Woodrow Wilson MS

Data submitted as of 12/4/2015 2:20 PM EDT. This PDF contains the entire school form with all questions and data elements shown, whether submitted or not. Data elements that have yet to be submitted are shown as "NS" for Not Submitted, while data elements that are skipped by the system display as "N/A" for Not Applicable. For purposes of calculated table totals, both "NS" and "N/A" are counted as 0.

SCHR: School Characteristics

DATES

Report data from the 2013-14 school year. For most tables, the data reported should be based on a "Fall snapshot" of data from a single day between September 27 and December 31, 2013 inclusive. LEA's may choose any date within this time period. All data in this module should be reported using the same Fall snapshot date.

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

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

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SCHR-1: Grades with Students Enrolled

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

For the Fall 2013 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.

	Yes/No
Preschool	NO
Kindergarten	NO
Grade 1	NO
Grade 2	NO
Grade 3	NO
Grade 4	NO
Grade 5	NO
Grade 6	YES
Grade 7	YES
Grade 8	YES
Grade 9	NO
Grade 10	NO
Grade 11	NO
Grade 12	NO
Ungraded	NO

SCHR-2: Ungraded Detail

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 2013-14 school year, indicate whether the ungraded school had mainly elementary, middle, or high school-age students.

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

SCHR-3: School Characteristics

Instructions:

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

For the 2013-14 school year, indicate whether this school can be characterized as one of the following types of school. Please select "Yes" or "No" for each option.

	Yes/No
Is this school a <u>special education school</u>?	NO
Is this school either a <u>magnet school</u> or a school operating a magnet program within the school?	NO
Is this school a <u>charter school</u>?	NO
Is this school an <u>alternative school</u>?	NO

SCHR-4: Magnet School Detail

Instructions:

- Count only magnet programs or <u>magnet school</u>s that have a written mission statement with the explicit aim of preventing minority group isolation.

For the <u>Fall 2013 snapshot date,</u> was the entire school population participating in the <u>magnet program</u> at your school?
- Magnet School Detail: N/A

SCHR-5: Alternative School Detail

Instructions:

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

For the <u>Fall 2013 snapshot date,</u> indicate the type(s) of students the <u>alternative school</u> served.
- Alternative School Detail: N/A

PSCH: Preschool

PSCH-1: Preschool Age for Non-IDEA Children

For the Fall 2013 snapshot date, indicate whether the school's preschool program had non-IDEA students enrolled in each of the specified ages. Please select "Yes" or "No" for each option.

	Yes/No
Children age 3 years	N/A
Children age 4 years	N/A
Children age 5 years	N/A

PSCH-2: Preschool Enrollment

For the Fall 2013 snapshot date, enter the number of students enrolled in preschool (ages 3 to 5) programs and services.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total
Males enrolled in preschool:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females enrolled in preschool:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students enrolled in preschool:	0	0	0	0	0	0	0	0

Preschool Student Enrollment - LEP

	LEP
LEP males enrolled in preschool:	N/A
LEP females enrolled in preschool:	N/A
Total number of LEP students enrolled in preschool:	0

Preschool Student Enrollment - IDEA

	Students with Disabilities (IDEA)
Males with disabilities enrolled in preschool:	N/A
Females with disabilities enrolled in preschool:	N/A
Total students with disabilities (IDEA) enrolled in preschool:	0

ENRL: Enrollment

DATES

Report data from the 2013-14 school year. For most tables, the data reported should be based on a "Fall snapshot" of data from a single day between September 27 and December 31, 2013 inclusive. LEA's may choose any date within this time period. All data should be reported using the same Fall snapshot date, except:

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

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

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

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SPECIAL INSTRUCTIONS

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

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

KEY DEFINITIONS
- Limited English Proficient (or English Language Learner)
- Students with Disabilities (IDEA)
- Students with Disabilities (Section 504 only)

ENRL-1: Overall Student Enrollment

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

For the Fall 2013 snapshot date, enter overall enrollment. Enter the number of students who were enrolled in preschool and grades K-12 (or the ungraded equivalent).

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total
Males enrolled at this school:	45	1	22	1	191	116	12	388
Females enrolled at this school:	54	2	17	3	166	109	13	364
Total students enrolled at this school:	99	3	39	4	357	225	25	752

Overall Student Enrollment - LEP

	LEP
LEP males enrolled at this school:	44
LEP females enrolled at this school:	26
Total LEP Students enrolled at this school:	70

Overall Student Enrollment - Disabilities

	IDEA	Section 504 Only
Males with disabilities enrolled at this school:	112	1
Females with disabilities enrolled at this school:	63	2
Total students with disabilities enrolled at this school:	175	3

ENRL-2a: Enrollment of Limited English Proficient Students - All LEP Students

Instructions:
- Include all Limited English Proficient (LEP) students, regardless of whether they were enrolled in LEP programs.

For the Fall 2013 snapshot date, enter the number of students in preschool and grades K-12 (or the ungraded equivalent) who were Limited English Proficient (LEP).

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total
Males who were LEP:	12	0	17	1	9	5	0	44
Females who were LEP:	4	1	12	0	7	2	0	26
Total number of students who were LEP:	16	1	29	1	16	7	0	70

ENRL-2b: Enrollment of Limited English Proficient Students - LEP Students in Programs

Instructions:
- Include students served through ESEA Title III and students who received LEP services through other programs designed for LEP students.
- Data reported in this table is a subset of the students who are LEP as reported in table 2a. Select 'Show Reference Data' to view data from table 2a.

For the Fall 2013 snapshot date, enter the number of students in preschool and grades K-12 (or the ungraded equivalent) who were ENROLLED in LEP programs.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total
Males enrolled in LEP programs:	12	0	17	1	9	5	0	44
Females enrolled in LEP programs:	4	1	12	0	7	2	0	26
Total number of students who are enrolled in LEP:	16	1	29	1	16	7	0	70

LEP Enrollment - IDEA

	LEP Students with Disabilities (IDEA)
Males with disabilities enrolled in LEP programs:	14
Females with disabilities enrolled in LEP programs:	6
Total students with disabilities who are enrolled in LEP:	20

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

Instructions:
- Do not include students served under Section 504 of the Rehabilitation Act of 1973.

For the Fall 2013 snapshot date, enter the number of students with disabilities served under the Individuals with Disabilities Act (IDEA) who were enrolled in preschool and grades K-12 (or the ungraded equivalent) at this school.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total
Males with disabilities served under IDEA only:	20	0	1	0	55	31	5	112
Females with disabilities served under IDEA only:	14	1	1	0	28	16	3	63
Total number of students with disabilities served under IDEA only:	34	1	2	0	83	47	8	175

IDEA Enrollment - LEP

	LEP
LEP males with disabilities served under IDEA only:	9
LEP females with disabilities served under IDEA only:	4
Total LEP students with disabilities served under IDEA only:	13

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

Instructions:
- Do not include students served under Individuals with Disabilities Act (IDEA).

For the Fall 2013 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	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total

Males with disabilities served under Section 504 only:	1	0	0	0	0	0	0	1
Females with disabilities served under Section 504 only:	0	0	0	0	2	0	0	2
Total number of students with disabilities served under Section 504 only:	1	0	0	0	2	0	0	3

Section 504 Only Enrollment - LEP

	LEP
LEP males with disabilities served under Section 504 only:	0
LEP females with disabilities served under Section 504 only:	0
Total LEP students with disabilities served under Section 504 only:	0

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

DATES

Report data from the 2013-14 school year. For most tables, the data reported should be based on a "Fall snapshot" of data from a single day between September 27 and December 31, 2013 inclusive. LEA's may choose any date within this time period. All data should be reported using the same Fall snapshot date, except:

Questions about credit recovery programs and credit recovery program participation should be cumulative based on the start of the 2013-14 school year up to one day prior to the start of the following school year.

Schools with block scheduling that allows a full-year course to be taken in one semester, report data based on the sum of a count taken on a single day between September 27 and December 31 in the first block, and before March 1 in the second block.

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KEY DEFINITIONS
- Credit recovery programs

PENR-1: Gifted and Talented Programs Indicator

Instructions:
- Include programs that provide special education opportunities including accelerated promotion through grades and classes and an enriched curriculum.

For the Fall 2013 snapshot date, did this school have any students who were enrolled in a gifted and talented program either in this school or another building?
- Gifted and Talented Education Program Indicator: | YES |

PENR-2: Gifted and Talented Student Enrollment

For the Fall 2013 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	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total
Males enrolled in gifted and talented:	0	0	0	0	1	4	0	5
Females enrolled in gifted and talented:	0	0	0	0	1	2	0	3
Total number of students enrolled in gifted and talented:	0	0	0	0	2	6	0	8

Gifted and Talented Student Enrollment - LEP

	LEP
LEP males enrolled in gifted and talented:	0
LEP females enrolled in gifted and talented:	0
Total LEP Students enrolled in gifted and talented:	0

Gifted and Talented Student Enrollment - IDEA

	Students with Disabilities (IDEA)
Males with disabilities enrolled in gifted and talented:	0
Females with disabilities enrolled in gifted and talented:	0
Total students with disabilities enrolled in gifted and talented:	0

PENR-3: Dual Enrollment Program Indicator

Instructions:
- Dual enrollment/dual credit programs do not include the Advanced Placement (AP) program or the International Baccalaureate Diploma Programme.

For the Fall 2013 snapshot date, did this school have any students enrolled in a dual enrollment or dual credit program?
- Dual Enrollment Program Indicator: Does this school have any students enrolled in a dual enrollment/dual credit program?: | N/A |

PENR-4: Student Enrollment in Dual Enrollment Programs

Instructions:

- Do not include students simply because they are enrolled in the Advanced Placement (AP) program or the International Baccalaureate (IB) Diploma Programme.

For the Fall 2013 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	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total
Males enrolled in Dual Programs:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females enrolled in Dual Programs:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students enrolled in Dual Programs:	0	0	0	0	0	0	0	0

Dual Enrollment - LEP

	LEP
LEP males enrolled in Dual Programs:	N/A
LEP females enrolled in Dual Programs:	N/A
Total LEP students enrolled in Dual Programs:	0

Dual Enrollment - IDEA

	Students with Disabilities (IDEA)
Males with disabilities enrolled in Dual Programs:	N/A
Females with disabilities enrolled in Dual Programs:	N/A
Total students with disabilities enrolled in Dual Programs:	0

PENR-5: Credit Recovery Program Indicator

Instructions:

- Include any program, course, or other instruction that allows a student to earn missed credit in order to graduate from high school such as online courses, summer school, and school break courses.

From the start of the 2013-14 school year, including summer, up to one day prior to the 2014-15 school year, did this school have any students who participated in at least one credit recovery program?

- Credit Recovery Program Indicator: N/A

PENR-6: Credit Recovery Program Student Participation

Instructions:

- Include any program, course, or other instruction that allows a student to earn missed credit in order to graduate from high school such as online courses, summer school, and school break courses.

From the start of the 2013-14 school year, including summer, up to one day prior to the 2014-15 school year, enter the total number of students in GRADES 9-12 (or the ungraded equivalent) who participated in at least one credit recovery program.

- Credit Recovery Program Student Participation : Students who participate in at least one credit recovery program : N/A

COUR: Courses & Classes

COUR-1: Classes in Algebra I

Instructions:
- Report classes that cover the content of Algebra I, even if the name of the course or class is not listed as Algebra I (e.g., Integrated Mathematics I).
- Independent study does not count as a class.

This table is about classes. For the Fall 2013 snapshot date, enter the number of Algebra I classes offered in this school that had at least one student in GRADES 7-12 enrolled.
- Classes in Algebra I (Grades 7-12, UG Middle or High School Age): 2

COUR-2: Middle School Student Enrollment in Algebra I

Instructions:
- Do not count students scheduled to take the Algebra I course, but not yet enrolled.

For the Fall 2013 snapshot date, enter the number of students in GRADES 7 or 8 (or the ungraded equivalent) who were enrolled in Algebra I.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total
Males enrolled in Algebra I:	1	1	1	0	7	9	0	19
Females enrolled in Algebra I:	2	0	0	1	15	16	0	34
Total number of students enrolled in Algebra I:	3	1	1	1	22	25	0	53

Algebra I Enrollment - LEP

	LEP
LEP males enrolled in Algebra I:	0
LEP females enrolled in Algebra I:	0
Total LEP students enrolled in Algebra I:	0

Algebra I Enrollment - IDEA

	Students with Disabilities (IDEA)
Males with disabilities enrolled in Algebra I:	2
Females with disabilities enrolled in Algebra I:	0
Total students with disabilities enrolled in Algebra I:	2

COUR-3: Middle School Students who Passed 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 on the Fall 2013 snapshot date (i.e., the students who were reported in COUR-2).

Enter the number of students in GRADES 7-8 (or the ungraded equivalent) who were enrolled in Algebra I on the Fall 2013 snapshot date, who successfully completed (i.e., passed) Algebra I by the end of the regular 2013-14 school year, not including intersession or summer.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total
Males who passed:	1	1	1	0	6	8	0	17
Females who passed:	2	0	0	1	13	16	0	32
Total number of students who passed:	3	1	1	1	19	24	0	49

Algebra I Passed - LEP

	LEP
LEP males who passed:	0
LEP females who passed:	0
Total LEP students who passed:	0

Algebra I Passed - IDEA

	Students with Disabilities (IDEA)
Males with disabilities who passed:	1
Females with disabilities who passed:	0
Total students with disabilities who passed:	1

COUR-4: Classes in Geometry

Instructions:
- Report classes that cover the content of Geometry, even if the name of the course or class is not listed as Geometry (e.g., Integrated Mathematics II).
- Independent study does not count as a class.

