PAPERWORK REDUCTION ACT SUBMISSION SUPPORTING STATEMENT

**Mandatory Civil Rights Data Collection** 

July 2020

ATTACHMENT A-2

# Data Groups for Civil Rights Data Collection for School Year 2020–21

Revised after 60-day public comment period.

Responses to, and changes made as a result of comments received during the 60-day public comment period are primarily addressed and reflected in Attachment B. In this Data Groups document, changes made as a result of comments received during the 60-day public comment period are noted with a "†".

Due to the impact the Coronavirus (COVID-19) pandemic has had on SEAs, LEAs, and schools, ED has decided to shift the 2019–20 CRDC to the 2020–21 school year. Therefore, all comments received for the 2019–20 CRDC, and ED's responses to those comments will now apply to the 2020–21 CRDC. In addition, throughout this document, original references to the 2019–20 CRDC and the 2019–20 school year have been changed to the 2020–21 CRDC and the 2020–21 school year.

# INTRODUCTION

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

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

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

### DATA GROUPS THAT ARE PART OF THE CRDC

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

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

#### **Set A Data Groups**—Collected through both CRDC and ESS

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

The data groups, as collected through the ESS, are explained in Attachments A and B of the ED*Facts* school years 2019–20, 2020–21, and 2021–22 information collection package titled, "Annual Mandatory Collection of Elementary and Secondary Education Data through ED*Facts*." The ED*Facts* information collection package (OMB control number: 1850-0925 v.4) is available at <a href="https://www.regulations.gov/docket?D=ED-2018-ICCD-0117">https://www.regulations.gov/docket?D=ED-2018-ICCD-0117</a>.

Data Group (DG) Name	Level	DG ID	Page
Charter status	School	915 (CRDC)	A2-7
		27 (ESS)	
Grades offered	School	932 (CRDC)	A2-7
		18 (ESS)	

Membership	LEA,	979 (CRDC)	A2-8
	School	39 (ESS)	
School type	School	977 (CRDC)	A2-9
		21 (ESS)	

#### **Set B Data Groups**—Collected through CRDC only

These data groups are explained in this attachment.

Data Group (DG) Name	Level	DG ID	Page
Advanced Placement course by subject enrollment table			<b>-</b>
Revised!	School	900	A2-10
Advanced Placement course enrollment table <b>Revised!</b>	School	901	A2-11
Advanced Placement course self-selection	School	902	A2-12
Advanced Placement different courses offered	School	903	A2-13
Advanced Placement exam participation table <b>Retired!</b>	School	904	A2-14
Algebra I classes—middle school	School	906	A2-15
Algebra I classes—middle school teacher certification	School	1004	A2-16
Algebra I course enrollment—grade 7	School	907	A2-18
Algebra I course enrollment—grade 8	School	908	A2-19
Algebra I course enrollment—high school	School	909	A2-20
Algebra I course passing—grade 7	School	910	A2-21
Algebra I course passing—grade 8	School	911	A2-22
Algebra I course passing—high school	School	912	A2-23
Alternative school focus	School	914	A2-24
Civil rights coordinators	LEA	916	A2-24
Computer science classes—high school	School	1011	A2-25
Computer science classes—high school teacher			
certification	School	1012	A2-25
Computer science course enrollment—high school	School	1013	A2-27
Corporal punishment instances—preschool	School	1010	A2-28
Corporal punishment instances table	School	917	A2-29
Credit recovery student participation <b>Retired!</b>	School	992	A2-29
Deaths due to homicide	School	919	A2-30
Desegregation order or plan	LEA	920	A2-30
Discipline of preschool children table <b>Revised!</b>	School	921	A2-31
Discipline of students with disabilities ( <i>IDEA</i> and	School	022	
Section 504) table	SCHOOL	922	A2-32
Discipline of students without disabilities table	School	923	A2-33
Distance education student enrollment table	LEA	993	A2-34
Dual enrollment program student enrollment	School	994	A2-35
Early childhood program for non- <i>IDEA</i> children			
Retired!	LEA	926	A2-36
English learner students	School	946	A2-36
English learner students in EL programs <b>Revised</b> !	School	947	A2-37

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Data Group (DG) Name	Level	DG ID	Page
Firearm use	School	927	A2-37
Geometry course enrollment—grade 8	School	930	A2-38
Gifted/talented program enrollment table	School	931	A2-39
Harassment or bullying—policy table <b>Revised!</b>	LEA	988	A2-40
Harassment or bullying—web link indicator <b>Retired!</b>	LEA	1021	A2-41
Harassment or bullying—web link <b>Revised!</b>	LEA	1022	A2-42
Harassment or bullying—reported allegations table	School	933	A2-43
Harassment or bullying—allegations by religion table <b>New!</b>	School	1023	A2-44
Harassment or bullying—students disciplined table	School	934	A2-45
Harassment or bullying—students reported as harassed or bullied table	School	935	A2-46
High school equivalency exam preparation program			
participation table	LEA	929	A2-47
International Baccalaureate Programme enrollment table			
Revised!	School	936	A2-48
Interscholastic athletics single-sex sports	School	937	A2-49
Interscholastic athletics single-sex teams	School	938	A2-50
Interscholastic athletics single-sex team participants	School	939	A2-51
Justice facility days in regular school year table	School	940	A2-52
Justice facility educational program participants table	School	941	A2-53
Justice facility educational program hours per week table	School	942	A2-54
Justice facility type	School	943	A2-55
Kindergarten daily length and cost <b>Retired!</b>	LEA	944	A2-56
Magnet program detail	School	948	A2-57
Magnet status	School	949	A2-57
Mathematics classes—high school	School	950	A2-58
Mathematics classes—high school teacher certification	School	1005	A2-58
Mathematics course enrollment—high school	School	951	A2-60
Membership—non-LEA	LEA	989	A2-61
Offenses table <b>Revised!</b> †	School	952	A2-61
Offenses incidents—students New!	School	1024	A2-62
Offenses incidents—school staff New! †	School	1025	A2-62
Offenses allegations—school staff resignation New! †	School	1026	A2-63
Offenses allegations—school staff determination New! †	School	1027	A2-63
Offenses allegations—school staff determination pending <b>New!</b> †	School	1028	A2-64
Offenses allegations—school staff duty reassignment <b>New!</b> †	School	1029	A2-64
Preschool ages for non- <i>IDEA</i> children <b>Retired!</b> †	School	953	A2-65
Preschool ages for non- <i>IDEA</i> children <b>Retired!</b> -	LEA	953	A2-65
Preschool daily length and cost <b>Retired!</b>	LEA	954	A2-66

Data Group (DG) Name	Level	DG ID	Page
Preschool eligible children <b>Retired!</b>	LEA	955	A2-66
Preschool enrollment table <b>Revised!</b> †	School	956	A2-67
Preschool grade	School	913	A2-67
Preschool children served table	LEA	957	A2-68
Public schools total	LEA	958	A2-68
Restraint or seclusion for <i>IDEA</i> students table	School	959	A2-69
Restraint or seclusion for non- <i>IDEA</i> students table	School	960	A2-70
Restraint or seclusion instances table	School	961	A2-71
Retention table	School	963	A2-72
SAT or ACT test participation table	School	964	A2-73
School fiber-optic connection	School	1016	A2-74
School-issued devices	School	1017	A2-74
School Wi-Fi access in classrooms	School	1018	A2-74
School Wi-Fi enabled devices	School	1019	A2-75
Student-owned devices	School	1020	A2-75
School counselors (FTE)	School	965	A2-76
School days missed due to out-of-school suspensions table	School	966	A2-77
School finance—FTE personnel (state and local) <b>Retired!</b>	School	967	A2-78
School finance—FTE personnel (federal, state, and local) <b>Retired!</b>	School	998	A2-79
School finance—FTE teachers <b>Retired!</b>	School	968	A2-80
School finance—instructional aide salaries (state and local) <b>Retired!</b>	School	996	A2-82
School finance—instructional aide salaries (federal, state, and local) <b>Retired!</b>	School	997	A2-83
School finance—non-personnel expenditures (state and local) <b>Retired!</b>	School	970	A2-84
School finance—non-personnel expenditures (federal, state, and local) <b>Retired!</b>	School	1000	A2-85
School finance—support personnel salaries (state and local) <b>Retired!</b>	School	971	A2-86
School finance—support personnel salaries (federal, state, and local) <b>Retired!</b>	School	999	A2-87
School finance—teacher salaries (state and local) Retired!	School	972	A2-89
School finance—teacher salaries (federal, state, and local) <b>Retired!</b>	School	995	A2-91
School finance—total personnel salaries (state and local) <b>Retired!</b>	School	1001	A2-93
School finance—total personnel salaries (federal, state and local) <b>Retired!</b>	School	1002	A2-95

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Data Group (DG) Name	Level	DG ID	Page
Science classes—high school	School	973	A2-97
Science classes—high school teacher certification	School	1006	A2-97
Science course enrollment—high school	School	974	A2-99
Security staff (FTE) table	School	975	A2-100
Single-sex academic classes table	School	976	A2-101
Special education school	School	1015	A2-102
Students with disabilities served under <i>IDEA</i>	School	980	A2-103
Students with disabilities served under Section 504 only	School	981	A2-103
Support services staff (FTE)	School	982	A2-104
Suspension instances	School	1007	A2-105
Suspension instances—preschool	School	1008	A2-106
Teacher absenteeism table <b>Retired!</b>	School	983	A2-107
Teacher credentials (FTE)	School	990	A2-109
Teacher credentials (FTE)—not certified	School	1009	A2-111
Teachers (FTE)	School	984	A2-113
Teachers (counts) <b>Retired!</b> †	School	1003	A2-115
Teacher experience <b>Retired!</b>	School	985	A2-117
Ungraded detail	School	986	A2-119

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

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

Data Group (DG) Name	Level	DG ID	Page
Children with disabilities (IDEA) school age table	School	74 (ESS)	A2-120
Chronic absenteeism table	School	814 (ESS)	A2-121
Graduates/completers table	School	306 (ESS)	A2-121
Title I school status	School	22 (ESS)	A2-122

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

For a detailed explanation of the ESS data groups (OMB control number: 1850-0925 v.4), the reader should go to <u>https://www.regulations.gov/docket?D=ED-2018-ICCD-0117</u>, and review Attachments A and B of the ED*Facts* school years 2019–20, 2020–21, and 2021–22 information collection package.

## SET A: DATA GROUPS COLLECTED THROUGH CRDC AND ESS

Group Name: Charter	status		DG: 915	
Definition		An indication of whether a public school provides free public		
	elementary and/or se	condary education to elig	ible students under a	
	specific charter exec	uted, pursuant to a state c	harter school law, by	
	an authorized charter	ring agency/authority and	that is designated by	
	such authority to be	a public charter school.		
Permitted Values	• Yes			
	• No			
	Not applicable			
<b>Reporting Period</b>	October 1			
Reporting Levels	School	LEA 🗆	State 🗆	
<b>Education Unit Total</b>				
Comment	A charter school is a public school that provides free public			
	elementary and/or secondary education to eligible students under a			
	specific charter issued, pursuant to a state charter school law, by an			
	authorized chartering agency/authority and that is designated by such			
	authority to be a pub	lic charter school.		

Group Name: Grades o	ffered		DG: 932
Definition	The grade level(s) of	ffered by the school.	
Permitted Values	Ungraded	Grad	e 7
	<ul> <li>Prekindergarten*</li> </ul>	• Grad	e 8
	Kindergarten	Grad	e 9
	• Grade 1	Grad	e 10
	Grade 2	Grad	e 11
	• Grade 3	Grad	e 12
	• Grade 4	Grad	e 13*
	• Grade 5	• Adul	t Education*
	• Grade 6	• No G	Frades*
Reporting Period	October 1		
<b>Reporting Levels</b>	School	LEA $\Box$	State 🗆
<b>Education Unit Total</b>			
Comment	For the CRDC, prese	chool is also considered	a grade. See data group
	Preschool grade (DC	G913).	
	Permitted values wit	h an asterisk (*) are not	used for the CRDC.

Group Name: Members	ship			DG: 979
Definition	The unduplicated student enrollment, including students both present and absent, excluding duplicate counts of students within a specific school or LEA or students whose membership is reported by another school or LEA.			
Permitted Values	Integer			
<b>Reporting Period</b>	October 1			
Reporting Levels	School	LEA 🗌		State 🗆
<b>Education Unit Total</b>				
Comment	<ul> <li>Each student is counted individually, no full-time equivalency.</li> <li>Students must be counted in the school where they actually, physically attend for more than 50% of the school day. For distance education schools or virtual schools, students must be counted in the school from which they receive more than 50% of their coursework.</li> <li>Education Unit Total applies to the CRDC LEA reporting level. Category set A is reported at the CRDC school level only.</li> </ul>			
CATEGORY SET	DESCRIPTION			
Category Set A	<ul><li>Racial Ethnic</li><li>Sex (Member</li></ul>			

Group Name: School t	ype		DG: 977
Definition	The classification of	schools based on the cur	riculum concentration.
Permitted Values	• Yes		
	• No		
Reporting Period	October 1		
Reporting Levels	School 🛛	LEA 🗆	State 🗆
Education Unit Total			
Comment	<ul> <li>School types below Toole Set:</li> <li>1 - Regular School A public element primarily on care education, althout a regular curricut</li> <li>2 - Special Educe A public element serving the education (IDEA) and white for these student</li> <li>3 - Career and T A public element providing second career-related cut technical or prof</li> <li>4 - Alternative E A public element of students that t program, and is a academic difficut</li> </ul>	tary/secondary school that eer and technical, special, agh it may provide these plum. ation School* tary/secondary school that ational needs of students ch adapts curriculum, mat s. fechnical Education School tary/secondary school that lary students with an occu rriculum, including formates essional occupations.	at does not focus or alternative programs in addition to at focuses primarily on with disabilities terials, or instruction ol* at focuses primarily on upationally relevant or al preparation for at addresses the needs a regular school ls of students with line problems, or both
	• 5 - Reportable P	rogram* es not meet the definition	

# SET B: DATA GROUPS COLLECTED THROUGH CRDC ONLY

Group Name: Advance	ced Placement course by subject enrollment table DG: 900		
Definition	The number of students enrolled in at least one Advanced Placement		
	(AP) course in a subject area.		
Permitted Values	• Integer		
Reporting Period	• For schools with regular scheduling - October 1		
	• For schools with block scheduling that allows a full-year course		
	to be taken in one semester - Sum of a count taken on October 1		
	in the first block, and around March 1 in the second block		
Reporting Levels	School 🛛 LEA 🗆 State 🗆		
Education Unit Total			
Comment	<ul> <li>Report only for schools that have students who are enrolled in one or more AP courses. For each subject area, the data should be unduplicated. Category sets B and C do not include all students.</li> <li>Advanced Placement (AP) – AP refers to a program, sponsored by the College Board, through which students may earn college credit and advanced college placement by successfully completing AP courses and standardized AP exams.</li> <li>Advanced Placement (AP) course – An AP course is an advanced, college-level course designed for students who achieve a specified level of academic performance. Upon successful completion of the course and a standardized AP exam, a student may be qualified to receive college credit and/or placement into advanced college courses.</li> </ul>		
	DECONDUCIÓN		
CATEGORY SET Category Set A	DESCRIPTION     Subject Area (Advanced Placement)		
Revised!	<ul> <li>Subject Area (Advanced Placement)</li> <li>Racial Ethnic</li> </ul>		
	Sex (Membership)		
Category Set B	Subject Area (Advanced Placement)		
Revised!	<ul> <li>Disability Status (IDEA)</li> </ul>		
	• Sex (Membership)		
Category Set C	Subject Area (Advanced Placement)		
Revised!	Disability Status (Section 504 Only)		
	Sex (Membership)		
Category Set D	Subject Area (Advanced Placement)		
Revised!	• EL Status (Only)		

• Sex (Mellibership)
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Group Name: Advance	ed Placement course enro	llment table	DG: 901	
Definition	The unduplicated number of students enrolled in at least one			
	Advanced Placement (AP) course.			
Permitted Values	Integer			
Reporting Period	For schools with regular scheduling - October 1			
	For schools with bloc	ck scheduling that a	allows a full-year course	
	to be taken in one ser	nester - Sum of a c	ount taken on October 1	
	in the first block, and	around March 1 ir	1 the second block	
<b>Reporting Levels</b>	School 🛛	LEA $\Box$	State 🗆	
<b>Education Unit Total</b>				
Comment	Report only for schools that have students who are enrolled in one or more AP courses. Category sets B and C do not include all students.			
	Advanced Placement (Al the College Board, throug and advanced college pla courses and standardized	gh which students incement by success	may earn college credit	
	Advanced Placement (AP) course – An AP course is an advanced, college-level course designed for students who achieve a specified level of academic performance. Upon successful completion of the course and a standardized AP exam, a student may be qualified to receive college credit and/or placement into advanced college courses.			
CATEGORY SET	DESCRIPTION			
Category Set A	Racial Ethnic     Sex (Membership	)		
Category Set B	<ul><li>Disability Status</li><li>Sex (Membership)</li></ul>	· /		
Category Set C	Disability Status	(Section 504 Only)		
Revised!	Sex (Membership	) )		
Category Set D	EL Status (Only)     Sex (Membership)	)		

Group Name: Advanc	ed Placement cours	se self-selection	DG: 902	
Definition	An indication of whether enrollment via self-selection by the student			
	is permitted for all Advanced Placement (AP) courses offered.			
Permitted Values	• Yes			
	• No			
	• Not applicable			
Reporting Period	October 1			
<b>Reporting Levels</b>	School 🛛 LEA 🗆 State 🗆			
Education Unit Total				
Comment	Report only for schools that have students who are enrolled in one or			
	more AP courses.			
	Advanced Placeme	nt (AP) – AP refers to	a program, sponsored by the	
		8	ay earn college credit and	
		5	lly completing AP courses	
	and standardized A	P exams.		
	Advanced Placement (AP) course – An AP course is an advanced,			
	college-level course designed for students who achieve a specified			
	level of academic performance. Upon successful completion of the			
	course and a standardized AP exam, a student may be qualified to			
	receive college credit and/or placement into advanced college courses.			
			ection – AP course self-	
		0	ny AP course offered by a	
		0	n or without meeting other	
	criteria (except for	any necessary course p	prerequisites).	

