

Commissioner's Annual Report to the
Education Committee of the Senate and
General Assembly

Student Safety and Discipline in New Jersey Public Schools

School Year 2024-25

New Jersey Department of Education
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Executive Summary

Annually, the New Jersey Department of Education (“NJDOE”) collects, analyzes, and reports to the Governor and Legislature on disciplinary infractions and their consequences, as reported by school districts, to meet the requirements of the Public School Safety Law, *N.J.S.A. 18A:17-46 through 48*.

This report includes statewide information on incidents in the categories of harassment, intimidation, and bullying (HIB), substance, vandalism, violence, and weapons. It also outlines school districts’ efforts to reduce HIB through targeted trainings and programs, as well as school districts’ responses to reported incidents, including police notifications and disciplinary actions. In 2022, *N.J.S.A. 18A:17-48* was amended to expand the scope of this report to include the use of restraint and seclusion.

The report concludes with links to current NJDOE initiatives to support schools in enhancing student safety and well-being. Local leaders are encouraged to compare statewide figures with their own local data to evaluate the effectiveness of policies and interventions aimed at maintaining a positive school climate, fostering social-emotional learning, and addressing student behaviors that violate school conduct policies.

For the 2024-25 school year, New Jersey schools reported a decline in reported incidents across all major categories for the third consecutive year. Notably, incidents of Weapons decreased by 21.3%, HIB by 12.2% and Violence by 11.4%. Incidents of Substance went down, including Marijuana decreasing by 13.9%, though it remains the highest. Most HIB incidents were verbal in nature and occurred in grades 6 through 8.

Schools also reported a significant decline in discipline for the third year in a row with 56,564 students suspended in SY 2024-25, down from 59,877 in SY 2023-24. Student groups reporting the highest rates of suspensions are Black or African-American at 8.6% for Race/Ethnicity, Males at 5.5% for Gender and Grades 6 to 8 at 6.8%. For comparison, the state student suspension rate in SY 2024-25 was 4.0%.

The number of students who were restrained, secluded or both restrained and secluded increased slightly from 2,747 students in SY 2023-24 to 2,800 students in SY 2024-25. Most students who were restrained and/or secluded were in preschool through grade 2 and eligible to receive special education and related services.

Introduction

This report presents information provided by New Jersey’s public schools on disciplinary infractions, their consequences, and the use of restraint and seclusion during school year (SY) 2024-25. The NJDOE compiles and publishes this information annually to fulfill the requirements of the Public School Safety Law, *N.J.S.A. 18A:17-46 through 48*. School districts are encouraged to compare their own incident data against state-level results and, if necessary, adopt proactive measures to improve school climate and student safety.

School- and district-level data on disciplinary actions, broken down by student group and grade level, are available in the School Performance Reports. Similarly, school-level data on restraint and seclusion—disaggregated by student group and grade—can be downloaded from the [Commissioner's Annual Report to the State Legislature](#) website.

Since SY 2017-18, school districts have reported incidents through the Student Safety Data System (SSDS), which replaced both the Electronic Violence and Vandalism Reporting System (EVVRS) and the Harassment, Intimidation, and Bullying — Investigations, Trainings, and Programs (HIB-ITP) system. The SSDS collects data on HIB, substance, vandalism, violence, weapons, and other incidents that lead to student discipline; all allegations of HIB; HIB trainings and programs; and school responses to reported incidents, including police notifications and student removals. Beginning in SY 2022-23, the SSDS was expanded to collect information on the use of restraint and seclusion techniques on school grounds. Guidance and training documents related to SSDS reporting are available on the SSDS homepage.

Multiple state and federal laws outlined in the SSDS Guidance document accessible through the SSDS homepage require school personnel to report student safety information to their district board of education, law enforcement and the NJDOE (through the SSDS). Each year, school personnel are responsible for inputting their incident data into the SSDS and certifying its accuracy, and the district superintendent must also certify the accuracy of these data prior to submission. In SY 2024-25, 29 school districts reported zero incidents, up from 19 school districts in SY 2023-24.

This report is organized into five sections: Incidents Reported; Harassment, Intimidation, and Bullying (HIB) School Responses and District Efforts; School Responses to Reported Incidents; Restraint and Seclusion; and NJDOE Initiatives to Improve School Safety.

Note for People Using Screen Readers or Text-to-Speech Tools

All figures are marked as decorative. The explanatory text before each chart includes the chart type and a high-level summary of the data. The data tables for all charts are in Appendix A.

Incidents Reported

Total Incidents

Figure 1: Total Incidents Reported by School Year with Year-over-Year Percent Change

Figure 1 is a bar graph illustrating the total number of incidents reported by school personnel in the last three school years in the categories of harassment, intimidation, and bullying (HIB), substance, vandalism, violence, and weapons. The graph also shows the year-over-year percent change. In SY 2024-25, school personnel reported 29,826 unique incidents, representing an 11.0% decrease compared to the 33,526 incidents reported in SY 2023-24.

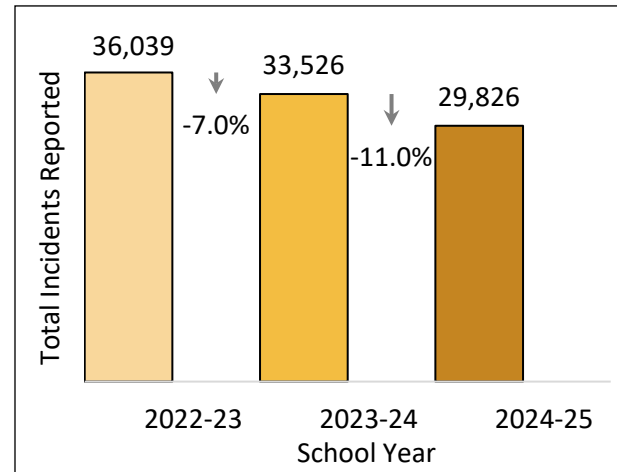
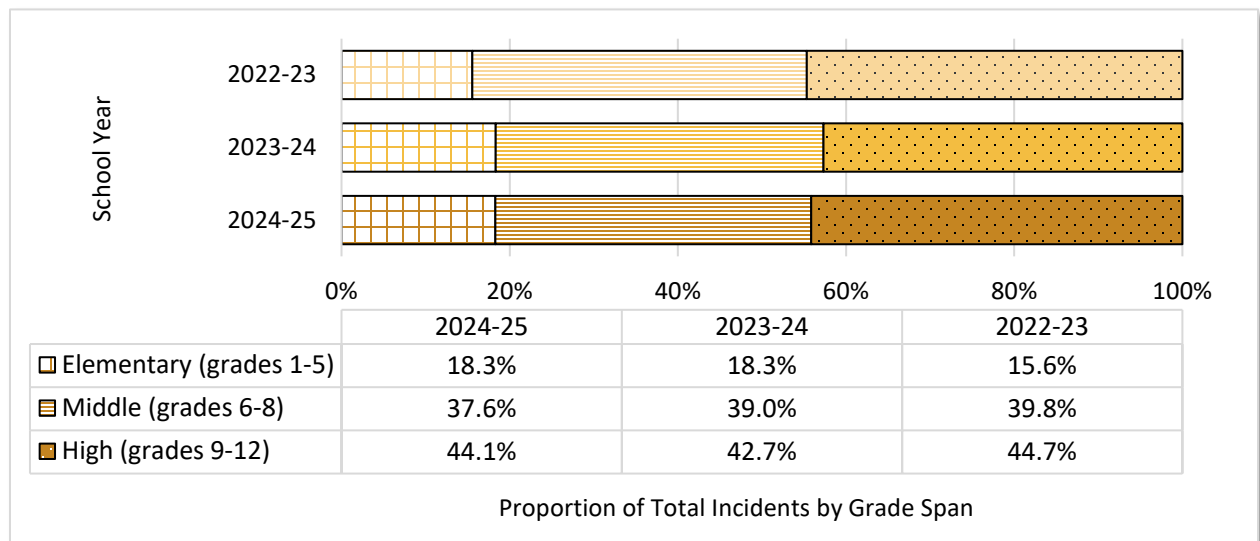


Figure 2 below is a stacked bar graph illustrating the proportion of reported incidents that involved elementary, middle, and high school students over the past three school years. In SY 2024-25, 18.3% of incidents involved elementary school students, 37.6% involved middle school students, and 44.1% involved high school students. This distribution is consistent with the previous two school years.

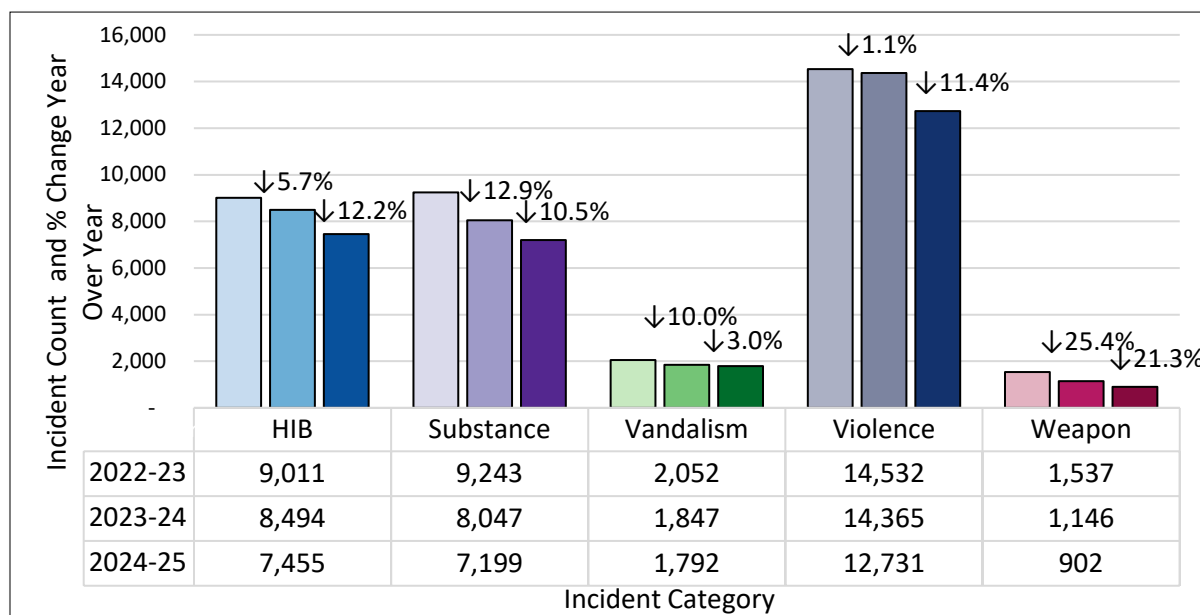
Figure 2: Proportion of Total Incidents Reported by Grade Span Across School Years



The SSDS requires school personnel to identify the type of incident that occurred, such as weapons possession, weapon use, or damage to property, and may select up to three incident types for each incident. The NJDOE uses incident type to classify incidents into different incident categories. Because a single incident can be assigned to as many as three incident types, it may be counted in multiple categories and may be counted more than once within one category. For example, an incident involving weapons possession, weapon use, and property damage would be counted both as a weapons incident (for possession and use) and as a vandalism incident (for property damage). Within the weapons category, the incident would be counted twice, once as a weapon-possession incident and once as a weapon-use incident. For this reason, the totals by category provided below will not equal the total incidents reported above.

Figure 3 is a column graph that shows the total number of incidents reported in each category over the last three school years, with the year-over-year percent change in data labels at the top of the columns and the incidents counts provided in the data table under the graph. Reported incidents declined in all categories in SY 2024-25 relative to the previous year, with the greatest decline in weapon (–21.3%), and the smallest decline in vandalism (–3.0%). In SY 2024-25, school personnel reported 12,731 violent incidents, compared to 14,365 in SY 2023-24 and 14,532 in SY 2022-23.

Figure 3: Total Incidents by Category and School Year with Year-over-Year Percent Change in Data Labels



The remainder of this section details the types of substance, vandalism, violence, and weapons incidents reported by school year and grade span. HIB incidents are covered in the following section.

Substance

Figure 4 is a stacked bar graph showing the proportion of substance-related incidents that involved elementary, middle, and high school students over the past three school years with the figures provided in the data table below the graph. In SY 2024-25, 0.8% of substance incidents involved elementary school students, 18.9% involved middle school students, and 80.3% involved high school students.

Figure 4: Proportion of Substance Incidents Reported by Grade Span Across School Years

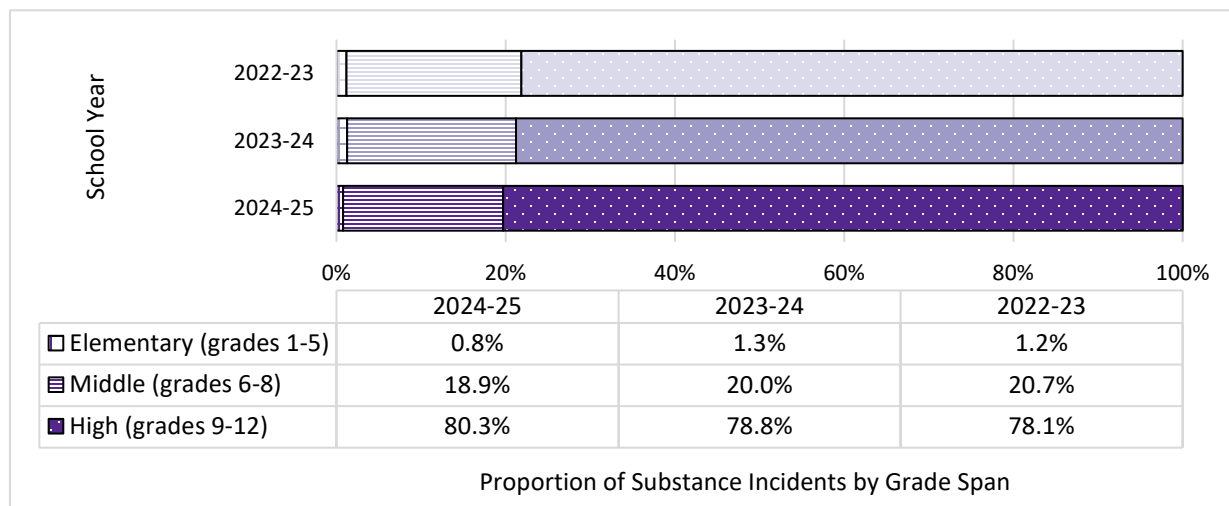
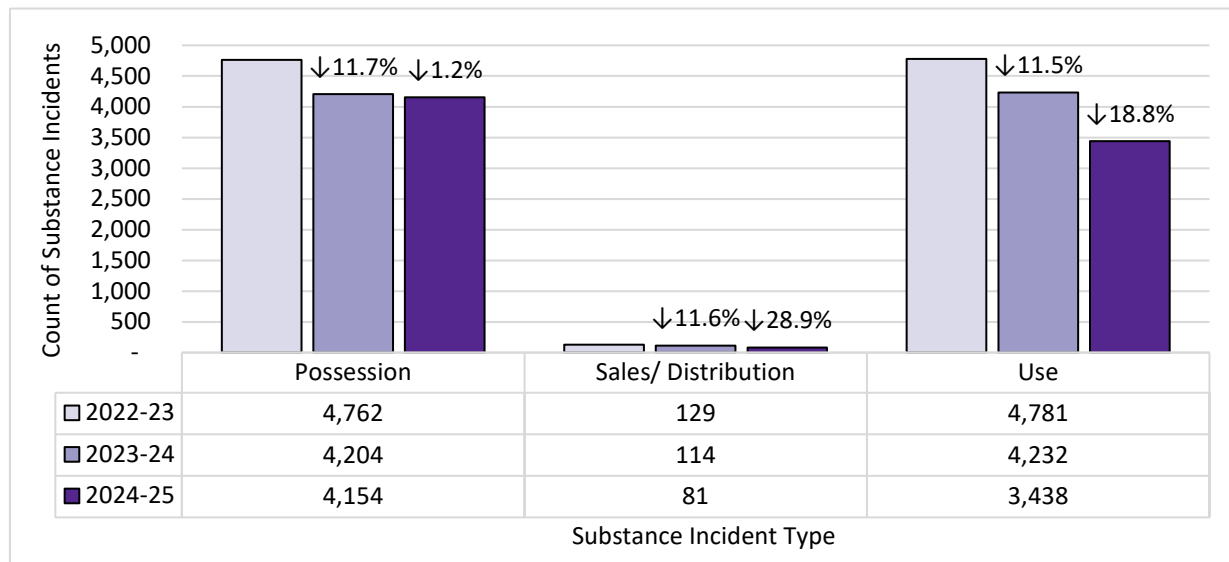


Figure 5 is a column graph displaying the number of substance incidents reported by type over the past three school years with year-over-year percent change in data labels at the top of the columns and counts by substance incident type provided in the data table under the graph. There are three types of substance-related incidents that school personnel report to the SSDS: possession, sales or distribution, and use. In SY 2024-25, all types of substance incidents declined by 10.5% relative to SY 2023-24 and have declined most in use of substances by 18.8%.

Figure 5: Substance Incidents Reported by Incident Type and School Year with Year-over-Year Percent Change in Data Labels



School personnel are required to report incidents when any of the following substances are involved: alcohol, anabolic steroids (“steroids”), cocaine/ crack, designer/ synthetic drugs, drug paraphernalia, heroin, marijuana, unauthorized over-the-counter substances (“OTC drugs”), and unauthorized prescription drugs (“prescription drugs”). The SSDS also provides an “undetermined” selection when a student is suspected of being under the influence of one of the reportable substances, but a medical examination is refused. Figure 6 is a bar graph illustrating the frequency with which substances were reported in SY 2024-25. Substances are ordered by frequency, with marijuana appearing at the top as the most reported substance (4,570) and heroin and steroids at the bottom as the least reported (each with 1).

Figure 6: Substance Incidents by Type of Substance Reported in School Year 2024-25

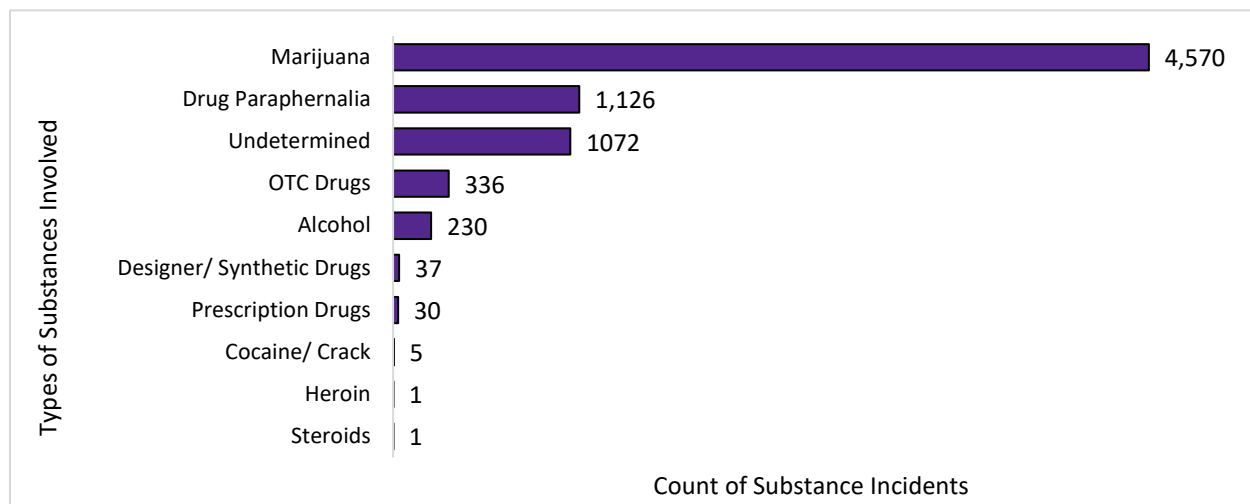
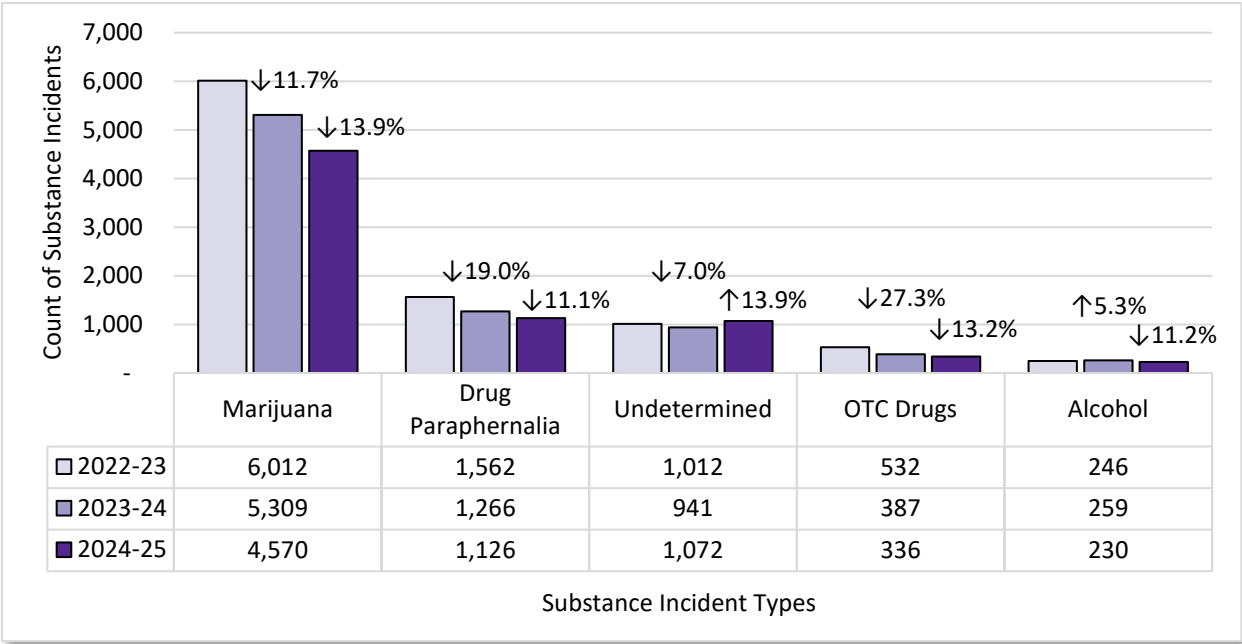


Figure 7 allows comparison of reported substances in SY 2024-25 with previous years. Figure 7 is a column graph displaying the top five substances reported in the last three school years with year-over-year percent change in data labels at the top of the columns and counts by reported substance provided in the data table under the graph. The most reported substances in SY 2024-25 were the same in the previous two years. Marijuana was the most reported substance during this three-year period; however, the rate declined over that same three-year period from 6,012 incidents in SY 2022-23 to 4,570 in SY 2024-25.