This table is about classes. For the Fall 2013 snapshot date, enter the number of Geometry classes for students in GRADES 7-12 (or the ungraded equivalent) enrolled in this school.
- Classes in Geometry : Number of Geometry Classes: 0

COUR-5: Student Enrollment in Geometry

Instructions:
- Do not count students scheduled to take the Geometry course, but not yet enrolled.

For the Fall 2013 snapshot date, enter the number of students in GRADES 7-12 (or the ungraded equivalent) who were enrolled in Geometry.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total
Males enrolled in Geometry:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females enrolled in Geometry:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students enrolled in Geometry:	0	0	0	0	0	0	0	0

Geometry Enrollment - LEP

	LEP
LEP males enrolled in Geometry:	N/A
LEP females enrolled in Geometry:	N/A
Total LEP students enrolled in Geometry:	0

Geometry Enrollment - IDEA

	Students with Disabilities (IDEA)
Males with disabilities enrolled in Geometry:	N/A
Females with disabilities enrolled in Geometry:	N/A
Total students with disabilities enrolled in Geometry:	0

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

Instructions:
- Do not count students scheduled to take the Algebra I course, but not yet enrolled.

For the Fall 2013 snapshot date, enter the number of students in GRADES 9-10 who were enrolled in Algebra I.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total
Males enrolled in Algebra I:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females enrolled in Algebra I:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students enrolled in Algebra I:	0	0	0	0	0	0	0	0

Algebra I Enrollment - LEP

	LEP
LEP males enrolled in Algebra I:	N/A
LEP females enrolled in Algebra I:	N/A
Total LEP students enrolled in Algebra I:	0

Algebra I Enrollment - IDEA

	Students with Disabilities (IDEA)
Males with disabilities enrolled in Algebra I:	N/A
Females with disabilities enrolled in Algebra I:	N/A
Total students with disabilities enrolled in Algebra I:	0

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

Instructions:
- Do not count students scheduled to take the Algebra I course, but not yet enrolled.

For the Fall 2013 snapshot date, enter the number of students in GRADES 11-12 (or the ungraded equivalent) who were enrolled in Algebra I.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total
Males enrolled in Algebra I:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females enrolled in Algebra I:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students enrolled in Algebra I:	0	0	0	0	0	0	0	0

Algebra I Enrollment - LEP

	LEP
LEP males enrolled in Algebra I:	N/A
LEP females enrolled in Algebra I:	N/A
Total LEP students enrolled in Algebra I:	0

Algebra I Enrollment - IDEA

	Students with Disabilities (IDEA)
Males with disabilities enrolled in Algebra I:	N/A
Females with disabilities enrolled in Algebra I:	N/A
Total students with disabilities enrolled in Algebra I:	0

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

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 on the Fall 2013 snapshot date (i.e., the students who were reported in COUR-6a).

Enter the number of students in GRADES 9-10 who were enrolled in Algebra I on the Fall 2013 snapshot date, who successfully completed (i.e., passed) Algebra

I at the end of the regular 2013-14 school year, not including intersession or summer.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total
Males who passed:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females who passed:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students who passed:	0	0	0	0	0	0	0	0

Algebra I Passed - LEP

	LEP
LEP males who passed:	N/A
LEP females who passed:	N/A
Total LEP students who passed:	0

Algebra I Passed - IDEA

	Students with Disabilities (IDEA)
Males with disabilities who passed:	N/A
Females with disabilities who passed:	N/A
Total students with disabilities who passed:	0

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

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 on the Fall 2013 snapshot date (i.e., the students who were reported in COUR-6b).

Enter the number of students in GRADES 11-12 (or the ungraded equivalent) who were enrolled in Algebra I on the Fall 2013 snapshot date, who successfully completed (i.e., passed) Algebra I at the end of the regular 2013-14 school year, not including intersession or summer.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total
Males who passed:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females who passed:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students who passed:	0	0	0	0	0	0	0	0

Algebra I Passed - LEP

	LEP
LEP males who passed:	N/A
LEP females who passed:	N/A
Total LEP students who passed:	0

Algebra I Passed - IDEA

	Students with Disabilities (IDEA)
Males with disabilities who passed:	N/A
Females with disabilities who passed:	N/A
Total students with disabilities who passed:	0

COUR-8: Classes in Mathematics Courses in High School

Instructions:
- Report CLASSES that cover the content of mathematics courses outlined in the definition below, even if the name of the course or CLASS is not Algebra II, Advanced Mathematics, or Calculus.
- Independent study does not count as a CLASS.

This table is about CLASSES. For the Fall 2013 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
Algebra II	N/A
Advanced Mathematics	N/A
Calculus	N/A

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

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.

For the Fall 2013 snapshot date, enter the number of students in GRADES 9-12 (or the ungraded equivalent) who were enrolled in Algebra II.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total
Males enrolled in Algebra II:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females enrolled in Algebra II:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students enrolled in Algebra II:	0	0	0	0	0	0	0	0

Algebra II Enrollment - LEP

	LEP
LEP males enrolled in Algebra II:	N/A
LEP females enrolled in Algebra II:	N/A
Total LEP students enrolled in Algebra II:	0

Algebra II Enrollment - IDEA

	Students with Disabilities (IDEA)
Males with disabilities enrolled in Algebra II:	N/A
Females with disabilities enrolled in Algebra II:	N/A
Total students with disabilities enrolled in Algebra II:	0

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

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.

For the Fall 2013 snapshot date, enter the number of students in GRADES 9-12 (or the ungraded equivalent) who were enrolled in advanced mathematics.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total
Males enrolled in advanced mathematics:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females enrolled in advanced mathematics:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students enrolled in advanced mathematics:	0	0	0	0	0	0	0	0

Advanced Mathematics Enrollment - LEP

	LEP
LEP males enrolled in advanced mathematics:	N/A
LEP females enrolled in advanced mathematics:	N/A
Total LEP students enrolled in advanced mathematics:	0

Advanced Mathematics Enrollment - IDEA

	Students with Disabilities (IDEA)
Males with disabilities enrolled in advanced mathematics:	N/A
Females with disabilities enrolled in advanced mathematics:	N/A
Total students with disabilities enrolled in advanced mathematics:	0

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

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.

For the Fall 2013 snapshot date, enter the number of students in GRADES 9-12 (or the ungraded equivalent) who were enrolled in Calculus.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total
Males enrolled in Calculus:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females enrolled in Calculus:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students enrolled in Calculus:	0	0	0	0	0	0	0	0

Calculus Enrollment - LEP

	LEP
LEP males enrolled in Calculus:	N/A
LEP females enrolled in Calculus:	N/A
Total LEP students enrolled in Calculus:	0

Calculus Enrollment - IDEA

	Students with Disabilities (IDEA)
Males with disabilities enrolled in Calculus:	N/A
Females with disabilities enrolled in Calculus:	N/A
Total students with disabilities enrolled in Calculus:	0

COUR-10: Classes in Science Courses

Instructions:
- Science courses include introductory and advanced courses.
- Independent study does not count as a class.

This table is about classes. For the Fall 2013 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	N/A
Chemistry	N/A
Physics	N/A

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

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 Science Course tables if they are taking more than one of these courses.
- Science courses include introductory and advanced courses.

For the Fall 2013 snapshot date, enter the number of students in GRADES 9-12 (or the ungraded equivalent) who were enrolled in Biology.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total
Males enrolled in Biology:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females enrolled in Biology:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students enrolled in Biology:	0	0	0	0	0	0	0	0

Biology Enrollment - LEP

	LEP
LEP males enrolled in Biology:	N/A
LEP females enrolled in Biology:	N/A
Total LEP students enrolled in Biology:	0

Biology Enrollment - IDEA

	Students with Disabilities (IDEA)
Males with disabilities enrolled in Biology:	N/A
Females with disabilities enrolled in Biology:	N/A
Total students with disabilities enrolled in Biology:	0

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

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 Science Course tables if they are taking more than one of these courses.
- Science courses include introductory and advanced courses.

For the Fall 2013 snapshot date, enter the number of students in GRADES 9-12 (or the ungraded equivalent) who were enrolled in Chemistry.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total
Males enrolled in Chemistry:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females enrolled in Chemistry:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students enrolled in Chemistry:	0	0	0	0	0	0	0	0

Chemistry Enrollment - LEP

	LEP
LEP males enrolled in Chemistry:	N/A
LEP females enrolled in Chemistry:	N/A
Total LEP students enrolled in Chemistry:	0

Chemistry Enrollment - IDEA

	Students with Disabilities (IDEA)
Males with disabilities enrolled in Chemistry:	N/A
Females with disabilities enrolled in Chemistry:	N/A
Total students with disabilities enrolled in Chemistry:	0

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

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 Science Course tables if they are taking more than one of these courses.
- Science courses include introductory and advanced courses.

For the Fall 2013 snapshot date, enter the number of students in GRADES 9-12 (or the ungraded equivalent) who were enrolled in Physics.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total
Males enrolled in Physics:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females enrolled in Physics:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students enrolled in Physics:	0	0	0	0	0	0	0	0

Physics Enrollment -LEP

	LEP
LEP males enrolled in Physics:	N/A
LEP females enrolled in Physics:	N/A
Total LEP students enrolled in Physics:	0

Physics Enrollment - IDEA

	Students with Disabilities (IDEA)
Males with disabilities enrolled in Physics:	N/A
Females with disabilities enrolled in Physics:	N/A
Total students with disabilities enrolled in Physics:	0

COUR-12: Single-Sex Academic Classes Indicator

Instructions:
- Include only classes that exclude students of one sex from enrolling or otherwise participating in that class because of their sex.
- A physical education class is not considered an academic class.

For the Fall 2013 snapshot date, did this school have any students enrolled in one or more male only or female only classes?
- Single Sex Academic Classes Indicator: NO

COUR-13: Single-Sex Academic Classes Detail

Instructions:
- 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.

This table is about classes. For the Fall 2013 snapshot date, enter the number of male only or female only academic classes in each course or subject area which had one or more students in GRADES 9-12 (or the ungraded equivalent) enrolled.

	Number of classes for Males only	Number of classes for Females only	Total Single-Sex Classes
Algebra I, Geometry, Algebra II	N/A	N/A	0
Other Mathematics	N/A	N/A	0
Science	N/A	N/A	0
English/Reading/Language Arts	N/A	N/A	0
Other academic subjects	N/A	N/A	0

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

DATES

Report data from the 2013-14 school year. For most tables, the data reported should be based on a "Fall snapshot" of data from a single day between September 27 and December 31, 2013 inclusive. LEA's may choose any date within this time period. All data in this module should be reported using the same Fall snapshot date.

Schools with block scheduling that allows a full-year course to be taken in one semester, report data based on the sum of a count taken on a single day between September 27 and December 31 in the first block, and before March 1 in the second block.

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

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

Need more help with Skipped Field Warnings ⓦ (176 KB) (https://surveys.nces.ed.gov/crdc/Content/Resources/SkippedFieldWarnings.docx)? View the Data Tip.

Need more help with Features and Tips for Data Entry 🗎 (103 KB) (https://surveys.nces.ed.gov/crdc/Content/Resources/FeaturesTipsforDataEntry.pdf)? View the Data Tip.

SPECIAL INSTRUCTIONS

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

A class (or section) refers to a specific group of students taking a course during a specified time. There may be one or more classes for each course offered at a school. For example, a school may have two classes of Introductory Biology, one during second period and one during fourth period; and one class for Genetics, during fifth period. Therefore, the school should report a total of three Biology classes (2 for Biology plus 1 for Genetics).

Count each course separately. For example, Calculus AB and Calculus BC are different courses. But multiple classes in Calculus AB are not different courses. For a list of AP courses, see the Courses and Exams drop-down list at www.collegeboard.com/student/testing/ap/about.html.

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

KEY DEFINITIONS

- Advanced Placement (AP) courses

APIB-1: International Baccalaureate (IB) Diploma Programme

For the Fall 2013 snapshot date, did this school have any students in GRADES 9-12 (or the ungraded equivalent) enrolled in the International Baccalaureate (IB) programme?

- International Baccalaureate Diploma Programme Indicator: N/A

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

For the Fall 2013 snapshot date, enter the number of students in GRADES 9-12 (or the ungraded equivalent) who were enrolled in the International Baccalaureate (IB) Programme.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total
Males enrolled in the IB Programme:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females enrolled in the IB Programme:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students enrolled in the IB Programme:	0	0	0	0	0	0	0	0

International Baccalaureate (IB) Programme - LEP

	LEP
LEP males enrolled in the IB Programme:	N/A
LEP females enrolled in the IB Programme:	N/A
Total LEP students enrolled in the IB Programme:	0

International Baccalaureate (IB) Programme - IDEA

	Students with Disabilities (IDEA)
Males with disabilities enrolled in the IB Programme:	N/A
Females with disabilities enrolled in the IB Programme:	N/A
Total students with disabilities enrolled in the IB Programme:	0

APIB-3: Advanced Placement (AP) Program Indicator

For the Fall 2013 snapshot date, did this school have any students in GRADES 9-12 (or the ungraded equivalent) who were enrolled in Advanced Placement (AP)

- Advanced Placement (AP) Program Indicator: Does this school have any students enrolled in Advanced Placement (AP) courses? : | N/A |

APIB-4: Different Advanced Placement (AP) Courses

Instructions:
- Count each course separately. For example, Biology and Chemistry are different courses; Calculus AB and Calculus BC are different courses, but multiple classes in Calculus AB are not different courses.

