

Mandatory Civil Rights Data Collection

November 2013

ATTACHMENT A-2

**Data Groups for
Civil Rights Data Collection
for School Years 2013–14 and
2015–16**

Revised after 60-day public comment period.

INTRODUCTION

This attachment contains the details of sets of related data entries known as data groups (DG) that are used for the Civil Rights Data Collection (CRDC) collected from state educational agencies (SEA), local educational agencies (LEA) and schools.

To fully understand the data groups presented in this attachment, the reader should use Attachments A-1 and A-3 as references. Attachment A-1 explains how to read the table of information on each data group. Attachment A-3 contains the definitions and permitted values of the categories in the category sets.

In this attachment, data groups are listed in alphabetical order by data group name. For readability, the tables that describe data groups are not divided between pages, if possible. This results in some pages having significant blank space.

Changes made as a result of comments received during the 60-day public comment period are noted with a “†”. Additional changes (including technical edits and revisions) that were made for clarity, accuracy, and consistency are noted with a “‡”.

DATA GROUPS THAT ARE PART OF THE CRDC

Data groups that will be considered part of the CRDC fall into the following sets.

- Set A: Data groups submitted by LEAs through the CRDC, and also collected from SEAs through the ED*Facts* Submission System (ESS) to ensure internal consistency of the CRDC.
- Set B: Data groups submitted by LEAs and schools for the CRDC.
- Set C: Data groups submitted by SEAs through ESS and merged into the CRDC dataset to provide more complete and robust data for civil rights purposes, with no additional burden on SEAs or LEAs.

Set A Data Groups—Collected through both CRDC and ESS

The data groups, as collected through the CRDC, are explained in this attachment.

The data groups, as collected through the ESS, are explained in Attachment B-3 of the ED*Facts* school years 2013–14, 2014–15, and 2015–16 information collection package titled, “Annual Mandatory Collection for Elementary and Secondary Education for ED*Facts*.” The OMB approved ED*Facts* information collection package (OMB control number: 1875-0240) is available at http://www.reginfo.gov/public/do/PRAViewIC?ref_nbr=201302-1875-001&icID=45336.

Data Group (DG) Name	Level	DG ID	Page
Charter status†	School	915 (CRDC) 27 (ESS)	A2-8
Grades offered†‡	School	932 (CRDC) 18 (ESS)	A2-9
Magnet status†	School	949 (CRDC) 24 (ESS)	A2-10
Membership (2013–14)†	School, LEA	979 (CRDC) 39 (ESS)	A2-11
Membership—school (2015–16)†‡	School	979 (CRDC) 39 (ESS)	A2-12
School type†	School	977 (CRDC) 21 (ESS)	A2-13

Set B Data Groups—Collected through CRDC only

These data groups are explained in this attachment.

Data Group (DG) Name	Level	DG ID	Page
Ability grouping status Dropped!	School	29	A2-15
Advanced Placement course by subject enrollment table Revised! †‡	School	900	A2-16
Advanced Placement course enrollment table†	School	901	A2-17
Advanced Placement course self-selection†	School	902	A2-18
Advanced Placement different courses provided†	School	903	A2-19
Advanced Placement exam participation table Revised!	School	904	A2-20
Advanced Placement exam participant results table Revised! ‡	School	905	A2-21
Algebra I classes (2013–14)†	School	906	A2-22
Algebra I classes—middle school (2015–16)†	School	906	A2-23
Algebra I course enrollment—grade 7 (2015–16) Revised! †	School	907	A2-24
Algebra I course enrollment—grade 8 (2015–16) Revised! †	School	908	A2-25
Algebra I course enrollment—middle school (2013–14)†	School	907	A2-26
Algebra I course enrollment—high school Revised! †	School	909	A2-27
Algebra I course passing—grade 7 (2015–16) Revised! †	School	910	A2-28
Algebra I course passing—grade 8 (2015–16)	School	911	A2-29

Data Group (DG) Name	Level	DG ID	Page
Revised! †			
Algebra I course passing—middle school (2013–14)†	School	911	A2-30
Algebra I course passing—high school Revised!	School	912	A2-31
Alternative school focus†	School	914	A2-32
Children awaiting initial evaluation for <i>IDEA</i> Dropped!	LEA	478	A2-32
Civil rights coordinators New! †‡	LEA	916	A2-33
Corporal punishment instances table New! †	School	917	A2-34
Credit recovery (2013–14) New! †	School	918	A2-35
Credit recovery student participation New! †	School	992	A2-36
Deaths due to homicide New! †	School	919	A2-36
Desegregation order or plan †	LEA	920	A2-37
Discipline of preschool students table Revised! †	School	921	A2-38
Discipline of students with disabilities (<i>IDEA</i> and Section 504) table Revised! †	School	922	A2-39
Discipline of students without disabilities table Revised! †	School	923	A2-40
Distance education (2013–14) New! †	LEA	924	A2-41
Distance education student enrollment table New! †	LEA	993	A2-42
Dual enrollment (2013–14) New! †	School	925	A2-43
Dual enrollment program student enrollment New! †‡	School	994	A2-44
Early childhood program for non- <i>IDEA</i> children†	LEA	926	A2-45
Firearm use New! †	School	927	A2-45
GED preparation program credentials table	LEA	928	A2-46
GED preparation program participation table	LEA	929	A2-47
Geometry classes (2013–14)†	School	987	A2-48
Geometry course enrollment (2013–14)†	School	930	A2-49
Geometry course enrollment—grade 8 (2015–16) Revised! †	School	930	A2-50
Gifted/talented program enrollment table†‡	School	931	A2-51
Harassment or bullying—policy table Revised! †	LEA	988	A2-52
Harassment or bullying—reported allegations table Revised! †	School	933	A2-53
Harassment or bullying—students disciplined table	School	934	A2-54
Harassment or bullying—students reported as	School	935	A2-55

Data Group (DG) Name	Level	DG ID	Page
harassed or bullied table			
International Baccalaureate Programme enrollment table†‡	School	936	A2-56
Interscholastic athletics single-sex sports†	School	937	A2-57
Interscholastic athletics single-sex teams†	School	938	A2-58
Interscholastic athletics single-sex team participants†	School	939	A2-59
Justice facility days in regular school year table New!	School	940	A2-60
Justice facility educational program participants table New! †	School	941	A2-61
Justice facility hours per week table New!	School	942	A2-63
Justice facility type New!	School	943	A2-64
Kindergarten daily length and cost Revised! †	LEA	944	A2-65
Kindergarten requirement Dropped! †	LEA	945	A2-65
Limited English proficient students†	School	946	A2-66
Limited English proficient students in LEP programs ¹ †	School	947	A2-67
Magnet program detail†	School	948	A2-68
Mathematics classes—high school†	School	950	A2-69
Mathematics course enrollment—high school†	School	951	A2-70
Membership—LEA ² ‡	LEA	989	A2-71
Offenses table New! †	School	952	A2-72
Preschool ages for non- <i>IDEA</i> students Revised! †	LEA, School	953	A2-73
Preschool daily length and cost Revised! †	LEA	954	A2-73
Preschool eligible students Revised! †	LEA	955	A2-74
Preschool enrollment table Revised! †	School	956	A2-75
Preschool grade New! †	School	913	A2-75
Preschool students served table New! †	LEA	957	A2-76
Public schools total†	LEA	958	A2-76
Restraint or seclusion for <i>IDEA</i> students table	School	959	A2-77
Restraint or seclusion for non- <i>IDEA</i> students table	School	960	A2-78
Restraint or seclusion instances table	School	961	A2-79
Retention policy Dropped! †	LEA	962	A2-80
Retention table	School	963	A2-81
SAT or ACT test participation table†	School	964	A2-82
School counselors (FTE)†	School	965	A2-83

¹ For school year 2011–12, this data group was collected at the school level through both CRDC and ESS.

Beginning with school year 2013–14, this data group will no longer be collected at the school level through ESS.

² This data group (at the LEA level), which was previously collected through both CRDC and ESS, was revised and moved from Set A to Set B.

Data Group (DG) Name	Level	DG ID	Page
School days missed due to suspensions table New! †	School	966	A2-84
School finance—FTE personnel (state and local) New! †	School	967	A2-85
School finance—FTE personnel (federal, state, and local) New! †	School	998	A2-86
School finance—FTE teachers†	School	968	A2-87
School finance—instructional staff salaries (2013–14)†‡	School	969	A2-89
School finance—instructional aide salaries (state and local) New! †	School	996	A2-90
School finance—instructional aide salaries (federal, state, and local) New! †	School	997	A2-91
School finance—non-personnel expenditures (state and local)†‡	School	970	A2-92
School finance—non-personnel expenditures (federal, state, and local) New! †	School	1000	A2-94
School finance—support personnel salaries (state and local) New! †‡	School	971	A2-96
School finance—support personnel salaries (federal, state, and local) New! †	School	999	A2-98
School finance—teacher salaries (state and local)†	School	972	A2-100
School finance—teacher salaries (federal, state, and local) New! †	School	995	A2-103
School finance—total personnel salaries (state and local)†	School	1001	A2-106
School finance—total personnel salaries (federal, state and local) New! †	School	1002	A2-108
Science classes—high school†	School	973	A2-110
Science course enrollment—high school†	School	974	A2-111
Security staff (FTE) table New! †	School	975	A2-112
Single-sex academic classes table†	School	976	A2-113
Student chronic absenteeism table New! †	School	978	A2-114
Students with disabilities served under <i>IDEA</i> Revised! ³ †	School	980	A2-115
Students with disabilities served under Section 504 only†	School	981	A2-116
Support services staff (FTE) New! †	School	982	A2-117
Sworn law enforcement officers (2013–14) New! †	School	991	A2-118

³ This data group, which was previously collected through both CRDC and ESS, was revised and moved from Set A to Set B.

Data Group (DG) Name	Level	DG ID	Page
Teacher absenteeism table	School	983	A2-119
Teacher credentials (FTE) Revised! †	School	990	A2-121
Teachers (FTE)†	School	984	A2-124
Teachers (counts) New!†	School	1003	A2-126
Teacher experience†	School	985	A2-128
Ungraded detail New! †	School	986	A2-130

Set C Data Groups—Collected through ESS only, merged into CRDC dataset after collection is complete, with no additional burden on SEAs or LEAs

The three data groups in the table below are presented in this attachment.

Data Group (DG) Name	Level	DG ID	Page
Children with disabilities (<i>IDEA</i>) school age table—disability category and educational environment	School	74 (ESS)	A2-131
Graduates/completers table	School	306 (ESS)	A2-132
Title I school status	School	22 (ESS)	A2-133

Additionally, OCR plans to utilize the information in other ESS data groups. These may include Dropouts table (DG326), Teacher quality in elementary classes table (DG381), Teacher quality in core secondary classes table (DG383), Academic achievement in reading/language arts table (DG584), Academic achievement in mathematics table (DG583), and Academic achievement in science (DG585).

For a detailed explanation of the OMB approved ESS data groups (OMB control number: 1875-0240), the reader should go to http://www.reginfo.gov/public/do/PRAViewIC?ref_nbr=201302-1875-001&icID=45336, and review Attachment B-3 of the ED*Facts* school years 2013–14, 2014–15, and 2015–16 information collection package.

SET A: DATA GROUPS COLLECTED THROUGH CRDC AND ESS

Group Name: Charter status		DG: 915
Section	Education Unit	
Definition	An indication of whether the school provides free public elementary and/or secondary education to eligible students under a specific charter granted by the state legislature or other appropriate authority and designated by such authority to be a charter school.	
Permitted Values	<ul style="list-style-type: none"> • Yes • No • Not applicable 	
Reporting Period†	For 2013–14 CRDC--Single day between September 27 and December 31 For 2015–16 CRDC--October 1	
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/> State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>	
Comment	A charter school is a nonsectarian public school under contract—or charter—between a public agency and groups of parents, teachers, community leaders or others who want to create alternatives and choice within the public school system. A charter school creates choice for parents and students within the public school system, while providing a system of accountability for student achievement. In exchange for increased accountability, a charter school is given expanded flexibility with respect to select statutory and regulatory requirements.	

Group Name: Grades offered		DG: 932
Section	Education Unit	
Definition	The grade level(s) offered by the school.	
Permitted Values‡	<ul style="list-style-type: none"> • Ungraded • Prekindergarten* • Kindergarten • Grade 1 • Grade 2 • Grade 3 • Grade 4 • Grade 5 • Grade 6 • Grade 7 • Grade 8 • Grade 9 • Grade 10 • Grade 11 • Grade 12 • Grade 13* • Adult Education* • No Grades* 	
Reporting Period†	For 2013–14 CRDC--Single day between September 27 and December 31 For 2015–16 CRDC--October 1	
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/> State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>	
Comment	Report grades offered, regardless of whether any students are enrolled. For the CRDC, preschool is also considered a grade. See data group Preschool grade (DG913). Permitted values with an asterisk (*) are not used for the CRDC.	

Group Name: Magnet status		DG: 949
Section	Education Unit	
Definition	An indication of whether the school is a magnet school or has a magnet program within the school.	
Permitted Values	<ul style="list-style-type: none"> • Yes • No • Not applicable* 	
Reporting Period†	For 2013–14 CRDC--Single day between September 27 and December 31 For 2015–16 CRDC--October 1	
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/> State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>	
Comment	<p>The permitted value with an asterisk (*) is not used for the CRDC.</p> <p>A magnet program is a program within a public school that offers a special curriculum capable of attracting substantial numbers of students of different racial/ethnic backgrounds, which may also reduce, prevent, or eliminate minority group isolation. The program may be designed to provide an academic or social focus on a particular theme (e.g., science/math, performing arts, gifted/talented, or foreign language). A public school is considered a magnet school if it operates a magnet program for all students or some students within the school.</p>	

†Group Name: Membership (2013–14)		DG: 979
Section	Student	
Definition	The unduplicated student enrollment, including students both present and absent, excluding duplicate counts of students within a specific school or LEA or students whose membership is reported by another school or LEA.	
Permitted Values	<ul style="list-style-type: none"> • Integer 	
Reporting Period†	For 2013–14 CRDC--Single day between September 27 and December 31	
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/> State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>	
Comment†	<p>Each student is counted individually, no full-time equivalency. Students must be counted in the school where they actually, physically attend for more than 50% of the school day. For distance education, students must be counted in the school from which they receive more than 50% of their coursework.</p> <p>Grand Total applies to the CRDC LEA reporting level. Category set A is reported at the CRDC school level only.</p>	
CATEGORY SET		
DESCRIPTION		
Category Set A	<ul style="list-style-type: none"> • Racial Ethnic • Sex (Membership) 	

‡Group Name: Membership—school (2015–16)		DG: 979
Section	Student	
Definition	The unduplicated student enrollment, including students both present and absent, excluding duplicate counts of students within a specific school or students whose membership is reported by another school.	
Permitted Values	<ul style="list-style-type: none"> • Integer 	
Reporting Period‡	For 2015–16 CRDC--October 1	
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/> State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>	
Comment†	Each student is counted individually, no full-time equivalency. Students must be counted in the school where they actually, physically attend for more than 50% of the school day. For distance education, students must be counted in the school from which they receive more than 50% of their coursework.	
CATEGORY SET DESCRIPTION		
Category Set A	<ul style="list-style-type: none"> • Racial Ethnic • Sex (Membership) 	

Group Name: School type		DG: 977
Section	Education Unit	
Definition	The type of education institution as classified by its primary focus. School type is a classification of schools conducting elementary and/or secondary instruction or programs according to the ordinary or special instructional needs of students.	
Permitted Values	<ul style="list-style-type: none"> • Yes • No 	
Reporting Period†	For 2013–14 CRDC--Single day between September 27 and December 31 For 2015–16 CRDC--October 1	
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/> State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>	
Comment	School types below with an asterisk (*) are not used for the CRDC. Code Set: <ul style="list-style-type: none"> • 1 - Regular School* A public elementary/secondary school that does NOT focus primarily on vocational, special, or alternative education, although it may provide these programs in addition to a regular curriculum. • 2 - Special Education School A public elementary/secondary school that focuses primarily on serving the needs of students with disabilities. • 3 - Vocational Education School* A school that focuses primarily on providing secondary students with an occupationally relevant or career-related curriculum, including formal preparation for vocational, technical, or professional occupations. • 4 - Alternative Education School A public elementary/secondary school that addresses the needs of students that typically cannot be met in a regular school program. The school provides nontraditional education; serves as an adjunct to a regular school; and falls outside the categories of regular, special education, or vocational education. • 5 - Reportable Program* Program that does not meet the definition of a school but that enrolls public school students or otherwise provides education services on a regular basis. (This may include magnet programs operated within public schools when these programs must be reported separate from the schools and postsecondary institutions that are the school of record for students in any grade PK-13 or ungraded classes. Exclude postsecondary institutions that offer programs for students enrolled in elementary or secondary schools, for example, community colleges that provide a limited 	

	number of dual enrollment courses for students enrolled in a public high school.)
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SET B: DATA GROUPS COLLECTED THROUGH CRDC ONLY

Dropped!