Group Name: Advance	ed Placement diffe	rent courses offered	DG: 903	
Definition	The unduplicated number of different Advanced Placement (AP)			
	courses offered by the school.			
Permitted Values	• Integer			
<b>Reporting Period</b>	For schools wit	for schools with regular scheduling october 1		
	For schools wit	h block scheduling tha	t allows a full-year course to	
	be taken in one	semester - Sum of a co	ount taken on October 1 in	
	the first block, and around March 1 in the second block			
<b>Reporting Levels</b>	School 🗌 LEA 🗆 State 🗆			
Education Unit Total				
Comment	<ul> <li>Report only for schools that have students who are enrolled in one or more AP courses. Count different AP courses and not classes.</li> <li>Examples of different AP courses are Biology, Chemistry, Calculus AB, and Calculus BC.</li> <li>Advanced Placement (AP) – AP refers to a program, sponsored by the College Board, through which students may earn college credit and advanced college placement by successfully completing AP courses and standardized AP exams.</li> <li>Advanced Placement (AP) course – An AP course is an advanced, college-level course designed for students who achieve a specified level of academic performance. Upon successful completion of the course and a standardized AP exam, a student may be qualified to</li> </ul>			

Retired!					
Group Name: Advance	ed Placement exam participation table DG: 904				
Definition	The unduplicated number of students enrolled in one or more AP				
	courses who took Advanced Placement (AP) exams.				
Permitted Values	Integer				
Reporting Period	Regular School Yea	r			
Reporting Levels	School 🗌	LEA 🗆	State 🗆		
<b>Education Unit Total</b>					
Comment	<ul> <li>Report only for schools that have students who are enrolled in one or more AP courses. Category sets B and C do not include all students.</li> <li>Advanced Placement (AP) – AP refers to a program, sponsored by the College Board, through which students may earn college credit and advanced college placement by successfully completing AP courses and standardized AP exams.</li> <li>Advanced Placement (AP) course – An AP course is an advanced, college-level course designed for students who achieve a specified level of academic performance. Upon successful completion of the course and a standardized AP exam, a student may be qualified to receive college credit and/or placement into advanced college courses.</li> </ul>				
CATEGORY SET	DESCRIPTION				
Category Set A	AP Exam Participation Status				
	Racial Ethnic				
	Sex (Membership)				
Category Set B	AP Exam Participation Status				
	• Disability Status (IDEA)				
	Sex (Member	1/			
Category Set C		rticipation Status			
	5	atus (Section 504 Only)			
Catagory Sat D	Sex (Member     Ap Eyem Da	17			
Category Set D	<ul> <li>AP Exam Pa</li> <li>EL Status (C</li> </ul>	rticipation Status			
	Sex (Member				
		isinp)			

Group Name: Algebra	I classes—middle s	chool	DG: 906	
Definition	The unduplicated number of classes in Algebra I (college-			
	preparatory) course	at the middle school leve	el.	
Permitted Values	Integer			
Reporting Period	• For schools with	n regular scheduling - Oc	tober 1	
	• For schools with	n block scheduling that a	llows a full-year	
	course to be take	en in one semester - Sum	of a count taken on	
	October 1 in the	first block, and around I	March 1 in the second	
	block			
Reporting Levels	School	LEA 🗆	State 🗆	
Education Unit Total				
Comment	Report only for schools with grade 7 or 8 and/or ungraded with			
	middle school age s	tudents, and that provide	college-preparatory	
	Algebra I course.			
	Algebra I course. Algebra I is a course that includes the study of properties and operations of the real number system; evaluating rational algebraic expressions; solving and graphing first degree equations and inequalities; translating word problems into equations; operations with and factoring of polynomials; and solving simple quadratic equations.			
	•	ation course leading to h	0	
	maniematics course	s, including Geometry ar		

Group Name:	Algebra 1	I classes—middle school teacher certification	DG: 1004
Definition		The unduplicated number of classes in Algebra I (college	-

	preparatory) course at the middle school level taught by teachers		
	with a mathematics certification.		
Permitted Values	Integer		
Reporting Period	<ul> <li>For schools with regular scheduling - October 1</li> <li>For schools with block scheduling that allows a full-year course to be taken in one semester - Sum of a count taken on October 1 in the first block, and around March 1 in the second block</li> </ul>		
Reporting Levels	School [] LEA [] State []		
Education Unit Total			
Comment	Report only for schools with grade 7 or 8 and/or ungraded with middle school age students, and that provide college-preparatory Algebra I course. Algebra I is a course that includes the study of properties and operations of the real number system; evaluating rational algebraic expressions; solving and graphing first degree equations and inequalities; translating word problems into equations; operations		
	<ul><li>inequalities; translating word problems into equations; operations</li><li>with and factoring of polynomials; and solving simple quadratic</li><li>equations.</li><li>Algebra I is a foundation course leading to higher-level mathematics</li><li>courses, including Geometry and Algebra II.</li></ul>		
	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.		
	Teachers may be funded with federal, state, and/or local funds. Justice facilities should consider only teachers who serve students in the educational program offered at the justice facility during the regular school year.		
	Refer to the following guide to determine which teachers may be included and which teachers should be excluded.		
<ul> <li>Teachers certified in mathematics may include:</li> <li>Regular Classroom Teachers</li> <li>Special Education Teachers</li> <li>Teach special education classes to students wit disabilities.</li> <li>General Elementary Teachers</li> <li>Teach self-contained classes in any of grades 7 teach the same class of students all or most of t</li> </ul>			

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<ul> <li>Team-teach (i.e., two or more teachers collaborate to teach multiple subjects to the same class of students).</li> <li>Vocational/Technical Education Teachers</li> <li>Teaching principals, teaching school counselors, teaching librarians, teaching school nurses, or other teaching administrators <ul> <li>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).</li> </ul> </li> <li>Teachers of Ungraded Students <ul> <li>Itinerant, Co-op, Traveling, and Satellite Teachers</li> <li>Teach at more than one school and may or may not be supervised by someone at your school.</li> </ul> </li> <li>Current Long-Term Substitute Teachers <ul> <li>Currently filling the role of regular teachers for four or more continuous weeks.</li> </ul> </li> </ul>
<ul> <li>Teachers to exclude:</li> <li>Adult Education and Postsecondary Teachers <ul> <li>Teach only adult education or students beyond grade 12.</li> </ul> </li> <li>Short-term Substitute Teachers <ul> <li>Fill the role of regular or special education teachers for less than four continuous weeks.</li> </ul> </li> <li>Student Teachers <ul> <li>Day Care Aides/Paraprofessionals</li> <li>Teacher Aides/Paraprofessionals</li> </ul> </li> </ul>

Group Name: Algebr	a I course enrollment—grade 7	DG: 907
Definition	The unduplicated number of students in grade 7 enrolled in	
	Algebra I (college-preparatory) course.	

Reporting Period       • For schools with regular scheduling –Single day at the end of the regular school year         • For schools with block scheduling that allows a full-year course to be taken in one semester – Sum of a count taken on a single day at the end of the first block, and a single day at the end of the second block         Reporting Levels       School []       LEA []       State []         Education Unit Total       []         Comment       Report only for schools with grade 7 that provide college-
<ul> <li>For schools with block scheduling that allows a full-year course to be taken in one semester – Sum of a count taken on a single day at the end of the first block, and a single day at the end of the second block</li> <li>Reporting Levels School   LEA State State</li> <li>Education Unit Total  </li> </ul>
course to be taken in one semester – Sum of a count taken on a single day at the end of the first block, and a single day at the end of the second block         Reporting Levels       School []       LEA []       State []         Education Unit Total       []
single day at the end of the first block, and a single day at the end of the second block         Reporting Levels       School []       LEA []       State []         Education Unit Total       []
end of the second block       Reporting Levels     School []     LEA []       Education Unit Total     []
Reporting LevelsSchool []LEA []State []Education Unit Total[]
Education Unit Total
<b>Comment</b> Report only for schools with grade 7 that provide college-
preparatory Algebra I course.
Algebra I is a course that includes the study of properties and
operations of the real number system; evaluating rational algebraic
expressions; solving and graphing first degree equations and
inequalities; translating word problems into equations; operations
with and factoring of polynomials; and solving simple quadratic
equations.
Algebra I is a foundation course leading to higher-level
mathematics courses, including Geometry and Algebra II.

Group Name: Algebra I course enrollment—grade 8		DG: 908
Definition	The unduplicated number of students in grade 8 en	rolled in
	Algebra I (college-preparatory) course.	
Permitted Values	• Integer	

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Reporting Period	• For schools with regular scheduling –Single day at the end of					
	the regular school year					
		block scheduling that a				
		en in one semester – Sun				
		end of the first block, a	nd a single day at the			
	end of the secon					
Reporting Levels	School 🗌	LEA 🗆	State 🗆			
Education Unit Total						
Comment		ools with grade 8 and/or	0			
	school age students,	and that provide college	e-preparatory Algebra I			
	course. Category se	ets B and C do not includ	le all students.			
	Algebra I is a course	e that includes the study	of properties and			
	operations of the rea	al number system; evalua	ating rational algebraic			
	expressions; solving	operations of the real number system; evaluating rational algebraic expressions; solving and graphing first degree equations and				
	inequalities; translating word problems into equations; operations					
			-			
	inequalities; translat		equations; operations			
	inequalities; translat	ing word problems into	equations; operations			
	inequalities; translat with and factoring o	ing word problems into	equations; operations			
	inequalities; translat with and factoring o equations.	ing word problems into	equations; operations ng simple quadratic			
	inequalities; translat with and factoring o equations. Algebra I is a found	ing word problems into of polynomials; and solvi	equations; operations ng simple quadratic igher-level			
	inequalities; translat with and factoring o equations. Algebra I is a found	ing word problems into of polynomials; and solvi ation course leading to h	equations; operations ng simple quadratic igher-level			
CATEGORY SET	inequalities; translat with and factoring o equations. Algebra I is a found	ing word problems into of polynomials; and solvi ation course leading to h	equations; operations ng simple quadratic igher-level			
CATEGORY SET Category Set A	inequalities; translat with and factoring of equations. Algebra I is a found mathematics course	ing word problems into of polynomials; and solvi ation course leading to h s, including Geometry ar	equations; operations ng simple quadratic igher-level			
	inequalities; translat with and factoring of equations. Algebra I is a found mathematics course DESCRIPTION	cing word problems into of polynomials; and solvi ation course leading to h s, including Geometry ar	equations; operations ng simple quadratic igher-level			
	inequalities; translat with and factoring of equations. Algebra I is a found mathematics course <b>DESCRIPTION</b> • Racial Ethni	cing word problems into of polynomials; and solvi ation course leading to h s, including Geometry ar c ership)	equations; operations ng simple quadratic igher-level			
Category Set A	inequalities; translat with and factoring of equations. Algebra I is a found mathematics course <b>DESCRIPTION</b> • Racial Ethni • Sex (Membe	ation course leading to h s, including Geometry ar c ership) catus ( <i>IDEA</i> )	equations; operations ng simple quadratic igher-level			
Category Set A	inequalities; translat with and factoring of equations. Algebra I is a found mathematics course <b>DESCRIPTION</b> • Racial Ethni • Sex (Member • Disability St	cing word problems into of polynomials; and solvi ation course leading to h s, including Geometry ar c ership) atus ( <i>IDEA</i> ) ership)	equations; operations ng simple quadratic igher-level			

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

Reporting Period	<ul> <li>For schools with regular scheduling –Single day at the end of the regular school year</li> <li>For schools with block scheduling that allows a full-year course to be taken in one semester – Sum of a count taken on a single day at the end of the first block, and a single day at the end of the second block</li> </ul>			
Reporting Levels	School 🛛 LEA 🗆 State 🗆			
Education Unit Total Comment	<ul> <li>Report only for schools with any grade 9 through 12 and/or ungraded with high school age students, and that provide college-preparatory Algebra I course. Report only for schools with grade 9 or 10, and that provide college-preparatory Algebra I course.</li> <li>Report only for schools with grade 11 or 12 and/or ungraded with high school age students, and that provide college-preparatory Algebra I course.</li> <li>For each grade span, the data should be unduplicated. Category sets B and C do not include all students.</li> <li>Algebra I is a course that includes the study of properties and operations of the real number system; evaluating rational algebraic expressions; solving and graphing first degree equations and inequalities; translating word problems into equations; operations with and factoring of polynomials; and solving simple quadratic equations.</li> <li>Algebra I is a foundation course leading to higher-level mathematics courses, including Geometry and Algebra II.</li> </ul>			
CATEGORY SET	DESCRIPTION			
Category Set A	<ul> <li>Grade Span (Secondary)</li> <li>Racial Ethnic</li> <li>Sex (Membership)</li> </ul>			
Category Set B	<ul> <li>Grade Span (Secondary)</li> <li>Disability Status (<i>IDEA</i>)</li> <li>Sex (Membership)</li> </ul>			
Category Set C	<ul> <li>Grade Span (Secondary)</li> <li>EL Status (Only)</li> <li>Sex (Membership)</li> </ul>			

Group Name:	Algebra	I course passing—grade 7	DG: 910
Definition		The unduplicated number of students in grade 7 v	who passed
Deminuon		The unduplicated number of students in grade /	wild passed

	Algebra I (college-preparatory) course.			
Permitted Values	• Integer			
<b>Reporting Period</b>	Regular School Yea	r		
<b>Reporting Levels</b>	School	LEA 🗆	State 🗆	
<b>Education Unit Total</b>				
Comment	Report only for scho	ools with students in grad	le 7 who are enrolled	
	in Algebra I course.			
	operations of the rea expressions; solving inequalities; translat with and factoring o equations. Algebra I is a found	e that includes the study al number system; evalua g and graphing first degre ing word problems into f polynomials; and solvi ation course leading to h s, including Geometry ar	ating rational algebraic ee equations and equations; operations ng simple quadratic igher-level	

Group Name:	Algebra I course passing—grade 8	DG: 911
Definition	The unduplicated number of students in grade 8	who passed
	Algebra I (college-preparatory) course.	
Permitted Value	s • Integer	

<b>Reporting Period</b>	Regular School Yea	r			
Reporting Levels	School 🛛 LEA 🗆 State 🗆				
<b>Education Unit Total</b>		-			
Comment	<ul> <li>Report only for schools with students in grade 8 and/or ungraded middle school age students who are enrolled in Algebra I course. Category sets B and C do not include all students.</li> <li>Algebra I is a course that includes the study of properties and operations of the real number system; evaluating rational algebraic expressions; solving and graphing first degree equations and inequalities; translating word problems into equations; operations with and factoring of polynomials; and solving simple quadratic equations.</li> <li>Algebra I is a foundation course leading to higher-level</li> </ul>				
	mathematics courses, including Geometry and Algebra II.				
CATEGORY SET	DESCRIPTION				
Category Set A	<ul><li>Racial Ethnic</li><li>Sex (Membership)</li></ul>				
Category Set B	<ul> <li>Disability Status (<i>IDEA</i>)</li> <li>Sex (Membership)</li> </ul>				
Category Set C	<ul> <li>EL Status (Only)</li> <li>Sex (Membership)</li> </ul>				

Group Name: Algebra	DG: 912		
Definition	The number of high school level students who pa	issed Algebra I	
	(college-preparatory) course.		
Permitted Values	• Integer		
<b>Reporting Period</b>	Regular School Year		

Reporting Levels	School 🗌 LEA 🗆 State 🗆					
<b>Education Unit Total</b>						
Comment	<ul> <li>Report only for schools with students in grade 9 or 10 who are enrolled in Algebra I course. Report only for schools with students in grade 11 or 12 and/or ungraded high school age students who are enrolled in Algebra I course.</li> <li>For each grade span, the data should be unduplicated. Category sets B and C do not include all students.</li> <li>Algebra I is a course that includes the study of properties and operations of the real number system; evaluating rational algebraic expressions; solving and graphing first degree equations and inequalities; translating word problems into equations; operations with and factoring of polynomials; and solving simple quadratic equations.</li> </ul>					
	Algebra I is a foundation course leading to higher-level					
	mathematics courses, including Geometry and Algebra II.					
CATEGORY SET	DESCRIPTION					
Category Set A	<ul> <li>Grade Span (Secondary)</li> <li>Racial Ethnic</li> <li>Sex (Membership)</li> </ul>					
Category Set B	<ul> <li>Grade Span (Secondary)</li> <li>Disability Status (<i>IDEA</i>)</li> <li>Sex (Membership)</li> </ul>					
Category Set C	<ul> <li>Grade Span (Secondary)</li> <li>EL Status (Only)</li> <li>Sex (Membership)</li> </ul>					

Group Name: Alterna	roup Name: Alternative school focus			
Definition	An indication of the specific group of students whos	e needs the		
	alternative school is designed to meet.			
Permitted Values	• Alternative school for students with academic di	fficulties		

	<ul> <li>Alternative school for students with discipline problems</li> <li>Alternative school for students with academic difficulties and discipline problems</li> </ul>			
<b>Reporting Period</b>	October 1			
Reporting Levels	School 🛛 LEA 🗆 State 🗆			
<b>Education Unit Total</b>				
Comment	Report only for schools designated as alternative schools. An alternative school is a public elementary or secondary school that addresses the needs of students that typically cannot be met in a regular school program.			

Group Name: Civil rig	nts coordinators			DG: 916	
Definition	An indication of whether the LEA has appointed a responsible employee to coordinate efforts to comply with and carry out its responsibilities under federal law prohibiting discrimination against students and others on the bases of sex, race/color/national origin, and/or disability.				
Permitted Values	• Yes				
	• No	- 4 -			
	Text for comments				
Reporting Period	October 1				
Reporting Levels	School 🗆 🛛 LEA 🗍 State 🗆				
<b>Education Unit Total</b>					
Comment	Include name, phone coordinator.	e number, and email addre	ess of ci	ivil rights	
CATEGORY SET	DESCRIPTION				
Category Set A	Civil Rights	Law (Coordinators)			

Group Name: Comput	er science classes—high school	DG: 1011	
Definition	The unduplicated number of classes in computer science courses at		
	the high school level.		
Permitted Values	• Integer		
<b>Reporting Period</b>	• For schools with regular scheduling – Octobe	er 1	

	• For schools with block scheduling that allows a full-year course to be taken in one semester – Sum of a count taken on October 1 in the first block, and around March 1 in the second block		
Reporting Levels	School 🛛	LEA 🗆	State 🗆
Education Unit Total			
Comment	ungraded with high	ools with any grade 9 thro school age students. ourses involve the study	0
	algorithmic processe software designs, ap often include compu- things like software, managing large data involved in compute Computer science de everyday things, suc word processing, sp	es, including their princip oplications, and their imp oter programming or codi , applications, games, we bases of information, leg er technology use, and ne oes not include using a co ch as browsing the interno readsheets or presentatio dy and exploration of ot	bles, hardware and act on society. They ing as a tool to create bsites and electronics, gal and ethical issues etwork security. omputer to do et, use of tools like n software, or using

Group Name: Comput	er science classes—h	igh school teacher certif	fication	DG: 1012	
Definition	The unduplicated number of classes in computer science courses at the high school level taught by teachers with a computer science				
	certification.	l taught by teachers with a	a computer s	science	
Permitted Values	Integer				
<b>Reporting Period</b>	• For schools with	regular scheduling – Oct	ober 1		
	<ul> <li>For schools with</li> </ul>	block scheduling that all	ows a full-y	ear course	
	to be taken in on	e semester – Sum of a co	unt taken or	n October 1	
	in the first block	, and around March 1 in t	he second b	lock	
Reporting Levels	School	LEA 🗆	Stat	te 🗆	
<b>Education Unit Total</b>					
Comment	Report only for schools with any grade 9 through 12 and/or				
	ungraded with high school age students.				
	5 5 5				
	Computer science co	ourses involve the study o	f computers	s and	
	algorithmic processe	algorithmic processes, including their principles, hardware and			
	U 1	software designs, applications, and their impact on society. They			
	often include computer programming or coding as a tool to create				
		things like software, applications, games, websites and electronics,			
	000	bases of information, lega			
	involved in compute	r technology use, and net	work securi	ty.	

Computer science does not include using a computer to do everyday things, such as browsing the internet, use of tools like word processing, spreadsheets or presentation software, or using computers in the study and exploration of other subjects. Teachers are considered certified in computer science if they have received a teaching certificate/license/endorsement in computer science (general or subject-specific) from the state. Teachers may be funded with federal, state, and/or local funds. Justice facilities should consider only teachers who serve students in the educational program offered at the justice facility during the regular school year. Refer to the following guide to determine which teachers may be included and which teachers should be excluded.
<ul> <li>Teachers certified in computer science may include:</li> <li>Regular Classroom Teachers</li> <li>Special Education Teachers</li> <li>Teach special education classes to students with disabilities.</li> <li>Vocational/Technical Education Teachers</li> <li>Teaching principals, teaching school counselors, teaching librarians, teaching school nurses, or other teaching administrators</li> <li>Include any staff members who teach at least one regularly scheduled class per week (e.g., a librarian teaches a regularly scheduled class in computer science once a week).</li> <li>Teachers of Ungraded Students</li> <li>Itinerant, Co-op, Traveling, and Satellite Teachers</li> <li>Teach at more than one school and may or may not be supervised by someone at your school.</li> <li>Current Long-Term Substitute Teachers</li> <li>Currently filling the role of regular teachers for four or more continuous weeks.</li> <li>Other teachers who teach students in any of grades 9–12</li> </ul>
<ul> <li>Teachers to exclude:</li> <li>General Elementary Teachers</li> <li>Teach self-contained classes in any of grades Preschool– 8 (i.e., teach the same class of students all or most of the</li> </ul>

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.
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

Group Name: Comput	er science course enr	ollment—high	ı school	DG: 1013
Definition	The number of high	school level stu	udents enrolled	in computer
	science courses.			
Permitted Values	• Integer			
<b>Reporting Period</b>	• For schools with	-	-	
	• For schools with block scheduling that allows a full-year			
	course to be take			
	October 1 in the	first block, and	l around March	1 in the second
	block			
Reporting Levels	School 🗌	LEA D		State 🗆
Education Unit Total				
Comment	Report only for scho ungraded with high s science courses. Computer science co algorithmic processe software designs, app often include comput things like software, managing large datal involved in compute Computer science do everyday things, suc word processing, spr computers in the stuc	school age stud ourses involve t s, including the plications, and ter programmin applications, g bases of inform r technology us bes not include h as browsing t readsheets or p	ents, and that p the study of con eir principles, h their impact on ng or coding as ames, websites nation, legal and se, and network using a comput the internet, use resentation softw	nputers and ardware and society. They a tool to create and electronics, l ethical issues security. er to do of tools like ware, or using
CATEGORY SET	DESCRIPTION			
Category Set A	Racial Ethnic	-		

	• Sex (Membership)
Category Set B	Disability Status (IDEA)
	• Sex (Membership)
Category Set C	• EL Status (Only)
	• Sex (Membership)

Group Name: Corpor	al punishment insta	nces—preschool		DG: 1010
Definition	The number of instances of corporal punishment that preschool			
	children received.			
Permitted Values	<ul> <li>Integer</li> </ul>			
<b>Reporting Period</b>	Regular School Yea	r	-	
<b>Reporting Levels</b>	School	LEA 🗆	Sta	ate 🗆
<b>Education Unit Total</b>				
Comment		corporal punishment for	r children e	enrolled in
	preschool.			
	Preschool refers to preschool programs and services for children ages 3 through 5. Include the number of instances, not the number			
	of children who received corporal punishment. A child may have			
	received corporal punishment more than once if the child was			
	involved in multiple offenses.			
	Corporal punishment refers to paddling, spanking, or other forms			
	of physical punishment imposed on a child.			
		-		
CATEGORY SET	DESCRIPTION			
Category Set A	Preschool (C	Corporal Punishment and	Suspensio	on)

Group Name: Corporal punishment instances table			DG: 917	
Definition	The number of instances of corporal punishment that K-12 students			K-12 students
	received.			
Permitted Values	<ul> <li>Integer</li> </ul>			
<b>Reporting Period</b>	Regular School Yea	r		
<b>Reporting Levels</b>	School	LEA 🗆	Sta	ate 🗆
<b>Education Unit Total</b>				
Comment	Include instances of	corporal punishment for	r students e	enrolled in

	grades K-12, and comparable ungraded levels. Include the number of instances, not the number of students who received corporal punishment. A student may have received corporal punishment more than once if the student was involved in multiple offenses.
	Corporal punishment refers to paddling, spanking, or other forms of physical punishment imposed on a student.
CATEGORY SET	DESCRIPTION

•

Disability Status (Corporal Punishment)

D.		
K	etir	ea!

**Category Set A** 

Keureu:					
Group Name: Credit	recovery student par	ticipation	DG: 99	2	
Definition	The unduplicated nu	The unduplicated number of students who participate in at least			
	one credit recovery	one credit recovery program that allows them to earn missed credit			
	in order to graduate from high school.				
Permitted Values	Integer				
Reporting Period	School year up to or	ne day prior to the begin	ning of the following		
	school year				
Reporting Levels	School 🛛	LEA 🗌	State 🗆		
Education Unit Total					
Comment	Report only for schools with any grade 9 through 12 and/or				
	ungraded with high school age students.				
	Credit recovery programs (including courses or other instruction),				
	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, including online. Different				
		0			
	programs allow students to work on their credit recovery classes over the summer, on school breaks, after school, on weekends, at				
		at night in school compu			
	during the school da	0 1			
		· .			

