

# 2013-14 Civil Rights Data Collection

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DRAFT - Questions noted with an asterisk “\*” reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent questions.

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## INTRODUCTION

### WHAT IS THE PURPOSE OF THIS SURVEY?

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

### WHO IS CONDUCTING THIS SURVEY?

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

### HOW WILL YOUR INFORMATION BE REPORTED?

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

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

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1870-0504. Public reporting burden for this collection of information is estimated to average 14.2 hours per school survey response and 4.2 hours per local educational agency (LEA) survey response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is *mandatory* (20 U.S.C. § 3413, § 3472, § 7913, and § 7914). If you have comments or concerns regarding the status of your individual submission of this survey, please contact the Office for Civil Rights, U.S. Department of Education, 400 Maryland Avenue, S.W., LBJ, Room 4E342, Washington, D.C. 20202, directly. [Note: Please do not return the completed survey to this address.]

### HOW ARE THE QUESTIONS IN THIS SURVEY ORGANIZED?

The CRDC is organized into two parts:

- Part 1 (Enrollment and placement data)
- Part 2 (Cumulative and end-of-year data)

## PART 1 SCHOOL FORM: Fall Snapshot Data

### GENERAL INSTRUCTIONS

- For the 2013–14 CRDC—Report data based on a single day between September 27 and December 31, inclusive unless otherwise noted.
- Counts by race/ethnicity by sex are unduplicated counts (i.e., a student is counted only once in the race/ethnicity columns).
- Students counted in the race/ethnicity category may also be counted in the Students with Disabilities (IDEA), Students with Disabilities (Section 504 only), and Students who are limited English proficient (LEP) categories. For example, the following may occur:
  - o A Hispanic/Latino student with a disability served under IDEA and who is LEP will be counted three times in some tables, once under race/ethnicity, once under Students with Disabilities (IDEA), and once under Students who are LEP.
  - o A student with a disability served under section 504 and who is LEP will be counted in both the Students with Disabilities (Section 504 only) category and the Students who are LEP category.
- For tables that include data by race/ethnicity by sex, the Web-based survey tool will keep a running total of the values you enter in the race/ethnicity columns for each row. As you enter a number in any race/ethnicity category, that number will automatically be added to the Total column. Therefore, the sum of the counts that you enter for race/ethnicity by sex will be the total count of students for the particular row. Because it is not possible for your LEA to modify the total, you must ensure that every student is included in one and only one race/ethnicity category.
- Cells that are marked with an \* are filled in automatically; the LEA cannot overwrite this entry.

## Section I: School Characteristics

### 1. Grades Offered (all schools and justice facilities)\* CONTINUING

- *Preschool* refers to preschool programs and services for children ages 3 through 5.
- *Ungraded* refers to a class that is not organized on the basis of age or grade grouping and has no standard grade designation.

#### Instructions

- Check “yes” to all grade levels offered at this school, regardless of whether any students are enrolled.
- Check ungraded if that applies. You may check grades and also check ungraded if some students are classified by grade and others are not. If the school is wholly ungraded, check ungraded and check no other boxes.
- For this item, preschool and kindergarten are considered to be “grades”; do not check “ungraded” solely because of preschool or kindergarten classes.

Grades	Yes	No
Preschool		
Kindergarten		
Grade 1		
Grade 2		
Grade 3		

Grade 4		
Grade 5		
Grade 6		
Grade 7		
Grade 8		
Grade 9		
Grade 10		
Grade 11		
Grade 12		
Ungraded		

**2. Preschool Age for Non-IDEA Students (only for schools offering preschool) <sup>NEW!</sup>**

- *Preschool* refers to preschool programs and services for children ages 3 through 5.
- *Non-IDEA students* include students without disabilities and students with disabilities served solely under Section 504 of the Rehabilitation Act.

**Instructions**

Indicate whether the school’s preschool program serves non-IDEA students in the specified age range(s):

Ages	Yes	No
Students age 3 years		
Students age 4 years		
Students age 5 years		

**3. Ungraded Detail (only for schools/justice facilities that are wholly ungraded) <sup>NEW!</sup>**

**Instructions**

- Indicate whether the ungraded school has mainly elementary, middle, and/or high school students.

Question	Yes	No
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?		

**4. School Characteristics (all schools and justice facilities, preschool-grade 12, UG) \* <sup>CONTINUING</sup>**

**NOTE:** For justice facilities, only the special education question applies.

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

DRAFT - Questions noted with an asterisk “\*” reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent questions.



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

**Instructions**

- Respond to these questions based on the status of the school.

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

**5. Magnet School Detail (only for magnet schools)** CONTINUING

Question	Yes	No
Does the entire school population participate in the magnet school program?		

**6. Alternative School Detail (only for alternative schools)** CONTINUING

School Focus	Yes	No
This alternative school is designed to meet the needs of <i>students with academic difficulties</i>		
This alternative school is designed to meet the needs of <i>students with discipline problems</i>		
This alternative school is designed to meet the needs of <i>students with academic difficulties and discipline problems</i>		

**7. Gifted and Talented Education Programs (all schools and justice facilities, preschool-grade 12, UG)** \* CONTINUING

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

Question	Yes	No
Does this school have one or more gifted/talented programs?		

**8. Advanced Placement Program (only for schools with any grade 9-12, UG high school age students)\*** *CONTINUING*

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

Question	Yes	No
Does this school have any students enrolled in one or more Advanced Placement (AP) courses?		

**9. International Baccalaureate Diploma Programme (only for schools with any grade 9-12, UG high school age students)\*** *NEW!*

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

Question	Yes	No
Does this school offer the International Baccalaureate Diploma Programme?		

**10. Dual Enrollment Program (only for schools/justice facilities with any grade 9-12, UG high school age students)\*** *NEW!*

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

Question	Yes	No
Does this school have any students enrolled in a dual enrollment/dual credit program?		

**11. Single-Sex Academic Classes (only for co-educational schools/justice facilities, grades K-12, UG)\*** *CONTINUING*

- *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 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.*

**Instructions**

- *A physical education class is not considered an academic class.*

Question	Yes	No
Does this school have one or more single sex academic classes?		



## Section II: Student Enrollment

### GENERAL INSTRUCTIONS

- For the 2013–14 CRDC—
  - Count of students with disabilities (IDEA) should be based on either the IDEA child count date or on a single day between September 27 and December 31, inclusive.
  - For all other entries, the count should be based on a single day between September 27 and December 31, inclusive.
- For the 2015–16 CRDC there is an important count data change—
  - Count of students with disabilities (IDEA) should be based on either the IDEA child count date or on October 1. For all other entries, the count should be based on October 1.

### KEY DEFINITIONS

- Limited English Proficient (or English Language Learner): In coordination with the state's definition based on Title 9 of ESEA, limited English proficient students are students:
  - (A) who are ages 3 through 21;
  - (B) who are enrolled or preparing to enroll in an elementary school or secondary school;
  - (C) (who are i, ii, or iii)
    - (i) who were not born in the United States or whose native languages are languages other than English;
    - (ii) (who are I and II)
      - (I) who are a Native American or Alaska Native, or a native resident of the outlying areas; and (II) who come from an environment where languages other than English have a significant impact on their level of language proficiency; or
      - (iii) who are migratory, whose native languages are languages other than English, and who come from an environment where languages other than English are dominant; and
    - (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individuals
      - (i) the ability to meet the state's proficient level of achievement on state assessments described in section 1111(b)(3)[of ESEA, 20 U.S.C. 6311(b)(3)]; or
      - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
      - (iii) the opportunity to participate fully in society.

Note - To be classified as limited English proficient, an individual must be A, B, C, and D. For C, an individual can be i, ii, or iii. If C-ii, the individual must be I and II. For D, an individual must be denied D-I, D- ii, or D-iii.
- Students with Disabilities (IDEA): Students with intellectual disabilities; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the Individuals with Disabilities Education Act (IDEA) according to an Individualized Education Program, Individual Family Service Plan, or service plan. The "Students with Disabilities (IDEA)" column in the survey items always refers to students with disabilities who receive special education and related services under IDEA.
- Students with Disabilities (Section 504 only): Students with a disability, who receive related aids and services solely under Section 504 of the Rehabilitation Act of 1973, as amended, and not under the Individuals with Disabilities Education Act (IDEA). The "Section 504 only" column in the survey items always refers to students with disabilities who receive related aids and services under Section 504 of the Rehabilitation Act of 1973, as amended, and not under IDEA.

## 12. Overall Student Enrollment (all schools and justice facilities, preschool-grade 12, UG)\* CONTINUING

- Overall enrollment refers to the unduplicated count of students on the rolls of the school. The unduplicated count includes students both present and absent and excludes duplicate counts of students within a specific school or students whose membership is reported by another school. Students should be counted in the school where they actually physically attend for more than 50% of the school day.

### Instructions

- Enter student enrollment as specified. Include students in preschool, grades K-12, and comparable ungraded levels.

DRAFT - Questions noted with an asterisk "\*" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent questions.

- For the purposes of CRDC, students must be counted in the school where they actually physically attend for more than 50% of the school day. If a student attends two schools, each for exactly 50% of his or her school day, then count that student at the “regular” school, rather than at the school of a special program, such as a vocational program.

Data Element	Sex	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	LEP	Students with Disabilities (Section 504 Only)	Students with Disabilities (IDEA)
Overall enrollment	Male											
	Female											
	Total											

### 13. Preschool Student Enrollment (only for schools offering preschool) CONTINUING ITEM

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

#### Instructions

- Enter student enrollment in preschool programs or services for children ages 3 through 5.

Data Element	Sex	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	LEP	Students with Disabilities (IDEA)
Student enrollment in preschool programs or services	Male										
	Female										
	Total										

### 14. Enrollment of Limited English Proficient Students [only for schools/justice facilities (preschool-grade 12, UG) reporting greater than zero overall LEP student enrollment,] CONTINUING

- LEP programs* are English language instruction educational programs designed for LEP students.

#### Instructions

- Enter the number of students who are limited English proficient (LEP). Include students in preschool, grades K-12, and comparable ungraded levels. Include all LEP students, regardless of whether they are enrolled in LEP programs.
- Enter the number of students who are enrolled in LEP programs. Include students served through ESEA Title III and students receiving LEP services through other programs designed for LEP students.
- A student may be counted in more than one row.

Data Element	Sex	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	LEP Students with Disabilities (IDEA)
Students who are LEP	Male									
	Female									
	Total									
	Male									

Students enrolled in LEP programs	Female									
	Total									

**15. Enrollment of Students with Disabilities Served Under IDEA and Students with Disabilities Served Under Section 504 Only [only for schools/justice facilities (preschool-grade 12, UG) reporting greater than zero overall students with disabilities enrollment]** CONTINUING

**Instructions**

- Enter the number of students with disabilities, as specified. Include students in preschool, grades K-12, and comparable ungraded levels.
- A student may not be counted in both the students with disabilities (IDEA) category and the students with disabilities (Section 504 only) category.
- Count of students with disabilities (IDEA) should be based on either the IDEA child count date or a single day between September 27 and December 31.
- Count of students with disabilities (Section 504 only) should be based on a single day between September 27 and December 31.

Data Element	Sex	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total
<a href="#">Students with disabilities served under IDEA</a>	Male								
	Female								
	Total								
<a href="#">Students with disabilities served under Section 504 of the Rehabilitation Act of 1973, but not served under IDEA</a>	Male								
	Female								
	Total								

## Section III: Classes, Course Enrollment, and Program Enrollment

### GENERAL INSTRUCTIONS

- For the 2013–14 CRDC—
  - Unless otherwise noted, for schools with regular scheduling, count should be based on a single day between September 27 and December 31, inclusive.
  - Unless otherwise noted, for schools with block scheduling that allows a full-year course to be taken in one semester, report data based on the sum of a count taken on a single day between September 27 and December 31 in the first block, and before March 1 in the second block.
- See general instructions for information on duplicated and unduplicated counts.
- For the 2015–16 CRDC, there is an important count date change—
  - For program enrollment, count should be based on October 1.
  - Unless otherwise noted, for schools with regular scheduling, count should be based on October 1.
  - Unless otherwise noted, for schools with block scheduling that allows a full-year course to be taken in one semester, report data based on the sum of a count taken on October 1 in the first block, and around March 1 in the second block.

### 16. Gifted/Talented Student Enrollment [only for schools/justice facilities (preschool-grade 12, UG) with gifted/talented programs] CONTINUING

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

#### Instructions

- Enter the number of students enrolled in gifted/talented programs, as specified. Include students in preschool, grades K-12, and comparable ungraded levels.

Data Element	Sex	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	LEP	Students with Disabilities (IDEA)
Students enrolled in gifted and talented programs	Male										
	Female										
	Total										

### 17. Classes in Algebra I (only for schools/justice facilities with any grade 7-12, UG middle school or high school age students)\* CONTINUING (SUBSTANTIVE CHANGE IN 2015-16)

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

#### Instructions

- Enter the number of Algebra I classes in grades 7-12. Include Algebra I classes with ungraded middle school or high school age students in your count.
- Independent study does not count as a class.

Subject	Number of
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DRAFT - Questions noted with an asterisk "\*" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent questions.

