

NEW DATA RELEASE 2026



2023–24

A First Look: The Civil Rights Data Collection



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

September 2026

About this Report

The U.S. Department of Education’s (ED) Office for Civil Rights (OCR) administers the Civil Rights Data Collection (CRDC), which is a mandatory survey of all public school districts and schools in the 50 states, Washington, D.C., and the Commonwealth of Puerto Rico. The CRDC gathers district- and school-level information about student access to educational programs, activities, resources, and school climate factors, from school districts serving students in preschool through grade 12. For the 2023–24 school year, the CRDC includes data from more than 17,000 school districts and 97,000 schools nationwide.¹ To learn more about the 2023–24 CRDC and to download the 2023–24 CRDC public-use data file, please visit <https://civilrightsdata.ed.gov>.

This report provides an overview of CRDC data from public school districts submitted to OCR for the 2023–24 school year. 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 school districts and schools that submit data).²

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Who's in the 2023–24 CRDC?

Total student enrollment
in public preschool
through grade 12



**49.7
MILLION**

Total number of
preschool children

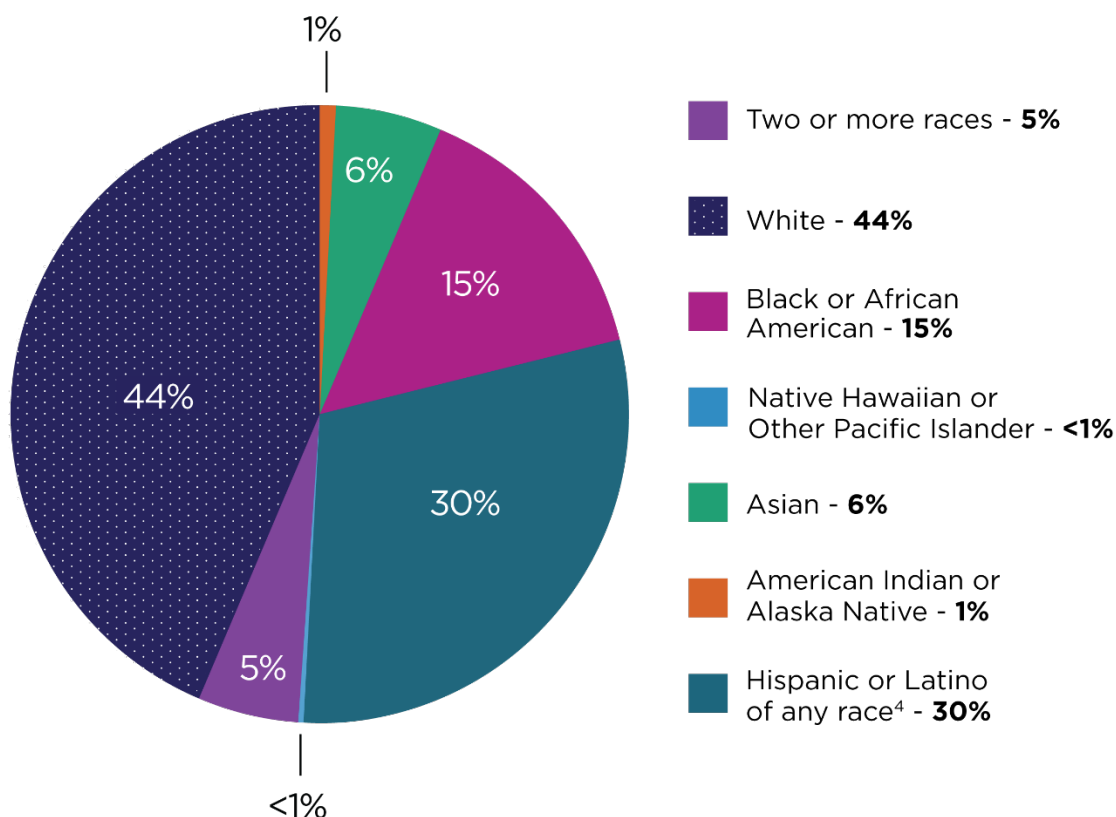


**1.5
MILLION**

Preschool through grade 12
enrollment by sex

51% BOYS **49% GIRLS**

Preschool through grade 12 enrollment by race/ethnicity ³



Enrollment of English
learner students in
preschool through
grade 12 ⁵

12%

Enrollment of students with disabilities in preschool through grade 12

Total students
with disabilities:

