Office for Civil Rights

2020–21 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 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. The *Department of Education Organization Act* (20 U.S.C. 3413(c)(1) authorizes OCR to collect data that are necessary to ensure compliance with civil rights laws within its jurisdiction. In order to do this, 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. 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, conducted based on the statutory and regulatory authority cited above.

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 https://www.reginfo.gov/public/do/PRAViewICR?ref_nbr=201909-1870-001. Public reporting burden for this collection of information is estimated to average 13.9 hours per school survey response and 2.9 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.

2020–21 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 2020–21 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 should use the same Fall snapshot date to report data in this module.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeroes represent an actual count or number for fields that are applicable to a given school or LEA. Do not report a "0" for data not collected. The submission of a blank (i.e., null) value should be used when the amount asked for in the question is unknown, if the data are not collected, or if the data do not apply to 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 English learners (EL), then 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. Alternative education schools may be sited in locations other than a traditional school building such as hospitals, mental health centers, jails, or juvenile detention centers.

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 educational 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 and/or virtually 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.

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

For the Fall 2020 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.

	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	

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 2020 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)	

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

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 2020 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

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 2020 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 2020 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 2020–21 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), unless otherwise noted. LEAs 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.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeroes represent an actual count or number for fields that are applicable to a given school or LEA. Do not report a "0" for data not collected. The submission of a blank (i.e., null) value should be used when the amount asked for in the question is unknown, if the data are not collected, or if the data do not apply to 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, then 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

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

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.

PSCH-1. 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 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 2020 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 from the 2020–21 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), unless otherwise noted. LEAs 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.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeroes represent an actual count or number for fields that are applicable to a given school or LEA. Do not report a "0" for data not collected. The submission of a blank (i.e., null) value should be used when the amount asked for in the question is unknown, if the data are not collected, or if the data do not apply to 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, then 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 physically and/or virtually 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

<u>English learner students (EL)</u>: 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.

<u>EL programs</u> 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 physically and/or virtually 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 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 and/or virtually attend for more than 50% of the school day.
- 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).

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

For the Fall 2020 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:											

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

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 2020 snapshot date, enter the number of students in preschool and grades K-12 (or the ungraded equivalent) who were English learners (EL).

	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 *REVISED!*

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 2020 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**	
Males enrolled in EL programs:									
Females enrolled in EL programs:									
Total number of students enrolled in EL programs:									

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

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

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.
- 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 2020 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:									
Females with disabilities served under IDEA:									
Total number of students with disabilities served under IDEA:									

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

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).

For the Fall 2020 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)

Module Instructions

DATES

Report data from the 2020-21 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), unless otherwise noted. LEAs 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.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeroes represent an actual count or number for fields that are applicable to a given school or LEA. Do not report a "0" for data not collected. The submission of a blank (i.e., null) value should be used when the amount asked for in the question is unknown, if the data are not collected, or if the data do not apply to 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, then 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.

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.

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

PENR-1. Gifted and Talented Programs Indicator*

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

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 2020 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 2020 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:										

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

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 2020 snapshot date, did this school have any students enrolled in a dual enrollment or dual credit program?

	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 2020 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:										

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 2020-21 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 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 2020-21 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.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeroes represent an actual count or number for fields that are applicable to a given school or LEA. Do not report a "0" for data not collected. The submission of a blank (i.e., null) value should be used when the amount asked for in the question is unknown, if the data are not collected, or if the data do not apply to 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, then 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.

- 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.
- Analytic geometry courses include the study of the nature and intersection of lines and planes in space.
- 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.

- Probability and statistics courses introduce the study of likely events and the analysis, interpretation, and presentation of quantitative data.
- Precalculus courses combine the study of trigonometry, elementary functions, analytic geometry, and math 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.

--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 2020 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

- 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 2020 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 2020 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 2020 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."	

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

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.
- 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:										

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

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 2020-21 school year, not including intersession or summer.

	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 2020-21 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:										

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

COUR-5a. Grade 8 Geometry Enrollment Indicator*

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

For the Fall 2020 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).
- 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 2020 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.

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 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.
- 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:										

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

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 2020-21 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

- 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 2020-21 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:										

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 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 2020 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 2020 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 Algebra II 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 2020 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 advanced 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 2020 snapshot date, enter the number of students in grades 9-12 (or the ungraded equivalent) who were enrolled in advanced mathematics.

	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 Calculus 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 2020 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:										

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 Calculus:										
Total number of students enrolled in Calculus:										

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 Geometry 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 2020 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:										

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

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.
- 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 2020 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 Biology 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 2020 snapshot date, enter the number of students in grades 9-12 (or the ungraded equivalent) who were enrolled in Biology.

	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 Chemistry 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 2020 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:										

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 Physics 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 2020 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, 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.

For the Fall 2020 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.

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 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.