Figure 7: The Top Five Types of Substances Reported by School Year with Year-over-Year Percent Change in Data Labels



Vandalism

Figure 8 below is a stacked bar graph displaying the proportion of reported vandalism incidents that involved elementary, middle, and high school students over the past three school years with the proportions provided in the data table below the graph. In SY 2024-25, 14.2% of vandalism incidents involved elementary school students, 43.6% involved middle school students, and 42.2% involved high school students.

Figure 8: Proportion of Vandalism Incidents Reported by Grade Span Across School Years

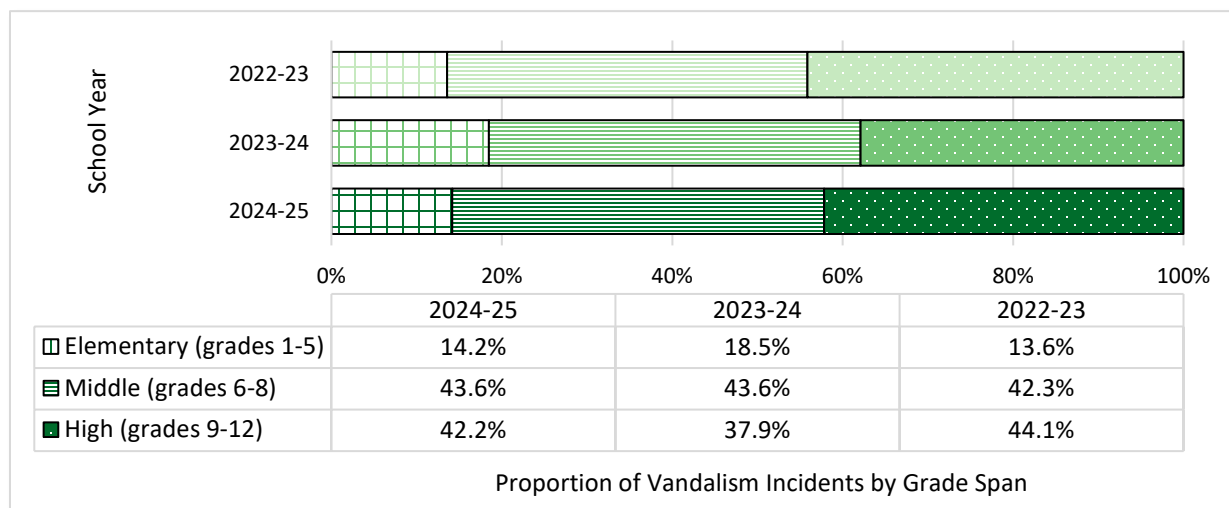
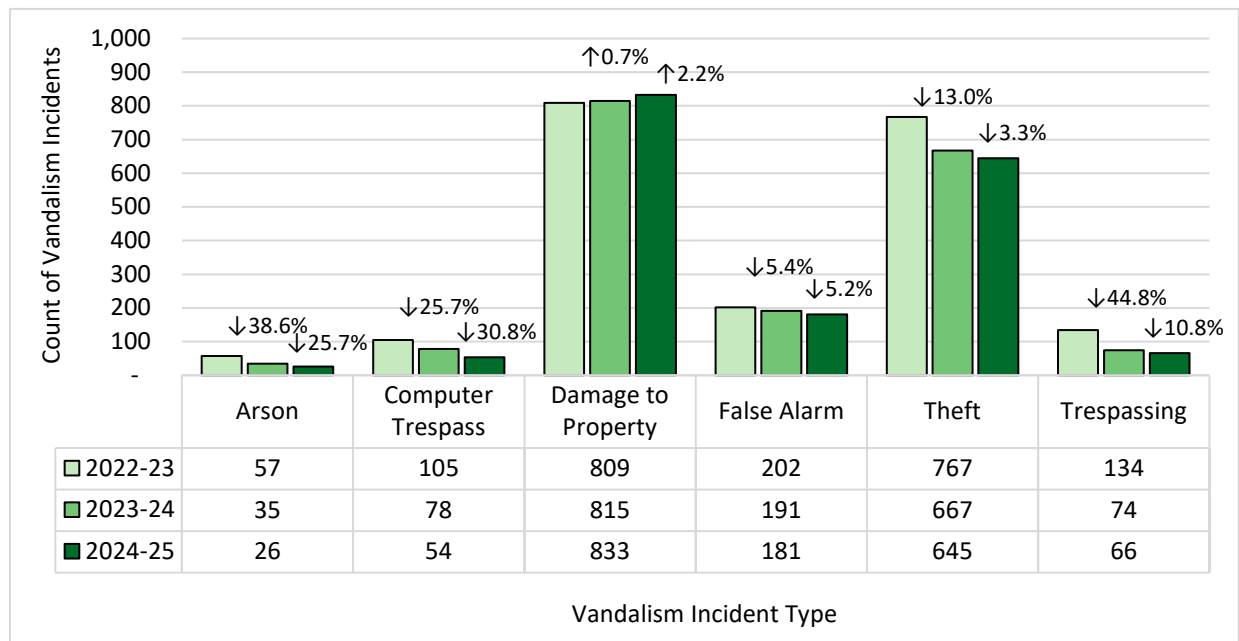


Figure 9 is a column graph showing the number of vandalism incidents reported by type over the past three school years with year-over-year percent change in data labels at the top of the columns and counts by type provided in the data table under the graph. There are six types of vandalism incidents that school personnel report to the SSDS: arson, computer trespassing, damage to property, false public alarm, theft and trespassing. In SY 2024-25, damage to property, which was the most frequently reported type of vandalism incident, was the only type that did not experience a year-over-year decrease. Reported vandalism incidents involving damage to property experienced a year-over-year increase of 2.2%, from 815 in SY 2023-24 to 833 in SY 2024-25.

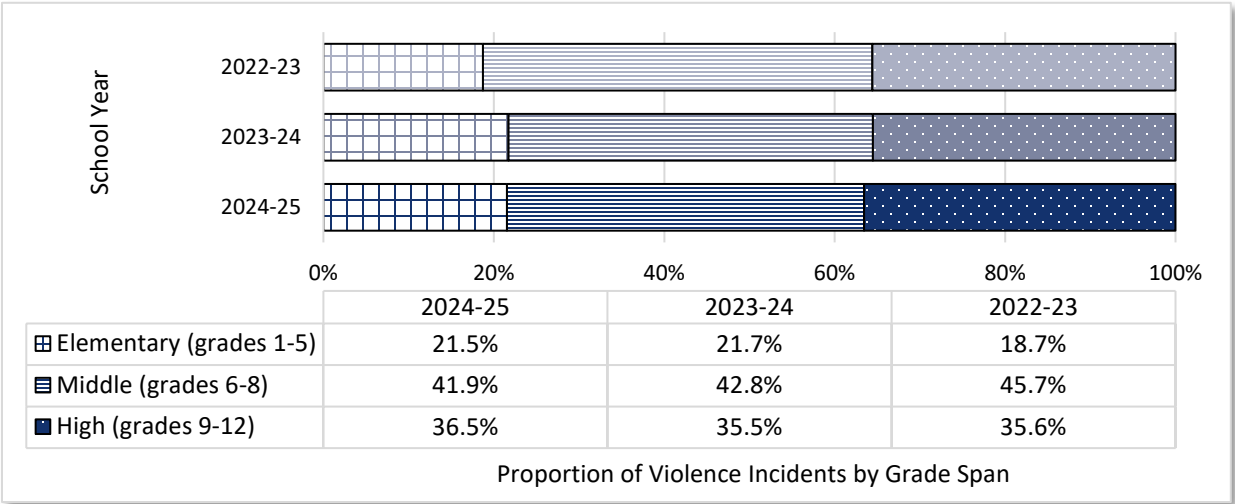
Figure 9: Vandalism Incidents Reported by Incident Type and School Year with Year-over-Year Percent Change in Data Labels



Violence

Figure 10 below is a stacked bar graph depicting the proportion of reported violence incidents that involved elementary, middle and high school students over the last three school years with the proportions provided in the data table under the graph. In SY 2024-25, 21.5% of violence incidents involved elementary school students, 41.9% involved middle school students, and 36.5% involved high school students. This distribution is consistent with SY 2023-24.

Figure 10: Proportion of Violence Incidents Reported by Grade Span Across School Years



There are eight types of violent incidents that school personnel report to the SSDS: assault, fight, kidnapping, robbery/extortion, sexual assault, sexual contact, threat—criminal, and threat—simple. Figure 11 is a bar graph displaying the types of violent incidents reported during SY 2024-25, ordered by frequency. In SY 2024-25, the most reported violent type was fight (5,502) and the least reported was kidnapping (0).

Figure 11: Violence Incidents Reported by Incident Type in School Year 2024-25

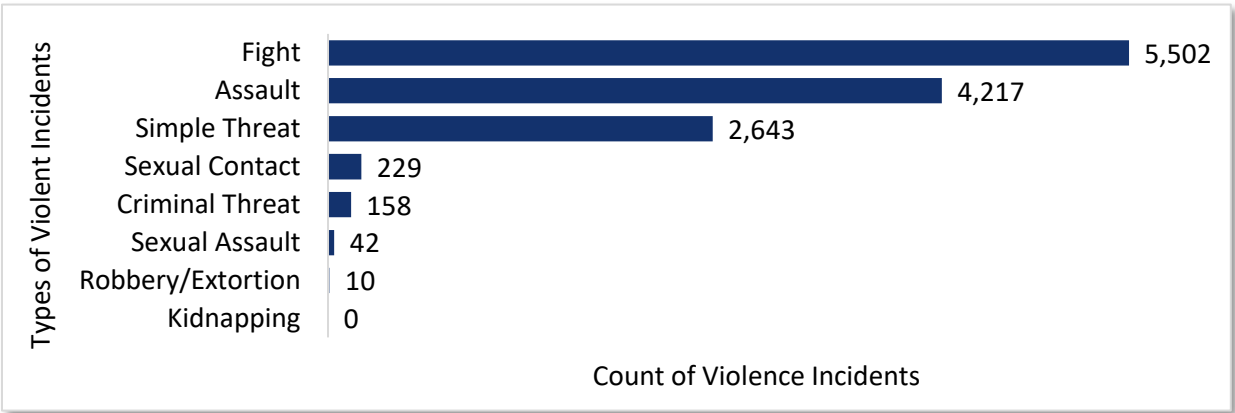
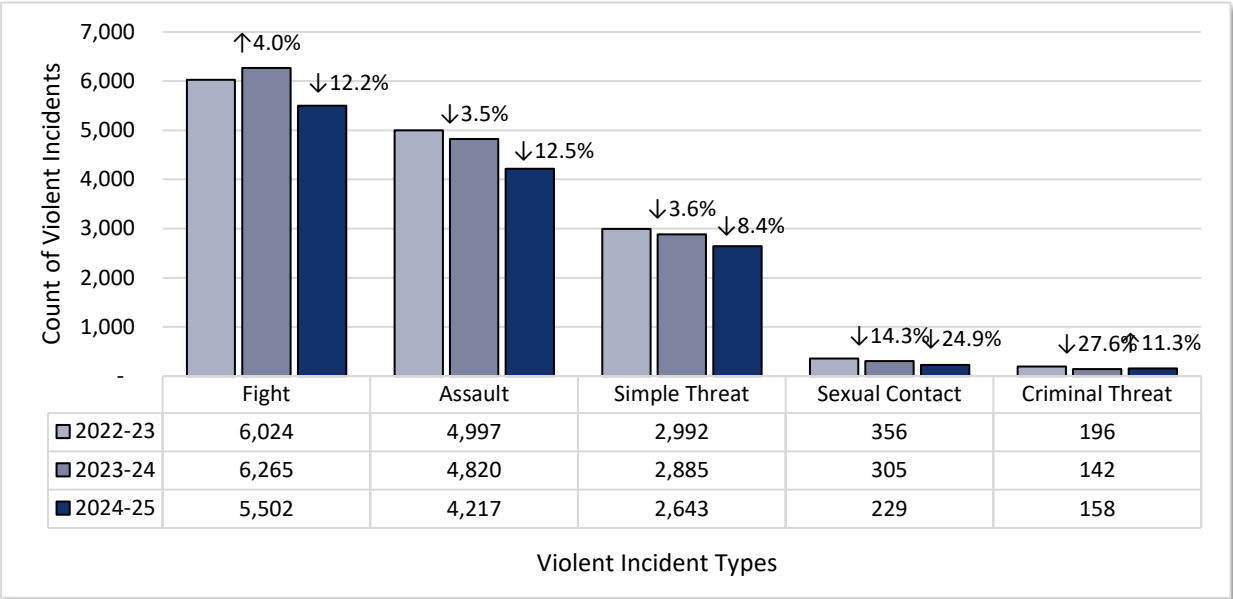


Figure 12 provides a comparison of violent incident types reported in SY 2024-25 with the previous two school years. Figure 12 is a column graph displaying the top five violent incident types reported in the last three school years with year-over-year percent change in data labels at the top of the columns and counts by type provided in the data table under the graph. The top five types of violent incidents reported have been consistent across school years. In SY 2024-25, all violent incident types decreased except criminal threat, which rose 11.3%.

Figure 12: The Top Five Types of Violence Incidents Reported by School Year with Year-over-Year Percent Change in Data Labels



Weapon Incidents

Figure 13 below is a stacked bar graph illustrating the proportion of reported weapon incidents that involved elementary, middle and high school students over the last three school years with the proportions provided in the data table under the graph. In SY 2024-25, 18.2% of weapon incidents involved elementary school students, 36.1% involved middle school students, and 45.7% involved high school students. Compared to SY 2023-24, in SY 2024-25 the proportion of high school students involved in weapon incidents increased, from 42.2% to 45.7%.

Figure 13: Proportion of Weapon Incidents Reported by Grade Span Across School Years

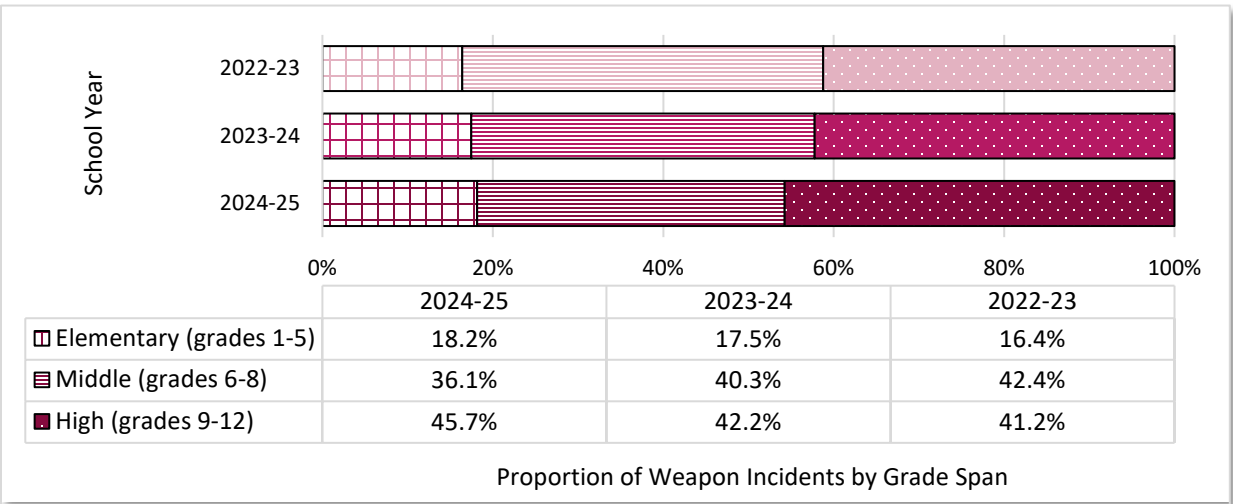
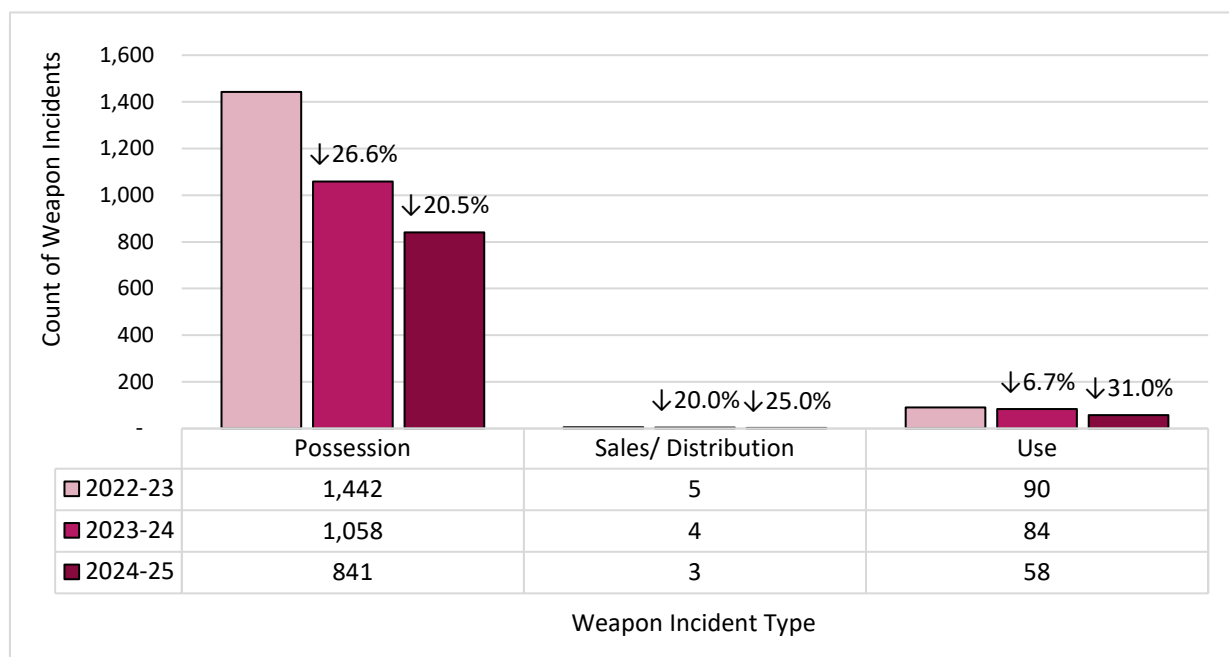


Figure 14 is a column graph showing the number of weapon incidents reported by type over the past three school years with year-over-year percent change in data labels at the top of the columns and counts by weapon incident type provided in the data table under the graph. The SSDS collects three types of weapon incidents: possession, use, and sales/distribution. In SY 2024-25, all types decreased compared to the previous year. Possession-type incidents decreased by 20.5% from SY 2023-24 to SY 2024-25.

Figure 14: Weapon Incidents Reported by Incident Type and School Year with Year-over-Year Percent Change in Data Labels



School personnel are required to report an incident when it involves an instrument capable of lethal use or of inflicting serious bodily injury, as well as the type of instrument, or weapon, involved. The SSDS provides six selections for the type of weapon involved: air gun/ pellet gun/ BB gun, bomb, handgun, knife/ blade, spray or other. Figure 15 is a bar graph displaying the number of times each type of weapon was reported during SY 2024-25. Types of weapons are ordered by frequency, with knife and/or blade on top as the most reported (603) and bomb on the bottom as the least reported (0).

