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

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North Carolina Department of
PUBLIC INSTRUCTION

Annual Report: Discipline, Alternative Learning, and Dropout

1. Annual Report of School Crime & Violence
2. Annual Report on the Use of Corporal Punishment
3. Annual Report on Reassignments for Disciplinary Reasons
4. Annual Report of Suspensions & Expulsions
5. Annual Report on Alternative Learning Placements
6. Annual Report on Dropout Rates

As required by Session Law §115C-12(21) and §115C-12(27)

Annual Report: Discipline, Alternative Learning, and Dropout Changes and Updates

1. New Title- Annual Report Discipline, Alternative Learning Placement, and Dropout

2. Executive Summaries with highlights are at the beginning of the report

3. Full tables and charts are still located in the report

4. Presentation focuses on the key data items

5. Covid Years are in the report but the focus is on post Covid

Annual Report: Discipline, Alternative Learning, and Dropout

Incidents Reported to NCDPI in the Student Information System

- Any disciplinary incident resulting in the following, regardless of the behavior or offense:
  - o Corporal punishment,
  - o In-school suspension,
  - o Assignment to alternative school or alternative learning program,
  - o Out-of-school suspension, and/or
  - o Expulsion

- Any incident involving the 9 violent crimes and the 7 reportable crimes, regardless of the disciplinary action and regardless of the offender type.

- Enrollments in Alternative Learning Programs and School for academic and disciplinary reasons

- Dropout Data on students of compulsory attendance age and students ages 16 and older who are not enrolled in an appropriate educational setting and have not graduated.

Annual Report: Discipline, Alternative Learning, and Dropout

Purpose:

- To provide aggregated and disaggregated summary data of Public School Units (PSUs) reported incidents.

- Allow for comparative analyses of student discipline and dropout outcomes

- Number/Count vs Rate:
  - Number/Count is the number of instances of the event occurrence
  - Rates are a more accurate way to make comparisons across student populations and across time
    - Rates adjust for differences in the size of the groups being compared and for growth or reduction in population size over time

Cautions and Limitations

Cautions and Limitations

- Multi-Year Data analysis
  - COVID-19 Impact on Data
    - Long-term data tables include COVID-19 years 2019-2021 academic years show a significant decline in the number of incidents and resulting actions. While this data is reliable and valid, it is a unique data set that does not align with pre or post pandemic data.
    - Individuals should exercise caution when making comparisons between pre-pandemic and post-pandemic data as there have been changes to the school context including increased remote learning.
  - NCDPI began implementing a new Student Information System in 2024-2025. The 2024-2025 School Year has data from both PowerSchool and NCSIS powered by Infinite Campus
  - Addressing Confirmation Bias

# Annual Report of School Crime & Violence

Violent Crimes (9)

- **Assault resulting in serious personal injury** * (G.S. §14-32.4)
- **Assault involving the use of weapon** * (G.S. §14-32 - 14-34.10 and §14.49 - 14-50.1)
- **Homicide** * (G.S. §14-17 and 14.18)
- **Kidnapping** * (G.S. §14-39)
- **Rape** * (G.S. §14-27.2, 14-27.3 and 14-27.7A)
- **Robbery involving the use of a weapon** * (G.S. §14-87)
- **Sexual assault/battery** * (G.S. §14-31 - 33)
- **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)

*Per SSCH-006, a high rate of these dangerous acts committed over a two-year period may lead to a school being designated "persistently dangerous" by the SBE.

Reportable Crimes (7)

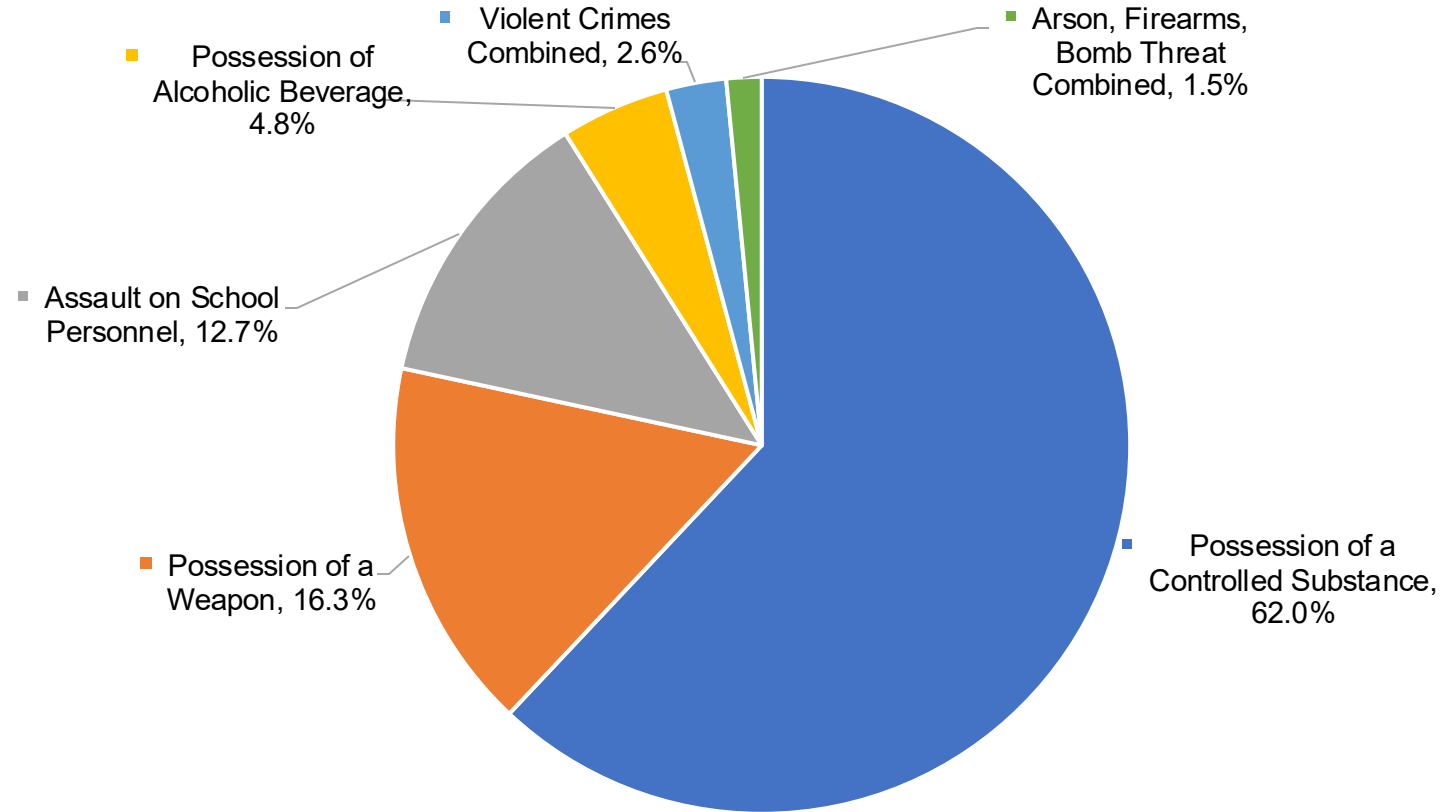- **Assault on school personnel** (G.S. §14-33(c)(6))

- **Bomb threats and hoaxes** (G.S. §14-69.2)

- **Burning of a school building** (G.S. §14-60)

- **Possession of a controlled substance** (G.S. §90-86 – 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)

Violent and Reportable Crime in Schools
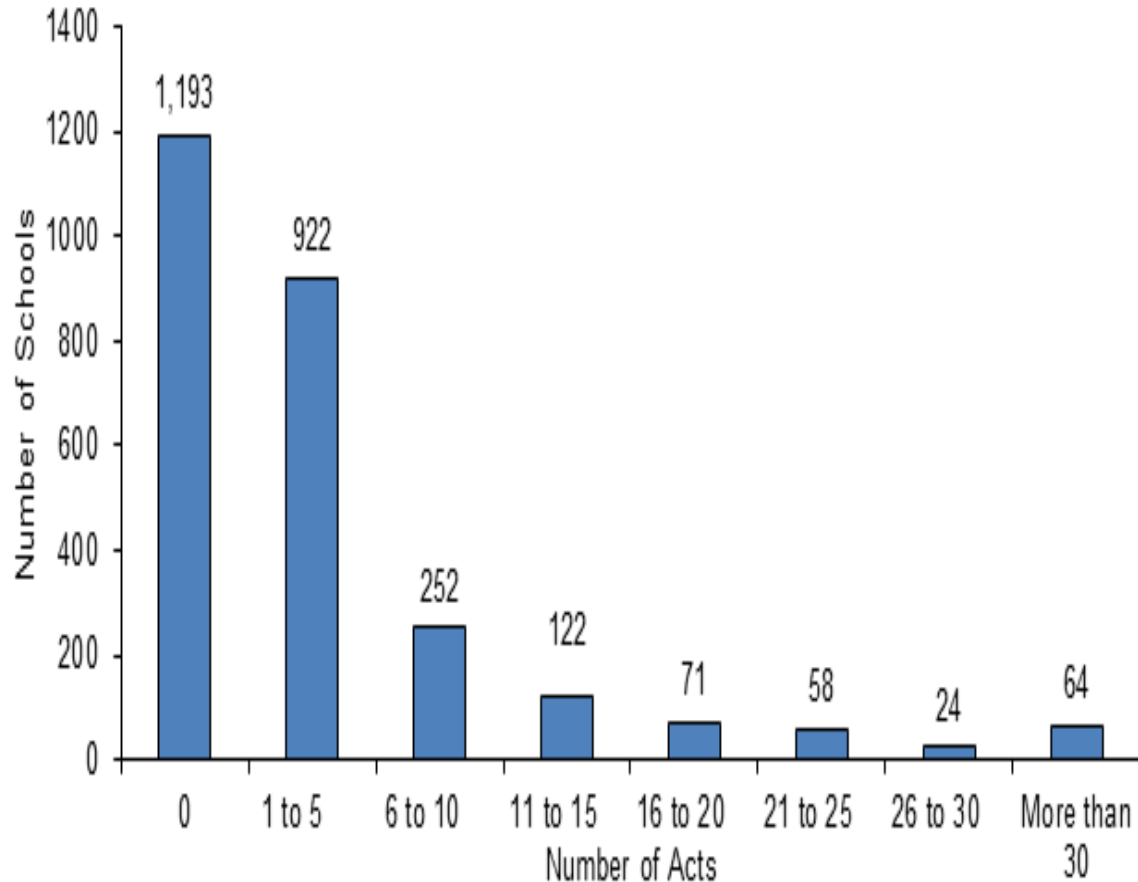
- **11,470 total reported acts of violent and reportable crimes committed by student (11,429) and non-student offenders (41) with a rate of 7.43 acts per 1,000 preschool to grade 13 students.**
  - **6.1% decrease in *number* of acts of violent and reportable crimes from 12,212 in 2023-2024**
  - **8.2% decrease in the *rate* of violent and reportable crimes from 8.10 in 2023-2024**
  - **9,966 students (0.66%) out of 1.5 million preschool to grade 13 students committed at least one act**
- **78.1% of schools reported 0-5 acts of violent crimes (2,115 out of 2,706 schools)**
  - **This is 0.9% improvement from the 2023-2024 school year.**
  - **44.1% of schools (1,193) reported 0 acts.**
  - **34.0% of schools (922) reported 1-5 acts.**

