

NEW DATA RELEASE 2025



2021-22 Civil Rights Data Collection

A First Look:

**Students' Access to Educational
Opportunities in U.S. Public Schools**



**U.S. Department of Education
*Office for Civil Rights***

January 2025

About this Report

The 2021-22 Civil Rights Data Collection (CRDC) is a mandatory survey of all public school districts and schools serving students in preschool through grade 12 in the 50 states, Washington, D.C., and the Commonwealth of Puerto Rico and therefore includes data from 17,704 public school districts (also known as public LEAs) and 98,010 public schools.¹ The CRDC measures student access to courses, programs, instructional and other staff, and resources — as well as school climate factors such as student discipline, use of restraint and seclusion, harassment or bullying, and offenses occurring at schools — that impact education opportunity for students.

A First Look provides an overview of CRDC data from public LEAs submitted to the U.S. Department of Education’s (ED) Office for Civil Rights (OCR) for the 2021-22 school year.² To learn more about the CRDC, download the public-use data file, and to view other data reports and snapshots, please visit <https://civilrightsdata.ed.gov>.

The calculated counts and percentages in this report may differ from those reported by other offices within ED due to differences in methodology, data sources, and survey population (or the universe of schools and LEAs that submit data).³ OCR cautions readers and data users to consider the impact of the coronavirus pandemic on students and on education conditions when comparing these data to the 2020-21 CRDC.

What’s Inside?

- Who’s in the 2021-22 CRDC? 3
- About the CRDC..... 6
- Data Topics for the 2021-22 CRDC..... 6
- Students’ Access to Mathematics, Science, and Computer Science Courses..... 7
- Student Enrollment in Dual Enrollment or Dual Credit Programs 12
- Teachers and School Support Staff..... 14
- Preschool..... 15
- Education in Justice Facilities..... 16
- Restraint and Seclusion..... 19
- School Climate and Safety 20
- What’s Coming Next in the CRDC (2023-24) 31
- Analytical Notes 32
- Availability of Alternate Formats 33
- Notice to Limited-English-Proficient Persons..... 33
- Endnotes 34

Who's in the 2021-22 CRDC?

Total student enrollment in public preschool through grade 12



50 MILLION

Total number of preschool children

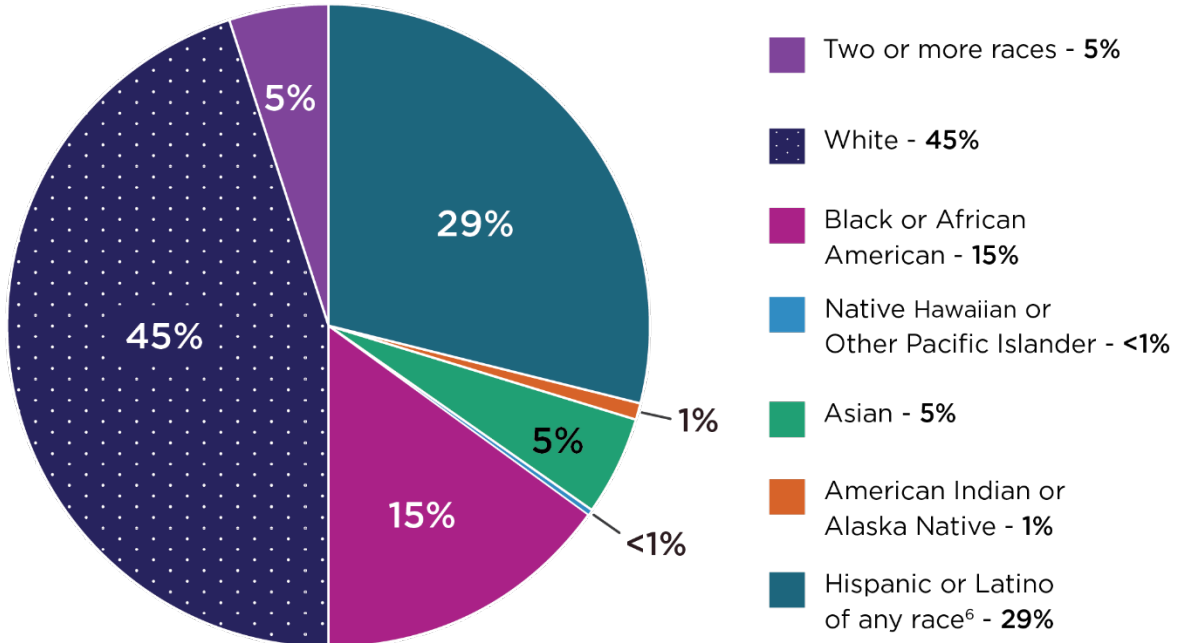


1.4 MILLION

51% BOYS

49% GIRLS

Student enrollment by race/ethnicity⁴⁵



Enrollment of English learner students⁷

11%

Enrollment of students with disabilities

Total students with disabilities:

17%

Students served under the Individuals with Disabilities Education Act (IDEA).⁸

14%

Students served under Section 504 of the Rehabilitation Act of 1973 (504 only).⁹

3%

Number of school districts



17,704

Number of schools



98,010

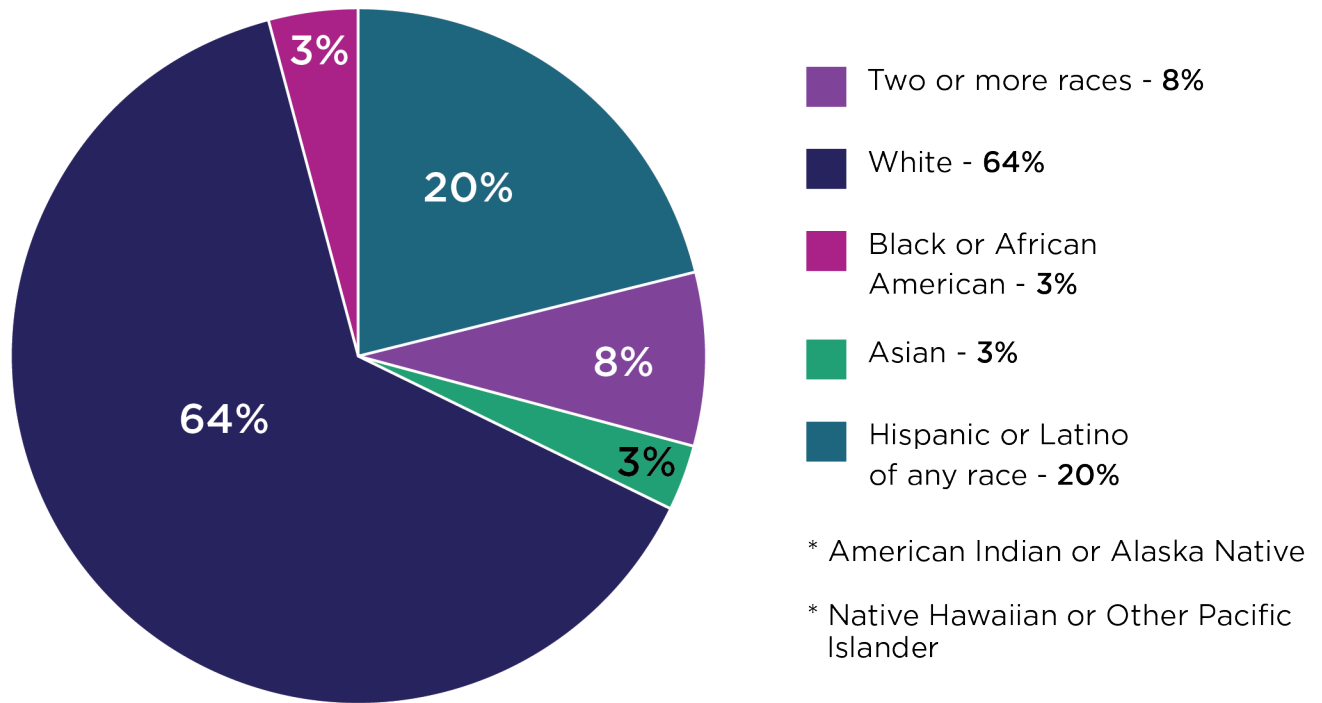
***New Data Element* Nonbinary Student Enrollment**

The 2021-22 CRDC collected for the first time data about nonbinary students reported as enrolled in school districts that already disaggregated student enrollment data to include nonbinary students. These data do not represent the total number of nonbinary students enrolled in public schools. If a school district did not already collect data about nonbinary student enrollment, then the 2021-22 CRDC did not require the school district to report that data.

Eleven percent of public school districts (approximately 1,880) in 39 states and the District of Columbia reported nonbinary students enrolled.

- In 11 states—Arkansas, Delaware, Florida, Hawaii, Kansas, Kentucky, Mississippi, North Carolina, Texas, West Virginia, and Wyoming—and Puerto Rico, all school districts reported not having records of any nonbinary students enrolled.
- For approximately 2,600 of the 5,200 schools that reported nonbinary students enrolled, the nonbinary enrollment data is being suppressed for privacy. Actual reported nonbinary student counts are therefore larger than those described below.
- For the approximately 2,600 other schools where the data about nonbinary students was reported, approximately 10,800 nonbinary students were reported enrolled.
- White students were overrepresented among reported nonbinary students. Although White students accounted for 45% of total K-12 student enrollment, they represented 64% of reported nonbinary enrollment. **(Figure 1)**
- Students with disabilities served only under Section 504 were also overrepresented among reported nonbinary students. Students with disabilities served only under Section 504 accounted for 4% of total K-12 enrollment, but 7% of reported nonbinary students enrolled.
- Students with disabilities served under IDEA were not significantly over- or under-represented among reported nonbinary students.

Figure 1. Nonbinary student enrollment by race/ethnicity



* Data for certain races not shown due to privacy protection.

SOURCE: U.S. Department of Education, Office for Civil Rights, 2021-22 Civil Rights Data Collection, released January 2025, available at <https://civilrightsdata.ed.gov>.

