

2013-14 CRDC Questions & Instructions: Organized by Data Module

This document provides the revised question layout and text for the online data entry tool.

Guide to Formatting Guide for the Revised Question Text:

Term	Link to a definition
<u>Underline</u>	Link to additional information/FAQ (<i>we will need custom links on some tables (e.g. SCED codes) and generic FAQ on others. We note where it is a generic FAQ.</i>)
CAPS	Differentiate text within a question for emphasis
Question Title	Question title from School Form

The following are example screen shots of how the question text will appear on the screen.

Initial Black Data Entry Screen

Data Entry Screen with online errors and definitions

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SCHR: School Characteristics Module

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:
 - 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.
 - 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 colored grey are filled in automatically.

SCHR-1 Grades with Students Enrolled

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

Text to appear above the table:

For each grade listed in the table, indicate whether this school had at least one student enrolled in that grade on the **Fall 2013 snapshot date**. Please check “yes” or “no” for each grade.

Grades	Yes	No
Preschool		
Kindergarten		
Grade 1		
Grade 2		

Grades	Yes	No
Grade 3		
Grade 4		
Grade 5		
Grade 6		
Grade 7		
Grade 8		
Grade 9		
Grade 10		
Grade 11		
Grade 12		
Ungraded		

Additional Instructions Box:

- 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.

SCHR – 2 Ungraded Detail

- If the school had a combination of mainly middle and high school students or mainly elementary and middle school students, mark "Yes" for both grade levels.
- If the school had about equal amounts of students in all grades, mark "Yes" for all three.

Text to appear above the table:

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

Grade equivalent of students in the school during the 2013-14 school year	Yes (Mainly)	No (Just a few or none)
School had mainly elementary school age students? (about ages 3-10)		
School had mainly middle school age students? (about ages 11-13)		
School had mainly high school age students? (about ages 14 or older)		

Additional Instructions Box:

-The information you provide in this table will reduce the number of tables you need to fill out by allowing us to ask you only for information that is most relevant to the students in your school.

What does "mainly" mean?

The U.S Department of Education does not currently have a government-approved definition for mainly.. For 2013-14, please use your best judgment about your school. This question will not be used for evaluating compliance. It is used to filter questions so that you are only asked about topics that are most relevant to students in your school.

SCHR – 3 Type of School

- For magnet schools and programs, count only programs or schools that have a written mission statement with the explicit aim of preventing minority group isolation.
- [FAQ](#)

Text to appear above the table:

Indicate whether this school can be characterized as one of the following types of school for the 2013-14 school year. Please check “yes” or “no” for each option.

Type of school during the 2013-14 school year	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?		

SCHR – 4 Magnet School Detail:

- Count only magnet programs or magnet schools that have a written mission statement with the explicit aim of preventing minority group isolation.

[FAQ](#)

Text to appear above the table:

Indicate whether the entire school population participated in the **magnet program** at your school during the 2013-14 school year. Please check “yes” or “no.”

Yes	No

Additional Instructions Box:

SCHR – 5 Alternative School Detail:

Text to appear above the table:

Indicate the type(s) of students the school served during the 2013-14 school year. Please check “yes” or “no” for each option.

Type of students served during the 2013-14 school year	Yes	No
<i>Students with academic difficulties</i>		
<i>Students with discipline problems</i>		

Additional Instructions Box:

- If a school serves both students with academic difficulties and students with discipline problems, check yes for each option.

Preschool (PSCH) Module

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.

KEY DEFINITIONS

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

PSCH – 1 Preschool Age for Non-IDEA Children

Text to appear above the table:

Indicate whether the school's preschool program had non-IDEA students enrolled on the Fall 2013 snapshot date in each of in the specified ages. Please check "yes" or "no" for each option.

Preschool children on Fall 2013 snapshot date	Yes	No
Children age 3 years		
Children age 4 years		
Children age 5 years		

Additional Instructions Box:

- [Click here for how to count students of a specific age](#)

PSCH-2 Preschool Enrollment

Text to appear above the table:

1. Enter the number of male and female students enrolled in **preschool** (ages 3 to 5) programs and services on the **Fall 2013 snapshot date**, by their race/ethnicity, **LEP**, and **IDEA status**.

[FAQ](#)

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific	Black or African American	White	Two or more races	Total	LEP	Students with Disabilities (IDEA)
Number of children enrolled in preschool programs or services:										
Males enrolled in preschool:										
Females enrolled in preschool:										
Total number of students enrolled in preschool:										

Additional Instructions Box:

- [Click here for examples on how to count students enrolled in 3, 4, and 5, year old programs](#)

Enrollment (ENRL) Module

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.**

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.

ENRL-1 Overall School Enrollment

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

Text to appear above the table:

Enter **overall student enrollment** on the **Fall 2013 snapshot date**. Enter the number of male and female students who were enrolled in **preschool** and grades K-12 (or the **ungraded** equivalent), by their race/ethnicity, **LEP**, **IDEA**, and **Section 504** status.

	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)
Males enrolled at this school:											
Females enrolled at this school:											
Total number of students enrolled at this school:											

Additional Instructions Box:

- If a student attended two schools, each for 50% of his or her school day, count that student at their "primary" or "home" school, rather than at the school of a special program, such as a vocational program.
- For **distance education schools** or virtual schools, count students in the school from which they received more than 50% of their coursework.

ENRL -3 Enrollment of Students with Disabilities Served Under IDEA and Students with Disabilities Served Under Section 504 Only

- Do not include students served under **Section 504** of the Rehabilitation Act of 1973
- [Click for help with unduplicated counts](#)
- [Click here for help with IDEA/ Section 504 status](#)

Text to appear above the table:

A. Enter the number of male and female students with disabilities served under the Individuals with Disabilities Act (IDEA) who were enrolled in preschool and grades K-12 (or the ungraded equivalent) at this school on the Fall 2013 snapshot date, by their race/ethnicity and LEP status.

	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
Males with disabilities served under IDEA only:									
Females with disabilities served under IDEA only:									
Total number of students with disabilities served under IDEA only:									

- Do not include students served under Individuals with Disabilities Act (IDEA)
- [Click for help with unduplicated counts](#)
- [Click here for help with IDEA/ Section 504 status](#)

B. Enter the number of male and female students with disabilities served under Section 504 of the Rehabilitation Act of 1973 (Section 504 Only) who were enrolled in preschool and grades K-12 (or the ungraded equivalent) at this school on the Fall 2013 snapshot date, by their race/ethnicity and LEP status.

	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
Males with disabilities served under Section 504 only:									
Females with disabilities served under Section 504 only:									
Total number of students with disabilities served under Section 504 only:									

Additional Instructions Box:

- Count of students with disabilities (IDEA) should be based on either the **IDEA child count date** or the Fall 2013 snapshot date, a single day between September 27 and December 31.
- Count of students with disabilities (Section 504 only) should be based on the Fall 2013 snapshot date, a single day between September 27 and December 31.

- Students cannot be counted in both the IDEA and Section 504 tables

Program Enrollment Module (PENR)

GENERAL INSTRUCTIONS

- For the 2013-14 CRDC—
 - 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.
- **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.*Dual enrollment/dual credit programs provide opportunities for high school students to take college-level courses offered by colleges, and earn concurrent credit toward a high school diploma and a college degree while still in high school. These programs are for high school-enrolled students who are academically prepared to enroll in college and are interested in taking on additional coursework. For example, students who want to study subjects not offered at their high school may seek supplemental education at colleges nearby. Dual enrollment/dual credit programs do not include the Advanced Placement (AP) program or the International Baccalaureate Diploma Programme.
 - *Gifted/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.*
 - *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. . 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.

PENR-1 Gifted and Talented Education Programs

Text to appear above the table:

Indicate whether this school had any students who were enrolled in a **gifted or talented program** on the **Fall 2013 snapshot date**. Please check “yes” or “no” in the table below.

[FAQ](#)

Yes	No

Additional Instructions Box:

- At the high school level, gifted and talented education programs may include AP and Honors classes.

PENR-3 Dual Enrollment Program

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

Text to appear above the table:

Indicate whether this school had any students enrolled in a **dual enrollment or dual credit program** on the **Fall 2013 snapshot date**? Please check “yes” or “no” in the table below.

Yes	No

Additional Instructions Box:

- [Click here for examples of dual enrollment programs](#)

PENR-4 Student Enrollment in Dual Enrollment Programs

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

Text to appear above the table:

Enter the number of male and female students in GRADES 9-12 (or the **ungraded equivalent**) who were enrolled in at least one **dual enrollment/dual credit** program on the **Fall 2013 snapshot date**.

	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	Total	LEP	Students with Disabilities
Males enrolled in Dual Programs:										
Females enrolled in Dual Programs:										
Total number of students enrolled in Dual Programs:										

Additional Instructions Box:

PENR- 5 Credit Recovery Program Indicator – End of Year

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

Text to appear above the table:

Indicate whether this school had any students who participated in at least one credit recovery program during the 2013-14 school year or the summer of 2014. Please check “yes” or “no”.

Yes	No

Additional Instructions Box:

- Include all students who participated in a credit recovery program, beginning from the start of the 2013-14 school year up to one day before the start of the 2014-15 school year.
- [Click here to see how additional data will be collected in 2015-16.](#)

PENR-6 Credit Recovery Student Participation – End of Year (Optional for 2013-14)

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

Text to appear above the table:

Enter the total number of students in GRADES 9-12 (or the **ungraded** equivalent) who participated in at least one **credit recovery program** during the 2013-14 school year.

Number of Students

Additional Instructions Box:

- Include all students who participated in a credit recovery program, beginning from the start of the 2013-14 school year and through the summer, up to one day before the start of the 2014-15 school year.

COURSES – Algebra I, Geometry, Advanced Math, Science

GENERAL INSTRUCTIONS

- For the 2013–14 CRDC—
 - 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.
- See general instructions for information on duplicated and unduplicated counts.
- Courses and Classes: Questions in this section collect data on the number of courses or the number of classes with students enrolled.
 - A course is considered a grouping of one or more classes covering the same content. For example, biology is considered a science course for the CRDC collection. A school may also offer several different biology courses including Introductory Biology, Anatomy, Botany, Genetics, Zoology, or Microbiology. For AP courses, the College Board publishes a list, available at www.collegeboard.com/student/testing/ap/about.html
 - A class (or section) refers to a specific group of students taking a course during a specified time. There may be one or more classes for each course offered at a school. For example, a school may have two classes of Introductory Biology, one during second period and one during fourth period; and one class for Genetics, during fifth period. Therefore, the school should report a total of three Biology classes (2 for Biology plus 1 for Genetics).

COUR-1 Classes in Algebra I

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

[FAQ](#)

Text to appear above the table:

This table is about classes. Enter the number of **Algebra I classes** offered in this school that had at least one student in GRADES 7-12 enrolled on the **Fall 2013 snapshot date**.

Number of Algebra I CLASSES

Additional Instructions Box:

- Include Algebra I classes with ungraded middle or high school age students in your count.
- [Click here to see a crosswalk of Algebra I with SCED course codes](#)
- [Click here to see how additional data will be collected in 2015-16.](#)

COUR-2 Middle School Student Enrollment in Algebra I

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

Text to appear above the table:

Enter the number of male and female students in GRADES 7 or 8 (or the **ungraded** equivalent) who were enrolled in **Algebra I** on the **Fall 2013 snapshot date**, by their race/ethnicity, **LEP**, and **IDEA** status.