This table is about CLASSES. For the Fall 2020 snapshot date, enter the number of single-sex academic classes in each course or subject area which had one or more students in grades K-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 2020 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* *Optional for 2017–18, Required for 2020–21*

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

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 2020 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 *OPTIONAL FOR 2017–18, REQUIRED FOR 2020–21*

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 2020 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.

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

COUR-17: Student Enrollment in Computer Science Courses *OPTIONAL FOR 2017–18, REQUIRED FOR 2020–21*

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 2020 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 2020-21 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 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.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeroes represent an actual count or number for fields that are applicable to a given school or LEA. Do not report a "0" for data not collected. The submission of a blank (i.e., null) value should be used when the amount asked for in the question is unknown, if the data are not collected, or if the data do not apply to 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, then 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 https://apstudents.collegeboard.org/course-index-page.

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.

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.

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

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

For the Fall 2020 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 *(SECTION 504 STUDENT ENROLLMENT NEW AND OPTIONAL FOR 2020–21!)*

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).
- *Count of students with disabilities (Section 504 only) is new and optional for the 2020–21 CRDC. The count should be based on October 1 (or the closest school day to October 1).*

For the Fall 2020 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)	Students with Disabilities (Section 504 only)
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 2020 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."	

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

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://apstudents.collegeboard.org/course-index-page.
- 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 2020 snapshot date, enter the number of different 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 2020 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* *(SECTION 504 STUDENT ENROLLMENT NEW AND OPTIONAL FOR 2020–21!)*

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.

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 (Section 504 only)" (i.e., last column on the right below) is new and optional for the 2020–21 CRDC. 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 2020 snapshot date, enter the number of students in grades 9-12 (or the ungraded equivalent) who were enrolled in one or more AP courses.

	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 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 2020 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 2020 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:										
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 2020 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.

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

For the Fall 2020 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.

	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) Computer Science Enrollment Indicator* *OPTIONAL FOR 2017–18, REQUIRED FOR 2020–21*

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 2020 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-12: Student Enrollment in Advanced Placement (AP) Computer Science *OPTIONAL FOR 2017–18, REQUIRED FOR 2020–21*

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 2020 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.

	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

DATES

Report cumulative counts of students from the start of the 2020–21 school year, including summer, up to one day prior to the start of the following school year.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeroes represent an actual count or number for fields that are applicable to a given school or LEA. Do not report a "0" for data not collected. The submission of a blank (i.e., null) value should be used when the amount asked for in the question is unknown, if the data are not collected, or if the data do not apply to 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, then other tables that ask for counts of females who are EL will be automatically filled with a zero.

KEY DEFINITIONS

The SAT Reasoning Test (SAT) is a nationally recognized assessment used to indicate college readiness. The SAT (formerly the Scholastic Aptitude Test) is sponsored by the College Board.

The ACT Test (ACT) is a nationally recognized assessment used to indicate college readiness. The ACT is sponsored by ACT, Inc.

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 2020–21 school year, including summer, up to one day prior to the 2021–22 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.*

STAF: School & School Support Staff

Module Instructions

DATES

Count should be cumulative based on the entire regular school year.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeroes represent an actual count or number for fields that are applicable to a given school or LEA. Do not report a "0" for data not collected. The submission of a blank (i.e., null) value should be used when the amount asked for in the question is unknown, if the data are not collected, or if the data do not apply to 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, then other tables that ask for counts of females who are EL will be automatically filled with a zero.

SPECIAL INSTRUCTIONS

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 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.

For the regular 2020-21 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.

	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: 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 2020-21 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-3: 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 2020-21 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

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

Count should be cumulative based on the entire 2020–21 regular school year, not including intersession or summer.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeroes represent an actual count or number for fields that are applicable to a given school or LEA. Do not report a "0" for data not collected. The submission of a blank (i.e., null) value should be used when the amount asked for in the question is unknown, if the data are not collected, or if the data do not apply to 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, then 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.
- 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 2020-21 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

RETN: Retention

Module Instructions

DATES

Unless otherwise noted, report a cumulative count for the period beginning at the start of the 2020–21 school year and ending one day prior to the start of the following school year.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeroes represent an actual count or number for fields that are applicable to a given school or LEA. Do not report a "0" for data not collected. The submission of a blank (i.e., null) value should be used when the amount asked for in the question is unknown, if the data are not collected, or if the data do not apply to 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, then other tables that ask for counts of females who are EL will be automatically filled with a zero.

KEY DEFINITIONS

A student is retained 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.

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 2021–22 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 2020–21 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	

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 5	
Grade 6	
Grade 7	
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 2020–21 school year and through the summer, up to one day before the start of the 2021–22 school year.

Enter the number of students in Kindergarten who were retained at the end of the 2020–21 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 2020–21 school year and through the summer, up to one day before the start of the 2021–22 school year.