Violent and Reportable Crime in Schools

Pie chart segments:
- Possession of a Controlled Substance, 62.0%
- Possession of a Weapon, 16.3%
- Assault on School Personnel, 12.7%
- Possession of Alcoholic Beverage, 4.8%
- Violent Crimes Combined, 2.6%
- Arson, Firearms, Bomb Threat Combined, 1.5%

Violent Crimes were Rare.
- **2.6% acts reported in 2024-2025**
- **Event Rate of 0.196 acts of violent crimes per 1,000 students.**

97.4% of all acts were Reportable Crimes
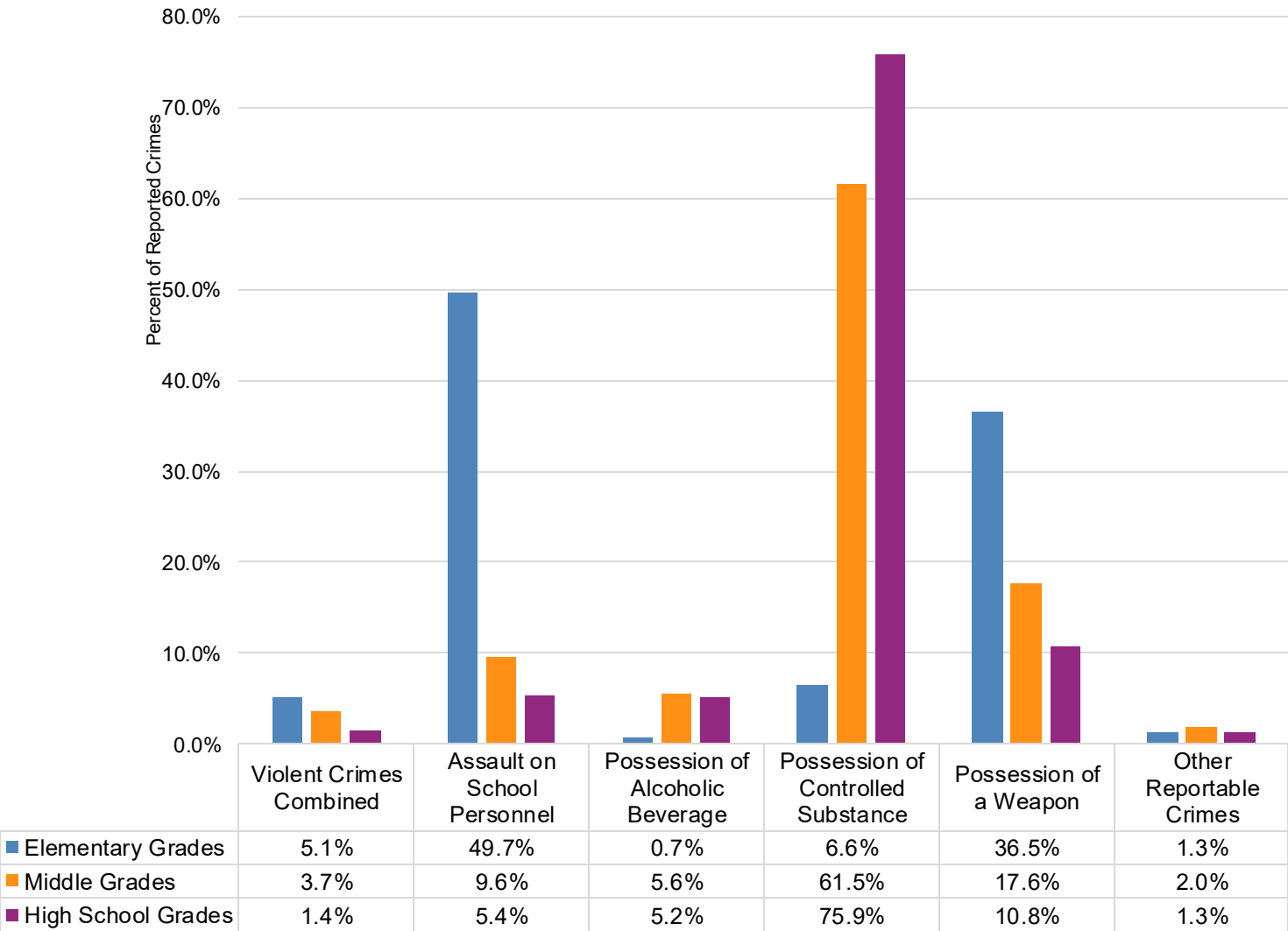- **Event Rate of 7.24 acts of reportable crimes per 1,000 students.**

Possession of Controlled Substance in Violation of Law (PS): It is unlawful for a person to possess or have in his/her immediate control any of the following: Marijuana, Heroin, LSD, Methamphetamine, Cocaine, or any other drug listed in Schedules I-VI of the North Carolina Controlled Substances Act. (G.S. §90-89 through 90-94.)

Violent and Reportable Crime in Schools

Acts of Violent and Reportable Crimes by Grade Level

- **Elementary Grades: Assault on School Personnel (49.6% of reported acts)**

- **Middle Grades: Possession of a Controlled Substance (61.5% of reported acts; reported 3 times more frequently than the next highest act)**

- **High School: Possession of a Controlled Substance (75.9% of reported acts; reported 7 times more frequently than the next highest act)**

	Violent Crimes Combined	Assault on School Personnel	Possession of Alcoholic Beverage	Possession of Controlled Substance	Possession of a Weapon	Other Reportable Crimes
Elementary Grades	5.1%	49.7%	0.7%	6.6%	36.5%	1.3%
Middle Grades	3.7%	9.6%	5.6%	61.5%	17.6%	2.0%
High School Grades	1.4%	5.4%	5.2%	75.9%	10.8%	1.3%

Violent and Reportable Crime in Schools

	Student Offenders	Elementary Grades	Middle Grades	High School Grades
Rate of All Crimes per 1,000	7.41	2.08	10.74	12.98
Acts of Crime and Violence	11,429	1,486	3,768	6,168

Acts of Violent and Reportable Crime by Grade Level

Highest Rates

- Grade 9 18.59 per 1,000 students

- Grade 8 14.96 per 1,000 students

- Grade 10 13.89 per 1,000 students

Violent and Reportable Crime in Schools

By Subgroup

- Rates of violent and reportable crimes decreased in all but one subgroup

- **Across all student subgroups, in 2024−2025, the highest rates were**
  - Students with Disabilities
  - Black students
  - Economically Disadvantaged students
  - Male students

- **These same subgroups have seen rate decreases in the last two years**
  - Students with Disabilities (-10.6%, and -10.8%)
  - Black students (-7.7 and −12.6)
  - Economically Disadvantaged students (-14.2% and −20.6%)
  - Male students (-9.7 and −15%)

*Throughout the presentation totals may not sum exactly across demographic groups because a small number of records lack complete demographic information; those records are included in statewide totals but excluded from subgroup analyses to ensure accuracy and consistency.

Race/Ethnicity	Student Population Estimate	Unique Student Offenders	% Subgroup	Rate per 1,000	1-yr Rate Change	2-yr Rate Change
Student Offenders	**1,542,830**	**9,966**	**0.6%**	**7.41**	**-8.5%**	**-15.5%**
Female	756,937	3,186	0.4%	4.66	-12.1%	-22.0%
Male	793,299	6,773	0.9%	9.95	-9.7%	-15.0%
American Indian	15,403	121	0.8%	8.31	-33.7%	-30.4%
Asian	69,004	92	0.1%	1.39	-13.8%	-23.6%
Black	378,679	4,160	1.1%	12.62	-7.7%	-12.6%
Hispanic	339,965	2,170	0.6%	7.28	-10.0%	-19.0%
Two or More Races	91,657	666	0.7%	8.26	-14.1%	-20.7%
Pacific Islander	2,135	15	0.7%	7.49	-25.8%	50.7%
White	653,393	2,735	0.4%	4.86	-12.8%	-21.4%
Economically Disadvantaged	816,889	7,148	0.9%	10.05	-14.2%	-20.6%
not Economically Disadvantaged	820,859	2,811	0.3%	3.91	-3.5%	-8.8%
English Learners	173,398	920	0.5%	5.92	-14.1%	-46.9%
not English Learners	1,464,350	9,039	0.6%	7.10	-10.7%	-2.5%
Students w/ Disabilities	215,680	2,243	1.0%	12.84	-10.6%	-10.8%
Students w/out Disabilities	1,422,068	7,716	0.5%	6.08	-10.7%	-19.3%

Annual Report on Uses of Corporal Punishments

Uses of Corporal Punishment

- In 2024-2025, for the seventh consecutive academic year, zero uses of corporal punishment were reported across the state.

