

2017–18 Civil Rights Data Collection – School Form

WHAT IS THE PURPOSE OF THIS SURVEY?

The purpose of the U.S. Department of Education (ED) Civil Rights Data Collection (CRDC) is to obtain data related to the nation's public school districts and elementary and secondary schools' obligation to provide equal educational opportunity. To fulfill this goal, the CRDC collects a variety of information, including student enrollment and educational programs and services data that are disaggregated by race/ethnicity, sex, English learner (EL), and disability. The CRDC is a longstanding and important aspect of ED's Office for Civil Rights overall strategy for administering and enforcing the civil rights statutes for which it is responsible. This information is also used by other ED offices as well as policymakers and researchers outside of ED.

WHO IS CONDUCTING THIS SURVEY?

The ED Office for Civil Rights (OCR) is conducting this survey. The CRDC is a mandatory data collection, authorized under the statutes and regulations implementing Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and under the Department of Education Organization Act (20 U.S.C. § 3413). The regulations implementing these provisions can be found at 34 CFR 100.6(b); 34 CFR 106.71; and 34 CFR 104.61.

HOW WILL YOUR INFORMATION BE REPORTED?

Information reported on this survey becomes available to the public in a privacy protected format. You can see how the previous CRDC data were reported to the public by going to <https://ocrdata.ed.gov>.

WHERE CAN I FIND INFORMATION ABOUT THE APPROVAL OF THIS COLLECTION BY OMB?

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1870-0504. All documentation submitted to OMB about this information collection is available at http://www.reginfo.gov/public/do/PRAViewICR?ref_nbr=201702-1870-001. Public reporting burden for this collection of information is estimated to average 14.1 hours per school survey response and 3.7 hours per local educational agency (LEA) survey response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is *mandatory* (20 U.S.C. § 3413, § 3472, § 7913, and § 7914).

HOW ARE THE CRDC SURVEY ITEMS ORGANIZED?

The CRDC survey contains school-level and LEA-level items. The school-level items are presented in the CRDC School Form, while the LEA-level items are presented in the CRDC LEA Form. Each Form is organized by topical modules. Modules are groups of tables about the same topic area. For example, tables about mathematics, science, and computer science courses and classes form the Courses & Classes module. Each module has a 4-letter module acronym which is used to number tables within modules. For example, the first table in the Courses & Classes module is labeled COUR-1a.

2017–18 CRDC School Form

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Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.

SCHR: School Characteristics

Module Instructions

DATES

Report data from the 2017-18 school year. The data reported should be based on a "Fall snapshot" of data from October 1 (or the closest school day to October 1). LEAs may choose any date within this time period, and should use the same Fall snapshot date to report data in this module.

NOT APPLICABLE (NA) and ZERO (0) FILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any females who are English learners (EL), other tables that ask for counts of females who are EL will be automatically filled with a zero.

KEY DEFINITIONS

Alternative school is a public elementary or secondary school that addresses the needs of students that typically cannot be met in a regular school program, and is designed to meet the needs of students with academic difficulties, students with discipline problems, or both students with academic difficulties and discipline problems.

Charter school is a public school that provides free public elementary and/or secondary education to eligible students under a specific charter executed, pursuant to a state charter school law, by an authorized chartering agency/authority and that is designated by such authority to be a public charter school.

Magnet program or school: A magnet program is a program within a public school that offers a special curriculum capable of attracting substantial numbers of students of different racial/ethnic backgrounds, which may also reduce, prevent, or eliminate minority group isolation. The program may be designed to provide an academic or social focus on a particular theme (e.g., science/math, performing arts, gifted/talented, or foreign language). A public school is considered a magnet school if it operates a magnet program for all students or some students within the school.

Preschool refers to preschool programs and services for children ages 3 through 5.

Special education school is a public elementary or secondary school that focuses primarily on serving the needs of students with disabilities under IDEA or section 504 of the Rehabilitation Act.

Ungraded (UG) refers to a class that is not organized on the basis of age or grade grouping and has no standard grade designation.

SCHR-1. Grades with Students Enrolled*

All schools and justice facilities

Instructions

- Students must be counted in the school where they physically attend for more than 50% of the school day.
- Check [ungraded](#) if that applies. You may check grades and also check ungraded if some students are classified by grade and others are not.

For the [Fall 2017 snapshot date](#), indicate whether this school had at least one student enrolled in each grade in the table. Please select "Yes" or "No" for each grade.

Items noted with an asterisk "" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.*

	Permitted Values: Yes or No
Preschool	
Kindergarten	
Grade 1	
Grade 2	
Grade 3	
Grade 4	
Grade 5	
Grade 6	
Grade 7	
Grade 8	
Grade 9	
Grade 10	
Grade 11	
Grade 12	
Ungraded	

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.

SCHR-2. Ungraded Detail

Only for schools and justice facilities that are wholly ungraded

Instructions

- The information you provide in this table will reduce the number of tables you need to fill out by allowing us to ask you only for information that is most relevant to the students in your school.
- If the school had a combination of mainly middle and high school students or mainly elementary and middle school students, mark "Yes" for both grade levels.
- If the school had about equal amounts of students in all grades, mark "Yes" for all three.

For the **Fall 2017 snapshot date**, indicate whether the ungraded school had mainly elementary, middle, or high school-age students.

	Permitted Values: Yes (Mainly) or No (Just a few or none)
School had mainly elementary school age students? (about ages 3-10)	
School had mainly middle school age students? (about ages 11-13)	
School had mainly high school age students? (about ages 14 or older)	

SCHR-3. School Characteristics*

All schools and justice facilities, preschool-grade 12, UG

Instructions

- For magnet schools and programs, count only programs or schools that have a written mission statement with the explicit aim of preventing minority group isolation.

For the **Fall 2017 snapshot date**, indicate whether this school can be characterized as one of the following types of school. Please select "Yes" or "No" for each option.

	Permitted Values: Yes or No
Is this school a special education school ?	
Is this school either a magnet school or a school operating a magnet program within the school?	
Is this school a charter school ?	
Is this school an alternative school ?	

SCHR-4. Magnet School Detail

Only for magnet schools

Items noted with an asterisk "" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.*

Instructions

- Count only programs or magnet schools that have a written mission statement with the explicit aim of preventing minority group isolation.

For the [Fall 2017 snapshot date](#), was the entire school population participating in the [magnet program](#) at your school?

	Permitted Values: Yes or No
Please select "Yes" or "No."	

SCHR-5. Alternative School Detail

Only for alternative schools

Instructions

- If a school serves both students with academic difficulties and students with discipline problems, select "Both".

For the [Fall 2017 snapshot date](#), indicate the type(s) of students the [alternative school](#) served.

	Permitted Values: Academic, Discipline, or Both
Please select "Academic," "Discipline," or "Both."	

Items noted with an asterisk "" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.*

PSCH: Preschool

Module Instructions

DATES

Report data from the 2017-18 school year. For most tables, the data reported should be based on a "Fall snapshot" of data from October 1 (or the closest school day to October 1), unless otherwise noted. LEAs may choose any date within this time period, and should use the same Fall snapshot date to report data in this module.

The count of students with disabilities (IDEA) may be based either on the Fall snapshot date or on the district's IDEA child count date.

NOT APPLICABLE (NA) and ZERO (0) FILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any females who are EL, other tables that ask for counts of females who are EL will be automatically filled with a zero.

KEY DEFINITIONS

English learner students (EL)[†]: In coordination with the state's definition based on section 8101(20) of ESEA, as amended by ESSA, the term 'English learner,' when used with respect to an individual, means an individual:

(A) who is aged 3 through 21;

(B) who is enrolled or preparing to enroll in an elementary school or a secondary school;

(C) (who is i, ii, or iii)

(i) who was not born in the United States or whose native languages are languages other than English;

(ii) (who is I and 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.

Note - To be classified as an English learner, an individual must be A, B, C, and D. For C, an individual can be i, ii, or iii. If C-ii, the individual must be I and II. For D, an individual must be denied D-i, D- ii, or D-iii.

Non-IDEA includes children without disabilities and children with disabilities who are not served under the Individuals with Disabilities Education Act.

Preschool refers to preschool programs and services for children ages 3 through 5.

Students with disabilities (IDEA): Students with intellectual disabilities; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the Individuals with Disabilities Education Act (IDEA) according to an Individualized Education Program, Individual Family Service Plan, or service plan. The "Students with Disabilities (IDEA)" column in the survey items always refers to students with disabilities who receive special education and related services under IDEA.

[†] English learner students were previously referred to as limited English proficient students, and include the same subgroup of students.

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.

PSCH-1. Preschool Age for Non-IDEA Children

Only for schools offering preschool

For the **Fall 2017 snapshot date**, indicate whether the school's **preschool** program had **non-IDEA** students enrolled in each of the specified ages. Please select "Yes" or "No" for each option.

	Permitted Values: Yes or No
Children age 3 years	
Children age 4 years	
Children age 5 years	

PSCH-2. Preschool Enrollment

Only for schools offering preschool

Instructions

- Enter enrollment of children in preschool programs or services for children ages 3 through 5.
- Include children who are 2 years of age who are allowed to enroll in preschool at the start of the school year because they will turn 3 years of age sometime during the school year.

For the **Fall 2017 snapshot date**, enter the number of children enrolled in **preschool** (ages 3 to 5) programs and services.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)
Males enrolled in preschool:										
Females enrolled in preschool:										
Total students enrolled in preschool:										

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.

ENRL: Enrollment

Module Instructions

DATES

Report data based on October 1 (or the closest school day to October 1), unless otherwise noted.

The count of students with disabilities (IDEA) may be based either on the Fall snapshot date or on the district's IDEA child count date.

NOT APPLICABLE (NA) and ZERO (0) FILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any females who are EL, other tables that ask for counts of females who are EL will be automatically filled with a zero.

SPECIAL INSTRUCTIONS

Students must be counted in the school where they actually physically attended for more than 50% of the school day. If a student attended two schools, each for exactly 50% of his or her school day, then count that student at their "home" or "primary" school, rather than at the school of a special program, such as a vocational program.

For distance education schools or virtual schools, students must be counted in the school from which they received more than 50% of their coursework.

KEY DEFINITIONS

English learner students (EL): In coordination with the state's definition based on section 8101(20) of ESEA, as amended by ESSA, the term 'English learner,' when used with respect to an individual, means an individual:

(A) who is aged 3 through 21;

(B) who is enrolled or preparing to enroll in an elementary school or a secondary school;

(C) (who is i, ii, or iii)

(i) who was not born in the United States or whose native languages are languages other than English;

(ii) (who is I and 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.

Note - To be classified as an English learner, an individual must be A, B, C, and D. For C, an individual can be i, ii, or iii. If C-ii, the individual must be I and II. For D, an individual must be denied D-i, D- ii, or D-iii.

EL programs are English language instruction educational programs designed for EL students.

Student enrollment refers to the unduplicated count of students on the rolls of the school. The unduplicated count includes students both present and absent and excludes duplicate counts of students within a specific school or students whose membership is reported by another school. Students should be counted in the school where they actually physically attend for more than 50% of the school day. For distance education, students must be counted in the school from which they receive more than 50% of their coursework.

Students with disabilities (IDEA): Students with intellectual disabilities; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning

Items noted with an asterisk "" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.*

disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the Individuals with Disabilities Education Act (IDEA) according to an Individualized Education Program, Individual Family Service Plan, or service plan. The “Students with Disabilities (IDEA)” column in the survey items always refers to students with disabilities who receive special education and related services under IDEA.

Students with disabilities (Section 504 only): Students with a disability, who receive related aids and services solely under Section 504 of the Rehabilitation Act of 1973, as amended, and not under the Individuals with Disabilities Education Act (IDEA). The “Section 504 only” column in the survey items always refers to students with disabilities who receive related aids and services under Section 504 of the Rehabilitation Act of 1973, as amended, and not under IDEA.

ENRL-1. Overall Student Enrollment*

All schools and justice facilities, preschool-grade 12, UG

Instructions

- Students must be counted in the school where they physically attend for more than 50% of the school day.

Note: Overall enrollment will also be used for skip logic within tables. For example, if a school reports zero male Asian students, subsequent tables with the same reporting period will not require data to be entered for male Asian students.

For the **Fall 2017 snapshot date**, enter overall **enrollment**. Enter the number of students who were enrolled in **preschool** and grades K-12 (or the **ungraded** equivalent).

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 Only)
Males enrolled at this school:											
Females enrolled at this school:											
Total students enrolled at this school:											

ENRL-2a. Enrollment of English Learner Students – All EL Students

Only for schools and justice facilities (preschool-grade 12, UG) reporting greater than zero overall EL student enrollment

Instructions

- Include all English learner (EL) students, regardless of whether they were enrolled in **EL programs**.

For the **Fall 2017 snapshot date**, enter the number of students in **preschool** and grades K-12 (or the **ungraded** equivalent) who were **English learners (EL)**.

Items noted with an asterisk “” reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.*

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total
Males who were EL:								
Females who were EL:								
Total number of students who were EL:								

ENRL-2b. Enrollment of English Learner Students - EL Students in Programs

Only for schools and justice facilities (preschool-grade 12, UG) reporting greater than zero overall EL student enrollment

Instructions

- Include students served through ESEA Title III, as amended by ESSA, and students who received EL services through other programs designed for EL students.
- Data reported in this table are a subset of the students who are EL as reported in table ENRL-2a.

For the **Fall 2017 snapshot date**, enter the number of students in **preschool** and grades **K-12** (or the **ungraded** equivalent) who were enrolled in **EL programs**.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	Students with Disabilities (IDEA)
Males enrolled in EL programs:									
Females enrolled in EL programs:									
Total number of students enrolled in EL programs:									

ENRL-3a. Enrollment of Students with Disabilities - IDEA Only

Only for schools and justice facilities (preschool-grade 12, UG) reporting greater than zero overall students with disabilities enrollment

Instructions

- Include students with disabilities served under the Individuals with Disabilities Education Act (IDEA). Students with disabilities served under IDEA may or may not also be served under Section 504 of the Rehabilitation Act of 1973.
- Do not include students with disabilities served only under Section 504 of the Rehabilitation Act of 1973.

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.

- Count of students with disabilities (IDEA) should be based on either the IDEA child count date or on October 1 (or the closest school day to October 1).

For the **Fall 2017 snapshot date**, enter the number of students with disabilities served under the Individuals with Disabilities Education Act (**IDEA**) who were enrolled in **preschool** and grades K-12 (or the **ungraded** equivalent) at this school.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)
Males with disabilities served under IDEA only:									
Females with disabilities served under IDEA only:									
Total number of students with disabilities served under IDEA only:									

ENRL-3b. Enrollment of Students with Disabilities – Section 504 Only

Only for schools and justice facilities (preschool-grade 12, UG) reporting greater than zero overall students with disabilities enrollment

Instructions

- Do not include students with disabilities served under the Individuals with Disabilities Education Act (IDEA).
- Count of students with disabilities (Section 504 only) should be based on October 1 (or the closest school day to October 1).

For the **Fall 2017 snapshot date**, enter the number of students with disabilities served under Section 504 of the Rehabilitation Act of 1973 (**Section 504 Only**) who were enrolled in **preschool** and grades K-12 (or the **ungraded** equivalent) at this school.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)
Males with disabilities served under Section 504 only:									
Females with disabilities served under Section 504 only:									
Total number of students with disabilities served under Section 504 only:									

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.

PENR: Program Enrollment (Gifted & Talented, Dual Enrollment, Credit Recovery)

Module Instructions

DATES

Report data from the 2017-18 school year. For most tables, the data reported should be based on a "Fall snapshot" of data from October 1 (or the closest school day to October 1), unless otherwise noted. LEAs may choose any date within this time period, and should use the same Fall snapshot date to report data in this module.

Data about credit recovery programs and credit recovery program participation should be cumulative based on the start of the 2017-18 school year up to one day prior to the start of the following school year.

For schools with block scheduling that allows a full-year course to be taken in one semester, the count reported should be based on the sum of a count taken on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block.

NOT APPLICABLE (NA) and ZERO (0) FILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any females who are EL, other tables that ask for counts of females who are EL will be automatically filled with a zero.

KEY DEFINITIONS

Advanced Placement (AP) refers to a program, sponsored by the College Board, through which students may earn college credit and advanced college placement by successfully completing AP courses and standardized AP exams.

Credit recovery programs (including courses or other instruction) aim to help schools graduate more students by giving students who have fallen behind the chance to "recover" credits through a multitude of different strategies, including online. Different programs allow students to work on their credit recovery classes over the summer, on school breaks, after school, on weekends, at home on their own, at night in school computer labs, or even during the school day.

Dual enrollment/dual credit programs provide opportunities for high school students to take college-level courses offered by colleges, and earn concurrent credit toward a high school diploma and a college degree while still in high school. These programs are for high school-enrolled students who are academically prepared to enroll in college and are interested in taking on additional coursework. For example, students who want to study subjects not offered at their high school may seek supplemental education at colleges nearby. Dual enrollment/dual credit programs do not include the Advanced Placement (AP) program or the International Baccalaureate Diploma Programme.

Gifted and talented programs are programs during regular school hours that provide special educational opportunities including accelerated promotion through grades and classes and an enriched curriculum for students who are endowed with a high degree of mental ability or who demonstrate unusual physical coordination, creativity, interest, or talent.

International Baccalaureate (IB) Diploma Programme, sponsored by the International Baccalaureate Organization, is designed as an academically challenging and balanced program of education with final examinations that prepares students, usually aged 16 to 19, for success at university and life beyond.

PENR-1. Gifted and Talented Programs Indicator*

All schools and justice facilities, preschool-grade 12, UG

Items noted with an asterisk "" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.*

Instructions

- Indicate whether the school had any students enrolled in one or more gifted and talented programs.
- Include programs that provide special education opportunities including accelerated promotion through grades and classes and an enriched curriculum.
- Gifted and talented programs do not include the [Advanced Placement \(AP\) program](#) or the [International Baccalaureate Diploma Programme](#).

For the **Fall 2017 snapshot date**, did this school have any students who were enrolled in a **gifted and talented program** either in this school or another building?

	Permitted Values: Yes or No
Please select "Yes" or "No."	

PENR-2. Gifted and Talented Student Enrollment

Only for schools and justice facilities with any preschool-grade 12, UG students enrolled in gifted and talented programs

Instructions

- Gifted and talented programs do not include the [Advanced Placement \(AP\) program](#) or the [International Baccalaureate Diploma Programme](#).
- For students with disabilities (IDEA), report data based on either the IDEA child count date or on October 1 (or the closest school day to October 1). For all other entries, report data based on October 1 (or the closest school day to October 1).

For the **Fall 2017 snapshot date**, enter the number of students in **preschool** and in grades K-12 (or the **ungraded** equivalent) who were enrolled in **gifted and talented programs**.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)
Males enrolled in gifted and talented:										
Females enrolled in gifted and talented:										
Total number of students enrolled in gifted and talented:										

PENR-3. Dual Enrollment Program Indicator*

Only for schools and justice facilities with any grade 9-12, UG high school age students

Instructions

- Dual enrollment/dual credit programs do not include the [Advanced Placement \(AP\) program](#) or the [International Baccalaureate Diploma Programme](#).

For the **Fall 2017 snapshot date**, did this school have any students enrolled in a **dual enrollment or dual credit program**?

Items noted with an asterisk "" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.*

	Permitted Values: Yes or No
Please select "Yes" or "No."	

PENR-4. Student Enrollment in Dual Enrollment Programs

Only for schools and justice facilities with any grade 9-12, UG high school age students enrolled in a dual enrollment/dual credit program

Instructions

- Do not include students who are enrolled in the [Advanced Placement \(AP\) program](#) or the [International Baccalaureate Diploma Programme](#).
- For students with disabilities (IDEA), report data based on either the IDEA child count date or on October 1 (or the closest school day to October 1). For all other entries, report data based on October 1 (or the closest school day to October 1).

For the [Fall 2017 snapshot date](#), enter the number of students in grades 9-12 (or the [ungraded equivalent](#)) who were enrolled in at least one [dual enrollment/dual credit program](#).

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)
Males enrolled in Dual Programs:										
Females enrolled in Dual Programs:										
Total number of students enrolled in Dual Programs:										

PENR-5. Credit Recovery Program Indicator*

Only for schools and justice facilities with any grade 9-12, UG high school age students

Instructions

- Include any program, course, or other instruction that allows a student to earn missed credit in order to graduate from high school such as online courses, summer school, and school break courses.
- Report data based on the start of the regular school year up to one day prior to the start of the following regular school year.

From the start of the 2017-18 school year, including summer, up to one day prior to the 2018-19 school year, did this school have any students who participated in at least one [credit recovery program](#)?

	Permitted Values: Yes or No
Please select "Yes" or "No."	

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.

PENR-6. Credit Recovery Program Student Participation

Only for schools and justice facilities with any grade 9-12, UG high school age students who participate in a credit recovery program

Instructions

- Include any program, course, or other instruction that allows a student to earn missed credit in order to graduate from high school such as online courses, summer school, and school break courses.
- Report a cumulative count for the period beginning at the start of the regular school year and ending one day prior to the start of the following regular school year.

From the start of the 2017-18 school year, including summer, up to one day prior to the 2018-19 school year, enter the total number of students in grades 9-12 (or the [ungraded](#) equivalent) who participated in at least one [credit recovery program](#).

