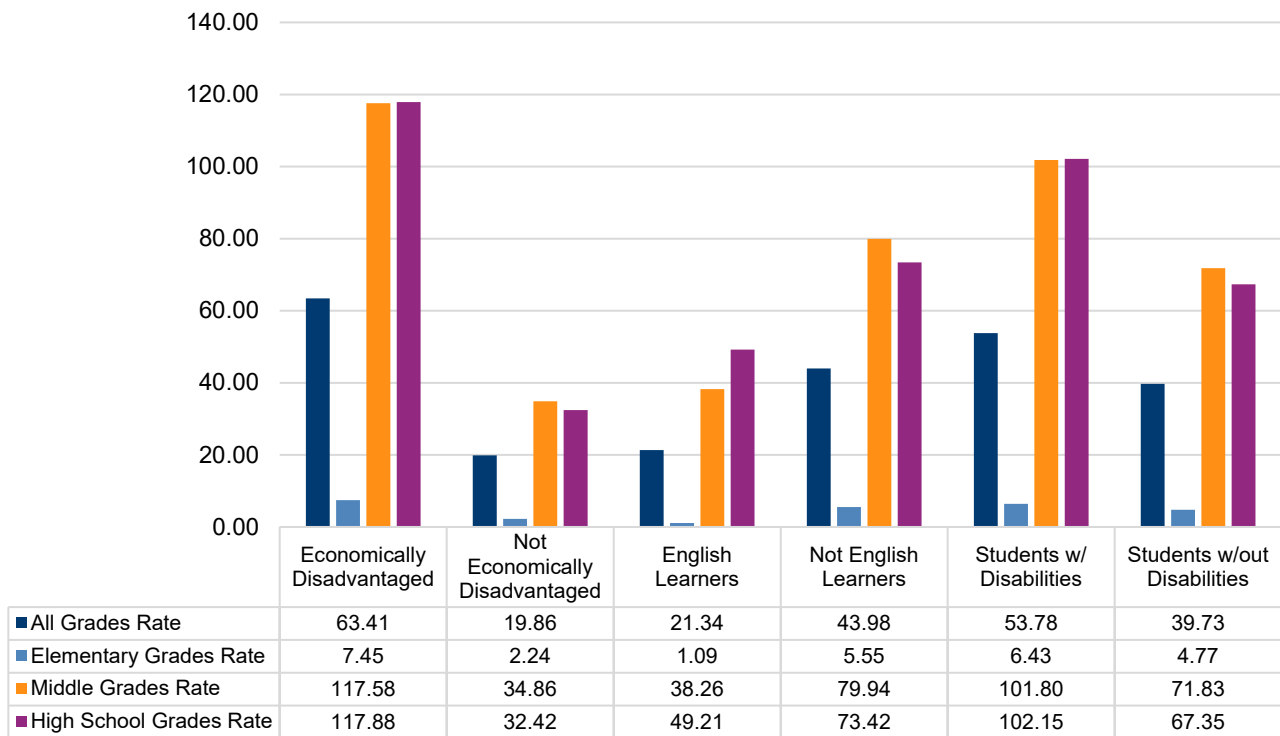


Figure S33. Four Year Trend in High School Long-Term Suspensions



Long-Term Suspensions by PSU

In 2024–2025, across the state, 233 PSUs (66.7%) reported zero long-term suspensions. The remaining 111 PSUs (34.4%) reported one to 73 long-term suspensions, with long-term suspension rates ranging from 7.42 to 1,120.45 long-term suspensions per 100,000 students enrolled. Among these PSUs, 74 (22.2%) had rates above the state long-term suspension rate of 48.40 per 100,000 students enrolled, and 260 (77.8%) had rates below the state long-term suspension rate.

Table S-C3. Short-Term Suspensions, Long-Term Suspensions and Expulsions in PSUs by Sex and Ethnicity, 2024–2025 details long-term suspensions by PSU and can be found online at <https://www.dpi.nc.gov/data-reports/dropout-and-discipline-data/discipline-alp-and-dropout-annual-reports>

Long-Term Suspended Student Population

The table below provides an estimate of the overall student population for all students and by student subgroup, the percentage of the subgroup in the student population, the number of student offenders by subgroup, and the percentage of student offenders in the student and subgroup population. Additionally, the table displays the Individual Suspension Rate and the Event Rate of Long-Term Suspensions.

The percentage of students within a student population who were suspended at least once is an estimate of the likelihood that any individual student in that group could have been suspended during the 2024–2025 school year. This measure is commonly referred to as the individual suspension rate. If the event rate is much higher than the individual rate, it suggests that some students are being suspended multiple times, i.e., repeat suspensions. If the two rates are closer together, it suggests fewer repeat suspensions and that most students are suspended only once.

In 2024–2025, 668 students received at least one long-term suspension (LTS), representing less than 0.05% of the preschool through grade 13 student population in North Carolina public schools. This means that only about 1 in every 2,300 students was reported as receiving a long-term suspension. Across all subgroups, 0.2% or fewer students within any particular group were suspended long-term.

Among racial and ethnic groups, Black students had the highest individual LTS rate (0.92 per 100,000) and the highest LTS event rate (92.69 per 100,000), indicating both a high proportion of affected students and a higher frequency of suspensions. American Indian students followed closely with an individual rate of 0.93 and an event rate of 90.89. In contrast, Asian students had the lowest individual (19.9) and event rates (29.6), indicating lower involvement in suspensions.

The gap between individual and event rates was most pronounced for Black students, students with disabilities, and male students. This suggests that when students in these groups are suspended long-term, they are more likely to be suspended multiple times.

Table R15. Long-Term Suspended Student Population, 2024–2025

Race/Ethnicity	Student Population Estimate	Percent of Student Population	Unique Students	Unique Students in Population	Individual Rate per 100K	LTS Rate per 100K
Students Suspended	1,516,282	100.0%	668	0.04%	0.44	44.33
Female	744,423	48.8%	184	<0.1%	0.25	25.10
Male	779,265	51.2%	481	0.1%	0.62	61.89
American Indian	15,057	1.0%	14	0.1%	0.93	90.89
Asian	67,764	4.5%	<10	<0.1%	*	2.90
Black	370,861	24.5%	343	0.1%	0.92	92.69
Hispanic	333,732	22.0%	85	<0.1%	0.25	25.59
Two or More Races	90,020	5.9%	59	0.1%	0.66	65.46
Native Hawaiian/ Pacific Islander	2,108	0.1%	<10	<0.1%	*	46.84
White	644,146	42.5%	161	<0.1%	0.25	25.41
Students w/ Disabilities	207,506	12.9%	504	0.2%	2.43	63.41
Students w/out Disabilities	1,398,811	87.1%	161	<0.1%	0.12	19.86
Students w/ Disabilities	207,506	12.9%	36	<0.1%	0.17	21.34
Students w/out Disabilities	1,398,811	87.1%	629	<0.1%	0.45	43.98
Students w/ Disabilities	207,506	12.9%	115	0.1%	0.55	53.78
Students w/out Disabilities	1,398,811	87.1%	550	<0.1%	0.39	39.73

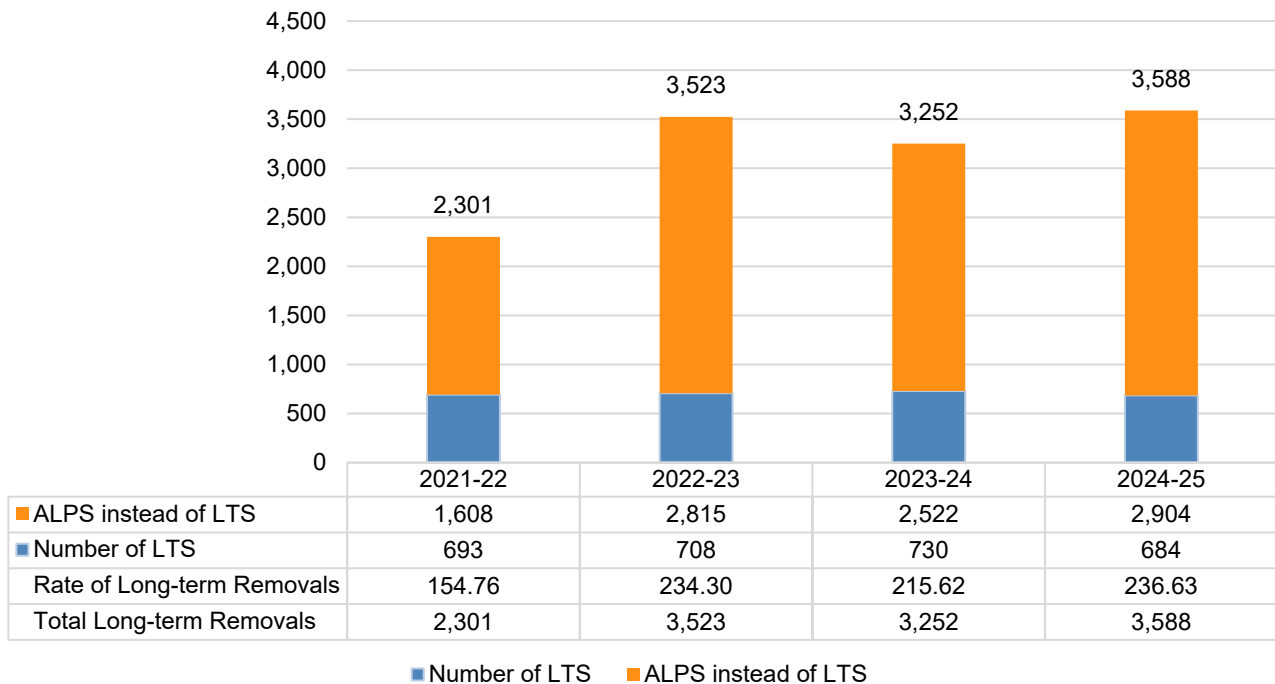
Long-Term Removals from Home School due to Disciplinary Incidents

In 2024–2025, in addition to the 684 long-term suspensions, statewide 2,803 students were enrolled one of more times (2,904 enrollments total) into Alternative Learning Programs and Schools with an enrollment reason code of “Placed instead of long-term suspension.”

If these students had been given long-term suspensions instead of an alternative learning placement, the number of long-term suspensions (long-term) statewide would have totaled 3,588 for the 2024–2025 school year. The rate for the long-term removals in 2024–2025 is 236.63 long-term removals per 100,000 students.

From 2023–2024 to 2024–2025, these total long-term removals from home school (long-term suspension plus alternative learning placement instead of a long-term suspensions) increased by 10.3%.

Figure S34. Four Year Trend in Total Long-Term Removals from Home School due to Disciplinary Incidents



In 2024–2025, instead of being given a long-term suspension there were 1,982 (64.5%) enrollments for male students in Alternative Learning Programs and Schools (ALPS) and 922 (35.5%) enrollments for female students.

The rate of long-term removal per 100,000 students enrolled was highest for Black students (606.32), Students with Disabilities (338.46) and followed by male students (311.74).

Among the female student subgroups, Black female students had the highest rate of long-term removal (436.). Among the male student subgroups, Black male students had the highest rate of long-term removal (771.13) followed by Two or More Races males (385.52) and Native Hawaiian/Pacific Islander males (354.61).

Figure S35. Alternative Learning Placements Instead of Long-Term Suspensions by Student Subgroup, 2024–2025

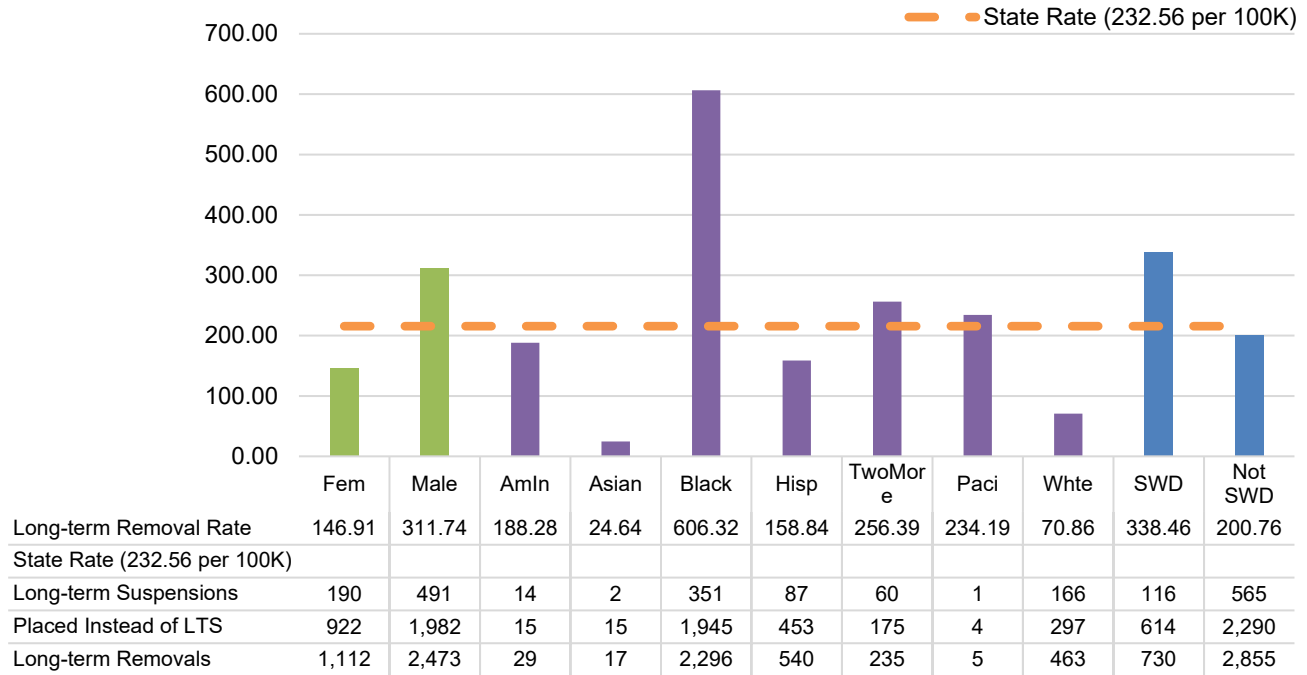
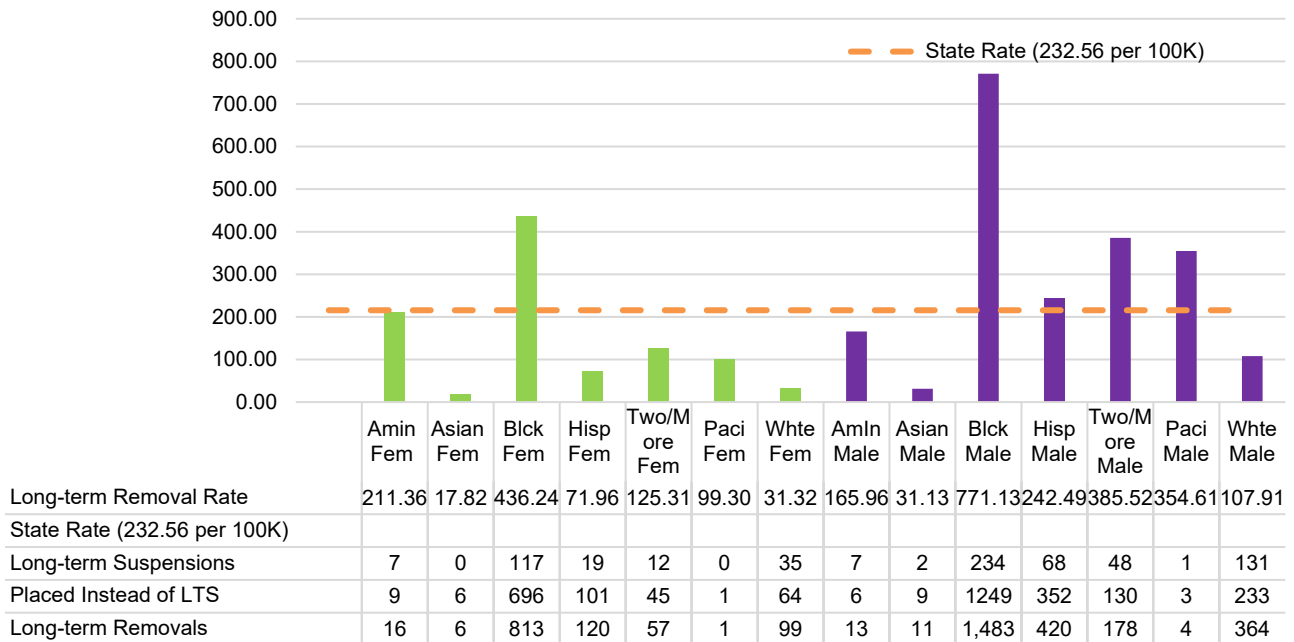


Figure S36. Alternative Learning Placements Instead of Long-Term Suspensions by Race/Ethnicity-Sex Subgroup, 2024–2025



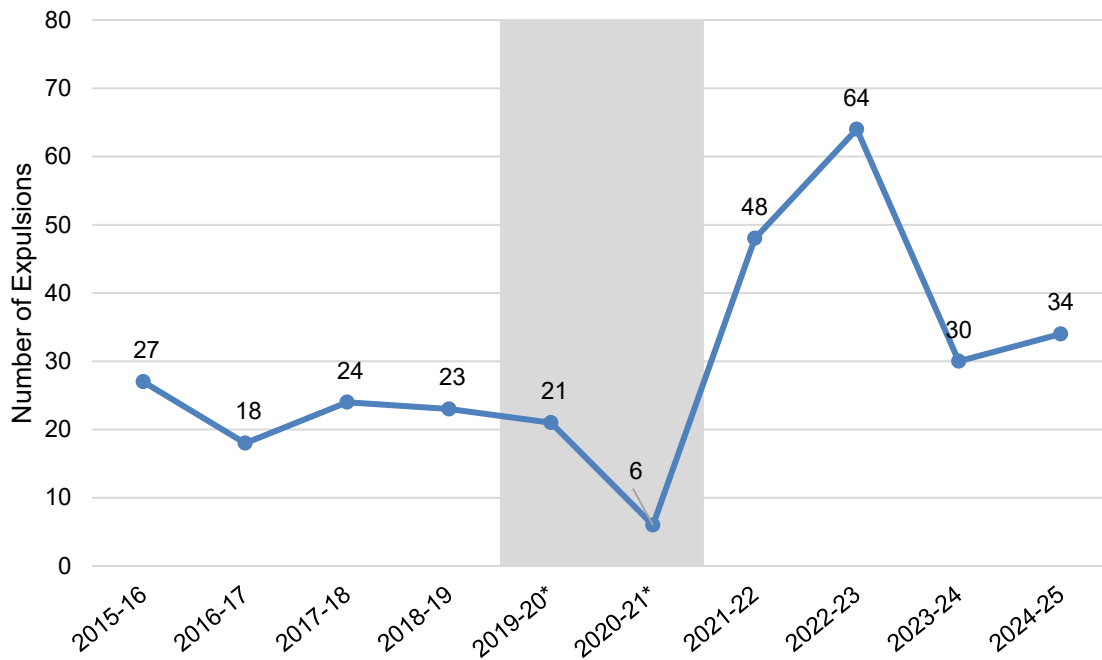
EXPULSIONS

Overall Rates and Trends

Expulsions in North Carolina public schools remain an exceedingly rare occurrence. In 2024–2025, there were 34 expulsions across all North Carolina public-school units.

When compared to the previous academic year, the total number of expulsions in 2024–2025 increased by four from the thirty in 2023–2024. However, the number of expulsions remains below the number of expulsions that occurred in the 2021–2022 and 2022–2023 school years.

Figure S37. Ten Year Trend in Expulsions⁵

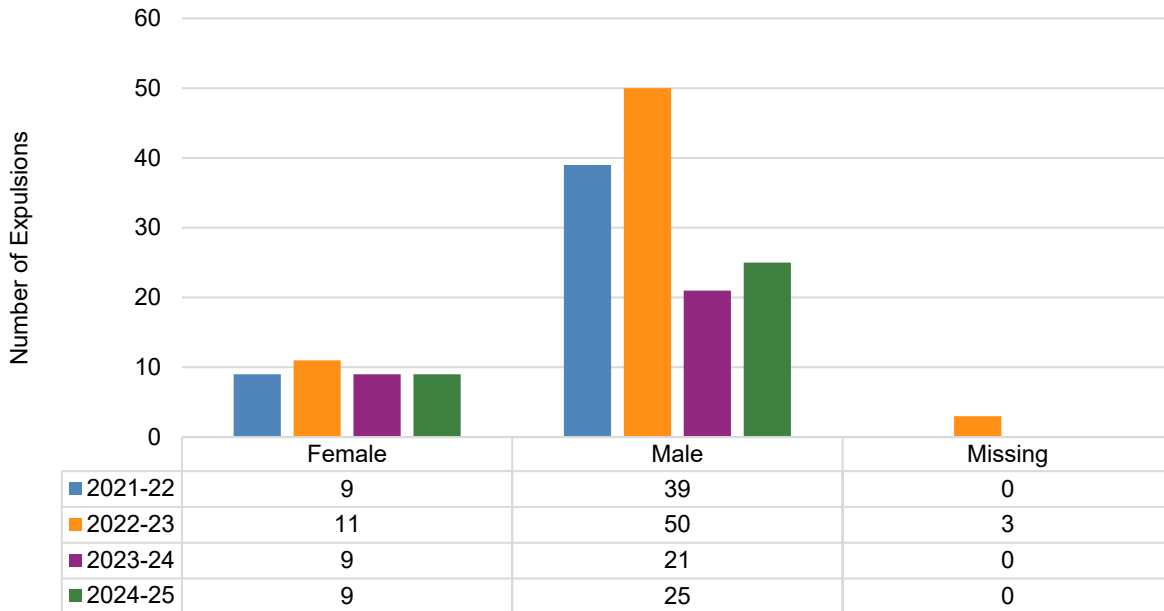


⁵ *In response to the COVID-19 pandemic, starting in March of the 2019–2020 school year and continuing through the 2020–2021 school year, public-school units across the state employed unprecedented methods to ensure continued student learning by utilizing various modes of instruction and student outreach. 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.