	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 in grade 7 or 8 (or the ungraded equivalent) who were enrolled in Algebra I:										
Males enrolled in Algebra I :										
Females enrolled in Algebra I :										
Total number of students enrolled in Algebra I:										

Additional Instructions Box:

- Include ungraded middle school age students enrolled in Algebra I in your count.
- [Click here to see how additional data will be collected in 2015-16.](#)

COUR-3 Middle School Students who Passed Algebra I – End of Year

- Successfully completing a course means earning a grade of D or higher, earning a credit for the class, or earning a similar passing mark.
[Click for help with block scheduling](#)
- Count only students who were enrolled in Algebra I on the Fall 2013 snapshot date (i.e., the students who were reported in COUR-2).

Text to appear above the table:

Enter the number of male and female students in GRADES 7 or 8 (or the ungraded equivalent) who were enrolled in Algebra I on the Fall 2013 snapshot date, who successfully completed (i.e., passed) Algebra I by the end of the school year, by their race/ethnicity, LEP, and IDEA status.

	Hispanic	Amer. Indian/Alaska Native	Asian	Hawaiian Native/Pacific Isldr.	Black	White	Two or more races	Total	LEP	Students with Disabilities (IDEA)
Males who passed:										
Females who passed:										
Total number of students who passed:										

Additional Instructions Box:

- [Click here to see how this data will be collected in 2015-16.](#)

COUR-4 Classes in Geometry

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

Text to appear above the table:

This table is about classes. Enter the number of **Geometry classes** on the **Fall 2013 snapshot date** for students in GRADES 7-12 (or the **ungraded** equivalent) enrolled in this school.

Number of Geometry CLASSES

Additional Instructions Box:

- Include Geometry classes with ungraded middle school or high school age students in your count.
- [Click here to see how additional data will be collected in 2015-16.](#)

COUR-5 Student Enrollment in Geometry

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

Text to appear above the table:

Enter the number of male and female students in GRADES 7-12 (or the ungraded equivalent) who were enrolled in **Geometry** on the **Fall 2013 snapshot date**, by their race/ethnicity, **LEP**, and **IDEA** status.

	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)
Males enrolled in Geometry:										
Females enrolled in Geometry:										
Total number of students enrolled in Geometry:										

Additional Instructions Box:

- 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.

COUR-6 High School Student Enrollment in Algebra I

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

Text to appear above the table:

Enter the number of male and female students in GRADES 9-12 (or the **ungraded** equivalent) who were enrolled in **Algebra I** on the **Fall 2013 snapshot date**, by their race/ethnicity, **LEP**, and **IDEA** status. Enter data for students in GRADES 9 and 10 in the top part of the table and data for students in GRADES 11 and 12 in the bottom part of the table.

	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 in grades 9-10 who were enrolled in Algebra I:										
Males enrolled in Algebra I :										
Females enrolled in Algebra I :										
Total number of students enrolled in Algebra I:										
Students in grades 11-12 (or the ungraded equivalent) who were enrolled in Algebra I:										
Males enrolled in Algebra I :										
Females enrolled in Algebra I :										
Total number of students enrolled in Algebra I:										

Additional Instructions Box:

- If you use regular scheduling, count should be **based on a the Fall 2013 snapshot date**.
- 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 beginning of the first block**, and a **single day at the beginning of the second block**.

COUR- 8 Classes in Mathematics Courses in High School

- Report classes that cover the content of mathematics courses outlined in the definition below, even if the name of the course or class is not Algebra II, Advanced Mathematics, or Calculus.
- Independent study does not count as a class.
- [FAQ](#)

Text to appear above the table:

This table is about classes. Enter the number of **classes** for students in GRADES 9-12 (or the **ungraded equivalent**) who were enrolled in this school on the **Fall 2013 snapshot date** for each mathematics **course**.

Mathematics Courses offered on the Fall 2013 snapshot date	Number of Classes
Algebra II	
Advanced mathematics	
Calculus	

Additional Instructions Box:

- Include classes with ungraded high school age students in your count.
- [Click here to see a crosswalk of courses to SCED codes](#)

COUR- 9 Student Enrollment in Mathematics Courses in High School

Text to appear above table:

Enter the number of male and female students in GRADES 9-12 (or the ungraded equivalent) who were enrolled in high school mathematics courses (including Algebra II, advanced mathematics, and Calculus) on the Fall 2013 snapshot date, by their race/ethnicity, LEP, and IDEA status.

- A student MAY be counted in more than one row.
- Do not count students scheduled to take the listed course, but who are not yet enrolled.

Students in grades 9-12 (or the ungraded equivalent)	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	LEP	Students with Disabilities (IDEA)
Students enrolled in Algebra II:										
Males enrolled in Algebra II :										
Females enrolled in Algebra II :										
Total number of students enrolled in Algebra II:										
Students enrolled in advanced mathematics:										
Males enrolled in advanced mathematics :										
Females enrolled in advanced mathematics :										
Total number of students enrolled in advanced mathematics:										
Students enrolled in Calculus:										
Males enrolled in Calculus :										
Females enrolled in Calculus :										
Total number of students enrolled in Calculus:										

Additional Instructions Box:

- [How to handle block or semester scheduling](#)
- [How to report semester long advanced math courses](#)

COUR-10 Classes in Science Courses

- Science courses include introductory and advanced courses.
- Independent study does not count as a class.
- [FAQ](#)

Text to appear above table:

This table is about classes. Enter the number of classes for students in GRADES 9-12 enrolled in this school on the Fall 2013 snapshot date for each science course. Include classes with ungraded high school age students in your count.

Science Courses offered on the Fall 2013 snapshot date	Number of CLASSES
Biology	
Chemistry	
Physics	

Additional Instructions Box:

- [Click here to see a crosswalk of courses to SCED codes](#)

COUR – 12 Single-Sex Academic Classes

- Include only classes that exclude students of one sex from enrolling or otherwise participating in that class because of their sex.
- *A physical education class is not considered an academic class.*
- [FAQ](#)

Text to appear above the table:

Indicate whether this school had any students enrolled in one or more **male only or female only classes** on the **Fall 2013 snapshot date**? Please check “yes” or “no” in the table below.

Question	Yes	No
Did this school have any students enrolled in one or more single sex academic classes on the Fall 2013 snapshot date?		

Additional Instructions Box:

COUR – 13 Single-Sex Academic Classes in the School

- Count classes, not courses.
- Enter the total count of classes, not the enrollment of students in those classes.
- Include only classes that exclude students of one sex from enrolling or otherwise participating in that class because of their sex.
- [FAQ](#)

Text to appear above the table:

Enter the number of **male only or female only academic classes** in each **course** or subject area which had one or more students in GRADES 9-12 (or the **ungraded** equivalent) enrolled on the **Fall 2013 snapshot date**.

Subject Areas on the Fall 2013 snapshot date	Number of classes for Males only	Number of classes for Females only	Total Single-Sex Classes
Algebra I, Geometry, Algebra II			
Other mathematics			
Science			
English/reading/language arts			
Other academic subjects			

Additional Instructions Box:

- Single-sex academic classes are academic classes in which only male students or only female students are permitted to take the class.
- Elementary schools with single sex math classes should report those classes as other mathematics.
- For a co-educational school/justice facility that has single-sex students who receive all of their academic instruction from one teacher in one classroom, each academic subject area taught in the classroom is considered one single-sex class. For example, a co-educational elementary school that has male students who receive mathematics, science, reading/language arts and social studies instruction from one teacher in one classroom should consider each subject area a single-sex class.
- Independent study is not considered a single-sex class.
- *A physical education class is not considered an academic class.*

Advanced Placement and International Baccalaureate Diploma Programme Module (APIB) Module

GENERAL INSTRUCTIONS

- For the 2013–14 CRDC—
 - 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.

Key Definitions:

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

APIB-1 International Bacculaureate Diploma Programme

Text to appear above the table:

Indicate whether this school had any students in GRADES 9-12 (or the ungraded equivalent) enrolled in the International Bacculaureate (IB) programme on the Fall 2013 snapshot date. Please check “yes” or “no” in the table below.

[FAQ](#)

Yes	No

APIB-3 Advanced Placement Program Indicator

Text to appear above the table:

Indicate whether this school had any students in GRADES 9-12 (or the ungraded equivalent) who were enrolled in Advanced Placement (AP) courses on the Fall 2013 snapshot date. Please check "yes" or "no" in the table below.

Yes	No

Additional Instructions Box:

APIB-4 Different Advanced Placement (AP) Courses

- 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.

Text to appear above the table:

2. Enter the number of **Advanced Placement (AP) courses** that were offered at this school on the **Fall 2013 snapshot date**.

Number of Advanced Placement Courses

Additional Instructions Box:

- For a list of AP courses, see the Courses and Exams drop-down list at www.collegeboard.com/student/testing/ap/about.html.

APIB-5 Advanced Placement (AP) Course Self-Selection

Text to appear above the table:

Indicate whether students in GRADES 9-12 (or the ungraded equivalent) were allowed to enroll in ALL Advanced Placement (AP) courses offered at this school via self-selection (i.e., without needing a recommendation or meeting any other criteria except for any necessary course prerequisites) during the 2013-14 school year.

Ye s	No

Additional Instructions Box:

APIB -6 Advanced Placement (AP) Student Enrollment

Text to appear above the table:

Enter the number of male and female students in GRADES 9-12 (or the ungraded equivalent) who were enrolled in one or more AP courses on the Fall 2013 snapshot date, by their race/ethnicity, LEP, and IDEA status.

	Hispanic or Latino of any	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific	Black or African American	White	Two or more races	Total	LEP	Students with Disabilities
Students in grades 9-12 (or the ungraded equivalent) who were enrolled in at least one AP course:										
Males enrolled in AP:										
Females enrolled in AP:										
Total number of students enrolled AP:										

Additional Instructions Box:

- Does your school offer both IB and AP? [Click here for more information.](#)

APIB-7 Advanced Placement (AP) Mathematics Enrollment Indicator

- AP mathematics courses include calculus (AB and BC) and statistics.

Text to appear above the table:

Indicate whether any students at this school were enrolled in an **AP Mathematics course** on the **Fall 2013 snapshot date**. Please check “yes” or “no” in the table below.

Yes	No

APIB-9 Advanced Placement (AP) Science Enrollment Indicator

- AP science courses include biology, chemistry, physics, and environmental science.

Text to appear above the table:

Indicate whether any students at this school were enrolled in an **AP Science course** on the **Fall 2013 snapshot date**? Please check “yes” or “no” in the table below.

Question	Yes	No
Were any students at this school enrolled in AP science on the Fall 2013 snapshot date?		

Additional Recommendations Box:

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

- AP science courses include biology, chemistry, physics, and environmental science.

Text to appear above table:

Enter the number of male and female students in GRADES 9-12 (or the ungraded equivalent) who were enrolled in at least one AP science course Fall 2013 snapshot date, by their race/ethnicity, LEP, and IDEA status.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific	Black or African American	White	Two or more races	Total	LEP	Students with Disabilities (IDEA)
Students in grades 9-12 (or the ungraded equivalent) who were enrolled in at least one AP science course:										
Males enrolled in at least one AP science course:										
Females enrolled in at least one AP science course:										
Total number of students enrolled in at least one AP science course:										

Additional Instructions Box:

- [Click here for a list of SCED codes associated with AP science](#)

APIB-11 Advanced Placement (AP) Other Subjects Indicator

Text to appear above the table:

3. Indicate whether any students at this school were enrolled in AP subjects other than science and mathematics on the Fall 2013 snapshot date. Please check “yes” or “no” in the table below.

- “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.”

Question	Yes	No
Were any students at this school enrolled in AP subjects other than science and mathematics on the Fall 2013 snapshot date?		

Additional Instructions Box:

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

- “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.”