Group Name: Ability grouping status		DG: 29
Section	Education Unit	
Definition	An indication of whether the school has students who are ability grouped for classroom instruction in mathematics or English/reading/language arts.	
Permitted Values	Yes No	
Reporting Period	October 1	
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/> State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>	
Comment	<p>Phase 1. Ability grouped- Ability grouping is the pedagogical practice of separating students into different classrooms within a grade, based on their estimated achievement or ability levels.</p> <p>Ability grouping includes students pulled out of regular mathematics or English/reading/language arts classes for Title I purposes in these subject areas.</p> <p>In this survey, ability grouping does NOT include grouping by achievement level on the basis of required prerequisites for certain courses (for instance, Algebra I as a prerequisite for Algebra II) or programs or services for students with disabilities served under <i>IDEA</i>.</p>	

‡Group Name: Advanced Placement course by subject enrollment table		DG: 900
Section	Student	
Definition	The number of students enrolled in at least one Advanced Placement (AP) course in a subject area.	
Permitted Values	<ul style="list-style-type: none"> • Integer 	
Reporting Period†	For 2013–14 CRDC--Single day between September 27 and December 31 For 2015–16 CRDC--October 1	
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/> State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>	
Comment	<p>Report only for schools that have students who are enrolled in one or more AP courses. For each subject area, the data should be unduplicated. Category sets B and C do not include all students.</p> <p>Advanced Placement (AP) – AP refers to a program, sponsored by the College Board, through which students may earn college credit and advanced college placement by successfully completing AP courses and standardized AP exams.</p> <p>Advanced Placement (AP) course – An AP course is an advanced, college-level course designed for students who achieve a specified level of academic performance. Upon successful completion of the course and a standardized AP exam, a student may be qualified to receive college credit and/or placement into advanced college courses.</p>	
CATEGORY SET	DESCRIPTION	
Category Set A Revised!	<ul style="list-style-type: none"> • Subject Area (Advanced Placement) • Racial Ethnic • Sex (Membership) 	
Category Set B Revised!	<ul style="list-style-type: none"> • Subject Area (Advanced Placement) • Disability Status (<i>IDEA</i>) • Sex (Membership) 	
Category Set C Revised!	<ul style="list-style-type: none"> • Subject Area (Advanced Placement) • LEP Status (Only) • Sex (Membership) 	

Group Name: Advanced Placement course enrollment table		DG: 901	
Section	Student		
Definition	The unduplicated number of students enrolled in at least one Advanced Placement (AP) course.		
Permitted Values	<ul style="list-style-type: none"> • Integer 		
Reporting Period†	For 2013–14 CRDC--Single day between September 27 and December 31 For 2015–16 CRDC--October 1		
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/>	State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>		
Comment	<p>Report only for schools that have students who are enrolled in one or more AP courses. Category sets B and C do not include all students.</p> <p>Advanced Placement (AP) – AP refers to a program, sponsored by the College Board, through which students may earn college credit and advanced college placement by successfully completing AP courses and standardized AP exams.</p> <p>Advanced Placement (AP) course – An AP course is an advanced, college-level course designed for students who achieve a specified level of academic performance. Upon successful completion of the course and a standardized AP exam, a student may be qualified to receive college credit and/or placement into advanced college courses.</p>		
CATEGORY SET		DESCRIPTION	
Category Set A	<ul style="list-style-type: none"> • Racial Ethnic • Sex (Membership) 		
Category Set B	<ul style="list-style-type: none"> • Disability Status (<i>IDEA</i>) • Sex (Membership) 		
Category Set C	<ul style="list-style-type: none"> • LEP Status (Only) • Sex (Membership) 		

Group Name: Advanced Placement course self-selection		DG: 902
Section	Education Unit	
Definition	An indication of whether enrollment via self-selection by the student is permitted for all Advanced Placement (AP) courses offered.	
Permitted Values	<ul style="list-style-type: none"> • Yes • No • Not applicable 	
Reporting Period†	For 2013–14 CRDC--Single day between September 27 and December 31 For 2015–16 CRDC--October 1	
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/> State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>	
Comment	<p>Report only for schools that have students who are enrolled in one or more AP courses.</p> <p>Advanced Placement (AP) – AP refers to a program, sponsored by the College Board, through which students may earn college credit and advanced college placement by successfully completing AP courses and standardized AP exams.</p> <p>Advanced Placement (AP) course – An AP course is an advanced, college-level course designed for students who achieve a specified level of academic performance. Upon successful completion of the course and a standardized AP exam, a student may be qualified to receive college credit and/or placement into advanced college courses.</p> <p>Advanced Placement (AP) course self-selection – AP course self-selection refers to a student enrolling in any AP course offered by a school without needing a recommendation or without meeting other criteria (except for any necessary course prerequisites).</p>	

Group Name: Advanced Placement different courses provided		DG: 903	
Section	Education Unit		
Definition	The unduplicated number of different Advanced Placement (AP) courses provided by the school.		
Permitted Values	<ul style="list-style-type: none"> • Integer 		
Reporting Period†	For 2013–14 CRDC--Single day between September 27 and December 31 For 2015–16 CRDC--October 1		
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/>	State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>		
Comment	<p>Report only for schools that have students who are enrolled in one or more AP courses. Count different AP courses and not classes. Examples of different AP courses are Biology, Chemistry, Calculus AB, and Calculus BC.</p> <p>Advanced Placement (AP) – AP refers to a program, sponsored by the College Board, through which students may earn college credit and advanced college placement by successfully completing AP courses and standardized AP exams.</p> <p>Advanced Placement (AP) course – An AP course is an advanced, college-level course designed for students who achieve a specified level of academic performance. Upon successful completion of the course and a standardized AP exam, a student may be qualified to receive college credit and/or placement into advanced college courses.</p>		

Group Name: Advanced Placement exam participation table		DG: 904
Section	Student	
Definition	The unduplicated number of students enrolled in one or more AP courses who took Advanced Placement (AP) exams.	
Permitted Values	<ul style="list-style-type: none"> • Integer 	
Reporting Period	Regular School Year	
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/> State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>	
Comment	<p>Report only for schools that have students who are enrolled in one or more AP courses. Category sets B and C do not include all students.</p> <p>Advanced Placement (AP) – AP refers to a program, sponsored by the College Board, through which students may earn college credit and advanced college placement by successfully completing AP courses and standardized AP exams.</p> <p>Advanced Placement (AP) course – An AP course is an advanced, college-level course designed for students who achieve a specified level of academic performance. Upon successful completion of the course and a standardized AP exam, a student may be qualified to receive college credit and/or placement into advanced college courses.</p>	
CATEGORY SET DESCRIPTION		
Category Set A Revised!	<ul style="list-style-type: none"> • AP Exam Participation Status • Racial Ethnic • Sex (Membership) 	
Category Set B Revised!	<ul style="list-style-type: none"> • AP Exam Participation Status • Disability Status (<i>IDEA</i>) • Sex (Membership) 	
Category Set C Revised!	<ul style="list-style-type: none"> • AP Exam Participation Status • LEP Status (Only) • Sex (Membership) 	

Group Name: Advanced Placement exam participant results table		DG: 905
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Section	Student
Definition†	The unduplicated number of students enrolled in one or more AP courses who received a qualifying score on Advanced Placement (AP) exams.
Permitted Values	<ul style="list-style-type: none"> Integer
Reporting Period	Regular School Year
Reporting Levels	School <input type="checkbox"/> LEA <input type="checkbox"/> State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>
Comment‡	<p>Report only for schools that have students who are enrolled in one or more AP courses. Category sets B and C do not include all students.</p> <p>Advanced Placement (AP) – AP refers to a program, sponsored by the College Board, through which students may earn college credit and advanced college placement by successfully completing AP courses and standardized AP exams.</p> <p>Advanced Placement (AP) course – An AP course is an advanced, college-level course designed for students who achieve a specified level of academic performance. Upon successful completion of the course and a standardized AP exam, a student may be qualified to receive college credit and/or placement into advanced college courses.</p> <p>Advanced Placement (AP) exam qualifying score – A score of 3 or higher on an AP examination is considered a qualifying score. Students who earn AP exam scores of 3, 4, or 5 are generally considered to be qualified to receive college credit and/or placement into advanced courses due to the fact that their AP exam scores are equivalent to a college course score of "middle C" or above. However, the awarding of credit and placement is determined by each college or university.</p>
CATEGORY SET	DESCRIPTION
Category Set A Revised!	<ul style="list-style-type: none"> AP Exam Status Racial Ethnic Sex (Membership)
Category Set B Revised!	<ul style="list-style-type: none"> AP Exam Status Disability Status (<i>IDEA</i>) Sex (Membership)
Category Set C Revised!	<ul style="list-style-type: none"> AP Exam Status LEP Status (Only) Sex (Membership)

Section	Education Unit		
Definition†	The unduplicated number of classes in Algebra I (college-preparatory) course.		
Permitted Values	<ul style="list-style-type: none"> Integer 		
Reporting Period†	For 2013–14 CRDC-- <ul style="list-style-type: none"> For schools with regular scheduling – Single day between September 27 and December 31 For schools with block scheduling that allows a full-year course to be taken in one semester - 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 		
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/>	State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>		
Comment†	<p>Report only for schools with any grade 7 through 12 and/or ungraded with middle school and/or high school age students, and that provide college-preparatory Algebra I course.</p> <p>Algebra I is a 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.</p> <p>Algebra I is a foundation course leading to higher-level mathematics courses, including Geometry and Algebra II.</p>		

†Group Name: Algebra I classes—middle school (2015–16)		DG: 906
Section	Education Unit	

Definition	The unduplicated number of classes in Algebra I (college-preparatory) course at the middle school level.		
Permitted Values	<ul style="list-style-type: none"> Integer 		
Reporting Period†	For 2015–16 CRDC-- <ul style="list-style-type: none"> For schools with regular scheduling - October 1 For schools with block scheduling that allows a full-year course to be taken in one semester - Sum of a count taken on October 1 in the first block, and around March 1 in the second block 		
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/>	State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>		
Comment	<p>Report only for schools with grade 7 or 8 and/or ungraded with middle school age students, and that provide college-preparatory Algebra I course.</p> <p>Algebra I is a 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.</p> <p>Algebra I is a foundation course leading to higher-level mathematics courses, including Geometry and Algebra II.</p>		

†Group Name: Algebra I course enrollment—grade 7 (2015–16)		DG: 907
Section	Student	

Definition Revised!	The unduplicated number of students in grade 7 enrolled in Algebra I (college-preparatory) course.		
Permitted Values	<ul style="list-style-type: none"> Integer 		
Reporting Period Revised!†	For 2015–16 CRDC-- <ul style="list-style-type: none"> For schools with regular scheduling –Single day at the end of the regular school year For schools with block scheduling that allows a full-year course to be taken in one semester – Sum of a count taken on a single day at the end of the first block, and a single day at the end of the second block 		
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/>	State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>		
Comment	<p>Report only for schools with grade 7 that provide college-preparatory Algebra I course.</p> <p>Algebra I is a 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.</p> <p>Algebra I is a foundation course leading to higher-level mathematics courses, including Geometry and Algebra II.</p>		

†Group Name: Algebra I course enrollment—grade 8 (2015–16)		DG: 908
Section	Student	

Definition Revised!	The unduplicated number of students in grade 8 enrolled in Algebra I (college-preparatory) course.		
Permitted Values	<ul style="list-style-type: none"> Integer 		
Reporting Period Revised!†	For 2015–16 CRDC-- <ul style="list-style-type: none"> For schools with regular scheduling –Single day at the end of the regular school year For schools with block scheduling that allows a full-year course to be taken in one semester – Sum of a count taken on a single day at the end of the first block, and a single day at the end of the second block 		
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/>	State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>		
Comment	<p>Report only for schools with grade 8 and/or ungraded with middle school age students, and that provide college-preparatory Algebra I course. Category sets B and C do not include all students.</p> <p>Algebra I is a 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.</p> <p>Algebra I is a foundation course leading to higher-level mathematics courses, including Geometry and Algebra II.</p>		
CATEGORY SET			
DESCRIPTION			
Category Set A	<ul style="list-style-type: none"> Racial Ethnic Sex (Membership) 		
Category Set B	<ul style="list-style-type: none"> Disability Status (<i>IDEA</i>) Sex (Membership) 		
Category Set C	<ul style="list-style-type: none"> LEP Status (Only) Sex (Membership) 		

†Group Name: Algebra I course enrollment—middle school (2013–14)		DG: 907
Section	Student	
Definition Revised!†	The unduplicated number of middle school level students enrolled in	

	Algebra I (college-preparatory) course.		
Permitted Values	<ul style="list-style-type: none"> Integer 		
Reporting Period Revised!†	For 2013–14 CRDC-- <ul style="list-style-type: none"> For schools with regular scheduling –Single day between September 27 and December 31 For schools with block scheduling that allows a full-year course to be taken in one semester – 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 		
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/>	State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>		
Comment†	<p>Report only for schools with grade 7 or 8 and/or ungraded with middle school age students, and that provide college-preparatory Algebra I course. Category sets B and C do not include all students.</p> <p>Algebra I is a 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.</p> <p>Algebra I is a foundation course leading to higher-level mathematics courses, including Geometry and Algebra II.</p>		
CATEGORY SET	DESCRIPTION		
Category Set A	<ul style="list-style-type: none"> Racial Ethnic Sex (Membership) 		
Category Set B	<ul style="list-style-type: none"> Disability Status (<i>IDEA</i>) Sex (Membership) 		
Category Set C	<ul style="list-style-type: none"> LEP Status (Only) Sex (Membership) 		

Group Name: Algebra I course enrollment—high school		DG: 909
Section	Student	
Definition	The number of high school level students enrolled in Algebra I (college-preparatory) course.	

Permitted Values	<ul style="list-style-type: none"> Integer 		
Reporting Period Revised! †	<p>For 2013–14 CRDC--</p> <ul style="list-style-type: none"> For schools with regular scheduling –Single day between September 27 and December 31 For schools with block scheduling that allows a full-year course to be taken in one semester – 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 <p>For 2015–16 CRDC--</p> <ul style="list-style-type: none"> For schools with regular scheduling –Single day at the end of the regular school year For schools with block scheduling that allows a full-year course to be taken in one semester – Sum of a count taken on a single day at the end of the first block, and a single day at the end of the second block 		
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/>	State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>		
Comment	<p>Report only for schools with any grade 9 through 12 and/or ungraded with high school age students, and that provide college-preparatory Algebra I course. Report only for schools with grade 9 or 10, and that provide college-preparatory Algebra I course. Report only for schools with grade 11 or 12 and/or ungraded with high school age students, and that provide college-preparatory Algebra I course.</p> <p>For each grade span, the data should be unduplicated. Category sets B and C do not include all students.</p> <p>Algebra I is a 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.</p> <p>Algebra I is a foundation course leading to higher-level mathematics courses, including Geometry and Algebra II.</p>		
CATEGORY SET	DESCRIPTION		
Category Set A Revised!	<ul style="list-style-type: none"> Grade Span (Secondary) Racial Ethnic Sex (Membership) 		
Category Set B	<ul style="list-style-type: none"> Grade Span (Secondary) 		

Revised!	<ul style="list-style-type: none"> • Disability Status (<i>IDEA</i>) • Sex (Membership)
Category Set C Revised!	<ul style="list-style-type: none"> • Grade Span (Secondary) • LEP Status (Only) • Sex (Membership)

†Group Name: Algebra I course passing—grade 7 (2015–16)		DG: 910
Section	Student	
Definition Revised!	The unduplicated number of students in grade 7 who passed Algebra I (college-preparatory) course.	
Permitted Values	<ul style="list-style-type: none"> • Integer 	
Reporting Period †	For 2015–16 CRDC--Regular School Year	
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/> State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>	
Comment	<p>Report only for schools with students in grade 7 who are enrolled in Algebra I course.</p> <p>Algebra I is a 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.</p> <p>Algebra I is a foundation course leading to higher-level mathematics courses, including Geometry and Algebra II.</p>	

†Group Name: Algebra I course passing—grade 8 (2015–16)		DG: 911
Section	Student	
Definition Revised!	The unduplicated number of students in grade 8 who passed Algebra I (college-preparatory) course.	
Permitted Values	<ul style="list-style-type: none"> • Integer 	

Reporting Period†	For 2015–16 CRDC--Regular School Year		
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/>	State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>		
Comment	<p>Report only for schools with students in grade 8 and/or ungraded middle school age students who are enrolled in Algebra I course. Category sets B and C do not include all students.</p> <p>Algebra I is a 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.</p> <p>Algebra I is a foundation course leading to higher-level mathematics courses, including Geometry and Algebra II.</p>		
CATEGORY SET	DESCRIPTION		
Category Set A	<ul style="list-style-type: none"> • Racial Ethnic • Sex (Membership) 		
Category Set B	<ul style="list-style-type: none"> • Disability Status (<i>IDEA</i>) • Sex (Membership) 		
Category Set C	<ul style="list-style-type: none"> • LEP Status (Only) • Sex (Membership) 		

†Group Name: Algebra I course passing—middle school (2013–14)		DG: 911
Section	Student	
Definition Revised! †	The unduplicated number of middle school level students who passed Algebra I (college-preparatory) course.	
Permitted Values	<ul style="list-style-type: none"> • Integer 	

Reporting Period†	For 2013–14 CRDC--Regular School Year		
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/>	State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>		
Comment†	<p>Report only for schools with students in grade 7 or 8 and/or ungraded middle school age students who are enrolled in Algebra I course. Category sets B and C do not include all students.</p> <p>Algebra I is a 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.</p> <p>Algebra I is a foundation course leading to higher-level mathematics courses, including Geometry and Algebra II.</p>		
CATEGORY SET	DESCRIPTION		
Category Set A	<ul style="list-style-type: none"> • Racial Ethnic • Sex (Membership) 		
Category Set B	<ul style="list-style-type: none"> • Disability Status (<i>IDEA</i>) • Sex (Membership) 		
Category Set C	<ul style="list-style-type: none"> • LEP Status (Only) • Sex (Membership) 		

Group Name: Algebra I course passing—high school	DG: 912
Section	Student
Definition	The number of high school level students who passed Algebra I (college-preparatory) course.
Permitted Values	<ul style="list-style-type: none"> • Integer

Reporting Period	Regular School Year		
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/>	State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>		
Comment	<p>Report only for schools with students in grade 9 or 10 who are enrolled in Algebra I course. Report only for schools with students in grade 11 or 12 and/or ungraded high school age students who are enrolled in Algebra I course.</p> <p>For each grade span, the data should be unduplicated. Category sets B and C do not include all students.</p> <p>Algebra I is a 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.</p> <p>Algebra I is a foundation course leading to higher-level mathematics courses, including Geometry and Algebra II.</p>		
CATEGORY SET	DESCRIPTION		
Category Set A Revised!	<ul style="list-style-type: none"> • Grade Span (Secondary) • Racial Ethnic • Sex (Membership) 		
Category Set B Revised!	<ul style="list-style-type: none"> • Grade Span (Secondary) • Disability Status (<i>IDEA</i>) • Sex (Membership) 		
Category Set C Revised!	<ul style="list-style-type: none"> • Grade Span (Secondary) • LEP Status (Only) • Sex (Membership) 		

Group Name: Alternative school focus		DG: 914
Section	Education Unit	
Definition	An indication of the specific group of students whose needs the alternative school is designed to meet.	
Permitted Values	<ul style="list-style-type: none"> • Alternative school for students with academic difficulties • Alternative school for students with discipline problems 	

	<ul style="list-style-type: none"> Alternative school for students with academic difficulties and discipline problems Not applicable
Reporting Period†	For 2013–14 CRDC--Single day between September 27 and December 31 For 2015–16 CRDC--October 1
Reporting Levels	School <input type="checkbox"/> LEA <input type="checkbox"/> State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>
Comment	Report only for schools designated as alternative schools. An alternative school is a public elementary or secondary school that addresses the needs of students that typically cannot be met in a regular school program. The school provides nontraditional education which falls outside of the categories of regular education, special education, vocational education, gifted or talented or magnet school programs. This definition includes schools that are adjunct to a regular school (e.g., are located on the same campus as a regular school, but have a separate principal or administrator).

Dropped!

Group Name: Children awaiting initial evaluation for IDEA		DG: 478
Section	Student	
Definition	The unduplicated number of children in the LEA who are awaiting initial evaluation for special education programs and related services under the <i>Individuals with Disabilities Education Act (IDEA)</i> .	
Permitted Values	<ul style="list-style-type: none"> Integer 	
Reporting Period	Child Count Date	
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/> State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>	
Comment	Phase 1.	

New!