Expulsions by Student Subgroup

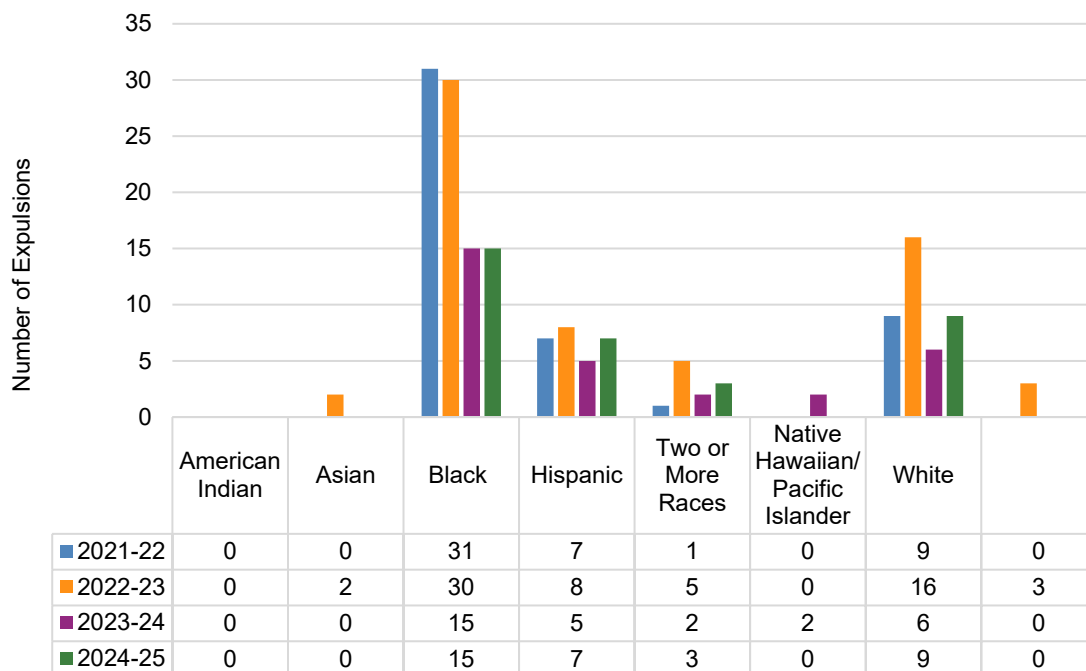
Consistent with previous years, male students were expelled more than female students. In 2024–2025, 25 (73.5%) expelled students were male.

Figure S38. Four Year Trend in Expulsions by Sex



Of the 34 students expelled in 2024–2025, 44.1% were Black students, 26.5% were White students, 20.6% were Hispanic students, and 8.8% were Two or More Races.

Figure S39. Four Year Trend in Expulsions by Race/Ethnicity



Of the 34 students expelled in 2024–2025, three (8.8%) were Students with Disabilities.

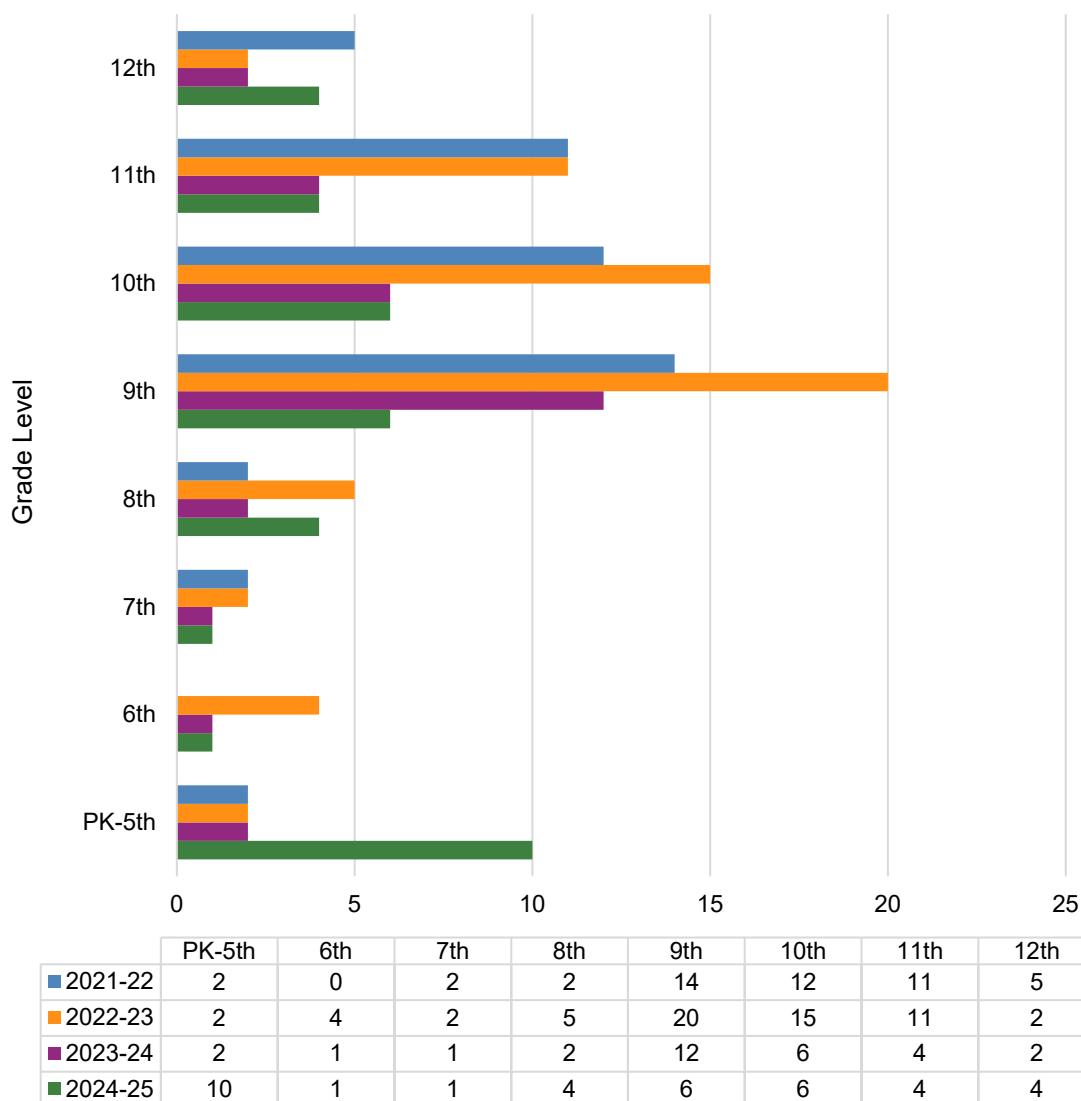
Table S16. Four Year Trend in Expulsions of Students with Disabilities

	2021-22	2022-23	2023-24	2024-25
Autistic	0	0	0	1
Developmentally Delayed	0	0	0	0
Serious Emotional Disability	1	1	0	1
Intellectual Disability - Mild	0	0	0	0
Specific Learning Disabled	2	2	2	0
Other Health Impaired	3	3	0	1
Speech/Language Impaired	0	0	0	0
Other Eligibility Categories	0	0	0	0
Total	6	6	2	3

Expulsions by Grade Level

Most expulsions occur in high school grades with a total of twenty in grades 9 through 12th grade.

Figure S40. Four Year Trend in Expulsions by Grade Level



Expulsions by PSU

In 2024–2025, across the state, 16 PSUs reported one or more expulsions. The number of expulsions per PSU ranged from one to ten.

Table S-C3. Short-Term Suspensions, Long-Term Suspensions and Expulsions in PSUs by Sex and Ethnicity, 2024–2025 details expulsions by PSU and can be found online at <https://www.dpi.nc.gov/data-reports/dropout-and-discipline-data/discipline-alp-and-dropout-annual-reports>.

2024–2025 REPORT ON ENROLLMENTS IN ALTERNATIVE LEARNING PROGRAMS AND SCHOOLS

INTRODUCTION

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

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

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

ALPS serve students at any level who:

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

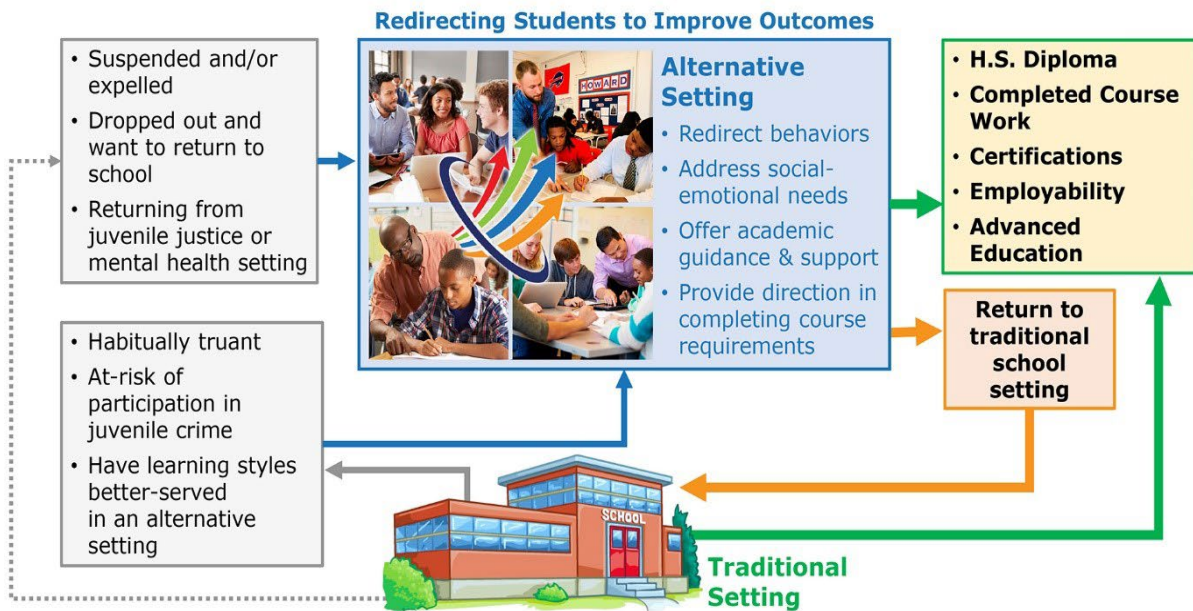
ALPS should:

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

Programs vs. Schools

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

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



Student Pathways – Entering and Exiting ALPS

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

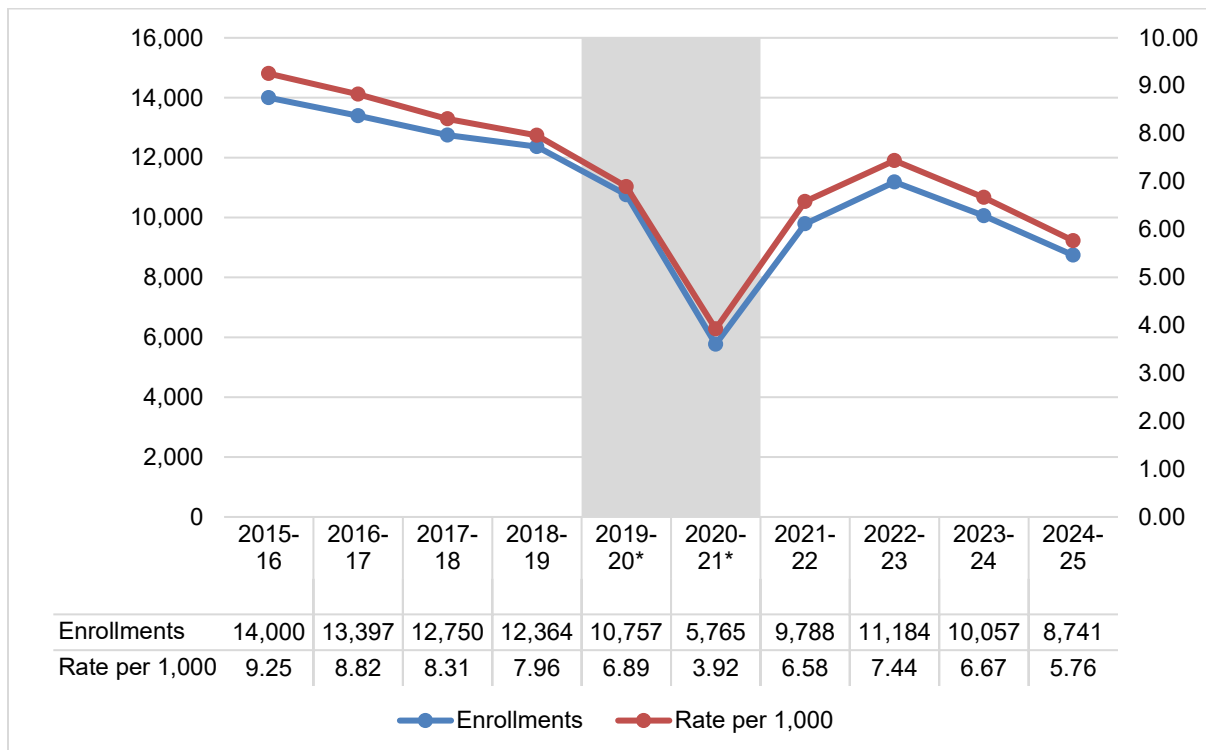
OVERALL RATES AND TRENDS

This section reports total enrollment in Alternative Learning Programs and Schools (ALPS) regardless of the reason for the enrollment. ALPS reported 8,741 student enrollments during the 2024–2025 academic year, a 13.1% decrease from the previous school year (2023–2024) and a 21.8% decrease from 2022–2023.

In 2024–2025, the rate of ALPS enrollments was 5.76 per 1,000 students. When comparing the change in the rate of ALPS enrollments from the previous school year and in 3-year period, the rate of enrollments saw a decrease of 13.5% from 2023–2024 and a decrease of 22.5% from 2022–2023.

There were 8,387 unique/individual students were enrolled in ALPS over the course of the 2024–2025 school year.

Figure A1. Ten Year Trend in ALPS Enrollments⁶



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.

Reasons for Alternative Learning Program and School Enrollment

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

When students are placed in an alternative learning program or school, a code is entered to designate the main reason for the placement. The table below shows the various reasons students were assigned to ALPS. The most frequent reason for student enrollments in 2024–2025 was placed because of placed instead of long-term suspension (34.0%), chronic misbehavior (28.5% of enrollments), followed by parent and/or student choice (11.4%).

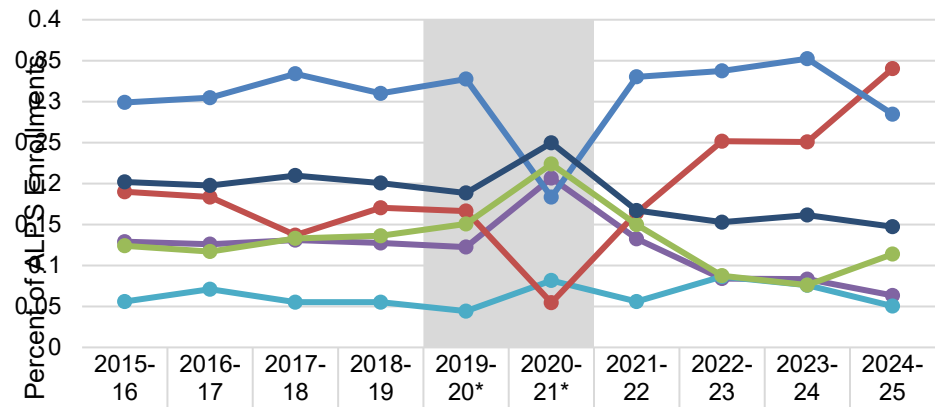
Table A1. Reasons for Student Enrollment in Alternative Learning Programs and Schools, 2024–2025

Enrollment Reason	Number of Enrollments	Percent of Enrollments
Placed instead of long-term suspension	2,904	34.0
Placed because of chronic misbehavior	2,429	28.5
Student and/or parent choice	972	11.4
Academic difficulty	541	6.3
Academic acceleration or credit recovery	430	5.0
Transfer from ALP or other facility	324	3.8
Emotional and/or psychological problems	237	2.8
Attendance problems	205	2.4
Dropout recovery	157	1.8
Placed because of a felony charge	144	1.7
Personal and/or family problems	90	1.1
Placed after EC Hearing for discipline reasons	66	0.8
Placed after EC Hearing for academic reasons	16	0.2
Pregnancy related	16	0.2
Employment related	2	0.0
	8,533	100.00

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

In 2024–2025, *placed instead of long-term suspension* surpassed *placed because of chronic misbehavior* as the most frequently reported reason for enrollment. When compared to 2023–2024 the greatest change in the relative frequency of the reason codes was for the enrollment reasons of *Parent and/or Student Choice* (27.1%) and *Placement instead of long-term suspension* (15.2%).

Figure A2. Ten Year Trend in Reasons for Student Enrollment in Alternative Learning Programs and Schools



	2015-16	2016-17	2017-18	2018-19	2019-20*	2020-21*	2021-22	2022-23	2023-24	2024-25
Academic difficulty	12.9%	12.6%	13.1%	12.8%	12.3%	20.7%	13.3%	8.4%	8.3%	6.3%
Academic acceleration or credit recovery	5.6%	7.1%	5.5%	5.5%	4.4%	8.2%	5.6%	8.6%	7.6%	5.0%
Placed instead of long-term suspension	19.0%	18.4%	13.7%	17.0%	16.6%	5.5%	16.4%	25.2%	25.1%	34.0%
Placed because of chronic misbehavior	29.9%	30.5%	33.4%	31.0%	32.8%	18.4%	33.0%	33.8%	35.2%	28.5%
Student and/or parent choice	12.4%	11.7%	13.3%	13.6%	15.1%	22.4%	15.0%	8.8%	7.6%	11.4%
Other Entry Reasons	20.2%	19.8%	21.0%	20.1%	18.9%	25.0%	16.7%	15.3%	16.2%	14.7%

Alternative Learning Program and School Enrollments by Student Subgroup

In the 2024–2025 school year, 35.5% of the 8,741 ALPS enrollments were for female students and 64.5% for male students. The rate of ALPS enrollments for females was 4.17 per 1,000 students and 7.23 per 1,000 students for males.

In 2024–2025, the highest rates for ALPS enrollments per 1,000 students were for Black students, Students with Disabilities, Two or More Races students, and male students with rates per 1,000 students of 13.48, 12.01, 9.83, 7.42 and 7.23, respectively. The lowest rates of ALPS enrollments per 1,000 students were for Asian students.

Native Hawaiian/ Pacific Islander students (128 days), and Students with Disabilities (119 days), followed by White students (118 days) had the highest average number of days per ALPS enrollments. Black students had the lowest average number of days per ALPS enrollment of 99 days.

Table A2. ALPS Enrollments by Student Subgroup, 2024–2025

	Number of ALPS Enrollments	Rate of ALPS Enrollment per 1,000	Average Days Per ALPS Enrollment
All Students	8,741	5.76	105
Female	3,107	4.17	108
Male	5,634	7.23	103
American Indian	92	6.11	116
Asian	28	0.41	111
Black	4,453	12.01	98
Hispanic	1,222	3.66	106
Two or More Races	668	7.42	105
Native Hawaiian/ Pacific Islander	11	5.22	128
White	2,267	3.52	118
Students w/ Disabilities	2,039	9.83	119
Students w/out Disabilities	6,702	4.79	101

Figure A3. ALPS Enrollments by Student Subgroup, 2024–2025

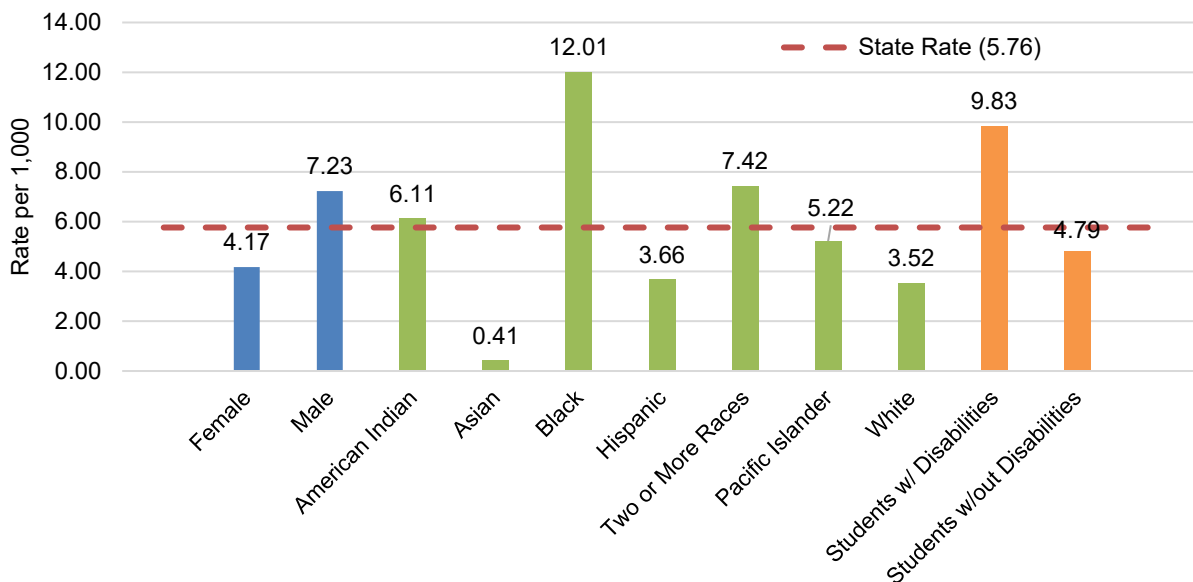


Table A3. One- and Two-year Trends in ALPS Enrollments by Subgroup

Race/Ethnicity	Enroll Event Rate 2022-23	Enroll Event Rate 2023-34	Enroll Event Rate 2024-35	1-yr % Rate Change	2-yr % Rate Change
Student Enrollment	7.44	6.67	5.76	-13.5%	-22.5%
Female	5.51	4.98	4.17	-16.2%	-24.3%
Male	9.12	8.17	7.23	-11.5%	-20.7%
American Indian	15.95	10.02	6.11	-39.0%	-61.7%
Asian	0.63	0.50	0.41	-17.3%	-34.0%
Black	14.28	13.48	12.01	-10.9%	-15.9%
Hispanic	4.91	4.18	3.66	-12.5%	-25.5%
Two or More Races	10.30	8.68	7.42	-14.5%	-28.0%
Native Hawaiian/ Pacific Islander	6.99	5.21	5.22	0.1%	-25.4%
White	4.65	4.14	3.52	-15.1%	-24.4%
Students w/ Disabilities	10.54	10.22	9.83	-3.8%	-6.8%
Students w/out Disabilities	6.43	5.68	4.79	-15.6%	-25.5%

ALTERNATIVE LEARNING PROGRAM AND SCHOOL ENROLLMENTS BY SEX

The rate of enrollments for female students in 2024–2025 is lower than the rate for females 2023–2024 by 16.21%. For male students, there was a 11.49% decrease in the rate from 2023–2024 to 2024–2025.