Group Name: Deaths due to homicide DG: 9				
Definition	An indication of whether any of the school's students, faculty, or			
	staff died as a result of a homicide committed at the school.			
Permitted Values	• Yes			
	• No			
<b>Reporting Period</b>	Regular School Year			
Reporting Levels	School	LEA 🛛	State 🗆	
Education Unit Total				

-	
Commont	
Comment	
Commente	

Group Name: Desegr	Group Name: Desegregation order or plan DG: 920				
Definition	An indication of w	hether the LEA is cove	ered by a desegregation		
	order or plan.				
Permitted Values	• Yes				
	• No				
<b>Reporting Period</b>	October 1				
Reporting Levels	School 🗆	LEA 🗌	State 🗆		
<b>Education Unit Total</b>					
Comment	Desegregation orde	er or plan – An order o	r plan: (1) that has been		
	ordered by, submit	ted to, or entered into	with a federal or state		
	court; the Office for Civil Rights (OCR), U.S. Department of				
	Education, its predecessor the Department of Health, Education, and				
	Welfare, or another federal agency; or a state agency or official, and				
	(2) that remedies or addresses a school district's actual or alleged				
	segregation of students or staff on the basis of race or national origin				
	that was found or alleged to be in violation of the U.S. Constitution,				
	Title VI of the <i>Civil Rights Act</i> of 1964, and/or state constitution or				
	other state law. A school district remains subject to such a				
	desegregation order or plan until the court, agency, or other				
	competent official	finds that the district h	as satisfied its obligations		
	and has been releas	sed from the order or p	lan.		

Group Name: Discipline of preschool children table DG: 9					
Definition	The number of preschool children who were disciplined during the				
	school year.	school year.			
Permitted Values	<ul> <li>Integer</li> </ul>	• Integer			
<b>Reporting Period</b>	Regular School Year				
<b>Reporting Levels</b>	School 🛛 LEA 🗆 State 🗆				
<b>Education Unit Total</b>					
Comment	Preschool refers to preschool programs and services for children				
	ages 3 through 5. For each discipline method, the data should be				

	unduplicated. Category sets B and C do not include all children.		
CATEGORY SET	DESCRIPTION		
Category Set A	Discipline Method (Preschool)		
Revised!	Racial Ethnic		
	• Sex (Membership)		
Category Set B	Discipline Method (Preschool)		
Revised!	• Disability Status (IDEA)		
	• Sex (Membership)		
Category Set C	Discipline Method (Preschool)		
Revised!	• EL Status (Only)		
	• Sex (Membership)		

Group Name: Discipline of students with disabilities ( <i>IDEA</i> and DG: 92) Section 504) table				
Definition	The number of students with disabilities ( <i>IDEA</i> and Section 504) who were disciplined during the school year.			
Permitted Values	<ul> <li>Integer</li> </ul>			
Reporting Period	Regular School Year			
<b>Reporting Levels</b>	School [] LEA [] State []			
Education Unit Total				
Comment	Include students enrolled in grades K-12, and comparable			

	ungraded levels. For each discipline method, the data should be unduplicated. Category set A includes students with disabilities served under <i>IDEA</i> only. Category set B includes students with disabilities served under Section 504 only. Category set C does not include all students.			
CATEGORY SET	DESCRIPTION			
Category Set A	Discipline Method			
	Disability Status (IDEA)			
	Racial Ethnic			
	Sex (Membership)			
Category Set B	Discipline Method			
	Disability Status (Section 504 Only)			
	Sex (Membership)			
Category Set C	Discipline Method			
	• EL Status (Only)			
	Sex (Membership)			

Group Name: Discipline of students without disabilities table DG: 923					
Definition	The number of students without disabilities who were disciplined				
	during the school year.				
Permitted Values	• Integer				
<b>Reporting Period</b>	Regular School Year				
<b>Reporting Levels</b>	School 🛛 LEA 🗆 State 🗆				
<b>Education Unit Total</b>					
Comment	Include students enrolled in grades K-12, and comparable				
	ungraded levels. For each discipline method, the data should be				
	unduplicated. Category set B does not include all students.				

CATEGORY SET	DESCRIPTION
Category Set A	Discipline Method
	Racial Ethnic
	• Sex (Membership)
Category Set B	Discipline Method
	• EL Status (Only)
	• Sex (Membership)

Group Name: Distance education student enrollment table DG: 993					
Definition	The unduplicated number of students enrolled in any distance				
	education courses.				
Permitted Values	Integer				
<b>Reporting Period</b>	Regular School Year				
Reporting Levels	School 🗆 LEA 🗌 State 🗆				
<b>Education Unit Total</b>					
Comment	Category sets B and C do not include all students.				
	Distance education courses must meet all of the following criteria:				
	(1) be credit-granting; (2) be technology-delivered via audio, video				

	(live or prerecorded), the Internet, or other computer-based technology (e.g., via district network); and (3) have either (a) the instructor in a different location than the students and/or (b) the course content developed in, or delivered from, a different location than that of the students.			
	LEAs should provide response regardless of where the courses originated. However, distance education courses that students take independently or that are provided by entities outside the control of the district should not be included unless the district has access to enrollment and monitoring information for those courses.			
CATEGORY SET	DESCRIPTION			
Category Set A	Racial Ethnic			
	Sex (Membership)			
Category Set B	Disability Status (IDEA)			
	• Sex (Membership)			
Category Set C	EL Status (Only)			
	Sex (Membership)			

Group Name: Dual er	enrollment program student enrollment DG: 994				
Definition	The unduplicated number of students enrolled in at least one dual				
	enrollment/dual credit program that allows them to take college-				
	level courses and ea	level courses and earn concurrent credit toward a high school			
	diploma and a colleg	ge degree.			
Permitted Values	Integer				
<b>Reporting Period</b>	October 1				
<b>Reporting Levels</b>	School 🛛 LEA 🗍 State 🗆				
<b>Education Unit Total</b>					
Comment	For schools with any grade 9 through 12 or ungraded with high				
	school age students. For schools with students enrolled in at least				
	one dual enrollment/dual credit program. Category sets B and C				

	do not include all students.					
	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.					
CATEGORY SET	DESCRIPTION					
Category Set A	Racial Ethnic					
	Sex (Membership)					
Category Set B	Disability Status (IDEA)					
	Sex (Membership)					
Category Set C	• EL Status (Only)					
	Sex (Membership)					

#### **Retired**!

Group Name: Early childhood program for non- <i>IDEA</i> children DG:				
Definition	An indication of whether the LEA's early childhood program			
	serves non- <i>IDEA</i> children birth through age 2.			
Permitted Values	• Yes			
	• No			
	• Not applicable			
<b>Reporting Period</b>	October 1			
Reporting Levels	School 🛛	LEA 🛛	S	State 🗆
Education Unit Total				
Comment	Report only for LEAs that provide early childhood program(s).			

Group Name: English learner students DG: 946				
Definition	The unduplicated number of students enrolled in school who are English learners (EL).			
Permitted Values	Integer			
<b>Reporting Period</b>	October 1			
<b>Reporting Levels</b>	School	LEA $\Box$	State 🗆	
<b>Education Unit Total</b>				
Comment	Include EL students enrolled in preschool, grades K-12, and comparable ungraded levels. Include all EL students, regardless of whether they are enrolled in English language instruction educational programs designed for EL students. Category set C does not include all students.			
CATEGORY SET	DESCRIPTION			
Category Set A	Sex (Membership)			
Category Set B	<ul><li>Racial Ethnic</li><li>Sex (Membership)</li></ul>			
Category Set C	<ul> <li>Disability Status (IDEA)</li> <li>Sex (Membership)</li> </ul>			

Group Name: English learner students in EL programs DG: S					
Definition	The unduplicated number of English learner (EL) students enrolled				
	in English language instruction educational programs designed for				
	EL students.				
Permitted Values	Integer				
<b>Reporting Period</b>	October 1				
<b>Reporting Levels</b>	School	LEA	State 🗆		
Education Unit Total					
Comment	Include EL students enrolled in preschool, grades K-12, and				
	comparable ungraded levels. Include only EL students who are				
	enrolled in English language instruction educational programs				
	designed for EL students. This includes students served through				
	<i>ESEA</i> Title III, as amended by <i>ESSA</i> , and students receiving EL				
	services through other programs designed for EL students.				

	Category set B does not include all students.	
CATEGORY SET Revised!	DESCRIPTION	
Category Set A	<ul><li>Racial Ethnic</li><li>Sex (Membership)</li></ul>	

Group Name: Firearm	use		DG: 927
Definition	An indication of whether there been at least one incident at the		
	school that involved	a shooting (regardless of v	whether anyone was
	hurt).		
Permitted Values	• Yes		
	• No		
<b>Reporting Period</b>	Regular School Year		
<b>Reporting Levels</b>	School 🛛 LEA 🗍 State 🗆		
<b>Education Unit Total</b>			
Comment	Include those incidents that occurred at school, regardless of		
	whether a student or non-student used the firearm.		

Group Name: Geometr	Group Name: Geometry course enrollment—grade 8 DG: 930			DG: 930
Definition	The unduplicated number of students in grade 8 enrolled in			
	Geometry (college-	preparatory) course.		
Permitted Values	Integer			
<b>Reporting Period</b>	• For schools with	ı regular scheduling – Oc	tober 1	1
	• For schools with	h block scheduling that al	llows a	full-year
	course to be taken in one semester – Sum of a count taken on			
	October 1 in the first block, and around March 1 in the second			
	block			
Reporting Levels	School 🛛 LEA 🗆 State 🗆			State 🗆
<b>Education Unit Total</b>				
Comment	Report only for schools with grade 8 and/or ungraded with middle			
	school age students, and that provide college-preparatory			
	Geometry course.			

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

Group Name: Gifted/	talented program en	rollment table		DG: 931
Definition	The unduplicated number of students enrolled in gifted/talented			
	programs.			
Permitted Values	• Integer			
<b>Reporting Period</b>	October 1			
<b>Reporting Levels</b>	School 🛛 LEA 🗆 State 🗆			
<b>Education Unit Total</b>				
Comment	Include students enrolled in preschool, grades K-12, and			
	comparable ungraded levels. Report only for schools with one or			
	more gifted/talented programs. Category sets B and C do not			
	include all students.			
	Gifted/talented programs – Programs during regular school hours			
	that provide special	educational opportuniti	es 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.		
CATEGORY SET	DESCRIPTION		
Category Set A	Racial Ethnic		
	• Sex (Membership)		
Category Set B	Disability Status (IDEA)		
	Sex (Membership)		
Category Set C	EL Status (Only)		
	Sex (Membership)		

Group Name: Harassn	ne: Harassment or bullying—policy table DG: 988		
Definition	An indication of whether the LEA has a written policy or policies prohibiting discriminatory harassment or bullying of students on		
	1 0	0	
	the basis of sex, rac	e/color/national origin, a	nd disability.
Permitted Values	• Yes		
	• No		
<b>Reporting Period</b>	October 1		
<b>Reporting Levels</b>	School  LEA  State  State		
<b>Education Unit Total</b>			
Comment	Harassment or bullying on the basis of sex – Harassment or		
Revised!	bullying on the basis of sex includes sexual harassment and		
	harassment or bullyingbased on sex stereotyping. Sexual		
	harassment is unwelcome conduct of a sexual nature, such as		
	unwelcome sexual advances, requests for sexual favors, and other		
	verbal, nonverbal, or physical conduct of a sexual nature.		

Harassment or bullying based on sex stereotyping includes acts of verbal, nonverbal, or physical aggression, intimidation, or hostility based on sex or sex stereotyping, but not involving conduct of a sexual nature. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. The conduct can be carried out by school employees, other students, and non-employee third parties. Both male and female students can be victims of harassment or bullying on the basis of sex, and the harasser or bully and the victim can be of the same sex. Bullying on the basis of sex constitutes sexual harassment.
Harassment or bullying on the basis of race, color, or national origin – Racial harassment or bullying refers to intimidation or abusive behavior toward a student based on actual or perceived race, color or national origin. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non- verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. The conduct can be carried out by school employees, other students, and non- employee third parties. Bullying on the basis of race, color, or national origin constitutes racial harassment.
Harassment or bullying on the basis of disability – Disability harassment or bullying refers to intimidation or abusive behavior toward a student based on actual or perceived disability. Harassing conduct may take many forms, including verbal acts and name- calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. The conduct can be carried out by school employees, other students, and non-employee third parties. Bullying on the basis of disability constitutes disability harassment.

## **Retired!**

Group Name: Harassn	nent or bullying—web link indicator	DG: 1021
Definition	An indication of whether the LEA has a web link policy or policies prohibiting discriminatory hara bullying of students on the basis of sex, race/colc and disability.	ssment or
Permitted Values	<ul><li>Yes</li><li>No</li></ul>	
Reporting Period	October 1	

Reporting Levels	School	LEA [	]	State 🗆
Education Unit Total				
Comment	and gender-based ha bullying is unwelcom unwelcome sexual a verbal, nonverbal, o based harassment or behavior toward a st perceived sex, inclu gender expression, a Harassing conduct m name-calling, as we written statements, o harmful or humiliati employees, other stu male and female stu	s of sex include arassment or bu me conduct of a advances, reque r physical cond : bullying is nor tudent based on ding harassmen and nonconform nay take many ll as non-verbal or conduct that ing. The condu udents, and non dents can be vi- and the harasse allying on the basis ssment or bully	s sexual l llying. S a sexual n sts for sec uct of a s nsexual ir the stude t based o nity with forms, ind behavior is physica ct can be employe ctims of l r or bully asis of sec s of race, ing refers	harassment or bullying exual harassment or hature, such as xual favors, and other exual nature. Gender- ntimidation or abusive ent's actual or in gender identity, gender stereotypes. cluding verbal acts and r, such as graphic and ally threatening, carried out by school ee third parties. Both harassment or bullying and the victim can be x constitutes sexual
	race, color or nation forms, including ver verbal behavior, suc that is physically the can be carried out by employee third parti national origin conse Harassment or bully harassment or bully toward a student bas conduct may take m calling, as well as no statements, or condu	al origin. Hara bal acts and na chas graphic an reatening, harm y school employ ies. Bullying on titutes racial ha ring on the basis ing refers to int sed on actual or any forms, incl on-verbal behav act that is physi onduct can be ca non-employee t	ssing con me-callin d written ful or hun yees, othe the basis rassment. s of disab imidation perceive uding ven vior, such cally thre arried out hird parti	aduct may take many ag, as well as non- statements, or conduct miliating. The conduct er students, and non- s of race, color, or bility – Disability or abusive behavior d disability. Harassing rbal acts and name- as graphic and written eatening, harmful or by school employees, es. Bullying on the

Attachment A-2

CRDC Data Set for School Year 2020-21

Group Name: Harassr	nent or bullying—web link table DG: 1022		
Definition	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.		
Permitted Values	Text for comments		
Reporting Period	October 1		
<b>Reporting Levels</b>	School 🗆 LEA 🗌 State 🗆		
<b>Education Unit Total</b>			
Comment	Include web link to policy or policies.		
Revised!			
	Harassment or bullying on the basis of sex – Harassment or		
	bullying on the basis of sex includes sexual harassment and		
	harassment or bullying based on sex stereotyping. Sexual		
	harassment is unwelcome conduct of a sexual nature, such as		
	unwelcome sexual advances, requests for sexual favors, and other		
	verbal, nonverbal, or physical conduct of a sexual nature.		
	Harassment or bullying based on sex stereotyping includes acts of		
	verbal, nonverbal, or physical aggression, intimidation, or hostility		
	based on sex or sex-stereotyping, but not involving conduct of a		
	sexual nature. Harassing conduct may take many forms, including		
	verbal acts and name-calling, as well as non-verbal behavior, such		
	as graphic and written statements, or conduct that is physically		
	threatening, harmful or humiliating. The conduct can be carried		
	out by school employees, other students, and non-employee third		
	parties. Both male and female students can be victims of		
	harassment or bullying on the basis of sex, and the harasser or		
	bully and the victim can be of the same sex. Bullying on the basis		
	of sex constitutes sexual harassment.		
	Harassment or bullying on the basis of race, color, or national		
	origin – Racial harassment or bullying refers to intimidation or		
	abusive behavior toward a student based on actual or perceived		
	race, color or national origin. Harassing conduct may take many		
	forms, including verbal acts and name-calling, as well as non-		
	verbal behavior, such as graphic and written statements, or conduct		
	that is physically threatening, harmful or humiliating. The conduct		
	can be carried out by school employees, other students, and non-		
	employee third parties. Bullying on the basis of race, color, or		
	national origin constitutes racial harassment.		
	Harassment or bullying on the basis of disability – Disability		
	harassment or bullying refers to intimidation or abusive behavior		
	toward a student based on actual or perceived disability. Harassing		
	toward a student based on actual of perceived disability. Haldssing		

conduct may take many forms, including verbal acts and name-
calling, as well as non-verbal behavior, such as graphic and written
statements, or conduct that is physically threatening, harmful or
humiliating. The conduct can be carried out by school employees,
other students, and non-employee third parties. Bullying on the
basis of disability constitutes disability harassment.