For the Fall 2013 snapshot date, enter the number of Advanced Placement (AP) courses that were offered at this school.
- Different Advanced Placement (AP) Courses : How many different AP courses does the school provide? : | N/A |

APIB-5: Advanced Placement (AP) Course Self-Selection
During the 2013-14 school year, 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?
- Advanced Placement (AP) Course Self-Selection : | N/A |

APIB-6: Advanced Placement (AP) Student Enrollment

Instructions:
- Include students enrolled in the school that are enrolled in online or virtual AP courses.

For the Fall 2013 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	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total
Males enrolled in AP:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females enrolled in AP:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students enrolled in AP:	0	0	0	0	0	0	0	0

Advanced Placement Student Enrollment - LEP

	LEP
LEP males enrolled in AP:	N/A
LEP females enrolled in AP:	N/A
Total LEP students enrolled in AP:	0

Advanced Placement Student Enrollment - IDEA

	Students with Disabilities (IDEA)
Males with disabilities enrolled in AP:	N/A
Females with disabilities enrolled in AP:	N/A
Total students with disabilities enrolled in AP:	0

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

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

For the Fall 2013 snapshot date, were any students at this school enrolled in an AP Mathematics course?
- Advanced Placement (AP) Mathematics Enrollment Indicator: Are any students at this school enrolled in AP mathematics?: | N/A |

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

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

For the Fall 2013 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	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total
Males enrolled in at least one AP mathematics course:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females enrolled in at least one AP mathematics course:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students enrolled in at least one AP mathematics course:	0	0	0	0	0	0	0	0

Student Enrollment in AP Mathematics - LEP

	LEP
LEP males enrolled in at least one AP mathematics course:	N/A
LEP females enrolled in at least one AP mathematics course:	N/A
Total LEP students enrolled in at least one AP mathematics course:	0

Student Enrollment in AP Mathematics - IDEA

	Students with Disabilities (IDEA)
Males with disabilities enrolled in at least one AP mathematics course:	N/A
Females with disabilities enrolled in at least one AP mathematics course:	N/A
Total students with disabilities enrolled in at least one AP mathematics course:	0

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

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

For the Fall 2013 snapshot date, were any students at this school enrolled in an AP Science course?
- Advanced Placement (AP) Science Enrollment Indicator: Are any students at this school enrolled in AP Science?: N/A

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

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

For the Fall 2013 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	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total
Males enrolled in at least one AP science course:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females enrolled in at least one AP science course:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students enrolled in at least one AP science course:	0	0	0	0	0	0	0	0

Student Enrollment in AP Science - LEP

	LEP
LEP males enrolled in at least one AP science course:	N/A
LEP females enrolled in at least one AP science course:	N/A
Total LEP students enrolled in at least one AP science course:	0

Student Enrollment in AP Science - IDEA

	Students with Disabilities (IDEA)
Males with disabilities enrolled in at least one AP science course:	N/A
Females with disabilities enrolled in at least one AP science course:	N/A
Total students with disabilities enrolled in at least one AP science course:	0

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

Instructions:
- "Other subjects" include all AP courses other than those in mathematics and science. For example, AP computer science and AP foreign language are included in "other subjects."

For the Fall 2013 snapshot date, were any students at this school enrolled in AP subjects other than science and mathematics?
- Advanced Placement (AP) Other Subjects Enrollment Indicator: Are any students at this school enrolled in other AP subjects?: N/A

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

Instructions:
- "Other subjects" include all AP courses other than those in mathematics and science. For example, AP computer science and AP foreign language are included in "other subjects."

For the Fall 2013 snapshot date, enter the number of students in GRADES 9-12 (or the ungraded equivalent) who were enrolled in at least one AP course in a subject area other than mathematics or science.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total
Males enrolled in at least one AP course in a subject other than science and mathematics:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females enrolled in at least one AP course in a subject other than science and mathematics:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students enrolled in at least one AP course in a subject other than science and mathematics:	0	0	0	0	0	0	0	0

Student Enrollment in AP Other Subjects - LEP

	LEP
LEP males enrolled in at least one AP course in a subject other than science and mathematics:	N/A
LEP females enrolled in at least one AP course in a subject other than science and mathematics:	N/A
Total LEP students enrolled in at least one AP course in a subject other than science and mathematics:	0

Student Enrollment in AP Other Subjects - IDEA

	Students with Disabilities (IDEA)
Males with disabilities enrolled in at least one AP course in a subject other than science and mathematics:	N/A
Females with disabilities enrolled in at least one AP course in a subject other than science and mathematics:	N/A
Total students with disabilities enrolled in at least one AP course in a subject other than science and mathematics:	0

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

DATES

For SAT and ACT exams, report cumulative counts of students from the start of the 2013-14 school year, including summer, up to one day prior to the 2014-15 school year.

For AP and IB exams, report cumulative counts of students during the regular 2013-14 school year, not including intersession or summer.

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

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

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Need more help with Features and Tips for Data Entry ⤓ (103 KB) (https://surveys.nces.ed.gov/crdc/Content/Resources/FeaturesTipsforDataEntry.pdf)? View the Data Tip.

KEY DEFINITIONS
- SAT Reasoning Test
- ACT
- Advanced Placement (AP) courses
- Advanced Placement (AP) exams

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

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

From the start of the 2013-14 school year, including summer, up to one day prior to the 2014-15 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	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total
Males who participated:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females who participated:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students who participated:	0	0	0	0	0	0	0	0

SAT Reasoning Test, ACT, or Both Participation - LEP

	LEP
LEP males who participated:	N/A
LEP females who participated:	N/A
Total LEP students who participated:	0

SAT Reasoning Test, ACT, or Both Participation - IDEA

	Students with Disabilities (IDEA)
Males with disabilities who participated:	N/A
Females with disabilities who participated:	N/A
Total students with disabilities who participated:	0

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

Instructions:
- Count only students who were reported as enrolled in an AP course on the Fall 2013 snapshot date, (i.e., the students who were reported in APIB-6).
- A student may NOT be counted in both EXAM-2a and EXAM-2b.

Enter the number of students in GRADES 9-12 (or the ungraded equivalent) who were enrolled in one or more Advanced Placement (AP) courses on the Fall 2013 snapshot date and who TOOK one or more Advanced Placement (AP) exams during the regular 2013-14 school year, not including intersession or summer.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total
Males who took AP exam:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females who took AP exam:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students who took AP exam:	0	0	0	0	0	0	0	0

TOOK Advanced Placement (AP) Exam - LEP

	LEP
LEP males who took AP exam:	N/A
LEP females who took AP exam:	N/A
Total LEP students who took AP exam:	0

TOOK Advanced Placement (AP) Exam - IDEA

	Students with Disabilities (IDEA)
Males with disabilities who took AP exam:	N/A
Females with disabilities who took AP exam:	N/A
Total students with disabilities who took AP exam:	0

EXAM-2b: Student Participation in Advanced Placement (AP) Exams - Students who DID NOT TAKE AP Exams

Instructions:
- Count only students who were reported as enrolled in an AP course on the Fall 2013 snapshot date, (i.e., the students who were reported in APIB-6).
- A student may NOT be counted in both EXAM-2a and EXAM-2b.
- Select 'Show Reference Data' to view data from table 2a.

Enter the number of students in GRADES 9-12 (or the ungraded equivalent) who were enrolled in one or more Advanced Placement (AP) courses on the Fall 2013 snapshot date and who DID NOT TAKE ANY Advanced Placement (AP) exams during the regular 2013-14 school year, not including intersession or summer.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total
Males who did not take AP exam:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females who did not take AP exam:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students who did not take AP exam:	0	0	0	0	0	0	0	0

DID NOT TAKE ANY Advanced Placement (AP) Exam - LEP

	LEP
LEP males who did not take AP exam:	N/A
LEP females who did not take AP exam:	N/A
Total LEP students who did not take AP exam:	0

DID NOT TAKE ANY Advanced Placement (AP) Exam - IDEA

	Students with Disabilities (IDEA)
Males with disabilities who did not take AP exam:	N/A
Females with disabilities who did not take AP exam:	N/A
Total students with disabilities who did not take AP exam:	0

EXAM-3a: Students who Received a Qualifying Score on AP Exams - Received a 3 or Higher

Instructions:
- Do not include students who took an AP exam but were not enrolled in an AP course.

Enter the number of students in GRADES 9-12 (or the ungraded equivalent) who received a score of 3 or higher on one or more Advanced Placement (AP) exams for one or more Advanced Placement (AP) courses enrolled in on the Fall 2013 snapshot date.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total
Males:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students:	0	0	0	0	0	0	0	0

Students who Received a Qualifying Score on AP Exams - LEP

	LEP
LEP males:	N/A
LEP females:	N/A
Total LEP students:	0

Students who Received a <u>Qualifying Score</u> on AP Exams - <u>IDEA</u>

	Students with Disabilities (IDEA)
Males with disabilities:	N/A
Females with disabilities:	N/A
Total students with disabilities:	0

EXAM-3b: Students who Received a Qualifying Score on AP Exams - Did NOT Receive a 3 or Higher

Instructions:
- Do not include students who took an AP exam but were not enrolled in an <u>AP course</u>.
- Select 'Show Reference Data' to view data from table 3a.

For the <u>Fall 2013 snapshot date</u>, enter the number of students in GRADES 9-12 (or the <u>ungraded</u> equivalent) who were enrolled in one or more <u>Advanced Placement (AP) course</u> and did not receive a score of 3 or higher on any Advanced Placement (AP) exams.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total
Males:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students:	0	0	0	0	0	0	0	0

Students who Did Not Receive a <u>Qualifying Score</u> on AP Exams - <u>LEP</u>

	LEP
LEP males:	N/A
LEP females:	N/A
Total LEP students:	0

Students who Did Not Receive a <u>Qualifying Score</u> on AP Exams - <u>IDEA</u>

	Students with Disabilities (IDEA)
Males with disabilities:	N/A
Females with disabilities:	N/A
Total students with disabilities:	0

STAF: School & School Support Staff

DATES
Report data from the 2013-14 school year. For most tables, the data reported should be based on a "Fall snapshot" of data from a single day between September 27 and December 31, 2013 inclusive. LEA's may choose any date within this time period. All data should be reported using the same Fall snapshot date except:

The count for justice facilities should be cumulative based on the entire 2013-14 regular school year, not including intersession or summer.

Schools with block scheduling that allows a full-year course to be taken in one semester, report data based on the sum of a count taken on a single day between September 27 and December 31 in the first block, and before March 1 in the second block.

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

Need more help with Skipped Field Warnings ⬇️ (176 KB) (https://surveys.nces.ed.gov/crdc/Content/Resources/SkippedFieldWarnings.docx)? View the Data Tip.

Need more help with Features and Tips for Data Entry 📄 (103 KB) (https://surveys.nces.ed.gov/crdc/Content/Resources/FeaturesTipsforDataEntry.pdf)? View the Data Tip.

Need more help with EDFacts and the CRDC ⬇️ (595 KB) (https://surveys.nces.ed.gov/crdc/Content/Resources/EDFactsAndTheCRDC.docx)? View the Data Tip.

SPECIAL INSTRUCTIONS
All 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
- Teacher
- Certified teacher
- Full-time equivalent

STAF-1: Teachers - FTE Count and Certification

Instructions:
- 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).
- Teachers working towards certification by way of alternative routes, or teachers with an emergency, temporary, or provisional credential are not considered to have met state requirements.

For the Fall 2013 snapshot date, 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:	53.00
Number of FTE teachers who were certified:	53.00
Number of FTE teachers who were not certified:	0.00

STAF-2: Teacher Years of Experience

Instructions:
- 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).
- Teaching experience includes teaching in any school, subject, or grade; it does not have to be in the school, subject, or grade that the teacher is presently teaching.

For the Fall 2013 snapshot date, enter the number of full-time equivalent (FTE) teachers in preschool and grades K-12 (or the ungraded equivalent) who were in their first year and second year of teaching.

	FTE
Number of FTE teachers in their FIRST year of teaching:	0.00
Number of FTE teachers in their SECOND year of teaching:	2.00

STAF-3: Teacher Absenteeism

Instructions:
- A teacher was absent if he or she was not in attendance on a day in the regular school year when the teacher would otherwise be expected to be teaching

- students in an assigned class.
- Administratively approved leave for professional development, field trips or other off-campus activities with students should not be included.
- Include teachers who were absent for more than 10 days, regardless of whether the absences were consecutive.
- Include teachers for preschool and grades K-12 (and the ungraded equivalent), regardless of how teachers were funded (i.e., federal, state, and/or local funds).
- Report values as decimal numbers to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).

For the regular 2013-14 school year, not including intersession or summer, enter the number of full-time equivalent (FTE) teachers who were absent for more than 10 school days.
- Teacher Absenteeism : Number of FTE teachers who were absent more than 10 school days during the school year: 21.00

STAF-4: School Counselors Number FTE

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).