Annual Report of Reassignments for Disciplinary Reasons

(In-school Suspension and Alternative Learning Placement)

In-School Suspensions

- 80.5% PSUs (269) had rates below the state rate
- Decreased in the 2024−2025 academic year when compared to the previous academic year.

    - 241,492 in-school suspensions (ISS) of a half-day or more to 124,334 students
        - Less than 8.1% of the student population received one of more in-school suspension
    - 8.7% reduction in the total number of ISS from 264,314 in 2023-2024
    - 10.8% reduction in the rate of ISS to 156.53 per 1,000 students from 175.38 in 2023-2024

- Five race/ethnicity-sex subgroups were above the state event rate of 156.53 in-school suspensions per 1,000 students
    - Males
    - Black
    - Two or More Races
    - Economically Disadvantaged
    - Students with Disabilities

In-School Suspensions
2-year change

Rates for all subgroups above the state rate decreased over a 1- and 2-year period.

- **Males**
  (-9.3% and –5.8%)
- **Black**
  (-8.9% and –5.4%)
- **Two or More Races**
  (-10.6% and -12.7%)
- **Economically Disadvantaged**
  (-13.8% and -11.8%)
- **Students with Disabilities**
  (-9.8 and –3.8)

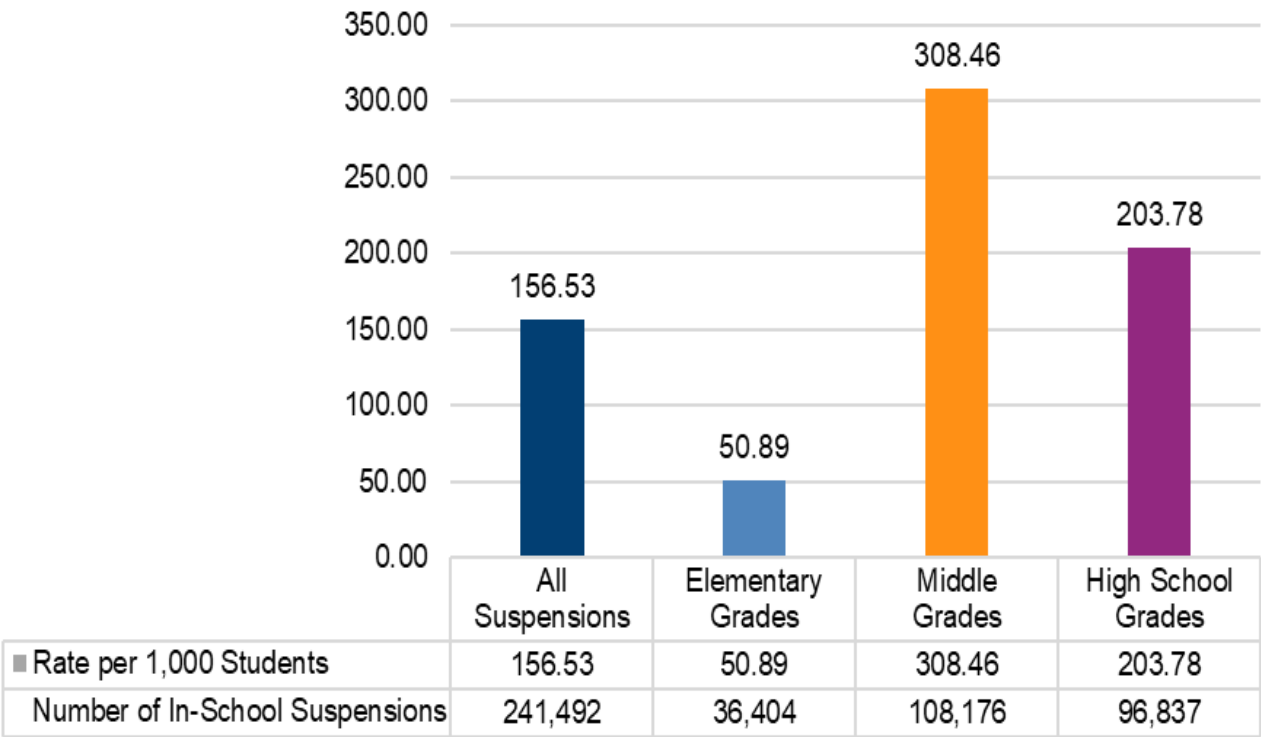|	Student Population Estimate	Unique Suspended Students	% Subgroup	ISS Event Rate per 1,000	1-yr Rate Change	2-yr Rate Change
All Students	1,542,830	124,334	8.1%	156.53	-10.8%	-8.2%
Female	756,937	40,884	5.4%	96.88	-12.7%	-11.8%
Male	793,299	83,399	10.5%	211.88	-9.3%	-5.8%
American Indian	15,403	1,279	8.3%	135.10	-4.2%	-3.4%
Asian	69,004	1,376	2.0%	29.56	-2.9%	4.4%
Black	378,679	50,263	13.3%	283.52	-8.9%	-5.4%
Hispanic	339,965	24,897	7.3%	132.85	-13.6%	-8.8%
Two or More Races	91,657	8,453	9.2%	182.58	-10.6%	-12.7%
Native Hawaiian/ Pacific Islander	2,135	151	7.1%	142.86	1.9%	6.0%
White	653,393	37,864	5.8%	103.66	-10.9%	-9.4%
Economically Disadvantaged	816,889	85,116	10.4%	212.45	-13.8%	-11.8%
Not Economically Disadvantaged	820,859	39,167	4.8%	82.68	-4.5%	2.9%
English Learners	173,398	11,574	6.7%	122.55	-5.5%	-34.7%
Not English Learners	1,464,350	112,709	7.7%	150.35	-11.5%	-4.8%
Students w/ Disabilities	215,680	23,802	11.0%	242.86	-9.8%	-3.8%
Students w/out Disabilities	1,422,068	100,481	7.1%	132.93	-10.8%	-8.8%

In-School Suspensions (cont.)

In-School Suspensions by Grade level

Middle school grades has the highest rate of in-school suspensions.

Grade Levels with the Highest Rates per 1,000 students:
- **Grade 7: 333.95**
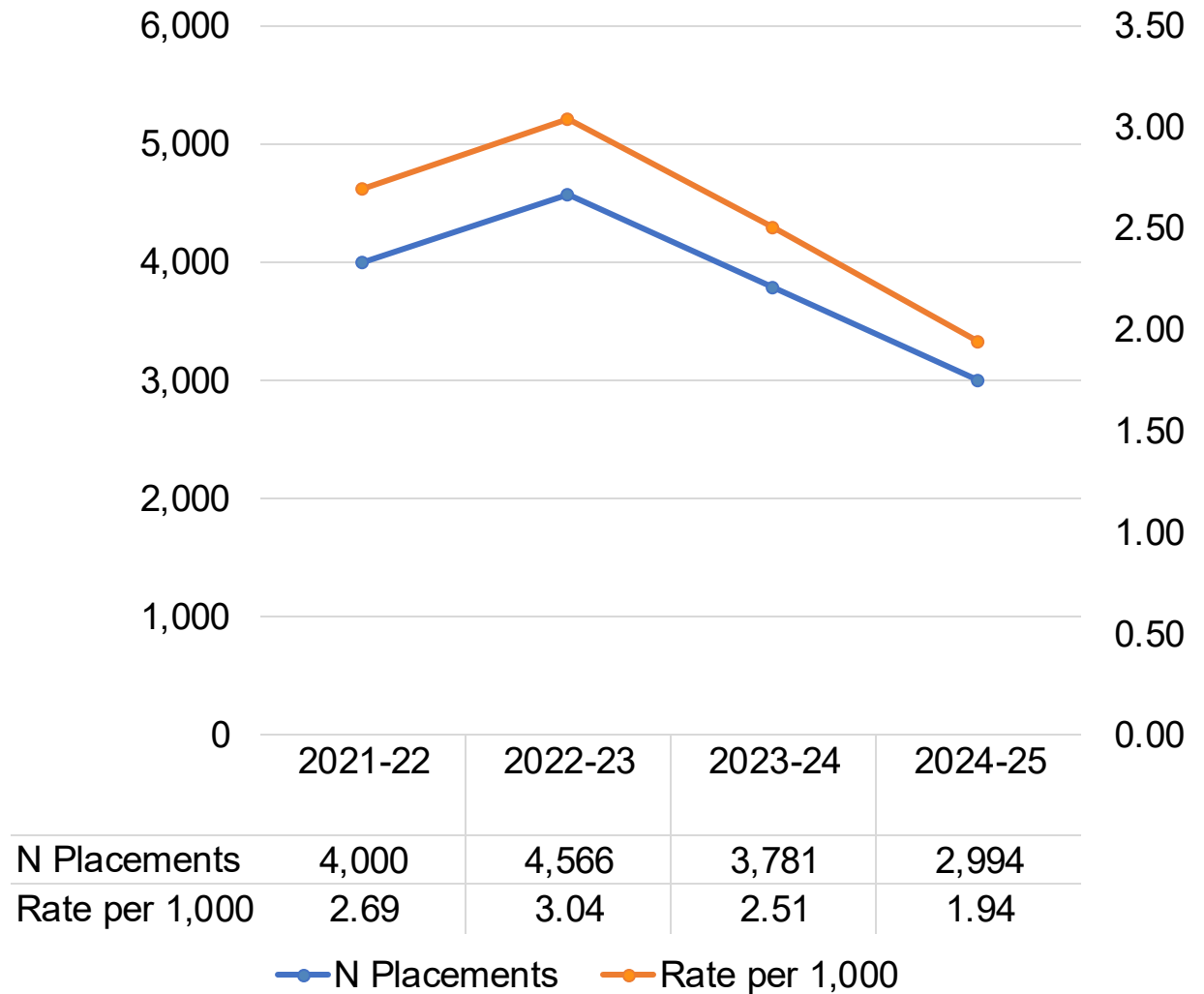- **Grade 9: 308.48**
- **Grade 8: 300.92**

For all subgroups, the lowest rates where in elementary grades and the highest rates among the middle grades.