Group Name: Harassn	ent or bullying—re	ported allegations table	2	DG: 933
Definition	The number of repo	rted allegations of harass	sment or bu	Illying on
	the basis of a civil ri	ghts category.		
Permitted Values	<ul> <li>Integer</li> </ul>			
<b>Reporting Period</b>	Regular School Yea	r		
<b>Reporting Levels</b>	School	LEA 🗆	Sta	ite 🗆
<b>Education Unit Total</b>				
Comment	comparable ungrade the likely motives of of the alleged victim An allegation that in be counted in each a an allegation that in reported in both the	for students enrolled in g ed levels. In classifying t f the alleged harasser, an n. Alleged victims must avolves multiple civil rig applicable civil rights cat volves both sex and disal sex count and the disabi- ghts category, the count s	the allegation d not the action be students hts categor egory. For bility shoul lity count.	ons, look to ctual status s. ies should example,
CATEGORY SET	DESCRIPTION			
Category Set A	Civil Rights	Category (Allegations)		

# New!

Group Name: Harassment or bullying—allegations by religion table DG: 1023				
Definition	The number of reported allegations of harassment or bullying on			
	the basis of perceive	ed religion for a religion	category.	
Permitted Values	Integer			
<b>Reporting Period</b>	Regular School Year			
Reporting Levels	School 🛛 LEA 🗆 State 🗆			
<b>Education Unit Total</b>				
Comment	Include allegations for students enrolled in grades K-12, and comparable ungraded levels. Harassment or bullying on the basis of religion – Religious			
	Harassment or bully	ing on the basis of religi	on – Relig	lous

	harassment or bullying is intimidation or abusive behavior toward a student based on actual or perceived religion. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. The conduct can be carried out by school employees, other students, and non-employee third parties. Bullying on the basis of religion constitutes religious harassment.
CATEGORY SET	DESCRIPTION
Category Set A	Religion Category

Group Name: Harassment or bullying—students disciplined table DG: 934				
Definition	The number of students disciplined for engaging in harassment or			
	bullying on the basis	s of a civil rights categor	у.	
Permitted Values	Integer			
<b>Reporting Period</b>	Regular School Yea	r		
<b>Reporting Levels</b>	School 🛛 LEA 🗆 State 🗆			
<b>Education Unit Total</b>				
Comment	<ul> <li>Include disciplined students enrolled in grades K-12, and comparable ungraded levels. In classifying the disciplined students, look to their likely motives, and not the actual status of the alleged victims. Alleged victims are students.</li> <li>A student disciplined for engaging in harassment or bullying on the basis of multiple civil rights categories should be counted in each applicable civil rights category. For example, a student disciplined</li> </ul>			

	<ul> <li>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.</li> <li>Within each civil rights category, the count should be unduplicated. Category sets B, C, and D do not include all students.</li> </ul>		
CATEGORY SET	DESCRIPTION		
Category Set A	Civil Rights Category (Student Counts)     Desial Ethnia		
	Racial Ethnic     Say (Membership)		
	Sex (Membership)		
Category Set B	Civil Rights Category (Student Counts)		
	Disability Status (IDEA)		
	Sex (Membership)		
Category Set C	Civil Rights Category (Student Counts)		
	<ul> <li>Disability Status (Section 504 Only)</li> </ul>		
	• Sex (Membership)		
Category Set D	Civil Rights Category (Student Counts)		
	• EL Status (Only)		
	• Sex (Membership)		

Group Name: Harassm	ent or bullying—stu	idents reported as	DG: 935		
harassed	harassed or bullied table				
Definition		ents reported as harassed	or bullied on the basis		
	of a civil rights cate	gory.			
Permitted Values	<ul> <li>Integer</li> </ul>				
Reporting Period	Regular School Yea	r			
<b>Reporting Levels</b>	School 🛛 LEA 🗆 State 🗆				
<b>Education Unit Total</b>					
Comment	Include students enrolled in grades K-12, and comparable				
	ungraded levels. In classifying the students reported as harassed or				
	bullied, look to the likely motives of the alleged harasser/bully, and				
	not the actual status of the alleged victim.				
	A student reported as harassed or bullied on the basis of multiple				
	civil rights categorie	es should be counted in e	ach applicable civil		

	rights category. For example, a student reported as harassed or bullied on the basis of both sex and disability should be reported in both the sex count and the disability count. Within each civil rights category, the count should be unduplicated. Category sets B, C, and D do not include all students.		
CATEGORY SET	DESCRIPTION		
Category Set A	<ul> <li>Civil Rights Category (Student Counts)</li> <li>Racial Ethnic</li> <li>Sex (Membership)</li> </ul>		
Category Set B	<ul> <li>Civil Rights Category (Student Counts)</li> <li>Disability Status (<i>IDEA</i>)</li> <li>Sex (Membership)</li> </ul>		
Category Set C	<ul> <li>Civil Rights Category (Student Counts)</li> <li>Disability Status (Section 504 Only)</li> <li>Sex (Membership)</li> </ul>		
Category Set D	<ul> <li>Civil Rights Category (Student Counts)</li> <li>EL Status (Only)</li> <li>Sex (Membership)</li> </ul>		

	Group Name: High school equivalency exam preparation program DG: 929			
	ation table			
Definition	The unduplicated number of students ages 16 through 19 who participated in a high school equivalency exam preparation			
	program provided by	-	5	r r · r · · · ·
Permitted Values	Integer	,		
Reporting Period	Regular School Yea	r		
Reporting Levels	School 🗆	LEA [	]	State 🗆
Education Unit Total				
Comment	Report only for LEA preparation program students.	-		nool equivalency exam do not include all
	High school equivalency exam preparation programs – Programs (e.g., courses) designed to prepare students to be successful on state-authorized high school equivalency exams. High school equivalency exams are used to certify the high school-level academic achievement of individuals who have not received a secondary school diploma or its recognized equivalent. Upon review of exam results, an education or government agency may award a high school equivalency credential.			
	High school equivalency exams may include (but are not limited to) the following: the General Educational Development (GED) Test, the High School Equivalency Test (HiSet) and the Test Assessing Secondary Completion (TASC).			
CATEGORY SET	DESCRIPTION			
Category Set A	<ul><li>Racial Ethnic</li><li>Sex (Member</li></ul>			
Category Set B	<ul><li>Disability State</li><li>Sex (Member</li></ul>	atus (IDEA)		
Category Set C	<ul><li>EL Status (O</li><li>Sex (Member</li></ul>			

Group Name: Interna	ational Baccalaureate Programme enrollment table DG: 936			
Definition	The unduplicated number of students enrolled in the International			
	Baccalaureate (IB) Diploma Programme.			
Permitted Values	Integer			
Reporting Period	October 1			
Reporting Levels	School 🗌 LEA 🗆 State 🗆			
Education Unit Total				
Comment	Report only for schools that offer an IB program. Category sets B and C do not include all students. The International Baccalaureate (IB) Diploma Programme – The IB Diploma Programme, sponsored by the International			
	Baccalaureate Organization, is designed as an academically challenging and balanced program of education with final examinations that prepares students, usually aged 16 to 19, for success at university and life beyond. The Programme is typically taught over two years. IB Diploma Programme students study six courses at higher level or standard level. Students must choose one subject from each of groups 1 to 5, thus ensuring breadth of experience in languages, social studies, the experimental sciences and mathematics. The sixth subject may be an arts subject chosen from group 6, or the student may choose another subject from groups 1 to 5. Additionally, IB Diploma Programme students must meet three core requirements: the extended essay, the theory of knowledge course, and a creativity/action/service experience.			
CATEGORY SET	DESCRIPTION			
Category Set A	<ul> <li>Racial Ethnic</li> <li>Sex (Membership)</li> </ul>			
Category Set B	<ul> <li>Disability Status (<i>IDEA</i>)</li> <li>Sex (Membership)</li> </ul>			
Category Set C	<ul> <li>Disability Status (Section 504 Only)</li> </ul>			
Revised!	<ul> <li>Sex (Membership)</li> </ul>			
Category Set D	• EL Status (Only)			
	• Sex (Membership)			

Definition	The unduplicated number of high school-level interscholastic		
	athletics sports in which only male or only female students		
	participate.	5	
Permitted Values	Integer		
Reporting Period	School year up to or	ne day prior to the begins	ning of the following
	school year		
Reporting Levels	School	LEA 🗆	State 🗆
Education Unit Total			
Comment	ungraded with high that have students w athletics. Single-sex interscho which only male or Interscholastic athle that offer competitic Interscholastic athle basketball, soccer, s	ools with any grade 9 threschool age students. Reprise the participate in single-sector plastic athletics refers to sonly female students partics – Team-based organ on between schools. tics sports – Distinct spowimming, and tennis. Ir g are not considered inte	port only for schools sex interscholastic sports activities in ticipate. ized sports activities rts, such as football, atramural sports and
CATEGORY SET	DESCRIPTION		
Category Set A	Sex (Membe	ership)	

Definition	The unduplicated number of high school-level interscholastic		
	athletics teams in which only male or only female students		
	participate.		
Permitted Values	Integer		
Reporting Period	<u> </u>	ne day prior to the begin	ning of the following
	school year		
Reporting Levels	School []	LEA 🗆	State 🗆
Education Unit Total			
Comment	ungraded with high that have students w athletics. Single-sex interscho which only male or Interscholastic athle that offer competitic Interscholastic athle basketball, soccer, s sideline cheerleading sports. Interscholastic athle	tics sports – Distinct spo wimming, and tennis. In g are not considered inte tics sports teams – The c	port only for schools sex interscholastic sports activities in ticipate. ized sports activities orts, such as football, ntramural sports and erscholastic athletics
	of each interscholastic athletics sport, such as freshman team,		
	junior varsity team, and varsity team.		
CATEGORY SET	DESCRIPTION		
Category Set A	Sex (Member	rship)	

Definition	The number of participants on high school-level interscholastic athletics sports teams in which only male or only female students		
	participate.		
Permitted Values	Integer		
Reporting Period	v	ne day prior to the begini	ning of the following
	school year		
Reporting Levels	School	LEA $\Box$	State 🗆
Education Unit Total			
Comment	<ul> <li>Report only for schools with any grade 9 through 12 and/or ungraded with high school age students. Report only for schools that have students who participate in single-sex interscholastic athletics.</li> <li>Single-sex interscholastic athletics refers to sports activities in which only male or only female students participate. A student should be counted once for each team he or she is on.</li> <li>Interscholastic athletics – Team-based organized sports activities that offer competition between schools.</li> <li>Interscholastic athletics sports – Distinct sports, such as football, basketball, soccer, swimming, and tennis. Intramural sports and</li> </ul>		
	<ul> <li>sports.</li> <li>Interscholastic athletics sports teams – The competitive-level teams of each interscholastic athletics sport, such as freshman team, junior varsity team, and varsity team.</li> <li>Interscholastic athletics sports team participant – A student who participates in an interscholastic athletics sports team (e.g., a student who participates in a freshman soccer team).</li> </ul>		
CATEGORY SET	DESCRIPTION	1	
Category Set A	Sex (Member	rship)	

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

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

	A regular educational program usually begins in the late summer or early fall and ends in late spring or early summer. On average, a regular educational program operates for 180 days. A year-round educational program usually operates for a 12-month period.
CATEGORY SET	DESCRIPTION
Category Set A	Justice Facility Duration

Group Name: Justice f	acility educational p	rogram hours per weel	k table	DG: 942
Definition	The number of hours per week that the credit-granting educational			
	program is offered to	o students during the reg	ular school	year at the
	justice facility.			
Permitted Values	Integer			
Reporting Period	Regular School Year	ľ		
Reporting Levels	School 🛛	LEA $\Box$	Sta	ite 🗆
Education Unit Total				
Comment	Report only for justi	ce facilities.		
	A justice facility is a public or private facility that confines pre- adjudicated/pre-convicted individuals, post-adjudicated/post- convicted individuals, or both. Justice facilities include short-term (90 calendar days or less) and long-term (more than 90 calendar days) facilities, such as correctional facilities, detention centers, jails, and prisons. These facilities may confine juveniles (individuals typically under 18 years of age), adults (individuals typically 18 years of age and older), or both. Some states and jurisdictions include individuals younger than age 18 as adults due to statute/legislation and/or justice procedures. For the purposes of the CRDC, only individuals up to 21 years of age who are confined in justice facilities are of interest.			
	youth (not beyond gi of credit-granting co minimum, basic scho arts, and mathematic oriented subjects ma Neither the manufac related to facility ma instruction. Credit-gi letter grade or a pass	n – An educational prograde 12) served at a justi purses and classroom inst ool subjects, such as reac es. Classroom instruction by also be considered par ture of goods within the intenance are considered granting refers to any con fail designation and is n de level or complete a p	ice facility t truction in a ding, Englis n in vocation t of the pro- facility non d classroom urse that res required of	that consists at sh language onally- ogram. r activities n sults in a a student to

receive a high school diploma.
A regular educational program usually begins in the late summer or early fall and ends in late spring or early summer. On average, a regular educational program operates for 180 days. A year-round educational program usually operates for a 12-month period.

Group Name: Justice f	acility type		DG: 943
Definition	An indication of the type of justice facility.		
Permitted Values	Pre-adjudication/Pre-conviction facility		
		/Post-conviction facility	
		udication/conviction fac	cility
Reporting Period	Regular School Year		
Reporting Levels	School []	LEA $\Box$	State 🗆
Education Unit Total			
Comment	Report only for justic	ce facilities.	
	adjudicated/pre-conv convicted individuals (90 calendar days or days) facilities, such jails, and prisons. Th (individuals typically typically 18 years of jurisdictions include to statute/legislation the CRDC, only indiv in justice facilities ar A pre-adjudicated juver of age) who has been court process that det crime. Adjudication the juvenile committed A pre-conviction factor convicted adult is an who has been charge	acility confines pre-adjuent nile is an individual (typ a charged, but who has n termines whether he/she is the court process that ed the act for which he/s ility confines pre-convic individual (typically 18 d, but who has not partic nes (judges) if he/she con	djudicated/post- ies include short-term re than 90 calendar , detention centers, ne juveniles adults (individuals Some states and n age 18 as adults due es. For the purposes of f age who are confined dicated juveniles. A ically under 18 years tot participated in the has committed the determines (judges) if she is charged.

A post-adjudication facility confines post-adjudicated juveniles. A post-adjudicated juvenile is an individual (typically under 18 years of age) who has been charged and determined to have committed the crime. Adjudication is the court process that determines (judges) if the juvenile committed the act for which he/she is charged.
A post-conviction facility confines post-convicted adults. A post- convicted adult is an individual (typically 18 years of age or older) who has been charged and determined to have committed the crime.

Re	tire	d!
n	uit	u.

Keureu:				
Group Name: Kinderg	Group Name: Kindergarten daily length and cost DG: 944			
Definition	An indication of whether the LEA provides a kindergarten program			
	of a specific length to students and cost to parents/guardians			
Permitted Values	• Full-day kinderg	garten (free; no charge to	parent(s)/guardian)	
	• Full-day kinderg	garten (partial or full cha	rge to	
	parent(s)/guardian)			
	• Part-day kindergarten (free; no charge to parent(s)/guardian)			
	• Part-day kindergarten (partial or full charge to			
	parent(s)/guardian)			
<b>Reporting Period</b>	October 1			
<b>Reporting Levels</b>	School  LEA  State  State			
<b>Education Unit Total</b>				
Comment	A full-day kindergarten program is a program in which a child			
	attends school each weekday for approximately six hours or more.			

Group Name:	Magnet program detail DG: 9		DG: 948
Definition		An indication of whether the entire school population	n participates
			Page A2-56

	in the school magnet program.		
Permitted Values	• Yes		
	• No		
	Not applicable		
<b>Reporting Period</b>	October 1		
Reporting Levels	School 🗌	LEA $\Box$	State 🗆
Education Unit Total			
Comment	Magnet program special curriculur students of differ reduce, prevent, of program may be on a particular the gifted/talented, of considered a mag	n capable of attracting ent racial/ethnic backg or eliminate minority g designed to provide ar eme (e.g., science/mat r foreign language). A	public school that offers a g substantial numbers of grounds, which may also group isolation. The n academic or social focus ch, performing arts, A public school is es a magnet program for all

Group Name: Magnet s	Group Name: Magnet status DG: 949			
Definition	An indication of v	whether the school is a	magnet school or has a	
	magnet program	within the school.		
Permitted Values	• Yes			
	• No			
<b>Reporting Period</b>	October 1			
Reporting Levels	School	LEA $\Box$	State 🗆	
Education Unit Total				
Comment	special curriculum students of different reduce, prevent, of may be designed particular theme ( or foreign language if it operates a material within the school. For the CRDC, on written mission st	n capable of attracting ent racial/ethnic backge or eliminate minority g to provide an academic (e.g., science/math, per ge). A public school is agnet program for all st	forming arts, gifted/talented, s considered a magnet school tudents or some students magnet programs that have a	

Group Name:	Mathematics classes—high school		DG: 950
Definition	Th	e unduplicated number of classes in mathemat	ics (college-

	preparatory) courses at the high school level.		
Permitted Values	Integer		
<b>Reporting Period</b>	• For schools with regular scheduling – October 1		
	• For schools with	n block scheduling that a	llows a full-year
	course to be take	en in one semester – Sun	n of a count taken on
	October 1 in the	first block, and around l	March 1 in the second
	block		
<b>Reporting Levels</b>	School 🛛 LEA 🗆 State 🗆		
<b>Education Unit Total</b>			
Comment	Report only for schools with any grade 9 through 12 and/or		
	ungraded with high school age students.		
CATEGORY SET	DESCRIPTION		
Category Set A	Mathematics (High School Classes)		

tegory Set A	•	Mathematics	(High Schoo	l C

Group Name: Mathema	atics classes—high sc	hool teacher certificatio	on DG: 1005
Definition	The unduplicated number of classes in mathematics (college-		
	preparatory) courses at the high school level taught by teachers with		
	a mathematics certifi	ication.	
Permitted Values	Integer		
Reporting Period	• For schools with regular scheduling – October 1		
		block scheduling that all	5
		e semester – Sum of a co	
	in the first block,	, and around March 1 in t	he second block
Reporting Levels	School 🛛	LEA 🗆	State 🗆
Education Unit Total			
Comment	ungraded with high s Teachers are considereceived a teaching of or computer science Teachers may be fun Justice facilities show the educational progregular school year. Refer to the following included and which the Teachers certified in	ols with any grade 9 thro school age students. ered certified in mathema certificate/license/endorse (general or subject-specia aded with federal, state, an ald consider only teachers ram offered at the justice ag guide to determine whi teachers should be exclud mathematics may includ sroom Teachers	tics if they have ement in mathematics fic) from the state. nd/or local funds. s who serve students in facility during the ich teachers may be led.

	<ul> <li>Special Education Teachers         <ul> <li>Teach special education classes to students with disabilities.</li> </ul> </li> <li>Vocational/Technical Education Teachers</li> <li>Teaching principals, teaching school counselors, teaching librarians, teaching school nurses, or other teaching administrators         <ul> <li>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).</li> </ul> </li> <li>Teachers of Ungraded Students         <ul> <li>Itinerant, Co-op, Traveling, and Satellite Teachers</li> <li>Teach at more than one school and may or may not be supervised by someone at your school.</li> <li>Current Long-Term Substitute Teachers             <ul> <li>Currently filling the role of regular teachers for four or more continuous weeks.</li> <li>Other teachers who teach students in any of grades 9–12</li> </ul> </li> <li>Teachers to exclude:         <ul> <li>General Elementary Teachers</li> <li>Teach self-contained classes in any of grades Preschool-8 (i.e., teach the same class of students all or most of the day).</li> <li>Team-teach (i.e., two or more teachers collaborate to teach multiple subjects to the same class of students).</li> <li>Include preschool teachers and kindergarten teachers.</li> <li>Adult Education and Postsecondary Teachers             <ul> <li>Teach or or or students beyond grade 12.</li> </ul> </li> </ul> </li> <li>Short-term Substitute Teachers     <ul> <li>Teach or or or students beyond grade 12.</li> </ul> </li> <li>Short-term Substitute Teachers         <ul> <li>Teach or or or students beyond grade 12.</li> <li>Short-term Substitute Teachers</li> <li>Fill the</li></ul></li></ul></li></ul>
CATEGORY SET Category Set A	DESCRIPTION     Mathematics (High School Classes)
Calegory Set A	

Group Name:	Mathematics course enrollment—high school	DG: 951
Definition	The number of high school level students enrolled in mathematics	

	(college-preparatory) courses, except Algebra I.		
Permitted Values	• Integer		
Reporting Period	<ul> <li>For schools with regular scheduling – October 1</li> <li>For schools with block scheduling that allows a full-year course to be taken in one semester – Sum of a count taken on October 1 in the first block, and around March 1 in the second block</li> </ul>		
Reporting Levels	School 🗌 LEA 🗆 State 🗆		
<b>Education Unit Total</b>			
Comment	<ul> <li>Report only for schools with any grade 9 through 12 and/or ungraded with high school age students, and that provide college-preparatory mathematics courses. Exclude students enrolled in Algebra I.</li> <li>For each mathematics course, the data should be unduplicated. Category sets B and C do not include all students.</li> </ul>		
CATEGORY SET	DESCRIPTION		
Category Set A	<ul> <li>Mathematics (High School Course Enrollment)</li> <li>Racial Ethnic</li> <li>Sex (Membership)</li> </ul>		
Category Set B	<ul> <li>Mathematics (High School Course Enrollment)</li> <li>Disability Status (<i>IDEA</i>)</li> <li>Sex (Membership)</li> </ul>		
Category Set C	<ul> <li>Sex (Membership)</li> <li>Mathematics (High School Course Enrollment)</li> <li>EL Status (Only)</li> <li>Sex (Membership)</li> </ul>		

Group Name: Membership—non-LEA DG: S			
Definition	The unduplicated number of students enrolled in the LEA, who are served in non-LEA facilities only.		
Permitted Values	Integer		
<b>Reporting Period</b>	October 1		
<b>Reporting Levels</b>	School 🛛	LEA	State 🗆
<b>Education Unit Total</b>			

Comment	Each student is counted individually, no full-time equivalency. Include students who are the responsibility of the LEA, who are served in non-LEA facilities only (public or private). Do not include students who are served in LEA facilities.
	Non-LEA facilities are non-district facilities, such as intermediate units, residential facilities outside the LEA, social service agencies, hospitals, and private schools.