Figure 15: Weapon Incidents by Type of Weapon Reported in School Year 2024-25

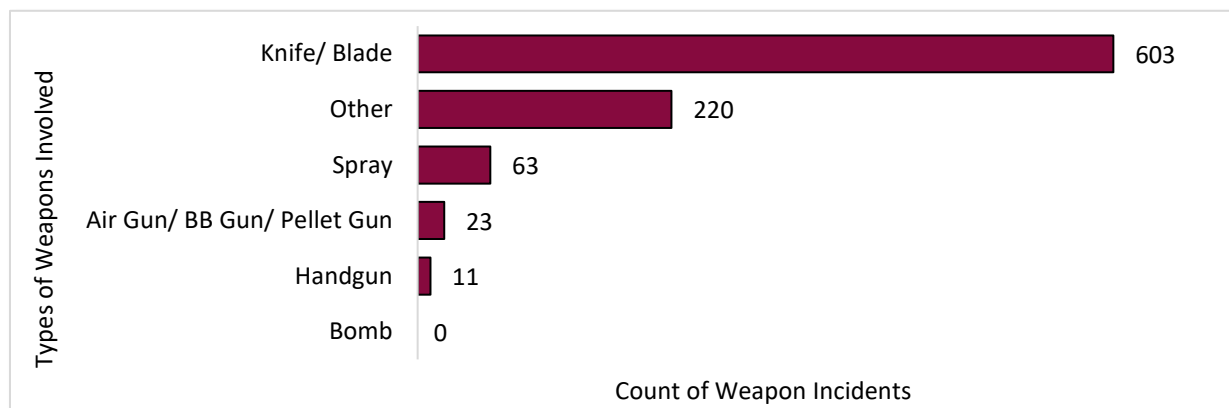
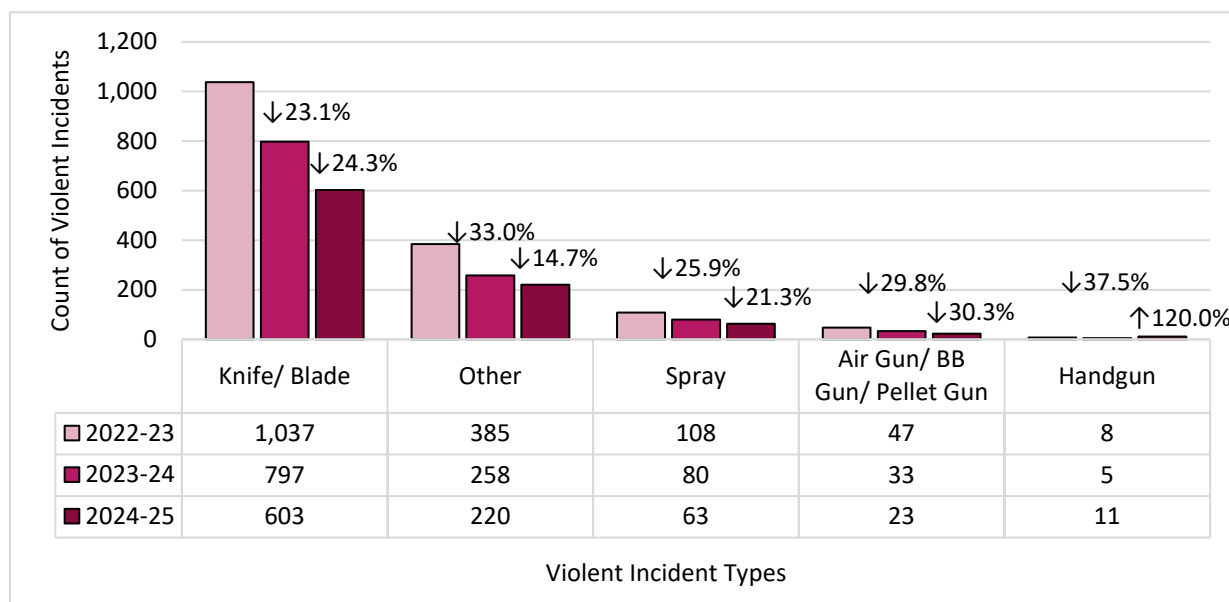


Figure 16 provides a comparison of weapons reported in SY 2024-25 with the previous two school years. Figure 16 is a column graph displaying the top five weapons reported over the past three school years with year-over-year percent change in data labels at the top of the columns and counts by weapon reported provided in the data table under the graph. Reported incidents involving weapons were lower in SY 2024-25 than in either of the previous two years for all types except for handguns.

Figure 16: The Top Five Types of Weapons Reported by School Year with Year-over-Year Percent Change in Data Labels



Harassment, Intimidation and Bullying (HIB), School Responses and District Efforts

HIB Investigations and Confirmed HIB Incidents

N.J.S.A. 18A:37-14 defines an incident of harassment, intimidation or bullying (HIB) as any gesture, any written, verbal or physical act, or any electronic communication, whether it be a single incident or a series of incidents, that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic, that takes place on school property, at any school-sponsored function, or off school grounds that substantially disrupts or interferes with the orderly operation of the school or the rights of other students and that:

1. A reasonable person should know will have the effect of physical or emotional harm to the victim or damage to the victim's property,
2. Has the effect of insulting or demeaning any student or student group, or
3. Creates a hostile educational environment for the victim by interfering with the victim's education or by causing the victim severe or pervasive harm.

To provide a snapshot of HIB incidents in public schools aligned with the legislative definition, this report looks at the reported nature, location, mode and effect of each HIB incident.

In the SSDS, school personnel must identify the nature of, or motivation for, the HIB incident from a list of seven options and may select all that apply. The same is true of the mode (five options) and effect (five options). Because a single incident can be assigned as many as seven natures, five modes and five effects, it may be counted more than once in the graphs below. For this reason, counts by different properties of HIB incidents will not match total counts of HIB investigations nor of confirmed or alleged HIB incidents.

N.J.S.A. 18A:37-15 requires school personnel to report all HIB investigations to the NJDOE, regardless of whether the investigation confirms the incident as HIB, and to investigate each in a timely manner, ideally within 10 school days. Figure 17 is a 100% stacked bar graph showing the proportion of total HIB investigation alleged and confirmed over the past three school years with the percent confirmed each year in the data label and the counts of alleged, confirmed and total investigations in the data table under the graph. In SY 2024-25, school personnel reported a total of 18,979 HIB investigations. Of these, 39.3%, or 7,455, were confirmed as HIB incidents. The total number of HIB investigations decreased this year compared to last year, when 21,189 investigations were reported and 40.1%, or 8,494, were confirmed.

Figure 17: Count and Proportion of Total HIB Investigations Alleged and Confirmed by School Year

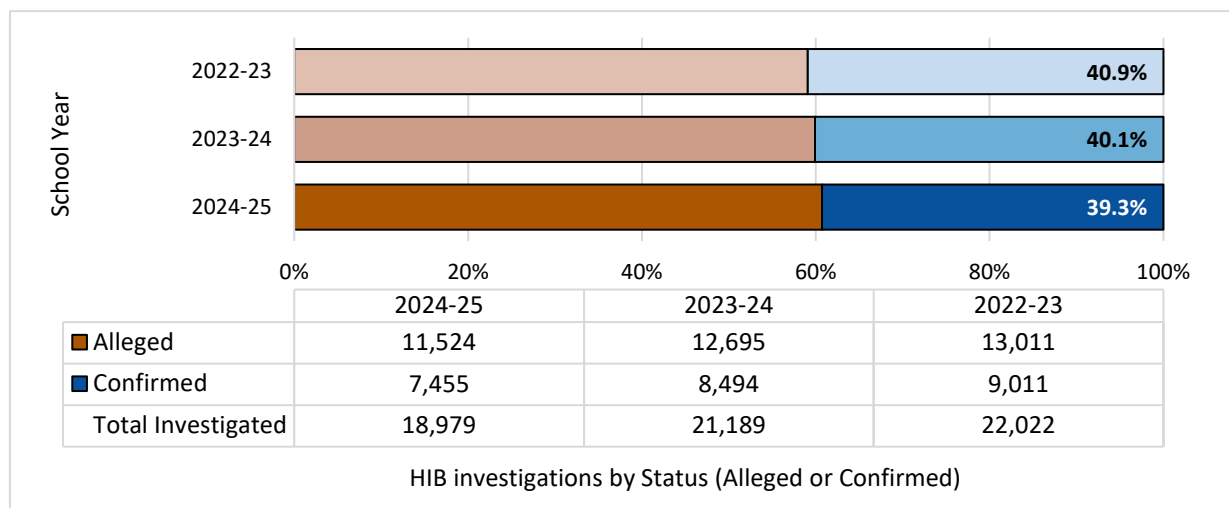
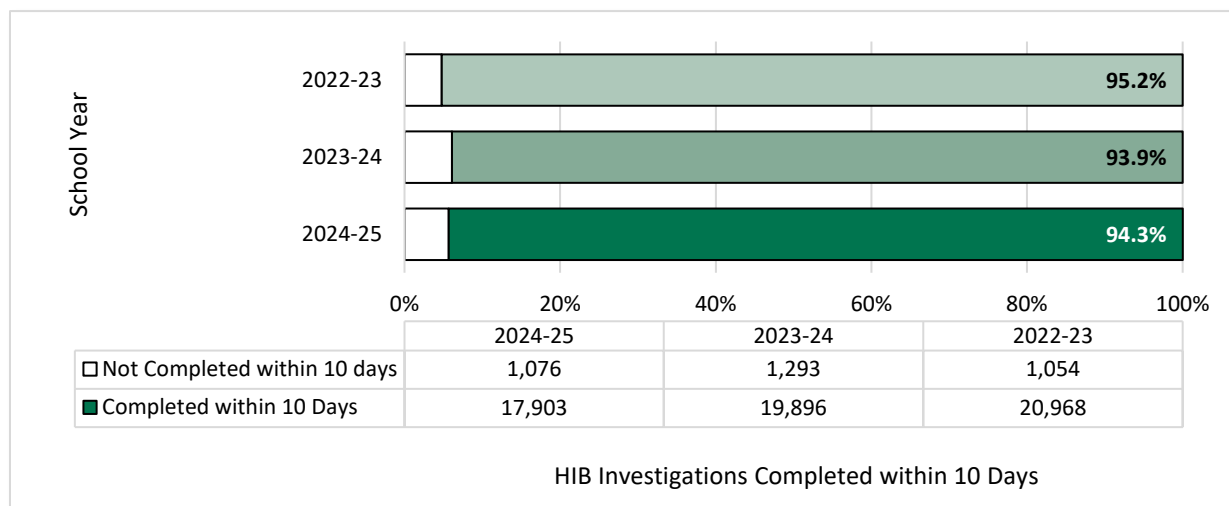


Figure 18 is a 100% stacked bar graph depicting the proportion of total HIB investigations completed within 10 days over the past three school years with the percentage completed each year in the data label and the counts of those completed within 10 days and not in the data table under the graph. In SY 2024-25, 94.3%, or 17,903, of all reported HIB investigations were completed within 10 school days.

Figure 18: Count and Proportion of Total HIB Investigations Completed Within 10 Days by School Year



Grade Span, Location, Mode, and Effect of Confirmed HIB Incidents

Over the past three school years, middle school students have been involved in more confirmed HIB incidents than elementary and high school students. Figure 19 below is a stacked bar graph showing the proportion of HIB incidents that involved elementary, middle, and high school students over the past three school years with the proportions provided in the data table under the graph. In SY 2024-25, 31.2% of incidents involved elementary school students, 47.0% involved middle school students, and 21.9% involved high school students. For the third year in a row, the percentage of elementary school students involved in HIB incidents has increased.

Figure 19: Proportion of Confirmed HIB Incidents Reported by Grade Span Across School Years

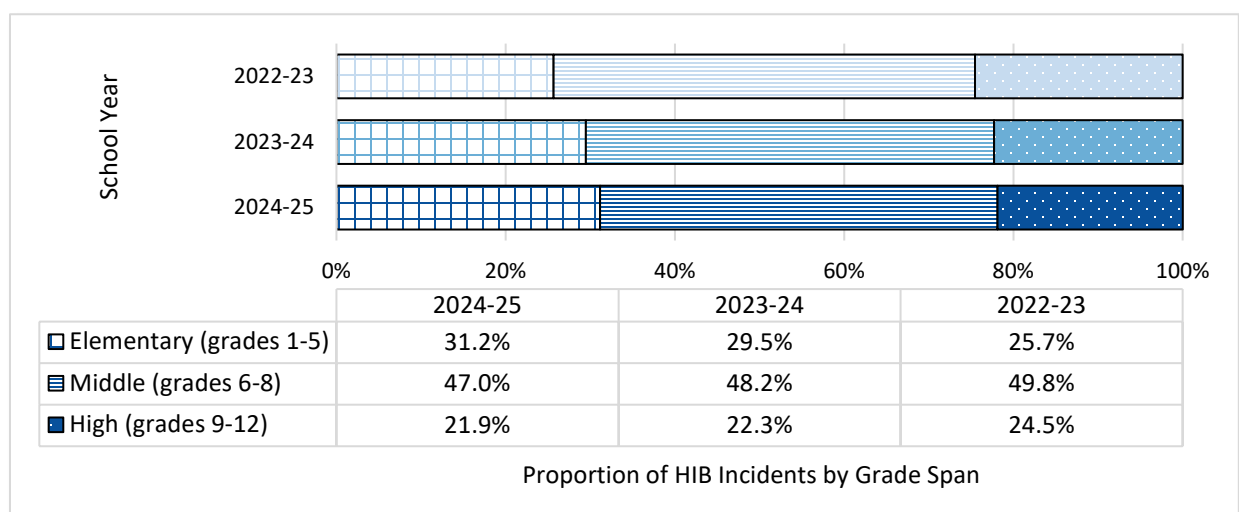
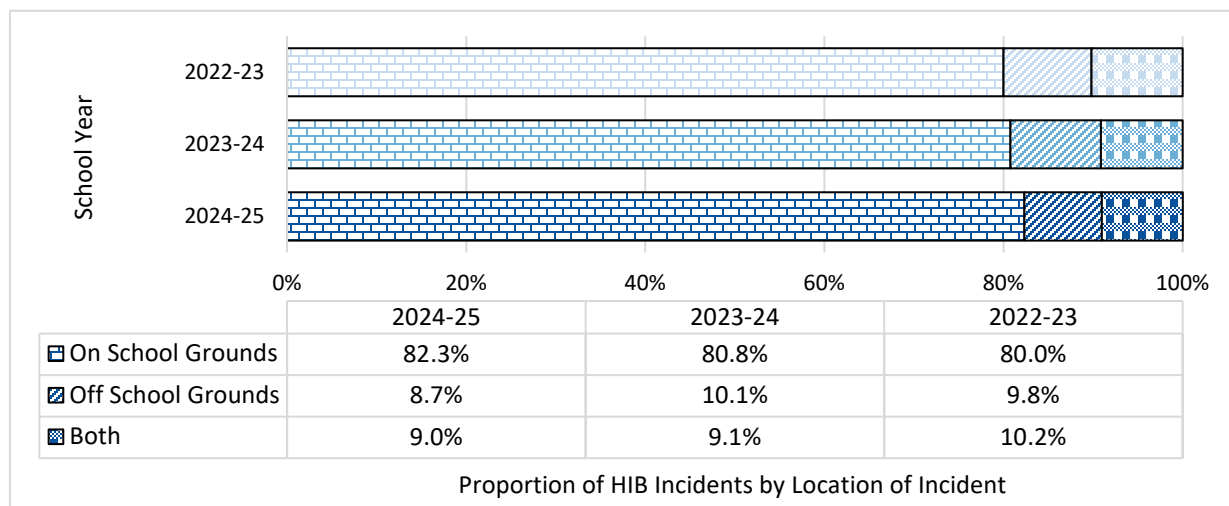


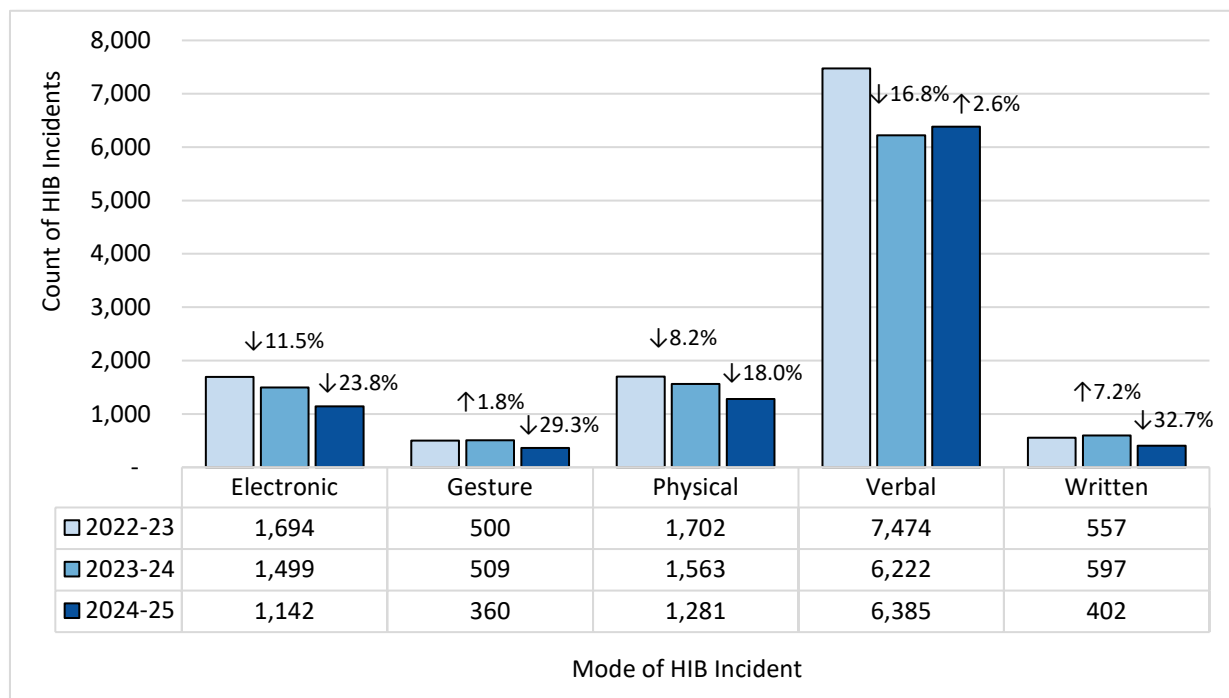
Figure 20 below is a stacked bar graph presenting the proportion of confirmed HIB incidents that occurred on school grounds, off school grounds and both on and off school grounds over the past three years. In SY 2024-25, 82.3% of incidents occurred on school grounds, 8.7% occurred off school grounds, and 9.0% occurred both on and off school grounds. Over the past three years, most reported HIB incidents have taken place on school grounds.

Figure 20: Proportion of Confirmed HIB Incidents by Location Across School Years



Consistent with the legislative definition, the SSDS collects five modes of HIB: electronic, gesture, physical, verbal, and written. Figure 21 is a column graph illustrating the number of HIB incidents reported by mode over the past three school years with year-over-year percent change in data labels at the top of the columns and counts of HIB incidents by mode provided in the data table under the graph. In SY 2024-25, the most reported mode of HIB was verbal (6,385) followed by physical (1,281) and electronic (1,142). Compared to SY 2023-24, the number of electronic, gesture, physical and written modes of HIB decreased while the number of verbal modes of HIB incidents increased.

Figure 21: HIB Incidents by Mode and School Year with Year-over-Year Percent Change in Data Labels



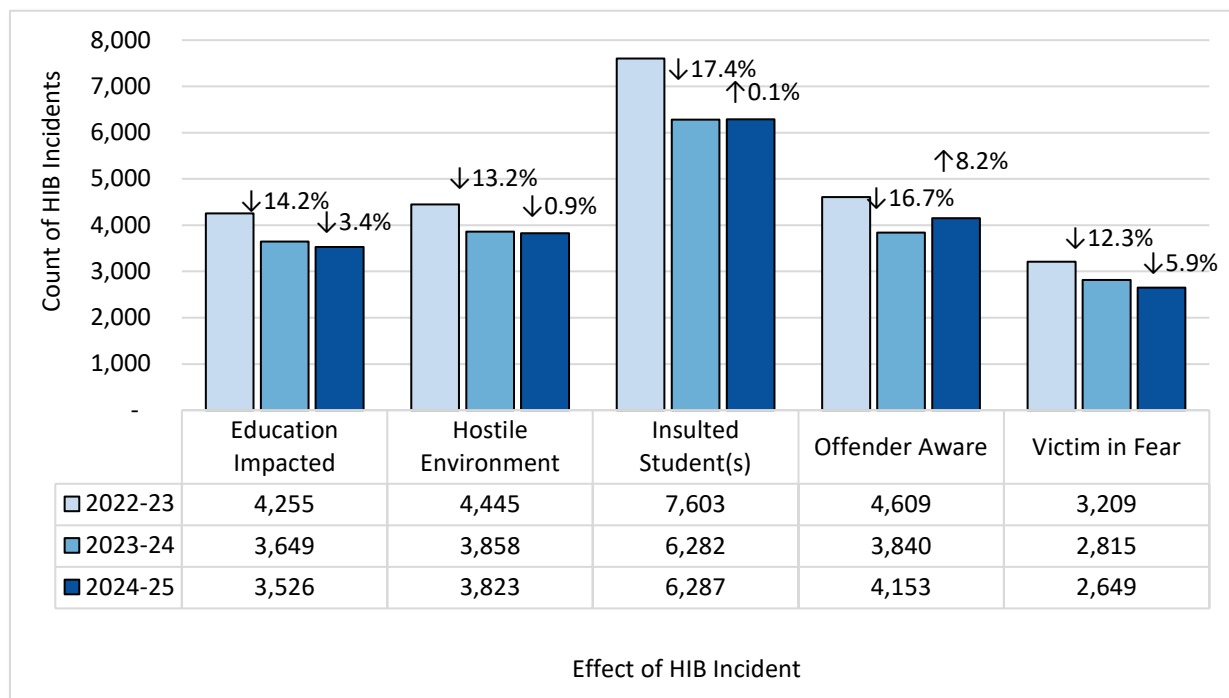
To determine the effect of each incident of HIB, the SSDS augments the three options outlined in *N.J.S.A. 18A:37-14* to collect more specificity.