Enter the number of students in grade 1 who were retained at the end of the 2020–21 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 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 2020–21 school year and through the summer, up to one day before the start of the 2021–22 school year.

Enter the number of students in grade 2 who were retained at the end of the 2020–21 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 2020–21 school year and through the summer, up to one day before the start of the 2021–22 school year.

Enter the number of students in grade 3 who were retained at the end of the 2020–21 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 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 2020–21 school year and through the summer, up to one day before the start of the 2021–22 school year.

Enter the number of students in grade 4 who were retained at the end of the 2020–21 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:											

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

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 2020–21 school year and through the summer, up to one day before the start of the 2021–22 school year.

Enter the number of students in grade 5 who were retained at the end of the 2020–21 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 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 2020–21 school year and through the summer, up to one day before the start of the 2021–22 school year.

Enter the number of students in grade 6 who were retained at the end of the 2020–21 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:											

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

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 2020–21 school year and through the summer, up to one day before the start of the 2021–22 school year.

Enter the number of students in grade 7 who were retained at the end of the 2020–21 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 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 2020–21 school year and through the summer, up to one day before the start of the 2021–22 school year.

Enter the number of students in grade 8 who were retained at the end of the 2020–21 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:											

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

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 2020–21 school year and through the summer, up to one day before the start of the 2021–22 school year.

Enter the number of students in grade 9 who were retained at the end of the 2020–21 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 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 2020–21 school year and through the summer, up to one day before the start of the 2021–22 school year.

Enter the number of students in grade 10 who were retained at the end of the 2020–21 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:											

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 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 2020–21 school year and through the summer, up to one day before the start of the 2021–22 school year.

Enter the number of students in grade 11 who were retained at the end of the 2020–21 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 11:											
Females retained in grade 11:											
Total number of students retained in grade 11:											

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

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 2020–21 school year and through the summer, up to one day before the start of the 2021–22 school year.

Enter the number of students in grade 12 who were retained at the end of the 2020–21 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:											

ATHL: Single-Sex Interscholastic Athletics

Module Instructions

DATES

Unless otherwise noted, report a cumulative count for the period beginning at the start of the 2020–21 school year and ending one day prior to the start of the following school year.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeroes represent an actual count or number for fields that are applicable to a given school or LEA. Do not report a "0" for data not collected. The submission of a blank (i.e., null) value should be used when the amount asked for in the question is unknown, if the data are not collected, or if the data do not apply to 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, no other tables that ask for counts of females who are EL will be automatically filled with a zero.

SPECIAL INSTRUCTIONS

Count only high school-level interscholastic athletics sports, teams, and participants on teams in which only male or only female students participate.

KEY DEFINITIONS

Single-sex interscholastic athletics refers to team-based organized sports activities that offer competition between schools, and in which only male or only female students participate.

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 2020–21 school year, up to one day before the start of the 2021–22 school year.
- Male or female refers to an individual's biological sex.

From the start of the 2020–21 school year, including summer, up to one day prior to the 2021–22 school year, 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."	

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

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

- 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.

From the start of the 2020–21 school year, including summer, up to one day prior to the 2021–22 school year, 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 2020–21 regular school year, not including intersession or summer.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeroes represent an actual count or number for fields that are applicable to a given school or LEA. Do not report a "0" for data not collected. The submission of a blank (i.e., null) value should be used when the amount asked for in the question is unknown, if the data are not collected, or if the data do not apply to 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, then 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.

~~Instance refers to a disciplinary occurrence. For example, for a student who receives a one-day out-of-school suspension in the fall, and a three-day out-of-school suspension in the spring, the out-of-school suspensions would be considered two instances.~~

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.

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.

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

DISC-1a: Preschool Suspensions and Expulsions - One or More Out-of-School Suspension(s)

NEW! REQUIRED FOR 2020–21

Only for schools reporting greater than zero preschool enrollment

Instructions

- A preschool child may be counted in both the "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 2020–21 school year, not including intersession or summer, enter the number of preschool children who received one or more preschool out-of-school suspension(s).

	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 one or more out-of-school suspension(s):										
Female preschool children who received one or more out-of-school suspension(s):										
Total number of preschool children who received one or more out-of-school suspension(s):										

DISC-1b: Preschool Suspensions and Expulsions - Expulsions

Only for schools reporting greater than zero preschool enrollment

Instructions

- A preschool child may be counted in both the "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 2020–21 school year, not including intersession or summer, enter the number of preschool children who received an expulsion.

	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:										

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

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.
- For a preschool child who receives multiple out-of-school suspensions, each out-of-school suspension occurrence should be counted as an instance of out-of-school suspension.
- An instance refers to a disciplinary occurrence. For example, for a child who receives a one-day out-of-school suspension in the fall, and a three-day out-of-school suspension in the spring, the out-of-school suspensions would be considered two instances.

For the regular 2020–21 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 2020–21 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.”	