For the Fall 2013 snapshot date, enter the number of full-time equivalent (FTE) school counselors in preschool and grades K-12 (or the ungraded equivalent).
- School Counselors: Number of FTE school counselors: 2.00

STAF-5: Support Services Staff Number FTE

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).

For the Fall 2013 snapshot date, 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:	NS
Number of FTE psychologists:	NS
Number of FTE social workers	NS

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

Instructions:
- Include all teachers, regardless of how teachers were funded (i.e., federal, state, and/or local funds).
- Report a count, not a full-time equivalency number.

For the regular 2013-14 school year, not including intersession or summer, enter the total number of teachers in preschool and grades K-12 (or the ungraded equivalent) who were employed at the school.
- Current Year and Previous Year Teachers: Current school year teachers : NS

Enter the number of teachers in preschool and grades K-12 (or the ungraded equivalent) who were employed at this school during BOTH the 2012-13 regular school year and 2013-14 regular school year.
- Current Year and Previous Year Teachers: Previous school year teachers : NS

STAF-7: Classes in Science Courses in High School Taught by Certified Teachers

Instructions:
- Science courses include introductory and advanced 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 the Fall 2013 snapshot date, enter the number of classes in each of the listed courses taught in GRADES 9-12 by teachers certified in science.

	Number of Classes Taught by Teachers Certified in Science
Biology	N/A
Chemistry	N/A
Physics	N/A
Total Number of Science Classes in Grades 9-12	0

SECR: School Security Staff

DATES

Unless otherwise noted, for schools, count should be based on a single day between September 27 and December 31, inclusive.

Unless otherwise noted, for justice facilities, count should be cumulative based on the entire 2013-14 regular school year, not including intersession or summer.

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

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

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Need more help with Features and Tips for Data Entry 📄 (103 KB) (https://surveys.nces.ed.gov/crdc/Content/Resources/FeaturesTipsforDataEntry.pdf)? View the Data Tip.

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)

SECR-1: Sworn Law Enforcement Officers

Instructions:

- Sworn law enforcement officers include, but are not limited to, school resource officers.
- Include staff regardless of how they were funded (i.e., federal, state, and/or local funds or funds from another entity).

For the Fall 2013 snapshot date, was a sworn law enforcement officer for preschool and grades K-12 (or the ungraded equivalent) assigned to the school?

- Sworn Law Enforcement Officers Indicator: YES

SECR-2: Security Staff

Instructions:

- 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 Fall 2013 snapshot date, 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:	NS
Number of FTE security guards:	NS

ABSR: Chronic Absenteeism & Retention

DATES
Report a cumulative count for the period beginning at the start of the 2013-14 school year and ending one day prior to the start of the following school year.

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

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KEY DEFINITIONS
- Chronically absent student
- Retained

ABSR-1: Chronic Student Absenteeism

Instructions:
- Include all students who were absent for 15 or more days during the school year, regardless of whether the absences were consecutive.
- Include all absences for any reason (e.g., illness, suspension, the need to care for a family member), regardless of whether absences were excused or unexcused.

For the regular 2013-14 school year, not including intersession or summer, enter the number students in GRADES K-12 (or the ungraded equivalent) who were absent for 15 or more days (chronically absent).

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total
Males who were chronically absent:	16	0	4	0	76	33	6	135
Females who were chronically absent:	15	1	3	1	52	27	3	102
Total number of students who were chronically absent:	31	1	7	1	128	60	9	237

Chronic Student Absenteeism - LEP

	LEP
LEP males who were chronically absent:	17
LEP females who were chronically absent:	5
LEP students who were chronically absent:	22

Chronic Student Absenteeism - Disabilities

	Students with Disabilities (504)	Students with Disabilities (IDEA)
Males with disabilities who were chronically absent:	0	43
Females with disabilities who were chronically absent:	0	30
Students with disabilities who were chronically absent:	0	73

ABSR-2: Student Retention Indicator

Instructions:
- Respond yes if a student was not promoted to the next grade prior to the beginning of the 2014-15 school year.

For each grade listed in the table, indicate whether ANY students were retained at the end of the 2013-14 school year (not promoted to the next grade). Please select "Yes" or "No" in the table below.

	Yes/No
Kindergarten	N/A
Grade 1	N/A
Grade 2	N/A
Grade 3	N/A
Grade 4	N/A
Grade 5	N/A
Grade 6	YES

Grade 7	YES
Grade 8	YES
Grade 9	N/A
Grade 10	N/A
Grade 11	N/A
Grade 12	N/A

ABSR-3 GRK: Retention of Students in Kindergarten

Instructions:
- Report a cumulative count, beginning from the start of the 2013-14 school year and through the summer, up to one day before the start of the 2014-15 school year.

Enter the number of students in Kindergarten who were underlined retained at the end of the 2013-14 school year (not promoted to the next grade).

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total
Males:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students retained:	0	0	0	0	0	0	0	0

Retention of Students in Kindergarten - LEP

	LEP
LEP males:	N/A
LEP females:	N/A
Total LEP students retained:	0

Retention of Students in Kindergarten - Disabilities

	Students with Disabilities (IDEA)	Students with Disabilities (504)
Males with disabilities:	N/A	N/A
Females with disabilities:	N/A	N/A
Total students with disabilities retained:	0	0

ABSR-3 GR1: Retention of Students in Grade 1

Instructions:
- Report a cumulative count, beginning from the start of the 2013-14 school year and through the summer, up to one day before the start of the 2014-15 school year.

Enter the number of students in GRADE 1 who were underlined retained at the end of the 2013-14 school year (not promoted to the next grade).

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total
Males:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students retained:	0	0	0	0	0	0	0	0

Retention of Students in Grade 1 - LEP

	LEP
LEP males:	N/A
LEP females:	N/A
Total LEP students retained:	0

Retention of Students in Grade 1 - Disabilities

	Students with Disabilities (IDEA)	Students with Disabilities (504)
Males with disabilities:	N/A	N/A
Females with disabilities:	N/A	N/A
Total students with disabilities retained:	0	0

ABSR-3 GR2: Retention of Students in Grade 2

- Report a cumulative count, beginning from the start of the 2013-14 school year and through the summer, up to one day before the start of the 2014-15 school year.

Enter the number of students in GRADE 2 who were <u>retained</u> at the end of the 2013-14 school year (not promoted to the next grade).

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total
Males:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students retained:	0	0	0	0	0	0	0	0

Retention of Students in Grade 2 - <u>LEP</u>

	LEP
LEP males:	N/A
LEP females:	N/A
Total LEP students retained:	0

Retention of Students in Grade 2 - <u>Disabilities</u>

	Students with Disabilities (IDEA)	Students with Disabilities (504)
Males with disabilities:	N/A	N/A
Females with disabilities:	N/A	N/A
Total students with disabilities retained:	0	0

ABSR-3 GR3: Retention of Students in Grade 3

Instructions:

- Report a cumulative count, beginning from the start of the 2013-14 school year and through the summer, up to one day before the start of the 2014-15 school year.

Enter the number of students in GRADE 3 who were <u>retained</u> at the end of the 2013-14 school year (not promoted to the next grade).

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total
Males:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students retained:	0	0	0	0	0	0	0	0

Retention of Students in Grade 3 - <u>LEP</u>

	LEP
LEP males:	N/A
LEP females:	N/A
Total LEP students retained:	0

Retention of Students in Grade 3 - <u>Disabilities</u>

	Students with Disabilities (IDEA)	Students with Disabilities (504)
Males with disabilities:	N/A	N/A
Females with disabilities:	N/A	N/A
Total students with disabilities retained:	0	0

ABSR-3 GR4: Retention of Students in Grade 4

Instructions:

- Report a cumulative count, beginning from the start of the 2013-14 school year and through the summer, up to one day before the start of the 2014-15 school year.

Enter the number of students in GRADE 4 who were <u>retained</u> at the end of the 2013-14 school year (not promoted to the next grade).

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total
Males:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0

Total number of students retained:	0	0	0	0	0	0	0	0

Retention of Students in Grade 4 - LEP

	LEP
LEP males:	N/A
LEP females:	N/A
Total LEP students retained:	0

Retention of Students in Grade 4 - Disabilities

	Students with Disabilities (IDEA)	Students with Disabilities (504)
Males with disabilities:	N/A	N/A
Females with disabilities:	N/A	N/A
Total students with disabilities retained:	0	0

ABSR-3 GR5: Retention of Students in Grade 5

Instructions:
- Report a cumulative count, beginning from the start of the 2013-14 school year and through the summer, up to one day before the start of the 2014-15 school year.

Enter the number of students in GRADE 5 who were retained at the end of the 2013-14 school year (not promoted to the next grade).

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total
Males:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students retained:	0	0	0	0	0	0	0	0

Retention of Students in Grade 5 - LEP

	LEP
LEP males:	N/A
LEP females:	N/A
Total LEP students retained:	0

Retention of Students in Grade 5 - Disabilities

	Students with Disabilities (IDEA)	Students with Disabilities (504)
Males with disabilities:	N/A	N/A
Females with disabilities:	N/A	N/A
Total students with disabilities retained:	0	0

ABSR-3 GR6: Retention of Students in Grade 6

Instructions:
- Report a cumulative count, beginning from the start of the 2013-14 school year and through the summer, up to one day before the start of the 2014-15 school year.

Enter the number of students in GRADE 6 who were retained at the end of the 2013-14 school year (not promoted to the next grade).

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total
Males:	0	0	0	0	3	0	0	3
Females:	0	0	0	0	1	0	0	1
Total number of students retained:	0	0	0	0	4	0	0	4

Retention of Students in Grade 6 - LEP

	LEP
LEP males:	0
LEP females:	0
Total LEP students retained:	0

Retention of Students in Grade 6 - Disabilities

	Students with Disabilities (IDEA)	Students with Disabilities (504)
Males with disabilities:	0	0
Females with disabilities:	0	0
Total students with disabilities retained:	0	0

ABSR-3 GR7: Retention of Students in Grade 7

Instructions:
- Report a cumulative count, beginning from the start of the 2013-14 school year and through the summer, up to one day before the start of the 2014-15 school year.

Enter the number of students in GRADE 7 who were retained at the end of the 2013-14 school year (not promoted to the next grade).

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total
Males:	0	0	0	0	2	2	0	4
Females:	0	0	0	0	1	2	0	3
Total number of students retained:	0	0	0	0	3	4	0	7

Retention of Students in Grade 7 - LEP

	LEP
LEP males:	0
LEP females:	0
Total LEP students retained:	0

Retention of Students in Grade 7 - Disabilities

	Students with Disabilities (IDEA)	Students with Disabilities (504)
Males with disabilities:	0	0
Females with disabilities:	0	0
Total students with disabilities retained:	0	0

ABSR-3 GR8: Retention of Students in Grade 8

Instructions:
- Report a cumulative count, beginning from the start of the 2013-14 school year and through the summer, up to one day before the start of the 2014-15 school year.

Enter the number of students in GRADE 8 who were retained at the end of the 2013-14 school year (not promoted to the next grade).

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total
Males:	0	0	0	0	1	1	0	2
Females:	0	0	0	0	1	0	1	2
Total number of students retained:	0	0	0	0	2	1	1	4

Retention of Students in Grade 8 - LEP

	LEP
LEP males:	0
LEP females:	0
Total LEP students retained:	0

Retention of Students in Grade 8 - Disabilities

	Students with Disabilities (IDEA)	Students with Disabilities (504)
Males with disabilities:	0	0
Females with disabilities:	0	0
Total students with disabilities retained:	0	0

ABSR-3 GR9: Retention of Students in Grade 9

Instructions:

- Report a cumulative count, beginning from the start of the 2013-14 school year and through the summer, up to one day before the start of the 2014-15 school year.

Enter the number of students in GRADE 9 who were retained at the end of the 2013-14 school year (not promoted to the next grade).

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total
Males:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students retained:	0	0	0	0	0	0	0	0

Retention of Students in Grade 9 - LEP

	LEP
LEP males:	N/A
LEP females:	N/A
Total LEP students retained:	0

Retention of Students in Grade 9 - Disabilities

	Students with Disabilities (IDEA)	Students with Disabilities (504)
Males with disabilities:	N/A	N/A
Females with disabilities:	N/A	N/A
Total students with disabilities retained:	0	0

ABSR-3 GR10: Retention of Students in Grade 10

Instructions:
- Report a cumulative count, beginning from the start of the 2013-14 school year and through the summer, up to one day before the start of the 2014-15 school year.

Enter the number of students in GRADE 10 who were retained at the end of the 2013-14 school year (not promoted to the next grade).

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total
Males:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students retained:	0	0	0	0	0	0	0	0

Retention of Students in Grade 10 - LEP

	LEP
LEP males:	N/A
LEP females:	N/A
Total LEP students retained:	0

Retention of Students in Grade 10 - Disabilities

	Students with Disabilities (IDEA)	Students with Disabilities (504)
Males with disabilities:	N/A	N/A
Females with disabilities:	N/A	N/A
Total students with disabilities retained:	0	0

ABSR-3 GR11: Retention of Students in Grade 11

Instructions:
- Report a cumulative count, beginning from the start of the 2013-14 school year and through the summer, up to one day before the start of the 2014-15 school year.

Enter the number of students in GRADE 11 who were retained at the end of the 2013-14 school year (not promoted to the next grade).