Group Name: Civil rights coordinators		DG: 916
Section	Education Unit	
Definition	An indication of whether the LEA has appointed a responsible employee to coordinate efforts to comply with and carry out its responsibilities under federal law prohibiting discrimination against students and others on the basis of sex, race/color/national origin,	

	and/or disability.		
Permitted Values	<ul style="list-style-type: none"> • Yes • No • Text for comments 		
Reporting Period†	For 2013–14 CRDC--Single day between September 27 and December 31 For 2015–16 CRDC--October 1		
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/>	State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>		
Comment	Include name and email address of civil rights coordinator.		
CATEGORY SET	DESCRIPTION		
Category Set A‡	<ul style="list-style-type: none"> • Civil Rights Law (Coordinators) 		

New!

Group Name: Corporal punishment instances table		DG: 917
Section	Student	
Definition	The number of instances of corporal punishment that students received.	
Permitted Values	<ul style="list-style-type: none"> • Integer 	
Reporting Period	Regular School Year	

Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/>	State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>		
Comment†	<p>For 2013–14 CRDC, this data group is optional.</p> <p>Include instances of corporal punishment for students enrolled in preschool, grades K-12, and comparable ungraded levels. Include the number of instances, not the number of students who received corporal punishment. A student may have received corporal punishment more than once if the student was involved in multiple offenses.</p> <p>Corporal punishment refers to paddling, spanking, or other forms of physical punishment imposed on a student.</p>		
CATEGORY SET		DESCRIPTION	
Category Set A		<ul style="list-style-type: none"> Disability Status (Corporal Punishment) 	

New!

†Group Name: Credit recovery (2013–14)		DG: 918
Section	Education Unit	
Definition	An indication of whether the school has any students who participate in at least one credit recovery program that allows them to earn	

	missed credit in order to graduate from high school.		
Permitted Values†	<ul style="list-style-type: none"> • Yes • No • Not applicable* 		
Reporting Period†	For 2013–14 CRDC--School year up to one day prior to the beginning of the following school year		
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/>	State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>		
Comment†	<p>*Not applicable = For schools that do not offer students the opportunity to participate in at least one credit recovery program.</p> <p>Report only for schools with any grade 9 through 12 and/or ungraded with high school age students.</p> <p>Credit recovery programs aim to help schools graduate more students by giving students who have fallen behind the chance to “recover” credits through a multitude of different strategies, often online. Different programs allow students to work on their credit recovery classes over the summer, on school breaks, after school, on weekends, at home on their own, at night in school computer labs, or even during the school day.</p>		

New!

†Group Name: Credit recovery student participation		DG: 992
Section	Student	
Definition	The unduplicated number of students who participate in at least one credit recovery program that allows them to earn missed credit in order to graduate from high school.	
Permitted Values	<ul style="list-style-type: none"> • Integer 	

Reporting Period	School year up to one day prior to the beginning of the following school year*		
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/>	State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>		
Comment	<p>*For 2013–14 CRDC, this data group is optional.</p> <p>Report only for schools with any grade 9 through 12 and/or ungraded with high school age students.</p> <p>Credit recovery programs aim to help schools graduate more students by giving students who have fallen behind the chance to “recover” credits through a multitude of different strategies, often online. Different programs allow students to work on their credit recovery classes over the summer, on school breaks, after school, on weekends, at home on their own, at night in school computer labs, or even during the school day.</p>		

New!

Group Name: Deaths due to homicide		DG: 919
Section	Education Unit	
Definition	An indication of whether any of the school’s students, faculty, or staff died as a result of a homicide committed at the school.	
Permitted Values	<ul style="list-style-type: none"> • Yes • No 	
Reporting Period	Regular School Year	
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/> State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>	
Comment†	For 2013–14 CRDC, this data group is optional.	

Group Name: Desegregation order or plan		DG: 920
Section	Education Unit	
Definition	An indication of whether the LEA is covered by a desegregation order or plan.	
Permitted Values	<ul style="list-style-type: none"> • Yes 	

	<ul style="list-style-type: none"> No 		
Reporting Period†	For 2013–14 CRDC--Single day between September 27 and December 31 For 2015–16 CRDC--October 1		
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/>	State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>		
Comment	Desegregation order or plan – An order or plan: (1) that has been ordered by, submitted to, or entered into with a federal or state court; the Office for Civil Rights (OCR), U.S. Department of Education, its predecessor the Department of Health, Education, and Welfare, or another federal agency; or a state agency or official, and (2) that remedies or addresses a school district’s actual or alleged segregation of students or staff on the basis of race or national origin that was found or alleged to be in violation of the U.S. Constitution, Title VI of the <i>Civil Rights Act</i> of 1964, and/or state constitution or other state law. A school district remains subject to such a desegregation order or plan until the court, agency, or other competent official finds that the district has satisfied its obligations and has been released from the order or plan.		

Group Name: Discipline of preschool students table		DG: 921
Section	Student	
Definition	The number of preschool students who were disciplined during the school year.	
Permitted Values	<ul style="list-style-type: none"> Integer 	

Reporting Period	Regular School Year		
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/>	State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>		
Comment	Preschool refers to preschool programs and services for children ages 3 through 5. For each discipline method, the data should be unduplicated. Category sets B and C do not include all students.		
CATEGORY SET	DESCRIPTION		
Category Set A Revised! †	<ul style="list-style-type: none"> • Discipline Method (Preschool)† • Racial Ethnic • Sex (Membership) 		
Category Set B Revised! †	<ul style="list-style-type: none"> • Discipline Method (Preschool)† • Disability Status (<i>IDEA</i>) • Sex (Membership) 		
Category Set C Revised! †	<ul style="list-style-type: none"> • Discipline Method (Preschool)† • LEP Status (Only) • Sex (Membership) 		

Group Name: Discipline of students with disabilities (<i>IDEA</i> and Section 504) table	DG: 922
Section	Student
Definition	The number of students with disabilities (<i>IDEA</i> and Section 504) who were disciplined during the school year.
Permitted Values	<ul style="list-style-type: none"> • Integer

Reporting Period	Regular School Year		
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/>	State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>		
Comment	<p>Include students enrolled in grades K-12, and comparable ungraded levels. For each discipline method, the data should be unduplicated.</p> <p>Category set A includes students with disabilities served under <i>IDEA</i> only. Category set B includes students with disabilities served under Section 504 only. Category set C does not include all students.</p>		
CATEGORY SET	DESCRIPTION		
Category Set A Revised! †	<ul style="list-style-type: none"> • Discipline Method† • Disability Status (<i>IDEA</i>) • Racial Ethnic • Sex (Membership) 		
Category Set B Revised! †	<ul style="list-style-type: none"> • Discipline Method† • Disability Status (Section 504 Only) • Sex (Membership) 		
Category Set C Revised! †	<ul style="list-style-type: none"> • Discipline Method† • LEP Status (Only) • Sex (Membership) 		

Group Name: Discipline of students without disabilities table		DG: 923	
Section	Student		
Definition	The number of students without disabilities who were disciplined during the school year.		
Permitted Values	<ul style="list-style-type: none"> • Integer 		
Reporting Period	Regular School Year		
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/>	State <input type="checkbox"/>

Grand Total (Education Unit Total)	<input type="checkbox"/>
Comment	Include students enrolled in grades K-12, and comparable ungraded levels. For each discipline method, the data should be unduplicated. Category set B does not include all students.
CATEGORY SET	DESCRIPTION
Category Set A Revised! †	<ul style="list-style-type: none"> • Discipline Method† • Racial Ethnic • Sex (Membership)
Category Set B Revised! †	<ul style="list-style-type: none"> • Discipline Method† • LEP Status (Only) • Sex (Membership)

New!

†Group Name: Distance education (2013–14)		DG: 924
Section	Student	
Definition	An indication of whether the LEA has any students enrolled in any distance education courses.	
Permitted Values	<ul style="list-style-type: none"> • Yes • No • Not applicable* 	

Reporting Period	For 2013–14 CRDC--Regular School Year		
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/>	State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>		
Comment	<p>*Not applicable = For LEAs that do not offer students the opportunity to enroll in any distance education courses.</p> <p>Distance education courses must meet all of the following criteria: (1) be credit-granting; (2) be technology-delivered via audio, video (live or prerecorded), the Internet, or other computer-based technology (e.g., via district network); and (3) have either (a) the instructor in a different location than the students and/or (b) the course content developed in, or delivered from, a different location than that of the students.</p> <p>LEAs should provide response regardless of where the courses originated. However, distance education courses that students take independently or that are provided by entities outside the control of the district should not be included unless the district has access to enrollment and monitoring information for those courses.</p>		

New!

Group Name: Distance education student enrollment table		DG: 993
Section	Student	
Definition	The unduplicated number of students enrolled in any distance education courses.	
Permitted Values	<ul style="list-style-type: none"> Integer 	
Reporting Period	Regular School Year	

Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/>	State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>		
Comment†	<p>For 2013–14 CRDC, this data group is optional.</p> <p>Category sets B and C do not include all students.</p> <p>Distance education courses must meet all of the following criteria: (1) be credit-granting; (2) be technology-delivered via audio, video (live or prerecorded), the Internet, or other computer-based technology (e.g., via district network); and (3) have either (a) the instructor in a different location than the students and/or (b) the course content developed in, or delivered from, a different location than that of the students.</p> <p>LEAs should provide response regardless of where the courses originated. However, distance education courses that students take independently or that are provided by entities outside the control of the district should not be included unless the district has access to enrollment and monitoring information for those courses.</p>		
CATEGORY SET	DESCRIPTION		
Category Set A	<ul style="list-style-type: none"> • Racial Ethnic • Sex (Membership) 		
Category Set B	<ul style="list-style-type: none"> • Disability Status (<i>IDEA</i>) • Sex (Membership) 		
Category Set C	<ul style="list-style-type: none"> • LEP Status (Only) • Sex (Membership) 		

New!

†Group Name: Dual enrollment (2013–14)		DG: 925
Section	Education Unit	
Definition	An indication of whether the school has any students enrolled in a dual enrollment/dual credit program that allows them to take college-level courses and earn concurrent credit toward a high school diploma and a college degree.	
Permitted Values	<ul style="list-style-type: none"> • Yes • No 	

	<ul style="list-style-type: none"> • Not applicable* 		
Reporting Period	For 2013–14 CRDC--Single day between September 27 and December 31		
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/>	State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>		
Comment	<p>*Not applicable = For schools that do not offer students the opportunity to enroll in a dual enrollment/dual credit program.</p> <p>For schools with any grade 9 through 12 or ungraded with high school age students. For schools with students enrolled in at least one dual enrollment/dual credit program.</p> <p>Dual enrollment/dual credit programs provide opportunities for high school students to take college-level courses offered by colleges, and earn concurrent credit toward a high school diploma and a college degree while still in high school. These programs are for high school-enrolled students who are academically prepared to enroll in college and are interested in taking on additional coursework. For example, students who want to study subjects not offered at their high school may seek supplemental education at colleges nearby.</p> <p>Dual enrollment/dual credit programs do not include the Advanced Placement (AP) program or the International Baccalaureate Diploma Programme.</p>		

New!

‡Group Name: Dual enrollment program student enrollment		DG: 994
Section	Student	
Definition	The unduplicated number of students enrolled in at least one dual enrollment/dual credit program that allows them to take college-level courses and earn concurrent credit toward a high school diploma and a college degree.	
Permitted Values	<ul style="list-style-type: none"> • Integer 	
Reporting Period†	For 2013–14 CRDC--Single day between September 27 and December 31*	

	For 2015–16 CRDC--October 1		
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/>	State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>		
Comment†	<p>*For 2013–14 CRDC, this data group is optional.</p> <p>For schools with any grade 9 through 12 or ungraded with high school age students. For schools with students enrolled in at least one dual enrollment/dual credit program. Category sets B and C do not include all students.</p> <p>Dual enrollment/dual credit programs provide opportunities for high school students to take college-level courses offered by colleges, and earn concurrent credit toward a high school diploma and a college degree while still in high school. These programs are for high school-enrolled students who are academically prepared to enroll in college and are interested in taking on additional coursework. For example, students who want to study subjects not offered at their high school may seek supplemental education at colleges nearby.</p> <p>Dual enrollment/dual credit programs do not include the Advanced Placement (AP) program or the International Baccalaureate Diploma Programme.</p>		
CATEGORY SET	DESCRIPTION		
Category Set A	<ul style="list-style-type: none"> • Racial Ethnic • Sex (Membership) 		
Category Set B	<ul style="list-style-type: none"> • Disability Status (<i>IDEA</i>) • Sex (Membership) 		
Category Set C	<ul style="list-style-type: none"> • LEP Status (Only) • Sex (Membership) 		

Group Name: Early childhood program for non-<i>IDEA</i> children		DG: 926
Section	Education Unit	
Definition	An indication of whether the LEA's early childhood program serves non- <i>IDEA</i> children birth through age 2.	
Permitted Values	<ul style="list-style-type: none"> • Yes • No • Not applicable 	
Reporting Period†	For 2013–14 CRDC--Single day between September 27 and December 31	

	For 2015–16 CRDC--October 1		
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/>	State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>		
Comment	Report only for LEAs that provide early childhood program(s).		

New!

Group Name: Firearm use		DG: 927	
Section	Education Unit		
Definition	An indication of whether there been at least one incident at the school that involved a shooting (regardless of whether anyone was hurt).		
Permitted Values	<ul style="list-style-type: none"> • Yes • No 		
Reporting Period	Regular School Year		
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/>	State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>		
Comment†	<p>For 2013–14 CRDC, this data group is optional.</p> <p>Consider those incidents that occurred at school, regardless of whether a student or non-student used the firearm.</p>		

Group Name: GED preparation program credentials table		DG: 928	
Section	Student		
Definition	The unduplicated number of students ages 16 through 19 who received a high school equivalency credential after participating in a General Educational Development (GED) preparation program operated by the LEA.		
Permitted Values	<ul style="list-style-type: none"> • Integer 		
Reporting Period	Regular School Year		
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/>	State <input type="checkbox"/>
Grand Total			

(Education Unit Total)	<input type="checkbox"/>
Comment	<p>Report only for LEAs that operate a GED program. Category sets B and C do not include all students.</p> <p>GED preparation program – A program (e.g., course) designed to prepare students to be successful on the GED Test. The GED Test is a nationally recognized test that is used to certify the high school-level academic achievement of national and international non-high school graduates. Upon review of the test results, an education or government agency may award a high school equivalency credential.</p>
CATEGORY SET	DESCRIPTION
Category Set A	<ul style="list-style-type: none"> • Racial Ethnic • Sex (Membership)
Category Set B	<ul style="list-style-type: none"> • Disability Status (<i>IDEA</i>) • Sex (Membership)
Category Set C	<ul style="list-style-type: none"> • LEP Status (Only) • Sex (Membership)

Group Name: GED preparation program participation table		DG: 929
Section	Student	
Definition	The unduplicated number of students ages 16-19 who participated in a General Educational Development (GED) preparation program operated by LEA.	
Permitted Values	<ul style="list-style-type: none"> • Integer 	
Reporting Period	Regular School Year	
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/> State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>	
Comment	<p>Report only for LEAs that operate a GED preparation program. Category sets B and C do not include all students.</p> <p>GED preparation program – A program (e.g., course) designed to prepare students to be successful on the GED Test. The GED Test is a nationally recognized test that is used to certify the high school-level academic achievement of national and international non-high school graduates. Upon review of the test results, an education or government agency may award a high school equivalency credential.</p>	
CATEGORY SET DESCRIPTION		
Category Set A	<ul style="list-style-type: none"> • Racial Ethnic • Sex (Membership) 	
Category Set B	<ul style="list-style-type: none"> • Disability Status (<i>IDEA</i>) • Sex (Membership) 	
Category Set C	<ul style="list-style-type: none"> • LEP Status (Only) • Sex (Membership) 	

†Group Name: Geometry classes (2013–14)		†DG: 987	
Section	Education Unit		
Definition†	The unduplicated number of classes in Geometry (college-preparatory) course.		
Permitted Values	<ul style="list-style-type: none"> • Integer 		
Reporting Period†	For 2013–14 CRDC-- <ul style="list-style-type: none"> • For schools with regular scheduling – Single day between September 27 and December 31 • For schools with block scheduling that allows a full-year course to be taken in one semester - 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 		
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/>	State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>		
Comment†	<p>Report only for schools with any grade 7 through 12 and/or ungraded with middle school and/or high school age students, and that provide college-preparatory Geometry course.</p> <p>Geometry is a 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.</p> <p>Geometry is considered a prerequisite for Algebra II.</p>		

Section	Student		
Definition Revised! †	The unduplicated number of students enrolled in Geometry (college-preparatory) course.		
Permitted Values	<ul style="list-style-type: none"> Integer 		
Reporting Period†	For 2013–14 CRDC-- <ul style="list-style-type: none"> For schools with regular scheduling – Single day between September 27 and December 31 For schools with block scheduling that allows a full-year course to be taken in one semester – 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 		
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/>	State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>		
Comment†	<p>Report only for schools with any grade 7 through 12 and/or ungraded with middle school and/or high school age students, and that provide college-preparatory Geometry course.</p> <p>Geometry is a 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.</p> <p>Geometry is considered a prerequisite for Algebra II.</p>		
CATEGORY SET			
DESCRIPTION			
Category Set A†	<ul style="list-style-type: none"> Racial Ethnic Sex (Membership) 		
Category Set B†	<ul style="list-style-type: none"> Disability Status (<i>IDEA</i>) Sex (Membership) 		
Category Set C†	<ul style="list-style-type: none"> LEP Status (Only) Sex (Membership) 		

Section	Student		
Definition Revised!	The unduplicated number of students in grade 8 enrolled in Geometry (college-preparatory) course.		
Permitted Values	<ul style="list-style-type: none"> • Integer 		
Reporting Period†	For 2015–16 CRDC-- <ul style="list-style-type: none"> • For schools with regular scheduling – October 1 • For schools with block scheduling that allows a full-year course to be taken in one semester – Sum of a count taken on October 1 in the first block, and around March 1 in the second block 		
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/>	State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>		
Comment	<p>Report only for schools with grade 8 and/or ungraded with middle school age students, and that provide college-preparatory Geometry course.</p> <p>Geometry is a 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.</p> <p>Geometry is considered a prerequisite for Algebra II.</p>		

Section	Student		
Definition	The unduplicated number of students enrolled in gifted/talented programs during regular school hours because of unusually high academic ability or aptitude or a specialized talent or aptitude.		
Permitted Values	<ul style="list-style-type: none"> Integer 		
Reporting Period†	For 2013–14 CRDC--Single day between September 27 and December 31 For 2015–16 CRDC--October 1		
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/>	State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>		
Comment	<p>Include students enrolled in preschool, grades K-12, and comparable ungraded levels. Report only for schools with one or more gifted/talented programs. Category sets B and C do not include all students.</p> <p>Gifted/talented programs – Programs during regular school hours that provide special educational opportunities including accelerated promotion through grades and classes and an enriched curriculum for students who are endowed with a high degree of mental ability or who demonstrate unusual physical coordination, creativity, interest, or talent.</p>		
CATEGORY SET	DESCRIPTION		
Category Set A	<ul style="list-style-type: none"> Racial Ethnic Sex (Membership) 		
Category Set B	<ul style="list-style-type: none"> Disability Status (<i>IDEA</i>) Sex (Membership) 		
Category Set C	<ul style="list-style-type: none"> LEP Status (Only) Sex (Membership) 		