About the CRDC

The purpose of the CRDC is to obtain data and information related to the obligation of public school districts and of elementary and secondary schools to provide equal educational opportunity. OCR administers the CRDC and uses the data to enforce civil rights laws that prohibit discrimination based on race, color, national origin, sex, and disability. It is also a valuable resource for other ED offices and federal agencies, policymakers and researchers, educators and school officials, parents and students, and the public who seek data on students' access to educational opportunities. The CRDC is authorized under the Department of Education Organization Act of 1979 (20 U.S.C. § 3413(c)(1)), and the federal civil rights laws and regulations that OCR enforces, including: Title VI of the Civil Rights Act of 1964 and 34 C.F.R. § 100.6(b), Title IX of the Education Amendments of 1972 and 34 C.F.R. § 106.81, and Section 504 of the Rehabilitation Act of 1973 and 34 C.F.R. § 104.61.

Data Topics for the 2021-22 CRDC

Public school districts reported school- and district-level data on a variety of longstanding and new topics for the 2021-22 school year. **(Figure 2)**

Figure 2. Data topics in the 2021-22 CRDC

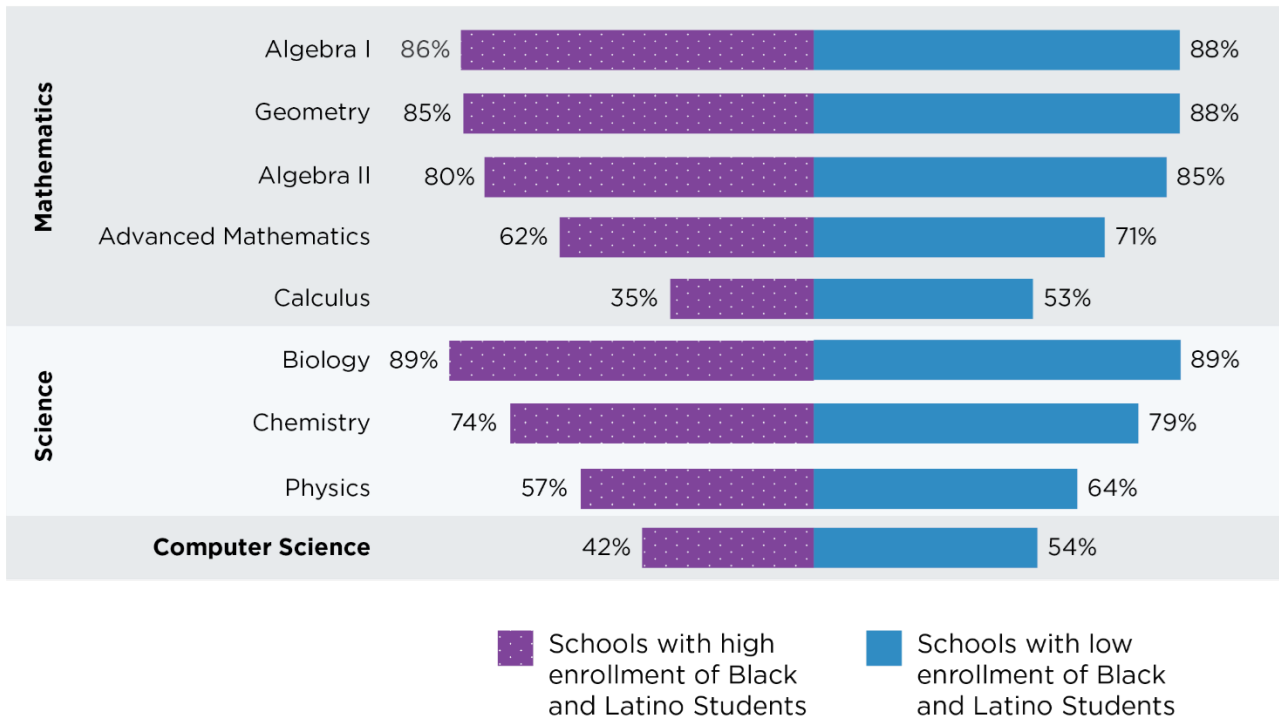
<p>Enrollment & Student Characteristics</p> <ul style="list-style-type: none"> • Overall Student Enrollment • Preschool Enrollment • IDEA & Section 504 Enrollment • English Learner Student Enrollment • Student Retention 	<p>School Climate</p> <ul style="list-style-type: none"> • Student Discipline • Harassment or Bullying • School Offenses • School-related Arrests • Referrals to Law Enforcement • Restraint & Seclusion 	<p>Courses & School Programs</p> <ul style="list-style-type: none"> • Science & Math Course Access and Passing • Gifted & Talented Programs • Dual Enrollment/Credit Programs • English Language Instruction Educational Programs • High School Equivalency Exam Preparation Programs • Advanced Placement Courses & International Baccalaureate Programmes • SAT & T Test-taking • Single-Sex Academic Classes • Interscholastic Athletics
<p>Teachers & School Support Staff</p> <ul style="list-style-type: none"> • Full-Time Equivalent Teachers • Teacher Certification • School Support Staff • School Security Staff 	<p>School & School District Characteristics</p> <ul style="list-style-type: none"> • Distance Education Enrollment • Desegregation Plans • Civil Rights Coordinators • Justice Facilities • Remote Instruction • Fully Virtual Schools 	
	<p>Internet Access & Devices</p> <ul style="list-style-type: none"> • Internet Connection • Wi-Fi Enabled Devices 	

Students' Access to Mathematics, Science, and Computer Science Courses

The 2021-22 CRDC collected data on mathematics, science, and computer science course enrollment in public middle and high schools — including Algebra I, Algebra II, geometry, advanced mathematics, calculus, biology, chemistry, physics, and computer science.^{10,11}

- **Algebra I is considered a “gateway course” because it is critical to preparing students for subsequent advanced mathematics, science, and computer science coursework.** Students who take Algebra I early in their academic years (i.e., by grade 8) will have more time to take the advanced mathematics courses often required for college science, technology, engineering, and mathematics majors.¹²
 - Despite the benefits of taking Algebra I early, 39% of the 31,900 public middle schools that offered grades 7 or 8 did not offer the course.
- **Access to mathematics, science, and computer science courses is limited across public high schools.**
 - Of the approximately 27,000 high schools, 76% offered chemistry, 67% offered advanced mathematics, 61% offered physics, 50% offered computer science, and 48% offered calculus.
 - Over 80% of high schools offered Algebra I, Algebra II, geometry, and biology.
- **There were approximately 5,800 public high schools with high enrollments of Black and Latino students (i.e., greater than 75% of students).¹³ Schools with high enrollments of Black and Latino students had fewer students enrolled in mathematics, science, and computer science courses than the 12,500 public high schools with low enrollments of Black and Latino students (i.e., fewer than 25% of students).¹⁴ (Figure 3)**
 - Approximately 35% of schools with high enrollments of Black and Latino students offered calculus, compared to 54% of schools with low enrollments of Black and Latino students.
 - About 42% of schools with high enrollments of Black and Latino students also offered computer science courses, compared to 54% of schools with low enrollments of Black and Latino students.

Figure 3. Percent of public high schools offering mathematics, science, and computer science courses, by course and Black and Latino enrollment



SOURCE: U.S. Department of Education, Office for Civil Rights, 2021-22 Civil Rights Data Collection, released January 2025, available at <https://civilrightsdata.ed.gov>.

- The enrollment rates for boys in Algebra I, physics, and computer science were higher than the enrollment rates for girls. However, the enrollment rates for girls in Algebra II, advanced mathematics, biology, calculus, chemistry, and geometry were higher than the enrollment rates for boys. Boys and girls had similar enrollment rates for geometry and calculus.

- **Almost 2.4 million students with disabilities served under IDEA (14%) were enrolled in public high schools.**
 - The enrollment rates of public high school students with disabilities served under IDEA in mathematics, science, and computer science courses were lower than the enrollment rates of public high school students in all courses, except for Algebra I. **(Figure 4)**

Figure 4. Enrollment rates of students with disabilities served under IDEA and non-IDEA students enrolled in public high school mathematics, science, and computer science courses

		Enrollment Rates of Students with Disabilities (IDEA)	Enrollment Rates of Non-IDEA Students
Mathematics	Algebra I	21%	19%
Mathematics	Geometry	16%	20%
Mathematics	Algebra II	12%	19%
Mathematics	Advanced Mathematics	5%	14%
Mathematics	Calculus	<1%	4%
Science	Biology	22%	27%
Science	Chemistry	8%	17%
Science	Physics	6%	10%
Computer Science	Computer Science	4%	6%

SOURCE: U.S. Department of Education, Office for Civil Rights, 2021-22 Civil Rights Data Collection, released January 2025, available at <https://civilrightsdata.ed.gov>.

