Office for Civil Rights

2013-14 Civil Rights Data Collection

Table of Contents

PART 1 SCHOOL FORM: Fall Snapshot Data 5

Section I: School Characteristics 6

1. Grades with Students Enrolled* *Revised* 6
2. Preschool Age for Non-IDEA Children *New for 2013-14 & 2015-16!* 7
3. Ungraded Detail *New for 2013-14 & 2015-16!* 7
4. School Characteristics * *Continuing for 2013-14 & 2015-16* 7
5. Magnet School Detail *Continuing for 2013-14 & 2015-16* 8
6. Alternative School Detail *Continuing for 2013-14 & 2015-16* 8

Section II: Student Enrollment 9

7. Overall Student Enrollment* *Continuing for 2013-14 & 2015-16* 9
8. Preschool Enrollment *continuing for 2013-14 & 2015-16* 10
9. Enrollment of Limited English Proficient Students *Continuing for 2013-14 & 2015-16* 11
10. Enrollment of Students with Disabilities *Continuing for 2013-14 & 2015-16* 12

Section III: Classes, Course Enrollment, and Program Enrollment 13

11. Gifted and Talented Education Programs* *Continuing for 2013-14 & 2015-16* 13
12. Gifted/Talented Student Enrollment *Continuing for 2013-14 & 2015-16* 13
13. Classes in Algebra I * *Continuing for 2013-14* 14
14. Middle School Student Enrollment in Algebra I *Continuing for 2013-14* 15
15. Classes in Geometry * *Continuing for 2013-14* 15
16. Student Enrollment in Geometry *Continuing for 2013-14* 16
17. High School Student Enrollment in Algebra I *Continuing for 2013-14* 16
18. Classes in Mathematics Courses in High School * *Continuing for 2013-14 & 2015-16* 17
19. Student Enrollment in Mathematics Courses in High School *Continuing for 2013-14 & 2015-16* 18
20. Classes in Science Courses * *Continuing for 2013-14 & 2015-16* 20
21. Student Enrollment in Science Courses *Continuing for 2013-14 & 2015-16* 20
22. International Baccalaureate Diploma Programme * *New Guiding question!* 22
23. Student Enrollment in the International Baccalaureate (IB) Diploma Programme *Continuing for 2013-14 & 2015-16* 22
24. Advanced Placement Program Indicator * *Continuing for 2013-14 & 2015-16* 23
25. Different Advanced Placement (AP) Courses *Continuing for 2013-14 & 2015-16* 23
26. Advanced Placement (AP) Course Self-Selection *Revised* 23
27. Advanced Placement (AP) Student Enrollment * *Continuing for 2013-14 & 2015-16* 24
28. Advanced Placement (AP) Mathematics Enrollment Indicator* *NEW Guiding Question!* 24
29. Student Enrollment in Advanced Placement (AP) Mathematics *Continuing for 2013-14 & 2015-16* 25
30. Advanced Placement (AP) Science Enrollment Indicator* *NEW Guiding Question!* 25
31. Student Enrollment in Advanced Placement (AP) Science *Continuing for 2013-14 & 2015-16* 26
32. Advanced Placement (AP) Other Subjects Indicator* *NEW Guiding Question!* 26
33. Student Enrollment in Other Advanced Placement (AP) Subjects *Revised* 27
34. Dual Enrollment Program * *New for 2013-14 & 2015-16!* 27
35. Single-Sex Academic Classes * *Continuing for 2013-14 & 2015-16* 27
36. Single-Sex Academic Classes in the School *Continuing for 2013-14 & 2015-16* 28

OPTIONAL Classes and Program Enrollment Items for 2013–14 (Required for 2015–16) 29

37. Student Enrollment in Dual Enrollment Programs *New! Optional for 2013-14, Required for 2015-16* 29
38. Classes in Science Courses in High School Taught by Certified Teachers *New! Optional for 2013-14, Required for 2015-16* 30

Questions noted with an asterisk "" reflect guiding questions, which ensure schools are only presented with applicable data tables.*

Classes and Program Enrollment Items Only Required for 2015–16 (Not Optionally Collected in 2013-14) 31
39. Classes in Algebra I in Middle School Taught by Certified Teachers *New for 2015-16 Only* 31
40. Classes in Mathematics Courses in High School Taught by Certified Teachers *New for 2015-16 Only* 31
41. Algebra I in Grade 7 Enrollment Indicator *New for 2015-16 Only* 32
42. Algebra I in Grade 8 Enrollment Indicator* *New for 2015-16 Only* 33
43. Classes in Algebra I in Middle School * *New for 2015-16 Only* 33
44. Student Enrollment in Algebra I in Grade 7 *New for 2015-16 Only* 33
45. Student Enrollment in Algebra I in Grade 8 *New for 2015-16 Only* 34
46. Geometry in Grade 8 Enrollment Indicator * *New for 2015-16 Only* 34
47. Student Enrollment in Geometry in Grade 8 *New for 2015-16 Only* 35
48. Classes in Algebra I and Geometry Courses in High * *New for 2015-16 Only* 35
49. Student Enrollment in Geometry *New for 2015-16 Only* 35
Section IV: School Staff 37
50. Teachers – FTE Count and Certification *Revised* 37
51. Teacher Years of Experience *continuing for 2013-14 & 2015-16* 38
52. School Counselors *Revised* 38
53. Sworn Law Enforcement Officers *New for 2013-14 Only!* 39
OPTIONAL School Staff Items for 2013–14 (Required for 2015–16) 39
54. Security Staff) *New! Optional for 2013-14, Required for 2015-16* 39
55. Support Services Staff *New! Optional for 2013-14, Required for 2015-16* 40
56. Current Year and Previous Year Teachers *New! Optional for 2013-14, Required for 2015-16* 40
PART 2 SCHOOL FORM: Cumulative or End-of-Year Data 42
Section I: Algebra I Passing 42
1. Middle School Students who Passed Algebra I *Revised for 2013-14* 42
2. High School Students who Passed Algebra I *Revised* 43
Algebra I Items Only Required for 2015–16 (Not Optionally Collected in 2013-14) 44
3. Students who Passed Algebra I in Grade 7 *New for 2015-16 Only* 44
4. Students who Passed Algebra I in Grade 8 *New for 2015-16 Only* 44
Section II: Credit Recovery 45
5. Credit Recovery Program * *New for 2013-14 & 2015-16!* 45
Optional Credit Recovery Item for 2013–14 (Required for 2015–16) 45
6. Credit Recovery Program Student Participation *New! Optional for 2013-14, Required for 2015-16* 45
Section III: SAT Reasoning Test, ACT, and Advanced Placement Exams 46
7. Student Participation in the SAT Reasoning Test or ACT *Revised* 46
8. Student Participation in Advanced Placement (AP) Exams * *Revised* 46
9. Students who Received a Qualifying Score on Advanced Placement (AP) Exams *Revised* 47
Section IV: Chronic Student Absenteeism 49
10. Chronic Student Absenteeism *New for 2013-14 & 2015-16!* 49
Section V: Student Retention 50
11. Student Retention Indicator * *New Guiding question!* 50
12. Retention of Students *Continuing for 2013-14 & 2015-16* 50
Section VI: Single-Sex Interscholastic Athletics 54
13. Single-Sex Interscholastic Athletics Indicator* *Continuing for 2013-14 & 2015-16* 54
14. Single-Sex Interscholastic Athletics Sports, Teams and Participants *Continuing for 2013-14 & 2015-16* 54
Section VII: Student Discipline 55
15. Preschool Suspensions and Expulsions *Revised* 55
16. Corporal Punishment **New Guiding Question!* 57
17. Discipline of Students without Disabilities *Revised* 57
18. Discipline of Students with Disabilities *Revised* 59

Questions noted with an asterisk "" reflect guiding questions, which ensure schools are only presented with applicable data tables.*

OPTIONAL Discipline and Offenses Items for 2013–14 (REQUIRED for 2015–16) 63
19. Preschool Corporal Punishment *New! Optional for 2013-14, Required for 2015-16* 64
20. Preschool Instances of Corporal Punishment *New! Optional for 2013-14, Required for 2015-16* 64
21. Preschool Instances of Suspension *New! Optional for 2013-14, Required for 2015-16* 65
22. Instances of Corporal Punishment *New! Optional for 2013-14, Required for 2015-16* 65
23. Instances of Suspension *New! Optional for 2013-14, Required for 2015-16* 66
24. Transfer to Alternative School or Regular School for Students without Disabilities *New! Optional for 2013-14, Required for 2015-16* 66
25. Transfer to Alternative School or Regular School for Students with Disabilities *New! Optional for 2013-14, Required for 2015-16* 67
26. School Days Missed Due to Out-of-School Suspension *New! Optional for 2013-14, Required for 2015-16* 69
Section VIII: Offenses 70
27. Offenses – Number of Incidents *New! Optional for 2013-14, Required for 2015-16* 70
28. Firearm Use *New! Optional for 2013-14, Required for 2015-16* 71
29. Homicide *New! Optional for 2013-14, Required for 2015-16* 72
Section IX: Harassment or Bullying 73
30. Allegations of Harassment or Bullying *continuing for 2013-14 & 2015-16* 73
31. Students Reported as Harassed or Bullied *continuing for 2013-14 & 2015-16* 74
32. Students Disciplined for Harassment or Bullying *continuing for 2013-14 & 2015-16* 75
Optional Harassment or Bullying Items for 2013–14 (REQUIRED for 2015–16) 76
33. Allegations of Harassment or Bullying *New! Optional for 2013-14, Required for 2015-16* 76
Section X: Restraint and Seclusion 78
34. Non-IDEA Students Subjected to Restraint or Seclusion * *continuing for 2013-14 & 2015-16* 78
35. IDEA Students Subjected to Restraint or Seclusion * *continuing for 2013-14 & 2015-16* 80
36. Instances of Restraint or Seclusion *continuing for 2013-14 & 2015-16* 81
Section XI: Teacher Absenteeism 82
37. Teacher Absenteeism *continuing for 2013-14 & 2015-16* 82
Section XII: School Expenditures 83
38. Salary Expenditures for School Staff Funded with State and Local Funds *continuing for 2013-14 & 2015-16* 84
39. Full-time Equivalency Count and Salary Amount for Teachers Funded with State and Local Funds *Continuing for 2013-14 & 2015-16* 84
40. Amount of Non-Personnel Expenditures Associated with Activities Funded with State and Local Funds *continuing for 2013-14 & 2015-16* 85
41. Full-time Equivalency Counts and Salary Amounts for Staff Funded with State and Local Funds *New! Optional for 2013-14, Required for 2015-16* 86
42. Full-time Equivalency Counts and Salary Amounts for Staff Funded with Federal, State, and Local Funds *New! Optional for 2013-14, Required for 2015-16* 86
43. Salary Amount for Teachers Funded with Federal, State, and Local Funds *New! Optional for 2013-14, Required for 2015-16* 87
44. Amount of Non-Personnel Expenditures Associated with Activities Funded with Federal, State, and Local Funds *New! Optional for 2013-14, Required for 2015-16* 87
Section XIII: Items for Justice Facilities Only 89
45. Justice Facility Type *New for 2013-14 & 2015-16!* 89
46. Days in Regular School Year at Justice Facility *New for 2013-14 & 2015-16!* 89
47. Justice Facility Educational Program Hours per Week *New for 2013-14 & 2015-16!* 90
48. Justice Facility Educational Program Participants *New! Optional for 2013-14, Required for 2015-16* 90

Questions noted with an asterisk "" reflect guiding questions, which ensure schools are only presented with applicable data tables.*

INTRODUCTION

WHAT IS THE PURPOSE OF THIS SURVEY?

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

WHO IS CONDUCTING THIS SURVEY?

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

HOW WILL YOUR INFORMATION BE REPORTED?

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

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

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

HOW ARE THE QUESTIONS IN THIS SURVEY ORGANIZED?