19%

Students served under
the Individuals with
Disabilities Education
Act ⁶ (IDEA).

15%

Students served only under
Section 504 of the
Rehabilitation Act of 1973 ⁷
(Section 504 only).

4%

Number of school districts



17,591

Number of schools



97,094

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 public schools to provide equal educational opportunity. OCR administers the CRDC and uses 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 Educational Amendments of 1972 and 34 C.F.R. § 106.71; and Section 504 of the Rehabilitation Act of 1973 and 34 C.F.R. § 104.61.

Data Topics for the 2023–24 CRDC

Public school districts reported school- and district-level data on various topics for the 2023–24 school year. (Figure 1)

Figure 1. Data topics in the 2023–24 CRDC

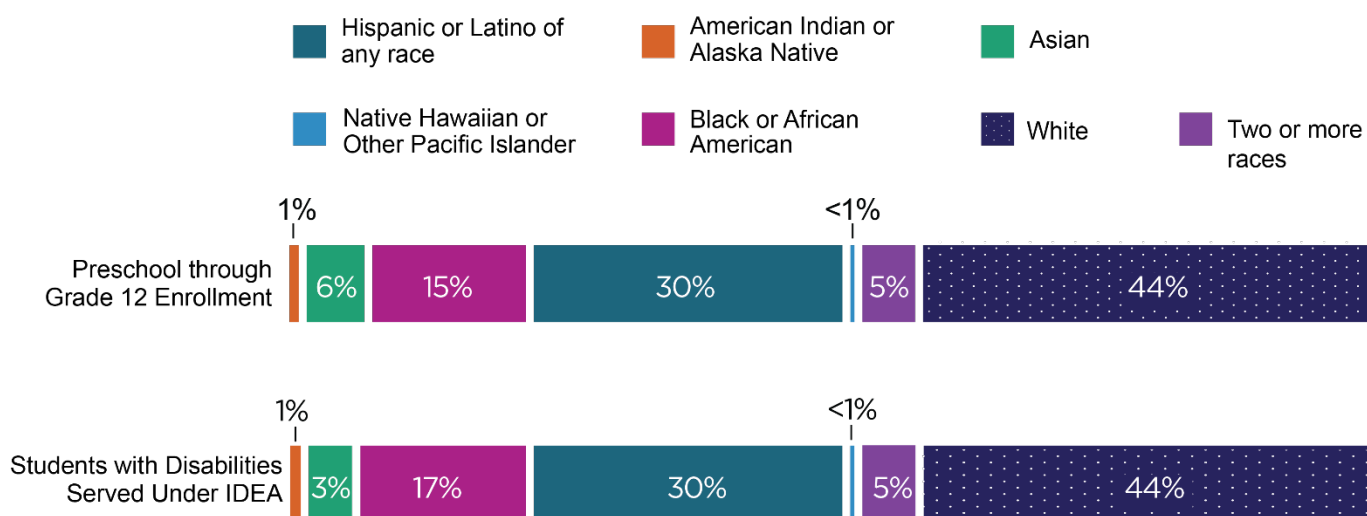
Enrollment & Student Characteristics	School Climate	Courses & School Programs
• Overall Student Enrollment • Preschool Enrollment • IDEA & Section 504 Enrollment • English Learner Student Enrollment • Student Retention	• Student Discipline • Sexual Assault by School Staff • School-related Arrests • Referrals to Law Enforcement • Restraint & Seclusion	• Science & Math Course Access and Passing • Gifted & Talented Programs • Dual Enrollment/Credit Recovery Programs • English Language Instruction Educational Programs • High School Equivalency Exam Preparation Programs • Advanced Placement Courses & International Baccalaureate Programmes • SAT & ACT Test-taking • Single-Sex Academic Classes • Interscholastic Athletics
Teachers	Harassment or Bullying	
• Full-Time Equivalent Teachers • Teacher Certification	• Written Policies • Student Allegations • Students Harassed or Bullied	

