

Authorizing Statute	Statutory and/or regulatory reference numbers	FS Number
IDEA Part B	20 USC 1418(a)(1)(A)(iv); 34 CFR §§300.640; 34 CFR 300.641(b); 34 CFR 300.641(c); 34 CFR 300.641(d); 34 CFR 300.644; 34 CFR 300.645	002
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N or D assessment proficiency table -
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Economically Disadvantaged 56
Students

Economically disadvantaged students

Data Group Definition (SY 2025-26)

The unduplicated number of children with disabilities (IDEA) who are ages 5 (in kindergarten) through 21 and receiving special education and related service according to an individualized education program or a services plan in place on the state's child count date.

The number of children with disabilities (IDEA) who are ages 3 through 21 as of the child count date and removed to an interim alternative educational setting either unilaterally by school personnel (not the IEP team) or by a hearing officer.

The number of children with disabilities (IDEA) who are ages 3 through 21 and suspended or expelled for disciplinary reasons.

The number of times children with disabilities (IDEA) who were ages 3 through 21 and unilaterally removed by school personnel (not the IEP team) from their current educational placement to an interim alternative educational setting (determined by the IEP team) due to drug or weapon offenses or serious bodily injury.

The unduplicated number of students with disabilities (IDEA) who are ages 14 through 21, were in special education at the start of the reporting period and were not in special education at the end of the reporting period.

The seven-digit unique identifier assigned to the LEA by NCES consisting of the two-digit ANSI state code and a five-digit code unique within the state.

The identifier assigned to an LEA by the SEA. Also known as State LEA Identification Number (ID).

The identifier assigned to a school by the SEA. Also known as State School Identification Number (ID).

The full registered name of the school, LEA, SEA, or other entity reporting education data.

The set of elements that describes the mailing address of the education entity, including the mailing address, city, state, ZIP Code and ZIP Code + 4.

The set of elements that describes the physical location of the education entity, including the street address, city, state, ZIP Code and ZIP Code + 4.

The 10-digit telephone number, including the area code, for the education entity.

The Uniform Resource Locator (URL) for the unique address of a Web page of an education entity.

The classification of the operational condition of a local education agency (LEA).

The new state LEA ID if changed during the school year.

The new identifier assigned to a school by the SEA if changed during the school year.

The new classification of the operational condition of a local education agency (LEA) if changed during school year.

The new classification of the operational condition of a school if changed during the school year.

The classification of schools based on the curriculum concentration.

An indication that a public school 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 public charter school.

The classification of an education unit reported in the local education agency (LEA) file.

The seven-digit unique identifier assigned to the school by NCES consisting of the two-digit ANSI state code and a five-digit code unique within the state. This identifier can also be presented in a twelve-digit format (consisting of the two-digit ANSI state code, the unique five-digit code for the LEA and the unique five-digit code for the school).

The classification of the operational condition of a school.

The three-digit unique identifier assigned to the supervisory union.

The two-digit American National Standards Institute (ANSI) code for the state, District of Columbia, and outlying areas and freely associated areas of the United States.

A number used to uniquely identify state agencies.

The date a change in a directory data element takes place.

The status of a charter district as an LEA for purposes of federal programs.

An indication that the mailing or location address of the LEA or school is outside of the state.

An indication that the school was restructured, transformed or otherwise changed as a consequence of the state's accountability system under ESEA or as a result of School Improvement Grants (SIG), but is not recognized as a new school for CCD purposes.

The unique identifier assigned to an authorized public chartering agency by the SEA.

The unduplicated number of dropouts. Dropouts are defined as students who (1) were enrolled in school at some time during the (current) school year, were not enrolled on October 1st of the following school year but were expected to be in membership (i.e., were not reported as dropouts the year before), (2) did not graduate from high school (graduates include students who received a High School Equivalency Diploma (HSED) without dropping out of school), (3) did not complete a state or district-approved educational program, and (4) did not meet any of the following exclusionary conditions: (4a) transfer to another public school district, private school, or state- or district-approved educational program; (4b) temporary school recognized absence due to suspension or illness; or (4c) death.

The unduplicated number of students who are eligible to participate in the Free Lunch and Reduced-Priced Lunch Programs under the National School Lunch Act of 1946.

The unduplicated number of students in membership whose National School Lunch Program (NSLP) eligibility has been determined through direct certification.

The amount of federal dollars distributed to local education agencies (LEAs) and the amount retained by the state education agency (SEA) for program administration or other approved state-level activities (including unallocated, transferred to another state agency, or distributed to entities other than LEAs).

The unduplicated number of students participating in and served by Title I of ESEA, as amended, Part C Sections 1114 (Schoolwide Programs (SWP)) and 1115 (targeted assistance (TAS) programs).

The grade level(s) offered by the school or district.

The unduplicated number of students who graduated from high school or completed some other educational program that is approved by the state or local education agency (SEA or LEA) during the school year and the subsequent summer school.

The unduplicated number of students who meet the definition of immigrant children and youth in Title I of ESEA, as amended.

The unduplicated number of English learners who were assessed on the annual state English language proficiency assessment and who received services in an English language instruction educational program supported with Title III of ESEA, as amended, funds.

The official unduplicated student enrollment, including students both present and absent, excluding duplicate counts of students within a specific school or local education agency or students whose membership is reported by another school or LEA.

The unduplicated number of migratory children who received instructional or support services funded the Migrant Education Program (MEP).

The number of full-time equivalent (FTE) staff.

The number of full-time equivalent (FTE) classroom teachers.

The unduplicated headcount of teachers who taught in language instruction educational programs designed for English learners supported with Title III of ESEA, as amended by ESSA, funds.

The number of full-time equivalent (FTE) special education teachers employed or contracted to work with children with disabilities (IDEA) who were ages 3 through 21.

The unduplicated number of students who were involved in an incident involving a firearm.

The unduplicated number of children with disabilities (IDEA) who are ages 3 through 21 who were subject to any kind of disciplinary removal during the school year.

The unduplicated number of children with disabilities (IDEA) who are ages 3 through 5 and not in kindergarten and receiving special education and related service according to an individualized education program (IEP), an individualized family service plan (IFSP), or a services plan in place on the state's count date.

The number of full-time equivalent (FTE) related services personnel employed or contracted to provide related services for children with disabilities (IDEA) who were ages 3 through 21.

The number of full-time equivalent (FTE) paraprofessionals employed or contracted to work with children with disabilities (IDEA) who were ages 3 through 21.

The number of students served by Title I, Part D, Subpart 1 of ESEA, as amended, for at least 90 consecutive days during the reporting period who took both an initial and follow-up assessment and received a score.

The unduplicated number of English learners served by an English language instruction educational program supported with Title III of ESEA, as amended, funds.

The number of English learners served by an English language instruction educational program supported with Title III of ESEA, as amended, funds.

The unduplicated number of homeless students enrolled in public schools at any time during the school year.

The number of students participating in neglected programs under Title I, Part D, Subpart 1 (State Agency) of ESEA as amended.

The number of students participating in delinquent programs under Title I, Part D, Subpart 1 (State Agency) of ESEA as amended.

The unduplicated number of eligible migratory children.

The number of students served by Title I, Part D, Subpart 2 of ESEA, as amended, for at least 90 consecutive days during the reporting period who took both an initial and follow-up assessment and received a score.

The number of former English learners who are meeting and not meeting the challenging State academic standards as measured by proficiency for each of the four years after such children are no longer receiving services under Title III of ESEA, as amended.

The number of students participating in programs for delinquent students under Title I, Part D, Subpart 2 (LEA) of ESEA, as amended.

The number of students participating in programs for at-risk students under Title I, Part D, Subpart 2 (LEA) of ESEA, as amended.

An indication that a school offers career and technical education or other educational services in which some or all students are enrolled at a separate school of record and attend the shared-time school on a part-time basis.

The classification of participation by a school in the National School Lunch Program (NSLP).
An indication of the extent to which a public school offers instruction in which students and teachers are separated by time and/or location, and interaction occurs via computers and/or telecommunications technologies.

An indication of whether the school is identified as persistently dangerous in accordance with state definition.

An indication that the local educational agency (LEA) notified the state of the LEA's intention to use Title II, Part A or Title IV, Part A funds for alternative uses, as authorized in Title V, Section 5211 of ESEA, as amended.

The dollar amount that the school received for school improvement under Section 1003(a) of ESEA, as amended.

The unduplicated number of students participating in and served by programs under Title I, Part A of as amended.

The unduplicated number of English learners who were enrolled at the time of the state annual English language proficiency assessment.

The unduplicated number of English learners who were enrolled during the time of the state English language proficiency assessment and who received services in an English language instruction educational program supported with Title III of ESEA, as amended, funds.

The unduplicated number of English learners who were assessed on the annual state English language proficiency assessment.

The unduplicated number of English learner students enrolled in an elementary or secondary school.

The number of times children with disabilities (IDEA) who were ages 3 through 21 and subject to any of disciplinary removal.

The unduplicated number of children (students) who were removed for disciplinary reasons from their regular school program for the remainder of the school year or longer, including all removals resulting from violations of the Gun-Free Schools Act (GFSA) of 1994.

The number of eligible migratory children who received instructional or support services funded by the Migrant Education Program (MEP).

The number of students who graduate (1) in four years or less with a regular high school diploma awarded to a preponderance of students in the state or (2) with a state-defined alternate high school diploma for students with the most significant cognitive disabilities divided by the number of students who form the adjusted cohort for the four-year adjusted cohort graduation rate.

The number of students who graduate (1) in five years or less with a regular high school diploma awarded to a preponderance of students in the state or (2) with a state-defined alternate high school diploma for students with the most significant cognitive disabilities divided by the number of students who form the adjusted cohort for the five-year adjusted cohort graduation rate.

The number of students who graduate (1) in six years or less with a regular high school diploma awarded to a preponderance of students in the state or (2) with a state-defined alternate high school diploma for students with the most significant cognitive disabilities divided by the number of students who form the adjusted cohort for the six-year adjusted cohort graduation rate.

The number of students who graduate (1) in seven years or less with a regular high school diploma awarded to a preponderance of students in the state or (2) with a state-defined alternate high school diploma for students with the most significant cognitive disabilities divided by the number of students who form the adjusted cohort for the seven-year adjusted cohort graduation rate.

The number of students who graduate (1) in eight years or less with a regular high school diploma awarded to a preponderance of students in the state or (2) with a state-defined alternate high school diploma for students with the most significant cognitive disabilities divided by the number of students who form the adjusted cohort for the eight-year adjusted cohort graduation rate.

The number of students who graduate (1) in nine years or less with a regular high school diploma awarded to a preponderance of students in the state or (2) with a state-defined alternate high school diploma for students with the most significant cognitive disabilities divided by the number of students who form the adjusted cohort for the nine-year adjusted cohort graduation rate.

The number of students who graduate (1) in ten years or less with a regular high school diploma awarded to a preponderance of students in the state or (2) with a state-defined alternate high school diploma for students with the most significant cognitive disabilities divided by the number of students who form the adjusted cohort for the ten-year adjusted cohort graduation rate.