The CRDC is organized into two parts:

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

PART 1 SCHOOL FORM: Fall Snapshot Data

GENERAL INSTRUCTIONS

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

Section I: School Characteristics

1. Grades with Students Enrolled*REVISED

All schools and justice facilities

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

Instructions

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

Grades	Permitted Values: Yes or No
Preschool	SCH_GRADE_PS
Kindergarten	SCH_GRADE_KG
Grade 1	SCH_GRADE_G01
Grade 2	SCH_GRADE_G02
Grade 3	SCH_GRADE_G03
Grade 4	SCH_GRADE_G04
Grade 5	SCH_GRADE_G05
Grade 6	SCH_GRADE_G06
Grade 7	SCH_GRADE_G07
Grade 8	SCH_GRADE_G08
Grade 9	SCH_GRADE_G09
Grade 10	SCH_GRADE_G10
Grade 11	SCH_GRADE_G11
Grade 12	SCH_GRADE_G12
Ungraded	SCH_GRADE_UG

2. Preschool Age for Non-IDEA Children *New for 2013-14 & 2015-16!*

Only for schools offering preschool

- *Preschool refers to preschool programs and services for children ages 3 through 5.*
- *Non-IDEA children include children without disabilities and children with disabilities who are not served under the Individuals with Disabilities Education Act.*

Instructions

Indicate whether the school's preschool program has non-IDEA students enrolled in the specified age range(s):

Ages	Permitted Values: Yes or No
Children age 3 years	SCH_PSENR_NONIDEA_A3
Children age 4 years	SCH_PSENR_NONIDEA_A4
Children age 5 years	SCH_PSENR_NONIDEA_A5

3. Ungraded Detail *New for 2013-14 & 2015-16!*

Only for schools/justice facilities that are wholly ungraded

Instructions

- Indicate whether the ungraded school has mainly elementary, middle, and/or high school students.
- *Note: For the FFS specifications, users can respond yes to one or more of the elementary, middle, and high school data elements. Selecting "Yes" to both elementary and middle is equivalent to a yes response to mainly elementary and middle school students.*

Question	Permitted Values: Yes or No
School has mainly elementary school age students?	SCH_UGDETAIL_ES
School has mainly middle school age students?	SCH_UGDETAIL_MS
School has mainly high school age students?	SCH_UGDETAIL_HS
School has mainly elementary and middle school age students?	SCH_UGDETAIL_ES is =YES; SCH_UGDETAIL_MS is YES
School has mainly middle and high school age students?	SCH_UGDETAIL_ES is =YES; SCH_UGDETAIL_MS is YES
School has elementary, middle, and high school age students?	SCH_UGDETAIL_ES is =YES; SCH_UGDETAIL_MS is YES

4. School Characteristics * *Continuing for 2013-14 & 2015-16*

All schools and justice facilities, preschool-grade 12, UG

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

- *A special education school is a public elementary or secondary school that focuses primarily on serving the needs of students with disabilities under IDEA or section 504 of the Rehabilitation Act.*
- *Magnet Program or School: A magnet program is a program within a public school that offers a special curriculum capable of attracting substantial numbers of students of different racial/ethnic backgrounds, which may also reduce, prevent, or eliminate minority group isolation. The program may be designed to provide an academic or social focus on a particular theme (e.g., science/math, performing arts, gifted/talented, or foreign language). A public school is considered a magnet school if it operates a magnet program for all students or some students within the school.*

- *A charter school is a nonsectarian public school under contract—or charter—between a public agency and groups of parents, teachers, community leaders or others who want to create alternatives and choice within the public school system. A charter school creates choice for parents and students within the public school system, while providing a system of accountability for student achievement. In exchange for increased accountability, a charter school is given expanded flexibility with respect to select statutory and regulatory requirements.*
- *An alternative school is a public elementary or secondary school that addresses the needs of students that typically cannot be met in a regular school program. The school provides nontraditional education serves as an adjunct to a regular school; and falls outside of the categories of regular education, special education, or vocational education.*

Question	Permitted Values: Yes or No
Is this school a special education school?	SCH_STATUS_SPED
Is this school either a magnet school or a school operating a magnet program within the school?	SCH_STATUS_MAGNET
Is this school a charter school?	SCH_STATUS_CHARTER
Is this school an alternative school?	SCH_STATUS_ALT

5. Magnet School Detail *Continuing for 2013-14 & 2015-16*

Only for magnet schools

Question	Permitted Values: Yes or No
Does the entire school population participate in the magnet school program?	SCH_MAGNETDETAIL

6. Alternative School Detail *Continuing for 2013-14 & 2015-16*

Only for alternative schools

School Focus	SCH_ALTFOCUS
This alternative school is designed to meet the needs of *students with academic difficulties*	Permitted Value: Academic
This alternative school is designed to meet the needs of *students with discipline problems*	Permitted Value: Discipline
This alternative school is designed to meet the needs of *students with academic difficulties* ***and*** *discipline problems*	Permitted Value: Both

Section II: Student Enrollment

GENERAL INSTRUCTIONS

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

KEY DEFINITIONS

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

- *Students with Disabilities (IDEA): Students with intellectual disabilities; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the Individuals with Disabilities Education Act (IDEA) according to an Individualized Education Program, Individual Family Service Plan, or service plan. The "Students with Disabilities (IDEA)" column in the survey items always refers to students with disabilities who receive special education and related services under IDEA.*

- *Students with Disabilities (Section 504 only): Students with a disability, who receive related aids and services solely under Section 504 of the Rehabilitation Act of 1973, as amended, and not under the Individuals with Disabilities Education Act (IDEA). The "Section 504 only" column in the survey items always refers to students with disabilities who receive related aids and services under Section 504 of the Rehabilitation Act of 1973, as amended, and not under IDEA.*

7. Overall Student Enrollment* *CONTINUING FOR 2013-14 & 2015-16*

All schools and justice facilities, preschool-grade 12, UG

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

Instructions

- Enter student enrollment as specified. Include students in preschool, grades K-12, and comparable ungraded levels.
- For the purposes of CRDC, students must be counted in the school where they actually physically attend for more than 50% of the school day. If a student attends two schools, each for exactly 50% of his or her school day, then count that student at the "regular" school, rather than at the school of a special program, such as a vocational program.
- For distance education schools or virtual schools, students must be counted in the school from which they receive more than 50% of their coursework.
- *Note: Overall enrollment will also be used for skip logic within tables. For example, if a school reports zero male Asian students, subsequent tables with the same reporting period will not require data to be entered for male Asian students.*

Data Element	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	**Total**	LEP	Students with Disabilities (Section 504 Only)	Students with Disabilities (IDEA)
Overall enrollment: Male	SCH_ENR_HI_M	SCH_ENR_AM_M	SCH_ENR_AS_M	SCH_ENR_HP_M	SCH_ENR_BL_M	SCH_ENR_WH_M	SCH_ENR_TR_M		SCH_ENR_LEP_M	SCH_ENR_504_M	SCH_ENR_IDEA_M
Female	SCH_ENR_HI_F	SCH_ENR_AM_F	SCH_ENR_AS_F	SCH_ENR_HP_F	SCH_ENR_BL_F	SCH_ENR_WH_F	SCH_ENR_TR_F		SCH_ENR_LEP_F	SCH_ENR_504_F	SCH_ENR_IDEA_F
Total											

8. Preschool Enrollment *CONTINUING FOR 2013-14 & 2015-16*

Only for schools offering preschool

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

Instructions

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

Data Element	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific	Black or African American	White	Two or more races	**Total**	LEP	Students with Disabilities (IDEA)
Enrollment of children in preschool programs or services: Male	SCH_PSENR_HI_M	SCH_PSENR_AM_M	SCH_PSENR_AS_M	SCH_PSENR_HP_M	SCH_PSENR_BL_M	SCH_PSENR_WH_M	SCH_PSENR_TR_M		SCH_PSENR_LEP_M	SCH_PSENR_IDEA_M
Female	SCH_PSENR_HI_F	SCH_PSENR_AM_F	SCH_PSENR_AS_F	SCH_PSENR_HP_F	SCH_PSENR_BL_F	SCH_PSENR_WH_F	SCH_PSENR_TR_F		SCH_PSENR_LEP_F	SCH_PSENR_IDEA_F
Total										

9. Enrollment of Limited English Proficient Students *CONTINUING FOR 2013-14 & 2015-16*

Only for schools/justice facilities (preschool-grade 12, UG) reporting greater than zero overall LEP student enrollment

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

Instructions

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

Data Element	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	**Total**	LEP Students with Disabilities (IDEA)
Students who are LEP: Male	SCH_LEPENR_HI_M	SCH_LEPENR_AM_M	SCH_LEPENR_AS_M	SCH_LEPENR_HP_M	SCH_LEPENR_BL_M	SCH_LEPENR_WH_M	SCH_LEPENR_TR_M		
Female	SCH_LEPENR_HI_F	SCH_LEPENR_AM_F	SCH_LEPENR_AS_F	SCH_LEPENR_HP_F	SCH_LEPENR_BL_F	SCH_LEPENR_WH_F	SCH_LEPENR_TR_F		
Total									
Students enrolled in LEP Programs: Male	SCH_LEPPROGENR_HI_M	SCH_LEPPROGENR_AM_M	SCH_LEPPROGENR_AS_M	SCH_LEPPROGENR_HP_M	SCH_LEPPROGENR_BL_M	SCH_LEPPROGENR_WH_M	SCH_LEPPROGENR_TR_M		SCH_LEPPROGENR_IDEA_M
Female	SCH_LEPPROGENR_HI_F	SCH_LEPPROGENR_AM_F	SCH_LEPPROGENR_AS_F	SCH_LEPPROGENR_HP_F	SCH_LEPPROGENR_BL_F	SCH_LEPPROGENR_WH_F	SCH_LEPPROGENR_TR_F		SCH_LEPPROGENR_IDEA_F
Total									

10. Enrollment of Students with Disabilities Served Under IDEA and Students with Disabilities Served Under Section 504 Only *Continuing for 2013-14 & 2015-16*

Only for schools/justice facilities (preschool-grade 12, UG) reporting greater than zero overall students with disabilities enrollment

Instructions

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

Data Element	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	**Total**	LEP
Students with disabilities served under IDEA: Male	SCH_IDEAENR_HI_M	SCH_IDEAENR_AM_M	SCH_IDEAENR_AS_M	SCH_IDEAENR_HP_M	SCH_IDEAENR_BL_M	SCH_IDEAENR_WH_M	SCH_IDEAENR_TR_M		SCH_IDEAENR_LEP_M
Female	SCH_IDEAENR_HI_F	SCH_IDEAENR_AM_F	SCH_IDEAENR_AS_F	SCH_IDEAENR_HP_F	SCH_IDEAENR_BL_F	SCH_IDEAENR_WH_F	SCH_IDEAENR_TR_F		SCH_IDEAENR_LEP_F
Total									
Students with disabilities served under Section 504 of the Rehabilitation Act of 1973, but not served under IDEA: Male	SCH_504ENR_HI_M	SCH_504ENR_AM_M	SCH_504ENR_AS_M	SCH_504ENR_HP_M	SCH_504ENR_BL_M	SCH_504ENR_WH_M	SCH_504ENR_TR_M		SCH_504ENR_LEP_M
Female	SCH_504ENR_HI_F	SCH_504ENR_AM_F	SCH_504ENR_AS_F	SCH_504ENR_HP_F	SCH_504ENR_BL_F	SCH_504ENR_WH_F	SCH_504ENR_TR_F		SCH_504ENR_LEP_F
Total									

Section III: Classes, Course Enrollment, and Program Enrollment

GENERAL INSTRUCTIONS

- For the 2013–14 CRDC—
  - For program enrollment, count should be based on a single day between September 27 and December 31, inclusive.
  - Unless otherwise noted, for schools with regular scheduling, count should be based on a single day between September 27 and December 31, inclusive.
  - Unless otherwise noted, for schools with block scheduling that allows a full-year course to be taken in one semester, report data based on the sum of a count taken on a single day between September 27 and December 31 in the first block, and before March 1 in the second block.
- See general instructions for information on duplicated and unduplicated counts.
- **For the 2015–16 CRDC, there is an important count date change—**
  - For program enrollment, count should be based on October 1.
  - Unless otherwise noted, for schools with regular scheduling, count should be based on October 1.
  - Unless otherwise noted, for schools with block scheduling that allows a full-year course to be taken in one semester, report data based on the sum of a count taken on October 1 in the first block, and around March 1 in the second block.
- Courses and Classes: Questions in this section collect data on the number of courses or the number of classes with students enrolled.
  - A course is considered a grouping of one or more classes covering the same content. For example, biology is considered a science course for the CRDC collection. A school may also offer several different biology courses including Introductory Biology, Anatomy, Botany, Genetics, Zoology, or Microbiology. For AP courses, the College Board publishes a list, available at www.collegeboard.com/student/testing/ap/about.html
  - A class (or section) refers to a specific group of students taking a course during a specified time. There may be one or more classes for each course offered at a school. For example, a school may have two classes of Introductory Biology, one during second period and one during fourth period; and one class for Genetics, during fifth period. Therefore, the school should report a total of three Biology classes (2 for Biology plus 1 for Genetics).