Figure A4. Four Year Trend in the Rate of ALPS Enrollments by Sex

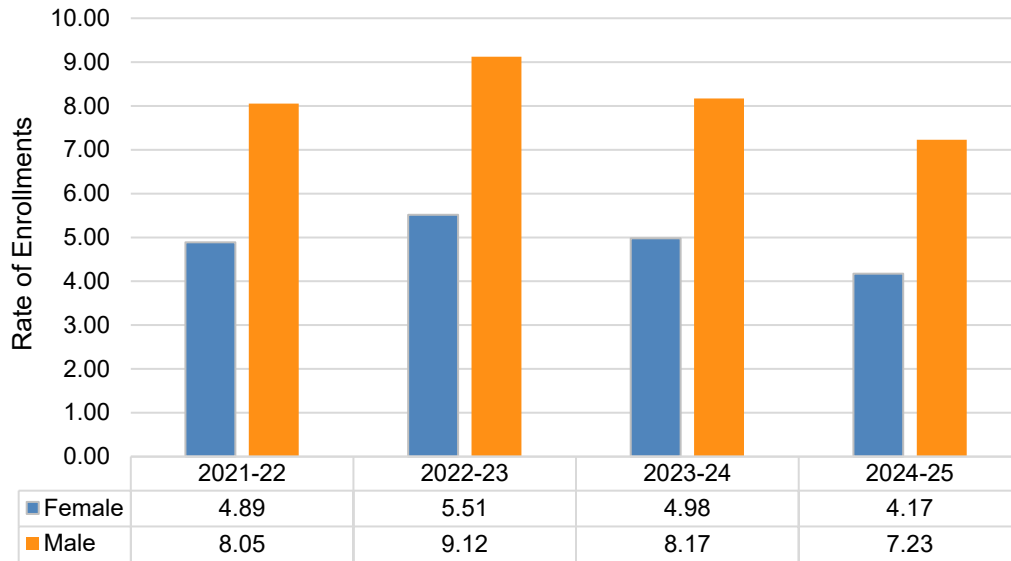
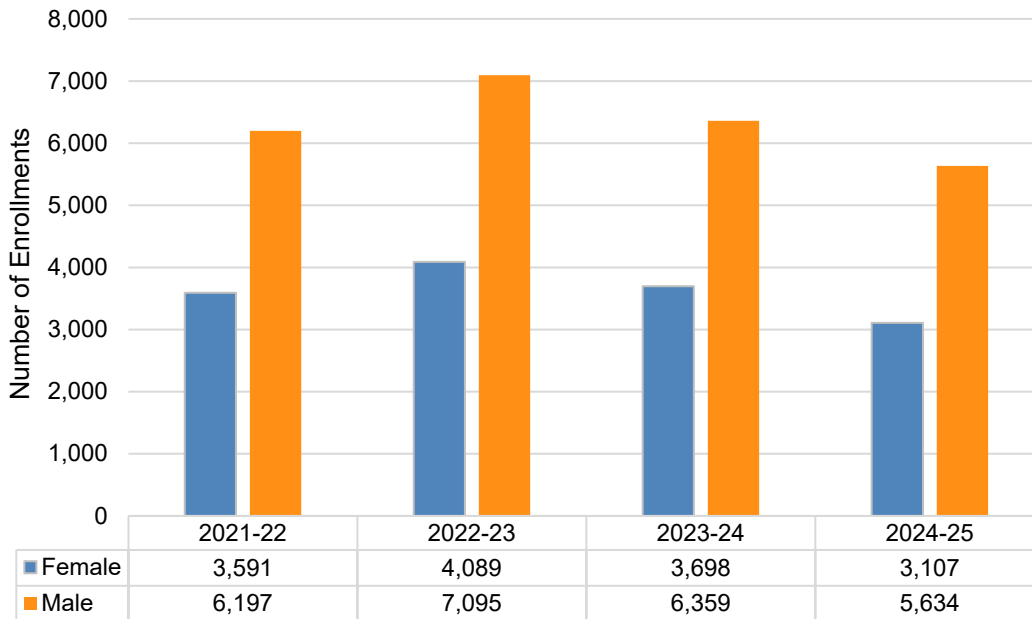


Figure A5. Four Year Trend ALPS Enrollments by Sex



ALTERNATIVE LEARNING PROGRAM AND SCHOOL ENROLLMENTS BY RACE/ETHNICITY

While Black and White students had the highest number of ALPS enrollments in 2024–2024, the highest rates for ALPS enrollments per 1,000 students were for Black students, Two or More Races students and American Indian students (12.01, 7.42, and 6.11, respectively). The lowest rate of ALPS enrollments per 1,000 students were for Asian students.

Figure A6. Four Year Trend in the Rate of ALPS Enrollments by Race/Ethnicity

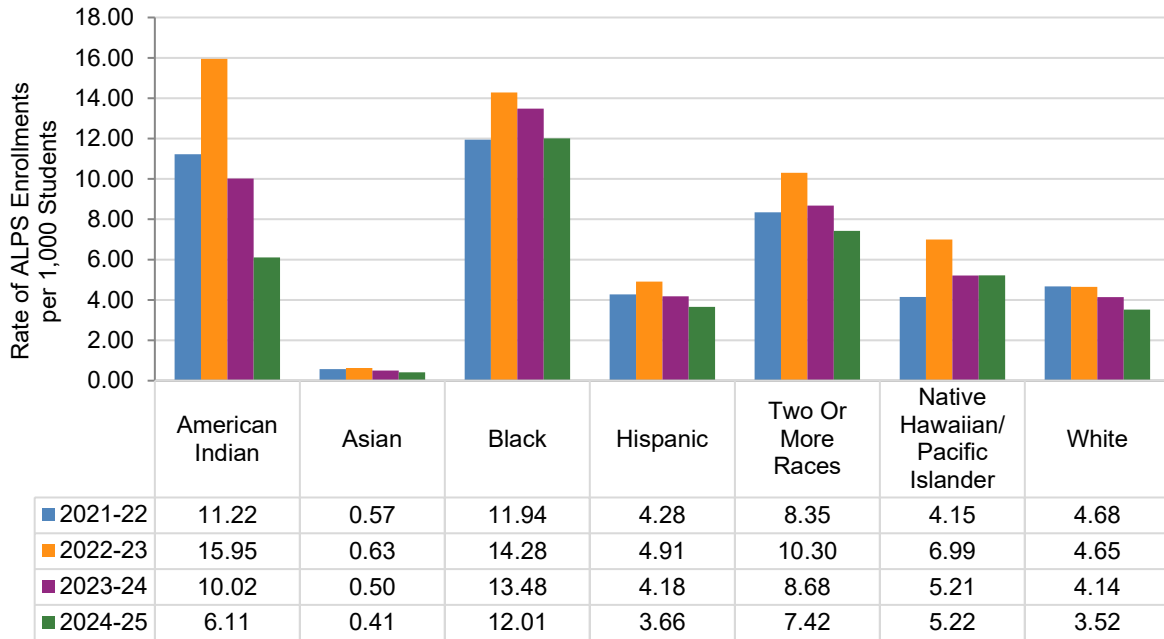
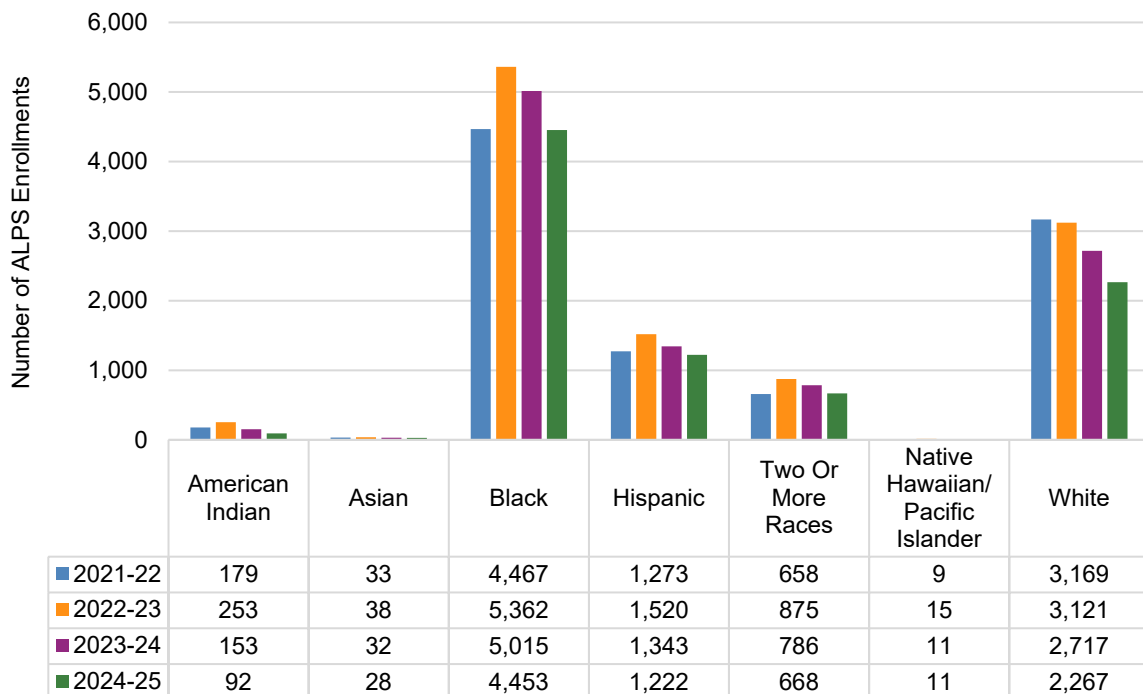


Figure A7. Four Year Trend in ALPS Enrollments by Race/Ethnicity



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

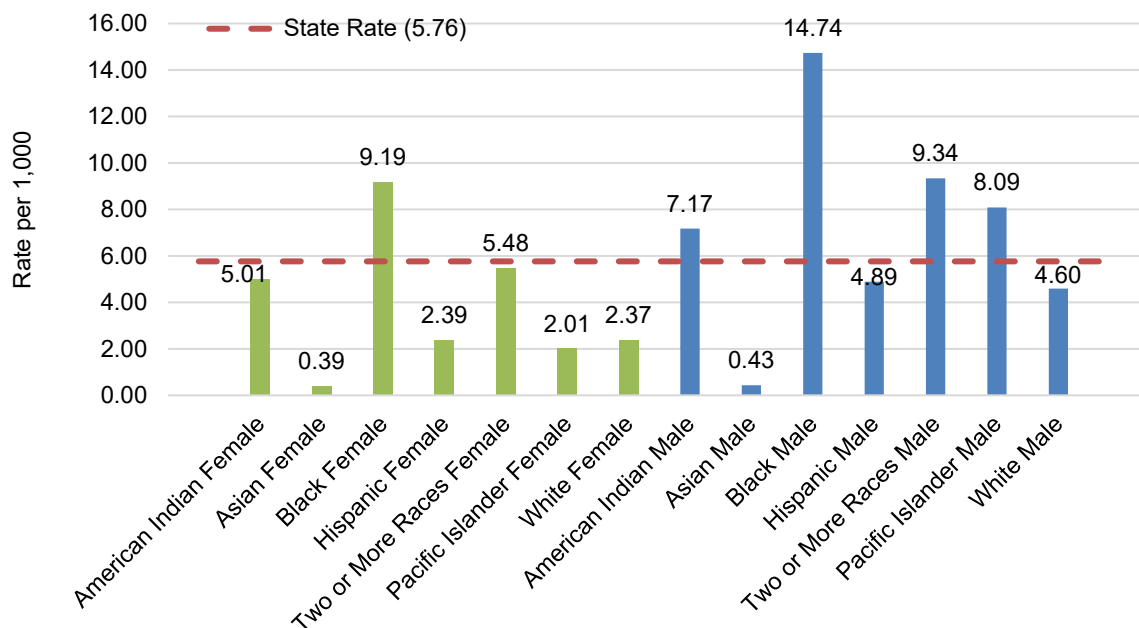
Black male students, Two or More Races males, Black female students, and American Indian male students had the highest rates of ALPS enrollment. Asian female and Asian male students had the lowest rates of ALPS enrollment.

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

Table A4. ALPS Enrollments by Race/Ethnicity-Sex Subgroup, 2024–2025

	Number of ALPS Enrollments	Rate of ALPS Enrollment per 1,000	Average Days Per ALPS Enrollments
All Students	8,741	5.76	105
American Indian Female	37	5.01	104
Asian Female	13	0.39	121
Black Female	1,679	9.19	99
Hispanic Female	391	2.39	115
Two or More Races Female	245	5.48	119
Pacific Islander Female	2	2.01	*
White Female	740	2.37	122
American Indian Male	55	7.17	124
Asian Male	15	0.43	102
Black Male	2,774	14.74	97
Hispanic Male	831	4.89	101
Two or More Races Male	423	9.34	97
Pacific Islander Male	9	8.09	*
White Male	1,527	4.60	116

Figure A8. Rate of ALPS Enrollments by Race/Ethnicity-Sex Subgroup, 2024–2025



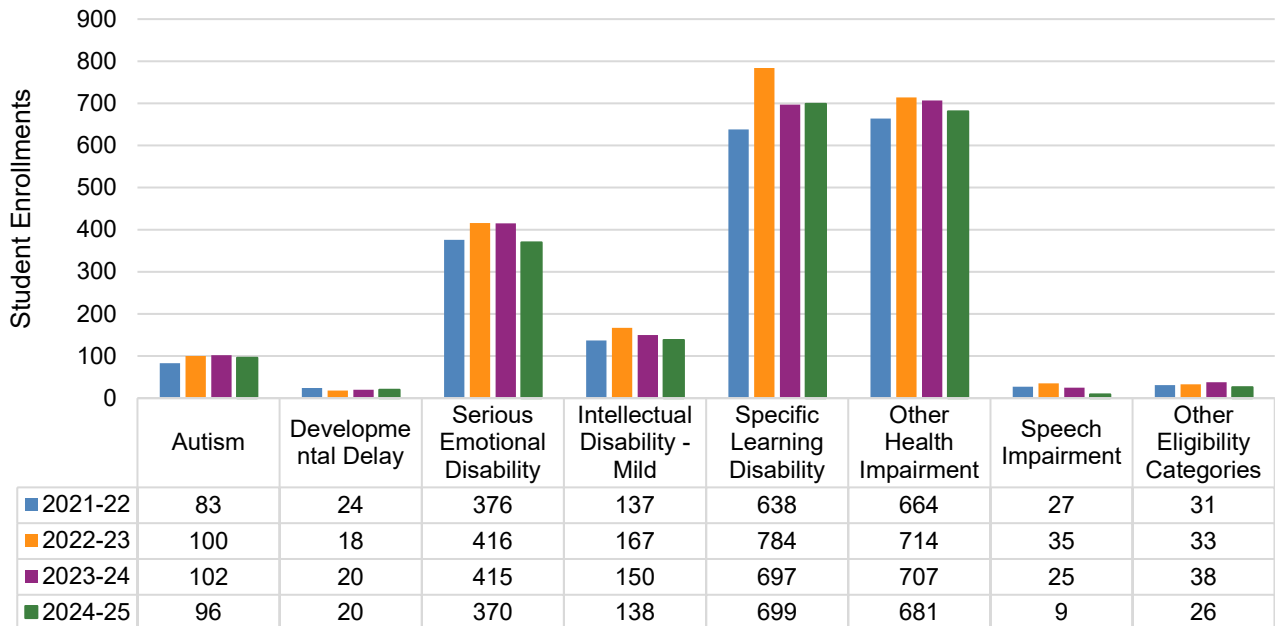
ALTERNATIVE LEARNING PROGRAM AND SCHOOL ENROLLMENTS BY EXCEPTIONALITY

In the 2023–2024 academic year, there were 2,039 enrollments of Students with Disabilities in ALPS. These enrollments accounted for 23.3% of all 2024–2025 enrollments. The rate of enrollments into ALPS for Students with Disabilities (9.83 per 1,000 students) was 2.1 times higher than for Students without Disabilities. On average, students with disabilities had a higher average number of days per enrollment than all students enrolled.

Table A5. ALPS Enrollments for Students with Disabilities, 2024–2025

	Number of ALPS Enrollments	Rate of ALPS Enrollment per 1,000	Average Days Per ALPS Enrollment
All Students	8,741	5.76	105
Students w/ Disabilities	2,039	9.83	119
Autism	96		137
Developmental Delay	20		155
Serious Emotional Disability	370		124
Intellectual Disability - Mild	138		109
Specific Learning Disability	699		113
Other Health Impairment	681		121
Speech Impairment	9		*
Other Eligibility Categories	26		108
Students w/out Disabilities	6,702	4.79	101

Figure A9. Four Year Trend in ALPS Enrollments for Students with Disabilities



Alternative Learning Program and School Enrollments by Grade Level

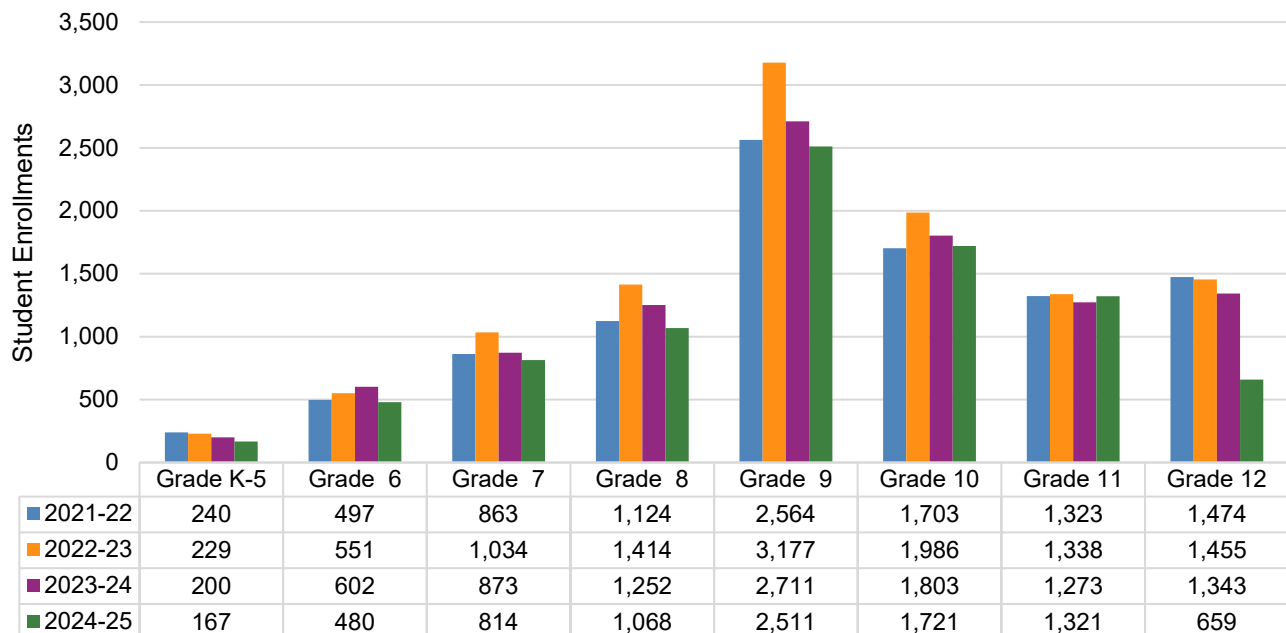
In 2024–2025, the highest number and rate of ALPS enrollments were in high school grades (6,212 enrollments; 13.07 enrollments per 1,000 high school students). Grade 9 saw the highest number of student enrollments, followed by Grades 10 and 12. Kindergarten through Grade 5 saw the lowest number of ALPS enrollments.

Table A6. ALPS Enrollments by Grade Level, 2024–2025

	Number of ALPS Enrollments	Rate per 1,000	Average Days Per ALPS Enrollment
All Enrollments	8,741	5.76	105
Elementary Grades	167	0.24	125
Middle Grades	2,362	6.74	92
Grade 6	480	4.14	82
Grade 7	814	6.95	94
Grade 8	1,068	9.08	95
Grade 9	2,511	19.08	101
Grade 10	1,721	13.95	112
Grade 11	1,321	11.44	121
Grade 12 and 13	659	6.29	114
High School Grades	6,212	13.07	110

Consistent with previous years, high school grades saw the highest number of ALPS enrollments, followed by middle school grades. When compared to 2023–2024, there was a decrease in enrollment in all elementary, middle school grades, and high school grades.

Figure A10. Four Year Trend in ALPS Enrollments by Grade Level



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

The table and figures below detail the rates of ALPS enrollments between the student subgroups by grade level in 2024–2025. With the exception of Native Hawaiian/ Pacific Islander students who had a higher rate in middle schools grades, there was a consistent pattern among subgroups at each grade level that followed the overall state trend of the lowest rates among the elementary grades and highest rates in the among the high school grades.