The five effect options in the SSDS are:

- 1) Offender knew action would physically or emotionally cause harm to the victim or damage to the victim's property ("offender aware")
- 2) Victim was in fear of physical or emotional harm or damage to personal property ("victim in fear")
- 3) Insulted or demeaned a student or a group of students ("insulted student(s)")
- 4) Interfered with a victim's education ("education impacted")
- 5) Created a hostile educational environment by severely or pervasively causing physical or emotional harm to the student ("hostile environment")

Figure 22 is a column graph showing the number of HIB incidents reported by effect over the past three school years with year-over-year percent change in data labels at the top of the columns and counts of HIB incidents by effect provided in the data table under the graph. Over the past three years, the most reported effect has been students being insulted or demeaned, with 6,287 incidents in SY 2024-25. The least frequently reported effect was victims fearing harm or damage to property, which declined by 5.9% in SY 2024-25 to 2,649 incidents compared to 2,815 incidents in SY 2023-24.

Figure 22: HIB Incidents by Effect and School Year with Year-over-Year Percent Change in Data Labels



Nature of HIB

Consistent with the definition provided in *N.J.S.A. 18A:37-14*, the SSDS requires school personnel to identify the characteristic that motivated the HIB incident, often referred to as the “nature of HIB.” Figure 23, which is a bar graph, compares the reported nature of alleged versus confirmed HIB incidents in SY 2024-25 to determine if the nature of HIB differs between alleged and confirmed HIB incidents. Below, the natures of HIB are ordered by frequency with “No Identified Nature” (which can only be used to describe alleged HIB incidents) as the most reported (7,389 alleged) and religion as the least (225 alleged and 134 confirmed). The frequency ordering of alleged versus confirmed HIB incidents is the same.

Figure 23: Alleged and Confirmed HIB Incidents by Nature of HIB Incident Reported in School Year 2024-25

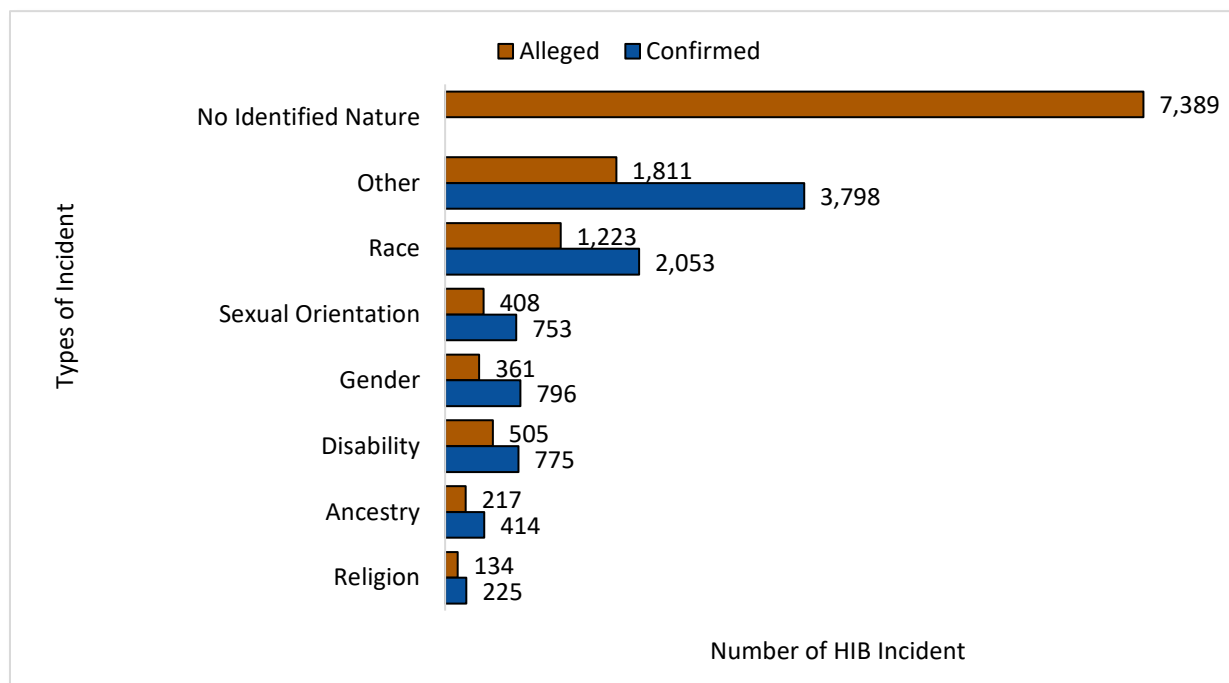
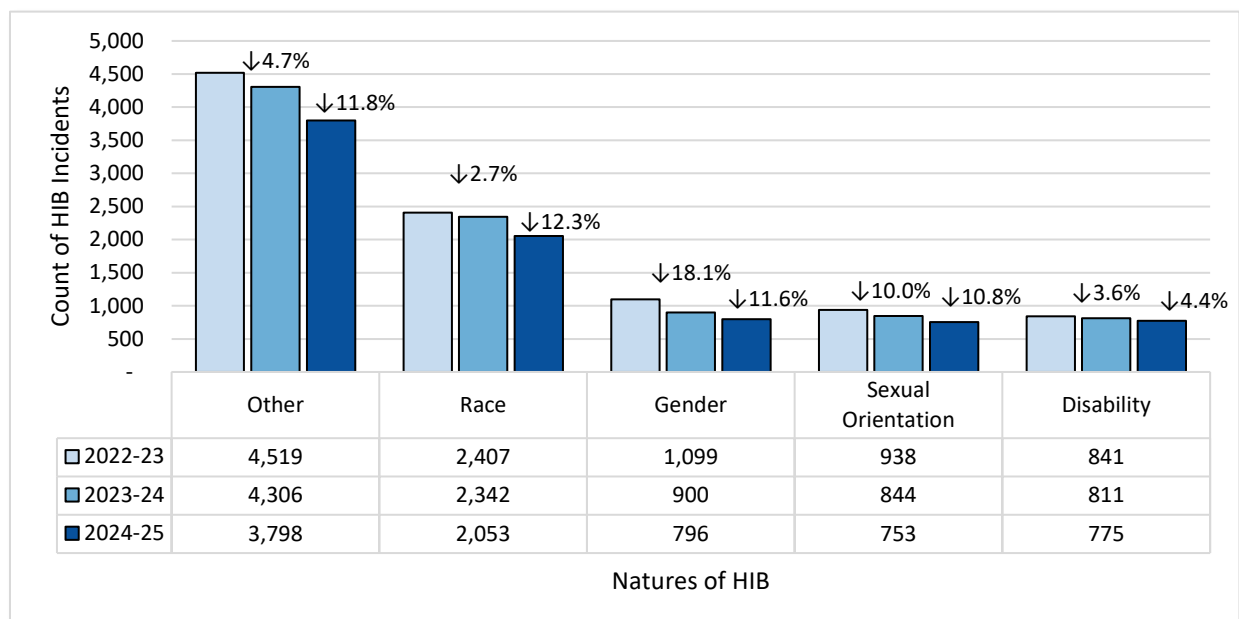


Figure 24, which is a column graph showing the top five factors motivating confirmed HIB incidents in the past three school years with year-over-year percent change in data labels at the top of the columns and counts of confirmed HIB incidents by nature of HIB provided in the data table under the graph, indicates that SY 2024-25's trend is consistent with previous years' trends. "Other", race and gender have been the most reported motivating factors of confirmed HIB incidents over the past three years. In SY 2024-25, reporting of all motivating factors declined relative to the previous year, with the greatest percentage decline in race: 12.3% fewer HIB incidents were motivated by race in SY 2024-25 compared to SY 2023-24.

Figure 24: The Top Five Factors Motivating Confirmed HIB Incidents by School Year with Year-over-Year Percent Change in Data Labels



Victim's Characteristics by Nature of HIB

This part of the report focuses on the relationship between HIB victims' characteristics and the nature of confirmed HIB incidents. Figure 25 is a column graph showing the percentage of HIB victims in each racial/ethnic group that were targeted because of race and/or color over the last three school years with the percentages provided in the data table under the graph. Race and/or color tends to be a motivating factor of HIB for Black or African American victims. In SY 2024-25, race and/or color was one of the motivating factors for 47.3% of Black or African American victims, compared to roughly one-third of victims who were Asian or pacific islander and two or more races. Among Hispanic and White victims, race and/or color was the motivating factor for 15.1% and 6.5%, respectively.

Figure 25: Percentage of HIB Victims Targeted for Race by Racial/Ethnic Group and School Year

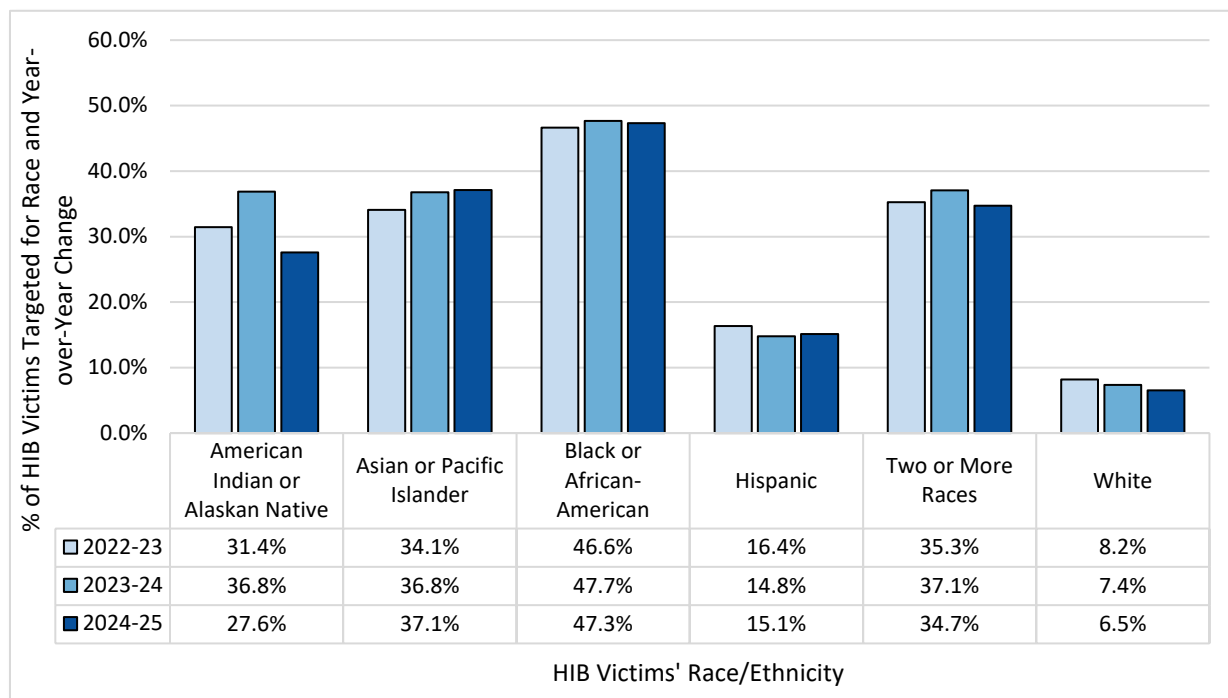
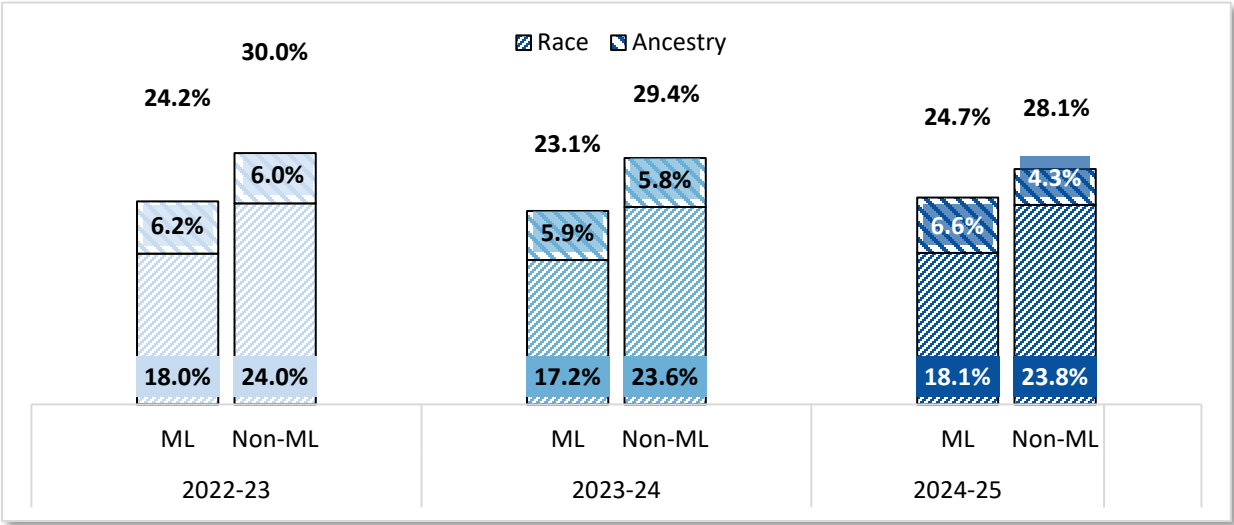


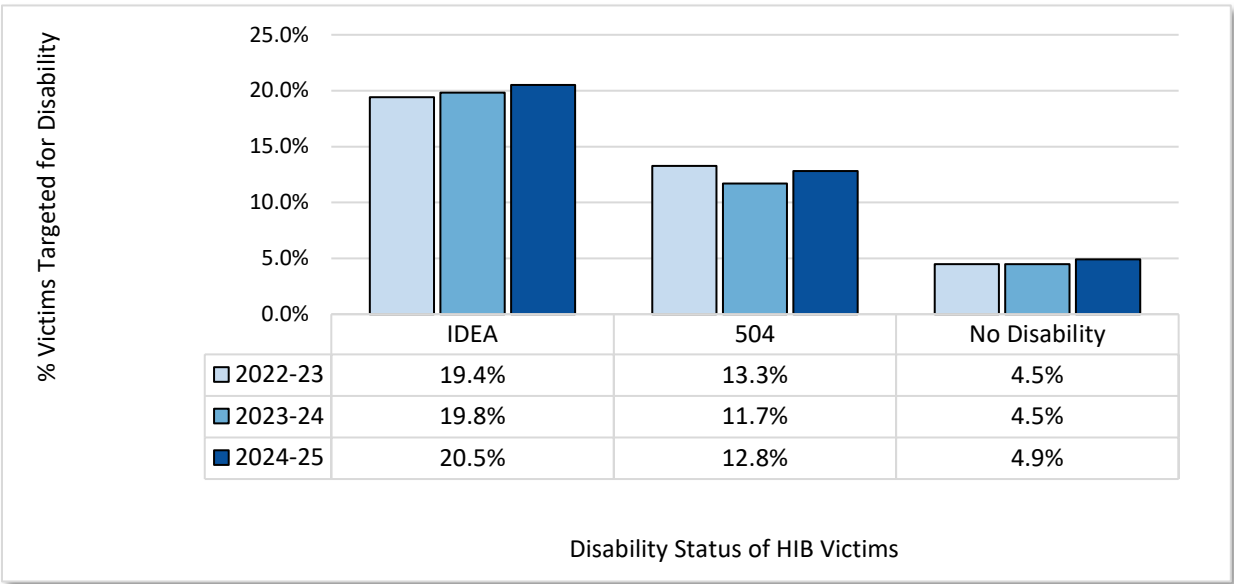
Figure 26 is a stacked column graph showing the percentage of English learners (“multilingual learners”, or “ML”) HIB victims compared to non-ML victims for whom ancestry and/or race were motivating factors for the HIB they experienced in each of the last three school years with the total percentage of those targeted for ancestry and/or race provided at the top of each the column. In the last three school years, non-ML victims of HIB were more likely to be targeted for their race or ancestry than ML victims. In SY 2024-25, race was one of the natures of HIB identified for 23.8% of non-ML victims and ancestry was identified for 4.3% of non-ML victims. Altogether, race and/or ancestry were identified as a motivating factor in 28.1% of HIB incidents in which the victim was not an ML.

Figure 26: Percentage of HIB Victims Targeted for Race or Ancestry by Multilingual Learner Status and School Year



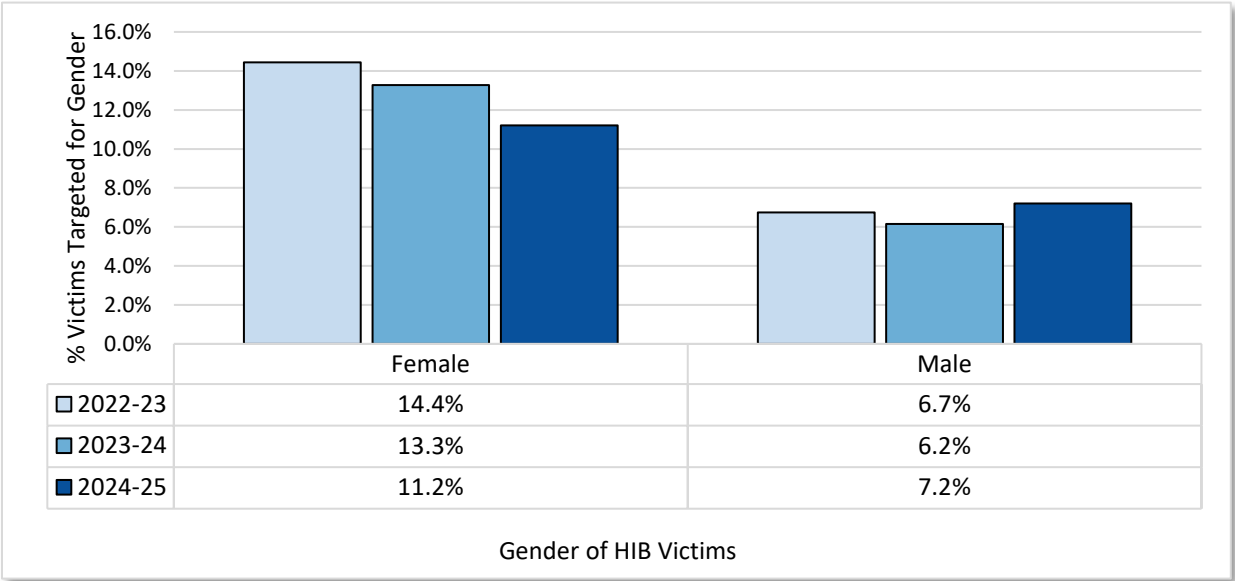
A student’s disability was a motivating factor of HIB incidents for roughly one in five students eligible to receive special education and related services (“IDEA”) for the past three years. Figure 27 is a column graph displaying the percentage of HIB victims who were targeted for a disability by the disability status of HIB victims in the last three school years with the percentages shown in a data table under the graph. In SY 2024-25, 20.5% of IDEA victims were targeted for disability. An increase was reported for both IDEA students and students with 504 plans. (Students with 504 plans may not be eligible to receive special education services; rather, they receive accommodations for medical conditions.)

Figure 27: Percentage of HIB Victims Targeted for Disability, by Disability Status and School Year



Gender was a motivating factor for proportionally more female HIB victims than male victims in each of the last three school years, as Figure 28 illustrates. Figure 28 is a column graph showing the percentage of HIB victims targeted based on gender, disaggregated by male and female victims over the last three school years, with proportions provided in the data table under the graph. In SY 2024-25, 11.2% of female HIB victims experienced HIB motivated by gender, compared to 7.2% of male victims. These figures are down compared to both previous school years.

Figure 28: Percentage of HIB Victims Targeted for Gender by Gender and School Year

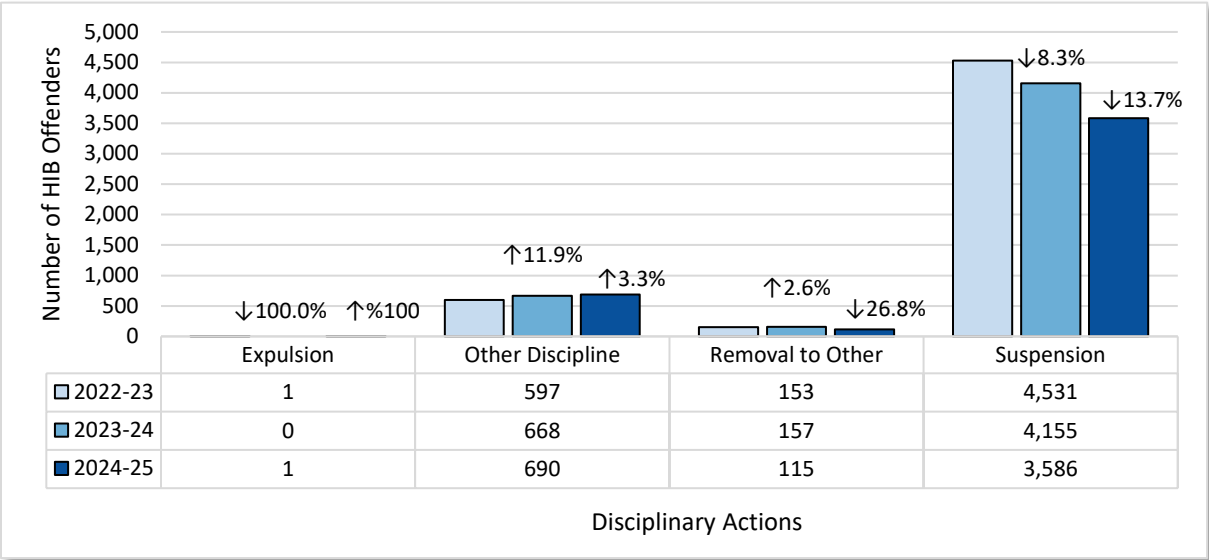


School Responses to HIB Incidents

Schools respond to HIB incidents with disciplinary actions for offenders and remedial measures for both offenders and victims according to their board policies. Trends in disciplinary actions for offenders of confirmed HIB incidents are provided in Figure 29, which is a column graph showing the number of HIB offenders that received each type of disciplinary action over the last three school years with year-over-year percent change in data labels at the top of the columns and counts of offenders by disciplinary action provided in the data table under the graph. Please note that one offender may receive multiple types of disciplinary actions and therefore may be represented more than once in Figure 29.