Revised! †

Group Name: Harassment or bullying—policy table		†DG: 988
Section	Education Unit	
Definition	An indication of whether the LEA has a written policy or policies prohibiting discriminatory harassment and bullying of students on the basis of sex, race/color/national origin, and/or disability.	
Permitted Values†	<ul style="list-style-type: none"> • Yes • No • Text for comments 	
Reporting Period†	For 2013–14 CRDC--Single day between September 27 and December 31 For 2015–16 CRDC--October 1	
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/> State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>	
Comment†	<p>Include web link to policy or policies.</p> <p>Harassment or bullying on the basis of sex – Harassment or bullying on the basis of sex includes sexual harassment or bullying and gender-based harassment or bullying. Sexual harassment or bullying is unwelcome conduct of a sexual nature, such as unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Gender-based harassment or bullying is nonsexual intimidation or abusive behavior toward a student based on the student’s actual or perceived sex, including harassment based on gender identity, gender expression, and nonconformity with gender stereotypes. Harassing or bullying conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. This conduct can be carried out by school employees, other students, and non-employee third parties. Both male and female students can be victims of harassment or bullying on the basis of sex, and the harasser or bully and the victim can be of the same sex.</p> <p>Harassment or bullying on the basis of race, color, or national origin – Racial harassment or bullying is intimidation or abusive behavior toward a student based on actual or perceived race, color or national origin. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. The conduct can be carried out by school employees, other students, and non-employee third parties.</p>	

	<p>Harassment or bullying on the basis of disability – Disability harassment or bullying is intimidation or abusive behavior toward a student based on actual or perceived disability. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. The conduct can be carried out by school employees, other students, and non-employee third parties.</p>
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Group Name: Harassment or bullying—reported allegations table		DG: 933	
Section	Education Unit		
Definition	The number of reported allegations of harassment or bullying on the basis of a civil rights category.		
Permitted Values	<ul style="list-style-type: none"> Integer 		
Reporting Period	Regular School Year		
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/>	State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>		
Comment	<p>Include allegations for students enrolled in grades K-12, and comparable ungraded levels. In classifying the allegations, look to the likely motives of the alleged harasser, and not the actual status of the alleged victim.</p> <p>An allegation that involves multiple civil rights categories should be counted in each applicable civil rights category. For example, an allegation that involves both sex and disability should be reported in both the sex count and the disability count.</p> <p>Within each civil rights category, the count should be unduplicated.</p>		
CATEGORY SET	DESCRIPTION		
Category Set A Revised! †	<ul style="list-style-type: none"> Civil Rights Category (Allegations) 		

Group Name: Harassment or bullying—students disciplined table	DG: 934
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Section	Student		
Definition	The number of students disciplined for engaging in harassment or bullying on the basis of a civil rights category.		
Permitted Values	<ul style="list-style-type: none"> Integer 		
Reporting Period	Regular School Year		
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/>	State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>		
Comment	<p>Include disciplined students enrolled in grades K-12, and comparable ungraded levels. In classifying the disciplined students, look to their likely motives, and not the actual status of the alleged victims.</p> <p>A student disciplined for engaging in harassment or bullying on the basis of multiple civil rights categories should be counted in each applicable civil rights 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 count and the disability count.</p> <p>Within each civil rights category, the count should be unduplicated. Category sets B, C, and D do not include all students.</p>		
CATEGORY SET	DESCRIPTION		
Category Set A	<ul style="list-style-type: none"> Civil Rights Category (Student Counts) Racial Ethnic Sex (Membership) 		
Category Set B	<ul style="list-style-type: none"> Civil Rights Category (Student Counts) Disability Status (<i>IDEA</i>) Sex (Membership) 		
Category Set C	<ul style="list-style-type: none"> Civil Rights Category (Student Counts) Disability Status (Section 504 Only) Sex (Membership) 		
Category Set D	<ul style="list-style-type: none"> Civil Rights Category (Student Counts) LEP Status (Only) Sex (Membership) 		

Group Name: Harassment or bullying—students reported as harassed or bullied table		DG: 935
Section	Student	
Definition	The number of students reported as harassed or bullied on the basis of a civil rights category.	
Permitted Values	<ul style="list-style-type: none"> • Integer 	
Reporting Period	Regular School Year	
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/> State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>	
Comment	<p>Include students enrolled in grades K-12, and comparable ungraded levels. 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.</p> <p>A student reported as harassed or bullied on the basis of multiple civil rights categories should be counted in each applicable civil rights 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 count and the disability count.</p> <p>Within each civil rights category, the count should be unduplicated. Category sets B, C, and D do not include all students.</p>	
CATEGORY SET		
DESCRIPTION		
Category Set A	<ul style="list-style-type: none"> • Civil Rights Category (Student Counts) • Racial Ethnic • Sex (Membership) 	
Category Set B	<ul style="list-style-type: none"> • Civil Rights Category (Student Counts) • Disability Status (<i>IDEA</i>) • Sex (Membership) 	
Category Set C	<ul style="list-style-type: none"> • Civil Rights Category (Student Counts) • Disability Status (Section 504 Only) • Sex (Membership) 	
Category Set D	<ul style="list-style-type: none"> • Civil Rights Category (Student Counts) • LEP Status (Only) • Sex (Membership) 	

‡Group Name: International Baccalaureate Programme enrollment table		DG: 936
Section	Student	
Definition	The unduplicated number of students enrolled in the International Baccalaureate (IB) Diploma Programme.	
Permitted Values	<ul style="list-style-type: none"> Integer 	
Reporting Period†	For 2013–14 CRDC--Single day between September 27 and December 31 For 2015–16 CRDC--October 1	
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/> State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>	
Comment	<p>Report only for schools that offer an IB program. Category sets B and C do not include all students.</p> <p>The International Baccalaureate (IB) Diploma Programme – The IB Diploma Programme, sponsored by the International Baccalaureate Organization, is designed as an academically challenging and balanced program of education with final examinations that prepares students, usually aged 16 to 19, for success at university and life beyond. The Programme is typically taught over two years. IB Diploma Programme students study six courses at higher level or standard level. Students must choose one subject from each of groups 1 to 5, thus ensuring breadth of experience in languages, social studies, the experimental sciences and mathematics. The sixth subject may be an arts subject chosen from group 6, or the student may choose another subject from groups 1 to 5. Additionally, IB Diploma Programme students must meet three core requirements: the extended essay, the theory of knowledge course, and a creativity/action/service experience.</p>	
CATEGORY SET DESCRIPTION		
Category Set A	<ul style="list-style-type: none"> Racial Ethnic Sex (Membership) 	
Category Set B	<ul style="list-style-type: none"> Disability Status (<i>IDEA</i>) Sex (Membership) 	
Category Set C	<ul style="list-style-type: none"> LEP Status (Only) Sex (Membership) 	

Group Name: Interscholastic athletics single-sex sports		DG: 937
Section	Education Unit	

Definition	The unduplicated number of high school-level interscholastic athletics sports in which only male or only female students participate.		
Permitted Values	• Integer		
Reporting Period†	School Year (CCD)		
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/>	State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>		
Comment	<p>Report only for schools with any grade 9 through 12 and/or ungraded with high school age students. Report only for schools that have students who participate in single-sex interscholastic athletics. Single-sex interscholastic athletics refers to sports activities in which only male or only female students participate.</p> <p>Interscholastic athletics – Team-based organized sports activities that offer competition between schools.</p> <p>Interscholastic athletics sports – Distinct sports, such as football, basketball, soccer, swimming, and tennis. Intramural sports and sideline cheerleading are not considered interscholastic athletics sports.</p>		
CATEGORY SET			
DESCRIPTION			
Category Set A	• Sex (Membership)		

Group Name: Interscholastic athletics single-sex teams	DG: 938
Section	Education Unit

Definition	The unduplicated number of high school-level interscholastic athletics teams in which only male or only female students participate.		
Permitted Values	• Integer		
Reporting Period†	School Year (CCD)		
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/>	State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>		
Comment	<p>Report only for schools with any grade 9 through 12 and/or ungraded with high school age students. Report only for schools that have students who participate in single-sex interscholastic athletics. Single-sex interscholastic athletics refers to sports activities in which only male or only female students participate.</p> <p>Interscholastic athletics – Team-based organized sports activities that offer competition between schools.</p> <p>Interscholastic athletics sports – Distinct sports, such as football, basketball, soccer, swimming, and tennis. Intramural sports and sideline cheerleading are not considered interscholastic athletics sports.</p> <p>Interscholastic athletics sports teams – The competitive-level teams of each interscholastic athletics sport, such as freshman team, junior varsity team, and varsity team.</p>		
CATEGORY SET	DESCRIPTION		
Category Set A	• Sex (Membership)		

Group Name: Interscholastic athletics single-sex team participants	DG: 939
Section	Student

Definition	The number of participants on high school-level interscholastic athletics sports teams in which only male or only female students participate.		
Permitted Values	• Integer		
Reporting Period†	School Year (CCD)		
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/>	State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>		
Comment	<p>Report only for schools with any grade 9 through 12 and/or ungraded with high school age students. Report only for schools that have students who participate in single-sex interscholastic athletics. Single-sex interscholastic athletics refers to sports activities in which only male or only female students participate. A student should be counted once for each team he or she is on.</p> <p>Interscholastic athletics – Team-based organized sports activities that offer competition between schools.</p> <p>Interscholastic athletics sports – Distinct sports, such as football, basketball, soccer, swimming, and tennis. Intramural sports and sideline cheerleading are not considered interscholastic athletics sports.</p> <p>Interscholastic athletics sports teams – The competitive-level teams of each interscholastic athletics sport, such as freshman team, junior varsity team, and varsity team.</p> <p>Interscholastic athletics sports team participant – A student who participates in an interscholastic athletics sports team (e.g., a student who participates in a freshman soccer team).</p>		
CATEGORY SET	DESCRIPTION		
Category Set A	• Sex (Membership)		

New!

Group Name: Justice facility days in regular school year table	DG: 940
Section	Education Unit

Definition	The number of days that make up the justice facility’s regular school year.		
Permitted Values	• Integer		
Reporting Period	Regular School Year		
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/>	State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>		
Comment	<p>Report only for justice facilities. Report the number of days per year that the regular credit-granting educational program operates.</p> <p>A justice facility is a public or private facility that confines pre-adjudicated/pre-convicted individuals, post-adjudicated/pre-convicted individuals, or both. Justice facilities include short-term (90 calendar days or less) and long-term (more than 90 calendar days) facilities, such as correctional facilities, detention centers, jails, and prisons. These facilities may confine juveniles (individuals typically under 18 years of age), adults (individuals typically 18 years of age and older), or both. Some states and jurisdictions include individuals younger than age 18 as adults due to statute/legislation and/or justice procedures. For the purposes of the CRDC, only individuals up to 21 years of age who are confined in justice facilities are of interest.</p> <p>Educational program – An educational program for children and youth (not beyond grade 12) served at a justice facility that consists of credit-granting courses and classroom instruction in at minimum, basic school subjects, such as reading, English language arts, and mathematics. Classroom instruction in vocationally-oriented subjects may also be considered part of the program. Neither the manufacture of goods within the facility nor activities related to facility maintenance are considered classroom instruction. Credit-granting refers to any course that results in a letter grade or a pass/fail designation and is required of a student to move to the next grade level or complete a program of study and receive a high school diploma.</p> <p>A regular educational program usually begins in the late summer or early fall and ends in late spring or early summer. On average, a regular educational program operates for 180 days. A year-round educational program usually operates for a 12-month period.</p>		

New!

Group Name: Justice facility educational program participants table		DG: 941
Section	Student	

Definition	The unduplicated number of students who participated in the credit-granting educational program during the regular school year at the justice facility for the specified length of time.		
Permitted Values	• Integer		
Reporting Period	Regular School Year		
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/>	State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>		
Comment†	<p>For 2013–14 CRDC, this data group is optional.</p> <p>Report only for justice facilities.</p> <p>This is a cumulative count based on the school’s entire regular school year. The count is an unduplicated count of elementary, middle, and high school age students who participated in the educational program.</p> <p>Length of time refers to the cumulative number of calendar days that the student participated in the educational program.</p> <p>A justice facility is a public or private facility that confines pre-adjudicated/pre-convicted individuals, post-adjudicated/pre-convicted individuals, or both. Justice facilities include short-term (90 calendar days or less) and long-term (more than 90 calendar days) facilities, such as correctional facilities, detention centers, jails, and prisons. These facilities may confine juveniles (individuals typically under 18 years of age), adults (individuals typically 18 years of age and older), or both. Some states and jurisdictions include individuals younger than age 18 as adults due to statute/legislation and/or justice procedures. For the purposes of the CRDC, only individuals up to 21 years of age who are confined in justice facilities are of interest.</p> <p>Educational program – An educational program for children and youth (not beyond grade 12) served at a justice facility that consists of credit-granting courses and classroom instruction in at minimum, basic school subjects, such as reading, English language arts, and mathematics. Classroom instruction in vocationally-oriented subjects may also be considered part of the program. Neither the manufacture of goods within the facility nor activities related to facility maintenance are considered classroom instruction. Credit-granting refers to any course that results in a letter grade or a pass/fail designation and is required of a student to move to the next grade level or complete a program of study and receive a high school</p>		

	<p>diploma.</p> <p>A regular educational program usually begins in the late summer or early fall and ends in late spring or early summer. On average, a regular educational program operates for 180 days. A year-round educational program usually operates for a 12-month period.</p>
CATEGORY SET	DESCRIPTION
Category Set A	<ul style="list-style-type: none"> Justice Facility Duration

New!

Group Name:	Justice facility hours per week table	DG: 942
Section	Education Unit	
Definition	The number of hours per week that the credit-granting educational	

	program is offered to students during the regular school year at the justice facility.		
Permitted Values	• Integer		
Reporting Period	Regular School Year		
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/>	State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>		
Comment	<p>Report only for justice facilities.</p> <p>A justice facility is a public or private facility that confines pre-adjudicated/pre-convicted individuals, post-adjudicated/pre-convicted individuals, or both. Justice facilities include short-term (90 calendar days or less) and long-term (more than 90 calendar days) facilities, such as correctional facilities, detention centers, jails, and prisons. These facilities may confine juveniles (individuals typically under 18 years of age), adults (individuals typically 18 years of age and older), or both. Some states and jurisdictions include individuals younger than age 18 as adults due to statute/legislation and/or justice procedures. For the purposes of the CRDC, only individuals up to 21 years of age who are confined in justice facilities are of interest.</p> <p>Educational program – An educational program for children and youth (not beyond grade 12) served at a justice facility that consists of credit-granting courses and classroom instruction in at minimum, basic school subjects, such as reading, English language arts, and mathematics. Classroom instruction in vocationally-oriented subjects may also be considered part of the program. Neither the manufacture of goods within the facility nor activities related to facility maintenance are considered classroom instruction. Credit-granting refers to any course that results in a letter grade or a pass/fail designation and is required of a student to move to the next grade level or complete a program of study and receive a high school diploma.</p> <p>A regular educational program usually begins in the late summer or early fall and ends in late spring or early summer. On average, a regular educational program operates for 180 days. A year-round educational program usually operates for a 12-month period.</p>		

New!

Group Name: Justice facility type		DG: 943
Section	Education Unit	
Definition	An indication of the type of justice facility.	

Permitted Values	<ul style="list-style-type: none"> • Pre-adjudication/Pre-conviction facility • Post-adjudication/Post-conviction facility • Pre- and post-adjudication/conviction facility 		
Reporting Period	Regular School Year		
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/>	State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>		
Comment	<p>Report only for justice facilities.</p> <p>A justice facility is a public or private facility that confines pre-adjudicated/pre-convicted individuals, post-adjudicated/pre-convicted individuals, or both. Justice facilities include short-term (90 calendar days or less) and long-term (more than 90 calendar days) facilities, such as correctional facilities, detention centers, jails, and prisons. These facilities may confine juveniles (individuals typically under 18 years of age), adults (individuals typically 18 years of age and older), or both. Some states and jurisdictions include individuals younger than age 18 as adults due to statute/legislation and/or justice procedures. For the purposes of the CRDC, only individuals up to 21 years of age who are confined in justice facilities are of interest.</p> <p>A pre-adjudication facility confines pre-adjudicated juveniles. A pre-adjudicated juvenile is an individual (typically under 18 years of age) who has been charged, but who has not participated in the court process that determines whether he/she has committed the crime. Adjudication is the court process that determines (judges) if the juvenile committed the act for which he/she is charged.</p> <p>A pre-conviction facility confines pre-convicted adults. A pre-convicted adult is an individual (typically 18 years of age or older) who has been charged, but who has not participated in the court process that determines (judges) if he/she committed the act for which he/she is charged.</p> <p>A post-adjudication facility confines post-adjudicated juveniles. A post-adjudicated juvenile is an individual (typically under 18 years of age) who has been charged and determined to have committed the crime. Adjudication is the court process that determines (judges) if the juvenile committed the act for which he/she is charged.</p> <p>A post-conviction facility confines post-convicted adults. A post-convicted adult is an individual (typically 18 years of age or older)</p>		

	who has been charged and determined to have committed the crime.
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Group Name: Kindergarten daily length and cost		DG: 944	
Section	Education Unit		
Definition Revised!	An indication of whether the LEA provides a kindergarten program of a specific length to students and cost to parents/guardians		
Permitted Values Revised!	<ul style="list-style-type: none"> • Full-day kindergarten (free; no charge to parent(s)/guardian) • Full-day kindergarten (partial or full charge to parent(s)/guardian) • Part-day kindergarten (free; no charge to parent(s)/guardian) • Part-day kindergarten (partial or full charge to parent(s)/guardian) • No kindergarten 		
Reporting Period†	For 2013–14 CRDC--Single day between September 27 and December 31 For 2015–16 CRDC--October 1		
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/>	State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>		
Comment	A full-day kindergarten program is a program in which a child attends school each weekday for approximately six hours or more.		

Dropped! †

Group Name: Kindergarten requirement		— DG: 945	
Section	Education Unit		
Definition	An indication of whether the LEA is required to provide full-day or part-day kindergarten by state statute or regulation.		
Permitted Values	<ul style="list-style-type: none"> • Yes • No • Not applicable 		
Reporting Period	October 1		
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/>	State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>		
Comment	A full-day kindergarten program is a program in which a child attends school each weekday for approximately six hours or more.		