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

DISC-4: Preschool Corporal Punishment

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

For the regular 2020–21 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.
- An instance refers to a disciplinary occurrence.
- For a preschool child who receives multiple corporal punishment sessions, each corporal punishment session should be counted as an instance of corporal punishment. For example, for a child who receives corporal punishment one time in the fall, and corporal punishment one time in the spring, the corporal punishment would be considered two instances.

For the regular 2020–21 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		

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

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.
- An instance refers to a disciplinary occurrence.
- For a student who receives multiple corporal punishment sessions, each corporal punishment session should be counted as an instance of corporal punishment. For example, for a student who receives corporal punishment one time in the fall, and corporal punishment one time in the spring, the corporal punishment would be considered two instances.

For the regular 2020–21 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 2020–21 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:									

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 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 2020–21 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.

	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 2020–21 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

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 2020–21 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:									

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

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 2020–21 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:									
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 2020–21 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:									

	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
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.
- 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 2020–21 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:									

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

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 2020–21 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:									

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 2020–21 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:										

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

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 2020–21 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:										
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 2020–21 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.

For the regular 2020–21 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.
- "EL Students with Disabilities" refers to EL students with disabilities served under IDEA only, Section 504 only, or both.

For the regular 2020–21 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

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 2020–21 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 2020–21 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.

	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:										

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

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 2020–21 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.
- An instance refers to a disciplinary occurrence.
- For a student who receives multiple out-of-school suspensions, each out-of-school suspension occurrence should be counted as an instance of out-of-school suspension. For example, for a student who receives a one-day out-of-school suspension in the fall, and a three-day out-of-school suspension in the spring, the out-of-school suspensions would be considered two instances.

For the regular 2020–21 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)			

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

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 2020–21 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

DATES

Report a cumulative count based on the entire 2020–21 regular school year, not including intersession or summer.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeroes represent an actual count or number for fields that are applicable to a given school or LEA. Do not report a "0" for data not collected. The submission of a blank (i.e., null) value should be used when the amount asked for in the question is unknown, if the data are not collected, or if the data do not apply to 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, then other tables that ask for counts of females who are EL will be automatically filled with a zero.

KEY DEFINITIONS

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.

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 2020–21 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:									

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 were referred to a law enforcement agency or official:									

ARRS-1b: Discipline of Students without 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 2020–21 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 2020–21 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.

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 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:										

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 2020–21 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 2020–21 regular school year, not including intersession or summer.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeroes represent an actual count or number for fields that are applicable to a given school or LEA. Do not report a "0" for data not collected. The submission of a blank (i.e., null) value should be used when the amount asked for in the question is unknown, if the data are not collected, or if the data do not apply to 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, then 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.

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

Allegations can be reported by anyone (e.g., alleged victim; parents of alleged victim). Alleged victims can be students or non-students.

KEY DEFINITIONS

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

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, then 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).

Termination refers to the act of an employer discontinuing a school staff member's employment permanently. Terminations are involuntary and are initiated by the employer, including layoffs with no intent to rehire, and firings or other discharges for cause.

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.

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, or during any school-sponsored event or activity. Incidents also refer to incidents that occurred during any related travel to and from any school activity or event.
- Count all incidents that occurred before, during, or after normal school hours or during times when school activities/events were in session.
- Count incidents regardless of whether any disciplinary action was taken, and regardless of whether students or non-students were involved.
- Documented incidents refer to incidents, which have been recorded in an incident report or database, or have otherwise been reported to the school.
- Incidents that could be classified in multiple categories should be reported only in the most egregious category.
- Drawings, pictures, or gestures are not weapons.

For the regular 2020–21 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
Rape or attempted rape	
Sexual assault (other than rape)	
Robbery with a weapon	
Robbery without a weapon	
Physical attack or fight with a weapon	
Physical attack or fight without a weapon	
Threats of physical attack with a weapon	
Threats of physical attack without a weapon	
Possession of a 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.*

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, or during any school-sponsored event or activity. Incidents also refer to incidents that occurred during any related travel to and from any school activity or event.
- Consider incidents that occurred before, during, or after normal school hours or during times when school activities/events were in session.
- Consider those incidents that occurred at school, regardless of whether a student or non-student used the firearm or explosive device.

For the regular 2020–21 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, or during any school-sponsored event or activity. Homicides also refer to homicides that occurred during any related travel to and from any school activity or event.
- Consider any homicides that occurred before, during, or after normal school hours or during times when school activities/events were in session.
- Consider those homicides that occurred at school, regardless of whether a student or non-student committed the homicide.

For the regular 2020–21 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."	

OFFN-4: Offenses - Number of Incidents Committed by Student *NEW! OPTIONAL FOR 2020–21*

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, or during any school-sponsored event or activity. Incidents also refer to incidents that occurred during any related travel to and from any school activity or event.
- Count all incidents that occurred before, during, or after normal school hours or during times when school activities/events were in session.