Table A7. ALPS Enrollments by Grade Level and Student Subgroup, 2024–2025

	Number of Enrollments All Grades	Rate per 1,000 All Grades	Rate per 1,000 Elementary	Rate per 1,000 Middle	Rate per 1,000 High School
All Students	8,741	5.76	0.24	6.74	13.07
Female	3,107	4.17	0.06	4.47	9.74
Male	5,634	7.23	0.42	8.91	15.62
American Indian	92	6.11	0.00	5.76	15.56
Asian	28	0.41	0.00	0.31	1.16
Black	4,453	12.01	0.41	15.60	25.43
Hispanic	1,222	3.66	0.09	4.23	8.30
Two or More Races	668	7.42	0.57	8.62	18.38
Native Hawaiian/ Pacific Islander	11	5.22	0.00	10.37	8.72
White	2,267	3.52	0.22	3.36	8.13
Students w/ Disabilities	2,039	9.83	0.96	12.05	23.37
Students w/out Disabilities	6,702	4.79	0.11	5.53	10.77

Figure A11a. ALPS Enrollments by Grade Level and Student Subgroup, 2024–2025

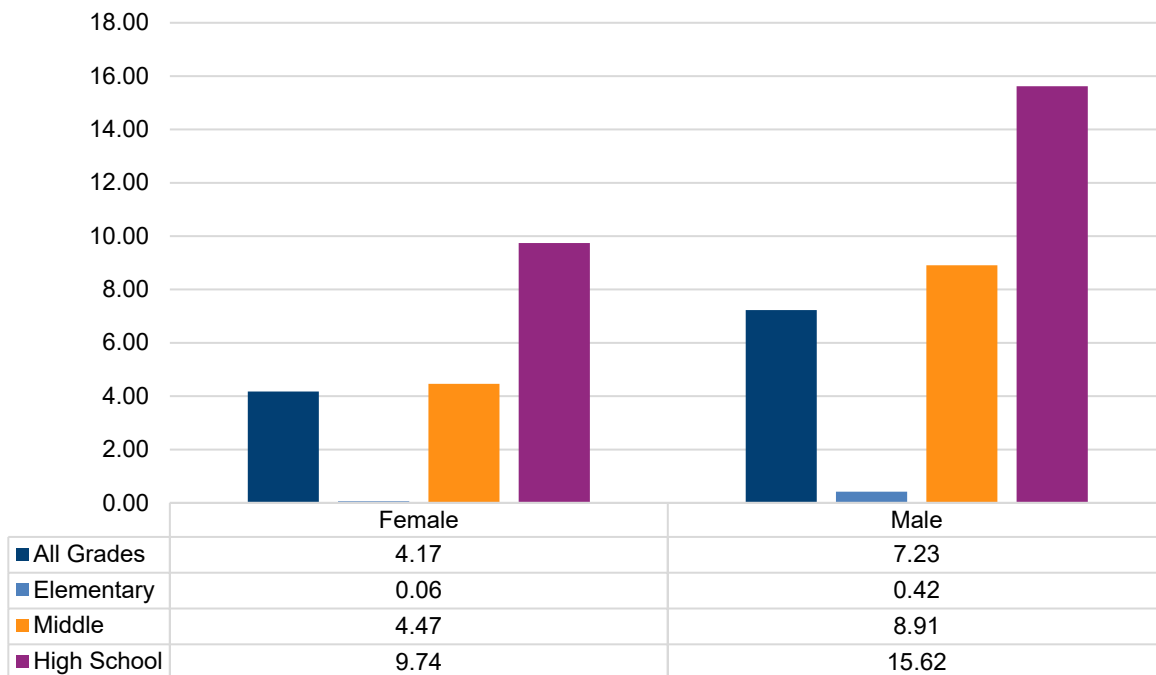


Figure A11b. ALPS Enrollments by Grade Level and Student Subgroup, 2024–2025

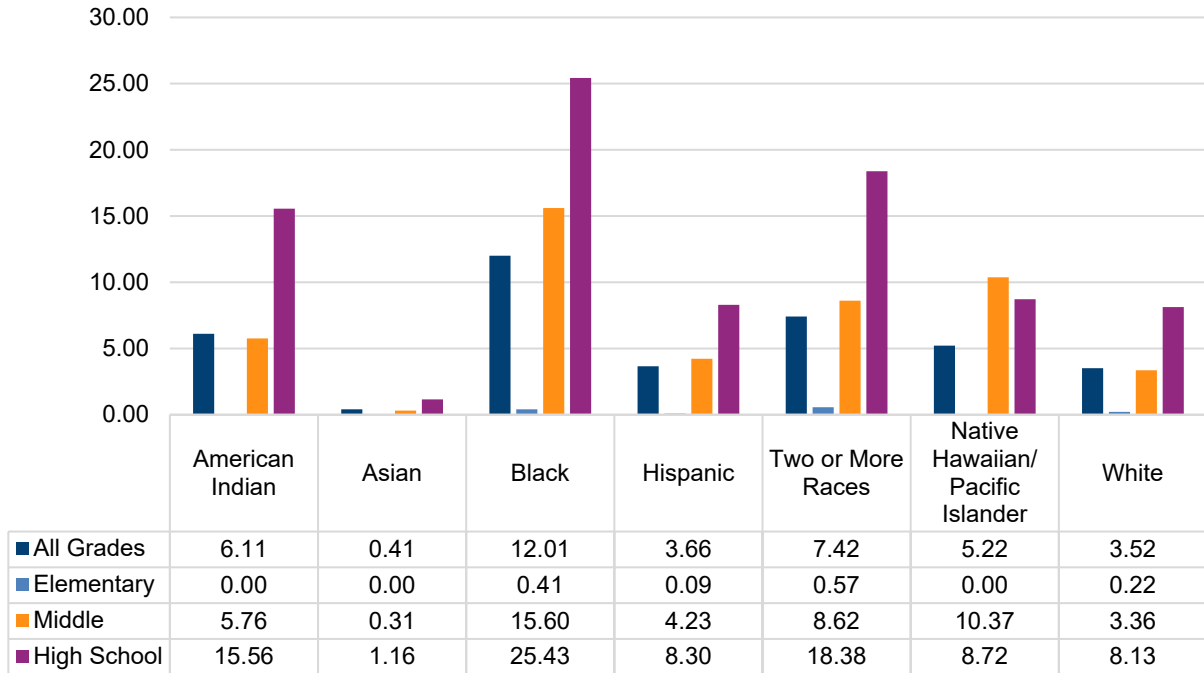
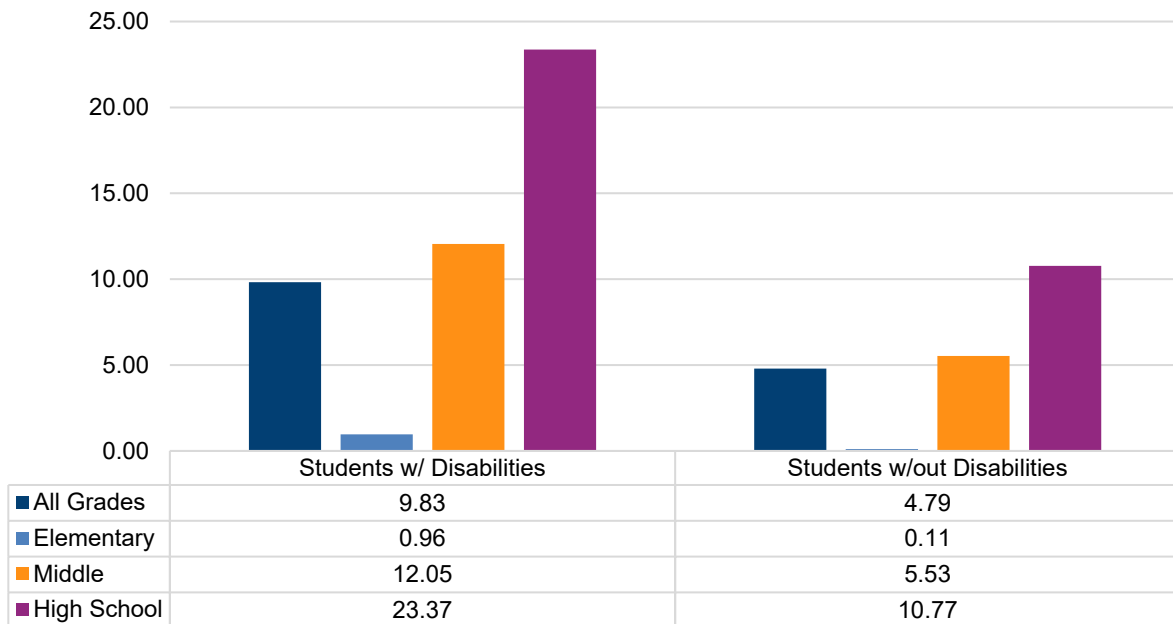


Figure A11c. ALPS Enrollments by Grade Level and Student Subgroup, 2024–2025



Alternative Learning Program and School Enrollment Student Population

The table below provides an estimate of the overall student population for all students and by student subgroup, the percentage of the subgroup in the student population, the number of student offenders by subgroup, and the percentage of student offenders in the student and subgroup population. Additionally, the table displays the Individual Suspension Rate and the Event Rate of Long-Term Suspensions.

The percentage of students within a student population who were suspended at least once is an estimate of the likelihood that any individual student in that group could have been suspended during the 2024–2025 school year. This measure is commonly referred to as the individual suspension rate. If the event rate is much higher than the individual rate, it suggests that some students are being suspended multiple times, i.e., repeat suspensions. If the two rates are closer together, it suggests fewer repeat suspensions and that most students are suspended only once.

In 2024–2025, 8,387 students were enrolled in Alternative Learning Program and Schools, representing 0.6% of the preschool through grade 13 student population in North Carolina public schools. This means that approximately 1 in every 180 students was enrolled in a program during the school year. Across all subgroups, no more than 1.1% of students within any particular group were enrolled.

Among racial and ethnic groups, Black students had the highest ALPS enrollment rate, with an individual rate of 11.49 per 1,000 and an enrollment event rate of 12.01 per 1,000. This reflects both a higher proportion of Black students participating and a greater frequency of enrollments. Students identifying as Two or More Races also had relatively high enrollment rates (7.05 individual, 7.42 event), followed by American Indian (5.91 individual, 6.11 event) and Native Hawaiian/Pacific Islander students (5.22 for both). By contrast, Asian students had the lowest individual and event rates (0.41), suggesting minimal representation in ALPS enrollment

The largest gaps between individual and event rates were found among Black students, students with disabilities, and male students. This suggests that individuals in these groups were not only more likely to be enrolled, but also more likely to be enrolled multiple times.

Table A8. ALPS Enrollment Student Population, 2024–2025

Race/Ethnicity	Student Population Estimate	Percent of Student Population	Unique Students Enrolled	% Unique Students in Population	Individual Rate per 1,000	Enrollment Event Rate
Student Enrollment	1,516,282	100.0%	8,387	0.6%	5.53	5.76
Female	744,423	48.8%	2,998	0.4%	4.03	4.17
Male	779,265	51.2%	5,389	0.7%	6.92	7.23
American Indian	15,057	1.0%	89	0.6%	5.91	6.11
Asian	67,764	4.5%	28	<0.1%	0.41	0.41
Black	370,861	24.5%	4,263	1.1%	11.49	12.01
Hispanic	333,732	22.0%	1,186	0.4%	3.55	3.66
Two or More Races	90,020	5.9%	635	0.7%	7.05	7.42
Native Hawaiian/ Pacific Islander	2,108	0.1%	11	0.5%	5.22	5.22
White	644,146	42.5%	2,175	0.3%	3.38	3.52
Students w/ Disabilities	207,506	12.9%	1,967	0.9%	9.48	9.83
Students w/out Disabilities	1,398,811	87.1%	6,420	0.5%	4.59	4.79

2024–2025 REPORT ON DROPOUT COUNTS AND RATES

INTRODUCTION

Dropout Definition

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

For reporting purposes, a dropout is a student who:

- was enrolled in school at some time during the reporting year (2024–2025);
- was not enrolled on Day 20 of the current year (2025–2026);
- has not graduated from high school or completed a state- or district-approved educational program *and* does not meet any of the following reporting exclusions:
 1. transferred to another public school district, private school, home school or state-/district-approved educational program (not including programs at community colleges)
 2. temporarily absent due to suspension or school-approved illness
 3. death.

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

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

DROPOUT EXEMPTIONS

EXPULSION EXEMPTION

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

COMMUNITY COLLEGE ADULT HIGH SCHOOL PROGRAM EXEMPTION

Since 1998, students who leave the public schools to attend community colleges have been counted as dropouts. Beginning with the 2015–2016 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 2016, creating the W2T withdrawal code designation for students leaving school to attend an Adult High School program at the local community college. These students continue to be reported as dropouts along with all students leaving school for community colleges, but they are not counted in the statistics if the following conditions are met:

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

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

INITIAL ENROLLEE STATUS EXEMPTION

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

HOME SCHOOL PROGRAMS EXEMPTION

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

EXEMPTION REQUIRING SCHOOL ACCREDITATION

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

OTHER EXEMPTIONS

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

Dropout Data Collection, Analysis and Reporting

COUNT AND RATE CALCULATIONS

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

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

The dropout rate is calculated as follows:

$$\left(\frac{\text{Total Count of 2024 – 2025 Dropouts}}{\text{20th Day Membership 2024 – 2025} + \text{Count of 2024 – 2025 Dropouts}} \right) * 100$$

OVERALL TRENDS

While dropout is commonly associated with high school, this section provides data on educational attrition of students exiting schools across all grade levels, including elementary and middle school. Dropout rates, specifically, offer a broad indicator of student disengagement. When disaggregated by grade level, demographic subgroup, or geographic area, these rates can help identify where and among whom dropouts are most concentrated. This information can be used to:

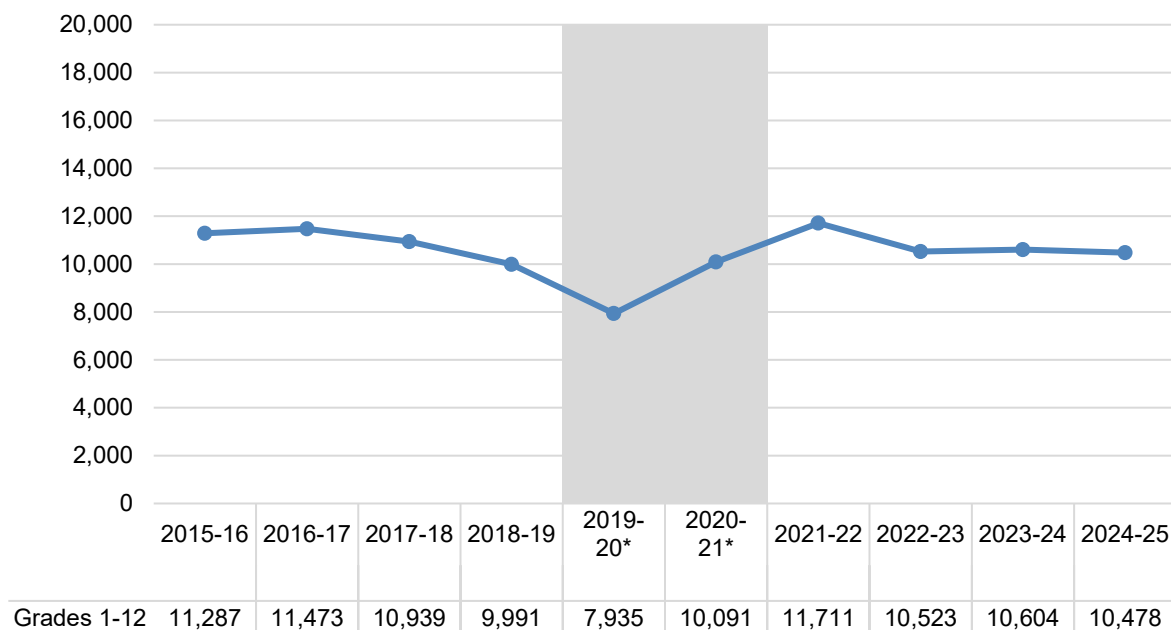
- **Monitor trends over time** to assess the effectiveness of dropout prevention strategies;
- **Compare performance across schools or districts** to identify best practices or areas requiring additional support;
- **Target interventions** more precisely by focusing on high-risk grades or student populations;
- **Identify patterns** among student groups to better understand barriers to graduation.

Dropout rate data should be interpreted alongside qualitative insights and complementary metrics (such as attendance, academic performance, and disciplinary actions) to fully understand the factors influencing student persistence and attrition.

In 2024–2025, North Carolina public schools reported 10,478 dropouts in Grades 1 through 13. This is 1.2% decrease from the 10,604 dropouts reported in 2023–2024 and less than a one percent decrease from 11,523 reported in 2022–2023.

The rate of student educational attrition was 0.736 students per 100 students in grades 1-13, or 7.36 students in 1,000 students.

Figure D1. Ten Year Trends in Grades 1-13 Dropout Counts⁷



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.

In addition to the 10,478 students in Grades 1 through 12-13 who were reported as dropout in 2024–2025, 4 students failed to return to school in 2024–2025 and were coded with “Expulsion” (EXPL) as the reason for dropping out. In accordance with N.C. General Statute §115C-12 (21), these students were not counted as dropouts and were excluded from reporting.

There were also 315 dropouts who were reported, by 51 districts and 8 charter schools, to have left school to attend an Adult High School program at a local community college. The number of dropouts reported to have left to attend an Adult High School program decreased from the 425 reported in 2024–2025 and from 364 reported in 2022–2033. While these students continue to be *reported* as dropouts along with all students leaving school for community colleges, but they are not *counted* in the statistics if specific conditions are met (see [Community College Adult School Program Exemption](#)).

Dropouts by Grade Category

Out of the 10,478 students in Grades 1 through Grade 13 who dropped out in 2024–2025, 2,461 (23.5%) dropped out in Grades 1 through 8, and 8,017 (76.5%) dropped out in Grades 9-13.

Consistent with previous years, students drop out most frequently in Grade 9. In 2024–2025, 27.7% of all 2024–2025 dropouts were reported in Grade 9, followed by Grade 10 (25.2%), Grade 11 (16.1%) and Grade 12 and 13 (7.5%).

The number of dropouts in Grades 1-4, Grades 5-7, and Grade 8 increased in 2024–2025 by 114.0%, 97.4%, and 74.7%, respectively, when compared to 2023–2024. The number of dropouts reported in Grades 9, 10, 11, and 12/13 decreased between the 2023–2024 and 2024–2025 academic years by 16.4%, 8.4%, 15.6%, and 12%, respectively.

Figure D2a. Four Trend in Distribution of Dropouts in Grades 1-13

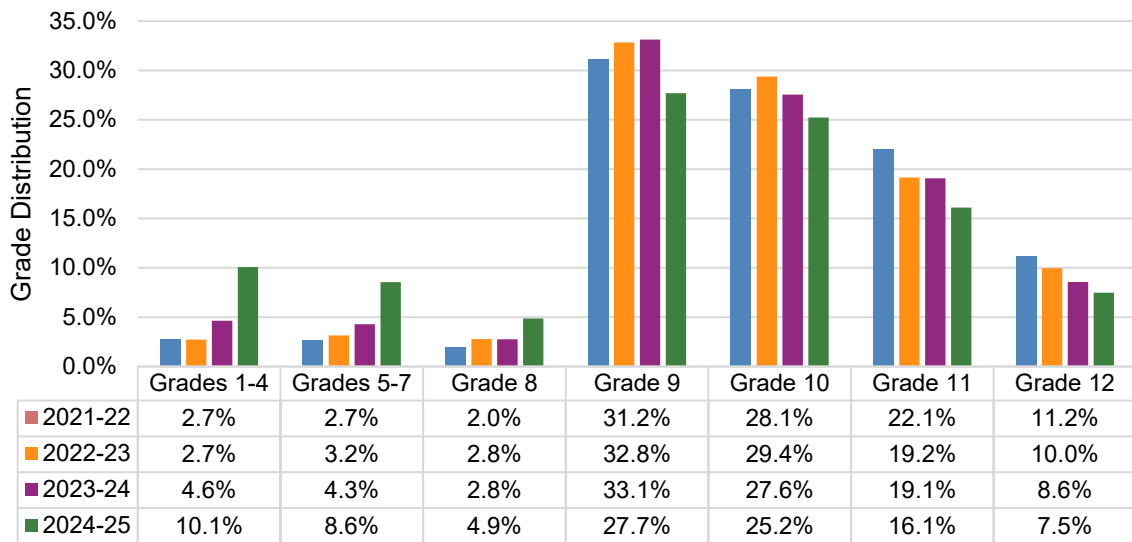
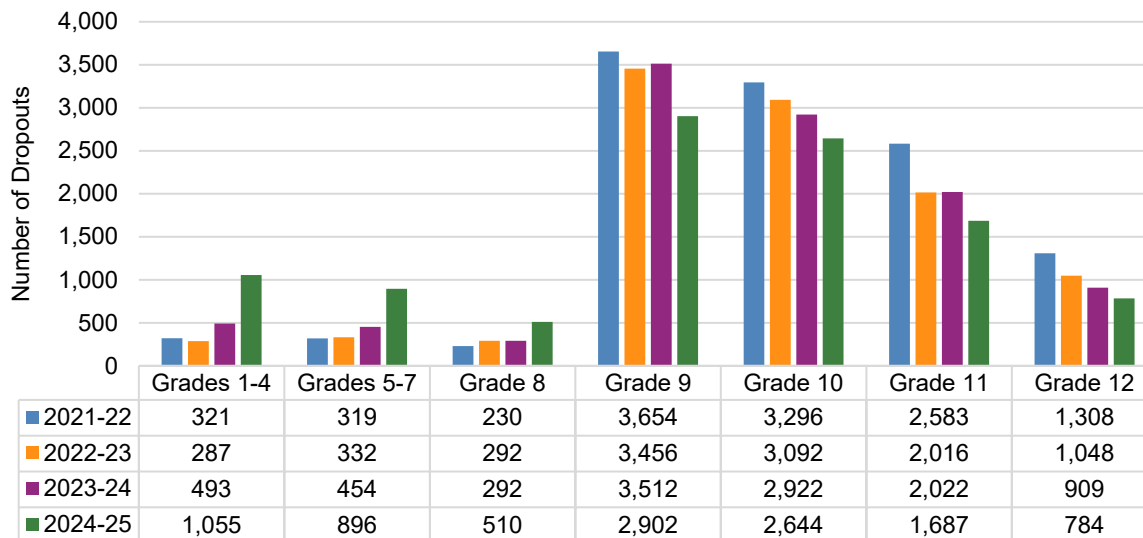


Figure D2b. Distribution of Dropouts in Grades 1-13



Dropout Counts by Grade Category and Student Subgroup

The data presented in Table D1 reflect the relative frequency of dropout counts by student subgroups across grade categories for the 2024–2025 school year. These percentages represent how dropout cases are distributed among different groups, rather than the overall dropout rate for each group. In this context, a higher percentage indicates a greater likelihood that a dropout in a particular grade category belongs to that subgroup.

Any consistent shifts in the proportions of dropout counts across grade levels for a given student group may suggest the need for differentiated intervention strategies tailored to when and where specific groups are most at risk of leaving school.

In all grades, male students account for more than 50% of the students who dropped out at each grade category in 2024–2025. White students, Hispanic students and Black students accounted for 92.2% of all students who dropped out in 2024–2025. Within grade categories, this percentage ranges from 82.8% (Grades 12-13) to 91.6% (Grades 1-4). Students with disabilities accounted for 13.4% of all students who dropped out in 2024–2025, ranging from 8.4% of the students in Grades 1-4 to 17.2% of students in Grade 12-13.

Consistent with previous years, among the three largest race/ethnicity student subgroups, White students account for a lower percentage of the students who dropped out in Grades 1-4 and Grades 5-7 in 2024–2025. However, this percentage begins to increase at each grade category from Grades 9 to Grade 12-13; i.e., 13.1% in Grades 1-4 to 34.8% in Grade 12-13.

This pattern is reversed for Black students. Black students account for the one highest percentage of dropouts in Grades 1-4 (39.4%) and then decreases until Grade 12-13 (26.8%).

Students with disabilities account for 13.4% of all dropouts, with their proportion rising in Grade 12-13.