11. Gifted and Talented Education Programs* *CONTINUING FOR 2013-14 & 2015-16*

All schools and justice facilities, preschool-grade 12, UG

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

Question	Permitted Values: Yes or No
Does this school have any students enrolled in gifted/talented programs?	SCH_GT_IND

12. Gifted/Talented Student Enrollment *CONTINUING FOR 2013-14 & 2015-16*

Only for schools/justice facilities (preschool-grade 12, UG) with gifted/talented programs

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

Instructions

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

Data Element	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	**Total**	LEP	Students with Disabilities (IDEA)
Students enrolled in gifted and talented programs: Male	SCH_GTENR_HI_M	SCH_GTENR_AM_M	SCH_GTENR_AS_M	SCH_GTENR_HP_M	SCH_GTENR_BL_M	SCH_GTENR_WH_M	SCH_GTENR_TR_M		SCH_GTENR_LEP_M	SCH_GTENR_IDEA_M
Female	SCH_GTENR_HI_F	SCH_GTENR_AM_F	SCH_GTENR_AS_F	SCH_GTENR_HP_F	SCH_GTENR_BL_F	SCH_GTENR_WH_F	SCH_GTENR_TR_F		SCH_GTENR_LEP_F	SCH_GTENR_IDEA_F
Total										

13. Classes in Algebra I * *Continuing for 2013-14*

Only for schools/justice facilities with any grade 7-12, UG middle school or high school age students

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

Instructions

- Enter the number Algebra I classes for students in grades 7-12 enrolled in this school. Include Algebra I classes with ungraded middle school or high school age students in your count.
- Report classes that cover the content of Algebra I outlined in the definition above, even if the name of the course or class is not listed as Algebra I (e.g., Integrated Mathematics I).
- Independent study does not count as a class.
- *See question 43 on page 27 and question 48 on page 29 for how this data will be collected in 2015-16.*

Subject	**Number of Classes**
Algebra I	SCH_ALGCLASSES_GS0712

14. Middle School Student Enrollment in Algebra I *Continuing for 2013-14*

Only for schools/justice facilities (with any grade 7- 8, UG middle school age students) reporting greater than zero Algebra I classes

Instructions

- Enter the number of students in grade 7 or 8 enrolled in Algebra I. Include ungraded middle school age students enrolled in Algebra I in your count.
- Do not count students scheduled to take the Algebra I course, but not yet enrolled.
- *See question 44 on page 27 and question 45 on page 28 for how this data will be collected in 2015-16.*

Data Element	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	**Total**	LEP	Students with Disabilities (IDEA)
Students enrolled in Algebra I in grade 7 or 8 or ungraded: Male	SCH_ALGENR_GS0708_HI_M	SCH_ALGENR_GS0708_AM_M	SCH_ALGENR_GS0708_AS_M	SCH_ALGENR_GS0708_HP_M	SCH_ALGENR_GS0708_BL_M	SCH_ALGENR_GS0708_WH_M	SCH_ALGENR_GS0708_TR_M		SCH_ALGENR_GS0708_LEP_M	SCH_ALGENR_GS0708_IDEA_M
Female	SCH_ALGENR_GS0708_HI_F	SCH_ALGENR_GS0708_AM_F	SCH_ALGENR_GS0708_AS_F	SCH_ALGENR_GS0708_HP_F	SCH_ALGENR_GS0708_BL_F	SCH_ALGENR_GS0708_WH_F	SCH_ALGENR_GS0708_TR_F		SCH_ALGENR_GS0708_LEP_F	SCH_ALGENR_GS0708_IDEA_F
Total										

15. Classes in Geometry * *Continuing for 2013-14*

Only for schools/justice facilities with any grade 7-12, UG middle school or high school age students

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

Instructions

- Enter the number of Geometry classes for students in grades 7-12 enrolled in this school. Include Geometry classes with ungraded middle school or high school age students in your count.
- Report classes that cover the content of Geometry outlined in the definition above, even if the name of the course or class is not listed as Geometry (e.g., Integrated Mathematics II).
- Independent study does not count as a class.
- *See question 48 on page 29 for how this data will be collected in 2015-16.*

Subject	**Number of Classes**
Geometry	SCH_GEOMCLASSES_GS0712

16. Student Enrollment in Geometry *Continuing for 2013-14*

Only for schools/justice facilities (with any grade 7-12, UG middle school or high school age students) reporting greater than zero classes in Geometry

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

Instructions

- Enter the number of students in grades 7-12 enrolled in Geometry. Include ungraded middle school or high school age students enrolled in Geometry in your count.
- Do not count students scheduled to take the Geometry course, but not yet enrolled.
- *See question 46 on page 28 and question 49 on page 29 for how this data will be collected in 2015-16.*

Data Element	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	**Total**	LEP	Students with Disabilities (IDEA)
Students enrolled in Geometry : Male	SCH_GEOMENR_GS0712_HI_M	SCH_GEOMENR_GS0712_AM_M	SCH_GEOMENR_GS0712_AS_M	SCH_GEOMENR_GS0712_HP_M	SCH_GEOMENR_GS0712_BL_M	SCH_GEOMENR_GS0712_WH_M	SCH_GEOMENR_GS0712_TR_M		SCH_GEOMENR_GS0712_LEP_M	SCH_GEOMENR_GS0712_IDEA_M
Female	SCH_GEOMENR_GS0712_HI_F	SCH_GEOMENR_GS0712_AM_F	SCH_GEOMENR_GS0712_AS_F	SCH_GEOMENR_GS0712_HP_F	SCH_GEOMENR_GS0712_BL_F	SCH_GEOMENR_GS0712_WH_F	SCH_GEOMENR_GS0712_TR_F		SCH_GEOMENR_GS0712_LEP_F	SCH_GEOMENR_GS0712_IDEA_F
Total										

17. High School Student Enrollment in Algebra I *Continuing for 2013-14*

Only for schools/justice facilities (with any grade 9-12, UG high school age students) reporting greater than zero classes in Algebra I

Instructions

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

Data Element	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	**Total**	LEP	Students with Disabilities (IDEA)
Students enrolled in Algebra I in grade 9 or 10: Male	SCH_ALGENR_GS0910_HI_M	SCH_ALGENR_GS0910_AM_M	SCH_ALGENR_GS0910_AS_M	SCH_ALGENR_GS0910_HP_M	SCH_ALGENR_GS0910_BL_M	SCH_ALGENR_GS0910_WH_M	SCH_ALGENR_GS0910_TR_M		SCH_ALGENR_GS0910_LEP_M	SCH_ALGENR_GS0910_IDEA_M
Female	SCH_ALGENR_GS0910_HI_F	SCH_ALGENR_GS0910_AM_F	SCH_ALGENR_GS0910_AS_F	SCH_ALGENR_GS0910_HP_F	SCH_ALGENR_GS0910_BL_F	SCH_ALGENR_GS0910_WH_F	SCH_ALGENR_GS0910_TR_F		SCH_ALGENR_GS0910_LEP_F	SCH_ALGENR_GS0910_IDEA_F
Total										
Students enrolled in Algebra I in grade 11 or 12 or ungraded: Male	SCH_ALGENR_GS1112_HI_M	SCH_ALGENR_GS1112_AM_M	SCH_ALGENR_GS1112_AS_M	SCH_ALGENR_GS1112_HP_M	SCH_ALGENR_GS1112_BL_M	SCH_ALGENR_GS1112_WH_M	SCH_ALGENR_GS1112_TR_M		SCH_ALGENR_GS1112_LEP_M	SCH_ALGENR_GS1112_IDEA_M
Female	SCH_ALGENR_GS1112_HI_F	SCH_ALGENR_GS1112_AM_F	SCH_ALGENR_GS1112_AS_F	SCH_ALGENR_GS1112_HP_F	SCH_ALGENR_GS1112_BL_F	SCH_ALGENR_GS1112_WH_F	SCH_ALGENR_GS1112_TR_F		SCH_ALGENR_GS1112_LEP_F	SCH_ALGENR_GS1112_IDEA_F
Total										

18. Classes in Mathematics Courses in High School * *Continuing for 2013-14 & 2015-16*

Only for schools/justice facilities with any grade 9-12, UG high school age students

- *Algebra II (college-preparatory) course topics typically include field properties and theorems; set theory; operations with rational and irrational expressions; factoring of rational expressions; in-depth study of linear equations and inequalities; quadratic equations; solving systems of linear and quadratic equations; graphing of constant, linear, and quadratic equations; properties of higher degree equations; and operations with rational and irrational exponents.*
- *Advanced mathematics (college-preparatory) courses cover the following topics: trigonometry, trigonometry/algebra, trigonometry/analytic geometry, trigonometry/math analysis, analytic geometry, math analysis, math analysis/analytic geometry, probability and statistics, and precalculus.*
    - *Trigonometry courses prepare students for eventual work in calculus, and typically include the following topics: trigonometric and circular functions; their inverses and graphs; relations among the parts of a triangle; trigonometric identities and equations; solutions of right and oblique triangles; and complex numbers.*
    - *Analytic geometry courses include the study of the nature and intersection of lines and planes in space.*
    - *Math analysis courses include the study of polynomial, logarithmic, exponential, and rational functions and their graphs; vectors; set theory; Boolean algebra and symbolic logic; mathematical induction; matrix algebra; sequences and series; and limits and continuity.*

- *Probability and statistics courses introduce the study of likely events and the analysis, interpretation, and presentation of quantitative data.*
- *Precalculus courses combine the study of trigonometry, elementary functions, analytic geometry, and math analysis topics as preparation for calculus.*

- *<u>Calculus</u> (college-preparatory) course topics include the study of derivatives, differentiation, integration, the definite and indefinite integral, and applications of calculus. Typically, students have previously attained knowledge of precalculus topics (some combination of trigonometry, elementary functions, analytic geometry, and math analysis).*

Instructions

- Enter the number of classes for students in grades 9-12 enrolled in this school for each mathematics course. Include classes with ungraded high school age students in your count.
- Report classes that cover the content of mathematics courses outlined in the definition above, even if the name of the course or class is not Algebra II, Advanced Mathematics, or Calculus.
- Independent study does not count as a class.

Mathematics Course	Number of Classes
Algebra II	SCH_MATHCLASSES_ALG2
Advanced mathematics	SCH_MATHCLASSES_ADVM
Calculus	SCH_MATHCLASSES_CALC

19. Student Enrollment in Mathematics Courses in High School *Continuing for 2013-14 & 2015-16*

Only for schools/justice facilities (with any grade 9-12, UG high school age students) reporting greater than zero high school mathematics classes

Instructions

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

Data Element	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	**Total**	LEP	Students with Disabilities (IDEA)
Students enrolled in Algebra II: Male	SCH_MATHENR_ALG2_HI_M	SCH_MATHENR_ALG2_AM_M	SCH_MATHENR_ALG2_AS_M	SCH_MATHENR_ALG2_HP_M	SCH_MATHENR_ALG2_BL_M	SCH_MATHENR_ALG2_WH_M	SCH_MATHENR_ALG2_TR_M		SCH_MATHENR_ALG2_LEP_M	SCH_MATHENR_ALG2_IDEA_M
Female	SCH_MATHENR_ALG2_HI_F	SCH_MATHENR_ALG2_AM_F	SCH_MATHENR_ALG2_AS_F	SCH_MATHENR_ALG2_HP_F	SCH_MATHENR_ALG2_BL_F	SCH_MATHENR_ALG2_WH_F	SCH_MATHENR_ALG2_TR_F		SCH_MATHENR_ALG2_LEP_F	SCH_MATHENR_ALG2_IDEA_F
Total										
Students enrolled in advanced mathematics: Male	SCH_MATHENR_ADVM_HI_M	SCH_MATHENR_ADVM_AM_M	SCH_MATHENR_ADVM_AS_M	SCH_MATHENR_ADVM_HP_M	SCH_MATHENR_ADVM_BL_M	SCH_MATHENR_ADVM_WH_M	SCH_MATHENR_ADVM_TR_M		SCH_MATHENR_ADVM_LEP_M	SCH_MATHENR_ADVM_IDEA_M
Female	SCH_MATHENR_ADVM_HI_F	SCH_MATHENR_ADVM_AM_F	SCH_MATHENR_ADVM_AS_F	SCH_MATHENR_ADVM_HP_F	SCH_MATHENR_ADVM_BL_F	SCH_MATHENR_ADVM_WH_F	SCH_MATHENR_ADVM_TR_F		SCH_MATHENR_ADVM_LEP_F	SCH_MATHENR_ADVM_IDEA_F
Total										
Students enrolled in Calculus: Male	SCH_MATHENR_CALC_HI_M	SCH_MATHENR_CALC_AM_M	SCH_MATHENR_CALC_AS_M	SCH_MATHENR_CALC_HP_M	SCH_MATHENR_CALC_BL_M	SCH_MATHENR_CALC_WH_M	SCH_MATHENR_CALC_TR_M		SCH_MATHENR_CALC_LEP_M	SCH_MATHENR_CALC_IDEA_M
Female	SCH_MATHENR_CALC_HI_F	SCH_MATHENR_CALC_AM_F	SCH_MATHENR_CALC_AS_F	SCH_MATHENR_CALC_HP_F	SCH_MATHENR_CALC_BL_F	SCH_MATHENR_CALC_WH_F	SCH_MATHENR_CALC_TR_F		SCH_MATHENR_CALC_LEP_F	SCH_MATHENR_CALC_IDEA_F
Total										

Questions noted with an asterisk "" reflect guiding questions, which ensure schools are only presented with applicable data tables.*

20. Classes in Science Courses * *Continuing for 2013-14 & 2015-16*

Only for schools/justice facilities with any grade 9-12, UG high school age students

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

Instructions

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

Science Courses	Number of Classes
Biology	SCH_SCICLASSES_BIOL
Chemistry	SCH_SCICLASSES_CHEM
Physics	SCH_SCICLASSES_PHYS

21. Student Enrollment in Science Courses *Continuing for 2013-14 & 2015-16*

Only for schools/justice facilities (with any grade 9-12, UG high school age students) reporting greater than zero high school science classes