Students with Disabilities Enrollment

The 2023–24 CRDC collected data on the enrollment of preschool through grade 12 students with disabilities served under IDEA and students with disabilities served under Section 504 only.

- **Approximately 7.6 million students with disabilities served under IDEA were enrolled in preschool through grade 12, which represented 15% of public school student enrollment.**
 - Of the roughly 7.6 million students with disabilities served under IDEA, 65% were boys and 35% were girls.
 - Black students accounted for 15% of preschool through grade 12 enrollment and comprised 17% of students with disabilities served under IDEA. **(Figure 2)**
 - Asian students made up 6% of preschool through grade 12 enrollment, while accounting for 3% of students with disabilities served under IDEA. **(Figure 2)**

Figure 2. Students with disabilities served under IDEA, by race/ethnicity



SOURCE: U.S. Department of Education, Office for Civil Rights, 2023–24 Civil Rights Data Collection, released August 2026, available at <https://civilrightsdata.ed.gov>.

- **Approximately 1.9 million students with disabilities served only under Section 504 were enrolled in preschool through grade 12, which was 4% of public school student enrollment.**
 - Boys accounted for 56% of students with disabilities served only under Section 504, while girls accounted for 44%.
 - White students with disabilities served only under Section 504 accounted for 60% of students served only under Section 504, while comprising 44% of students enrolled in preschool through grade 12.

Sexual Offenses

The 2020–21 CRDC was the first collection to include the number of incidents of rape or attempted rape committed by school staff, the number of incidents of sexual assault (other than rape) committed by school staff, and the number of such allegations and their outcomes as optional data elements. They remained mandatory in the 2023–24 CRDC. It is expected that the collection and reporting of these data elements will improve and become more accurate with future collections.

- **Public school districts reported about 11,800 incidents of rape or attempted rape and sexual assault (other than rape).**
 - About 460 incidents of rape or attempted rape and sexual assault (other than rape) were reported to have been committed by a school staff member, which represented about 4% of the total incidents.
- **Public school districts reported about 1,100 allegations of rape or attempted rape and sexual assault (other than rape) made against school staff.**
 - About 320 of these allegations resulted in staff resigning or retiring prior to any final disciplinary action or termination.
 - About 280 of these allegations resulted in staff being found not responsible for the offense.
 - Approximately 230 allegations resulted in a pending determination status.
 - Approximately 200 allegations resulted in staff being found responsible for the offense.
 - Approximately 90 allegations resulted in a duty reassignment prior to any final disciplinary action or termination.