Group Name: Limited English proficient students		DG: 946	
Section	Student		

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Definition	The unduplicated number of students enrolled in school who are limited English proficient (LEP).		
Permitted Values	<ul style="list-style-type: none"> Integer 		
Reporting Period†	For 2013–14 CRDC--Single day between September 27 and December 31 For 2015–16 CRDC--October 1		
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/>	State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>		
Comment	Include LEP students enrolled in preschool, grades K-12, and comparable ungraded levels. Include all LEP students, regardless of whether they are enrolled in English language instruction educational programs designed for LEP students. Category set C does not include all students.		
CATEGORY SET	DESCRIPTION		
Category Set A	<ul style="list-style-type: none"> Sex (Membership) 		
Category Set B	<ul style="list-style-type: none"> Racial Ethnic Sex (Membership) 		
Category Set C	<ul style="list-style-type: none"> Disability Status (<i>IDEA</i>) Sex (Membership) 		

Group Name: Limited English proficient students in LEP programs	DG: 947
Section	Student

Definition	The unduplicated number of limited English proficient (LEP) students enrolled in English language instruction educational programs designed for LEP students.		
Permitted Values	<ul style="list-style-type: none"> Integer 		
Reporting Period†	For 2013–14 CRDC--Single day between September 27 and December 31 For 2015–16 CRDC--October 1		
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/>	State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>		
Comment	Include LEP students enrolled in preschool, grades K-12, and comparable ungraded levels. Include only LEP students who are enrolled in English language instruction educational programs designed for LEP students. This includes students served through <i>ESEA</i> Title III and students receiving LEP services through other programs designed for LEP students. Category set B does not include all students.		
CATEGORY SET	DESCRIPTION		
Category Set A	<ul style="list-style-type: none"> Racial Ethnic Sex (Membership) 		
Category Set B	<ul style="list-style-type: none"> Disability Status (<i>IDEA</i>) Sex (Membership) 		

Group Name: Magnet program detail	DG: 948
Section	Education Unit

Definition	An indication of whether the entire school population participates in the school magnet program.		
Permitted Values	<ul style="list-style-type: none"> • Yes • No • Not applicable 		
Reporting Period†	For 2013–14 CRDC--Single day between September 27 and December 31 For 2015–16 CRDC--October 1		
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/>	State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>		
Comment	<p>Report only for schools operating a magnet program.</p> <p>Magnet program – A program within a public school that offers a special curriculum capable of attracting substantial numbers of students of different racial/ethnic backgrounds, which may also reduce, prevent, or eliminate minority group isolation. The program may be designed to provide an academic or social focus on a particular theme (e.g., science/math, performing arts, gifted/talented, or foreign language). A public school is considered a magnet school if it operates a magnet program for all students or some students within the school.</p>		

Group Name: Mathematics classes—high school	DG: 950
Section	Education Unit
Definition	The unduplicated number of classes in mathematics (college-

	preparatory) courses at the high school level.		
Permitted Values	<ul style="list-style-type: none"> Integer 		
Reporting Period†	<p>For 2013–14 CRDC--</p> <ul style="list-style-type: none"> For schools with regular scheduling – Single day between September 27 and December 31 For schools with block scheduling that allows a full-year course to be taken in one semester – 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 <p>For 2015–16 CRDC--</p> <ul style="list-style-type: none"> For schools with regular scheduling – October 1 For schools with block scheduling that allows a full-year course to be taken in one semester – Sum of a count taken on October 1 in the first block, and around March 1 in the second block 		
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/>	State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>		
Comment	Report only for schools with any grade 9 through 12 and/or ungraded with high school age students.		
CATEGORY SET	DESCRIPTION		
Category Set A	<ul style="list-style-type: none"> Mathematics (High School Classes)†‡ 		

Group Name: Mathematics course enrollment—high school		DG: 951
Section	Student	
Definition	The number of high school level students enrolled in mathematics (college-preparatory) courses, except Algebra I.	

Permitted Values	<ul style="list-style-type: none"> Integer 		
Reporting Period†	<p>For 2013–14 CRDC--</p> <ul style="list-style-type: none"> For schools with regular scheduling – Single day between September 27 and December 31 For schools with block scheduling that allows a full-year course to be taken in one semester – 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 <p>For 2015–16 CRDC--</p> <ul style="list-style-type: none"> For schools with regular scheduling – October 1 For schools with block scheduling that allows a full-year course to be taken in one semester – Sum of a count taken on October 1 in the first block, and around March 1 in the second block 		
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/>	State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>		
Comment	<p>Report only for schools with any grade 9 through 12 and/or ungraded with high school age students, and that provide college-preparatory mathematics courses. Exclude students enrolled in Algebra I.</p> <p>For each mathematics course, the data should be unduplicated. Category sets B and C do not include all students.</p>		
CATEGORY SET	DESCRIPTION		
Category Set A	<ul style="list-style-type: none"> Mathematics (High School Course Enrollment)†‡ Racial Ethnic Sex (Membership) 		
Category Set B	<ul style="list-style-type: none"> Mathematics (High School Course Enrollment)†‡ Disability Status (<i>IDEA</i>) Sex (Membership) 		
Category Set C	<ul style="list-style-type: none"> Mathematics (High School Course Enrollment)†‡ LEP Status (Only) Sex (Membership) 		

‡Group Name: Membership—LEA		‡DG: 989
Section	Student	
Definition‡	The unduplicated number of students enrolled in the LEA, who are served in non-LEA facilities only.	

Permitted Values	• Integer		
Reporting Period‡	For 2013–14 CRDC--Single day between September 27 and December 31* For 2015–16 CRDC--October 1		
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/>	State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>		
Comment‡	<p>*For 2013–14 CRDC, this data group is optional.</p> <p>Each student is counted individually, no full-time equivalency. Include students who are the responsibility of the LEA, who are served in non-LEA facilities only (public or private). Do not include students who are served in LEA facilities.</p> <p>Non-LEA facilities are non-district facilities, such as intermediate units, residential facilities outside the LEA, social service agencies, hospitals, and private schools.</p>		

New!

Group Name: Offenses table	DG: 952
Section	Education Unit
Definition	The unduplicated number of incidents that occurred at the school by type of offense.
Permitted Values	• Integer

Reporting Period	Regular School Year		
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/>	State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>		
Comment†	<p>For 2013–14 CRDC, this data group is optional.</p> <p>Incidents may occur before, during, or after normal school hours. Incidents should be counted regardless of whether any disciplinary action was taken, and regardless of whether students or non-students were involved.</p> <p>An incident refers to a specific criminal act involving one or more victims and offenders. For example, if two students are robbed without a weapon, at the same time and place, this is classified as two robbery victimizations but only one robbery without a weapon incident.</p>		
CATEGORY SET	DESCRIPTION		
Category Set A	<ul style="list-style-type: none"> • Offense Type 		

Group Name: Preschool ages for non-IDEA students	DG: 953
Section	Education Unit
Definition	An indication of whether the LEA's or school's preschool program serves non-IDEA students of a specific age range.

Permitted Values Revised!	<ul style="list-style-type: none"> • Students age 3 years • Students age 4 years • Students age 5 years 		
Reporting Period†	For 2013–14 CRDC--Single day between September 27 and December 31 For 2015–16 CRDC--October 1		
Reporting Levels Revised!	School <input type="checkbox"/>	LEA <input type="checkbox"/>	State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>		
Comment	Report only for LEAs or schools that provide preschool program(s). Preschool refers to preschool programs and services for children ages 3 through 5. Students who are not served under the <i>Individuals with Disabilities Education Act (IDEA)</i> are considered “non-IDEA students.”		

Group Name: Preschool daily length and cost	DG: 954		
Section	Education Unit		
Definition Revised!	An indication of whether the LEA provides a preschool program of a specific length to children and cost to parents/guardians.		
Permitted Values Revised!	<ul style="list-style-type: none"> • Full-day preschool (free; no charge to parent(s)/guardian) • Full-day preschool (partial or full charge to parent(s)/guardian) • Part-day preschool (free; no charge to parent(s)/guardian) • Part-day preschool (partial or full charge to parent(s)/guardian) • No preschool 		
Reporting Period†	For 2013–14 CRDC--Single day between September 27 and December 31 For 2015–16 CRDC--October 1		
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/>	State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>		
Comment	Preschool refers to preschool programs and services for children ages 3 through 5. A full-day preschool program is a program that a child attends each weekday for approximately six hours or more.		

Group Name: Preschool eligible students	DG: 955
Section	Student
Definition Revised!	An indication of whether the LEA’s preschool program is provided to specific groups of students.
Permitted Values	<ul style="list-style-type: none"> • Students with disabilities (<i>IDEA</i>) • Students in Title I schools

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	<ul style="list-style-type: none"> • Students from low income families • All students
Reporting Period†	For 2013–14 CRDC--Single day between September 27 and December 31 For 2015–16 CRDC--October 1
Reporting Levels	School <input type="checkbox"/> LEA <input type="checkbox"/> State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>
Comment	<p>Report only for LEAs that provide preschool program(s). Preschool refers to preschool programs and services for children ages 3 through 5.</p> <p>“Students with disabilities (<i>IDEA</i>)” refers to students with disabilities who are receiving services under the <i>Individuals with Disabilities Education Act</i>.</p> <p>Title I schools are schools with large concentrations of low-income students that receive Title I funds (i.e., supplemental funds under Title I of the <i>Elementary and Secondary Education Act</i>, as amended by the <i>No Child Left Behind Act</i>), to assist in meeting their students’ educational goals. For an entire school to qualify for Title I funds, at least 40% of students must enroll in the free and reduced lunch program.</p> <p>For the purposes of preschool eligibility, low-income is defined by the LEA, and may vary from LEA to LEA.</p>

Group Name: Preschool enrollment table		DG: 956
Section	Student	
Definition Revised!	The unduplicated number of students enrolled in the school’s preschool program.	
Permitted Values	<ul style="list-style-type: none"> • Integer 	
Reporting Period†	For 2013–14 CRDC--Single day between September 27 and	

	December 31 For 2015–16 CRDC--October 1		
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/>	State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>		
Comment	Report only for schools that provide preschool program(s). Preschool refers to preschool programs and services for children ages 3 through 5. Category sets B and C do not include all students.		
CATEGORY SET	DESCRIPTION		
Category Set A	<ul style="list-style-type: none"> • Racial Ethnic • Sex (Membership) 		
Category Set B	<ul style="list-style-type: none"> • Disability Status (<i>IDEA</i>) • Sex (Membership) 		
Category Set C	<ul style="list-style-type: none"> • LEP Status (Only) • Sex (Membership) 		

New!

Group Name: Preschool grade		DG: 913
Section	Education Unit	
Definition	The preschool grade level offered by the school.	
Permitted Values	<ul style="list-style-type: none"> • Preschool 	
Reporting Period†	For 2013–14 CRDC--Single day between September 27 and December 31 For 2015–16 CRDC--October 1	
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/> State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>	
Comment	Preschool refers to preschool programs and services for children ages 3 through 5. The preschool grade level should be reported if offered, regardless of whether any children ages 3 through 5 are enrolled in preschool.	

New!

Group Name: Preschool students served table		DG: 957
Section	Student	
Definition	The unduplicated number of students of a specific age served in preschool in LEA and non-LEA facilities.	
Permitted Values	<ul style="list-style-type: none"> • Integer 	
Reporting Period†	For 2013–14 CRDC--Single day between September 27 and	

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	December 31* For 2015–16 CRDC--October 1		
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/>	State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>		
Comment†	<p>*For 2013–14 CRDC, this data group is optional.</p> <p>Preschool refers to preschool programs and services for children ages 3 through 5. Include all students served in preschool that are under the responsibility of the LEA. Include preschool students in district facilities and preschool students in non-district facilities such as intermediate units, residential facilities outside the LEA, and social service agencies.</p>		
CATEGORY SET	DESCRIPTION		
Category Set A	<ul style="list-style-type: none"> • Age (Preschool) 		

Group Name: Public schools total		DG: 958
Section	Education Unit	
Definition	The unduplicated number of public schools under the governance of the LEA, including all facilities where students attend.	
Permitted Values	<ul style="list-style-type: none"> • Integer 	
Reporting Period†	For 2013–14 CRDC--Single day between September 27 and December 31 For 2015–16 CRDC--October 1	
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/> State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>	
Comment	Include charter schools that are under the governance of the LEA.	

Group Name: Restraint or seclusion for IDEA students table		DG: 959
Section	Student	
Definition	The number of students with disabilities (served under <i>IDEA</i>) who were subjected to restraint or seclusion.	
Permitted Values	<ul style="list-style-type: none"> • Integer 	
Reporting Period	Regular School Year	

Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/>	State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>		
Comment	<p>Include students enrolled in grades K-12, and comparable ungraded levels. For each action type, the data should be unduplicated. Category set B does not include all students.</p> <p>Students with disabilities (served under <i>IDEA</i>) are students with disabilities who are receiving services under the <i>Individuals with Disabilities Education Act</i>.</p>		
CATEGORY SET	DESCRIPTION		
Category Set A	<ul style="list-style-type: none"> • Action (Restraint or Seclusion) • Racial Ethnic • Sex (Membership) 		
Category Set B	<ul style="list-style-type: none"> • Action (Restraint or Seclusion) • LEP Status (Only) • Sex (Membership) 		

Group Name: Restraint or seclusion for non-IDEA students table		DG: 960	
Section	Student		
Definition	The number of students (who are not served under <i>IDEA</i>) who were subjected to restraint or seclusion.		
Permitted Values	<ul style="list-style-type: none"> • Integer 		
Reporting Period	Regular School Year		
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/>	State <input type="checkbox"/>

Grand Total (Education Unit Total)	<input type="checkbox"/>
Comment	<p>Include students enrolled in grades K-12, and comparable ungraded levels. For each action type, the data should be unduplicated. Category sets B and C do not include all students.</p> <p>Students (who are not served under <i>IDEA</i>) include students without disabilities and students with disabilities served solely under Section 504 of the <i>Rehabilitation Act</i>.</p>
CATEGORY SET	DESCRIPTION
Category Set A	<ul style="list-style-type: none"> • Action (Restraint or Seclusion) • Racial Ethnic • Sex (Membership)
Category Set B	<ul style="list-style-type: none"> • Action (Restraint or Seclusion) • Disability Status (Section 504 Only) • Sex (Membership)
Category Set C	<ul style="list-style-type: none"> • Action (Restraint or Seclusion) • LEP Status (Only) • Sex (Membership)

Group Name: Restraint or seclusion instances table		DG: 961
Section	Student	
Definition	The number of instances that students were subjected to restraint or seclusion.	
Permitted Values	<ul style="list-style-type: none"> • Integer 	
Reporting Period	Regular School Year	
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/> State <input type="checkbox"/>

Grand Total (Education Unit Total)	<input type="checkbox"/>
Comment	<p>Report only for schools with one or more students subjected to restraint or seclusion. Include the number of instances, not the number of students subjected to restraint or seclusion. Include instances for students enrolled in grades K-12, and comparable ungraded levels.</p> <p>A student may have been subjected to each action type more than once.</p>
CATEGORY SET	DESCRIPTION
Category Set A	<ul style="list-style-type: none"> • Action (Restraint or Seclusion) • Disability Status (Specific)

Dropped! †

Group Name: Retention policy		DG: 962
Section	Education Unit	
Definition	An indication of whether the LEA has a policy that allows the LEA to retain third-grade students who are not considered proficient in reading by the end of third grade.	
Permitted Values	• Yes	

	• No		
Reporting Period	October 1		
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/>	State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>		
Comment	<p>The policy applies to third grade students who fail a reading proficiency test or some other reading proficiency measure as determined by the LEA, and therefore are not promoted to the fourth grade.</p> <p>Retained—A student is retained if he or she is not promoted to the next grade prior to the beginning of the following school year.— Students are not considered retained if they can proceed to the next grade because they successfully completed a summer school program or for a similar reason.—</p>		

Group Name: Retention table		DG: 963
Section	Student	
Definition	The unduplicated number of students who were not promoted to the subsequent grade prior to the beginning of the following school year.	
Permitted Values	• Integer	
Reporting Period	School year up to one day prior to the beginning of the following school year	
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/> State <input type="checkbox"/>

Grand Total (Education Unit Total)	<input type="checkbox"/>
Comment	<p>Category sets B, C, and D do not include all students.</p> <p>Retained – A student is retained if he or she is not promoted to the next grade prior to the beginning of the following school year. Students are not considered retained if they can proceed to the next grade because they successfully completed a summer school program or for a similar reason. At the high school level, a student who has not accumulated enough credits to be classified as being in the next grade is considered retained.</p>
CATEGORY SET	DESCRIPTION
Category Set A	<ul style="list-style-type: none"> • Grade Level (K-12) • Racial Ethnic • Sex (Membership)
Category Set B	<ul style="list-style-type: none"> • Grade Level (K-12) • Disability Status (<i>IDEA</i>) • Sex (Membership)
Category Set C	<ul style="list-style-type: none"> • Grade Level (K-12) • Disability Status (Section 504 Only) • Sex (Membership)
Category Set D	<ul style="list-style-type: none"> • Grade Level (K-12) • LEP Status (Only) • Sex (Membership)

Group Name: SAT or ACT test participation table		DG: 964	
Section	Student		
Definition	The unduplicated number of students who participated in (i.e., took) the SAT Reasoning Test (SAT), the ACT Test (ACT), or both.		
Permitted Values	• Integer		
Reporting Period†	School Year (CCD)		
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/>	State <input type="checkbox"/>
Grand Total			

(Education Unit Total)	<input type="checkbox"/>
Comment	<p>Report only for schools with any grade 9 through 12 and/or ungraded with high school age students. Include students who participated, regardless of whether they received valid scores on the tests. Category sets B and C do not include all students.</p> <p>SAT Reasoning Test (SAT) – The SAT is a nationally recognized assessment used to indicate college readiness. The SAT (formerly the Scholastic Aptitude Test) is sponsored by the College Board.</p> <p>ACT Test (ACT) – The ACT is a nationally recognized assessment used to indicate college readiness. The ACT is sponsored by ACT, Inc.</p>
CATEGORY SET	DESCRIPTION
Category Set A	<ul style="list-style-type: none"> • Racial Ethnic • Sex (Membership)
Category Set B	<ul style="list-style-type: none"> • Disability Status (<i>IDEA</i>) • Sex (Membership)
Category Set C	<ul style="list-style-type: none"> • LEP Status (Only) • Sex (Membership)

Group Name: School counselors (FTE)		DG: 965
Section	Staff	
Definition	The number of full-time equivalent (FTE) school counselors.	
Permitted Values	<ul style="list-style-type: none"> • Decimal (to two decimal places) 	
Reporting Period†	<p>For 2013–14 CRDC--</p> <ul style="list-style-type: none"> • For all schools (except justice facilities) – Single day between September 27 and December 31 • For justice facilities – Regular School Year 	

	For 2015–16 CRDC--Regular School Year		
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/>	State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>		
Comment	<p>Include school counselors for preschool, grades K-12, and comparable ungraded levels, regardless of how staff were funded (i.e., federal, state, and/or local funds).</p> <p>Full-time equivalent (FTE) – FTE is a unit that indicates the workload of an employed person in a way that makes workloads comparable across various contexts. FTE is used to measure a worker’s service in a place (e.g., school). FTE is the number of total hours the person is expected to work divided by the maximum number of compensable hours in a full-time schedule. An FTE of 1.00 means that the person is equivalent to a full-time worker, while an FTE of 0.50 signals that the worker is only half-time.</p> <p>School counselor – A professional staff member assigned specific duties and school time for any of the following activities: counseling with students and parents, consulting with other staff members on learning problems, evaluating student abilities, assisting students in making education and career choices, assisting students in personal and social development, providing referral assistance, and/or working with other staff members in planning and conducting guidance programs for students.</p>		

New!