Text to appear above the table:

4. Enter the number of male and female students in GRADES 9-12 (or the ungraded equivalent) who were enrolled in at least one AP course in a subject area other than mathematics or science on the Fall 2013 snapshot date, by their race/ethnicity, LEP, and IDEA status.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific	Black or African American	White	Two or more races	Total	LEP	Students with Disabilities (IDEA)
Students in grades 9-12 (or the ungraded equivalent) who were enrolled in at least one AP course in a subject other than mathematics or science:										
Males enrolled in at least one AP course in a subject other than science and mathematics:										
Females enrolled in at least one AP course in a subject other than science and mathematics:										
Total number of students enrolled in at least one AP course in a subject other than science and mathematics:										

Additional Instructions Box:

Staff Module (STAF)

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.

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.

STAF-1 Teachers – FTE Count and Certification

- Include teachers regardless of how they were funded (i.e., federal, state, and/or local funds).
- Values should be entered as decimal numbers to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).
- Teachers working towards certification by way of alternative routes, or teachers with an emergency, temporary, or provisional credential are not considered to have met state requirements.
- [FAQ](#)

Text to appear above the table:

Enter the number of **full-time equivalent (FTE) teachers in preschool** and grades K-12 (or the **ungraded** equivalent) on the **Fall 2013 snapshot date** overall and by their certification status.

Teachers on Fall 2013 snapshot date	FTE
TOTAL number of full-time equivalent (FTE) teachers	xx.xx
Number of FTE teachers who were certified	xx.xx
Number of FTE teachers who were not certified	xx.xx

Additional Instructions Box:

- The number of teachers should be reported in full-time equivalency of assignment.
- *Note: The FTE count reported for this question may be greater than or equal to the FTE of teachers funded only by state and local funds reported on EXPD-3*
- [Click to see how additional information will be collected in 2015-16.](#)

STAF-2 Teacher Years of Experience

- Include teachers regardless of how they were funded (i.e., federal, state, and/or local funds).
- Values should be entered as decimal numbers to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).
- Teaching experience includes teaching in any school, subject, or grade; it does not have to be in the school, subject, or grade that the teacher is presently teaching

Text to appear above the table:

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

Teachers on Fall 2013 snapshot date	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

Additional Instructions Box:

- The number of teachers should be reported in full-time equivalency of assignment.
- [Click to see how additional information will be collected in 2015-16.](#)

STAF-3 School Counselors

- Include school counselors regardless of how they were funded (i.e., federal, state, and/or local funds).
- Values should be entered as decimal numbers to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).

Text to appear above the table:

Enter the number of full time equivalent (FTE) school counselors in preschool and grades K-12 (or the ungraded equivalent) on the Fall 2013 snapshot date.

	FTE
Number of FTE school counselors on the Fall 2013 snapshot date	xx.xx

Additional Instructions Box:

- The number of school counselors should be reported in full-time equivalency of assignment.
- [Click to see how additional information will be collected in 2015-16.](#)

STAF-4 Support Services Staff

- Include staff regardless of how they were funded (i.e., federal, state, and/or local funds).
- Values should be entered as decimal numbers to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).

Text to appear above the table:

Enter the number of **full time equivalent (FTE)** support services staff (including **nurses**, **psychologists**, and **social workers**) in **preschool** and grades K-12 (or the **ungraded** equivalent) who were employed at this school on the Fall 2013 snapshot date.

Support staff on Fall 2013 snapshot date	FTE
Number of FTE nurses	XX.XX
Number of FTE psychologists	XX.XX
Number of FTE social workers	XX.XX

Additional Instructions Box:

- The number of support services staff should be reported in full-time equivalency of assignment.
- [Click to see how additional information will be collected in 2015-16.](#)

STAF-5 Current Year and Previous Year Teachers

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

Text to appear above the table:

A. Enter the number of **teachers** in **preschool** and grades K-12 (or the **ungraded** equivalent) who were employed at the school during the 2013-14 regular school year.

Count of teachers employed during the 2013-14 School Year

B. Enter the number of **teachers** in **preschool** and grades K-12 (or the **ungraded** equivalent) who were employed at this school during BOTH the 2012-13 school year and the 2013-14 school year.

- Teachers do not have to be teaching the same subject or grade level, each school year.

Count of teachers employed during BOTH the 2012- 13 school year and the 2013-14 school year

Additional Instructions Box:

- [Click to see how additional information will be collected in 2015-16.](#)

STAF-6 Teacher Absenteeism – End of Year

- A teacher was absent if he or she was not in attendance on a day in the regular school year when the teacher would otherwise be expected to be teaching students in an assigned class.
- Administratively approved leave for professional development, field trips or other off-campus activities with students should not be included
- Include teachers who were absent for more than 10 days, regardless of whether the absences were consecutive.
- Include teachers for **preschool** and grades K-12 (and the **ungraded** equivalent), regardless of how teachers were funded (i.e., federal, state, and/or local funds)
- Report values as decimal numbers to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75)

Text to appear above the table:

Enter the number of **full-time equivalent (FTE) teachers** who were **absent** for more than 10 school days during the 2013-14 school year.

	FTE
Number of FTE teachers who were absent more than 10 school days during the 2013-14 school year	xx.xx

Additional Instructions Box:

- Report a cumulative count based on the entire **regular school year**.
- The number of absent teachers should be reported in full-time equivalency of assignment.
- Count absences for jury duty, military leave, personal leave, and sick leave.
- Absences are cumulative across all schools that a teacher had worked in during the 2013-14 school year.

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

- 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.

Text to appear above the table:

Enter the number of **classes** in each of the listed **courses** taught in GRADES 9-12 by **teachers certified in science** on the **Fall 2013 snapshot date**.

Science Courses on the Fall 2013 snapshot date	Number of Classes Taught by Teachers Certified in Science	Total Number of Science Classes in Grades 9-12
Biology		
Chemistry		
Physics		

Additional Instructions Box:

- [Click here for examples of teachers certified in science](#)
- [Click here for a crosswalk of science courses to SCED codes](#)

School Security Staff (SECR) Module

SECR-1 Sworn Law Enforcement Officers

- Sworn law enforcement officers include, but are not limited to, **school resource officers**.
- Include staff regardless of how they were funded (i.e., federal, state, and/or local funds or funds from another entity).
- Report data based on the regular school year, excluding summer.
- [FAQ](#)

Text to appear above the table:

Indicate whether a **sworn law enforcement officer** for **preschool** and grades K-12 (or the **ungraded equivalent**) was assigned to the school on the Fall 2013 snapshot date. Please check “yes” or “no” in the table below.

Question	Yes	No
Did this school have any sworn law enforcement officers on the Fall 2013 snapshot date?		

Additional Instructions Box:

- [Click to see how additional information will be collected in 2015-16.](#)

SECR -2 Security Staff

- Include staff regardless of how they were funded (i.e., federal, state, and/or local funds or funds from another entity).
- Values should be entered as decimal numbers to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).

Text to appear above the table:

Enter the number of **full time equivalent (FTE)** security staff (including **sworn law enforcement officers** and **security guards**) for **preschool** and grades K-12 (or the **ungraded** equivalent) that were assigned on the Fall 2013 snapshot date, as specified.

Officers and guards on Fall 2013-14 snapshot date	FTE
Number of FTE sworn law enforcement officers	XX.XX
Number of FTE security guards	XX.XX

Additional Instructions Box:

- The number of security staff should be reported in full-time equivalency of assignment.
- [Click to see how additional information will be collected in 2015-16.](#)

Exams – SAT, ACT, Advanced Placement Exams (EXAM)

GENERAL INSTRUCTIONS

For the 2013–14 CRDC—

- Unless otherwise noted, count should be cumulative based on the entire regular school year.

Key Definitions

- 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.
- 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.

EXAM-1 Student Participation in the SAT Reasoning Test or ACT- End of Year

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

Text to appear above the table:

Enter the number of male and female students in GRADES 9-12 (or the ungraded equivalent) who participated in (i.e., took) the SAT Reasoning Test (SAT), the ACT, or both during the 2013-14 school year, by their race/ethnicity, LEP, and IDEA status.

	Hispanic	Amer. Indian/Alaska Native	Asian	Hawaiian Native/Pacific Isldr.	Black	White	Two or more races	Total	LEP	Students with Disabilities (IDEA)
Males who participated:										
Females who participated:										
Total number of students who participated:										

Additional Instructions Box:

- Include tests taken from the start of the 2013-14 school year up to one day prior to the 2014-15 school year.

EXAM-2 Student Participation in Advanced Placement (AP) Exams– End of Year

- Count only students who were reported as enrolled in an AP course on the Fall 2013 snapshot date, (i.e., the students who were reported in Question 27 in Part I).
- A student may NOT be counted in both table a and table b. Students who took on one or more AP exams and Students who did not take any AP exams are mutually exclusive

Text to appear above the table:

A. Enter the number of male and female students in GRADES 9-12 (or the ungraded equivalent) who were enrolled in one or more Advanced Placement (AP) courses on the Fall 2013 snapshot date and who TOOK one or more Advanced Placement (AP) exams during the 2013-14 school year, by their race/ethnicity, LEP, and IDEA status.

a.	Hispanic	Amer. Indian/Alaska Native	Asian	Hawaiian Native/Pacific Isldr.	Black	White	Two or more races	Total	LEP	Students with Disabilities (IDEA)
Males who took AP exam:										
Females who took AP exam:										
Total number of students who took AP exam:										

B. Enter the number of male and female students in GRADES 9-12 (or the ungraded equivalent) who were enrolled in one or more Advancement Placement (AP) courses on the Fall 2013 snapshot date but who DID NOT TAKE any Advanced Placement (AP) exams during the 2013-14 school year, by their race/ethnicity, LEP, and IDEA status.

b.	Hispanic	Amer. Indian/Alaska Native	Asian	Hawaiian Native/Pacific Isldr.	Black	White	Two or more races	Total	LEP	Students with Disabilities (IDEA)
Males who did not take exam:										
Females who did not take exam:										
Total number of students who did not take exam:										

Additional Instructions Box for both tables:

EXAM-3 Students who Received a Qualifying Score on AP Exams– End of Year

Text to appear above the table:

A. Enter the number of students in GRADES 9-12 (or the ungraded equivalent) who were enrolled in one or more Advanced Placement (AP) course on the Fall 2013 snapshot date and who received a score of 3 or higher on one or more Advanced Placement (AP) exams, by their race/ethnicity, LEP, and IDEA status.

	Hispanic	Amer. Indian/Alaska Native	Asian	Hawaiian Native/Pacific Islldr.	Black	White	Two or more races	Total	LEP	Students with Disabilities (IDEA)
Males:										
Females										
Total number of students										

B. Enter the number of male and female students in GRADES 9-12 (or the ungraded equivalent) who were enrolled in one or more Advanced Placement (AP) course on the Fall 2013 snapshot date and did not receive a score of 3 or higher on any Advanced Placement (AP) exams taken, by their race/ethnicity, LEP, and IDEA status.

	Hispanic	Amer. Indian/Alaska Native	Asian	Hawaiian Native/Pacific Islldr.	Black	White	Two or more races	Total	LEP	Students with Disabilities (IDEA)
Males										
Females										
Total number of students										

Additional Instructions Box:

- Count only students who were reported as enrolled in an AP course on the Fall 2013 snapshot date, (i.e., the students who were reported in Question 27 in Part I).
- Do not count students who took an AP exam but who were not enrolled in an AP course.
- A student may NOT be counted in both table a and table b.

Chronic Absenteeism & Retention (ABSR) Module

General Instruction

- For the 2013-14 CRDC—
 - 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.

Key Definitions

- 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.
- 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.