	Number of Students
Total number of students who participated in a credit recovery program	

Items noted with an asterisk "" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.*

COUR: Courses & Classes

Module Instructions

DATES

Report data from the 2017-18 school year. For most tables, the data reported should be based on a "Fall snapshot" of data from October 1 (or the closest school day to October 1), unless otherwise noted. LEAs may choose any date within this time period, and should use the same Fall snapshot date to report data in this module.

The count of students (middle school and high school) who passed Algebra I should be those who passed by the end of the 2017-18 regular school year, not including intersession or summer.

For schools with block scheduling that allows a full-year course to be taken in one semester, the count reported should be based on the sum of a count taken on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block.

NOT APPLICABLE (NA) and ZERO (0) FILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any females who are EL, other tables that ask for counts of females who are EL will be automatically filled with a zero.

SPECIAL INSTRUCTIONS

A course is considered a grouping of one or more classes covering the same content. A school may offer several different courses in a specific subject area. For example, Biology is considered a science course for the CRDC collection. A school may also offer several different Biology courses including Introductory Biology, Anatomy, Botany, Genetics, Zoology, or Microbiology.

A class (or section) refers to a specific group of students taking a course during a specified time. There may be one or more classes for each course offered at a school. For example, a school may have two classes of Biology I, one during second period and one during fourth period; and one class for Genetics, during fifth period. In this example, the school should report a total of three biology classes (two for Biology I and one for Genetics).

Report classes that cover the content of the course specified, even if the name of the course or class is different (example: Algebra I may be called Integrated Mathematics).

Do not include students scheduled to take a course, but not yet enrolled.

Independent study does not count as a class.

KEY DEFINITIONS

Advanced mathematics (college-preparatory) courses cover the following topics: trigonometry, trigonometry/algebra, trigonometry/analytic geometry, trigonometry/math analysis, analytic geometry, math analysis, math analysis/analytic geometry, probability and statistics, and precalculus.

- o Trigonometry courses prepare students for eventual work in calculus, and typically include the following topics: trigonometric and circular functions; their inverses and graphs; relations among the parts of a triangle; trigonometric identities and equations; solutions of right and oblique triangles; and complex numbers.
- o Analytic geometry courses include the study of the nature and intersection of lines and planes in space.
- o Math analysis courses include the study of polynomial, logarithmic, exponential, and rational functions and their graphs; vectors; set theory; Boolean algebra and symbolic logic; mathematical induction; matrix algebra; sequences and series; and limits and continuity.
- o Probability and statistics courses introduce the study of likely events and the analysis, interpretation, and presentation of quantitative data.
- o Precalculus courses combine the study of trigonometry, elementary functions, analytic geometry, and math

Items noted with an asterisk "" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.*

analysis topics as preparation for calculus.

Algebra I is a (college-preparatory) course that includes the study of properties and operations of the real number system; evaluating rational algebraic expressions; solving and graphing first degree equations and inequalities; translating word problems into equations; operations with and factoring of polynomials; and solving simple quadratic equations. Algebra I is a foundation course leading to higher-level mathematics courses, including Geometry and Algebra II.

Algebra II (college-preparatory) course topics typically include field properties and theorems; set theory; operations with rational and irrational expressions; factoring of rational expressions; in-depth study of linear equations and inequalities; quadratic equations; solving systems of linear and quadratic equations; graphing of constant, linear, and quadratic equations; properties of higher degree equations; and operations with rational and irrational exponents.

Biology (college-preparatory) courses are designed to provide information regarding the fundamental concepts of life and life processes. These courses include (but are not restricted to) such topics as cell structure and function, general plant and animal physiology, genetics, and taxonomy.

Calculus (college-preparatory) course topics include the study of derivatives, differentiation, integration, the definite and indefinite integral, and applications of calculus. Typically, students have previously attained knowledge of precalculus topics (some combination of trigonometry, elementary functions, analytic geometry, and math analysis).

Chemistry (college-preparatory) courses involve studying the composition, properties, and reactions of substances. These courses typically explore such concepts as the behaviors of solids, liquids, and gases; acid/base and oxidation/reduction reactions; and atomic structure. Chemical formulas and equations and nuclear reactions are also studied.

Computer science courses involve the study of computers and algorithmic processes, including their principles, hardware and software designs, applications, and their impact on society. They often include computer programming or coding as a tool to create things like software, applications, games, websites and electronics, managing large databases of information, legal and ethical issues involved in computer technology use, and network security. Computer science does not include using a computer to do everyday things, such as browsing the internet, use of tools like word processing, spreadsheets or presentation software, or using computers in the study and exploration of other subjects.

Geometry is a (college-preparatory) course that typically includes topics such as properties of plane and solid figures; deductive methods of reasoning and use of logic; geometry as an axiomatic system including the study of postulates, theorems, and formal proofs; concepts of congruence, similarity, parallelism, perpendicularity, and proportion; and rules of angle measurement in triangles. Geometry is considered a prerequisite for Algebra II.

Physics (college-preparatory) courses involve the study of the forces and laws of nature affecting matter, such as equilibrium, motion, momentum, and the relationships between matter and energy. The study of physics includes examination of sound, light, and magnetic and electric phenomena.

Single-sex academic class refers to an academic class in a co-educational school where only male or only female students are permitted to take the class. A class should be counted as a single-sex class only if it excludes students of one sex from enrolling or otherwise participating in that class because of their sex. A class is not considered single-sex so long as it is open to members of both sexes, even if students of only one sex, or a disproportionate number of students of one sex, enroll.

Teachers provide instruction, learning experiences, and care to students during a particular time period or in a given discipline. Teaching may be provided for students in a school classroom, in another location such as a home or hospital, and in other learning situations such as those involving co-curricular activities. It may also be provided through some other approved medium, such as television, radio, computer, the Internet, multimedia, telephone, and correspondence that is delivered inside or outside the classroom or in other teacher-student settings. Teachers are staff whose activities are dealing directly with the interaction with students.

Items noted with an asterisk "" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.*

--Teachers include: Regular Classroom Teachers (teach Chemistry, English, mathematics, physical education, history, etc.); Special Education Teachers (teach special education classes to students with disabilities); General Elementary Teachers [teach self-contained classes in any of grades preschool–8 (i.e., teach the same class of students all or most of the day); team-teach (i.e., two or more teachers collaborate to teach multiple subjects to the same class of students); include preschool teachers and kindergarten teachers]; Vocational/Technical Education Teachers (teach typing, business, agriculture, life skills, home economics as well as any other vocational or technical classes); teaching principals, teaching school counselors, teaching librarians, teaching school nurses, or other teaching administrators [include any staff members who teach at least one regularly scheduled class per week (e.g., a librarian teaches a regularly scheduled class in mathematics once a week)]; teachers of ungraded students; Itinerant, Co-op, Traveling, and Satellite Teachers (teach at more than one school and may or may not be supervised by someone at your school); current Long-Term Substitute Teachers (currently filling the role of regular teachers for four or more continuous weeks); and other teachers who teach students in any of grades preschool–12.

--Teachers exclude: Adult Education and Postsecondary Teachers (teach only adult education or students beyond grade 12); Short-term Substitute Teachers (fill the role of regular or special education teachers for less than four continuous weeks); Student Teachers; Day Care Aides/Paraprofessionals; Teacher Aides/Paraprofessionals; and Librarians who teach only library skills or how to use the library.

A certified teacher is a teacher who has met all applicable state teacher certification requirements for a standard certificate. A certified teacher has a regular/standard certificate/license/endorsement issued by the state. A beginning teacher who has met the standard teacher education requirements is considered to have met state requirements even if he or she has not completed a state-required probationary period. A teacher working towards certification by way of alternative routes, or a teacher with an emergency, temporary, or provisional credential is not considered to have met state requirements.

COUR-1a. Grade 7/8 Algebra I Classes*

Only for schools and justice facilities with any grade 7-8, UG middle school age students

Instructions

- Report classes that cover the content of Algebra I outlined in the definition, even if the name of the course or class is not Algebra I.
- Independent study does not count as a class.
- For schools that use regular scheduling, the count should be based on October 1 (or the closest school day to October 1).
- For schools that use block scheduling that allows a full-year course to be taken in one semester, the count should be based on the sum of a count taken on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block.

This table is about CLASSES. For the Fall 2017 snapshot date, enter the number of [Algebra I](#) classes for students in grades 7-8 (or the [ungraded](#) equivalent) enrolled in this school.

	Number of Classes
Algebra I	

COUR-1b. Grade 7/8 Algebra I Classes Taught by Certified Teachers

Only for schools and justice facilities (with any grade 7-8, UG middle school age students) reporting greater than zero Algebra I classes

Instructions

Items noted with an asterisk "" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.*

- Report classes that cover the content of Algebra I outlined in the definition, even if the name of the course or class is not Algebra I.
- Independent study does not count as a class.
- [Teachers](#) are considered certified in mathematics if they have received a teaching certificate/license/endorsement in mathematics or computer science (general or subject-specific) from the state.
- For schools that use regular scheduling, the count should be based on October 1 (or the closest school day to October 1).
- For schools that use block scheduling that allows a full-year course to be taken in one semester, the count should be based on the sum of a count taken on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block.

This table is about CLASSES. For the Fall 2017 snapshot date, enter the number of [Algebra I](#) classes for students in grades 7-8 (or the [ungraded](#) equivalent) taught by [teachers certified](#) in mathematics.

Number of Classes Taught by Teachers Certified in Mathematics	
Algebra I	

COUR-2a. Grade 7 Algebra I Enrollment Indicator*

Only for schools and justice facilities with grade 7

For the [Fall 2017 snapshot date](#), indicate whether the school had any students in grade 7 enrolled in [Algebra I](#). Please select “Yes” or “No.”

Permitted Values: Yes or No	
Please select “Yes” or “No.”	

COUR-2b. Grade 8 Algebra I Enrollment Indicator*

Only for schools and justice facilities with grade 8, UG middle school age students

For the [Fall 2017 snapshot date](#), indicate whether the school had any students in grade 8 (or the [ungraded](#) equivalent) enrolled in [Algebra I](#). Please select “Yes” or “No.”

Permitted Values: Yes or No	
Please select “Yes” or “No.”	

COUR-3a. Student Enrollment in Algebra I in Grade 7

Only for schools and justice facilities with any grade 7 students enrolled in Algebra I

Instructions

- Enter the number of students in grade 7 enrolled in Algebra I. Do not count students scheduled to take the Algebra I course, but not yet enrolled.
- For schools that use regular scheduling, the count should be based on a single day at the end of the regular school year.

Items noted with an asterisk “” reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.*

- For schools that use block scheduling that allows a full-year course to be taken in one semester, the count should be based on the sum of a count taken on a single day at the end of the first block, and on a single day at the end of the second block.

Enter the number of students in grade 7 enrolled in [Algebra I](#).

	Number of Students
Total number of students in grade 7 enrolled in Algebra I	

COUR-3b. Student Enrollment in Algebra I in Grade 8

Only for schools and justice facilities with any grade 8, UG middle school age students enrolled in Algebra I

Instructions

- Enter the number of students in grade 8 enrolled in Algebra I. Include ungraded middle school age students enrolled in Algebra I in the count.
- Do not count students scheduled to take the Algebra I course, but not yet enrolled.
- For schools that use regular scheduling, the count should be based on a single day at the end of the regular school year.
- For schools that use block scheduling that allows a full-year course to be taken in one semester, the count should be based on the sum of a count taken on a single day at the end of the first block, and on a single day at the end of the second block.

Enter the number of students in grade 8 (or the [ungraded](#) equivalent) enrolled in [Algebra I](#).

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)
Males enrolled in Algebra I:										
Females enrolled in Algebra I:										
Total number of students enrolled in Algebra I:										

COUR-4a. Grade 7 Students who Passed Algebra I

Only for schools and justice facilities reporting greater than zero grade 7 students enrolled in Algebra I

Instructions

- Successfully completing a course means earning a grade of D or higher, earning a credit for the class, or earning a similar passing mark.
- Count only students who were enrolled in Algebra I as reported in COUR-3a.

Enter the number of students in grade 7 who were reported as enrolled in [Algebra I](#) in COUR-3a, who successfully completed (i.e., passed) Algebra I by the end of the regular 2017-18 school year, not including intersession or summer.

Items noted with an asterisk "" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.*

	Number of Students
Total number of students who passed Algebra I in grade 7	

COUR-4b. Grade 8 Students who Passed Algebra I

Only for schools and justice facilities reporting greater than zero grade 8, UG middle school age students enrolled in Algebra I

Instructions

- Successfully completing a course means earning a grade of D or higher, earning a credit for the class, or earning a similar passing mark.
- Count only students who were enrolled in Algebra I as reported in COUR-3b.

Enter the number of students in grade 8 (or the [ungraded](#) equivalent) who were reported as enrolled in [Algebra I](#) in COUR-3b, who successfully completed (i.e., passed) Algebra I by the end of the regular 2017-18 school year, not including intersession or summer.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)
Males who passed:										
Females who passed:										
Total number of students who passed:										

COUR-5a. Grade 8 Geometry Enrollment Indicator*

Only for schools and justice facilities with grade 8, UG middle school age students

For the [Fall 2017 snapshot date](#), indicate whether the school had any students in grade 8 (or the [ungraded](#) equivalent) enrolled in [Geometry](#). Please select “Yes” or “No.”

	Permitted Values: Yes or No
Please select “Yes” or “No.”	

COUR-5b. Student Enrollment in Geometry in Grade 8

Only for schools and justice facilities with any grade 8, UG middle school age students enrolled in Geometry

Instructions

- Enter the number of students in grade 8 enrolled in Geometry. Include ungraded middle school age students enrolled in Geometry in the count. Do not count students scheduled to take the Geometry course, but not yet enrolled.
- For schools that use regular scheduling, the count should be based on October 1 (or the closest school day to October 1).

Items noted with an asterisk “” reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.*

- For schools that use block scheduling that allows a full-year course to be taken in one semester, the count should be based on the sum of a count taken on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block.

For the Fall 2017 snapshot date, enter the number of students in grade 8 (or the [ungraded equivalent](#)) enrolled in [Geometry](#).

	Number of Students
Total number of students in grade 8 (or the ungraded equivalent) enrolled in Geometry	

COUR-6a. High School Student Enrollment in Algebra I - Grades 9 & 10

Only for schools and justice facilities (with any grade 9-12, UG high school age students) reporting greater than zero classes in Algebra I

Instructions

- Enter the number of students in grade 9 or 10 enrolled in Algebra I. Do not count students scheduled to take the Algebra I course, but not yet enrolled.
- For schools that use regular scheduling, the count should be based on a single day at the end of the regular school year.
- For schools that use block scheduling that allows a full-year course to be taken in one semester, the count should be based on the sum of a count taken on a single day at the end of the first block, and on a single day at the end of the second block.

Enter the number of students in grades 9-10 who were enrolled in [Algebra I](#).

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)
Males enrolled in Algebra I:										
Females enrolled in Algebra I:										
Total number of students enrolled in Algebra I:										

COUR-6b. High School Student Enrollment in Algebra I - Grades 11 & 12

Only for schools and justice facilities (with any grade 9-12, UG high school age students) reporting greater than zero classes in Algebra I

Instructions

- Enter the number of students in grade 11 or 12 enrolled in Algebra I. Include ungraded high school age students enrolled in Algebra I in the count.
- Do not count students scheduled to take the Algebra I course, but not yet enrolled.
- For schools that use regular scheduling, the count should be based on a single day at the end of the regular school year.

Items noted with an asterisk "" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.*

- For schools that use block scheduling that allows a full-year course to be taken in one semester, the count should be based on the sum of a count taken on a single day at the end of the first block, and on a single day at the end of the second block.

Enter the number of students in grades 11-12 (or the [ungraded](#) equivalent) who were enrolled in [Algebra I](#).

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)
Males enrolled in Algebra I:										
Females enrolled in Algebra I:										
Total number of students enrolled in Algebra I:										

COUR-7a. High School Students who Passed Algebra I – Grades 9 & 10

Only for schools and justice facilities (with any grade 9-12, UG high school age students) reporting greater than zero high school students enrolled in Algebra I

Instructions

- Successfully completing a course means earning a grade of D or higher, earning a credit for the class, or earning a similar passing mark.
- Count only students who were enrolled in Algebra I as reported in COUR-6a.

Enter the number of students in grades 9-10 who were reported as enrolled in [Algebra I](#) in COUR-6a, who successfully completed (i.e., passed) Algebra I by the end of the regular 2017-18 school year, not including intersession or summer.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)
Males who passed:										
Females who passed:										
Total number of students who passed:										

COUR-7b. High School Students who Passed Algebra I – Grades 11 & 12

Only for schools and justice facilities (with any grade 9-12, UG high school age students) reporting greater than zero high school students enrolled in Algebra I

Instructions

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.

- Successfully completing a course means earning a grade of D or higher, earning a credit for the class, or earning a similar passing mark.
- Count only students who were enrolled in Algebra I as reported in COUR-6b.

Enter the number of students in grades 11-12 (or the [ungraded](#) equivalent) who were reported as enrolled in [Algebra I](#) in COUR-6b, who successfully completed (i.e., passed) Algebra I by the end of the regular 2017-18 school year, not including intersession or summer.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)
Males who passed:										
Females who passed:										
Total number of students who passed:										

COUR-8. Classes in Mathematics Courses in High School*

Only for schools and justice facilities with any grade 9-12, UG high school age students

Instructions

- Report classes that cover the content of mathematics courses outlined in the definitions, even if the name of the course or class is not Geometry, Algebra I, Algebra II, advanced mathematics, or Calculus.
- Independent study does not count as a class.
- Mathematics courses include Advanced Placement courses and International Baccalaureate Diploma Programme courses.
- For schools that use regular scheduling, the count should be based on October 1 (or the closest school day to October 1).
- For schools that use block scheduling that allows a full-year course to be taken in one semester, the count should be based on the sum of a count taken on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block.

This table is about CLASSES. For the Fall 2017 snapshot date, enter the number of classes for students in grades 9-12 (or the [ungraded](#) equivalent) who were enrolled in this school for each mathematics course.

	Number of Classes
Geometry	
Algebra I	
Algebra II	
Advanced mathematics	
Calculus	

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.

COUR-9. Classes in Mathematics Courses in High School Taught by Teachers with a Mathematics Certification

Only for schools and justice facilities (with any grade 9-12, UG high school age students) reporting greater than zero high school mathematics classes

Instructions

- Report classes that cover the content of mathematics courses outlined in the definitions, even if the name of the course or class is not Geometry, Algebra I, Algebra II, advanced mathematics, or Calculus.
- Independent study does not count as a class.
- Mathematics courses include Advanced Placement courses and International Baccalaureate Diploma Programme courses.
- [Teachers](#) are considered certified in mathematics if they have received a teaching certificate/license/endorsement in mathematics or computer science (general or subject-specific) from the state.
- For schools that use regular scheduling, the count should be based on October 1 (or the closest school day to October 1).
- For schools that use block scheduling that allows a full-year course to be taken in one semester, the count should be based on the sum of a count taken on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block.

This table is about CLASSES. For the Fall 2017 snapshot date, enter the number of classes for students in grades 9-12 (or the [ungraded](#) equivalent) taught by [teachers certified](#) in mathematics.

	Number of Classes Taught by Teachers Certified in Mathematics
Geometry	
Algebra I	
Algebra II	
Advanced mathematics	
Calculus	

COUR-9a. Student Enrollment in Mathematics Courses in High School - Algebra II

Only for schools and justice facilities (with any grade 9-12, UG high school age students) reporting greater than zero high school mathematics classes

Instructions

- Do not count students scheduled to take the listed course, but who are not yet enrolled.
- A student may be counted in more than one of the Mathematics Courses in High School tables if they are taking more than one of these courses.
- Mathematics courses include Advanced Placement courses and International Baccalaureate Diploma Programme courses.
- For schools that use regular scheduling, the count should be based on October 1 (or the closest school day to October 1). For students with disabilities (IDEA), the count should be based on either the IDEA child count date or on October 1 (or the closest school day to October 1).

Items noted with an asterisk "" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.*

- For schools that use block scheduling that allows a full-year course to be taken in one semester, the count should be based on the sum of a count taken on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block. For students with disabilities (IDEA), the count should be based on the sum of a count taken on either the IDEA child count date or on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block.

For the Fall 2017 snapshot date, enter the number of students in grades 9-12 (or the ungraded equivalent) who were enrolled in Algebra II.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)
Males enrolled in Algebra II:										
Females enrolled in Algebra II:										
Total number of students enrolled in Algebra II:										

COUR-9b. Student Enrollment in Mathematics Courses in High School – Advanced Mathematics

Only for schools and justice facilities (with any grade 9-12, UG high school age students) reporting greater than zero high school mathematics classes

Instructions

- Do not count students scheduled to take the listed course, but who are not yet enrolled.
- A student may be counted in more than one of the Mathematics Courses in High School tables if they are taking more than one of these courses.
- A student enrolled in two or more advanced mathematics courses (e.g., Trigonometry and Precalculus) should be counted only once.
- Mathematics courses include Advanced Placement courses and International Baccalaureate Diploma Programme courses.
- For schools that use regular scheduling, the count should be based on October 1 (or the closest school day to October 1). For students with disabilities (IDEA), the count should be based on either the IDEA child count date or on October 1 (or the closest school day to October 1).
- For schools that use block scheduling that allows a full-year course to be taken in one semester, the count should be based on the sum of a count taken on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block. For students with disabilities (IDEA), the count should be based on the sum of a count taken on either the IDEA child count date or on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block.