Group Name: School days missed due to suspensions table		DG: 966
Section	Student	
Definition	The unduplicated number of school days missed by students who received out-of-school suspensions.	
Permitted Values	<ul style="list-style-type: none"> • Integer 	
Reporting Period	Regular School Year	
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/> State <input type="checkbox"/>
Grand Total		

(Education Unit Total)	<input type="checkbox"/>
Comment†	<p>For 2013–14 CRDC, this data group is optional.</p> <p>Include school days missed by students enrolled in grades K-12, and comparable ungraded levels. Days when school staff were required to be present at school but students were not, should not be counted. Days when students were dismissed early from school, but school staff were not, should be counted as full days. Each day missed from a part-day program (e.g., part-day kindergarten) should be counted as one full day.</p> <p>For students with disabilities (served under <i>IDEA</i>): Out-of-school suspension is an instance in which a child is temporarily removed from his/her regular school for at least half a day for disciplinary purposes to another setting (e.g., home, behavior center). Out-of-school suspensions include both removals in which no individualized family service plan (IFSP) or individualized education plan (IEP) services are provided because the removal is 10 days or less as well as removals in which the child continues to receive services according to his/her IFSP or IEP.</p> <p>For students without disabilities and students with disabilities served solely under Section 504: Out-of-school suspension is an instance in which a child is temporarily removed from his/her regular school for at least a day (but less than the remainder of the school year) for disciplinary purposes to another setting (e.g., home, behavior center). Out-of-school suspensions include removals in which no educational services are provided, and removals in which educational services are provided (e.g., school-provided at home instruction or tutoring).</p>
CATEGORY SET	DESCRIPTION
Category Set A†	<ul style="list-style-type: none"> • Racial Ethnic • Sex (Membership)
Category Set B†	<ul style="list-style-type: none"> • Disability Status (<i>IDEA</i>) • Sex (Membership)
Category Set C†	<ul style="list-style-type: none"> • Disability Status (Section 504 Only) • Sex (Membership)
Category Set D†	<ul style="list-style-type: none"> • LEP Status (Only) • Sex (Membership)

New!

†Group Name: School finance—FTE personnel (state and local)		DG: 967
Section	Staff	
Definition	The number of unduplicated full-time equivalent (FTE) personnel (K-12) funded with state and local funds.	
Permitted Values	<ul style="list-style-type: none"> Decimal (to two decimal places) 	
Reporting Period†	School Year (Fiscal)	
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/> State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>	
Comment†	<p>For 2013–14 CRDC, this data group is optional.</p> <p>Include personnel for grades K-12, and comparable ungraded levels who were funded with state and local funds.</p> <p>Full-time equivalent (FTE) – FTE is a unit that indicates the workload of an employed person in a way that makes workloads comparable across various contexts. FTE is used to measure a worker’s service in a place (e.g., school). FTE is the number of total hours the person is expected to work divided by the maximum number of compensable hours in a full-time schedule. An FTE of 1.00 means that the person is equivalent to a full-time worker, while an FTE of 0.50 signals that the worker is only half-time.</p>	
CATEGORY SET		
DESCRIPTION		
Category Set A†	<ul style="list-style-type: none"> Personnel Type (School Finance FTE)† 	

New!†Group Name: School finance—FTE personnel (federal, state, and local)		DG: 998
Section	Staff	
Definition	The number of unduplicated full-time equivalent (FTE) personnel (preK-12) funded with federal, state, and local funds.	
Permitted Values	<ul style="list-style-type: none"> Decimal (to two decimal places) 	
Reporting Period	School Year (Fiscal)	
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/> State <input type="checkbox"/>

Grand Total (Education Unit Total)	<input type="checkbox"/>
Comment	<p>For 2013–14 CRDC, this data group is optional.</p> <p>Include personnel for grades preK-12, and comparable ungraded levels who were funded with federal, state, and local funds.</p> <p>Full-time equivalent (FTE) – FTE is a unit that indicates the workload of an employed person in a way that makes workloads comparable across various contexts. FTE is used to measure a worker’s service in a place (e.g., school). FTE is the number of total hours the person is expected to work divided by the maximum number of compensable hours in a full-time schedule. An FTE of 1.00 means that the person is equivalent to a full-time worker, while an FTE of 0.50 signals that the worker is only half-time.</p>
CATEGORY SET	DESCRIPTION
Category Set A	<ul style="list-style-type: none"> • Personnel Type (School Finance FTE)†

Group Name: School finance—FTE teachers		DG: 968
Section	Staff	
Definition	The number of full-time equivalent (FTE) teachers (K-12) funded with state and local funds.	
Permitted Values	<ul style="list-style-type: none"> • Decimal (to two decimal places) 	
Reporting Period†	School Year (Fiscal)	
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/> State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>	

Comment	<p>Include teachers for grades K-12, and comparable ungraded levels who were funded with state and local funds.</p> <p>Full-time equivalent (FTE) – FTE is a unit that indicates the workload of an employed person in a way that makes workloads comparable across various contexts. FTE is used to measure a worker’s service in a place (e.g., school). FTE is the number of total hours the person is expected to work divided by the maximum number of compensable hours in a full-time schedule. An FTE of 1.00 means that the person is equivalent to a full-time worker, while an FTE of 0.50 signals that the worker is only half-time.</p> <p>For the purposes of reporting school finance data for teachers only, refer to the following teachers definition and guide to determine which teachers should be included and excluded:</p> <p>Teachers provide instruction, learning experiences, and care to students during a particular time period or in a given discipline. Teachers are defined as staff whose activities are dealing directly with the interaction with students. 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.</p> <p>Teachers to include:</p> <ul style="list-style-type: none">• Regular Classroom Teachers<ul style="list-style-type: none">- Teach Chemistry, English, mathematics, physical education, history, etc.• General Elementary Teachers<ul style="list-style-type: none">- Teach self-contained classes in any of grades K–8 (i.e., teach the same class of students all or most of the day).- Team-teach (i.e., two or more teachers collaborate to teach multiple subjects to the same class of students).- Include kindergarten teachers.• Vocational/Technical Education Teachers<ul style="list-style-type: none">- Teach typing, business, agriculture, life skills, home economics as well as any other vocational or technical classes.• Teaching principals, teaching school counselors, teaching
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	<p>librarians, teaching school nurses, or other teaching administrators</p> <ul style="list-style-type: none"> - 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). - The proration of expenditures for department chairpersons or school administration who also teach. • Itinerant, Co-op, Traveling, and Satellite Teachers <ul style="list-style-type: none"> - Teach at more than one school and may or may not be supervised by someone at your school. • Current Long-Term Substitute Teachers <ul style="list-style-type: none"> - Currently filling the role of regular teachers for four or more continuous weeks. • Other teachers who teach students in any of grades K–12 <p>Teachers to exclude:</p> <ul style="list-style-type: none"> • Adult Education and Postsecondary Teachers <ul style="list-style-type: none"> - Teach only adult education or students beyond grade 12. • Short-term Substitute Teachers <ul style="list-style-type: none"> - Fill the role of regular or special education teachers for less than four continuous weeks. • Student Teachers • Day Care Aides/Paraprofessionals • Teacher Aides/Paraprofessionals • Librarians who teach only library skills or how to use the library
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†Group Name: School finance—instructional staff salaries (2013–14)		DG: 969
Section	Finance	
Definition	The amount of salary expenditures for instructional staff (K-12) funded with state and local funds.	
Permitted Values	• Decimal (to two decimal places)	
Reporting Period†	For 2013–14 CRDC--School Year (Fiscal)	
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/> State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>	

Comment†	<p>Instructional staff include teachers and instructional aides who are involved in regular K-12 instructional functions. Instructional staff expenditures are associated with activities dealing directly with the interaction between teachers and students.</p> <p>When determining salary expenditures for instructional staff, use the following list of school-level expenditures to determine what should be included and excluded:</p> <p>Expenditures to include:</p> <ul style="list-style-type: none"> • Expenditures paid from federal Impact Aid funds and State Fiscal Stabilization Fund if used under the Impact Aid authority • Base salary, incentive pay, and bonuses • Supplemental pay for additional roles <p>Expenditures to exclude:</p> <ul style="list-style-type: none"> • Expenditures paid from federal funds other than Impact Aid and State Fiscal Stabilization Fund if used under the Impact Aid authority • Expenditures for preschool programs • Expenditures for school nutrition programs • Expenditures for adult education • Expenditures for special education • Expenditures for programs that serve students from more than one school attendance area at a single school site (e.g., summer school programs that are housed in a subset of the district’s schools but serve students from throughout the school district) • Expenditures made by regional educational agencies on behalf of schools • Expenditures for employee benefits
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New!

†Group Name: School finance—instructional aide salaries (state and local)		DG: 996
Section	Finance	
Definition	The amount of salary expenditures for instructional aides (K-12) funded with state and local funds.	
Permitted Values	• Decimal (to two decimal places)	
Reporting Period	School Year (Fiscal)	
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/> State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>	

Comment	<p>For 2013–14 CRDC, this data group is optional.</p> <p>Instructional aides are staff who are involved in regular K-12 instructional functions. Instructional aid expenditures are associated with activities dealing directly with the interaction between teachers and students.</p> <p>When determining salary expenditures for instructional aides, use the following list of school-level expenditures to determine what should be included and excluded:</p> <p>Expenditures to include:</p> <ul style="list-style-type: none"> • Expenditures paid from federal Impact Aid funds and State Fiscal Stabilization Fund if used under the Impact Aid authority • Base salary, incentive pay, and bonuses • Supplemental pay for additional roles <p>Expenditures to exclude:</p> <ul style="list-style-type: none"> • Expenditures paid from federal funds other than Impact Aid and State Fiscal Stabilization Fund if used under the Impact Aid authority • Expenditures for preschool programs • Expenditures for school nutrition programs • Expenditures for adult education • Expenditures for special education • Expenditures for programs that serve students from more than one school attendance area at a single school site (e.g., summer school programs that are housed in a subset of the district’s schools but serve students from throughout the school district) • Expenditures made by regional educational agencies on behalf of schools • Expenditures for employee benefits
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New!

†Group Name: School finance—instructional aide salaries (federal, state, and local)		DG: 997
Section	Finance	
Definition	The amount of salary expenditures for instructional aides (preK-12) funded with federal, state, and local funds.	
Permitted Values	• Decimal (to two decimal places)	
Reporting Period	School Year (Fiscal)	
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/> State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>	

Comment	<p>For 2013–14 CRDC, this data group is optional.</p> <p>Instructional aides are staff who are involved in preK-12 instructional functions. Instructional aid expenditures are associated with activities dealing directly with the interaction between teachers and students.</p> <p>When determining salary expenditures for instructional aides, use the following list of school-level expenditures to determine what should be included and excluded:</p> <p>Expenditures to include:</p> <ul style="list-style-type: none"> • Expenditures paid from all federal funds (including Impact Aid funds and State Fiscal Stabilization Fund) • Base salary, incentive pay, and bonuses • Supplemental pay for additional roles • Expenditures for preschool programs • Expenditures for special education • Expenditures for programs that serve students from more than one school attendance area at a single school site (e.g., summer school programs that are housed in a subset of the district’s schools but serve students from throughout the school district) • Expenditures made by regional educational agencies on behalf of schools <p>Expenditures to exclude:</p> <ul style="list-style-type: none"> • Expenditures for adult education • Expenditures for school nutrition programs • Expenditures for employee benefits
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†Group Name: School finance—non-personnel expenditures (state and local)		DG: 970
Section	Finance	
Definition†	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.	
Permitted Values	• Decimal (to two decimal places)	
Reporting Period	School Year (Fiscal)	
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/> State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>	

Comment‡	<p>Include non-personnel expenditures from state and local funds. Non-personnel expenditures may include (but is not limited to) the following types of expenditures: Professional development for teachers and other staff; instructional materials and supplies; computers, software, and other technology; contracted services such as distance learning services; and library books and media center learning materials.</p> <p>When determining non-personnel expenditures, use the following list of school-level expenditures to determine what should be included and excluded:</p> <p>Expenditures to include:</p> <ul style="list-style-type: none">• Expenditures paid from federal Impact Aid funds and State Fiscal Stabilization Fund if used under the Impact Aid authority• Expenditures for professional development for teachers and other staff• Expenditures for instructional materials and supplies• Expenditures for computers, software, and other technology• Expenditures for contracted services such as distance learning services• Expenditures for library books and media center learning materials• Other non-personnel expenditures (associated with regular K-12 instruction, pupil support, instructional support, and school administration) <p>Expenditures to exclude:</p> <ul style="list-style-type: none">• Expenditures paid from federal funds other than Impact Aid and State Fiscal Stabilization Fund if used under the Impact Aid authority• Expenditures for preschool programs• Expenditures for school nutrition programs• Expenditures for adult education• Expenditures for special education• Expenditures for programs that serve students from more than one school attendance area at a single school site (e.g., summer school programs that are housed in a subset of the district’s schools but serve students from throughout the school district)• Expenditures made by regional educational agencies on behalf of schools
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New!

†Group Name: School finance—non-personnel expenditures (federal, state, and local)		DG: 1000
Section	Finance	
Definition	The amount of non-personnel expenditures associated with preK-12 instruction, pupil support, instructional support, and school administration, funded with federal, state, and local funds.	
Permitted Values	• Decimal (to two decimal places)	
Reporting Period	School Year (Fiscal)	
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/> State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>	

Comment	<p>For 2013–14 CRDC, this data group is optional.</p> <p>Include non-personnel expenditures from federal, state, and local funds. Non-personnel expenditures may include (but is not limited to) the following types of expenditures: Professional development for teachers and other staff; instructional materials and supplies; computers, software, and other technology; contracted services such as distance learning services; and library books and media center learning materials.</p> <p>When determining non-personnel expenditures, use the following list of school-level expenditures to determine what should be included and excluded:</p> <p>Expenditures to include:</p> <ul style="list-style-type: none">• Expenditures paid from all federal funds (including Impact Aid funds and State Fiscal Stabilization Fund)• Expenditures for preschool programs• Expenditures for special education• Expenditures for professional development for teachers and other staff• Expenditures for instructional materials and supplies• Expenditures for computers, software, and other technology• Expenditures for contracted services such as distance learning services• Expenditures for library books and media center learning materials• Expenditures for programs that serve students from more than one school attendance area at a single school site (e.g., summer school programs that are housed in a subset of the district’s schools but serve students from throughout the school district)• Expenditures made by regional educational agencies on behalf of schools• Other non-personnel expenditures (associated with preK-12 instruction, pupil support, instructional support, and school administration) <p>Expenditures to exclude:</p> <ul style="list-style-type: none">• Expenditures for adult education• Expenditures for school nutrition programs
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New!

†Group Name: School finance—support personnel salaries (state and local)		DG: 971
Section	Finance	
Definition†	The amount of salary expenditures for support personnel (K-12) funded with state and local funds.	
Permitted Values	• Decimal (to two decimal places)	
Reporting Period	School Year (Fiscal)	
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/> State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>	
Comment†‡	<p>For 2013–14 CRDC, this data group is optional.</p> <p>Personnel salaries include salaries for K-12 regular support staff funded with state and local funds that are associated with the</p>	

	<p>following types of activities:</p> <ul style="list-style-type: none"> • Support services for pupils – Activities designed to assess and improve the well-being of students to supplement the teaching process. • Support services for instructional staff – Activities associated with assisting the instructional staff with content and process of providing learning experiences for students. • School administration – Activities related to overall administration for a school. • <p>Exclude salary expenditures for instructional staff (teachers and aides).</p> <p>When determining salary expenditures for personnel, use the following list of school-level expenditures to determine what should be included and excluded:</p> <p>Expenditures to include:</p> <ul style="list-style-type: none"> • Expenditures paid from federal Impact Aid funds and State Fiscal Stabilization Fund if used under the Impact Aid authority • Base salary, incentive pay, and bonuses • Supplemental pay for additional roles <p>Expenditures to exclude:</p> <ul style="list-style-type: none"> • Expenditures paid from federal funds other than Impact Aid and State Fiscal Stabilization Fund if used under the Impact Aid authority • Expenditures for preschool programs • Expenditures for school nutrition programs • Expenditures for adult education • Expenditures for special education • Expenditures for programs that serve students from more than one school attendance area at a single school site (e.g., summer school programs that are housed in a subset of the district’s schools but serve students from throughout the school district) • Expenditures made by regional educational agencies on behalf of schools • Expenditures for employee benefits
CATEGORY SET	DESCRIPTION
Category Set A†	<ul style="list-style-type: none"> • Personnel Type (Salary Expenditures)†

New!