ABSR- 1 Chronic Student Absenteeism – End of Year

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

Text to appear above the table:

Enter the number s in GRADES K-12 (or the ungraded equivalent) who were absent for 15 or more days during the 2013-14 school year (chronically absent), by their race/ethnicity, LEP, and disability (IDEA or Section 504 Only) status.

	Hispanic	Amer. Indian/Alaska Native	Asian	Hawaiian Native/Pacific Isladr.	Black	White	Two or more races	Total	LEP	Students with Disabilities (Section 504 Only)	Students with Disabilities (IDEA)
Males who were chronically absent:											
Females who were chronically absent:											
Total number of students who were chronically absent:											

Additional Instructions Box:

- A student should be counted as “absent” if he or she was not physically on school grounds and was not participating in instruction or instruction-related activities at an approved off-ground locations for the entire school day.

ABSR-2 Student Retention Indicator – End of Year

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

Text to appear above the table:

For each grade listed in the table, indicate whether ANY students were **retained** at the end of the 2013-14 school year and not promoted to the next grade for the 2014-15 school year. Please check “yes” or “no” in the table below.

Grade of student(s) retained	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		

Additional Instructions Box:

- Do NOT count a student as retained if the student was able to proceed to the next grade because the student successfully completed a summer school program or for a similar reason.
- 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.

	Hispanic	Amer. Indian /Alaska Native	Asian	Hawaiian Native/Pacific Isldr.	Black	White	Two or more races	Total	LEP	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 Only)
Number of students who were retained in Grade 6:											
Males:											
Females:											
Total number of students retained:											
Number of students who were retained in Grade 7:											
Males:											
Females:											
Total number of students retained:											
Number of students who were retained in Grade 8:											
Males:											
Females:											
Total number of students retained:											
Number of students who were retained in Grade 9:											
Males:											
Females:											
Total number of students retained:											
Number of students who were retained in Grade 10:											
Males:											
Females:											
Total number of students retained:											
Number of students who were retained in Grade 11:											
Males:											
Females:											
Total number of students retained:											
Number of students who were retained in Grade 12:											
Males:											
Females:											
Total number of students retained:											

Additional Instructions Box:

- Do NOT count a student as retained if the student was able to proceed to the next grade because the student successfully completed a summer school program or for a similar reason.
- 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.

Single Sex Interscholastic Athletics (ATHL) Module

ATHL-1 Single-Sex Interscholastic Athletics Indicator – End of Year

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

Text to appear above the table:

Indicate whether this school had any students in GRADES 9-12 (or the ungraded equivalent) who participated in male only or female only interscholastic athletics during the 2013-14 school year. Please check “yes” or “no” in the table below.

Yes	No

Additional Instructions Box:

Example 1: Would a typically male only football team with one girl participating in 2013-14 be considered a single-sex team? .

Answer: If the football team has both males and females participating in 2013-14, it would *not* be considered a single sex team for 2013-14.

Example 2: What about teams that *could* have both sexes on the team, but only have males (or females) this year? In wrestling this year, our school does not have a girl on the team but we have many times in the past. Is this considered a single sex team because there isn't a girl on the team this year?

Answer: If the team is all male for the 2013-14 school year, then it is considered single-sex team. In cases where a girl (or boy) could join, but is not participating this school year, that team would need to be reported as a single sex team for this school year.

ATHL-2 Single-Sex Interscholastic Athletics Sports, Teams and Participants – End of Year

- Include all students who participated in male only or female only interscholastic athletics, beginning from the start of the 2013-14 school year and through the summer, up to one day before the start of the 2014-15 school year.

Text to appear above the table:

Enter the number of **interscholastic** SPORTS and **interscholastic sports** TEAMS active during the 2013-14 school year that were male only or female only and the number of STUDENTS in GRADES 9-12 (or the **ungraded** equivalent) who **participated in male only or female only interscholastic** sports teams.

	Male Only	Female Only	Total
Number of sports			
Number of teams			
Number of students			

Additional Instructions Box:

- For the count of male only and female only SPORTS, include only distinct sports.
- For the count of male only and female only sports TEAMS, include each competitive-level team in each sport.
- A STUDENT should be counted multiple times for each team he or she participated on (e.g., a female student who participated on the female basketball junior varsity team and the female soccer varsity team would be counted twice).

Student Discipline – Corporal Punishment, Suspensions, Expulsions (DISC) Module

DISC-1 Preschool Suspensions and Expulsions Revised – End of Year

- A **preschool** child may NOT be counted in both the “only one out-of-school suspension” row and the “more than one out-of-school suspension” row. These categories are mutually exclusive.
- A preschool child may be counted in both an “out-of-school suspension” row and the “expulsion” row.
- [Click for help with duplicated and unduplicated counts.](#)
- [FAQ on preschool](#)

Text to appear above the table:

Enter the number of male and female **PRECHOOL** children who received **out-of-school suspensions** and/or **expulsions** during the 2013-14 school year, by their race/ethnicity, **LEP**, and **IDEA** status.

	Hispanic	Amer. Indian/Alaska Native	Asian	Hawaiian Native/Pacific Isldr.	Black	White	Two or more races	Total	LEP	Students with Disabilities (IDEA)
Number of preschool children who received ONLY ONE out-of-school suspension:										
Males										
Females										
Total number of students										
Number of preschool children who received MORE THAN ONE out-of-school suspension:										
Males										
Females										
Total number of students										
Number of preschool children who received an expulsion:										
Males										
Females										
Total number of students										

Additional Instructions Box:

- Report a cumulative count based on the entire **regular school year**.
- [Click here to see how additional data on instances of preschool suspension will be collected in 2015-16](#)

DISC-2 Preschool Instances of Suspension – End of Year (Optional for 2013-14)

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

[Click for help with duplicated counts](#)

Text to appear above the table:

Enter the number of instances of out-of-school suspension during the 2013-14 school year for all PRESCHOOL children and for preschool children with disabilities (IDEA).

INSTANCES for all Preschool Children	INSTANCES for Preschool Children with Disabilities (IDEA)

Additional Instructions Box:

- Report a cumulative count based on the entire regular school year.
- Out-of-school suspension for preschool students with disabilities served under IDEA is an instance.
- Out-of-school suspension for preschool students without disabilities and students with disabilities served under Section 504 is an instance.

DISC- 3 Preschool Corporal Punishment – End of Year

Text to appear above the table:

Enter the number of male and female **PRESCHOOL** children who received **corporal punishment** during the 2013-14 school year, by their race/ethnicity, **LEP**, and **IDEA** status.

	Hispanic	Amer. Indian/Alaska Native	Asian	Hawaiian Native/Pacific Isldr.	Black	White	Two or more races	Total	LEP	Students with Disabilities (IDEA)
Number of preschool children who received corporal punishment:										
Males										
Females										
Total number of students										

Additional Instructions Box:

- Report a cumulative count based on the entire **regular school year**.

DISC-4 Preschool Instances of Corporal Punishment – End of Year (Optional for 2013-14)

- Report the number of INSTANCES of corporal punishment, not the number of children who received corporal punishment.
- A preschool child may be counted more than once in the table if the child was involved in multiple offenses and received corporal punishment more than once.
- [Click for help with duplicated counts](#)

Text to appear above the table:

Enter the number of instances of corporal punishment during the 2013-14 school year for all PRESCHOOL children and for preschool children with disabilities (IDEA).

INSTANCES for all Preschool Children	INSTANCES for Preschool Children with Disabilities (IDEA)

Additional Instructions Box:

- A report a cumulative count based on the entire regular school year.

DISC-5 Corporal Punishment – End of Year

Text to appear above the table:

Indicate whether this school used **corporal punishment** to discipline students in preschool and/or grades K-12 (or the **ungraded** equivalent) during the 2013-14 school year. Please check “yes” or “no” in the table below.

Yes	No

Additional Instructions Box:

- Report data based on the entire **regular school year**.

DISC-6 Instances of Corporal Punishment – End of Year (Optional for 2013-14)

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

[Click for help with duplicated counts](#)

Text to appear above the table:

Enter the number of instances of corporal punishment for students without disabilities in GRADES K-12 (or the ungraded equivalent) and the number of instances of corporal punishment for students WITH disabilities (IDEA and Section 504 Only) during the 2013-14 school year.

Students without Disabilities	Students with Disabilities (IDEA and Section 504 Only)

Additional Instructions Box:

- Report a cumulative count based on the entire regular school year.

DISC-8 Transfer to Alternative School or Regular School for Students without Disabilities – End of Year (Optional for 2013-14)

- Transfers to an alternative school for disciplinary reasons and transfers to a regular school for disciplinary reasons are subsets of expulsion with educational services (i.e., the students who were reported in DISC-7C).
- Include only students who were transferred due to disciplinary reasons as decided by the school.

Text to appear above the table:

1. Enter the number of male and female **students without disabilities** in GRADES K-12 (or the **ungraded** equivalent) who were transferred to **an alternative school** or **regular school** for DISCIPLINARY REASONS during the 2013-14 school year, by their race/ethnicity and **LEP** status. Enter data for students who were **transferred to an alternative school** in the top part of the table and data for students who were **transferred to a regular school** in the bottom part of the table.

	Hispanic	Amer. Indian/Alaska Native	Asian	Hawaiian Native/Pacific Isldr.	Black	White	Two or more races	Total	LEP Students without Disabilities
Students without disabilities transferred to an ALTERNATIVE SCHOOL for disciplinary reasons:									
Males who were transferred:									
Females who were transferred:									
Total number of students who were transferred:									
Students without disabilities transferred to a REGULAR SCHOOL for disciplinary reasons:									
Males who were transferred:									
Females who were transferred:									
Total number of students who were transferred:									

Additional Instructions Box:

- Report a cumulative count based on the entire **regular school year**.

DISC-9 Discipline of Students with Disabilities Revised – End of Year

Text to appear above the table:

A. Enter the number of male and female **students with disabilities** in GRADES K-12 (or the **ungraded equivalent**) who received **CORPORAL PUNISHMENT** during the 2013-14 school year, by their race/ethnicity, **LEP**, and disability (**IDEA or Section 504 Only**) status.

a.	Hispanic (IDEA Only)	Amer. Indian/Ala ska Native (IDEA Only)	Asian (IDEA Only)	Hawaiian Native/Pac ific Islr. (IDEA Only)	Black (IDEA Only)	White (IDEA Only)	Two or more races (IDEA Only)	Total Students Without Disabilities (IDEA Only)	LEP (IDEA Only)	Students with Disabilities (Section 504 only)
Students with disabilities in grades K-12 (or the ungraded equivalent) who received CORPORAL PUNISHMENT:										
Males										
Females										
Total number of students										

- A student may NOT be counted in both the “only one out-of-school suspension” row and the “more than one out-of-school suspension” row. These categories are mutually exclusive.

[Click for help with duplicated and unduplicated counts](#)

B. Enter the number of male and female **students with disabilities** in GRADES K-12 (or the **ungraded equivalent**) who received **IN-SCHOOL SUSPENSIONS** and **OUT-OF-SCHOOL SUSPENSIONS** during the 2013-14 school year, by their race/ethnicity, **LEP**, and disability (**IDEA or Section 504 Only**) status.

b.	Hispanic (IDEA Only)	Amer. Indian/Ala ska Native (IDEA Only)	Asian (IDEA Only)	Hawaiian Native/Pac ific Islr. (IDEA Only)	Black (IDEA Only)	White (IDEA Only)	Two or more races (IDEA Only)	Total Students Without Disabilities (IDEA Only)	LEP (IDEA Only)	Students with Disabilities (Section 504 only)
Students with disabilities in grades K-12 (or the ungraded equivalent) who received one or more in-school suspensions:										
Males										
Females										
Total number of students										
Students with disabilities in grades K-12 (or the ungraded equivalent) who received ONLY ONE out-of-school suspension:										
Males										
Females										
Total number of students										
Students with disabilities in grades K-12 (or the ungraded equivalent) who received MORE THAN ONE out-of-school suspensions:										

DISC-10 Transfer to Alternative School or Regular School for Students with Disabilities – End of Year (Optional for 2013-14)

- Transfers to an alternative school for disciplinary reasons and transfers to a regular school for disciplinary reasons are subsets of expulsion with educational services (i.e., the students who were reported in DISC-9C).
- Include only students who were transferred due to disciplinary reasons as decided by the school.