For the Fall 2017 snapshot date, enter the number of students in grades 9-12 (or the ungraded equivalent) who were enrolled in advanced mathematics.

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)
Males enrolled in advanced mathematics:										
Females enrolled in advanced mathematics:										
Total number of students enrolled in advanced mathematics:										

COUR-9c. Student Enrollment in Mathematics Courses in High School – Calculus

Only for schools and justice facilities (with any grade 9-12, UG high school age students) reporting greater than zero high school mathematics classes

Instructions

- Do not count students scheduled to take the listed course, but who are not yet enrolled.
- A student may be counted in more than one of the Mathematics Courses in High School tables if they are taking more than one of these courses.
- Mathematics courses include Advanced Placement courses and International Baccalaureate Diploma Programme courses.
- For schools that use regular scheduling, the count should be based on October 1 (or the closest school day to October 1). For students with disabilities (IDEA), the count should be based on either the IDEA child count date or on October 1 (or the closest school day to October 1).
- For schools that use block scheduling that allows a full-year course to be taken in one semester, the count should be based on the sum of a count taken on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block. For students with disabilities (IDEA), the count should be based on the sum of a count taken on either the IDEA child count date or on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block.

For the Fall 2017 snapshot date, enter the number of students in grades 9-12 (or the ungraded equivalent) who were enrolled in Calculus.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)
Males enrolled in Calculus:										
Females enrolled in Calculus:										
Total number of students enrolled in Calculus:										

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.

COUR-9d. Student Enrollment in Mathematics Courses in High School – Geometry

Only for schools and justice facilities (with any grade 9-12, UG high school age students) reporting greater than zero high school mathematics classes

Instructions

- Do not count students scheduled to take the listed course, but who are not yet enrolled.
- A student may be counted in more than one of the Mathematics Courses in High School tables if they are taking more than one of these courses.
- Mathematics courses include Advanced Placement courses and International Baccalaureate Diploma Programme courses.
- For schools that use regular scheduling, the count should be based on October 1 (or the closest school day to October 1). For students with disabilities (IDEA), the count should be based on either the IDEA child count date or on October 1 (or the closest school day to October 1).
- For schools that use block scheduling that allows a full-year course to be taken in one semester, the count should be based on the sum of a count taken on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block. For students with disabilities (IDEA), the count should be based on the sum of a count taken on either the IDEA child count date or on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block.

For the Fall 2017 snapshot date, enter the number of students in grades 9-12 (or the ungraded equivalent) who were enrolled in Geometry.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)
Males enrolled in Geometry:										
Females enrolled in Geometry:										
Total number of students enrolled in Geometry:										

COUR-10. Classes in Science Courses*

Only for schools and justice facilities with any grade 9-12, UG high school age students

Instructions

- Report classes that cover the content of science courses outlined in the definitions, regardless of the course name.
- Science courses are college-preparatory courses that are considered introductory or advanced.
- Science courses include Advanced Placement Biology, Chemistry, and Physics courses, and International Baccalaureate Diploma Programme Biology, Chemistry, and Physics courses.
- Independent study does not count as a class.

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.

- For schools that use regular scheduling, the count should be based on October 1 (or the closest school day to October 1).
- For schools that use block scheduling that allows a full-year course to be taken in one semester, the count should be based on the sum of a count taken on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block.

This table is about CLASSES. For the Fall 2017 snapshot date, enter the number of classes for students in grades 9-12 (or the [ungraded](#) equivalent) enrolled in this school for each science course.

	Number of Classes
Biology	
Chemistry	
Physics	

COUR-11a. Student Enrollment in Science Courses - Biology

Only for schools and justice facilities (with any grade 9-12, UG high school age students) reporting greater than zero high school science classes

Instructions

- Do not count students scheduled to take a course in the subject area listed, but who are not yet enrolled.
- A student enrolled in two or more Biology courses (e.g., Botany and Genetics) should be counted only once.
- A student may be counted in more than one of the Science Courses tables if they are taking more than one of these courses.
- Science courses are college-preparatory courses that include introductory and advanced courses.
- Science courses include Advanced Placement Biology courses, and International Baccalaureate Diploma Programme Biology courses.
- For schools that use regular scheduling, the count should be based on October 1 (or the closest school day to October 1). For students with disabilities (IDEA), the count should be based on either the IDEA child count date or on October 1 (or the closest school day to October 1).
- For schools that use block scheduling that allows a full-year course to be taken in one semester, the count should be based on the sum of a count taken on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block. For students with disabilities (IDEA), the count should be based on the sum of a count taken on either the IDEA child count date or on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block.

For the Fall 2017 snapshot date, enter the number of students in grades 9-12 (or the [ungraded](#) equivalent) who were enrolled in [Biology](#) .

Items noted with an asterisk "" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.*

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)
Males enrolled in Biology:										
Females enrolled in Biology:										
Total number of students enrolled in Biology:										

COUR-11b. Student Enrollment in Science Courses - Chemistry

Only for schools and justice facilities (with any grade 9-12, UG high school age students) reporting greater than zero high school science classes

Instructions

- Do not count students scheduled to take a course in the subject area listed, but who are not yet enrolled.
- A student enrolled in two or more Chemistry courses (e.g., Organic Chemistry and Physical Chemistry) should be counted only once.
- A student may be counted in more than one of the Science Courses tables if they are taking more than one of these courses.
- Science courses are college-preparatory courses that include introductory and advanced courses.
- Science courses include Advanced Placement Chemistry courses, and International Baccalaureate Diploma Programme Chemistry courses.
- For schools that use regular scheduling, the count should be based on October 1 (or the closest school day to October 1). For students with disabilities (IDEA), the count should be based on either the IDEA child count date or on October 1 (or the closest school day to October 1).
- For schools that use block scheduling that allows a full-year course to be taken in one semester, the count should be based on the sum of a count taken on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block. For students with disabilities (IDEA), the count should be based on the sum of a count taken on either the IDEA child count date or on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block.

For the Fall 2017 snapshot date, enter the number of students in grades 9-12 (or the ungraded equivalent) who were enrolled in Chemistry.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)
Males enrolled in Chemistry:										
Females enrolled in Chemistry:										
Total number of students enrolled in Chemistry:										

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.

COUR-11c. Student Enrollment in Science Courses - Physics

Only for schools and justice facilities (with any grade 9-12, UG high school age students) reporting greater than zero high school science classes

Instructions

- Do not count students scheduled to take a course in the subject area listed, but who are not yet enrolled.
- A student enrolled in two or more Physics courses (e.g., Physical Science and Conceptual Physics) should be counted only once.
- A student may be counted in more than one of the Science Courses tables if they are taking more than one of these courses.
- Science courses are college-preparatory courses that include introductory and advanced courses.
- Science courses include Advanced Placement Physics courses, and International Baccalaureate Diploma Programme Physics courses.
- For schools that use regular scheduling, the count should be based on October 1 (or the closest school day to October 1). For students with disabilities (IDEA), the count should be based on either the IDEA child count date or on October 1 (or the closest school day to October 1).
- For schools that use block scheduling that allows a full-year course to be taken in one semester, the count should be based on the sum of a count taken on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block. For students with disabilities (IDEA), the count should be based on the sum of a count taken on either the IDEA child count date or on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block.

For the Fall 2017 snapshot date, enter the number of students in grades 9-12 (or the ungraded equivalent) who were enrolled in Physics.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)
Males enrolled in Physics:										
Females enrolled in Physics:										
Total number of students enrolled in Physics:										

COUR-12. Single-Sex Academic Classes Indicator*

Only for co-educational schools and justice facilities, grades K-12, UG

Instructions

- Include only classes that exclude students of one sex from enrolling or otherwise participating in that class because of their sex.
- If the school has single-sex students who receive all of their academic instruction from one teacher in one classroom, then each academic subject area taught in the classroom is considered one single-sex class. For example, a co-educational elementary school that has male students who receive mathematics,

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.

science, reading/language arts and social studies instruction from one teacher in one classroom should consider each subject area a single-sex class.

- A physical education class is not considered an academic class.
- Independent study is not considered a single-sex class.
- Report data based on October 1 (or the closest school day to October 1).

For the [Fall 2017 snapshot date](#), did this school have any students enrolled in one or more single-sex academic classes?

	Permitted Values: Yes or No
Please select "Yes" or "No."	

COUR-13. Single-Sex Academic Classes Detail

Only for co-educational schools and justice facilities, grades K-12, UG with single-sex classes

- "Other mathematics" includes all mathematics courses except Algebra I, Geometry, and Algebra II. It includes general mathematics courses as well as college-preparatory courses.
- English/reading/language arts includes general English/reading/language arts courses as well as college-preparatory English/reading/language arts courses.
- Science includes general science courses as well as college-preparatory science courses such as Biology, Chemistry, and Physics.
- "Other academic subjects" includes history, social studies, foreign languages, and computer science.

Instructions

- Report classes that cover the content of the courses outlined in the definitions, regardless of the course name.
- Count classes, not courses.
- Enter the total count of classes, not the enrollment of students in those classes.
- Include only classes that exclude students of one sex from enrolling or otherwise participating in that class because of their sex.
- Include classes in Advanced Placement courses and International Baccalaureate Diploma Programme courses.
- If the school has single-sex students who receive all of their academic instruction from one teacher in one classroom, then each academic subject area taught in the classroom is considered one [single-sex class](#). For example, a co-educational elementary school that has male students who receive mathematics, science, reading/language arts and social studies instruction from one teacher in one classroom should consider each subject area a single-sex class.
- Elementary schools with single-sex math classes should report those classes as other mathematics.
- A physical education class is not considered an academic class.
- Independent study is not considered a single-sex class.
- For schools that use regular scheduling, the count should be based on October 1 (or the closest school day to October 1).
- For schools that use block scheduling that allows a full-year course to be taken in one semester, the count should be based on the sum of a count taken on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block.

Items noted with an asterisk "" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.*

This table is about CLASSES. For the Fall 2017 snapshot date, enter the number of single-sex academic classes in each course or subject area which had one or more students in grades 9-12 (or the [ungraded](#) equivalent) enrolled.

	Number of Classes for Males only	Number of Classes for Females only	Total Single-Sex Classes
Algebra I , Geometry , Algebra II			
Other mathematics			
Science			
English/reading/language arts			
Other academic subjects			

COUR-14. Classes in Science Courses in High School Taught by Teachers with a Science Certification

Only for schools and justice facilities (with any grade 9-12, UG high school age students) reporting greater than zero high school science classes

Instructions

- Report classes that cover the content of science courses outlined in the definitions, regardless of the course name.
- Science courses are college-preparatory courses that are considered introductory or advanced.
- Science courses include Advanced Placement Biology, Chemistry, and Physics courses, and International Baccalaureate Diploma Programme Biology, Chemistry, and Physics courses.
- Independent study does not count as a class.
- [Teachers](#) are considered certified in science if they have received a teaching certificate/license/endorsement in science (general or subject-specific) from the state.
- For schools that use regular scheduling, the count should be based on October 1 (or the closest school day to October 1).
- For schools that use block scheduling that allows a full-year course to be taken in one semester, the count should be based on the sum of a count taken on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block.

This table is about CLASSES. For the Fall 2017 snapshot date, enter the number of classes in each of the listed courses for students in grades 9-12 (or the [ungraded](#) equivalent) taught by [teachers certified](#) in science.

	Number of Classes Taught by Teachers Certified in Science
Biology	
Chemistry	
Physics	

COUR-15: Classes in Computer Science Courses* NEW! OPTIONAL FOR 2017-18

Only for schools and justice facilities with any grade 9-12, UG high school age students

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.

Instructions

- Report classes that cover the content of computer science courses outlined in the definition, regardless of the course name.
- Computer science courses include introductory and advanced courses.
- Computer science courses include Advanced Placement computer science courses, and International Baccalaureate Diploma Programme computer science courses.
- Independent study does not count as a class.
- For schools that use regular scheduling, the count should be based on October 1 (or the closest school day to October 1).
- For schools that use block scheduling that allows a full-year course to be taken in one semester, the count should be based on the sum of a count taken on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block.

This table is about CLASSES. For the Fall 2017 snapshot date, enter the number of classes for students in grades 9-12 (or the [ungraded](#) equivalent) enrolled in this school for the [computer science](#) courses.

	Number of Classes
Computer science	

COUR-16: Classes in Computer Science Courses in High School Taught by Teachers with a Computer Science Certification NEW! OPTIONAL FOR 2017-18

Only for schools and justice facilities (with any grade 9-12, UG high school age students) reporting greater than zero high school computer science classes

Instructions

- Report classes that cover the content of computer science courses outlined in the definition, regardless of the course name.
- Computer science courses include introductory and advanced courses.
- Computer science courses include Advanced Placement computer science courses, and International Baccalaureate Diploma Programme computer science courses.
- Independent study does not count as a class.
- [Teachers](#) are considered certified in computer science if they have received a teaching certificate/license/endorsement in computer science (general or subject-specific) from the state.
- For schools that use regular scheduling, the count should be based on October 1 (or the closest school day to October 1).
- For schools that use block scheduling that allows a full-year course to be taken in one semester, the count should be based on the sum of a count taken on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block.

This table is about CLASSES. For the Fall 2017 snapshot date, enter the number of classes for the [computer science](#) courses for students in grades 9-12 (or the [ungraded](#) equivalent) taught by [teachers certified](#) in computer science.

Items noted with an asterisk "" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.*

Number of Classes Taught by Teachers Certified in Computer Science	
Computer science	

COUR-17: Student Enrollment in Computer Science Courses *NEW! OPTIONAL FOR 2017-18*

Only for schools and justice facilities (with any grade 9-12, UG high school age students) reporting greater than zero high school computer science classes

Instructions

- Do not count students scheduled to take a computer science course, but who are not yet enrolled.
- A student enrolled in two or more computer science courses (e.g., Computer Science Principles and Exploring Computer Science) should be counted only once.
- Computer science courses include introductory and advanced courses.
- Computer science courses include Advanced Placement computer science courses, and International Baccalaureate Diploma Programme computer science courses.
- For schools that use regular scheduling, the count should be based on October 1 (or the closest school day to October 1). For students with disabilities (IDEA), the count should be based on either the IDEA child count date or on October 1 (or the closest school day to October 1).
- For schools that use block scheduling that allows a full-year course to be taken in one semester, the count should be based on the sum of a count taken on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block. For students with disabilities (IDEA), the count should be based on the sum of a count taken on either the IDEA child count date or on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block.

For the Fall 2017 snapshot date, enter the number of students in grades 9-12 (or the ungraded equivalent) who were enrolled in at least one computer science course.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)
Males enrolled in computer science:										
Females enrolled in computer science:										
Total number of students enrolled in computer science:										

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.

APIB: Advanced Placement (AP) & International Baccalaureate Diploma Programme (IB) Enrollment

Module Instructions

DATES

Report data from the 2017-18 school year. For most tables, the data reported should be based on a "Fall snapshot" of data from October 1 (or the closest school day to October 1), unless otherwise noted. LEAs may choose any date within this time period, and should use the same Fall snapshot date to report data in this module.

For schools with block scheduling that allows a full-year course to be taken in one semester, the count reported should be based on the sum of a count taken on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block.

NOT APPLICABLE (NA) and ZERO (0) FILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any females who are EL, other tables that ask for counts of females who are EL will be automatically filled with a zero.

SPECIAL INSTRUCTIONS

A course is considered a grouping of one or more classes covering the same content. A school may offer several different courses in a specific subject area. For example, Biology is considered a science course for the CRDC collection. A school may also offer several different Biology courses. For AP courses, the College Board publishes a list, available at www.collegeboard.com/student/testing/ap/about.html.

A class (or section) refers to a specific group of students taking a course during a specified time. There may be one or more classes for each course offered at a school. For example, a school may have two classes of Biology I, one during second period and one during fourth period; and one class for Genetics, during fifth period. In this example, the school should report a total of three Biology classes (two for Biology I and one for Genetics).

Count each course separately. For example, AP Calculus AB and AP Calculus BC are different courses. But multiple classes in AP Calculus AB are not different courses. For a list of AP courses, go to <https://apstudent.collegeboard.org/apcourse>.

Do not include students scheduled to take a course, but not yet enrolled.

KEY DEFINITIONS

Advanced Placement (AP) refers to a program, sponsored by the College Board, through which students may earn college credit and advanced college placement by successfully completing AP courses and standardized AP exams.

Advanced Placement (AP) course is an advanced, college-level course designed for students who achieve a specified level of academic performance. Upon successful completion of the course and a standardized AP exam, a student may be qualified to receive college credit and/or placement into advanced college courses.

International Baccalaureate (IB) Diploma Programme, sponsored by the International Baccalaureate Organization, is designed as an academically challenging and balanced program of education with final examinations that prepares students, usually aged 16 to 19, for success at university and life beyond. The Programme is typically taught over two years. IB Diploma Programme students study six courses at higher level or standard level. Students must choose one subject from each of groups 1 to 5, thus ensuring breadth of experience in languages, social studies, the experimental sciences and mathematics. The sixth subject may be an arts subject chosen from group 6, or the student may choose another subject from groups 1 to 5. Additionally, IB Diploma Programme students must meet three core requirements: the extended essay, the theory of knowledge course, and a creativity/action/service experience.

Items noted with an asterisk "" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.*

APIB-1: International Baccalaureate (IB) Diploma Programme*

Only for schools with any grade 9-12, UG high school age students

For the **Fall 2017 snapshot date**, did this school have any students in grades 9-12 (or the **ungraded equivalent**) enrolled in the **International Baccalaureate (IB) Diploma Programme**?

	Permitted Values: Yes or No
Please select "Yes" or "No."	

APIB-2: Student Enrollment in the International Baccalaureate (IB) Programme

Only for schools with any grade 9-12, UG high school age students enrolled in an IB Diploma Programme

Instructions

- For students with disabilities (IDEA), report data based on either the IDEA child count date or on October 1 (or the closest school day to October 1). For all other entries, report data based on October 1 (or the closest school day to October 1).

For the **Fall 2017 snapshot date**, enter the number of students in grades 9-12 (or the **ungraded equivalent**) who were enrolled in the **International Baccalaureate (IB) Diploma Programme**.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)
Males enrolled in the IB Programme:										
Females enrolled in the IB Programme:										
Total number of students enrolled in the IB Programme:										

APIB-3: Advanced Placement (AP) Program Indicator*

Only for schools with any grade 9-12, UG high school age students

For the **Fall 2017 snapshot date**, did this school have any students in grades 9-12 (or the **ungraded equivalent**) who were enrolled in **Advanced Placement (AP) courses**?

	Permitted Values: Yes or No
Please select "Yes" or "No."	

APIB-4: Different Advanced Placement (AP) Courses

Only for schools with any grade 9-12, UG high school age students enrolled in AP

Instructions

- Count each course separately. For example, AP Biology and AP Chemistry are different courses; AP Calculus AB and AP Calculus BC are different courses. But multiple classes in AP Calculus AB are not different courses. For a list of AP courses, go to <https://apstudent.collegeboard.org/apcourse>.

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.

- For schools that use regular scheduling, the count should be based on October 1 (or the closest school day to October 1).
- For schools that use block scheduling that allows a full-year course to be taken in one semester, the count should be based on the sum of a count taken on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block.

For the Fall 2017 snapshot date, enter the number of [Advanced Placement \(AP\) courses](#) that were offered at this school.

	Number of Courses
AP courses offered	

APIB-5: Advanced Placement (AP) Course Self-Selection

Only for schools with any grade 9-12, UG high school age students enrolled in AP

- Advanced Placement (AP) course self-selection refers to a student enrolling in any AP course offered by a school without needing a recommendation or without meeting other criteria (except for any necessary course prerequisites).

For the [Fall 2017 snapshot date](#), were students in grades 9-12 (or the [ungraded](#) equivalent) allowed to enroll in all [Advanced Placement \(AP\) courses](#) offered at this school via self-selection?

	Permitted Values: Yes or No
Please select "Yes" or "No."	

APIB-6: Advanced Placement (AP) Student Enrollment*

Only for schools with any grade 9-12, UG high school age students enrolled in AP

Instructions

- Report an unduplicated count of students taking AP courses. A student taking several AP courses should be counted once.
- Include students enrolled in the school that are enrolled in online or virtual AP courses.
- For schools that use regular scheduling, the count should be based on October 1 (or the closest school day to October 1). For students with disabilities (IDEA), the count should be based on either the IDEA child count date or on October 1 (or the closest school day to October 1).
- For schools that use block scheduling that allows a full-year course to be taken in one semester, the count should be based on the sum of a count taken on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block. For students with disabilities (IDEA), the count should be based on the sum of a count taken on either the IDEA child count date or on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block.

For the [Fall 2017 snapshot date](#), enter the number of students in grades 9-12 (or the [ungraded](#) equivalent) who were enrolled in one or more [AP courses](#).

Items noted with an asterisk "" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.*

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)
Males enrolled in AP:										
Females enrolled in AP:										
Total number of students enrolled in AP:										

APIB-7: Advanced Placement (AP) Mathematics Enrollment Indicator*

Only for schools with any grade 9-12, UG high school age students enrolled in AP

- AP mathematics courses include Calculus (AB and BC) and Statistics.

For the **Fall 2017 snapshot date**, did this school have any students in grades 9-12 (or the ungraded equivalent) who were enrolled in an AP Mathematics course?

	Permitted Values: Yes or No
Please select "Yes" or "No."	