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

Instructions

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

Data Element	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	**Total**	LEP	Students with Disabilities (IDEA)
Students enrolled in Biology: Male	SCH_SCIENR_BIOL_HI_M	SCH_SCIENR_BIOL_AM_M	SCH_SCIENR_BIOL_AS_M	SCH_SCIENR_BIOL_HP_M	SCH_SCIENR_BIOL_BL_M	SCH_SCIENR_BIOL_WH_M	SCH_SCIENR_BIOL_TR_M		SCH_SCIENR_BIOL_LEP_M	SCH_SCIENR_BIOL_IDEA_M
Female	SCH_SCIENR_BIOL_HI_F	SCH_SCIENR_BIOL_AM_F	SCH_SCIENR_BIOL_AS_F	SCH_SCIENR_BIOL_HP_F	SCH_SCIENR_BIOL_BL_F	SCH_SCIENR_BIOL_WH_F	SCH_SCIENR_BIOL_TR_F		SCH_SCIENR_BIOL_LEP_F	SCH_SCIENR_BIOL_IDEA_F
Total										
Students enrolled in Chemistry: Male	SCH_SCIENR_CHEM_HI_M	SCH_SCIENR_CHEM_AM_M	SCH_SCIENR_CHEM_AS_M	SCH_SCIENR_CHEM_HP_M	SCH_SCIENR_CHEM_BL_M	SCH_SCIENR_CHEM_WH_M	SCH_SCIENR_CHEM_TR_M		SCH_SCIENR_CHEM_LEP_M	SCH_SCIENR_CHEM_IDEA_M
Female	SCH_SCIENR_CHEM_HI_F	SCH_SCIENR_CHEM_AM_F	SCH_SCIENR_CHEM_AS_F	SCH_SCIENR_CHEM_HP_F	SCH_SCIENR_CHEM_BL_F	SCH_SCIENR_CHEM_WH_F	SCH_SCIENR_CHEM_TR_F		SCH_SCIENR_CHEM_LEP_F	SCH_SCIENR_CHEM_IDEA_F
Total										
Students enrolled in Physics: Male	SCH_SCIENR_PHYS_HI_M	SCH_SCIENR_PHYS_AM_M	SCH_SCIENR_PHYS_AS_M	SCH_SCIENR_PHYS_HP_M	SCH_SCIENR_PHYS_BL_M	SCH_SCIENR_PHYS_WH_M	SCH_SCIENR_PHYS_TR_M		SCH_SCIENR_PHYS_LEP_M	SCH_SCIENR_PHYS_IDEA_M
Female	SCH_SCIENR_PHYS_HI_F	SCH_SCIENR_PHYS_AM_F	SCH_SCIENR_PHYS_AS_F	SCH_SCIENR_PHYS_HP_F	SCH_SCIENR_PHYS_BL_F	SCH_SCIENR_PHYS_WH_F	SCH_SCIENR_PHYS_TR_F		SCH_SCIENR_PHYS_LEP_F	SCH_SCIENR_PHYS_IDEA_F
Total										

22. International Baccalaureate Diploma Programme * *New Guiding question!*

Only for schools with any grade 9-12, UG high school age students

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

Question	Permitted Values: Yes or No
Does this school have any students enrolled in the International Baccalaureate Diploma Programme?	SCH_IBENR_IND

23. Student Enrollment in the International Baccalaureate (IB) Diploma Programme *Continuing for 2013-14 & 2015-16*

Only for schools (with any grade 9-12, UG high school age students) with an IB Diploma Programme

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

Instructions

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

Data Element	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	**Total**	LEP	Students with Disabilities (IDEA)
Students enrolled in the International Baccalaureate (IB) Diploma Programme: Male	SCH_IBENR_HI_M	SCH_IBENR_AM_M	SCH_IBENR_AS_M	SCH_IBENR_HP_M	SCH_IBENR_BL_M	SCH_IBENR_WH_M	SCH_IBENR_TR_M		SCH_IBENR_LEP_M	SCH_IBENR_IDEA_M
Female	SCH_IBENR_HI_F	SCH_IBENR_AM_F	SCH_IBENR_AS_F	SCH_IBENR_HP_F	SCH_IBENR_BL_F	SCH_IBENR_WH_F	SCH_IBENR_TR_F		SCH_IBENR_LEP_F	SCH_IBENR_IDEA_F

Questions noted with an asterisk "" reflect guiding questions, which ensure schools are only presented with applicable data tables.*

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

24. Advanced Placement Program Indicator * *Continuing for 2013-14 & 2015-16*

Only for schools with any grade 9-12, UG high school age students

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

Question	Permitted Values: Yes or No
Does this school have any students enrolled in Advanced Placement (AP) courses?	SCH_APENR_IND

25. Different Advanced Placement (AP) Courses *Continuing for 2013-14 & 2015-16*

Only for schools with any grade 9-12, UG high school age students enrolled in AP

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

Instructions

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

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

26. Advanced Placement (AP) Course Self-Selection *Revised*

Only for schools with any grade 9-12, UG high school age students enrolled in AP

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

Instructions

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

Question	Permitted Values: Yes or No

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

27. Advanced Placement (AP) Student Enrollment * *Continuing for 2013-14 & 2015-16*

Only for schools with any grade 9-12, UG high school age students enrolled in AP

Instructions

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

Data Element	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	**Total**	LEP	Students with Disabilities (IDEA)
Students enrolled in at least one AP course: Male	SCH_APENR_HI_M	SCH_APENR_AM_M	SCH_APENR_AS_M	SCH_APENR_HP_M	SCH_APENR_BL_M	SCH_APENR_WH_M	SCH_APENR_TR_M		SCH_APENR_LEP_M	SCH_APENR_IDEA_M
Female	SCH_APENR_HI_F	SCH_APENR_AM_F	SCH_APENR_AS_F	SCH_APENR_HP_F	SCH_APENR_BL_F	SCH_APENR_WH_F	SCH_APENR_TR_F		SCH_APENR_LEP_F	SCH_APENR_IDEA_F
Total										

28. Advanced Placement (AP) Mathematics Enrollment Indicator* *NEW Guiding Question!*

Only for schools with any grade 9-12, UG high school age students enrolled in AP

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

Instructions

- Answer "Yes" if any student. Otherwise answer "No."

Question	Permitted Values: Yes or No
Are any students at this school enrolled in AP mathematics?	SCH_APMATHENR_IND

29. Student Enrollment in Advanced Placement (AP) Mathematics *Continuing for 2013-14 & 2015-16*

Only for schools with any grade 9-12, UG high school age students enrolled in AP

Instructions

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

Data Element	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	**Total**	LEP	Students with Disabilities (IDEA)
Students enrolled in at least one AP course in mathematics: Male	SCH_APMATHENR_HI_M	SCH_APMATHENR_AM_M	SCH_APMATHENR_AS_M	SCH_APMATHENR_HP_M	SCH_APMATHENR_BL_M	SCH_APMATHENR_WH_M	SCH_APMATHENR_TR_M		SCH_APMATHENR_LEP_M	SCH_APMATHENR_IDEA_M
Female	SCH_APMATHENR_HI_F	SCH_APMATHENR_AM_F	SCH_APMATHENR_AS_F	SCH_APMATHENR_HP_F	SCH_APMATHENR_BL_F	SCH_APMATHENR_WH_F	SCH_APMATHENR_TR_F		SCH_APMATHENR_LEP_F	SCH_APMATHENR_IDEA_F
Total										

30. Advanced Placement (AP) Science Enrollment Indicator* *NEW Guiding Question!*

Only for schools with any grade 9-12, UG high school age students enrolled in AP

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

Instructions

- Answer "Yes" if any student. Otherwise answer "No."

Question	Permitted Values: Yes or No
Are any students at this school enrolled in AP science?	SCH_APSCIENR_IND

31. Student Enrollment in Advanced Placement (AP) Science *Continuing for 2013-14 & 2015-16*

Only for schools with any grade 9-12, UG high school age students enrolled in AP

Instructions

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

Data Element	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	**Total**	LEP	Students with Disabilities (IDEA)
Students enrolled in at least one AP course in science: Male	SCH_APSCIENR_HI_M	SCH_APSCIENR_AM_M	SCH_APSCIENR_AS_M	SCH_APSCIENR_HP_M	SCH_APSCIENR_BL_M	SCH_APSCIENR_WH_M	SCH_APSCIENR_TR_M		SCH_APSCIENR_LEP_M	SCH_APSCIENR_IDEA_M
Female	SCH_APSCIENR_HI_F	SCH_APSCIENR_AM_F	SCH_APSCIENR_AS_F	SCH_APSCIENR_HP_F	SCH_APSCIENR_BL_F	SCH_APSCIENR_WH_F	SCH_APSCIENR_TR_F		SCH_APSCIENR_LEP_F	SCH_APSCIENR_IDEA_F
Total										

32. Advanced Placement (AP) Other Subjects Indicator* *NEW Guiding Question!*

Only for schools with any grade 9-12, UG high school age students enrolled in AP

- *"Other subjects" include all AP courses other than those in mathematics and science. For example, AP computer science and AP foreign language are included in "other subjects."*

Instructions

- Answer "Yes" if any student. Otherwise answer "No."

Question	Permitted Values: Yes or No
Are any students at this school enrolled in AP subjects other than science and mathematics?	SCH_APOTHENR_IND

33. Student Enrollment in Other Advanced Placement (AP) Subjects *Revised*

Only for schools (with any grade 9-12, UG high school age students) enrolled in AP

Instructions

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

Data Element	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	**Total**	LEP	Students with Disabilities (IDEA)
Students enrolled in at least one AP course in subjects other than science and mathematics: Male	SCH_APOTHENR_HI_M	SCH_APOTHENR_AM_M	SCH_APOTHENR_AS_M	SCH_APOTHENR_HP_M	SCH_APOTHENR_BL_M	SCH_APOTHENR_WH_M	SCH_APOTHENR_TR_M		SCH_APOTHENR_LEP_M	SCH_APOTHENR_IDEA_M
Female	SCH_APOTHENR_HI_F	SCH_APOTHENR_AM_F	SCH_APOTHENR_AS_F	SCH_APOTHENR_HP_F	SCH_APOTHENR_BL_F	SCH_APOTHENR_WH_F	SCH_APOTHENR_TR_F		SCH_APOTHENR_LEP_F	SCH_APOTHENR_IDEA_F
Total										

34. Dual Enrollment Program * *New for 2013-14 & 2015-16!*

Only for schools/justice facilities with any grade 9-12, UG high school age students

- *Dual enrollment/dual credit programs provide opportunities for high school students to take college-level courses offered by colleges, and earn concurrent credit toward a high school diploma and a college degree while still in high school. These programs are for high school-enrolled students who are academically prepared to enroll in college and are interested in taking on additional coursework. For example, students who want to study subjects not offered at their high school may seek supplemental education at colleges nearby. Dual enrollment/dual credit programs do not include the Advanced Placement (AP) program or the International Baccalaureate Diploma Programme.*
- *Note: For 2013-14, this question will also be used to determine whether schools are presented with the optional question on students enrolled in dual enrollment programs (question #32).*

Question	Permitted Values: Yes or No
Does this school have any students enrolled in a dual enrollment/dual credit program?	SCH_DUAL_IND

35. Single-Sex Academic Classes * *Continuing for 2013-14 & 2015-16*

Only for co-educational schools/justice facilities, grades K-12, UG

- *A single-sex academic class refers to an academic class in a co-educational school where only male or only female students are permitted to take the class. A class should be counted as a single-sex class only if it excludes students of one sex from enrolling or otherwise participating in that class because of their sex. A class is not considered single-sex so long as it is open to members of both sexes, even if students of only one sex, or a disproportionate number of students of one sex, enroll.*

Instructions

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

Question	Permitted Values: Yes or No
Does this school have any students enrolled in one or more single sex academic classes?	SCH_SSCLASSES_IND

36. Single-Sex Academic Classes in the School *Continuing for 2013-14 & 2015-16*

Only for co-educational schools/justice facilities, grades K-12, UG with single-sex classes

- *A single-sex academic class refers to an academic class in a co-educational school where only male or only female students are permitted to take the class. . A class should be counted as a single-sex class only if it excludes students of one sex from enrolling or otherwise participating in that class because of their sex. A class is not considered single-sex so long as it is open to members of both sexes, even if students of only one sex, or a disproportionate number of students of one sex, enroll.*
- *"Other mathematics" includes all mathematics courses except Algebra I, Geometry, and Algebra II. It includes both basic mathematics courses and college-preparatory courses.*
- *English/reading/language arts includes general English/reading/language arts courses as well as college-preparatory English/reading/language arts courses.*
- *Science includes general science courses as well as college-preparatory science courses such as biology, chemistry, and physics.*
- *"Other academic subjects" includes history, social studies, foreign languages, and computer science.*

Instructions

- Enter the number of single-sex academic classes in each course or subject area with one or more students enrolled. Include classes for students in grades K-12, and comparable ungraded levels.
- Count classes, not courses.
- Enter the total count of classes, not the enrollment of students in those classes.
- For a co-educational school/justice facility that has single-sex students who receive all of their academic instruction from one teacher in one classroom, each academic subject area taught in the classroom is considered one single-sex class. For example, a co-educational elementary school that has male students who receive mathematics, science, reading/language arts and social studies instruction from one teacher in one classroom should consider each subject area a single-sex class.
- Elementary schools with single sex math classes should report those classes as other mathematics.
- Independent study is not considered a single-sex class.
- *A physical education class is not considered an academic class.*
- Single-sex academic classes are academic classes in which only male students or only female students are permitted to take the class.