	<b>Classes</b>
Algebra I	

### 18. Middle School Student Enrollment in Algebra I [only for schools/justice facilities (with any grade 7- 8, UG middle school age students) reporting greater than zero Algebra I classes]

*CONTINUING (SUBSTANTIVE CHANGE IN 2015-16)*

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

#### Instructions

- Enter the number of students in grade 7 or 8 enrolled in Algebra I. Include ungraded middle school age students enrolled in Algebra I in your count.
- Do not count students scheduled to take the Algebra I course, but not yet enrolled.

Data Element	Sex	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	LEP	Students with Disabilities (IDEA)
Students enrolled in Algebra I in grade 7 or 8 or ungraded	Male										
	Female										
	Total										

### 19. Classes in Geometry (only for schools/justice facilities with any grade 7-12, UG middle school or high school age students)\*

*CONTINUING ITEM (SUBSTANTIVE CHANGE IN 2015-16)*

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

#### Instructions

- Enter the number of Geometry classes in grades 7-12. Include Geometry classes with ungraded middle school or high school age students in your count.
- Independent study does not count as a class.

<b>Subject</b>	<b>Number of Classes</b>
Geometry	

### 20. Student Enrollment in Geometry [only for schools/justice facilities (with any grade 7-12, UG middle school or high school age students) reporting greater than zero classes in Geometry ]

*CONTINUING (SUBSTANTIVE CHANGE IN 2015-16)*

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

#### Instructions

DRAFT - Questions noted with an asterisk "\*" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent questions.



- Enter the number of students in grades 7-12 enrolled in Geometry. Include ungraded middle school or high school age students enrolled in Geometry in your count.
- Do not count students scheduled to take the Geometry course, but not yet enrolled.

Data Element	Sex	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	LEP	Students with Disabilities (IDEA)
Students enrolled in Geometry	Male										
	Female										
	Total										

## 21. High School Student Enrollment in Algebra I [only for schools/justice facilities (with any grade 9-12, UG high school age students) reporting greater than zero classes in Algebra I]

*CONTINUING (SUBSTANTIVE CHANGE IN 2015-16)*

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

### Instructions

- Enter the number of students in grade 9 or 10 enrolled in Algebra I.
- Enter the number of students in grade 11 or 12 enrolled in Algebra I. Include ungraded high school age students enrolled in Algebra I in your count.
- Do not count students scheduled to take the Algebra I course, but not yet enrolled.
- *Important note about the 2015-16 CRDC*
  - If you use regular scheduling, count should be based on a single day at the end of the regular school year.
  - If you use block scheduling that allows a full-year course to be taken in one semester, then report data based on the 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.

Data Element	Sex	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	LEP	Students with Disabilities (IDEA)
Students enrolled in Algebra I in grade 9 or 10	Male										
	Female										
	Total										
Students enrolled in Algebra I in grade 11 or 12 or ungraded	Male										
	Female										
	Total										

**22. Classes in Mathematics Courses in High School (only for schools/justice facilities with any grade 9-12, UG high school age students)\*** CONTINUING

- Algebra II (college-preparatory) course topics typically include field properties and theorems; set theory; operations with rational and irrational expressions; factoring of rational expressions; in-depth study of linear equations and inequalities; quadratic equations; solving systems of linear and quadratic equations; graphing of constant, linear, and quadratic equations; properties of higher degree equations; and operations with rational and irrational exponents.
- Advanced mathematics (college-preparatory) courses cover the following topics: trigonometry, trigonometry/algebra, trigonometry/analytic geometry, trigonometry/math analysis, analytic geometry, math analysis, math analysis/analytic geometry, probability and statistics, and precalculus.
  - o Trigonometry courses prepare students for eventual work in calculus, and typically include the following topics: trigonometric and circular functions; their inverses and graphs; relations among the parts of a triangle; trigonometric identities and equations; solutions of right and oblique triangles; and complex numbers.
  - o Analytic geometry courses include the study of the nature and intersection of lines and planes in space.
  - o Math analysis courses include the study of polynomial, logarithmic, exponential, and rational functions and their graphs; vectors; set theory; Boolean algebra and symbolic logic; mathematical induction; matrix algebra; sequences and series; and limits and continuity.
  - o Probability and statistics courses introduce the study of likely events and the analysis, interpretation, and presentation of quantitative data.
  - o Precalculus courses combine the study of trigonometry, elementary functions, analytic geometry, and math analysis topics as preparation for calculus.
- Calculus (college-preparatory) course topics include the study of derivatives, differentiation, integration, the definite and indefinite integral, and applications of calculus. Typically, students have previously attained knowledge of precalculus topics (some combination of trigonometry, elementary functions, analytic geometry, and math analysis).

**Instructions**

- Enter the number of classes in grades 9-12 in each of the listed courses. Include classes with ungraded high school age students in your count.
- Independent study does not count as a class.

Mathematics Subject	Number of Classes
Algebra II	
Advanced mathematics	
Calculus	

**23. Student Enrollment in Mathematics Courses in High School [only for schools/justice facilities (with any grade 9-12, UG high school age students) reporting greater than zero high school mathematics classes]** CONTINUING

**Instructions**

- Enter the number of students in grades 9-12 enrolled in the listed course. Include ungraded high school age students enrolled in the listed course in your count.
- A student may be counted in more than one row.
- Do not count students scheduled to take the listed course, but not yet enrolled.

Data Element	Sex	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	LEP	Students with Disabilities (IDEA)

Students enrolled in <a href="#">Algebra II</a>	Male											
	Female											
	Total											
Students enrolled in <a href="#">advanced mathematics</a>	Male											
	Female											
	Total											
Students enrolled in <a href="#">Calculus</a>	Male											
	Female											
	Total											

**24. Classes in Science Courses (only for schools/justice facilities with any grade 9-12, UG high school age students) \* CONTINUING**

- *Biology* (college-preparatory) courses are designed to provide information regarding the fundamental concepts of life and life processes. These courses include (but are not restricted to) such topics as cell structure and function, general plant and animal physiology, genetics, and taxonomy.
- *Chemistry* (college-preparatory) courses involve studying the composition, properties, and reactions of substances. These courses typically explore such concepts as the behaviors of solids, liquids, and gases; acid/base and oxidation/reduction reactions; and atomic structure. Chemical formulas and equations and nuclear reactions are also studied.
- *Physics* (college-preparatory) courses involve the study of the forces and laws of nature affecting matter, such as equilibrium, motion, momentum, and the relationships between matter and energy. The study of physics includes examination of sound, light, and magnetic and electric phenomena.

**Instructions**

- Enter the number of classes in grade 9-12 in each of the listed courses. Include classes with ungraded high school age students in your count.
- Science courses include introductory and advanced courses.
- Independent study does not count as a class.

Science Courses	Number of Classes
Biology	
Chemistry	
Physics	

**25. Student Enrollment in Science Courses [only for schools/justice facilities (with any grade 9-12, UG high school age students) reporting greater than zero high school science classes]**

CONTINUING

- *Biology* (college-preparatory) courses are designed to provide information regarding the fundamental concepts of life and life processes. These courses include (but are not restricted to) such topics as cell structure and function, general plant and animal physiology, genetics, and taxonomy.
- *Chemistry* (college-preparatory) courses involve studying the composition, properties, and reactions of substances. These courses typically explore such concepts as the behaviors of solids, liquids, and gases; acid/base and oxidation/reduction reactions; and atomic structure. Chemical formulas and equations and nuclear reactions are also studied.
- *Physics* (college-preparatory) courses involve the study of the forces and laws of nature affecting matter, such as equilibrium, motion, momentum, and the relationships between matter and energy. The study of physics includes examination of sound, light, and magnetic and electric phenomena.

**Instructions**

- Enter the number of students in grades 9-12 enrolled in the listed course. Include ungraded high school age students enrolled in the listed course in your count.
- A student may be counted in more than one row.

- Do not count students scheduled to take the listed course, but not yet enrolled.
- Science courses include introductory and advanced courses.

Data Element	Sex	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	LEP	Students with Disabilities (IDEA)
Students enrolled in <a href="#">Biology</a>	Male										
	Female										
	Total										
Students enrolled in <a href="#">Chemistry</a>	Male										
	Female										
	Total										
Students enrolled in <a href="#">Physics</a>	Male										
	Female										
	Total										

## 26. Student Enrollment in the International Baccalaureate (IB) Diploma Programme [only for schools (with any grade 9-12, UG high school age students) with an IB Diploma Programme]

CONTINUING

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

### Instructions

- Enter the number of students in grades 9-12 enrolled in the IB Diploma Programme. Include ungraded high school age students enrolled in the program.

Data Element	Sex	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	LEP	Students with Disabilities (IDEA)
Students enrolled in the International Baccalaureate (IB) Diploma Programme	Male										
	Female										
	Total										

**27. Different Advanced Placement (AP) Courses [only for schools (with any grade 9-12, UG high school age students) enrolled in AP]** CONTINUING

- *Advanced Placement (AP) refers to a program, sponsored by the College Board, through which students may earn college credit and advanced college placement by successfully completing AP courses and standardized AP exams.*
- *Advanced Placement (AP) course is an advanced, college-level course designed for students who achieve a specified level of academic performance. Upon successful completion of the course and a standardized AP exam, a student may be qualified to receive college credit and/or placement into advanced college courses.*

**Instructions**

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

Question	Number of Courses
How many different AP courses does the school provide?	

**28. Advanced Placement (AP) Course Self-Selection [only for schools (with any grade 9-12, UG high school age students) enrolled in AP]** REVISED

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

**Instructions**

- Answer “Yes” if a student is allowed to enroll in all AP courses that the school offers without needing a recommendation or meeting any other criteria (except for any necessary course prerequisites). Otherwise answer “No.”

Question	Yes	No
Is enrollment via self-selection by students permitted for all AP courses offered by the school?		

**29. Advanced Placement (AP) Student Enrollment [only for schools (with any grade 9-12, UG high school age students) enrolled in AP]** \* CONTINUING

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

**Instructions**

- Enter the number of students in grades 9-12 enrolled in at least one AP course. Include ungraded high school age students in the count.

Data Element	Sex	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	LEP	Students with Disabilities (IDEA)
Students enrolled in at least one <a href="#">AP course</a>	Male										
	Female										
	Total										

### 30. Student Enrollment in Advanced Placement (AP) Courses by Subject [only for schools (with any grade 9-12, UG high school age students) enrolled in AP] <sup>REVISED</sup>

- AP mathematics courses include calculus (AB and BC) and statistics.
- AP science courses include biology, chemistry, physics, and environmental science.
- “Other subjects” include all AP courses other than those in mathematics and science. For example, AP computer science and AP foreign language are included in “other subjects.”

#### Instructions

- Enter the number of students in grades 9-12 enrolled in at least one AP course in the subject areas listed. Include ungraded high school age students in the count.
- A student may be counted in more than one row.

Data Element	Sex	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	LEP	Students with Disabilities (IDEA)
Students enrolled in at least one AP course in mathematics	Male										
	Female										
	Total										
Students enrolled in at least one AP course in science	Male										
	Female										
	Total										
Students enrolled in at least one AP course in other subjects	Male										
	Female										
	Total										

- No students enrolled in AP mathematics
- No students enrolled in AP Science
- No student enrolled in other AP subjects.

### 31. Single-Sex Academic Classes in the School [only for co-educational schools/justice facilities, grades K-12, UG) with single-sex classes] <sup>CONTINUING</sup>

- 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 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.
- “Other mathematics” includes all mathematics courses except Algebra I, Geometry, and Algebra II. It includes both basic mathematics courses and college-preparatory courses.
- English/reading/language arts includes general English/reading/language arts courses as well as college-preparatory English/reading/language arts courses.
- Science includes general science courses as well as college-preparatory science courses such as biology, chemistry, and physics.
- “Other academic subjects” includes history, social studies, foreign languages, and computer science.

#### Instructions

- Enter the number of single-sex academic classes in each course or subject area. Include classes for students in grades K-12, and comparable ungraded levels.
- Count classes, not courses, or students.
- Independent study is not considered a single-sex class.
- A physical education class is not considered an academic class.

DRAFT - Questions noted with an asterisk “\*” reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent questions.

- Single-sex academic classes are academic classes in which only male students or only female students are permitted to take the class.

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

## Optional Classes and Program Enrollment Items for 2013-14 (REQUIRED for 2015-16)

### General Instructions

- For the 2013-14 CRDC (optional)—
  - For program enrollment, count should be based on a single day between September 27 and December 31, inclusive.
  - Unless otherwise noted, for schools with regular scheduling, count should be based on a single day between September 27 and December 31, inclusive.
  - Unless otherwise noted, for schools with block scheduling that allows a full-year course to be taken in one semester, report data based on the sum of a count taken on a single day between September 27 and December 31 in the first block, and before March 1 in the second block.
- For the 2015-16 CRDC—
  - For program enrollment, count should be based on October 1.
  - Unless otherwise noted, for schools with regular scheduling, count should be based on October 1.
  - Unless otherwise noted, for schools with block scheduling that allows a full-year course to be taken in one semester, report data based on the sum of a count taken on October 1 in the first block, and around March 1 in the second block.