†Group Name: School finance—support personnel salaries (federal, state, and local)		DG: 999
Section	Finance	
Definition	The amount of salary expenditures for support personnel (preK-12) funded with federal, state, and local funds.	
Permitted Values	<ul style="list-style-type: none"> • Decimal (to two decimal places) 	
Reporting Period	School Year (Fiscal)	
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/> State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>	
Comment	<p>For 2013–14 CRDC, this data group is optional.</p> <p>Personnel salaries include salaries for preK-12 support staff funded with federal, state, and local funds that are associated with the</p>	

	<p>following types of activities:</p> <ul style="list-style-type: none"> • Support services for pupils – Activities designed to assess and improve the well-being of students to supplement the teaching process. • Support services for instructional staff – Activities associated with assisting the instructional staff with content and process of providing learning experiences for students. • School administration – Activities related to overall administration for a school. <p>When determining salary expenditures for personnel, use the following list of school-level expenditures to determine what should be included and excluded:</p> <p>Expenditures to include:</p> <ul style="list-style-type: none"> • Expenditures paid from all federal funds (including Impact Aid funds and State Fiscal Stabilization Fund) • Base salary, incentive pay, and bonuses • Supplemental pay for additional roles • Expenditures for preschool programs • Expenditures for special education • Expenditures for programs that serve students from more than one school attendance area at a single school site (e.g., summer school programs that are housed in a subset of the district’s schools but serve students from throughout the school district) • Expenditures made by regional educational agencies on behalf of schools <p>Expenditures to exclude:</p> <ul style="list-style-type: none"> • Expenditures for adult education • Expenditures for school nutrition programs • Expenditures for employee benefits
CATEGORY SET	DESCRIPTION
Category Set A	<ul style="list-style-type: none"> • Personnel Type (Salary Expenditures)†

†Group Name: School finance—teacher salaries (state and local)		DG: 972
Section	Finance	
Definition	The amount of salary expenditures for teachers (K-12) funded with state and local funds.	
Permitted Values	<ul style="list-style-type: none"> • Decimal (to two decimal places) 	
Reporting Period	School Year (Fiscal)	
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/> State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>	
Comment	<p>Include salary expenditures for teachers associated with regular K-12 instruction.</p> <p>For the purposes of reporting school finance data for teachers only, refer to the following teachers definition and guide to determine which teachers should be included and excluded:</p>	

	<p>Teachers provide instruction, learning experiences, and care to students during a particular time period or in a given discipline. Teachers are defined as staff whose activities are dealing directly with the interaction with students. 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.</p> <p>Teachers to include:</p> <ul style="list-style-type: none">• Regular Classroom Teachers<ul style="list-style-type: none">- Teach Chemistry, English, mathematics, physical education, history, etc.• General Elementary Teachers<ul style="list-style-type: none">- Teach self-contained classes in any of grades K–8 (i.e., teach the same class of students all or most of the day).- Team-teach (i.e., two or more teachers collaborate to teach multiple subjects to the same class of students).- Include kindergarten teachers.• Vocational/Technical Education Teachers<ul style="list-style-type: none">- 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<ul style="list-style-type: none">- 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).- The proration of expenditures for department chairpersons or school administration who also teach.• Itinerant, Co-op, Traveling, and Satellite Teachers<ul style="list-style-type: none">- Teach at more than one school and may or may not be supervised by someone at your school.• Current Long-Term Substitute Teachers<ul style="list-style-type: none">- Currently filling the role of regular teachers for four or more continuous weeks.• Other teachers who teach students in any of grades K–12
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	<p>Teachers to exclude:</p> <ul style="list-style-type: none">• Adult Education and Postsecondary Teachers<ul style="list-style-type: none">- Teach only adult education or students beyond grade 12.• Short-term Substitute Teachers<ul style="list-style-type: none">- Fill the role of regular or special education teachers for less than four continuous weeks.• Student Teachers• Day Care Aides/Paraprofessionals• Teacher Aides/Paraprofessionals• Librarians who teach only library skills or how to use the library <p>When determining salary expenditures for teachers, use the following list of school-level expenditures to determine what should be included and excluded:</p> <p>Expenditures to include:</p> <ul style="list-style-type: none">• Expenditures paid from federal Impact Aid funds and State Fiscal Stabilization Fund if used under the Impact Aid authority• Base salary, incentive pay, and bonuses• Supplemental pay for additional roles <p>Expenditures to exclude:</p> <ul style="list-style-type: none">• Expenditures paid from federal funds other than Impact Aid and State Fiscal Stabilization Fund if used under the Impact Aid authority• Expenditures for programs that are not associated with regular K-12 instruction (i.e., preschool, adult education, and school nutrition programs)• Expenditures for special education• Expenditures for programs that serve students from more than one school attendance area at a single school site (e.g., summer school programs that are housed in a subset of the district’s schools but serve students from throughout the school district)• Expenditures made by regional educational agencies on behalf of schools• Expenditures for employee benefits
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New!

†Group Name: School finance—teacher salaries (federal, state, and local)		DG: 995	
Section	Finance		
Definition	The amount of salary expenditures for teachers (preK-12) funded with federal, state, and local funds.		
Permitted Values	<ul style="list-style-type: none"> Decimal (to two decimal places) 		
Reporting Period	School Year (Fiscal)		
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/>	State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>		
Comment	<p>For 2013–14 CRDC, this data group is optional.</p> <p>Include salary expenditures for teachers associated with preK-12 instruction.</p> <p>For the purposes of reporting school finance data for teachers only, refer to the following teachers definition and guide to determine which teachers should be included and excluded:</p>		

Teachers provide instruction, learning experiences, and care to students during a particular time period or in a given discipline. Teachers are defined as staff whose activities are dealing directly with the interaction with students. 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 to include:

- Regular Classroom Teachers
 - Teach Chemistry, English, mathematics, physical education, history, etc.
- 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 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).
 - The proration of expenditures for department chairpersons or school administration who also teach.
- 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.

	<ul style="list-style-type: none">• Other teachers who teach students in any of grades Preschool–12 <p>Teachers to exclude:</p> <ul style="list-style-type: none">• Adult Education and Postsecondary Teachers<ul style="list-style-type: none">- Teach only adult education or students beyond grade 12.• Short-term Substitute Teachers<ul style="list-style-type: none">- Fill the role of regular or special education teachers for less than four continuous weeks.• Student Teachers• Day Care Aides/Paraprofessionals• Teacher Aides/Paraprofessionals• Librarians who teach only library skills or how to use the library <p>When determining salary expenditures for teachers, use the following list of school-level expenditures to determine what should be included and excluded:</p> <p>Expenditures to include:</p> <ul style="list-style-type: none">• Expenditures paid from all federal funds (including Impact Aid funds and State Fiscal Stabilization Fund)• Base salary, incentive pay, and bonuses• Supplemental pay for additional roles• Expenditures for preschool programs• Expenditures for special education• Expenditures for programs that serve students from more than one school attendance area at a single school site (e.g., summer school programs that are housed in a subset of the district’s schools but serve students from throughout the school district)• Expenditures made by regional educational agencies on behalf of schools <p>Expenditures to exclude:</p> <ul style="list-style-type: none">• Expenditures for adult education• Expenditures for school nutrition programs• Expenditures for employee benefits
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†Group Name: School finance—total personnel salaries (state and local)		DG: 1001	
Section	Finance		
Definition	The total amount of salary expenditures for instructional and support personnel (K-12) funded with state and local funds.		
Permitted Values	<ul style="list-style-type: none"> • Decimal (to two decimal places) 		
Reporting Period	School Year (Fiscal)		
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/>	State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>		
Comment	<p>K-12 regular instructional and support personnel funded with state and local funds are defined as follows:</p> <ul style="list-style-type: none"> • Instructional staff – Includes teachers and instructional aides • Support services staff for pupils – Includes guidance counselors, nurses, attendance officers, speech pathologists, and other staff who provide support services for students • Support services staff for instructional staff – Includes staff involved in curriculum development, staff training, operating the library, media and computer centers • School administration staff – Includes principals and other 		

	<p>staff involved in school administration</p> <p>Personnel salaries include salaries for K-12 regular instructional and support staff that are associated with the following types of activities:</p> <ul style="list-style-type: none">• Instructional functions – Activities dealing directly with the interaction between teachers and students.• Support services for pupils – Activities designed to assess and improve the well-being of students to supplement the teaching process.• Support services for instructional staff – Activities associated with assisting the instructional staff with content and process of providing learning experiences for students.• School administration – Activities related to overall administration for a school. <p>When determining salary expenditures for personnel, use the following list of school-level expenditures to determine what should be included and excluded:</p> <p>Expenditures to include:</p> <ul style="list-style-type: none">• Expenditures paid from federal Impact Aid funds and State Fiscal Stabilization Fund if used under the Impact Aid authority• Base salary, incentive pay, and bonuses• Supplemental pay for additional roles <p>Expenditures to exclude:</p> <ul style="list-style-type: none">• Expenditures paid from federal funds other than Impact Aid and State Fiscal Stabilization Fund if used under the Impact Aid authority• Expenditures for preschool programs• Expenditures for school nutrition programs• Expenditures for adult education• Expenditures for special education• Expenditures for programs that serve students from more than one school attendance area at a single school site (e.g., summer school programs that are housed in a subset of the district’s schools but serve students from throughout the school district)• Expenditures made by regional educational agencies on behalf of schools• Expenditures for employee benefits
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New!

†Group Name: School finance—total personnel salaries (federal, state, and local)		DG: 1002	
Section	Finance		
Definition	The total amount of salary expenditures for instructional and support personnel (preK-12) funded with federal, state, and local funds.		
Permitted Values	<ul style="list-style-type: none"> • Decimal (to two decimal places) 		
Reporting Period	School Year (Fiscal)		
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/>	State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>		
Comment	<p>For 2013–14 CRDC, this data group is optional.</p> <p>PreK-12 instructional and support personnel funded with federal, state, and local funds are defined as follows:</p> <ul style="list-style-type: none"> • Instructional staff – Includes teachers and instructional aides • Support services staff for pupils – Includes guidance counselors, nurses, attendance officers, speech pathologists, and other staff who provide support services for students • Support services staff for instructional staff – Includes staff involved in curriculum development, staff training, operating 		

	<p>the library, media and computer centers</p> <ul style="list-style-type: none">• School administration staff – Includes principals and other staff involved in school administration <p>Personnel salaries include salaries for preK-12 instructional and support staff that are associated with the following types of activities:</p> <ul style="list-style-type: none">• Instructional functions – Activities dealing directly with the interaction between teachers and students.• Support services for pupils – Activities designed to assess and improve the well-being of students to supplement the teaching process.• Support services for instructional staff – Activities associated with assisting the instructional staff with content and process of providing learning experiences for students.• School administration – Activities related to overall administration for a school. <p>When determining salary expenditures for personnel, use the following list of school-level expenditures to determine what should be included and excluded:</p> <p>Expenditures to include:</p> <ul style="list-style-type: none">• Expenditures paid from all federal funds (including Impact Aid funds and State Fiscal Stabilization Fund)• Base salary, incentive pay, and bonuses• Supplemental pay for additional roles• Expenditures for preschool programs• Expenditures for special education• Expenditures for programs that serve students from more than one school attendance area at a single school site (e.g., summer school programs that are housed in a subset of the district’s schools but serve students from throughout the school district)• Expenditures made by regional educational agencies on behalf of schools <p>Expenditures to exclude:</p> <ul style="list-style-type: none">• Expenditures for adult education• Expenditures for school nutrition programs• Expenditures for employee benefits
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Group Name: Science classes—high school		DG: 973
Section	Education Unit	
Definition	The unduplicated number of classes in science (college-preparatory) courses at the high school level.	
Permitted Values	<ul style="list-style-type: none"> • Integer 	
Reporting Period†	<p>For 2013–14 CRDC--</p> <ul style="list-style-type: none"> • For schools with regular scheduling – Single day between September 27 and December 31 • For schools with block scheduling that allows a full-year course to be taken in one semester – 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 <p>For 2015–16 CRDC--</p> <ul style="list-style-type: none"> • For schools with regular scheduling – October 1 • For schools with block scheduling that allows a full-year course to be taken in one semester – Sum of a count taken on October 1 in the first block, and around March 1 in the second block 	
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/> State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>	
Comment	Report only for schools with any grade 9 through 12 and/or ungraded with high school age students.	

CATEGORY SET	DESCRIPTION
Category Set A	<ul style="list-style-type: none"> Science (Classes and Course Enrollment)

Group Name: Science course enrollment—high school		DG: 974
Section	Student	
Definition	The number of high school level students enrolled in science (college-preparatory) courses.	
Permitted Values	<ul style="list-style-type: none"> Integer 	
Reporting Period†	<p>For 2013–14 CRDC--</p> <ul style="list-style-type: none"> For schools with regular scheduling – Single day between September 27 and December 31 For schools with block scheduling that allows a full-year course to be taken in one semester – 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 <p>For 2015–16 CRDC--</p> <ul style="list-style-type: none"> For schools with regular scheduling – October 1 For schools with block scheduling that allows a full-year course to be taken in one semester – Sum of a count taken on October 1 in the first block, and around March 1 in the second block 	
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/> State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>	
Comment	Report only for schools with any grade 9 through 12 and/or ungraded with high school age students, and that provide college-preparatory science courses.	

	For each science course, the data should be unduplicated. Category sets B and C do not include all students.
CATEGORY SET	DESCRIPTION
Category Set A	<ul style="list-style-type: none"> • Science (Classes and Course Enrollment) • Racial Ethnic • Sex (Membership)
Category Set B	<ul style="list-style-type: none"> • Science (Classes and Course Enrollment) • Disability Status (<i>IDEA</i>) • Sex (Membership)
Category Set C	<ul style="list-style-type: none"> • Science (Classes and Course Enrollment) • LEP Status (Only) • Sex (Membership)

New!

Group Name: Security staff (FTE) table		DG: 975	
Section	Staff		
Definition	The number of full-time equivalent (FTE) school security staff.		
Permitted Values	<ul style="list-style-type: none"> • Decimal (to two decimal places) 		
Reporting Period†	For 2013–14 CRDC--Single day between September 27 and December 31 For 2015–16 CRDC--Regular School Year		
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/>	State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>		
Comment†	<p>For 2013–14 CRDC, this data group is optional.</p> <p>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).</p> <p>Full-time equivalent (FTE) – FTE is a unit that indicates the workload of an employed person in a way that makes workloads comparable across various contexts. FTE is used to measure a worker’s service in a place (e.g., school). FTE is the number of total hours the person is expected to work divided by the maximum number of compensable hours in a full-time schedule. An FTE of 1.00 means that the person is equivalent to a full-time worker, while an FTE of 0.50 signals that the worker is only half-time.</p>		

CATEGORY SET	DESCRIPTION
Category Set A†	<ul style="list-style-type: none"> • Security Staff Type

Group Name: Single-sex academic classes table		DG: 976
Section	Education Unit	
Definition	The unduplicated number of academic classes in a co-educational school where only male or female students are permitted to take the class.	
Permitted Values	<ul style="list-style-type: none"> • Integer 	
Reporting Period†	For 2013–14 CRDC— <ul style="list-style-type: none"> • For schools with regular scheduling – Single day between September 27 and December 31 • For schools with block scheduling that allows a full-year course to be taken in one semester – 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 For 2015–16 CRDC-- <ul style="list-style-type: none"> • For schools with regular scheduling – October 1 • For schools with block scheduling that allows a full-year course to be taken in one semester – Sum of a count taken on October 1 in the first block, and around March 1 in the second block 	
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/> State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>	
Comment†	For co-educational schools only. Independent study is not considered a single-sex class. Include academic classes for grades K-12, and comparable ungraded levels.	

	<p>Single-sex academic class – A single-sex academic class refers to an academic class in a co-educational school where only male or only female students are permitted to take the class. If both male and female students are permitted to take the class, then it is not a single-sex class. A physical education class is not considered an academic class.</p> <p>A class should be counted as a single-sex class only if it excludes students of one sex from enrolling or otherwise participating in that class because of their sex. A class is not considered single-sex so long as it is open to members of both sexes, even if students of only one sex, or a disproportionate number of students of one sex, enroll.</p>
CATEGORY SET	DESCRIPTION
Category Set A	<ul style="list-style-type: none"> • Academic Subject (Single-Sex Classes) • Sex (Membership)

New!

Group Name: Student chronic absenteeism table		DG: 978
Section	Student	
Definition	The unduplicated number of students absent 15 or more school days during the school year.	
Permitted Values	<ul style="list-style-type: none"> • Integer 	
Reporting Period	Regular School Year	
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>	
Comment†	<p>Include students enrolled in grades K-12, and comparable ungraded levels. Include students who were absent for any reason (e.g., illness, suspension, the need to care for a family member), regardless of whether absences were excused or unexcused. Category sets B, C, and D do not include all students.</p> <p>A student was absent if he or she was not physically on school grounds and was not participating in instruction or instruction-related activities at an approved off-grounds location for the school day.</p>	
CATEGORY SET	DESCRIPTION	
Category Set A	<ul style="list-style-type: none"> • Racial Ethnic • Sex (Membership) 	
Category Set B	<ul style="list-style-type: none"> • Disability Status (<i>IDEA</i>) • Sex (Membership) 	
Category Set C	<ul style="list-style-type: none"> • Disability Status (Section 504 Only) 	

	<ul style="list-style-type: none"> • Sex (Membership)
Category Set D	<ul style="list-style-type: none"> • LEP Status (Only) • Sex (Membership)

Group Name: Students with disabilities served under <i>IDEA</i>		DG: 980
Section	Student	
Definition Revised!	The unduplicated number of students served under the <i>Individuals with Disabilities Education Act (IDEA)</i> .	
Permitted Values	<ul style="list-style-type: none"> • Integer 	
Reporting Period†	For 2013–14 CRDC--Single day between September 27 and December 31 or <i>IDEA</i> Child Count Date For 2015–16 CRDC--October 1 or <i>IDEA</i> Child Count Date	
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/> State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>	
Comment	Include students enrolled in preschool, grades K-12, and comparable ungraded levels. Category set C does not include all students.	
CATEGORY SET	DESCRIPTION	
Category Set A	<ul style="list-style-type: none"> • Sex (Membership) 	
Category Set B	<ul style="list-style-type: none"> • Racial Ethnic • Sex (Membership) 	
Category Set C	<ul style="list-style-type: none"> • LEP Status (Only) • Sex (Membership) 	

Group Name: Students with disabilities served under Section 504 only		DG: 981	
Section	Student		
Definition	The unduplicated number of students who have been identified as having a disability and are receiving related aids and services solely under Section 504 of the <i>Rehabilitation Act</i> of 1973, and not under the <i>Individuals with Disabilities Education Act (IDEA)</i> .		
Permitted Values	<ul style="list-style-type: none"> • Integer 		
Reporting Period†	For 2013–14 CRDC--Single day between September 27 and December 31 or <i>IDEA</i> Child Count Date For 2015–16 CRDC--October 1		
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/>	State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>		
Comment	Include students enrolled in preschool, grades K-12, and comparable ungraded levels. Category set C does not include all students.		
CATEGORY SET	DESCRIPTION		
Category Set A	<ul style="list-style-type: none"> • Sex (Membership) 		
Category Set B	<ul style="list-style-type: none"> • Racial Ethnic • Sex (Membership) 		
Category Set C	<ul style="list-style-type: none"> • LEP Status (Only) • Sex (Membership) 		

New!

Group Name: Support services staff (FTE)		DG: 982	
Section	Staff		
Definition	The number of full-time equivalent (FTE) support services staff.		
Permitted Values	<ul style="list-style-type: none"> • Decimal (to two decimal places) 		
Reporting Period†	For 2013–14 CRDC-- <ul style="list-style-type: none"> • For all schools (except justice facilities) – Single day between September 27 and December 31 • For justice facilities – Regular School Year For 2015–16 CRDC--Regular School Year		
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/>	State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>		
Comment†	For 2013–14 CRDC, this data group is optional. 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). Exclude school counselors. Full-time equivalent (FTE) – FTE is a unit that indicates the workload of an employed person in a way that makes workloads comparable across various contexts. FTE is used to measure a worker’s service in a place (e.g., school). FTE is the number of total hours the person is expected to work divided by the maximum number of compensable hours in a full-time schedule. An FTE of 1.00 means that the person is equivalent to a full-time worker, while an FTE of 0.50 signals that the worker is only half-time.		