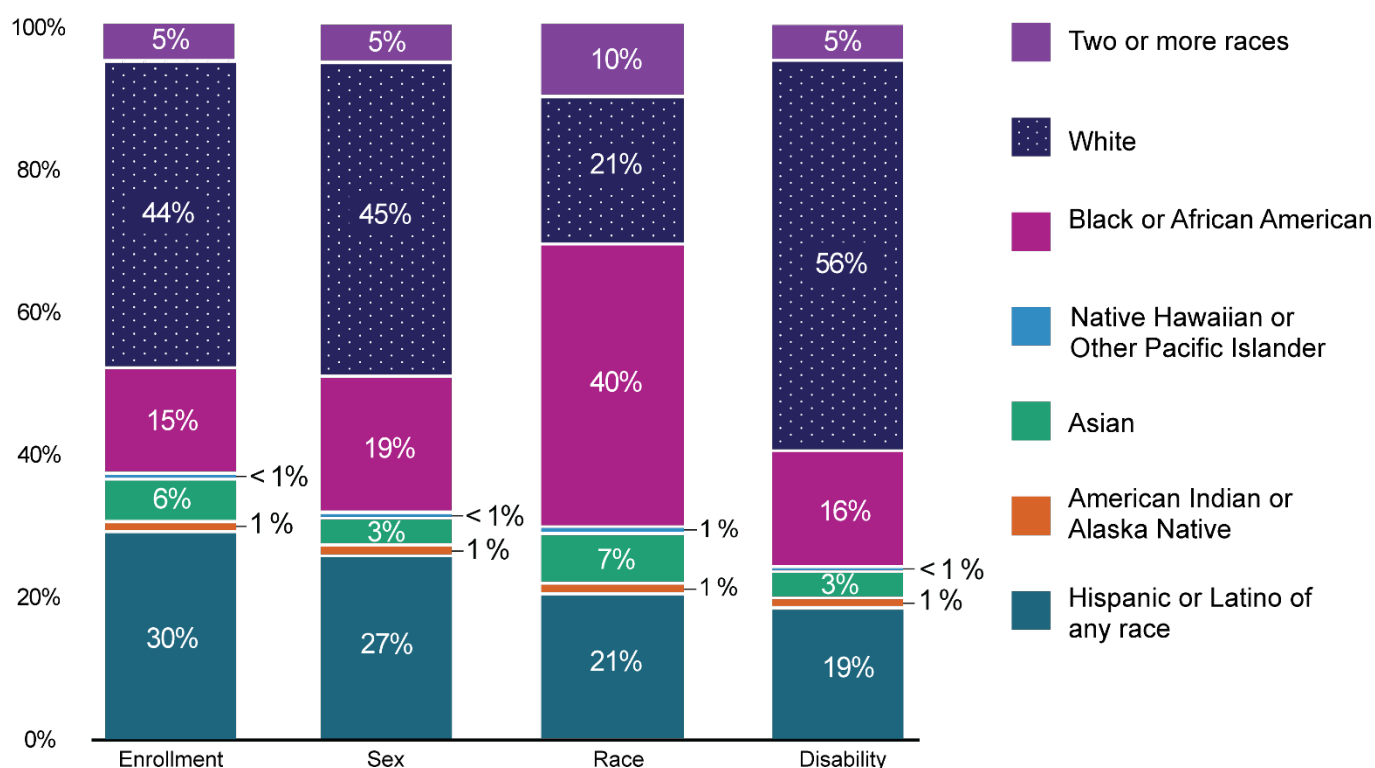
Harassment or Bullying

The 2023–24 CRDC collected data on allegations and counts of kindergarten through grade 12 (K-12) students harassed or bullied on the basis of sex, race, disability, and religion.

■ **Approximately 113,700 public school students reported being harassed or bullied on the basis of sex, race, or disability.**

- Black students represented 15% of K-12 student enrollment, while accounting for 40% of students who reported being harassed or bullied on the basis of race. **(Figure 3)**
- Students of two or more races accounted for 5% of K-12 student enrollment but made up 10% of students who reported being harassed or bullied on the basis of race. **(Figure 3)**
- White students represented 44% of K-12 student enrollment, while comprising 56% of students who reported being harassed or bullied on the basis of disability. **(Figure 3)**

Figure 3. Percent of K-12 students reported as being harassed or bullied, by basis and race/ethnicity



SOURCE: U.S. Department of Education, Office for Civil Rights, 2023–24 Civil Rights Data Collection, released August 2026, available at <https://civilrightsdata.ed.gov>.