Over the past three school years, suspension was the most common disciplinary response, with 4,531 offenders suspended in SY 2022-23, 4,155 in 2023-24 and 3,586 in 2024-25, followed by other disciplinary action (“other discipline”), and removal to other educational program (“removal to other”). Compared to SY 2023-24, suspensions and removal to other educational program of HIB offenders were down 13.7% and 26.8% in that order in SY 2024-25.

Figure 29: HIB Offenders by Disciplinary Actions Received Across School Years with Year-over-Year Percent Change in Data Labels



School personnel report seven types of remedial measures to the SSDS: intervention and referral services (“I & RS”), parent conference, peer support group, referral for therapy treatment (“therapy treatment”), restorative practices, student counseling and other measures (“other”). Figure 30 is a bar graph displaying the reported types of remedial actions taken for HIB offenders during SY 2024-25, ordered by frequency. In SY 2024-25, the most reported remedial action for offenders was student counseling (5,553) and the least reported was peer support group (168).

Figure 30: Remedial Actions for HIB Offenders Reported in School Year 2024-25

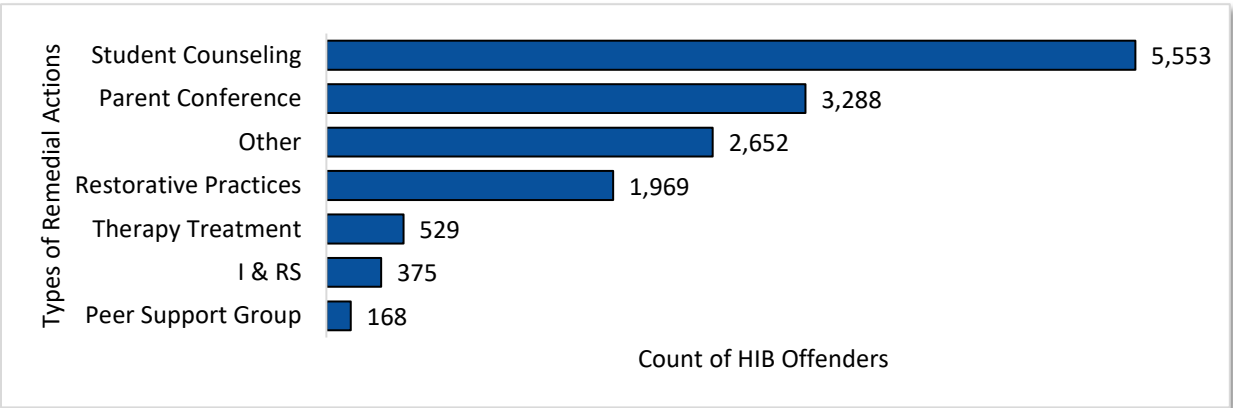
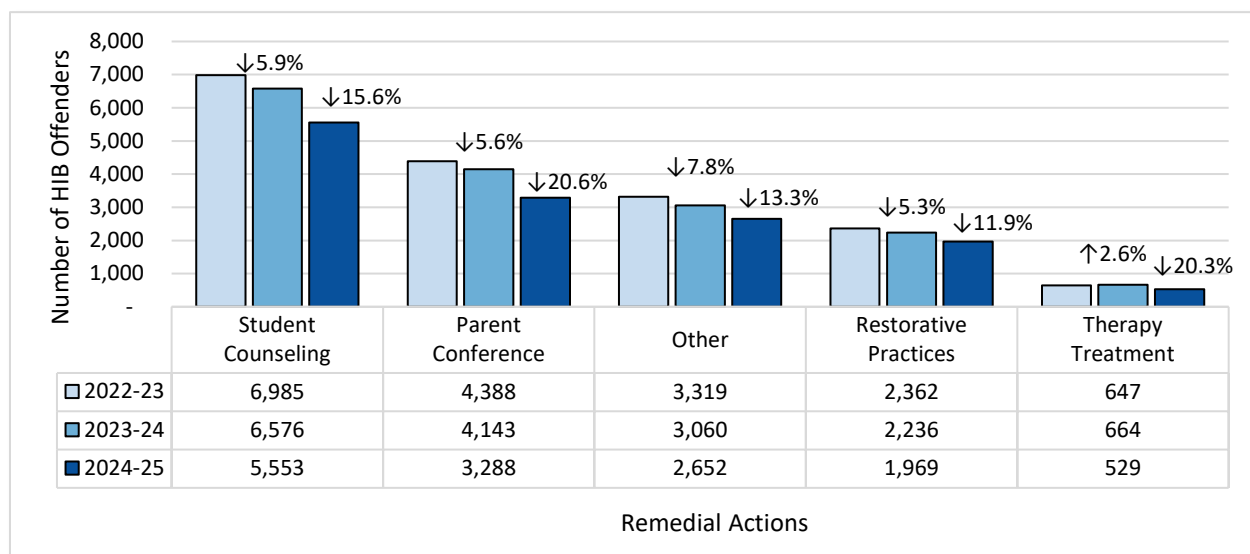


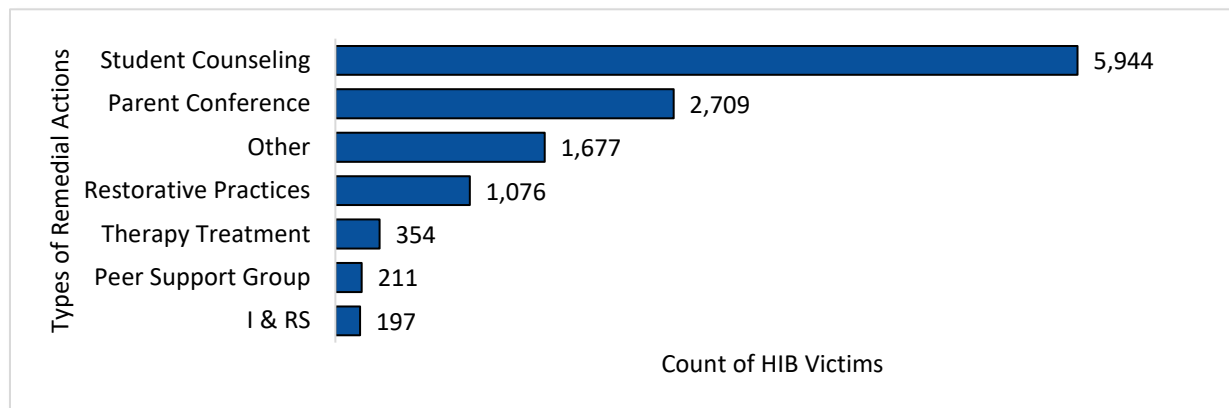
Figure 31 allows comparison of remedial measures taken for HIB offenders in SY 2024-25 with previous years. Figure 31 is a column graph showing the top five remedial actions for offenders reported in the last three school years with year-over-year percent change in data labels at the top of the columns and offender counts by remedial action provided in the data table under the graph. The trend shown in Figure 31 is consistent with previous years. In SY 2024-25, the percentage change was negative for all remedial actions.

Figure 31: Top Five Remedial Actions for HIB Offenders Across School Years with Year-over-Year Percent Change in Data Labels



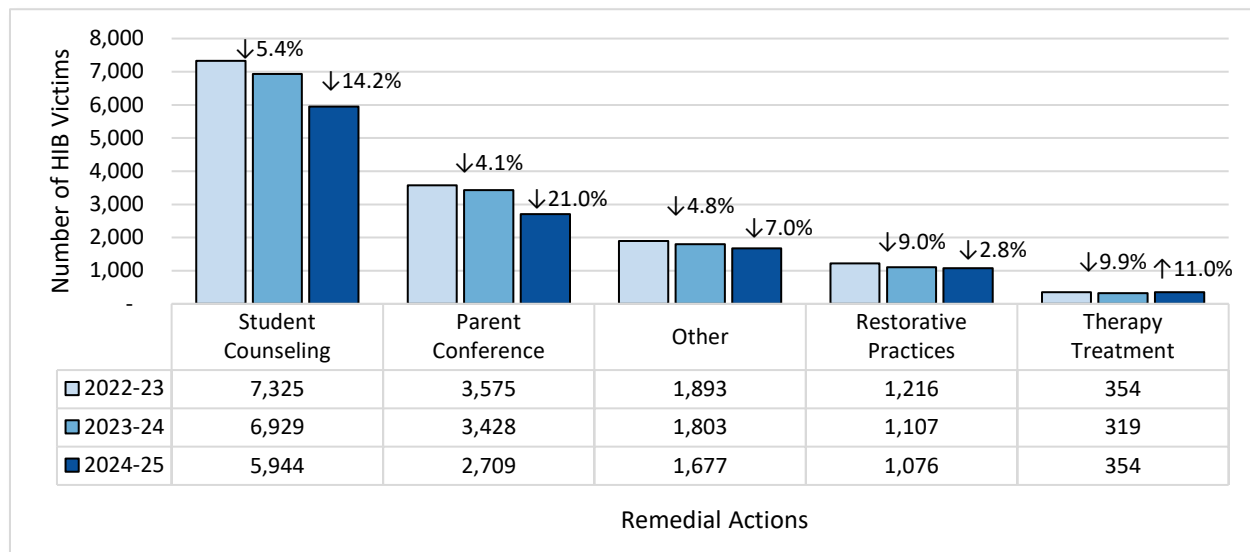
Attention now shifts to the remedial actions implemented by schools for HIB victims. Figure 32 is a bar graph illustrating the reported types of remedial actions provided to HIB victims during SY 2024-25, ordered by frequency. In SY 2024-25 student counseling was the most frequently implemented remedial action for HIB victims (5,944), followed by parent conferences (2,709).

Figure 32: Remedial Actions for HIB Victims Reported in School Year 2024-25



The pattern shown in Figure 32 is consistent with the previous two school years. Figure 33 is a column graph showing the top five remedial actions for victims reported in the last three school years with year-over-year percent change in data labels at the top of the columns and victim counts by remedial action provided in the data table under the graph. The top five remedial actions schools implemented are the same for both victims and offenders.

Figure 33: Top Five Remedial Actions for HIB Victims Across School Years with Year-over-Year Percent Change in Data Labels



School Districts' Efforts to Reduce HIB Incidents

HIB Trainings

The Anti-Bullying Bill of Rights Act at *N.J.S.A. 18A:37-17* requires all school districts to provide training designed to create schoolwide conditions to prevent and address HIB. The SSDS collects data on the type of HIB training implemented by school districts each year. Figure 34 is a bar graph illustrating the number of school districts that reported conducting each type of HIB training collected through the SSDS in SY 2024-25. Training types are ordered by frequency, with the most common type at the top and least common on the bottom. The most frequently conducted training was School Climate and Culture Improvement, offered by 438 school districts. The least common training focused on Parental Involvement in HIB Cases (213).

Figure 34: Types of HIB Trainings Offered in School Year 2024-25

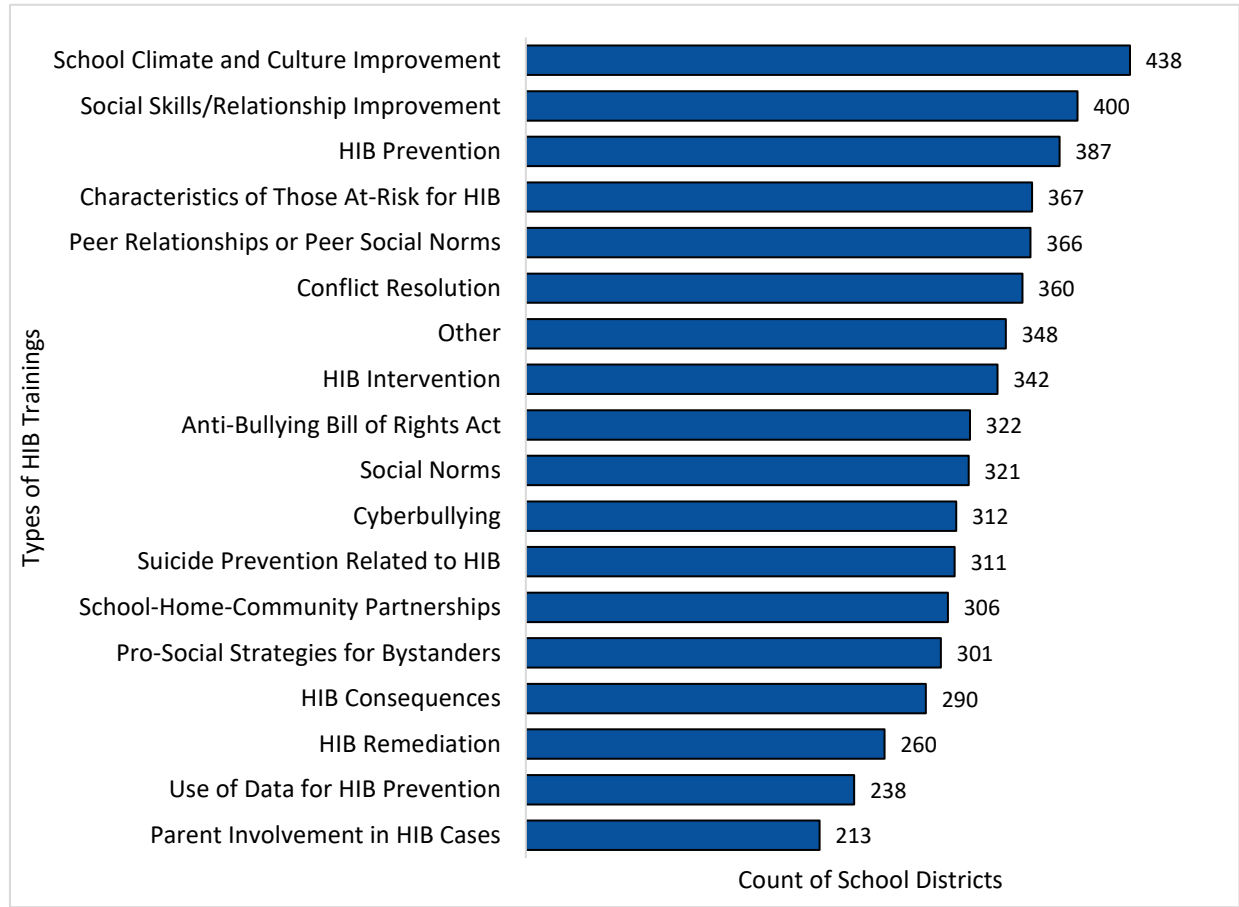
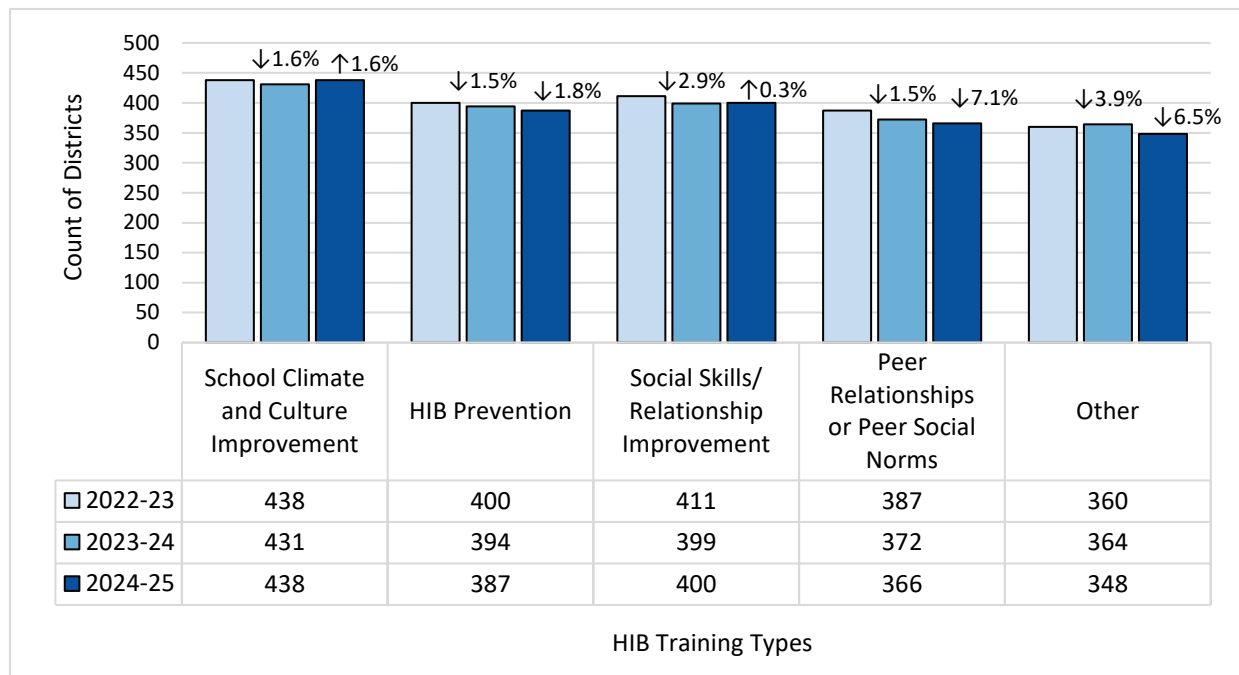


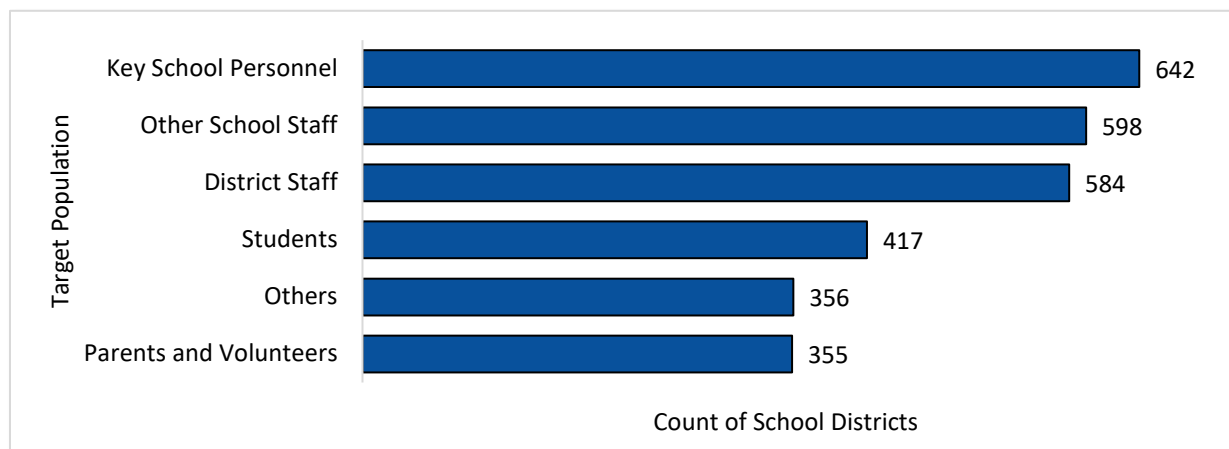
Figure 35, a column graph showing the top five HIB training types reported in the last three school years with year-over-year percent change in data labels at the top of the columns and district counts by HIB training type provided in the data table under the graph, allows comparison of the types of HIB trainings offered in SY 2024-25 with previous years. The most reported training type was School Climate and Culture Improvement.

Figure 35: The Top Five Types of HIB Trainings Offered Across School Years with Year-over-Year Percent Change in Data Labels



The SSDS collects the target audience, or population, for HIB training as any of the following: board of education members, district administrators or district anti-bullying coordinators (“district staff”); parents or volunteers; school administrators, anti-bullying specialists or teachers (“key school personnel”); students; substitute staff or other school staff (“other school staff”), and contract service providers or others (“others”). Figure 36 is a bar graph displaying the number of school districts providing HIB training to each target populations in SY 2024-25. Target populations are ordered by frequency with key school personnel at the top and parents and volunteers the least: 642 school districts offered at least one HIB training to key school personnel compared to 355 that offered at least one HIB training to parents and volunteers.

Figure 36: HIB Training Offered by Target Population in School Year 2024-25



HIB Programs

Annually, school districts must establish, implement, document and assess HIB prevention programs or approaches and other initiatives designed to create schoolwide conditions to prevent or intervene in HIB in its schools, per *N.J.A.C. 6A: 16-7.7(e)4*, and the focus shifts depending on need. The SSDS collects seven types of HIB program goals and allows users to select all that apply: emotional environment, morale in the school community, parental support, physical environment, safety, student relationships and teaching and learning.

Figure 37 is a bar graph showing the frequency with which HIB program goals were reported in SY 2024-25. The most common program goal was student relationships, which was reported by 544 school districts. The least common program goal was parental support, which was reported by 426 school districts.