Subject Areas	Classes for Males only	Classes for Females only	Total Single-Sex Classes
Algebra I, Geometry, Algebra II	SCH_SSCLASSES_ALGG_M	SCH_SSCLASSES_ALGG_F	
Other mathematics	SCH_SSCLASSES_OTHM_M	SCH_SSCLASSES_OTHM_F	
Science	SCH_SSCLASSES_SCI_M	SCH_SSCLASSES_SCI_F	
English/reading/language arts	SCH_SSCLASSES_ENGL_M	SCH_SSCLASSES_ENGL_F	
Other academic subjects	SCH_SSCLASSES_OTHA_M	SCH_SSCLASSES_OTHA_F	

OPTIONAL Classes and Program Enrollment Items for 2013–14 (Required for 2015–16)

General Instructions

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

Key Definitions

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

37. Student Enrollment in Dual Enrollment Programs *NEW! OPTIONAL FOR 2013-14, REQUIRED FOR 2015-16*

Only for schools/justice facilities with any grade 9-12, UG high school age students

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

Instructions

Questions noted with an asterisk "" reflect guiding questions, which ensure schools are only presented with applicable data tables.*

- Enter the number of students in grades 9-12 enrolled in at least one dual enrollment/dual credit program. Include ungraded high school age students in the count.
- Do not include students simply because they are enrolled in the Advanced Placement (AP) program or the International Baccalaureate Diploma Programme.

Data Element	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	Total	LEP	Students with Disabilities (IDEA)
Students enrolled in Dual Enrollment or Dual Credit Programs: Male	SCH_DUALENR_HI_M	SCH_DUALENR_AM_M	SCH_DUALENR_AS_M	SCH_DUALENR_HP_M	SCH_DUALENR_BL_M	SCH_DUALENR_WH_M	SCH_DUALENR_TR_M		SCH_DUALENR_LEP_M	SCH_DUALENR_IDEA_M
Female	SCH_DUALENR_HI_F	SCH_DUALENR_AM_F	SCH_DUALENR_AS_F	SCH_DUALENR_HP_F	SCH_DUALENR_BL_F	SCH_DUALENR_WH_F	SCH_DUALENR_TR_F		SCH_DUALENR_LEP_F	SCH_DUALENR_IDEA_F
Total										

38. Classes in Science Courses in High School Taught by Certified Teachers *NEW! OPTIONAL FOR 2013-14, REQUIRED FOR 2015-16*

Only for schools/justice facilities with any grade 9-12, UG high school age students

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

Instructions

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

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

Science Courses	Number of Classes Taught by Teachers Certified in Science	Total Number of Science Classes in Grades 9-12
Physics	SCH_SCICCERT_PHYS	

Classes and Program Enrollment Items Only Required for 2015–16 (Not Optionally Collected in 2013-14)

39. Classes in Algebra I in Middle School Taught by Certified Teachers *New for 2015-16 Only*

Only for schools/justice facilities with any grade 7-8, UG middle school age students

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

Instructions

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

Course	Number of Classes Taught by Teachers Certified in Mathematics	Total Number of Algebra I Classes in Grades 7-8
Algebra I	SCH_ALGCERT_GS0708	

40. Classes in Mathematics Courses in High School Taught by Certified Teachers *New for 2015-16 Only*

Only for schools with any grade 9-12, UG high school age students

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

quadratic equations; solving systems of linear and quadratic equations; graphing of constant, linear, and quadratic equations; properties of higher degree equations; and operations with rational and irrational exponents

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

Instructions

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

Mathematics Courses	Number of Classes Taught by Teachers Certified in Mathematics	Total Number of Mathematics Classes in Grades 9-12
Algebra I	SCH_MATHCERT_ALG	
Geometry	SCH_MATHCERT_GEOM	
Algebra II	SCH_MATHCERT_ALG2	
Advanced mathematics	SCH_MATHCERT_ADVM	
Calculus	SCH_MATHCERT_CALC	

41. Algebra I in Grade 7 Enrollment Indicator *New for 2015-16 Only*

Only for schools/justice facilities with grade 7

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

Instructions

- Indicate whether the school offers Algebra I in grade 7.

- Report data based on October 1.

Question	Permitted Values: Yes or No
Does this school have any students enrolled in Algebra I in grade 7?	SCH_ALGENR_G07_IND

42. Algebra I in Grade 8 Enrollment Indicator* *New for 2015-16 Only*

Only for schools/justice facilities with grade 8, UG middle school age students

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

Instructions

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

Question	Permitted Values: Yes or No
Does this school have any students enrolled in Algebra I in grade 8 or a comparable ungraded level?	SCH_ALGENR_G08_IND

43. Classes in Algebra I in Middle School * *New for 2015-16 Only*

Only for schools/justice facilities with any grade 7-8, UG middle school age students

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

Instructions

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

Course	Number of Classes
Algebra I	SCH_ALGCLASSES_GS0708

44. Student Enrollment in Algebra I in Grade 7 *New for 2015-16 Only*

Only for schools/justice facilities with grade 7

Instructions

- Enter the number of students in grade 7 enrolled in Algebra I.
- Do not count students scheduled to take the Algebra I course, but not yet enrolled.
- If you use regular scheduling, count should be based on a single day at the end of the regular school year.

- If you use block scheduling that allows a full-year course to be taken in one semester, then report data based on the sum of a count taken on a single day at the end of the first block, and a single day at the end of the second block.

Data Element	Number of students
Students enrolled in Algebra I in grade 7	SCH_ALGENR_G07

45. Student Enrollment in Algebra I in Grade 8 *New for 2015-16 Only*

Only for schools/justice facilities with grade 8, UG middle school age students

Instructions

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

Data Element	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	**Total**	LEP	Students with Disabilities (IDEA)
Students enrolled in Algebra I in grade 8 or ungraded: Male	SCH_ALGENR_G08_HI_M	SCH_ALGENR_G08_AM_M	SCH_ALGENR_G08_AS_M	SCH_ALGENR_G08_HP_M	SCH_ALGENR_G08_BL_M	SCH_ALGENR_G08_WH_M	SCH_ALGENR_G08_TR_M		SCH_ALGENR_G08_LEP_M	SCH_ALGENR_G08_IDEA_M
Female	SCH_ALGENR_G08_HI_F	SCH_ALGENR_G08_AM_F	SCH_ALGENR_G08_AS_F	SCH_ALGENR_G08_HP_F	SCH_ALGENR_G08_BL_F	SCH_ALGENR_G08_WH_F	SCH_ALGENR_G08_TR_F		SCH_ALGENR_G08_LEP_F	SCH_ALGENR_G08_IDEA_F
Total										

46. Geometry in Grade 8 Enrollment Indicator * *New for 2015-16 Only*

Only for schools/justice facilities with grade 8, UG middle school age students

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

Instructions

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

Question	Permitted Values: Yes or No
Does this school have any students enrolled in Geometry I in grade 8 or a comparable ungraded level?	SCH_GEOMENR_G08_IND

47. Student Enrollment in Geometry in Grade 8 *New for 2015-16 Only*

Only for schools/justice facilities with grade 8, UG middle school age students

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

Instructions

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

Data Element	Number of students
Students enrolled in Geometry in grade 8 or ungraded	SCH_GEOMENR_G08

48. Classes in Algebra I and Geometry Courses in High * *New for 2015-16 Only*

School (only for schools/justice facilities with any grade 9-12, UG high school age students)

Instructions

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

Mathematics Courses	Number of Classes
Algebra I	SCH_MATHCLASSES_ALG
Geometry	SCH_MATHCLASSES_GEOM

49. Student Enrollment in Geometry *New for 2015-16 Only*

Only for schools/justice facilities with any grade 9-12, UG high school age students

Instructions

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

Data Element	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	**Total**	LEP	Students with Disabilities (IDEA)
Students enrolled in Geometry: Male	SCH_MATHENR_GEOM_HI_M	SCH_MATHENR_GEOM_AM_M	SCH_MATHENR_GEOM_AS_M	SCH_MATHENR_GEOM_HP_M	SCH_MATHENR_GEOM_BL_M	SCH_MATHENR_GEOM_WH_M	SCH_MATHENR_GEOM_TR_M		SCH_MATHENR_GEOM_LEP_M	SCH_MATHENR_GEOM_IDEA_M
: Female	SCH_MATHENR_GEOM_HI_F	SCH_MATHENR_GEOM_AM_F	SCH_MATHENR_GEOM_AS_F	SCH_MATHENR_GEOM_HP_F	SCH_MATHENR_GEOM_BL_F	SCH_MATHENR_GEOM_WH_F	SCH_MATHENR_GEOM_TR_F		SCH_MATHENR_GEOM_LEP_F	SCH_MATHENR_GEOM_IDEA_F
Total										

Section IV: School Staff

GENERAL INSTRUCTIONS

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

Key Definitions

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

50. Teachers – FTE Count and Certification *REVISED*

All schools and justice facilities, preschool-grade 12, UG

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

Instructions

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

- Enter the number of FTE non-certified teachers (i.e., who did not meet all state licensing/certification requirements). Teacher working towards certification by way of alternative routes, or teachers with an emergency, temporary, or provisional credential are not considered to have met state requirements.
- Include teachers for preschool, grades K-12, and comparable ungraded levels, regardless of how teachers were funded (i.e., federal, state, and/or local funds).
- Values should be entered as decimal numbers to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).
- *Note: The FTE count reported for this question may be greater than or equal to the FTE of teachers funded only by state and local funds reported on question 39 on page 62.*

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

51. Teacher Years of Experience *CONTINUING FOR 2013-14 & 2015-16*

All schools and justice facilities, preschool-grade 12, UG

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

Instructions

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

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

52. School Counselors *REVISED*

All schools and justice facilities, preschool-grade 12, UG

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

Instructions

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

Data Element	FTE
Number of FTE school counselors	xx.xx SCH_FTECOUNSELORS

53. Sworn Law Enforcement Officers *New for 2013-14 Only!*

All schools, preschool-grade 12, UG

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

Instructions

- Indicate whether a sworn law enforcement officer was assigned to the school.
- Sworn law enforcement officers include, but are not limited to, school resource officers.
- Include staff for preschool, grades K-12, and comparable ungraded levels, regardless of how staff were funded (i.e., federal, state, and/or local funds or funds from another entity).
- Report data based on the entire regular school year.

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

OPTIONAL School Staff Items for 2013–14 (Required for 2015–16)

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

54. Security Staff *New! Optional for 2013-14, Required for 2015-16*

All schools, preschool-grade 12, UG

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

Instructions

- The number of security staff should be reported in full-time equivalency of assignment.
- Enter the number of FTE security staff, as specified.
- Include staff for preschool, grades K-12, and comparable ungraded levels, regardless of how staff were funded (i.e., federal, state, and/or local funds or funds from another entity).

- Sworn law enforcement officers include, but are not limited to, school resource officers.
- Values should be entered as decimal numbers to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).

Data Element	FTE
Number of FTE sworn law enforcement officers	xx.xx SCH_FTESECURITY_LEO
Number of FTE security guards	xx.xx SCH_FTESECURITY_GUA

55. Support Services Staff *New! Optional for 2013-14, Required for 2015-16*

All schools and justice facilities, preschool-grade 12, UG

- *A nurse is a qualified health care professional who addresses the health needs of students. The provider meets the state standards and requirements for a nurse. Nurses include school nurses.*
- *A psychologist evaluates and analyzes students' behavior by measuring and interpreting their intellectual, emotional, and social development, and diagnosing their educational and personal problems. A psychologist may diagnose and treat mental disorders and learning disabilities. A psychologist may also diagnose and treat cognitive, behavioral, and emotional problems using individual, child, family, and group therapies. A psychologist is a licensed professional. Psychologists include school psychologists.*
- *A social worker provides social services and assistance to improve the social and psychological functioning of children and their families and to maximize the family well-being and the academic functioning of the children. Typical responsibilities include: 1) preparing a social or developmental history on a student with disabilities; 2) group and individual counseling with a student and his or her family; 3) working with those problems in a student's living situation (home, school, and community) that affect adjustment in school; and 4) mobilizing school and community resources in order to enable the student to receive maximum benefit from his or her educational program. The provider of these services is certified, licensed, or otherwise a qualified professional. Social workers include school social workers.*

Instructions

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

Data Element	FTE
Number of FTE nurses	xx.xx SCH_FTESERVICES_NUR
Number of FTE psychologists	xx.xx SCH_FTESERVICES_PSY
Number of FTE social workers	xx.xx SCH_FTESERVICES_SOC

56. Current Year and Previous Year Teachers *New! Optional for 2013-14, Required for 2015-16*

All schools and justice facilities, preschool-grade 12, UG

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

Instructions

- Enter the number of teachers employed at the school during the specified school year.
- Current school year refers to the 2013–14 school year. Previous school year refers to the school year preceding the current school year.

- Include teachers for preschool, grades K-12, and comparable ungraded levels, regardless of how teachers were funded (i.e., federal, state, and/or local funds).
- Teachers do not have to be teaching the same subject or grade level, each school year.
- Report a count, not a full-time equivalency number.