Text to appear above the table:

Enter the number of male and female **students with disabilities** in GRADES K-12 (or the **ungraded equivalent**) who were transferred to an **alternative school** or **regular school** for DISCIPLINARY REASONS during the 2013-14 school year, by their race/ethnicity, **LEP**, and **disability** status. Enter data for students who were **transferred to an alternative school** in the top part of the table and data for students who were **transferred to a regular school** in the bottom part of the table.

	Hispanic (IDEA only)	Amer. Indian/Ala ska Native (IDEA only)	Asian (IDEA only)	Hawaiian Native/Pac ific Islr. (IDEA only)	Black (IDEA only)	White (IDEA only)	Two or more races (IDEA only)	Total (IDEA only)	LEP (IDEA Only)	Students with Disabilities (Section 504 Only)
Students with disabilities who were transferred to an ALTERNATIVE SCHOOL for disciplinary reasons:										
Males who were transferred:										
Females who were transferred:										
Total number of students who were transferred:										
Students with disabilities who were transferred to a REGULAR SCHOOL for disciplinary reasons:										
Males who were transferred:										
Females who were transferred:										
Total number of students who were transferred:										

Additional Instructions Box:

- Report a cumulative count based on the entire **regular school year**.

DISC-11 Instances of Suspension – End of Year (Optional for 2013-14)

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

[Click for help with unduplicated counts](#)

Text to appear above the table:

2. Enter the number of instances of out-of-school suspension for students in GRADES K-12 (or the ungraded equivalent) during the 2013-14 school year for students without disabilities, students with disabilities (IDEA), and students with disabilities (Section 504 only).

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

Additional Instructions Box:

- Report a cumulative count based on the entire regular school year.

DISC-12 School Days Missed Due to Out-of-School Suspension – End of Year (Optional for 2013-14)

- Count days when students were dismissed early from school, but school staff were not, as full days
- Do NOT count days when school staff were required to be present at school but students were not

Text to appear above the table:

Enter the total number of school DAYS that were missed during the 2013-14 school year by male and female students in GRADES K-12 (or the ungraded equivalent) who received one or more out-of-school suspensions, by the students' race/ethnicity, LEP, and disability (IDEA or Section 504 Only) status.

	Hispanic	Amer. Indian/Alaska Native	Asian	Hawaiian Native/Pacific Islldr.	Black	White	Two or more races	Total	LEP	Students with Disabilities (Section 504 Only)	Students with Disabilities (IDEA)
Days missed by males:											
Days missed by females:											
Days missed by all students:											

Additional Instructions Box:

- Each day missed from a part-day program (e.g., part-day kindergarten) should be counted as one full day.
- Report a cumulative count based on the entire regular school year.
- Help for calculating the number of days to report in this table

Referrals to Law Enforcement and School-Related Arrests (ARRS) Module

ARRS-1 Discipline of Students without Disabilities- End of Year

Enter the number of male and female students without disabilities in GRADES K-12 (or the ungraded equivalent) who were REFERRED TO A LAW ENFORCEMENT AGENCY OR OFFICIAL or received a SCHOOL-RELATED ARREST during the 2013-14 school year, by race/ethnicity and LEP status.

	Hispanic	Amer. Indian/Ala ska Native	Asian	Hawaiian Native/Pac ific Islldr.	Black	White	Two or more races	Total Students Without Disabilities	LEP Students without Disabilities
Students without disabilities in grades K-12 (or the ungraded equivalent) who were REFERRED to a law enforcement agency or official:									
Males									
Females									
Total number of students									
Students without disabilities in grades K-12 (or the ungraded equivalent) who received a SCHOOL-RELATED ARREST:									
Males									
Females									
Total number of students									

Additional Instructions Box:

- Report a cumulative count based on the entire regular school year.
- Include tickets and citations in referrals to law enforcement.
- [Click here to see how additional data will be collected in 2015-16.](#)

ARRS- 2 Discipline of Students with Disabilities – End of Year

Enter the number of male and female students with disabilities in GRADES K-12 (or the ungraded equivalent) who were REFERRED TO A LAW ENFORCEMENT AGENCY OR OFFICIAL or received a SCHOOL RELATED ARREST during the 2013-14 school year, by their race/ethnicity, LEP, and disability (IDEA or Section 504 Only) status.

	Hispanic (IDEA Only)	Amer. Indian/Alaska Native (IDEA Only)	Asian (IDEA Only)	Hawaiian Native/Pacific Isldr. (IDEA Only)	Black (IDEA Only)	White (IDEA Only)	Two or more races (IDEA Only)	Total Students Without Disabilities (IDEA Only)	LEP (IDEA Only)	Students with Disabilities (Section 504 only)
d.										
Students with disabilities in grades K-12 (or the ungraded equivalent) who were referred to a law enforcement agency or official:										
Males										
Females										
Total number of students										
Students with disabilities in grades K-12 (or the ungraded equivalent) who received a school-related arrest:										
Males										
Females										
Total number of students										

Additional Instructions Box:

- Report a cumulative count based on the entire regular school year.
- Include tickets and citations in referrals to law enforcement.
- [Click here to see how additional data will be collected in 2015-16.](#)

Offenses (OFFN) Module

OFFN-1 Number of Incidents – End of Year (Optional for 2013-14)

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

Text to appear above the table:

Enter the number of documented **incidents** of offenses shown in the table that occurred **AT SCHOOL** during the 2013-14 school year.

Offense Categories	Number of Incidents
Rape or attempted rape	
Sexual battery (other than rape)	
Robbery with a weapon	
Robbery with a firearm or explosive device	
Robbery without a weapon	
Physical attack or fight with a weapon	
Physical attack or fight with a firearm or explosive device:	
Physical attack or fight without a weapon	
Threats of physical attack with a weapon	
Threats of physical attack with a firearm or explosive device	
Threats of physical attack without a weapon	
Possession of a firearm or explosive device	

Additional Instructions Box:

- Report a cumulative count based on the entire regular school year.
- Example of classifications of offenses by most egregious category
- Examples of firearms or explosive devices
-

OFFN – 2 Offenses: Firearm Use – End of Year (Optional for 2013-14)

- Include those incidents that occurred at school, regardless of whether a student or non-student used the firearm

Text to appear above the table:

Indicate whether there has been at least one incident at your school that involved a shooting (regardless of whether anyone was hurt). . Please check “yes” or “no” in the table below.

Yes	No

Additional Instructions Box:

- Report data based on the entire **regular school year**.

OFFB-3 Offenses: Homicide – End of Year Optional for 2013-14

Text to appear above the table:

Indicate whether any of the school's students, faculty, or staff died as a result of a homicide committed at your school during the 2013-14 school year. Please check "yes" or "no" in the table below.

Yes	No

Additional Instructions Box:

- Report data based on the entire regular school year.

Harassment and Bullying (HIBS) Module

HIBS -1 Allegations of Harassment or Bullying – End of 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 must be students.
- Within each row, count an allegation only once, even if it involves more than one student. A student MAY be counted more than once in the table if the student makes more than one allegation of harassment or bullying.
- An allegation that involves multiple categories should be counted in EACH applicable category. For example, an allegation that involves both sex and disability should be reported in both the sex count and the disability count.
- In classifying the allegations, use the likely motives of the alleged harasser, and not the actual characteristics of the alleged victim.

Text to appear above the table:

Enter the number of **allegations** of harassment or bullying reported by students in GRADES K-12 (or the **ungraded** equivalent) to responsible school employees (such as teachers or school administrators) during the 2013-14 school year. Report allegations **on the basis of sex; race, color, or national origin; and disability.**

2013-14 allegations	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	

Additional Instructions Box:

- Report a cumulative count based on the entire **regular school year.**
- [Click here to see how additional data will be collected in 2015-16.](#)

HIBS-1B Allegations of Harassment or Bullying – End of Year (Optional for 2013-14)

- Allegations can be reported by anyone (e.g., alleged victim; parents of alleged victim). The harassment or bullying can be carried out by students, school employees, or non-employee third parties. Alleged victims must be students.
- Within each row, count an allegation only once, even if it involves more than one student. A student MAY be counted more than once in the table if the student makes more than one allegation of harassment or bullying.
- An allegation that involves multiple categories should be counted in EACH applicable category. For example, an allegation that involves both sexual orientation and religion should be reported in both the sexual orientation count and the religion count.
- In classifying the allegations, use the likely motives of the alleged harasser, and not the actual characteristics of the alleged victim.

Text to appear above the table:

Enter the number of **allegations** of harassment or bullying reported by students in GRADES K-12 (or the **ungraded** equivalent) to responsible school employees (such as teachers or school administrators) during the 2013-14 school year. Report allegations on the **basis of sexual orientation** and **religion**.

2013-14 allegations	Number of Allegations
Allegations of harassment or bullying on the basis of SEXUAL ORIENTATION	
Allegations of harassment or bullying on the basis of RELIGION	

Additional Instructions Box:

- 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 must be students.

HIBS-2 Students Reported as Harassed or Bullied – End of Year

- The harassment or bullying can be carried out by students, school employees, or non-employee third parties. Alleged victims must be students.
- A student reported as harassed or bullied on the basis of multiple categories should be counted in EACH applicable category. For example, a student reported as harassed or bullied on the basis of both sex and disability should be reported in both the sex count and the disability count.
- 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 *Text to appear above the table:*

Enter the number of male and female students in GRADES K-12 (or the ungraded equivalent) who reported being harassed or bullied to a responsible school employee (such as a teacher or administrator) during the 2013-14 school year, by their race/ethnicity, LEP, and disability (IDEA or Section 504 Only) status.

■

	Hispanic	Amer. Indian/Alaska Native	Asian	Hawaiian Native/Pacific Islr.	Black	White	Two or more races	Total	LEP	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 Only)
Students in grades K-12 (or the ungraded equivalent) who reported being harassed or bullied on the basis of sex:											
Males:											
Females:											
Total number of students:											
Students in grades K-12 (or the ungraded equivalent) who reported being harassed or bullied on the basis of race, color, or national origin:											
Males:											
Females:											
Total number of students:											
Students in grades K-12 (or the ungraded equivalent) who reported being harassed or bullied on the basis of disability:											
Males:											
Females:											
Total number of students:											

Additional Instructions Box:

- Report a cumulative count based on the entire regular school year.
- A student may be reported as harassed or bullied in more than one category.
- The harassment or bullying can be carried out by students, school employees, or non-employee third parties. Alleged victims must be students.

HIBS 3 Students Disciplined for Harassment or Bullying – End of Year

- The harassment or bullying can be carried out by students, school employees, or non-employee third parties. Alleged victims must be students.
- A student disciplined for engaging in harassment or bullying on the basis of multiple categories should be counted in EACH applicable category. For example, a student disciplined for engaging in harassment or bullying on the basis of both sex and disability should be reported in both the sex count and the disability count.
- In classifying the disciplined students, look to their likely motives, and not the actual status of the alleged victims.

Text to appear above the table:

Enter the number of male and female students in GRADES K-12 (or the ungraded equivalent) who were DISCIPLINED for harassment or bullying during the 2013-14 school year, by their race/ethnicity, LEP, and disability (IDEA or Section 504 Only) status.