Figure 37: HIB Program Goals in School Year 2024-25

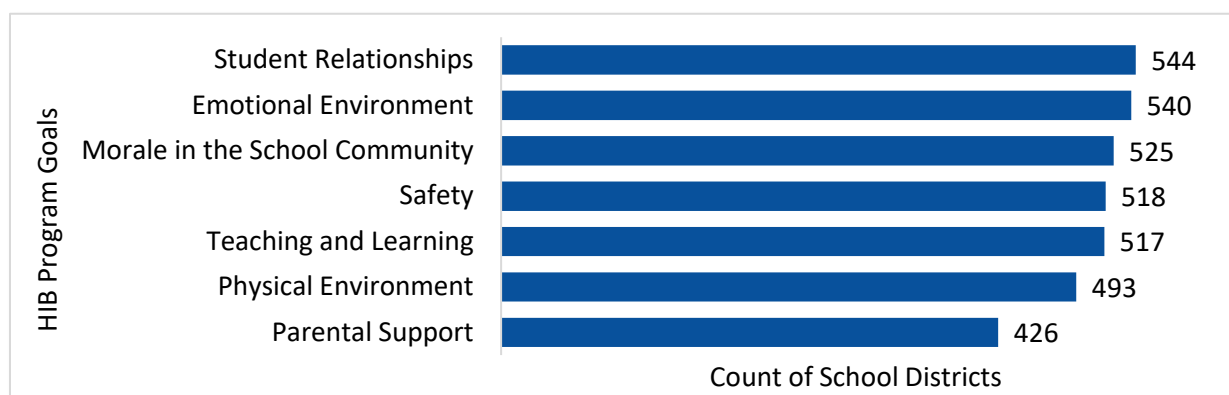
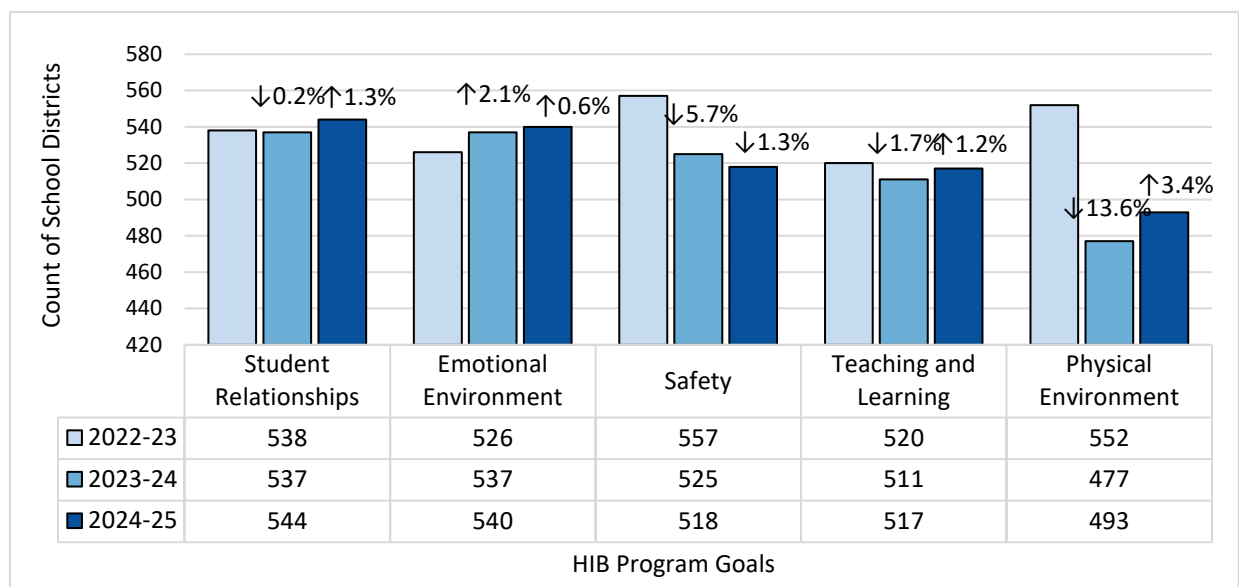


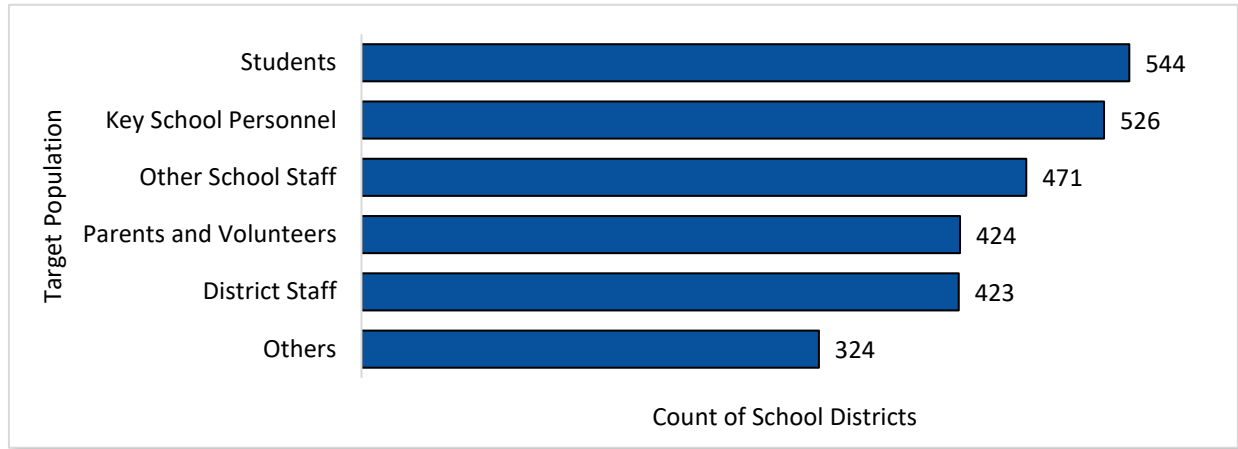
Figure 38 provides insight into changes in school districts' reported HIB program goals over the last three years. Figure 38 is a column graph displaying the top five HIB program goals reported in the last three school years with year-over-year percent change in data labels at the top of the columns and district counts by HIB program goal provided in the data table under the graph. As HIB program goals are determined by the needs of the school community, which shift from year to year, the frequency ordering of HIB program goals has not remained consistent over the last three years. Of the top five program goals, only safety has decreased year over year over year, by 5.7% in SY 2023-24 and 1.3% in SY 2024-25. All other goals increased in SY 2024-25.

Figure 38: The Top Five HIB Program Goals Across School Years with Year-over-Year Percent Change in Data Labels



As with HIB trainings, the SSDS collects information on the target audience, or population, for HIB programs. Figure 39 is a bar graph illustrating the number of school districts that targeted each population in SY 2024-25. Target populations are ordered by frequency with students as the most frequently targeted population (544) on top and the least targeted population, others, on the bottom (324).

Figure 39: HIB Programs Offered by Target Population in School Year 2024-25



School Responses to Reported Incidents

Police Notifications

During SY 2024-25, school personnel reported 8,251 incidents to the police. Of these, 898 reports involved student infractions that did not fit into the established categories of HIB, substance, vandalism, violence or weapons and are referred to as “other” in Figure 42 below. Additionally, 3,316 incidents were classified as mandatory referrals, meaning they were required to be reported to law enforcement under New Jersey statute or regulation. These mandatory referrals included incidents involving firearms or knives, assaults with weapons, assaults on staff members, criminal threats, sexual assault, controlled dangerous substance possession, and bias-related incidents. More than one offender may be reported to police per incident, and one student may be reported to police more than one time per school year.

Figure 40: Total and Mandatory Incidents that Led to Police Notification Across School Years, Showing Year-over-Year Percent Changes in Data Labels

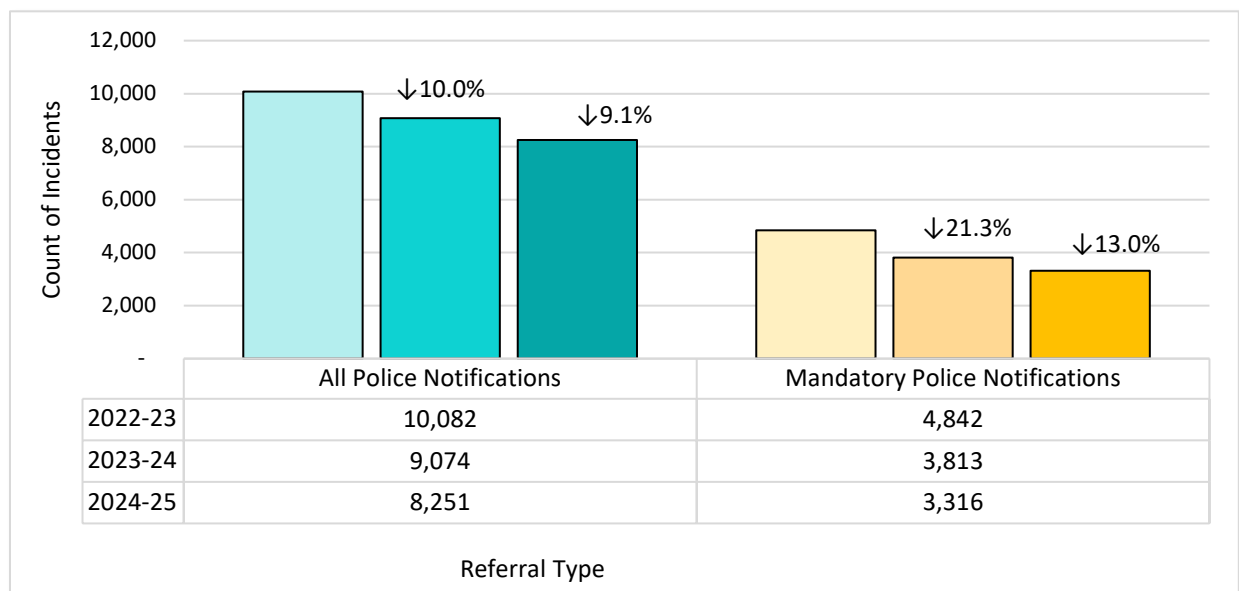


Figure 40 is a column graph illustrating the incidents that led to police notification over the last three school years with year-over-year percent change in data labels at the top of the columns and incident counts by referral type (all or mandatory) provided in the data table under the graph. In SY 2024-25, school personnel reported 8,251 incidents that resulted in police notification, representing a 9.1% decrease from the 9,074 incidents reported in SY 2023-24.

Figure 41 is a stacked bar graph displaying the proportion of all incidents that led to police notification that involved elementary, middle, and high school students over the past three school years. In SY 2024-25, of the 8,251 reported incidents, 11.0% involved elementary school

students, 32.8% involved middle school students, and 56.3% involved high school students. High school students have the highest proportion of these incidents, and elementary school students the lowest proportion across all three school years.

Figure 41: Proportion of Incidents that Led to Police Notification by Grade Span Across School Years

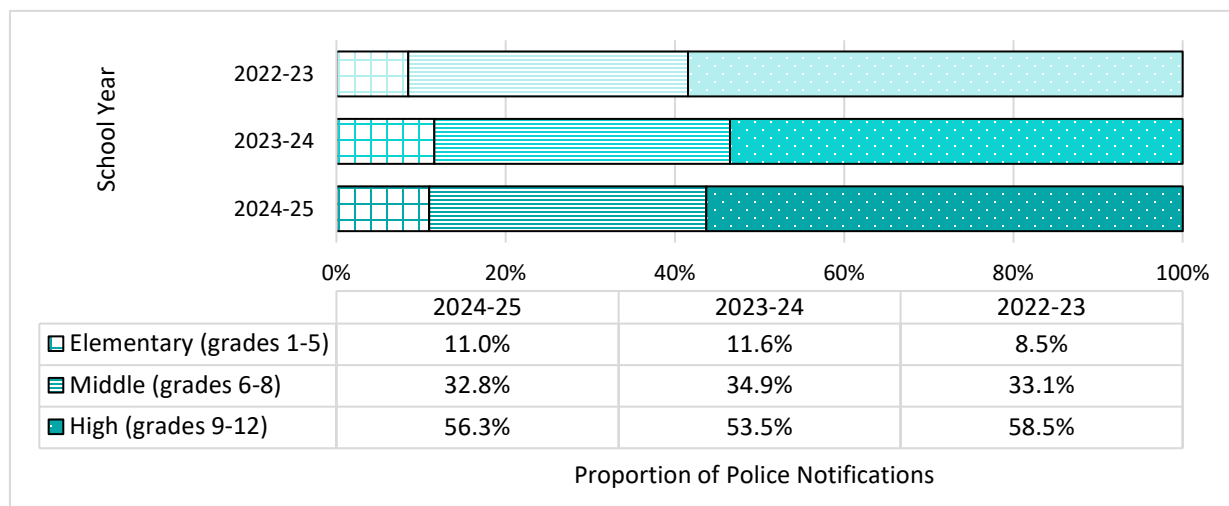
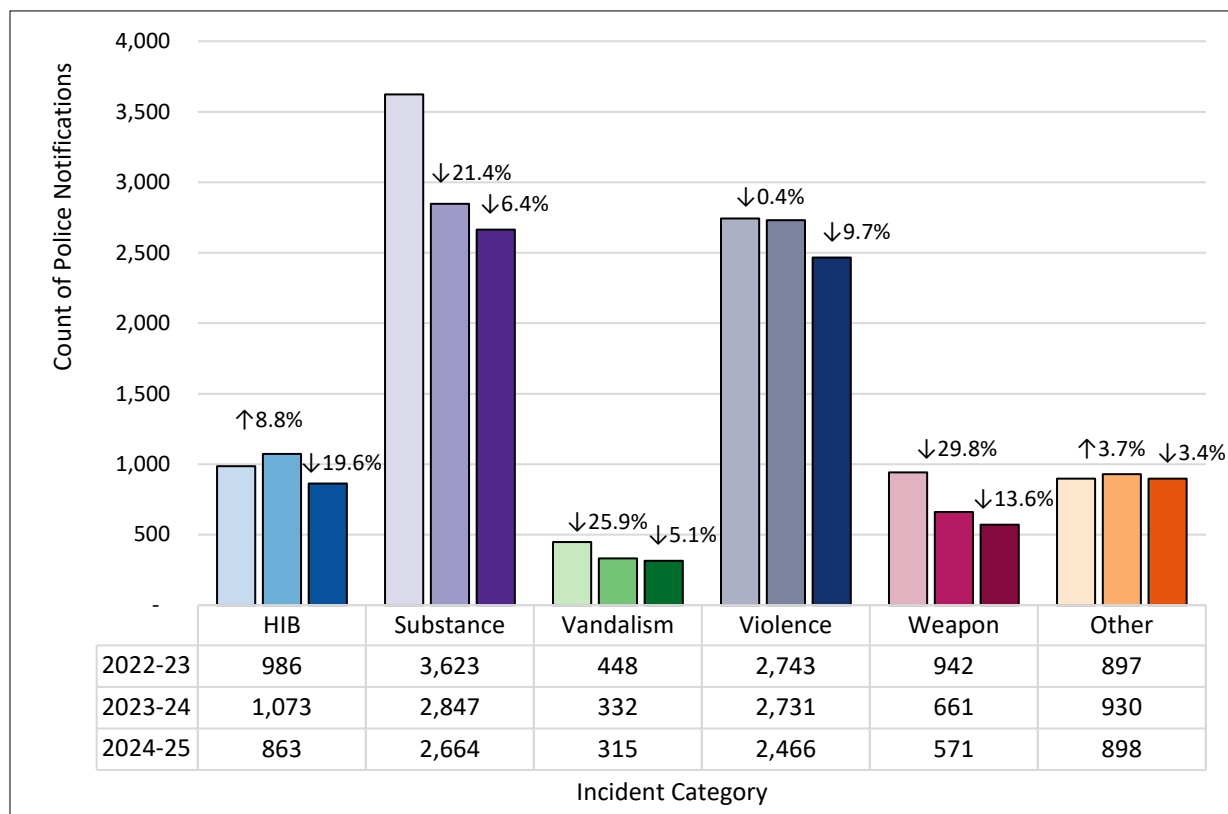


Figure 42 is a column graph displaying the total number of incidents that led to police notification by incident category over the past three school years. Year-over-year percent changes are indicated above each column, and incident counts by category are provided in the data table below the graph. In SY 2024-25, substance incidents were the most frequent category reported to police, with 2,664, although the number was down 6.4% compared to the previous year. Reported incidents also declined in all other categories.

Figure 42: Incidents that Led to Police Notification by Incident Category Across School Years, Showing Year-over-Year Percent Changes in Data Labels



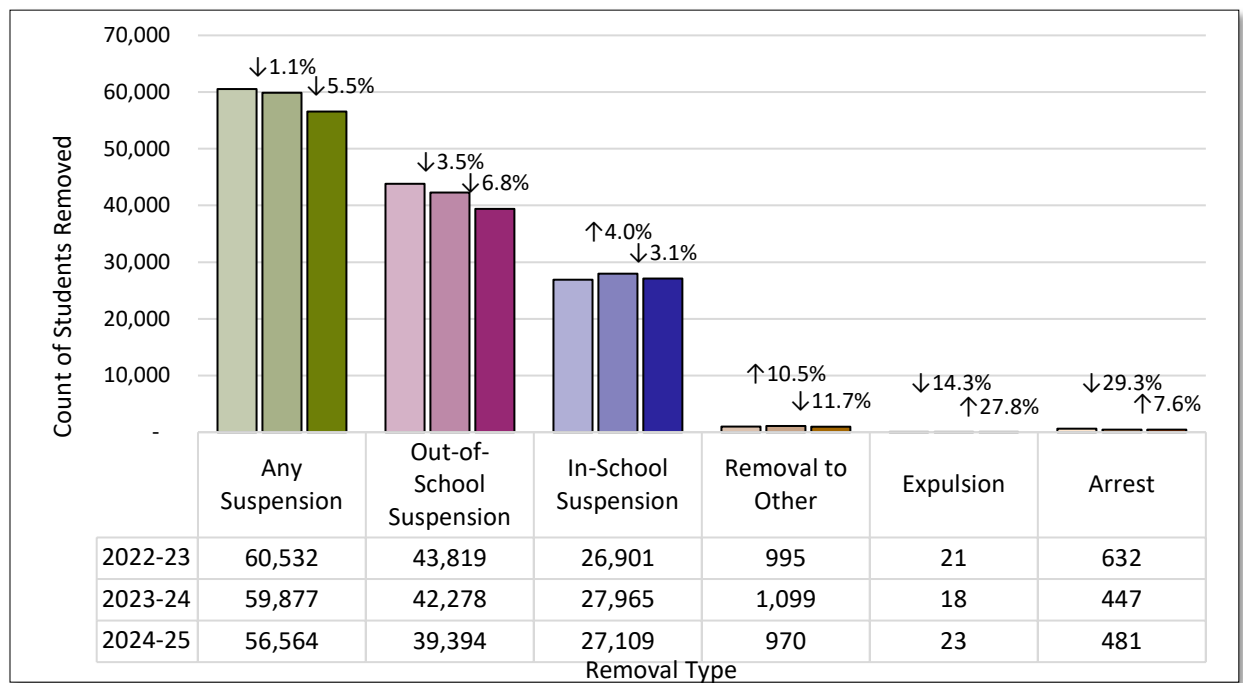
Disciplinary Actions

Multiple federal and state laws require school districts to report to the NJDOE each time a student is disciplined by removal from school via an in-school suspension, out-of-school suspension, expulsion or other type of removal (i.e., removal to another school or to an alternative educational program, unilateral removal, or removal by a hearing officer). One student may be removed from school multiple times during the school year, in multiple different ways. This report provides unduplicated counts of students by removal type, which means, for example, a student who received one out-of-school suspension and three in-school suspensions is counted once in each removal type (out-of-school suspension and in-school suspension) and only once in the “any suspension” removal type.

Figure 43 is a column graph illustrating the number of students removed from school by removal type over the last three school years, with year-over-year percent change in data labels at the top of the columns and student counts by removal type provided in the data table under the graph. In SY 2024-25, 56,564 students received at least one suspension of any type, reflecting a 5.5% decrease from the 59,877 students suspended in SY 2023-24. Compared to SY 2023-24, the number of students who received an out-of-school suspension decreased 6.8% in

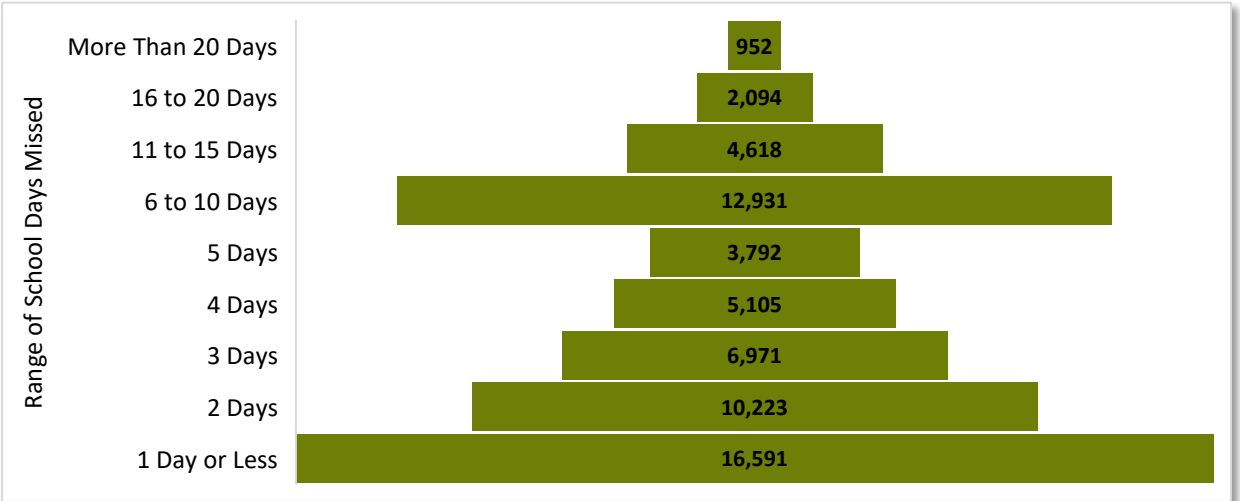
SY 2024-25 to 39,394 from 42,278, and the number of students who received an in-school suspension decreased 3.1%, to 27,109. The number of students who were removed to other programs decreased from 1,099 in SY 2023-24 to 970 in SY 2024-25. The number of students expelled increased slightly from 18 in SY 2023-24 to 23 in SY 2024-25. The number of students arrested rose by 7.6%, from 447 to 481, but remains lower than the 632 students arrested in SY2022-23.