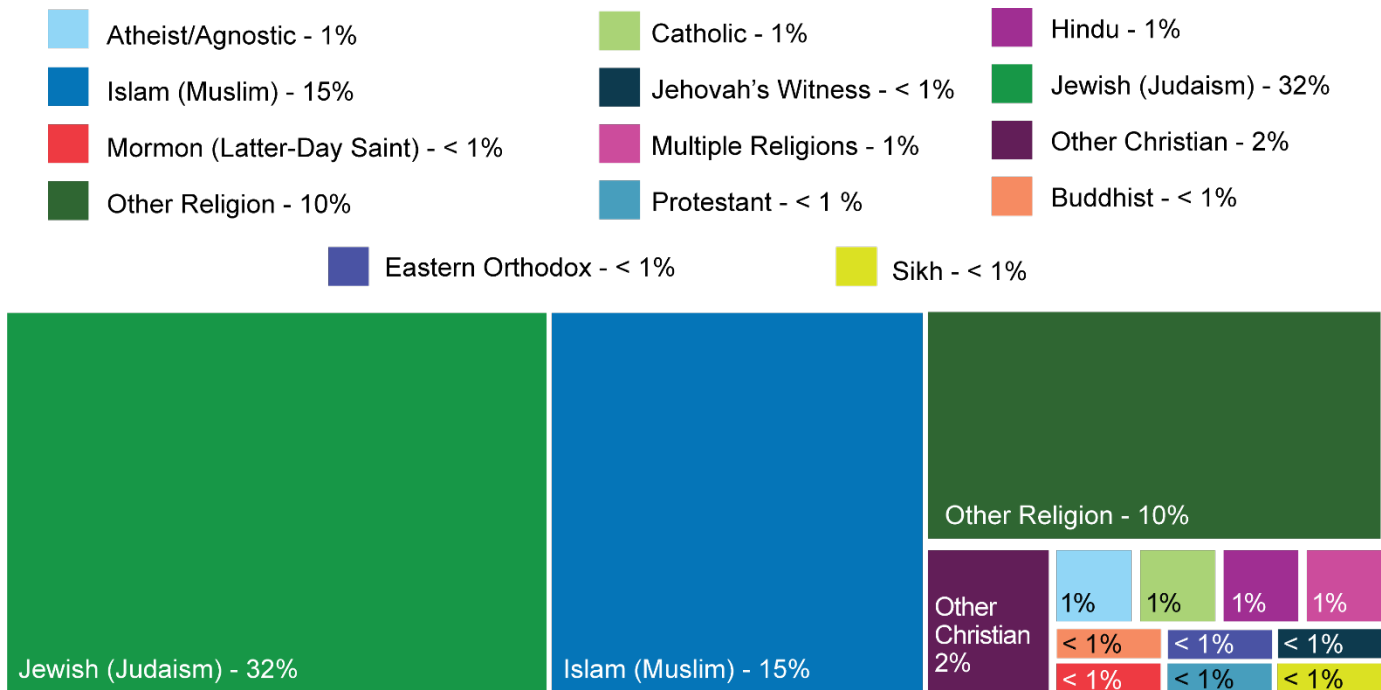
■ **Public school students reported to school employees approximately 142,100 allegations of harassment or bullying on the basis of race, sex, disability, or religion, with the majority of allegations being on the basis of race.**

- 45% of the allegations involved harassment or bullying on the basis of race.
- 40% of the allegations involved harassment or bullying on the basis of sex.
- 12% of the allegations involved harassment or bullying on the basis of disability.
- 3% of the allegations involved harassment or bullying on the basis of religion.

■ **About 4,000 allegations of harassment or bullying on the basis of religion were reported.**

- Judaism accounted for 32% of the reported allegations of harassment or bullying on the basis of perceived religion. **(Figure 4)**
- Islam accounted for 15% of the reported allegations of harassment or bullying on the basis of perceived religion. **(Figure 4)**

Figure 4. Percent of allegations of harassment or bullying based on religion, by perceived religion



SOURCE: U.S. Department of Education, Office for Civil Rights, 2023–24 Civil Rights Data Collection, released August 2026, available at <https://civilrightsdata.ed.gov>.