APIB-8: Student Enrollment in Advanced Placement (AP) Mathematics

Only for schools with any grade 9-12, UG high school age students enrolled in AP mathematics

Instructions

- Report an unduplicated count of students taking AP courses. A student taking several AP mathematics courses should be counted once.
- For schools that use regular scheduling, the count should be based on October 1 (or the closest school day to October 1). For students with disabilities (IDEA), the count should be based on either the IDEA child count date or on October 1 (or the closest school day to October 1).
- For schools that use block scheduling that allows a full-year course to be taken in one semester, the count should be based on the sum of a count taken on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block. For students with disabilities (IDEA), the count should be based on the sum of a count taken on either the IDEA child count date or on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block.

For the **Fall 2017 snapshot date**, enter the number of students in grades 9-12 (or the ungraded equivalent) who were enrolled in at least one AP mathematics course.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)
Males enrolled in at least one AP mathematics course:										

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)
Females enrolled in at least one AP mathematics course:										
Total number of students enrolled in at least one AP mathematics course:										

APIB-9: Advanced Placement (AP) Science Enrollment Indicator*

Only for schools with any grade 9-12, UG high school age students enrolled in AP

- AP science courses include Biology, Chemistry, Physics, and Environmental Science.

For the **Fall 2017 snapshot date**, did this school have any students in grades 9-12 (or the ungraded equivalent) who were enrolled in an AP Science course?

	Permitted Values: Yes or No
Please select "Yes" or "No."	

APIB-10: Student Enrollment in Advanced Placement (AP) Science

Only for schools with any grade 9-12, UG high school age students enrolled in AP science

Instructions

- Report an unduplicated count of students taking AP courses. A student taking several AP science courses should be counted once.
- AP science courses include Biology, Chemistry, Physics, and Environmental Science.
- For schools that use regular scheduling, the count should be based on October 1 (or the closest school day to October 1). For students with disabilities (IDEA), the count should be based on either the IDEA child count date or on October 1 (or the closest school day to October 1).
- For schools that use block scheduling that allows a full-year course to be taken in one semester, the count should be based on the sum of a count taken on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block. For students with disabilities (IDEA), the count should be based on the sum of a count taken on either the IDEA child count date or on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block.

For the **Fall 2017 snapshot date**, enter the number of students in grades 9-12 (or the ungraded equivalent) who were enrolled in at least one AP science course.

Items noted with an asterisk "" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.*

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)
Males enrolled in at least one AP science course:										
Females enrolled in at least one AP science course:										
Total number of students enrolled in at least one AP science course:										

APIB-11: Advanced Placement (AP) Other Subjects Indicator*

Only for schools with any grade 9-12, UG high school age students enrolled in AP

- “Other subjects” include all AP courses other than those in mathematics and science. For example, AP computer science and AP world languages and cultures are included in “other subjects.”

For the **Fall 2017 snapshot date**, were any students at this school enrolled in AP subjects other than science and mathematics?

	Permitted Values: Yes or No
Please select “Yes” or “No.”	

APIB-12: Student Enrollment in Other Advanced Placement (AP) Subjects

Only for schools with any grade 9-12, UG high school age students enrolled in AP courses in other subjects

Instructions

- Report an unduplicated count of students taking AP courses. A student taking several [other AP subject courses](#) should be counted once.
- “Other subjects” include all AP courses other than those in mathematics and science. For example, AP computer science and AP world languages and cultures are included in “other subjects.”
- For schools that use regular scheduling, the count should be based on October 1 (or the closest school day to October 1). For students with disabilities (IDEA), the count should be based on either the IDEA child count date or on October 1 (or the closest school day to October 1).
- For schools that use block scheduling that allows a full-year course to be taken in one semester, the count should be based on the sum of a count taken on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block. For students with disabilities (IDEA), the count should be based on the sum of a count taken on either the IDEA child count date or on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block.

For the **Fall 2017 snapshot date**, enter the number of students in grades 9-12 (or the **ungraded equivalent**) who were enrolled in at least one AP course in a subject area other than mathematics or science.

Items noted with an asterisk “*” reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)
Males enrolled in at least one AP course in a subject other than mathematics and science:										
Females enrolled in at least one AP course in a subject other than mathematics and science:										
Total number of students enrolled in at least one AP course in a subject other than mathematics and science:										

APIB-13: Advanced Placement (AP) Computer Science Enrollment Indicator* *NEW! OPTIONAL FOR 2017-18*

Only for schools with any grade 9-12, UG high school age students enrolled in AP

- AP computer science courses include Computer Science A and Computer Science Principles.

For the Fall 2017 snapshot date, did this school have any students in grades 9-12 (or the ungraded equivalent) who were enrolled in one or more AP computer science courses?

	Permitted Values: Yes or No
Please select "Yes" or "No."	

APIB-14: Student Enrollment in Advanced Placement (AP) Computer Science *NEW! OPTIONAL 2017-18*
 Only for schools with any grade 9-12, UG high school age students enrolled in AP computer science

Instructions

- A student enrolled in two or more AP computer science courses should be counted only once.
- For schools that use regular scheduling, the count should be based on October 1 (or the closest school day to October 1). For students with disabilities (IDEA), the count should be based on either the IDEA child count date or on October 1 (or the closest school day to October 1).
- For schools that use block scheduling that allows a full-year course to be taken in one semester, the count should be based on the sum of a count taken on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block. For students with disabilities (IDEA), the count should be based on the sum of a count taken on either the IDEA child count date or on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block.

For the Fall 2017 snapshot date, enter the number of students in grades 9-12 (or the ungraded equivalent) who were enrolled in at least one AP computer science course.

Items noted with an asterisk "" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.*

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)
Males enrolled in at least one AP computer science course:										
Females enrolled in at least one AP computer science course:										
Total number of students enrolled in at least one AP computer science course:										

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.

EXAM: SAT/ACT & Advanced Placement (AP) Exams

Module Instructions
<p>DATES</p> <p>For SAT and ACT exams, report cumulative counts of students from the start of the 2017-18 school year, including summer, up to one day prior to the 2018-19 school year.</p> <p>For AP and IB exams, report cumulative counts of students during the regular 2017-18 school year, not including intersession or summer.</p>
<p>NOT APPLICABLE (NA) and ZERO (0) FILLS IN TABLES</p> <p>The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any females who are EL, other tables that ask for counts of females who are EL will be automatically filled with a zero.</p>
<p>KEY DEFINITIONS</p> <p>The <u>SAT Reasoning Test (SAT)</u> is a nationally recognized assessment used to indicate college readiness. The SAT (formerly the Scholastic Aptitude Test) is sponsored by the College Board.</p> <p>The <u>ACT Test (ACT)</u> is a nationally recognized assessment used to indicate college readiness. The ACT is sponsored by ACT, Inc.</p> <p><u>Advanced Placement (AP)</u> refers to a program, sponsored by the College Board, through which students may earn college credit and advanced college placement by successfully completing AP courses and standardized AP exams.</p> <p><u>Advanced Placement (AP) course</u> is an advanced, college-level course designed for students who achieve a specified level of academic performance. Upon successful completion of the course and a standardized AP exam, a student may be qualified to receive college credit and/or placement into advanced college courses.</p>

EXAM-1: Student Participation in the SAT Reasoning Test or ACT

Only for schools and justice facilities with any grade 9-12, UG high school age students

Instructions

- Include all students who participated, regardless of whether the student received a valid score on the test.

From the start of the 2017-18 school year, including summer, up to one day prior to the 2018-19 school year, enter the number of students in grades 9-12 (or the ungraded equivalent) who participated in (i.e., took) the SAT Reasoning Test (SAT), the ACT, or both.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)
Males who participated in the SAT, ACT, or both:										
Females who participated in the SAT, ACT, or both:										
Total number of students who participated in the SAT, ACT, or both:										

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.

EXAM-2a: Student Participation in Advanced Placement (AP) Exams - Students who took AP Exams

Only for schools (with any grade 9-12, UG high school age students) reporting greater than zero student enrollment in AP

Instructions

- Count only students who were reported as enrolled in an AP course on the Fall 2017 snapshot date (i.e., the students who were reported in APIB-6).
- A student may not be counted in both EXAM-2a and EXAM-2b.
- The sum of students in EXAM-2a plus EXAM-2b should equal the number of students reported as enrolled in at least one AP course in APIB-6.

Enter the number of students in grades 9-12 (or the [ungraded](#) equivalent) who were enrolled in one or more [Advanced Placement \(AP\) courses](#) on the Fall 2017 snapshot date, and who took one or more Advanced Placement (AP) exams during the regular 2017-18 school year, not including intersession or summer.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)
Males who took AP exam:										
Females who took AP exam:										
Total number of students who took AP exam:										

EXAM-2b: Student Participation in Advanced Placement (AP) Exams - Students who did not take AP Exams

Only for schools (with any grade 9-12, UG high school age students) reporting greater than zero student enrollment in AP

Instructions

- Count only students who were reported as enrolled in an AP course on the Fall 2017 snapshot date (i.e., the students who were reported in APIB-6).
- A student may NOT be counted in both EXAM-2a and EXAM-2b.
- The sum of students in EXAM-2a plus EXAM-2b should equal the number of students reported as enrolled in at least one AP course in APIB-6.

Enter the number of students in grades 9-12 (or the [ungraded](#) equivalent) who were enrolled in one or more [Advanced Placement \(AP\) courses](#) on the Fall 2017 snapshot date, and who did not take any Advanced Placement (AP) exams during the regular 2017-18 school year, not including intersession or summer.

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)
Males who did not take AP exam:										
Females who did not take AP exam:										
Total number of students who did not take AP exam:										

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.

STAF: School & School Support Staff

Module Instructions

DATES

Unless otherwise noted, count should be cumulative based on the entire regular school year.

NOT APPLICABLE (NA) and ZERO (0) FILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any females who are EL, other tables that ask for counts of females who are EL will be automatically filled with a zero.

SPECIAL INSTRUCTIONS

Unless otherwise noted, numbers of teachers and staff should be reported in full-time equivalency of assignment (FTE).

Include teachers and staff for preschool, grades K-12, and comparable ungraded levels, regardless of how staff were funded (i.e., federal, state, and/or local funds or funds from another entity).

FTE values should be entered as decimal numbers to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).

KEY DEFINITIONS

A nurse is a qualified health care professional who addresses the health needs of students. The provider meets the state standards and requirements for a nurse. Nurses include school nurses.

A psychologist evaluates and analyzes students' behavior by measuring and interpreting their intellectual, emotional, and social development, and diagnosing their educational and personal problems. A psychologist may diagnose and treat mental disorders and learning disabilities. A psychologist may also diagnose and treat cognitive, behavioral, and emotional problems using individual, child, family, and group therapies. A psychologist is a licensed professional. Psychologists include school psychologists.

A school counselor is a professional staff member assigned specific duties and school time for any of the following activities: counseling with students and parents, consulting with other staff members on learning problems, evaluating student abilities, assisting students in making education and career choices, assisting students in personal and social development, providing referral assistance, and/or working with other staff members in planning and conducting guidance programs for students.

A social worker provides social services and assistance to improve the social and psychological functioning of children and their families and to maximize the family well-being and the academic functioning of the children. Typical responsibilities include: 1) preparing a social or developmental history on a student with disabilities; 2) group and individual counseling with a student and his or her family; 3) working with those problems in a student's living situation (home, school, and community) that affect adjustment in school; and 4) mobilizing school and community resources in order to enable the student to receive maximum benefit from his or her educational program. The provider of these services is certified, licensed, or otherwise a qualified professional. Social workers include school social workers.

Teachers provide instruction, learning experiences, and care to students during a particular time period or in a given discipline. Teaching may be provided for students in a school classroom, in another location such as a home or hospital, and in other learning situations such as those involving co-curricular activities. It may also be provided through some other approved medium, such as television, radio, computer, the Internet, multimedia, telephone, and correspondence that is delivered inside or outside the classroom or in other teacher-student settings.

Teachers are staff whose activities are dealing directly with the interaction with students.

--Teachers include: Regular Classroom Teachers (teach Chemistry, English, mathematics, physical education, history, etc.); Special Education Teachers (teach special education classes to students with disabilities); General Elementary Teachers [teach self-contained classes in any of grades preschool–8 (i.e., teach the same class of

Items noted with an asterisk "" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.*

students all or most of the day); team-teach (i.e., two or more teachers collaborate to teach multiple subjects to the same class of students); include preschool teachers and kindergarten teachers]; Vocational/Technical Education Teachers (teach typing, business, agriculture, life skills, home economics as well as any other vocational or technical classes); teaching principals, teaching school counselors, teaching librarians, teaching school nurses, or other teaching administrators [include any staff members who teach at least one regularly scheduled class per week (e.g., a librarian teaches a regularly scheduled class in mathematics once a week)]; teachers of ungraded students; Itinerant, Co-op, Traveling, and Satellite Teachers (teach at more than one school and may or may not be supervised by someone at your school); current Long-Term Substitute Teachers (currently filling the role of regular teachers for four or more continuous weeks); and other teachers who teach students in any of grades preschool–12.

--Teachers exclude: Adult Education and Postsecondary Teachers (teach only adult education or students beyond grade 12); Short-term Substitute Teachers (fill the role of regular or special education teachers for less than four continuous weeks); Student Teachers; Day Care Aides/Paraprofessionals; Teacher Aides/Paraprofessionals; and Librarians who teach only library skills or how to use the library.

A certified teacher is a teacher who has met all applicable state teacher certification requirements for a standard certificate. A certified teacher has a regular/standard certificate/license/endorsement issued by the state. A beginning teacher who has met the standard teacher education requirements is considered to have met state requirements even if he or she has not completed a state-required probationary period. A teacher working towards certification by way of alternative routes, or a teacher with an emergency, temporary, or provisional credential is not considered to have met state requirements.

Full-time equivalent (FTE) is a unit that indicates the workload of an employed person in a way that makes workloads comparable across various contexts. FTE is used to measure a worker's service in a place (e.g., school). FTE is the number of total hours the person is expected to work divided by the maximum number of compensable hours in a full-time schedule. An FTE of 1.00 means that the person is equivalent to a full-time worker; while an FTE of 0.50 signals that the worker is only half-time.

STAF-1: Teachers – FTE Count and Certification

All schools and justice facilities, preschool-grade 12, UG

Instructions

- Enter the total number of FTE teachers. Include all teachers, regardless of whether they meet state licensing/certification requirements.
- Enter the number of FTE certified teachers (i.e., who meet all state licensing/certification requirements).
- Enter the number of FTE non-certified teachers (i.e., who did not meet all state licensing/certification requirements). Teachers working toward certification by way of alternative routes, or teachers with an emergency, temporary, or provisional credential are not considered to have met state requirements.
- Include teachers regardless of how they were funded (i.e., federal, state, and/or local funds).
- Values should be entered as decimal numbers to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).
- Justice facilities should include only teachers who served students in the educational program offered at the justice facility during the regular school year.

Note: The total FTE value reported for this item may be greater than or equal to the FTE value reported for the teachers funded with state and local funds item EXPD-3.

For the regular 2017-18 school year, not including intersession or summer, enter the number of full-time equivalent (FTE) teachers in preschool and grades K-12 (or the ungraded equivalent) overall and by their certification status.

Items noted with an asterisk "" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.*

	FTE
Total number of full-time equivalent (FTE) teachers	XX.XX
Number of FTE teachers who are certified	XX.XX
Number of FTE teachers who are not certified	XX.XX

STAF-2: Teacher Years of Experience

All schools and justice facilities, preschool-grade 12, UG

- Year of teaching refers to the number of year(s) of teaching experience, including the current year, but not including any student teaching or other similar preparation experiences. Experience includes teaching in any school, subject, or grade; it does not have to be in the school, subject, or grade that the teacher is presently teaching.

Instructions

- Enter the number of FTE teachers with the specified length of experience as listed.
- Include teachers regardless of how they were funded (i.e., federal, state, and/or local funds).
- Values should be entered as decimal numbers to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).
- Justice facilities should include only teachers who served students in the educational program offered at the justice facility during the regular school year.

For the regular 2017-18 school year, not including intersession or summer, enter the number of full-time equivalent (FTE) teachers in preschool and grades K-12 (or the ungraded equivalent) who were in their first year and second year of teaching.

	FTE
Number of FTE teachers in their first year of teaching	XX.XX
Number of FTE teachers in their second year of teaching	XX.XX

STAF-3: Teacher Absenteeism

All schools and justice facilities, preschool-grade 12, UG

- A teacher was absent if he or she was not in attendance on a day in the regular school year when the teacher would otherwise be expected to be teaching students in an assigned class. This includes both days taken for sick leave and days taken for personal leave. Personal leave includes absences for reasons other than sick leave. Administratively approved leave for professional development, field trips or other off-campus activities with students should not be included.

Instructions

- Enter the number of FTE teachers who were absent more than 10 school days during the regular school year. Include teachers who were absent for more than 10 days, regardless of whether the absences were consecutive.
- Include teachers for preschool and grades K-12 (and the ungraded equivalent), regardless of how teachers were funded (i.e., federal, state, and/or local funds).
- Report values as decimal numbers to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).
- Report absences for jury duty, military leave, sick leave, and personal leave.

Items noted with an asterisk "" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.*

For the regular 2017-18 school year, not including intersession or summer, enter the number of **full-time equivalent (FTE) teachers** who were absent for more than 10 school days.

	FTE
Number of FTE teachers who were absent more than 10 school days	XX.XX

STAF-4: School Counselors Number FTE

All schools and justice facilities, preschool-grade 12, UG

Instructions

- Include school counselors regardless of how they were funded (i.e., federal, state, and/or local funds).
- Values should be entered as decimal numbers to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).
- Justice facilities should include only school counselors who served students in the educational program offered at the justice facility during the regular school year.

For the regular 2017-18 school year, not including intersession or summer, enter the number of **full-time equivalent (FTE) school counselors** in **preschool** and grades K-12 (or the **ungraded equivalent**).

	FTE
Number of FTE school counselors	XX.XX

STAF-5: Support Services Staff Number FTE

All schools and justice facilities, preschool-grade 12, UG

Instructions

- Include staff regardless of how they were funded (i.e., federal, state, and/or local funds).
- Values should be entered as decimal numbers to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).
- Justice facilities should include only staff who served students who are in the educational program offered at the justice facility during the regular school year.

For the regular 2017-18 school year, not including intersession or summer, enter the number of **full-time equivalent (FTE) support services staff (including nurses, psychologists, and social workers)** in **preschool** and grades K-12 (or the **ungraded equivalent**) who were employed at this school.

	FTE
Number of FTE nurses	XX.XX
Number of FTE psychologists	XX.XX
Number of FTE social workers	XX.XX

STAF-6: Current Year and Previous Year Teachers Count - Current and Previous

All schools and justice facilities, preschool-grade 12, UG

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.

- Current school year teachers are teachers employed at the school in the current school year. These teachers may include teachers employed at the school in the previous school year.
- Previous school year teachers are teachers employed at the school in the previous school year.

Instructions

- Enter the number of teachers employed at the school during the current school year.
- Enter the number of teachers employed at the school during both the current school year and the previous school year.
- Current school year refers to the 2017–18 school year. Previous school year refers to the 2016–17 school year.
- Include all teachers, regardless of how teachers were funded (i.e., federal, state, and/or local funds).
- Report a count, not a full-time equivalency number.
- Teachers do not have to be teaching the same subject or grade level, each school year.
- Justice facilities should include only teachers who served students in the educational program offered at the justice facility during the regular school year.

For the regular 2017-18 school year, not including intersession or summer, enter the total number of teachers in preschool and grades K-12 (or the ungraded equivalent) who were employed at the school.

	Count
Number of teachers who were employed at this school during the regular school year	

Enter the number of teachers in preschool and grades K-12 (or the ungraded equivalent) who were employed at this school during both the 2016-17 regular school year and the 2017-18 regular school year .

	Count
Number of teachers who were employed at this school for both the 2016-17 school year and the 2017-18 school year	

Items noted with an asterisk "" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.*

SECR: School Security Staff

Module Instructions

DATES

Unless otherwise noted, count should be cumulative based on the entire 2017-18 regular school year, not including intersession or summer.

NOT APPLICABLE (NA) and ZERO (0) FILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any females who are EL, other tables that ask for counts of females who are EL will be automatically filled with a zero.

SPECIAL INSTRUCTIONS

All security staff should be reported in full-time equivalency of assignment (FTE).

Include staff for preschool, grades K-12, and comparable ungraded levels, regardless of how staff were funded (i.e., federal, state, and/or local funds or funds from another entity).

FTE values should be entered as decimal numbers to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).

KEY DEFINITIONS

Full-time equivalent (FTE) is a unit that indicates the workload of an employed person in a way that makes workloads comparable across various contexts. FTE is used to measure a worker's service in a place (e.g., school). FTE is the number of total hours the person is expected to work divided by the maximum number of compensable hours in a full-time schedule. An FTE of 1.00 means that the person is equivalent to a full-time worker; while an FTE of 0.50 signals that the worker is only half-time.

A security guard is an individual who guards, patrols, and/or monitors the school premises to prevent theft, violence, and/or infractions of rules. A security guard may provide protection to individuals, and may operate x-ray and metal detector equipment. A security guard is not a sworn law enforcement officer.