The number of students in the adjusted cohort for the four-year adjusted cohort graduation rate who did not graduate (1) in four years or less with a regular high school diploma awarded to a preponderance of students or (2) with a state-defined alternate high school diploma for students with the most significant cognitive disabilities.

The number of students in the adjusted cohort for the five-year adjusted cohort graduation rate who did not graduate (1) in five years or less with a regular high school diploma awarded to a preponderance of students or (2) with a state-defined alternate high school diploma for students with the most significant cognitive disabilities.

The number of students in the adjusted cohort for the six-year adjusted cohort graduation rate who did not graduate (1) in six years or less with a regular high school diploma awarded to a preponderance of students or (2) with a state-defined alternate high school diploma for students with the most significant cognitive disabilities.

The number of students in the adjusted cohort for the seven-year adjusted cohort graduation rate who did not graduate (1) in seven years or less with a regular high school diploma awarded to a preponderance of students or (2) with a state-defined alternate high school diploma for students with the most significant cognitive disabilities.

The number of students in the adjusted cohort for the eight-year adjusted cohort graduation rate who did not graduate (1) in eight years or less with a regular high school diploma awarded to a preponderance of students or (2) with a state-defined alternate high school diploma for students with the most significant cognitive disabilities.

The number of students in the adjusted cohort for the nine-year adjusted cohort graduation rate who did not graduate (1) in nine years or less with a regular high school diploma awarded to a preponderance of students or (2) with a state-defined alternate high school diploma for students with the most significant cognitive disabilities.

The number of students in the adjusted cohort for the ten-year adjusted cohort graduation rate who did not graduate (1) in ten years or less with a regular high school diploma awarded to a preponderance of students or (2) with a state-defined alternate high school diploma for students with the most significant cognitive disabilities.

The number of students who graduated the previous academic year tracked for enrollment in an IHE during the next academic year.

An indication of whether the school or local education agency (LEA) submitted a Gun-Free Schools Act (GFSA) of 1994 report to the state, as defined by Title 18, Section 921.

The unduplicated number of eligible migratory children enrolled in a public school during the regular school year.

An indication of whether the school has a schoolwide program, as defined by Title I, Part A of the ESEA, as amended, in which federal Migrant Education Program (MEP) funds are consolidated as authorized under 34 CFR Section 200.29.

An indication of whether the LEA received a McKinney-Vento subgrant.

The unduplicated number of students in grades 3 through 8 who completed the state assessment(s) in mathematics and received a valid score.

The unduplicated number of high school students who completed the state assessment(s) in mathematics and received a valid score.

The unduplicated number of students in grades 3 through 8 who completed the state assessment(s) in reading/language arts and received a valid score.

The unduplicated number of high school students who completed the state assessment(s) in reading/language arts and received a valid score.

The unduplicated number of students in grades 3 through 9 who completed the state assessment(s) in science and received a valid score.

The unduplicated number of high school students who completed the state assessment(s) in science and received a valid score.

The unduplicated number of students who were enrolled in grades 3 through 8 during the period of the state assessment(s) in mathematics.

The unduplicated number of high school students who were expected to participate in an end-of-grade/end-of-course assessment during the period of the state assessment(s) in mathematics.

The unduplicated number of students who were enrolled in grades 3 through 8 during the period of the state assessment(s) in reading/language arts.

The unduplicated number of high school students who were expected to participate in an end-of-grade end-of-course assessment during the period of the state assessment(s) in reading/language arts.

The unduplicated number of students who were enrolled in grades 3 through 9 during the period of the state assessment(s) in science.

The unduplicated number of high school students who were expected to participate in an end-of-grade end-of-course assessment during the period of the state assessment(s) in science.

The full legally accepted name of the authorized public chartering agency that currently oversees the charter school.

The set of elements that describes the physical location of the authorized public chartering agency, including the street address, city, state, ZIP Code and ZIP Code + 4.

The set of elements that describes the mailing address of the authorized public chartering agency, including the mailing address, city, state, ZIP Code, and ZIP Code + 4.

The type of organization.

The unique identifier assigned to an authorized public chartering agency by the SEA.

The dollar amount of the Title I of ESEA, Part A allocation reserved by the LEA for parental involvement activities.

The dollar amount of Title I, Part A funds awarded to an LEA by its SEA in accordance with the ESEA's, amended, regulations that govern the process an SEA uses to adjust the ED-determined Title I, Part A allocations.

The initially reserved dollar amount of Title I, Part A allocation reserved by the LEA to serve homeless children and youth.

The unduplicated number of homeless children who are birth through age 5 (not Kindergarten) and received services under program subgrants funded by Subtitle VII-B of the McKinney-Vento Homeless Assistance Act (2015).

The unduplicated number of students absent 10% or more school days during the school year.

The unduplicated number of students absent 10% or more school days during the school year.

The full legally accepted name of the management organization.

The identification number issued by the IRS in order for the entity to pay federal taxes to the U.S. Treasury and report wages to the IRS and Social Security Administration.

The set of elements that describes the physical location of the management organization, including the street address, city, state, ZIP Code, and ZIP Code + 4.

The set of elements that describes the mailing address of the management organization, including the mailing address, city, state, ZIP Code and ZIP Code + 4.

The type of management organization.

The identification number issued by the IRS in order for the entity (charter management organization) to pay federal taxes to the U.S. Treasury and report wages to the IRS and Social Security Administration.

The unique number an SEA assigns to the contract (or charter).

The effective date of the contract (or charter) issued by approved charter school authorizer authorizing the charter school to operate in the state under the state's charter school legislation.

The date by which the charter school must renew its contract (or charter) with an approved charter school authorizer in order to continue to operate in the state under the state's charter school legislation.

A school's performance on the graduation rate indicator.

A school's performance on the Academic Achievement indicator for mathematics and reading/language arts.

A school's performance on the other academic indicator.

A school's performance on the state-specific indicators of school quality or student success.

The number of full-time equivalent (FTE) teachers.

A school's performance on the progress in achieving English Language proficiency indicator.

Designation by the state of a school for comprehensive support and improvement, targeted support and improvement, and additional targeted support and improvement.

How charter schools receive state appropriations.

The number of English learners who have attained and not attained English language proficiency within five years of initial classification as an English learner and first enrollment in a local educational agency that receives Title III of ESEA, as amended, funds.

The number of English learners in programs receiving Title III funds who have exited and not exited a language instruction educational program as a result of attaining English language proficiency.

The reasons for identification for comprehensive support and improvement (CSI).

The reasons for identification for targeted support and improvement (TSI).

The reasons for identification for additional targeted support and improvement (ATSI).

The number of students participating in neglected and delinquent programs under Title I, Part D, Subpart 2 (State Agency) of ESEA, as amended, who attained academic and career and technical outcomes while enrolled in the programs.

The number of students participating in at-risk and delinquent programs under Title I, Part D, Subpart 2 (LEA) of ESEA, as amended, who attained academic and career and technical outcomes while enrolled in the programs.

The number of students participating in neglected and delinquent programs under Title I, Part D, Subpart 2 (State Agency) of ESEA, as amended, who attained academic and career and technical outcomes up to 90 calendar days after exiting the program.

The number of students participating in at-risk and delinquent programs under Title I, Part D, Subpart 2 (LEA) of ESEA, as amended, who attained academic and career and technical outcomes up to 90 calendar days after exiting the program.

The number of students who are in foster care and enrolled in a public LEA that receives ESSA Title I, Part A funds.

An indication of whether a school was eligible to receive ESEA Title I, Part A funds to operate a schoolwide Title I program and whether a school received such funds.

The number of students served by Title I, Part D, Subpart 1 of ESEA, as amended, who participated in statewide assessment for mathematics and reading.

The number of students served by Title I, Part D, Subpart 2 of ESEA, as amended, who participated in statewide assessment for mathematics and reading.

The unduplicated number of students who met the state criteria for classification as economically disadvantaged according to the state definition.

Category Sets (SY 2025-26)	Reporting Period (SY 2025-26)	SEA Level	LEA Level
Disability Category (IDEA) Racial Ethnic Sex (Membership) Age (School Age) Educational Environment (IDEA) SA English Learner Status (Both)	Child Count Date	1	1
Interim Removal (IDEA)_x000D_ Disability Category (IDEA)_x000D_ Racial Ethnic_x000D_ Sex (Membership)_x000D_ English Learner Status (Both)	School Year	1	1
Discipline Method (Suspension/Expulsion)_x000D_ Removal Length (Suspensions/Expulsions)_x000D_ Disability Category (IDEA)_x000D_ Racial Ethnic_x000D_ Sex (Membership)_x000D_ English Learner Status (Both)	School Year	1	1
Interim Removal Reason (IDEA)_x000D_ Disability Category (IDEA)_x000D_ Racial Ethnic_x000D_ Sex (Membership)_x000D_ English Learner Status (Both)	School Year	1	1
Age (Exiting)_x000D_ Basis of Exit_x000D_ Disability Category (IDEA) Exiting_x000D_ Racial Ethnic_x000D_ Sex (Membership)_x000D_ English Learner Status (Both)	Program Year (IDEA-Exit)	1	1
NA	Effective Date	0	1
NA	Effective Date	0	1
NA	Effective Date	0	0
NA	Effective Date	1	1
NA	Effective Date	1	1

NA	Effective Date	1	1
NA	Effective Date	1	1
NA	Effective Date	1	1
LEA Operational Status	Effective Date	0	1
NA	Effective Date	0	1
NA	Effective Date	0	0
LEA Operational Status	Effective Date		
NA	Effective Date		
School Type	Effective Date	0	0
Charter Status	Effective Date	0	0
Local Education Agency Type	Effective Date	0	1
NA	Effective Date	0	0
School Operational Status	Effective Date	0	0
NA	Effective Date	0	1
NA	Effective Date	1	1
NA	Effective Date	1	1
NA	Effective Date	0	1
Charter LEA Status	Effective Date	0	1
Out Of State Indicator	Effective Date	0	1
Reconstituted Status	Effective Date	0	0
NA	Effective Date	0	0

Grade Level (Dropout)_x000D_ Racial Ethnic_x000D_ Sex (Membership)_x000D_ Disability Status (IDEA)_x000D_ English Learner Status (Only)_x000D_ Economically Disadvantaged Status_x000D_ Migratory Status_x000D_ Homeless Enrolled Status	School Year (CCD)	1	1
Lunch Program Status	October 1 (or USDA reporting period)	0	0
NA	October 1 (or USDA reporting period)	0	0
Federal Program Code_x000D_ Funding Allocation Type	Federal Fiscal Year	1	1
Racial Ethnic_x000D_ Disability Status (Only)_x000D_ English Learner Status (Only)_x000D_ Migratory Status_x000D_ Homeless Status (Only)	Regular School Year	1	1
Grades Offered	Oct 1	0	1
Diploma/Credential_x000D_ Sex (Membership)_x000D_ Racial Ethnic_x000D_ Disability Status (IDEA)_x000D_ English Learner Status (Only)_x000D_ Economically Disadvantaged Status_x000D_ Migratory Status_x000D_ Homeless Enrolled Status	School Year (CCD)	1	1
English Learner Status (Both)_x000D_ Language (Native)_x000D_ Program Participation (Immigrant)	School Year	1	1
Assessment Administered (ELP)_x000D_ English Learner Accountability_x000D_ Grade Level (Membership)_x000D_ Racial Ethnic_x000D_ Sex (Membership)	Testing Window (EL)	1	1
	Oct 1	1	1

