COUR: Courses & Classes

Module Instructions

DATES

Report data from the 2023–24 school year. For most tables, the data reported should be as of October 1, 2023 (or the closest school day to October 1), unless otherwise noted. This is known as a "Fall snapshot." LEAs should use the same Fall snapshot date to report data in this module.

The count of students (middle school and high school) who passed Algebra I should be those who passed by the end of the 2023–24 regular school year, not including intersession or summer.

For schools with block scheduling that allows a full-year course to be taken in one semester, the count reported should be based on the sum of a count taken on October 1, 2023 (or the closest school day to October 1) in the first block, and around March 1 in the second block.

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

Zeroes represent an actual count or number for fields that are applicable to a given school or LEA. Report a zero ("0") only if the LEA has collected the information and the amount to report for that field is zero. Do not report a "0" for data not collected. Leave a field blank if the LEA does not know the answer, does not collect data for that field, or if the question does not apply to the LEA. For additional information, go to: https://crdc.communities.ed.gov/services/PDCService.svc/GetPDCDocumentFile?fileId=46278.

NOT APPLICABLE (NA) and ZERO (0) AUTOFILLS 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 female students who are EL, then other tables that ask for counts of female students who are EL will be automatically filled with a zero.

KEY DEFINITIONS

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

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

Algebra I is a college-preparatory course that includes the study of properties and operations of the real number system; evaluating rational algebraic expressions; solving and graphing first degree equations and inequalities; translating word problems into equations; operations with and factoring of polynomials; and

solving simple quadratic equations. Algebra I is a foundation course leading to higher-level mathematics courses, including Geometry and Algebra II.

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

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

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

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

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

Data science courses focus on learning and gathering meaning from datasets, using methods from mathematics, statistics, computing, and other fields. Students in data science courses learn data-related skills, such as data cleaning, merging, analysis, modelling, and visualization; exposure to a wide variety of data types; and may study societal, ethical, and civic implications of data usage and analysis. Many data science courses also include coverage of the "data cycle," akin to the scientific method: 1) formulating data-related questions; 2) gathering and collecting data; 3) exploring the data; 4) analyzing the data; and 5) interpreting and communicating the results, which then leads to additional inquiry.

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

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

Single-sex academic class refers to an academic class in a co-educational school that excludes boys or girls from enrolling or otherwise participating in that class because of their sex. A class is not considered single-sex so long as it does not exclude boys or girls, even if students of only one sex, or a disproportionate number of students of one sex, enroll.

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

--Teachers include: Regular Classroom Teachers (teach Chemistry, English, mathematics, physical education, history, etc.); Special Education Teachers (teach special education classes to students with

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

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

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

Nonbinary means not exclusively male or female. Transgender students may be reported as male, female, or nonbinary.

SPECIAL INSTRUCTIONS

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

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

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

Mathematics and science courses are college-preparatory courses that include introductory and advanced courses.

Computer science and data science courses include introductory and advanced courses, but do not have to be college-preparatory courses.

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

Independent study is a structured learning experience that is recognized for credit. In general, independent study courses, often conducted with instructors as mentors, enable students to explore topics related to their field(s) of interest. Independent study courses may serve as an opportunity for students to expand their expertise in a particular application, to explore a topic in greater detail, or to develop more advanced skills. Independent study does not count as a class, except for schools that provide their students independent study courses only.

For a school that already disaggregates student enrollment data to include nonbinary students, the nonbinary category in the Courses & Classes module is REQUIRED.

For a school that does NOT already disaggregate student enrollment data to include nonbinary students, the nonbinary category in the Courses & Classes module is SKIPPED.

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

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

Instructions

- Report classes that cover the content of Algebra I outlined in the definition, even if the name of the course or class is not Algebra I.
- Report classes in which students were enrolled and not classes offered.
- Mathematics courses are college-preparatory courses that include introductory and advanced courses.
- For schools that use regular scheduling, the count should be based on October 1 (or the closest school day to October 1).
- For schools that use block scheduling that allows a full-year course to be taken in one semester, the count should be based on the sum of a count taken on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block.

This table is about CLASSES. For the Fall 2023 snapshot date, enter the number of Algebra I classes for students in grades 7-8 (or the ungraded equivalent) in this school.

	Number of Classes
Algebra I	

COUR-2. Grade 7 Algebra I Enrollment Indicator*

Only for schools and justice facilities with grade 7, UG middle school age students reporting greater than zero Algebra I classes for students in grades 7-8 (or the ungraded equivalent)

For the Fall 2023 snapshot date, indicate whether the school had any students in grade 7 (or the ungraded equivalent) enrolled in Algebra I. Please select "Yes" or "No."