A sworn law enforcement officer is a career law enforcement officer, with arrest authority. A sworn law enforcement officer may be a school resource officer (who has specialized training and is assigned to work in collaboration with school organizations). A sworn law enforcement officer may be employed by any entity (e.g., police department, school district or school). An officer's duties may include: motor vehicle traffic control; security enforcement and patrol; maintaining school discipline; coordinating with local police and emergency team(s); identifying problems in the school and proactively seeking solutions to those problems; training teachers and staff in school safety or crime prevention; mentoring students; teaching a law-related education course or training students (e.g., drug-related education, criminal law, or criminal prevention courses); recording or reporting discipline problems to school authorities; and providing information to school authorities about the legal definitions of behavior for recording or reporting purposes (e.g., definition assault for school authorities).

SECR-1: Security Staff

All schools, preschool-grade 12, UG

Instructions

- Enter the number of FTE security staff present at the school, at least once a week, to perform his/her duties.
- Include only staff who were present at the school during normal school hours or during times when school activities/events were in session.

Items noted with an asterisk "" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.*

- Include staff regardless of how they were funded (i.e., federal, state, and/or local funds or funds from another entity).
- Values should be entered as decimal numbers to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).

For the regular 2017-18 school year, not including intersession or summer, enter the number of full-time equivalent (FTE) security staff (including sworn law enforcement officers and security guards) for preschool and grades K-12 (or the ungraded equivalent) that were assigned, as specified.

	FTE
Number of FTE sworn law enforcement officers	XX.XX
Number of FTE security guards	XX.XX

Items noted with an asterisk "" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.*

RETN: Retention

Module Instructions
<p>DATES Unless otherwise noted, report a cumulative count for the period beginning at the start of the 2017-18 school year and ending one day prior to the start of the following school year.</p> <p>NOT APPLICABLE (NA) and ZERO (0) FILLS IN TABLES The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any females who are EL, other tables that ask for counts of females who are EL will be automatically filled with a zero.</p> <p>KEY DEFINITIONS A student is <u>retained</u> if he or she is not promoted to the next grade prior to the beginning of the following school year. Students are not considered retained if they can proceed to the next grade because they successfully completed a summer school program or for a similar reason. At the high school level, a student who has not accumulated enough credits to be classified as being in the next grade is considered retained.</p>

RETN-1: Student Retention Indicator*

Schools and justice facilities, grades K-12

Instructions

- Indicate whether the school had any students who were retained in any of the grades specified. Provide a response only for the grades that were reported as having at least one student enrolled in the SCHR-1 item.
- Report data based on the start of the regular school year up to one day prior to the start of the following regular school year.
- Respond yes if a student was not promoted to the next grade prior to the beginning of the 2018-19 school year.
- Do not count a student as retained if the student was able to proceed to the next grade because the student successfully completed a summer school program or for a similar reason.

For each grade listed in the table, indicate whether any students were **retained** at the end of the 2017-18 school year (not promoted to the next grade). Please select "Yes" or "No" in the table below.

	Permitted Values: Yes or No
Kindergarten	
Grade 1	
Grade 2	
Grade 3	
Grade 4	
Grade 5	
Grade 6	
Grade 7	

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.

	Permitted Values: Yes or No
Grade 8	
Grade 9	
Grade 10	
Grade 11	
Grade 12	

RETN-2 GRK: Retention of Students in Kindergarten

Only for schools and justice facilities (with any grade K-12) reporting kindergarten student retention

Instructions

- Report a cumulative count, beginning from the start of the 2017-18 school year and through the summer, up to one day before the start of the 2018-19 school year.

Enter the number of students in Kindergarten who were **retained** at the end of the 2017-18 school year (not promoted to the next grade).

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 Only)
Males retained in kindergarten:											
Females retained in kindergarten:											
Total number of students retained in kindergarten:											

RETN-2 GR1: Retention of Students in Grade 1

Only for schools and justice facilities (with any grade K-12) reporting grade 1 student retention

Instructions

- Report a cumulative count, beginning from the start of the 2017-18 school year and through the summer, up to one day before the start of the 2018-19 school year.

Enter the number of students in grade 1 who were **retained** at the end of the 2017-18 school year (not promoted to the next grade).

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 Only)
Males retained in grade 1:											
Females retained in grade 1:											
Total number of students retained in grade 1:											

RETN-2 GR2: Retention of Students in Grade 2

Only for schools and justice facilities (with any grade K-12) reporting grade 2 student retention

Instructions

- Report a cumulative count, beginning from the start of the 2017-18 school year and through the summer, up to one day before the start of the 2018-19 school year.

Enter the number of students in grade 2 who were **retained** at the end of the 2017-18 school year (not promoted to the next grade).

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 Only)
Males retained in grade 2:											
Females retained in grade 2:											
Total number of students retained in grade 2:											

RETN-2 GR3: Retention of Students in Grade 3

Only for schools and justice facilities (with any grade K-12) reporting grade 3 student retention

Instructions

- Report a cumulative count, beginning from the start of the 2017-18 school year and through the summer, up to one day before the start of the 2018-19 school year.

Enter the number of students in grade 3 who were **retained** at the end of the 2017-18 school year (not promoted to the next grade).

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 Only)
Males retained in grade 3:											
Females retained in grade 3:											
Total number of students retained in grade 3:											

RETN-2 GR4: Retention of Students in Grade 4

Only for schools and justice facilities (with any grade K-12) reporting grade 4 student retention

Instructions

- Report a cumulative count, beginning from the start of the 2017-18 school year and through the summer, up to one day before the start of the 2018-19 school year.

Enter the number of students in grade 4 who were **retained** at the end of the 2017-18 school year (not promoted to the next grade).

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 Only)
Males retained in grade 4:											
Females retained in grade 4:											
Total number of students retained in grade 4:											

RETN-2 GR5: Retention of Students in Grade 5

Only for schools and justice facilities (with any grade K-12) reporting grade 5 student retention

Instructions

- Report a cumulative count, beginning from the start of the 2017-18 school year and through the summer, up to one day before the start of the 2018-19 school year.

Enter the number of students in grade 5 who were **retained** at the end of the 2017-18 school year (not promoted to the next grade).

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 Only)
Males retained in grade 5:											
Females retained in grade 5:											
Total number of students retained in grade 5:											

RETN-2 GR6: Retention of Students in Grade 6

Only for schools and justice facilities (with any grade K-12) reporting grade 6 student retention

Instructions

- Report a cumulative count, beginning from the start of the 2017-18 school year and through the summer, up to one day before the start of the 2018-19 school year.

Enter the number of students in grade 6 who were **retained** at the end of the 2017-18 school year (not promoted to the next grade).

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 Only)
Males retained in grade 6:											
Females retained in grade 6:											
Total number of students retained in grade 6:											

RETN-2 GR7: Retention of Students in Grade 7

Only for schools and justice facilities (with any grade K-12) reporting grade 7 student retention

Instructions

- Report a cumulative count, beginning from the start of the 2017-18 school year and through the summer, up to one day before the start of the 2018-19 school year.

Enter the number of students in grade 7 who were **retained** at the end of the 2017-18 school year (not promoted to the next grade).

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 Only)
Males retained in grade 7:											
Females retained in grade 7:											
Total number of students retained in grade 7:											

RETN-2 GR8: Retention of Students in Grade 8

Only for schools and justice facilities (with any grade K-12) reporting grade 8 student retention

Instructions

- Report a cumulative count, beginning from the start of the 2017-18 school year and through the summer, up to one day before the start of the 2018-19 school year.

Enter the number of students in grade 8 who were **retained** at the end of the 2017-18 school year (not promoted to the next grade).

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 Only)
Males retained in grade 8:											
Females retained in grade 8:											
Total number of students retained in grade 8:											

RETN-2 GR9: Retention of Students in Grade 9

Only for schools and justice facilities (with any grade K-12) reporting grade 9 student retention

Instructions

- Report a cumulative count, beginning from the start of the 2017-18 school year and through the summer, up to one day before the start of the 2018-19 school year.

Enter the number of students in grade 9 who were **retained** at the end of the 2017-18 school year (not promoted to the next grade).

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 Only)
Males retained in grade 9:											
Females retained in grade 9:											
Total number of students retained in grade 9:											

RETN-2 GR10: Retention of Students in Grade 10

Only for schools and justice facilities (with any grade K-12) reporting grade 10 student retention

Instructions

- Report a cumulative count, beginning from the start of the 2017-18 school year and through the summer, up to one day before the start of the 2018-19 school year.

Enter the number of students in grade 10 who were **retained** at the end of the 2017-18 school year (not promoted to the next grade).

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 Only)
Males retained in grade 10:											
Females retained in grade 10:											
Total number of students retained in grade 10:											

RETN-2 GR11: Retention of Students in Grade 11

Only for schools and justice facilities (with any grade K-12) reporting grade 11 student retention

Instructions

- Report a cumulative count, beginning from the start of the 2017-18 school year and through the summer, up to one day before the start of the 2018-19 school year.

Enter the number of students in grade 11 who were **retained** at the end of the 2017-18 school year (not promoted to the next grade).

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 Only)
Males retained in grade 11:											
Females retained in grade 11:											
Total number of students retained in grade 11:											

RETN-2 GR12: Retention of Students in Grade 12

Only for schools and justice facilities (with any grade K-12) reporting grade 12 student retention

Instructions

- Report a cumulative count, beginning from the start of the 2017-18 school year and through the summer, up to one day before the start of the 2018-19 school year.

Enter the number of students in grade 12 who were **retained** at the end of the 2017-18 school year (not promoted to the next grade).

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 Only)
Males retained in grade 12:											
Females retained in grade 12:											
Total number of students retained in grade 12:											

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.

ATHL: Single-Sex Interscholastic Athletics

Module Instructions
<p>DATES</p> <p>Unless otherwise noted, report a cumulative count for the period beginning at the start of the 2017-18 school year and ending one day prior to the start of the following school year.</p> <p>NOT APPLICABLE (NA) and ZERO (0) FILLS IN TABLES</p> <p>The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any females who are EL, other tables that ask for counts of females who are EL will be automatically filled with a zero.</p> <p>SPECIAL INSTRUCTIONS</p> <p>Count only high school-level interscholastic athletics sports, teams, and participants on teams in which only male or only female students participate.</p> <p>KEY DEFINITIONS</p> <p><u>Single-sex interscholastic athletics</u> refers to team-based organized sports activities that offer competition between schools, and in which only male or only female students participate.</p>

ATHL-1: Single-Sex Interscholastic Athletics Indicator*

Only for schools with any grade 9-12, UG high school age students

Instructions

- Report data based on the start of the regular school year up to one day prior to the start of the following regular school year.
- Include only interscholastic athletics in which only males or only females participate.
- Include all students who participated in male only or female only interscholastic athletics, beginning from the start of the 2017-18 school year, up to one day before the start of the 2018-19 school year.

For the regular 2017-18 school year, not including intersession or summer, did this school have any students in grades 9-12 (or the ungraded equivalent) who participated in male only or female only interscholastic athletics?

	Permitted Values: Yes or No
Please select "Yes" or "No."	

ATHL-2: Single-Sex Interscholastic Athletics Sports, Teams, and Participants

Only for schools with any grade 9-12, UG high school age students who participate in single-sex interscholastic athletics

- Interscholastic athletics sports refers to distinct sports, such as football, basketball, soccer, swimming, and tennis. Intramural sports and sideline cheerleading are not considered interscholastic athletics sports.
- Interscholastic athletics sports teams refers to the competitive-level teams of each interscholastic athletics sport, such as freshman team, junior varsity team, and varsity team.
- Interscholastic athletics sports team participant refers to a student who participates in an interscholastic athletics sports team (e.g., a student who participates in a freshman soccer team).

Instructions

Items noted with an asterisk "" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.*

- Enter the number of single-sex interscholastic athletics sports for students in grades 9-12, as specified. Include sports for ungraded high school age students in the count.
- Enter the number of single-sex interscholastic athletics teams for students in grades 9-12, as specified. Include teams for ungraded high school age students in the count.
- Enter the number of students in grades 9-12 who participated on single-sex interscholastic athletics sports teams. Include ungraded high school age students in the count.
- Count only high school-level interscholastic athletics sports, teams, and participants on teams in which only male or only female students participate.
- The count of interscholastic athletics sports includes only distinct sports.
- The count of interscholastic athletics sports teams includes each competitive-level team in each sport (e.g., football freshman team, football junior varsity team, football varsity team; baseball freshman team, baseball junior varsity team, baseball varsity team).
- A student should be counted multiple times for each team he or she participated on (e.g., a female student who participated on the female basketball junior varsity team and the female soccer varsity team would be counted twice).

For the regular 2017-18 school year, not including intersession or summer, enter the number of active interscholastic sports and teams that were male only or female only and the number of students in grades 9-12 (or the [ungraded](#) equivalent) who participated in those sports and teams.

	Male Only	Female Only	Total
Number of sports			
Number of teams			
Number of participants			

Items noted with an asterisk "" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.*

DISC: Student Discipline (Suspension, Expulsion, Corporal Punishment)

Module Instructions

DATES

Report a cumulative count based on the entire 2017-18 regular school year, not including intersession or summer.

NOT APPLICABLE (NA) and ZERO (0) FILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any females who are EL, other tables that ask for counts of females who are EL will be automatically filled with a zero.

SPECIAL INSTRUCTIONS

Students cannot be counted in both the “only one” and “more than one” tables for a particular violation or disciplinary action, but they can be counted multiple times for different violations or disciplinary actions. For example, a student cannot be counted in the “only one out-of-school suspension” and “more than one out-of-school suspension” tables. However, a student can be counted in both an “out-of-school suspension” table and an “expulsion” table.

For justice facilities, only the following discipline categories apply: corporal punishment, out-of-school suspension, expulsion without education services, and expulsion under zero tolerance policies.

KEY DEFINITIONS (PRESCHOOL AND GRADES K-12)

Corporal punishment refers to paddling, spanking, or other forms of physical punishment imposed on a child.

Out-of-school suspension

--For students with disabilities served under IDEA: Out-of-school suspension is an instance in which a child is temporarily removed from his/her regular school for at least half a day for disciplinary purposes to another setting (e.g., home, behavior center). Out-of-school suspensions include both removals in which no individualized family service plan (IFSP) or individualized education plan (IEP) services are provided because the removal is 10 days or less as well as removals in which the child continues to receive services according to his/her IFSP or IEP.

--For students without disabilities and students with disabilities served solely under Section 504 of the Rehabilitation Act: Out-of-school suspension is an instance in which a child is temporarily removed from his/her regular school for at least half a day (but less than the remainder of the school year) for disciplinary purposes to another setting (e.g., home, behavior center). Out-of-school suspensions include removals in which no educational services are provided, and removals in which educational services are provided (e.g., school-provided at home instruction or tutoring).

KEY DEFINITIONS (PRESCHOOL ONLY)

Preschool refers to preschool programs and services for children ages 3 through 5.

Preschool expulsion refers to the permanent termination of a preschool child’s participation in a preschool program at a school or facility for disciplinary purposes. A preschool child who is transitioned directly from the classroom to a different setting deemed to be more appropriate for the child (e.g., special education, transitional classroom, or therapeutic preschool program) is not considered an expelled preschooler.

KEY DEFINITIONS (GRADES K-12 ONLY)

Alternative school is a public elementary or secondary school that addresses the needs of students that typically cannot be met in a regular school program, and is designed to meet the needs of students with academic difficulties, students with discipline problems, or both students with academic difficulties and discipline problems.

In-school suspension is an instance in which a child is temporarily removed from his or her regular classroom(s) for at least half a day for disciplinary purposes, but remains under the direct supervision of school personnel. Direct supervision means school personnel are physically in the same location as students under their supervision.

Items noted with an asterisk “” reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.*

Expulsion with educational services refers to an action taken by the local educational agency of removing a child from his/her regular school for disciplinary purposes, and providing educational services to the child (e.g., school-provided at home instruction or tutoring; transfer to an alternative school) for the remainder of the school year (or longer) in accordance with local educational agency policy. Expulsion with educational services also includes removals resulting from violations of the Gun Free Schools Act that are modified to less than 365 days.

Expulsion without educational services refers to an action taken by the local educational agency of removing a child from his/her regular school for disciplinary purposes, and not providing educational services to the child for the remainder of the school year or longer in accordance with local educational agency policy. Expulsion without services also includes removals resulting from violations of the Gun Free Schools Act that are modified to less than 365 days.

Expulsion under zero tolerance policies refers to an action taken by the local educational agency of removing a child from his/her regular school for the remainder of the school year or longer because of zero-tolerance policies. A zero tolerance policy is a policy that results in mandatory expulsion of any student who commits one or more specified offenses (e.g., offenses involving guns, or other weapons, or violence, or similar factors, or combinations of these factors). A policy is considered "zero tolerance" even if there are some exceptions to the mandatory aspect of the expulsion, such as allowing the chief administering officer of a local educational agency to modify the expulsion on a case-by-case basis.

Referral to law enforcement is an action by which a student is reported to any law enforcement agency or official, including a school police unit, for an incident that occurs on school grounds, during school-related events, or while taking school transportation, regardless of whether official action is taken. Citations, tickets, court referrals, and school-related arrests are considered referrals to law enforcement.

School-related arrest refers to an arrest of a student for any activity conducted on school grounds, during off-campus school activities (including while taking school transportation), or due to a referral by any school official. All school-related arrests are considered referrals to law enforcement.

DISC-1a: Preschool Suspensions and Expulsions - Only One Out-of-School Suspension

Only for schools reporting greater than zero preschool enrollment

Instructions

- A preschool child may not be counted in both the "only one out-of-school suspension" table and the "more than one out-of-school suspension" table.
- A preschool child may be counted in both an "out-of-school suspension" table and the "expulsion" table.
- The definition of preschool out-of-school suspension and preschool expulsion is different from K-12.

For the regular 2017-18 school year, not including intercession or summer, enter the number of preschool children who received only one preschool out-of-school suspension.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)
Male preschool children who received only one out-of-school suspension:										
Female preschool children who received only one out-of-school suspension:										

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)
Total number of preschool children who received only one out-of-school suspension:										

DISC-1b: Preschool Suspensions and Expulsions - More than One Out-of-School Suspension

Only for schools reporting greater than zero preschool enrollment

Instructions

- A preschool child may not be counted in both the "only one out-of-school suspension" table and the "more than one out-of-school suspension" table.
- A preschool child may be counted in both an "out-of-school suspension" table and the "expulsion" table.
- The definition of preschool out-of-school suspension and preschool expulsion is different from K-12.

For the regular 2017-18 school year, not including intersession or summer, enter the number of preschool children who received more than one preschool out-of-school suspension.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)
Male preschool children who received more than one out-of-school suspension:										
Female preschool children who received more than one out-of-school suspension:										
Total number of preschool children who received more than one out-of-school suspension:										

DISC-1c: Preschool Suspensions and Expulsions - Expulsions

Only for schools reporting greater than zero preschool enrollment

Instructions

- A preschool child may be counted in both an "out-of-school suspension" table and the "expulsion" table.
- The definition of preschool out-of-school suspension and preschool expulsion is different from K-12.

For the regular 2017-18 school year, not including intersession or summer, enter the number of preschool children who received an expulsion.

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)
Male preschool children who received an expulsion:										
Female preschool children who received an expulsion:										
Total number of preschool children who received an expulsion:										

DISC-2: Preschool Instances of Suspension

Only for schools reporting greater than zero preschool enrollment, and greater than zero preschool children suspended

Instructions

- Report the number of instances of out-of-school suspensions, not the number of children who received out-of-school suspensions.
- A preschool child may be counted more than once in the table if the child was involved in multiple offenses and received an out-of-school suspension more than once.

For the regular 2017-18 school year, not including intersession or summer, enter the number of instances of [out-of-school suspension](#) for all [preschool](#) children and for preschool [children with disabilities \(IDEA\)](#).

	All Preschool Children	Preschool Children with Disabilities (IDEA)
Number of instances of out-of-school suspension		

DISC-3: Corporal Punishment Indicator*

All schools and justice facilities, preschool-grade 12, UG

During the regular 2017-18 school year, not including intersession or summer, did this school use [corporal punishment](#) to discipline students in [preschool](#) and/or grades K-12 (or the [ungraded equivalent](#))?

	Permitted Values: Yes or No
Please select "Yes" or "No."	

DISC-4: Preschool Corporal Punishment

Only for schools reporting greater than zero preschool enrollment, and having children who receive corporal punishment for disciplinary purposes

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.

For the regular 2017-18 school year, not including intersession or summer, enter the number of [preschool](#) children who received [corporal punishment](#).

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)
Male preschool children who received corporal punishment:										
Female preschool children who received corporal punishment:										
Total number of preschool children who received corporal punishment:										

DISC-5: Preschool Instances of Corporal Punishment

Only for schools reporting greater than zero preschool enrollment, and having children who receive corporal punishment for disciplinary purposes

Instructions

- Report the number of instances of corporal punishment, not the number of children who received corporal punishment.
- A preschool child may be counted more than once in the table if the child was involved in multiple offenses and received corporal punishment more than once.

For the regular 2017-18 school year, not including intersession or summer, enter the number of instances of [corporal punishment](#) for all [preschool](#) children and for preschool [children with disabilities \(IDEA\)](#).

	All Preschool Children	Preschool Children with Disabilities (IDEA)
Number of instances of corporal punishment		

DISC-6: Instances of Corporal Punishment

Only for schools and justice facilities (grades K-12, UG) reporting having students who receive corporal punishment for disciplinary purposes

- Student with disabilities refers to students with disabilities served under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or both.

Instructions

- Report the number of instances of corporal punishment, not the number of children who received corporal punishment.
- A student may be counted more than once in the table if the student was involved in multiple offenses and received corporal punishment more than once.