#### Revised! †

Revised!			
Group Name: Offenses	table		DG: 952
Definition	The unduplicated number of incidents that occurred at the school		
	by type of offense.		
Permitted Values	• Integer		
<b>Reporting Period</b>	Regular School Year	1	
<b>Reporting Levels</b>	School 🛛	LEA 🗆	State 🗆
Education Unit Total			
Comment	<ul> <li>Incidents may occur before, during, or after normal school hours.</li> <li>Incidents should be counted regardless of whether any disciplinary action was taken, and regardless of whether students or nonstudents were involved.</li> <li>An incident refers to a specific criminal act involving one or more victims and offenders. For example, if two students are robbed without a weapon, at the same time and place, this is classified as two robbery victimizations but only one robbery without a weapon incident.</li> </ul>		
CATEGORY SET	DESCRIPTION		
Category Set A †	Offense Type	<u> </u>	

New!			
Group Name: Offenses incidents—students DG: 1			
Definition	The unduplicated number of incidents committed by a student that		
	occurred at the scho	ol by type of offense.	
Permitted Values	Integer		
Reporting Period	Regular School Yea	r	
Reporting Levels	School	LEA 🗆	State 🗆
Education Unit Total			

Comment	<ul> <li>Incidents may occur before, during, or after normal school hours.</li> <li>Incidents should be counted regardless of whether any disciplinary action was taken, and regardless of whether non-students were involved.</li> <li>An incident refers to a specific criminal act involving one or more victims and offenders.</li> <li>Students include those enrolled in preschool, grades K-12, and comparable ungraded levels.</li> </ul>
CATEGORY SET	DESCRIPTION
Category Set A	Offense Type (Students and School Staff)

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1.4	CW	

New!			
Group Name: Offenses	incidents—school staff DG: 1025		
Definition <b>†</b>	The unduplicated number of incidents committed by a school staff		
	member that occurred at the school by type of offense.		
Permitted Values	• Integer		
<b>Reporting Period</b>	Regular School Year		
<b>Reporting Levels</b>	School 🗌 LEA 🗆 State 🗆		
<b>Education Unit Total</b>			
Comment †	<ul> <li>Incidents may occur before, during, or after normal school hours.</li> <li>Incidents should be counted regardless of whether any disciplinary action was taken, and regardless of whether students were involved.</li> <li>An incident refers to a specific criminal act involving one or more victims and offenders.</li> <li>School staff refers to any person employed or volunteering at a school on a temporary or permanent basis.</li> </ul>		
CATEGORY SET	DESCRIPTION		
Category Set A †	Offense Type (Students and School Staff)		

## New!

Group Name: Offenses	allegations—school staff resignation	DG: 1026	
Definition	The unduplicated number of allegations against a school staff		
	member that were followed by a resignation or retirement prior to		
	final discipline or termination, by type of offense.		
Permitted Values	Integer		
Reporting Period	Regular School Year		

Reporting Levels	School	LEA 🗆	State 🗆
Education Unit Total			
Comment †	K-12, and comparate school staff involved ungraded levels. In the school. School staff refers to	involving students enroll ole ungraded levels. Incl d in preschool, grades K- clude allegations for offe o any person employed c ry or permanent basis.	ude allegations against -12, and comparable enses that occurred at
CATEGORY SET	DESCRIPTION		
Category Set A	Offense Typ	e (Students and School S	Staff)

### New!

Group Name: Offenses	allegations—school	staff determination	DG: 1027	
Definition	The unduplicated number of allegations against a school staff member that were followed by a determination that the staff member was responsible or not responsible, by type of offense.			
		sible of not responsible,	by type of offense.	
Permitted Values	<ul> <li>Integer</li> </ul>			
<b>Reporting Period</b>	Regular School Yea	r		
Reporting Levels	School 🛛 LEA 🗆 State 🗆			
Education Unit Total				
Comment †	Include allegations against school staff involved in preschool, grades K-12, and comparable ungraded levels. Include allegations for offenses that occurred at the school. School staff refers to any person employed or volunteering at a school on a temporary or permanent basis.			
	DESCRIPTION			
CATEGORY SET	DESCRIPTION			
Category Set A	<ul> <li>Offense Typ</li> </ul>	e (Students and School S	Staff)	

## New!

Group Name: Offenses	allegations—school	staff determination pen	ding DG: 1028		
Definition	The unduplicated nu	The unduplicated number of allegations against a school staff			
	member that had a d	member that had a determination that remained pending, by type of			
	offense.				
Permitted Values	Integer				
<b>Reporting Period</b>	Regular School Year				
<b>Reporting Levels</b>	School	LEA 🗆	State 🗆		
<b>Education Unit Total</b>					
Comment †	Include allegations against school staff involved in preschool,				

CATEGORY SET	DESCRIPTION
	School staff refers to any person employed or volunteering at a school on a temporary or permanent basis.
	grades K-12, and comparable ungraded levels. Include allegations for offenses that occurred at the school. Include allegations that had determinations that remained pending during the regular school year.

N	ew	!
* *	<b>•••</b>	•

INEW!				
Group Name: Offenses	allegations—school	staff duty reassignmen	t DG: 1029	
Definition	The unduplicated number of allegations against a school staff			
	member that were for	ollowed by a duty reassig	gnment, prior to final	
	discipline or termina	ation, by type of offense.		
Permitted Values	Integer			
Reporting Period	Regular School Yea	r		
Reporting Levels	School 🛛 LEA 🗆 State 🗆			
Education Unit Total				
Comment †	Include allegations against school staff involved in preschool, grades K-12, and comparable ungraded levels. Include allegations for offenses that occurred at the school. School staff refers to any person employed or volunteering at a school on a temporary or permanent basis.			
CATEGORY SET	DESCRIPTION			
Category Set A	Offense Typ	e (Students and School S	Staff)	

Retired! †				
Group Name: Prescho	ol ages for non-IDEA	A children	DG: 95	3
Definition	An indication of wh	ether the school's presch	nool program serves	
	non-IDEA children	of a specific age range.		
Permitted Values	Children age 3 years			
	Children age 4 years			
	Children age 5 years			
Reporting Period	October 1			
<b>Reporting Levels</b>	School	LEA 🗆	State 🗆	

<b>Education Unit Total</b>			
Comment	Report only for scho	ools that provide prescho	ol program(s).
	Preschool refers to preschool programs and services for children		
	ages 3 through 5.		
	Children who are no	ot served under the Indivi	iduals with Disabilities
	Education Act (IDE	A) are considered "non- <i>l</i>	DEA children."

Retired!-						
Group Name: Preschoo	Group Name: Preschool ages for non- <i>IDEA</i> children DG: 953					
Definition	An indication of whether the LEA's preschool program serves non-					
	<i>IDEA</i> children of a specific age range.					
Permitted Values	• Children age 3 y	Children age 3 years				
	• Children age 4 y	rears				
	• Children age 5 years					
Reporting Period	October 1					
Reporting Levels	School 🗆	School 🗆 LEA 🗌 State 🗆				
<b>Education Unit Total</b>						
Comment	Report only for LEAs that provide preschool program(s).					
	Preschool refers to preschool programs and services for children					
	ages 3 through 5.					
	Children who are not served under the <i>Individuals with Disabilities</i>					
	Education Act (IDE	A) are considered "non- <i>l</i>	DEA children	" ·		

Retired!				
Group Name: Preschool daily length and cost DG: 954				
Definition	An indication of whether the LEA provides a prese	chool program of		
	a specific length to children and cost to parents/gu	ardians.		
Permitted Values	• Full-day preschool (free; no charge to parent(s)/guardian)			
	• Full-day preschool (partial or full charge to parent(s)/guardian)			
	• Part-day preschool (free; no charge to parent(s)/guardian)			
	Part-day preschool (partial or full charge to partial)	rent(s)/guardian)		
<b>Reporting Period</b>	October 1			

Reporting Levels	School	LEA 🗌	State 🗆
<b>Education Unit Total</b>			
Comment	Preschool refers to preschool programs and services for children		
	ages 3 through 5. A full-day preschool program is a program that a		
	child attends each weekday for approximately six hours or more.		

Retired!				
Group Name: Prescho	l eligible children DG: 955			
Definition	An indication of whether the LEA's preschool program is provided			
	to specific groups of children.			
Permitted Values	Children with disabilities ( <i>IDEA</i> )			
	Children in Title I schools			
	Children from low income families			
	All children			
Reporting Period	October 1			
Reporting Levels	School  LEA  State  State			
Education Unit Total				
Comment	Report only for LEAs that provide preschool program(s).			
	Preschool refers to preschool programs and services for children			
	ages 3 through 5.			
	"Children with disabilities ( <i>IDEA</i> )" refers to children with			
	disabilities who are receiving services under the <i>Individuals with</i>			
	Disabilities Education Act.			
	Title I schools are schools with large concentrations of low-income			
	students that receive Title I funds (i.e., supplemental funds under			
	Title I of the <i>Elementary and Secondary Education Act</i> , as			
	amended by the <i>Every Student Succeeds Act</i> ), to assist in meeting			
	their students' educational goals. For an entire school to qualify			
	for Title I funds, at least 40% of students must enroll in the free			
	and reduced lunch program.			
	For the purposes of preschool eligibility, low-income is defined by			
	the LEA, and may vary from LEA to LEA.			

#### Revised! †

Group Name: Preschool enrollment table DG: 956				
Definition	The unduplicated number of children enrolled in the school's			
	preschool program.			
Permitted Values	Integer			
<b>Reporting Period</b>	October 1			
Reporting Levels	School 🛛 LEA 🗆 State 🗆			

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<b>Education Unit Total</b>				
Comment	Report only for schools that provide preschool program(s). Preschool refers to preschool programs and services for children ages 3 through 5. Category sets B and C do not include all			
	children.			
CATEGORY SET	DESCRIPTION			
Category Set A †	Racial Ethnic			
	Sex (Membership)			
Category Set B †	Disability Status (IDEA)			
	• Sex (Membership)			
Category Set C †	EL Status (Only)			
	• Sex (Membership)			

Group Name: Preschoe	DG: 913				
Definition	The preschool grade level offered by the school.				
Permitted Values	Preschool				
<b>Reporting Period</b>	October 1				
Reporting Levels	School 🛛 LEA 🗆 State 🗆				
<b>Education Unit Total</b>					
Comment	Preschool refers to preschool programs and services for children				
	ages 3 through 5. The preschool grade level should be reported if				
	offered.				

Group Name: Preschool children served table DG: 957					
Definition	The unduplicated number of children of a specific age served in				
	preschool in LEA and non-LEA facilities.				
Permitted Values	Integer				
<b>Reporting Period</b>	October 1				
Reporting Levels	School 🗆 LEA 🗌 State 🗆				
<b>Education Unit Total</b>					
Comment	Preschool refers to preschool programs and services for children				
	ages 3 through 5. Include all children served in preschool that are				
	under the responsibility of the LEA. Include preschool children in				

	district facilities and preschool children in non-district facilities such as intermediate units, residential facilities outside the LEA, and social service agencies.
CATEGORY SET	DESCRIPTION
Category Set A	Age (Preschool)

Group Name: Public schools total DG: 95					
Definition	The unduplicated number of public schools under the governance of				
	the LEA, including	the LEA, including all facilities where students attend.			
Permitted Values	• Integer				
<b>Reporting Period</b>	October 1				
<b>Reporting Levels</b>	School 🗆 LEA 🗌 State 🗆				
<b>Education Unit Total</b>					
Comment	Include charter schools that are under the governance of the LEA.				

Group Name:Restraint or seclusion for IDEA students tableDG: 959					
Definition	The number of students with disabilities (served under <i>IDEA</i> ) who				
	were subjected to restraint or seclusion.				
Permitted Values	Integer				
<b>Reporting Period</b>	Regular School Year				
<b>Reporting Levels</b>	School 🛛 LEA 🗆 State 🗆				
<b>Education Unit Total</b>					
Comment	Include students enrolled in grades K-12, and comparable				
	ungraded levels. For each action type, the data should be				
	unduplicated. Category set B does not include all students.				

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	Students with disabilities (served under <i>IDEA</i> ) are students with disabilities who are receiving services under the <i>Individuals with Disabilities Education Act</i> .		
CATEGORY SET	DESCRIPTION		
Category Set A	Action (Restraint or Seclusion)		
	Racial Ethnic		
	• Sex (Membership)		
Category Set B	Action (Restraint or Seclusion)		
	• EL Status (Only)		
	• Sex (Membership)		

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Group Name: Restraint or seclusion for non- <i>IDEA</i> students table DG: 960					
Definition	The number of students (who are not served under <i>IDEA</i> ) who				
	were subjected to re	straint or seclusion.			
Permitted Values	Integer				
<b>Reporting Period</b>	Regular School Year				
<b>Reporting Levels</b>	School 🗌 LEA 🗆 State 🗆				
<b>Education Unit Total</b>					
Comment	Include students enrolled in grades K-12, and comparable				
	ungraded levels. For each action type, the data should be				
	unduplicated. Category sets B and C do not include all students.				

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	Students (who are not served under <i>IDEA</i> ) include students without disabilities and students with disabilities served solely under Section 504 of the <i>Rehabilitation Act</i> .			
CATEGORY SET	DESCRIPTION			
Category Set A	Action (Restraint or Seclusion)			
	Racial Ethnic			
	• Sex (Membership)			
Category Set B	Action (Restraint or Seclusion)			
	<ul> <li>Disability Status (Section 504 Only)</li> </ul>			
	Sex (Membership)			
Category Set C	Action (Restraint or Seclusion)			
	• EL Status (Only)			
	• Sex (Membership)			

Group Name: Restraint or seclusion instances table				DG: 961
Definition	The number of instances that students were subjected to restraint or			
	seclusion.			
Permitted Values	Integer			
<b>Reporting Period</b>	Regular School Year			
<b>Reporting Levels</b>	School	LEA 🗆	9	State 🗆
<b>Education Unit Total</b>				
Comment	Report only for schools with one or more students subjected to			
	restraint or seclusion. Include the number of instances, not the			
	number of students subjected to restraint or seclusion. Include			
	instances for students enrolled in grades K-12, and comparable			
	ungraded levels.			

	A student may have been subjected to each action type more than once.		
CATEGORY SET	DESCRIPTION		
Category Set A	Action (Restraint or Seclusion)		
	Disability Status (Specific)		

Group Name: Retention table DG: 96				
Definition	The unduplicated number of students who were not promoted to			
	the subsequent grade prior to the beginning of the following school			
	year.			
Permitted Values	Integer			
<b>Reporting Period</b>	School year up to one day prior to the beginning of the following			
	school year			
<b>Reporting Levels</b>	School	LEA 🗆	Sta	ite 🗆
Education Unit Total				
Comment	Category sets B, C, and D do not include all students.			

	Retained – A student is retained if he or she is not promoted to the next grade prior to the beginning of the following school year. Students are not considered retained if they can proceed to the next grade because they successfully completed a summer school program or for a similar reason. At the high school level, a student who has not accumulated enough credits to be classified as being in the next grade is considered retained.			
CATEGORY SET	DESCRIPTION			
Category Set A	<ul> <li>Grade Level (K-12)</li> <li>Racial Ethnic</li> </ul>			
	Sex (Membership)			
Category Set B	<ul> <li>Grade Level (K-12)</li> <li>Disability Status (<i>IDEA</i>)</li> </ul>			
	Sex (Membership)			
Category Set C	• Grade Level (K-12)			
	Disability Status (Section 504 Only)			
	Sex (Membership)			
Category Set D	Grade Level (K-12)			
	• EL Status (Only)			
	Sex (Membership)			

Group Name: SAT or ACT test participation table			DG: 964	
Definition	The unduplicated number of students who participated in (i.e.,			
	took) the SAT Reasoning Test (SAT), the ACT Test (ACT), or			
	both.			
Permitted Values	Integer			
Reporting Period	School year up to one day prior to the beginning of the following			
	school year			
<b>Reporting Levels</b>	School	LEA 🗆	S	State 🗆
<b>Education Unit Total</b>				
Comment	Report only for schools with any grade 9 through 12 and/or			
	ungraded with high school age students. Include students who			
	participated, regardless of whether they received valid scores on			

	the tests. Category sets B and C do not include all students. SAT Reasoning Test (SAT) – The SAT is a nationally recognized assessment used to indicate college readiness. The SAT (formerly the Scholastic Aptitude Test) is sponsored by the College Board. ACT Test (ACT) – The ACT is a nationally recognized assessment used to indicate college readiness. The ACT is sponsored by ACT,	
	Inc.	
CATEGORY SET	DESCRIPTION	
Category Set A	Racial Ethnic	
	• Sex (Membership)	
Category Set B	Disability Status (IDEA)	
	• Sex (Membership)	
Category Set C	• EL Status (Only)	
	• Sex (Membership)	

Group Name: School f	Group Name: School fiber-optic connection DG: 101			DG: 1016
Definition	An indication of whether the school is connected to the internet			ne internet
	through fiber-optic connection.			
Permitted Values	• Yes			
	• No			
<b>Reporting Period</b>	October 1			
<b>Reporting Levels</b>	School	LEA 🗆	5	State 🗆
<b>Education Unit Total</b>				
Comment				

Definition	An indication of whether students are allowed to take home		
	school-issued devices for learning use.		
Permitted Values	• Yes		
	• No		
<b>Reporting Period</b>	October 1		
Reporting Levels	School []	LEA 🗆	State 🗆
<b>Education Unit Total</b>			
Comment			

Group Name: School V	Group Name: School Wi-Fi access in classrooms DG: 101			DG: 1018
Definition	An indication of whether the school has Wi-Fi access in every			in every
	classroom.			
Permitted Values	• Yes			
	• No			
<b>Reporting Period</b>	October 1			
<b>Reporting Levels</b>	School	LEA 🗆	S	State 🗆
<b>Education Unit Total</b>				
Comment				

Group Name: School Wi-Fi enabled devices DG: 1019			DG: 1019	
Definition	Number of Wi-Fi enabled devices provided exclusively for student			ely for student
	learning use.			
Permitted Values	Integer			
<b>Reporting Period</b>	October 1			
Reporting Levels	School 🛛	LEA 🗆	9	State 🛛
Education Unit Total				
Comment				

Group Name: Student-owned devices

DG: 1020

Definition	An indication of whether student-owned devices are allowed for			
	student learning use	student learning use.		
Permitted Values	• Yes	• Yes		
	• No			
Reporting Period	October 1			
Reporting Levels	School 🛛	LEA 🗆	State 🗆	
Education Unit Total				
Comment				

Group Name: School c	Group Name: School counselors (FTE) DG: 965			DG: 965
Definition	The number of full-	time equivalent (FTE) sc	chool cou	inselors.
Permitted Values	Decimal (to two	decimal places)		
<b>Reporting Period</b>	Regular School Yea	r		
Reporting Levels	School	LEA 🗆	9	State 🗆
<b>Education Unit Total</b>				
Comment	comparable ungrade (i.e., federal, state, a Full-time equivalent	selors for preschool, gra ed levels, regardless of ho ind/or local funds). t (FTE) – FTE is a unit th loyed person in a way th	ow staff v nat indica	were funded ates the

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

Group Name: School d	ays missed due to ou	it-of-school suspensions	s table DG: 966	
Definition	The unduplicated nu	The unduplicated number of school days missed by students who		
	received one or more out-of-school suspensions.		ons.	
Permitted Values	• Integer			
<b>Reporting Period</b>	Regular School Yea	r		
<b>Reporting Levels</b>	School 🛛 LEA 🗆 State 🗆			
<b>Education Unit Total</b>				
Comment	Include school days missed by students enrolled in grades K-12, and comparable ungraded levels. Days when school staff were required to be present at school but students were not, should not be counted. Days when students were dismissed early from school, but school staff were not, should be counted as full days. Each day missed from a part-day program (e.g., part-day			

	kindergarten) should be counted as one full day.		
	For students with disabilities served under <i>IDEA</i> : Out-of-school suspension is an instance in which a child is temporarily removed from his/her regular school for at least half a day for disciplinary purposes to another setting (e.g., home, behavior center). Out-of- school suspensions include both removals in which no Individualized Family Service Plan (IFSP) or Individualized Education Program (IEP) services are provided because the removal is 10 days or less as well as removals in which the child continues to receive services according to his/her IFSP or IEP.		
	For students without disabilities and students with disabilities served solely under Section 504: Out-of-school suspension is an instance in which a child is temporarily removed from his/her regular school for at least half a day (but less than the remainder of the school year) for disciplinary purposes to another setting (e.g., home, behavior center). Out-of-school suspensions include removals in which no educational services are provided, and removals in which educational services are provided (e.g., school- provided at home instruction or tutoring).		
	DESCRIPTION		
CATEGORY SET Category Set A	<ul> <li>DESCRIPTION</li> <li>Racial Ethnic</li> <li>Sex (Membership)</li> </ul>		
Category Set B	<ul> <li>Disability Status (<i>IDEA</i>)</li> <li>Sex (Membership)</li> </ul>		
Category Set C	<ul> <li>Disability Status (Section 504 Only)</li> <li>Sex (Membership)</li> </ul>		
Category Set D	<ul> <li>EL Status (Only)</li> <li>Sex (Membership)</li> </ul>		

Group Name: School f	Group Name: School finance—FTE personnel (state and local) DG: 967			
Definition	The number of undu	plicated full-time equiva	llent (FTE) personnel	
	(K-12) funded with	state and local funds.		
Permitted Values	Decimal (to two	decimal places)		
Reporting Period	School Year (Fiscal)			
Reporting Levels	School	LEA 🗆	State 🗆	
Education Unit Total				
Comment	Include personnel for grades K-12, and comparable ungraded			
	levels who were fun	ded with state and local	funds.	