	Hispanic	Amer. Indian/Alaska Native	Asian	Hawaiian Native/Pacific Isldr.	Black	White	Two or more races	Total	LEP	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 Only)
Students in grades K-12 (or the ungraded equivalent) who were disciplined for harassment or bullying on the basis of sex:											
Males disciplined:											
Females disciplined:											
Total number of students disciplined:											
Students in grades K-12 (or the ungraded equivalent) who were disciplined for harassment or bullying on the basis of race, color, or national origin:											
Males disciplined:											
Females disciplined:											
Total number of students disciplined:											
Students in grades K-12 (or the ungraded equivalent) who were disciplined for harassment or bullying on the basis of disability:											
Males disciplined:											
Females disciplined:											
Total number of students disciplined:											

Additional Instructions Box:

- Report a cumulative count based on the entire regular school year.
- A student may be reported as disciplined for harassment or bullying in more than one category.
- The harassment or bullying can be carried out by students, school employees, or non-employee third parties. Alleged victims must be students.

Restraint and Seclusion (RSTR) Module

RSTR-1 Non-IDEA Students Subjected to Restraint or Seclusion – End of Year

- A student MAY be counted in more than one row.
- [Click for help with duplicated counts](#)

Text to appear above the table:

Enter the number of male and female **non-IDEA** students in GRADES K-12 (or the **ungraded** equivalent) who were subjected to **mechanical restraint**, **physical restraint**, and/or **seclusion** during the 2013-14 school year, by their race/ethnicity, **LEP**, and **Section 504 Only** status.

	Hispanic	Amer. Indian/Alaska Native	Asian	Hawaiian Native/Pacific Islr.	Black	White	Two or more races	Total	LEP	Students with Disabilities (Section 504 Only)
Non-IDEA students in grades K-12 (or the ungraded equivalent) who were subjected to mechanical restraint:										
Males:										
Females:										
Total number of students subjected to mechanical restraint:										
Non-IDEA students in grades K-12 (or the ungraded equivalent) who were subjected to physical restraint:										
Males:										
Females:										
Total number of students subjected to physical restraint:										
Non-IDEA students in grades K-12 (or the ungraded equivalent) who were subjected to seclusion:										
Males:										
Females:										
Total number of students subjected to seclusion:										

Additional Instructions Box:

- Do not include students with disabilities served under the Individuals with Disabilities Education Act (IDEA).
- For mechanical restraint, do not include a student who is handcuffed by law enforcement personnel during an arrest of a student. However, if a student is handcuffed and no arrest is made, then the student should be included.
-

- Report a cumulative count based on the entire regular school year.

RSTR-2 IDEA Students Subjected to Restraint or Seclusion – End of Year

- A student may be counted in more than one row.

[Click for help with duplicated counts](#)

Text to appear above the table:

Enter the number of male and female **IDEA students** in GRADES K-12 (or the **ungraded** equivalent) who were subjected to **mechanical restraint**, **physical restraint**, and/or **seclusion** during the 2013-14 school year, by their race/ethnicity and **LEP** status.

	Hispanic	Amer. Indian/Alaska Native	Asian	Hawaiian Native/Pacific Isldr.	Black	White	Two or more races	Total Students with Disabilities (IDEA)	LEP Students with Disabilities (IDEA)
IDEA students in grades K-12 (or the ungraded equivalent) who were subjected to mechanical restraint:									
Males:									
Females:									
Total number of students subjected to mechanical restraint:									
IDEA students in grades K-12 (or the ungraded equivalent) who were subjected to physical restraint:									
Males:									
Females:									
Total number of students subjected to physical restraint:									
IDEA students in grades K-12 (or the ungraded equivalent) who were subjected to seclusion:									
Males:									
Females:									
Total number of students subjected to seclusion:									

Additional Instructions Box:

- Report a cumulative count based on the entire **regular school year**.
- For mechanical restraint, do not include a student who is handcuffed by law enforcement personnel during an arrest of a student. However, if a student is handcuffed and no arrest is made, then the student should be included.
-

RSTR- 3 Instances of Restraint or Seclusion – End of Year

- Report the number of INSTANCES of mechanical restraint, physical restraint, and seclusion for students in grades K-12 (or the ungraded equivalent), not the number of students who were subjected to restraint or seclusion
- A student may be counted more than once in the table if the student has been subjected to mechanical restraint, physical restraint, and/or seclusion more than once.
- A student may have been subjected to a mechanical restraint, physical restraint, and/or seclusion in response to the same incident and these should be counted as separated instances.

Text to appear above the table:

Enter the number of instances of **mechanical restraint**, **physical restraint**, or **seclusion** for students in GRADES K-12 (or the **ungraded** equivalent) during the 2013-14 school year. Report instances of mechanical restraint, physical restraint, and seclusion for **students without disabilities**, **students with disabilities (IDEA)**, and **students with disabilities (Section 504 Only)**.

	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			

Additional Instructions Box:

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

EXPD -1 Salary Expenditures for School Staff Funded with State and Local Funds – End of Year

- Values should be entered as a decimal number to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).
- Review the [inclusion and exclusion table](#) at the beginning of this section to determine which revenue sources should be included or excluded.

Text to appear above the table:

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

2013-14 fiscal school year	Amount
Salary expenditures for K-12 instructional staff (teachers and instructional aides)	\$xxxx.xx
Salary expenditures for K-12 total personnel (instructional, support services, and school administration)	\$xxxx.xx

Additional Instructions Box:

- Total personnel salaries include expenditures for 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.*
- Report data based on the 12-month fiscal school year, as defined by the LEA.
- [Click here to see how additional data will be collected in 2015-16.](#)

EXPD – 2 Salary Amount for Teachers Funded with Federal, State, and Local Funds – End of Year (Optional for 2013-14)

- Value should be entered as a decimal number to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).

[Click for help with expenditure inclusions and exclusions.](#)

Text to appear above the table:

- Enter the amount of salary expenditures for **preschool** and K-12 **teachers** funded with FEDERAL, STATE, and LOCAL funds during the 12-month 2013-14 fiscal school year.

2013-14 fiscal school year FEDERAL, STATE, and LOCAL	Amount
Teachers	\$XXXX.XX

Additional Instructions Box:

- Refer to the [teachers definition and guide](#) to determine which teachers should be included and excluded.
- Refer to the list of [school-level expenditures](#) to determine what salary expenditures should be included and excluded.
- Report data based on the 12-month fiscal school year, as defined by the LEA.
- The amount of salary expenditures reported for this question may be greater than or equal to the amount reported in **Question 39 in Part II**, (i.e., the amount of salary expenditures for K-12 teachers funded with only state and local funds).

EXPD – 3 Full-time Equivalency Count and Salary Amount for Teachers Funded with State and Local Funds – End of Year

- Refer to the list of [school-level expenditures](#) to determine what salary expenditures should be included and excluded.
- The number of teachers should be reported in full-time equivalency of assignment.
- Values should be entered as decimal numbers to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).
- [Click for help with expenditure inclusions and exclusions](#)

Text to appear above the table:

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

2013-14 fiscal school year STATE and LOCAL	FTE	Amount
Teachers	xx.xx	\$xxxx.xx

Additional Instructions Box:

- Refer to the [teachers definition and guide](#) to determine which teachers should be included and excluded.
- Report data based on the 12-month fiscal school year, as defined by the LEA.
- The number of teachers should be reported in full-time equivalency of assignment.
- The amount of salary expenditures reported for this question may be less than or equal to the amount reported in [Question 43 in Part II](#), (i.e., the amount of salary expenditures for preschool and K-12 teachers funded with federal, state, and local funds).

EXPD – 4 Full-time Equivalency Counts and Salary Amounts for Staff Funded with State and Local Funds – End of Year (Optional for 2013-14)

- Values should be entered as decimal numbers to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).

[Click for help with expenditures inclusions and exclusions.](#)

Text to appear above the table:

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

2013-14 fiscal school year STATE and LOCAL	FTE	Amount
Instructional Aides	xx.xx	\$xxxx.xx
Support Services Staff (for Pupils and for Instructional Staff)	xx.xx	\$xxxx.xx
School Administration Staff	xx.xx	\$xxxx.xx

Additional Instructions Box:

- Refer to the list of [school-level expenditures](#) to determine what salary expenditures should be included and excluded.
- Report data based on the 12-month fiscal school year, as defined by the LEA.
- The number of personnel should be reported in full-time equivalency of assignment.
- The amount of salary expenditures reported for this question may be less than or equal to the amount reported in [Question 42 in Part II](#), (i.e., the amount of salary expenditures for preschool and K-12 personnel funded with federal, state, and local funds).

EXPD – 5 Full-time Equivalency Counts and Salary Amounts for Staff Funded with Federal, State, and Local Funds – End of Year (Optional for 2013-14)

- Values should be entered as decimal numbers to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).

[Click for help with expenditures inclusions and exclusions.](#)

Text to appear above the table:

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

2013-14 fiscal school year FEDERAL, STATE, and LOCAL	FTE	Amount
Instructional Aides	xx.xx	\$xxxx.xx
Support Services Staff (for Pupils and for Instructional Staff)	xx.xx	\$xxxx.xx
School Administration Staff	xx.xx	\$xxxx.xx
Total personnel (instructional, support services, and school administration)	xx.xx	\$xxxx.xx

Additional Instructions Box:

- Refer to the list of [school-level expenditures](#) to determine what salary expenditures should be included and excluded.
- Report data based on the 12-month fiscal school year, as defined by the LEA.
- The number of personnel should be reported in full-time equivalency of assignment.
- The amount of salary expenditures reported for this question may be greater than or equal to the amount reported in [Question 41 in Part II](#), (i.e., the amount of salary expenditures for K-12 personnel funded with only state and local funds).
- Amounts should reflect school-level expenditures only.

EXPD- 6 Amount of Non-Personnel Expenditures Associated with Activities Funded with State and Local Funds – End of Year

- Value should be entered as a decimal number to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).

[Click for help with expenditure inclusions and exclusions](#)

Text to appear above the table:

- 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 during the 12-month 2013-14 fiscal school year.

2013-14 fiscal school year STATE and LOCAL	Amount
Non-personnel expenditures	\$xxxx.xx

Additional Instructions Box:

- Refer to the list of [school-level expenditures](#) to determine what expenditures should be included and excluded.
- Report data based on the 12-month fiscal school year, as defined by the LEA.
- [Click here to see how additional data will be collected in 2015-16.](#)
- [Report school-level expenditures only. Example on licenses purchased at the district level for library/media software...](#)

EXPD-7 Amount of Non-Personnel Expenditures Associated with Activities Funded with Federal, State, and Local Funds – End of Year (Optional for 2013-14)

- Value should be entered as a decimal number to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).
- [Click for help with expenditure inclusions and exclusions](#)

Text to appear above the table:

5. Enter the amount of **non-personnel expenditures** associated with **preschool** and K-12 instruction, pupil support, instructional support, and school administration, funded with FEDERAL, STATE, and LOCAL funds during the 12-month 2013-14 fiscal school year.

Amount of FEDERAL, STATE, and LOCAL Non-Personnel Expenditures
\$XXXX.XX

Additional Instructions Box:

- Refer to the list of [school-level expenditures](#) to determine what expenditures should be included and excluded.
- Report data based on the 12-month fiscal school year, as defined by the LEA.
- The amount reported for this question may be greater than or equal to the amount reported in **Question 40 in Part II**, (i.e., the amount of non-personnel expenditures funded with only state and local funds).

JUST-1 Justice Facility Type – End of Year

Text to appear above the table:

6. Indicate the type of facility that best describes your justice facility during the 2014-14 school year. Please check “yes” or “no” for each option in the table below that applies.