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

COUR-3. Grade 8 Algebra I Enrollment Indicator*

Only for schools and justice facilities with grade 8, UG middle school age students and reporting greater than zero Algebra I classes for students in grades 7-8 (or the ungraded equivalent)

For the Fall 2023 snapshot date, indicate whether the school had any students in grade 8 (or the ungraded equivalent) enrolled in Algebra I. Please select "Yes" or "No."

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

COUR-4a. Student Enrollment in Algebra I – Grades 7 & 8

Only for schools and justice facilities with any grades 7-8, UG middle school age students enrolled in Algebra I

Instructions

- Enter the number of students in grades 7 or 8 enrolled in Algebra I. Include ungraded middle school age students enrolled in Algebra I in the count.
- Do not count students scheduled to take the Algebra I course, but not yet enrolled.
- Mathematics courses are college-preparatory courses that include introductory and advanced courses.
- For schools that use regular scheduling, the count should be based on a single day at the end of the regular school year.
- For schools that use block scheduling that allows a full-year course to be taken in one semester, the count should be based on the sum of a count taken on a single day at the end of the first block, and on a single day at the end of the second block.

Enter the number of students in grades 7-8 (or the ungraded equivalent) who were enrolled in Algebra I.

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

COUR-4b. Students who Passed Algebra I – Grades 7 & 8

Only for schools and justice facilities reporting greater than zero grades 7-8, UG middle school age students enrolled in Algebra I

Instructions

- Successfully completing a course means earning a credit for the class or earning a similar passing mark.
- Count only students who were enrolled in Algebra I as reported in COUR-4a.

Enter the number of students in grades 7-8 (or the ungraded equivalent) who were reported as enrolled in Algebra I in COUR-4a, who successfully completed (i.e., passed) Algebra I by the end of the regular 2023–24 school year, not including intersession or summer.

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

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

COUR-5. Grade 8 Geometry Enrollment Indicator*

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

For the Fall 2023 snapshot date, indicate whether the school had any students in grade 8 (or the ungraded equivalent) enrolled in Geometry. Please select "Yes" or "No."

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

COUR-6. Student Enrollment in Geometry in Grade 8

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

Instructions

- Enter the number of students in grade 8 enrolled in Geometry. Include ungraded middle school age students enrolled in Geometry in the count. Do not count students scheduled to take the Geometry course, but not yet enrolled.
- Mathematics courses are college-preparatory courses that include introductory and advanced courses.
- For schools that use regular scheduling, the count should be based on October 1 (or the closest school day to October 1).
- For schools that use block scheduling that allows a full-year course to be taken in one semester, the count should be based on the sum of a count taken on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block.

For the Fall 2023 snapshot date, enter the number of students in grade 8 (or the ungraded equivalent) enrolled in Geometry.

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

COUR-7. Classes in Mathematics Courses in High School*

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

Instructions

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

This table is about CLASSES. For the Fall 2023 snapshot date, enter the number of classes for students in grades 9-12 (or the ungraded equivalent) who were in this school for each mathematics course.

	Number of Classes
Algebra I	
Geometry	
Algebra II	
Advanced mathematics	
Calculus	

COUR-8a. High School Student Enrollment in Algebra I – Grades 9 & 10

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

Instructions

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

Enter the number of students in grades 9-10 (or the ungraded equivalent) who were enrolled in Algebra I.

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

COUR-8b. High School Students who Passed Algebra I – Grades 9 & 10

Only for schools and justice facilities reporting greater than zero grades 9-10, UG high school age students enrolled in Algebra I

Instructions

- Successfully completing a course means earning a credit for the class or earning a similar passing mark.
- Count only students who were enrolled in Algebra I as reported in COUR-8a.

Enter the number of students in grades 9-10 (or the ungraded equivalent) who were reported as enrolled in Algebra I in COUR-8a, who successfully completed (i.e., passed) Algebra I by the end of the regular 2023–24 school year, not including intersession or summer.

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

COUR-9a. High School Student Enrollment in Algebra I – Grades 11 & 12

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

Instructions

- Enter the number of students in grade 11 or 12 enrolled in Algebra I. Include ungraded high school age students enrolled in Algebra I in the count.
- Do not count students scheduled to take the Algebra I course, but not yet enrolled.
- Mathematics courses are college-preparatory courses that include introductory and advanced courses.