Data Element	Count
Current school year teachers	SCH_TEACHERS_CURR_TOT
Previous school year teachers	SCH_TEACHERS_PREV_TOT

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

GENERAL INSTRUCTIONS

For the 2013–14 CRDC—

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

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

Section I: Algebra I Passing

Key Definitions

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

1. Middle School Students who Passed Algebra I *REVISED FOR 2013-14*

Only for schools/justice facilities (with any grade 7-8, UG middle school age students) reporting greater than zero middle school student enrollment in Algebra I

Instructions

- Enter the number of students in grade 7 or 8 who successfully completed (i.e., passed) Algebra I. Include ungraded middle school age students who passed Algebra I in your count.
- Count only students who were reported as enrolled in Algebra I in the middle school student enrollment in Algebra I item.
- *See question 3 and 4 on page35 for how this data will be collected in 2015-16.*

Data Element	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	**Total**	LEP	Students with Disabilities (IDEA)
Students who passed Algebra I in grade 7 or 8 or ungraded: Male	SCH_ALGPASS_GS0708_HI_M	SCH_ALGPASS_GS0708_AM_M	SCH_ALGPASS_GS0708_AS_M	SCH_ALGPASS_GS0708_HP_M	SCH_ALGPASS_GS0708_BL_M	SCH_ALGPASS_GS0708_WH_M	SCH_ALGPASS_GS0708_TR_M		SCH_ALGPASS_GS0708_LEP_M	SCH_ALGPASS_GS0708_IDEA_M
Female	SCH_ALGPASS_GS0708_HI_F	SCH_ALGPASS_GS0708_AM_F	SCH_ALGPASS_GS0708_AS_F	SCH_ALGPASS_GS0708_HP_F	SCH_ALGPASS_GS0708_BL_F	SCH_ALGPASS_GS0708_WH_F	SCH_ALGPASS_GS0708_TR_F		SCH_ALGPASS_GS0708_LEP_F	SCH_ALGPASS_GS0708_IDEA_F
Total										

Questions noted with an asterisk "" reflect guiding questions, which ensure schools are only presented with applicable data tables.*

2. High School Students who Passed Algebra I *Revised*

Only for schools/justice facilities (with any grade 9-12, UG high school age students) reporting greater than zero high school student enrollment in Algebra I

Instructions

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

Data Element	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	**Total**	LEP	Students with Disabilities (IDEA)
Students who passed Algebra I in grade 9 or 10: Male	SCH_ALGPASS_GS0910_HI_M	SCH_ALGPASS_GS0910_AM_M	SCH_ALGPASS_GS0910_AS_M	SCH_ALGPASS_GS0910_HP_M	SCH_ALGPASS_GS0910_BL_M	SCH_ALGPASS_GS0910_WH_M	SCH_ALGPASS_GS0910_TR_M		SCH_ALGPASS_GS0910_LEP_M	SCH_ALGPASS_GS0910_IDEA_M
Female	SCH_ALGPASS_GS0910_HI_F	SCH_ALGPASS_GS0910_AM_F	SCH_ALGPASS_GS0910_AS_F	SCH_ALGPASS_GS0910_HP_F	SCH_ALGPASS_GS0910_BL_F	SCH_ALGPASS_GS0910_WH_F	SCH_ALGPASS_GS0910_TR_F		SCH_ALGPASS_GS0910_LEP_F	SCH_ALGPASS_GS0910_IDEA_F
Total										
Students who passed Algebra I in grade 11 or 12 or ungraded: Male	SCH_ALGPASS_GS1112_HI_M	SCH_ALGPASS_GS1112_AM_M	SCH_ALGPASS_GS1112_AS_M	SCH_ALGPASS_GS1112_HP_M	SCH_ALGPASS_GS1112_BL_M	SCH_ALGPASS_GS1112_WH_M	SCH_ALGPASS_GS1112_TR_M		SCH_ALGPASS_GS1112_LEP_M	SCH_ALGPASS_GS1112_IDEA_M
Female	SCH_ALGPASS_GS1112_HI_F	SCH_ALGPASS_GS1112_AM_F	SCH_ALGPASS_GS1112_AS_F	SCH_ALGPASS_GS1112_HP_F	SCH_ALGPASS_GS1112_BL_F	SCH_ALGPASS_GS1112_WH_F	SCH_ALGPASS_GS1112_TR_F		SCH_ALGPASS_GS1112_LEP_F	SCH_ALGPASS_GS1112_IDEA_F
Total										

Algebra I Items Only Required for 2015–16 (Not Optionally Collected in 2013-14)

3. Students who Passed Algebra I in Grade 7 *New for 2015-16 Only*

Only for schools/justice facilities (with grade 7) reporting greater than zero grade 7 student enrollment in Algebra I

Instructions

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

Data Element	Number of Students
Students who passed Algebra I in grade 7	SCH_ALGPASS_G07

4. Students who Passed Algebra I in Grade 8 *New for 2015-16 Only*

Only for schools/justice facilities (with grade 8, UG middle school age students) reporting greater than zero grade 8 student enrollment in Algebra I

Instructions

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

Data Element	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	**Total**	LEP	Students with Disabilities (IDEA)
Students who passed Algebra I in grade 8 or ungraded : Male	SCH_ALGPASS_G08_HI_M	SCH_ALGPASS_G08_AM_M	SCH_ALGPASS_G08_AS_M	SCH_ALGPASS_G08_HP_M	SCH_ALGPASS_G08_BL_M	SCH_ALGPASS_G08_WH_M	SCH_ALGPASS_G08_TR_M		SCH_ALGPASS_G08_LEP_M	SCH_ALGPASS_G08_IDEA_M
Female	SCH_ALGPASS_G08_HI_F	SCH_ALGPASS_G08_AM_F	SCH_ALGPASS_G08_AS_F	SCH_ALGPASS_G08_HP_F	SCH_ALGPASS_G08_BL_F	SCH_ALGPASS_G08_WH_F	SCH_ALGPASS_G08_TR_F		SCH_ALGPASS_G08_LEP_F	SCH_ALGPASS_G08_IDEA_F
Total										

Section II: Credit Recovery

Key Definitions

- *Credit recovery programs aim to help schools graduate more students by giving students who have fallen behind the chance to "recover" credits through a multitude of different strategies, often online. Different programs allow students to work on their credit recovery classes over the summer, on school breaks, after school, on weekends, at home on their own, at night in school computer labs, or even during the school day.*

5. Credit Recovery Program * *New for 2013-14 & 2015-16!*

Only for schools/justice facilities with any grade 9-12, UG high school age students

Instructions

- Indicate whether the school has any students who participate in at least one credit recovery program.
- Report data based on the start of the regular school year up to one day prior to the start of the following regular school year.
- *Note: For 2013-14, this question will also be used to determine whether schools are presented with the optional question on students enrolled in credit recovery programs.*

Question	Yes No
Does this school have any students who participate in at least one credit recovery program that allows them to earn missed credit in order to graduate from high school?	SCH_CREDITRECOVERY_IND

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

6. Credit Recovery Program Student Participation *New! Optional for 2013-14, Required for 2015-16*

Only for schools/justice facilities with any grade 9-12, UG high school age students

Instructions

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

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

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

7. Student Participation in the SAT Reasoning Test or ACT *Revised*

Only for schools/justice facilities with any grade 9-12, UG high school age students

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

Instructions

- Enter the number of students in grades 9-12 who participated in (i.e., took) the SAT Reasoning Test (SAT), the ACT Test (ACT), or both. Include ungraded high school age students in your count.
- Include students who participated, regardless of whether they received valid scores on the tests.
- Report data based on the start of the regular school year up to one day prior to the start of the following regular school year..

Data Element	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	**Total**	LEP	Students with Disabilities (IDEA)
Students who participated in the SAT Reasoning Test or ACT: Male	SCH_SATACT_HI_M	SCH_SATACT_AM_M	SCH_SATACT_AS_M	SCH_SATACT_HP_M	SCH_SATACT_BL_M	SCH_SATACT_WH_M	SCH_SATACT_TR_M		SCH_SATACT_LEP_M	SCH_SATACT_IDEA_M
Female	SCH_SATACT_HI_F	SCH_SATACT_AM_F	SCH_SATACT_AS_F	SCH_SATACT_HP_F	SCH_SATACT_BL_F	SCH_SATACT_WH_F	SCH_SATACT_TR_F		SCH_SATACT_LEP_F	SCH_SATACT_IDEA_F
Total										

8. Student Participation in Advanced Placement (AP) Exams * *Revised*

Only for schools with any grade 9-12, UG high school age students

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

Instructions

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

Data Element	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	**Total**	LEP	Students with Disabilities (IDEA)
Students who took one or more AP exams for one or more AP courses enrolled in: Male	SCH_APEXAM_ONEORMORE_HI_M	SCH_APEXAM_ONEORMORE_AM_M	SCH_APEXAM_ONEORMORE_AS_M	SCH_APEXAM_ONEORMORE_HP_M	SCH_APEXAM_ONEORMORE_BL_M	SCH_APEXAM_ONEORMORE_WH_M	SCH_APEXAM_ONEORMORE_TR_M		SCH_APEXAM_ONEORMORE_LEP_M	SCH_APEXAM_ONEORMORE_IDEA_M
Female	SCH_APEXAM_ONEORMORE_HI_F	SCH_APEXAM_ONEORMORE_AM_F	SCH_APEXAM_ONEORMORE_AS_F	SCH_APEXAM_ONEORMORE_HP_F	SCH_APEXAM_ONEORMORE_BL_F	SCH_APEXAM_ONEORMORE_WH_F	SCH_APEXAM_ONEORMORE_TR_F		SCH_APEXAM_ONEORMORE_LEP_F	SCH_APEXAM_ONEORMORE_IDEA_F
Total										
Students who were enrolled in one or more AP courses but who did not take any AP exams: Male	SCH_APEXAM_NONE_HI_M	SCH_APEXAM_NONE_AM_M	SCH_APEXAM_NONE_AS_M	SCH_APEXAM_NONE_HP_M	SCH_APEXAM_NONE_BL_M	SCH_APEXAM_NONE_WH_M	SCH_APEXAM_NONE_TR_M		SCH_APEXAM_NONE_LEP_M	SCH_APEXAM_NONE_IDEA_M
Female	SCH_APEXAM_NONE_HI_F	SCH_APEXAM_NONE_AM_F	SCH_APEXAM_NONE_AS_F	SCH_APEXAM_NONE_HP_F	SCH_APEXAM_NONE_BL_F	SCH_APEXAM_NONE_WH_F	SCH_APEXAM_NONE_TR_F		SCH_APEXAM_NONE_LEP_F	SCH_APEXAM_NONE_IDEA_F
Total										

9. Students who Received a Qualifying Score on Advanced Placement (AP) Exams

REVISED

Only for schools (with any grade 9-12, UG high school age students) reporting greater than zero student participation in AP exams

- *An Advanced Placement (AP) exam qualifying score is a score of 3 or higher on an AP exam. Students who earn AP exam scores of 3, 4, or 5 are generally considered to be qualified to receive college credit and/or placement into advanced courses due to the fact that their AP exam scores are equivalent to a college course score of "middle C" or above. However, the awarding of credit and placement is determined by each college or university.*

Instructions

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

Data Element	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	**Total**	LEP	Students with Disabilities (IDEA)
Students who received a qualifying score on one or more AP exams for one or more AP courses enrolled in: Male	SCH_APPASS_ONEORMORE_HI_M	SCH_APPASS_ONEORMORE_AM_M	SCH_APPASS_ONEORMORE_AS_M	SCH_APPASS_ONEORMORE_HP_M	SCH_APPASS_ONEORMORE_BL_M	SCH_APPASS_ONEORMORE_WH_M	SCH_APPASS_ONEORMORE_TR_M		SCH_APPASS_ONEORMORE_LEP_M	SCH_APPASS_ONEORMORE_IDEA_M
Female	SCH_APPASS_ONEORMORE_HI_F	SCH_APPASS_ONEORMORE_AM_F	SCH_APPASS_ONEORMORE_AS_F	SCH_APPASS_ONEORMORE_HP_F	SCH_APPASS_ONEORMORE_BL_F	SCH_APPASS_ONEORMORE_WH_F	SCH_APPASS_ONEORMORE_TR_F		SCH_APPASS_ONEORMORE_LEP_F	SCH_APPASS_ONEORMORE_IDEA_F
Total										
Students who did not receive a qualifying score on any AP exams for the one or more AP courses enrolled in: Male	SCH_APPASS_NONE_HI_M	SCH_APPASS_NONE_AM_M	SCH_APPASS_NONE_AS_M	SCH_APPASS_NONE_HP_M	SCH_APPASS_NONE_BL_M	SCH_APPASS_NONE_WH_M	SCH_APPASS_NONE_TR_M		SCH_APPASS_NONE_LEP_M	SCH_APPASS_NONE_IDEA_M
Female	SCH_APPASS_NONE_HI_F	SCH_APPASS_NONE_AM_F	SCH_APPASS_NONE_AS_F	SCH_APPASS_NONE_HP_F	SCH_APPASS_NONE_BL_F	SCH_APPASS_NONE_WH_F	SCH_APPASS_NONE_TR_F		SCH_APPASS_NONE_LEP_F	SCH_APPASS_NONE_IDEA_F
Total										

Section IV: Chronic Student Absenteeism

10. Chronic Student Absenteeism *New for 2013-14 & 2015-16!*

Schools and justice facilities, grades K-12, UG

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

Instructions

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

Data Element	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	**Total**	LEP	Students with Disabilities (Section 504 Only)	Students with Disabilities (IDEA)
Students absent 15 or more school days during school year: Male	SCH_ABSENT_HI_M	SCH_ABSENT_AM_M	SCH_ABSENT_AS_M	SCH_ABSENT_HP_M	SCH_ABSENT_BL_M	SCH_ABSENT_WH_M	SCH_ABSENT_TR_M		SCH_ABSENT_LEP_M	SCH_ABSENT_504_M	SCH_ABSENT_IDEA_M
Female	SCH_ABSENT_HI_F	SCH_ABSENT_AM_F	SCH_ABSENT_AS_F	SCH_ABSENT_HP_F	SCH_ABSENT_BL_F	SCH_ABSENT_WH_F	SCH_ABSENT_TR_F		SCH_ABSENT_LEP_F	SCH_ABSENT_504_F	SCH_ABSENT_IDEA_F
Total											

Section V: Student Retention

General Instruction

- **For the 2013–14 CRDC—**
  - Report a cumulative count for the period beginning at the start of the regular school year and ending one day prior to the start of the following regular school year.