- **Nearly 1.3 million English learner students were enrolled in public high schools, which represented approximately 7% of public high school student enrollment.**
 - The enrollment rates of English learner public high school students in mathematics, science, and computer science courses were lower than the enrollment rates of public high school students for all courses, except for Algebra I, Geometry, Biology, and Physics. **(Figure 5)**

Figure 5. Enrollment rates of English learner students and non-English learner students enrolled in public high school mathematics, science, and computer science courses

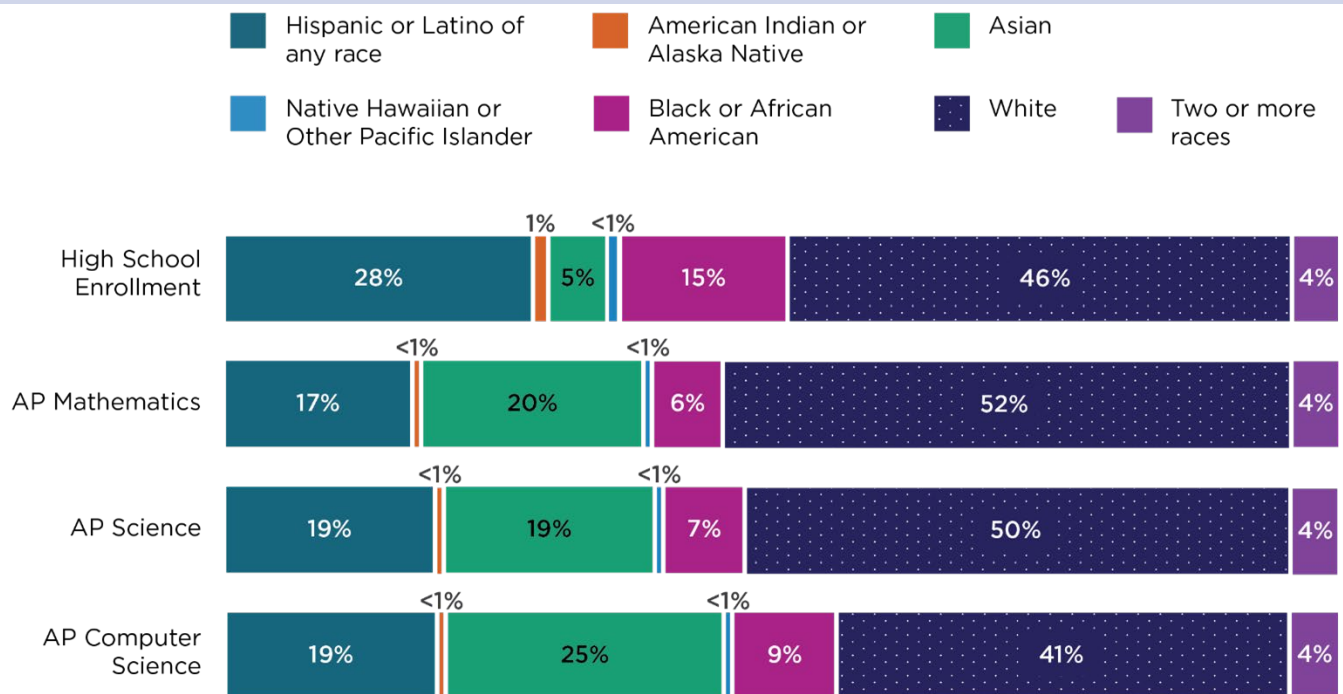
		Enrollment Rates of English Learner (EL) Students	Enrollment Rates of Non-EL Students
Mathematics	Algebra I	29%	18%
Mathematics	Geometry	21%	20%
Mathematics	Algebra II	16%	18%
Mathematics	Advanced Mathematics	7%	14%
Mathematics	Calculus	1%	4%
Science	Biology	28%	26%
Science	Chemistry	14%	16%
Science	Physics	10%	10%
Computer Science	Computer Science	4%	6%

SOURCE: U.S. Department of Education, Office for Civil Rights, 2021-22 Civil Rights Data Collection, released January 2025, available at <https://civilrightsdata.ed.gov>.

■ **Approximately 2.8 million public high school students across the nation were enrolled in at least one Advanced Placement (AP) course. However, rates of student enrollment in AP courses differed by race. (Figure 6)**

- Black students represented 15% of total high school enrollment, but accounted for 9% of students enrolled in AP computer science, 7% of the students enrolled in AP science, and 6% of students enrolled in AP mathematics.
- Latino students represented 28% of total high school enrollment, but accounted for 19% of students enrolled in AP science and AP computer science and 17% of students enrolled in AP mathematics.
- American Indian or Alaska Native students represented 1% of total high school enrollment, but represented fewer than 1% of students enrolled in AP mathematics, AP science, and AP computer science.
- White students represented 45% of high school enrollment, but accounted for 50% of students enrolled in AP science and 52% of students enrolled in AP mathematics. However, they were 41% of students enrolled in AP computer science.
- Asian students represented 5% of high school enrollment, but accounted for 19% of students enrolled in AP science, 20% of students enrolled in AP mathematics, and 25% of students enrolled in AP computer science.

Figure 6. Percent of students enrolled in public high school, AP mathematics, AP science, and AP computer science courses by race/ethnicity



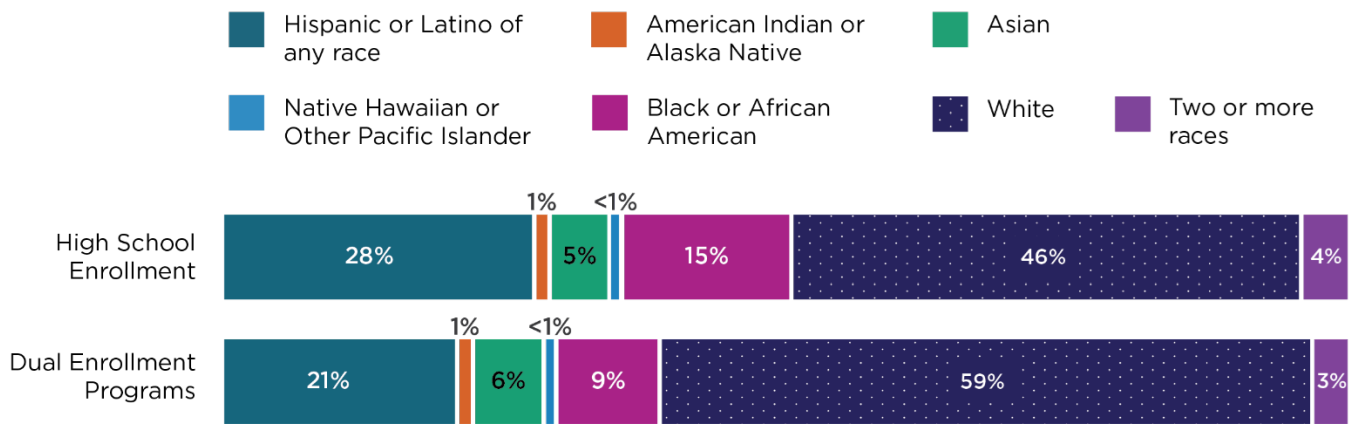
SOURCE: U.S. Department of Education, Office for Civil Rights, 2021-22 Civil Rights Data Collection, released January 2025, available at <https://civilrightsdata.ed.gov>.

Student Enrollment in Dual Enrollment or Dual Credit Programs

Dual enrollment or dual credit programs provide opportunities for high school students to take college-level courses and earn concurrent credit toward a high school diploma and a college degree while still in high school. These programs do not include AP courses.

- **Nearly 17,200 public high schools enrolled approximately 1.8 million students in dual enrollment or dual credit programs. Rates of student enrollment in these programs differed by race/ethnicity, sex, disability, and English learners.**
 - White students were overrepresented in dual enrollment or dual credit programs. They accounted for 46% of total students enrolled in high school, but 59% of students in dual enrollment or dual credit programs. **(Figure 7)**
 - Asian students were also slightly overrepresented. They accounted for 5% of total students enrolled in high school, but 6% of students in dual enrollment or dual credit programs.
 - Black, Latino, and students of two or more races were underrepresented in dual enrollment or dual credit programs. Black students represented 15% of high school enrollment and 9% of students in dual enrollment or dual credit programs. Latino students represented 28% of high school enrollment and 21% of students in dual enrollment or dual credit programs. Students of two or more races represented 4% of high school enrollment and 3% of students in dual enrollment or dual credit programs.

Figure 7. Student enrollment in dual enrollment or dual credit programs in public high schools, by race/ethnicity



SOURCE: U.S. Department of Education, Office for Civil Rights, 2021-22 Civil Rights Data Collection, released January 2025, available at <https://civilrightsdata.ed.gov>.

- Girls accounted for 49% of total students enrolled in high school, but 55% of students in dual enrollment or dual credit programs.
- English learners accounted for 8% of total students enrolled in high school, but 4% of students in dual enrollment or dual credit programs.
- Students with disabilities served under IDEA accounted for 14% of the total student enrollment, but 5% of students in dual enrollment or dual credit programs.

Teachers and School Support Staff

The 2021-22 CRDC collected data related to teachers and school support staff, including school counselors, psychologists, social workers, nurses, and security staff. Security staff included sworn law enforcement officers (SLEO) and security guards.

- **Approximately 537,700 students, or 1% of total student enrollment, attended public schools where fewer than half of the teachers met all state certification requirements.** Of students attending those schools, a majority (68%) were Black and Latino students.
- **Seventy-six percent (76%) of public schools had at least one school counselor.**¹⁵
- **Most public high school students attended a school with at least one school counselor.**
 - About 95% of the 17 million high school students had access to at least one school counselor.
 - However, 19% of high schools—serving approximately 811,400 students (5%)—did not have a school counselor.
- **Approximately 42,700 public schools (44%) had at least one SLEO or security guard.**
 - About 5,300 or 12% of the schools with SLEOs or security guards did not have a school counselor.
 - About 850 or 2% of the schools with SLEOs or security guards did not have a school counselor, social worker, nurse, or psychologist.

- **A total of 2.0 million students attended a public school with a SLEO or security guard, but without a school counselor. (Figure 8)**
 - Compared to White students, Black students and American Indian or Alaska Native students were 1.3 times more likely to attend a school with an SLEO or security guard, but without a school counselor, and Native Hawaiian and Other Pacific Islander students were 1.2 times more likely.
- **A total of 258,300 students attended a public school with a SLEO or security guard, but without a school counselor, social worker, nurse, or psychologist. (Figure 8)**
 - Compared to White students, American Indian or Alaska Native students were 1.4 times more likely to attend a school with a SLEO or security guard, but without a school counselor, social worker, nurse, or psychologist. Hispanic, Native Hawaiian or Other Pacific Islander students and students of two or more races were 1.2 times more likely; and Black students were 1.1 times more likely.