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

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

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

COUR-9b. High School Students who Passed Algebra I – Grades 11 & 12

Only for schools and justice facilities reporting greater than zero grades 11-12, UG high school age students enrolled in Algebra I

Instructions

- Successfully completing a course means earning a credit for the class or earning a similar passing mark.
- Count only students who were enrolled in Algebra I as reported in COUR-9a.

Enter the number of students in grades 11-12 (or the ungraded equivalent) who were reported as enrolled in Algebra I in COUR-9a, who successfully completed (i.e., passed) Algebra I by the end of the regular 2023–24 school year, not including intersession or summer.

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

COUR-10. Student Enrollment in Mathematics Courses in High School – Geometry

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

Instructions

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

For the Fall 2023 snapshot date, enter the number of students in grades 9-12 (or the ungraded equivalent) who were enrolled in Geometry.

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

COUR-11. Student Enrollment in Mathematics Courses in High School – Algebra II

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

Instructions

- Do not count students scheduled to take the listed course, but who are not yet enrolled.
- A student may be counted in more than one of the Mathematics Courses in High School tables if they are taking more than one of these courses.
- Mathematics courses are college-preparatory courses that include introductory and advanced courses.
- Mathematics courses include Advanced Placement courses and International Baccalaureate Diploma Programme courses.

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

For the Fall 2023 snapshot date, enter the number of students in grades 9-12 (or the ungraded equivalent) who were enrolled in Algebra II.

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

COUR-12. Student Enrollment in Mathematics Courses in High School – Advanced Mathematics

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

Instructions

- Do not count students scheduled to take the listed course, but who are not yet enrolled.
- A student may be counted in more than one of the Mathematics Courses in High School tables if they are taking more than one of these courses.
- A student enrolled in two or more advanced mathematics courses (e.g., Trigonometry and Precalculus) should be counted only once.
- Advanced mathematics courses do not include Calculus courses. Therefore, a student enrolled in Calculus should be reported in COUR-13.
- Mathematics courses are college-preparatory courses that include introductory and advanced courses.
- Mathematics courses include Advanced Placement courses and International Baccalaureate Diploma Programme courses.
- For schools that use regular scheduling, the count should be based on October 1 (or the closest school day to October 1). For students with disabilities (IDEA), the count should be based on either the IDEA child count date or on October 1 (or the closest school day to October 1).
- For schools that use block scheduling that allows a full-year course to be taken in one semester, the count should be based on the sum of a count taken on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block. For students with disabilities (IDEA), the count should be based on the sum of a count taken on either the IDEA child count date or on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block.

For the Fall 2023 snapshot date, enter the number of students in grades 9-12 (or the ungraded equivalent) who were enrolled in advanced mathematics.

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

COUR-13. Student Enrollment in Mathematics Courses in High School – Calculus

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

Instructions

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

For the Fall 2023 snapshot date, enter the number of students in grades 9-12 (or the ungraded equivalent) who were enrolled in Calculus.

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

COUR-14. Classes in Science Courses*

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

Instructions

- Report classes that cover the content of science courses outlined in the definitions, regardless of the course name.
- Report classes in which students were enrolled and not classes offered.
- Science courses are college-preparatory courses that include introductory and advanced courses.
- Science courses include Advanced Placement Biology, Chemistry, and Physics courses, and International Baccalaureate Diploma Programme Biology, Chemistry, and Physics courses.
- For schools that use regular scheduling, the count should be based on October 1 (or the closest school day to October 1).
- For schools that use block scheduling that allows a full-year course to be taken in one semester, the count should be based on the sum of a count taken on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block.

This table is about CLASSES. For the Fall 2023 snapshot date, enter the number of classes for students in grades 9-12 (or the ungraded equivalent) in this school for each science course.

	Number of Classes
Biology	
Chemistry	
Physics	

COUR-15. Student Enrollment in Science Courses – Biology

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

Instructions

- Do not count students scheduled to take a course in the subject area listed, but who are not yet enrolled.
- A student enrolled in two or more Biology courses (e.g., Botany and Genetics) should be counted only once.

- A student may be counted in more than one of the Science Courses tables if they are taking more than one of these courses.
- Science courses are college-preparatory courses that include introductory and advanced courses.
- Science courses include Advanced Placement Biology courses, and International Baccalaureate Diploma Programme Biology courses.
- For schools that use regular scheduling, the count should be based on October 1 (or the closest school day to October 1). For students with disabilities (IDEA), the count should be based on either the IDEA child count date or on October 1 (or the closest school day to October 1).
- For schools that use block scheduling that allows a full-year course to be taken in one semester, the count should be based on the sum of a count taken on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block. For students with disabilities (IDEA), the count should be based on the sum of a count taken on either the IDEA child count date or on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block.