	All Suspensions	Elementary Grades	Middle Grades	High School Grades
Rate per 1,000 Students	156.53	50.89	308.46	203.78
Number of In-School Suspensions	241,492	36,404	108,176	96,837

Alternative Learning Placement as Disciplinary Action

- **Decreased when compared to the previous two academic years.**

- **2,994 Alternative Learning Placements as Disciplinary Action at a rate of 1.94 placements per 1,000 students**
  - **20.8% decrease in number from 3,781 in 2023−2024**
  - **22.6% decrease in the rate of placements to 1.94 per 1,000 from 2.51 in 2023−2024**

- **279 PSUs (83.5%) reported zero alternative learning placements**

	2021-22	2022-23	2023-24	2024-25
N Placements	4,000	4,566	3,781	2,994
Rate per 1,000	2.69	3.04	2.51	1.94

N Placements ● Rate per 1,000

Alternative Learning Placement as Disciplinary Action (cont.)
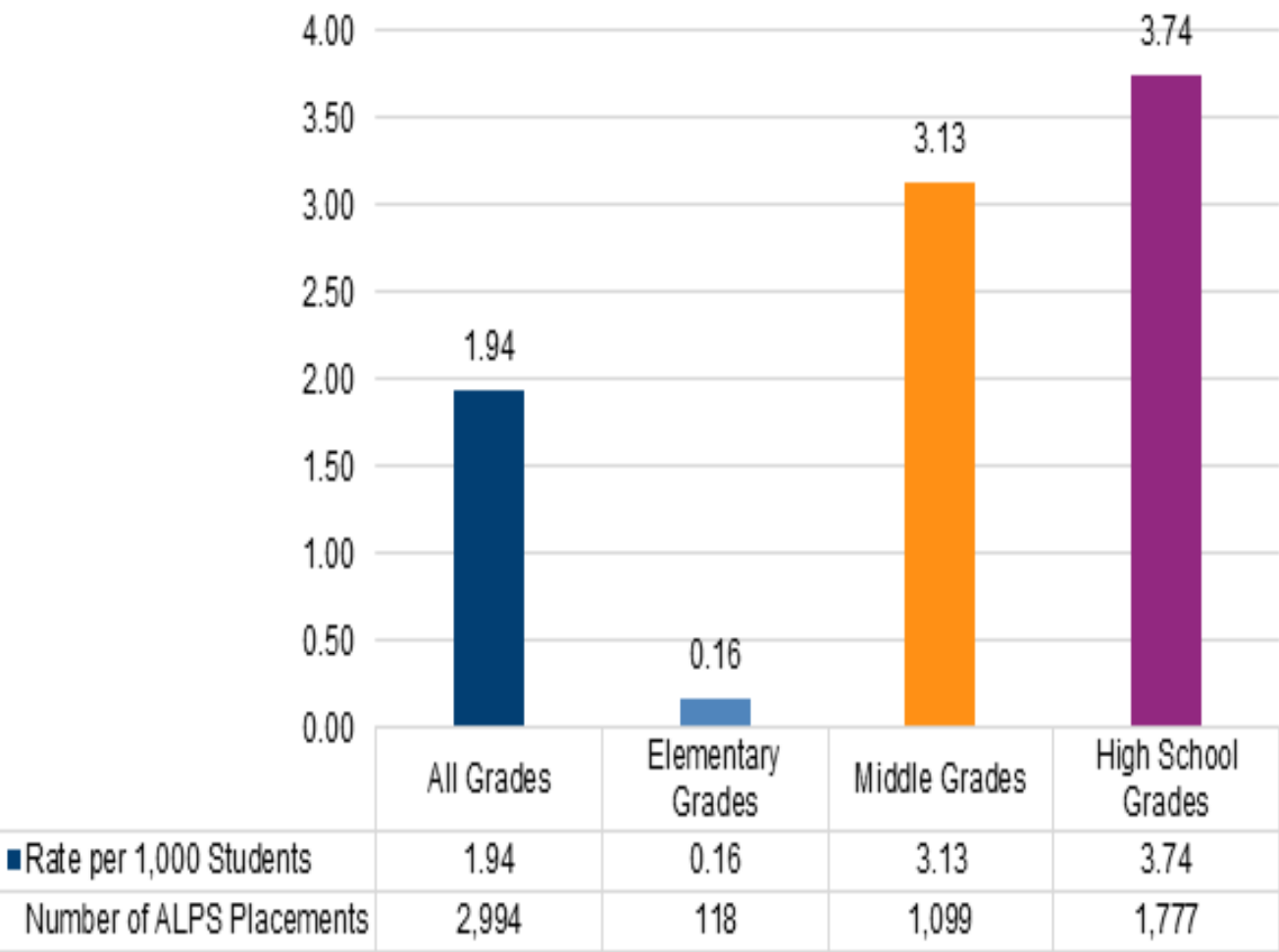
Highest rates per 1,000 students

- **Black students**
- **Native Hawaiian/ Pacific Islander students**
- **Students with Disabilities**
- **Economically Disadvantaged students**
- **Males**

Of those above the state rate 4 out of the 5 had a decrease in rates

- **Black students (-21.4% and -32.2%)**
- **Native Hawaiian/ Pacific Islander students (130.7 and 40.7)**
- **Students with Disabilities (-22.7% and   –32.6)**
- **Economically Disadvantaged students   (-25.5% and –36.3%)**
- **Males (-17.0% and –33.1%)**

	Student Population Estimate	Unique enALP Students	% Subgroup	enALP Event Rate	1-yr % Rate Change	2-yr % Rate Change
All Students	1,542,830	2,821	0.2%	1.94	-22.6%	-36.1%
Female	756,937	914	0.1%	1.25	-31.5%	-40.6%
Male	793,299	1,907	0.2%	2.58	-17.0%	-33.1%
American Indian	15,403	10-20	0.1-0.5%	1.17	-67.5%	-81.6%
Asian	69,004	10-20	<0.1%	0.22	-33.7%	-51.1%
Black	378,679	1,819	0.5%	5.11	-21.4%	-32.2%
Hispanic	339,965	420	0.1%	1.27	-17.6%	-33.3%
Two or More Races	91,657	179	0.2%	2.04	-22.7%	-34.4%
Pacific Islander	2,135	<10	0.1-0.5%	3.28	130.7%	40.7%
White	653,393	366	0.1%	0.61	-26.7%	-45.1%
Economically Disadvantaged	816,889	2,224	0.3%	2.90	-25.5%	-36.3%
Not Economically Disadvantaged	820,859	597	0.1%	0.76	-13.1%	-34.6%
English Learners	173,398	136	0.1%	0.81	-29.7%	-65.3%
Not English Learners	1,464,350	2,685	0.2%	1.95	-22.5%	-33.3%
Students w/ Disabilities	215,680	620	0.3%	3.12	-22.7%	-32.6%
Students w/out Disabilities	1,422,068	2,201	0.2%	1.63	-22.3%	-36.6%

Alternative Learning Placement as Disciplinary Action (cont.)

	All Grades	Elementary Grades	Middle Grades	High School Grades
■ Rate per 1,000 Students	1.94	0.16	3.13	3.74
Number of ALPS Placements	2,994	118	1,099	1,777

Alternative Learning Placement by Grade level

High School Grades had the highest number and rate of placements as disciplinary actions.

Highest Rates per 1,000 students by Grade Level
- **Grade 9: 6.54**
- **Grade 10: 4.29**
- **Grade 8: 3.73**

High School Grades were more likely to receive an out-of-school suspension in conjunction with their placement as a disciplinary action.
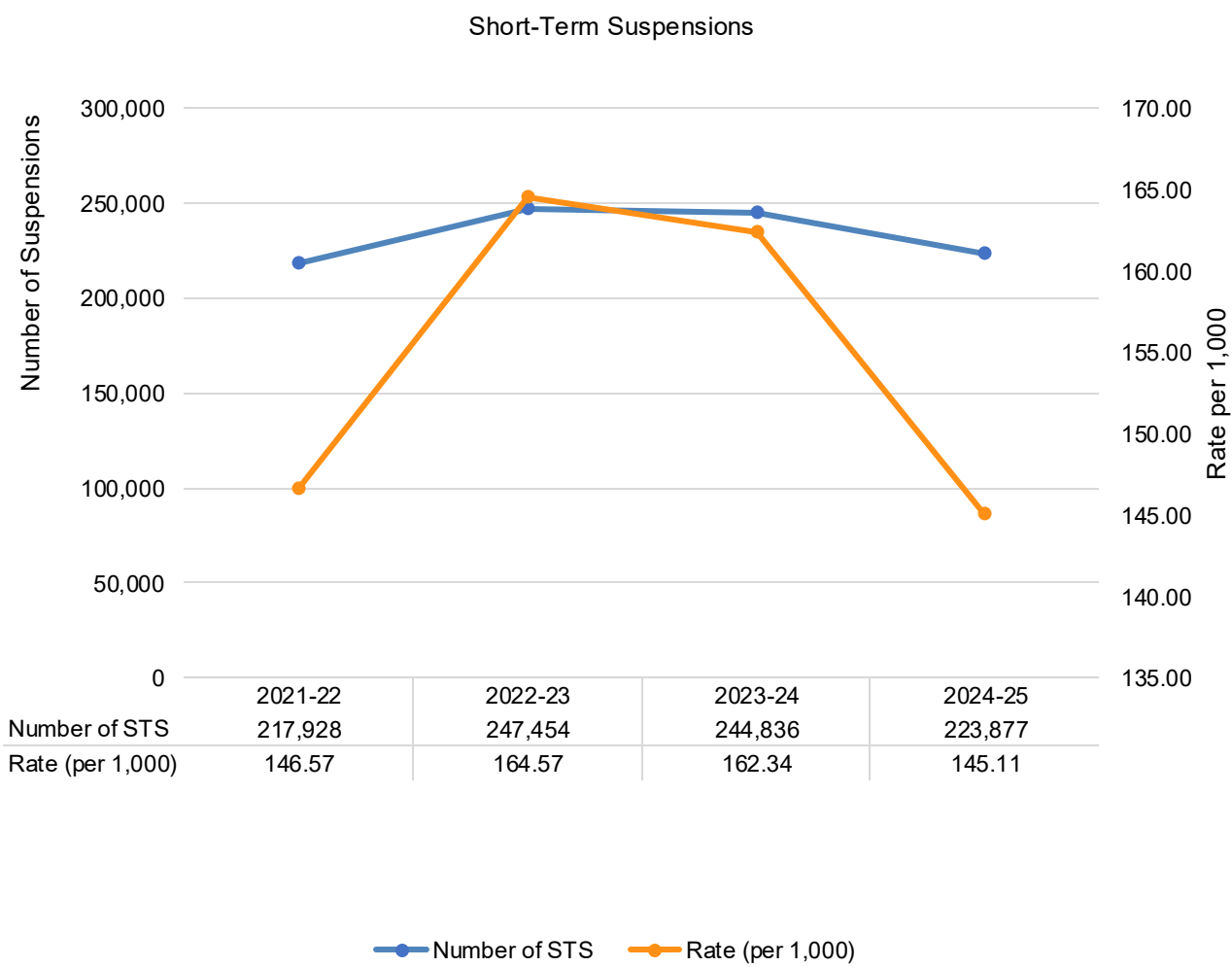
Students in Grades 12, 9, and 8 spent more days, on average, out-of-school when compared to the other grade levels.