Figure 43: Students Removed by Removal Type and School Year, Showing Year-over-Year Percent Changes in Data Labels



The funnel graph displayed in Figure 44 provides insight into the amount of instructional time students missed in SY 2024-25 due to suspension. For ease of analysis, school days missed are categorized into nine different day ranges. In SY 2024-25, 42,682 missed 5 or fewer instructional days due to suspension.

Figure 44: Suspended Students by Range of Instructional Days Missed in School Year 2024-25



Characteristics of Disciplined Students

Figure 45 is a column graph showing the suspension rates for each racial/ethnic student group over the past three school years with the percentages provided in the data table under the graph. In SY 2024-25, Black or African American students had the highest suspension rate, with 8.6% receiving at least one suspension of any kind. In contrast, Asian or Pacific Islander students had the lowest suspension rate, at 1.1%. This trend is consistent with previous years.

Figure 45: Suspension Rate by Race/Ethnicity Across School Years

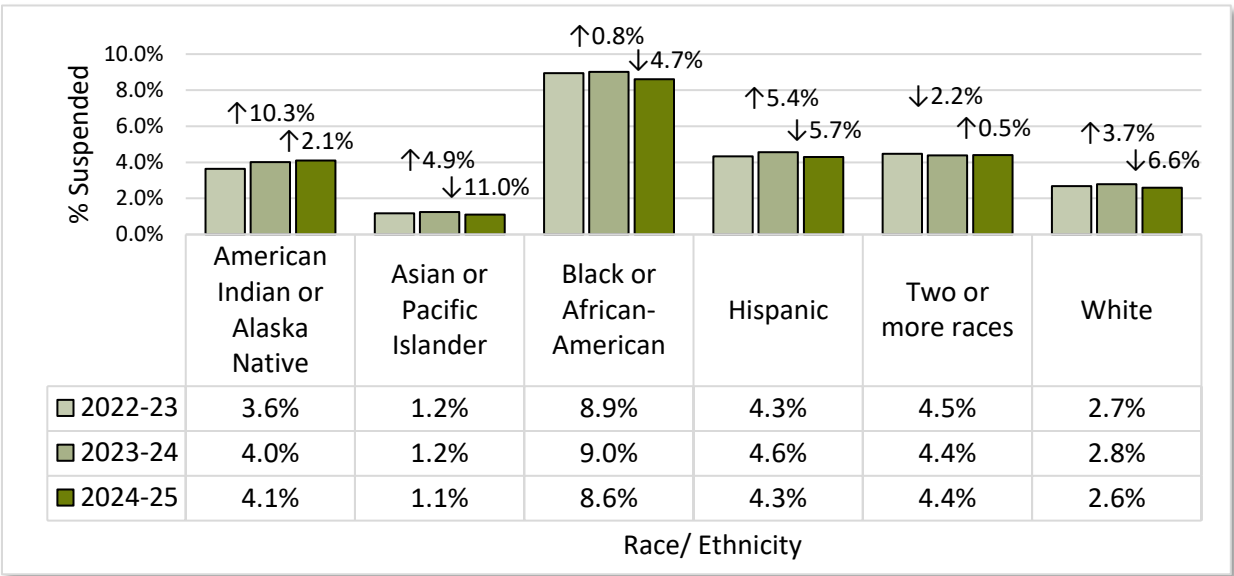


Figure 46 is a column graph showing suspension rates for each gender over the past three school years with the percentages provided in the data table under the graph. In SY 2024-25, male students had the highest suspension rate, with 5.5% receiving at least one suspension, while female students had the lowest suspension rate, at 2.6%. This trend is consistent with previous years.

Figure 46: Suspension Rates by Gender Across School Years

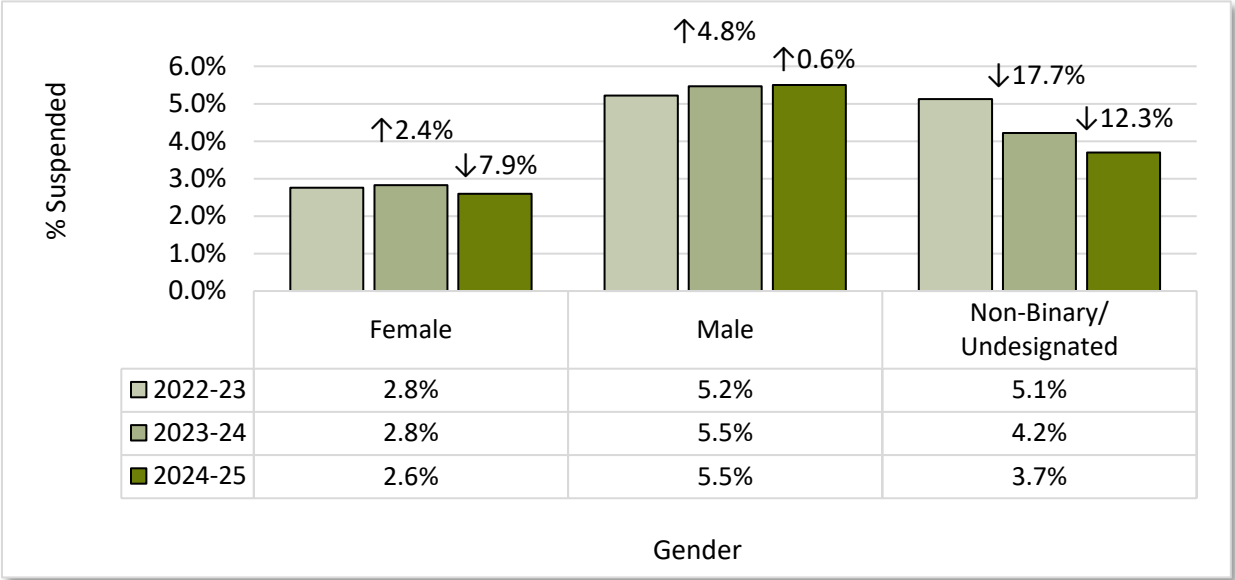
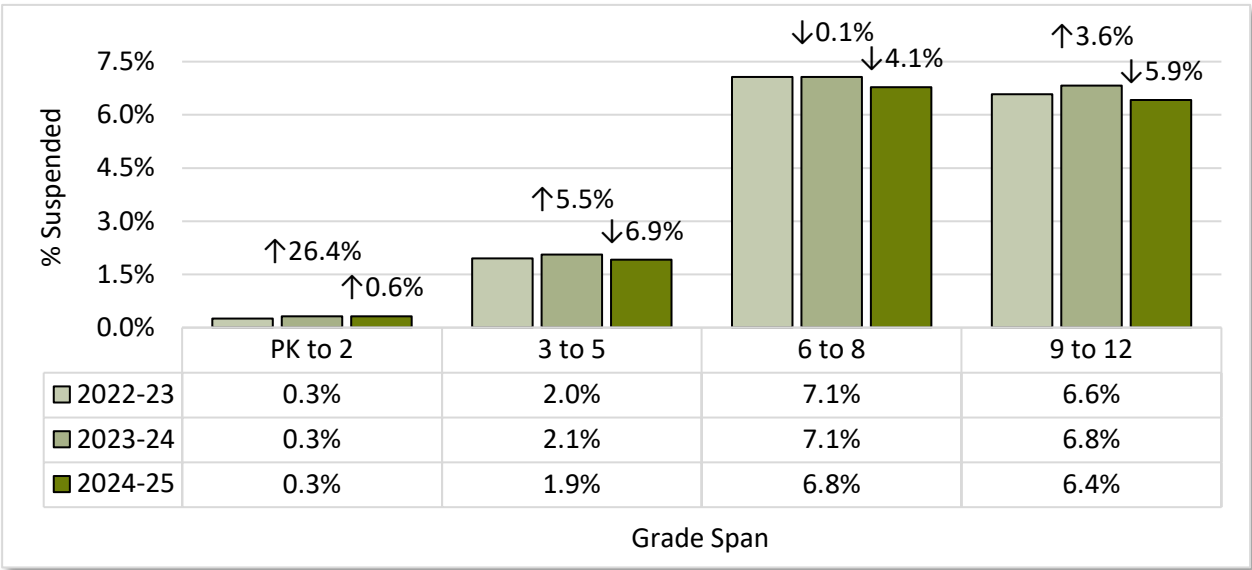


Figure 47 is a column graph showing the suspension rates for each grade span over the past three school years with the percentage provided in the data table under the graph. In SY 2024-25, students in grades 6 to 8 had the highest suspension rate, at 6.8%, while students in grades preschool (PK) to 2 had the lowest suspension rate, at 0.3%.

Figure 47: Suspension Rate by Grade Span Across School Years



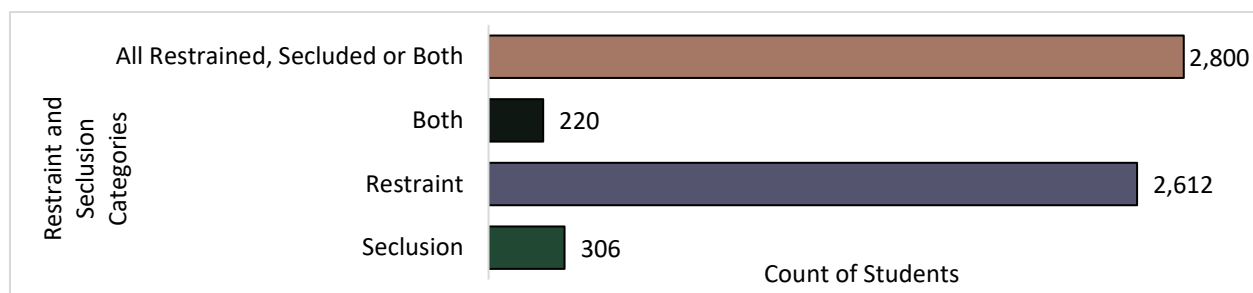
Restraint and Seclusion

In accordance with *N.J.S.A. 18A:17-48*, as amended in 2022, the NJDOE began collecting data on restraint and seclusion in SY 2022-23. *N.J.S.A. 18A:46-13.4-13.7* defines physical restraint as the use of a personal restriction that immobilizes or reduces the ability of a student to move all or a portion of his or her body. The same statute defines seclusion as the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving but does not include a timeout.

The SSDS collects restraint and seclusion data in three categories: restraint (which includes physical, mechanical, or occasions in which both were used), seclusion, and occasions in which both restraint and seclusion were used. For this reason, this report provides information on the number of students who were restrained, the number who were secluded, and the number who were both restrained and secluded during an occasion.

Figure 48 is a bar graph displaying the number of students that were restrained, secluded, or both during SY 2024-25, as well as the total number of students receiving any of the three categories (“all restrained, secluded or both”). The total number does not equal the sum of those restrained, secluded and both restrained and secluded on an occasion as some students received two or more actions and therefore count once in each category but only once in the total. A total of 2,800 students experienced restraint and/or seclusion on at least one occasion. Of these, 2,612 students experienced restraint, 306 experienced seclusion, and 220 experienced both restraint and seclusion on at least one occasion.

Figure 48: Students by Category of Restraint and Seclusion, and Total

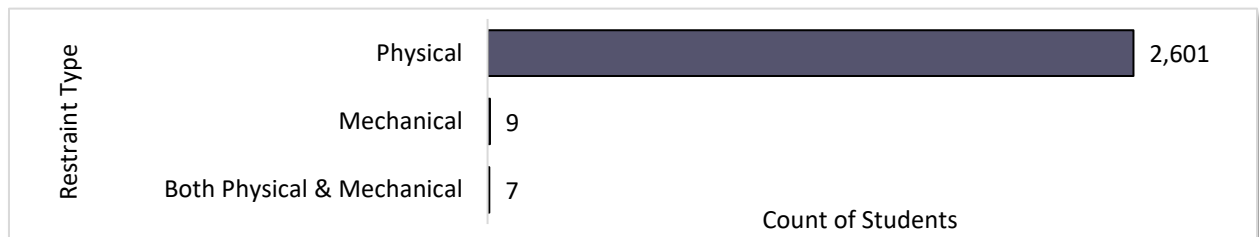


Of the 306 students receiving seclusion: most experienced it once, and most experiences lasted between six and ten minutes. Students with disabilities accounted for 85.0% of those subjected to seclusion.

Figure 49 is a bar graph displaying the number of restrained students experiencing each type of restraint during SY 2024-25. The SSDS collects three types of restraint: physical, mechanical and both physical and mechanical in an occasion. Of the 2,612 students who experienced restraint, shown in Figure 48, 2,601 were physically restrained, 9 were mechanically restrained, and 7 were both physically and mechanically restrained on at least one occasion. Some students were restrained on more than one occasion and in more than one restraint type, which is why the sum of physical, mechanical and both does not equal the total number of students who experienced restraint.

Most students were restrained only once. In most cases, restraint lasted five minutes or less. Students with disabilities accounted for 86.4% of those subjected to physical restraint and 66.7% of those subjected to mechanical restraint.

Figure 49: Students Restrained by Restraint Type



Of the 220 students who received both restraint and seclusion on an occasion, 219 were physically restrained, 1 was mechanically restrained, and 1 was both physically and mechanically restrained during an occasion. Most experienced this once and most lasted between six and ten minutes. Students with disabilities made up 90.5% of those who received both restraint and seclusion.

Figure 50 presents the SY 2024-25 rate of restraint and/or seclusion for each racial/ ethnic group as a bar graph and provides the statewide rate as a line for comparison. Among all racial/ ethnic groups, the rate is highest for Black or African American students, at 0.4%, and lowest for Asian or Pacific Islanders, at 0.1%.

Figure 50: Rate of Restraint and/or Seclusion by Race/ Ethnicity Compared to the Statewide Rate

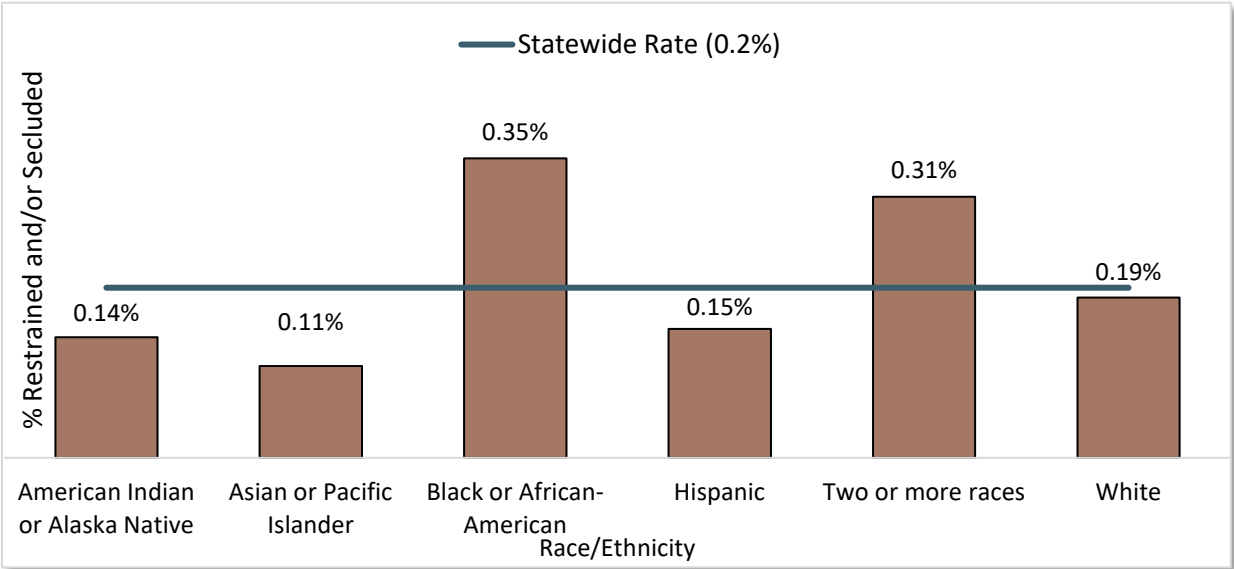
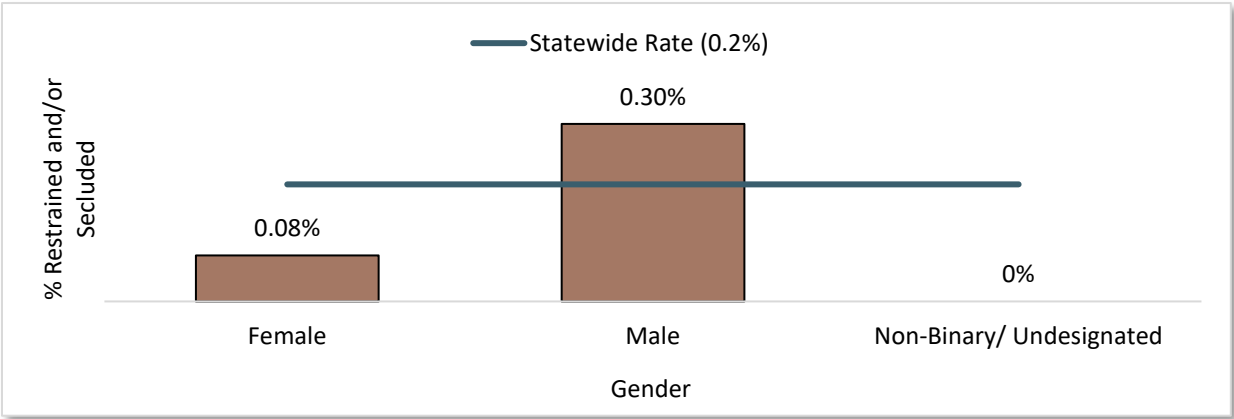


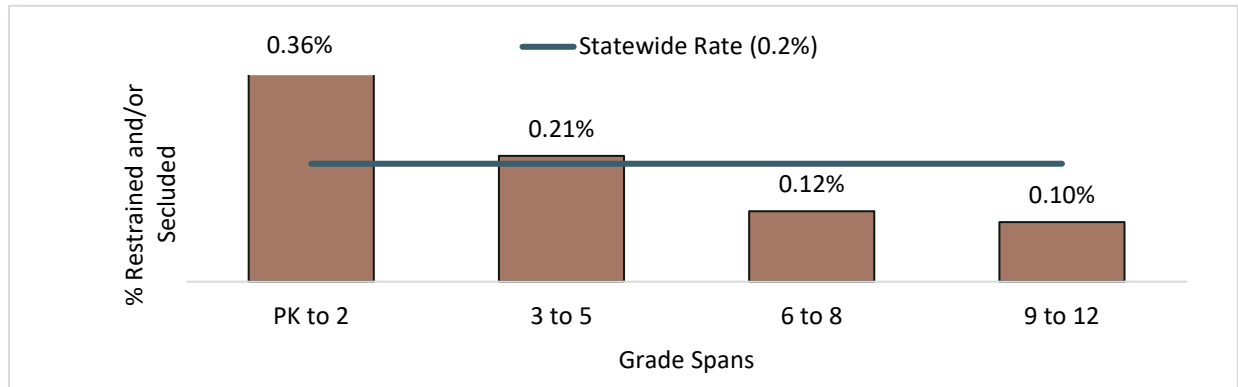
Figure 51 displays the SY 2024-25 rate of restraint and/or seclusion for each gender as a bar graph and the statewide rate as a line for comparison. The rate was highest for male students, at 0.3%, and lowest for Non-Binary/Undesignated, at 0%.

Figure 51: Rate of Restraint and/or Seclusion by Gender Compared to the Statewide Rate



The rate of restraint and/or seclusion for each grade span in SY 2024-25 is shown as a bar graph in Figure 52, with the statewide rate provided as a line for comparison. Among all grade spans, the rate was highest for preschool (PK) to grade 2 students, at 0.36%, and lowest for grade 9 to 12 students, at 0.10%.

Figure 52: Rate of Restraint and/or Seclusion by Grade Span Compared to the Statewide Rate



Initiatives to Improve School Safety

The NJDOE recognizes the critical importance of fostering safe, supportive, and engaging school environments that promote student learning and overall well-being. To assist district and school leaders in accessing a comprehensive collection of resources to support these efforts, the NJDOE has developed and maintains the [Keeping Our Kids Safe, Healthy, & In School](#) website. This website serves as a hub that connects educators with wide-ranging resources developed to promote optimal conditions for teaching and learning. The [one-page website guide](#) facilitates quick navigation of key topic areas related to school safety, climate, and student wellness.

A dedicated section on Learning Environments offers guidance and resources to promote student attendance and positive school climates, while also addressing issues such as violence, harassment, intimidation, bullying, and substance use. Additionally, the website provides essential support for educators in implementing key statutes and regulations, including the *Anti-Bullying Bill of Rights Act* and the *Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials*.