- **About 16,900 school districts (96%) had a written policy (or policies) prohibiting discriminatory harassment or bullying on the basis of religion.**
- **About 2,700 school districts (16%) provided a web link to their written policy (or policies) prohibiting discriminatory harassment or bullying on the basis of religion.**

Restraint and Seclusion

The 2023–24 CRDC collected data on the number of K-12 students who were physically restrained, mechanically restrained, and secluded.⁸

- **Approximately 129,700 students were physically restrained, mechanically restrained, and/or placed in seclusion at schools.**
 - Approximately 84,300 students were physically restrained.
 - About 13,100 students were mechanically restrained.
 - About 32,300 students were placed in seclusion.

- **Students were subjected to restraint and seclusion at rates that differed by race/ethnicity, sex, and disability.**
 - Students with disabilities served under IDEA made up 15% of K-12 student enrollment but accounted for 23% of students mechanically restrained, 68% of students secluded, and 73% of students physically restrained.
 - Boys accounted for 51% of K-12 student enrollment, while comprising 75% of students mechanically restrained, 78% of students secluded, and 79% of students physically restrained.
 - Black students represented 15% of K-12 student enrollment, while accounting for 19% of students secluded, 29% of students physically restrained, and 46% of students mechanically restrained.
 - Latino students made up 30% of K-12 student enrollment and comprised 33% of students mechanically restrained.
 - Students of two or more races accounted for 5% of K-12 enrollment but represented 7% of students physically restrained and 8% of students secluded.
 - White students comprised 44% of K-12 enrollment and 56% of students who were secluded.

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

The 2023–24 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.^{9, 10}

- **Access to mathematics, science, and computer science courses varies across public high schools.**
 - Of the approximately 27,200 high schools, 75% offered chemistry, 67% offered advanced mathematics, 59% offered physics, 51% offered computer science, and 45% offered calculus.
 - Over 80% of high schools offered Algebra I, Algebra II, geometry, and biology.
- **The enrollment rates for high school boys enrolled in Algebra I, calculus, physics, and computer science were higher than the enrollment rates for high school girls in those courses. The enrollment rates for girls in advanced mathematics, biology, and chemistry were slightly higher than the enrollment rates for boys. (Figure 5)**

Figure 5. Enrollment rates for boys and girls enrolled in public high school mathematics, science, and computer science courses

		Enrollment Rates for Boys	Enrollment Rates for Girls
Mathematics	Algebra I	20%	19%
Mathematics	Algebra II	19%	19%
Mathematics	Geometry	21%	21%
Mathematics	Advanced Mathematics	14%	15%
Mathematics	Calculus	5%	4%
Science	Biology	27%	29%
Science	Chemistry	17%	18%
Science	Physics	12%	10%
Computer Science	Computer Science	11%	6%

SOURCE: U.S. Department of Education, Office for Civil Rights, 2023–24 Civil Rights Data Collection, released August 2026, available at <https://civilrightsdata.ed.gov>.

■ **About 2.4 million students with disabilities served under IDEA (14%) were enrolled in public high schools.**

- The enrollment rates for public high school students with disabilities served under IDEA were lower than the enrollment rates for non-IDEA students for all courses except Algebra I.

(Figure 6)

Figure 6. Enrollment rates for students with disabilities served under IDEA and non-IDEA students enrolled in public high school mathematics, science, and computer science

		Enrollment Rates for Students with Disabilities (IDEA)	Enrollment Rates for Non-IDEA Students
Mathematics	Algebra I	23%	19%
Mathematics	Algebra II	13%	20%
Mathematics	Geometry	18%	22%
Mathematics	Advanced Mathematics	6%	16%
Mathematics	Calculus	< 1%	5%
Science	Biology	24%	28%
Science	Chemistry	10%	18%
Science	Physics	8%	12%
Computer Science	Computer Science	6%	9%

SOURCE: U.S. Department of Education, Office for Civil Rights, 2023–24 Civil Rights Data Collection, released August 2026, available at <https://civilrightsdata.ed.gov>.