Table D1. Proportion of Dropout Counts for Student Subgroups within Grade Category, 2024–2025

	All Grades Percent	Grades 1-4 Percent	Grades 5-7 Percent	Grade 8 Percent	Grade 9 Percent	Grade 10 Percent	Grade 11 Percent	Grade 12 Percent
All Students		10.1%	8.6%	4.9%	27.7%	25.2%	16.1%	7.5%
Female	41.6%	49.9%	49.1%	47.1%	37.5%	39.8%	41.7%	39.8%
Male	58.2%	50.1%	50.9%	52.9%	61.9%	60.2%	58.3%	60.2%
American Indian	0.4%	0.1%	0.3%	0.8%	0.3%	0.4%	0.7%	0.6%
Asian	1.9%	4.1%	4.4%	2.7%	0.8%	1.3%	1.5%	2.2%
Black	31.5%	39.4%	36.4%	37.3%	30.5%	30.6%	27.7%	26.8%
Hispanic	36.1%	39.7%	37.8%	39.0%	39.0%	34.5%	32.0%	30.6%
Two or More Races	5.1%	3.5%	5.2%	5.9%	4.7%	5.8%	5.6%	4.7%
Pacific Islander	0.2%	0.1%	0.3%	0.2%	0.2%	0.2%	0.2%	0.3%
White	24.6%	13.1%	15.5%	14.1%	23.8%	27.2%	32.2%	34.8%
Students w/ Disabilities	13.4%	8.4%	12.5%	15.1%	14.0%	14.0%	12.8%	17.2%
Students w/out Disabilities	86.6%	91.6%	87.5%	84.9%	86.0%	86.0%	87.2%	82.8%

Figure D3. Proportion of Dropouts in Largest Student Subgroups within Grade Category, 2024–2025

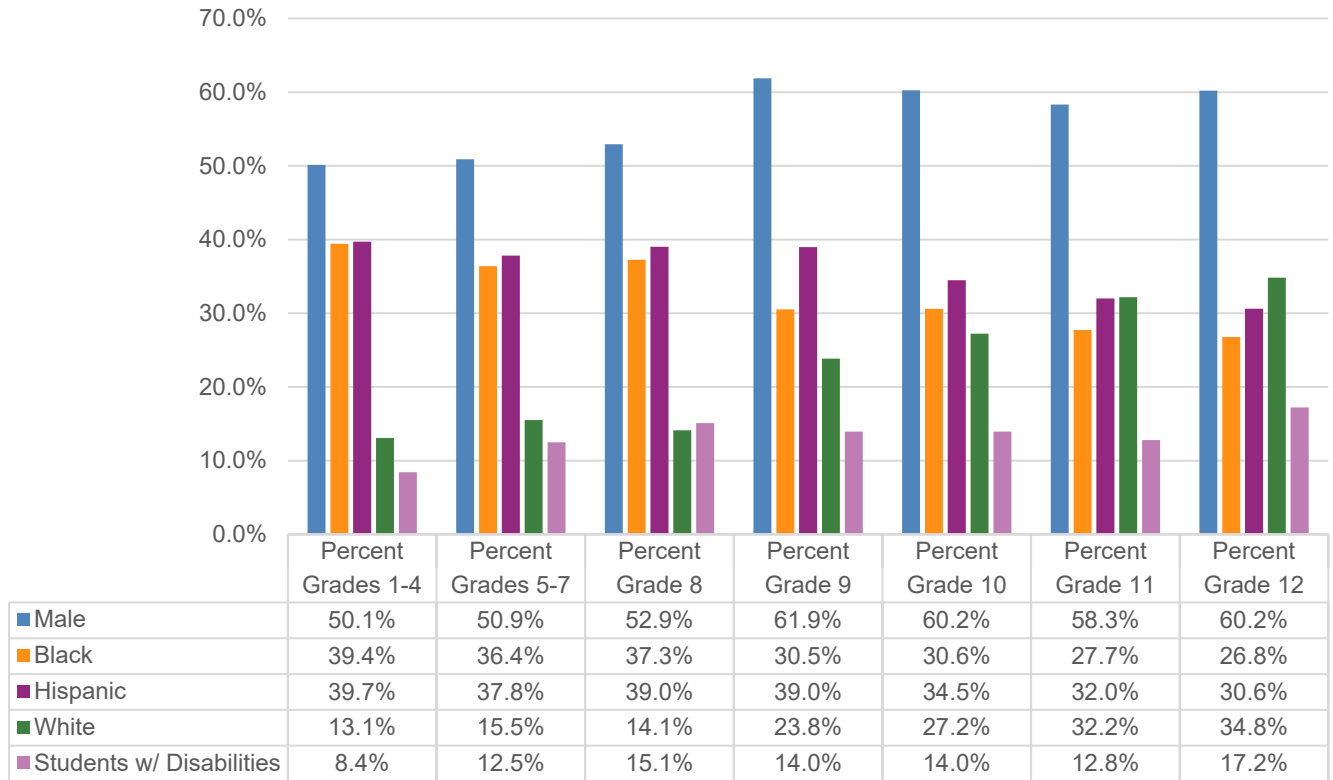


Table D2. Grades 1-13 Dropout Counts by Grade Category and Student Subgroup, 2024–2025

	All Grades	Grades 1-4	Grades 5-7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
	Count	Count	Count	Count	Count	Count	Count	Count
All Students	10,478	1,055	896	510	2,902	2,644	1,687	784
Female	4,360	526	440	240	1,088	1,051	703	312
Male	6,100	529	456	270	1,796	1,593	984	472
American Indian	45	<10	<10	<10	10-15	10-15	10-15	<10
Asian	196	43	39	14	23	34	26	17
Black	3,305	416	326	190	886	809	468	210
Hispanic	3,780	419	339	199	1,131	912	540	240
Two or More Races	533	37	47	30	135	153	94	37
Pacific Islander	23	<10	<10	<10	<10	<10	<10	<10
White	2,577	138	139	72	692	720	543	273
Students w/ Disabilities	1,403	89	112	77	405	369	216	135
Students w/out Disabilities	9,075	966	784	433	2,497	2,275	1,471	649

Reasons for Dropping Out by Grade Level

Understanding and tracking the reasons students drop out can provide insight into a range of contributing factors, including family circumstances, personal challenges, external pressures, and school-related stressors. Identifying these influences across student subgroups may help inform more responsive dropout prevention efforts

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

“Attendance” issues were cited most frequently as the main reason for a student dropping out, accounting for a third of all dropouts (36.4%) and high school dropouts (44.4%). “*Unknown*” was the second most widely reported dropout reason codes across all grades (31.0%) and among high school dropouts (24.5%). The third most reported dropout reason code across all grades was “*Moved, school status unknown*” (12.9%). However, within the high school grades: “*Lack of engagement with school and/or peers*” was the third most reported reason for high school dropouts (7.3%).

Table D3. Grades 1-13 Dropout Reason Codes, 2024–2025

	Count	Percent
Attendance	3,813	36.4%
Unknown	3,246	31.0%
Moved, school status unknown	1,354	12.9%
Lack of engagement with school and/or peers	603	5.8%
Choice of work over school	358	3.4%
Enrollment in a community college	228	2.2%
Unstable home environment	195	1.9%
Academic problems	181	1.7%
Psychological or emotional difficulties	90	0.9%
Discipline problem	76	0.7%
Health problems	69	0.7%
Employment necessary	61	0.6%
Pregnancy	41	0.4%
Runaway	35	0.3%
Incarcerated in adult facility	31	0.3%
Failure to return after a long-term suspension	29	0.3%
Need to care for children	23	0.2%
Expectations of culture, family, or peers	22	0.2%
Difficulties with English language	11	0.1%
Suspected substance abuse	8	0.1%
Marriage	4	0.0%
Total	10,478	100.0%

Table D4. Proportion of Dropout Reasons Reported within Grade Level, 2024–2025

	All Grades	Grades 1-4	Grades 5-7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
	Count	Count	Count	Count	Count	Count	Count	Count
Attendance	36.4%	6.5%	9.4%	20.0%	45.2%	43.4%	46.2%	40.9%
Unknown	31.0%	50.7%	53.7%	52.0%	24.4%	23.8%	23.8%	29.1%
Moved, school status unknown	12.9%	40.0%	32.9%	21.6%	6.5%	7.4%	6.5%	4.3%
Lack of engagement with school and/or peers	5.8%	0.5%	1.0%	1.2%	7.2%	7.6%	6.8%	7.4%
Choice of work over school	3.4%	0.0%	0.0%	0.2%	3.8%	5.2%	4.0%	5.2%
Enrollment in a community college	2.2%	0.0%	0.1%	0.6%	2.7%	2.8%	3.0%	2.9%
Unstable home environment	1.9%	1.5%	1.7%	1.6%	2.1%	1.8%	1.9%	1.9%

Table D5. Dropout Reasons Reported by Grade Level, 2024–2025

	All Grades	Grades 1-4	Grades 5-7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
	Count	Count	Count	Count	Count	Count	Count	Count
Attendance	3,813	69	84	102	1,311	1,147	779	321
Unknown	3,246	535	481	265	707	628	402	228
Moved, school status unknown	1,354	422	295	110	189	195	109	34
Lack of engagement with school and/or peers	603	*	*	*	208	202	115	58
Choice of work over school	358	*	*	*	110	138	68	41
Enrollment in a community college	228	*	*	*	78	73	50	23
Unstable home environment	195	*	*	*	62	47	32	15

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

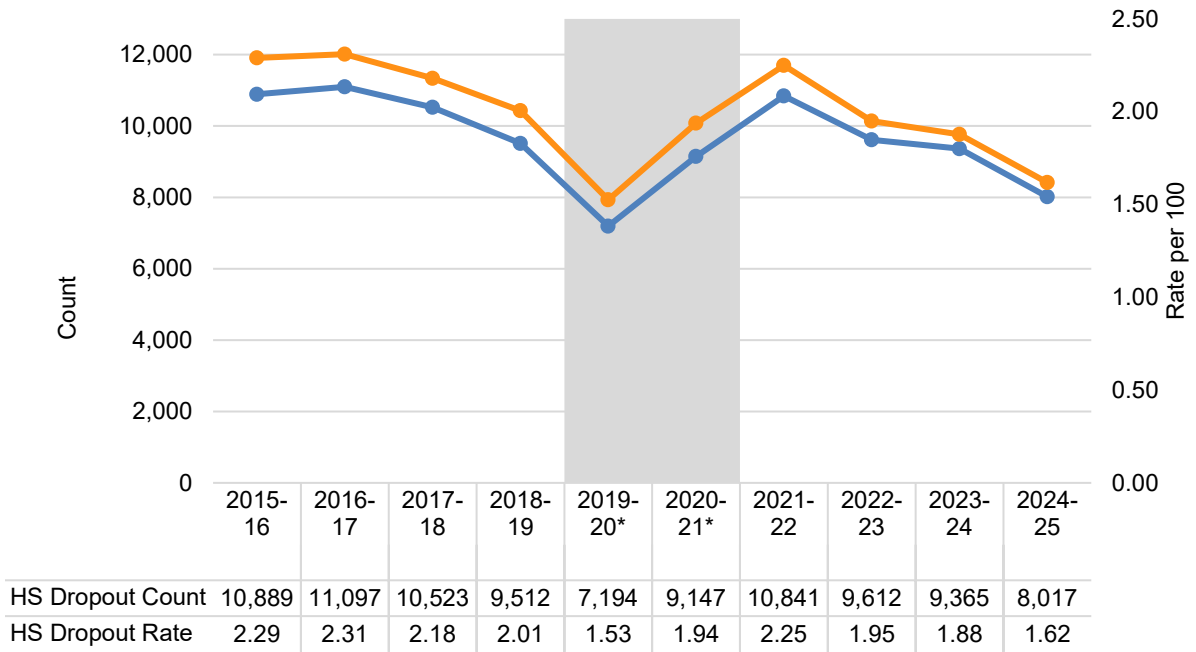
In 2024–2025, in Grades 1-4, 5-7, and Grade 8, the most frequently reported reason code is “Unknown”, followed by “Moved, school status unknown” and then “Attendance”. Across all high school grades, “Attendance” is the most frequently reported dropout reason. “Unknown” is the second most reported code followed by “Lack of engagement with school and/or peers.”

High School Dropout Counts and Rates

North Carolina recorded 8,017 dropouts in high school Grades 9-13 for the 2024–2025 academic year, a 14.4% decrease from the 9,325 reported in 2023–2024 and a 16.6% decrease in 9,612 reported in 2022–2023.

The North Carolina high school dropout rate for the 2024–2025 academic year is 1.62 dropout events per every 100 high school students. The 2024–2025 dropout rate decreased 13.2% from the 2023–2024 rate of 1.88 and by 17.0% from the 2023–2024 rate of 1.95 per every 100 high school students.

Figure D4. Ten Year Trends in High School Dropout Counts and Rates⁸



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.

HIGH SCHOOL DROPOUT COUNTS AND RATES BY STUDENT SUBGROUPS

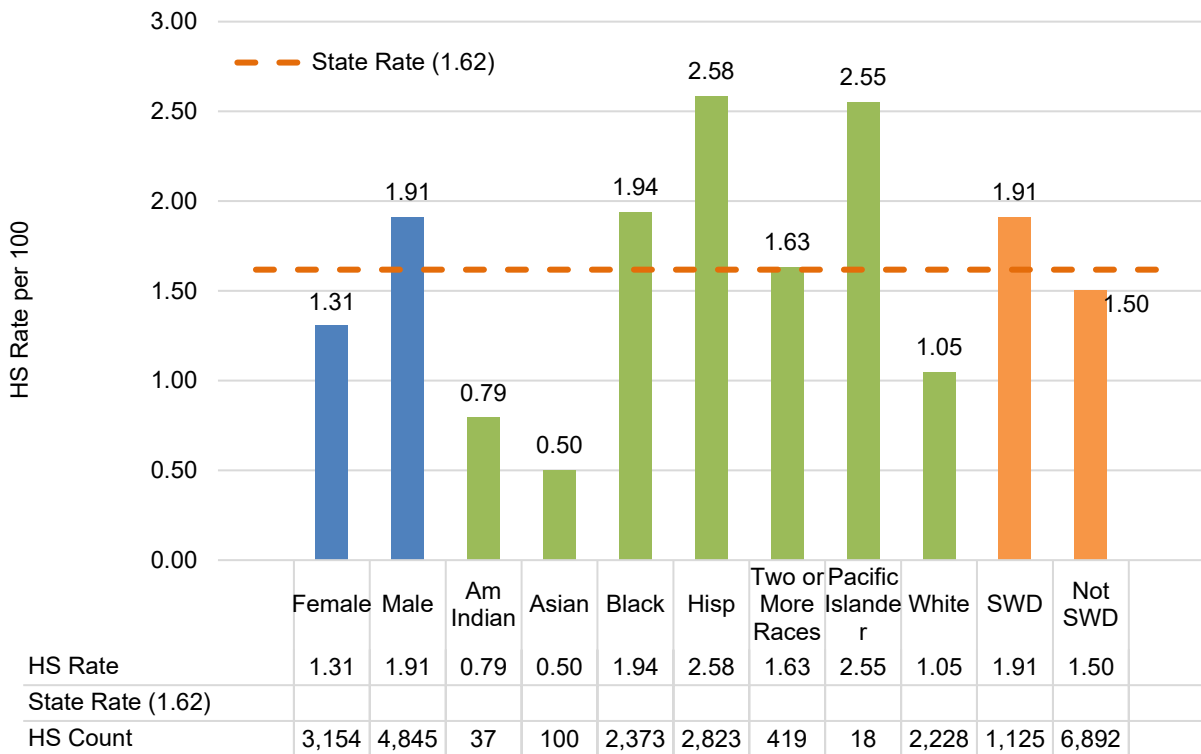
In the 2024–2025 school year, male students account for 60.4% (4,845) of all high school dropouts. Hispanic (2,823; 35.2%), Black (2,373; 29.6%) and White (2,228; 27.8%) students account for 92.6% of the high school students who dropped out. Students with Disabilities account for 14.0% (1,125) of all high school dropouts in 2024–2025.

White students account for a large percentage of students who dropped out in 2024–2024, the dropout rate for White students is the among lowest across student subgroups, at 1.05 dropout events per 100 students. The lowest rate was for Asian students at 0.47 dropout events per 100 students (4.7 per 1,000 Asian students) and American Indian students at 0.79 per 100 students (7.9 dropouts per 1,000 students).

Five of the 11 student groups reported on in this report were below the state high school dropout rate of 1.62 dropouts per 100 students: female students, Asian students, American Indian Students, White students, and Students without Disabilities. The subgroups above the state dropout rate were male students, Black students, Hispanic students, Two or More Races students, Pacific Islander students and Students with Disabilities had high school dropout rates above the state high school dropout rate.

Hispanic students had the highest dropout rates in 2024–2025 (2.58 per 100 students), followed by Native Hawaiian/Pacific Islander students (2.55).

Figure D5. High School Dropout Counts and Rates by Student Subgroup, 2024–2025



In a comparison of 2024–2025 to the previous academic year, all but one student subgroups saw a reduction in dropout rates and counts. The decreases in rates ranged from 5.3% (Black students) to 49.8% (American Indian students) The decreases in counts ranged from a 5.4% (Black students) to 51.3% (American Indian students).

Asian students saw an increase in the rates and number of dropouts by 7.3% and 14.9% from 2023–2024 to 2024–2025.

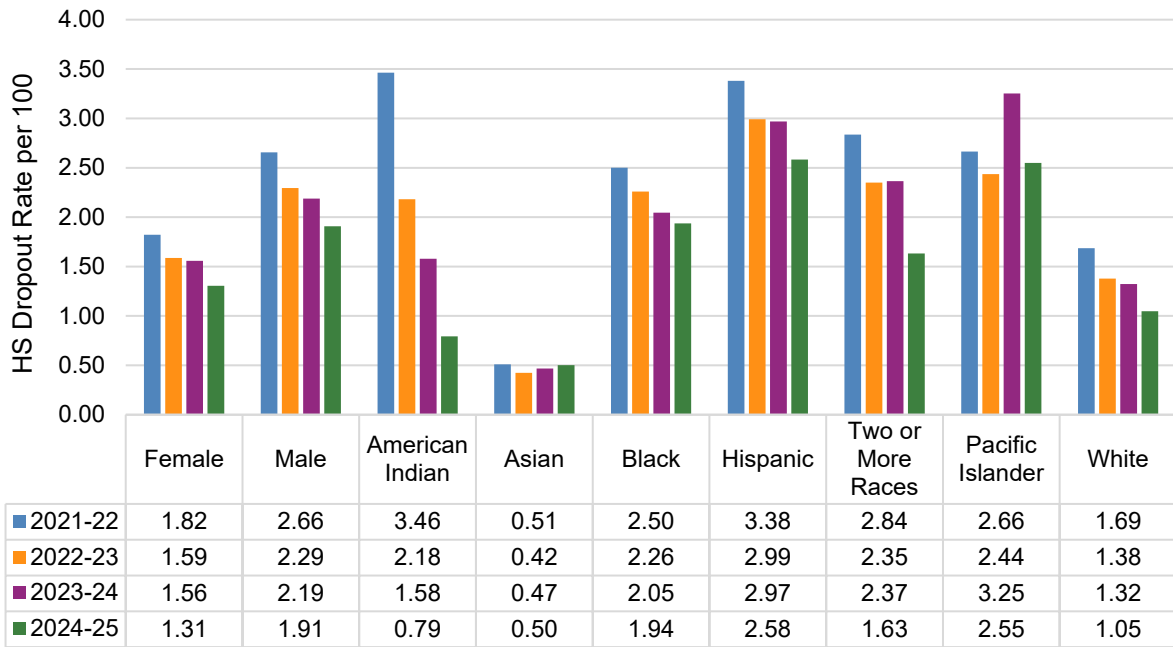
Table D6. One-Year Difference in High School Dropout Rates by Student Subgroup

			1-Year	
	2023-24	2024-25	Point Change	Percent Change
All Students	1.88	1.62	-0.26	-14.1%
Female	1.56	1.31	-0.25	-16.2%
Male	2.19	1.91	-0.28	-12.8%
American Indian	1.58	0.79	-0.79	-49.8%
Asian	0.47	0.50	0.03	7.3%
Black	2.05	1.94	-0.11	-5.3%
Hispanic	2.97	2.58	-0.39	-13.0%
Two or More Races	2.37	1.63	-0.73	-31.0%
Pacific Islander	3.25	2.55	-0.70	-21.6%
White	1.32	1.05	-0.28	-20.9%
Students w/ Disabilities	3.25	1.91	-1.34	-41.2%
Students w/o Disabilities	1.70	1.50	-0.19	-11.4%

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

			1-Year Difference	
	2023-24	2024-25	Point Change	Percent Change
All Students	9,365	8,017	-1,348	-14.4%
Female	3,780	3,154	-626	-16.6%
Male	5,577	4,845	-732	-13.1%
American Indian	76	37	-39	-51.3%
Asian	87	100	13	14.9%
Black	2,509	2,373	-136	-5.4%
Hispanic	3,163	2,823	-340	-10.7%
Two or More Races	609	419	-190	-31.2%
Pacific Islander	23	18	-5	-21.7%
White	2,890	2,228	-662	-22.9%
Students w/ Disabilities	1,914	1,125	-789	-41.2%
Students w/o Disabilities	7,443	6,892	-551	-7.4%

Figure D6. Four Year Trend in High School Dropout Rates by Race/Ethnicity

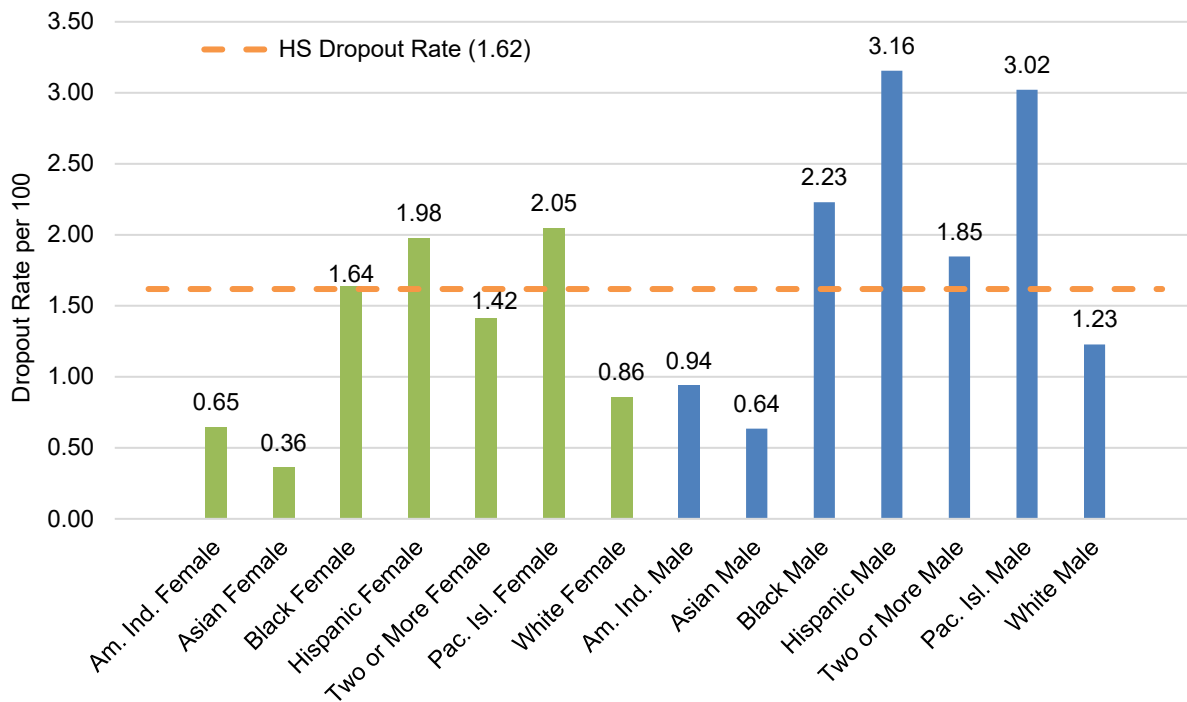


Across all race/ethnicities, males had a higher dropout rate than females within the same race/ethnicity subgroup.