Age/Grade (w/o 13)_x000D_ Age/Grade (w/o 13 and BT2)_x000D_ Priority for Services (Only)_x000D_ Continuation of Services	Performance Period (MEP)	1	0
Staff Category (CCD)	Oct 1	1	1
NA	Oct 1	0	0
Certification Status (Title III)	School Year	1	1
Age Group_x000D_ Qualification Status (Special Education Teacher)	Child Count Date	1	1
Grade Level (Basic w/13)_x000D_ Firearms_x000D_ Discipline Method (Firearms-not IDEA)_x000D_ Discipline Method (Firearms-IDEA)	School Year	1	1
Removal Length (IDEA)_x000D_ Disability Category (IDEA)_x000D_ Racial Ethnic_x000D_ Sex (Membership)_x000D_ English Learner Status (Both)	School Year	1	1
Age (Early Childhood)_x000D_ Disability Category (IDEA)_x000D_ Educational Environment (IDEA) EC_x000D_ Racial Ethnic_x000D_ Sex (Membership)_x000D_ English Learner Status (Both)	Child Count Date	1	1
Staff Category (Special Education Related Service)_x000D_ Certification Status (IDEA)	Child Count Date	1	1
Age Group_x000D_ Qualification Status (Paraprofessionals)	Child Count Date	1	1

Academic Subject (Assessment - no science)_x000D_Progress Level	Program Year (N or D)	1	0
Grade Level (Basic w/13)_x000D_Racial Ethnic	School Year	1	1
Grade Level (Basic w/13)_x000D_Language Instruction Educational Program Type	School Year	1	1
Age/Grade (Basic)_x000D_Homeless Primary Nighttime Residence_x000D_Disability Status (Only)_x000D_English Learner Status (Only)_x000D_Migratory Status_x000D_Homeless Unaccompanied Youth Status_x000D_Racial Ethnic	School Year (state)	1	1
Neglected Programs (Subpart 1)_x000D_Racial Ethnic_x000D_Sex (Membership)_x000D_Age (All)_x000D_Disability Status (Only)_x000D_English Learner Status (Only)	Program Year (N or D)	1	0
Delinquent Programs_x000D_Racial Ethnic_x000D_Sex (Membership)_x000D_Age (All)_x000D_Disability Status (Only)_x000D_English Learner Status (Only)_x000D_N or D Long Term Status	Program Year (N or D)	1	0
Age/Grade (w/o 13)_x000D_Racial Ethnic_x000D_Age/Grade (w/o 13 and BT2)_x000D_Priority for Services (Only)_x000D_English Learner Status (Only)_x000D_Disability Status (Only)_x000D_Mobility Status (12 months)	Performance Period (MEP)	1	0
Academic Subject (Assessment - no science)_x000D_Progress Level	Program Year (N or D)	0	1

Former English Learner Year_x000D_ School Year		1	1
Academic Subject (Assessment)_x000D_ Proficiency Status_x000D_ Disability Status (Only)			
Delinquent Programs_x000D_ Racial Ethnic_x000D_ Sex (Membership)_x000D_ Age (All)_x000D_ Disability Status (Only)_x000D_ English Learner Status (Only)_x000D_ N or D Long Term Status	Program Year (N or D)	0	1
Racial Ethnic_x000D_ Sex (Membership)_x000D_ Age (All)_x000D_ Disability Status (Only)_x000D_ English Learner Status (Only)_x000D_ N or D Long Term Status	Program Year (N or D)	0	1
Shared Time Status	Oct 1	0	0
NSLP Status	November 30	0	0
Virtual School Status	Oct 1	0	0
Persistently Dangerous Status	Current School Year	0	0
REAP Alternative Fund Use Authority Status	School Year	0	1
NA	School Year	0	0

Title I Program Type_x000D_ Age/Grade (w/o Out of School)	Regular School Year	1	1
Participation Status_x000D_ Assessment Administered (ELP)_x000D_ Assessed First Time	Testing Window (EL)	1	1
Participation Status_x000D_ Assessment Administered (ELP)_x000D_ Assessed First Time_x000D_ Disability Status (Only) Assessment Administered (ELP)_x000D_ English Learner Accountability	Testing Window (EL)	1	1
Grade Level (Basic w/13)_x000D_ Language (Native)_x000D_ Racial Ethnic_x000D_ Disability Status (Only)	Oct 1	1	1
Disability Category (IDEA)_x000D_ Racial Ethnic_x000D_ Sex (Membership)_x000D_ English Learner Status (Both)	School Year	1	1
Educational Services_x000D_ Disability Status (IDEA)	School Year	1	1
Age/Grade (w/o 13)_x000D_ MEP Services	Performance Period (MEP)	1	0
Major Racial and Ethnic Groups_x000D_ Disability Status (Only)_x000D_ English Learner Status (Only)_x000D_ Economically Disadvantaged Status_x000D_ Homeless Enrolled Status_x000D_ Foster Care Status	School Year	1	1

Major Racial and Ethnic Groups_x000D_Disability Status (Only)_x000D_English Learner Status (Only)_x000D_Economically Disadvantaged Status_x000D_Homeless Enrolled Status_x000D_Foster Care Status	School Year	1	1
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Major Racial and Ethnic Groups_x000D_Disability Status (Only)_x000D_English Learner Status (Only)_x000D_Economically Disadvantaged Status_x000D_Homeless Enrolled Status_x000D_Foster Care Status	School Year	1	1
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Major Racial and Ethnic Groups_x000D_Disability Status (Only)_x000D_English Learner Status (Only)_x000D_Economically Disadvantaged Status_x000D_Homeless Enrolled Status_x000D_Foster Care Status	School Year	1	1
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Major Racial and Ethnic Groups_x000D_Disability Status (Only)_x000D_English Learner Status (Only)_x000D_Economically Disadvantaged Status_x000D_Homeless Enrolled Status_x000D_Foster Care Status	School Year	1	1
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Major Racial and Ethnic Groups_x000D_Disability Status (Only)_x000D_English Learner Status (Only)_x000D_Economically Disadvantaged Status_x000D_Homeless Enrolled Status_x000D_Foster Care Status	School Year	1	1
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Major Racial and Ethnic Groups_x000D_Disability Status (Only)_x000D_English Learner Status (Only)_x000D_Economically Disadvantaged Status_x000D_Homeless Enrolled Status_x000D_Foster Care Status	School Year	1	1
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Cohort Status_x000D_Major Racial and Ethnic Groups_x000D_Disability Status (Only)_x000D_English Learner Status (Only)_x000D_Economically Disadvantaged Status_x000D_Homeless Enrolled Status_x000D_Foster Care Status	School Year	1	1
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Cohort Status_x000D_Major Racial and Ethnic Groups_x000D_Disability Status (Only)_x000D_English Learner Status (Only)_x000D_Economically Disadvantaged Status_x000D_Homeless Enrolled Status_x000D_Foster Care Status	School Year	1	1
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Cohort Status_x000D_Major Racial and Ethnic Groups_x000D_Disability Status (Only)_x000D_English Learner Status (Only)_x000D_Economically Disadvantaged Status_x000D_Homeless Enrolled Status_x000D_Foster Care Status	School Year	1	1
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Cohort Status_x000D_Major Racial and Ethnic Groups_x000D_Disability Status (Only)_x000D_English Learner Status (Only)_x000D_Economically Disadvantaged Status_x000D_Homeless Enrolled Status_x000D_Foster Care Status	School Year	1	1
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Cohort Status_x000D_Major Racial and Ethnic Groups_x000D_Disability Status (Only)_x000D_English Learner Status (Only)_x000D_Economically Disadvantaged Status_x000D_Homeless Enrolled Status_x000D_Foster Care Status	School Year	1	1
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Cohort Status_x000D_Major Racial and Ethnic Groups_x000D_Disability Status (Only)_x000D_English Learner Status (Only)_x000D_Economically Disadvantaged Status_x000D_Homeless Enrolled Status_x000D_Foster Care Status	School Year	1	1
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Cohort Status_x000D_Major Racial and Ethnic Groups_x000D_Disability Status (Only)_x000D_English Learner Status (Only)_x000D_Economically Disadvantaged Status_x000D_Homeless Enrolled Status_x000D_Foster Care Status	School Year	1	1
Postsecondary Enrollment Action_x000D_Major Racial and Ethnic Groups_x000D_Sex (Membership)_x000D_Disability Status (Only)_x000D_English Learner Status (Only)_x000D_Economically Disadvantaged Status	Postsecondary enrollment	1	1
GFSA Reporting Status	School Year	0	1
NA	Regular School Year	0	0
Consolidated MEP Funds Status	Performance Period (MEP)	0	0
McKinney-Vento Subgrant Recipient Flag	School Year	0	1

Assessment Administered M (lower grades)_x000D_	Testing Window	1	1
Grade Level (Lower)_x000D_			
Proficiency Status_x000D_			
Major Racial and Ethnic Groups_x000D_			
Sex (Membership)_x000D_			
Disability Status (Only)_x000D_			
English Learner Status (Only)_x000D_			
Economically Disadvantaged Status_x000D_			
Migratory Status_x000D_			
Homeless Enrolled Status_x000D_			
Foster Care Status_x000D_			
Military Connected Student Status			

Assessment Administered M (HS)_x000D_	Testing Window	1	1
Grade Level (HS)_x000D_			
Proficiency Status_x000D_			
Major Racial and Ethnic Groups_x000D_			
Sex (Membership)_x000D_			
Disability Status (Only)_x000D_			
English Learner Status (Only)_x000D_			
Economically Disadvantaged Status_x000D_			
Migratory Status_x000D_			
Homeless Enrolled Status_x000D_			
Foster Care Status_x000D_			
Military Connected Student Status			

Assessment Administered RLA (lower grades)_x000D_	Testing Window	1	1
Grade Level (Lower)_x000D_			
Proficiency Status_x000D_			
Major Racial and Ethnic Groups_x000D_			
Sex (Membership)_x000D_			
Disability Status (Only)_x000D_			
English Learner Status (RLA)_x000D_			
Economically Disadvantaged Status_x000D_			
Migratory Status_x000D_			
Homeless Enrolled Status_x000D_			
Foster Care Status_x000D_			
Military Connected Student Status			