Advanced Placement and Dual Enrollment or Dual Credit Programs

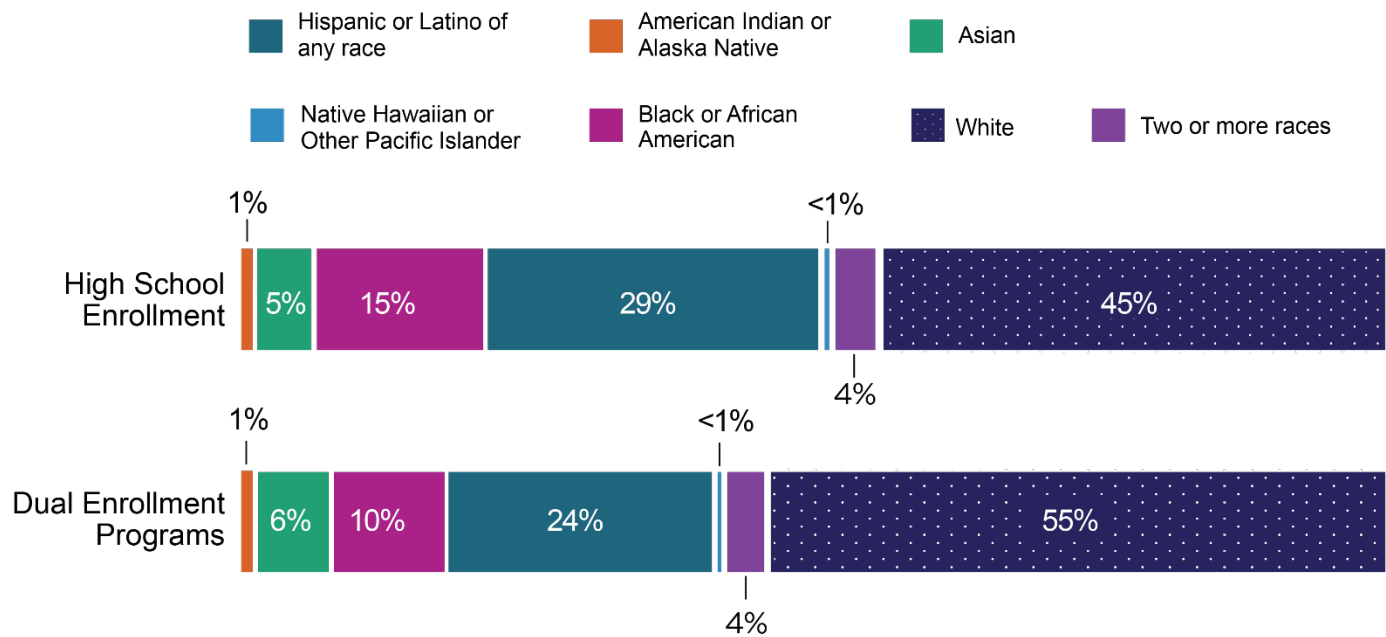
Advanced Placement (AP) courses offer high school students the opportunity to earn college credit and advanced college placement by successfully completing AP courses and AP exams.

- **About 3.1 million public high school students were enrolled in at least one AP course, which was about 18% of public high school enrollment.**

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.

- **About 17,600 public high schools enrolled roughly 2.1 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 accounted for 45% of students enrolled in high school, while comprising 55% of students enrolled in dual enrollment or dual credit programs. **(Figure 7)**
 - Asian students represented 5% of students enrolled in high school and 6% of students enrolled in dual enrollment or dual credit programs. **(Figure 7)**
 - Black students made up 15% of students enrolled in high school, while accounting for 10% of students enrolled in dual enrollment or dual credit programs. **(Figure 7)**
 - Latino students comprised 29% of students enrolled in high school, while representing 24% of students in dual enrollment or dual credit programs. **(Figure 7)**

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, 2023–24 Civil Rights Data Collection, released August 2026, available at <https://civilrightsdata.ed.gov>.