To further support school climate improvement efforts, the website includes information on the New Jersey School Climate Improvement (NJ SCI) Survey and Platform. This no-cost tool, available to all New Jersey public schools, enables school and district leaders to assess school climate strengths and areas for growth. Through an interactive online platform, schools can analyze their climate data from multiple perspectives, such as by student demographics, stakeholder groups, and district-wide comparisons. This data-driven approach supports the development of strategic plans to enhance teaching and learning conditions.

Recognizing the profound impact of mental health on student success, the resource hub also includes guidance on [trauma-informed and healing-centered practices](#) and [mindfulness techniques](#), as well as youth mental health support strategies. A foundational resource featured on the site is the [NJ Comprehensive School-Based Mental Health Resource Guide](#), which serves as a blueprint for developing, implementing, and enhancing a tiered system of supports to address the mental health needs of both students and educators. The hub also provides access to training programs and professional development materials on [social and emotional learning](#) (SEL), including an online course to support school leaders with implementing schoolwide SEL and modules designed to support teachers to integrate SEL into their classroom instruction.

By providing these robust tools and guidance, the NJDOE reaffirms its commitment to supporting New Jersey schools in creating safe, inclusive, and nurturing learning environments where all students and staff can thrive.

Appendix A: Tables of Charts

Figure 1: Proportion of Total Incidents Reported by Grade Span Across School Years

Year	Total Incidents	Change from Previous Year
2022-23	36,039	n/a
2023-24	33,526	7% decrease
2024-25	29,826	11% decrease

Figure 2: Proportion of Total Incidents Reported by Grade Span Across School Years

Grade Level	2024-25	2023-24	2022-23
Elementary (grades 1–5)	18.3%	18.3%	15.6%
Middle (grades 6–8)	37.6%	39.0%	39.8%
High (grades 9–12)	44.1%	42.7%	44.7%

Figure 3: Total Incidents by Category and School Year with Year-over-Year Percent Change in Data Labels

School Year	HIB	Substance	Vandalism	Violence	Weapon
2022-23	9,011	9,243	2,052	14,532	1,537
2023-24	8,494	8,047	1,847	14,365	1,146
Change from previous year	5.7% decrease	12.9% decrease	10.0% decrease	1.1% decrease	25.4% decrease
2024-25	7,455	7,199	1,792	12,731	902
Change from previous year	12.2% decrease	10.5% decrease	3.0% decrease	11.4% decrease	21.3% decrease

Figure 4: Proportion of Substance Incidents Reported by Grade Span Across School Years

Grade Level	2024-25	2023-24	2022-23
Elementary (grades 1-5)	0.8%	1.3%	1.2%
Middle (grades 6-8)	18.9%	20.0%	20.7%
High (grades 9-12)	80.3%	78.8%	78.1%

Figure 5: Substance Incidents Reported by Incident Type and School Year with Year-over-Year Percent Change in Data Labels

School Year	Possession	Sales/Distribution	Use
2022-23	4,762	129	4,781
2023-24	4,204	114	4,232
Change from previous year	11.7% decrease	11.6% decrease	11.5% decrease
2024-25	4,154	81	3,438
Change from previous year	1.2% decrease	28.9% decrease	18.8% decrease

Figure 6: Substance Incidents by Type of Substance Reported in School Year 2024-25

Substance Type	Number of Incidents
Marijuana	4,570
Drug Paraphernalia	1,126
Undetermined	1072
OTC Drugs	336
Alcohol	230
Designer/ Synthetic Drugs	37
Prescription Drugs	30
Cocaine/ Crack	5
Heroin	1
Steroids	1

Figure 7: The Top Five Types of Substances Reported by School Year with Year-over-Year Percent Change in Data Labels

School Year	Marijuana	Drug Paraphernalia	Undetermined	OTC Drugs	Alcohol
2022-23	6,012	1,562	1,012	532	246
2023-24	5,309	1,266	941	387	259
Change from previous year	11.7% decrease	19.0% decrease	7.0% decrease	27.3% decrease	5.3% decrease
2024-25	4,570	1,126	1,072	336	230
Change from previous year	13.9% decrease	11.1% decrease	13.9% decrease	13.2% decrease	11.2% decrease

Figure 8: Proportion of Vandalism Incidents Reported by Grade Span Across School Years

Grade Level	2024-25	2023-24	2022-23
Elementary (grades 1–5)	14.2%	18.5%	13.6%
Middle (grades 6–8)	43.6%	43.6%	42.3%
High (grades 9–12)	42.2%	37.9%	44.1%

Figure 9: Vandalism Incidents Reported by Incident Type and School Year with Year-over-Year Percent Change in Data Labels

School Year	Arson	Computer Trespass	Damage to Property	False Alarm	Theft	Trespassing
2022-23	57	105	809	202	767	134
2023-24	35	78	815	191	667	74
Change from previous year	38.6% decrease	25.7% decrease	0.7% increase	5.4% decrease	13.0% decrease	44.8% decrease
2024-25	26	54	833	181	645	66
Change from previous year	25.7% decrease	30.8% decrease	2.2% increase	5.2% decrease	3.3% decrease	10.8% decrease

Figure 10: Proportion of Violence Incidents Reported by Grade Span Across School Years

Grade Level	2024-25	2023-24	2022-23
Elementary (grades 1-5)	21.5%	21.7%	18.7%
Middle (grades 6-8)	41.9%	42.8%	45.7%
High (grades 9-12)	36.5%	35.5%	35.6%

Figure 11: Violence Incidents Reported by Incident Type in School Year 2024-25

Violent Incident Type	Number of Incidents
Kidnapping	0
Robbery/Extortion	10
Sexual Assault	42
Criminal Threat	158
Sexual Contact	229
Simple Threat	2,643
Assault	4,217
Fight	5,502

Figure 12: The Top Five Types of Violence Incidents Reported by School Year with Year-over-Year Percent Change in Data Labels

School Year	Fight	Assault	Simple Threat	Sexual Contact	Criminal Threat
2022-23	6,024	4,997	2,992	356	196
2023-24	6,265	4,820	2,885	305	142
Change from previous year	4.0% increase	3.5% decrease	3.6% decrease	14.3% decrease	27.6% decrease
2024-25	5,502	4,217	2,643	229	158
Change from previous year	12.2% decrease	12.5% decrease	8.4% decrease	24.9% decrease	11.3% increase

Figure 13: Proportion of Weapon Incidents Reported by Grade Span Across School Years

Grade Level	2024-25	2023-24	2022-23
Elementary (grades 1–5)	18.2%	17.5%	16.4%
Middle (grades 6–8)	36.1%	40.3%	42.4%
High (grades 9–12)	45.7%	42.2%	41.2%

Figure 14: Weapon Incidents Reported by Incident Type and School Year with Year-over-Year Percent Change in Data Labels

School Year	Possession	Sales/Distribution	Use
2022-23	1,442	5	90
2023-24	1,058	4	84
Change from previous year	26.6% decrease	20.0% decrease	6.7% decrease
2024-25	841	3	58
Change from previous year	20.5% decrease	25.0% decrease	31.0% decrease

Figure 15: Weapon Incidents by Type of Weapon Reported in School Year 2024-25

Types of Weapons	2024-25
Knife/ Blade	603
Other	220
Spray	63
Air Gun/ BB Gun/ Pellet Gun	23
Handgun	11
Bomb	0

Figure 16: The Top Five Types of Weapons Reported by School Year with Year-over-Year Percent Change in Data Labels

Year	Knife/Blade	Other	Spray	Air/BB/Pellet Gun	Handgun
2022-23	1,037	385	108	47	8
2023-24	797	258	80	33	5
Change from previous year	23.1% decrease	33.0% decrease	25.9% decrease	29.8% decrease	37.5% decrease
2024-25	603	220	63	23	11
Change from previous year	24.3% decrease	14.7% decrease	21.3% decrease	30.3% decrease	120.0% increase

Figure 17: Count and Proportion of Total HIB Investigations Alleged and Confirmed by School Year

HIB Investigations	2024-25	2023-24	2022-23
Alleged Count	11,524	12,695	13,011
Confirmed Count	7,455	8,494	9,011
Total Investigated	18,979	21,189	22,022
Confirmed Proportion	39.3%	40.1%	40.9%

Figure 18: Count and Proportion of Total HIB Investigations Completed Within 10 Days by School Year

HIB Investigations	2024-25	2023-24	2022-23
Not Completed within 10 days count	1,076	1,293	1,054
Completed within 10 days count	17,903	19,896	20,968
Completed within 10 days percentage	94.3%	93.9%	95.2%

Figure 19: Proportion of Confirmed HIB Incidents Reported by Grade Span Across School Years

Grade Level	2024-25	2023-24	2022-23
Elementary (grades 1-5)	31.2%	29.5%	25.7%
Middle (grades 6-8)	47.0%	48.2%	49.8%
High (grades 9-12)	21.9%	22.3%	24.5%

Figure 20: Proportion of Confirmed HIB Incidents by Location Across School Years

Location	2024-25	2023-24	2022-23
On School Grounds	82.3%	80.8%	80.0%
Off School Grounds	8.7%	10.1%	9.8%
Both	9.0%	9.1%	10.2%

Figure 21: HIB Incidents by Mode and School Year with Year-over-Year Percent Change in Data Labels

School Year	Electronic	Gesture	Physical	Verbal	Written
2022-23	1,694	500	1,702	7,474	557
2023-24	1,499	509	1,563	6,222	597
Change from previous year	11.5% decrease	1.8% increase	8.2% decrease	16.8% decrease	7.2% increase
2024-25	1,142	360	1,281	6,385	402
Change from previous year	23.8% decrease	29.3% decrease	18.0% decrease	2.6% increase	32.7% decrease

Figure 22: HIB Incidents by Effect and School Year with Year-over-Year Percent Change in Data Labels

School Year	Education Impacted	Hostile Environment	Insulted Student(s)	Offender Aware	Victim in Fear
2022-23	4,255	4,445	7,603	4,609	3,209
2023-24	3,649	3,858	6,282	3,840	2,815
Change from previous year	14.2% decrease	13.2% decrease	17.4% decrease	16.7% decrease	12.3% decrease
2024-25	3,526	3,823	6,287	4,153	2,649
Change from previous year	3.4% decrease	0.9% decrease	0.1% increase	8.2% increase	5.9% decrease

Figure 23: Alleged and Confirmed HIB Incidents by Nature of HIB Incident Reported in School Year 2024-25

Nature of Incident	Alleged	Confirmed
No Identified Nature	7,389	
Other	1,811	3,798
Race	1,223	2,053
Sexual Orientation	408	753
Gender	361	796
Disability	505	775
Ancestry	217	414
Religion	134	225

Figure 24: The Top Five Factors Motivating Confirmed HIB Incidents by School Year with Year-over-Year Percent Change in Data Labels

School Year	Other	Race	Gender	Sexual Orientation	Disability
2022-23	4,519	2,407	1,099	938	841
2023-24	4,306	2,342	900	844	811
Change from previous year	4.7% decrease	2.7% decrease	18.1% decrease	10.0% decrease	3.6% decrease
2024-25	3,798	2,053	796	753	775
Change from previous year	11.8% decrease	12.3% decrease	11.6% decrease	10.8% decrease	3.6% decrease

Figure 25: Percentage of HIB Victims Targeted for Race by Racial/Ethnic Group and School Year

School Year	American Indian or Alaskan Native	Asian or Pacific Islander	Black or African-American	Hispanic	Two or More Races	White
2022-23	31.4%	34.1%	46.6%	16.4%	35.3%	8.2%
2023-24	36.8%	36.8%	47.7%	14.8%	37.1%	7.4%
2024-25	27.6%	37.1%	47.3%	15.1%	34.7%	6.5%

Figure 26: Percentage of HIB Victims Targeted for Race or Ancestry by Multilingual Learner Status and School Year

School Year	ML Status	Race	Ancestry	Total
2022-23	ML	18.0%	6.2%	24.2%
2022-23	Non-ML	24.0%	6.0%	30.0%
2023-24	ML	17.2%	5.9%	23.1%
2023-24	Non-ML	23.6%	5.8%	29.4%
2024-25	ML	18.1%	6.6%	24.7%
2024-25	Non-ML	23.8%	4.3%	28.1%

Figure 27: Percentage of HIB Victims Targeted for Disability, by Disability Status and School Year

School Year	IDEA	504	No Disability
2022-23	19.4%	13.3%	4.5%
2023-24	19.8%	11.7%	4.5%
2024-25	20.5%	12.8%	4.9%

Figure 28: Percentage of HIB Victims Targeted for Gender by Gender and School Year

School Year	Female	Male
2022-23	14.4%	6.7%
2023-24	13.3%	6.2%
2024-25	11.2%	7.2%

Figure 29: HIB Offenders by Disciplinary Actions Received Across School Years with Year-over-Year Percent Change in Data Labels

School Year	Expulsion	Other Discipline	Removal to Other	Suspension
2022-23	1	597	153	4,531
2023-24	0	668	157	4,155
Change from previous year	100.0% decrease	11.9% increase	2.6% increase	8.3% decrease
2024-25	1	690	115	3,586
Change from previous year	100.0% increase	3.3% increase	26.8% decrease	13.7% decrease

Figure 30: Remedial Actions for HIB Offenders Reported in School Year 2024-25

Types of Remedial Actions	2024-25
Student Counseling	5,553
Parent Conference	3,288
Other	2,652
Restorative Practices	1,969
Therapy Treatment	529
I & RS	375
Peer Support Group	168

Figure 31: Top Five Remedial Actions for HIB Offenders Across School Years with Year-over-Year Percent Change in Data Labels

School Year	Student Counseling	Parent Conference	Other	Restorative Practices	Therapy Treatment
2022-23	6,985	4,388	3,319	2,362	647
2023-24	6,576	4,143	3,060	2,236	664
Change from previous year	5.9% decrease	5.6% decrease	7.8% decrease	5.3% decrease	2.6% decrease
2024-25	5,553	3,288	2,652	1,969	529
Change from previous year	15.6% decrease	20.6% decrease	13.3% decrease	11.9% decrease	20.3% decrease

Figure 32: Remedial Actions for HIB Victims Reported in School Year 2024-25

Types of Remedial Actions	2024-25
Student Counseling	5,944
Parent Conference	2,709
Other	1,677
Restorative Practices	1,076
Therapy Treatment	354
Peer Support Group	211
I & RS	197

Figure 33: Top Five Remedial Actions for HIB Victims Across School Years with Year-over-Year Percent Change in Data Labels

School Year	Student Counseling	Parent Conference	Other	Restorative Practices	Therapy Treatment
2022-23	7,325	3,575	1,893	1,216	354
2023-24	6,929	3,428	1,803	1,107	319
Change from previous year	5.4% decrease	4.1% decrease	4.8% decrease	9.0% decrease	9.9% decrease
2024-25	5,944	2,709	1,677	1,076	354
Change from previous year	14.2% decrease	21.0% decrease	7.0% decrease	2.8% decrease	11.0% increase

Figure 34: Types of HIB Trainings Offered in School Year 2024-25

Training Type	2024-25
Parent Involvement in HIB Cases	213
Use of Data for HIB Prevention	238
HIB Remediation	260
HIB Consequences	290
Pro-Social Strategies for Bystanders	301
School-Home-Community Partnerships	306
Suicide Prevention Related to HIB	311
Cyberbullying	312
Social Norms	321
Anti-Bullying Bill of Rights Act	322
HIB Intervention	342
Other	348
Conflict Resolution	360
Peer Relationships or Peer Social Norms	366
Characteristics of Those At-Risk for HIB	367
HIB Prevention	387
Social Skills/Relationship Improvement	400
School Climate and Culture Improvement	438

Figure 35: The Top Five Types of HIB Trainings Offered Across School Years with Year-over-Year Percent Change in Data Labels

School Year	Other	School Climate and Culture Improvement	Social Skills/ Relationship Improvement	HIB Prevention	Peer Relationships or Peer Social Norms
2022-23	360	438	411	400	387
2023-24	387	431	399	394	372
Change from previous year	3.9% decrease	1.6% decrease	2.9% decrease	1.5% decrease	3.9% decrease
2024-25	348	438	400	387	366
Change from previous year	6.5% decrease	1.6% decrease	0.3% increase	1.8% decrease	7.1% decrease

Figure 36: HIB Training Offered by Target Population in School Year 2024-25

Target Population	Count of School Districts
Parents and Volunteers	355
Others	356
Students	417
District Staff	584
Other School Staff	598
Key School Personnel	642

Figure 37: HIB Program Goals in School Year 2024-25

Program Goals	Count of School Districts
Student Relationships	544
Emotional Environment	540
Morale in the School Community	525
Safety	518
Teaching and Learning	517
Physical Environment	493
Parental Support	426

Figure 38: The Top Five HIB Program Goals Across School Years with Year-over-Year Percent Change in Data Labels

School Year	Student Relationships	Emotional Environment	Safety	Teaching and Learning	Physical Environment
2022-23	538	526	557	520	552
2023-24	537	537	525	511	477
Change from previous year	0.2% decrease	2.1% increase	5.7% decrease	1.7% decrease	13.6% decrease
2024-25	544	540	518	517	493
Change from previous year	1.3% increase	0.6% increase	1.3% decrease	1.2% increase	3.4% increase

Figure 39: HIB Programs Offered by Target Population in School Year 2024-25

Target Population	Count of School Districts
Others	324
District Staff	423
Parents and Volunteers	424
Other School Staff	471
Key School Personnel	526
Students	544

Figure 40: Total and Mandatory Incidents that Led to Police Notification Across School Years, Showing Year-over-Year Percent Changes in Data Labels

School Year	All Police Notifications	Mandatory Police Notifications
2022-23	10,082	4,842
2023-24	9,074	3,813
Change from previous year	10.0% decrease	21.3% decrease
2024-25	8,251	3,316
Change from previous year	9.1% decrease	13.0% decrease

Figure 41: Proportion of Incidents that Led to Police Notification by Grade Span Across School Years

Grade Level	2024-25	2023-24	2022-23
Elementary (grades 1–5)	11.0%	11.6%	8.5%
Middle (grades 6–8)	32.8%	34.9%	33.1%
High (grades 9–12)	56.3%	53.5%	58.5%

Figure 42: Incidents that Led to Police Notification by Incident Category Across School Years, Showing Year-over-Year Percent Changes in Data Labels

School Year	HIB	Substance	Vandalism	Violence	Weapon	Other
2022-23	986	3,623	448	2,743	942	897
2023-24	1,073	2,847	332	2,731	661	930
Change from previous year	8.8% increase	21.4% decrease	25.9% decrease	0.4% decrease	29.8% decrease	3.7% increase
2024-25	863	2,664	315	2,466	571	898
Change from previous year	19.6% decrease	6.4% decrease	5.1% decrease	9.7% decrease	13.6% decrease	3.4% decrease

Figure 43: Students Removed by Removal Type and School Year, Showing Year-over-Year Percent Changes in Data Labels

School Year	Any Suspension	Out-of-School Suspension	In-School Suspension	Removal to Other	Expulsion	Arrest
2022-23	60,532	43,819	26,901	995	21	632
2023-24	59,877	42,278	27,965	1,099	18	447
Change from previous year	1.1% decrease	3.5% decrease	4.0% increase	10.5% decrease	14.3% decrease	29.3% decrease
2024-25	56,564	39,394	27,109	970	23	481
Change from previous year	5.5% decrease	6.8% decrease	3.1% decrease	11.7% decrease	27.8% increase	7.6% increase

Figure 44: Suspended Students by Range of Instructional Days Missed in School Year 2024-25

Range of Days Missed	Number of Students
More Than 20 Days	952
16 to 20 Days	2094
11 to 15 Days	4618
6 to 10 Days	12931
5 Days	3792
4 Days	5105
3 Days	6971
2 Days	10223
1 Day or Less	16,591

Figure 45: Suspension Rate by Race/Ethnicity Across School Years

School Year	American Indian or Alaskan Native	Asian or Pacific Islander	Black or African-American	Hispanic	Two or More Races	White
2022-23	3.6%	1.2%	8.9%	4.3%	4.5%	2.7%
2023-24	4.0%	1.2%	9.0%	4.6%	4.4%	2.8%
2024-25	4.1%	1.1%	8.6%	4.3%	4.4%	2.6%

Figure 46: Suspension Rates by Gender Across School Years

School Year	Female	Male	Non-Binary/ Undesignated
2022-23	2.8%	5.2%	5.1%
2023-24	2.8%	5.5%	4.2%
2024-25	2.6%	5.5%	3.7%

Figure 47: Suspension Rate by Grade Span Across School Years

School Year	PK to 2	3 to 5	6 to 8	9 to 12
2022-23	0.3%	2.0%	7.1%	6.6%
2023-24	0.3%	2.1%	7.1%	6.8%
2024-25	0.3%	1.9%	6.8%	6.4%

The data tables for Figures 48 and 49 are not included because all data is present in the explanatory text before each figure.

Figure 50: Rate of Restraint and/or Seclusion by Race/ Ethnicity Compared to the Statewide Rate for 2024-25 School Year

American Indian or Alaskan Native	Asian or Pacific Islander	Black or African-American	Hispanic	Two or More Races	White	Statewide
0.14%	0.11%	0.35%	0.15%	0.31%	0.19%	0.20%

Figure 51: Rate of Restraint and/or Seclusion by Gender Compared to the Statewide Rate for 2024-25 School Year

Female	Male	Non-Binary/ Undesignated	Statewide
0.08%	0.30%	0%	0.20%

Figure 52: Rate of Restraint and/or Seclusion by Grade Span Compared to the Statewide Rate for 2024-25 School Year

PK to 2	3 to 5	6 to 8	9 to 12	Statewide
0.36%	0.21%	0.12%	0.10%	0.20%