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

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

Figure D7. High School Dropout Rates by Race/Ethnicity-Sex Subgroup, 2024–2025



From the 2023–2024 academic year to the 2024–2025 academic year, there was an increase in the dropout rate for Asian female (2.4%) and Asian male students (10.0%). The remaining student groups saw decreases in the rate of dropouts ranging from 6.2% for Black male to 53.6% for American Indian female students.

When comparing the dropout rate in 2024–2025 to the rate in 2021–2022, there was an increase in the rate for Asian males at 4.8% and decreases for the other students groups ranging from 5.1% Pacific Islander male students to 78.1% from American Indian female students.

Figure D8a. Four Year Trend in High School Dropout Rates by Race/Ethnicity-Sex Subgroup

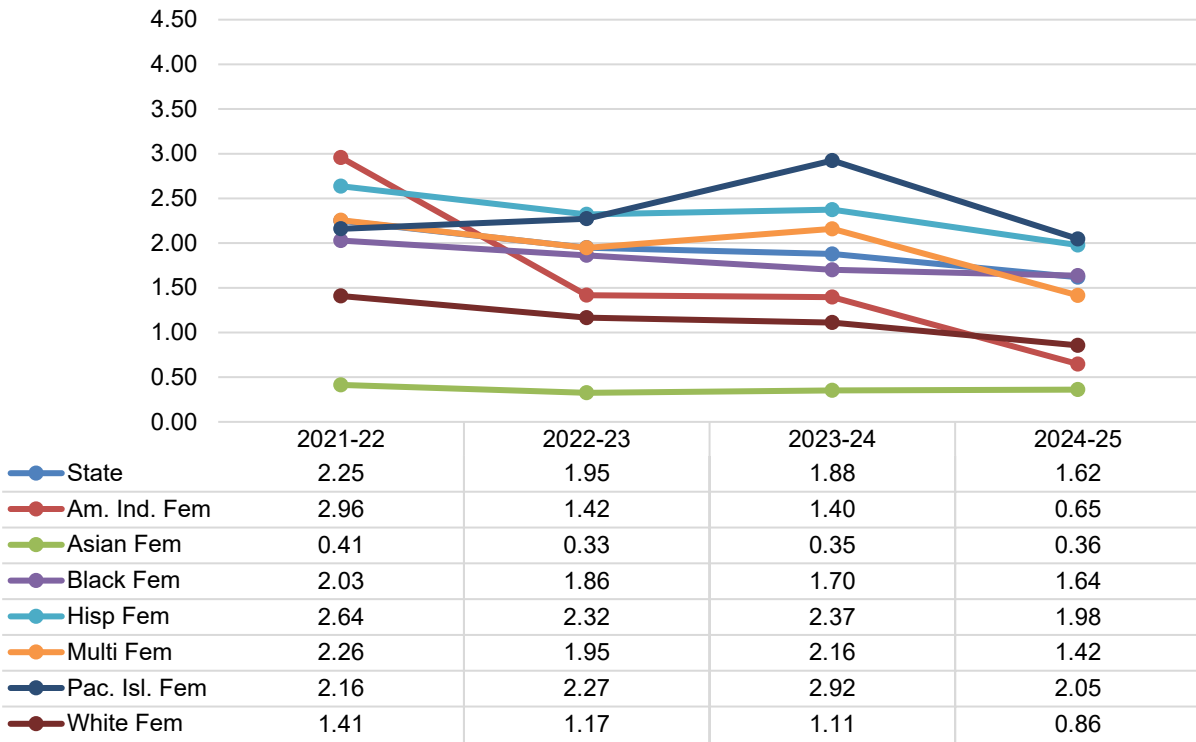
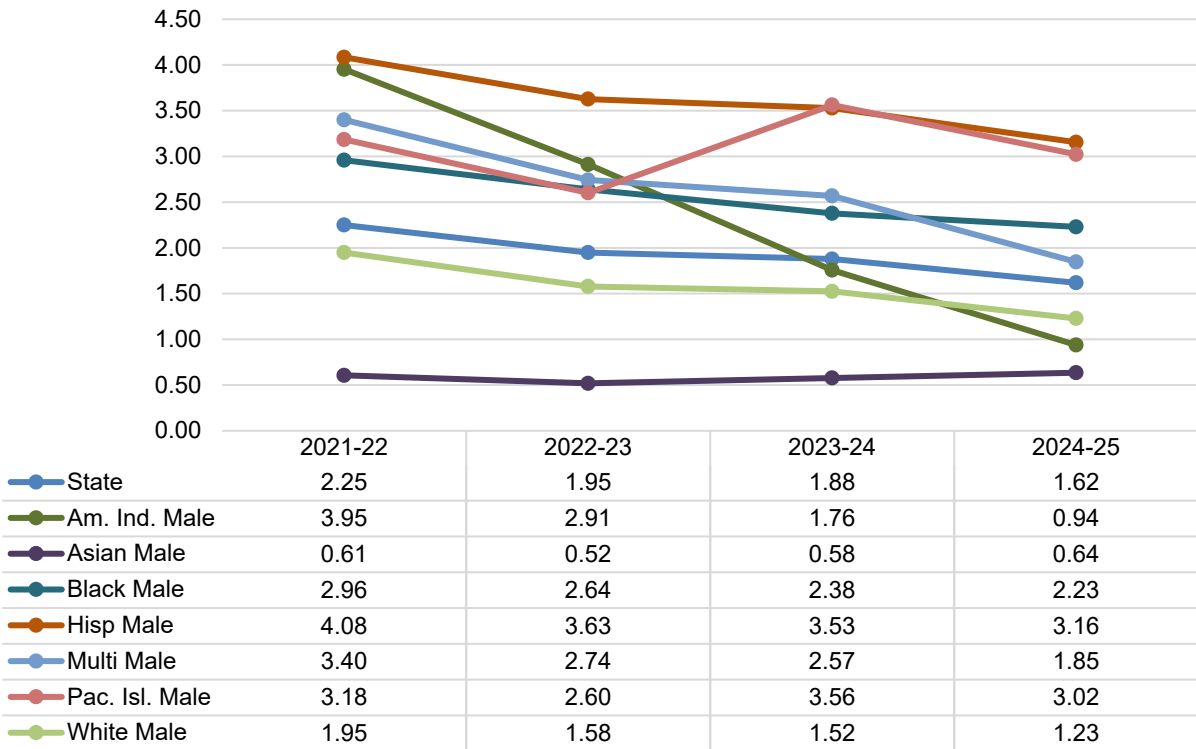


Figure D8b. Four Year Trend in High School Dropout Rates by Race/Ethnicity-Sex Subgroup



In 2024–2024, 1,125 Students with Disabilities were reported to have dropout of high school and accounted 14.0% of all high school dropouts which is a reduction from 20.5% in 2023–2024. The 2023–2024 high school dropout rate for Students with Disabilities is 3.25, which is 1.3 times larger than the dropout rate for Students without Disabilities (1.50 per 100 students). Students identified in the eligibility category of Specific Learning Disability account for 41.8% of all Students with Disabilities who dropped out in 2024–2025. Students identified in the eligibility category of Other Health Impairment account for 24.4%.

Table D8. High School Dropout Rates for Students with Disabilities, 2024–2025

	HS Count	HS Rate per 100
All Students	8,017	1.62
Students w/ Disabilities	1,125	1.91
Autism	92	
Serious Emotional Disability	112	
Intellectual Disability - Mild	106	
Specific Learning Disability	470	
Other Health Impairment	274	
Speech Impairment	4	
Other Eligibility Categories	67	
Students w/out Disabilities	6,892	1.50

REASONS FOR DROPPING OUT IN HIGH SCHOOL

Understanding and tracking the reasons students drop out can provide insight into a range of contributing factors, including family circumstances, personal challenges, external pressures, and school-related stressors. Identifying these influences across student subgroups may help inform more responsive dropout prevention efforts.

The table below displays the frequencies of all reason codes that were submitted for dropout events that occurred in Grades 9 through 13 in 2024–2025.

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

Table D9. 2024–2025 High School Dropout Reason Codes

Dropout Reason	Count	Percent
Attendance	3,558	46.2%
Unknown	1,965	15.7%
Lack of engagement	583	8.9%
Moved, school status unknown	527	6.7%
Choice of work over school	357	6.4%
Enrollment in a community college	224	4.8%
Academic problems	177	2.2%
Unstable home environment	156	1.7%
Psychological or emotional difficulties	83	1.5%
Discipline problem	72	1.5%
Employment necessary	61	0.6%
Health problems	59	0.8%
Pregnancy	39	0.5%
Runaway	33	0.6%
Incarcerated in adult facility	31	0.4%
Failure to return after a long-term suspension	28	0.5%
Need to care for children	21	0.4%
Expectations of culture, family, or peers	20	0.2%
Difficulties with English language	11	0.2%
Suspected substance abuse	8	0.2%
Marriage	4	0.0%
Total	8,017	100.0%

Tracking reason codes over time can help in identifying family situations, personal issues, external incentives, and school environmental stressors that may lead to dropouts.

“Attendance” has been by far the most frequently cited reason code for many years, accounting for over 40.0% of dropout reasons for the last 10 years.

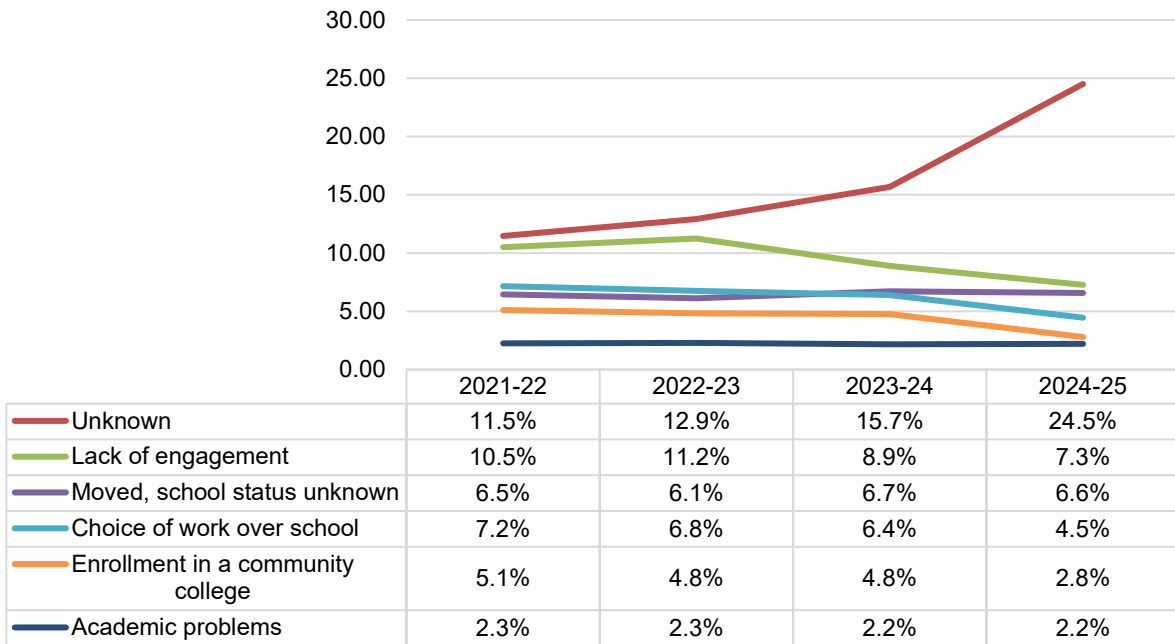
The reason codes that showed the greatest change in relative frequency from the previous academic year, 2024–2025, was “Unknown” with an 8.84 percentage point increase.

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

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

Dropout Reason	Percent Of Codes Reported		
	2023-24	2024-25	Change in Percent
Attendance	46.2%	44.4%	-1.83
Unknown	15.7%	24.5%	8.84
Lack of engagement	8.9%	7.3%	-1.62
Moved, school status unknown	6.7%	6.6%	-0.14
Choice of work over school	6.4%	4.5%	-1.94
Enrollment in a community college	4.8%	2.8%	-1.97
Academic problems	2.2%	2.2%	0.04
Unstable home environment	1.7%	1.9%	0.26
Psychological or emotional difficulties	1.5%	1.0%	-0.49
Discipline problem	1.5%	0.9%	-0.59
Employment necessary	0.6%	0.8%	0.13
Health problems	0.8%	0.7%	-0.06
Pregnancy	0.5%	0.5%	0.00
Runaway	0.6%	0.4%	-0.16
Incarcerated in adult facility	0.4%	0.4%	0.02
Failure to return after a long-term suspension	0.5%	0.3%	-0.11
Need to care for children	0.4%	0.3%	-0.17
Expectations of culture, family, or peers	0.2%	0.2%	0.00
Difficulties with English language	0.2%	0.1%	-0.11
Suspected substance abuse	0.2%	0.1%	-0.11
Marriage	0.0%	0.0%	0.03

Figure D9. Four Year Trends in Proportions of High School Dropout Reason Codes Reported, After the Attendance Code



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

- “Unknown” is showing an increasing trend.
- “Lack of Engagement with school and/or peers” is decreasing.
- “Enrollment in Community College” is decreasing.
- “Academic Problems” is showing a steady trend

The following tables display the percentage of students in a student subgroup who were assigned a specific dropout reason code. Tables D11 and D12 present the distribution of reported dropout reasons among high school students by student subgroup. Variance among student subgroups in the distribution of reported dropout reasons may be useful in identifying group-specific patterns or underlying challenges. These differences can inform more targeted strategies to support students based on the predominant factors influencing their decision to leave school.

Table D11. Proportion of Most Frequently Reported Dropout Reasons in High School within Student Subgroups, 2024–2025

Dropout Reason	All Students	Female	Male	Amln	Asian	Black	Hisp	Two More	Pas Isl	White	SWD	Not SWD
Attendance	44.4%	43.8%	44.9%	51.4%	33.0%	41.4%	41.3%	47.7%	50.0%	51.5%	42.1%	44.7%
Unknown	24.5%	26.5%	22.9%	21.6%	34.0%	27.6%	24.6%	24.3%	27.8%	20.1%	25.3%	24.4%
Lack of engagement with school and/or peers	7.3%	6.0%	8.1%	5.4%	10.0%	5.9%	7.5%	6.9%	5.6%	8.5%	9.0%	7.0%
Moved, school status unknown	6.6%	6.8%	6.4%	2.7%	10.0%	6.9%	8.7%	3.8%	11.1%	3.9%	5.2%	6.8%
Choice of work over school	4.5%	2.7%	5.6%	0.0%	7.0%	1.8%	8.2%	2.4%	0.0%	2.9%	2.8%	4.7%
Enrollment in a community college	2.8%	2.8%	2.8%	2.7%	4.0%	3.2%	1.1%	4.1%	0.0%	4.3%	3.1%	2.7%
Academic problems	2.2%	1.9%	2.4%	8.1%	1.0%	3.4%	1.4%	1.9%	5.6%	2.0%	2.7%	2.1%

Table D12a. Percent of High School Dropout Reasons within Race/Ethnicity-Sex Subgroups, 2024–2025

Dropout Reason	All Students	American Indian Female	Asian Female	Black Female	Hispanic Female	Two or More Female	Pacific Islander Female	White Female
Attendance	44.4%	40.0%	20.0%	40.4%	41.1%	47.2%	42.9%	51.1%
Unknown	24.5%	26.7%	51.4%	29.3%	27.6%	26.1%	42.9%	21.2%
Lack of engagement with school and/or peers	7.3%	6.7%	2.9%	4.8%	6.6%	5.0%	14.3%	7.0%
Moved, school status unknown	6.6%	0.0%	11.4%	6.5%	9.4%	2.2%	0.0%	5.1%
Choice of work over school	4.5%	0.0%	2.9%	1.7%	4.3%	0.0%	0.0%	2.5%
Enrollment in a community college	2.8%	6.7%	5.7%	2.5%	0.9%	5.6%	0.0%	4.6%
Academic problems	2.2%	6.7%	2.9%	3.3%	0.7%	2.2%	0.0%	1.6%

Table D12b. Percent of High School Dropout Reasons within Race/Ethnicity-Sex Subgroups, 2024–2025 (continued)

Dropout Reason	All Students	American Indian Male	Asian Male	Black Male	Hispanic Male	Two or More Male	Pacific Islander Male	White Male
Attendance	44.4%	59.1%	40.0%	42.1%	41.4%	48.1%	54.5%	51.7%
Unknown	24.5%	18.2%	24.6%	26.4%	22.8%	23.0%	18.2%	19.4%
Lack of engagement with school and/or peers	7.3%	4.5%	13.8%	6.8%	8.0%	8.4%	0.0%	9.4%
Moved, school status unknown	6.6%	4.5%	9.2%	7.2%	8.3%	5.0%	18.2%	3.2%
Choice of work over school	4.5%	0.0%	9.2%	1.9%	10.5%	4.2%	0.0%	3.2%
Enrollment in a community college	2.8%	0.0%	3.1%	3.7%	1.2%	2.9%	0.0%	4.1%
Academic problems	2.2%	9.1%	0.0%	3.5%	1.8%	1.7%	9.1%	2.3%

Dropout Counts and Rates by PSU

GRADES 9-13 DROPOUT COUNTS AND RATES BY PSU

In 2024–2025, 2,699 schools across the state had at least one student enrolled in any grade between Grades 1 through 13. Among these schools in the state, 1,902 schools (33.4%) reported dropouts in 2024–2025. The number of dropouts in Grades 1-13 ranged from one to 188.

Of the 334 PSUs with at least one student enrolled in any grade between Grades 1 through 13, 195 (58.4%) reported zero dropouts in 2024–2025. Conversely, 139 PSUs (41.6%) reported from one to 2,906 dropouts in 2024–2025.

Table D-C1. Grade 1-13 Dropouts by School, Sex and Race/Ethnicity, 2024–2025 details the number of dropouts in Grades 1 through 12 in PSUs and can be found online at <https://www.dpi.nc.gov/data-reports/dropout-and-discipline-data/discipline-alp-and-dropout-annual-reports>

Table D-C2. Four Year Trend in Grade 7-13 Dropout Counts and Rates and **Table D-C3. Grade 7-13 Dropouts by School, Sex and Race/Ethnicity, 2024–2025** detail the number and rates of dropouts in Grades 7 through 12 in PSUs and schools and can be found online at <https://www.dpi.nc.gov/data-reports/dropout-and-discipline-data/discipline-alp-and-dropout-annual-reports>.

GRADES 9-13 DROPOUT COUNTS AND RATES BY PSU

In 2024–2025, of the 757 schools with at least one high school grade (Grades 9-13), 60.9% (461) reported at least one dropout.

Of the 222 PSUs that enrolled at least one student in one or more high school grades, 131 PSUs (59.0%) reported at least one dropout in a high school grade.

Table D-C4. High School Dropouts by School, Sex and Race/Ethnicity, 2024–2025; Table D-C5. Two Year Trend High School Dropout Counts and Rates; and **Table D-C6. Four Year Trend High School Dropout Counts and Rates** detail the number and rates of dropouts in Grades 9 through 12 in PSUs and schools and can be found online at <https://www.dpi.nc.gov/data-reports/dropout-and-discipline-data/discipline-alp-and-dropout-annual-reports>.

APPENDIX A – ALL STATE OR FEDERALLY DEFINED REPORTABLE ACTS/BEHAVIORS AND DISCIPLINARY ACTIONS

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

- Any disciplinary incident resulting in:
 - In-school suspension,
 - Out-of-school suspension, or
 - Expulsion
- Any assignment to an alternative school or alternative learning program.
 - The assignment should be reported as a consequence of (or an action on) the behaviors in an incident and as an alternative school/program enrollment on the PowerSchool Special Program Assignment screen.
- Any use of corporal punishment
- Whether a disciplinary action is considered a “No Tolerance Expulsion” per federal definition
- Actions related to law enforcement involvement:
 - Any incident reported to law enforcement, including an on-site SRO
 - Any school-related arrest
- Any of the following Reportable Crimes/Offenses, regardless of consequences assigned:
 - Assault on school personnel (G.S. §14-33(c)(6))
 - Assault resulting in serious personal injury (G.S. §14-32.4)
 - Assault with a weapon/firearm
 - Assault with a weapon (G.S. §14-32 through 14-34.10)
 - Assault with a firearm or powerful explosive (G.S. §14-34 through 14-34.10 and §14.49 through 14-50.1)
 - Bomb threat (G.S. §14-69.2)
 - Burning of a school building (G.S. §14-60)
 - Homicide (G.S. §14-17 and 14.18)
 - Kidnapping (G.S. §14-39)
 - Possession of a controlled substance (G.S. §90-86 through 90-113.8)
 - Possession of a firearm or powerful explosive (G.S. §14-269.2)
 - Possession of a weapon (G.S. §14-269.2)
 - Possession, underage sales, provision, or consumption of alcohol (G.S. §18B-302)
 - Rape (G.S. §14-27.2, 14-27.3 and 14-27.7A)
 - Robbery involving the use of a weapon or robbery with a firearm (G.S. §14-87)
 - Sexual assault (G.S. §14-27.33 and 14-27.20)
 - Sexual offense (G.S. §14-27.26, 14-27.27, 14-27.28 and 14-27.29)
 - Taking indecent liberties with a minor (G.S. §14-202.1, 14-202.2 and 14-202.4)
- Any of the following offenses, regardless of consequences assigned:
 - Affray (G.S. §14-33)
 - Bullying (G.S. §115C- 407.15)
 - Communicating threats (G.S. §14-277.1)
 - Cyberbullying (G.S. §14-458.1 and 14-458.2)
 - Discrimination (as defined in Title VI of the Civil Rights Act of 1964, 42 U.S.C. 2000d; Title VII of the Civil Rights Act of 1964, 42 U.S.C. 2000e; Title IX of the Education Amendments of 1972, 20 U.S.C. 1681-1688; Americans with Disabilities Act, 42 U.S.C. 12101)
 - Extortion (G.S. §14-118.4)
 - Fighting (G.S. §14-33)
 - Gang activity (G.S. §14-50.17, 14-50.19 and 14-50.20)
 - Harassment or bullying based on disability (G.S. §115C- 407.15)
 - Harassment or bullying based on race, color, or national origin (G.S. §115C- 407.15)
 - Harassment or bullying based on religion (G.S. §115C- 407.15)
 - Harassment or bullying based on sexual orientation (G.S. §115C- 407.15)
 - Possession of tobacco products (G.S. §14-313)
 - Property damage (G.S. §115C-398)
 - Robbery without a weapon (as defined in G.S. §14-87, but without the use of a dangerous weapon)
 - Sexual harassment (G.S. §115C-335.5; Title VII of the Civil Rights Act of 1964, 42

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

APPENDIX B – VIOLENT AND REPORTABLE CRIME DEFINITIONS

VIOLENT CRIMES

AR – ASSAULT RESULTING IN SERIOUS PERSONAL INJURY (G.S. §14-32.4)

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.