Annual Report of Suspensions & Expulsions

Short-Term Suspensions

- **2024-2025 decreased when compared to the previous two academic years.**

- **233,877 short-term suspensions reported with a rate of 145.11 short-term suspensions per 1,000 students enrolled.**
  - **8.6% decrease from 244,836 from 2023−2024 and 9.5% decrease from the 247,454 in 2022−2023.**
  - **10.6% decrease in the rate of 145.11 per 1,000 students from 162.34 in 2023−2024 and by 11.8% from 164.57 in 2022−2023.**

- **8.0% of the student population or 123,111 individual students received one or more suspensions**
  - **7.5% decrease in the number of students from 133,046 in 2023-2024**
  - **37.9% (46,613) received more than one suspension with an average of 1.82 suspensions per suspended student**

- **72.9% of suspensions were 1-3 days in length.**
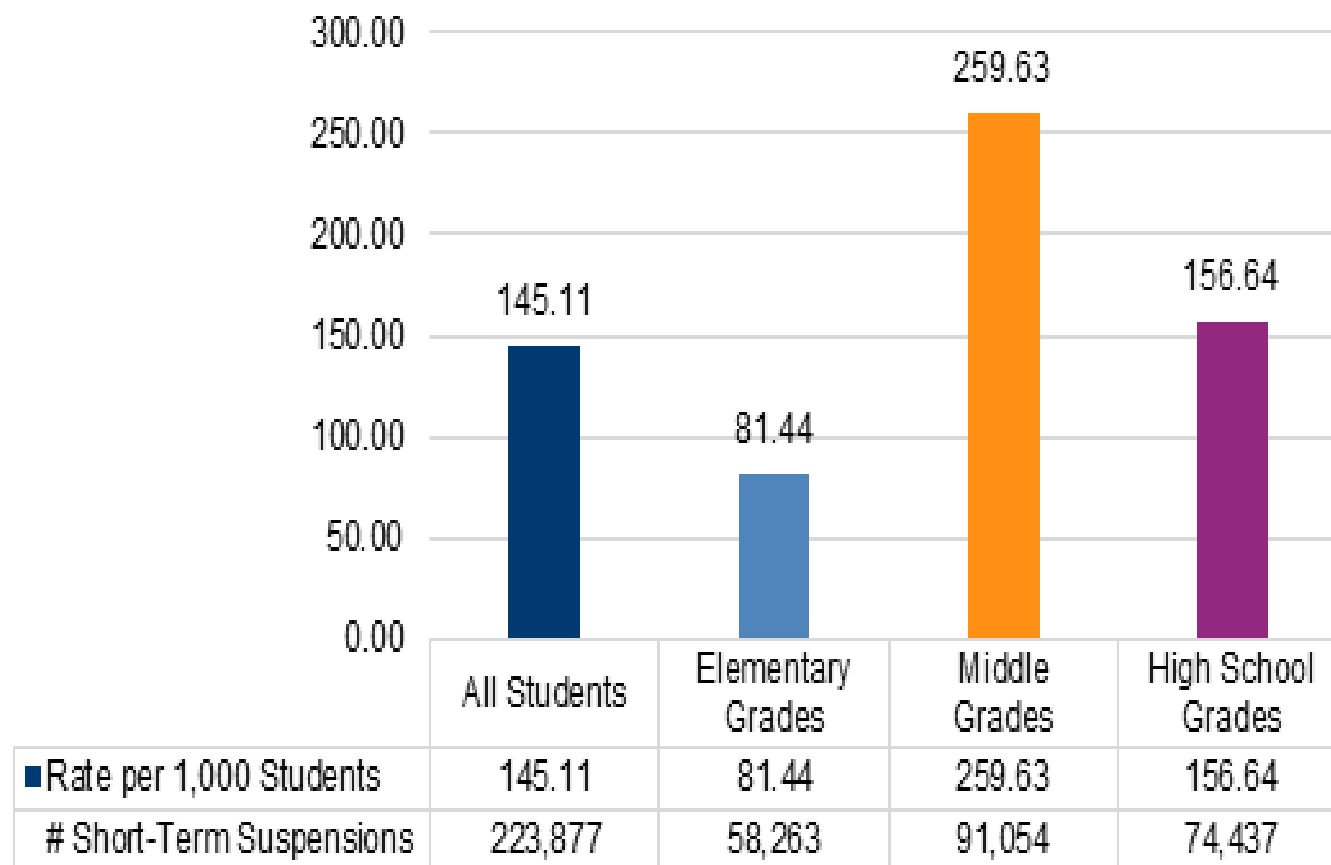 - **1 day suspensions were the most frequent (33.8%)**

Short-Term Suspensions

	2021-22	2022-23	2023-24	2024-25
Number of STS	217,928	247,454	244,836	223,877
Rate (per 1,000)	146.57	164.57	162.34	145.11

Short-term Suspension by Subgroup

- **Male students received more short-term suspensions than female students**
- **Highest rates across all student subgroups,**
  - **American Indian students**
  - **Black students**
  - **Students with Disabilities**
  - **Two or More**
- **Those same subgroups saw decreases over time,**
  - **American Indian students   (-7.4% and –3.1%)**
  - **Black students (-9.6% and –9.7)**
  - **Students with Disabilities (-9.1% and –4.4%)**
  - **Two or More (-13.1% and   –14.9%)**

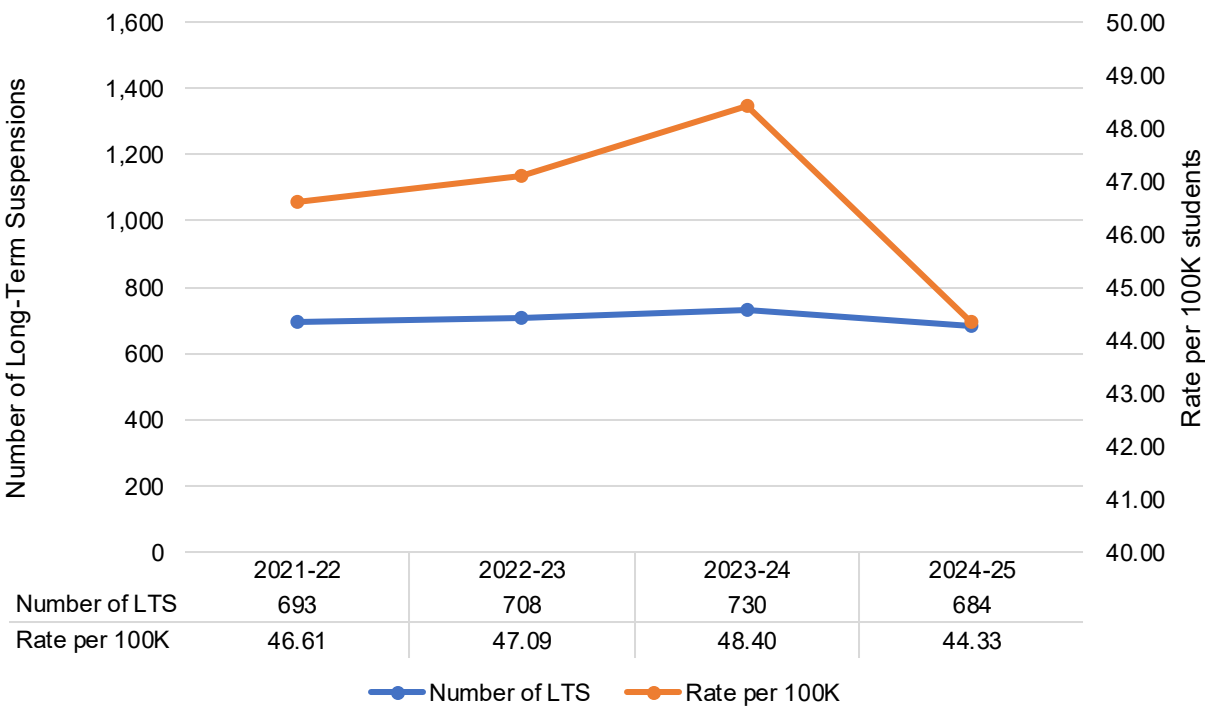|	Student Population Estimate	Unique of Suspended Students	% Subgroup	STS Event Rate per 1,000 Students	1-yr % Rate Change	2-yr % Rate Change
All Students	1,542,830	123,111	8.0%	145.11	-10.6%	-11.8%
Female	756,937	39,820	5.3%	88.95	-12.6%	-15.5%
Male	793,299	83,188	10.5%	197.19	-9.2%	-9.4%
American Indian	15,403	2,319	15.1%	321.17	-7.4%	-3.1%
Asian	69,004	1,036	1.5%	21.17	-8.0%	-8.6%
Black	378,679	58,255	15.4%	303.02	-9.6%	-9.7%
Hispanic	339,965	21,031	6.2%	98.65	-8.3%	-11.8%
Two or More Races	91,657	8,677	9.5%	175.11	-13.1%	-14.9%
Native Hawaiian/ Pacific Islander	2,135	169	7.9%	133.49	-5.8%	-0.6%
White	653,393	31,521	4.8%	80.69	-11.8%	-13.3%
Economically Disadvantaged	816,889	89,937	11.0%	209.92	-13.3%	-13.9%
Not Economically Disadvantaged	820,859	33,071	4.0%	63.68	-3.9%	-3.9%
English Learners	173,398	10,111	5.8%	93.82	1.7%	-29.0%
Not English Learners	1,464,350	112,897	7.7%	141.69	-11.8%	-10.2%
Students w/ Disabilities	215,680	27,744	12.9%	271.83	-9.1%	-4.4%
Students w/out Disabilities	1,422,068	95,264	6.7%	116.12	-10.9%	-13.6%

Short-Term Suspensions (cont.)