- Count all incidents of the specific offense that were committed by one or more students, regardless of whether any disciplinary action was taken.
- Count incidents regardless of whether non-students were involved.
- Documented incidents refer to incidents, which have been recorded in an incident report or database, or have otherwise been reported to the school.

For the regular 2020–21 school year, not including intersession or summer, enter the number of documented incidents of offenses committed by a student that occurred at school.

	Number of Incidents
Rape or attempted rape	
Sexual assault (other than rape)	

OFFN-5: Offenses - Number of Incidents Committed by School Staff *NEW! OPTIONAL FOR 2020–21*

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

Instructions

- School staff member refers to any person employed or volunteering at a school on a temporary or permanent basis. Note that the definition for school "staff" in this module differs from the definition of "employee" in the Harassment and Bullying Module. School staff here includes volunteers because if a volunteer commits a rape or sexual assault, it should be included as an incident.
- Incidents at the school refer to incidents that occurred in school buildings, on school grounds, on school buses, or during any school-sponsored event or activity. Incidents also refer to incidents that occurred during any related travel to and from any school activity or event.
- Count all incidents that occurred before, during, or after normal school hours or during times when school activities/events were in session.
- Count all incidents of the specific offense that were committed by one or more school staff members, regardless of whether any disciplinary action was taken.
- Count incidents regardless of whether students were involved.
- Documented incidents refer to incidents, which have been recorded in an incident report or database, or have otherwise been reported to the school.

For the regular 2020–21 school year, not including intersession or summer, enter the number of documented incidents of offenses committed by a school staff member that occurred at school.

	Number of Incidents
Rape or attempted rape	
Sexual assault (other than rape)	

OFFN-6: Offenses - Allegations Against School Staff (Resignation or Retirement) *NEW! OPTIONAL FOR 2020–21*

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

- Resignation refers to a school staff member formally giving up his or her job, and no longer being employed by the employer.
- Retirement refers to a school staff member leaving his or her career permanently.

Instructions

- School staff member refers to any person employed or volunteering at a school on a temporary or permanent basis. Note that the definition for school "staff" in this module differs from the definition of "employee" in the Harassment and Bullying Module. School staff here includes volunteers because if a volunteer commits a rape or sexual assault, it should be included as an incident.
- Offenses at the school refer to offenses that occurred in school buildings, on school grounds, on school buses, or during any school-sponsored event or activity. Offenses also refer to offenses that occurred during any related travel to and from any school activity or event.
- Count all allegations of offenses that occurred before, during, or after normal school hours or during times when school activities/events were in session.
- Count allegations regardless of whether students were involved. Allegations against school staff can be reported by anyone, and alleged victims can be students or non-students.
- Count allegations that were followed by the school staff member's resignation or retirement, before any final disciplinary action was taken, or before the school staff member was terminated.

For the regular 2020–21 school year, not including intersession or summer, enter the number of allegations against a school staff member of offenses that occurred at school, which were followed by a resignation or retirement prior to final discipline or termination.

	Number of Allegations
Rape or attempted rape	
Sexual assault (other than rape)	

OFFN-7: Offenses - Allegations Against School Staff (Determined Responsible) *NEW! OPTIONAL FOR 2020–21*

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

- Determination that a school staff member was responsible refers to a decision made by the LEA that the school staff member was responsible for the offense.

Instructions

- School staff member refers to any person employed or volunteering at a school on a temporary or permanent basis. Note that the definition for school "staff" in this module differs from the definition of "employee" in the Harassment and Bullying Module. School staff here includes volunteers because if a volunteer commits a rape or sexual assault, it should be included as an incident.
- Offenses at the school refer to offenses that occurred in school buildings, on school grounds, on school buses, or during any school-sponsored event or activity. Offenses also refer to offenses that occurred during any related travel to and from any school activity or event.
- Count all allegations of offenses that occurred before, during, or after normal school hours or during times when school activities/events were in session.
- Count allegations regardless of whether students were involved. Allegations against school staff can be reported by anyone, and alleged victims can be students or non-students.
- Count allegations that were followed by a determination that the school staff member was responsible for the offense.

For the regular 2020–21 school year, not including intersession or summer, enter the number of allegations against a school staff member of offenses that occurred at school, which were followed by a determination that the school staff member was responsible for the offense.

	Number of Allegations
Rape or attempted rape	
Sexual assault (other than rape)	

OFFN-8: Offenses - Allegations Against School Staff (Determined Not Responsible) *NEW! OPTIONAL FOR 2020–21*

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

- Determination that a school staff member was not responsible refers to a decision made by the LEA that the school staff member was not responsible for the offense.