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

Retired!				
Group Name: School f	inance—FTE persor	nnel (federal, state, and	l	DG: 998
local)				
Definition	The number of undu	plicated full-time equiva	alent (F	ГЕ) personnel
	(preschool-12) fund	ed with federal, state, an	d local f	funds.
Permitted Values	Decimal (to two decimal places)			
<b>Reporting Period</b>	School Year (Fiscal)			
Reporting Levels	School 🛛 LEA 🗆 State 🗆			
<b>Education Unit Total</b>				
Comment	Include personnel for grades preschool-12, and comparable			
	ungraded levels who were funded with federal, state, and local			
	funds.			
	Full-time equivalent (FTE) – FTE is a unit that indicates the			

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

Retired!			
Group Name: School f	inance—FTE teache	rs	DG: 968
Definition	The number of full-	time equivalent (FTE) tea	achers (K-12) funded
	with state and local	funds.	
Permitted Values	Decimal (to two	decimal places)	
Reporting Period	School Year (Fiscal)	)	
Reporting Levels	School 🛛	LEA 🗆	State 🗆
Education Unit Total			
Comment	Include teachers for grades K-12, and comparable ungraded levels who were funded with state and local funds.		
	workload of an emp	(FTE) – FTE is a unit th loyed person in a way th various contexts. FTE is	at makes workloads
			Page A2-79

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.
For the purposes of reporting school finance data for teachers only, refer to the following teachers definition and guide to determine which teachers should be included and excluded:
Teachers provide instruction, learning experiences, and care to students during a particular time period or in a given discipline. Teachers are defined as staff whose activities are dealing directly with the interaction with students. Teaching may be provided for students in a school classroom, in another location such as a home or hospital, and in other learning situations such as those involving co-curricular activities. It may also be provided through some other approved medium, such as television, radio, computer, the Internet, multimedia, telephone, and correspondence that is delivered inside or outside the classroom or in other teacher- student settings.
<ul> <li>Teachers to include:</li> <li>Regular Classroom Teachers <ul> <li>Teach Chemistry, English, mathematics, physical education, history, etc.</li> </ul> </li> <li>General Elementary Teachers <ul> <li>Teach self-contained classes in any of grades K–8 (i.e., teach the same class of students all or most of the day).</li> <li>Team-teach (i.e., two or more teachers collaborate to teach multiple subjects to the same class of students).</li> <li>Include kindergarten teachers.</li> </ul> </li> <li>Vocational/Technical Education Teachers <ul> <li>Teach typing, business, agriculture, life skills, home economics as well as any other vocational or technical classes.</li> </ul> </li> <li>Teaching principals, teaching school counselors, teaching librarians, teaching school nurses, or other teaching administrators <ul> <li>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).</li> </ul> </li> </ul>

•	<ul> <li>Itinerant, Co-op, Traveling, and Satellite Teachers</li> <li>Teach at more than one school and may or may not be supervised by someone at your school.</li> <li>Current Long-Term Substitute Teachers</li> <li>Currently filling the role of regular teachers for four or more continuous weeks.</li> <li>Other teachers who teach students in any of grades K–12</li> </ul>
Teach	ers to exclude:
•	Special Education Teachers
	- Teach special education classes to students with disabilities.
•	Adult Education and Postsecondary Teachers
	- Teach only adult education or students beyond grade 12.
•	Short-term Substitute Teachers
	- Fill the role of regular or special education teachers for less than four continuous weeks.
•	Student Teachers
•	Day Care Aides/Paraprofessionals
•	Teacher Aides/Paraprofessionals
•	Librarians who teach only library skills or how to use the library

Retired!				
Group Name: School f	Group Name: School finance—instructional aide salaries (state and DG			
local)				
Definition	The amount of salar	y expenditures for instru	ctional ai	des (K-12)
	funded with state an	d local funds.		
Permitted Values	Decimal (to two decimal places)			
<b>Reporting Period</b>	School Year (Fiscal)			
<b>Reporting Levels</b>	School 🛛 LEA 🗆 State 🗆		tate 🗆	
<b>Education Unit Total</b>				
Comment	Instructional aides are staff who are involved in regular K-12			
	instructional functions. Instructional aid expenditures are			
	associated with activities dealing directly with the interaction			
	between teachers and students.			

<ul> <li>should be included and excluded:</li> <li>Expenditures to include: <ul> <li>Expenditures paid from federal Impact Aid funds and State Fiscal Stabilization Fund if used under the Impact Aid authority</li> <li>Base salary, incentive pay, and bonuses</li> <li>Supplemental pay for additional roles</li> </ul> </li> <li>Expenditures to exclude: <ul> <li>Expenditures to exclude:</li> <li>Expenditures for preschool programs</li> <li>Expenditures for school nutrition programs</li> <li>Expenditures for special education</li> <li>Expenditures for programs that serve students from more than one school attendance area at a single school site (e.g., summer school programs that are housed in a subset of the district's schools but serve students from throughout the school district)</li> </ul> </li> </ul>	When determining salary expenditures for instructional aides, use the following list of school-level expenditures to determine what
<ul> <li>Expenditures paid from federal Impact Aid funds and State Fiscal Stabilization Fund if used under the Impact Aid authority</li> <li>Base salary, incentive pay, and bonuses</li> <li>Supplemental pay for additional roles</li> <li>Expenditures to exclude:         <ul> <li>Expenditures paid from federal funds other than Impact Aid and State Fiscal Stabilization Fund if used under the Impact Aid authority</li> <li>Expenditures for preschool programs</li> <li>Expenditures for school nutrition programs</li> <li>Expenditures for special education</li> <li>Expenditures for programs that serve students from more than one school attendance area at a single school site (e.g., summer school programs that are housed in a subset of the district's schools but serve students from throughout the school district)</li> <li>Expenditures made by regional educational agencies on</li> </ul> </li> </ul>	should be included and excluded:
	<ul> <li>Expenditures paid from federal Impact Aid funds and State Fiscal Stabilization Fund if used under the Impact Aid authority</li> <li>Base salary, incentive pay, and bonuses</li> <li>Supplemental pay for additional roles</li> <li>Expenditures to exclude: <ul> <li>Expenditures paid from federal funds other than Impact Aid and State Fiscal Stabilization Fund if used under the Impact Aid authority</li> <li>Expenditures for preschool programs</li> <li>Expenditures for school nutrition programs</li> <li>Expenditures for special education</li> <li>Expenditures for special education</li> <li>Expenditures for programs that serve students from more than one school attendance area at a single school site (e.g., summer school programs that are housed in a subset of the district's schools but serve students from throughout the school district)</li> </ul> </li> </ul>
<ul> <li>Expenditures for employee benefits</li> </ul>	

Group Name: School f and loc		al aide salaries (federal	, state,	DG: 997
Definition	The amount of salar	The amount of salary expenditures for instructional aides		
	(preschool-12) funded with federal, state, and local funds.			
Permitted Values	Decimal (to two	Decimal (to two decimal places)		
<b>Reporting Period</b>	School Year (Fiscal)	)		
Reporting Levels	School	LEA 🗆	S	tate 🗆
<b>Education Unit Total</b>				

0	
Comment	Instructional aides are staff who are involved in preschool-12
	instructional functions. Instructional aid expenditures are
	associated with activities dealing directly with the interaction
	between teachers and students.
	When determining salary expenditures for instructional aides, use the following list of school-level expenditures to determine what should be included and excluded:
	Expenditures to include:
	• Expenditures paid from all federal funds (including Impact
	Aid funds and State Fiscal Stabilization Fund)
	Expenditures for preschool programs
	Expenditures for special education
	• Expenditures for programs that serve students from more
	than one school attendance area at a single school site (e.g.,
	summer school programs that are housed in a subset of the
	district's schools but serve students from throughout the school district)
	<ul> <li>Expenditures made by regional educational agencies on</li> </ul>
	behalf of schools
	<ul> <li>Base salary, incentive pay, and bonuses</li> </ul>
	<ul> <li>Supplemental pay for additional roles</li> </ul>
	Expenditures to exclude:
	Expenditures for school nutrition programs
	<ul> <li>Expenditures for school nutrition programs</li> <li>Expenditures for adult education</li> </ul>
	<ul> <li>Expenditures for employee benefits</li> </ul>

Retired!					
-	Group Name:School finance—non-personnel expenditures (state andDG: 970				
local)					
Definition	The amount of non-	personnel expenditures a	ssociated w	ith regular	
	K-12 instruction, pupil support, instructional support, and school				
	administration, fund	ed with state and local fu	unds.		
Permitted Values	Decimal (to two	decimal places)			
Reporting Period	School Year (Fiscal)	)			
Reporting Levels	School	LEA 🗆	Stat	te 🗆	

<b>Education Unit Total</b>	
Comment	Include non-personnel expenditures from state and local funds. Non-personnel expenditures may include (but is not limited to) the following types of expenditures: Professional development for teachers and other staff; instructional materials and supplies; computers, software, and other technology; contracted services such as distance learning services; and library books and media center learning materials.
	When determining non-personnel expenditures, use the following list of school-level expenditures to determine what should be included and excluded:
	<ul> <li>Expenditures to include:</li> <li>Expenditures paid from federal Impact Aid funds and State Fiscal Stabilization Fund if used under the Impact Aid authority</li> <li>Expenditures for professional development for teachers and other staff</li> <li>Expenditures for instructional materials and supplies</li> <li>Expenditures for computers, software, and other technology</li> <li>Expenditures for contracted services such as distance learning services</li> <li>Expenditures for library books and media center learning materials</li> <li>Other non-personnel expenditures (associated with regular K-12 instruction, pupil support, instructional support, and school administration)</li> </ul>
	<ul> <li>Expenditures to exclude:</li> <li>Expenditures paid from federal funds other than Impact Aid and State Fiscal Stabilization Fund if used under the Impact Aid authority</li> <li>Expenditures for preschool programs</li> <li>Expenditures for school nutrition programs</li> <li>Expenditures for adult education</li> <li>Expenditures for special education</li> <li>Expenditures for programs that serve students from more than one school attendance area at a single school site (e.g., summer school programs that are housed in a subset of the district's schools but serve students from throughout the school district)</li> <li>Expenditures made by regional educational agencies on</li> </ul>

behalf of schools

and local       Definition       Image: second	<ul> <li>The amount of non-personnel expenditures associated with preschool-12 instruction, pupil support, instructional support, and school administration, funded with federal, state, and local funds.</li> <li>Decimal (to two decimal places)</li> </ul>	
Definition [] Permitted Values []	<ul> <li>The amount of non-personnel expenditures associated with preschool-12 instruction, pupil support, instructional support, and school administration, funded with federal, state, and local funds.</li> <li>Decimal (to two decimal places)</li> </ul>	
Permitted Values	<ul> <li>preschool-12 instruction, pupil support, instructional support, and school administration, funded with federal, state, and local funds.</li> <li>Decimal (to two decimal places)</li> </ul>	
Permitted Values	<ul><li>school administration, funded with federal, state, and local funds.</li><li>Decimal (to two decimal places)</li></ul>	
Permitted Values	Decimal (to two decimal places)	
	· · · · · · · · · · · · · · · · · · ·	
Reporting Period		
	School Year (Fiscal)	
Reporting Levels	School 🗌 LEA 🗆 State 🗆	
Education Unit Total [		
Comment 1	<ul> <li>Include non-personnel expenditures from federal, state, and local funds. Non-personnel expenditures may include (but is not limited to) the following types of expenditures: Professional development for teachers and other staff; instructional materials and supplies; computers, software, and other technology; contracted services such as distance learning services; and library books and media center learning materials.</li> <li>When determining non-personnel expenditures, use the following list of school-level expenditures to determine what should be included and excluded:</li> <li>Expenditures to include:         <ul> <li>Expenditures to include:</li> <li>Expenditures for preschool programs</li> <li>Expenditures for special education</li> <li>Expenditures for programs that serve students from more than one school attendance area at a single school site (e.g., summer school programs that are housed in a subset of the district's schools but serve students from throughout the school district)</li> <li>Expenditures made by regional educational agencies on behalf of schools</li> <li>Expenditures for instructional materials and supplies</li> <li>Expenditures for computers, software, and other technology</li> </ul> </li> </ul>	

<ul> <li>materials</li> <li>Other non-personnel expenditures (associated with preschool-12 instruction, pupil support, instructional support, and school administration)</li> </ul>
Expenditures to exclude:
<ul> <li>Expenditures for school nutrition programs</li> </ul>
<ul> <li>Expenditures for adult education</li> </ul>

Retired!			
-	finance—support personnel salaries (state and DG: 971		
local) Definition	The amount of salary expenditures for support personnel (K-12) funded with state and local funds.		
Permitted Values	Decimal (to two decimal places)		
Reporting Period	School Year (Fiscal)		
Reporting Levels	School    LEA    State		
Education Unit Total			
Comment	Personnel salaries include salaries for K-12 regular support staff funded with state and local funds that are associated with the following types of activities:		
	<ul> <li>Support services for pupils – Activities designed to assess and improve the well-being of students and to supplement the teaching process.</li> <li>Support services for instructional staff – Activities associated with assisting the instructional staff with the content and process of providing learning experiences for students.</li> <li>School administration – Activities concerned with overall administrative responsibility for a school.</li> <li>Exclude salary expenditures for instructional staff (teachers and aides).</li> <li>When determining salary expenditures for personnel, use the following list of school-level expenditures to determine what should be included and excluded:</li> </ul>		
	<ul> <li>Expenditures to include:</li> <li>Expenditures paid from federal Impact Aid funds and State Fiscal Stabilization Fund if used under the Impact Aid authority</li> </ul>		

<ul> <li>school district)</li> <li>Expenditures made by regional educational agencies on behalf of schools</li> <li>Expenditures for employee benefits</li> </ul>
CATEGORY SETDESCRIPTIONCategory Set A• Personnel Type (Salary Expenditures)

Keureu:				
Group Name: School f	finance—support pe	rsonnel salaries (federa	l, state,	DG: 999
and loc	al)			
Definition	The amount of salary expenditures for support personnel			nel
	(preschool-12) funded with federal, state, and local funds.			nds.
Permitted Values	Decimal (to two decimal places)			
<b>Reporting Period</b>	School Year (Fiscal)			
<b>Reporting Levels</b>	School 🗌 LEA 🗆 State 🗆		tate 🛛	
<b>Education Unit Total</b>				
Comment	<ul> <li>Personnel salaries include salaries for preschool-12 support staff funded with federal, state, and local funds that are associated with the following types of activities:</li> <li>Support services for pupils – Activities designed to assess and improve the well-being of students and to supplement the teaching process.</li> <li>Support services for instructional staff – Activities associated with assisting the instructional staff with the content and process of providing learning experiences for students.</li> <li>School administration – Activities concerned with overall</li> </ul>		ed to assess supplement ities with the eriences for	

	administrative responsibility for a school.
	When determining salary expenditures for personnel, use the following list of school-level expenditures to determine what should be included and excluded:
	<ul> <li>Expenditures to include:</li> <li>Expenditures paid from all federal funds (including Impact Aid funds and State Fiscal Stabilization Fund)</li> <li>Expenditures for preschool programs</li> <li>Expenditures for special education</li> </ul>
	• Expenditures for programs that serve students from more than one school attendance area at a single school site (e.g., summer school programs that are housed in a subset of the district's schools but serve students from throughout the school district)
	<ul> <li>Expenditures made by regional educational agencies on behalf of schools</li> </ul>
	<ul><li>Base salary, incentive pay, and bonuses</li><li>Supplemental pay for additional roles</li></ul>
	Expenditures to exclude:
	Expenditures for school nutrition programs
	Expenditures for adult education
	<ul> <li>Expenditures for employee benefits</li> </ul>
CATEGORY SET	DESCRIPTION
Category Set A	Personnel Type (Salary Expenditures)

Retired!				
Group Name: School finance—teacher salaries (state and local) DG: 9				DG: 972
Definition	The amount of salary expenditures for teachers (K-12) funded with			unded with
	state and local funds.			
Permitted Values	Decimal (to two decimal places)			
<b>Reporting Period</b>	School Year (Fiscal)			
<b>Reporting Levels</b>	School [] LEA [] State []			te 🗆
<b>Education Unit Total</b>				
Comment	Include salary expenditures for teachers associated with regular K-			
	12 instruction.			
	For the purposes of reporting school finance data for teachers only,			
	refer to the following teachers definition and guide to determine			
	which teachers should be included and excluded:			

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

Teachers to include:

- Regular Classroom Teachers
  - Teach Chemistry, English, mathematics, physical education, history, etc.
  - General Elementary Teachers
    - Teach self-contained classes in any of grades K–8 (i.e., teach the same class of students all or most of the day).
    - Team-teach (i.e., two or more teachers collaborate to teach multiple subjects to the same class of students).
    - Include kindergarten teachers.
- Vocational/Technical Education Teachers
  - Teach typing, business, agriculture, life skills, home economics as well as any other vocational or technical classes.
- Teaching principals, teaching school counselors, teaching librarians, teaching school nurses, or other teaching administrators
  - Include any staff members who teach at least one regularly scheduled class per week (e.g., a librarian teaches a regularly scheduled class in mathematics once a week).
- Itinerant, Co-op, Traveling, and Satellite Teachers
  - Teach at more than one school and may or may not be supervised by someone at your school.
- Current Long-Term Substitute Teachers
  - Currently filling the role of regular teachers for four or more continuous weeks.
- Other teachers who teach students in any of grades K–12

Teachers to exclude:

 -
<ul> <li>Special Education Teachers         <ul> <li>Teach special education classes to students with disabilities.</li> </ul> </li> <li>Adult Education and Postsecondary Teachers         <ul> <li>Teach only adult education or students beyond grade 12.</li> </ul> </li> <li>Short-term Substitute Teachers         <ul> <li>Fill the role of regular or special education teachers for less than four continuous weeks.</li> </ul> </li> <li>Student Teachers         <ul> <li>Day Care Aides/Paraprofessionals</li> <li>Librarians who teach only library skills or how to use the library</li> </ul> </li> <li>When determining salary expenditures for teachers, use the</li> </ul>
following list of school-level expenditures to determine what
should be included and excluded:
<ul> <li>Expenditures to include:</li> <li>Expenditures paid from federal Impact Aid funds and State Fiscal Stabilization Fund if used under the Impact Aid authority</li> <li>Base salary, incentive pay, and bonuses</li> <li>Supplemental pay for additional roles</li> </ul>
<ul><li>Expenditures to exclude:</li><li>Expenditures paid from federal funds other than Impact Aid</li></ul>
and State Fiscal Stabilization Fund if used under the Impact Aid authority
Expenditures for preschool programs
Expenditures for school nutrition programs
<ul><li>Expenditures for adult education</li><li>Expenditures for special education</li></ul>
<ul> <li>Expenditures for programs that serve students from more</li> </ul>
than one school attendance area at a single school site (e.g., summer school programs that are housed in a subset of the district's schools but serve students from throughout the school district)
<ul> <li>Expenditures made by regional educational agencies on behalf of schools</li> <li>Expenditures for employee benefits</li> </ul>
<ul> <li>Expenditures for employee benefits</li> </ul>

Group Name: School f	inance—teacher salaries (federal, state, and local) DG: 995		
Definition	The amount of salary expenditures for teachers (preschool-12)		
	funded with federal, state, and local funds.		
Permitted Values	Decimal (to two decimal places)		
Reporting Period	School Year (Fiscal)		
Reporting Levels	School 🗌 LEA 🗆 State 🗆		
Education Unit Total			
Comment	Include salary expenditures for teachers associated with preschool- 12 instruction.		
	For the purposes of reporting school finance data for teachers only, refer to the following teachers definition and guide to determine which teachers should be included and excluded:		
	Teachers provide instruction, learning experiences, and care to students during a particular time period or in a given discipline. Teachers are defined as staff whose activities are dealing directly with the interaction with students. Teaching may be provided for students in a school classroom, in another location such as a home or hospital, and in other learning situations such as those involving co-curricular activities. It may also be provided through some other approved medium, such as television, radio, computer, the Internet, multimedia, telephone, and correspondence that is delivered inside or outside the classroom or in other teacher- student settings.		
	<ul> <li>Teachers to include:</li> <li>Regular Classroom Teachers <ul> <li>Teach Chemistry, English, mathematics, physical education, history, etc.</li> </ul> </li> <li>Special Education Teachers <ul> <li>Teach special education classes to students with disabilities.</li> </ul> </li> <li>General Elementary Teachers <ul> <li>Teach self-contained classes in any of grades Preschool–8 (i.e., teach the same class of students all or most of the day).</li> <li>Team-teach (i.e., two or more teachers collaborate to teach multiple subjects to the same class of students).</li> <li>Include preschool teachers and kindergarten teachers.</li> </ul> </li> <li>Vocational/Technical Education Teachers <ul> <li>Teach typing, business, agriculture, life skills, home economics as well as any other vocational or technical</li> </ul> </li> </ul>		