Assessment Administered RLA (HS)_x000D_ Grade Level (HS)_x000D_ Proficiency Status_x000D_ Major Racial and Ethnic Groups_x000D_ Sex (Membership)_x000D_ Disability Status (Only)_x000D_ English Learner Status (RLA)_x000D_ Economically Disadvantaged Status_x000D_ Migratory Status_x000D_ Homeless Enrolled Status_x000D_ Foster Care Status_x000D_ Military Connected Student Status	Testing Window	1	1
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Assessment Administered S (lower grades)_x000D_ Grade Level (Lower SCI)_x000D_ Proficiency Status_x000D_ Major Racial and Ethnic Groups_x000D_ Sex (Membership)_x000D_ Disability Status (Only)_x000D_ English Learner Status (Only)_x000D_ Economically Disadvantaged Status_x000D_ Migratory Status_x000D_ Homeless Enrolled Status_x000D_ Foster Care Status_x000D_ Military Connected Student Status	Testing Window	1	1
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Assessment Administered S (HS)_x000D_ Grade Level (HS SCI)_x000D_ Proficiency Status_x000D_ Major Racial and Ethnic Groups_x000D_ Sex (Membership)_x000D_ Disability Status (Only)_x000D_ English Learner Status (Only)_x000D_ Economically Disadvantaged Status_x000D_ Migratory Status_x000D_ Homeless Enrolled Status_x000D_ Foster Care Status_x000D_ Military Connected Student Status	Testing Window	1	1
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Grade Level (Lower)_x000D_ Participation Status M (lower grades)_x000D_ Major Racial and Ethnic Groups_x000D_ Sex (Membership)_x000D_ Disability Status (Only)_x000D_ English Learner Status (Only)_x000D_ Economically Disadvantaged Status_x000D_ Migratory Status_x000D_ Homeless Enrolled Status_x000D_ Foster Care Status_x000D_ Military Connected Student Status	Testing Window	1	1
Grade Level (HS)_x000D_ Participation Status M (HS)_x000D_ Major Racial and Ethnic Groups_x000D_ Sex (Membership)_x000D_ Disability Status (Only)_x000D_ English Learner Status (Only)_x000D_ Economically Disadvantaged Status_x000D_ Migratory Status_x000D_ Homeless Enrolled Status_x000D_ Foster Care Status_x000D_ Military Connected Student Status	Testing Window	1	1
Grade Level (Lower)_x000D_ Participation Status RLA (lower grades)_x000D_ Major Racial and Ethnic Groups_x000D_ Sex (Membership)_x000D_ Disability Status (Only)_x000D_ English Learner Status (Only)_x000D_ Economically Disadvantaged Status_x000D_ Migratory Status_x000D_ Homeless Enrolled Status_x000D_ Foster Care Status_x000D_ Military Connected Student Status	Testing Window (with EL) 1	1	1

Grade Level (HS)_x000D_	Testing Window (with EL) 1	1
Participation Status RLA (HS)_x000D_		
Major Racial and Ethnic		
Groups_x000D_		
Sex (Membership)_x000D_		
Disability Status (Only)_x000D_		
English Learner Status		
(Only)_x000D_		
Economically Disadvantaged		
Status_x000D_		
Migratory Status_x000D_		
Homeless Enrolled Status_x000D_		
Foster Care Status_x000D_		
Military Connected Student Status		

Grade Level (Lower SCI)_x000D_	Testing Window	1	1
Participation Status S (lower			
grades)_x000D_			
Major Racial and Ethnic			
Groups_x000D_			
Sex (Membership)_x000D_			
Disability Status (Only)_x000D_			
English Learner Status			
(Only)_x000D_			
Economically Disadvantaged			
Status_x000D_			
Migratory Status_x000D_			
Homeless Enrolled Status_x000D_			
Foster Care Status_x000D_			
Military Connected Student Status			

Grade Level (HS SCI)_x000D_ Participation Status S (HS)_x000D_ Major Racial and Ethnic Groups_x000D_ Sex (Membership)_x000D_ Disability Status (Only)_x000D_ English Learner Status (Only)_x000D_ Economically Disadvantaged Status_x000D_ Migratory Status_x000D_ Homeless Enrolled Status_x000D_ Foster Care Status_x000D_ Military Connected Student Status	Testing Window	1	1
NA	School Year (state)	1	0
NA	School Year (state)	1	0
NA	School Year (state)	1	0
Charter Authorizer Type	School Year (state)	1	0
NA	School Year (state)	1	0
NA	School Year	0	1
NA	School Year	0	1
NA	School Year	0	1
Age (PK)	School Year (state)	1	1

Sex (Membership)_x000D_ Racial Ethnic_x000D_ Disability Status (Only)_x000D_ Disability Status (504)_x000D_ English Learner Status (Only)_x000D_ Homeless Enrolled Status_x000D_ Economically Disadvantaged Status	School Year	0	0
Homeless Enrolled Status_x000D_ Economically Disadvantaged Status	School Year	1	1
NA	School Year (state)	1	0
NA	School Year (state)	1	0
NA	School Year (state)	1	0
NA	School Year (state)	1	0
Management Organization Type	School Year (state)	1	0
NA	School Year (state)	0	0
NA	School Year (state)	0	0
NA	School Year (state)	0	0
NA	School Year (state)	0	0

Graduation Rate Status_x000D_ Indicator Type (GRM)_x000D_ Major Racial and Ethnic Groups (Accountability)_x000D_ State Defined Status Indicator_x000D_ Disability Status (Only)_x000D_ English Learner Status (Only)_x000D_ Economically Disadvantaged Status	School Year	0	0
Academic Achievement Status_x000D_ Indicator Type (AAM)_x000D_ Major Racial and Ethnic Groups (Accountability)_x000D_ State Defined Status Indicator_x000D_ Disability Status (Only)_x000D_ English Learner Status (Only)_x000D_ Economically Disadvantaged Status	School Year	0	0
Academic Progress Status_x000D_ Indicator Type (OAM)_x000D_ Major Racial and Ethnic Groups (Accountability)_x000D_ State Defined Status Indicator_x000D_ Disability Status (Only)_x000D_ English Learner Status (Only)_x000D_ Economically Disadvantaged Status	School Year	0	0
School Quality or Student Success Status_x000D_ Indicator Type (SQSSM)_x000D_ Major Racial and Ethnic Groups (Accountability)_x000D_ State Defined Status Indicator_x000D_ Disability Status (Only)_x000D_ English Learner Status (Only)_x000D_ Economically Disadvantaged Status	School Year	0	0
Inexperienced Status_x000D_ Emergency or Provisional Credential Status_x000D_ Out of Field Status	School Year	1	1
English Language Proficiency Status_x000D_ Indicator Type (ELP)_x000D_ State Defined Status Indicator	School Year	0	0

Comprehensive Support and Improvement_x000D_ Targeted Support and Improvement_x000D_ Additional Targeted Support and Improvement	School Year	0	0
State Appropriation Methods	School Year (state)	0	0
English Learners Proficiency Within Five Years Status	School Year	1	1
English Learners Exited Status	School Year	1	1
Reason Applicability_x000D_ Comprehensive Support and Improvement Type	School Year	0	0
Reason Applicability_x000D_ Identification Subgroups	School Year	0	0
Reason Applicability_x000D_ Identification Subgroups	School Year	0	0
Academic / Career and Technical Outcomes	Program Year (N or D)	1	0
Academic / Career and Technical Outcomes	Program Year (N or D)	0	1
Academic / Career and Technical Outcomes (Exit)	Program Year (N or D)	1	0
Academic / Career and Technical Outcomes (Exit)	Program Year (N or D)	0	1
NA	Regular School Year	1	1
Title I School Status	Regular School Year	0	0

Academic Subject (Assessment - no science)_x000D_Proficiency Status	Testing Window	1	0
Academic Subject (Assessment - no science)_x000D_Proficiency Status	Testing Window	0	1
NA	Oct 1	0	0

School Level	Education Unit Total	Data Group Comment (SY 2025-26)	Data Group Scope Comment (SY 2025-26)
1	1	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.	
0	0		
0	0		
0	0		
0	1		
1	0	Also known as the NCES LEA ID.	
1	0		
1	0		
1	0		
1	0		

1	0	If address location is not submitted, address location defaults to address mailing.	
1	0		
1	0		
0	0		
1	0		
1	0		
1	0		
1	0		
1	0		
0	0		
1	0	Also known as the NCES School ID.	
1	0		
0	0		Used only when there is a hierarchy relationship among LEAs
1	0	Previously known as the FIPS state code	
1	0	SEAs are 01.	
1	0		
0	0		
1	0		
1	0		
1	0	Charter schools can have up to two authorizers	Report only for charter schools

1	1	Each student is counted individually, no full-time equivalency.	
1	1		
1	1		
0	0		
0	1		Report only for LEAs with ESEA, as amended by ESSA, Title I, Part A TAS program or SWP.
1	0		
1	1	Each student is counted individually, no full-time equivalency.	Report only for LEAs and schools with graduate levels.
0	1		
1	0		Report only for LEAs with ESEA, as amended by ESSA, Title III programs.
1	1	Each student is counted individually, no full-time equivalency.	

0	0	Do not include students in schoolwide programs that consolidate MEP funds.	
0	1		
1	1		
0	0		Report only for LEAs with ESEA, as amended by ESSA, Title III programs.
0	1		
0	0	Students reported in category set A are also reported in either category set B or C depending on whether the students are children with disabilities (IDEA).	
0	1		
0	1		
0	0		
0	1		

0 0

0 1

Report only for LEAs with ESEA, as amended by ESSA, Title III programs.

0 0

0 1

0 0

0 0

0 1

Includes migratory students regardless of whether they participated in MEP services.

0 0

0 0

0 0

0 1

1 0

An example of a shared times school is a regional career and technical education center that enrolls (or serves) students from multiple home high schools on a part-time basis.

1 0
1 0

Virtual education is instruction during which students and teachers are separated by time and/or location and interact via internet-connected computers or other electronic devices.

1 0

0 0

1 1

0	1	Report only for LEAs with Title I programs.
1	0	
1	0	Report only for LEAs with ESEA, as amended by ESSA, Title III programs.
1	0	
1	1	
0	1	
0	0	
0	0	
1	0	State-defined alternate LEAs/Schools with a 12th grade high school diploma should be defined in accordance with Section 8101(25)(A)(ii)(I)(bb) of ESEA, as amended by the ESSA. EUT is the rate for all students.

1	0	State-defined alternate high school diploma should be defined in accordance with Section 8101(25)(A)(ii)(I)(bb) of ESEA, as amended by the ESSA. EUT is the rate for all students. Report when state uses this extended year rate.	LEAs/Schools with a 12th grade that have at least one student in the cohort.
1	0	State-defined alternate high school diploma should be defined in accordance with Section 8101(25)(A)(ii)(I)(bb) of ESEA, as amended by the ESSA. EUT is the rate for all students. Report when state uses this extended year rate.	LEAs/Schools with a 12th grade that have at least one student in the cohort.
1	0	State-defined alternate high school diploma should be defined in accordance with Section 8101(25)(A)(ii)(I)(bb) of ESEA, as amended by the ESSA. EUT is the rate for all students. Report when state uses this extended year rate.	LEAs/Schools with a 12th grade that have at least one student in the cohort.
1	0	State-defined alternate high school diploma should be defined in accordance with Section 8101(25)(A)(ii)(I)(bb) of ESEA, as amended by the ESSA. EUT is the rate for all students. Report when state uses this extended year rate.	LEAs/Schools with a 12th grade that have at least one student in the cohort.