Type of facility in 2013-14	Yes	No
Pre-adjudication/Pre-conviction		
Post-adjudication/Post-conviction		
Pre- and post-adjudication/conviction		

Additional Instructions Box:

- Report data based on the entire regular school year.
- [Click here to see how additional data will be collected in 2015-16.](#)

JUST -2 Days in Regular School Year at Justice Facility – End of Year

- Value should be entered as a whole number.

Text to appear above the table:

7. Enter the number of days that the **regular educational program** operated at this justice facility during the 2013-14 school year.

Number of days
XXX

Additional Instructions Box:

- Report data based on the entire **regular school year**.

JUST -3 Justice Facility Educational Program Hours per Week – End of Year

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

Text to appear above the table:

8. Enter the number of hours per week that the **regular educational program** was offered to students at this justice facility during the 2013-14 school year.

Number of hours per week
XX.X

Additional Instructions Box:

- Report data based on the entire **regular school year**.

JUST -4 Justice Facility Educational Program Participants – End of Year Optional for 2013-14,

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

[Click for help with unduplicated counts](#)

Text to appear above the table:

9. Enter the number of elementary, middle, and high school age students who participated in the **regular educational program** for the **length of time** specified during the 2013-14 school year.

Cumulative Number of Calendar Days in 2013-14	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	

Additional Instructions Box:

- Report a cumulative count based on the entire **regular school year**.

REVISED TEXT FOR 2015-16 ONLY ITEMS

COUR -1A Classes in Algebra I in Middle School (Revised for 2015-16)

Text to appear above the table:

Enter the number of **Algebra I** classes for students in GRADES 7-8 (or the ungraded equivalent) on October 1st

- Independent study does not count as a class.

Course	Number of Classes
Algebra I	

Additional Instructions Box:

- 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.

COUR -2A Algebra I in Grade 7 Enrollment Indicator (Revised for 2015-16)

Text to appear above the table:

Indicate whether the school offered **Algebra I** in GRADE 7 (or the ungraded equivalent) by the END of the school year. Please check “yes” or “no” in the table below.

Yes	No

Additional Instructions Box:

COUR -2B Student Enrollment in Algebra I in Grade 7 (Revised for 2015-16)

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

Text to appear above table:

Enter the number of students in GRADE 7 (or the ungraded equivalent) who were enrolled in Algebra I at the END of the school year.

Number of students

Additional Instructions Box:

- 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.

COUR -2C Algebra I in Grade 8 Enrollment Indicator (Revised for 2015-16)

Text to appear above the table:

Indicate whether the school offered **Algebra I** in GRADE 8 (or the ungraded equivalent) at the END of the school year. Please check “yes” or “no” in the table below.

Yes	No

Additional Instructions Box:

COUR -2D Student Enrollment in Algebra I in Grade 8 (Revised for 2015-16)

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

Text to appear above the table:

Enter the number of male and female students in GRADE 8 (or the ungraded equivalent) who were enrolled in **Algebra I** at the END of the school year, by their race/ethnicity, **LEP**, and **IDEA** status.

	Hispanic or Latino of any	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific	Black or African American	White	Two or more	Total	LEP	Students with Disabilities (IDEA)
Students in grade 8 (or the ungraded equivalent) who were enrolled in Algebra I:										
Males enrolled in Algebra I:										
Females enrolled in Algebra I:										
Total number of students enrolled in Algebra I:										

Additional Instructions Box:

- 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.

COUR 3A Students who Passed Algebra I in Grade 7 (Revised for 2015-16)

- Successfully completing a course means earning a grade of D or higher, earning a credit for the class, or earning a similar passing mark.
- [Click for help with block scheduling](#)

Text to appear above the table:

Enter the number of students in GRADE 7 (or the ungraded equivalent) who were enrolled in Algebra I, who successfully completed (i.e., passed) Algebra I at the end of the school year.

Number of Students

Additional Instructions Box:

- Count only students who were reported as enrolled in Algebra I on the Fall 2013 snapshot date, (i.e., the students who were reported in Question 44 in Part I).

COUR 3B Students who Passed Algebra I in Grade 8 (Revised for 2015-16)

- Successfully completing a course means earning a grade of D or higher, earning a credit for the class, or earning a similar passing mark.
- [Click for help with block scheduling](#)

Text to appear above the table:

Enter the number of male and female students in GRADE 8 (or the ungraded equivalent) who were enrolled in Algebra I, who successfully completed (i.e., passed) Algebra I at the end of the school year, by their race/ethnicity, LEP, and IDEA status.

	Hispanic	Amer. Indian/Alaska Native	Asian	Hawaiian Native/Pacific Isldr.	Black	White	Two or more races	Total	LEP	Students with Disabilities (IDEA)
Males who passed:										
Females who passed:										
Total number of students who passed:										

Additional Instructions Box:

- Count only students who were enrolled in Algebra I on the Fall 2013 snapshot date, (i.e., the students who were reported in Question 45 in Part I).

COUR-5A Geometry in Grade 8 Enrollment Indicator (Revised for 2015-16)

Indicate whether the school offered **Geometry** to students in GRADE 8 (or the ungraded equivalent) on October 1st. Please check “yes” or “no” in the table below.

Yes	No

Additional Instructions Box:

- [Click here for a mapping of Geometry courses to **SCED** codes](#)

COUR-5B Student Enrollment in Geometry in Grade 8 (Revised for 2015-16)

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

Text to appear above the table:

Enter the number of students in GRADE 8 (or the ungraded equivalent) who were enrolled in **Geometry on October 1st.**

Number of students

Additional Instructions Box:

- 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.

COUR-8 Classes in Mathematics Courses in High School (Revised for 2015-16)

- Independent study does not count as a class.
- [Click for help with block scheduling.](#)

Text to appear above the table:

This table is about classes. Enter the number of **classes** for students in GRADES 9-12 (or the **ungraded equivalent**) who were enrolled in this school on the **Fall 2013 snapshot date** for each mathematics **course**.

Mathematics Courses offered on the Fall 2013 snapshot date	Number of Classes
Algebra I	
Geometry	
Algebra II	
Advanced mathematics	
Calculus	

Additional Instructions Box:

- Include classes with ungraded high school age students in your count.
- [Click here to see a crosswalk of courses to SCED codes](#)

COUR- 9 Student Enrollment in Mathematics Courses in High School (Revised for 2015-16)

- A student MAY be counted in more than one row.
- Do not count students scheduled to take the listed course, but who are not yet enrolled.

Text to appear above table:

Enter the number of male and female students in GRADES 9-12 (or the ungraded equivalent) who were enrolled in high school mathematics courses (including Geometry, Algebra II, advanced mathematics, and Calculus) on the October 1st, by their race/ethnicity, LEP, and IDEA status.

Students in grades 9-12 (or the ungraded equivalent)	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	LEP	Students with Disabilities (IDEA)
Students enrolled in Geometry										
Males enrolled in Geometry										
Females enrolled in Geometry										
Total number of students enrolled in Geometry										
Students enrolled in Algebra II:										
Males enrolled in Algebra II :										
Females enrolled in Algebra II :										
Total number of students enrolled in Algebra II:										
Students enrolled in advanced mathematics:										
Males enrolled in advanced mathematics :										
Females enrolled in advanced mathematics :										
Total number of students enrolled in advanced mathematics:										
Students enrolled in Calculus:										
Males enrolled in Calculus :										
Females enrolled in Calculus :										
Total number of students enrolled in Calculus:										

Additional Instructions Box:

- [How to handle block or semester scheduling](#)
- [How to report semester long advanced math courses](#)

STAF-8A Classes in Algebra I in Middle School Taught by Certified Teachers

- 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.

Text to appear above the table:

Enter the number of Algebra I classes for students in GRADES 7 or 8 that were being taught by teachers certified in mathematics on the Fall 2015 snapshot date (October 1st 2015).

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

Additional Instructions Box:

- 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.

STAF-8B Classes in Mathematics Courses in High School Taught by Certified Teachers (2015-16)

- 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.
- [FAQ](#)

Text to appear above the table:

Enter the number of classes in each of the listed courses taught in GRADES 9-12 that were being taught by teachers certified in mathematics on the Fall 2015 snapshot date (October 1st 2015).

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		

Additional Instructions Box:

- 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.

Civil Rights Coordinator/Desegregation Plan (CRCO) LEA Module

CRCO-1 Civil Rights Coordinators Indicator

[Click here for help with civil rights laws that prohibit discrimination.](#)

Text to appear above the table:

1. Indicate whether the LEA had one or more responsible employees (either part-time or full-time) acting as **civil rights coordinator**(s) on the **Fall 2013 snapshot date**. Please check “yes” or “no” for each option.

Civil Rights Coordinator	Yes	No
Sex (Title IX)		
Race, color, or national origin (Title VI)		
Disability (Section 504 and/or Title II)		

Additional Instructions Box:

CRCO- 2 Civil Right Coordinators Contact Information – Fall 2013 Snapshot

Text to appear above the table:

2. Enter the contact information (name, email address, and phone number) for the **civil rights coordinator(s)** that were identified in CRCO-2. If the LEA has more than one coordinator for a specific civil rights law, provide the contact information for the lead coordinator.

Civil Rights Coordinator	Name	Phone	Email
Sex (Title IX)	First: _____ Last: _____	(xxx) xxx-xxxx	_____@____.____
Race, color, or national origin (Title VI)	First: _____ Last: _____	(xxx) xxx-xxxx	_____@____.____
Disability (Section 504 and/or Title II)	First: _____ Last: _____	(xxx) xxx-xxxx	_____@____.____

Additional Instructions Box:

CRCO- 3 Desegregation Order or Plan – Fall 2013 Snapshot

Text to appear above the table:

1. Indicate whether the LEA was covered by a **desegregation order or plan** on the **Fall 2013 snapshot date**. Please check “yes” or “no” in the table below.

Question	Yes	No
Was the LEA covered by a desegregation order or plan?		

Additional Instructions Box:

Students, Schools, & Programs (SSPR) LEA Module

SSPR-1 Count of Students – Fall 2013 Snapshot

- Include students who are the responsibility of the LEA, regardless of whether students are served in LEA or non-LEA facilities.
- Include students in private schools if (and only if) they were placed there by the LEA for the purpose of providing free appropriate public education (FAPE).

Text to appear above the table:

2. Enter the overall student enrollment for the LEA on the Fall 2013 snapshot date. Include students in preschool and grades K-12 (or the ungraded equivalent).

	Number
Overall student enrollment for the LEA	

SSPPR-3 Count of Students – Fall 2013 Snapshot

- Include all facilities where students attend.
- Include charter schools that were under the governance of the LEA.

Text to appear above the table:

3. Enter the number of public schools that were under the governance of the LEA on the Fall 2013 snapshot date.

	Number
Public schools in the LEA	

Additional Instructions Box:

**SSPR-2 Count of Students Served in Non-LEA Facilities – Fall 2013 Snapshot
(Optional for 2013-14)**

- Non-LEA facilities may be public or private.

Text to appear above the table:

4. Enter the number of students in preschool and grades K-12 (or the ungraded equivalent) who were enrolled in the LEA, and who were being served in **non-LEA facilities** on the **Fall 2013 snapshot date**.

	Number
Students served in Non-LEA facilities	

Additional Instructions Box:

SSPR- 4 Early Childhood Program Indicator – Fall 2013 Snapshot

Text to appear above the table:

5. Indicate whether the LEA was providing **early childhood** services, in either LEA or non-LEA facilities, to children birth through age 2 on the **Fall 2013 snapshot date**. Please check “yes” or “no” in the table below.

Question	Yes	No
Did the LEA provide early childhood services that serve children birth through age 2?		