### Key Definitions

- A *teacher* provides instruction, learning experiences, and care to students during a particular time period or in a given discipline.
  - Teachers include: Regular Classroom Teachers (teach Chemistry, English, mathematics, physical education, history, etc.); Special Education Teachers (teach special education classes to students with disabilities); General Elementary Teachers [teach self-contained classes in any of grades preschool-8 (i.e., teach the same class of students all or most of the day); team-teach (i.e., two or more teachers collaborate to teach multiple subjects to the same class of students); include preschool teachers and kindergarten teachers]; Vocational/Technical Education Teachers (teach typing, business, agriculture, life skills, home economics as well as any other vocational or technical classes); teaching principals, teaching school counselors, teaching librarians, teaching school nurses, or other teaching administrators [include any staff members who teach at least one regularly scheduled class per week (e.g., a librarian teaches a regularly scheduled class in mathematics once a week)]; teachers of ungraded students; Itinerant, Co-op, Traveling, and Satellite Teachers (teach at more than one school and may or may not be supervised by someone at your school); current Long-Term Substitute Teachers (currently filling the role of regular teachers for four or more continuous weeks); and other teachers who teach students in any of grades preschool-12.
  - Teachers exclude: Adult Education and Postsecondary Teachers (teach only adult education or students beyond grade 12); Short-term Substitute Teachers (fill the role of regular or special education teachers for less than four continuous weeks); Student Teachers; Day Care Aides/Paraprofessionals; Teacher Aides/Paraprofessionals; and Librarians who teach only library skills or how to use the library.
- A *certified teacher* is a teacher who has met all applicable state teacher certification requirements for a standard certificate. A certified teacher has a regular/standard certificate/license/endorsement issued by the state. A beginning teacher who has met the standard teacher education requirements is considered to have met state requirements even if he or she has not completed a state-required probationary period. A teacher working towards certification by way of alternative routes, or a

DRAFT - Questions noted with an asterisk "\*" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent questions.

teacher with an emergency, temporary, or provisional credential is not considered to have met state requirements. State requirements are determined by the state.

### 32. Student Enrollment in Dual Enrollment Programs (only for schools/justice facilities with any grade 9-12, UG high school age students) NEW FOR 2015-16!

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

#### Instructions

- Enter the number of students in grades 9-12 enrolled in at least one dual enrollment/dual credit program. Include ungraded high school age students in the count.

Data Element	Sex	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	LEP	Students with Disabilities (IDEA)
Students enrolled in Dual Enrollment or Dual Credit Programs	Male										
	Female										
	Total										

### 33. Classes in Science Courses in High School Taught by Certified Teachers (only for schools/justice facilities with any grade 9-12, UG high school age students) OPTIONAL, NEW FOR 2015-16!

- Biology (college-preparatory) courses are designed to provide information regarding the fundamental concepts of life and life processes. These courses include (but are not restricted to) such topics as cell structure and function, general plant and animal physiology, genetics, and taxonomy.
- Chemistry (college-preparatory) courses involve studying the composition, properties, and reactions of substances. These courses typically explore such concepts as the behaviors of solids, liquids, and gases; acid/base and oxidation/reduction reactions; and atomic structure. Chemical formulas and equations and nuclear reactions are also studied
- Physics (college-preparatory) courses involve the study of the forces and laws of nature affecting matter, such as equilibrium, motion, momentum, and the relationships between matter and energy. The study of physics includes examination of sound, light, and magnetic and electric phenomena.

#### Instructions

- Enter the number of classes in each of the listed courses taught in grades 9-12 by teachers with a science certification.
- Science courses include introductory and advanced courses.
- Independent study does not count as a class.
- Teachers are considered certified in science if they have received a teaching certificate/license/endorsement in science (general or subject-specific) from the state.

Science Courses	Number of Classes Taught by Teachers Certified in Science	Total Number of Science Classes in Grades 9-12
Biology		
Chemistry		

DRAFT - Questions noted with an asterisk "\*" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent questions.



### 34. Classes in Mathematics Courses in High School Taught by Certified Teachers (only for schools with any grade 9-12, UG high school age students) ONLY FOR 2015-16

- Algebra I is a (college-preparatory) course that includes the study of properties and operations of the real number system; evaluating rational algebraic expressions; solving and graphing first degree equations and inequalities; translating word problems into equations; operations with and factoring of polynomials; and solving simple quadratic equations. Algebra I is a foundation course leading to higher-level mathematics courses, including Geometry and Algebra II.
- Geometry is a (college-preparatory) course that typically includes topics such as properties of plane and solid figures; deductive methods of reasoning and use of logic; geometry as an axiomatic system including the study of postulates, theorems, and formal proofs; concepts of congruence, similarity, parallelism, perpendicularity, and proportion; and rules of angle measurement in triangles. Geometry is considered a prerequisite for Algebra II.
- Algebra II (college-preparatory) course topics typically include field properties and theorems; set theory; operations with rational and irrational expressions; factoring of rational expressions; in-depth study of linear equations and inequalities; quadratic equations; solving systems of linear and quadratic equations; graphing of constant, linear, and quadratic equations; properties of higher degree equations; and operations with rational and irrational exponents
- Advanced mathematics (college-preparatory) courses cover the following topics: trigonometry, trigonometry/algebra, trigonometry/analytic geometry, trigonometry/math analysis, analytic geometry, math analysis, math analysis/analytic geometry, probability and statistics, and precalculus.
  - o Trigonometry courses prepare students for eventual work in calculus, and typically include the following topics: trigonometric and circular functions; their inverses and graphs; relations among the parts of a triangle; trigonometric identities and equations; solutions of right and oblique triangles; and complex numbers.
  - o Analytic geometry courses include the study of the nature and intersection of lines and planes in space.
  - o Math analysis courses include the study of polynomial, logarithmic, exponential, and rational functions and their graphs; vectors; set theory; Boolean algebra and symbolic logic; mathematical induction; matrix algebra; sequences and series; and limits and continuity.
  - o Probability and statistics courses introduce the study of likely events and the analysis, interpretation, and presentation of quantitative data.
  - o Precalculus courses combine the study of trigonometry, elementary functions, analytic geometry, and math analysis topics as preparation for calculus.
- Calculus course (college-preparatory) topics include the study of derivatives, differentiation, integration, the definite and indefinite integral, and applications of calculus. Typically, students have previously attained knowledge of precalculus topics (some combination of trigonometry, elementary functions, analytic geometry, and math analysis).

#### Instructions

- Enter the number of classes in each of the listed courses taught in grades 9-12 by teachers with a mathematics certification.
- Independent study does not count as a class.
- Teachers are considered certified in mathematics if they have received a teaching certificate/license/endorsement in mathematics or computer science (general or subject-specific) from the state.
- If you use regular scheduling, count should be based on October 1.
- If you use block scheduling that allows a full-year course to be taken in one semester, then report data based on the sum of a count taken on October 1 in the first block, and around March 1 in the second block.

Mathematics Courses	Number of Classes Taught by Teachers Certified in Mathematics	Total Number of Mathematics Classes in Grades 9-12
Algebra I		

Geometry		
Algebra II		
Advanced mathematics		
Calculus		

**35. Classes in Algebra I in Middle School Taught by Certified Teachers (only for schools/justice facilities with any grade 7-8, UG middle school age students)** ONLY FOR 2015-16

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

**Instructions**

- Enter the number of Algebra I classes taught in grades 7 or 8 by teachers with a mathematics certification.
- Independent study does not count as a class.
- Teachers are considered certified in mathematics if they have received a teaching certificate/license/endorsement in mathematics or computer science (general or subject-specific) from the state.
- If you use regular scheduling, count should be based on October 1.
- If you use block scheduling that allows a full-year course to be taken in one semester, then report data based on the sum of a count taken on October 1 in the first block, and around March 1 in the second block.

Course	Number of Classes Taught by Teachers Certified in Mathematics	Total Number of Algebra I Classes in Grades 7-8
Algebra I		

**36. Algebra I Offered in Grade 7 (only for schools/justice facilities with grade 7)** \* ONLY FOR 2015-16

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

**Instructions**

- Indicate whether the school offers Algebra I in grade 7.
- Report data based on October 1.

Question	Yes	No
Does this school offer Algebra I in grade 7?		

**37. Algebra I Offered in Grade 8 (only for schools/justice facilities with grade 8, UG middle school age students)** \* ONLY FOR 2015-16

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

**Instructions**

- Indicate whether the school offers Algebra I in grade 8 or a comparable ungraded level.
- Report data based on October 1.

Question	Yes	No
Does this school offer Algebra I in grade 8 or a comparable ungraded level?		

### 38. Classes in Algebra I in Middle School (only for schools/justice facilities with any grade 7-8, UG middle school age students) \* ONLY FOR 2015-16

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

#### Instructions

- Enter the number of Algebra I classes in grades 7-8. Include Algebra I classes with ungraded middle school age students in your count.
- Independent study does not count as a class.
- If you use regular scheduling, count should be based on October 1.
- If you use block scheduling that allows a full-year course to be taken in one semester, then report data based on the sum of a count taken on October 1 in the first block, and around March 1 in the second block.

Course	Number of Classes
Algebra I	

### 39. Student Enrollment in Algebra I in Grade 7 (only for schools/justice facilities with grade 7) ONLY FOR 2015-16

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

#### Instructions

- Enter the number of students in grade 7 enrolled in Algebra I.
- Do not count students scheduled to take the Algebra I course, but not yet enrolled.
- If you use regular scheduling, count should be based on a single day at the end of the regular school year.
- If you use block scheduling that allows a full-year course to be taken in one semester, then report data based on the 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.

Data Element	Number of students
Students enrolled in Algebra I in grade 7	

### 40. Student Enrollment in Algebra I in Grade 8 (only for schools/justice facilities with grade 8, UG middle school age students) ONLY FOR 2015-16

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

#### Instructions

DRAFT - Questions noted with an asterisk "\*" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent questions.

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

Data Element	Sex	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	LEP	Students with Disabilities (IDEA)
Students enrolled in Algebra I in grade 8 or ungraded	Male										
	Female										
	Total										

#### 41. Geometry Offered in Grade 8 (only for schools/justice facilities with grade 8, UG middle school age students) \* ONLY FOR 2015-16

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

##### Instructions

- Indicate whether the school offers Geometry in grade 8 or a comparable ungraded level.
- Report data based on October 1.

Question	Yes	No
Does this school offer Geometry I in grade 8 or a comparable ungraded level?		

#### 42. Student Enrollment in Geometry in Grade 8 (only for schools/justice facilities with grade 8, UG middle school age students) ONLY FOR 2015-16

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

##### Instructions

- Enter the number of students in grade 8 enrolled in Geometry. Include ungraded middle school age students enrolled in Geometry in your count.
- Do not count students scheduled to take the Geometry course, but not yet enrolled.
- If you use regular scheduling, count should be based on October 1.
- If you use block scheduling that allows a full-year course to be taken in one semester, then report data based on the sum of a count taken on October 1 in the first block, and around March 1 in the second block.

Data Element	Number students
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Students enrolled in Geometry in grade 8 or ungraded	
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**43. Student Enrollment in Geometry (only for schools/justice facilities with any grade 9-12, UG high school age students)** ONLY FOR 2015-16

**Instructions**

- Enter the number of students in grades 9-12 enrolled in Geometry. Include ungraded high school age students enrolled in Geometry in your count.
- Do not count students scheduled to take the Geometry course, but not yet enrolled.
- If you use regular scheduling, count should be based on October 1.
- If you use block scheduling that allows a full-year course to be taken in one semester, then report data based on the sum of a count taken on October 1 in the first block, and around March 1 in the second block.

Data Element	Sex	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	LEP	Students with Disabilities (IDEA)
Students enrolled in Geometry	Male										
	Female										
	Total										

**44. Classes in Algebra I and Geometry Courses in High School (only for schools/justice facilities with any grade 9-12, UG high school age students)** \* OPTIONAL, NEW IN 2015-16

- *Algebra I* is a (college-preparatory) course that includes the study of properties and operations of the real number system; evaluating rational algebraic expressions; solving and graphing first degree equations and inequalities; translating word problems into equations; operations with and factoring of polynomials; and solving simple quadratic equations. Algebra I is a foundation course leading to higher-level mathematics courses, including Geometry and Algebra II.
- *Geometry* is a (college-preparatory) course that typically includes topics such as properties of plane and solid figures; deductive methods of reasoning and use of logic; geometry as an axiomatic system including the study of postulates, theorems, and formal proofs; concepts of congruence, similarity, parallelism, perpendicularity, and proportion; and rules of angle measurement in triangles. Geometry is considered a prerequisite for Algebra II.

**Instructions**

- Enter the number of classes in grades 9-12 in each of the listed courses. Include classes with ungraded high school age students in your count.
- Independent study does not count as a class.
- If you use regular scheduling, count should be based on October 1.
- If you use block scheduling that allows a full-year course to be taken in one semester, then report data based on the sum of a count taken on October 1 in the first block, and around March 1 in the second block.

Mathematics Courses	Number of Classes
Algebra I	
Geometry	

## Section IV: School Staff

### GENERAL INSTRUCTIONS

- For the 2013–14 CRDC—
  - Unless otherwise noted, for schools, count should be based on a single day between September 27 and December 31, inclusive.
  - Unless otherwise noted, for justice facilities, count should be cumulative based on the entire regular school year.
- For the 2015–16 CRDC, there will be an important count date change—
  - Unless otherwise noted, for schools and justice facilities, count should be cumulative based on the entire regular school year.