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.

For the regular 2017-18 school year, not including intersession or summer, enter the number of instances of [corporal punishment](#) for students without disabilities in grades K-12 (or the [ungraded equivalent](#)) and the number of instances of corporal punishment for students with disabilities (IDEA and Section 504 Only).

	Students without Disabilities	Students with Disabilities
Number of instances of corporal punishment		

DISC-7a: Discipline of Students without Disabilities - Corporal Punishment

Schools and justice facilities, grades K-12, UG

Note: For justice facilities, only the following discipline categories apply: corporal punishment, out-of-school suspension, expulsion without educational services, and expulsion under zero tolerance policies.

Instructions

- Report the number of students receiving corporal punishment, not the instances of corporal punishment.

For the regular 2017-18 school year, not including intersession or summer, enter the number of students without disabilities in grades K-12 (or the [ungraded equivalent](#)) who received [corporal punishment](#).

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total Students without Disabilities	EL Students without Disabilities
Males without disabilities who received corporal punishment:									
Females without disabilities who received corporal punishment:									
Total number of students without disabilities who received corporal punishment:									

DISC-7b: Discipline of Students without Disabilities - In-School Suspensions

Schools, grades K-12, UG

Instructions

- Report the number of students receiving one or more in-school suspensions, not the instances of in-school suspension.

For the regular 2017-18 school year, not including intersession or summer, enter the number of students without disabilities in grades K-12 (or the [ungraded equivalent](#)) who received one or more [in-school suspensions](#).

Items noted with an asterisk "" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.*

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total Students without Disabilities	EL Students without Disabilities
Males without disabilities who received one or more in-school suspensions:									
Females without disabilities who received one or more in-school suspensions:									
Total number of students without disabilities who received one or more in-school suspensions:									

DISC-7c: Discipline of Students without Disabilities – Only One Out-of-School Suspension
 Schools and justice facilities, grades K-12, UG

Note: For justice facilities, only the following discipline categories apply: corporal punishment, out-of-school suspension, expulsion without educational services, and expulsion under zero tolerance policies.

Instructions

- A student may NOT be counted in both the "only one out-of-school suspension" table and the "more than one out-of-school suspension" table.

For the regular 2017-18 school year, not including intersession or summer, enter the number of students without disabilities in grades K-12 (or the ungraded equivalent) who received only one out-of-school suspension.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total Students without Disabilities	EL Students without Disabilities
Males without disabilities who received only one out-of-school suspension:									
Females without disabilities who received only one out-of-school suspension:									
Total number of students without disabilities who received only one out-of-school suspension:									

DISC-7d: Discipline of Students without Disabilities - More than One Out-of-School Suspension

Schools and justice facilities, grades K-12, UG

Items noted with an asterisk "" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.*

Note: For justice facilities, only the following discipline categories apply: corporal punishment, out-of-school suspension, expulsion without educational services, and expulsion under zero tolerance policies.

Instructions

- A student may NOT be counted in both the "only one out-of-school suspension" table and the "more than one out-of-school suspension" table.

For the regular 2017-18 school year, not including intersession or summer, enter the number of students without disabilities in grades K-12 (or the [ungraded](#) equivalent) who received more than one out-of-school suspension.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total Students without Disabilities	EL Students without Disabilities
Males without disabilities who received more than one out-of-school suspension:									
Females without disabilities who received more than one out-of-school suspension:									
Total number of students without disabilities who received more than one out-of-school suspension:									

DISC-7e: Discipline of Students without Disabilities - Expulsions with Educational Services
Schools, grades K-12, UG

Instructions

- A student may NOT be counted in both the "expulsions with educational services" table and the "expulsions without educational services" table.

For the regular 2017-18 school year, not including intersession or summer, enter the number of students without disabilities in grades K-12 (or the [ungraded](#) equivalent) who received [expulsions with educational services](#).

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total Students without Disabilities	EL Students without Disabilities
Males without disabilities who received an expulsion with educational services:									
Females without disabilities who received an expulsion with educational services:									

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total Students without Disabilities	EL Students without Disabilities
Total number of students without disabilities who received an expulsion with educational services:									

DISC-7f: Discipline of Students without Disabilities - Expulsions without Educational Services

Schools and justice facilities, grades K-12, UG

Note: For justice facilities, only the following discipline categories apply: corporal punishment, out-of-school suspension, expulsion without educational services, and expulsion under zero tolerance policies.

Instructions

- A student may NOT be counted in both the "expulsions with educational services" table and the "expulsions without educational services" table.

For the regular 2017-18 school year, not including intersession or summer, enter the number of students without disabilities in grades K-12 (or the ungraded equivalent) who received expulsions without educational services.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total Students without Disabilities	EL Students without Disabilities
Males without disabilities who received an expulsion without educational services:									
Females without disabilities who received an expulsion without educational services:									
Total number of students without disabilities who received an expulsion without educational services:									

DISC-7g: Discipline of Students without Disabilities - Expulsions Under Zero-Tolerance Policies

Schools and justice facilities, grades K-12, UG

Note: For justice facilities, only the following discipline categories apply: corporal punishment, out-of-school suspension, expulsion without educational services, and expulsion under zero tolerance policies.

Instructions

- A student may be counted as expelled under zero tolerance policies and one of the other expulsion tables about educational services.

Items noted with an asterisk "" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.*

- Expulsion under zero tolerance policies is a subset of expulsion with educational services and expulsion without educational services. Therefore, a student counted in the “expulsion under zero tolerance policies” table should also be counted in the “expulsion with educational services” table or the “expulsion without educational services” table, depending on which of the two types of expulsion the student received.

For the regular 2017-18 school year, not including intersession or summer, enter the number of students without disabilities in grades K-12 (or the [ungraded](#) equivalent) who received an [expulsion under zero tolerance policies](#).

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total Students without Disabilities	EL Students without Disabilities
Males without disabilities who received an expulsion under zero tolerance policies:									
Females without disabilities who received an expulsion under zero tolerance policies:									
Total number of students without disabilities who received an expulsion under zero tolerance policies:									

DISC-8a: Transfer to Alternative School for Students without Disabilities

Schools, grades K-12, UG

Instructions

- Transfer to an alternative school for disciplinary reasons is a subset of expulsion with educational services (i.e., the students who were reported in DISC-7e).
- Include only students who were transferred due to disciplinary reasons as decided by the school.

For the regular 2017-18 school year, not including intersession or summer, enter the number of students without disabilities in grades K-12 (or the [ungraded](#) equivalent) who were transferred to an [alternative school](#) for disciplinary reasons.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total Students without Disabilities	EL Students without Disabilities
Males who were transferred:									
Females who were transferred:									
Total number of students who were transferred:									

Items noted with an asterisk “*” reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.

DISC-9a: Discipline of Students with Disabilities - Corporal Punishment

Schools and justice facilities, grades K-12, UG

Note: For justice facilities, only the following discipline categories apply: corporal punishment, out-of-school suspension, expulsion without educational services, and expulsion under zero tolerance policies.

Instructions

- Report the number of students receiving corporal punishment, not the instances of corporal punishment.

For the regular 2017-18 school year, not including intersession or summer, enter the number of students with disabilities in grades K-12 (or the ungraded equivalent) by IDEA, EL or Section 504 status as specified, who received corporal punishment.

	IDEA Hispanic or Latino of any race	IDEA American Indian or Alaska Native	IDEA Asian	IDEA Native Hawaiian or Other Pacific Islander	IDEA Black or African American	IDEA White	IDEA Two or more races	Total Students with Disabilities (IDEA)	EL Students with Disabilities	Students with Disabilities (Section 504 only)
Males with disabilities who received corporal punishment:										
Females with disabilities who received corporal punishment:										
Total number of students with disabilities who received corporal punishment:										

DISC-9b: Discipline of Students with Disabilities - One or More In-School Suspension

Schools, grades K-12, UG

Instructions

- Report the number of students receiving one or more in-school suspensions, not the instances of in-school suspension.

For the regular 2017-18 school year, not including intersession or summer, enter the number of students with disabilities in grades K-12 (or the ungraded equivalent) by IDEA, EL or Section 504 status as specified, who received one or more in-school suspensions.

	IDEA Hispanic or Latino of any race	IDEA American Indian or Alaska Native	IDEA Asian	IDEA Native Hawaiian or Other Pacific Islander	IDEA Black or African American	IDEA White	IDEA Two or more races	Total Students with Disabilities (IDEA)	EL Students with Disabilities	Students with Disabilities (Section 504 only)
Males with disabilities who received one or more in-school suspensions:										
Females with disabilities who received one or more in-school suspensions:										

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.

	IDEA Hispanic or Latino of any race	IDEA American Indian or Alaska Native	IDEA Asian	IDEA Native Hawaiian or Other Pacific Islander	IDEA Black or African American	IDEA White	IDEA Two or more races	Total Students with Disabilities (IDEA)	EL Students with Disabilities	Students with Disabilities (Section 504 only)
Total number of students with disabilities who received one or more in-school suspensions:										

DISC-9c: Discipline of Students with Disabilities - Only One Out-of-School Suspension

Schools and justice facilities, grades K-12, UG

Note: For justice facilities, only the following discipline categories apply: corporal punishment, out-of-school suspension, expulsion without educational services, and expulsion under zero tolerance policies.

Instructions

- A student may NOT be counted in both the "only one out-of-school suspension" table and the "more than one out-of-school suspension" table.

For the regular 2017-18 school year, not including intersession or summer, enter the number of students with disabilities in grades K-12 (or the ungraded equivalent) by IDEA, EL or Section 504 status as specified, who received only one out-of-school suspension.

	IDEA Hispanic or Latino of any race	IDEA American Indian or Alaska Native	IDEA Asian	IDEA Native Hawaiian or Other Pacific Islander	IDEA Black or African American	IDEA White	IDEA Two or more races	Total Students with Disabilities (IDEA)	EL Students with Disabilities	Students with Disabilities (Section 504 only)
Males with disabilities who received only one out-of-school suspension:										
Females with disabilities who received only one out-of-school suspension:										
Total number of students with disabilities who received only one out-of-school suspension:										

DISC-9d: Discipline of Students with Disabilities - More than One Out-of-School Suspension

Schools and justice facilities, grades K-12, UG

Note: For justice facilities, only the following discipline categories apply: corporal punishment, out-of-school suspension, expulsion without educational services, and expulsion under zero tolerance policies.

Instructions

- A student may NOT be counted in both the "only one out-of-school suspension" table and the "more than one out-of-school suspension" table.

Items noted with an asterisk "" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.*

For the regular 2017-18 school year, not including intersession or summer, enter the number of students with disabilities in grades K-12 (or the [ungraded](#) equivalent) by [IDEA](#), [EL](#) or [Section 504](#) status as specified, who received more than one [out-of-school suspension](#).

	IDEA Hispanic or Latino of any race	IDEA American Indian or Alaska Native	IDEA Asian	IDEA Native Hawaiian or Other Pacific Islander	IDEA Black or African American	IDEA White	IDEA Two or more races	Total Students with Disabilities (IDEA)	EL Students with Disabilities	Students with Disabilities (Section 504 only)
Males with disabilities who received more than one out-of-school suspension:										
Females with disabilities who received more than one out-of-school suspension:										
Total number of students with disabilities who received more than one out-of-school suspension:										

DISC-9e: Discipline of Students with Disabilities - Expulsions with Educational Services
Schools, grades K-12, UG

Instructions

- A student may NOT be counted in both the "expulsion with educational services" table and the "expulsion without educational services" table.

For the regular 2017-18 school year, not including intersession or summer, enter the number of students with disabilities in grades K-12 (or the [ungraded](#) equivalent) by [IDEA](#), [EL](#) or [Section 504](#) status as specified, who received an [expulsion with educational services](#).

	IDEA Hispanic or Latino of any race	IDEA American Indian or Alaska Native	IDEA Asian	IDEA Native Hawaiian or Other Pacific Islander	IDEA Black or African American	IDEA White	IDEA Two or more races	Total Students with Disabilities (IDEA)	EL Students with Disabilities	Students with Disabilities (Section 504 only)
Males with disabilities who received an expulsion with educational services:										
Females with disabilities who received an expulsion with educational services:										
Total number of students with disabilities who received an expulsion with educational services:										

DISC-9f: Discipline of Students with Disabilities - Expulsions without Educational Services
Schools and justice facilities, grades K-12, UG

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.

Note: For justice facilities, only the following discipline categories apply: corporal punishment, out-of-school suspension, expulsion without educational services, and expulsion under zero tolerance policies.

Instructions

- A student may NOT be counted in both the "expulsion with educational services" table and the "expulsion without educational services" table.

For the regular 2017-18 school year, not including intersession or summer, enter the number of students with disabilities in grades K-12 (or the ungraded equivalent) by IDEA, EL or Section 504 status as specified, who received an expulsion without educational services.

	IDEA Hispanic or Latino of any race	IDEA American Indian or Alaska Native	IDEA Asian	IDEA Native Hawaiian or Other Pacific Islander	IDEA Black or African American	IDEA White	IDEA Two or more races	Total Students with Disabilities (IDEA)	EL Students with Disabilities	Students with Disabilities (Section 504 only)
Males with disabilities who received an expulsion without educational services:										
Females with disabilities who received an expulsion without educational services:										
Total number of students with disabilities who received an expulsion without educational services:										

DISC-9g: Discipline of Students with Disabilities - Expulsions Under Zero-Tolerance Policies
Schools and justice facilities, grades K-12, UG

Note: For justice facilities, only the following discipline categories apply: corporal punishment, out-of-school suspension, expulsion without educational services, and expulsion under zero tolerance policies.

Instructions

- A student may be counted as expelled under zero tolerance policies and one of the other expulsion tables about educational services.
- Expulsion under zero tolerance policies is a subset of expulsion with educational services and expulsion without educational services. Therefore, a student counted in the “expulsion under zero tolerance policies” table should also be counted in the “expulsion with educational services” table or the “expulsion without educational services” table, depending on which of the two types of expulsion the student received.

For the regular 2017-18 school year, not including intersession or summer, enter the number of students with disabilities in grades K-12 (or the ungraded equivalent) by IDEA, EL or Section 504 status as specified, who received an expulsion under zero tolerance.

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.

	IDEA Hispanic or Latino of any race	IDEA American Indian or Alaska Native	IDEA Asian	IDEA Native Hawaiian or Other Pacific Islander	IDEA Black or African American	IDEA White	IDEA Two or more races	Total Students with Disabilities (IDEA)	EL Students with Disabilities	Students with Disabilities (Section 504 only)
Males with disabilities who received an expulsion under zero tolerance policies:										
Females with disabilities who received an expulsion under zero tolerance policies:										
Total number of students with disabilities who received an expulsion under zero tolerance policies:										

DISC-10: Transfer to Alternative School for Students with Disabilities

Schools, grades K-12, UG

Instructions

- Transfer to an alternative school for disciplinary reasons is a subset of expulsion with educational services (i.e., the students who were reported in DISC-9e).
- Include only students who were transferred due to disciplinary reasons as decided by the school.

For the regular 2017-18 school year, not including intersession or summer, enter the number of students with disabilities in grades K-12 (or the [ungraded](#) equivalent) by [IDEA](#), [EL](#) or [Section 504](#) status as specified, who were transferred to an [alternative school](#) for disciplinary reasons.

	IDEA Hispanic or Latino of any race	IDEA American Indian or Alaska Native	IDEA Asian	IDEA Native Hawaiian or Other Pacific Islander	IDEA Black or African American	IDEA White	IDEA Two or more races	Total Students with Disabilities (IDEA)	EL Students with Disabilities	Students with Disabilities (Section 504 only)
Males who were transferred:										
Females who were transferred:										
Total number of students who were transferred:										

DISC-11: Instances of Suspension

Only for schools and justice facilities (grades K-12, UG) reporting greater than zero students suspended out-of-school

Instructions

- Report the number of instances of out-of-school suspensions, not the number of children who received out-of-school suspensions.
- A student may be counted more than once in the table if the student was involved in multiple offenses and received an out-of-school suspension more than once.

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.

For the regular 2017-18 school year, not including intersession or summer, enter the number of instances of [out-of-school suspension](#) for all students in grades K-12 (or the [ungraded](#) equivalent).

	Students without Disabilities	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 only)
Number of instances of out-of-school suspensions for K-12 students (or the ungraded equivalent)			

DISC-12: School Days Missed Due to Out-of-School Suspension

Schools and justice facilities, grades K-12, UG

Instructions

- Count days when students were dismissed early from school, but school staff were not, as full days.
- Do NOT count days when school staff were required to be present at school but students were not.
- Each day missed from a part-day program (e.g., part-day kindergarten) should be counted as one full day.

For the regular 2017-18 school year, not including intersession or summer, enter the total number of school days that were missed by students in grades K-12 (or the [ungraded](#) equivalent) who received one or more [out-of-school suspensions](#).

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 only)
Days missed by males:											
Days missed by females:											
Days missed by all students:											

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.

ARRS: Student Discipline (Referrals to Law Enforcement & School-Related Arrests)

Module Instructions
<p>DATES Report a cumulative count based on the entire 2017-18 regular school year, not including intersession or summer.</p> <p>NOT APPLICABLE (NA) and ZERO (0) FILLS IN TABLES The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any females who are EL, other tables that ask for counts of females who are EL will be automatically filled with a zero.</p> <p>KEY DEFINITIONS <u>Referral to law enforcement</u> is an action by which a student is reported to any law enforcement agency or official, including a school police unit, for an incident that occurs on school grounds, during school-related events, or while taking school transportation, regardless of whether official action is taken. Citations, tickets, court referrals, and school-related arrests are considered referrals to law enforcement. <u>School-related arrest</u> refers to an arrest of a student for any activity conducted on school grounds, during off-campus school activities (including while taking school transportation), or due to a referral by any school official. All school-related arrests are considered referrals to law enforcement.</p>

ARRS-1a: Discipline of Students Without Disabilities - Referred to Law Enforcement Agency Schools, grades K-12, UG

Instructions

- Report the number of students referred to law enforcement, not the instances of referrals.

For the regular 2017-18 school year, not including intersession or summer, enter the number of students without disabilities in grades K-12 (or the ungraded equivalent) who were referred to a law enforcement agency or official.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total Students without Disabilities	EL Students without Disabilities
Males without disabilities who were referred to a law enforcement agency or official:									
Females without disabilities who were referred to a law enforcement agency or official:									
Total number of students without disabilities who were referred to a law enforcement agency or official:									

ARRS-1b: Discipline of Students Without Disabilities - School-Related Arrest Schools, grades K-12, UG

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.

Instructions

- Report the number of students receiving school-related arrests, not the instances of arrests.
- School-related arrest is a subset of referral to law enforcement. Therefore, a student counted in the “school-related arrest” table should also be counted in the “referred to law enforcement agency” table.

For the regular 2017-18 school year, not including intersession or summer, enter the number of students without disabilities in grades K-12 (or the ungraded equivalent) who received a school-related arrest.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total Students without Disabilities	EL Students without Disabilities
Males without disabilities who received a school-related arrest:									
Females without disabilities who received a school-related arrest:									
Total number of students without disabilities who received a school-related arrest:									

ARRS-2a: Discipline of Students With Disabilities - Referred to Law Enforcement Agency
Schools, grades K-12, UG

Instructions

- Report the number of students referred to law enforcement, not the instances of referrals.

For the regular 2017-18 school year, not including intersession or summer, enter the number of students with disabilities in grades K-12 (or the ungraded equivalent) by IDEA, EL or Section 504 status as specified, who were referred to a law enforcement agency or official.

	IDEA Hispanic or Latino of any race	IDEA American Indian or Alaska Native	IDEA Asian	IDEA Native Hawaiian or Other Pacific Islander	IDEA Black or African American	IDEA White	IDEA Two or more races	Total Students with Disabilities (IDEA)	EL Students with Disabilities	Students with Disabilities (Section 504 only)
Males with disabilities who were referred to a law enforcement agency or official:										
Females with disabilities who were referred to a law enforcement agency or official:										
Total number of students with disabilities who were referred to a law enforcement agency or official:										

Items noted with an asterisk “*” reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.

ARRS-2b: Discipline of Students With Disabilities - School-Related Arrest

Schools, grades K-12, UG

Instructions

- Report the number of students receiving school-related arrests, not the instances of arrests.
- School-related arrest is a subset of referral to law enforcement. Therefore, a student counted in the “school-related arrest” table should also be counted in the “referred to law enforcement agency” table.

For the regular 2017-18 school year, not including intersession or summer, enter the number of students with disabilities in grades K-12 (or the [ungraded](#) equivalent) by [IDEA](#), [EL](#) or [Section 504](#) status as specified, who received a [school-related arrest](#).

	IDEA Hispanic or Latino of any race	IDEA American Indian or Alaska Native	IDEA Asian	IDEA Native Hawaiian or Other Pacific Islander	IDEA Black or African American	IDEA White	IDEA Two or more races	Total Students with Disabilities (IDEA)	EL Students with Disabilities	Students with Disabilities (Section 504 only)
Males with disabilities who received a school-related arrest:										
Females with disabilities who received a school-related arrest:										
Total number of students with disabilities who received a school-related arrest:										

Items noted with an asterisk “*” reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.

OFFN: Offenses

Module Instructions

DATES

Report a cumulative count based on the entire 2017-18 regular school year, not including intersession or summer.