AW – ASSAULT INVOLVING USE OF A WEAPON, FIREARM, OR POWERFUL EXPLOSIVE (G.S. §14-32 THROUGH 14-34.10 AND G.S. 14-34 THROUGH 14-34.10 AND 14-49 THROUGH 14-50.1)

An intentional offer or attempt by force or violence to the person of another that causes reasonable apprehension of immediate bodily harm through the use of any firearm or other dangerous weapon, implement or means, any explosive or incendiary device or material, or discharges or attempts to discharge a firearm into occupied property, from within an enclosure to incite fear, or from an enclosure toward a person(s) outside enclosure as part of gang activity.

D – DEATH BY OTHER THAN NATURAL CAUSES/HOMICIDE (G.S. 14-17 AND 14-18)

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 killing or 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 of opium, opiate, or opioid or any other synthetic or natural salt, compound, derivative, or preparation of opium, cocaine or other substance described in G.S. §90-90(1)d., methamphetamine, or a depressant described in G.S. 90-92(a)(1) and ingestion by the user results in, or (10) all other types of murder.

IM – INDECENT LIBERTIES WITH A MINOR (G.S. §14-202.1, 14-202.2 AND 14-202.4)

Taking indecent liberties with children: 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.

Indecent liberties between children: A person who is under the age of 16 years is guilty of taking indecent liberties with children if the person either: (1) willfully takes or attempts to take any immoral, improper, or indecent liberties with any child of either sex who is at least three years younger than the defendant 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 who is at least three years younger.

Indecent liberties with a student: A person is found guilty of taking indecent liberties with a student if a defendant, is a teacher, school administrator, student teacher, school safety officer, or coach, at any age, or other school personnel, takes indecent liberties with a victim who is a student, at any time during or after the time the defendant and victim were present together in the same school but before the victim ceases to be a student. Consent is not a defense. A person is not guilty of taking indecent liberties with a student if the person is lawfully married to the student.

K – KIDNAPPING (G.S. 14-39)

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.

R – RAPE (G.S. § 14-27.21 THROUGH 14 -27.25)

First-degree forcible rape:

- a person is guilty if the person engages in vaginal intercourse with another person by force and against the will of the other person, and does any of the following: 1) uses, threatens to use, or displays a dangerous or deadly weapon or an article which the other person reasonably believes to be a dangerous weapon, 2) inflicts serious injury on the victim or another person, and/or 3) the person commits the offense aided and abetted by one of more other persons.

Second-degree forcible rape:

- a person is guilty if the person engages in vaginal intercourse with another person by force and against the will of the other person OR
- a person is guilty if the person engages in vaginal intercourse with another person who has a mentally disability, is mentally incapacitated, or physically helpless and the person performing the act knows or should reasonably know that the other person has a mentally disability, is mentally incapacitated, or physically helpless.

Statutory rape of a child by an adult:

- a person is guilty if the person is at least 18 years of age and engages in vaginal intercourse with a victim who is a child under the age of 13 years.

First-degree statutory rape:

- if the defendant engages in vaginal intercourse with 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.

Statutory rape of person who is 15 years of age or younger:

- if the defendant engages in vaginal intercourse with another person who is 15 years of age or younger and the defendant is at least 12 years old and at least six years older than the person, except when the defendant is lawfully married to the person.

RW – ROBBERY WITH A DANGEROUS WEAPON, FIREARM, OR POWERFUL EXPLOSIVE (G.S. §14-87)

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.

SA – SEXUAL ACTIVITY, BATTERY, CONTACT AND PENETRATION UNDER PRETEXT OF MEDICAL TREATMENT AS DEFINED IN G.S. 14-31 THROUGH 33)

Sexual Battery:

- 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
- 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 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.
- G.S. § 14-27.20(5) defines "sexual contact" as A) touching the sexual organ, anus, breast, groin, or buttocks of any person, B) a person touching another person with their own sexual organ, anus, breast, groin, or buttocks, C) a person ejaculating, emitting, or placing semen, urine, or feces upon any part of another person.

- G.S. § 14-27.20(6) defines “touching” as “physical contact with another person, whether accomplished directly, through the clothing of the person committing the offense, or through the clothing of the victim.”

Sexual activity by a substitute parent or custodian:

- If a defendant who has assumed the position of a parent in the home of a minor victim engages in vaginal intercourse or a sexual act with a victim who is a minor residing in the home, OR
- If a person having custody of a victim of any age or a person who is an agent or employee of any person, or institution, whether such institution is private, charitable, or governmental, having custody of a victim of any age engages in vaginal intercourse or a sexual act with such victim.

Sexual activity with a student:

- If a defendant, who is a teacher, school administrator, student teacher, school safety officer, or coach, at any age, or who is other school personnel, engages in vaginal intercourse or a sexual act with a victim who is a student, at any time during or after the time the defendant and victim were present together in the same school, but before the victim ceases to be a student, the defendant is guilty of a Class G felony, except when the defendant is lawfully married to the student.
- The term "same school" means a school at which the student is enrolled and the defendant is employed, assigned, or volunteers.

Sexual contact or penetration under pretext of medical treatment:

- Unless the conduct is covered under some other provision of law providing greater punishment, a person who undertakes medical treatment of a patient is guilty if the person does any of the following in the course of that medical treatment:
 - Represents to the patient that sexual contact between the person and the patient is necessary or will be beneficial to the patient's health and induces the patient to engage in sexual contact with the person by means of the representation.
 - Represents to the patient that sexual penetration between the person and the patient is necessary or will be beneficial to the patient's health and induces the patient to engage in sexual penetration with the person by means of the representation.
 - Engages in sexual contact with the patient while the patient is incapacitated.
 - Engages in sexual penetration with the patient while the patient is incapacitated.
- Sexual contact is defined as “the intentional touching of a person's intimate parts or the intentional touching of the clothing covering the immediate area of the person's intimate parts, if that intentional touching can reasonably be construed as being for the purpose of sexual arousal or gratification, done for a sexual purpose, or done in a sexual manner.”
- Sexual penetration is defined as “sexual intercourse, cunnilingus, fellatio, anal intercourse, or any other intrusion, however slight, of any part of a person's body or of any object into the genital or anal openings of another person's body, regardless of whether semen is emitted, if that intrusion can reasonably be construed as being for the purpose of sexual arousal or gratification, done for a sexual purpose, or done in a sexual manner.”

SO – SEXUAL OFFENSE (G.S §14-27.26 THROUGH 14-27.30)

First-degree forcible sexual offense:

- A person is guilty of a sexual offense in the first degree if the person engages in a sexual act with another person by force and against the will of the other person, and does any of the following:
 - 1) uses, threatens to use, or displays a dangerous or deadly weapon or an article which the other person reasonably believes to be a dangerous weapon,
 - 2) inflicts serious injury on the victim or another person, and/or
 - 3) the person commits the offense aided and abetted by one of more other persons.

Second-degree forcible sexual offense:

- if the person engages in a sexual act with another person by force and against the will of the other person OR

- if the person engages in a sexual act with another person who has a mentally disability, is mentally incapacitated, or physically helpless and the person performing the act knows or should reasonably know that the other person has a mentally disability, is mentally incapacitated, or physically helpless.

Statutory sexual offense of a child by an adult:

- if the person is at least 18 years of age and engages in a sexual act with a victim who is a child under the age of 13 years.

First-degree statutory sexual offense:

- if the defendant engages in a sexual act with 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.

Statutory sexual offense of person who is 15 years of age or younger:

- if the defendant engages in a sexual act with another person who is 15 years of age or younger and the defendant is at least 12 years old and at least six years older than the person, except when the defendant is lawfully married to the person.

Definition of sexual act (G.S. § 14-27.20): Sexual act is defined as “cunnilingus, fellatio, analingus, or anal intercourse, but does not include vaginal intercourse. Sexual act also means the penetration, however slight, by any object into the genital or anal opening of another person's body.”

REPORTABLE CRIMES

AP – ASSAULT ON SCHOOL OFFICIALS, EMPLOYEES, AND VOLUNTEERS (G.S. §14-33(C)(6))

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.
- This offense includes assaults on school personnel that do not involve the use of a weapon and do not result in apparent serious injury.

BS – WILLFULLY BURNING A SCHOOL BUILDING (G.S. §14-60)

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.

BT – MAKING BOMB THREATS OR ENGAGING IN BOMB HOAXES (G.S. §14-69.2)

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.
- This offense includes when a person communicates a bomb threat by any means.

PA – UNLAWFUL, UNDERAGE SALES, PURCHASE, PROVISION, POSSESSION, OR CONSUMPTION OF ALCOHOLIC BEVERAGES (G.S. §18B-302)

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.

PF – POSSESSION OF A FIREARM OR POWERFUL EXPLOSIVE ON CAMPUS OR OTHER EDUCATIONAL PROPERTY IN VIOLATION OF G.S. 14-269.2

Possession of a Firearm or Powerful Explosive (G.S. §14-269.2(b) and (b1)): It is unlawful for any person to possess or carry, whether openly or concealed, 1) any gun, rifle, pistol, or other firearm of any kind and 2) any dynamite cartridge, bomb, grenade, mine, or powerful explosive as defined in G.S. §14-284.1 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, air pistol or fireworks.
- No person shall be guilty of a criminal violation so long as both of the following apply: (1) The person comes into possession of a weapon by taking or receiving the weapon from another person or by finding the weapon and (2) the person delivers the weapon, directly or indirectly, as soon as practical to law enforcement authorities.
- Firefighters, emergency service personnel, North Carolina Forest Service personnel, detention officers employed by and authorized by the sheriff to carry firearms, and any private police employed by a school, when acting in the discharge of their official duties.
- A volunteer school safety resource officer providing security at a school pursuant to an agreement as provided in G.S. 115C-47(61) and either G.S. 162-26 or G.S. 160A-288.4, provided that the volunteer school safety resource officer is acting in the discharge of the person's official duties and is on the educational property of the school that the officer was assigned to by the head of the appropriate local law enforcement agency.

PS – POSSESSION OF CONTROLLED SUBSTANCE IN VIOLATION OF LAW (G.S. §90-86 THROUGH 90-113.8)

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, substance, or immediate precursor included in Schedules I - VI of the North Carolina Controlled Substances Act. (G.S. §90-89 through 90-94.)

- The unauthorized possession of a prescription drug is included under this offense.
- The principal should confer with law enforcement personnel if there is doubt as to whether or not a certain drug is considered a controlled substance.

PW – POSSESSION OF A WEAPON ON CAMPUS OR OTHER EDUCATIONAL PROPERTY IN VIOLATION OF G.S. 14-269.2

Possession of a Weapon (G.S. §14-269.2, G.S. §14-269.2(d)): 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) slungshot, (9) leaded cane, (10) switchblade knife, (11) blackjack, (12) metallic knuckles, (13) razors and razor blades (except solely for personal shaving), (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, and maintenance.

- “Switchblade knife” is defined as “a knife containing a blade that opens automatically by the release of a spring or a similar contrivance”.

- “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.
- No person shall be guilty of a criminal violation so long as both of the following apply: (1) The person comes into possession of a weapon by taking or receiving the weapon from another person or by finding the weapon and (2) the person delivers the weapon, directly or indirectly, as soon as practical to law enforcement authorities.
- 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, Firefighters, emergency service personnel, North Carolina Forest Service personnel, detention officers employed by and authorized by the sheriff to carry firearms, and any private police employed by a school, when acting in the discharge of their official duties.

APPENDIX C – BEHAVIOR CATEGORIES

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

Reporting Category	Code	Description
Arson and Property Damage	053	Burning of a school building (G.S. 14-60)
Arson and Property Damage	039	Property damage
Arson and Property Damage	018	Unlawfully setting a fire
Assaults, Threats, Intimidation	003	Assault on school personnel not serious
Assaults, Threats, Intimidation	043	Bomb threat
Assaults, Threats, Intimidation	019	Communicating threats (G.S. 14-277.1)
Assaults, Threats, Intimidation	021	Affray (G.S. 14-33)
Assaults, Threats, Intimidation	023	Extortion
Assaults, Threats, Intimidation	024	Fighting
Assaults, Threats, Intimidation	044	Assault on student
Assaults, Threats, Intimidation	045	Assault - other
Assaults, Threats, Intimidation	071	Assault on non-student w/o weapon
Assaults, Threats, Intimidation	072	Assault on student w/o weapon
Assaults, Threats, Intimidation	079	Gang activity
Assaults, Threats, Intimidation	093	Robbery without a weapon
Assaults, Threats, Intimidation	105	Threat of physical attack with a firearm*
Assaults, Threats, Intimidation	106	Threat of physical attack with a weapon*
Assaults, Threats, Intimidation	107	Threat of physical attack without a weapon
Assaults, Threats, Intimidation	126	Threat of mass violence
Assaults, Threats, Intimidation	127	False threat of mass violence
Assaults, Threats, Intimidation	128	Threat of harm to self – Suicide
Assaults, Threats, Intimidation	129	Threat of harm to self or others
Assaults, Threats, Intimidation	130	Nearby Neighborhood/Community Threat
Attendance Related	030	Truancy
Attendance Related	064	Excessive tardiness
Attendance Related	066	Leaving class without permission
Attendance Related	067	Leaving school without permission
Attendance Related	074	Cutting class
Attendance Related	075	Skipping school
Attendance Related	078	Late to class
Bullying/ Harassment	025	Harassment - verbal
Bullying/ Harassment	052	Bullying
Bullying/ Harassment	080	Discrimination
Bullying/ Harassment	094	Cyber-bullying
Bullying/ Harassment	101	Harassment - Racial
Bullying/ Harassment	102	Harassment - Disability
Bullying/ Harassment	109	Harassment - sexual orientation
Bullying/ Harassment	110	Harassment - religious affiliation
Bullying/ Harassment	137	Harassment – Gender identity

Reporting Category	Code	Description
Bullying/ Harassment	026	Hazing
Disruptive/ Behavioral	022	Disorderly conduct (G.S. 14-288.4(a)(6))
Disruptive/ Behavioral	027	Aggressive behavior
Disruptive/ Behavioral	028	Honor code violation
Disruptive/ Behavioral	029	False fire alarm
Disruptive/ Behavioral	031	Dress code violation
Disruptive/ Behavioral	032	Inappropriate language/disrespect
Disruptive/ Behavioral	033	Insubordination
Disruptive/ Behavioral	034	Gambling
Disruptive/ Behavioral	035	Falsification of information
Disruptive/ Behavioral	036	Theft
Disruptive/ Behavioral	037	Bus misbehavior
Disruptive/ Behavioral	042	Disruptive behavior
Disruptive/ Behavioral	046	Possession of counterfeit items
Disruptive/ Behavioral	047	Use of counterfeit items
Disruptive/ Behavioral	059	Being in an unauthorized area
Disruptive/ Behavioral	061	Disrespect of faculty/staff
Disruptive/ Behavioral	114	Inappropriate Behavior
Sexual Interpersonal	012	Rape
Sexual Interpersonal	013	Sexual offense
Sexual Interpersonal	014	Sexual assault not rape or sexual offense
Sexual Interpersonal	015	Taking indecent liberties with a minor
Sexual Interpersonal	122	Sexual Activity/Pretext Medical Treatment
Sexual Interpersonal	038	Harassment - sexual
Sexual Interpersonal	063	Excessive display of affection
Sexual Interpersonal	068	Mutual sexual contact between two students
Sexual Interpersonal	115	Indecent Exposure
Substance Use Related	005	Possession of cocaine
Substance Use Related	006	Possession of marijuana
Substance Use Related	007	Possession of Ritalin
Substance Use Related	017	Possession of controlled substance-other
Substance Use Related	020	Alcohol Possession (G.S. 18B)
Substance Use Related	048	Use of alcoholic beverages
Substance Use Related	049	Use of controlled substances
Substance Use Related	050	Use of narcotics
Substance Use Related	054	Sale of cocaine
Substance Use Related	055	Sale of marijuana
Substance Use Related	056	Sale of Ritalin
Substance Use Related	057	Sale of controlled substance other
Substance Use Related	087	Possession of another person's prescription
Substance Use Related	088	Distribution of a prescription drug
Substance Use Related	118	Possession of controlled substance- opioid
Substance Use Related	119	Sale of controlled substance - opioid
Substance Use Related	131	Possession of vaping device - CS/THC

Reporting Category	Code	Description
Substance Use Related	132	Use of vaping device - CS/THC
Substance Use Related	041	Possession of tobacco
Substance Use Related	070	Use of tobacco
Substance Use Related	133	Possession of vaping device - Tobacco
Substance Use Related	134	Use of vaping device - Tobacco
Substance Use Related	051	Possession of chemical or drug paraphernal
Substance Use Related	086	Possession of student's own prescriptions
Substance Use Related	095	Under the influence of alcohol
Substance Use Related	096	Under the influence of controlled substance
Substance Use Related	116	Possession of Vaping (Non-Tobacco) Device
Substance Use Related	117	Use of Vaping (Non-Tobacco) Device
Substance Use Related	135	Possession of vaping device - Cannabinoid
Substance Use Related	136	Use of vaping device - Cannabinoid
Technology and Media Misuse	060	Cell phone use
Technology and Media Misuse	091	Misuse of school technology
Technology and Media Misuse	124	Pornographic and/or profane material
Technology and Media Misuse	125	Possession of graphically violent material
Violent Assaults and Physical Harm	001	Assault resulting in a serious injury
Violent Assaults and Physical Harm	002	Assault involving the use of a weapon
Violent Assaults and Physical Harm	004	Homicide
Violent Assaults and Physical Harm	010	Robbery with a dangerous weapon
Violent Assaults and Physical Harm	016	Kidnapping
Violent Assaults and Physical Harm	103	Robbery with a firearm or powerful explosive
Violent Assaults and Physical Harm	104	Physical attack with a firearm
Violent Assaults and Physical Harm	090	Violent assault not resulting in serious injury
Weapons and Inappropriate Items	008	Possession of a weapon (excluding firearm, explosive)
Weapons and Inappropriate Items	009	Possession firearm or powerful explosive
Weapons and Inappropriate Items	040	Inappropriate items on school property
Other	058	Other School Defined Offense
Other	069	Other
Other	092	Repeat offender
Other	123	Non-School Related Offense
Excluded	065	No Immunization
Excluded	077	Physical exam
Excluded	121	Continuation of Disciplinary Action from Prev

APPENDIX D – DISCIPLINARY INCIDENTS

Behavior Categories

The tables in this section provide detailed information on disciplinary incidents reported in 2024–2025. For incidents involving multiple offenders, each offender is considered to be a separate incident. Most incidents reportable involve only one act, however, incidents with multiple behaviors were categorized by the most serious act. In most tables, the rate an incident occurred within that category per 1,000 students is reported.

Table D1. Disciplinary Incidents by Behavior Category, 2024–2025

	Unique Students	Incident Count	Incident Rate pre 1,000	% of Incidents	Behavior Count	Behavior Rate pre 1,000	% of Behaviors
All Behaviors	272,758	792,732	513.82		825,519	535.07	
Arson and Property Damage	6,824	7,416	4.81	0.9%	8,304	5.38	1.0%
Assaults, Threats, Intimidation	63,118	85,466	55.40	10.8%	91,656	59.41	11.1%
Attendance and Truancy	62,561	132,834	86.10	16.8%	134,933	87.46	16.3%
Bullying/Harassment, Discrimination	12,773	15,003	9.72	1.9%	16,023	10.39	1.9%
Disruptive/Behavioral Conduct	174,739	419,920	272.18	53.0%	438,283	284.08	53.1%
Sexual/Interpersonal	4,295	4,785	3.10	0.6%	4,954	3.21	0.6%
Substance and Alcohol Use	27,120	34,400	22.30	4.3%	36,699	23.79	4.4%
Technology and Media	19,689	25,537	16.55	3.2%	26,561	17.22	3.2%
Violent Assaults and Harm	373	491	0.32	0.1%	589	0.38	0.1%
Weapons and Inappropriate Items	6,162	6,444	4.18	0.8%	6,663	4.32	0.8%
Other Behaviors	28,451	60,346	39.11	7.6%	60,764	39.38	7.4%
Reportable Crimes Only	9,998	11,080	7.18	1.4%	11,470	7.43	1.4%
Unacceptable Behaviors Only	269,702	781,652	506.64	98.6%	814,049	527.63	98.6%

Table D2. Rate of Disciplinary Incidents by Behavior Category and Grade Level, 2024–2025

	Incident Count	Incident Rate	Elementary Incident Rate	Middle Incident Rate	High School Incident Rate
All Behaviors	792,732	513.82	286.89	853.87	605.25
Arson and Property Damage	7,416	4.81	2.77	11.55	2.90
Assaults, Threats, Intimidation	85,466	55.40	42.04	104.62	39.24
Attendance and Truancy	132,834	86.10	2.76	58.72	231.76
Bullying/Harassment, Discrimination	15,003	9.72	6.22	23.29	5.02
Disruptive/Behavioral Conduct	419,920	272.18	189.69	519.05	214.68
Sexual/Interpersonal	4,785	3.10	2.02	6.82	1.99
Substance and Alcohol Use	34,400	22.30	1.23	32.97	46.13
Technology and Media	25,537	16.55	2.18	28.03	29.75
Violent Assaults and Harm	491	0.32	0.32	0.36	0.28
Weapons and Inappropriate Items	6,444	4.18	2.72	7.38	4.00
Other Behaviors	60,346	39.11	34.92	61.02	29.36
Reportable Crimes Only	11,080	7.18	2.03	10.40	12.48
Unacceptable Behaviors Only	781,652	506.64	284.85	843.47	592.77