CATEGORY SET	DESCRIPTION
Category Set A†	<ul style="list-style-type: none"> • Support Services Staff Type

New! †

Group Name: Sworn law enforcement officers (2013–14)		DG: 991
Section	Staff	
Definition	An indication of whether the school has any assigned sworn law enforcement officers.	
Permitted Values	<ul style="list-style-type: none"> • Yes • No 	
Reporting Period†	For 2013–14 CRDC--Regular School Year	
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/> State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>	
Comment	<p>Sworn law enforcement officer – A sworn law enforcement officer is a career law enforcement officer, with arrest authority. A sworn law enforcement officer may be considered a school resource officer (who is assigned to work at a school in collaboration with school and community-based organizations). A sworn law enforcement officer may be employed by any entity (e.g., police department, school district or school).</p> <p>For the purposes of the CRDC, sworn law enforcement officers include, but are not limited to, school resource officers.</p>	

Group Name: Teacher absenteeism table		DG: 983	
Section	Staff		
Definition	The number of full-time equivalent (FTE) teachers who were absent more than 10 school days during the school year.		
Permitted Values	<ul style="list-style-type: none"> • Decimal (to two decimal places) 		
Reporting Period	Regular School Year		
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/>	State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>		
Comment	<p>Include teachers for preschool, grades K-12, and comparable ungraded levels, regardless of how teachers were funded (i.e., federal, state, and/or local funds).</p> <p>A teacher was absent if he or she was not in attendance on a day in the regular school year when the teacher would otherwise be expected to be teaching students in an assigned class. This includes both days taken for sick leave and days taken for personal leave. Personal leave includes voluntary absences for reasons other than sick leave. Do not include administratively approved leave for professional development, field trips or other off-campus activities with students.</p> <p>Full-time equivalent (FTE) – FTE is a unit that indicates the workload of an employed person in a way that makes workloads comparable across various contexts. FTE is used to measure a worker’s service in a place (e.g., school). FTE is the number of total hours the person is expected to work divided by the maximum number of compensable hours in a full-time schedule. An FTE of 1.00 means that the person is equivalent to a full-time worker, while</p>		

	<p>an FTE of 0.50 signals that the worker is only half-time.</p> <p>For the purposes of reporting teacher absenteeism, refer to the following teachers definition and guide to determine which teachers should be included and excluded:</p> <p>Teachers provide instruction, learning experiences, and care to students during a particular time period or in a given discipline.</p> <p>Teachers to include:</p> <ul style="list-style-type: none">• Regular Classroom Teachers<ul style="list-style-type: none">- Teach Chemistry, English, mathematics, physical education, history, etc.• Special Education Teachers<ul style="list-style-type: none">- Teach special education classes to students with disabilities.• General Elementary Teachers<ul style="list-style-type: none">- 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<ul style="list-style-type: none">- 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<ul style="list-style-type: none">- 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<ul style="list-style-type: none">- Teach at more than one school and may or may not be supervised by someone at your school.• Current Long-Term Substitute Teachers<ul style="list-style-type: none">- Currently filling the role of regular teachers for four or more continuous weeks.• Other teachers who teach students in any of grades
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	<p style="text-align: center;">Preschool–12</p> <p>Teachers to exclude:</p> <ul style="list-style-type: none"> • Adult Education and Postsecondary Teachers <ul style="list-style-type: none"> - Teach only adult education or students beyond grade 12. • Short-term Substitute Teachers <ul style="list-style-type: none"> - Fill the role of regular or special education teachers for less than four continuous weeks. • Student Teachers • Day Care Aides/Paraprofessionals • Teacher Aides/Paraprofessionals • Librarians who teach only library skills or how to use the library
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Revised! †

Group Name: Teacher credentials (FTE)		†DG: 990
Section	Staff	
Definition	The number of full-time equivalent (FTE) teachers who met all state licensing/certification requirements.	
Permitted Values	<ul style="list-style-type: none"> • Decimal (to two decimal places) 	
Reporting Period†	For 2013–14 CRDC-- <ul style="list-style-type: none"> • For all schools (except justice facilities) – Single day between September 27 and December 31 • For justice facilities – Regular School Year For 2015–16 CRDC--Regular School Year	
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/> State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>	
Comment	<p>Include teachers for preschool, grades K-12, and comparable ungraded levels, regardless of how teachers were funded (i.e., federal, state, and/or local funds).</p> <p>A teacher has met all applicable state teacher certification requirements for a standard certificate if the 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 with an emergency, temporary, or provisional credential is not considered to have met state requirements. State requirements are determined by the state.</p> <p>Full-time equivalent (FTE) – FTE is a unit that indicates the</p>	

	<p>workload of an employed person in a way that makes workloads comparable across various contexts. FTE is used to measure a worker's service in a place (e.g., school). FTE is the number of total hours the person is expected to work divided by the maximum number of compensable hours in a full-time schedule. An FTE of 1.00 means that the person is equivalent to a full-time worker, while an FTE of 0.50 signals that the worker is only half-time.</p> <p>For the purposes of reporting teacher certification, refer to the following teachers definition and guide to determine which teachers should be included and excluded:</p> <p>Teachers provide instruction, learning experiences, and care to students during a particular time period or in a given discipline. Teachers to include:</p> <ul style="list-style-type: none">• Regular Classroom Teachers<ul style="list-style-type: none">- Teach Chemistry, English, mathematics, physical education, history, etc.• Special Education Teachers<ul style="list-style-type: none">- Teach special education classes to students with disabilities.• General Elementary Teachers<ul style="list-style-type: none">- 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<ul style="list-style-type: none">- 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<ul style="list-style-type: none">- 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<ul style="list-style-type: none">- Teach at more than one school and may or may not be
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	<p>supervised by someone at your school.</p> <ul style="list-style-type: none">• Current Long-Term Substitute Teachers<ul style="list-style-type: none">- Currently filling the role of regular teachers for four or more continuous weeks.• Other teachers who teach students in any of grades Preschool–12 <p>Teachers to exclude:</p> <ul style="list-style-type: none">• Adult Education and Postsecondary Teachers<ul style="list-style-type: none">- Teach only adult education or students beyond grade 12.• Short-term Substitute Teachers<ul style="list-style-type: none">- Fill the role of regular or special education teachers for less than four continuous weeks.• Student Teachers• Day Care Aides/Paraprofessionals• Teacher Aides/Paraprofessionals• Librarians who teach only library skills or how to use the library
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Group Name: Teachers (FTE)		DG: 984	
Section	Staff		
Definition	The unduplicated number of full-time equivalent (FTE) teachers.		
Permitted Values	<ul style="list-style-type: none"> • Decimal (to two decimal places) 		
Reporting Period†	For 2013–14 CRDC-- <ul style="list-style-type: none"> • For all schools (except justice facilities) – Single day between September 27 and December 31 • For justice facilities – Regular School Year For 2015–16 CRDC--Regular School Year		
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/>	State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>		
Comment	<p>Include teachers for preschool, grades K-12, and comparable ungraded levels, regardless of how teachers were funded (i.e., federal, state, and/or local funds). Justice facilities should include only teachers who serve students in the educational program offered at the justice facility during the regular school year.</p> <p>Full-time equivalent (FTE) – FTE is a unit that indicates the workload of an employed person in a way that makes workloads comparable across various contexts. FTE is used to measure a worker’s service in a place (e.g., school). FTE is the number of total hours the person is expected to work divided by the maximum number of compensable hours in a full-time schedule. An FTE of 1.00 means that the person is equivalent to a full-time worker, while an FTE of 0.50 signals that the worker is only half-time.</p> <p>For the purposes of reporting teacher count, refer to the following</p>		

	<p>teachers definition and guide to determine which teachers should be included and excluded:</p> <p>Teachers provide instruction, learning experiences, and care to students during a particular time period or in a given discipline.</p> <p>Teachers to include:</p> <ul style="list-style-type: none">• Regular Classroom Teachers<ul style="list-style-type: none">- Teach Chemistry, English, mathematics, physical education, history, etc.• Special Education Teachers<ul style="list-style-type: none">- Teach special education classes to students with disabilities.• General Elementary Teachers<ul style="list-style-type: none">- 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<ul style="list-style-type: none">- 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<ul style="list-style-type: none">- 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<ul style="list-style-type: none">- Teach at more than one school and may or may not be supervised by someone at your school.• Current Long-Term Substitute Teachers<ul style="list-style-type: none">- Currently filling the role of regular teachers for four or more continuous weeks.• Other teachers who teach students in any of grades Preschool–12 <p>Teachers to exclude:</p>
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	<ul style="list-style-type: none"> • Adult Education and Postsecondary Teachers <ul style="list-style-type: none"> - Teach only adult education or students beyond grade 12. • Short-term Substitute Teachers <ul style="list-style-type: none"> - Fill the role of regular or special education teachers for less than four continuous weeks. • Student Teachers • Day Care Aides/Paraprofessionals • Teacher Aides/Paraprofessionals • Librarians who teach only library skills or how to use the library
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New!

†Group Name: Teachers (counts)		DG: 1003	
Section	Staff		
Definition	The unduplicated number of teachers.		
Permitted Values	<ul style="list-style-type: none"> • Integer 		
Reporting Period	For 2013–14 CRDC-- <ul style="list-style-type: none"> • For all schools (except justice facilities) – Single day between September 27 and December 31 • For justice facilities – Regular School Year For 2015–16 CRDC--Regular School Year		
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/>	State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>		
Comment	<p>For 2013–14 CRDC, this data group is optional.</p> <p>Include teachers for preschool, grades K-12, and comparable ungraded levels, regardless of how teachers were funded (i.e., federal, state, and/or local funds). Justice facilities should include only teachers who serve students in the educational program offered at the justice facility during the regular school year.</p> <p>Report counts, not full-time equivalencies. For the purposes of reporting teacher count, refer to the following teachers definition and guide to determine which teachers should be included and excluded:</p> <p>Teachers provide instruction, learning experiences, and care to students during a particular time period or in a given discipline.</p> <p>Teachers to include:</p>		

	<ul style="list-style-type: none">• Regular Classroom Teachers<ul style="list-style-type: none">- Teach Chemistry, English, mathematics, physical education, history, etc.• Special Education Teachers<ul style="list-style-type: none">- Teach special education classes to students with disabilities.• General Elementary Teachers<ul style="list-style-type: none">- 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<ul style="list-style-type: none">- 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<ul style="list-style-type: none">- 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<ul style="list-style-type: none">- Teach at more than one school and may or may not be supervised by someone at your school.• Current Long-Term Substitute Teachers<ul style="list-style-type: none">- Currently filling the role of regular teachers for four or more continuous weeks.• Other teachers who teach students in any of grades Preschool–12 <p>Teachers to exclude:</p> <ul style="list-style-type: none">• Adult Education and Postsecondary Teachers<ul style="list-style-type: none">- Teach only adult education or students beyond grade 12.• Short-term Substitute Teachers<ul style="list-style-type: none">- Fill the role of regular or special education teachers for less than four continuous weeks.• Student Teachers• Day Care Aides/Paraprofessionals
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	<ul style="list-style-type: none"> • Teacher Aides/Paraprofessionals • Librarians who teach only library skills or how to use the library
CATEGORY SET	DESCRIPTION
Category Set A	<ul style="list-style-type: none"> • Teacher (Year Employed)

Group Name: Teacher experience		DG: 985	
Section	Staff		
Definition	The number of full-time equivalent (FTE) teachers with the specified length of experience.		
Permitted Values	<ul style="list-style-type: none"> • Decimal (to two decimal places) 		
Reporting Period†	For 2013–14 CRDC-- <ul style="list-style-type: none"> • For all schools (except justice facilities) – Single day between September 27 and December 31 • For justice facilities – Regular School Year For 2015–16 CRDC--Regular School Year		
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/>	State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>		
Comment	<p>Include teachers for preschool, grades K-12, and comparable ungraded levels, regardless of how teachers were funded (i.e., federal, state, and/or local funds). 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. Justice facilities should include only teachers who serve students in the educational program offered at the justice facility during the regular school year.</p> <p>Full-time equivalent (FTE) – FTE is a unit that indicates the workload of an employed person in a way that makes workloads comparable across various contexts. FTE is used to measure a worker’s service in a place (e.g., school). FTE is the number of total hours the person is expected to work divided by the maximum number of compensable hours in a full-time schedule. An FTE of</p>		

	<p>1.00 means that the person is equivalent to a full-time worker, while an FTE of 0.50 signals that the worker is only half-time.</p> <p>For the purposes of reporting teacher experience, refer to the following teachers definition and guide to determine which teachers should be included and excluded:</p> <p>Teachers provide instruction, learning experiences, and care to students during a particular time period or in a given discipline.</p> <p>Teachers to include:</p> <ul style="list-style-type: none">• Regular Classroom Teachers<ul style="list-style-type: none">- Teach Chemistry, English, mathematics, physical education, history, etc.• Special Education Teachers<ul style="list-style-type: none">- Teach special education classes to students with disabilities.• General Elementary Teachers<ul style="list-style-type: none">- 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<ul style="list-style-type: none">- 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<ul style="list-style-type: none">- 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<ul style="list-style-type: none">- Teach at more than one school and may or may not be supervised by someone at your school.• Current Long-Term Substitute Teachers<ul style="list-style-type: none">- Currently filling the role of regular teachers for four or
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	<p style="text-align: center;">more continuous weeks.</p> <ul style="list-style-type: none"> • Other teachers who teach students in any of grades Preschool–12 <p>Teachers to exclude:</p> <ul style="list-style-type: none"> • Adult Education and Postsecondary Teachers <ul style="list-style-type: none"> - Teach only adult education or students beyond grade 12. • Short-term Substitute Teachers <ul style="list-style-type: none"> - Fill the role of regular or special education teachers for less than four continuous weeks. • Student Teachers • Day Care Aides/Paraprofessionals • Teacher Aides/Paraprofessionals • Librarians who teach only library skills or how to use the library
CATEGORY SET	DESCRIPTION
Category Set A	<ul style="list-style-type: none"> • Teaching Experience

New!

Group Name: Ungraded detail		DG: 986
Section	Education Unit	
Definition	An indication of whether the ungraded school has mainly elementary, middle, and/or high school students.	
Permitted Values	<ul style="list-style-type: none"> • School has mainly elementary school age students • School has mainly middle school age students • School has mainly high school age students • School has mainly elementary and middle school age students • School has mainly middle and high school age students • School has elementary, middle, and high school age students 	
Reporting Period†	For 2013–14 CRDC--Single day between September 27 and December 31 For 2015–16 CRDC--October 1	

Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/>	State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>		
Comment	For schools that are wholly ungraded (i.e., schools that do not classify students by grade).		

C: DATA GROUPS COLLECTED THROUGH ESS ONLY

Group Name: Children with disabilities (IDEA) school age table		DG: 74
Section	Student	
Definition	The unduplicated number of children with disabilities (IDEA) who were ages 6 through 21.	
Permitted Values	<ul style="list-style-type: none"> • Integer 	
Reporting Period	Child Count Date	
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/> State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>	
Comment	Category sets A, D, and E are reported at all levels. Category sets B and C are reported at the LEA and State levels only. OCR is the data steward for data reported at the school level. OSERS/OSEP is the data steward for data reported at the LEA and State levels.	
File Specification #	002	
CATEGORY SET	DESCRIPTION	
Category Set A	<ul style="list-style-type: none"> • Disability Category (IDEA) • Racial Ethnic • Sex (Membership) 	
Category Set B	<ul style="list-style-type: none"> • Disability Category (IDEA) • Educational Environment (IDEA) SA • Age (School Age) 	
Category Set C	<ul style="list-style-type: none"> • Educational Environment (IDEA) SA • Racial Ethnic 	
Category Set D	<ul style="list-style-type: none"> • Disability Category (IDEA) • Educational Environment (IDEA) SA • Sex (Membership) 	

Category Set E	<ul style="list-style-type: none"> • Disability Category (<i>IDEA</i>) • Educational Environment (<i>IDEA</i>) SA • LEP Status (Both) • Sex (Membership)
SUBTOTALS	DESCRIPTION
Subtotals 1	• Sex (Membership)
Subtotals 2	• Age (School Age)
Subtotals 3	• Disability Category (<i>IDEA</i>)
Subtotals 4	• Racial Ethnic
Subtotals 5	• LEP Status (Both)
Subtotals 6	• Educational Environment (<i>IDEA</i>) SA
Subtotals 7	<ul style="list-style-type: none"> • Age (School Age) • Educational Environment (<i>IDEA</i>) SA
STEWARD: OCR, OSERS/OSEP	

Group Name: Graduates/completers table		DG: 306
Section	Student	
Definition	The unduplicated number of students who graduated from high school or completed some other education program that is approved by the state or local educational agency (SEA or LEA) during the school year and the subsequent summer school.	
Permitted Values	• Integer	
Reporting Period	School Year (including subsequent summer school)	
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/> State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>	
Comment	Report only for LEAs and schools with graduate levels. Category sets C, D, E, and F do not include all students.	
File Specification #	040	
CATEGORY SET	DESCRIPTION	
Category Set A	<ul style="list-style-type: none"> • Diploma/Credential • Racial Ethnic • Sex (Membership) 	
Category Set B	<ul style="list-style-type: none"> • Diploma/Credential • Disability Status (<i>IDEA</i>) • Sex (Membership) 	
Category Set C	<ul style="list-style-type: none"> • Diploma/Credential • LEP Status (Only) • Sex (Membership) 	

Category Set D	<ul style="list-style-type: none"> • Diploma/Credential • Economically Disadvantaged Status
Category Set E	<ul style="list-style-type: none"> • Diploma/Credential • Migrant Status
Category Set F	<ul style="list-style-type: none"> • Diploma/Credential • Homeless Enrolled Status
SUBTOTALS	DESCRIPTION
Subtotals 1	<ul style="list-style-type: none"> • Diploma/Credential
STEWARD: NCES	

Group Name: Title I school status		DG: 22
Section	Education Unit	
Definition	An indication that a school is designated under state and federal regulations as being eligible for participation in programs authorized by Title I of <i>ESEA</i> as amended and whether it has a Title I program.	
Permitted Values	<ul style="list-style-type: none"> • Title I Targeted Assistance Eligible School- No Program • Title I Targeted Assistance School • Title I Schoolwide Eligible-Title I Targeted Assistance Program • Title I Schoolwide Eligible School- No Program • Title I Schoolwide School • Not a Title I School 	
Reporting Period	Beginning of School Year	
Reporting Levels	School <input type="checkbox"/>	LEA <input type="checkbox"/> State <input type="checkbox"/>
Grand Total (Education Unit Total)	<input type="checkbox"/>	
Comment		
File Specification #	129	
STEWARD: OESE/Title I		