1	0	State-defined alternate high school diploma should be defined in accordance with Section 8101(25)(A)(ii)(I)(bb) of ESEA, as amended by the ESSA. EUT is the rate for all students. Report when state uses this extended year rate.	LEAs/Schools with a 12th grade that have at least one student in the cohort.
1	0	State-defined alternate high school diploma should be defined in accordance with Section 8101(25)(A)(ii)(I)(bb) of ESEA, as amended by the ESSA. EUT is the rate for all students. Report when state uses this extended year rate.	LEAs/Schools with a 12th grade that have at least one student in the cohort.
1	1	State-defined alternate high school diploma should be defined in accordance with Section 8101(25)(A)(ii)(I)(bb) of ESEA, as amended by the ESSA.	LEAs/Schools with a 12th grade that have at least one student in the cohort.
1	1	State-defined alternate high school diploma should be defined in accordance with Section 8101(25)(A)(ii)(I)(bb) of ESEA, as amended by the ESSA. Report when state uses this extended year rate.	LEAs/Schools with a 12th grade that have at least one student in the cohort.

1	1	State-defined alternate high school diploma should be defined in accordance with Section 8101(25)(A)(ii)(I)(bb) of ESEA, as amended by the ESSA. Report when state uses this extended year rate.	LEAs/Schools with a 12th grade that have at least one student in the cohort.
1	1	State-defined alternate high school diploma should be defined in accordance with Section 8101(25)(A)(ii)(I)(bb) of ESEA, as amended by the ESSA. Report when state uses this extended year rate.	LEAs/Schools with a 12th grade that have at least one student in the cohort.
1	1	State-defined alternate high school diploma should be defined in accordance with Section 8101(25)(A)(ii)(I)(bb) of ESEA, as amended by the ESSA. Report when state uses this extended year rate.	LEAs/Schools with a 12th grade that have at least one student in the cohort.
1	1	State-defined alternate high school diploma should be defined in accordance with Section 8101(25)(A)(ii)(I)(bb) of ESEA, as amended by the ESSA. Report when state uses this extended year rate.	LEAs/Schools with a 12th grade that have at least one student in the cohort.

1	1	State-defined alternate LEAs/Schools with a 12th grade high school diploma should be defined in accordance with Section 8101(25)(A)(ii)(I)(bb) of ESEA, as amended by the ESSA. Report when state uses this extended year rate.	that have at least one student in the cohort.
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1	0	
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1	0	
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1	1	Count eligibility regardless of whether school received MEP funds and regardless of whether the students participated in MEP programs.
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1	0	
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0	0	
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1	0	Includes students who received a valid score for whom a proficiency level was assigned.
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1	0	Includes students who received a valid score for whom a proficiency level was assigned.
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1	0	Includes students who received a valid score for whom a proficiency level was assigned.
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1	0	Includes students who received a valid score for whom a proficiency level was assigned.
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1	0	Includes students who received a valid score for whom a proficiency level was assigned.
---	---	---

1	0	Includes students who received a valid score for whom a proficiency level was assigned.
---	---	---

1 0

1 0 This includes students
required to take
assessments administered
in lieu of the required
assessment (i.e., Alternate
Assessment, IADA
Assessment, Advanced
Assessment, or Locally-
selected Assessment).

1 0

1	0	This includes students required to take assessments administered in lieu of the required assessment (i.e., Alternate Assessment, IADA Assessment, Advanced Assessment, or Locally-selected Assessment). This also includes recently arrived English learners required to take the State's English language proficiency assessment in lieu of the end-of-course assessment.
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1	0
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1	0	This includes students required to take assessments administered in lieu of the required assessment (i.e., Alternate Assessment, IADA Assessment, Advanced Assessment, or Locally-selected Assessment).
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0	0	Reporting level of SEA is a proxy for authorizer level
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0	0	Reporting level of SEA is a proxy for authorizer level
---	---	--

0	0	Reporting level of SEA is a proxy for authorizer level
---	---	--

0	0	Reporting level of SEA is a proxy for authorizer level
---	---	--

0	0	Reporting level of SEA is a proxy for authorizer level
---	---	--

0	1	
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0	1	The SY 20xx-yy data should equal the LEA's federal fiscal year 20xx Title I, Part A grant award amount. Title I, Part A funds carried over from the previous fiscal year are excluded.
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0	0	
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0	0	
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1	1		
0	0		
0	0	SEA level is a proxy for management organization	
0	0	SEA level is a proxy for management organization	
0	0	SEA level is a proxy for management organization	
0	0	SEA level is a proxy for management organization	
0	0	SEA level is a proxy for management organization	
1	0	Reporting level is marked as school level because the FS is linking charter management organizations to charter schools at the school level.	Reports only charter schools with charter management organizations
1	0	School level is a proxy for charter contracts	
1	0	School level is a proxy for charter contracts	
1	0	School level is a proxy for charter contracts	Only charter schools with charter management organizations

1 0

1 0

1 0

1 0

1 1

1 0

1 0

1 0 State appropriations
consist of funds provided
by the state government
only and do not include
allocations of funds from
federal grants

0 1

0 1

1 0 Report only for schools identified
for comprehensive support and
improvement

1 0 Report only for schools identified
for targeted support and
improvement

1 0 Report only for schools identified
for additional targeted support
and improvement

0 0

0 0

0 0

0 0

0 1

1 0

0	0	This is an optional data group
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0	0	This is an optional data group
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1	1
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**Data Group Duplication
Comment (SY 2025-26)**

The number of students for each interim removal is unduplicated.

The number of students for each discipline method is unduplicated.

The number of students by
academic subject is
unduplicated.

The number of students by
academic subject is
unduplicated.

In Category Sets B and C, the number of students for each academic subject is unduplicated.

Authorizing Statute	Statutory and/or regulatory reference numbers	FS Number(s)
IDEA Part B	20 USC 1418(a)(1)(A)(iv); 34 CFR §§300.640; 34 CFR 300.641(b); 34 CFR 300.641(c); 34 CFR 300.641(d); 34 CFR 300.644; 34 CFR 300.645	002
IDEA Part B	20 USC 1418(a)(1)(A)(iv); 34 CFR §§300.640; 34 CFR 300.641(b); 34 CFR 300.641(c); 34 CFR 300.641(d); 34 CFR 300.644; 34 CFR 300.645	002
Multiple	Multiple	002, 005, 006, 007, 009, 032, 037, 040, 052, 088, 089, 116, 118, 119, 121, 127, 141, 143, 195
Multiple	Multiple	002, 005, 006, 007, 009, 032, 040, 052, 088, 089, 119, 127, 143, 160, 175, 178, 179, 185, 188, 189, 195
Multiple	ESEA sections 1111(b)(2)(F), 3114(a), 3114(d), 3115(a), 3122(b)(9), 3201(5), and 8101(20)	002, 005, 006, 007, 009, 045, 088, 089, 143

Multiple	20 USC 1418(a)(1)(A)(v); 20 USC 1418(a)(1)(D); 20 USC 1418(a)(1)(E) ; 34 CFR §§300.640; 34 CFR 300.641(b); 34 CFR 300.641(c); 34 CFR 300.641(d); 34 CFR 300.644; 34 CFR 300.645	002, 005, 006, 007, 088, 089, 143
IDEA Part B	20 USC 1418(a)(1)(A)(v); 20 USC 1418(a)(1)(E) ; 34 CFR §§300.640; 34 CFR 300.641(b); 34 CFR 300.641(c); 34 CFR 300.641(d); 34 CFR 300.644; 34 CFR 300.645	005
IDEA Part B	20 USC 1418(a)(1)(A)(v); 20 USC 1418(a)(1)(D); 20 USC 1418(a)(1)(E); 34 CFR §§300.640; 34 CFR 300.641(b); 34 CFR 300.641(c); 34 CFR 300.641(d); 34 CFR 300.644; 34 CFR 300.645	006
IDEA Part B	20 USC 1418(a)(1)(A)(v); 20 USC 1418(a)(1)(D); 20 USC 1418(a)(1)(E); 34 CFR §§300.640; 34 CFR 300.641(b); 34 CFR 300.641(c); 34 CFR 300.641(d); 34 CFR 300.644; 34 CFR 300.645	006
IDEA Part B	20 USC 1418(a)(1)(A)(v); 20 USC 1418(a)(1)(D); 20 USC 1418(a)(1)(E) ; 34 CFR §§300.640; 34 CFR 300.641(b); 34 CFR 300.641(c); 34 CFR 300.641(d); 34 CFR 300.644; 34 CFR 300.645	007
IDEA Part B	20 USC1418(a)(1)(A); 20 USC 1418 (a)(1)(A)(ii); 20 USC 1418 (a)(1)(A)(iii); 34 CFR 300.640; 34 CFR 300.641; 34 CFR 300.644; 34 CFR 300.645	009

IDEA Part B	20 USC1418(a)(1)(A); 20 USC 1418 (a) 009 (1)(A)(ii); 20 USC 1418 (a)(1)(A)(iii); 34 CFR 300.640; 34 CFR 300.641; 34 CFR 300.644; 34 CFR 300.645
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IDEA Part B	20 USC1418(a)(1)(A); 20 USC 1418 (a) 009 (1)(A)(ii); 20 USC 1418 (a)(1)(A)(iii); 34 CFR 300.640; 34 CFR 300.641; 34 CFR 300.644; 34 CFR 300.645
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ESRA	PL 107-279, Title I, Part C Sec. 153	029
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ESRA	PL 107-279, Title I, Part C Sec. 153	029
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ESRA	PL 107-279, Title I, Part C Sec. 153	029
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ESRA	PL 107-279, Title I, Part C Sec. 153	029
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ESRA	PL 107-279, Title I, Part C Sec. 153	029
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ESRA	PL 107-279, Title I, Part C Sec. 153	029
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ESEA Title IV Part C	PL 114-95, Title IV, Part C, Section 4301	029
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ESEA Title IV Part C	PL 114-95, Title IV, Part C, Section 4301	029
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ESRA	PL 107-279, Title I, Part C Sec. 153 (a) (1)(D)	032
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Multiple	ESEA section 3121(a), 3122(b)(1), (2), and (9), 8101(20), 8303(b), 3201(3) and 34 C.F.R. 200.6(h)(1)(ii)	032, 037, 040, 118, 119, 121, 127, 150, 151, 160, 175, 179, 185, 188, 189, 195, 199, 200, 201, 202
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Multiple	Title I, Part C Education of Migratory Children, ESSA Section 1306(b)(4) and 34 CFR Section 200.29(c)(1) and 200.86 NRG Chapter V, C1	032, 037, 040, 118, 175, 178, 179, 185, 188, 189
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IASA	PL 103-382	035
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IASA	PL 103-382	035
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Multiple	20 USC1418(a)(1)(A); 20 USC 1418 (a)(1)(A)(ii); 20 USC 1418 (a)(1)(A)(iii); 34 CFR 300.640; 34 CFR 300.641; 34 CFR 300.644; 34 CFR 300.645	037, 050, 118, 119, 121, 126, 127, 138, 141, 150, 151, 160, 175, 178, 179, 185, 188, 189, 195, 199, 200, 201, 202