Figure 8. Counts of students attending public schools with a sworn law enforcement officer (SLEO) or security guard and with or without other school support staff

	Students at Schools With an SLEO or Security Guard but Without a Counselor	Students at Schools With an SLEO or Security Guard and With a Counselor	Students at Schools With an SLEO or Security Guard but Without a Counselor, Social Worker, Nurse, or Psychologist	Students at Schools With an SLEO or Security Guard and With a Counselor, Social Worker, Nurse, or Psychologist
Hispanic or Latino of any race	585,000	7,102,000	83,100	7,604,000
American Indian or Alaska Native	22,900	201,800	2,700	222,000
Asian	113,500	1,385,000	7,000	1,491,000
Native Hawaiian or Pacific Islander	6,700	98,200	1,100	103,800
Black or African American	379,900	4,107,000	43,700	4,443,000
Two or more races	100,000	1,137,000	9,500	1,227,000
White	847,300	11,780,000	111,400	12,517,000
All students	2,055,000	25,810,000	258,500	27,608,000

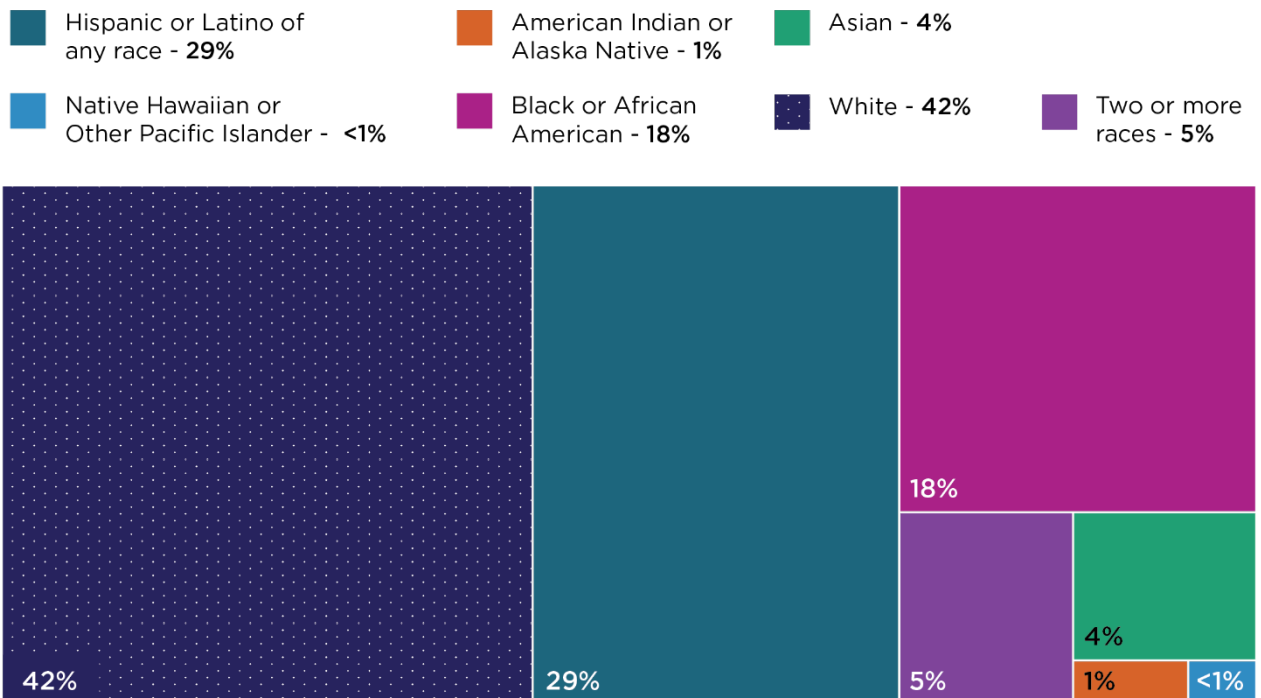
SOURCE: U.S. Department of Education, Office for Civil Rights, 2021-22 Civil Rights Data Collection, released January 2025, available at <https://civilrightsdata.ed.gov>.

Preschool

The 2021-22 CRDC collected data related to children’s access to and enrollment in preschool. The preschool data collected by CRDC refers to programs and services for children ages 3 through 5 that are offered through public school districts.

- **Although 62% of public school districts (approximately 10,900) offered public preschool programs and services, children did not have access to them in 38% of public school districts.**
- **Most children enrolled in preschool programs and services were 4 years old.** In the approximately 10,900 school districts with enrollments in preschool programs and services, 22% of children served were three years old,¹⁶ 65% were four years old, and 13% were five years old.
- **Of the 1.4 million children enrolled in public preschool programs and services, 22% were students with disabilities served under IDEA.** Unless inconsistent with state law or practice, or a relevant court order, IDEA requires all school districts to provide a free appropriate public education to children with disabilities ages 3 through 5.
- **Ten percent (10%) of children enrolled in public preschool programs and services were English learners.**
- **Most children enrolled in public preschool programs and services were White (42%) or Latino (29%). (Figure 9)**

Figure 9. Percent of public school district-based preschool student enrollment, by race/ethnicity



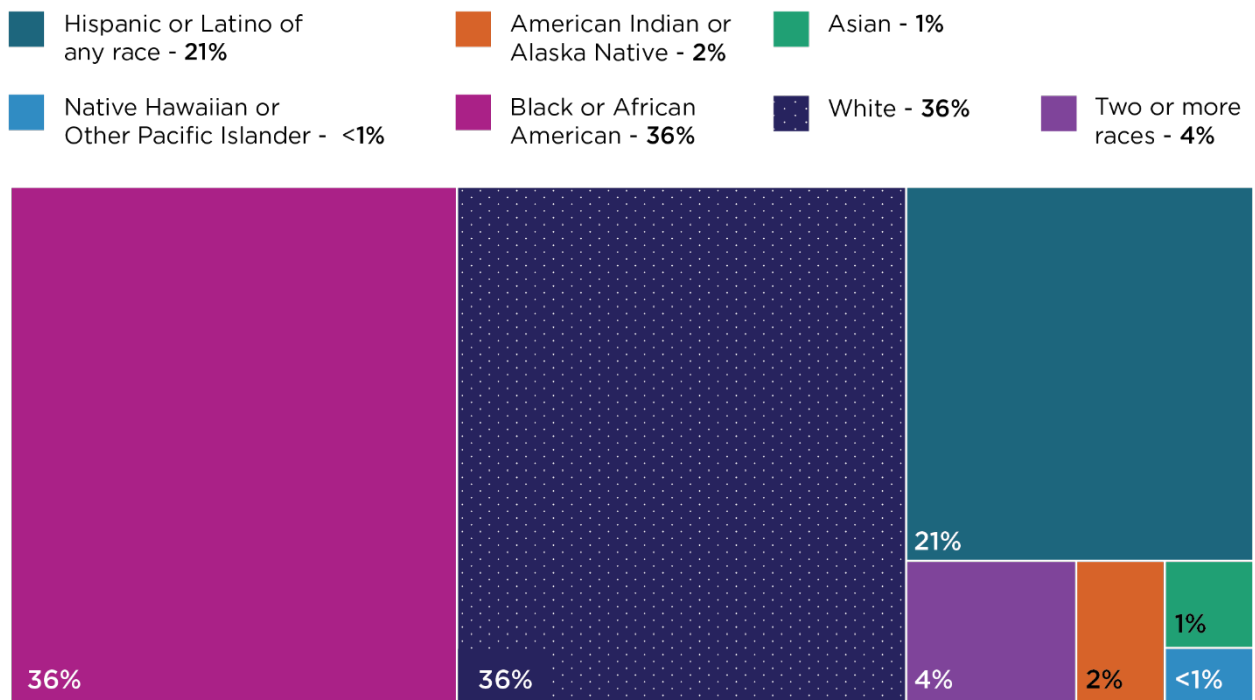
SOURCE: U.S. Department of Education, Office for Civil Rights, 2021-22 Civil Rights Data Collection, released January 2025, available at <https://civilrightsdata.ed.gov>.

Education in Justice Facilities

The CRDC defines a “justice facility” as a public or private facility that confines individuals before and/or after the resolution of court cases. Justice facilities include short-term (90 calendar days or less) and long-term (more than 90 calendar days) facilities, such as correctional facilities, detention centers, jails, and prisons. These facilities may confine youth, adults, or both. For the purposes of the CRDC, only individuals up to 21 years of age who are confined in justice facilities are reported by school districts.

- **Approximately 38,600 students were confined in and attended school at 880 justice facilities.**
- **Black (36%) and White (36%) students comprised the majority of students confined in justice facilities. (Figure 10)**
- **Black students and American Indian or Alaska Native students were the only races/ethnicities overrepresented in justice facilities.**
 - Although Black students accounted for 15% of total K-12 student enrollment, they represented 36% of the students confined in justice facilities.
 - Although American Indian or Alaska Native students accounted for 1% of total K-12 student enrollment, they represented 2% of the students confined in justice facilities.

Figure 10. Percent of student enrollment in public justice facilities, by race/ethnicity



SOURCE: U.S. Department of Education, Office for Civil Rights, 2021-22 Civil Rights Data Collection, released January 2025, available at <https://civilrightsdata.ed.gov>.

- **Although students with disabilities represented only 17% of K-12 student enrollment, 24% of students confined in justice facilities were students with disabilities.**
- **Justice facilities on average offered 25 hours per week of educational programming.** However, 19% of the justice facilities offered less than 20 hours of instruction during a five-day week (or less than 4 hours per day).

Restraint and Seclusion

The 2021-22 CRDC collected data on the number of students who were physically restrained, mechanically restrained, and secluded.¹⁷

- **Approximately 105,700 public school students were physically restrained, mechanically restrained, and/or placed in seclusion at schools.**
 - About 68,800 students were physically restrained.
 - Approximately 8,200 students were mechanically restrained.
 - Almost 28,700 students were placed in seclusion.
- **Students were subjected to restraint and seclusion at rates that differed by race/ethnicity, sex, and disability.**
 - Black students represented 15% of K-12 student enrollment, but accounted for 19% of students secluded, 26% of students physically restrained, and 40% of students mechanically restrained.
 - Students of two or more races accounted for 5% of K-12 student enrollment, but 7% of students physically restrained and 7% of students secluded.
 - American Indian and Alaska Native students represented 1% of K-12 student enrollment, but 2% of students who were secluded.
 - Hispanic students made up 29% of K-12 enrollment, but 33% of students mechanically restrained.
 - White students were 45% of K-12 enrollment, 49% of students mechanically restrained and 57% of those secluded.
 - Boys represented 51% of K-12 student enrollment, but accounted for 75% of students mechanically restrained, 80% of students physically restrained, and 80% of students secluded.
 - Students with disabilities served under IDEA represented 14% of K-12 student enrollment, but 28% of students mechanically restrained, 68% of students secluded, and 76% of students physically restrained.