Instructions

- School staff member refers to any person employed or volunteering at a school on a temporary or permanent basis. Note that the definition for school "staff" in this module differs from the definition of "employee" in the Harassment and Bullying Module. School staff here includes volunteers because if a volunteer commits a rape or sexual assault, it should be included as an incident.
- Offenses at the school refer to offenses that occurred in school buildings, on school grounds, on school buses, or during any school-sponsored event or activity. Offenses also refer to offenses that occurred during any related travel to and from any school activity or event.
- Count all allegations of offenses that occurred before, during, or after normal school hours or during times when school activities/events were in session.
- Count allegations regardless of whether students were involved. Allegations against school staff can be reported by anyone, and alleged victims can be students or non-students.
- Count allegations that were followed by a determination that the school staff member was not responsible for the offense.

For the regular 2020–21 school year, not including intersession or summer, enter the number of allegations against a school staff member of offenses that occurred at school, which were followed by a determination that the school staff member was not responsible for the offense.

	Number of Allegations
Rape or attempted rape	
Sexual assault (other than rape)	

OFFN-9: Offenses - Allegations Against School Staff (Determination Pending) *NEW! OPTIONAL FOR 2020–21*

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

- "Determination that remained pending" refers to an allegation previously made, which remains pending a final decision by the LEA as of the end of the regular school year on whether the school staff member was responsible for the offense.

Instructions

- School staff member refers to any person employed or volunteering at a school on a temporary or permanent basis. Note that the definition for school "staff" in this module differs from the definition of "employee" in the Harassment and Bullying Module. School staff here includes volunteers because if a volunteer commits a rape or sexual assault, it should be included as an incident.
- Offenses at the school refer to offenses that occurred in school buildings, on school grounds, on school buses, or during any school-sponsored event or activity. Offenses also refer to offenses that occurred during any related travel to and from any school activity or event.
- Count all allegations of offenses that occurred before, during, or after normal school hours or during times when school activities/events were in session.
- Count allegations regardless of whether students were involved. Allegations against school staff can be reported by anyone, and alleged victims can be students or non-students.
- Count allegations that had a determination that remained pending during the regular school year.

For the regular 2020–21 school year, not including intersession or summer, enter the number of allegations against a school staff member of offenses that occurred at school, which had a determination that remained pending.

	Number of Allegations
Rape or attempted rape	
Sexual assault (other than rape)	

OFFN-10: Offenses - Allegations Against School Staff (Duty Reassignment) *NEW! OPTIONAL FOR 2020–21*

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

- Duty reassignment refers to the changing of placement of a school staff member, from one position to another without promotion or demotion.

Instructions

- School staff member refers to any person employed or volunteering at a school on a temporary or permanent basis. Note that the definition for school "staff" in this module differs from the definition of "employee" in the Harassment and Bullying Module. School staff here includes volunteers because if a volunteer commits a rape or sexual assault, it should be included as an incident.
- Offenses at the school refer to offenses that occurred in school buildings, on school grounds, on school buses, or during any school-sponsored event or activity. Offenses also refer to offenses that occurred during any related travel to and from any school activity or event.
- Count all allegations of offenses that occurred before, during, or after normal school hours or during times when school activities/events were in session.

- Count allegations regardless of whether students were involved. Allegations against school staff can be reported by anyone, and alleged victims can be students or non-students.
- Count allegations that were followed by the school staff member's duty reassignment, before any final disciplinary action was taken, or before the school staff member was terminated.

For the regular 2020–21 school year, not including intersession or summer, enter the number of allegations against a school staff member of offenses that occurred at school, which were followed by a duty reassignment prior to final discipline or termination.

	Number of Allegations
Rape or attempted rape	
Sexual assault (other than rape)	

HIBS: Harassment or Bullying

Module Instructions

DATES

Report a cumulative count based on the entire 2020–21 regular school year, not including intersession or summer.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeroes represent an actual count or number for fields that are applicable to a given school or LEA. Do not report a "0" for data not collected. The submission of a blank (i.e., null) value should be used when the amount asked for in the question is unknown, if the data are not collected, or if the data do not apply to 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, then 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.

Note that the definition below for school "employees" in this module differs from the definition of "staff" in the Offenses Module. School employees here does not include volunteers or contractors because allegations or reports of harassment or bullying made to made to volunteers or contractors are not considered as being made to a responsible employee for purposes of giving the school actual knowledge of the allegation.

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 and harassment or bullying based on sex stereotyping. Sexual harassment 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. Harassment or bullying based on sex stereotyping includes acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex stereotyping, but not involving conduct of a sexual nature. 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.

School employees do not include volunteers or contractors and their employees.

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

Schools and justice facilities, grades K-12, UG

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 2020–21 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 any school employees. 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 2020–21 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 any school employees . Report allegations on the basis of sexual orientation and religion.