<ul> <li>classes.</li> <li>Teaching principals, teaching school counselors, teaching librarians, teaching school nurses, or other teaching administrators <ul> <li>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).</li> </ul> </li> <li>Itinerant, Co-op, Traveling, and Satellite Teachers <ul> <li>Teach at more than one school and may or may not be supervised by someone at your school.</li> </ul> </li> <li>Current Long-Term Substitute Teachers <ul> <li>Currently filling the role of regular teachers for four or more continuous weeks.</li> </ul> </li> <li>Other teachers who teach students in any of grades Preschool–12</li> </ul>
<ul> <li>Teachers to exclude:</li> <li>Adult Education and Postsecondary Teachers <ul> <li>Teach only adult education or students beyond grade</li> <li>12.</li> </ul> </li> <li>Short-term Substitute Teachers <ul> <li>Fill the role of regular or special education teachers for less than four continuous weeks.</li> </ul> </li> <li>Student Teachers <ul> <li>Day Care Aides/Paraprofessionals</li> <li>Teacher Aides/Paraprofessionals</li> <li>Librarians who teach only library skills or how to use the library</li> </ul> </li> </ul>
When determining salary expenditures for teachers, use the following list of school-level expenditures to determine what should be included and excluded:
<ul> <li>Expenditures to include:</li> <li>Expenditures paid from all federal funds (including Impact Aid funds and State Fiscal Stabilization Fund)</li> <li>Expenditures for preschool programs</li> <li>Expenditures for special education</li> <li>Expenditures for programs that serve students from more than one school attendance area at a single school site (e.g., summer school programs that are housed in a subset of the district's schools but serve students from throughout the</li> </ul>

<ul> <li>school district)</li> <li>Expenditures made by regional educational agencies on behalf of schools</li> <li>Base salary, incentive pay, and bonuses</li> <li>Supplemental pay for additional roles</li> </ul>
Expenditures to exclude:
<ul> <li>Expenditures for school nutrition programs</li> </ul>
Expenditures for adult education
<ul> <li>Expenditures for employee benefits</li> </ul>

Retired!			
Group Name: School fi	inance—total personnel salaries (state and local) DG: 1001		
Definition	The total amount of salary expenditures for instructional and		
	support personnel (K-12) funded with state and local funds.		
Permitted Values	Decimal (to two decimal places)		
<b>Reporting Period</b>	School Year (Fiscal)		
<b>Reporting Levels</b>	School 🗌 LEA 🗆 State 🗆		
Education Unit Total			
Comment	<ul> <li>K-12 regular instructional and support personnel funded with state and local funds are defined as follows:</li> <li>Instructional staff – Includes teachers and instructional aides</li> <li>Support services staff for pupils – Includes guidance counselors, nurses, attendance officers, speech pathologists, and other staff who provide support services for students</li> <li>Support services staff for instructional staff – Includes staff involved in curriculum development, staff training, operating the library, media and computer centers</li> <li>School administration staff – Includes principals and other staff involved in school administration</li> </ul>		
	<ul> <li>Personnel salaries include salaries for K-12 regular instructional and support staff that are associated with the following types of activities:</li> <li>Instructional functions – Activities dealing directly with the interaction between teachers and students.</li> <li>Support services for pupils – Activities designed to assess and improve the well-being of students and to supplement the teaching process.</li> <li>Support services for instructional staff – Activities associated with assisting the instructional staff with the</li> </ul>		

content and process of providing learning experiences for
students.
<ul> <li>School administration – Activities concerned with overall</li> </ul>
administrative responsibility for a school.
auministrative responsibility for a school.
When determining salary expenditures for personnel, use the
following list of school-level expenditures to determine what
should be included and excluded:
Expenditures to include:
Expenditures paid from federal Impact Aid funds and State
Fiscal Stabilization Fund if used under the Impact Aid
authority
• Base salary, incentive pay, and bonuses
<ul> <li>Supplemental pay for additional roles</li> </ul>
Expenditures to exclude:
• Expenditures paid from federal funds other than Impact Aid
and State Fiscal Stabilization Fund if used under the Impact
Aid authority
<ul> <li>Expenditures for preschool programs</li> </ul>
<ul> <li>Expenditures for school nutrition programs</li> </ul>
Expenditures for adult education
Expenditures for special education
Expenditures for programs that serve students from more
than one school attendance area at a single school site (e.g.,
summer school programs that are housed in a subset of the
district's schools but serve students from throughout the
district's schools but serve students from throughout the school district)
_
school district)

Re	tire	d!

Group Name: School finance—total personnel salaries (federal, state, and DG: 1002 local)			DG: 1002	
Definition		salary expenditures for i preschool-12) funded wit		
Permitted Values	Decimal (to two	decimal places)		
<b>Reporting Period</b>	School Year (Fiscal)	)		
Reporting Levels	School 🛛	LEA 🗖	Sta	ate 🗆
Education Unit Total				

Comment	Preschool-12 instructional and support personnel funded with
Comment	<ul> <li>Freschool-12 instructional and support personner funded with federal, state, and local funds are defined as follows:</li> <li>Instructional staff – Includes teachers and instructional aides</li> <li>Support services staff for pupils – Includes guidance counselors, nurses, attendance officers, speech pathologists, and other staff who provide support services for students</li> <li>Support services staff for instructional staff – Includes staff involved in curriculum development, staff training, operating the library, media and computer centers</li> <li>School administration staff – Includes principals and other staff involved in school administration</li> </ul>
	<ul> <li>Personnel salaries include salaries for preschool-12 instructional and support staff that are associated with the following types of activities:</li> <li>Instructional functions – Activities dealing directly with the</li> </ul>
	<ul> <li>interaction between teachers and students.</li> <li>Support services for pupils – Activities designed to assess and improve the well-being of students and to supplement the teaching process.</li> <li>Support services for instructional staff – Activities associated with assisting the instructional staff with the content and process of providing learning experiences for students.</li> <li>School administration – Activities concerned with overall administrative responsibility for a school.</li> </ul>
	When determining salary expenditures for personnel, use the following list of school-level expenditures to determine what should be included and excluded:
	<ul> <li>Expenditures to include:</li> <li>Expenditures paid from all federal funds (including Impact Aid funds and State Fiscal Stabilization Fund)</li> <li>Expenditures for preschool programs</li> <li>Expenditures for special education</li> <li>Expenditures for programs that serve students from more than one school attendance area at a single school site (e.g., summer school programs that are housed in a subset of the district's schools but serve students from throughout the school district)</li> <li>Expenditures made by regional educational agencies on</li> </ul>

	<ul><li>behalf of schools</li><li>Base salary, incentive pay, and bonuses</li><li>Supplemental pay for additional roles</li></ul>
Ex	spenditures to exclude:
	<ul> <li>Expenditures for school nutrition programs</li> </ul>
	Expenditures for adult education
	Expenditures for employee benefits

Group Name: Science	Group Name: Science classes—high school DG: 973		
Definition	The unduplicated number of classes in science (college-		
	preparatory) courses	s at the high school level	•
Permitted Values	Integer		
<b>Reporting Period</b>	• For schools with	n regular scheduling – Oo	ctober 1
	• For schools with	n block scheduling that a	llows a full-year
	course to be take	en in one semester – Sun	n of a count taken on
	October 1 in the	first block, and around I	March 1 in the second
	block		
<b>Reporting Levels</b>	School	LEA 🗆	State 🗆
<b>Education Unit Total</b>			
Comment	Report only for scho	ools with any grade 9 thr	ough 12 and/or
	ungraded with high school age students.		
CATEGORY SET	DESCRIPTION		
Category Set A	Science (Cla	sses and Course Enrollm	ient)

Group Name: Science	Group Name: Science classes—high school teacher certification DG: 100	
Definition	The unduplicated number of classes in science (college-	-
	preparatory) courses at the high school level taught by t	eachers
	with a science certification.	
Permitted Values	• Integer	
<b>Reporting Period</b>	• For schools with regular scheduling – October 1	

	• For schools with block scheduling that allows a full-year course to be taken in one semester – Sum of a count taken on October 1 in the first block, and around March 1 in the second
	block
<b>Reporting Levels</b>	School 🛛 LEA 🗆 State 🗆
Education Unit Total	
	School       LEA       State         Report only for schools with any grade 9 through 12 and/or ungraded with high school age students.         Teachers are considered certified in science if they have received a teaching certificate/license/endorsement in science (general or subject-specific) from the state.         Teachers may be funded with federal, state, and/or local funds.         Justice facilities should consider only teachers who serve students in the educational program offered at the justice facility during the regular school year.         Refer to the following guide to determine which teachers may be included and which teachers should be excluded.         Teachers certified in science may include:         • Regular Classroom Teachers         • Special Education Teachers         • Teach special education classes to students with disabilities.         • Vocational/Technical Education Teachers         • 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 science once a week).
	<ul> <li>Itinerant, Co-op, Traveling, and Satellite Teachers</li> <li>Teach at more than one school and may or may not be</li> </ul>
	<ul> <li>Other teachers who teach students in any of grades 9–12</li> </ul>

	Teachers to exclude:
	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.
	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
CATEGORY SET	DESCRIPTION
Category Set A	Science (Classes and Course Enrollment)

Group Name: Science	course enrollment—	high school	DG: 974	74
Definition	The number of high	school level students en	rolled in science	
	(college-preparatory	y) courses.		
Permitted Values	Integer			
<b>Reporting Period</b>	• For schools with	n regular scheduling – Oo	ctober 1	
	• For schools with	n block scheduling that a	llows a full-year	
	course to be take	en in one semester – Sun	n of a count taken on	
	October 1 in the	first block, and around I	March 1 in the second	l
	block			
<b>Reporting Levels</b>	School	LEA 🗆	State 🗆	
<b>Education Unit Total</b>				
Comment	Report only for scho	ools with any grade 9 thr	ough 12 and/or	
	ungraded with high	school age students, and	that provide college-	
	preparatory science	courses.		
	For each science co	urse, the data should be u	unduplicated.	
	Category sets B and	C do not include all stud	dents.	
CATEGORY SET	DESCRIPTION			
Category Set A	<ul> <li>Science (Cla</li> </ul>	sses and Course Enrollm	nent)	
	Racial Ethni	С		

	Sex (Membership)
Category Set B	Science (Classes and Course Enrollment)
	Disability Status (IDEA)
	• Sex (Membership)
Category Set C	Science (Classes and Course Enrollment)
	• EL Status (Only)
	Sex (Membership)

Group Name: Security	staff (FTE) table		DG: 975	
Definition	The number of full-	The number of full-time equivalent (FTE) school security staff.		
Permitted Values	• Decimal (to two	decimal places)		
<b>Reporting Period</b>	Regular School Yea	r		
Reporting Levels	School	LEA 🗆	State 🗆	
<b>Education Unit Total</b>		-		
Comment	levels, regardless of and/or local funds). Full-time equivalent workload of an emp comparable across v worker's service in a total hours the perso number of compensa 1.00 means that the	school, grades K-12, and how staff were funded ( (FTE) – FTE is a unit th loyed person in a way th various contexts. FTE is a place (e.g., school). FT on is expected to work dir able hours in a full-time person is equivalent to a 0 signals that the worker	i.e., federal, state, nat indicates the at makes workloads used to measure a TE is the number of vided by the maximum schedule. An FTE of full-time worker,	
CATEGORY SET	DESCRIPTION			
Category Set A	Security Staf	ff Type		

Group Name: Single-se	ex academic classes t	able	DG: 976		
Definition	The unduplicated number of academic classes in a co-educational school where only male or female students are permitted to take the class.				
Permitted Values	Integer				
Reporting Period	<ul> <li>For schools with</li> <li>For schools with course to be take</li> </ul>	n regular scheduling – Oo n block scheduling that a en in one semester – Sun first block, and around 1	llows a full-year n of a count taken on		
	block	inst block, und urbuild i	sturen i in the second		
Reporting Levels	School []				
Education Unit Total					
Comment	considered a single- K-12, and comparab Single-sex academic an academic class in only female students and female students	schools only. Independe sex class. Include acade ole ungraded levels. c class – A single-sex aca a co-educational school s are permitted to take the are permitted to take the physical education class	emic classes for grades ademic class refers to l where only male or le class. If both male e class, then it is not a		
	students of one sex t class because of the	ounted as a single-sex cla from enrolling or otherw ir sex. A class is not con members of both sexes,	rise participating in that nsidered single-sex so		

	only one sex, or a disproportionate number of students of one sex, enroll.	
CATEGORY SET	DESCRIPTION	
Category Set A	Academic Subject (Single-Sex Classes)	
	• Sex (Membership)	

Group Name: Special e	Group Name: Special education school DG: 10			
Definition	An indication of who	ether the school is a specia	al education school.	
Permitted Values	• Yes			
	• No			
Reporting Period	October 1	October 1		
Reporting Levels	School 🛛 LEA 🗆 State 🗆			
Education Unit Total				
Comment	A special education school is a public elementary/secondary school			
	that focuses primarily on serving the educational needs of students			
	with disabilities.			

Group Name: Students	with disabilities ser	ved under IDEA	DG: 980	
Definition	The unduplicated number of students served under the <i>Individuals</i>			
	with Disabilities Ed	ucation Act (IDEA).		
Permitted Values	Integer			
<b>Reporting Period</b>	October 1 or IDEA	Child Count Date		
<b>Reporting Levels</b>	School	LEA 🗆	State 🗆	
<b>Education Unit Total</b>				
Comment	Include students enrolled in preschool, grades K-12, and comparable ungraded levels. Category set C does not include all students.			
CATEGORY SET	DESCRIPTION			
Category Set A	• Sex (Membership)			
Category Set B	Racial Ethnic			
	• Sex (Membership)			
Category Set C	EL Status (Only)			
	Sex (Member	ership)		

Group Name: Stude	nts with disabilities served under Section 504 only DG: 98	81
Definition	The unduplicated number of students who have been identified as	
	having a disability and are receiving regular or special education	
	and related aids and services solely under Section 504 of the	
	Rehabilitation Act of 1973, and not under the Individuals with	
	Disabilities Education Act (IDEA).	
Permitted Values	• Integer	
<b>Reporting Period</b>	October 1	

Reporting Levels	School 🗌	LEA 🗆	State 🗆
<b>Education Unit Total</b>			
Comment	Include students enrolled in preschool, grades K-12, and comparable ungraded levels. Category set C does not include all students.		
CATEGORY SET	DESCRIPTION		
Category Set A	Sex (Member	ership)	
Category Set B	Racial Ethnic		
	Sex (Member	ership)	
Category Set C	EL Status (C	)nly)	
	Sex (Member	ership)	

Group Name: Support	services staff (FTE)		DG: 982
Definition	The number of full-time equivalent (FTE) support services staff.		
Permitted Values	• Decimal (to two	decimal places)	
<b>Reporting Period</b>	Regular School Yea	r	
<b>Reporting Levels</b>	School	LEA 🗆	State 🗆
<b>Education Unit Total</b>			
Comment	levels, regardless of and/or local funds). Full-time equivalent workload of an emp comparable across v worker's service in a total hours the person number of compensa 1.00 means that the while an FTE of 0.5	school, grades K-12, and how staff were funded ( Exclude school counsel (FTE) – FTE is a unit th loyed person in a way th various contexts. FTE is a place (e.g., school). FT on is expected to work dir able hours in a full-time person is equivalent to a 0 signals that the worker	i.e., federal, state, ors. hat indicates the at makes workloads used to measure a TE is the number of vided by the maximum schedule. An FTE of full-time worker,
CATEGORY SET	DESCRIPTION		
Category Set A	<ul> <li>Support Serv</li> </ul>	vices Staff Type	

Group Name: Suspens	sion instances		DG: 1007
Definition	The number of instances of out-of-school suspension that K-12 students received.		
Permitted Values	Integer		
Reporting Period	Regular School Year	r [	
Reporting Levels	School []	LEA $\Box$	State 🗆
Education Unit Total			
Comment	in grades K-12, and	out-of school suspension comparable ungraded le , not the number of stude ns.	vels. Include the
	Out-of-school suspen	nsion –	
	suspension is an inst from his/her regular purposes to another s school suspensions i Individualized Famil Education Program ( removal is 10 days o continues to receive	sabilities served under <i>II</i> ance in which a child is school for at least half a setting (e.g., home, beha nclude both removals in ly Service Plan (IFSP) o (IEP) services are provic or less as well as remova services according to hi	temporarily removed day for disciplinary vior center). Out-of- which no r Individualized led because the ls in which the child s/her IFSP or IEP.
	served solely under S instance in which a c regular school for at	Section 504: Out-of-scho child is temporarily remo least half a day (but less disciplinary purposes to	ool suspension is an oved from his/her s than the remainder of
	life School year) for (		Dage AD 104

	home, behavior center). Out-of-school suspensions include removals in which no educational services are provided, and removals in which educational services are provided (e.g., school- provided at home instruction or tutoring).
CATEGORY SET	DESCRIPTION
Category Set A	Disability Status (Specific)

Group Name: Suspens	sion instances—preso	chool		DG: 1008
Definition	The number of instances of out-of-school suspension that			
	preschool children received.			
Permitted Values	Integer			
Reporting Period	Regular School Year	r		
<b>Reporting Levels</b>	School	LEA $\Box$	Stat	te 🗆
<b>Education Unit Total</b>				
Comment	in preschool. Includ children who receive to preschool program Out-of-school susper For students with dis suspension is an inst from his/her regular purposes to another school suspensions i Individualized Fami Education Program removal is 10 days of continues to receive For students without served solely under instance in which a of regular school for at	out-of school suspensio le the number of instance ed out-of-school suspens ins and services for child insion — sabilities served under <i>II</i> cance in which a child is school for at least half a setting (e.g., home, beha nclude both removals in ly Service Plan (IFSP) o (IEP) services are provid or less as well as remova services according to hi c disabilities and students Section 504: Out-of-school child is temporarily remo- least half a day (but less disciplinary purposes to	es, not the n sions. Presc ren ages 3 t DEA: Out-o temporarily day for dis vior center) which no r Individual led because ls in which s/her IFSP o s with disab ool suspens oved from h	umber of chool refers hrough 5. f-school removed ciplinary b. Out-of- lized the the child or IEP. ilities ion is an tis/her emainder of

	home, behavior center). Out-of-school suspensions include removals in which no educational services are provided, and removals in which educational services are provided (e.g., school- provided at home instruction or tutoring).
CATEGORY SET	DESCRIPTION
Category Set A	Preschool (Corporal Punishment and Suspension)

Retired!					
Group Name: Teacher absenteeism table DG: 983					
Definition	The number of full-time equivalent (FTE) teachers who were absent				
	more than 10 school days during the school year.				
Permitted Values	Decimal (to two decimal places)				
<b>Reporting Period</b>	Regular School Year				
Reporting Levels	School	LEA $\Box$	State 🗆		
<b>Education Unit Total</b>					
Comment	<ul> <li>Include teachers for preschool, grades K-12, and comparable ungraded levels, regardless of how teachers were funded (i.e., federal, state, and/or local funds).</li> <li>A teacher was absent if he or she was not in attendance on a day in the regular school year when the teacher would otherwise be expected to be teaching students in an assigned class. This includes both days taken for sick leave and days taken for personal leave. Personal leave includes absences for reasons other than sick leave. Do not include administratively approved leave for professional development, field trips or other off-campus activities with students.</li> <li>Full-time equivalent (FTE) – FTE is a unit that indicates the workload of an employed person in a way that makes workloads comparable across various contexts. FTE is used to measure a worker's service in a place (e.g., school). FTE is the number of total hours the person is expected to work divided by the maximum number of compensable hours in a full-time schedule. An FTE of 1.00 means that the person is equivalent to a full-time.</li> </ul>				
	For the purposes of	reporting teacher abse	enteeism, refer to the		

	following teachers definition and guide to determine which teachers should be included and excluded: Teachers provide instruction, learning experiences, and care to students during a particular time period or in a given discipline.			
	<ul> <li>Feachers to include:</li> <li>Regular Classroom Teachers <ul> <li>Teach Chemistry, English, mathematics, physical education, history, etc.</li> </ul> </li> <li>Special Education Teachers <ul> <li>Teach special education classes to students with disabilities.</li> </ul> </li> <li>General Elementary Teachers <ul> <li>Teach self-contained classes in any of grades Preschool–8 (i.e., teach the same class of students all or most of the day).</li> <li>Team-teach (i.e., two or more teachers collaborate to teach multiple subjects to the same class of students).</li> <li>Include preschool teachers and kindergarten teachers.</li> </ul> </li> <li>Vocational/Technical Education Teachers <ul> <li>Teach typing, business, agriculture, life skills, home economics as well as any other vocational or technical classes.</li> </ul> </li> <li>Teaching principals, teaching school counselors, teaching librarians, teaching school nurses, or other teaching administrators <ul> <li>Include any staff members who teach at least one regularly scheduled class per week (e.g., a librarian teachers a regularly scheduled class in mathematics once a week).</li> </ul> </li> <li>Teachers of Ungraded Students <ul> <li>Itinerant, Co-op, Traveling, and Satellite Teachers</li> <li>Teach at more than one school and may or may not be supervised by someone at your school.</li> </ul> </li> <li>Current Long-Term Substitute Teachers <ul> <li>Currently filling the role of regular teachers for four or more continuous weeks.</li> </ul> </li> </ul>			
Т	<ul><li>Feachers to exclude:</li><li>Adult Education and Postsecondary Teachers</li></ul>			