For the Fall 2023 snapshot date, enter the number of students in grades 9-12 (or the ungraded equivalent) who were enrolled in Biology.

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

COUR-16. Student Enrollment in Science Courses – Chemistry

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

Instructions

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

should be based on the sum of a count taken on either the IDEA child count date or on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block.

For the Fall 2023 snapshot date, enter the number of students in grades 9-12 (or the ungraded equivalent) who were enrolled in Chemistry.

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

COUR-17. Student Enrollment in Science Courses – Physics

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

Instructions

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

For the Fall 2023 snapshot date, enter the number of students in grades 9-12 (or the ungraded equivalent) who were enrolled in Physics.

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

COUR-18: Classes in Computer Science Courses*

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

Instructions

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

This table is about CLASSES. For the Fall 2023 snapshot date, enter the number of classes for students in grades 9-12 (or the ungraded equivalent) in this school for the computer science courses.

	Number of Classes
Computer science	

COUR-19: Student Enrollment in Computer Science Courses

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

Instructions

- Do not count students scheduled to take a computer science course, but who are not yet enrolled.
- A student enrolled in two or more computer science courses (e.g., Computer Science Principles and Exploring Computer Science) should be counted only once.
- Computer science courses include introductory and advanced courses, and do not have to be college-preparatory courses.

- Computer science courses include Advanced Placement computer science courses, and International Baccalaureate Diploma Programme computer science courses.
- For schools that use regular scheduling, the count should be based on October 1 (or the closest school day to October 1). For students with disabilities (IDEA), the count should be based on either the IDEA child count date or on October 1 (or the closest school day to October 1).
- For schools that use block scheduling that allows a full-year course to be taken in one semester, the count should be based on the sum of a count taken on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block. For students with disabilities (IDEA), the count should be based on the sum of a count taken on either the IDEA child count date or on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block.

For the Fall 2023 snapshot date, enter the number of students in grades 9-12 (or the ungraded equivalent) who were enrolled in at least one computer science course.

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

COUR-20: Classes in Data Science Courses* *OPTIONAL FOR 2021–22, REQUIRED FOR 2023–24*

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

Instructions

- Report classes that cover the content of data science courses outlined in the definition, regardless of the course name.
- Report classes in which students were enrolled and not classes offered.
- Data science courses include introductory and advanced courses, and do not have to be college-preparatory courses.
- For schools that use regular scheduling, the count should be based on October 1 (or the closest school day to October 1).
- For schools that use block scheduling that allows a full-year course to be taken in one semester, the count should be based on the sum of a count taken on October 1 (or the closest school day to October 1) in the first block, and around March 1 in the second block.

This table is about CLASSES. For the Fall 2023 snapshot date, enter the number of classes for students in grades 9-12 (or the ungraded equivalent) in this school for the data science courses.

	Number of Classes
Data science	

COUR-21: Student Enrollment in Data Science Courses *OPTIONAL FOR 2021–22, REQUIRED FOR 2023–24*

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

Instructions

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

For the Fall 2023 snapshot date, enter the number of students in grades 9-12 (or the ungraded equivalent) who were enrolled in at least one data science course.

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

COUR-22. Single-Sex Academic Classes Indicator*

Only for co-educational schools, grades K-12, UG

Instructions

- Include only classes that exclude students of one sex from enrolling or otherwise participating in that class because of their sex.

- If the school has students who receive all of their academic instruction from one teacher in one single-sex classroom, then each academic subject area taught in the classroom is considered one single-sex class. For example, a co-educational elementary school that has male students who receive mathematics, science, reading/language arts and social studies instruction from one teacher in one single-sex classroom should consider each subject area a single-sex class.
- A physical education class is not considered an academic class.

For the Fall 2023 snapshot date, did this school have any students enrolled in one or more single-sex academic classes?

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

COUR-23. Single-Sex Academic Classes Detail

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

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

Instructions

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

This table is about CLASSES. For the Fall 2023 snapshot date, enter the number of single-sex academic classes in each course or subject area that had one or more students in grades K-12 (or the ungraded equivalent) enrolled.

	Number of Classes for Males only	Number of Classes for Females only	Total Single-Sex Classes
Mathematics			
Science			
English/reading/language arts			
Other academic subjects			