All Grades Incident Rates	All Behaviors	Arson and Property Damage	Assaults, Threats, Intimidation	Attendance and Truancy	Bullying/ Harassment, Discrimination	Disruptive/ Behavioral Conduct	Sexual/ Interpersonal	Substance and Alcohol Use	Technology and Media	Violent Assaults and Harm	Weapons and Inappropriate Items	Other Behaviors
All Students	513.82	4.81	55.40	86.10	9.72	272.18	3.10	22.30	16.55	0.32	4.18	39.11
Female	315.78	1.69	33.13	70.82	5.32	152.33	1.73	15.14	11.81	0.16	2.37	21.24
Male	697.45	7.73	76.05	99.71	13.83	383.78	4.38	28.87	20.91	0.47	5.86	55.78
American Indian	565.80	4.74	71.15	68.95	7.73	323.77	1.62	56.81	9.15	0.32	6.82	14.67
Asian	119.59	1.23	7.99	19.39	3.13	50.98	1.07	3.14	3.33	0.14	1.36	27.80
Black	988.92	6.74	129.32	156.77	16.36	533.58	4.98	35.54	28.86	0.66	6.53	69.45
Hispanic	409.99	4.37	35.00	101.11	7.62	187.99	3.34	18.43	14.54	0.13	3.85	33.57
Two or More Races	598.84	5.54	66.03	83.51	12.14	339.97	3.62	26.37	17.65	0.63	5.00	38.34
Pacific Islander	496.49	7.03	55.74	109.13	10.77	240.75	2.34	23.42	14.05	0.47	5.62	27.17
White	314.57	4.12	25.59	43.89	7.26	173.89	2.03	16.96	11.69	0.19	3.04	25.87
Economically Disadvantaged	701.97	6.11	80.77	112.60	12.99	380.20	3.99	30.74	21.34	0.46	5.45	47.25
Not Economically Disadvantaged	266.65	2.95	23.67	49.61	5.35	133.01	1.85	11.27	9.87	0.14	2.42	26.48
English Learners	371.07	4.17	33.74	97.98	8.07	179.91	3.75	16.94	14.45	0.14	3.90	8.00
Not English Learners	497.13	4.57	54.33	79.02	9.29	265.35	2.82	21.46	15.72	0.32	3.93	40.25
Students w/ Disabilities	912.04	8.84	108.10	110.36	16.76	521.93	5.48	29.91	21.92	0.96	6.23	81.49
Students w/out Disabilities	418.83	3.87	43.67	76.58	8.01	216.02	2.53	19.63	14.63	0.20	3.58	30.07

Table D4a. Rate of Disciplinary Incidents by Behavior Category, Grade Level and Student Group, 2024–2025

Elementary Grades Incident Rates	All Behaviors	Arson and Property Damage	Assaults, Threats, Intimidation	Attendance and Truancy	Bullying/ Harassment, Discrimination	Disruptive/ Behavioral Conduct	Sexual/ Interpersonal	Substance and Alcohol Use	Technology and Media	Violent Assaults and Harm	Weapons and Inappropriate Items	Other Behaviors
All Students	286.89	2.77	42.04	2.76	6.22	189.69	2.02	1.23	2.18	0.32	2.72	34.92
Female	131.98	1.23	18.67	1.69	3.68	86.73	0.63	0.91	1.34	0.11	1.27	15.73
Male	436.81	4.26	64.65	3.80	8.68	289.34	3.36	1.55	3.01	0.53	4.12	53.49
American Indian	256.95	2.05	37.67	1.37	4.11	192.58	0.82	3.70	1.10	0.00	4.93	8.63
Asian	77.86	0.36	6.08	0.21	1.86	36.89	0.94	0.21	0.67	0.27	0.76	29.59
Black	562.61	4.88	98.92	5.35	12.22	365.12	3.48	2.18	3.60	0.62	4.49	61.74
Hispanic	171.04	1.81	23.22	1.37	4.12	107.37	1.81	1.23	1.78	0.05	2.51	25.76
Two or More Races	366.72	3.59	50.87	4.78	8.04	255.15	2.13	1.53	2.74	0.99	3.31	33.56
Pacific Islander	220.73	3.11	48.70	2.07	6.22	137.82	1.04	3.11	3.11	0.00	3.11	12.44
White	201.64	2.23	21.86	2.01	4.13	139.52	1.43	0.69	1.69	0.21	1.90	25.96
Economically Disadvantaged	377.68	3.58	57.65	3.95	8.31	254.33	2.51	1.79	2.78	0.43	3.64	38.68
Not Economically Disadvantaged	149.23	1.52	19.27	1.08	3.09	93.48	1.22	0.45	1.24	0.15	1.35	26.39
English Learners	118.71	1.44	18.13	0.62	3.84	84.81	2.19	0.96	1.60	0.12	2.53	2.46
Not English Learners	291.25	2.77	42.58	2.87	6.14	191.71	1.86	1.19	2.12	0.33	2.57	37.11
Students w/ Disabilities	624.87	6.35	84.55	7.72	9.80	417.57	4.16	1.78	2.57	1.11	3.94	85.27
Students w/out Disabilities	211.01	1.98	32.09	1.74	5.20	138.79	1.53	1.06	1.97	0.17	2.33	24.14

Table D4b. Rate of Disciplinary Incidents by Behavior Category, Grade Level and Student Group, 2024–2025

Middle Grades Incident Rates	All Behaviors	Arson and Property Damage	Assaults, Threats, Intimidation	Attendance and Truancy	Bullying/ Harassment, Discrimination	Disruptive/ Behavioral Conduct	Sexual/ Interpersonal	Substance and Alcohol Use	Technology and Media	Violent Assaults and Harm	Weapons and Inappropriate Items	Other Behaviors
All Students	853.87	11.55	104.62	58.72	23.29	519.05	6.82	32.97	28.03	0.36	7.38	61.02
Female	541.84	3.91	68.15	59.57	12.05	305.64	4.48	27.46	21.21	0.22	4.78	34.33
Male	1152.28	18.85	139.50	57.97	34.04	723.08	9.06	38.25	34.57	0.49	9.87	86.53
American Indian	1053.24	12.66	153.67	46.62	20.14	650.07	3.45	118.27	14.68	0.86	10.36	22.45
Asian	177.64	3.37	15.34	8.65	7.06	89.59	2.02	4.54	5.40	0.00	3.01	38.60
Black	1679.43	15.00	242.09	124.28	37.46	1025.22	10.79	52.70	46.16	0.78	10.54	114.26
Hispanic	691.98	12.26	73.06	61.66	20.27	393.81	8.44	33.81	24.77	0.19	7.79	55.91
Two or More Races	1011.46	13.14	123.19	66.43	28.35	634.67	7.75	38.27	31.82	0.24	9.15	58.39
Pacific Islander	935.68	22.82	91.29	95.44	29.05	543.57	6.22	31.12	31.12	2.07	16.60	66.39
White	507.57	9.81	47.54	23.76	17.81	319.19	4.15	21.48	21.51	0.24	5.46	36.57
Economically Disadvantaged	1217.62	14.81	155.50	87.90	31.25	744.51	8.92	48.98	37.50	0.51	9.47	78.20
Not Economically Disadvantaged	411.87	7.21	44.27	24.23	13.17	246.11	4.08	13.97	15.94	0.17	4.60	38.07
English Learners	700.46	13.03	79.76	73.94	23.01	413.24	9.45	35.96	26.53	0.19	8.22	17.11
Not English Learners	822.93	10.74	101.49	53.76	22.02	501.62	6.15	30.79	26.62	0.36	6.87	62.43
Students w/ Disabilities	1453.38	18.18	195.44	90.71	39.62	892.72	10.16	44.98	38.85	0.90	10.04	111.76
Students w/out Disabilities	712.24	9.87	84.60	50.40	19.43	431.53	5.91	29.21	24.74	0.26	6.54	49.68

Table D4c. Rate of Disciplinary Incidents by Behavior Category, Grade Level, and Student Group, 2024–2025

	All Behaviors	Arson and Property Damage	Assaults, Threats, Intimidation	Attendance and Truancy	Bullying/ Harassment, Discrimination	Disruptive/ Behavioral Conduct	Sexual/ Interpersonal	Substance and Alcohol Use	Technology and Media	Violent Assaults and Harm	Weapons and Inappropriate Items	Other Behaviors
High School Incident Rates												
All Students	605.25	2.90	39.24	231.76	5.02	214.68	1.99	46.13	29.75	0.28	4.00	29.36
Female	421.44	0.78	179.64	2.88	137.91	1.37	27.05	20.34	0.19	2.24	19.90	7.25
Male	751.65	4.80	47.05	270.34	6.82	277.69	2.49	62.15	37.30	0.36	5.50	36.99
American Indian	687.05	3.03	62.03	192.35	4.11	285.71	1.51	94.45	17.72	0.43	7.13	18.37
Asian	141.06	0.91	5.09	60.02	2.02	42.62	0.50	6.86	6.05	0.05	1.01	15.94
Black	1112.30	3.56	92.92	398.22	7.33	426.66	2.99	71.44	52.97	0.63	6.62	48.68
Hispanic	556.87	2.42	24.75	276.25	3.60	157.38	1.90	32.57	25.89	0.19	2.95	28.87
Two or More Races	679.01	2.81	46.39	239.93	6.22	250.82	2.93	61.49	32.96	0.32	4.64	30.47
Pacific Islander	575.58	1.45	40.70	268.90	4.36	172.97	1.45	46.51	17.44	0.00	1.45	20.35
White	338.62	2.80	15.52	116.84	4.29	120.77	1.39	36.68	18.88	0.13	2.96	18.30
Economically Disadvantaged	858.36	3.64	61.94	320.89	6.71	311.28	2.67	66.65	40.82	0.46	5.42	37.70
Not Economically Disadvantaged	320.02	1.93	15.49	129.04	2.99	107.83	1.17	23.37	16.88	0.10	2.33	18.82
English Learners	621.35	2.53	28.23	318.23	4.56	184.82	2.28	34.29	31.03	0.13	3.18	11.95
Not English Learners	559.45	2.73	37.43	206.50	4.70	201.86	1.82	43.90	27.45	0.28	3.79	28.89
Students w/ Disabilities	992.68	5.57	78.17	320.41	10.44	403.20	4.00	70.08	43.98	0.73	7.29	48.63
Students w/out Disabilities	510.15	2.34	31.30	202.98	3.95	174.41	1.58	39.60	25.69	0.21	3.28	24.69

Disciplinary Outcomes

The tables in this section provide detailed information on the outcomes of disciplinary incidents reported in 2024–2025. For incidents involving multiple offenders, each offender is considered to be a separate incident. Most incidents reportable involve only one act, however, incidents with multiple behaviors were categorized by the most serious act. In most tables, the rate an incident occurred within that category per 1,000 students is reported.

Note on Unique Students: Across all reported incidents in 2024–2025, total of 197,243 students (12.8% of the student population) received one or more of the reportable disciplinary actions detailed in previous sections of this report . A total of 75,682 students (4.9% of the student population) received one or more “other” disciplinary action across all reported incidents.

Table D5. Rate of Disciplinary Outcomes by Behavior Category, 2024–2025

All Grade Levels	Incident Count	Incident Rate	ISS per 1,00	STS per 1,000	LTS per 100K	EnALP per 1,000	Other per 1,000
All Behaviors	792,732	513.82	156.53	145.11	44.33	1.94	214.32
Arson and Property Damage	7,416	4.81	1.45	1.41	0.52	0.02	1.98
Assaults, Threats, Intimidation	85,466	55.40	7.34	38.98	22.04	1.01	9.48
Attendance and Truancy	132,834	86.10	34.38	7.03	0.32	0.03	44.77
Bullying/Harassment, Discrimination	15,003	9.72	2.88	2.95	0.45	0.02	3.99
Disruptive/Behavioral Conduct	419,920	272.18	92.14	69.82	6.94	0.36	111.32
Sexual/Interpersonal	4,785	3.10	0.78	1.14	0.39	0.02	1.21
Substance and Alcohol Use	34,400	22.30	6.08	15.09	6.22	0.29	1.50
Technology and Media	25,537	16.55	6.45	2.30	0.19	0.01	7.83
Violent Assaults and Harm	491	0.32	0.03	0.17	0.91	0.03	0.10
Weapons and Inappropriate Items	6,444	4.18	0.78	2.56	4.93	0.13	0.84
Other Behaviors	60,346	39.11	4.19	3.62	1.04	0.03	31.33
Reportable Crimes Only	11,080	7.18	0.57	6.18	10.31	0.42	0.30
Unacceptable Behaviors Only	781,652	506.64	155.96	138.93	34.03	1.52	214.02

Table D6a. Rate of Disciplinary Outcomes by Behavior Category and Grade Level, 2024–2025

Elementary	Incident Count	Incident Rate	ISS per 1,00	STS per 1,000	LTS per 100K	EnALP per 1,000	Other per 1,000
All Behaviors	205,241	286.89	50.89	81.44	5.31	0.16	155.11
Arson and Property Damage	1,982	2.77	0.50	0.65	0.00	0.00	1.62
Assaults, Threats, Intimidation	30,075	42.04	6.49	21.25	1.12	0.05	14.42
Attendance and Truancy	1,975	2.76	0.44	0.59	0.00	0.00	1.73
Bullying/Harassment, Discrimination	4,447	6.22	1.26	1.46	0.00	0.00	3.53
Disruptive/Behavioral Conduct	135,709	189.69	39.54	51.95	2.66	0.10	98.57
Sexual/Interpersonal	1,445	2.02	0.28	0.53	0.28	0.00	1.21
Substance and Alcohol Use	881	1.23	0.23	0.78	0.00	0.00	0.23
Technology and Media	1,561	2.18	0.51	0.31	0.00	0.00	1.36
Violent Assaults and Harm	230	0.32	0.03	0.10	0.14	0.00	0.18
Weapons and Inappropriate Items	1,946	2.72	0.35	1.75	0.98	0.00	0.63
Other Behaviors	24,982	34.92	1.25	2.05	0.14	0.00	31.63
Reportable Crimes Only	1,454	2.03	0.10	1.46	0.70	0.01	0.34
Unacceptable Behaviors Only	203,787	284.85	50.78	79.98	4.61	0.16	154.78

Table D6b. Rate of Disciplinary Outcomes by Behavior Category and Grade Level, 2024–2025

Middle	Incident Count	Incident Rate	ISS per 1,00	STS per 1,000	LTS per 100K	EnALP per 1,000	Other per 1,000
All Behaviors	299,455	853.87	308.46	259.63	79.84	3.13	291.18
Arson and Property Damage	4,052	11.55	4.19	3.13	1.71	0.04	4.32
Assaults, Threats, Intimidation	36,690	104.62	15.31	81.24	44.20	1.58	9.60
Attendance and Truancy	20,593	58.72	25.59	6.04	0.57	0.01	27.20
Bullying/Harassment, Discrimination	8,169	23.29	8.26	7.18	0.57	0.07	8.13
Disruptive/Behavioral Conduct	182,032	519.05	221.09	121.07	13.40	0.73	179.60
Sexual/Interpersonal	2,392	6.82	2.30	2.47	1.14	0.05	2.12
Substance and Alcohol Use	11,562	32.97	8.18	23.34	9.12	0.30	1.86
Technology and Media	9,830	28.03	11.21	4.17	0.29	0.02	12.73
Violent Assaults and Harm	126	0.36	0.07	0.23	0.86	0.03	0.04
Weapons and Inappropriate Items	2,588	7.38	1.73	4.53	5.70	0.24	1.19
Other Behaviors	21,399	61.02	10.49	6.22	2.00	0.05	44.39
Reportable Crimes Only	3,649	10.40	0.80	9.16	11.98	0.60	0.31
Unacceptable Behaviors Only	295,806	843.47	307.66	250.47	67.86	2.53	290.88

Table D6c. Rate of Disciplinary Outcomes by Behavior Category and Grade Level, 2024–2025

High School	Incident Count	Incident Rate	ISS per 1,00	STS per 1,000	LTS per 100K	EnALP per 1,000	Other per 1,000
All Behaviors	287,620	605.25	203.78	156.64	76.39	3.74	247.00
Arson and Property Damage	1,379	2.90	0.86	1.28	0.42	0.02	0.79
Assaults, Threats, Intimidation	18,646	39.24	2.75	34.56	36.83	2.02	1.96
Attendance and Truancy	110,135	231.76	92.03	17.46	0.63	0.09	122.44
Bullying/Harassment, Discrimination	2,385	5.02	1.37	2.08	1.05	0.01	1.62
Disruptive/Behavioral Conduct	102,020	214.68	76.39	59.00	8.63	0.48	80.33
Sexual/Interpersonal	945	1.99	0.41	1.06	0.00	0.02	0.54
Substance and Alcohol Use	21,923	46.13	13.33	30.57	13.47	0.71	3.14
Technology and Media	14,137	29.75	11.92	3.91	0.42	0.01	13.95
Violent Assaults and Harm	135	0.28	0.01	0.23	2.10	0.07	0.01
Weapons and Inappropriate Items	1,903	4.00	0.72	2.33	10.31	0.22	0.88
Other Behaviors	13,953	29.36	3.97	4.06	1.68	0.05	21.34
Reportable Crimes Only	5,930	12.48	1.10	11.09	23.57	0.92	0.24
Unacceptable Behaviors Only	281,690	592.77	202.68	145.55	52.82	2.82	246.76

Table D7. Rate of Disciplinary Outcomes by Behavior Category and Student Group, 2024–2025

All Grades	Incident Count	Incident Rate	ISS per 1,00	STS per 1,000	LTS per 100K	EnALP per 1,000	Other per 1,000
All Students	792,732	513.82	156.53	145.11	44.33	1.94	214.32
Female	239,029	315.78	96.88	88.95	25.10	1.25	131.35
Male	553,287	697.45	211.88	197.19	61.89	2.58	291.24
American Indian	8,715	565.80	135.10	321.17	90.89	1.17	110.43
Asian	8,252	119.59	29.56	21.17	2.90	0.22	69.45
Black	374,482	988.92	283.52	303.02	92.69	5.11	405.93
Hispanic	139,383	409.99	132.85	98.65	25.59	1.27	180.52
Two or More Races	54,888	598.84	182.58	175.11	65.46	2.04	243.22
Pacific Islander	1,060	496.49	142.86	133.49	46.84	3.28	221.08
White	205,536	314.57	103.66	80.69	25.41	0.61	131.80
Economically Disadvantaged	573,435	701.97	212.45	209.92	63.41	2.90	282.47
Not Economically Disadvantaged	218,881	266.65	82.68	63.68	19.86	0.76	121.48
English Learners	64,343	371.07	122.55	93.82	21.34	0.81	156.93
Not English Learners	727,973	497.13	150.35	141.69	43.98	1.95	207.09
Students w/ Disabilities	196,709	912.04	242.86	271.83	53.78	3.12	401.73
Students w/out Disabilities	595,607	418.83	132.93	116.12	39.73	1.63	171.46

Table D8a. Rate of Disciplinary Outcomes by Behavior Category, Grade Level, and Student Group, 2024–2025

Elementary	Incident Count	Incident Rate	ISS per 1,00	STS per 1,000	LTS per 100K	EnALP per 1,000	Other per 1,000
All Students	205,241	286.89	50.89	81.44	5.31	0.16	155.11
Female	45,856	131.98	23.74	35.98	1.15	0.03	72.53
Male	159,385	436.81	77.16	125.41	9.32	0.30	235.06
American Indian	1,876	256.95	35.20	146.42	13.70	0.00	75.33
Asian	2,560	77.86	7.33	11.50	0.00	0.00	59.13
Black	97,420	562.61	100.92	171.93	9.82	0.51	291.17
Hispanic	26,753	171.04	29.48	41.92	1.92	0.05	99.98
Two or More Races	16,738	366.72	63.41	104.59	15.34	0.09	198.94
Pacific Islander	213	220.73	30.05	64.25	0.00	0.00	128.50
White	59,681	201.64	36.82	52.89	3.38	0.06	112.22
Economically Disadvantaged	151,993	377.68	68.07	113.54	7.45	0.25	196.90
Not Economically Disadvantaged	53,248	149.23	25.26	35.23	2.24	0.05	88.93
English Learners	10,933	118.71	23.03	28.60	1.09	0.01	67.41
Not English Learners	194,308	291.25	51.39	83.38	5.55	0.18	157.03
Students w/ Disabilities	67,989	624.87	86.62	179.34	6.43	0.33	360.06
Students w/out Disabilities	137,252	211.01	41.48	59.57	4.77	0.13	110.38

Table D8b. Rate of Disciplinary Outcomes by Behavior Category, Grade Level, and Student Group, 2024–2025

Middle	Incident Count	Incident Rate	ISS per 1,00	STS per 1,000	LTS per 100K	EnALP per 1,000	Other per 1,000
All Students	299,455	853.87	308.46	259.63	79.84	3.13	291.18
Female	92,704	541.84	187.40	170.87	49.10	2.09	186.81
Male	206,751	1152.28	424.20	344.54	109.24	4.14	391.00
American Indian	3,660	1053.24	266.76	626.19	57.55	1.15	163.74
Asian	2,895	177.64	55.78	40.74	12.27	0.18	82.65
Black	143,499	1679.43	564.28	545.04	155.66	8.32	578.79
Hispanic	53,356	691.98	254.82	195.82	51.88	2.14	246.43
Two or More Races	21,011	1011.46	385.89	312.62	125.16	3.42	319.26
Pacific Islander	451	935.68	309.13	244.81	207.47	10.37	379.67
White	74,583	507.57	206.29	135.65	51.72	0.95	169.67
Economically Disadvantaged	222,650	1217.62	435.42	385.47	117.58	4.88	404.12
Not Economically Disadvantaged	76,805	411.87	153.14	110.30	34.86	1.11	151.34
English Learners	25,634	700.46	258.85	216.12	38.26	1.58	231.64
Not English Learners	273,821	822.93	296.64	249.88	79.94	3.13	281.43
Students w/ Disabilities	71,383	1453.38	488.67	457.38	101.80	5.25	518.07
Students w/out Disabilities	228,072	712.24	262.87	214.20	71.83	2.63	239.44

Table D8c. Rate of Disciplinary Outcomes by Grade Level and Student Group, 2024–2025

High School	Incident Count	Incident Rate	ISS per 1,00	STS per 1,000	LTS per 100K	EnALP per 1,000	Other per 1,000
All Students	287,620	605.25	203.78	156.64	76.39	3.74	247.00
Female	100,469	421.44	138.51	107.35	42.79	2.44	177.29
Male	187,151	751.65	256.31	196.18	104.82	4.80	301.67
American Indian	3,179	687.05	193.86	367.84	237.74	3.03	125.78
Asian	2,797	141.06	44.89	21.13	0.00	0.61	75.70
Black	133,563	1112.30	347.04	319.85	167.39	9.47	448.42
Hispanic	59,274	556.87	196.40	111.63	41.34	2.44	251.14
Two or More Races	17,139	679.01	230.78	189.45	106.97	4.44	260.73
Pacific Islander	396	575.58	184.59	152.62	0.00	2.91	239.83
White	71,272	338.62	126.00	81.43	38.01	1.14	132.90
Economically Disadvantaged	198,792	858.36	287.31	238.80	117.88	5.94	335.11
Not Economically Disadvantaged	88,828	320.02	109.15	68.93	32.42	1.44	143.27
English Learners	27,776	621.35	216.00	128.07	49.21	1.83	280.23
Not English Learners	259,844	559.45	187.70	147.94	73.42	3.65	225.75
Students w/ Disabilities	57,337	992.68	328.13	288.30	102.15	6.54	381.30
Students w/out Disabilities	230,283	510.15	172.54	128.01	67.35	3.10	211.24