Key Definitions

- *A student is retained if he or she is not promoted to the next grade prior to the beginning of the following school year. Students are not considered retained if they can proceed to the next grade because they successfully completed a summer school program or for a similar reason. At the high school level, a student who has not accumulated enough credits to be classified as being in the next grade is considered retained.*

11. Student Retention Indicator * *New Guiding Question!*

Schools and justice facilities, grades K-12

Instructions

- Indicate whether any students were retained in any of the grades specified (only for the applicable grades within the school).

Grades	Yes No
Kindergarten	SCH_RET_KG_IND
Grade 1	SCH_RET_G01_IND
Grade 2	SCH_RET_G02_IND
Grade 3	SCH_RET_G03_IND
Grade 4	SCH_RET_G04_IND
Grade 5	SCH_RET_G05_IND
Grade 6	SCH_RET_G06_IND
Grade 7	SCH_RET_G07_IND
Grade 8	SCH_RET_G08_IND
Grade 9	SCH_RET_G09_IND
Grade 10	SCH_RET_G10_IND
Grade 11	SCH_RET_G11_IND
Grade 12	SCH_RET_G12_IND

12. Retention of Students *Continuing for 2013-14 & 2015-16*

Only for schools and justice facilities (grades K-12) reporting specific grade level student retention

Instructions

- Enter the number of students who were retained in a grade, as specified.

Data Element	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	**Total**	LEP	Students with Disabilities (IDEA)	Students with Disabilities (Section 504)
Students who were retained in Kindergarten: Male	SCH_RET_KG_HI_M	SCH_RET_KG_AM_M	SCH_RET_KG_AS_M	SCH_RET_KG_HP_M	SCH_RET_KG_BL_M	SCH_RET_KG_WH_M	SCH_RET_KG_TR_M		SCH_RET_KG_LEP_M	SCH_RET_KG_IDEA_M	SCH_RET_KG_504_M
Female	SCH_RET_KG_HI_F	SCH_RET_KG_AM_F	SCH_RET_KG_AS_F	SCH_RET_KG_HP_F	SCH_RET_KG_BL_F	SCH_RET_KG_WH_F	SCH_RET_KG_TR_F		SCH_RET_KG_LEP_F	SCH_RET_KG_IDEA_F	SCH_RET_KG_504_F
Total											
Students who were retained in Grade 1: Male	SCH_RET_G01_HI_M	SCH_RET_G01_AM_M	SCH_RET_G01_AS_M	SCH_RET_G01_HP_M	SCH_RET_G01_BL_M	SCH_RET_G01_WH_M	SCH_RET_G01_TR_M		SCH_RET_G01_LEP_M	SCH_RET_G01_IDEA_M	SCH_RET_G01_504_M
Female	SCH_RET_G01_HI_F	SCH_RET_G01_AM_F	SCH_RET_G01_AS_F	SCH_RET_G01_HP_F	SCH_RET_G01_BL_F	SCH_RET_G01_WH_F	SCH_RET_G01_TR_F		SCH_RET_G01_LEP_F	SCH_RET_G01_IDEA_F	SCH_RET_G01_504_F
Total											
Students who were retained in Grade 2: Male	SCH_RET_G02_HI_M	SCH_RET_G02_AM_M	SCH_RET_G02_AS_M	SCH_RET_G02_HP_M	SCH_RET_G02_BL_M	SCH_RET_G02_WH_M	SCH_RET_G02_TR_M		SCH_RET_G02_LEP_M	SCH_RET_G02_IDEA_M	SCH_RET_G02_504_M
Female	SCH_RET_G02_HI_F	SCH_RET_G02_AM_F	SCH_RET_G02_AS_F	SCH_RET_G02_HP_F	SCH_RET_G02_BL_F	SCH_RET_G02_WH_F	SCH_RET_G02_TR_F		SCH_RET_G02_LEP_F	SCH_RET_G02_IDEA_F	SCH_RET_G02_504_F
Total											
Students who were retained in Grade 3: Male	SCH_RET_G03_HI_M	SCH_RET_G03_AM_M	SCH_RET_G03_AS_M	SCH_RET_G03_HP_M	SCH_RET_G03_BL_M	SCH_RET_G03_WH_M	SCH_RET_G03_TR_M		SCH_RET_G03_LEP_M	SCH_RET_G03_IDEA_M	SCH_RET_G03_504_M
Female	SCH_RET_G03_HI_F	SCH_RET_G03_AM_F	SCH_RET_G03_AS_F	SCH_RET_G03_HP_F	SCH_RET_G03_BL_F	SCH_RET_G03_WH_F	SCH_RET_G03_TR_F		SCH_RET_G03_LEP_F	SCH_RET_G03_IDEA_F	SCH_RET_G03_504_F
Total											
Students who were retained in Grade 4: Male	SCH_RET_G04_HI_M	SCH_RET_G04_AM_M	SCH_RET_G04_AS_M	SCH_RET_G04_HP_M	SCH_RET_G04_BL_M	SCH_RET_G04_WH_M	SCH_RET_G04_TR_M		SCH_RET_G04_LEP_M	SCH_RET_G04_IDEA_M	SCH_RET_G04_504_M
Female	SCH_RET_G04_HI_F	SCH_RET_G04_AM_F	SCH_RET_G04_AS_F	SCH_RET_G04_HP_F	SCH_RET_G04_BL_F	SCH_RET_G04_WH_F	SCH_RET_G04_TR_F		SCH_RET_G04_LEP_F	SCH_RET_G04_IDEA_F	SCH_RET_G04_504_F
Total											

Data Element	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	**Total**	LEP	Students with Disabilities (IDEA)	Students with Disabilities (Section 504)
Students who were retained in Grade 5: Male	SCH_RET_G05_HI_M	SCH_RET_G05_AM_M	SCH_RET_G05_AS_M	SCH_RET_G05_HP_M	SCH_RET_G05_BL_M	SCH_RET_G05_WH_M	SCH_RET_G05_TR_M		SCH_RET_G05_LEP_M	SCH_RET_G05_IDEA_M	SCH_RET_G05_504_M
Female :	SCH_RET_G05_HI_F	SCH_RET_G05_AM_F	SCH_RET_G05_AS_F	SCH_RET_G05_HP_F	SCH_RET_G05_BL_F	SCH_RET_G05_WH_F	SCH_RET_G05_TR_F		SCH_RET_G05_LEP_F	SCH_RET_G05_IDEA_F	SCH_RET_G05_504_F
Total											
Students who were retained in Grade 6: Male	SCH_RET_G06_HI_M	SCH_RET_G06_AM_M	SCH_RET_G06_AS_M	SCH_RET_G06_HP_M	SCH_RET_G06_BL_M	SCH_RET_G06_WH_M	SCH_RET_G06_TR_M		SCH_RET_G06_LEP_M	SCH_RET_G06_IDEA_M	SCH_RET_G06_504_M
Female	SCH_RET_G06_HI_F	SCH_RET_G06_AM_F	SCH_RET_G06_AS_F	SCH_RET_G06_HP_F	SCH_RET_G06_BL_F	SCH_RET_G06_WH_F	SCH_RET_G06_TR_F		SCH_RET_G06_LEP_F	SCH_RET_G06_IDEA_F	SCH_RET_G06_504_F
Total :											
Students who were retained in Grade 7: Male	SCH_RET_G07_HI_M	SCH_RET_G07_AM_M	SCH_RET_G07_AS_M	SCH_RET_G07_HP_M	SCH_RET_G07_BL_M	SCH_RET_G07_WH_M	SCH_RET_G07_TR_M		SCH_RET_G07_LEP_M	SCH_RET_G07_IDEA_M	SCH_RET_G07_504_M
Female	SCH_RET_G07_HI_F	SCH_RET_G07_AM_F	SCH_RET_G07_AS_F	SCH_RET_G07_HP_F	SCH_RET_G07_BL_F	SCH_RET_G07_WH_F	SCH_RET_G07_TR_F		SCH_RET_G07_LEP_F	SCH_RET_G07_IDEA_F	SCH_RET_G07_504_F
Total											
Students who were retained in Grade 8: Male	SCH_RET_G08_HI_M	SCH_RET_G08_AM_M	SCH_RET_G08_AS_M	SCH_RET_G08_HP_M	SCH_RET_G08_BL_M	SCH_RET_G08_WH_M	SCH_RET_G08_TR_M		SCH_RET_G08_LEP_M	SCH_RET_G08_IDEA_M	SCH_RET_G08_504_M
Female	SCH_RET_G08_HI_F	SCH_RET_G08_AM_F	SCH_RET_G08_AS_F	SCH_RET_G08_HP_F	SCH_RET_G08_BL_F	SCH_RET_G08_WH_F	SCH_RET_G08_TR_F		SCH_RET_G08_LEP_F	SCH_RET_G08_IDEA_F	SCH_RET_G08_504_F
Total											

Data Element	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	**Total**	LEP	Students with Disabilities (IDEA)	Students with Disabilities (Section 504)
Students who were retained in Grade 9: Male	SCH_RET_G09_HI_M	SCH_RET_G09_AM_M	SCH_RET_G09_AS_M	SCH_RET_G09_HP_M	SCH_RET_G09_BL_M	SCH_RET_G09_WH_M	SCH_RET_G09_TR_M		SCH_RET_G09_LEP_M	SCH_RET_G09_IDEA_M	SCH_RET_G09_504_M
Female	SCH_RET_G09_HI_F	SCH_RET_G09_AM_F	SCH_RET_G09_AS_F	SCH_RET_G09_HP_F	SCH_RET_G09_BL_F	SCH_RET_G09_WH_F	SCH_RET_G09_TR_F		SCH_RET_G09_LEP_F	SCH_RET_G09_IDEA_F	SCH_RET_G09_504_F
Total											
Students who were retained in Grade 10: Male	SCH_RET_G10_HI_M	SCH_RET_G10_AM_M	SCH_RET_G10_AS_M	SCH_RET_G10_HP_M	SCH_RET_G10_BL_M	SCH_RET_G10_WH_M	SCH_RET_G10_TR_M		SCH_RET_G10_LEP_M	SCH_RET_G10_IDEA_M	SCH_RET_G10_504_M
Female	SCH_RET_G10_HI_F	SCH_RET_G10_AM_F	SCH_RET_G10_AS_F	SCH_RET_G10_HP_F	SCH_RET_G10_BL_F	SCH_RET_G10_WH_F	SCH_RET_G10_TR_F		SCH_RET_G10_LEP_F	SCH_RET_G10_IDEA_F	SCH_RET_G10_504_F
Total											
Students who were retained in Grade 11: Male	SCH_RET_G11_HI_M	SCH_RET_G11_AM_M	SCH_RET_G11_AS_M	SCH_RET_G11_HP_M	SCH_RET_G11_BL_M	SCH_RET_G11_WH_M	SCH_RET_G11_TR_M		SCH_RET_G11_LEP_M	SCH_RET_G11_IDEA_M	SCH_RET_G11_504_M
Female	SCH_RET_G11_HI_F	SCH_RET_G11_AM_F	SCH_RET_G11_AS_F	SCH_RET_G11_HP_F	SCH_RET_G11_BL_F	SCH_RET_G11_WH_F	SCH_RET_G11_TR_F		SCH_RET_G11_LEP_F	SCH_RET_G11_IDEA_F	SCH_RET_G11_504_F
Total											
Students who were retained in Grade 12: Male	SCH_RET_G12_HI_M	SCH_RET_G12_AM_M	SCH_RET_G12_AS_M	SCH_RET_G12_HP_M	SCH_RET_G12_BL_M	SCH_RET_G12_WH_M	SCH_RET_G12_TR_M		SCH_RET_G12_LEP_M	SCH_RET_G12_IDEA_M	SCH_RET_G12_504_M
Female	SCH_RET_G12_HI_F	SCH_RET_G12_AM_F	SCH_RET_G12_AS_F	SCH_RET_G12_HP_F	SCH_RET_G12_BL_F	SCH_RET_G12_WH_F	SCH_RET_G12_TR_F		SCH_RET_G12_LEP_F	SCH_RET_G12_IDEA_F	SCH_RET_G12_504_F
Total											

Section VI: Single-Sex Interscholastic Athletics

Key Definitions

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

13. Single-Sex Interscholastic Athletics Indicator* *Continuing for 2013-14 & 2015-16*

Only for schools with any grade 9-12, UG high school age students

Instructions

- Indicate whether the school has any students in grades 9-12 who participate in single-sex interscholastic athletics. Include ungraded high school age students in your count.
- Report data based on the start of the regular school year up to one day prior to the start of the following regular school year.