### Key Definitions

- Full-time equivalent (FTE) is a unit that indicates the workload of an employed person in a way that makes workloads comparable across various contexts. FTE is used to measure a worker's service in a place (e.g., school). FTE is the number of total hours the person is expected to work divided by the maximum number of compensable hours in a full-time schedule. An FTE of 1.00 means that the person is equivalent to a full-time worker; while an FTE of 0.50 signals that the worker is only half-time.
- A teacher provides instruction, learning experiences, and care to students during a particular time period or in a given discipline.
  - o Teachers include: Regular Classroom Teachers (teach Chemistry, English, mathematics, physical education, history, etc.); Special Education Teachers (teach special education classes to students with disabilities); General Elementary Teachers [teach self-contained classes in any of grades preschool–8 (i.e., teach the same class of students all or most of the day); team-teach (i.e., two or more teachers collaborate to teach multiple subjects to the same class of students); include preschool teachers and kindergarten teachers]; Vocational/Technical Education Teachers (teach typing, business, agriculture, life skills, home economics as well as any other vocational or technical classes); teaching principals, teaching school counselors, teaching librarians, teaching school nurses, or other teaching administrators [include any staff members who teach at least one regularly scheduled class per week (e.g., a librarian teaches a regularly scheduled class in mathematics once a week)]; teachers of ungraded students; Itinerant, Co-op, Traveling, and Satellite Teachers (teach at more than one school and may or may not be supervised by someone at your school); current Long-Term Substitute Teachers (currently filling the role of regular teachers for four or more continuous weeks); and other teachers who teach students in any of grades preschool–12.
  - o Teachers exclude: Adult Education and Postsecondary Teachers (teach only adult education or students beyond grade 12); Short-term Substitute Teachers (fill the role of regular or special education teachers for less than four continuous weeks); Student Teachers; Day Care Aides/Paraprofessionals; Teacher Aides/Paraprofessionals; and Librarians who teach only library skills or how to use the library.

### 45. Teachers – FTE Count and Certification (all schools and justice facilities, preschool-grade 12, UG)<sup>REVISED</sup>

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

### Instructions

- The number of teachers should be reported in full-time equivalency of assignment.
- Enter the total number of FTE teachers. Include all teachers, regardless of whether they meet state licensing/certification requirements.
- Enter the number of FTE certified teachers (i.e., who meet all state licensing/certification requirements).

- Enter the number of FTE non-certified teachers (i.e., who did not meet all state licensing/certification requirements). 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).
- Values should be entered as decimal numbers to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).

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

#### 46. Teacher Years of Experience (all schools and justice facilities, preschool-grade 12, UG) CONTINUING

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

##### Instructions

- The number of teachers should be reported in full-time equivalency of assignment.
- Enter the number of FTE teachers with the specified length of experience as listed.
- 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).
- Values should be entered as decimal numbers to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).

Data Element	FTE
Number of FTE teachers in their first year of teaching	xx.xx
Number of FTE teachers in their second year of teaching	xx.xx

#### 47. School Counselors (all schools and justice facilities, preschool-grade 12, UG) REVISED

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

##### Instructions

- The number of school counselors should be reported in full-time equivalency of assignment.
- Enter the number of FTE school counselors.
- Include school counselors for preschool, grades K-12, and comparable ungraded levels, regardless of how school counselors were funded (i.e., federal, state, and/or local funds).
- Values should be entered as decimal numbers to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).

Data Element	FTE
Number of FTE school counselors	xx.xx

#### 48. Sworn Law Enforcement Officers (all schools, preschool-grade 12, UG) \* NEW!

- 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).

- A school resource officer (SRO) is a sworn law enforcement officer, with arrest authority, whose main responsibility is to work at a school in collaboration with school and community-based organizations. An SRO may have received specialized training to serve in a variety of roles, including: law enforcement officer, law-related educator, problem solver, and community liaison. An SRO may be employed by any entity (e.g., police department, school district or school).

**Instructions**

- Indicate whether a sworn law enforcement officer was assigned to the school.
- Sworn law enforcement officers include, but are not limited to, school resource officers.
- Report data based on the entire regular school year.

Question	Yes	No
Does this school have any sworn law enforcement officers?		

**Optional School Staff Items for 2013–14 (REQUIRED for 2015–16)**

- For 2013–14 (optional)--Count should be based on a single day between September 27 and December 31.
- For 2015–16--Report a cumulative count based on the entire regular school year.

**49. Security Staff (all schools, preschool-grade 12, UG) <sup>NEW FOR 2015-16!</sup>**

- 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).
- A school resource officer (SRO) is a sworn law enforcement officer, with arrest authority, whose main responsibility is to work at a school in collaboration with school and community-based organizations. An SRO may have received specialized training to serve in a variety of roles, including: law enforcement officer, law-related educator, problem solver, and community liaison. An SRO may be employed by any entity (e.g., police department, school district or school).
- A security guard is an individual who guards, patrols, and/or monitors the school premises to prevent theft, violence, and/or infractions of rules. A security guard may provide protection to individuals, and may operate x-ray and metal detector equipment. A security guard is not a sworn law enforcement officer.

**Instructions**

- The number of security staff should be reported in full-time equivalency of assignment.
- Enter the number of FTE security staff, as specified.
- 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).
- Sworn law enforcement officers include, but are not limited to, school resource officers.
- Values should be entered as decimal numbers to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).

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

**50. Support Services Staff (all schools and justice facilities, preschool-grade 12, UG) <sup>NEW FOR 2015-16!</sup>**

- A nurse is a qualified health care professional who addresses the health needs of students. The provider meets the state standards and requirements for a nurse. Nurses include school nurses.
- A psychologist evaluates and analyzes students' behavior by measuring and interpreting their intellectual, emotional, and social development, and diagnosing their educational and personal problems. A psychologist may diagnose and treat mental disorders and learning disabilities. A psychologist may also diagnose and treat cognitive, behavioral, and emotional problems using individual, child, family, and group therapies. A psychologist is a licensed professional. Psychologists include school psychologists.

DRAFT - Questions noted with an asterisk "\*" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent questions.



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

**Instructions**

- The number of support services staff should be reported in full-time equivalency of assignment.
- Enter the number of FTE support services staff.
- 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).
- Values should be entered as decimal numbers to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).

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

**51. Current Year and Previous Year Teachers (all schools and justice facilities, preschool-grade 12, UG) NEW FOR 2015-16!**

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

**Instructions**

- Enter the number of teachers employed at the school during the specified school year.
- Current school year refers to the 2013–14 school year. Previous school year refers to the school year preceding the current school year.
- 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).
- Teachers do not have to be teaching the same subject or grade level, each school year.
- Report a count, not a full-time equivalency number.

Data Element	Count
Current school year teachers	
Previous school year teachers	

## PART 2 SCHOOL FORM: Cumulative or End-of-Year Data

### GENERAL INSTRUCTIONS

- For the 2013–14 CRDC—
  - Unless otherwise noted, count should be cumulative based on the entire regular school year.
- For the 2015–16 CRDC—
  - Unless otherwise noted, count should be cumulative based on the entire regular school year.

### Section I: Algebra I Passing

#### Key Definitions

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

#### 52. Middle School Students who Passed Algebra I [only for schools/justice facilities (with any grade 7-8, UG middle school age students) reporting greater than zero middle school student enrollment in Algebra I] REVISED, ONLY FOR 2013-14

##### Instructions

- Enter the number of students in grade 7 or 8 who successfully completed (i.e., passed) Algebra I. Include ungraded middle school age students who passed Algebra I in your count.
- Count only students who were reported as enrolled in Algebra I in the middle school student enrollment in Algebra I item.

Data Element	Sex	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	LEP	Students with Disabilities (IDEA)
Students who passed Algebra I in grade 7 or 8 or ungraded	Male										
	Female										
	Total										

#### 53. High School Students who Passed Algebra I [only for schools/justice facilities (with any grade 9-12, UG high school age students) reporting greater than zero high school student enrollment in Algebra I] REVISED

##### Instructions

- Enter the number of students in grade 9 or 10 who successfully completed (i.e., passed) Algebra I.
- Enter the number of students in grade 11 or 12 who successfully completed (i.e., passed) Algebra I. Include ungraded high school age students who passed Algebra I in your count.
- Count only students who were reported as enrolled in Algebra I in the high school student enrollment in Algebra I item.

Data Element	Sex	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	LEP	Students with Disabilities (IDEA)
Students who passed Algebra I in grade 9 or 10	Male										
	Female										
	Total										
Students who passed Algebra I in grade 11 or 12 or ungraded	Male										
	Female										
	Total										

**54. Students who Passed Algebra I in Grade 7 [only for schools/justice facilities (with grade 7) reporting greater than zero grade 7 student enrollment in Algebra I] *Only for 2015-16***

**Instructions**

- Enter the number of students in grade 7 who successfully completed (i.e., passed) Algebra I.
- Count only students who were reported as enrolled in Algebra I in the student enrollment in Algebra I in grade 7 item.
- Report a cumulative count based on the entire regular school year.

Data Element	Number of Students
Students who passed Algebra I in grade 7	

**55. Students who Passed Algebra I in Grade 8 [only for schools/justice facilities (with grade 8, UG middle school age students) reporting greater than zero grade 8 student enrollment in Algebra I] *Only for 2015-16***

**Instructions**

- Enter the number of students in grade 8 who successfully completed (i.e., passed) Algebra I. Include ungraded middle school age students who passed Algebra I in your count.
- Count only students who were reported as enrolled in Algebra I in the student enrollment in Algebra I in grade 8 item.
- Report a cumulative count based on the entire regular school year.

Data Element	Sex	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	LEP	Students with Disabilities (IDEA)
Students who passed Algebra I in grade 8 or ungraded	Male										
	Female										
	Total										

## Section II: Credit Recovery

### Key Definitions

- 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.

### 56. Credit Recovery Program (only for schools/justice facilities with any grade 9-12, UG high school age students) \* *NEW!*

#### Instructions

- Indicate whether the school has any students who participate in at least one credit recovery program.
- Report data based on the start of the regular school year up to one day prior to the start of the following regular school year.

Question	Yes	No
Does this school have 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?		

### Optional Credit Recovery Item for 2013–14 (REQUIRED for 2015–16)

### 57. Credit Recovery Program Student Participation (only for schools/justice facilities with any grade 9-12, UG high school age students) *NEW FOR 2015-16!*

#### Instructions

- Enter the number of students in grades 9-12 who participate in at least one credit recovery program. Include ungraded high school age students in your count.
- Report a cumulative count for the period beginning at the start of the regular school year and ending one day prior to the start of the following regular school year.

Data Element	Number of Students
Students who participate in at least one credit recovery program	

### Section III: SAT Reasoning Test, ACT, and Advanced Placement Exams

#### 58. Student Participation in the SAT Reasoning Test or ACT (only for schools/justice facilities with any grade 9-12, UG high school age students) <sup>REVISED</sup>

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

##### Instructions

- Enter the number of students in grades 9-12 who participated in (i.e., took) the SAT Reasoning Test (SAT), the ACT Test (ACT), or both. Include ungraded high school age students in your count.
- Include students who participated, regardless of whether they received valid scores on the tests.
- Report a cumulative count for the 12-month period beginning on October 1 and ending the following September 30.

Data Element	Sex	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	LEP	Students with Disabilities (IDEA)
Students who participated in the SAT Reasoning Test or ACT	Male										
	Female										
	Total										

#### 59. Student Participation in Advanced Placement (AP) Exams (only for schools with any grade 9-12, UG high school age students) \* <sup>REVISED</sup>

- Advanced Placement (AP) refers to a program, sponsored by the College Board, through which students may earn college credit and advanced college placement by successfully completing AP courses and standardized AP exams.
- An Advanced Placement (AP) course is an advanced, college-level course designed for students who achieve a specified level of academic performance. Upon successful completion of the course and a standardized AP exam, a student may be qualified to receive college credit and/or placement into advanced college courses.

##### Instructions

- Enter the number of students as specified. Include ungraded high school age students in your count.
- Count only students who were reported as enrolled in at least one AP course in the AP student enrollment item.
- Report the cumulative count based on the entire regular school year.
- Students who took on one or more AP exams and Students who did not take any AP exams are mutually exclusive; a student may not be counted in more than one row.

Data Element	Sex	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	LEP	Students with Disabilities (IDEA)
Students who took one or more AP exams for one or more AP courses enrolled in	Male										
	Female										
	Total										

Students who were enrolled in one or more AP courses but who did not take any AP exams	Male											
	Female											
	Total											

**60. Students who Received a Qualifying Score on Advanced Placement (AP) Exams [only for schools (with any grade 9-12, UG high school age students) reporting greater than zero student participation in AP exams] <sup>REVISED</sup>**

- An Advanced Placement (AP) exam qualifying score is a score of 3 or higher on an AP exam. 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.

**Instructions**

- Enter the number of students in grades 9-12, as specified. Include ungraded high school age students in your count.
- Count only students who were reported as enrolled in at least one AP course in the AP student enrollment item.
- Enter the number of students who received a qualifying score on one or more AP exams taken who were enrolled in at least one AP course. Do not include students who took an AP exam but were not enrolled in an AP course.
- Report an unduplicated count for each table. For example, a student who was enrolled in two AP courses, took two AP exams, and scored a 3 or above on only one AP exam would be reported in the table of students who received a qualifying score on one or more AP exams. The student would not be reported in the table on students who did not receive a qualifying score on any AP exams.