School Climate and Safety

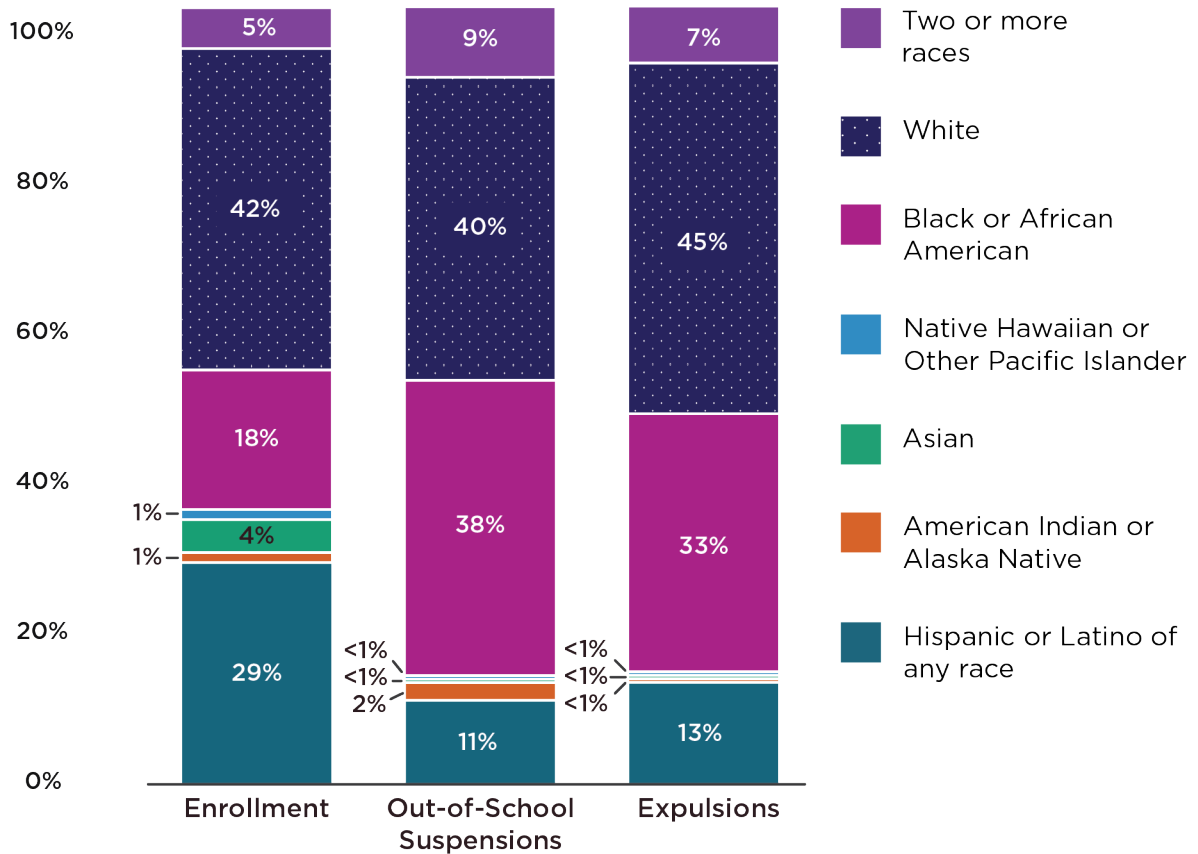
STUDENT DISCIPLINE – SCHOOL SUSPENSIONS AND EXPULSIONS

The 2021-22 CRDC collected data focused on three aspects of school climate: student discipline, such as suspensions, expulsions, referrals to law enforcement, school-related arrests, and corporal punishment; harassment or bullying; and offenses.

Children in Preschool

- **Nearly 2,700 public preschool children received one or more out-of-school suspensions, and approximately 370 preschool children were expelled. (Figure 11)**
 - During the 2021–22 school year, there were 1.4 million children enrolled in preschools.
- **In public preschools, Black children, American Indian or Alaska Native children, and children of two or more races were disproportionately suspended, with Black public preschool children receiving out-of-school suspensions at a rate over twice their enrollment. Black and White children and children of two or more races were disproportionately expelled.**
 - Although Black preschool children accounted for 18% of preschool enrollment, they represented 38% of children who received one or more out-of-school suspensions and 33% of those expelled.
 - American Indian or Alaska Native preschool children accounted for 1% of preschool children enrollment, and they represented 2% of children who received one or more out-of-school suspensions.
 - White preschool children accounted for 42% of preschool enrollment, but they represented 45% of children who were expelled.
 - Preschool children of two or more races accounted for 5% of preschool enrollment, but they represented 9% of those who received one or more out-of-school suspensions and 7% of those expelled.

Figure 11. Percent of preschool children receiving out-of-school suspensions and expulsions, by race/ethnicity



SOURCE: U.S. Department of Education, Office for Civil Rights, 2021-22 Civil Rights Data Collection, released January 2025, available at <https://civilrightsdata.ed.gov>.

- **Preschool boys represented 54% of the 1.4 million students enrolled in public preschool. However, preschool boys accounted for 81% of preschool children who received one or more out-of-school suspensions and 84% of preschool children who were expelled.**
- **Both Black and White preschool boys attending public preschools received out-of-school suspensions and were expelled at a rate higher than their rate of enrollment.**
 - Black boys accounted for 9% of preschool student enrollment, but represented 30% of preschool children who received one or more out-of-school suspensions and 25% of preschool children who were expelled.
 - White boys accounted for 24% of preschool enrollment, but represented 32% of preschool children who received one or more out-of-school suspensions and 39% of preschool children who were expelled.

- **The percentage of preschool girls of all races attending public schools who received one or more out-of-school suspensions or expulsions was lower than their respective percentages of preschool enrollment.**
- **Preschool children with disabilities served under IDEA represented 23% of preschool enrollment, but 41% of preschool children who received one or more out-of-school suspensions and 74% of preschool children who were expelled.**

Students in Kindergarten through Grade 12

- **Approximately 2.3 million students, 5% of K-12 public school enrollment, received one or more in-school suspensions. About 2.4 million students, 5% of K-12 public school enrollment, received one or more out-of-school suspensions.**
- **Black boys and girls, Hispanic boys, White boys, and boys of two or more races attending public schools were overrepresented in suspensions and expulsions. (Figure 12)**
 - Black boys were disciplined at higher rates, compared to boys of other races. Black boys represented 8% of K-12 student enrollment, but 18% of students who received one or more in-school suspensions, 22% of those who received one or more out-of-school suspensions, and 21% of those who were expelled.
 - Black girls represented 7% of K-12 student enrollment, but 11% of students who received one or more in-school suspensions, 13% of students who received one or more out-of-school suspensions, and 13% of students who were expelled.
 - Hispanic boys represented 15% of enrollment, but 16% of students who received one or more in-school suspensions and one or more out-of-school suspensions, and 17% of students who were expelled.
 - White boys represented 23% of K-12 student enrollment, but 27% of students who received one or more in-school suspensions, and 24% of those expelled.
 - Boys of two or more races represented 2% of K-12 student enrollment, but 3% of students who received one or more in-school suspensions, 4% of students who received one or more out-of-school suspensions, and 3% of those who received expulsions.

Figure 12. Percent of K-12 students who were disciplined in public schools, by race/ethnicity

		Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Pacific Islander	Black or African American	White	Two or More Races
Boys	Enrollment	15%	<1%	3%	<1%	8%	23%	2%
Boys	In-School Suspensions	16%	1%	1%	<1%	18%	27%	3%
Boys	Out-of-School Suspensions	16%	1%	<1%	<1%	22%	23%	4%
Boys	Expulsions	17%	1%	1%	<1%	21%	24%	3%
Girls	Enrollment	14%	<1%	3%	<1%	7%	22%	2%
Girls	In-School Suspensions	9%	<1%	<1%	<1%	11%	11%	2%
Girls	Out-of-School Suspensions	8%	<1%	<1%	<1%	13%	9%	2%
Girls	Expulsions	8%	<1%	<1%	<1%	13%	10%	2%