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total
Males:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0

Total number of students retained:	0	0	0	0	0	0	0	0

Retention of Students in Grade 11 - LEP

	LEP
LEP males:	N/A
LEP females:	N/A
Total LEP students retained:	0

Retention of Students in Grade 11 - Disabilities

	Students with Disabilities (IDEA)	Students with Disabilities (504)
Males with disabilities:	N/A	N/A
Females with disabilities:	N/A	N/A
Total students with disabilities retained:	0	0

ABSR-3 GR12: Retention of Students in Grade 12

Instructions:
- Report a cumulative count, beginning from the start of the 2013-14 school year and through the summer, up to one day before the start of the 2014-15 school year.

Enter the number of students in GRADE 12 who were retained at the end of the 2013-14 school year (not promoted to the next grade).

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total
Males:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total number of students retained:	0	0	0	0	0	0	0	0

Retention of Students in Grade 12 - LEP

	LEP
LEP males:	N/A
LEP females:	N/A
Total LEP students retained:	0

Retention of Students in Grade 12 - Disabilities

	Students with Disabilities (IDEA)	Students with Disabilities (504)
Males with disabilities:	N/A	N/A
Females with disabilities:	N/A	N/A
Total students with disabilities retained:	0	0

ATHL: Single-Sex Interscholastic Athletics

DATES
Report a cumulative count for the period beginning at the start of the 2013-14 school year and ending one day prior to the start of the following school year.

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

Need more help with Skipped Field Warnings w̄ (176 KB) (https://surveys.nces.ed.gov/crdc/Content/Resources/SkippedFieldWarnings.docx)? View the Data Tip.

Need more help with Features and Tips for Data Entry 🅰 (103 KB) (https://surveys.nces.ed.gov/crdc/Content/Resources/FeaturesTipsforDataEntry.pdf)? View the Data Tip.

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

ATHL-1: Single-Sex Interscholastic Athletics Indicator

Instructions:
- Include only interscholastic athletics in which only males or only females participate.
- Include all students who participated in <u>male only or female only interscholastic athletics</u>, beginning from the start of the 2013-14 school year, up to one day before the start of the 2014-15 school year.

For the regular 2013-14 school year, not including intersession or summer, did this school have any students in GRADES 9-12 (or the <u>ungraded</u> equivalent) who participated in <u>male only or female only interscholastic athletics</u>?
- Single-Sex Interscholastic Athletics Indicator: | N/A |

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

Instructions:
- A STUDENT should be counted multiple times for each <u>team</u> he or she participated on (e.g., a female student who participated on the female basketball junior varsity team and the female soccer varsity team would be counted twice).

For the regular 2013-14 school year, not including intersession or summer, enter the number of active interscholastic <u>SPORTS</u> and <u>TEAMS</u> that were <u>male only or female only</u> and the number of STUDENTS in GRADES 9-12 (or the <u>ungraded</u> equivalent) who <u>participated</u> in those sports and teams.

	Male Only	Female Only	Total
Number of sports:	N/A	N/A	0
Number of teams:	N/A	N/A	0
Number of participants:	N/A	N/A	0

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

DATES

Report a cumulative count based on the entire 2013-14 regular school year, not including intersession or summer.

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

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

Need more help with Skipped Field Warnings 🗎 (176 KB) (https://surveys.nces.ed.gov/crdc/Content/Resources/SkippedFieldWarnings.docx)? View the Data Tip.

Need more help with Features and Tips for Data Entry 🗎 (103 KB) (https://surveys.nces.ed.gov/crdc/Content/Resources/FeaturesTipsforDataEntry.pdf)? View the Data Tip.

SPECIAL INSTRUCTIONS

Students cannot be counted in both the "only one" and "more than one" rows for a particular violation, but they can be counted multiple times for different violations. For example, a student cannot be counted in the "only one out-of school suspension" and "more than one out-of-school suspension." However, a student can be counted in both an "out-of-school suspension" and "expulsion" row.

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

- Corporal punishment
- In-school suspension
- Out-of-school suspension
- Expulsion with educational services
- Expulsion without educational services
- Expulsion under zero-tolerance policies
- Referral to law enforcement
- School-related arrest

DISC-1a: Preschool Suspensions and Expulsions - ONLY ONE Out-of-School Suspension

Instructions:

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

For the regular 2013-14 school year, not including intersession or summer, enter the number of PRESCHOOL children who received ONLY ONE preschool out-of-school suspension.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total
Males:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total Number of Students:	0	0	0	0	0	0	0	0

Preschool Suspensions - LEP

	LEP
LEP males:	N/A
LEP females:	N/A
Total LEP Students:	0

Preschool Suspensions - IDEA

	Students With Disabilities (IDEA)
Males with Disabilities:	N/A
Females with Disabilities:	N/A
Total Students With Disabilities:	0

DISC-1b: Preschool Suspensions and Expulsions - MORE THAN ONE Out-of-School Suspension

Instructions:

- A preschool child may NOT be counted in both the "only one out-of-school suspension" table and the "more than one out-of-school suspension" table.
- A preschool child may be counted in both an "out-of-school suspension" table and the "expulsion" table.
- The definition of preschool out-of-school suspension and preschool expulsion is different from K-12.
- Data reported in this table is a subset of the DISC-1a: Preschool Suspensions and Expulsions - ONLY ONE Out-of-School Suspension. Select 'Show

For the regular 2013-14 school year, not including intersession or summer, enter the number of <u>PRESCHOOL</u> children who received MORE THAN ONE <u>preschool out-of-school suspension</u>.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total
Males:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total Number of Students:	0	0	0	0	0	0	0	0

Preschool Suspensions - <u>LEP</u>

	LEP
LEP males:	N/A
LEP females:	N/A
Total LEP Students:	0

Preschool Suspensions - <u>IDEA</u>

	Students With Disabilities (IDEA)
Males with Disabilities:	N/A
Females with Disabilities:	N/A
Total Students With Disabilities:	0

DISC-1c: Preschool Suspensions and Expulsions - Expulsions

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

For the regular 2013-14 school year, not including intersession or summer, enter the number of <u>PRESCHOOL</u> children who received an <u>EXPULSION</u>.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total
Males:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total Number of Students:	0	0	0	0	0	0	0	0

Preschool Expulsions - <u>LEP</u>

	LEP
LEP males:	N/A
LEP females:	N/A
Total LEP Students:	0

Preschool Expulsions - <u>IDEA</u>

	Students With Disabilities (IDEA)
Males with Disabilities:	N/A
Females with Disabilities:	N/A
Total Students With Disabilities:	0

DISC-2: Preschool Instances of Suspension

Instructions:
- Report the number of INSTANCES of out-of-school suspensions, not the number of children who received out-of-school suspensions.
- A <u>preschool</u> child may be counted more than once in the table if the child was involved in multiple offenses and received an out-of-school suspension more than once.
- The definition of <u>preschool out-of-school suspension</u> and <u>preschool expulsion</u> is different from K-12.

For the regular 2013-14 school year, not including intersession or summer, enter the number of instances of <u>preschool out-of-school suspension</u> for all <u>preschool</u> children and for preschool children with disabilities (<u>IDEA</u>).

	All Preschool Children	Preschool Children With Disabilities (IDEA)
Number of instances of out-of-school suspension:	N/A	N/A

DISC-3: Preschool Corporal Punishment
For the regular 2013-14 school year, not including intersession or summer, enter the number of <u>PRESCHOOL</u> children who received <u>CORPORAL PUNISHMENT</u>.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total
Males:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total Number of Students:	0	0	0	0	0	0	0	0

Preschool Corporal Punishment - LEP

	LEP
LEP males:	N/A
LEP females:	N/A
Total LEP Students:	0

Preschool Corporal Punishment - IDEA

	Students With Disabilities (IDEA)
Males with Disabilities:	N/A
Females with Disabilities:	N/A
Total Students With Disabilities:	0

DISC-4: Preschool Instances of Corporal Punishment

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

For the regular 2013-14 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:	N/A	N/A

DISC-5: Corporal Punishment
During the regular 2013-14 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)?
- Corporal Punishment Indicator: Does this school use corporal punishment to discipline students? : NO

DISC-6: Instances of Corporal Punishment

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

For the regular 2013-14 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 (IDEA and Section 504 Only)
Number of instances of corporal punishment for K-12 students (or the ungraded equivalent):	N/A	N/A

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

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

For the regular 2013-14 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	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total Students Without Disabilities
Males:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females:	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total Number of Students:	0	0	0	0	0	0	0	0

Corporal Punishment - LEP

	LEP Students Without Disabilities

LEP Males:	N/A
LEP Females:	N/A
Total LEP Students:	0

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

Instructions:
- Report the number of students receiving one or more <u>in-school suspensions</u>, not the instances of in-school suspension.

For the regular 2013-14 school year, not including intersession or summer, enter the number of <u>students without disabilities</u> in GRADES K-12 (or the <u>ungraded</u> equivalent) who received one or more <u>IN-SCHOOL SUSPENSIONS</u>.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total Students Without Disabilities
Males:	0	0	0	0	0	0	0	0
Females:	0	0	0	0	0	0	0	0
Total Number of Students:	0	0	0	0	0	0	0	0

In-School Suspensions - <u>LEP</u>

	LEP Students Without Disabilities
LEP Males:	0
LEP Females:	0
Total LEP Students:	0

DISC-7c: Discipline of Students without Disabilities - ONLY ONE Out-of-School Suspension

Instructions:
- A student may NOT be counted in both the "only one <u>out-of-school suspension</u>" table and the "more than one out-of-school suspension" table.

For the regular 2013-14 school year, not including intersession or summer, enter the number of students without disabilities in GRADES K-12 (or the <u>ungraded</u> equivalent) who received ONLY ONE <u>OUT-OF-SCHOOL SUSPENSION</u>.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total Students Without Disabilities
Males:	4	0	2	0	18	10	1	35
Females:	2	0	1	0	14	5	0	22
Total Number of Students:	6	0	3	0	32	15	1	57

Out-Of-School Suspensions - <u>LEP</u>

	LEP Students Without Disabilities
LEP Males:	3
LEP Females:	0
Total LEP Students:	3

DISC-7d: Discipline of Students without Disabilities - MORE THAN ONE Out-of-School Suspension

Instructions:
- A student may NOT be counted in both the "only one <u>out-of-school suspension</u>" table and the "more than one out-of-school suspension" table.
- Data reported in this table is a subset of the DISC-7c: Discipline of Students without Disabilities - ONLY ONE Out-of-School Suspension. Select 'Show Reference Data' to view data from table DISC-7c.

For the regular 2013-14 school year, not including intersession or summer, enter the number of students without disabilities in GRADES K-12 (or the <u>ungraded</u> equivalent) who received MORE THAN ONE <u>OUT-OF-SCHOOL SUSPENSION</u>.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total Students Without Disabilities
Males:	6	0	2	0	74	16	3	101
Females:	9	0	0	0	43	5	2	59
Total Number of Students:	15	0	2	0	117	21	5	160

Out-Of-School Suspensions - <u>LEP</u>

	LEP Students Without Disabilities

LEP Males:	9
LEP Females:	0
Total LEP Students:	9

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

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 2013-14 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	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total Students Without Disabilities
Males:	0	0	0	0	1	1	0	2
Females:	0	0	0	0	0	0	0	0
Total Number of Students:	0	0	0	0	1	1	0	2

Expulsions With Educational Services - LEP

	LEP Students Without Disabilities
LEP Males:	0
LEP Females:	0
Total LEP Students:	0

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

Instructions:
- A student may NOT be counted in both the "expulsion with educational services" table and the "expulsion without educational services" table.
- Data reported in this table is a subset of the DISC-7e: Discipline of Students without Disabilities - Expulsions WITH Educational Services. Select 'Show Reference Data' to view data from table DISC-7e.

For the regular 2013-14 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	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total Students Without Disabilities
Males:	0	0	0	0	0	0	0	0
Females:	0	0	0	0	0	0	0	0
Total Number of Students:	0	0	0	0	0	0	0	0

Expulsions without Educational Services - LEP

	LEP Students Without Disabilities
LEP Males:	0
LEP Females:	0
Total LEP Students:	0

DISC-7g: Discipline of Students without Disabilities - Expulsions 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.