Data Element	Sex	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	LEP	Students with Disabilities (IDEA)
Students who received a qualifying score on one or more AP exams for one or more AP courses enrolled in	Male										
	Female										
	Total										
Students who did not receive a qualifying score on any AP exams for the one or more AP courses enrolled in	Male										
	Female										
	Total										

## Section IV: Chronic Student Absenteeism

### 61. Chronic Student Absenteeism (schools and justice facilities, grades K-12, UG) <sup>NEW!</sup>

- A chronically absent student is a student who is absent 15 or more school days during the school year. A student is absent if he or she is not physically on school grounds and is not participating in instruction or instruction-related activities at an approved off-grounds location for the school day. Chronically absent students include students who are absent for any reason (e.g., illness, suspension, the need to care for a family member), regardless of whether absences are excused or unexcused.

#### Instructions

- Enter the number of chronically absent students. Include students in grades K-12, and comparable ungraded levels.

Data Element	Sex	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	LEP	Students with Disabilities (Section 504 Only)	Students with Disabilities (IDEA)
Students absent 15 or more school days during school year	Male											
	Female											
	Total											

## Section V: Student Retention

### 62. Student Retention Indicator (schools and justice facilities, grades K-12)\* *NEW!*

- 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.

#### Instructions

- Indicate whether any students were retained in any of the grades specified (only for the applicable grades within the school).
- Report data based on the start of the regular school year up to one day prior to the start of the following regular school year.

Grades	Yes	No
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		

### 4. Retention of Students [only for schools and justice facilities (grades K-12) reporting specific grade level student retention] *CONTINUING*

- 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.

#### Instructions

- Enter the number of students who were retained in a grade, as specified.
- Report a cumulative count for the period beginning at the start of the regular school year and ending one day prior to the start of the following regular school year.



Data Element	Sex	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	LEP	Students with Disabilities (IDEA)	Students with Disabilities (Section 504)
Students who were retained in Kindergarten	Male											
	Female											
	Total											
Students who were retained in Grade 1	Male											
	Female											
	Total											
Students who were retained in Grade 2	Male											
	Female											
	Total											
Students who were retained in Grade 3	Male											
	Female											
	Total											
Students who were retained in Grade 4	Male											
	Female											
	Total											
Students who were retained in Grade 5	Male											
	Female											
	Total											
Students who were retained in Grade 5	Male											
	Female											
	Total											
Students who were retained in Grade 6	Male											
	Female											
	Total											
Students who were retained in Grade 7	Male											
	Female											
	Total											
Students who were retained in Grade 8	Male											
	Female											
	Total											
Students who were retained in Grade 9	Male											
	Female											
	Total											
Students who were retained in Grade 10	Male											
	Female											
	Total											
Students who were retained in Grade 11	Male											
	Female											
	Total											

DRAFT - Questions noted with an asterisk "\*" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent questions.

Students who were retained in Grade 12	Male											
	Female											
	Total											

## Section VI: Single-Sex Interscholastic Athletics

### Key Definitions

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

### 63. Single-Sex Interscholastic Athletics (only for schools with any grade 9-12, UG high school age students) \* REVISED

#### Instructions

- Indicate whether the school has any students in grades 9-12 who participate in single-sex interscholastic athletics. Include ungraded high school age students in your count.
- Respond to this item based on the 12-month period beginning on October 1 and ending the following September 30.

Question	Yes	No
Does this school have any students who participate in single-sex interscholastic athletics?		

### 64. Single-Sex Interscholastic Athletics Sports, Teams and Participants [only for schools (with any grade 9-12, UG high school age students) offering single-sex interscholastic athletics] REVISED

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

#### Instructions

- Enter the number as specified.
- Report a cumulative count for the 12-month period beginning on October 1 and ending the following September 30.
- Count only high school-level interscholastic athletics sports, teams, and participants on teams in which only male or only female students participate.
- The count of interscholastic athletics sports includes only distinct sports.
- The count of interscholastic athletics sports teams includes each competitive-level team in each sport.
- For the count of student participants on single-sex interscholastic athletics sports teams, a student should be counted once for each team he or she participated on. For example, a female student who participated in the female basketball junior varsity team and the female soccer varsity team would be counted twice.

Data Element	Male Only	Female Only	Total
Number of single-sex interscholastic athletics sports			
Number of single-sex interscholastic athletics teams			
Number of student participants on single-sex interscholastic athletics sports teams			

## Section VII: Student Discipline

### General Instructions

- For the 2013–14 & 2015–16 CRDC—
  - Unless otherwise noted, count should be cumulative based on the entire regular school year.

### 65. Preschool Suspensions and Expulsions (only for schools reporting greater than zero preschool student enrollment) <sup>REVISED</sup>

- Preschool refers to preschool programs and services for children ages 3 through 5.
- Preschool out-of-school suspension:
  - For students with disabilities (served under IDEA): Out-of-school suspension is an instance in which a child is temporarily removed from his/her regular school for at least half a day for disciplinary purposes to another setting (e.g., home, behavior center). Out-of-school suspensions include both removals in which no individualized family service plan (IFSP) or individualized education plan (IEP) services are provided because the removal is 10 days or less as well as removals in which the child continues to receive services according to his/her IFSP or IEP.
  - For students without disabilities and students with disabilities served solely under Section 504 of the Rehabilitation Act: Out-of-school suspension is an instance in which a child is temporarily removed from his/her regular school for at least half a day (but less than the remainder of the school year) for disciplinary purposes to another setting (e.g., home, behavior center). Out-of-school suspensions include removals in which no educational services are provided, and removals in which educational services are provided (e.g., school-provided at home instruction or tutoring).
- Preschool expulsion refers to the permanent termination of a preschool child’s participation in a preschool program at a school or facility. A preschool child who is transitioned directly from the classroom to a different setting deemed to be more appropriate for the child (e.g., special education, transitional classroom, or therapeutic preschool program) is not considered an expelled preschooler.

### Instructions

- Enter the number of preschool students, as specified.
- Report a cumulative count based on the entire regular school year.
- Do not count a student in both the “one out-of-school suspension” row and the “more than one out-of-school suspension” row. These categories are mutually exclusive.
- A student may be counted in both an out-of-school suspension row and the expelled row.

Data Element	Sex	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	LEP	Students with Disabilities (IDEA)
Preschool students who received only one out-of-school suspension	Male										
	Female										
	Total										
Preschool students who received more than one out-of-school suspension	Male										
	Female										
	Total										
Preschool students who received an expulsion	Male										
	Female										
	Total										

### 66. Corporal Punishment (all schools and justice facilities, preschool- grade 12, UG) \* <sup>New!</sup>

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

## Instructions

- Indicate whether the school uses corporal punishment to discipline students.
- Report data based on the entire regular school year.

Question	Yes	No
Does this school use corporal punishment to discipline students?		

## 67. Discipline of Students without Disabilities (schools and justice facilities—grades K-12, UG)

REVISED

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

- Corporal punishment refers to paddling, spanking, or other forms of physical punishment imposed on a student.
- In-school suspension is an instance in which a child is temporarily removed from his or her regular classroom(s) for at least half a day for disciplinary purposes, but remains under the direct supervision of school personnel. Direct supervision means school personnel are physically in the same location as students under their supervision.
- Out-of-school suspension <sup>REVISED</sup> (for students without disabilities) is an instance in which a child is temporarily removed from his/her regular school for at least half a day (but less than the remainder of the school year) for disciplinary purposes to another setting (e.g., home, behavior center). Out-of-school suspensions include removals in which no educational services are provided, and removals in which educational services are provided (e.g., school-provided at home instruction or tutoring).
- Expulsion with educational services refers to an action taken by the local educational agency of removing a child from his/her regular school for disciplinary purposes, and providing educational services to the child (e.g., school-provided at home instruction or tutoring; transfer to an alternative school or regular school) for the remainder of the school year (or longer) in accordance with local educational agency policy. Expulsion with educational services also includes removals resulting from violations of the Gun Free Schools Act that are modified to less than 365 days.
- Expulsion without educational services refers to an action taken by the local educational agency of removing a child from his/her regular school for disciplinary purposes, and not providing educational services to the child for the remainder of the school year or longer in accordance with local educational agency policy. Expulsion without services also includes removals resulting from violations of the Gun Free Schools Act that are modified to less than 365 days.
- Expulsion under zero tolerance policies refers to an action taken by the local educational agency of removing a child from his/her regular school for the remainder of school year or longer because of zero-tolerance policies. A zero tolerance policy is a policy that results in mandatory expulsion of any student who commits one or more specified offenses (e.g., offenses involving guns, or other weapons, or violence, or similar factors, or combinations of these factors). A policy is considered “zero tolerance” even if there are some exceptions to the mandatory aspect of the expulsion, such as allowing the chief administering officer of a local educational agency to modify the expulsion on a case-by-case basis.
- Referral to law enforcement <sup>REVISED</sup> is an action by which a student is reported to any law enforcement agency or official, including a school police unit, for an incident that occurs on school grounds, during school-related events, or while taking school transportation, regardless of whether official action is taken. Citations, tickets, and court referrals are considered referrals to law enforcement.
- School-related arrest refers to an arrest of a student for any activity conducted on school grounds, during off-campus school activities (including while taking school transportation), or due to a referral by any school official.

## Instructions

- Enter the number of students without disabilities as specified. Include students in grades K-12 and comparable ungraded levels.
- Do not count a student in both the “one out-of-school suspension” row and the “more than one out-of-school suspension” row. These categories are mutually exclusive.

DRAFT - Questions noted with an asterisk “\*” reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent questions.

- Do not count a student in both the expulsions with educational services and expulsions without educational services row. These categories are mutually exclusive. Otherwise, a student may be counted in more than one row.

Data Element	Sex	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total Students without Disabilities	LEP Students without Disabilities
Students without disabilities who received corporal punishment	Male									
	Female									
	Total									
Students without disabilities who received one or more in-school suspensions	Male									
	Female									
	Total									
Students without disabilities who received only one out-of-school suspension	Male									
	Female									
	Total									
Students without disabilities who received more than one out-of-school suspension	Male									
	Female									
	Total									
Students without disabilities who received an expulsion with educational services	Male									
	Female									
	Total									
Students without disabilities who received an expulsion without educational services	Male									
	Female									
	Total									
Students without disabilities who received an expulsion under zero tolerance policies	Male									
	Female									
	Total									
Students without disabilities who were referred to a law enforcement agency or official	Male									
	Female									
	Total									
Students without disabilities who received a school-related arrest	Male									
	Female									
	Total									

## 68. Discipline of Students with Disabilities (schools and justice facilities, grades K-12, UG) <sup>REVISED</sup>

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

- Corporal punishment refers to paddling, spanking, or other forms of physical punishment imposed on a student.
- In-school suspension is an instance in which a child is temporarily removed from his or her regular classroom(s) for at least half a day for disciplinary purposes, but remains under the direct supervision of school personnel. Direct supervision means school personnel are physically in the same location as students under their supervision.
- Out-of-school suspension <sup>REVISED</sup>:
  - For students with disabilities (served under IDEA): Out-of-school suspension is an instance in which a child is temporarily removed from his/her regular school for at least half a day for disciplinary purposes to another setting (e.g., home, behavior center). Out-of-school suspensions include both removals in which no individualized family service plan (IFSP) or individualized education plan (IEP) services are provided because the removal is 10 days or less as well as removals in which the child continues to receive services according to his/her IFSP or IEP.
  - For students with disabilities (served solely under Section 504 of the Rehabilitation Act): Out-of-school suspension is an instance in which a child is temporarily removed from his/her regular school for at least half a day (but less than the remainder of the school year) for disciplinary purposes to another setting (e.g., home, behavior center). Out-of-school suspensions include removals in which no educational services are provided, and removals in which educational services are provided (e.g., school-provided at home instruction or tutoring).
- Expulsion with educational services refers to an action taken by the local educational agency of removing a child from his/her regular school for disciplinary purposes, and providing educational services to the child (e.g., school-provided at home instruction or tutoring; transfer to an alternative school or regular school) for the remainder of the school year (or longer) in accordance with local educational agency policy. Expulsion with educational services also includes removals resulting from violations of the Gun Free Schools Act that are modified to less than 365 days.
- Expulsion without educational services refers to an action taken by the local educational agency of removing a child from his/her regular school for disciplinary purposes, and not providing educational services to the child for the remainder of the school year or longer in accordance with local educational agency policy. Expulsion without services also includes removals resulting from violations of the Gun Free Schools Act that are modified to less than 365 days.
- Expulsion under zero tolerance policies refers to an action taken by the local educational agency of removing a child from his/her regular school for the remainder of school year or longer because of zero-tolerance policies. A zero tolerance policy is a policy that results in mandatory expulsion of any student who commits one or more specified offenses (e.g., offenses involving guns, or other weapons, or violence, or similar factors, or combinations of these factors). A policy is considered "zero tolerance" even if there are some exceptions to the mandatory aspect of the expulsion, such as allowing the chief administering officer of a local educational agency to modify the expulsion on a case-by-case basis.
- Referral to law enforcement <sup>REVISED</sup> is an action by which a student is reported to any law enforcement agency or official, including a school police unit, for an incident that occurs on school grounds, during school-related events, or while taking school transportation, regardless of whether official action is taken. Citations, tickets, and court referrals are considered referrals to law enforcement.
- School-related arrest refers to an arrest of a student for any activity conducted on school grounds, during off-campus school activities (including while taking school transportation), or due to a referral by any school official.