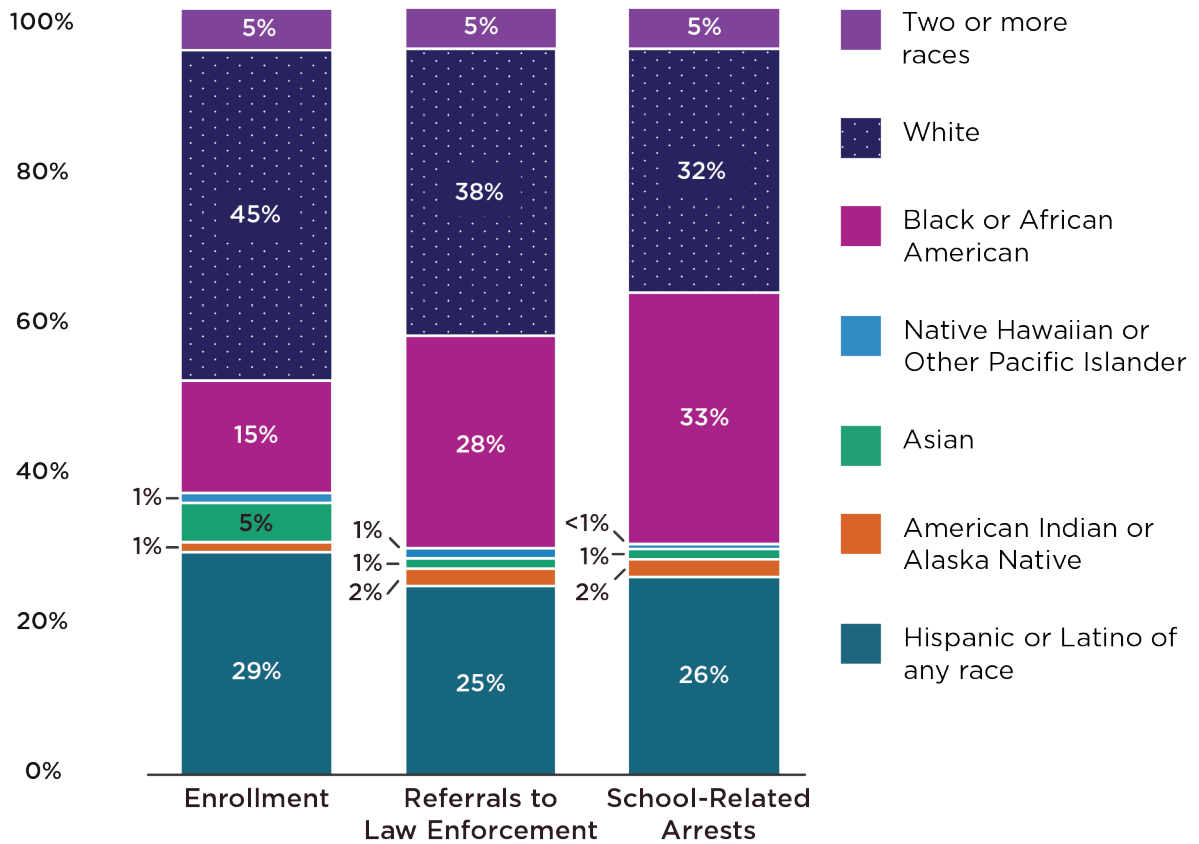
SOURCE: U.S. Department of Education, Office for Civil Rights, 2021-22 Civil Rights Data Collection, released January 2025, available at <https://civilrightsdata.ed.gov>.

- Students with disabilities represented 17% of K-12 student enrollment, but 27% of students who received one or more in-school suspensions, 29% of those who received one or more out-of-school suspensions, and 24% of those who received expulsions.
- English learner students represented 11% of K-12 student enrollment, but 9% of students who received one or more in-school suspensions, 9% of those who received one or more out-of-school suspensions, and 8% of those who received expulsions.

STUDENT DISCIPLINE – REFERRALS TO LAW ENFORCEMENT AND SCHOOL-RELATED ARRESTS

- Public school districts referred about 220,000 K-12 students to law enforcement, and approximately 17% of those referrals resulted in school-related arrests.
- American Indian or Alaska Native and Black students were overrepresented in referrals to law enforcement or school-related arrests in public schools. (Figure 13)
 - American Indian or Alaska Native students represented 1% of total K-12 student enrollment, but 2% of students referred to law enforcement and 2% of students subjected to school-related arrests.
 - Black students represented 15% of total K-12 student enrollment, but 28% of students who were referred to law enforcement and 33% of students subjected to school-related arrests.

Figure 13. Percent of K-12 students referred to law enforcement or subjected to school-related arrests in public schools by race/ethnicity



SOURCE: U.S. Department of Education, Office for Civil Rights, 2021-22 Civil Rights Data Collection, released January 2025, available at <https://civilrightsdata.ed.gov>.

- **Students with disabilities attending public school were overrepresented in referrals to law enforcement and school-related arrests.**
 - Students with disabilities served under IDEA represented 14% of total K-12 student enrollment, but 25% of students referred to law enforcement and 25% of students subjected to school-related arrests.
 - Students with disabilities served only under Section 504 represented 4% of total K-12 student enrollment, but 5% of students referred to law enforcement and 5% of students subjected to school-related arrests.
- **English learner students attending public school were referred to law enforcement or arrested at lower percentages than their enrollment.** They comprised 11% of total K-12 student enrollment, but 7% of students referred to law enforcement, and 8% of students arrested.

STUDENT DISCIPLINE — CORPORAL PUNISHMENT

- Approximately 24,500 K-12 public school students received corporal punishment.
- American Indian or Alaska Native boys, Black boys, White boys, and boys of two or more races were overrepresented in students who received corporal punishment. (Figure 14)
 - American Indian or Alaska Native boys accounted for fewer than 1% of total K-12 student enrollment, but 2% of students who received corporal punishment.
 - Black boys accounted for 8% of total K-12 student enrollment, but 20% of students who received corporal punishment.
 - White boys accounted for 23% of total K-12 student enrollment, but 47% of students who received corporal punishment.
 - Boys of two or more races accounted for 2% of total K-12 student enrollment, but 3% of students who received corporal punishment.

Figure 14. Percent of K-12 students who received corporal punishment in public schools, by race/ethnicity

		Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Pacific Islander	Black or African American	White	Two or More Races
Boys	Enrollment	15%	<1%	3%	<1%	8%	23%	2%
Boys	Corporal Punishment	9%	2%	<1%	<1%	20%	47%	3%
Girls	Enrollment	14%	<1%	3%	<1%	7%	22%	2%
Girls	Corporal Punishment	2%	<1%	<1%	<1%	7%	9%	1%

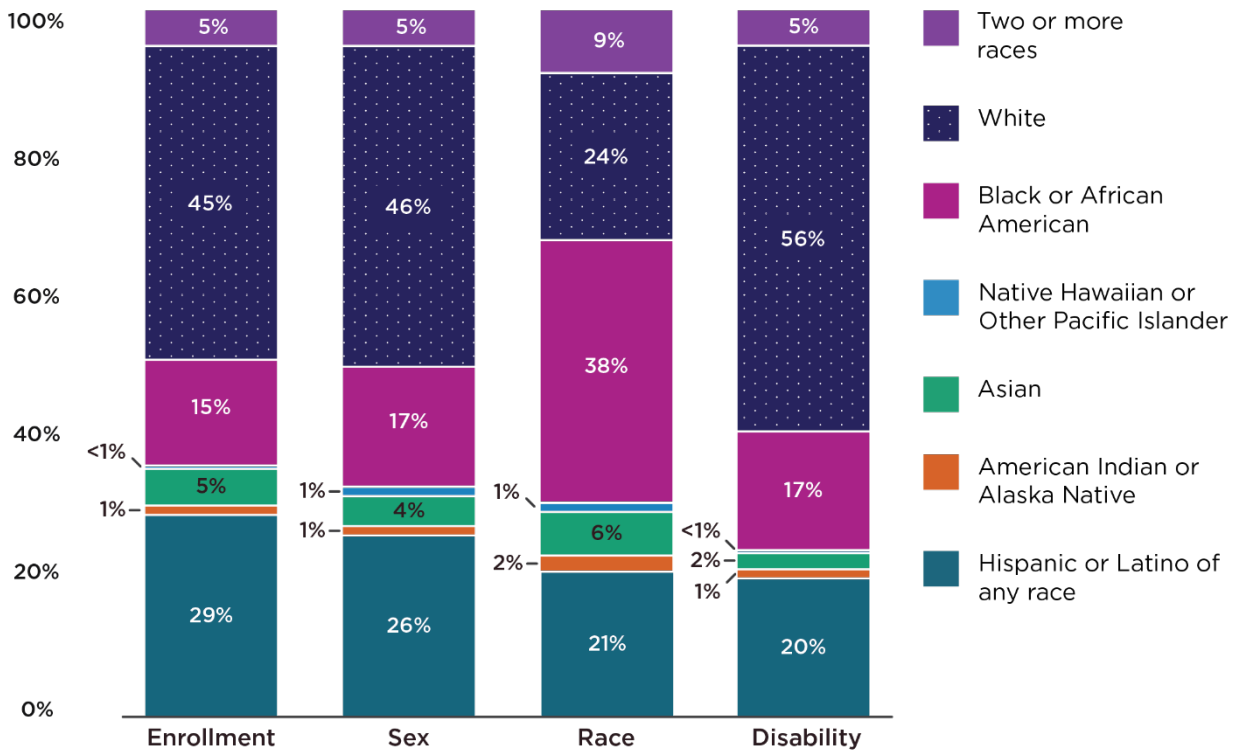
SOURCE: U.S. Department of Education, Office for Civil Rights, 2021-22 Civil Rights Data Collection, released January 2025, available at <https://civilrightsdata.ed.gov>.

- Public school students with disabilities served under IDEA were underrepresented in receiving corporal punishment.
 - The 12% of students with disabilities served under IDEA who received corporal punishment was less than their 14% of total K-12 student enrollment.
- English learner students attending public schools received corporal punishment at a lower percentage than their enrollment. English learners represented 11% of total K-12 student enrollment, but only 4% of students who received corporal punishment.

HARASSMENT OR BULLYING

- Over 80,000 public school students reported being harassed or bullied on the basis of sex, race, or disability.
- Black students and students of two or more races attending public schools were overrepresented in reports of being harassed or bullied on the basis of race. (Figure 15)
 - Black students represented 15% of K-12 student enrollment, but 38% of students who reported being harassed or bullied on the basis of race.
 - Students of two or more races represented 5% of K-12 student enrollment, but 9% of students who reported being harassed or bullied on the basis of race.
- American Indian or Alaska Native students attending public schools accounted for 1% of the total K-12 student enrollment, but 2% of the students who were reported as harassed or bullied on the basis of race.
- White students attending public schools were overrepresented in reports of being harassed or bullied on the basis of disability.
 - White students represented 45% of total K-12 student enrollment, but 56% of students who reported being harassed or bullied on the basis of disability.