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ESRA	PL 107-279, Title I, Part C Sec. 153 (a)(1)(D)	040
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ESEA Title 1 Parts A ESEA Section 1111(c); Section 8303 and C	201
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ESEA Title 1 Parts A ESEA Section 1111(c); Section 8303 and C	202
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ESEA Title 1 Parts A ESEA Section 1111(c); Section 8303 and C	203
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475 Removal Length (Suspensions/Expulsions)

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853, 854, 855, 856,
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547 Funding Allocation Type

548 Homeless Status (Only)

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855, 856, 857, 869,
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875, 876, 877, 878,
879, 880, 881, 882,
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151, 676 English Learner Accountability

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875 Assessment Administered M (HS)

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877 Assessment Administered RLA (HS)

878 Assessment Administered S (lower grades)

879 Assessment Administered S (HS)

878, 884 Grade Level (Lower SCI)

879, 885 Grade Level (HS SCI)

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Participation Status M (lower grades)

881

Participation Status M (HS)

882 Participation Status RLA (lower grades)

883 Participation Status RLA (HS)

884 Participation Status S (lower grades)

885 Participation Status S (HS)

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836 Indicator Type (OAM)

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22 Title I School Status

Category Definition (SY 2025-26)

The discrete age of children (students) who are school age on the state specified child count date.

The settings in which school-aged children ages 5 who are kindergarten through 21 receive special education and related services.

The general racial category that most clearly reflects individuals' recognition of their community or with which the individuals most identify.

An indication that students are either female or male.

An indication of whether students met the definition of an English learner.

The primary disability as identified in the Individualized Education Program (IEP), Individualized Family Service Plan (IFSP), or service plan.

The types of interim removal from current educational setting experienced by children with disabilities (IDEA).

The types of suspension or expulsion used for the discipline of children with disabilities.

The cumulative number of days children with disabilities (IDEA) were suspended or expelled during the school year for disciplinary reasons.

The reasons why children with disabilities (IDEA) were unilaterally removed from their current educational placement to an interim alternative educational setting.

The discrete age of children (students) on the date of the most recent IDEA child count prior to exiting special education.

The reason children who were in special education at the start of the reporting period, but were not in special education at the end of the reporting period.

The primary disability as identified in the Individualized Education Program (IEP).

The classifications describing the operational condition of the local education agency (LEA).

The classifications describing the operational condition of a school.

An indication that the mailing or location address of the LEA or school is outside of the state.

An indication that the school was restructured, transformed, or otherwise changed as a consequence of the state's accountability system under ESEA or as a result of School Improvement Grants (SIG), but is not recognized as a new school for CCD purposes.

The classification of schools based on the curriculum concentration.

The classification of an education unit reported in the local education agency (LEA) file.

The statuses describing the existence of charter schools.

The status of a charter district as an LEA for purposes of federal programs.

The grade level (primary instructional level) of students at which students decided to leave school before graduating.

An indication that students met the definition of an English learner.

An indication that students are eligible migratory children.

An indication of whether children (students) are children with disabilities (IDEA).

An indication that students meet the state criteria for classification as economically disadvantaged.

An indication that students were identified as homeless.

An indication of students' qualification for free or reduced-price lunch.

The unique five-digit number assigned to each federal program as listed in the Catalog of Federal Domestic Assistance (CFDA).

The types of allocation or distribution made.

An indication that students are homeless regardless of whether the students are receiving services under McKinney-Vento.

An indication that children (students) are children with disabilities (IDEA).

The grade level(s) offered by the school or district.

The types of high school credential received by high school completers.

An indication that immigrant students participated in programs for immigrant children and youth funded under ESEA, as amended, Title III Section 3114(d)(1) using funds reserved for immigrant education programs/activities.

The language normally used by students or normally used by the parents of the students.

The types of English language proficiency assessments administered.

An indication of the progress made by students toward English proficiency.

The grade level (primary instructional level) of students entering and receiving services in a school during a specific academic session.

An indication that formerly eligible migratory children received MEP-funded services under the continuation of services authority in section 1304(e)(1-3) of the Elementary and Secondary Education Act of 1965 (ESEA), as amended.

The discrete age or grade level (primary instructional level) of students (children).

An indication that migratory children met the definition of “priority for services”: children who have made a qualifying move within the previous 1-year period and who - (1) are failing, or most at risk of failing, to meet the challenging State academic standards; or (2) have dropped out of school.

The discrete age or grade level (primary instructional level) of students (children).

Titles of employment, official status, or rank.

An indication of whether educators hold the certification or licensure required by their assignment.

An indication of whether special education teachers are fully certified in the State.

The age range of students (children).

The methods used to discipline students who are children with disabilities (IDEA) involved in firearms and other outcomes of firearms incidents.

The methods used to discipline students who are not children with disabilities (IDEA) involved in firearms and other outcomes of firearms incidents.

The types of firearms.

The grade level (primary instructional level) of students.

The cumulative number of days children with disabilities (IDEA) were removed from their current educational setting during the school year.

The discrete age of children (students) who are in early childhood on the state specified child count date.

The programs in which children ages 3 through 5 attend and the setting in which these children receive special education and related services.

An indication of whether related services personnel hold the certification or licensure required by their assignment.

Titles of personnel employed and contracted to provide related services for children with disabilities (IDEA).

An indication of whether paraprofessionals are classified as qualified for their assignment according to state definition.

The amount of progress shown in academic subjects.

The description of the content or subject area of an assessment.

The types of English language instruction educational program.

The discrete age or grade level (primary instructional level) of students (children).

The primary nighttime residence of the students at the time the students are identified as homeless.

An indication that homeless youths were unaccompanied by parents or legal guardians.

The types of neglected programs under Title I, Part D, Subpart 1 (State Agency) of ESEA as amended.

The discrete age of students (children).

The types of delinquent programs under Title I, Part D, Subpart 1 (State Agency) of ESEA as amended or under Title I, Part D, Subpart 2 (LEA) of ESEA, as amended.

An indication that students were served for at least 90 consecutive days during the reporting period by Title I, Part D of ESEA as amended.

An indication that the children's qualifying arrival date (QAD) occurred within 12 months of the end of the reporting period (8/31).

The description of the content or subject area of an assessment.

An indication of which of the four years an English learner is in after no longer receiving services under Title III of ESEA, as amended.

An indication of whether scores were proficient or above.

An indication that a school offers career and technical education or other educational services in which some or all students are enrolled at a separate school of record and attend the shared-time school on a part-time basis.

The statuses describing participation in the National School Lunch Program (NSLP).

The statuses describing the extent to which a public school offers instruction in which students and teachers are separated by time and/or location and interaction occurs via computers and /or telecommunication technologies.

The statuses for designation as persistently dangerous.

The statuses describing the intention to use Alternative Fund Use Authority (AFUA).

The discrete age or grade level (primary instructional level) of students (children).

The types of Title I programs offered in the school or district.

An indication that students are taking the English language proficiency assessment for the first time.

An indication of whether students participated in assessments.

An indication of whether children (students) received educational services when removed from the regular school for disciplinary reasons.

The types of MEP-funded services received by eligible migratory children.

The major racial and ethnic groups states use for reporting data, as defined in the state's ESEA Consolidated State Plan.

An indication that students are in foster care.

An indication of whether students in a cohort graduated with a high school diploma within the allowable time.

The action taken with respect to postsecondary enrollment by students who graduated.

The statuses describing submission of reports required by Gun-Free Schools Act (GFSA) of 1994.

The statuses describing consolidation of federal Migrant Education Program (MEP) funds.

The statuses describing LEA subgrants for McKinney-Vento.

The types of assessments administered below high school grade levels for mathematics.

The types of assessments administered in high school for mathematics.

An indication that the students are military connected.

The grade level assigned by the school system in which the students are enrolled.

The high school grade level assigned by the school system in which the students are enrolled.

The types of assessments administered below high school grade levels for reading / language arts.

An indication that students met the definition of an English learner and are not excluded because they have attended schools in the U.S. fewer than 12 months.

The types of assessments administered in high school for reading/language arts.

The types of assessments administered before high school grade levels for science.

The types of assessments administered in high school for science.

The grade level assigned by the school system in which the students are enrolled.

The high school grade level assigned by the school system in which the students are enrolled.

An indication of participation in assessments for mathematics before high school grade levels.

An indication of participation in high school assessments for mathematics.

An indication of participation in assessments for reading/language arts before high school grade levels.

An indication of participation in high school assessments for reading/language arts.

An indication of participation in assessments for science below high school grade levels.

An indication of participation in high school assessments for science.

The organization types that authorize charters.

The age ranges of children birth through 5 (not Kindergarten).

An indication that students have disability status under Rehabilitation Act, as amended, Section 504.

The type of management organization.

Statuses for graduation rate.

The graduation rate indicator type.

The major racial and ethnic groups states use for reporting accountability data, as defined in the state's ESEA Consolidated State Plan.

The state defined indicator status.

Statuses for academic achievement.

The academic achievement indicator type.

Statuses for academic progress.

The other academic indicator type.

The School Quality or Student Success indicator type.

Statuses for school quality or student success.

An indicator of whether teachers have been identified as having emergency or provisional credentials.

An indication of whether teachers have been identified as inexperienced as defined by the state.

An indication of whether teachers have been identified as teaching a subject or field for which they are not certified or licensed as defined by the state.

Statuses for progress in achieving English language proficiency.

The Progress Achieving English Language Proficiency indicator type.

Designation by the state for additional Targeted Support and Improvement.

Designation by the state for Comprehensive Support and Improvement.

Designation by the state for Targeted Support and Improvement.

Methods used to provide state appropriations to charter schools.

The proficiency status of English Learners within five years.

The exit status of English Learners.

The reasons for identification as a comprehensive support or improvement schools.

An indication of whether a reason applies.

The reasons for identification as a targeted or additional targeted support or improvement school.

The types of academic or career and technical outcome attained while in program.

The types of academic or career and technical outcome attained after exit from program.

An indication that a school is designated under state and federal regulations as being eligible for participation in programs authorized by Title I of ESEA as amended and whether it has a Title I program.