### Instructions

- Enter the number of students with disabilities as specified. Include students in grades K-12 and comparable ungraded levels.
- Do not count a student in both the "one out-of-school suspension" row and the "more than one out-of-school suspension" row. These categories are mutually exclusive.
- Do not count a student in both the expulsions with educational services and expulsions without educational services row. These categories are mutually exclusive. Otherwise, a student may be counted in more than one row.

DRAFT - Questions noted with an asterisk "\*" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent questions.

Data Element	Sex	IDEA Hispanic or Latino of any race	IDEA American Indian or Alaska Native	IDEA Asian	IDEA Native Hawaiian or Other Pacific Islander	IDEA Black or African American	IDEA White	IDEA Two or more races	Total Students with Disabilities (IDEA)	LEP Students with Disabilities ((IDEA )	Students with Disabilities (Section 604 (b)(1))
Students with disabilities who received corporal punishment	Male										
	Female										
	Total										
Students with disabilities who received one or more in-school suspensions	Male										
	Female										
	Total										
Students with disabilities who received only one out-of-school suspension	Male										
	Female										
	Total										
Students with disabilities who received more than one out-of-school suspension	Male										
	Female										
	Total										
Students with disabilities who received an expulsion with educational services	Male										
	Female										
	Total										
Students with disabilities who received an expulsion without educational services	Male										
	Female										
	Total										
Students with disabilities who received an expulsion under zero tolerance policies	Male										
	Female										
	Total										
Students with disabilities who were referred to a law enforcement agency or official	Male										
	Female										
	Total										
Students with disabilities who received a school-related arrest	Male										
	Female										
	Total										

DRAFT - Questions noted with an asterisk "\*" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent questions.



## Optional Discipline and Offenses Items for 2013–14 (REQUIRED for 2015–16)

### 69. Preschool Corporal Punishment (only for schools reporting greater than zero preschool student enrollment, and the use of corporal punishment to discipline students) <sup>NEW FOR 2015-16!</sup>

- *Preschool* refers to preschool programs and services for children ages 3 through 5.
- *Corporal punishment* refers to paddling, spanking, or other forms of physical punishment imposed on a student.

#### Instructions

- Enter the number of preschool students who received corporal punishment.
- Report a cumulative count based on the entire regular school year.

Data Element	Sex	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	LEP	Students with Disabilities (IDEA)
Preschool students who received corporal punishment	Male										
	Female										
	Total										

### 70. Preschool Instances of Corporal Punishment (only for schools reporting greater than zero preschool student enrollment, and the use of corporal punishment to discipline students) <sup>NEW FOR 2015-16!</sup>

- *Preschool* refers to preschool programs and services for children ages 3 through 5.
- *Corporal punishment* refers to paddling, spanking, or other forms of physical punishment imposed on a student.

#### Instructions

- Enter the number of instances of corporal punishment for preschool students.
- Report a cumulative count based on the entire regular school year.
- 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.

Data Element	All Preschool Students	Preschool Students with Disabilities (IDEA)
Number of instances of corporal punishment		

### 71. Preschool Instances of Suspension (only for schools reporting greater than zero preschool student enrollment, and greater than zero preschool students suspended) <sup>NEW FOR 2015-16!</sup>

- *Preschool* refers to preschool programs and services for children ages 3 through 5.
- *Preschool out-of-school suspension*:
  - o For students with disabilities (served under IDEA): Out-of-school suspension is an instance in which a child is temporarily removed from his/her regular school for at least half a day for disciplinary purposes to another setting (e.g., home, behavior center). Out-of-school suspensions include both removals in which no individualized family

service plan (IFSP) or individualized education plan (IEP) services are provided because the removal is 10 days or less as well as removals in which the child continues to receive services according to his/her IFSP or IEP.

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

### Instructions

- Enter the number of instances of out-of-school suspension for preschool students.
- Report a cumulative count based on the entire regular school year.
- Include the number of instances, not the number of students who received one or more out-of-school suspensions.
- A student may have received an out-of-school suspension more than once if the student was involved in multiple offenses.

Data Element	All Preschool Students	Preschool Students with Disabilities (IDEA)
Number of instances of out-of-school suspension		

## 72. Instances of Corporal Punishment [only for schools and justice facilities (grades K-12, UG) reporting use of corporal punishment to discipline students] NEW FOR 2015-16!

- Corporal punishment refers to paddling, spanking, or other forms of physical punishment imposed on a student.
- Student with disabilities refers to students with disabilities served under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or both.

### Instructions

- Enter the number of instances of corporal punishment for students. Include instances for students in grades K-12 and comparable ungraded levels.
- Report a cumulative count based on the entire regular school year.
- 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.

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

## 73. Instances of Suspension [only for schools and justice facilities (grades K-12, UG) reporting greater than zero students suspended out-of-school] NEW FOR 2015-16!

- Out-of-school suspension:
  - o For students with disabilities (served under IDEA): Out-of-school suspension is an instance in which a child is temporarily removed from his/her regular school for at least half a day for disciplinary purposes to another setting (e.g., home, behavior center). Out-of-school suspensions include both removals in which no individualized family service plan (IFSP) or individualized education plan (IEP) services are provided because the removal is 10 days or less as well as removals in which the child continues to receive services according to his/her IFSP or IEP.
  - o For students without disabilities and students with disabilities (served solely under Section 504 of the Rehabilitation Act): Out-of-school suspension is an instance in which a child is temporarily removed from his/her regular school for

at least half a day (but less than the remainder of the school year) for disciplinary purposes to another setting (e.g., home, behavior center). Out-of-school suspensions include removals in which no educational services are provided, and removals in which educational services are provided (e.g., school-provided at home instruction or tutoring).

**Instructions**

- Enter the number of instances of out-of-school suspension for students. Include instances for students in grades K-12 and comparable ungraded levels.
- Report a cumulative count based on the entire regular school year.
- Include the number of instances, not the number of students who received one or more out-of-school suspensions.
- A student may have received an out-of-school suspension more than once if the student was involved in multiple offenses.

Data Element	Students without Disabilities	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 only)
Number of instances of out-of-school suspension			

**74. Transfer to Alternative School or Regular School for Students without Disabilities (all schools, grades K-12, UG) NEW FOR 2015-16!**

- Transfer to an alternative school for disciplinary reasons and transfer to a regular school for disciplinary reasons are subsets of expulsion with educational services.
- 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; serves as an adjunct to a regular school; and falls outside of the categories of regular education, special education, or vocational education.
- A regular school is a public elementary or secondary school that does not focus primarily on alternative education, special education, or vocational education, although it may provide these programs in addition to a regular curriculum.

**Instructions**

- Enter the number of students without disabilities who were transferred, as specified. Include students in grades K-12 and comparable ungraded levels.
- Report a cumulative count based on the entire regular school year.
- For the “transferred to an alternative school” row, include students transferred to an alternative school for disciplinary reasons as decided by the school.
- For the “transferred to a regular school” row, include students transferred to a regular school for disciplinary reasons as decided by the school.

Data Element	Sex	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total Students without Disabilities	LEP Students without Disabilities
Students without disabilities transferred to an alternative school for disciplinary reasons	Male									
	Female									
	Total									
Students without disabilities transferred to a regular school for	Male									
	Female									

disciplinary reasons	Total										
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**75. Transfer to Alternative School or Regular School for Students with Disabilities (all schools, grades K-12, UG) *NEW FOR 2015-16!***

- Transfer to an alternative school for disciplinary reasons and transfer to a regular school for disciplinary reasons are subsets of expulsion with educational services.
- 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; serves as an adjunct to a regular school; and falls outside of the categories of regular education, special education, or vocational education.
- A regular school is a public elementary or secondary school that does not focus primarily on alternative education, special education, or vocational education, although it may provide these programs in addition to a regular curriculum.

**Instructions**

- Enter the number of students with disabilities who were transferred, as specified. Include students in grades K-12 and comparable ungraded levels.
- Report a cumulative count based on the entire regular school year.
- For the “transferred to an alternative school” row, include students transferred to an alternative school for disciplinary reasons as decided by the school.
- For the “transferred to a regular school” row, include students transferred to a regular school for disciplinary reasons as decided by the school.

Data Element	Sex	IDEA Hispanic or Latino of any race	IDEA American Indian or Alaska Native	IDEA Asian	IDEA Native Hawaiian or Other Pacific Islander	IDEA Black or African American	IDEA White	IDEA Two or more races	Total Students with Disabilities (IDEA)	LEP Students with Disabilities	Students with Disabilities (Section 504 only)
Students with disabilities transferred to an alternative school for disciplinary reasons	Male										
	Female										
	Total										
Students with disabilities transferred to a regular school for disciplinary reasons	Male										
	Female										
	Total										

**76. School Days Missed Due to Out-of-School Suspension (schools and justice facilities, grades K-12, UG) *NEW FOR 2015-16!***

- Out-of-school suspension:
  - o For students with disabilities (served under IDEA): Out-of-school suspension is an instance in which a child is temporarily removed from his/her regular school for at least half a day for disciplinary purposes to another setting (e.g., home, behavior center). Out-of-school suspensions include both removals in which no individualized family service plan (IFSP) or individualized education plan (IEP) services are provided because the removal is 10 days or less as well as removals in which the child continues to receive services according to his/her IFSP or IEP.
  - o For students without disabilities and students with disabilities (served solely under Section 504 of the Rehabilitation Act): Out-of-school suspension is an instance in which a child is temporarily removed from his/her regular school for at least half a day (but less than the remainder of the school year) for disciplinary purposes to another setting (e.g., home, behavior center). Out-of-school suspensions include removals in which no educational services are provided, and removals in which educational services are provided (e.g., school-provided at home instruction or tutoring).

**Instructions**

- Enter the number of school days that were missed by students who received one or more out-of-school suspensions. Include school days missed by students in grades K-12 and comparable ungraded levels.
- Report a cumulative count based on the entire regular school year.
- 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.

Data Element	Sex	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	LEP	Students with Disabilities (Section 504 only)	Students with Disabilities (IDEA)
School days missed due to out-of-school suspension	Male											
	Female											
	Total											

## Section VIII: Offenses

### 77. Offenses – Number of Incidents (all schools and justice facilities, preschool-grade 12, UG) <sup>NEW FOR 2015-16!</sup>

- Firearm or explosive device refers to any weapon that is designed to (or may readily be converted to) expel a projectile by the action of an explosive. This includes guns, bombs, grenades, mines, rockets, missiles, pipe bombs, or similar devices designed to explode and capable of causing bodily harm or property damage.
- An incident refers to a specific criminal act involving one or more victims and offenders. For example, if two students are robbed without a weapon, at the same time and place, this is classified as two robbery victimizations but only one robbery without a weapon incident.
- Physical attack or fight refers to an actual and intentional touching or striking of another person against his/her will, or the intentional causing of bodily harm to an individual. Physical attack or fight does not include rape.
- Rape refers to forced sexual intercourse (vaginal, anal, or oral penetration). This includes penetration from a foreign object. Both male and female students can be victims of rape. Rape is not defined as a physical attack or fight.
- Robbery is taking or attempting to take anything of value that is owned by another person or organization, under confrontational circumstances by force or threat of force or violence and/or by putting the victim in fear. A key difference between robbery and theft/larceny is that robbery involves threat or battery.
- Sexual battery is an incident that includes threatened rape, fondling, indecent liberties, child molestation, or sodomy. Both male and female students can be victims of sexual battery. Classification of these incidents should take into consideration the age and developmentally appropriate behavior of the offender(s).
- A threat refers to an act where there was no physical contact between the offender and victim but the victim felt that physical harm could have occurred based on verbal or nonverbal communication by the offender. This includes nonverbal threats (e.g., brandishing a weapon), and verbal threats of physical harm which are made in person. Threats made over the telephone or threatening letters are excluded.
- A threat of physical attack with a weapon includes displaying, brandishing, or discharging a weapon, but with no actual physical contact of any person. A threat is made in person. Threats made over the telephone or threatening letters are excluded. A threat of physical attack using words that refer to a weapon would not be considered a threat with a weapon.
- A threat of physical attack without a weapon refers to a threat without any display, brandishment, or discharge of a weapon, and with no actual physical contact of any person. A threat is made in person. Threats made over the telephone or threatening letters are excluded. A threat of physical attack using words that refer to a weapon would be considered a threat without a weapon.
- A weapon is any instrument or object used with the intent to threaten, injure, or kill. This includes look-alikes if they are used to threaten others.

#### Instructions

- Enter the number of documented incidents that occurred at the school.
- Report a cumulative count based on the entire regular school year.
- Count incidents that occurred before, during, or after normal school hours.
- Count incidents regardless of whether any disciplinary action was taken, and regardless of whether students or non-students were involved.
- Incidents that could be classified in multiple categories should be reported in the most egregious category.

Category	Number
Incidents of rape or attempted rape	
Incidents of sexual battery (other than rape)	
Incidents of robbery with a weapon	
Incidents of robbery with a firearm or explosive device	

DRAFT - Questions noted with an asterisk "\*" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent questions.