NOT APPLICABLE (NA) and ZERO (0) FILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any females who are EL, other tables that ask for counts of females who are EL will be automatically filled with a zero.

SPECIAL INSTRUCTIONS

Count incidents that occurred before, during, or after normal school hours.

Count incidents regardless of whether any disciplinary action was taken, and regardless of whether students or non-students were involved.

Incidents that could be classified in multiple categories should be reported in the most egregious category.

KEY DEFINITIONS

Firearm or explosive device refers to any weapon that is designed to (or may readily be converted to) expel a projectile by the action of an explosive. This includes guns, bombs, grenades, mines, rockets, missiles, pipe bombs, or similar devices designed to explode and capable of causing bodily harm or property damage.

An incident refers to a specific criminal act involving one or more victims and offenders. For example, if two students are robbed without a weapon, at the same time and place, this is classified as two robbery victimizations but only one robbery without a weapon incident.

Physical attack or fight refers to an actual and intentional touching or striking of another person against his/her will, or the intentional causing of bodily harm to an individual. Physical attack or fight does not include rape.

Rape refers to forced sexual intercourse (vaginal, anal, or oral penetration). This includes sodomy and penetration with a foreign object. Both male and female students can be victims of rape. Rape is not defined as a physical attack or fight.

Robbery is taking or attempting to take anything of value that is owned by another person or organization, under confrontational circumstances by force or threat of force or violence and/or by putting the victim in fear. A key difference between robbery and theft/larceny is that robbery involves a threat or assault.

Sexual assault is an incident that includes threatened rape, fondling, indecent liberties, or child molestation. Both male and female students can be victims of sexual assault. Classification of these incidents should take into consideration the age and developmentally appropriate behavior of the offender(s).

A threat refers to an act where there was no physical contact between the offender and victim but the victim felt that physical harm could have occurred based on verbal or nonverbal communication by the offender. This includes nonverbal threats (e.g., brandishing a weapon), and verbal threats of physical harm which are made in person. Threats made over the telephone or threatening letters are excluded.

A threat of physical attack with a weapon includes displaying, brandishing, or discharging a weapon, but with no actual physical contact of any person. A threat is made in person. Threats made over the telephone or threatening letters are excluded. A threat of physical attack using words that refer to a weapon would not be considered a threat with a weapon.

A threat of physical attack without a weapon refers to a threat without any display, brandishment, or discharge of a weapon, and with no actual physical contact of any person. A threat is made in person. Threats made over the telephone or threatening letters are excluded. A threat of physical attack using words that refer to a weapon would be considered a threat without a weapon.

Items noted with an asterisk "" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.*

A weapon is any instrument or object used with the intent to threaten, injure, or kill. This includes look-alikes if they are used to threaten others.

OFFN-1: Offenses - Number of Incidents

All schools and justice facilities, preschool-grade 12, UG

Instructions

- Incidents at the school refer to incidents that occurred in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities.
- Count all incidents that occurred before, during, or after normal school hours.
- Count incidents regardless of whether any disciplinary action was taken, and regardless of whether students or non-students were involved.
- Incidents that could be classified in multiple categories should be reported in the most egregious category.

For the regular 2017-18 school year, not including intersession or summer, enter the number of documented incidents of offenses shown in the table that occurred at school.

	Number of Incidents
<u>Rape</u> or attempted rape	
<u>Sexual assault</u> (other than rape)	
<u>Robbery</u> with a <u>weapon</u>	
Robbery with a <u>firearm or explosive device</u>	
Robbery without a weapon	
<u>Physical attack or fight</u> with a weapon	
Physical attack or fight with a firearm or explosive device	
Physical attack or fight without a weapon	
<u>Threats of physical attack with a weapon</u>	
Threats of physical attack with a firearm or explosive device	
<u>Threats of physical attack without a weapon</u>	
Possession of a firearm or explosive device	

OFFN-2: Offenses - Firearm Use

All schools and justice facilities, preschool-grade 12, UG

Instructions

- Incidents at the school refer to incidents that occurred in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities.
- Include only incidents that occurred during normal school hours or during times when school activities/events were in session.
- Include those incidents that occurred at school, regardless of whether a student or non-student used the firearm or explosive device.

Items noted with an asterisk "" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.*

For the regular 2017-18 school year, not including intersession or summer, was there at least one **incident** at the school that involved a shooting (regardless of whether anyone was hurt)?

	Permitted Values: Yes or No
Please select "Yes" or "No."	

OFFN-3: Offenses - Homicide

All schools and justice facilities, preschool-grade 12, UG

Instructions

- Homicides at the school refer to homicides committed in school buildings, on school grounds, on school buses, and at places that hold school-sponsored events or activities.
- Consider only homicides that occurred during normal school hours or during times when school activities/events were in session.

For the regular 2017-18 school year, not including intersession or summer, did any of the school's students, faculty, or staff die as a result of a homicide committed at your school?

	Permitted Values: Yes or No
Please select "Yes" or "No."	

Items noted with an asterisk "" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.*

HIBS: Harassment or Bullying

Module Instructions

DATES

Report a cumulative count based on the entire 2017-18 regular school year, not including intersession or summer.

NOT APPLICABLE (NA) and ZERO (0) FILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any females who are EL, other tables that ask for counts of females who are EL will be automatically filled with a zero.

SPECIAL INSTRUCTIONS

Allegations can be reported by anyone (e.g., alleged victim; parents of alleged victim). The harassment or bullying can be carried out by students, school employees, or non-employee third parties. Alleged victims must be students.

In classifying the allegations and cases of harassment/bullying, look to the likely motives of the alleged harasser/bully, and not the actual status of the alleged victim. In classifying the disciplined students, look to their likely motives, and not the actual status of the alleged victims.

KEY DEFINITIONS

An allegation is a claim or assertion that someone has done something wrong or illegal, typically made without proof.

Harassment or bullying on the basis of sex includes sexual harassment or bullying and gender-based harassment or bullying. Sexual harassment or bullying is unwelcome conduct of a sexual nature, such as unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Gender-based harassment or bullying is nonsexual intimidation or abusive behavior toward a student based on the student's actual or perceived sex, including harassment based on gender identity, gender expression, and nonconformity with gender stereotypes. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. The conduct can be carried out by school employees, other students, and non-employee third parties. Both male and female students can be victims of harassment or bullying on the basis of sex, and the harasser or bully and the victim can be of the same sex. Bullying on the basis of sex constitutes sexual harassment.

Harassment or bullying on the basis of race, color, or national origin refers to intimidation or abusive behavior toward a student based on actual or perceived race, color or national origin. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. The conduct can be carried out by school employees, other students, and non-employee third parties. Bullying on the basis of race, color, or national origin constitutes racial harassment.

Harassment or bullying on the basis of disability refers to intimidation or abusive behavior toward a student based on actual or perceived disability. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. The conduct can be carried out by school employees, other students, and non-employee third parties. Bullying on the basis of disability constitutes disability harassment.

HIBS-1a: Allegations of Harassment or Bullying - Sex, Race, Color, National Origin, and Disability

Schools and justice facilities, grades K-12, UG

Items noted with an asterisk "" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.*

Instructions

- Count an allegation only once, even if it involves more than one student. A student may be counted more than once in the table if the student makes more than one allegation of harassment or bullying.
- An allegation that involves multiple categories should be counted in each applicable category. For example, an allegation that involves both sex and disability should be reported in both the sex count and the disability count.
- In classifying the allegations, use the likely motives of the alleged harasser, and not the actual characteristics of the alleged victim.

For the regular 2017-18 school year, not including intersession or summer, enter the number of allegations of harassment or bullying reported by students in grades K-12 (or the ungraded equivalent) to responsible school employees (such as teachers or school administrators). Report allegations on the basis of sex; race, color, or national origin; and disability.

	Number of Allegations
Allegations of harassment or bullying on the basis of sex	
Allegations of harassment or bullying on the basis of race, color, or national origin	
Allegations of harassment or bullying on the basis of disability	

HIBS-1b: Allegations of Harassment or Bullying - Sexual Orientation and Religion

Schools and justice facilities, grades K-12, UG

- Harassment or bullying on the basis of religion refers to intimidation or abusive behavior toward a student based on actual or perceived religion. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. The conduct can be carried out by school employees, other students, and non-employee third parties. Bullying on the basis of religion constitutes religious harassment.
- Harassment or bullying on the basis of sexual orientation refers to intimidation or abusive behavior toward a student based on actual or perceived sexual orientation. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. The conduct can be carried out by school employees, other students, and non-employee third parties. Bullying on the basis of sexual orientation constitutes sexual orientation harassment.

Instructions

- Count an allegation only once, even if it involves more than one student. A student may be counted more than once in the table if the student makes more than one allegation of harassment or bullying.
- An allegation that involves multiple categories should be counted in each applicable category. For example, an allegation that involves both sexual orientation and religion should be reported in both the sexual orientation count and the religion count.
- In classifying the allegations, use the likely motives of the alleged harasser, and not the actual characteristics of the alleged victim.

For the regular 2017-18 school year, not including intersession or summer, enter the number of allegations of harassment or bullying reported by students in grades K-12 (or the ungraded equivalent) to responsible school employees (such as teachers or school administrators). Report allegations on the basis of sexual orientation and religion.

Items noted with an asterisk "" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.*

	Number of Allegations
Allegations of harassment or bullying on the basis of sexual orientation	
Allegations of harassment or bullying on the basis of religion	

HIBS-2a: Students Reported as Harassed or Bullied - Sex

Schools and justice facilities, grades K-12, UG

Instructions

- A student reported as harassed or bullied on the basis of multiple categories should be counted in each applicable category. For example, a student reported as harassed or bullied on the basis of both sex and disability should be reported in both the sex table and the disability table.
- In classifying the students reported as harassed or bullied, look to the likely motives of the alleged harasser/bully, and not the actual status of the alleged victim.

For the regular 2017-18 school year, not including intersession or summer, enter the number of students in grades K-12 (or the ungraded equivalent) who reported being harassed or bullied on the basis of sex to a responsible school employee (such as a teacher or administrator).

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 only)
Males reported as harassed or bullied on the basis of sex:											
Females reported as harassed or bullied on the basis of sex:											
Total number of students reported as harassed or bullied on the basis of sex:											

HIBS-2b: Students Reported as Harassed or Bullied - Race, Color, or National Origin

Schools and justice facilities, grades K-12, UG

Instructions

- A student reported as harassed or bullied on the basis of multiple categories should be counted in each applicable category. For example, a student reported as harassed or bullied on the basis of both race and disability should be reported in both the race table and the disability table.
- In classifying the students reported as harassed or bullied, look to the likely motives of the alleged harasser/bully, and not the actual status of the alleged victim.

For the regular 2017-18 school year, not including intersession or summer, enter the number of students in grades K-12 (or the ungraded equivalent) who reported being harassed or bullied on the basis of race, color, or national origin to a responsible school employee (such as a teacher or administrator).

Items noted with an asterisk "" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.*

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 only)
Males reported as harassed or bullied on the basis of race, color or national origin:											
Females reported as harassed or bullied on the basis of race, color or national origin:											
Total number of students reported as harassed or bullied on the basis of race, color or national origin:											

HIBS-2c: Students Reported as Harassed or Bullied - Disability

Schools and justice facilities, grades K-12, UG

Instructions

- A student reported as harassed or bullied on the basis of multiple categories should be counted in each applicable category. For example, a student reported as harassed or bullied on the basis of both sex and disability should be reported in both the sex table and the disability table.
- In classifying the students reported as harassed or bullied, look to the likely motives of the alleged harasser/bully, and not the actual status of the alleged victim.

For the regular 2017-18 school year, not including intersession or summer, enter the number of students in grades K-12 (or the ungraded equivalent) who reported being harassed or bullied on the basis of disability to a responsible school employee (such as a teacher or administrator).

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 only)
Males reported as harassed or bullied on the basis of disability:											
Females reported as harassed or bullied on the basis of disability:											
Total number of students reported as harassed or bullied on the basis of disability:											

HIBS-3a: Students Disciplined for Harassment or Bullying - Sex

Schools and justice facilities, grades K-12, UG

Instructions

Items noted with an asterisk "" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.*

- A student disciplined for engaging in harassment or bullying on the basis of multiple categories should be counted in each applicable category. For example, a student disciplined for engaging in harassment or bullying on the basis of both sex and disability should be reported in both the sex table and the disability table.
- In classifying the disciplined students, look to their likely motives, and not the actual status of the alleged victims.

For the regular 2017-18 school year, not including intersession or summer, enter the number of students in grades K-12 (or the [ungraded](#) equivalent) who were disciplined for [harassment or bullying on the basis of sex](#).

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 only)
Males disciplined for harassment or bullying on the basis of sex:											
Females disciplined for harassment or bullying on the basis of sex:											
Total number of students disciplined for harassment or bullying on the basis of sex:											

HIBS-3b: Students Disciplined for Harassment or Bullying - Race, Color, or National Origin
Schools and justice facilities, grades K-12, UG

Instructions

- A student disciplined for engaging in harassment or bullying on the basis of multiple categories should be counted in each applicable category. For example, a student disciplined for engaging in harassment or bullying on the basis of both sex and disability should be reported in both the sex table and the disability table.
- In classifying the disciplined students, look to their likely motives, and not the actual status of the alleged victims.

Enter the number of students in grades K-12 (or the [ungraded](#) equivalent) who were disciplined for [harassment or bullying on the basis of race, color, or national origin](#) during the 2017-18 school year.

Items noted with an asterisk "" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.*

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 only)
Males disciplined for harassment or bullying on the basis of race, color or national origin:											
Females disciplined for harassment or bullying on the basis of race, color or national origin:											
Total number of students disciplined for harassment or bullying on the basis of race, color or national origin:											

HIBS-3c: Students Disciplined for Harassment or Bullying - Disability

Schools and justice facilities, grades K-12, UG

Instructions

- A student disciplined for engaging in harassment or bullying on the basis of multiple categories should be counted in each applicable category. For example, a student disciplined for engaging in harassment or bullying on the basis of both sex and disability should be reported in both the sex table and the disability table.
- In classifying the disciplined students, look to their likely motives, and not the actual status of the alleged victims.

For the regular 2017-18 school year, not including intersession or summer, enter the number of students in grades K-12 (or the ungraded equivalent) who were disciplined for harassment or bullying on the basis of disability.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 only)
Males disciplined for harassment or bullying on the basis of disability:											
Females disciplined for harassment or bullying on the basis of disability:											

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	English Learners (EL)	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 only)
Total number of students disciplined for harassment or bullying on the basis of disability:											

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.

RSTR: Restraint & Seclusion

Module Instructions

DATES

Report a cumulative count based on the entire 2017-18 regular school year, not including intersession or summer.

NOT APPLICABLE (NA) and ZERO (0) FILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any females who are EL, other tables that ask for counts of females who are EL will be automatically filled with a zero.

SPECIAL INSTRUCTIONS

For mechanical restraint, do not include a student who is handcuffed by law enforcement personnel during an arrest of a student. However, if a student is handcuffed and no arrest is made, then the student should be included.

Students may be counted in more than one restraint or seclusion category.

KEY DEFINITIONS

Mechanical restraint refers to the use of any device or equipment to restrict a student's freedom of movement. The term does not include devices implemented by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical or related services professional and are used for the specific and approved purposes for which such devices were designed, such as:

- Adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports;
- Vehicle safety restraints when used as intended during the transport of a student in a moving vehicle;
- Restraints for medical immobilization; or
- Orthopedically prescribed devices that permit a student to participate in activities without risk of harm.

Physical restraint refers to a personal restriction that immobilizes or reduces the ability of a student to move his or her torso, arms, legs, or head freely. The term physical restraint does not include a physical escort. Physical escort means a temporary touching or holding of the hand, wrist, arm, shoulder or back for the purpose of inducing a student who is acting out to walk to a safe location.

Seclusion refers to the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. It does not include a timeout, which is a behavior management technique that is part of an approved program, involves the monitored separation of the student in a non-locked setting, and is implemented for the purpose of calming.

RSTR-1a: Non-IDEA Students Subjected to Restraint or Seclusion - Mechanical Restraint*

Schools and justice facilities, grades K-12, UG

Instructions

- For mechanical restraint, do not include a student who is handcuffed by law enforcement personnel during an arrest. However, if a student is handcuffed and no arrest is made, then the student should be included.
- A student may be counted in more than one Restraint or Seclusion table.

For the regular 2017-18 school year, not including intersession or summer, enter the number of non-IDEA students in grades K-12 (or the ungraded equivalent) who were subjected to mechanical restraint.

Items noted with an asterisk "" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.*

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total Non-IDEA Students	EL Non-IDEA Students	Students with Disabilities (Section 504 only)
Non-IDEA males subjected to mechanical restraint:										
Non-IDEA females subjected to mechanical restraint:										
Total number of non-IDEA students subjected to mechanical restraint:										

RSTR-1b: Non-IDEA Students Subjected to Restraint or Seclusion - Physical Restraint*

Schools and justice facilities, grades K-12, UG

Instructions

- A student may be counted in more than one Restraint or Seclusion table.

For the regular 2017-18 school year, not including intersession or summer, enter the number of non-IDEA students in grades K-12 (or the ungraded equivalent) who were subjected to physical restraint.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total Non-IDEA Students	EL Non-IDEA Students	Students with Disabilities (Section 504 only)
Non-IDEA males subjected to physical restraint:										
Non-IDEA females subjected to physical restraint:										
Total number of non-IDEA students subjected to physical restraint:										

RSTR-1c: Non-IDEA Students Subjected to Restraint or Seclusion - Seclusion*

Schools and justice facilities, grades K-12, UG

Instructions

- A student may be counted in more than one Restraint or Seclusion table.

For the regular 2017-18 school year, not including intersession or summer, enter the number of non-IDEA students in grades K-12 (or the ungraded equivalent) who were subjected to seclusion.

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total Non-IDEA Students	EL Non-IDEA Students	Students with Disabilities (Section 504 only)
Non-IDEA males subjected to seclusion:										
Non-IDEA females subjected to seclusion:										
Total number of non-IDEA students subjected to seclusion:										

RSTR-2a: IDEA Students Subjected to Restraint or Seclusion - Mechanical Restraint*

Schools and justice facilities, grades K-12, UG

Instructions

- For mechanical restraint, do not include a student who is handcuffed by law enforcement personnel during an arrest. However, if a student is handcuffed and no arrest is made, then the student should be included.
- A student may be counted in more than one Restraint or Seclusion table.

For the regular 2017-18 school year, not including intersession or summer, enter the number of **IDEA** students in grades K-12 (or the **ungraded** equivalent) who were subjected to **mechanical restraint**.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total IDEA Students	EL IDEA Students
IDEA males subjected to mechanical restraint:									
IDEA females subjected to mechanical restraint:									
Total number of IDEA students subjected to mechanical restraint:									

RSTR-2b: IDEA Students Subjected to Restraint or Seclusion - Physical Restraint*

Schools and justice facilities, grades K-12, UG

Instructions

- A student may be counted in more than one Restraint or Seclusion table.

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.

For the regular 2017-18 school year, not including intersession or summer, enter the number of **IDEA** students in grades K-12 (or the **ungraded** equivalent) who were subjected to **physical restraint**.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total IDEA Students	EL IDEA Students
IDEA males subjected to physical restraint:									
IDEA females subjected to physical restraint:									
Total number of IDEA students subjected to physical restraint:									

RSTR-2c: IDEA Students Subjected to Restraint or Seclusion - Seclusion*

Schools and justice facilities, grades K-12, UG

Instructions

- A student may be counted in more than one Restraint or Seclusion table.

For the regular 2017-18 school year, not including intersession or summer, enter the number of **IDEA** students in grades K-12 (or the **ungraded** equivalent) who were subjected to **seclusion**.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total IDEA Students	EL IDEA Students
IDEA males subjected to seclusion:									
IDEA females subjected to seclusion:									
Total number of IDEA students subjected to seclusion:									

RSTR-3: Instances of Restraint or Seclusion

Only for schools and justice facilities (grades K-12, UG) reporting students subjected to restraint or seclusion

Instructions

- Report the number of instances of mechanical restraint, physical restraint, and seclusion for students in grades K-12 (or the ungraded equivalent), not the number of students who were subjected to restraint or seclusion.

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.

- A student may have been subjected to mechanical restraint, physical restraint, and/or seclusion more than once.
- For mechanical restraint, do not include a student who is handcuffed by law enforcement personnel during an arrest. However, if a student is handcuffed and no arrest is made, then the student should be included.

For the regular 2017-18 school year, not including intersession or summer, enter the number of instances of [mechanical restraint](#), [physical restraint](#), or [seclusion](#) for students in grades K-12 (or the [ungraded](#) equivalent).

	Students without Disabilities	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 only)
Number of instances of mechanical restraint			
Number of instances of physical restraint			
Number of instances of seclusion			

Items noted with an asterisk "" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.*

EXPD: School Expenditures (Personnel and Non-Personnel)

Module Instructions

DATES

Report data based on the 12-month fiscal school year, as defined by the LEA.

NOT APPLICABLE (NA) and ZERO (0) FILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any females who are EL, other tables that ask for counts of females who are EL will be automatically filled with a zero.

SPECIAL INSTRUCTIONS

When determining expenditures for teachers and personnel funded with federal, state, and local funds, refer to the list of school-level expenditures to determine what should be included and excluded.

The number of teachers and personnel should be reported in full-time equivalency of assignment (FTE).

FTE and expenditure values should be entered as a decimal number to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).