	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-1c: Allegations of Harassment or Bullying – By Religion Type *NEW! OPTIONAL FOR 2020–21*

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 . 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.
    - Agnostic refers to a person who believes that the existence or nature of an ultimate reality, such as a deity, is unknown, and probably unknowable.
    - Atheist refers to a person who does not believe in the existence of a deity.
    - Buddhist refers to a person who follows the religion of eastern or central Asia that grew out of the teaching of Siddhartha Gautama, the Buddha, or Enlightened One. People of this faith believe that suffering is inherent in life and that one can be liberated from it by mental and moral self-purification by following the Four Noble Truths and the Eightfold Path in order to reach *nirvana*.
    - Catholic refers to a person who follows the monotheistic religion of Catholic Christianity, especially that of the Roman Catholic Church. Followers of this faith believe the teachings of the Bible, and place emphasis on church traditions, including the historical continuity of the church, the Pope as the head of the church, and the requirement of celibacy of those in the priesthood.
    - Eastern Orthodox (Russian, Greek, Other) refers to a person who follows the monotheistic religion of the Eastern Christian Church. This faith follows the teachings of the Bible and church traditions, accords primacy of honor to the Patriarch of Constantinople as head of the church, and adheres to the decisions of the First Seven Ecumenical Councils and the Byzantine Rite.
    - Hindu refers to a person who observes the traditions and practices of the dominant religion of India, which include acceptance of the sanctity of the Vedas (sacred texts); the understanding of one Divine Reality manifested in multiple forms; acceptance of the laws of karma (principle of cause and effect), dharma (righteous modes of conduct), belief in reincarnation, and the ultimate spiritual goal of enlightenment (moksha).
    - Islamic (Muslim) refers to a person who follows the monotheistic religion of Muslims, which includes belief in Allah as the sole deity and in Muhamad as his prophet. Practitioners of the Islamic faith follow the teachings of the Koran and practice the Five Pillars of Islam: praying, fasting during Ramadan, almsgiving, pilgrimage, and declaration of faith.

- Jehovah's Witness refers to a person who follows the religion founded by Charles Taze Russell. Members witness by distributing literature and by personal evangelism of beliefs in the theocratic rule of God, the sinfulness of organized religions and governments, and an imminent millennium. The activities of Jehovah's Witnesses are governed by the Watchtower Society which makes all major decisions, interprets the Bible, and counsels Witnesses using Watchtower materials. Members of the faith are often seen giving generously of their time in proclaiming their faith and teaching in private homes.
- Jewish (Judaism) refers to a person who identifies himself or herself as a member of the religious and/or ethnic group that descended from the ancient Hebrews and is characterized by belief in one transcendent God who revealed Himself to Abraham, Moses, and the Hebrew prophets. Jewish religious practice is based on the Hebrew Scriptures (the "Torah") and rabbinic laws and customs.
- Mormon (Latter-day Saint) refers to a person who follows the Church of Jesus Christ of Latter-day Saints tracing its modern origin to Joseph Smith and accepting the Book of Mormon as scripture. Latter-day Saints consider the following writings to be scripture: 1) The Holy Bible; 2) The Book of Mormon, Another Testament of Jesus Christ; 3) The Doctrine and Covenants; and 4) The Pearl of Great Price. Mormons are often associated with members of the faith who serve as full-time volunteer missionaries in the U.S. and abroad.
- Multiple Religions, Group refers to a group of persons demonstrating a commitment or devotion to religious faith or observance based upon multiple faiths.
- Other Christian refers to a person who follows other denominations or nondenominational religions based on the life and teachings of Jesus Christ but not described in the other religion categories. Examples of these religions include Metaphysical-Christ Church Unity, Spiritualist, Unity/Unitarianist, Unity Church, Universalist, and Other Metaphysical.
- Other Religions refers to a person who follows other non-Christian religions not described in the other religion categories. Examples of these religions include the Baha'I Faith, Jainism, Shintoism, Taoism, Tenrikyo, Wicca, and Zoroastrainism.
- Protestant refers to a person who follows the monotheistic religion of Christianity that is not part of Catholic or Eastern Orthodox faith. Members of this faith affirm the Reformation principles of justification by faith alone, the priesthood of all believers, and the primacy of the Bible as the only source of revealed truth. Moreover, believers deny the universal authority of the Pope and some churches are governed by federated councils on the local, national, and international levels.
- Sikh refers to a person who follows the monotheistic religion founded by Guru Nanak in the Punjab region of South Asia. Sikhs follow the teachings of 10 gurus; study from the religion's primary sacred text (i.e., the Guru Granth Sahib), and worship in Gurdwaras. Some members of the Sikh faith may be distinguished by the dastaar (Sikh turban) and five religious articles: kesh (unshorn hair, including a beard), kanga (wooden comb), kara (steel bracelet), kachera (short trousers), and kirpan (religious sword).