- Girls accounted for 49% of students enrolled in high school, while comprising 54% of students in dual enrollment or dual credit programs.
- Students with disabilities served under IDEA made up 14% of students enrolled in high school but represented 5% of students in dual enrollment or dual credit programs.
- English learner students comprised 9% of students enrolled in high school, while accounting for 4% of students in dual enrollment or dual credit programs.

Suspensions and Expulsions

The 2023–24 CRDC collected data on K-12 students who received one or more in-school suspensions, out-of-school suspensions, and expulsions.

- **Approximately 2.3 million students, or 5% of K-12 public school enrollment, received one or more in-school suspensions, and about 2.5 million students, or 5% of K-12 public school enrollment, received one or more out-of-school suspensions. Approximately 123,100 students, or less than 1% of K-12 public school enrollment, were expelled. (Figure 8)**
 - Black boys made up 7% of K-12 student enrollment, while accounting for 18% of students who received one or more in-school suspensions, 22% of students who received one or more out-of-school suspensions, and 22% of students who were expelled.
 - Black girls represented 7% of K-12 student enrollment, while representing 11% of students who received one or more in-school suspensions, 14% of students who received one or more out-of-school suspensions, and 13% of students who were expelled.
 - Latino boys comprised 15% of K-12 student enrollment and represented 18% of students who received one or more in-school suspensions, 17% of students who received one or more out-of-school suspensions, and 18% of students who were expelled.
 - White boys represented 23% of K-12 student enrollment and accounted for 26% of students who received one or more in-school suspensions.
 - Boys of two or more races comprised 3% of K-12 student enrollment, while representing 4% of students who received one or more in-school suspensions and 4% of students who received one or more out-of-school suspensions.

Figure 8. 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%	7%	23%	3%
Boys	In-School Suspensions	18%	1%	1%	<1%	18%	26%	4%
Boys	Out-of-School Suspensions	17%	1%	1%	<1%	22%	22%	4%
Boys	Expulsions	18%	1%	1%	<1%	22%	21%	3%
Girls	Enrollment	15%	<1%	3%	<1%	7%	21%	2%
Girls	In-School Suspensions	9%	<1%	<1%	<1%	11%	10%	2%
Girls	Out-of-School Suspensions	9%	<1%	<1%	<1%	14%	9%	2%
Girls	Expulsions	9%	<1%	<1%	<1%	13%	9%	2%

SOURCE: U.S. Department of Education, Office for Civil Rights, 2023–24 Civil Rights Data Collection, released August 2026, available at <https://civilrightsdata.ed.gov>.

- **Students with disabilities served under IDEA represented 15% of K-12 student enrollment and accounted for 24% of students who received one or more in-school suspensions, 27% of those who received one or more out of-school suspensions, and 23% of those who received expulsions.**

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 2023–24 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 2023–24 CRDC privacy protection strategy, review the User’s Manual available at <https://civilrightsdata.ed.gov>.

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

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Endnotes

¹ For the 2023–24 school year, 98.9% of required data submitters submitted and certified.

² For additional information about the differences between the CRDC and other ED data, please see the [Building Bridges: Increasing the Power of the CRDC Through Data Linking With an ID Crosswalk](#).

³ 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 <https://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.”

⁴ In this report, Hispanic or Latino of any race is referred to as “Latino.”

⁵ 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).

⁶ In this 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 in the ED’s Office of Special Education and Rehabilitative Services administers IDEA. For information about IDEA, please see <https://sites.ed.gov/idea>.

⁷ “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.

⁸ The 2023–24 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 has 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 the 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.

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

¹⁰ Advanced mathematics courses cover the following topics: trigonometry, analytic geometry, math analysis, probability and statistics, and precalculus.