KEY DEFINITIONS

Full-time equivalent (FTE) is a unit that indicates the workload of an employed person in a way that makes workloads comparable across various contexts. FTE is used to measure a worker's service in a place (e.g., school). FTE is the number of total hours the person is expected to work divided by the maximum number of compensable hours in a full-time schedule. An FTE of 1.00 means that the person is equivalent to a full-time worker, while an FTE of 0.50 signals that the worker is only half-time.

Instructional aides – Includes aides or assistants of any type who assist in the instructional process.

Support services staff for pupils and support services staff for instructional staff – Includes guidance counselors, nurses, attendance officers, speech pathologists, other staff who provide support services for students, staff involved in curriculum development, staff training, operating the library, media and computer centers.

School administration staff – Includes principals and other staff involved in school administration.

Instructional aide expenditures are associated with activities dealing directly with the interaction between teachers and students.

Total personnel – regular instructional and support personnel is defined as follows:

- o Instructional staff – Includes teachers and instructional aides.
- o Support services staff for pupils – Includes guidance counselors, nurses, attendance officers, speech pathologists, and other staff who provide support services to students.
- o Support services staff for instructional staff – Includes staff involved in curriculum development, staff training, operating the library, media and computer centers.
- o School administration staff – Includes principals and other staff involved in school administration.

Total personnel salaries include expenditures for regular instructional and support staff that are associated with the following types of activities:

- o Instructional functions – Activities dealing directly with the interaction between teachers and students.
- o Support services for pupils – Activities designed to assess and improve the well-being of students and to supplement the teaching process.
- o Support services for instructional staff – Activities associated with assisting the instructional staff with the content and process of providing learning experiences for students.
- o School administration – Activities related to overall administration for a school.

Items noted with an asterisk "" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.*

Non-personnel expenditures may include (but is not limited to) the following types of expenditures: Professional development for teachers and other staff; instructional materials and supplies; computers, software, and other technology; contracted services such as distance learning services; and library books and media center learning materials.

Support services staff expenditures are associated with activities designed to: assess and improve the well-being of students and to supplement the teaching process; and assist the instructional staff with the content and process of providing learning experiences for students.

School administration staff expenditures are associated with activities related to overall administration for a school.

INCLUSIONS AND EXCLUSIONS

Expenditures	For <u>expenditures for personnel/ non-personnel funded with state and local funds</u>, include and exclude the following:	For <u>expenditures for personnel/ non-personnel funded with federal, state, and local funds</u>, include and exclude the following:
<u>ALL Expenditures (Personnel and Non-Personnel)</u>		
Expenditures paid from federal funds other than Impact Aid and State Fiscal Stabilization Fund if used under the Impact Aid authority	Exclude	Include
Expenditures paid from federal Impact Aid funds and State Fiscal Stabilization Fund if used under the Impact Aid authority	Include	Include
Expenditures for preschool programs	Exclude	Include
Expenditures for school nutrition programs	Exclude	Exclude
Expenditures for adult education	Exclude	Exclude
Expenditures for special education	Exclude	Include
Expenditures for programs that serve students from more than one school attendance area at a single school site (e.g., summer school programs that are housed in a subset of the district’s schools but serve students from throughout the school district)	Exclude	Include
Expenditures made by regional educational agencies on behalf of schools	Exclude	Include
<u>Additional Inclusions and Exclusions for Salary Expenditures for School Personnel</u>		
Base salary, incentive pay, and bonuses	Include	Include
Supplemental pay for additional roles	Include	Include
Expenditures for employee benefits	Exclude	Exclude
<u>Additional Inclusions and Exclusions for Non-Personnel Expenditures</u>		
Expenditures for professional development for teachers and other staff	Include	Include
Expenditures for instructional materials and supplies	Include	Include
Expenditures for computers, software, and other technology	Include	Include
Expenditures for contracted services such as distance learning services	Include	Include
Expenditures for library books and media center learning materials	Include	Include
Other non-personnel expenditures (associated with regular instruction, pupil support, instructional support, and school administration)	Include	Include

Items noted with an asterisk “*” reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.

EXPD-1: Salary Amount for Total Personnel Funded with State and Local Funds

Schools and justice facilities, grades K-12, UG

Instructions

- Report data for K-12 as it pertains to the grades offered at this school.
- Include salary expenditures for personnel associated with grades K-12, and comparable ungraded levels.
- Total personnel refers to instructional staff (including teachers and aides), support services staff, and school administration staff.
- Value should be entered as a decimal number to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).
- Review the [Inclusions and Exclusions](#) table for help determining which revenue sources should be included or excluded.

For the 12-month 2017-18 fiscal school year, enter the amount of salary expenditures for total personnel in grades K-12 (or the ungraded equivalent) funded with state and local funds.

	Amount
Salary expenditures for total personnel (instructional staff, support services staff, and school administration staff)	\$xxxx.xx

EXPD-2: Salary Amount for Teachers Funded with Federal, State, and Local Funds

All schools and justice facilities, preschool-grade 12, UG

Teachers provide instruction, learning experiences, and care to students during a particular time period or in a given discipline. Teaching may be provided for students in a school classroom, in another location such as a home or hospital, and in other learning situations such as those involving co-curricular activities. It may also be provided through some other approved medium, such as television, radio, computer, the Internet, multimedia, telephone, and correspondence that is delivered inside or outside the classroom or in other teacher-student settings. Teachers are staff whose activities are dealing directly with the interaction with students.

- Teachers include: Regular Classroom Teachers (teach Chemistry, English, mathematics, physical education, history, etc.); Special Education Teachers (teach special education classes to students with disabilities); General Elementary Teachers [teach self-contained classes in any of grades preschool–grade 8 (i.e., teach the same class of students all or most of the day); team-teach (i.e., two or more teachers collaborate to teach multiple subjects to the same class of students); include preschool teachers and kindergarten teachers]; Vocational/Technical Education Teachers (teach typing, business, agriculture, life skills, home economics as well as any other vocational or technical classes); teaching principals, teaching school counselors, teaching librarians, teaching school nurses, or other teaching administrators [include any staff members who teach at least one regularly scheduled class per week (e.g., a librarian teaches a regularly scheduled class in mathematics once a week)]; Itinerant, Co-op, Traveling, and Satellite Teachers (teach at more than one school and may or may not be supervised by someone at your school); current Long-Term Substitute Teachers (currently filling the role of regular teachers for four or more continuous weeks); and other teachers who teach students in any of grades preschool–grade 12.
- Teachers exclude: Adult Education and Postsecondary Teachers (teach only adult education or students beyond grade 12); Short-term Substitute Teachers (fill the role of regular or special education teachers for less than four continuous weeks); Student Teachers; Day Care Aides/Paraprofessionals; Teacher Aides/Paraprofessionals; and Librarians who teach only library skills or how to use the library.

Instructions

- Report data for preschool-grade 12 as it pertains to the grades offered at this school.

Items noted with an asterisk "" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.*

- Include salary expenditures for teachers associated with preschool-grade 12, and comparable ungraded levels.
- For the purposes of reporting school finance data for teachers funded with federal, state, and local funds, refer to the teachers definition and guide (that accompany this item) to determine which teachers should be included and excluded.
- Value should be entered as a decimal number to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).
- Review the [Inclusions and Exclusions](#) table for help determining which revenue sources should be included or excluded.

Note: The amount reported for this item may be greater than or equal to the amount reported for the teachers funded with state and local funds item EXPD-3.

For the 12-month 2017-18 fiscal school year, enter the amount of salary expenditures for teachers in [preschool](#)-grade 12 (or the [ungraded](#) equivalent) funded with federal, state, and local funds.

	Amount
Salary expenditures for teachers	\$xxxx.xx

EXPD-3: Full-time Equivalency Count and Salary Amount for Teachers Funded with State and Local Funds

Schools and justice facilities, grades K-12, UG

Teachers provide instruction, learning experiences, and care to students during a particular time period or in a given discipline. Teaching may be provided for students in a school classroom, in another location such as a home or hospital, and in other learning situations such as those involving co-curricular activities. It may also be provided through some other approved medium, such as television, radio, computer, the Internet, multimedia, telephone, and correspondence that is delivered inside or outside the classroom or in other teacher-student settings. Teachers are staff whose activities are dealing directly with the interaction with students.

- Teachers include: Regular Classroom Teachers (teach Chemistry, English, mathematics, physical education, history, etc.); General Elementary Teachers [teach self-contained classes in any of grades K–8 (i.e., teach the same class of students all or most of the day); team-teach (i.e., two or more teachers collaborate to teach multiple subjects to the same class of students); include kindergarten teachers]; Vocational/Technical Education Teachers (teach typing, business, agriculture, life skills, home economics as well as any other vocational or technical classes); teaching principals, teaching school counselors, teaching librarians, teaching school nurses, or other teaching administrators [include any staff members who teach at least one regularly scheduled class per week (e.g., a librarian teaches a regularly scheduled class in mathematics once a week)]; Itinerant, Co-op, Traveling, and Satellite Teachers (teach at more than one school and may or may not be supervised by someone at your school); current Long-Term Substitute Teachers (currently filling the role of regular teachers for four or more continuous weeks); and other teachers who teach students in any of grades K–12.
- Teachers exclude: Special Education Teachers (teach special education classes to students with disabilities); Adult Education and Postsecondary Teachers (teach only adult education or students beyond grade 12); Short-term Substitute Teachers (fill the role of regular or special education teachers for less than four continuous weeks); Student Teachers; Day Care Aides/Paraprofessionals; Teacher Aides/Paraprofessionals; and Librarians who teach only library skills or how to use the library.

Instructions

Items noted with an asterisk "" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.*

- Report data for K-12 as it pertains to the grades offered at this school.
- Include teachers for grades K-12, and comparable ungraded levels.
- The number of teachers should be reported in full-time equivalency of assignment.
- For the purposes of reporting school finance data for teachers funded with state and local funds, refer to the teachers definition and guide (that accompany this item) to determine which teachers should be included and excluded.
- Value should be entered as a decimal number to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).
- Review the [Inclusions and Exclusions](#) table for help determining which revenue sources should be included or excluded.

Note: The FTE value reported for this item may be less than or equal to the FTE value reported for the teachers FTE count item STAF-1.

For the 12-month 2017-18 fiscal school year, enter the number of [full-time equivalent \(FTE\)](#) teachers in grades K-12 (or the [ungraded](#) equivalent) funded with state and local funds and the amount of their salary expenditures.

	Amount
FTE	XX.XX
Salary	\$XXXX.XX

EXPD-4: Full-time Equivalency Counts and Salary Amounts for School Staff Funded with State and Local Funds

Schools and justice facilities, grades K-12, UG

Instructions

- Report data for K-12 as it pertains to the grades offered at this school.
- Include personnel for grades K-12, and comparable ungraded levels.
- The number of personnel should be reported in full-time equivalency of assignment.
- Value should be entered as a decimal number to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).
- Review the [Inclusions and Exclusions](#) table for help determining which revenue sources should be included or excluded.

For the 12-month 2017-18 fiscal school year, enter the number of [full-time equivalent \(FTE\)](#) personnel (including [instructional aides](#), [support services staff](#), and [school administration staff](#)) for grades K-12 (or the [ungraded](#) equivalent) funded with state and local funds and the amount of salary expenditures.

	FTE	Amount
Instructional Aides	XX.XX	\$XXXX.XX
Support Services Staff (for Pupils and for Instructional Staff)	XX.XX	\$XXXX.XX

Items noted with an asterisk "" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.*

	FTE	Amount
School Administration Staff	xx.xx	\$xxxx.xx

EXPD-5: Full-time Equivalency Counts and Salary Amounts for School Staff Funded with Federal, State, and Local Funds

All schools and justice facilities, preschool-grade 12, UG

Instructions

- Report data for preschool-grade 12 as it pertains to the grades offered at this school.
- Include personnel for preschool-grade 12, and comparable ungraded levels.
- The number of personnel should be reported in full-time equivalency of assignment.
- Value should be entered as a decimal number to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).
- Review the [Inclusions and Exclusions](#) table for help determining which revenue sources should be included or excluded.

For the 12-month 2017-18 fiscal year, enter the number of **full-time equivalent (FTE)** personnel (including **instructional aides**, **support services staff**, and **school administration staff**) for **preschool** and grades **K-12** (or the **ungraded** equivalent) funded with federal, state, and local funds and the amount of salary expenditures.

	FTE	Amount
Instructional Aides	xx.xx	\$xxxx.xx
Support Services Staff (for Pupils and for Instructional Staff)	xx.xx	\$xxxx.xx
School Administration Staff	xx.xx	\$xxxx.xx

EXPD-6: Amount of School-level Non-Personnel Expenditures Associated with Activities Funded with State and Local Funds

Schools and justice facilities, grades K-12

Instructions

- Report data for K-12 as it pertains to the grades offered at this school.
- Value should be entered as a decimal number to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).
- Review the [Inclusions and Exclusions](#) table for help determining which revenue sources should be included or excluded.

For the 12-month 2017-18 fiscal school year, enter the amount of **non-personnel expenditures** associated with regular K-12 instruction, pupil support, instructional support, and school administration, funded with state and local funds.

	Amount
Non-personnel expenditures	\$xxxx.xx

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.

EXPD-7: Amount of School-level Non-Personnel Expenditures Associated with Activities Funded with Federal, State, and Local Funds

All schools and justice facilities, preschool–grade 12

Instructions

- Report data for preschool-grade 12 as it pertains to the grades offered at this school.
- Value should be entered as a decimal number to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).
- Review the [Inclusions and Exclusions](#) table for help determining which revenue sources should be included or excluded.

For the 12-month 2017-18 fiscal school year, enter the amount of non-personnel expenditures associated with preschool and K-12 instruction, pupil support, instructional support, and school administration, funded with federal, state, and local funds.

	Amount
Non-personnel expenditures	\$xxxx.xx

EXPD-8: Salary Amount for Total Personnel Funded with Federal, State, and Local Funds

All schools and justice facilities, preschool-grade 12, UG

Instructions

- Report data for preschool-grade 12 as it pertains to the grades offered at this school.
- Include salary expenditures for personnel associated with preschool-grade 12, and comparable ungraded levels.
- Total personnel refers to instructional staff (including teachers and aides), support services staff, and school administration staff.
- Value should be entered as a decimal number to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).
- Review the [Inclusions and Exclusions](#) table for help determining which revenue sources should be included or excluded.

For the 12-month 2017-18 fiscal school year, enter the amount of salary expenditures for total personnel in preschool-grade 12 (or the ungraded equivalent) funded with federal, state, and local funds.

	Amount
Salary expenditures for total personnel (instructional staff, support services staff, and school administration staff)	\$xxxx.xx

Items noted with an asterisk "" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.*

JUST: Justice Facilities

Module Instructions

DATES

Report a cumulative count based on the entire 2017-18 regular school year, not including intersession or summer.

NOT APPLICABLE (NA) and ZERO (0) FILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any females who are EL, other tables that ask for counts of females who are EL will be automatically filled with a zero.

KEY DEFINITIONS

A justice facility is a public or private facility that confines pre-adjudicated/pre-convicted individuals, post-adjudicated/post-convicted individuals, or both. Justice facilities include short-term (90 calendar days or less) and long-term (more than 90 calendar days) facilities, such as correctional facilities, detention centers, jails, and prisons. These facilities may confine juveniles (individuals typically under 18 years of age), adults (individuals typically 18 years of age and older), or both. Some states and jurisdictions include individuals younger than age 18 as adults due to statute/legislation and/or justice procedures. For the purposes of the CRDC, only individuals up to 21 years of age who are confined in justice facilities are of interest.

A justice facility educational program is a program for children and youth (not beyond grade 12) served at a justice facility that consists of credit-granting courses and classroom instruction in at minimum, basic school subjects, such as reading, English language arts, and mathematics. Classroom instruction in vocationally-oriented subjects may also be considered part of the program. Neither the manufacture of goods within the facility nor activities related to facility maintenance are considered classroom instruction. Credit-granting refers to any course that results in a letter grade or a pass/fail designation and is required of a student to move to the next grade level or complete a program of study and receive a high school diploma.

A regular educational program usually begins in the late summer or early fall and ends in late spring or early summer. On average, a regular educational program operates for 180 days. A year-round educational program usually operates for a 12-month period.

JUST-1: Justice Facility Type

For justice facilities only

- A pre-adjudication facility confines pre-adjudicated juveniles. A pre-adjudicated juvenile is an individual (typically under 18 years of age) who has been charged, but who has not participated in the court process that determines whether he/she has committed the crime. Adjudication is the court process that determines (judges) if the juvenile committed the act for which he/she is charged.
- A post-adjudication facility confines post-adjudicated juveniles. A post-adjudicated juvenile is an individual (typically under 18 years of age) who has been charged and determined to have committed the crime. Adjudication is the court process that determines (judges) if the juvenile committed the act for which he/she is charged.
- A pre-conviction facility confines pre-convicted adults. A pre-convicted adult is an individual (typically 18 years of age or older) who has been charged, but who has not participated in the court process that determines (judges) if he/she committed the act for which he/she is charged.
- A post-conviction facility confines post-convicted adults. A post-convicted adult is an individual (typically 18 years of age or older) who has been charged and determined to have committed the crime.

For the regular 2017-18 school year, not including intersession or summer, indicate if your justice facility was best described as pre-adjudication (pre-conviction), post-adjudication (post-conviction), or both.

Items noted with an asterisk "" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.*

	Permitted Values: Pre, Post, or Both
Please select "Pre" or "Post" or "Both."	

JUST-2: Days in Regular School Year at Justice Facility

For justice facilities only

Instructions

- Enter the number of days that make up the justice facility's regular school year. In other words, enter the number of days per year that the regular [justice facility educational program](#) operated.
- Value should be entered as a whole number.

For the regular 2017-18 school year, not including intersession or summer, enter the number of days that the [regular educational program](#) operated at this [justice facility](#).

	Number
Number of days the regular educational program operated in the 2017-18 regular school year	

JUST-3: Justice Facility Educational Program Hours per Week

For justice facilities only

Instructions

- Enter the number of hours per week that the [justice facility educational program](#) was offered to students during the regular school year at the justice facility.
- Value should be entered as a whole number.

For the regular 2017-18 school year, not including intersession or summer, enter the number of hours per week that the [regular educational program](#) was offered to students at this [justice facility](#).

	Number
Hours per week that the educational program was offered during the 2017-18 regular school year	

JUST-4: Justice Facility Educational Program Participants

For justice facilities only

- Length of time refers to the cumulative number of calendar days that the student participated in the educational program. For example, a student in the facility who participated in the educational program for 10 days, left the facility, and then re-entered the facility and participated in the educational program for an additional 10 days during the same regular school year would be counted as a student with 20 cumulative days.

Instructions

- Enter the number of students who participated in the [justice facility educational program](#) during the regular school year at the justice facility for the length of time specified.
- A student may NOT be counted in more than one row.

Items noted with an asterisk "*" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.

For the regular 2017-18 school year, not including intersession or summer, enter the number of elementary, middle, and high school age students who participated in the [regular educational program](#) for the length of time specified.

	Number of Students
Less than 15 days	
15 days to 30 days	
31 days to 90 days	
91 days to 180 days	
More than 180 days	

Items noted with an asterisk "" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.*

INET: Internet Access and Devices

Module Instructions

DATES

Report data based on October 1 (or the closest school day to October 1).

NOT APPLICABLE (NA) and ZERO (0) FILLS IN TABLES

The online tool remembers information that has been entered in other tables and modules and uses that information to fill related tables with either a Not Applicable (NA) code or zero (0) where appropriate. For example, if it is reported that a school does not have any females who are EL, other tables that ask for counts of females who are EL will be automatically filled with a zero.

KEY DEFINITIONS

Internet refers to an electronic communications network that connects computer networks and organizational computer facilities around the world.

Fiber-optic connection involves a fiber-optic cable that is a high-speed data transmission medium that is used to connect to the Internet.

Wi-Fi refers to a wireless local area network technology that uses radio waves to connect computers and other devices to each other and to the Internet.

Devices refer to items that can be used to access the Internet, such as desktop, laptop, or notebook computers, tablets, smartphones, or other portable devices.

Student learning refers to student use for homework or projects outside of the classroom.

INET-1: Internet Access and Devices NEW! OPTIONAL FOR 2017-18

All schools and justice facilities, preschool-grade 12, UG

Instructions

- "Students" refers to those in [preschool](#) and grades K-12 (or the [ungraded](#) equivalent).

For the [Fall 2017 snapshot date](#), please select "Yes" or "No" for each item.

	Permitted Values: Yes or No
Is this school connected to the Internet through a fiber-optic connection ?	
Does this school have Wi-Fi access in every classroom?	
Does this school allow students to take home school-issued devices that can be used to access the Internet for student learning ?	
Does this school allow students to bring to school student-owned devices that can be used to access the Internet for classroom or student learning ?	

INET-2: Wi-Fi Enabled Devices NEW! OPTIONAL FOR 2017-18

All schools and justice facilities, preschool-grade 12, UG

- Wi-Fi enabled devices refer to devices that can connect to the Internet when there is a wireless local area network connection available.

Items noted with an asterisk "" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.*

For the [Fall 2017 snapshot date](#), enter the number of Wi-Fi enabled devices provided by the school to students in [preschool](#) and grades K-12 (or the [ungraded](#) equivalent) for classroom or [student learning](#) use.

	Number of Devices
Wi-Fi enabled devices provided by the school to students	

Items noted with an asterisk "" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent items.*