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.
- In classifying the allegations, use the likely motives of the alleged harasser, and not the actual characteristics of the alleged victim.
- *This item is about allegations of harassment or bullying and not about the religious affiliation of the alleged victim. Do not ask the alleged victim about his or her actual religion, but only collect and enter allegations data based on the likely motives of the alleged harasser. This item is not intended to have a school record an alleged victim's religious affiliation and the school should not ask the alleged victim about his or her religious affiliation.*

For the regular 2020–21 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 any school employees. Report allegations on the basis of religion, by type.

	Number of Allegations
Atheist/Agnostic	
Buddhist	
Catholic	
Eastern Orthodox (Russian, Greek, Other)	
Hindu	
Islamic (Muslim)	
Jehovah's Witness	
Jewish (Judaism)	
Mormon (Latter-day-Saint)	
Multiple Religions, Group	
Other Christian	
Other Religions	
Protestant	
Sikh	

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 2020–21 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 any school employees.

	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:											

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 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 2020–21 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 any school employees.

	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:											

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

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 2020–21 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 any school employees.

	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

- 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 2020–21 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 2020–21 school year.

	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:											

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

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 2020–21 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:											
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 2020–21 regular school year, not including intersession or summer.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeroes represent an actual count or number for fields that are applicable to a given school or LEA. Do not report a "0" for data not collected. The submission of a blank (i.e., null) value should be used when the amount asked for in the question is unknown, if the data are not collected, or if the data do not apply to 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, then 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 sworn law enforcement personnel for a legitimate law enforcement purpose during an arrest of a student and the student is removed from school grounds or is given a citation for a court appearance. However, if a student is handcuffed by sworn law enforcement personnel for a legitimate law enforcement purpose and no arrest is made and is returned to the supervision of school staff (not removed from school grounds), then the incident should be recorded as a mechanical restraint. Students may be counted in more than one restraint or seclusion category.

Handcuffs include lockable metal, plastic, or nylon devices (i.e. flex cuffs), used to secure a student by linking arms or legs, or to secure a student to another object. It does not matter whether the student knows or understands that the handcuffs are locked or fully engaged.

For physical restraint where escorting involves methods utilized to maintain control of a student, it should be reported as a physical restraint. If the touching or holding continues after arriving at the safe location, then the physical escort becomes a physical restraint. Seclusion is a behavior management technique that is a part of an approved program that involves placing a student in separate location within a classroom with others or with an instructor where that student continues to receive instruction should not be counted as seclusion. It is still seclusion if the student believes they are not able to leave the room, space, confined enclosure (e.g. box), or area.

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.

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).

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 (e.g., sworn law enforcement officer) 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 2020–21 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.

	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:										

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

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 2020–21 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 2020–21 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.

	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:										

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

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 (e.g., sworn law enforcement officer) 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 2020–21 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.

For the regular 2020–21 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:									

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

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 2020–21 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), which have reported counts of students subjected to restraint or seclusion

Instructions

- This item deals with instances and not counts of students. One student may be involved in multiple instances, and so the number of instances may exceed the number of students subjected to restraint or seclusion. However, the number of students should not exceed the number of instances.
- 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.
- 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 (e.g., sworn law enforcement officer) during an arrest. However, if a student is handcuffed and no arrest is made, then the student should be included.

For the regular 2020–21 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			

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

	Students without Disabilities	**Students with Disabilities (IDEA)**	**Students with Disabilities (Section 504 only)**
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.*

JUST: Justice Facilities

Module Instructions

DATES

Report a cumulative count based on the entire 2020–21 regular school year, not including intersession or summer.

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeroes represent an actual count or number for fields that are applicable to a given school or LEA. Do not report a "0" for data not collected. The submission of a blank (i.e., null) value should be used when the amount asked for in the question is unknown, if the data are not collected, or if the data do not apply to 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, then 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 21 years of age), adults (individuals typically 21 years of age and older), or both. Some states and jurisdictions include individuals younger than age 21 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 210 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 21 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 21 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 21 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 21 years of age or older) who has been charged and determined to have committed the crime.

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

For the regular 2020–21 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.

	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 2020–21 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 2020–21 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 2020–21 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 2020–21 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.

For the regular 2020–21 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 210 days	
More than 210 days	

INET: Internet Access and Devices

Module Instructions

DATES

Report data from the 2020–21 school year. Report data based on October 1 (or the closest school day to October 1).

WHEN to REPORT ZERO (0) and WHEN to USE BLANKS (i.e., NULL VALUES)

Zeroes represent an actual count or number for fields that are applicable to a given school or LEA. Do not report a "0" for data not collected. The submission of a blank (i.e., null) value should be used when the amount asked for in the question is unknown, if the data are not collected, or if the data do not apply to 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, then 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 *OPTIONAL FOR 2017–18, REQUIRED FOR 2020–21*

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 2020 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?	

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

INET-2: Wi-Fi Enabled Devices *OPTIONAL FOR 2017–18, REQUIRED FOR 2020–21*

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.

For the Fall 2020 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	