Figure 15. Percent of students reported as being harassed or bullied, by basis and race/ethnicity

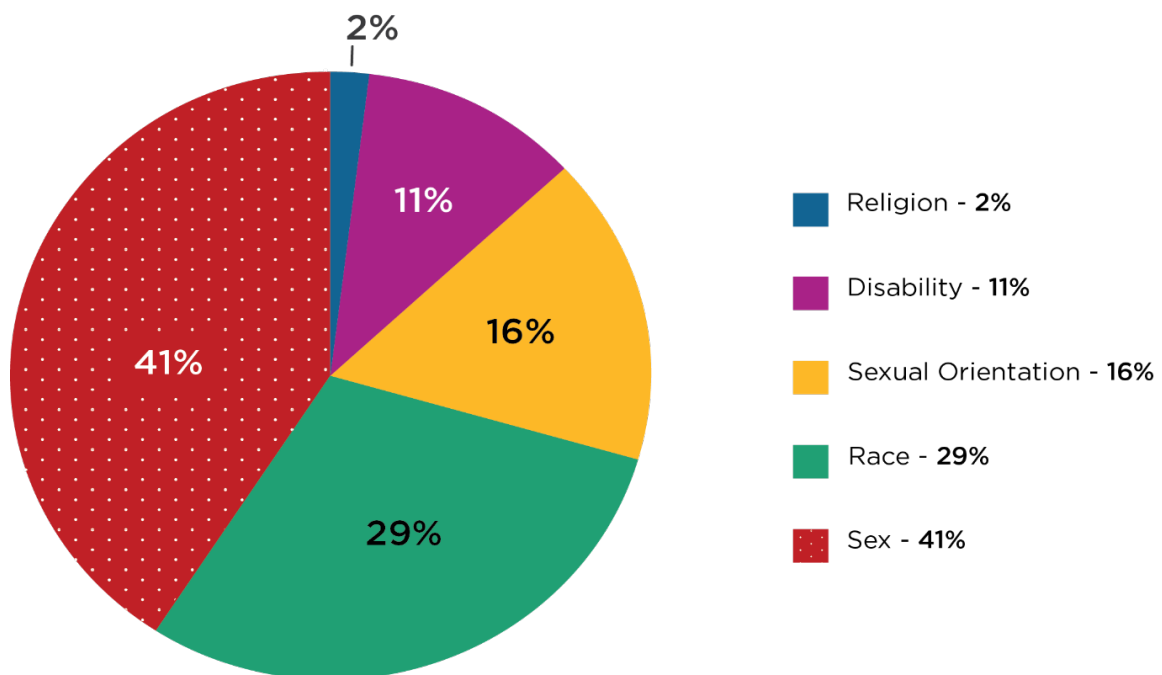


SOURCE: U.S. Department of Education, Office for Civil Rights, 2021-22 Civil Rights Data Collection, released January 2025, available at <https://civilrightsdata.ed.gov>.

■ Public school students reported to school employees more than 143,000 allegations of harassment or bullying on the basis of sex, race, sexual orientation, disability, or religion. (Figure 16)

- 41% of the allegations involved harassment or bullying on the basis of sex.
- 29% of the allegations involved harassment or bullying on the basis of race.
- 16% of the allegations involved harassment on the basis of sexual orientation.
- 11% of the allegations involved harassment on the basis of disability.
- 2% of the allegations involved harassment on the basis of religion.

Figure 16. Percent of allegations of harassment or bullying in public schools, by basis



SOURCE: U.S. Department of Education, Office for Civil Rights, 2021-22 Civil Rights Data Collection, released January 2025, available at <https://civilrightsdata.ed.gov>.

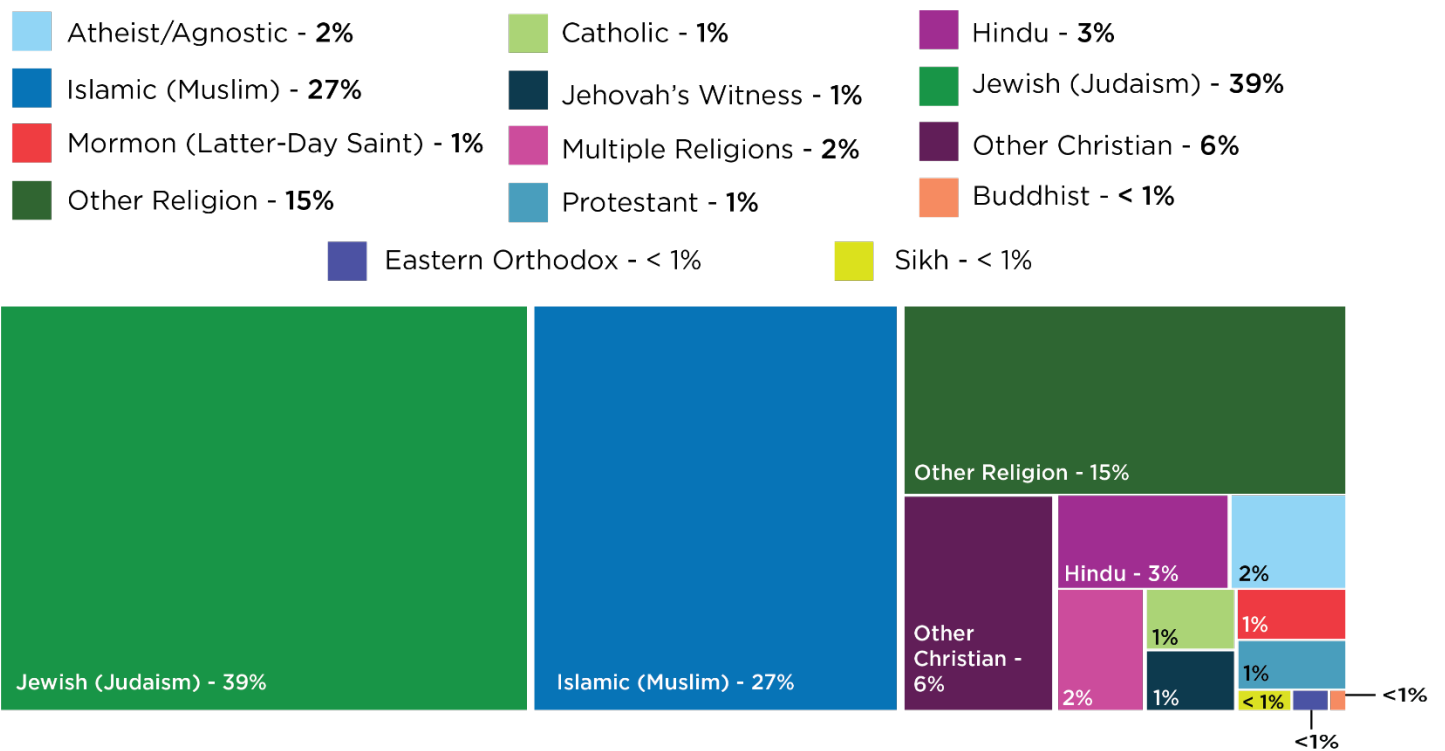
New Data Element Religious Harassment Disaggregated by Perceived Religion

The 2021–22 CRDC was the first to require public school districts to report the number of allegations of harassment or bullying of K-12 students on the basis of perceived religion, disaggregated by atheism/agnosticism, Buddhist; Catholic; Eastern Orthodox; Hindu; Islamic (Muslim); Jehovah’s Witness; Jewish; Mormon; multiple religions, group; other Christian; other religion; Protestant; and Sikh.

Approximately 2,700 allegations of harassment or bullying on the basis of religion were reported.

- Most allegations of harassment and bullying based on religion involved Judaism (39%) or Islam (27%). (Figure 17)

Figure 17. Percent of allegations of harassment or bullying by perceived religion



SOURCE: U.S. Department of Education, Office for Civil Rights, 2021-22 Civil Rights Data Collection, released January 2025, available at <https://civilrightsdata.ed.gov>.

OFFENSES

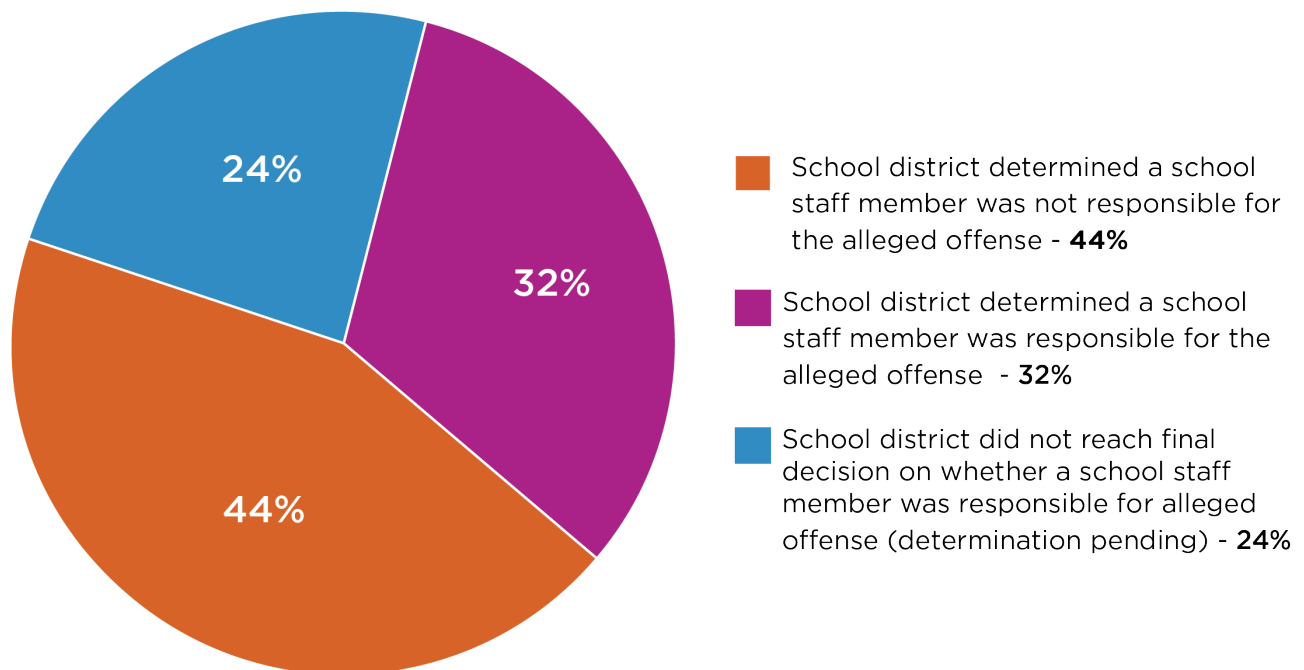
- **Public school districts reported approximately 1.2 million offenses. These reported offenses occurred in school buildings or during school-sponsored events.**
 - Physical attack without a weapon and threats of physical attack without a weapon accounted for the vast majority of all incidents - 93%.
 - Public schools reported over 19,000 incidents of rape or attempted rape and sexual assault (other than rape). Of those incidents, approximately 2% were reported to have been committed by a school staff member. *New Data Element*
 - Approximately 425 schools (<1%) reported at least one incident involving a school-related shooting, and about 130 schools (<1%) reported at least one school-related homicide involving a student, faculty member, or staff member.