Additional Instructions Box:

- [Contracted services?](#)
- The LEA may provide the services or program(s) by contracting with another entity to provide program services to students. Services or programs that are operated by a non-LEA facility that has been contracted by the LEA, are considered LEA-provided services.

SSPR – 5 Early Childhood Program for Non-IDEA Children – Fall 2013 Snapshot

Text to appear above the table:

6. Indicate whether the LEA was providing **early childhood** services to, in either LEA or non-LEA facilities, **non-IDEA children** birth through age 2 on the **Fall 2013 snapshot date**. Please check “yes” or “no” in the table below.

Question	Yes	No
Did the LEA provide early childhood services that serve non-IDEA children birth through age 2?		

Additional Instructions Box:

- [Contracted services?](#)
- The LEA may provide the services or program(s) by contracting with another entity to provide program services to students. Services or programs that are operated by a non-LEA facility that has been contracted by the LEA, are considered LEA-provided services.

SSPR- 6 Preschool Program Provided by the LEA Indicator – Fall 2013 Snapshot

Text to appear above the table:

7. Indicate whether the LEA was providing one or more **preschool** services, in either LEA or non-LEA facilities, to children ages 3 through 5 on the **Fall 2013 snapshot date**. Please check “yes” or “no” in the table below.

Question	Yes	No
Did the LEA provide preschool services or programs that serve children ages 3 through 5?		

Additional Instructions Box:

- [Contracted services?](#)
- The LEA may provide the services or program(s) by contracting with another entity to provide program services to students. Services or programs that are operated by a non-LEA facility that has been contracted by the LEA, are considered LEA-provided services.

SSPR-7 Preschool Daily Length and Cost – Fall 2013 Snaps

Text to appear above the table:

8. Indicate the type of LEA **preschool** service(s) or program(s), in either LEA or non-LEA facilities, that were serving children ages 3 through 5 on the **Fall 2013 snapshot date**. Please check “yes” or “no” for each option.

Type of preschool	Yes	No
Full-day preschool and no charge to parent(s)/guardian		
Full-day preschool and partial or full charge to parent(s)/guardian		
Part-day preschool and no charge to parent(s)/guardian		
Part-day preschool and partial or full charge to parent(s)/guardian		

Additional Instructions Box:

- [Contracted services?](#)
- The LEA may provide the services or program(s) by contracting with another entity to provide program services to students. Services or programs that are operated by a non-LEA facility that has been contracted by the LEA, are considered LEA-provided services.

SSPR – 8 Preschool Age for Non-IDEA Children – Fall 2013 Snapshot

Text to appear above the table:

9. Indicate whether any of the LEA **preschool** service(s) or program(s), in either LEA or non-LEA facilities, were serving **non-IDEA children** in the ages specified below on the **Fall 2013 snapshot date**. Please check “yes” or “no” for each option.

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

Additional Instructions Box:

- [Contracted services?](#)
- The LEA may provide the services or program(s) by contracting with another entity to provide program services to students. Services or programs that are operated by a non-LEA facility that has been contracted by the LEA, are considered LEA-provided services.

SSPR-9 Preschool Children Served – Fall 2013 Snapshot (Optional for 2013-14)

Text to appear above the table:

10. Enter the number of 3, 4 and 5-year old students who were being served in the LEA's **preschool** service(s) or program(s), either in LEA or non-LEA facilities, on the **Fall 2013 snapshot date**.

	Number
Children age 3 years served	
Children age 4 years served	
Children age 5 years served	

Additional Instructions Box:

- [Contracted services?](#)

The LEA may provide the services or program(s) by contracting with another entity to provide program services to students. Services or programs that are operated by a non-LEA facility that has been contracted by the LEA, are considered LEA-provided services.

SSPR-10 Preschool Eligibility - All Children – Fall 2013 Snapshot

Text to appear above the table:

11. Indicate whether the LEA's **preschool** service(s) or program(s), in either LEA or non-LEA facilities, were being offered to all children on the **Fall 2013 snapshot date**. Please check "yes" or "no" in the table below.

Question	Yes	No
Did the LEA offer its preschool service(s) or program(s) to all children?		

Additional Instructions Box:

- [Contracted services?](#)
- The LEA may provide the services or program(s) by contracting with another entity to provide program services to students. Services or programs that are operated by a non-LEA facility that has been contracted by the LEA, are considered LEA-provided services.

SSPR-11 Preschool Eligibility - Student Groups – Fall 2013 Snapshot

Text to appear above the table:

12. Indicate whether the LEA's preschool service(s) or program(s), in either LEA or non-LEA facilities, were being offered to children with disabilities (IDEA), children in Title I schools, and/or children from low income families on the Fall 2013 snapshot date. Please check "yes" or "no" for each option.

Groups	Yes	No
Children with disabilities (IDEA)		
Children in Title I schools		
Children from low income families		

Additional Instructions Box:

- [Contracted services?](#)
- The LEA may provide the services or program(s) by contracting with another entity to provide program services to students. Services or programs that are operated by a non-LEA facility that has been contracted by the LEA, are considered LEA-provided services.

SSPR-12 Kindergarten Program Indicator – Fall 2013 Snapshot

Text to appear above the table:

13. Indicate whether the LEA was providing one or more kindergarten programs that served any students on the **Fall 2013 snapshot date**. Please check “yes” or “no” in the table below.

Question	Yes	No
Did the LEA provide one or more kindergarten programs that served any students?		

Additional Instructions Box:

- [Services in non-LEA facilities?](#)
- Include programs in LEA facilities and **non-LEA facilities**.

SSPR-13 Kindergarten Daily Length and Cost – Fall 2013 Snapshot

Text to appear above the table:

14. Indicate the type of LEA kindergarten program(s) that were serving students on the **Fall 2013 snapshot date**. Please check “yes” or “no” for each option.

Kindergarten Arrangement	Yes	No
Full-day kindergarten and no charge to parent(s)/guardian		
Full-day kindergarten and partial or full charge to parent(s)/guardian		
Part-day kindergarten and no charge to parent(s)/guardian		
Part-day kindergarten and partial or full charge to parent(s)/guardian		

Additional Instructions Box:

- [Services in non-LEA facilities?](#)
- Include programs in LEA facilities and **non-LEA facilities**.

Harassment and Bullying (HIBD) LEA Module

HIBD -1 Harassment or Bullying Policy Indicator – Fall 2013 Snapshot

Text to appear above the table:

1. Indicate whether the LEA had a written policy (or policies) prohibiting discriminatory harassment or bullying of students on the **basis of sex, race/color/national origin, and disability** on the **Fall 2013 snapshot date**. Please check “yes” or “no” in the table below.
 - Written policy (or polices) must be for ALL basis categories.

Question	Yes	No
Did the LEA have a written policy or policies prohibiting discriminatory harassment or bullying of students on the basis of sex, race/color/national origin, and disability?		

Additional Instructions Box:

HIBD-2 Harassment or Bullying Policy Web Link Indicator – Fall 2013 Snapshot

Text to appear above the table:

2. Indicate whether the LEA had a web link to its written policy (or policies) prohibiting discriminatory harassment or bullying of students on the basis of sex, race/color/national origin, and disability on the **Fall 2013 snapshot date**. Please check “yes” or “no” in the table below.

Question	Yes	No
Did the LEA have a web link to its written policy or policies prohibiting discriminatory harassment or bullying of students?		

Additional Instructions Box:

HIBD-3 Harassment or Bullying Policy Web Link – Fall 2013 Snapshot

Text to appear above the table:

- 3. Enter the web link to the LEA's written policy (or policies) prohibiting discriminatory harassment or bullying of students on the basis of sex, race/color/national origin, and disability.**

Web Link
http://_____.

Additional Instructions Box:

DSED – 1 Distance Education Enrollment Indicator – End of Year

Text to appear above the table:

- 4. Indicate whether the LEA had any students in GRADES K-12 (or the ungraded equivalent) who were enrolled in any **distance education courses** during the 2013-14 school year. Please check “yes” or “no” in the table below.

Question	Yes	No
Did the LEA have any students enrolled in any distance educational courses?		

Additional Instructions Box:

- [Should I include distance education courses outside the LEA?](#)
- Include all courses under the control of the LEA. Distance education courses that students take independently or that are provided by entities outside the control of the LEA should not be considered unless the LEA has access to enrollment and monitoring information for those courses.

DSED- 2 Distance Education Enrollment – End of Year (Optional for 2013-14)

Text to appear above the table:

- Enter the number of male and female students in GRADES K-12 (or the ungraded equivalent) who were enrolled in at least one **distance education course** during the 2013-14 school year, by their race/ethnicity, **LEP**, and **IDEA** status.

	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific	Black or African American	White	Two or more races	Total	LEP	Students with Disabilities (IDEA)
Students in grades K-12 (or the ungraded equivalent) who were enrolled in at least one distance education course:										
Males who were enrolled in a distance education course:										
Females who were enrolled in a distance education course:										
Total number of students who were enrolled in a distance education course:										

Additional Instructions Box:

- [Should I include distance education courses outside the LEA?](#)
- Include all courses under the control of the LEA. Distance education courses that students take independently or that are provided by entities outside the control of the LEA should not be considered unless the LEA has access to enrollment and monitoring information for those courses.

GEDX-1 GED Preparation Program Provided by the LEA Indicator – End of Year

Text to appear above the table:

6. Indicate whether the LEA provided a **GED preparation program**, either LEA or non-LEA facilities, for STUDENTS AGES 16 THROUGH 19 during the 2013-14 school year. Please check “yes” or “no” in the table below.

Question	Yes	No
Did the LEA operate a GED preparation program for students ages 16-19?		

Additional Instructions Box:

- [Contracted services?](#)
- The LEA may provide the GED preparation program by contracting with another entity to provide program services to students. A GED preparation program that is operated by a non-LEA facility that has been contracted by the LEA is considered an LEA-provided program.

GEDX-2 GED Preparation Program Student Participation – End of Year

- Do NOT include students who participated in a GED preparation program that was not provided by the LEA, even if the LEA recommended that these students enroll in the non-LEA provided program.

Text to appear above the table:

- Enter the number of male and female students ages 16 through 19 who participated in the **GED preparation program** operated by the LEA during the 2013-14 school year, by their race ethnicity, **LEP**, and **IDEA** status.

	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 (ages 16-19) who participated in the GED preparation programs:										
Males who participated in GED programs:										
Females who participated in GED programs:										
Total number of students who participated in GED programs:										

Additional Instructions Box:

- [Contracted services?](#)
- The LEA may provide the GED preparation program by contracting with another entity to provide program services to students. A GED preparation program that is operated by a non-LEA facility that has been contracted by the LEA is considered an LEA-provided program.

GEDX-3 GED Preparation Program Credentials – End of Year

- Count ONLY students who were enrolled in the **GED preparation program** operated by the LEA (i.e., the students who were reported in GEDX-2).

Text to appear above the table:

- Enter the number of male and female students (ages 16 through 19) who succeeded on the GED Test and received a high school equivalency credential during the 2013-14 school year, by their race/ethnicity, **LEP**, and **IDEA** status.

	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 (ages 16-19) who received a high school equivalency after participating in a GED program:										
Males who received a high school equivalency:										
Females who received a high school equivalency:										
Total number of students who received a high school equivalency:										

Additional Instructions Box:

- [Should I include programs outside my LEA?](#)
- Do NOT include students who participated in a GED preparation program that was not provided by the LEA, even if the LEA recommended that these students enroll in the non-LEA provided program.
- [Contracted services?](#)
- The LEA may operate the GED preparation program by contracting with another entity to provide program services to students. A GED preparation program that is operated by a **non-LEA facility** that has been contracted by the LEA is considered an LEA-provided program.