- **All grades saw a decrease in the number of suspensions from the previous school year.**
- **Middle Grades for two years in a row had the highest rate and number.**
- **Highest Rates**
  - **Grade 7 (275.52)**
  - **Grade 9 (262.94)**
  - **Grade 8 (257.65)**
- **The largest decreases in the number of short-term suspensions in 2024–2025 were among students in:**
  - **Grade 12 (13.74%)**
  - **Grade 5 (11.8%)**
  - **Grade 9 (11.6%).**

	All Students	Elementary Grades	Middle Grades	High School Grades
■ Rate per 1,000 Students	145.11	81.44	259.63	156.64
# Short-Term Suspensions	223,877	58,263	91,054	74,437

Long-Term Suspensions

- **684 long-term suspensions were reported. The rate was 44.33 Long-term suspensions per 100,000 students enrolled.**
  - **6.3% decrease from 730 reported short-term suspensions in 2023−2024 and 3.4% decrease from the 708 reported in 2022−2023.**
  - **8.4% decrease in the rate of 44.33 per 100,000 students from 48.40 in 2023−2024 and by 5.8% from 47.09 in 2022−2023.**

- **28,504 days of school were missed due to long-term suspensions**

	2021-22	2022-23	2023-24	2024-25
Number of LTS	693	708	730	684
Rate per 100K	46.61	47.09	48.40	44.33

Number of LTS   Rate per 100K
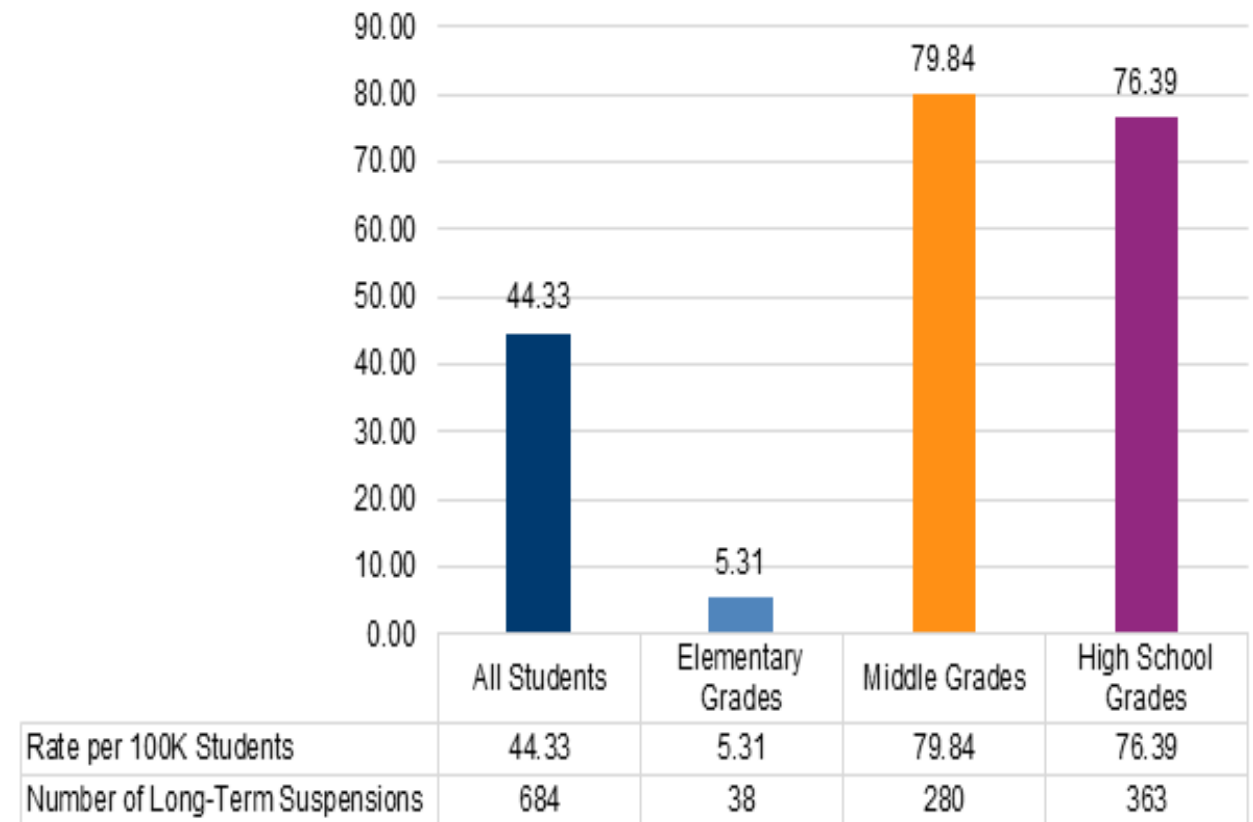
Long-Term Suspensions (cont.)

- **Rates Higher than State Rate 44.33**
  - **Black students**
  - **American Indian students**
  - **Two or More Races students**
  - **Economically Disadvantaged**
  - **Male students**
  - **Students with Disabilities**

- **Those same subgroups saw either positive or negative rate change over two years**
  - **Black students (-9.0% and 1.5%)**
  - **American Indian students (98.4% and 106.0%)**
  - **Two or More Races students (4.0% and 4.9%)**
  - **Economically Disadvantaged (-10.1% and –2.3%)**
  - **Male students (-1.3% and –6.0%)**
  - **Students with Disabilities (2.1% and –8.2%)**

Race/Ethnicity	Student Population Estimate	Unique Students	% Subgroup	LTS Rate per 100K	1-yr % Rate Change	2-yr % Rate Change
Students Suspended	**1,516,282**	**668**	**<0.1%**	**44.33**	-8.4%	-5.8%
Female	744,423	184	<0.1%	25.10	-23.0%	-5.0%
Male	779,265	481	0.1%	61.89	-1.3%	-6.0%
American Indian	15,057	14	0.1%	90.89	98.4%	106.0%
Asian	67,764	<10	<0.1%	2.90	-38.1%	-12.0%
Black	370,861	343	0.1%	92.69	-9.0%	1.5%
Hispanic	333,732	85	<0.1%	25.59	-16.2%	-6.9%
Two or More Races	90,020	59	0.1%	65.46	4.0%	4.9%
Native Hawaiian	2,108	<10	<0.1%	46.84	-1.1%	0.5%
White	644,146	161	<0.1%	25.41	-9.9%	-21.5%
Economically Disadvantaged	207,506	504	0.2%	63.41	-10.1%	-2.3%
Not Economically Disadvantaged	1,398,811	161	<0.1%	19.86	-7.7%	-16.6%
English Learners	207,506	36	<0.1%	21.34	-20.9%	-42.3%
Not English Learners	1,398,811	629	<0.1%	43.98	-8.4%	-2.8%
Students w/ Disabilities	207,506	115	0.1%	53.78	2.1%	-8.2%
Students w/out Disabilities	1,398,811	550	<0.1%	39.73	-10.6%	-5.4%

Long-Term Suspensions (cont.)

Long-Term Suspension by Grade Level

- **51.3% of Long-Term Suspensions were high school grades**
- **Middle grades had the highest rate of long-term suspensions at 79.84 per 100,000**
- **Highest Number of Suspensions**
  - **Grades 9**
  - **Grade 8**