Incidents of robbery without a weapon	
Incidents of physical attack or fight with a weapon	
Incidents of physical attack or fight with a firearm or explosive device	
Incidents of physical attack or fight without a weapon	
Incidents of threats of physical attack with a weapon	
Incidents of threats of physical attack with a firearm or explosive device	
Incidents of threats of physical attack without a weapon	
Incidents of possession of a firearm or explosive device	

**78. Firearm Use (all schools and justice facilities, preschool-grade 12, UG) <sup>NEW FOR 2015-16!</sup>**

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

**Instructions**

- Indicate whether there has been at least one incident at the school that involved a shooting.
- Report data based on the entire regular school year.
- Include those incidents that occurred at school, regardless of whether a student or non-student used the firearm.

Question	Yes	No
Has there been at least one incident at your school that involved a shooting (regardless of whether anyone was hurt)?		

**79. Homicide (all schools and justice facilities, preschool-grade 12, UG) <sup>NEW FOR 2015-16!</sup>**

**Instructions**

- Indicate whether any of the school's students, faculty, or staff have died as a result of a school homicide.
- Report data based on the entire regular school year.

Question	Yes	No
Have any of your school's students, faculty, or staff died as a result of a homicide committed at your school? (In other words, have there been any homicides committed at your school that have involved the deaths of any of your school's students, faculty, or staff?)		

## Section IX: Harassment or Bullying

### General Instructions

- For the 2013–14 & 2015–16 CRDC—
  - Unless otherwise noted, count should be cumulative based on the entire regular school year.

### Key Definitions

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

### 80. Allegations of Harassment or Bullying (schools and justice facilities, grades K-12, UG) CONTINUING

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

### Instructions

- Enter the number of reported allegations of harassment or bullying, as specified.
- Include allegations of bullying or harassment for alleged victims in grades K-12 and comparable ungraded levels.
- Allegations can be reported by anyone (e.g., alleged victim; parents of alleged victim). The harassment or bullying can be carried out by students, school employees, or non-employee third parties. Alleged victims are students.
- In classifying the allegations, look to the likely motives of the alleged harasser, and not the actual status of the alleged victim.
- Within each row, count an allegation only once, even if it involves more than one student.
- 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.

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

DRAFT - Questions noted with an asterisk "\*" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent questions.



## 81. Students Reported as Harassed or Bullied (schools and justice facilities, grades K-12, UG)

CONTINUING

### Instructions

- Enter the number of students who were reported as harassed or bullied, as specified. Include alleged victims in grades K-12 and comparable ungraded levels.
- The harassment or bullying can be carried out by students, school employees, or non-employee third parties. Alleged victims are students.
- 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.
- 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.

Data Element	Sex	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	LEP	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 only)
Students reported as harassed or bullied on the basis of sex	Male											
	Female											
	Total											
Students reported as harassed or bullied on the basis of race, color or national origin	Male											
	Female											
	Total											
Students reported as harassed or bullied on the basis of disability	Male											
	Female											
	Total											

## 82. Students Disciplined for Harassment or Bullying (schools and justice facilities, grades K-12, UG)

CONTINUING

### Instructions

- Enter the number of students disciplined for harassment or bullying, as specified. Include students disciplined in grades K-12 and comparable ungraded levels.
- The harassment or bullying can be carried out by students, school employees, or non-employee third parties. Alleged victims are students.
- In classifying the disciplined students, look to their likely motives, and not the actual status of the alleged victims.
- 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.

Data Element	Sex	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	LEP	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 only)

DRAFT - Questions noted with an asterisk "\*" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent questions.

Students disciplined for bullying or harassment on the basis of sex	Male												
	Female												
	Total												
Students disciplined for bullying or harassment on the basis of race, color or national origin	Male												
	Female												
	Total												
Students disciplined for bullying or harassment on	Male												
	Female												
	Total												

## Optional Harassment or Bullying Items for 2013-14 (REQUIRED for 2015-16)

### 83. Allegations of Harassment or Bullying (schools and justice facilities, grades K-12, UG) NEW FOR 2015-

16!

- An allegation is a claim or assertion that someone has done something wrong or illegal, typically made without proof.
- Harassment or bullying on the basis of religion refers to intimidation or abusive behavior toward a student based on actual or perceived religion. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. The conduct can be carried out by school employees, other students, and non-employee third parties. Bullying on the basis of religion constitutes religious harassment.
- Harassment or bullying on the basis of sexual orientation refers to intimidation or abusive behavior toward a student based on actual or perceived sexual orientation. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. The conduct can be carried out by school employees, other students, and non-employee third parties. Bullying on the basis of sexual orientation constitutes sexual orientation harassment.

#### Instructions

- Enter the number of reported allegations of harassment or bullying, as specified. Include allegations of bullying or harassment for alleged victims in grades K-12 and comparable ungraded levels.
- Report a cumulative count based on the entire regular school year.
- Allegations can be reported by anyone (e.g., alleged victim; parents of alleged victim). The harassment or bullying can be carried out by students, school employees, or non-employee third parties. Alleged victims are students.
- In classifying the allegations, look to the likely motives of the alleged harasser, and not the actual status of the alleged victim.
- Within each row, count an allegation only once, even if it involves more than one student.
- 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.

Data Element	Number of Allegations
Allegations of harassment or bullying on the basis of sexual orientation	
Allegations of harassment or bullying on the basis of religion	

## Section X: Restraint and Seclusion

### General Instructions

- For the 2013–14 & 2015–16 CRDC—
  - Unless otherwise noted, count should be cumulative based on the entire regular school year.

### Key Definitions

- Mechanical restraint** refers to the use of any device or equipment to restrict a student's freedom of movement. The term does not include devices implemented by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical or related services professional and are used for the specific and approved purposes for which such devices were designed, such as:
  - Adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports;
  - Vehicle safety restraints when used as intended during the transport of a student in a moving vehicle;
  - Restraints for medical immobilization; or
  - Orthopedically prescribed devices that permit a student to participate in activities without risk of harm.
- Physical restraint** refers to a personal restriction that immobilizes or reduces the ability of a student to move his or her torso, arms, legs, or head freely. The term physical restraint does not include a physical escort. Physical escort means a temporary touching or holding of the hand, wrist, arm, shoulder or back for the purpose of inducing a student who is acting out to walk to a safe location.
- Seclusion** refers to the involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. It does not include a timeout, which is a behavior management technique that is part of an approved program, involves the monitored separation of the student in a non-locked setting, and is implemented for the purpose of calming.

### 84. Non-IDEA Students Subjected to Restraint or Seclusion (schools and justice facilities, grades K-12, UG)\* CONTINUING

- Non-IDEA students** include students without disabilities and students with disabilities served solely under Section 504 of the Rehabilitation Act.

### Instructions

- Enter the number of non-IDEA students, as specified. Include students in grades K-12 and comparable ungraded levels.
- Do not include students with disabilities served under the Individuals with Disabilities Education Act (IDEA).
- A student may be counted in more than one row.

Data Element	Sex	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total Non-IDEA Students	LEP Non-IDEA Students	Students with Disabilities (Section 504 only)
Non-IDEA students subjected to mechanical restraint	Male										
	Female										
	Total										
Non-IDEA students subjected to physical restraint	Male										
	Female										
	Total										
Non-IDEA students subjected to seclusion	Male										
	Female										
	Total										

**85. IDEA Students Subjected to Restraint or Seclusion (schools and justice facilities, grades K-12, UG)\*** *CONTINUING*

- *IDEA students* are students with disabilities served under the Individuals with Disabilities Education Act.

**Instructions**

- Enter the number of IDEA students, as specified. Include students in grades K-12 and comparable ungraded levels.
- A student may be counted in more than one row.

Data Element	Sex	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total Students with Disabilities (IDEA)	LEP Students with Disabilities (IDEA)
Students with disabilities (IDEA) subjected to mechanical restraint	Male									
	Female									
	Total									
Students with disabilities (IDEA) subjected to physical restraint	Male									
	Female									
	Total									
Students with disabilities (IDEA) subjected to seclusion	Male									
	Female									
	Total									

**86. Instances of Restraint or Seclusion [only for schools/justice facilities (with grades K-12, UG) reporting students subjected to restraint or seclusion]** *CONTINUING*

**Instructions**

- Enter the number of instances, as specified. Include instances for students in grades K-12 and comparable ungraded levels.
- Include the number of instances, not the number of students subjected to restraint or seclusion.
- A student may have been subjected to mechanical restraint, physical restraint, and/or seclusion more than once.

Data Element	Students without Disabilities	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 only)
Number of instances of mechanical restraint			
Number of instances of physical restraint			
Number of instances of seclusion			

## Section XI: Teachers

### GENERAL INSTRUCTIONS

- For the 2013–14 & 2015–16 CRDC—
  - Unless otherwise noted, count should be cumulative based on the entire regular school year.

### Key Definitions

- Full-time equivalent (FTE)* is a unit that indicates the workload of an employed person in a way that makes workloads comparable across various contexts. FTE is used to measure a worker’s service in a place (e.g., school). FTE is the number of total hours the person is expected to work divided by the maximum number of compensable hours in a full-time schedule. An FTE of 1.00 means that the person is equivalent to a full-time worker, while an FTE of 0.50 signals that the worker is only half-time.
- A *teacher* provides instruction, learning experiences, and care to students during a particular time period or in a given discipline.
  - Teachers include: Regular Classroom Teachers (teach Chemistry, English, mathematics, physical education, history, etc.); Special Education Teachers (teach special education classes to students with disabilities); General Elementary Teachers [teach self-contained classes in any of grades preschool–8 (i.e., teach the same class of students all or most of the day); team-teach (i.e., two or more teachers collaborate to teach multiple subjects to the same class of students); include preschool teachers and kindergarten teachers]; Vocational/Technical Education Teachers (teach typing, business, agriculture, life skills, home economics as well as any other vocational or technical classes); teaching principals, teaching school counselors, teaching librarians, teaching school nurses, or other teaching administrators [include any staff members who teach at least one regularly scheduled class per week (e.g., a librarian teaches a regularly scheduled class in mathematics once a week)]; teachers of ungraded students; Itinerant, Co-op, Traveling, and Satellite Teachers (teach at more than one school and may or may not be supervised by someone at your school); current Long-Term Substitute Teachers (currently filling the role of regular teachers for four or more continuous weeks); and other teachers who teach students in any of grades preschool–12.
  - Teachers exclude: Adult Education and Postsecondary Teachers (teach only adult education or students beyond grade 12); Short-term Substitute Teachers (fill the role of regular or special education teachers for less than four continuous weeks); Student Teachers; Day Care Aides/Paraprofessionals; Teacher Aides/Paraprofessionals; and Librarians who teach only library skills or how to use the library.

### 87. Teacher Absenteeism (all schools and justice facilities, preschool-grade 12, UG) CONTINUING

- 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. Administratively approved leave for professional development, field trips or other off-campus activities with students should not be included.

### Instructions

- The number of absent teachers should be reported in full-time equivalency of assignment.
- Enter the number of FTE teachers who were absent more than 10 school days during the regular school year. 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).
- Values should be entered as decimal numbers to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).

Data Element	FTE
Number of FTE teachers who were absent more than 10 school days during the school year	xx.xx

## Section XII: School Expenditures

### GENERAL INSTRUCTIONS

- For the 2013–14 CRDC—
  - Unless otherwise noted, report data based on the 12-month fiscal school year, as defined by the LEA.
- For the 2015–16 CRDC—
  - Unless otherwise noted, report data based on the 12-month fiscal school year, as defined by the LEA.

### Important Inclusions and Exclusions

When determining salary expenditures for personnel funded with state and local funds, use the following list of school-level expenditures to determine what should be included and excluded:

- Expenditures to include:
  - 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
- Expenditures to exclude:
  - 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

When determining salary expenditures for personnel funded with federal, state, and local funds, use the following list of school-level expenditures to determine what should be included and excluded:

- Expenditures to include:
  - 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
- Expenditures to exclude:
  - Expenditures for adult education
  - Expenditures for school nutrition programs
  - Expenditures for employee benefits

### Key Definitions

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

DRAFT - Questions noted with an asterisk "\*" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent questions.

- The following definitions were adopted from the Census Bureau’s classification of school-level personnel who are involved in instructional and support functions, based on the F-33 survey of local government finances:
  - Instructional aides – Includes aides or assistants of any type who assist in the instructional process.
  - Support services staff for pupils and support services staff for instructional staff – Includes guidance counselors, nurses, attendance officers, speech pathologists, other staff who provide support services for students, staff involved in curriculum development, staff training, operating the library, media and computer centers
  - School administration staff – Includes principals and other staff involved in school administration
- Instructional aide expenditures are associated with activities dealing directly with the interaction between teachers and students.
- K-12 regular instructional and support personnel (i.e., total personnel) are defined as follows:
  - 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 staff involved in school administration
- Personnel salaries include expenditures for K-12 regular instructional and support staff that are associated with the following types of activities:
  - 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.
- 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.

## 88. Salary Expenditures for School Staff Funded with State and Local Funds (schools and justice facilities, grades K-12) CONTINUING

### Instructions

- Enter the amount of salary expenditures for instructional staff (grades K-12) funded with state and local funds.
- Value should be entered as a decimal number to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).
- When determining salary expenditures for instructional staff funded with state and local funds, refer to the list of school-level expenditures to determine what should be included and excluded.