- Teach only adult education or students beyond grade 12.
<ul> <li>Short-term Substitute Teachers</li> </ul>
- Fill the role of regular or special education teachers for
less than four continuous weeks.
Student Teachers
Day Care Aides/Paraprofessionals
Teacher Aides/Paraprofessionals
• Librarians who teach only library skills or how to use the
library

Group Name: Teacher	credentials (FTE)		DG: 990		
Definition	The number of full-time equivalent (FTE) teachers who met all				
	state licensing/certification requirements.				
Permitted Values	Decimal (to two decimal places)				
Reporting Period	Regular School Year				
Reporting Levels	School 🗌	LEA $\Box$	State 🗆		
Education Unit Total					
Comment	ungraded levels, regat federal, state, and/or l A teacher has met all requirements for a sta regular/standard certif A beginning teacher v requirements is consid he or she has not com A teacher working tov routes, or a teacher w credential is not consis requirements are dete Full-time equivalent ( workload of an emplo	applicable state teacher ndard certificate if the ficate/license/endorsem who has met the standar dered to have met state pleted a state-required wards certification by w ith an emergency, temp dered to have met state	were funded (i.e., certification teacher has a ent issued by the state. d teacher education requirements even if probationary period. vay of alternative orary, or provisional requirements. State		
	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,				
	1 1	signals that the worker			

<ul> <li>most of the day).</li> <li>Team-teach (i.e., two or more teachers collaborate to teach multiple subjects to the same class of students).</li> <li>Include preschool teachers and kindergarten teachers.</li> <li>Vocational/Technical Education Teachers</li> <li>Teach typing, business, agriculture, life skills, home economics as well as any other vocational or technical classes.</li> <li>Teaching principals, teaching school counselors, teaching librarians, teaching school nurses, or other teaching administrators</li> <li>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 on a week).</li> </ul>	
<ul> <li>Regular Classroom Teachers         <ul> <li>Teach Chemistry, English, mathematics, physical education, history, etc.</li> </ul> </li> <li>Special Education Teachers         <ul> <li>Teach special education classes to students with disabilities.</li> </ul> </li> <li>General Elementary Teachers         <ul> <li>Teach self-contained classes in any of grades Preschool–8 (i.e., teach the same class of students all ot most of the day).</li> <li>Team-teach (i.e., two or more teachers collaborate to teach multiple subjects to the same class of students).</li> <li>Include preschool teachers and kindergarten teachers.</li> </ul> </li> <li>Vocational/Technical Education Teachers         <ul> <li>Teach typing, business, agriculture, life skills, home economics as well as any other vocational or technical classes.</li> </ul> </li> <li>Teaching principals, teaching school counselors, teaching administrators         <ul> <li>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 one a week).</li> </ul></li></ul>	following teachers definition and guide to determine which teachers should be included and excluded: Teachers provide instruction, learning experiences, and care to
<ul> <li>Teaching principals, teaching school counselors, teaching librarians, teaching school nurses, or other teaching administrators</li> <li>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 one a week).</li> </ul>	<ul> <li>Teachers to include:</li> <li>Regular Classroom Teachers <ul> <li>Teach Chemistry, English, mathematics, physical education, history, etc.</li> </ul> </li> <li>Special Education Teachers <ul> <li>Teach special education classes to students with disabilities.</li> </ul> </li> <li>General Elementary Teachers <ul> <li>Teach self-contained classes in any of grades Preschool–8 (i.e., teach the same class of students all or most of the day).</li> <li>Team-teach (i.e., two or more teachers collaborate to teach multiple subjects to the same class of students).</li> <li>Include preschool teachers and kindergarten teachers.</li> </ul> </li> <li>Vocational/Technical Education Teachers <ul> <li>Teach typing, business, agriculture, life skills, home economics as well as any other vocational or technical</li> </ul> </li> </ul>
<ul> <li>Itinerant, Co-op, Traveling, and Satellite Teachers</li> <li>Teach at more than one school and may or may not be supervised by someone at your school.</li> <li>Current Long-Term Substitute Teachers</li> </ul>	<ul> <li>Teaching principals, teaching school counselors, teaching librarians, teaching school nurses, or other teaching administrators         <ul> <li>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).</li> </ul> </li> <li>Teachers of Ungraded Students     <ul> <li>Itinerant, Co-op, Traveling, and Satellite Teachers</li> <li>Teach at more than one school and may or may not be supervised by someone at your school.</li> </ul> </li> <li>Current Long-Term Substitute Teachers         <ul> <li>Currently filling the role of regular teachers for four or more continuous weeks.</li> <li>Other teachers who teach students in any of grades</li> </ul> </li> </ul>

Teach	ers to 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
•	Librarians who teach only library skills or how to use the
	library

Group Name: Teacher	r credentials (FTE)—n	not certified	DG: 1009
Definition	The number of full-time equivalent (FTE) teachers who have not		
	met all state licensing/certification requirements.		
Permitted Values	Decimal (to two decimal)	ecimal places)	
Reporting Period	Regular School Year		
Reporting Levels	School []	LEA $\Box$	State 🗆
Education Unit Total			
Comment	-	reschool, grades K-12, dless of how teachers v ocal funds).	-
	A teacher has not met all applicable state teacher certification requirements for a standard certificate if the teacher does not have a regular/standard certificate/license/endorsement issued by the state. A beginning teacher who has not met the standard teacher education requirements is not considered to have met state requirements even if he or she has completed a state-required probationary period. A teacher working towards certification by way of alternative routes, or a teacher with an emergency, temporary, or provisional credential is not considered to have met state requirements. State requirements are determined by the state.		
	workload of an employ comparable across var worker's service in a p total hours the person number of compensab	FTE) – FTE is a unit the yed person in a way the rious contexts. FTE is place (e.g., school). FT is expected to work div ole hours in a full-time serson is equivalent to a	at makes workloads used to measure a TE is the number of vided by the maximum schedule. An FTE of

	while an FTE of 0.50 signals that the worker is only half-time.
	mile an FTE of 0.50 signals that the worker is only nan-time.
fe	or the purposes of reporting teacher certification, refer to the ollowing teachers definition and guide to determine which eachers should be included and excluded:
	eachers provide instruction, learning experiences, and care to tudents during a particular time period or in a given discipline.
	<ul> <li>Yeachers to include:</li> <li>Regular Classroom Teachers <ul> <li>Teach Chemistry, English, mathematics, physical education, history, etc.</li> </ul> </li> <li>Special Education Teachers <ul> <li>Teach special education classes to students with disabilities.</li> </ul> </li> <li>General Elementary Teachers <ul> <li>Teach self-contained classes in any of grades Preschool–8 (i.e., teach the same class of students all or most of the day).</li> <li>Team-teach (i.e., two or more teachers collaborate to teach multiple subjects to the same class of students).</li> <li>Include preschool teachers and kindergarten teachers.</li> </ul> </li> <li>Vocational/Technical Education Teachers <ul> <li>Teaching principals, teaching school counselors, teaching librarians, teaching school nurses, or other teaching administrators</li> <li>Include any staff members who teach at least one regularly scheduled class in mathematics once a week).</li> </ul> </li> <li>Teachers of Ungraded Students</li> <li>Itinerant, Co-op, Traveling, and Satellite Teachers <ul> <li>Teach at more than one school and may or may not be supervised by someone at your school.</li> </ul> </li> </ul>
	<ul> <li>more continuous weeks.</li> <li>Other teachers who teach students in any of grades Preschool–12</li> </ul>

Teachers to 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
• Librarians who teach only library skills or how to use the
library

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Group Name: Teacher	rs (FTE)		DG: 984
Definition	The unduplicated number of full-time equivalent (FTE) teachers.		
Permitted Values	Decimal (to two decimal places)		
Reporting Period	Regular School Ye	ar	
Reporting Levels	School	LEA $\Box$	State 🗆
<b>Education Unit Total</b>			
Comment	ungraded levels, reg federal, state, and/o only teachers who s at the justice facility Full-time equivaler workload of an emp comparable across worker's service in hours the person is number of compens 1.00 means that the an FTE of 0.50 sign For the purposes of teachers definition included and exclue Teachers provide in	serve students in the ed y during the regular sc at (FTE) – FTE is a uni- ployed person in a way various contexts. FTE a place (e.g., school). expected to work divid sable hours in a full-tim person is equivalent to hals that the worker is of reporting teacher cour and guide to determine	rs were funded (i.e., e facilities should include lucational program offered hool year. t that indicates the t that indicates the t that makes workloads is used to measure a FTE is the number of total ded by the maximum ne schedule. An FTE of to a full-time worker, while only half-time. ht, refer to the following e which teachers should be

Teac	ners to 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.
•	Other teachers who teach students in any of grades
	Preschool–12
	ners to exclude:
l leach	
	<ul><li>Adult Education and Postsecondary Teachers</li><li>Teach only adult education or students beyond grade 12.</li></ul>
•	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

<ul> <li>Teacher Aides/Paraprofessionals</li> <li>Librarians who teach only library skills or how to use the library</li> </ul>	
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Retired! †			
Group Name: Teache	ers (counts) DG: 1003		
Definition	The unduplicated number of teachers.		
Permitted Values	• Integer		
<b>Reporting Period</b>	Regular School Year		
<b>Reporting Levels</b>	School 🛛 LEA 🗆 State 🗆		
<b>Education Unit Total</b>			
Comment	<ul> <li>Include teachers for preschool, grades K-12, and comparable ungraded levels, regardless of how teachers were funded (i.e., federal, state, and/or local funds). Justice facilities should include only teachers who serve students in the educational program offered at the justice facility during the regular school year.</li> <li>Report counts, not full-time equivalencies. For the purposes of reporting teacher count, refer to the following teachers definition and guide to determine which teachers should be included and excluded:</li> <li>Teachers provide instruction, learning experiences, and care to students during a particular time period or in a given discipline.</li> <li>Teachers to include:         <ul> <li>Regular Classroom Teachers</li> <li>Teach Chemistry, English, mathematics, physical education, history, etc.</li> <li>Special Education Teachers</li> <li>Teach special education classes to students with disabilities.</li> <li>General Elementary Teachers</li> <li>Teach self-contained classes in any of grades Preschool–8 (i.e., teach the same class of students all or most of the day).</li> <li>Team-teach (i.e., two or more teachers collaborate to teach multiple subjects to the same class of students).</li> <li>Include preschool teachers and kindergarten teachers.</li> </ul> </li> </ul>		

	<ul> <li>Vocational/Technical Education Teachers         <ul> <li>Teach typing, business, agriculture, life skills, home economics as well as any other vocational or technical classes.</li> </ul> </li> <li>Teaching principals, teaching school counselors, teaching librarians, teaching school nurses, or other teaching administrators         <ul> <li>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).</li> </ul> </li> <li>Teachers of Ungraded Students     <ul> <li>Itinerant, Co-op, Traveling, and Satellite Teachers         <ul> <li>Teach at more than one school and may or may not be supervised by someone at your school.</li> </ul> </li> <li>Current Long-Term Substitute Teachers         <ul> <li>Currently filling the role of regular teachers for four or more continuous weeks.</li> <li>Other teachers who teach students in any of grades</li> </ul> </li> </ul></li></ul>
	Preschool–12 Teachers to exclude: <ul> <li>Adult Education and Postsecondary Teachers</li> <li>Teach only adult education or students beyond grade 12.</li> <li>Short-term Substitute Teachers</li> <li>Fill the role of regular or special education teachers for less than four continuous weeks.</li> <li>Student Teachers</li> <li>Day Care Aides/Paraprofessionals</li> <li>Teacher Aides/Paraprofessionals</li> <li>Librarians who teach only library skills or how to use the library</li> </ul>
CATEGORY SET	DESCRIPTION
Category Set A	Teacher (Year Employed)

Retired!			
Group Name: Teache	r experience		DG: 985
Definition	The number of full-time equivalent (FTE) teachers with the specified		
	length of experience.		
Permitted Values	· · · · ·	o decimal places)	
Reporting Period	Regular School Ye		
Reporting Levels	School []	LEA 🗆	State 🗆
Education Unit Total			
Comment	ungraded levels, reg federal, state, and/c any school, subject subject, or grade th facilities should ince educational program school year. Full-time equivaler workload of an emp comparable across worker's service in hours the person is number of compens 1.00 means that the an FTE of 0.50 sign For the purposes of following teachers should be included Teachers provide in students during a participant Teachers to include • Regular Cla	, or grade; it does not h at the teacher is presen clude only teachers who n offered at the justice at (FTE) – FTE is a uni- ployed person in a way various contexts. FTE a place (e.g., school). expected to work divid sable hours in a full-time person is equivalent to hals that the worker is of f reporting teacher expec- definition and guide to and excluded: hstruction, learning exp- articular time period on	rs were funded (i.e., ence includes teaching in have to be in the school, ttly teaching. Justice o serve students in the facility during the regular t that indicates the t that indicates the t that makes workloads is used to measure a FTE is the number of total ded by the maximum ne schedule. An FTE of o a full-time worker, while only half-time. erience, refer to the determine which teachers periences, and care to t in a given discipline.

I	
	education, history, etc.
	Special Education Teachers
	<ul> <li>Teach special education classes to students with</li> </ul>
	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).
	<ul> <li>Include preschool teachers and kindergarten teachers.</li> </ul>
	<ul> <li>Vocational/Technical Education Teachers</li> </ul>
	- Teach typing, business, agriculture, life skills, home
	economics as well as any other vocational or technical classes.
	Teaching principals, teaching school counselors, teaching     librariang, teaching school nurses, or other 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.
	<ul> <li>Other teachers who teach students in any of grades</li> </ul>
	Preschool–12
T	eachers to 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
	<ul> <li>Librarians who teach only library skills or how to use the</li> </ul>
	library
	library

CATEGORY SET	DESCRIPTION	
Category Set A	Teaching Experience	

Group Name: Ungraded detail DG:			DG: 986
Definition	An indication of whether the ungraded school has mainly elementary,		
	middle, and/or high	n school students.	
Permitted Values	School has mainly elementary school age students		
	School has mainly middle school age students		
	School has mainly high school age students		
	• School has mainly elementary and middle school age students		
	• School has mainly middle and high school age students		
	• School has elementary, middle, and high school age students		
Reporting Period	October 1		
<b>Reporting Levels</b>	School	LEA 🗆	State 🗆
<b>Education Unit Total</b>			
Comment	For schools that are wholly ungraded (i.e., schools that do not		
	classify students by grade).		

## C: DATA GROUPS COLLECTED THROUGH ESS ONLY

Group Name: Children	with disabilities (IDEA) school age table DG: 74			
Definition	The unduplicated number of children with disabilities (IDEA) who			
	were ages 6 through 21.			
Permitted Values	• Integer			
<b>Reporting Period</b>	Child Count Date			
Reporting Levels	School [] LEA [] State []			
Education Unit Total				
Comment	Category sets A, D, and E are reported at all levels. Category sets B and C, as well as subtotals 2 and 7, are reported at the LEA and state levels only. OCR is the data steward for data reported at the			
	school level. OSERS/OSEP is the data steward for data reported at the LEA and state levels.			
File Specification #	002			
CATEGORY SET	DESCRIPTION			
Category Set A	Disability Category ( <i>IDEA</i> )			
	<ul> <li>Racial Ethnic</li> <li>Sex (Membership)</li> </ul>			
Category Set B	<ul> <li>Disability Category (<i>IDEA</i>)</li> <li>Educational Environment (<i>IDEA</i>) SA</li> <li>Age (School Age)</li> </ul>			
Category Set C	<ul> <li>Educational Environment (<i>IDEA</i>) SA</li> <li>Racial Ethnic</li> </ul>			
Category Set D	<ul> <li>Disability Category (<i>IDEA</i>)</li> <li>Educational Environment (<i>IDEA</i>) SA</li> <li>Sex (Membership)</li> </ul>			
Category Set E	<ul> <li>Disability Category (IDEA)</li> <li>Educational Environment (IDEA) SA</li> <li>English Learner Status (Both)</li> <li>Sex (Membership)</li> </ul>			
SUBTOTALS	DESCRIPTION			
Subtotals 1	Sex (Membership)			
Subtotals 2	Age (School Age)			
Subtotals 3	Disability Category (IDEA)			
Subtotals 4	Racial Ethnic			
Subtotals 5	English Learner Status (Both)			
Subtotals 6	Educational Environment ( <i>IDEA</i> ) SA			

Subtotals 7	•	Age (School Age)
	•	Educational Environment (IDEA) SA
	'n	000

STEWARD: OSERS/OSEP, OCR

Group Name: Chronic absenteeism table DG: 814				
Definition	The unduplicated number of students absent 10% or more school			
	days during the school year.			
Permitted Values	• Integer			
<b>Reporting Period</b>	School Year			
Reporting Levels	School 🗌 LEA 🗆 State 🗆			
<b>Education Unit Total</b>				
Comment				
File Specification #	195			
CATEGORY SET	DESCRIPTION			
Category Set A	• Sex (Membership)			
	Racial Ethnic			
Category Set B	• Sex (Membership)			
	Disability Status (Only)			
Category Set C	• Sex (Membership)			
	• Disability Status (504)			
Category Set D	Sex (Membership)			
	English Learner Status (Only)			
Category Set E	Sex (Membership)			
	Homeless Enrolled Status			
STEWARD: OESE and OCR				

Group Name: Graduates/completers table DG: 306				
Definition	The unduplicated number of students who graduated from high			
	school or completed some other education program that is			
	approved by the state or local educational agency (SEA or LEA)			
	during the school year and the subsequent summer school.			
Permitted Values	Integer			
<b>Reporting Period</b>	School Year (CCD)			
<b>Reporting Levels</b>	School 🛛 LEA 🗍 State 🗍			
<b>Education Unit Total</b>				
Comment	Each student is counted individually, no full-time equivalency.			
	Category sets C, D, E, and F do not include all students.			
File Specification #	040			
CATEGORY SET	DESCRIPTION			
Category Set A	Diploma/Credential			

	• Sex (Membership)			
	Racial Ethnic			
Category Set B	Diploma/Credential			
	• Sex (Membership)			
	• Disability Status ( <i>IDEA</i> )			
Category Set C	Diploma/Credential			
	• Sex (Membership)			
	• English Learner Status (Only)			
Category Set D	Diploma/Credential			
	<ul> <li>Economically Disadvantaged Status</li> </ul>			
Category Set E	Diploma/Credential			
	Migratory Status			
Category Set F	Diploma/Credential			
	Homeless Enrolled Status			
SUBTOTALS	DESCRIPTION			
Subtotals 1	Diploma/Credential			
STEWARD: NCES				

Group Name: Title I school status DG: 22				
Definition	An indication that a school is designated under state and federal			
	regulations as being eligible for participation in programs			
	authorized by Tit	le I of ESEA, as amen	ded by <i>ESSA</i> , and whether	
	it has a Title I pro	ogram.		
Permitted Values	Title I Targeted Assistance Eligible School- No Program			
	Title I Targeted Assistance School			
	Title I Schoolwide Eligible-Title I Targeted Assistance			
	Program			
	Title I Schoolwide Eligible School- No Program			
	Title I Schoolwide School			
	Not a Title I School			
Reporting Period	Beginning of School Year			
<b>Reporting Levels</b>	School	LEA 🗆	State 🗆	
<b>Education Unit Total</b>				
Comment				
File Specification #	129			
STEWARD: OESE/OSS/Title I				

Attachment A-2 CRDC Data Set for School Year 2020–21