For the regular 2013-14 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	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total Students Without Disabilities
Males:	0	0	0	0	1	0	0	1
Females:	0	0	0	0	0	0	0	0
Total Number of Students:	0	0	0	0	1	0	0	1

Expulsions Under Zero Tolerance Policies - LEP

	LEP Students Without Disabilities

LEP Males:	0
LEP Females:	0
Total LEP Students:	0

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

Instructions:
- Transfers to an <u>alternative school</u> for disciplinary reasons are a subset of students <u>expelled with educational services</u> (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 2013-14 school year, not including intersession or summer, enter the number of students without disabilities in GRADES K-12 (or the <u>ungraded</u> equivalent) who were transferred to an <u>ALTERNATIVE SCHOOL</u> for DISCIPLINARY REASONS.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total
Males who were transferred:	NS	NS	NS	NS	NS	NS	NS	0
Females who were transferred:	NS	NS	NS	NS	NS	NS	NS	0
Total Number of Students Who Were Transferred:	0	0	0	0	0	0	0	0

Transfer to an Alternative School - <u>LEP</u>

	LEP Students Without Disabilities
LEP males who were transferred:	NS
LEP females who were transferred:	NS
Total LEP Students Who Were Transferred:	0

DISC-8b: Transfer to Alternative School or Regular School for Students without Disabilities - Regular School

Instructions:
- Transfers to a <u>regular school</u> for disciplinary reasons are a subset of <u>expelled students with educational services</u> (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 2013-14 school year, not including intersession or summer, enter the number of students without disabilities in GRADES K-12 (or the <u>ungraded</u> equivalent) who were transferred to a <u>REGULAR SCHOOL</u> for DISCIPLINARY REASONS.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total
Males who were transferred:	NS	NS	NS	NS	NS	NS	NS	0
Females who were transferred:	NS	NS	NS	NS	NS	NS	NS	0
Total Number of Students Who Were Transferred:	0	0	0	0	0	0	0	0

Transfer to a Regular School - <u>LEP</u>

	LEP Students Without Disabilities
LEP males who were transferred:	NS
LEP females who were transferred:	NS
Total LEP Students Who Were Transferred:	0

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

Instructions:
- Report the number of students receiving <u>corporal punishment</u>, not the instances of corporal punishment.
- Enter data for students served under IDEA in the first table, LEP students served under IDEA or Section 504 in the second table, and students served under Section 504 only in the third table.

For the regular 2013-14 school year, not including intersession or summer, enter the number of <u>students with disabilities</u> in GRADES K-12 (or the <u>ungraded</u> equivalent) by <u>IDEA</u>, LEP or Section 504 status as specified, who received <u>CORPORAL PUNISHMENT</u>.

	Hispanic (IDEA Only)	Amer. Indian / Alaska Native (IDEA Only)	Asian (IDEA Only)	Native Hawaiian / Pacific Isldr (IDEA Only)	Black (IDEA Only)	White (IDEA Only)	Two or more races (IDEA Only)	Total Students With Disabilities (IDEA Only)

Males (IDEA only):	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Females (IDEA only):	N/A	N/A	N/A	N/A	N/A	N/A	N/A	0
Total Students With Disabilities (IDEA Only):	0	0	0	0	0	0	0	0

Corporal Punishment - LEP

	LEP Students With Disabilities (Inclusive of 504 and IDEA)
LEP Males (IDEA or Section 504):	N/A
LEP Females (IDEA or Section 504):	N/A
Total LEP Students:	0

Corporal Punishment - Section 504 Only

	Students With Disabilities (Section 504 Only)
Males (Section 504):	N/A
Females (Section 504):	N/A
Total Students With Disabilities:	0

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

Instructions:
- Report the number of students receiving one or more in-school suspensions, not the instances of in-school suspension.
- Enter data for students served under IDEA in the first table, LEP students served under IDEA or Section 504 in the second table, and students served under Section 504 only in the third table.

For the regular 2013-14 school year, not including intersession or summer, enter the number of students with disabilities in GRADES K-12 (or the ungraded equivalent) by IDEA, LEP or Section 504 status as specified, who received one or more IN-SCHOOL SUSPENSIONS.

	Hispanic (IDEA Only)	Amer. Indian / Alaska Native (IDEA Only)	Asian (IDEA Only)	Native Hawaiian / Pacific Isldr (IDEA Only)	Black (IDEA Only)	White (IDEA Only)	Two or more races (IDEA Only)	Total Students With Disabilities (IDEA Only)
Males (IDEA only):	0	0	0	0	0	0	0	0
Females (IDEA only):	0	0	0	0	0	0	0	0
Total Students With Disabilities (IDEA Only):	0	0	0	0	0	0	0	0

In-School Suspensions - LEP

	LEP Students With Disabilities (Inclusive of 504 and IDEA)
LEP Males (IDEA or Section 504):	0
LEP Females (IDEA or Section 504):	0
Total LEP Students:	0

In-School Suspensions - Section 504 Only

	Students With Disabilities (Section 504 Only)
Males (Section 504):	0
Females (Section 504):	0
Total Students With Disabilities:	0

DISC-9c: Discipline of Students with Disabilities - ONLY ONE Out-of-School Suspension

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.
- Enter data for students served under IDEA in the first table, LEP students served under IDEA or Section 504 in the second table, and students served under Section 504 only in the third table.

For the regular 2013-14 school year, not including intersession or summer, enter the number of students with disabilities in GRADES K-12 (or the ungraded equivalent) by IDEA, LEP or Section 504 status as specified, who received ONLY ONE OUT-OF-SCHOOL SUSPENSION.

	Hispanic (IDEA Only)	Amer. Indian / Alaska Native (IDEA Only)	Asian (IDEA Only)	Native Hawaiian / Pacific Isldr (IDEA Only)	Black (IDEA Only)	White (IDEA Only)	Two or more races (IDEA Only)	Total Students With Disabilities (IDEA Only)
Males (IDEA only):	5	0	1	0	16	9	1	32
Females (IDEA only):	4	0	0	0	4	1	1	10

Total Students With Disabilities (IDEA Only):	9	0	1	0	20	10	2	42

Out-Of-School Suspensions - LEP

	LEP Students With Disabilities (Inclusive of 504 and IDEA)
LEP Males (IDEA or Section 504):	2
LEP Females (IDEA or Section 504):	2
Total LEP Students:	4

Out-Of-School Suspensions - Section 504 Only

	Students With Disabilities (Section 504 Only)
Males (Section 504):	0
Females (Section 504):	0
Total Students With Disabilities:	0

DISC-9d: Discipline of Students with Disabilities - MORE THAN ONE Out-of-School Suspension

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.
- Enter data for students served under IDEA in the first table, LEP students served under IDEA or Section 504 in the second table, and students served under Section 504 only in the third table.
- Data reported in this table is a subset of the DISC-9c: Discipline of Students with Disabilities - ONLY ONE Out-of-School Suspension. Select 'Show Reference Data' to view data from table DISC-9c.

For the regular 2013-14 school year, not including intersession or summer, enter the number of students with disabilities in GRADES K-12 (or the ungraded equivalent) by IDEA, LEP or Section 504 status as specified, who received MORE THAN ONE OUT-OF-SCHOOL SUSPENSION.

	Hispanic (IDEA Only)	Amer. Indian / Alaska Native (IDEA Only)	Asian (IDEA Only)	Native Hawaiian / Pacific Isldr (IDEA Only)	Black (IDEA Only)	White (IDEA Only)	Two or more races (IDEA Only)	Total Students With Disabilities (IDEA Only)
Males (IDEA only):	11	0	1	0	28	6	3	49
Females (IDEA only):	4	0	0	0	16	4	0	24
Total Students With Disabilities (IDEA Only):	15	0	1	0	44	10	3	73

Out-Of-School Suspensions - LEP

	LEP Students With Disabilities (Inclusive of 504 and IDEA)
LEP Males (IDEA or Section 504):	4
LEP Females (IDEA or Section 504):	1
Total LEP Students:	5

Out-Of-School Suspensions - Section 504 Only

	Students With Disabilities (Section 504 Only)
Males (Section 504):	0
Females (Section 504):	0
Total Students With Disabilities:	0

DISC-9e: Discipline of Students with Disabilities -Expulsions WITH Educational Services

Instructions:
- A student may NOT be counted in both the "expulsion with educational services" table and the "expulsion without educational services" table.
- Enter data for students served under IDEA in the first table, LEP students served under IDEA or Section 504 in the second table, and students served under Section 504 only in the third table.

For the regular 2013-14 school year, not including intersession or summer, enter the number of students with disabilities in GRADES K-12 (or the ungraded equivalent) by IDEA, LEP or Section 504 status as specified, who received EXPULSIONS WITH EDUCATIONAL SERVICES.

	Hispanic (IDEA Only)	Amer. Indian / Alaska Native (IDEA Only)	Asian (IDEA Only)	Native Hawaiian / Pacific Isldr (IDEA Only)	Black (IDEA Only)	White (IDEA Only)	Two or more races (IDEA Only)	Total Students With Disabilities (IDEA Only)
Males (IDEA only):	0	0	0	0	0	0	0	0
Females (IDEA only):	0	0	0	0	0	0	0	0

Total Students With Disabilities (IDEA Only):	0	0	0	0	0	0	0	0

Expulsions With Educational Services - LEP

	LEP Students With Disabilities (Inclusive of 504 and IDEA)
LEP Males (IDEA or Section 504):	0
LEP Females (IDEA or Section 504):	0
Total LEP Students:	0

Expulsions With Educational Services - Section 504 Only

	Students With Disabilities (Section 504 Only)
Males (Section 504):	0
Females (Section 504):	0
Total Students With Disabilities:	0

DISC-9f: Discipline of Students with Disabilities - Expulsions WITHOUT Educational Services

Instructions:
- A student may NOT be counted in both the "expulsion with educational services" table and the "expulsion without educational services" table.
- Enter data for students served under IDEA in the first table, LEP students served under IDEA or Section 504 in the second table, and students served under Section 504 only in the third table.
- Data reported in this table is a subset of the DISC-9e: Discipline of Students with Disabilities -Expulsions WITH Educational Services. Select 'Show Reference Data' to view data from table DISC-9e.

For the regular 2013-14 school year, not including intersession or summer, enter the number of students with disabilities in GRADES K-12 (or the ungraded equivalent) by IDEA, LEP or Section 504 status as specified, who received EXPULSIONS WITHOUT EDUCATIONAL SERVICES.

	Hispanic (IDEA Only)	Amer. Indian / Alaska Native (IDEA Only)	Asian (IDEA Only)	Native Hawaiian / Pacific Isldr (IDEA Only)	Black (IDEA Only)	White (IDEA Only)	Two or more races (IDEA Only)	Total Students With Disabilities (IDEA Only)
Males (IDEA only):	0	0	0	0	0	0	0	0
Females (IDEA only):	0	0	0	0	0	0	0	0
Total Students With Disabilities (IDEA Only):	0	0	0	0	0	0	0	0

Expulsions without Educational Services - LEP

	LEP Students With Disabilities (Inclusive of 504 and IDEA)
LEP Males (IDEA or Section 504):	0
LEP Females (IDEA or Section 504):	0
Total LEP Students:	0

Expulsions without Educational Services - Section 504 Only

	Students With Disabilities (Section 504 Only)
Males (Section 504):	0
Females (Section 504):	0
Total Students With Disabilities:	0

DISC-9g: Discipline of Students with Disabilities - Expulsions 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.
- Enter data for students served under IDEA in the first table, LEP students served under IDEA or Section 504 in the second table, and students served under Section 504 only in the third table.

For the regular 2013-14 school year, not including intersession or summer, enter the number of students with disabilities in GRADES K-12 (or the ungraded equivalent) by IDEA, LEP or Section 504 status as specified, who received an EXPULSION UNDER ZERO TOLERANCE.

	Hispanic (IDEA Only)	Amer. Indian / Alaska Native (IDEA Only)	Asian (IDEA Only)	Native Hawaiian / Pacific Isldr (IDEA Only)	Black (IDEA Only)	White (IDEA Only)	Two or more races (IDEA Only)	Total Students With Disabilities (IDEA Only)
Males (IDEA only):	0	0	0	0	0	0	0	0
Females (IDEA only):	0	0	0	0	0	0	0	0

Total Students With Disabilities (IDEA Only):	0	0	0	0	0	0	0	0

Expulsion Under Zero Tolerance Policies - LEP

	LEP Students With Disabilities (Inclusive of 504 and IDEA)
LEP Males (IDEA or Section 504):	0
LEP Females (IDEA or Section 504):	0
Total LEP Students:	0

Expulsion Under Zero Tolerance Policies - Section 504 Only

	Students With Disabilities (Section 504 Only)
Males (Section 504):	0
Females (Section 504):	0
Total Students With Disabilities:	0

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

Instructions:
- Transfers to an alternative school for disciplinary reasons are a subset of students <u>expelled with educational services</u> (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.
- Enter data for students served under IDEA in the first table, LEP students served under IDEA or Section 504 in the second table, and students served under Section 504 only in the third table.

For the regular 2013-14 school year, not including intersession or summer, enter the number of <u>students with disabilities</u> in GRADES K-12 (or the <u>ungraded</u> equivalent) by <u>IDEA</u>, LEP or Section 504 status as specified, who were transferred to an <u>ALTERNATIVE SCHOOL</u> for DISCIPLINARY REASONS.

	Hispanic (IDEA Only)	Amer. Indian / Alaska Native (IDEA Only)	Asian (IDEA Only)	Native Hawaiian / Pacific Isldr (IDEA Only)	Black (IDEA Only)	White (IDEA Only)	Two or more races (IDEA Only)	Total (IDEA Only)
Males who were transferred:	NS	0	NS	0	NS	NS	NS	0
Females who were transferred:	NS	NS	NS	0	NS	NS	NS	0
Total Number of Students Who Were Transferred:	0	0	0	0	0	0	0	0

Transfer to an Alternative School - LEP

	LEP Students With Disabilities (Inclusive of 504 and IDEA)
LEP males who were transferred:	NS
LEP females who were transferred:	NS
Total LEP Students Who Were Transferred:	0

Transfer to an Alternative School - Section 504 Only

	Students With Disabilities (Section 504 Only)
Males With Disabilities were transferred:	NS
Females With Disabilities who were transferred:	NS
Total Students With Disabilities Who Were Transferred:	0

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

Instructions:
- Transfers to a regular school for disciplinary reasons are a subset of <u>expelled students with educational services</u> (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.
- Enter data for students served under IDEA in the first table, LEP students served under IDEA or Section 504 in the second table, and students served under Section 504 only in the third table.