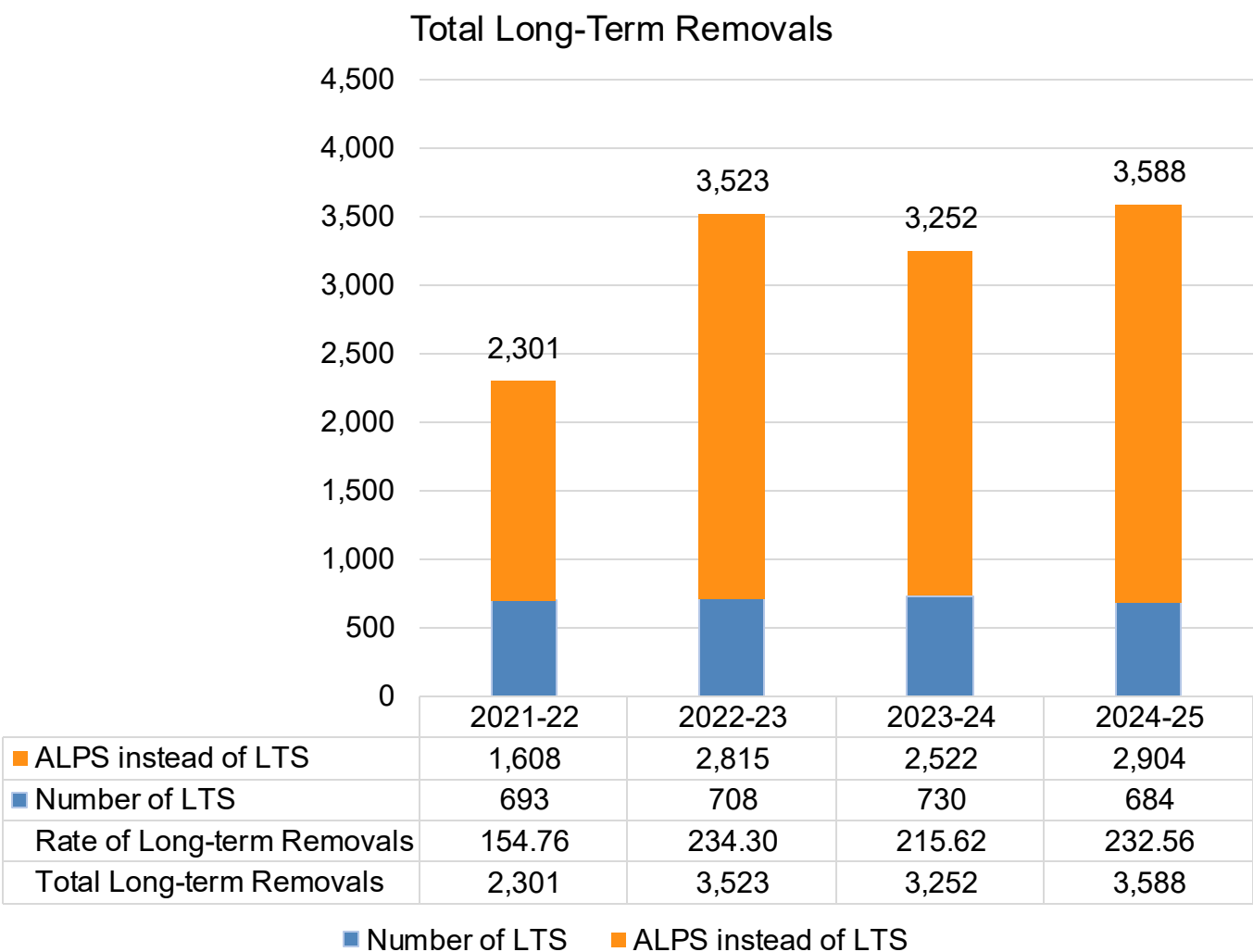|	All Students	Elementary Grades	Middle Grades	High School Grades
Rate per 100K Students	44.33	5.31	79.84	76.39
Number of Long-Term Suspensions	684	38	280	363

Long-Term Removals from Home School

In addition to the 684 long-term suspensions, 2,904 enrollments (2,806 students) 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.

Long-term Removals increased by 10.3%

Total Long-Term Removals

	2021-22	2022-23	2023-24	2024-25
■ ALPS instead of LTS	1,608	2,815	2,522	2,904
■ Number of LTS	693	708	730	684
Rate of Long-term Removals	154.76	234.30	215.62	232.56
Total Long-term Removals	2,301	3,523	3,252	3,588

■ Number of LTS   ■ ALPS instead of LTS

Expulsions

- In 2024-2025, there were 34 expulsions
- This is four more than the 30 in 2023-2024
- Even though there is a slight increase, expulsions are still extremely rare.
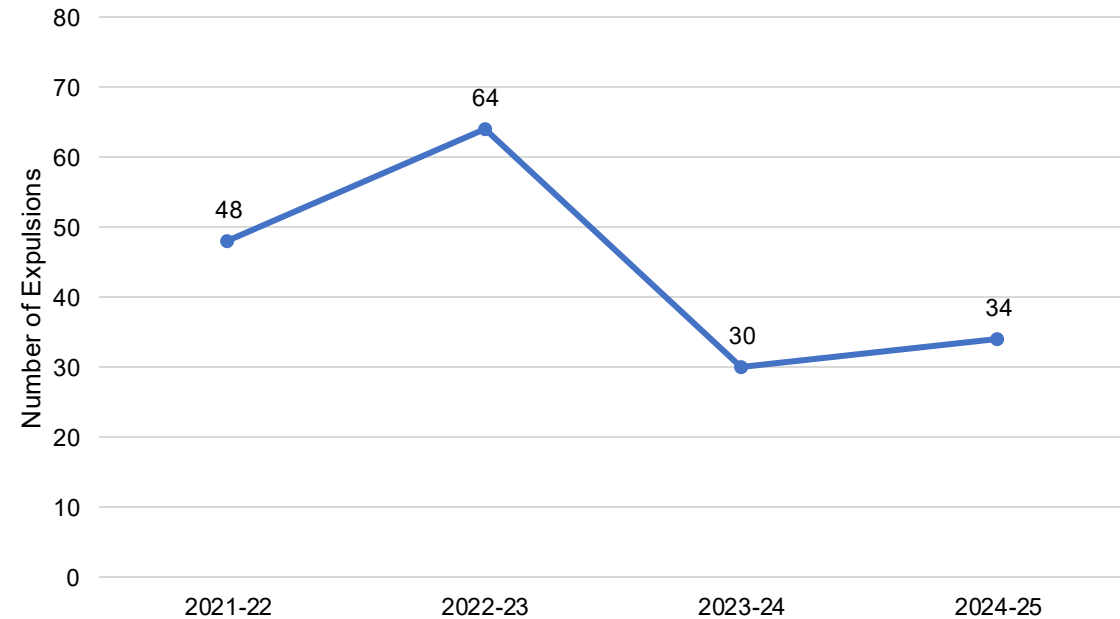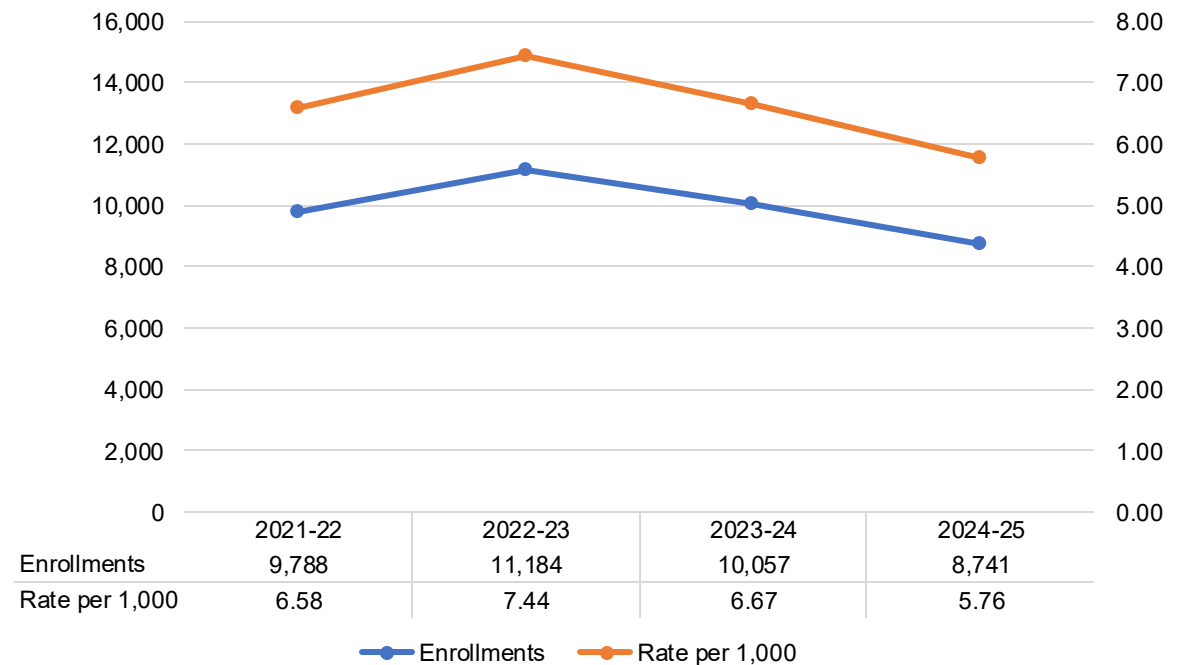
Annual Report on Alternative Learning Program Enrollment

(Includes all enrollments)

Alternative Learning Program and School Enrollments

- **Decreased over the past two academic years**

- **8,741 student enrollments during the 2024−2025 academic year. The rate of ALPS enrollments was 5.76 per 1,000 students**
  - **13.1% decrease from 2023−2024 and a 21.8% decrease from 2022-2023**
  - **13.5% decrease in the rate of 5.76 per 1,000 students from 6.67 in 2023−2024 and by 22.5% from 7.44 in 2022−2023.**
  - **8,347 Individual Students**

- **Top Three Reasons for Alternative Learning Placements**
  - **Instead of Long-Term Suspension (34%)**
  - **Chronic Misbehavior (28.5%)**
  - **Student and/or Parent choice (11.4%)**

	2021-22	2022-23	2023-24	2024-25
Enrollments	9,788	11,184	10,057	8,741
Rate per 1,000	6.58	7.44	6.67	5.76

Legend: Enrollments — Rate per 1,000

Alternative Learning Program and School Enrollments (cont.)