Permitted Value Description List (SY 2025-26)

Age 5 (Kindergarten)

Age 6

Age 7

Age 8

Age 9

Age 10

Age 11

Age 12

Age 13

Age 14

Age 15

Age 16

Age 17

Age 18

Age 19

Age 20

Age 21

Inside regular class 80% or more of the day

Inside regular class 40% through 79% of the day

Inside regular class less than 40% of the day

Separate School

Residential Facility

Homebound/Hospital

Correctional Facilities

Parentally placed in private schools

American Indian or Alaska Native

Asian

Black or African American

Hispanic/Latino

Native Hawaiian or Other Pacific Islander

Two or more races

White

Female

Male

English learners

Non-English learner

Autism
Deaf-blindness
Developmental delay
Emotional disturbance
Hearing impairment
Intellectual disability
Multiple disabilities
Orthopedic impairment
Specific learning disability
Speech or language impairment
Traumatic brain injury
Visual impairment
Other health impairment

Unilaterally removed to an interim alternative educational setting by School Personnel (NOT the IEP team) for drugs, weapons, or serious bodily injury
Removed to an interim alternative educational setting based on a Hearing Officer finding that there is substantial likelihood of injury to the child or others

In School Suspensions
Out-of-School Suspensions/Expulsions

Less than or equal to 10 days
Greater than 10 days

Drugs
Weapons
Serious bodily injury

Age 14
Age 15
Age 16
Age 17
Age 18
Age 19
Age 20
Age 21

Graduated with regular high school diploma
Graduated with an alternate diploma
Received a certificate
Reached maximum age
Moved, known to be continuing
Transferred to regular education
Dropped out
Died

Autism
Deaf-blindness
Emotional disturbance
Hearing impairment
Intellectual disability
Multiple disabilities
Orthopedic impairment
Specific learning disability
Speech or language impairment
Traumatic brain injury
Visual impairment
Other health impairment

Open_x000D_
Closed_x000D_
New_x000D_
Added_x000D_
Changed geographic boundary_x000D_
Inactive_x000D_
Future_x000D_
Reopened

Open_x000D_
Closed_x000D_
New_x000D_
Added_x000D_
Changed LEA affiliation_x000D_
Inactive_x000D_
Future_x000D_
Reopened

In state_x000D_
Out of state
Not a reconstituted school_x000D_
Reconstituted school

Regular School_x000D_
Special Education School_x000D_
Career and Technical Education School_x000D_
Alternative Education School_x000D_
Reportable Program

Regular public school district that is not a component of a supervisory union_x000D_
Regular public school district that is a component of a supervisory union_x000D_
Supervisory union_x000D_
Service agency_x000D_
State operated agency_x000D_
Federal operated agency_x000D_
Independent charter district_x000D_
Other local education agency_x000D_
Specialized public school district

Charter school_x000D_
Not a charter school_x000D_
Not Applicable

LEA for federal programs_x000D_
LEA for ESEA and Perkins_x000D_
LEA for IDEA_x000D_
Not LEA for federal programs_x000D_
Not a charter district_x000D_
Not applicable

Below Grade 7
Grade 7
Grade 8
Grade 9
Grade 10
Grade 11
Grade 12
Grade 13
Ungraded

English learners
No students in the subgroup
State defined status
Too few students

Migratory students

Children without disabilities
Children with one or more disabilities (IDEA)
Economically Disadvantaged (ED) Students

Homeless enrolled

Free lunch qualified
Reduced-price lunch qualified
Adult Education State Grant Program_x000D_
Title I Grants to Local Education Agencies_x000D_
Migrant Education - Basic State Grant Program_x000D_
Title I Program for Neglected and Delinquent Children_x000D_
Special Education - Grants to States_x000D_
Career and Technical Education - Basic Grants to States_x000D_
Special Education Preschool Grants_x000D_
Education for Homeless Children and Youth_x000D_
Charter Schools Program_x000D_
21st Century Community Learning Centers_x000D_
Special Education State Personnel Development Grants_x000D_
GEARUP State Awards_x000D_
Rural Education Achievement Program_x000D_
English Language Acquisition, State Grants_x000D_
Supporting Effective Instruction State Grants_x000D_
Comprehensive Literacy Development Grants_x000D_
Statewide Longitudinal Data Systems_x000D_
Student Support and Academic Enrichment Grants

Retained by SEA for program administration, etc._x000D_
Transferred to another state-level agency_x000D_
Distributed to entities other than LEAs_x000D_
Unallocated or returned funds

Homeless

Children with one or more disabilities (IDEA)

Pre-Kindergarten_x000D_
Kindergarten_x000D_
Grade 1_x000D_
Grade 2_x000D_
Grade 3_x000D_
Grade 4_x000D_
Grade 5_x000D_
Grade 6_x000D_
Grade 7_x000D_
Grade 8_x000D_
Grade 9_x000D_
Grade 10_x000D_
Grade 11_x000D_
Grade 12_x000D_
Grade 13_x000D_
Ungraded_x000D_
Adult Education_x000D_
No Grades

Regular secondary school diploma
Other state-recognized equivalent
Participated in programs

ISO-639-2 language codes

Regular English language proficiency (ELP) assessment
Alternate English language proficiency (ELP) assessment based on alternate
ELP achievement standards

Attained proficiency
Making progress
Did not make progress

Pre-Kindergarten
Kindergarten
Grade 1
Grade 2
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
Grade 9
Grade 10
Grade 11
Grade 12
Grade 13
Ungraded
Adult Education

Continuation of Services

Age 3 through 5 (not Kindergarten)
Kindergarten
Grade 1
Grade 2
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
Grade 9
Grade 10
Grade 11
Grade 12
Out of School
Ungraded

Children classified as having Priority for Services

Age Birth through 2
Age 3 through 5 (not Kindergarten)
Kindergarten
Grade 1
Grade 2
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
Grade 9
Grade 10
Grade 11
Grade 12
Out of School
Ungraded

Pre-Kindergarten Teachers
Kindergarten Teachers
Elementary Teachers
Secondary Teachers
Ungraded Teachers
Paraprofessionals/Instructional Aides
Elementary School Counselors
Secondary School Counselors
School Counselors
Librarians/Media Specialists
Library/Media Support Staff
LEA Administrators
LEA Administrative Support Staff
Instructional Coordinators and Supervisors to the Staff
School Administrators
School Administrative Support Staff
Student Support Services Staff (w/o Psychology)
School Psychologists
All Other Support Staff

Fully certified or licensed
Not fully certified or licensed
Fully certified
Not fully certified

Age 3 through 5 (not Kindergarten)
Age 5 (in kindergarten) through 21

One year expulsion with educational services under IDEA_x000D_
Expulsion modified to less than one year with educational services under
IDEA_x000D_
Another type of disciplinary action_x000D_
Other reasons such as death, withdrawal, or incarceration_x000D_
No disciplinary action

One year expulsion and no educational services_x000D_
One year expulsion and educational services_x000D_
Expulsion modified to less than one year without educational services_x000D_
Expulsion modified to less than one year with educational services_x000D_
Another type of disciplinary action_x000D_
Other reasons such as death, withdrawal, or incarceration_x000D_
No disciplinary action

Handguns_x000D_
Rifles/shotguns_x000D_
Multiple_x000D_
Other

Kindergarten

Grade 1
Grade 2
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
Grade 9
Grade 10
Grade 11
Grade 12
Grade 13
Ungraded

1 day or less_x000D_
2 through 10 days_x000D_
Greater than 10 days

Age 3
Age 4
Age 5 (Not Kindergarten)

Services in Regular Early Childhood Program (at least 10 hours)
Other Location Regular Early Childhood Program (at least 10 hours)
Services in Regular Early Childhood Program (less than 10 hours)
Other Location Regular Early Childhood Program (less than 10 hours)
Separate Class
Separate School
Residential Facility
Home
Service Provider Location

Fully certified or licensed
Not fully certified or licensed

Audiologists
Speech-language pathologists
Interpreters
Psychologists
Occupational therapists
Physical therapists
Physical education teachers and recreation and therapeutic recreation specialists
Social workers
Medical/nursing service staff
Counselors and rehabilitation counselors
Orientation and mobility specialists

Qualified
Not qualified

Up to one full grade
More than one full grade
Negative change
No change

Mathematics_x000D_
Reading/language arts
Transitional Bilingual Education or Early-Exit Bilingual Education
Dual Language or Two-way Immersion
ESL or ELD
Content Classes with integrated ESL support
Newcomer programs
Other

Age 3 through 5 (not Kindergarten)

Kindergarten

Grade 1

Grade 2

Grade 3

Grade 4

Grade 5

Grade 6

Grade 7

Grade 8

Grade 9

Grade 10

Grade 11

Grade 12

Grade 13

Ungraded

Shelters and transitional housing

Doubled-up

Unsheltered

Hotels/motels

Unaccompanied youth

Group homes

Shelters

Community day programs

Residential treatment home

Other programs

Age 3 through 5

Age 6

Age 7

Age 8

Age 9

Age 10

Age 11

Age 12

Age 13

Age 14

Age 15

Age 16

Age 17

Age 18

Age 19

Age 20

Age 21

Adult correction
Community day programs
Juvenile detention centers
Shelters
Group homes
Ranch/wilderness camps
Residential treatment centers
Long-term secure juvenile facilities
Other programs

Long-Term N or D Students

QAD occurred within 12 months

Mathematics
Reading/language arts
Science

First year
Second year
Third year
Fourth year

Attained proficiency
Not proficient

Is not a shared-time school
Is a shared-time school

Yes, participating without using any Provision or the CEO
Yes, under Provision 1
Yes, under Provision 2
Yes, under Provision 3
Yes, under Community Eligibility Option (CEO)
No

Exclusively virtual
Primarily virtual
Supplemental Virtual
No virtual instruction

No
Yes

Exercising authority
Eligible but not exercising authority
Not eligible for REAP alternative funding status

Age Birth through 2
Age 3 through 5 (not Kindergarten)
Kindergarten
Grade 1
Grade 2
Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
Grade 9
Grade 10
Grade 11
Grade 12
Ungraded

Public targeted assistance program
Public school-wide program
Private school students participating
Local neglected program
Students took assessment for the first time

Participated
Did not participate
Medical Exemption

Received educational services_x000D_
Did not receive educational services

Instructional services
Reading instruction
Mathematics instruction
High school credit accrual
Support services
Counseling services

American Indian \ Alaska Native \ Native American
Asian
Asian \ Pacific Islander
Black (not Hispanic) African American
Filipino
Hispanic (not Puerto Rican)
Hispanic \ Latino
Multicultural \ Multiethnic \ Multiracial \ other
Native Hawaiian \ other Pacific Islander \ Pacific Islander
Puerto Rican
White (not Hispanic) \ Caucasian

Foster Care

Graduated with a regular high school diploma within the allowable time
Graduated with a state-defined alternate high school diploma within the allowable time
Did not graduate with a regular or state-defined alternate high school diploma within the allowable time
Has not graduated with a state-defined alternate high school diploma and removed from the cohort as allowed

Enrolled in an IHE
Did not enroll in an IHE
No information on postsecondary actions

Yes, with no reported offenses_x000D_
Yes, with reporting of one or more students for an offense_x000D_
No report filed_x000D_
Not applicable for GFSA reporting status