For the regular 2013-14 school year, not including intersession or summer, enter the number of <u>students with disabilities</u> in GRADES K-12 (or the <u>ungraded</u> equivalent) by <u>IDEA</u>, LEP or Section 504 status as specified, who were transferred to a <u>REGULAR SCHOOL</u> for DISCIPLINARY REASONS during the 2013-14 school year.

	Hispanic (IDEA Only)	Amer. Indian / Alaska Native (IDEA Only)	Asian (IDEA Only)	Native Hawaiian / Pacific Isldr (IDEA Only)	Black (IDEA Only)	White (IDEA Only)	Two or more races (IDEA Only)	Total (IDEA Only)
Males who were transferred:	NS	0	NS	0	NS	NS	NS	0

Females who were transferred:	NS	NS	NS	0	NS	NS	NS	0
Total Number of Students Who Were Transferred:	0	0	0	0	0	0	0	0

Transfer to a Regular School - LEP

	LEP Students With Disabilities (Inclusive of 504 and IDEA)
LEP males who were transferred:	NS
LEP females who were transferred:	NS
Total LEP Students Who Were Transferred:	0

Transfer to a Regular School - Section 504 Only

	Students With Disabilities (Section 504 Only)
Males With Disabilities who were transferred:	NS
Females With Disabilities who were transferred:	NS
Total Students With Disabilities Who Were Transferred:	0

DISC-11: Instances of Suspension

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

For the regular 2013-14 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)	NS	NS	NS

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

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.

For the regular 2013-14 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	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total
Days missed by males:	NS	NS	NS	NS	NS	NS	NS	0
Days missed by females:	NS	NS	NS	NS	NS	NS	NS	0
Days Missed By All Students:	0	0	0	0	0	0	0	0

School Days Missed - LEP

	LEP
Days missed by LEP males:	NS
Days missed by LEP females:	NS
Days Missed By All LEP Students:	0

School Days Missed - Disabilities

	Students With Disabilities (Section 504 Only)	Students With Disabilities (IDEA)
Days missed by males With Disabilities:	NS	NS
Days missed by females With Disabilities:	NS	NS
Days Missed By All Students With Disabilities:	0	0

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

DATES

Report a cumulative count based on the entire 2013-14 regular school year, not including intersession or summer.

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

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

Need more help with Skipped Field Warnings �W (176 KB) (https://surveys.nces.ed.gov/crdc/Content/Resources/SkippedFieldWarnings.docx)? View the Data Tip.

Need more help with Features and Tips for Data Entry 🗎 (103 KB) (https://surveys.nces.ed.gov/crdc/Content/Resources/FeaturesTipsforDataEntry.pdf)? View the Data Tip.

KEY DEFINITIONS
- Referral to law enforcement
- School-related arrest

ARRS-1a: Discipline of Students Without Disabilities - Referred to Law Enforcement Agency

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

For the regular 2013-14 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	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total Students Without Disabilities
Males:	0	0	0	0	0	0	0	0
Females:	0	0	0	0	0	0	0	0
Total Number of Students:	0	0	0	0	0	0	0	0

Referred to a Law Enforcement Agency or Official - LEP

	LEP Students Without Disabilities
LEP Males:	0
LEP Females:	0
Total LEP Students:	0

ARRS-1b: Discipline of Students Without Disabilities - School-Related Arrest

Instructions:
- Report the number of students receiving school-related arrests, not the instances of arrests.

For the regular 2013-14 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	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total Students Without Disabilities
Males:	0	0	0	0	0	0	0	0
Females:	0	0	0	0	0	0	0	0
Total Number of Students:	0	0	0	0	0	0	0	0

Received a School-Related Arrest - LEP

	LEP Students Without Disabilities
LEP Males:	0
LEP Females:	0
Total LEP Students:	0

ARRS-2a: Discipline of Students With Disabilities - Referred to Law Enforcement Agency

Instructions:
- Report the number of students referred to law enforcement not the instances of referrals.
- Enter data for students served under IDEA in the first table, LEP students served under IDEA or Section 504 in the second table, and students served

under Section 504 only in the third table.

For the regular 2013-14 school year, not including intersession or summer, enter the number of <u>students with disabilities</u> in GRADES K-12 (or the <u>ungraded</u> equivalent), by <u>IDEA</u>, LEP or Section 504 status as specified, who were <u>REFERRED TO A LAW ENFORCEMENT AGENCY OR OFFICIAL</u>.

	Hispanic (IDEA Only)	Amer. Indian / Alaska Native (IDEA Only)	Asian (IDEA Only)	Native Hawaiian / Pacific Isldr (IDEA Only)	Black (IDEA Only)	White (IDEA Only)	Two or more races (IDEA Only)	Total Students With Disabilities (IDEA Only)
Males (IDEA only):	0	0	0	0	0	0	0	0
Females (IDEA only):	0	0	0	0	0	0	0	0
Total Number of Students:	0	0	0	0	0	0	0	0

Referred to a Law Enforcement Agency or Official - <u>LEP</u>

	LEP Students With Disabilities (Inclusive of 504 and IDEA)
LEP Males (IDEA or Section 504):	0
LEP Females (IDEA or Section 504):	0
Total LEP Students:	0

Referred to a Law Enforcement Agency or Official - <u>Section 504 Only</u>

	Students With Disabilities (Section 504 Only)
Males (Section 504):	0
Females (Section 504):	0
Total Students With Disabilities:	0

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

Instructions:
- Report the number of students receiving <u>school-related arrests</u>, not the instances of arrests.
- Enter data for students served under IDEA in the first table, LEP students served under IDEA or Section 504 in the second table, and students served under Section 504 only in the third table.

For the regular 2013-14 school year, not including intersession or summer, enter the number of <u>students with disabilities</u> in GRADES K-12 (or the <u>ungraded</u> equivalent) by <u>IDEA</u>, LEP or Section 504 status as specified, who received a <u>SCHOOL-RELATED ARREST</u>.

	Hispanic (IDEA Only)	Amer. Indian / Alaska Native (IDEA Only)	Asian (IDEA Only)	Native Hawaiian / Pacific Isldr (IDEA Only)	Black (IDEA Only)	White (IDEA Only)	Two or more races (IDEA Only)	Total Students With Disabilities (IDEA Only)
Males (IDEA only):	0	0	0	0	0	0	0	0
Females (IDEA only):	0	0	0	0	0	0	0	0
Total Number of Students:	0	0	0	0	0	0	0	0

Received a School-Related Arrest - <u>LEP</u>

	LEP Students With Disabilities (Inclusive of 504 and IDEA)
LEP Males (IDEA or Section 504):	0
LEP Females (IDEA or Section 504):	0
Total LEP Students:	0

Received a School-Related Arrest - <u>Section 504 Only</u>

	Students With Disabilities (Section 504 Only)
Males (Section 504):	0
Females (Section 504):	0
Total Students With Disabilities:	0

OFFN: Offenses

OFFN-1: Offenses - Number of Incidents

Instructions:
- Count all incidents that occurred before, during, or after normal school hours.
- Count incidents regardless of whether any disciplinary action was taken, and regardless of whether students or non-students were involved.
- Incidents that could be classified in multiple categories should be reported in the most egregious category.

For the regular 2013-14 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	NS
Sexual battery (other than rape)	NS
Robbery with a weapon	NS
Robbery with a firearm or explosive device	NS
Robbery without a weapon	NS
Physical attack or fight with a weapon	NS
Physical attack or fight with a firearm or explosive device	NS
Physical attack or fight without a weapon	NS
Threats of physical attack with a weapon	NS
Threats of physical attack with a firearm or explosive device	NS
Threats of physical attack without a weapon	NS
Possession of a firearm or explosive device	NS

OFFN-2: Offenses - Firearm Use

Instructions:
- Include those incidents that occurred at school, regardless of whether a student or non-student used the firearm or explosive device.

For the regular 2013-14 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)?
- Firearm Use: NS

OFFN-3: Offenses - Homicide
For the regular 2013-14 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?
- Homicide Indicator: NS

HIBS: Harassment & Bullying

DATES
Report a cumulative count based on the entire 2013-14 regular school year, not including intersession or summer.

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

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

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

An allegation or case of bullying or harassment that involves multiple civil rights categories should be counted in each applicable civil rights category. For example, an allegation that involves both sex and sexual orientation should be reported in both the sex count and the sexual orientation count.

KEY DEFINITIONS
- Incident
- Harassment or bullying on the basis of sex
- Harassment or bullying on the basis of race, color, or national origin
- Harassment or bullying on the basis of disability

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

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 2013-14 school year, not including intersession or summer, enter the number of allegations of harassment or bullying reported by students in GRADES K-12 (or the ungraded equivalent) to responsible school employees (such as teachers or school administrators). Report allegations on the basis of sex; race, color, or national origin; and disability.

	Number of Allegations
Allegations of harassment or bullying on the basis of SEX	17
Allegations of harassment or bullying on the basis of RACE, COLOR, OR NATIONAL ORIGIN	0
Allegations of harassment or bullying on the basis of DISABILITY	0

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

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 2013-14 school year, not including intersession or summer, enter the number of allegations of harassment or bullying reported by students in GRADES K-12 (or the ungraded equivalent) to responsible school employees (such as teachers or school administrators). Report allegations on the basis of sexual orientation and religion.

	Number of Allegations
Allegations of harassment or bullying on the basis of SEXUAL ORIENTATION	NS
Allegations of harassment or bullying on the basis of RELIGION	NS

HIBS-2a: Students Reported as Harassed or Bullied - Sex

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 tables.
- 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 2013-14 school year, not including intersession or summer, enter the number of students in GRADES K-12 (or the ungraded equivalent) who reported being harassed or bullied on the basis of sex to a responsible school employee (such as a teacher or administrator).

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total
Males:	0	0	0	0	0	0	0	0
Females:	0	0	0	0	0	0	0	0
Total number of students:	0	0	0	0	0	0	0	0

Harassment or Bullying on the Basis of Sex - LEP

	LEP
LEP Males:	0
LEP Females:	0
Total LEP students:	0

Harassment or Bullying on the Basis of Sex - Disabilities

	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 Only)
Males with disabilities:	0	0
Females with disabilities:	0	0
Total students with disabilities:	0	0

HIBS-2b: Students Reported as Harassed or Bullied - Race, Color, or National Origin

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 2013-14 school year, not including intersession or summer, enter the number of students in GRADES K-12 (or the ungraded equivalent) who reported being harassed or bullied on the basis of race, color, or national origin to a responsible school employee (such as a teacher or administrator).

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total
Males:	0	0	0	0	0	0	0	0
Females:	0	0	0	0	0	0	0	0
Total number of students:	0	0	0	0	0	0	0	0

Harassment or Bullying on the Basis of Race, Color, or National Origin - LEP

	LEP
LEP Males:	0
LEP Females:	0
Total LEP students:	0

Harassment or Bullying on the Basis of Race, Color, or National Origin - Disabilities

	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 Only)
Males with disabilities:	0	0
Females with disabilities:	0	0
Total students with disabilities:	0	0

HIBS-2c: Students Reported as Harassed or Bullied - Disability

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 2013-14 school year, not including intersession or summer, enter the number of students in GRADES K-12 (or the ungraded equivalent) who reported being harassed or bullied on the basis of disability to a responsible school employee (such as a teacher or administrator).

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total

Males:	0	0	0	0	0	0	0	0
Females:	0	0	0	0	0	0	0	0
Total number of students:	0	0	0	0	0	0	0	0

Harassment or Bullying on the Basis of Disability - LEP

	LEP
LEP Males:	0
LEP Females:	0
Total LEP students:	0

Harassment or Bullying on the Basis of Disability - Disabilities

	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 Only)
Males with disabilities:	0	0
Females with disabilities:	0	0
Total students with disabilities:	0	0

HIBS-3a: Students Disciplined for Harassment or Bullying - Sex

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 2013-14 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	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total
Males disciplined:	0	0	0	0	1	0	0	1
Females disciplined:	3	0	0	0	5	1	0	9
Total number of students disciplined:	3	0	0	0	6	1	0	10

Discipline for Harassment or Bullying on the Basis of Sex - LEP

	LEP
LEP Males disciplined:	0
LEP Females disciplined:	1
Total LEP students disciplined:	1

Discipline for Harassment or Bullying on the Basis of Sex - Disabilities

	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 Only)
Males with disabilities disciplined:	1	0
Females with disabilities disciplined:	4	0
Total students with disabilities disciplined:	5	0

HIBS-3b: Students Disciplined for Harassment or Bullying - Race, Color, or National Origin

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 2013-14 school year.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total
Males disciplined:	0	0	0	0	0	0	0	0

Females disciplined:	0	0	0	0	0	0	0	0
Total number of students disciplined:	0	0	0	0	0	0	0	0

Discipline for Harassment or Bullying on the Basis of Race, Color, or National Origin - LEP

	LEP
LEP Males disciplined:	0
LEP Females disciplined:	0
Total LEP students disciplined:	0

Discipline for Harassment or Bullying on the Basis of Race, Color, or National Origin - Disabilities

	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 Only)
Males with disabilities disciplined:	0	0
Females with disabilities disciplined:	0	0
Total students with disabilities disciplined:	0	0

HIBS-3c: Students Disciplined for Harassment or Bullying - Disability

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 2013-14 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	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total
Males disciplined:	0	0	0	0	0	0	0	0
Females disciplined:	0	0	0	0	0	0	0	0
Total number of students disciplined:	0	0	0	0	0	0	0	0

Discipline for Harassment or Bullying on the Basis of Disability - LEP

	LEP
LEP Males disciplined:	0
LEP Females disciplined:	0
Total LEP students disciplined:	0

Discipline for Harassment or Bullying on the Basis of Disability - Disabilities

	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 Only)
Males with disabilities disciplined:	0	0
Females with disabilities disciplined:	0	0
Total students with disabilities disciplined:	0	0

RSTR: Restraint & Seclusion

DATES

Report a cumulative count based on the entire 2013-14 regular school year, not including intersession or summer.