Data Element	Amount
Salary expenditures for K-12 instructional staff (teachers and instructional aides)	\$XXXX.XX
Salary expenditures for K-12 total personnel	\$XXXX.XX

## 89. Full-time Equivalency Count and Salary Amount for Teachers Funded with State and Local Funds (schools and justice facilities, grades K-12) CONTINUING

- Teachers provide instruction, learning experiences, and care to students during a particular time period or in a given discipline. Teaching may be provided for students in a school classroom, in another location such as a home or hospital, and in other learning situations such as those involving co-curricular activities. It may also be provided through some other approved medium, such as television, radio, computer, the Internet, multimedia, telephone, and correspondence that is delivered inside or outside the classroom or in other teacher-student settings. Teachers are staff whose activities are dealing directly with the interaction with students.
  - Teachers include: Regular Classroom Teachers (teach Chemistry, English, mathematics, physical education, history, etc.); General Elementary Teachers [teach self-contained classes in any of grades K-8 (i.e., teach the same class of students all or most of the day); team-teach (i.e., two or more teachers collaborate to teach multiple subjects to the same class of students); include kindergarten teachers]; Vocational/Technical Education Teachers (teach typing, business, agriculture,

DRAFT - Questions noted with an asterisk "\*" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent questions.

life skills, home economics as well as any other vocational or technical classes); teaching principals, teaching school counselors, teaching librarians, teaching school nurses, or other teaching administrators [include any staff members who teach at least one regularly scheduled class per week (e.g., a librarian teaches a regularly scheduled class in mathematics once a week)]; Itinerant, Co-op, Traveling, and Satellite Teachers (teach at more than one school and may or may not be supervised by someone at your school); current Long-Term Substitute Teachers (currently filling the role of regular teachers for four or more continuous weeks); and other teachers who teach students in any of grades K–12.

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

### Instructions

- Enter the number of FTE teachers funded with state and local funds. Include teachers for grades K-12, and comparable ungraded levels.
- The number of teachers should be reported in full-time equivalency of assignment.
- For the purposes of reporting school finance data for teachers funded with state and local funds, refer to the teachers definition and guide to determine which teachers should be included and excluded.
- Enter the amount of salary expenditures for teachers funded with state and local funds. Include salary expenditures for teachers associated with regular K-12 instruction.
- Values should be entered as decimal numbers to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).
- When determining salary expenditures for teachers funded with state and local funds, refer to the list of school-level expenditures to determine what should be included and excluded.

Data Element	FTE	Amount
Teachers	XX.XX	\$XXXX.XX

### 90. Amount of Non-Personnel Expenditures Associated with Activities Funded with State and Local Funds (schools and justice facilities, grade K-12) CONTINUING

- When determining non-personnel expenditures associated with activities funded with state and local funds, use the following list of school-level expenditures to determine what should be included and excluded:
  - Expenditures to include:
    - o Expenditures paid from federal Impact Aid funds and State Fiscal Stabilization Fund if used under the Impact Aid authority
    - o Expenditures for professional development for teachers and other staff
    - o Expenditures for instructional materials and supplies
    - o Expenditures for computers, software, and other technology
    - o Expenditures for contracted services such as distance learning services
    - o Expenditures for library books and media center learning materials
    - o Other non-personnel expenditures (associated with regular K-12 instruction, pupil support, instructional support, and school administration)
  - Expenditures to exclude:
    - o Expenditures paid from federal funds other than Impact Aid and State Fiscal Stabilization Fund if used under the Impact Aid authority
    - o Expenditures for preschool programs
    - o Expenditures for school nutrition programs
    - o Expenditures for adult education
    - o Expenditures for special education
    - o 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)
    - o Expenditures made by regional educational agencies on behalf of schools



**Instructions**

- Enter the amount of non-personnel expenditures associated with regular K-12 instruction, pupil support, instructional support, and school administration, funded with state and local funds.
- Value should be entered as a decimal number to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).
- When determining non-personnel expenditures associated with activities funded with state and local funds, refer to the list of school-level expenditures to determine what should be included and excluded.

Data Element	Amount
Non-personnel expenditures	\$XXXX.XX

**Optional School Expenditures Items for 2013-14 (REQUIRED for 2015-16)**

**91. Full-time Equivalency Counts and Salary Amounts for Staff Funded with State and Local Funds (schools and justice facilities, grades K-12) NEW FOR 2015-16!**

**Instructions**

- Enter the number of FTE personnel funded with state and local funds, as specified. Include personnel for grades K-12, and comparable ungraded levels.
- The number of personnel should be reported in full-time equivalency of assignment.
- Enter the amount of salary expenditures for each personnel type (grades K-12) funded with state and local funds.
- Values should be entered as decimal numbers to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).
- When determining salary expenditures for personnel funded with state and local funds, refer to the list of school-level expenditures to determine what should be included and excluded.

Data Element	FTE	Amount
Instructional Aides	XX.XX	\$XXXX.XX
Support Services Staff (for Pupils and for Instructional Staff)		
School Administration Staff		

**92. Full-time Equivalency Counts and Salary Amounts for Staff Funded with Federal, State, and Local Funds (all schools and justice facilities, preschool-grade 12) NEW FOR 2015-16!**

**Instructions**

- Enter the number of FTE personnel funded with federal, state, and local funds, as specified. Include personnel for preschool, grades K-12, and comparable ungraded levels.
- The number of personnel should be reported in full-time equivalency of assignment.
- Enter the amount of salary expenditures for each personnel type (preschool-grade 12) funded with federal, state, and local funds.
- Values should be entered as decimal numbers to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).
- When determining salary expenditures for personnel funded with federal, state, and local funds, refer to the list of school-level expenditures to determine what should be included and excluded.

Data Element	FTE	Amount
Instructional Aides	XX.XX	\$XXXX.XX
Support Services Staff (for Pupils and for Instructional Staff)		

School Administration Staff		
Total personnel		

### 93. Salary Amount for Teachers Funded with Federal, State, and Local Funds (all schools and justice facilities, preschool-grade 12) NEW FOR 2015-16!

- Teachers provide instruction, learning experiences, and care to students during a particular time period or in a given discipline. Teaching may be provided for students in a school classroom, in another location such as a home or hospital, and in other learning situations such as those involving co-curricular activities. It may also be provided through some other approved medium, such as television, radio, computer, the Internet, multimedia, telephone, and correspondence that is delivered inside or outside the classroom or in other teacher-student settings. Teachers are staff whose activities are dealing directly with the interaction with students.
  - Teachers include: Regular Classroom Teachers (teach Chemistry, English, mathematics, physical education, history, etc.); Special Education Teachers (teach special education classes to students with disabilities); General Elementary Teachers [teach self-contained classes in any of grades preschool–grade 8 (i.e., teach the same class of students all or most of the day); team-teach (i.e., two or more teachers collaborate to teach multiple subjects to the same class of students); include preschool teachers and kindergarten teachers]; Vocational/Technical Education Teachers (teach typing, business, agriculture, life skills, home economics as well as any other vocational or technical classes); teaching principals, teaching school counselors, teaching librarians, teaching school nurses, or other teaching administrators [include any staff members who teach at least one regularly scheduled class per week (e.g., a librarian teaches a regularly scheduled class in mathematics once a week)]; Itinerant, Co-op, Traveling, and Satellite Teachers (teach at more than one school and may or may not be supervised by someone at your school); current Long-Term Substitute Teachers (currently filling the role of regular teachers for four or more continuous weeks); and other teachers who teach students in any of grades preschool–grade 12.
  - Teachers exclude: Adult Education and Postsecondary Teachers (teach only adult education or students beyond grade 12); Short-term Substitute Teachers (fill the role of regular or special education teachers for less than four continuous weeks); Student Teachers; Day Care Aides/Paraprofessionals; Teacher Aides/Paraprofessionals; and Librarians who teach only library skills or how to use the library.

#### Instructions

- Enter the amount of salary expenditures for teachers funded with federal, state, and local funds. Include salary expenditures for teachers associated with preschool-grade 12 instruction.
- Value should be entered as a decimal number to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).
- When determining salary expenditures for teachers funded with federal, state, and local funds, refer to the list of school-level expenditures to determine what should be included and excluded.
- For the purposes of reporting school finance data for teachers funded with federal, state, and local funds, refer to the teachers definition and guide to determine which teachers should be included and excluded.

Data Element	Amount
Teachers	\$XXXX.XX

### 94. Amount of Non-Personnel Expenditures Associated with Activities Funded with Federal, State, and Local Funds (all schools and justice facilities, preschool-grade 12) NEW FOR 2015-16!

- When determining non-personnel expenditures associated with activities funded with federal, state, and local funds, use the following list of school-level expenditures to determine what should be included and excluded:
  - Expenditures to include:
    - 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

DRAFT - Questions noted with an asterisk "\*" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent questions.

- o Expenditures for contracted services such as distance learning services*
- o Expenditures for library books and media center learning materials*
- o 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)*
- o Expenditures made by regional educational agencies on behalf of schools*
- o Other non-personnel expenditures (associated with preschool-grade 12 instruction, pupil support, instructional support, and school administration)*
  - Expenditures to exclude:*
    - o Expenditures for adult education*
    - o Expenditures for school nutrition programs*

**Instructions**

- Enter the amount of non-personnel expenditures associated with preschool-grade 12 instruction, pupil support, instructional support, and school administration, funded with federal, state, and local funds.
- Value should be entered as a decimal number to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).
- When determining non-personnel expenditures associated with activities funded with federal, state, and local funds, refer to the list of school-level expenditures to determine what should be included and excluded.

<b>Data Element</b>	<b>Amount</b>
Non-personnel expenditures	\$XXXX.XX

## Section XII: Items for Justice Facilities Only

### General Instructions

- For the 2013–14 CRDC—
  - Unless otherwise noted, report data based on the entire regular school year.
- For the 2015–16 CRDC—
  - Unless otherwise noted, report data based on the entire regular school year.

### Key Definitions

- 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.
- A justice facility educational program is a program for children and youth (not beyond grade 12) served at a justice facility that consists of credit-granting courses and classroom instruction in at minimum, basic school subjects, such as reading, English language arts, and mathematics. Classroom instruction in vocationally-oriented subjects may also be considered part of the program. Neither the manufacture of goods within the facility nor activities related to facility maintenance are considered classroom instruction. Credit-granting refers to any course that results in a letter grade or a pass/fail designation and is required of a student to move to the next grade level or complete a program of study and receive a high school diploma.

### 95. Justice Facility Type (for justice facilities only) <sup>NEW!</sup>

- A pre-adjudication facility confines pre-adjudicated juveniles. A pre-adjudicated juvenile is an individual (typically under 18 years of age) who has been charged, but who has not participated in the court process that determines whether he/she has committed the crime. Adjudication is the court process that determines (judges) if the juvenile committed the act for which he/she is charged.
- A pre-conviction facility confines pre-convicted adults. A pre-convicted adult is an individual (typically 18 years of age or older) who has been charged, but who has not participated in the court process that determines (judges) if he/she committed the act for which he/she is charged.
- A post-adjudication facility confines post-adjudicated juveniles. A post-adjudicated juvenile is an individual (typically under 18 years of age) who has been charged and determined to have committed the crime. Adjudication is the court process that determines (judges) if the juvenile committed the act for which he/she is charged.
- A post-conviction facility confines post-convicted adults. A post-convicted adult is an individual (typically 18 years of age or older) who has been charged and determined to have committed the crime.

### Instructions

- Indicate the type that best describes your justice facility. (Choose one type only.)
- Report data based on the entire regular school year.

Type	Yes	No
Pre-adjudication/Pre-conviction facility		
Post-adjudication/Post-conviction facility		
Pre- and post-adjudication/conviction facility		

### 96. Days in Regular School Year at Justice Facility (for justice facilities only) <sup>NEW!</sup>

- 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.

DRAFT - Questions noted with an asterisk "\*" reflect guiding questions. Answers to these questions determine whether a school is presented with subsequent questions.

**Instructions**

- Enter the number of days that make up the justice facility’s regular school year. In other words, enter the number of days per year that the regular credit-granting educational program operates.
- Value should be presented as a whole number.
- Report data based on the entire regular school year.

Data Element	Number
Days in the regular school year	

**97. Justice Facility Educational Program Hours per Week (for justice facilities only) <sup>NEW!</sup>**

- 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.

**Instructions**

- Enter 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.
- Value should be entered as a decimal number to the tenths place (i.e., one decimal place; (e.g., 30.0; 31.5).

Data Element	Number
Hours per week that the educational program is offered during the regular school year	

**Optional Justice Facility Item for 2013-14 (REQUIRED for 2015-16)**

**98. Justice Facility Educational Program Participants (for justice facilities only) <sup>NEW FOR 2015-16!</sup>**

- Length of time refers to the cumulative number of calendar days that the student participated in the educational program. For example, a student in the facility who participated in the educational program for 10 days, left the facility, and then re-entered the facility and participated in the educational program for an additional 10 days during the same regular school year would be counted as a student with 20 cumulative days.
- 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.

**Instructions**

- Enter the number of students who participated in the credit-granting educational program during the regular school year at the justice facility for the length of time specified. Include elementary, middle, and high school age students who participated in the educational program.
- Report a cumulative count based on the entire regular school year.
- Use an unduplicated count of students served.

Cumulative Number of Calendar Days	Number of Students
Less than 15 days	
15 days to 30 days	
31 days to 90 days	
91 days to 180 days	
More than 180 days	