Yes
No

Yes_x000D_
No

Regular assessments based on grade-level achievement standards without accommodations
Regular assessments based on grade-level achievement standards with accommodations
Alternate assessments based on alternate achievement standards
Advanced assessment without accommodations
Advanced assessment with accommodations
Innovative Assessment Demonstration Authority (IADA) pilot assessment without accommodations
Innovative Assessment Demonstration Authority (IADA) pilot assessment with accommodations

High school regular assessment I, without accommodations
High school regular assessment I, with accommodations
Alternate assessments based on alternate achievement standards
High school regular assessment II, without accommodations
High school regular assessment II, with accommodations
High school regular assessment III, without accommodations
High school regular assessment III, with accommodations
Advanced assessment without accommodations
Advanced assessment with accommodations
Innovative Assessment Demonstration Authority (IADA) pilot assessment without accommodations
Innovative Assessment Demonstration Authority (IADA) pilot assessment with accommodations
Locally-selected nationally recognized high school assessment without accommodations
Locally-selected nationally recognized high school assessment with accommodations

Military Connected

Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8

Grade 9
Grade 10
Grade 11
Grade 12
High School

Regular assessments based on grade-level achievement standards without accommodations

Regular assessments based on grade-level achievement standards with accommodations

Alternate assessments based on alternate achievement standards

Advanced assessment without accommodations

Advanced assessment with accommodations

Innovative Assessment Demonstration Authority (IADA) pilot assessment without accommodations

Innovative Assessment Demonstration Authority (IADA) pilot assessment with accommodations

English learners

High school regular assessment I, without accommodations

High school regular assessment I, with accommodations

Alternate assessments based on alternate achievement standards

High school regular assessment II, without accommodations

High school regular assessment II, with accommodations

High school regular assessment III, without accommodations

High school regular assessment III, with accommodations

Advanced assessment without accommodations

Advanced assessment with accommodations

Innovative Assessment Demonstration Authority (IADA) pilot assessment without accommodations

Innovative Assessment Demonstration Authority (IADA) pilot assessment with accommodations

Locally-selected nationally recognized high school assessment without accommodations

Locally-selected nationally recognized high school assessment with accommodations

Regular assessments based on grade-level achievement standards without accommodations
Regular assessments based on grade-level achievement standards with accommodations
Alternate assessments based on alternate achievement standards
Advanced assessment without accommodations
Advanced assessment with accommodations
Innovative Assessment Demonstration Authority (IADA) pilot assessment without accommodations
Innovative Assessment Demonstration Authority (IADA) pilot assessment with accommodations

High school regular assessment I, without accommodations
High school regular assessment I, with accommodations
Alternate assessments based on alternate achievement standards
High school regular assessment II, without accommodations
High school regular assessment II, with accommodations
High school regular assessment III, without accommodations
High school regular assessment III, with accommodations
Advanced assessment without accommodations
Advanced assessment with accommodations
Innovative Assessment Demonstration Authority (IADA) pilot assessment without accommodations
Innovative Assessment Demonstration Authority (IADA) pilot assessment with accommodations
Locally-selected nationally recognized high school assessment without accommodations
Locally-selected nationally recognized high school assessment with accommodations

Grade 3
Grade 4
Grade 5
Grade 6
Grade 7
Grade 8
Grade 9

Grade 10
Grade 11
Grade 12
High School

Participated - regular assessment based on grade-level achievement standards without accommodations
Participated - regular assessment based on grade-level achievement standards with accommodations
Participated in advanced assessment without accommodations
Participated in advanced assessment with accommodations
Participated - alternate assessment based on alternate achievement standards
Participated in Innovative Assessment Demonstration Authority (IADA) pilot assessment with accommodations
Participated in Innovative Assessment Demonstration Authority (IADA) pilot assessment without accommodations
Medical exemption
Did not participate

Participated in high school regular assessment I, without accommodations
Participated in high school regular assessment I, with accommodations
Participated - alternate assessment based on alternate achievement standards
Did not participate
Participated in high school regular assessment II, without accommodations
Participated in high school regular assessment II, with accommodations
Participated in high school regular assessment III, without accommodations
Participated in high school regular assessment III, with accommodations
Participated in advanced assessment without accommodations
Participated in advanced assessment with accommodations
Participated in Innovative Assessment Demonstration Authority (IADA) pilot assessment without accommodations
Participated in Innovative Assessment Demonstration Authority (IADA) pilot assessment with accommodations
Participated in locally-selected nationally recognized high school assessment without accommodations
Participated in locally-selected nationally recognized high school assessment with accommodations
Medical exemption

Participated - regular assessment based on grade-level achievement standards without accommodations
Participated - regular assessment based on grade-level achievement standards with accommodations
Participated in advanced assessment without accommodations
Participated in advanced assessment with accommodations
Participated - alternate assessment based on alternate achievement standards
Participated - English language proficiency assessment
Participated in Innovative Assessment Demonstration Authority (IADA) pilot assessment with accommodations
Participated in Innovative Assessment Demonstration Authority (IADA) pilot assessment without accommodations
Medical exemption
Did not participate

Participated in high school regular assessment I, without accommodations
Participated in high school regular assessment I, with accommodations
Participated - alternate assessment based on alternate achievement standards
Participated - English language proficiency assessment
Did not participate
Participated in high school regular assessment II, without accommodations
Participated in high school regular assessment II, with accommodations
Participated in high school regular assessment III, without accommodations
Participated in high school regular assessment III, with accommodations
Participated in advanced assessment without accommodations
Participated in advanced assessment with accommodations
Participated in Innovative Assessment Demonstration Authority (IADA) pilot assessment without accommodations
Participated in Innovative Assessment Demonstration Authority (IADA) pilot assessment with accommodations
Participated in locally-selected nationally recognized high school assessment without accommodations
Participated in locally-selected nationally recognized high school assessment with accommodations
Medical exemption

Participated - regular assessment based on grade-level achievement standards without accommodations
Participated - regular assessment based on grade-level achievement standards with accommodations
Participated in advanced assessment without accommodations
Participated in advanced assessment with accommodations
Participated - alternate assessment based on alternate achievement standards
Participated in Innovative Assessment Demonstration Authority (IADA) pilot assessment with accommodations
Participated in Innovative Assessment Demonstration Authority (IADA) pilot assessment without accommodations
Medical exemption
Did not participate

Participated in high school regular assessment I, without accommodations
Participated in high school regular assessment I, with accommodations
Participated - alternate assessment based on alternate achievement standards
Did not participate
Participated in high school regular assessment II, without accommodations
Participated in high school regular assessment II, with accommodations
Participated in high school regular assessment III, without accommodations
Participated in high school regular assessment III, with accommodations
Participated in advanced assessment without accommodations
Participated in advanced assessment with accommodations
Participated in Innovative Assessment Demonstration Authority (IADA) pilot assessment without accommodations
Participated in Innovative Assessment Demonstration Authority (IADA) pilot assessment with accommodations
Participated in locally-selected nationally recognized high school assessment without accommodations
Participated in locally-selected nationally recognized high school assessment with accommodations
Medical exemption

State department of education_x000D_
State board of education_x000D_
Public charter school board_x000D_
Local education agency_x000D_
University_x000D_
Community college_x000D_
Not for profit organization_x000D_
Non educational government entities_x000D_
Other

Age Birth through 2
Age 3 through 5 (not Kindergarten)

Section 504 Status

Charter Management Organization (CMO)_x000D_
Education Management Organization (EMO)_x000D_
Single Management (non-profit)_x000D_
Single Management (for-profit)

State defined status
Too few students
No students in the subgroup

Graduation Rate Measure 1
Graduation Rate Measure 2
Graduation Rate Measure 3

American Indian \ Alaska Native \ Native American
Asian
Asian \ Pacific Islander
Black (not Hispanic) African American
Filipino
Hispanic (not Puerto Rican)
Hispanic \ Latino
Multicultural \ Multiethnic \ Multiracial \ other
Native Hawaiian \ other Pacific Islander \ Pacific Islander
Puerto Rican
White (not Hispanic) \ Caucasian
State-defined subgroup 1
State-defined subgroup 2
State-defined subgroup 3

State Defined Status

State defined status
Too few students
No students in the subgroup

Academic Achievement Measure 1
Academic Achievement Measure 2
Academic Achievement Measure 3
Academic Achievement Measure 4
Academic Achievement Measure 5
Academic Achievement Measure 6

State defined status
Too few students
No students in the subgroup

Other Academic Measure 1
Other Academic Measure 2
Other Academic Measure 3
Other Academic Measure 4
Other Academic Measure 5
Other Academic Measure 6

School Quality and Student Success Measure 1
School Quality and Student Success Measure 2
School Quality and Student Success Measure 3
School Quality and Student Success Measure 4
School Quality and Student Success Measure 5
School Quality and Student Success Measure 6
School Quality and Student Success Measure 7
School Quality and Student Success Measure 8
School Quality and Student Success Measure 9
School Quality and Student Success Measure 10
School Quality and Student Success Measure 11
School Quality and Student Success Measure 12

State defined status
Too few students
No students in the subgroup
No Emergency or Provisional
Emergency or Provisional
Experienced teacher
Inexperienced teacher
Teaching in field
Not teaching in field

State defined status
Too few students
No students in the subgroup

Progress Achieving English Language Proficiency Measure 1
Progress Achieving English Language Proficiency Measure 2

Additional Targeted Support and Improvement
Additional Targeted Support and Improvement - Exit Status
Not Additional Targeted Support and Improvement

Comprehensive Support and Improvement
Comprehensive Support and Improvement - Exit Status
Not Comprehensive Support and Improvement

Targeted Support and Improvement
Not Targeted Support and Improvement

Direct from state
Through local school district
Allocation by local school district

Proficient within five years
Not proficient within five years

Exited
Did not exit

Lowest-performing school_x000D_
Reason applies_x000D_
Low graduation rate high school_x000D_
More rigorous interventions because CSI school not exiting such status_x000D_
ATSI becoming CSI because not exiting ATSI status

Reason applies

Economically Disadvantaged (ED) Students
Children with one or more disabilities (IDEA)
English learners
American Indian \ Alaska Native \ Native American
Asian
Asian \ Pacific Islander
Black (not Hispanic) African American
Filipino
Hispanic (not Puerto Rican)
Hispanic \ Latino
Multicultural \ Multiethnic \ Multiracial \ other
Native Hawaiian \ other Pacific Islander \ Pacific Islander
Puerto Rican
White (not Hispanic) \ Caucasian
State-defined subgroup 1
State-defined subgroup 2
State-defined subgroup 3

Earned a GED
Obtained high school diploma
Earned high school course credits
Enrolled in a GED program
Were accepted and/or enrolled into post-secondary education
Enrolled in job training courses/programs
Obtained employment

Enrolled in local district school
Earned a GED
Obtained high school diploma
Earned high school course credits
Enrolled in a GED program
Were accepted and/or enrolled into post-secondary education
Enrolled in job training courses/programs
Obtained employment

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