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

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

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SPECIAL INSTRUCTIONS

For mechanical restraint, do not include a student who is handcuffed by law enforcement personnel during an arrest of a student. However, if a student is handcuffed and no arrest is made, then the student should be included.

Students may be counted in more than one restraint or seclusion category.

KEY DEFINITIONS
- Mechanical restraint
- Seclusion
- Physical restraint

RSTR-1a: Non-IDEA Students Subjected to Restraint or Seclusion - Mechanical Restraint

Instructions:
- For mechanical restraint, do not include a student who is handcuffed by law enforcement personnel during an arrest of a student. However, if a student is handcuffed and no arrest is made, then the student should be included.
- A student MAY be counted in more than one Restraint or Seclusion table.

For the regular 2013-14 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	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total
Males non-IDEA:	0	0	0	0	0	0	0	0
Females non-IDEA:	0	0	0	0	0	0	0	0
Total number of students subjected to mechanical restraint:	0	0	0	0	0	0	0	0

Mechanical Restraint - LEP

	LEP
LEP Males:	0
LEP Females:	0
Total LEP students subjected to mechanical restraint:	0

Mechanical Restraint - Section 504 Only

	Students with Disabilities (Section 504 Only)
Males with disabilities:	0
Females with disabilities:	0
Total students with disabilities subjected to mechanical restraint:	0

RSTR-1b: Non-IDEA Students Subjected to Restraint or Seclusion - Physical Restraint

Instructions:
- A student MAY be counted in more than one Restraint or Seclusion table.

For the regular 2013-14 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	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total
Males non-IDEA:	0	0	0	0	0	0	0	0

Females non-IDEA:	0	0	0	0	0	0	0	0
Total number of students subjected to physical restraint:	0	0	0	0	0	0	0	0

Physical Restraint - LEP

	LEP
LEP Males:	0
LEP Females:	0
Total LEP students subjected to physical restraint:	0

Physical Restraint - Section 504 Only

	Students with Disabilities (Section 504 Only)
Males with disabilities:	0
Females with disabilities:	0
Total students with disabilities subjected to physical restraint:	0

RSTR-1c: Non-IDEA Students Subjected to Restraint or Seclusion - Seclusion

Instructions:
- A student MAY be counted in more than one Restraint or Seclusion table.

For the regular 2013-14 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	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total
Males non-IDEA:	0	0	0	0	0	0	0	0
Females non-IDEA:	0	0	0	0	0	0	0	0
Total number of students subjected to seclusion:	0	0	0	0	0	0	0	0

Seclusion - LEP

	LEP
LEP Males:	0
LEP Females:	0
Total LEP students subjected to seclusion	0

Seclusion - Section 504 Only

	Students with Disabilities (Section 504 Only)
Males with disabilities:	0
Females with disabilities:	0
Total students with disabilities subjected to seclusion:	0

RSTR-2a: IDEA Students Subjected to Restraint or Seclusion - Mechanical Restraint

Instructions:
- For mechanical restraint, do not include a student who is handcuffed by law enforcement personnel during an arrest of a student. However, if a student is handcuffed and no arrest is made, then the student should be included.
- A student MAY be counted in more than one Restraint or Seclusion table.

For the regular 2013-14 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	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total Students With Disabilities (IDEA Only)
Males IDEA:	0	0	0	0	0	0	0	0
Females IDEA:	0	0	0	0	0	0	0	0
Total number of IDEA students subjected to mechanical restraint:	0	0	0	0	0	0	0	0

Mechanical Restraint - LEP

	LEP Students with Disabilities (IDEA)
LEP Males:	0
LEP Females:	0
Total LEP students subjected to mechanical restraint:	0

RSTR-2b: IDEA Students Subjected to Restraint or Seclusion - Physical Restraint

Instructions:
- A student MAY be counted in more than one Restraint or Seclusion table.

For the regular 2013-14 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 during the 2013-14 school year.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total Students With Disabilities (IDEA Only)
Males IDEA:	0	0	0	0	0	0	0	0
Females IDEA:	0	0	0	0	0	0	0	0
Total number of students subjected to physical restraint:	0	0	0	0	0	0	0	0

Physical Restraint - LEP

	LEP Students with Disabilities (IDEA)
LEP Males:	0
LEP Females:	0
Total LEP students subjected to physical restraint:	0

RSTR-2c: IDEA Students Subjected to Restraint or Seclusion - Seclusion

Instructions:
- A student MAY be counted in more than one Restraint or Seclusion table.

For the regular 2013-14 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 during the 2013-14 school year.

	Hispanic	Amer. Indian / Alaska Native	Asian	Native Hawaiian / Pacific Isldr	Black	White	Two or more races	Total Students With Disabilities (IDEA Only)
Males IDEA:	0	0	0	0	0	0	0	0
Females IDEA:	0	0	0	0	0	0	0	0
Total number of students subjected to seclusion:	0	0	0	0	0	0	0	0

Seclusion - LEP

	LEP Students with Disabilities (IDEA)
LEP Males:	0
LEP Females:	0
Total LEP students subjected to seclusion	0

RSTR-3: Instances of Restraint or Seclusion

Instructions:
- Report the number of INSTANCES of mechanical restraint, physical restraint, and seclusion for students in grades K-12 (or the ungraded equivalent), not the number of students who were subjected to restraint or seclusion.
- A student may be counted more than once in the table if the student has been subjected to mechanical restraint, physical restraint, and/or seclusion more than once, even if it was in response to the same incident.
- For mechanical restraint, do not include a student who is handcuffed by law enforcement personnel during an arrest of a student. However, if a student is handcuffed and no arrest is made, then the student should be included.

For the regular 2013-14 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	0	0	0
Number of instances of physical restraint	0	0	0
Number of instances of seclusion	0	0	0

EXPD: School Expenditures (Personnel and Non-Personnel)

DATES
Report data based on the 12-month fiscal school year, as defined by the LEA.

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

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SPECIAL INSTRUCTIONS
Report only school-level expenditures.

When determining expenditures for teachers and personnel funded with federal, state, and local funds, refer to the list of school-level expenditures to determine what should be included and excluded.

The number of teachers and personnel should be reported in full-time equivalency of assignment (FTE).

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

KEY DEFINITIONS
- Full-time equivalent (FTE)
- Instructional aides
- Support services staff for pupils and support services staff for instructional staff
- School administration staff
- Instructional aide expenditures
- Total personnel- regular instructional and support personnel
- Non-personnel expenditures

EXPD-1: Salary Expenditures for School Staff Funded with State and Local Funds

Instructions:
- Report data for K-12 as it pertains to the grades offered at this school.
- Value should be entered as a decimal number to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).
- Review the inclusion and exclusion table in the Additional Information box for help determining which revenue sources should be included or excluded.

For the 12-month 2013-14 fiscal school year, in the top row, enter the amount of salary expenditures for K-12 instructional staff (including teachers and instructional aides) funded with STATE and LOCAL funds. In the bottom row, enter the amount for K-12 total personnel (including instructional staff, support services, and school administrative staff).

	Amount
Salary expenditures for K-12 instructional staff (teachers and instructional aides)	$2,323,380.79
Salary expenditures for K-12 total personnel (instructional staff, support services, and school administration)	$2,867,338.88

EXPD-2: Salary Amount for Teachers Funded with Federal, State, and Local Funds

Instructions:
- Report data for K-12 as it pertains to the grades offered at this school.
- Value should be entered as a decimal number to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).
- Review the inclusion and exclusion table in the Additional Information box for help determining which revenue sources should be included or excluded.

For the 12-month 2013-14 fiscal school year, enter the amount of salary expenditures for preschool and K-12 teachers funded with FEDERAL, STATE, and LOCAL funds.
- Salary Amount for Teachers Funded with Federal, State, and Local Funds: Salary Expenditures for Teachers: | NS |

EXPD-3: Full-time Equivalency Count and Salary Amount for Teachers Funded with State and Local Funds

Instructions:
- Report data for K-12 as it pertains to the grades offered at this school.
- The number of teachers should be reported in full-time equivalency of assignment.
- Value should be entered as a decimal number to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).
- Review the inclusion and exclusion table in the Additional Information box for help determining which revenue sources should be included or excluded.

For the 12-month 2013-14 fiscal school year, enter the number of full-time equivalent (FTE) teachers in grades K-12 funded with STATE and LOCAL funds and the amount of their salary expenditures.

	Amount
FTE	40.00

Salary	$2,224,491.54

EXPD-4: Full-time Equivalency Counts and Salary Amounts for School Staff Funded with State and Local Funds

Instructions:
- Report data for K-12 as it pertains to the grades offered at this school.
- Value should be entered as a decimal number to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).
- Review the inclusion and exclusion table in the Additional Information box for help determining which revenue sources should be included or excluded.

For the 12-month 2013-14 fiscal school year, enter the number of full-time equivalent (FTE) personnel (including instructional aides, support services staff, and school administration staff) for GRADES K-12 (or the ungraded equivalent) funded with STATE and LOCAL funds and the amount of salary expenditures.

	FTE	Amount
Instructional Aides	NS	NS
Support Services Staff (for Pupils and for Instructional Staff)	NS	NS
School Administration Staff	NS	NS

EXPD-5: Full-time Equivalency Counts and Salary School Amounts for Staff Funded with Federal, State, and Local Funds

Instructions:
- Report data for K-12 as it pertains to the grades offered at this school.
- Value should be entered as a decimal number to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).
- Review the inclusion and exclusion table in the Additional Information box for help determining which revenue sources should be included or excluded.

For the 12-month 2013-14 fiscal year, enter the number of full-time equivalent (FTE) personnel (including instructional aides, support services staff, and school administration staff) for preschool and grades K-12 (or the ungraded equivalent) funded with FEDERAL, STATE, and LOCAL funds and the amount of salary expenditures.

	FTE	Amount
Instructional Aides	NS	NS
Support Services Staff (for Pupils and for Instructional Staff)	NS	NS
School Administration Staff	NS	NS
Total personnel (teachers, instructional aides, support services, and school administration)	0.00	NS

EXPD-6: Amount of School-level Non-Personnel Expenditures Associated with Activities Funded with State and Local Funds

Instructions:
- Report data for K-12 as it pertains to the grades offered at this school.
- Value should be entered as a decimal number to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).
- Review the inclusion and exclusion table in the Additional Information box for help determining which revenue sources should be included or excluded.

For the 12-month 2013-14 fiscal school year, enter the amount of non-personnel expenditures associated with regular K-12 instruction, pupil support, instructional support, and school administration, funded with STATE and LOCAL funds.
- Amount of Non-Personnel Expenditures Associated with Activities Funded with State and Local Funds : $34,441.47

EXPD-7: Amount of School-level Non-Personnel Expenditures Associated with Activities Funded with Federal, State, and Local Funds

Instructions:
- Report data for K-12 as it pertains to the grades offered at this school.
- Value should be entered as a decimal number to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).
- Review the inclusion and exclusion table in the Additional Information box for help determining which revenue sources should be included or excluded.

For the 12-month 2013-14 fiscal school year, enter the amount of non-personnel expenditures associated with preschool and K-12 instruction, pupil support, instructional support, and school administration, funded with FEDERAL, STATE, and LOCAL funds.
- Non-Personnel Expenditures Associated with Activities Funded with Federal, State, and Local Funds : NS

JUST: Justice Facilities

DATES
Report a cumulative count based on the entire 2013-14 regular school year, not including intersession or summer.

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

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KEY DEFINITIONS
- Justice facility
- Justice facility educational program

JUST-1: Justice Facility Type
For the regular 2013-14 school year, not including intersession or summer, indicate if your justice facility was best described as pre-adjudication, post-adjudication, or both.
- Justice Facility Type : N/A

JUST-2: Days in Regular School Year at Justice Facility

Instructions:
- Value should be entered as a whole number.

For the regular 2013-14 school year, not including intersession or summer, enter the number of days that the regular educational program operated at this justice facility.
- Days in Regular School Year at Justice Facility : Days in the regular school year: N/A

JUST-3: Justice Facility Educational Program Hours per Week

Instructions:
- Value should be entered as a whole number.

For the regular 2013-14 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.
- Justice Facility Educational Program Hours per Week : N/A

JUST-4: Justice Facility Educational Program Participants

Instructions:
- A student may NOT be counted in more than one row.

For the regular 2013-14 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	N/A
15 days to 30 days	N/A
31 days to 90 days	N/A
91 days to 180 days	N/A
More than 180 days	N/A