New Data Element

The 2021–22 CRDC was the first CRDC to require public schools to report events occurring subsequent to allegations against a school staff member of rape or attempted rape or sexual assault (other than rape) at school:

- When an allegation of rape or attempted rape or sexual assault (other than rape) was made against a school staff member in the regular 2021-22 school year, school districts determined that a school staff member was responsible for the offense regarding 32% of allegations, and determined that a school staff member was not responsible for the offense regarding 44% of allegations. No final determination had been made with regard to 24% of allegations against school staff members – those allegations were still pending with the school district at the end of the regular school year. **(Figure 18)**

Figure 18. Dispositions of allegations of rape and sexual assault against school staff members at the end of the 2021-22 regular school year



SOURCE: U.S. Department of Education, Office for Civil Rights, 2021-22 Civil Rights Data Collection, released January 2025, available at <https://civilrightsdata.ed.gov>.

What's Coming Next in the CRDC (2023-24)

A complete list of data items collected for the first time in the 2021-22 CRDC as optional data items* and that will be required from every school in the 2023-24 CRDC are available on OCR's website. Changes include, but are not limited to:

- The number of teachers employed at a school who are in their first- or second year of teaching, who hold specialized teacher certifications, and who continue to teach at the same school compared to the prior year (teacher retention).
- The number of English learner students enrolled in English learner programs (disaggregated by disability-IDEA).
- The number of students who needed/received Wi-Fi enabled devices or hotspots from the school for student learning use.
- The number of students enrolled in at least one AP course that is not a mathematics or science AP course (disaggregated by race, sex, disability-IDEA, English learner).
- The number of data science classes offered in grades 9-12 and the number of students enrolled in data science classes in grades 9-12 (disaggregated by race, sex, disability-IDEA, English learner).
- The number of students (grades 9-12) who participated in at least one credit recovery program that allows them to earn missed credit to graduate from high school.
- Whether the LEA provided early childhood services in LEA or non-LEA facilities to non-IDEA children from birth to age 2 years.
- The length of preschool offered; the cost of preschool (free, partial/full charge), and whether preschool programs serve non-IDEA students (age 3 years or 4-5 years).
- The number of reported allegations of harassment or bullying of K-12 students on the basis of gender identity.
- Where public school districts already record data about nonbinary students, additional student counts disaggregated using nonbinary as a sex category.

** Data collected for the first time are optional for school districts to report and will not be released to the public.*

Analytical Notes

Rounding: The percentages listed are rounded to the nearest whole number. Student counts of 1,000,000 or greater are rounded to the nearest hundred thousand. Student counts of 1,000 or greater are rounded to the nearest hundred. Student counts of less than 1,000 are rounded to the nearest ten.

Calculations: Although rounded numbers are presented, all calculations are based on unrounded data. Percentage distributions may not add up to 100 percent due to rounding.

Privacy Protections: To prevent the identification of students in the 2021-22 CRDC, student counts in the public-use data file were privacy protected by making small, random adjustments to the data. This process is called perturbation. For more information on the 2021-22 CRDC privacy protection strategy, review the User's Manual available at <https://civilrightsdata.ed.gov>.

Availability of Alternate Formats

Requests for documents in alternate formats such as Braille or large print should be submitted to the Alternate Format Center by calling 202-260-0852 or by contacting the Section 508 Coordinator via e-mail at om_eeos@ed.gov.

Notice to Limited-English-Proficient Persons

If you have difficulty understanding English, you may request language assistance services for ED information that is available to the public. These language assistance services are available free of charge. If you need more information about interpretation or translation services, then please call 1-800-USA-LEARN (1-800-872-5327) (TTY: 1-800-877-8339) or e-mail us at ED.Language.Assistance@ed.gov. You also can write to U.S. Department of Education, Information Resource Center, LBJ Education Building, 400 Maryland Ave. SW, Washington, DC, 20202.

HOW TO CONTACT THE U.S. DEPARTMENT OF EDUCATION AND OFFICE FOR CIVIL RIGHTS

Miguel A. Cardona, Ed.D., Secretary
Catherine E. Lhamon, Assistant Secretary for Civil Rights
U.S. Department of Education
Lyndon Baines Johnson Building
400 Maryland Avenue, SW Washington, DC 20202-1100

Telephone: 800-421-3481
FAX: 202-453-6012
TDD: 877-521-2172

Endnotes

¹ For the 2021-22 school year, 99.9% of required data submitters submitted and certified.

² The public-use data file is available for download at civilrightsdata.ed.gov.

³ For additional information about the differences between the CRDC and other ED data, please see [Building Bridges: Increasing the Power of the CRDC Through Data Linking With an ID Crosswalk](#).

⁴ CRDC data submitters reported student data using the seven racial/ethnic categories found in ED's Final Guidance on Collecting, Maintaining and Reporting Data on Race and Ethnicity, which was based on the Office of Management and Budget's [1997 Statistical Policy Directive No. 15: Standards for Maintaining, Collecting, and Presenting Federal Data on Race and Ethnicity](#). ED's Final Guidance can be found at <http://nces.ed.gov/pubs2008/rediguide/pdf/appendixA.pdf>. In this report, race, color, or national origin—as referenced in Title VI of the Civil Rights Act of 1964—is referred to as “race.”

⁵ In this report, Hispanic or Latino of any race is referred to as “Latino.”

⁶ In this report, Hispanic or Latino of any race is referred to as “Latino.”

⁷ The Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act, defines English learner as an individual:

(A) who is aged 3 through 21; (B) who is enrolled or preparing to enroll in an elementary school or secondary school; (C)(i) who was not born in the United States or whose native language is a language other than English; (ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual— (i) the ability to meet the challenging State academic standards; (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society. 20 U.S.C. § 7801(20).

⁸ As used in this data report, the term “students with disabilities served under IDEA” refers to students who receive special education and related services under the Individuals with Disabilities Education Act. The Office of Special Education Programs (OSEP) in the ED's Office of Special Education and Rehabilitative Services (OSERS) administers IDEA. For information about IDEA, please see <https://sites.ed.gov/idea/>

⁹ “Section 504 only” students are students with disabilities who receive educational aids and services under Section 504 of the Rehabilitation Act of 1973, but not under IDEA.

¹⁰ For the purposes of this data report, high schools include any school or juvenile justice facility with any grade 9–12 or ungraded high school age students.

¹¹ Advanced mathematics courses cover the following topics: trigonometry, analytic geometry, math analysis, probability and statistics, and precalculus.

¹² See U.S. Department of Education, *A Leak in the STEM Pipeline: Taking Algebra Early* (November 2018), retrieved August 12, 2023, from <https://www.ed.gov/about/initiatives/you-belong-stem>; see also Jill Walston and Jill Carlivati McCarroll, *Eighth-Grade Algebra: Findings From the Eighth Grade Round of the Early Childhood Longitudinal Study, Kindergarten Class of 1998–99 (ECLS-K)*, Statistics in Brief, Institute of Education Sciences, National Center for Education Statistics (October 2010).

¹³ Black and Latino enrollment is the aggregate enrollment of Black or African American students and Hispanic or Latino students of any race. Schools with high Black and Latino student enrollment have a student body of greater than 75% of Black and Latino students.

¹⁴ Schools with low Black and Latino student enrollment have a student body of less than 25% of Black and Latino students.

¹⁵ This represents schools that reported having any full-time equivalent (FTE) > 0 for school counselors.

¹⁶ This percentage also includes children who are 2 years of age who are allowed to enroll in preschool at the start of the school year because they will turn 3 years of age sometime during the school year.

¹⁷ The 2021-22 CRDC used the following definitions for *mechanical restraint*, *physical restraint*, and *seclusion*:

- *Mechanical restraint* refers to the use of any device or equipment to restrict a student’s freedom of movement. The term includes the use of handcuffs or similar devices by law enforcement officers or other school security to prevent a student from moving the student’s arms or legs. The term does not include devices used by trained school personnel or a student that have been prescribed by an appropriate medical or related services professional and are used for the specific and approved purposes for which such devices were designed, such as:
 - Adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports;
 - Vehicle safety restraints when used as intended during the transport of a student in a moving vehicle;
 - Restraints for medical immobilization; or
 - Orthopedically prescribed devices that permit a student to participate in activities without risk of harm.

-
- *Physical restraint* refers to a personal restriction, imposed by a school staff member or other individual, that immobilizes or reduces the ability of a student to move their torso, arms, legs, or head freely. The term physical restraint does not include a physical escort. Physical escort includes a touching or holding of the hand, wrist, arm, shoulder or back of a student for the purpose of inducing a student to walk to a safe location, when the contact does not continue after arriving at the safe location. Encouraging, inducing, or forcing a student to walk to a safe location in a way that involves methods utilized to maintain physical control of a student should be considered a physical restraint.
 - *Seclusion* refers to the involuntary confinement of a student in a room or area, with or without adult supervision, from which the student is not permitted to leave. Students who believe or are told by a school staff member that they are not able to leave a room or area, should be considered secluded. The term does not include: a classroom environment where, as a general rule, all students need permission to leave the room or area such as to use the restroom; a behavior management technique that is part of an approved program, which involves the monitored separation of a student in an unlocked setting, from which the student is allowed to leave; or placing a student in a separate location within a classroom with others or with an instructor, so long as the student has the same opportunity to receive and engage in instruction.

Document History

This report was originally issued on January 16, 2025. On January 17, 2025, this report was updated to improve accessibility and to correct a few hyperlinks.