- **Alternative Learning Program and School Enrollments by Subgroup above the state rate of 5.76**
  - **Male**
  - **American Indian**
  - **Black**
  - **Two or More Races**
  - **Students with Disabilities**
- **These same groups have rate decreases over the past two years**
  - **Male (-11.5% and –20.7%)**
  - **American Indian (-39.0% and -61.7%**
  - **Black (-10.9% and –15.9%)**
  - **Two or More Races (-14.5% and   -28.0%)**
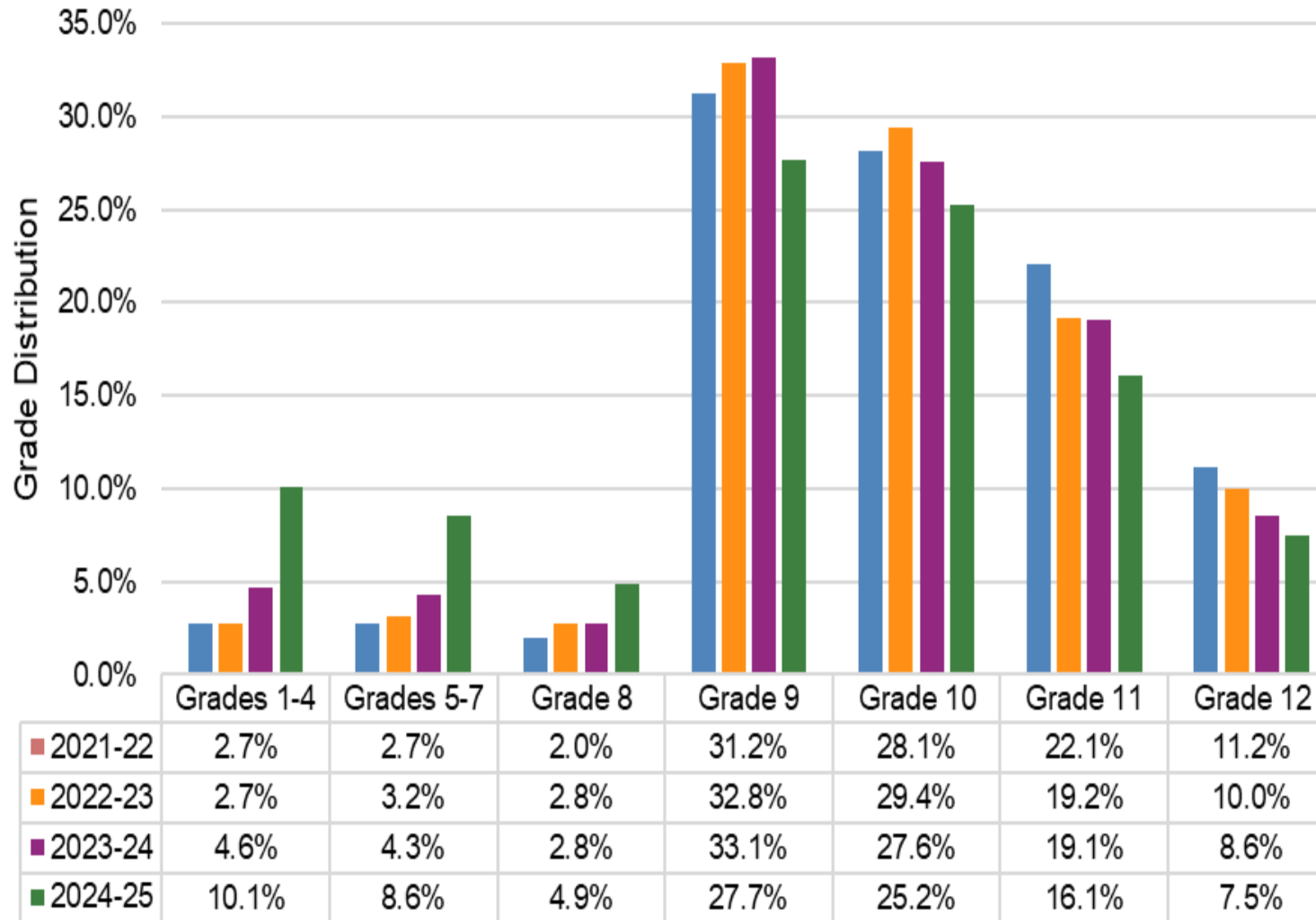 - **Students with Disabilities (-3.8% and –6.8%)**

Race/Ethnicity	Student Population Estimate	Unique Students Enrolled	% Subgroup	Enrollment Event Rate per 1,000	1-yr % Rate Change	2-yr % Rate Change
Students Enrolled	**1,516,282**	**8,387**	**0.6%**	**5.76**	-13.5%	-22.5%
Female	744,423	2,998	0.4%	4.17	-16.2%	-24.3%
Male	779,265	5,389	0.7%	7.23	-11.5%	-20.7%
American Indian	15,057	89	0.6%	6.11	-39.0%	-61.7%
Asian	67,764	28	<0.1%	0.41	-17.3%	-34.0%
Black	370,861	4,263	1.1%	12.01	-10.9%	-15.9%
Hispanic	333,732	1,186	0.4%	3.66	-12.5%	-25.5%
Two or More Races	90,020	635	0.7%	7.42	-14.5%	-28.0%
Native Hawaiian/ Pacific Islander	2,108	11	0.5%	5.22	0.1%	-25.4%
White	644,146	2,175	0.3%	3.52	-15.1%	-24.4%
Students w/ Disabilities	207,506	1,967	0.9%	9.83	-3.8%	-6.8%
Students w/out Disabilities	1,398,811	6,420	0.5%	4.79	-15.6%	-25.5%

Annual Report on Dropout Rates

Dropout Rates

- **High School Dropout Rates Continue to Decline; Grade 9 Remains the Primary Risk Point**

- **A total of 10,478 students in grades 1 to 13 dropped out of schooling in 2024-2025.**
    - **2,461 (23.5%) dropped out in Grades 1- 8**
    - **8,017 (76.5%) dropped out in Grades 9-13**
    - **The *All-Grades Dropout* rate (Grades 1-13) was 0.736 students per 100 students in grades 1-13, or 7.36 students in 1,000.**
    - **The *High School Dropout* rate (Grades 9-13) was 1.62 dropout events per 100 students.**

- **Top Three Dropout Reasons (80.3%)**
    - **Attendance (36.4%)**
    - **Unknown (31.0%)**
    - **Moved, School Status Unknown (12.9%)**

Dropout Rates (cont.)

	Grades 1-4	Grades 5-7	Grade 8	Grade 9	Grade 10	Grade 11	Grade 12
2021-22	2.7%	2.7%	2.0%	31.2%	28.1%	22.1%	11.2%
2022-23	2.7%	3.2%	2.8%	32.8%	29.4%	19.2%	10.0%
2023-24	4.6%	4.3%	2.8%	33.1%	27.6%	19.1%	8.6%
2024-25	10.1%	8.6%	4.9%	27.7%	25.2%	16.1%	7.5%

Dropouts by Grade level

- **Dropouts increased at the elementary and middle grades**
- **Decrease in High School Dropout rates for the last 2 academic years.**
  - **8,017 dropouts in 2024-2025 is a 14.4% decrease from the 2023-2024 school year and a 16.6% decrease from the 2022-2023 school year.**
  - **1.62 dropout rate per 1,000 students in 2024-2025 is a 13.2% decrease from the 2023-2024 school year and a 17.0% decrease from the 2022-2023 school year.**
  - **Grade 9 is largest percentage**
    - **5.4% decrease from 2023-2024**
    - **Largest decrease of all grade levels**

Dropout Rates (cont.)

- **Dropout All Subgroups highest percentages**
  - **Students without disabilities**
  - **Males**
  - **Hispanic**
  - **Black**
  - **White**

- **HS Grade Highest percentages**
  - **Grades levels 9-12**
    - Hispanic
    - Black
    - white
    - Males
    - Students without disabilities

	All Grades Percent	% Grades 1-4	% Grades 5-7	% Grade 8	% Grade 9	% Grade 10	% Grade 11	% Grade 12
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%

Data Trends

Annual Report Discipline, Alternative Learning Placements, and Dropout

Trends

- ## Minimal Students Involved:
  - Less than 1% (0.66%) of students (9,966) of 1.5 Million students committed acts of violent crimes and reportable offenses
  - Less than 13% of the preschool through grade 13 student population received any type of reportable disciplinary consequence (in-school suspension, out-of-school suspension, alternative placement for disciplinary reasons, expulsion) for inappropriate behavior.

- ## What has improved:
  - Overall decreases shown in reports, In-School Suspension, Short-Term Suspension, Long-Term Suspension, High School Dropout Rate, Alternative Learning Placements
  - There is a decrease in the rates of many subgroups over 2 years

- ## Where are the consistent Trends:
  - Throughout the report the highest subgroups in both number or rate are the same: Male, Black, Two or more races, Economically Disadvantage, and Students with Disabilities.
  - Middle Grades (6,7,8) have higher rates than most other grade levels in suspensions (in-school, short and long term)
  - Grade 9 at high school remains the primary risk point with higher rates or numbers of In-School Suspension, Long-Term Suspension, and Acts of Crime and Violence, and Dropouts

Annual Report Discipline, Alternative Learning Placements, and Dropout

Trends

Top 4 Reportable Offenses show rates decreasing with the exception of Possession of a Controlled Substance

Reportable Acts of Crime	Number of Acts			Percent Difference	
	2022-23	2023-24	2024-25	2-year	1-year
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%

Recommendations

Annual Report Discipline, Alternative Learning Placements, and Dropout
Recommendations Align to Strategic Plan

Based on the data trends and in alignment with SBE Strategic Priorities, DPI recommends the following actions (Pillar 4, Focus 2, Action 5)

1. Establish a targeted Middle-to-High School Transition Initiative (Grades 6–9)
   - Launch a DPI, cross-division, PSU initiative focused on Grades 6–9 transition supports
   - Prioritize:
     - Tiered behavioral and academic interventions
     - Early warning indicators (attendance, behavior, course performance)
     - Encourage 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

Annual Report Discipline, Alternative Learning Placements, and Dropout

Recommendations
2: Expand Annual Reporting to Include Advanced Analyses and Continuous Monitoring (Pillar 4, Focus 2, Action 4)

- **Introduce Longitudinal and Cohort-Based Analyses**
- **Expand School-Level Distribution Analyses**
- **Examine Intersections Across Data Domains**

- Expected Outcomes:
  - 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

Annual Report Discipline, Alternative Learning Placements, and Dropout
Recommendations

3. Continue training for the PSUs on Discipline, Alternative Learning and Dropout Data

- Prioritize:
  - Discipline Data Literacy
  - NCSIS Behavior Module
  - NCSIS Analytics Tools
- Expected Outcome:
  - Discipline decisions are made in a consistent and defensible way, using shared standards so actions are fair, clearly documented, and meaningful for follow-up and intervention.
  - Improved data quality and consistency across PSUs
  - Earlier identification of at-risk students
  - Proactive, targeted interventions