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

14. Single-Sex Interscholastic Athletics Sports, Teams and Participants *Continuing for 2013-14 & 2015-16*

Only for schools (with any grade 9-12, UG high school age students) offering single-sex interscholastic athletics

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

Instructions

- Enter the number as specified.
- Report data based on the start of the regular school year up to one day prior to the start of the following regular school year.
- Count only high school-level interscholastic athletics sports, teams, and participants on teams in which only male or only female students participate.
- The count of interscholastic athletics sports includes only distinct sports.
- The count of interscholastic athletics sports teams includes each competitive-level team in each sport.
- For the count of student participants on single-sex interscholastic athletics sports teams, a student should be counted once for each team he or she participated on. For example, a female student who participated in the female basketball junior varsity team and the female soccer varsity team would be counted twice.

Data Element	Male Only	Female Only	Total
Number of single-sex interscholastic athletics sports	SCH_SSSPORTS_M	SCH_SSSPORTS_F	
Number of single-sex interscholastic athletics teams	SCH_SSTEAMS_M	SCH_SSTEAMS_F	
Number of student participants on single-sex interscholastic athletics sports teams	SCH_SSPART_M	SCH_SSPART_F	

Section VII: Student Discipline

GENERAL INSTRUCTIONS

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

KEY DEFINITIONS (K-12 DISCIPLINE)

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

15. Preschool Suspensions and Expulsions REVISED

Only for schools reporting greater than zero preschool enrollment

- *Preschool refers to preschool programs and services for children ages 3 through 5.*
- *Preschool out-of-school suspension:*
  - *For students with disabilities (served under IDEA): Out-of-school suspension is an instance in which a child is temporarily removed from his/her regular school for at least half a day for disciplinary purposes to another setting*

(e.g., home, behavior center). Out-of-school suspensions include both removals in which no individualized family service plan (IFSP) or individualized education plan (IEP) services are provided because the removal is 10 days or less as well as removals in which the child continues to receive services according to his/her IFSP or IEP.

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

- *Preschool expulsion refers to the permanent termination of a preschool child's participation in a preschool program at a school or facility. A preschool child who is transitioned directly from the classroom to a different setting deemed to be more appropriate for the child (e.g., special education, transitional classroom, or therapeutic preschool program) is not considered an expelled preschooler.*

Instructions

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

Data Element	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	**Total**	LEP	Students with Disabilities (IDEA)
Preschool children who received only one out-of-school suspension: Male	SCH_PSDISC_SINGOOS_HI_M	SCH_PSDISC_SINGOOS_AM_M	SCH_PSDISC_SINGOOS_AS_M	SCH_PSDISC_SINGOOS_HP_M	SCH_PSDISC_SINGOOS_BL_M	SCH_PSDISC_SINGOOS_WH_M	SCH_PSDISC_SINGOOS_TR_M		SCH_PSDISC_SINGOOS_LEP_M	SCH_PSDISC_SINGOOS_IDEA_M
Female	SCH_PSDISC_SINGOOS_HI_F	SCH_PSDISC_SINGOOS_AM_F	SCH_PSDISC_SINGOOS_AS_F	SCH_PSDISC_SINGOOS_HP_F	SCH_PSDISC_SINGOOS_BL_F	SCH_PSDISC_SINGOOS_WH_F	SCH_PSDISC_SINGOOS_TR_F		SCH_PSDISC_SINGOOS_LEP_F	SCH_PSDISC_SINGOOS_IDEA_F
Total										
Preschool children who received more than one out-of-school suspension: Male	SCH_PSDISC_MULTOOS_HI_M	SCH_PSDISC_MULTOOS_AM_M	SCH_PSDISC_MULTOOS_AS_M	SCH_PSDISC_MULTOOS_HP_M	SCH_PSDISC_MULTOOS_BL_M	SCH_PSDISC_MULTOOS_WH_M	SCH_PSDISC_MULTOOS_TR_M		SCH_PSDISC_MULTOOS_LEP_M	SCH_PSDISC_MULTOOS_IDEA_M
Female	SCH_PSDISC_MULTOOS_HI_F	SCH_PSDISC_MULTOOS_AM_F	SCH_PSDISC_MULTOOS_AS_F	SCH_PSDISC_MULTOOS_HP_F	SCH_PSDISC_MULTOOS_BL_F	SCH_PSDISC_MULTOOS_WH_F	SCH_PSDISC_MULTOOS_TR_F		SCH_PSDISC_MULTOOS_LEP_F	SCH_PSDISC_MULTOOS_IDEA_F
Total										
Preschool children who received an expulsion: Male	SCH_PSDISC_EXP_HI_M	SCH_PSDISC_EXP_AM_M	SCH_PSDISC_EXP_AS_M	SCH_PSDISC_EXP_HP_M	SCH_PSDISC_EXP_BL_M	SCH_PSDISC_EXP_WH_M	SCH_PSDISC_EXP_TR_M		SCH_PSDISC_EXP_LEP_M	SCH_PSDISC_EXP_IDEA_M
Female	SCH_PSDISC_EXP_HI_F	SCH_PSDISC_EXP_AM_F	SCH_PSDISC_EXP_AS_F	SCH_PSDISC_EXP_HP_F	SCH_PSDISC_EXP_BL_F	SCH_PSDISC_EXP_WH_F	SCH_PSDISC_EXP_TR_F		SCH_PSDISC_EXP_LEP_F	SCH_PSDISC_EXP_IDEA_F
Total										

16. Corporal Punishment **New Guiding Question!*

All schools and justice facilities, preschool- grade 12, UG

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

Instructions

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

Question	Permitted Values: Yes or No
Does this school use corporal punishment to discipline students?	SCH_CORPINSTANCES_IND

17. Discipline of Students without Disabilities *Revised*

Schools and justice facilities—grades K-12, UG

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

Instructions

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

Data Element	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	**Total Students without Disabilities**	LEP Students without Disabilities
Students without disabilities who received corporal punishment: Male	SCH_DISCWODIS_CORP_HI_M	SCH_DISCWODIS_CORP_AM_M	SCH_DISCWODIS_CORP_AS_M	SCH_DISCWODIS_CORP_HP_M	SCH_DISCWODIS_CORP_BL_M	SCH_DISCWODIS_CORP_WH_M	SCH_DISCWODIS_CORP_TR_M		SCH_DISCWODIS_CORP_LEP_M
Female	SCH_DISCWODIS_CORP_HI_F	SCH_DISCWODIS_CORP_AM_F	SCH_DISCWODIS_CORP_AS_F	SCH_DISCWODIS_CORP_HP_F	SCH_DISCWODIS_CORP_BL_F	SCH_DISCWODIS_CORP_WH_F	SCH_DISCWODIS_CORP_TR_F		SCH_DISCWODIS_CORP_LEP_F
Total									
Students without disabilities who received one or more in-school suspensions: Male	SCH_DISCWODIS_ISS_HI_M	SCH_DISCWODIS_ISS_AM_M	SCH_DISCWODIS_ISS_AS_M	SCH_DISCWODIS_ISS_HP_M	SCH_DISCWODIS_ISS_BL_M	SCH_DISCWODIS_ISS_WH_M	SCH_DISCWODIS_ISS_TR_M		SCH_DISCWODIS_ISS_LEP_M
Female	SCH_DISCWODIS_ISS_HI_F	SCH_DISCWODIS_ISS_AM_F	SCH_DISCWODIS_ISS_AS_F	SCH_DISCWODIS_ISS_HP_F	SCH_DISCWODIS_ISS_BL_F	SCH_DISCWODIS_ISS_WH_F	SCH_DISCWODIS_ISS_TR_F		SCH_DISCWODIS_ISS_LEP_F
Total									
Students without disabilities who received only one out-of-school suspension: Male	SCH_DISCWODIS_SINGOOS_HI_M	SCH_DISCWODIS_SINGOOS_AM_M	SCH_DISCWODIS_SINGOOS_AS_M	SCH_DISCWODIS_SINGOOS_HP_M	SCH_DISCWODIS_SINGOOS_BL_M	SCH_DISCWODIS_SINGOOS_WH_M	SCH_DISCWODIS_SINGOOS_TR_M		SCH_DISCWODIS_SINGOOS_LEP_M
Female	SCH_DISCWODIS_SINGOOS_HI_F	SCH_DISCWODIS_SINGOOS_AM_F	SCH_DISCWODIS_SINGOOS_AS_F	SCH_DISCWODIS_SINGOOS_HP_F	SCH_DISCWODIS_SINGOOS_BL_F	SCH_DISCWODIS_SINGOOS_WH_F	SCH_DISCWODIS_SINGOOS_TR_F		SCH_DISCWODIS_SINGOOS_LEP_F
Total									
Students without disabilities who received more than one out-of-school suspension Male	SCH_DISCWODIS_MULTOOS_HI_M	SCH_DISCWODIS_MULTOOS_AM_M	SCH_DISCWODIS_MULTOOS_AS_M	SCH_DISCWODIS_MULTOOS_HP_M	SCH_DISCWODIS_MULTOOS_BL_M	SCH_DISCWODIS_MULTOOS_WH_M	SCH_DISCWODIS_MULTOOS_TR_M		SCH_DISCWODIS_MULTOOS_LEP_M
Female	SCH_DISCWODIS_MULTOOS_HI_F	SCH_DISCWODIS_MULTOOS_AM_F	SCH_DISCWODIS_MULTOOS_AS_F	SCH_DISCWODIS_MULTOOS_HP_F	SCH_DISCWODIS_MULTOOS_BL_F	SCH_DISCWODIS_MULTOOS_WH_F	SCH_DISCWODIS_MULTOOS_TR_F		SCH_DISCWODIS_MULTOOS_LEP_F
Total									

Data Element	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	**Total Students without Disabilities**	LEP Students without Disabilities
Students without disabilities who received an expulsion with educational services: Male	SCH_DISCWODIS_EXPWE_HI_M	SCH_DISCWODIS_EXPWE_AM_M	SCH_DISCWODIS_EXPWE_AS_M	SCH_DISCWODIS_EXPWE_HP_M	SCH_DISCWODIS_EXPWE_BL_M	SCH_DISCWODIS_EXPWE_WH_M	SCH_DISCWODIS_EXPWE_TR_M		SCH_DISCWODIS_EXPWE_LEP_M
Female	SCH_DISCWODIS_EXPWE_HI_F	SCH_DISCWODIS_EXPWE_AM_F	SCH_DISCWODIS_EXPWE_AS_F	SCH_DISCWODIS_EXPWE_HP_F	SCH_DISCWODIS_EXPWE_BL_F	SCH_DISCWODIS_EXPWE_WH_F	SCH_DISCWODIS_EXPWE_TR_F		SCH_DISCWODIS_EXPWE_LEP_F
Total									
Students without disabilities who received an expulsion without educational services: Male	SCH_DISCWODIS_EXPWOE_HI_M	SCH_DISCWODIS_EXPWOE_AM_M	SCH_DISCWODIS_EXPWOE_AS_M	SCH_DISCWODIS_EXPWOE_HP_M	SCH_DISCWODIS_EXPWOE_BL_M	SCH_DISCWODIS_EXPWOE_WH_M	SCH_DISCWODIS_EXPWOE_TR_M		SCH_DISCWODIS_EXPWOE_LEP_M
Female	SCH_DISCWODIS_EXPWOE_HI_F	SCH_DISCWODIS_EXPWOE_AM_F	SCH_DISCWODIS_EXPWOE_AS_F	SCH_DISCWODIS_EXPWOE_HP_F	SCH_DISCWODIS_EXPWOE_BL_F	SCH_DISCWODIS_EXPWOE_WH_F	SCH_DISCWODIS_EXPWOE_TR_F		SCH_DISCWODIS_EXPWOE_LEP_F
Total									
Students without disabilities who received an expulsion under zero tolerance policies: Male	SCH_DISCWODIS_EXPZT_HI_M	SCH_DISCWODIS_EXPZT_AM_M	SCH_DISCWODIS_EXPZT_AS_M	SCH_DISCWODIS_EXPZT_HP_M	SCH_DISCWODIS_EXPZT_BL_M	SCH_DISCWODIS_EXPZT_WH_M	SCH_DISCWODIS_EXPZT_TR_M		SCH_DISCWODIS_EXPZT_LEP_M
Female	SCH_DISCWODIS_EXPZT_HI_F	SCH_DISCWODIS_EXPZT_AM_F	SCH_DISCWODIS_EXPZT_AS_F	SCH_DISCWODIS_EXPZT_HP_F	SCH_DISCWODIS_EXPZT_BL_F	SCH_DISCWODIS_EXPZT_WH_F	SCH_DISCWODIS_EXPZT_TR_F		SCH_DISCWODIS_EXPZT_LEP_F
Total									
Students without disabilities who were referred to a law enforcement agency or official: Male	SCH_DISCWODIS_REF_HI_M	SCH_DISCWODIS_REF_AM_M	SCH_DISCWODIS_REF_AS_M	SCH_DISCWODIS_REF_HP_M	SCH_DISCWODIS_REF_BL_M	SCH_DISCWODIS_REF_WH_M	SCH_DISCWODIS_REF_TR_M		SCH_DISCWODIS_REF_LEP_M
Female	SCH_DISCWODIS_REF_HI_F	SCH_DISCWODIS_REF_AM_F	SCH_DISCWODIS_REF_AS_F	SCH_DISCWODIS_REF_HP_F	SCH_DISCWODIS_REF_BL_F	SCH_DISCWODIS_REF_WH_F	SCH_DISCWODIS_REF_TR_F		SCH_DISCWODIS_REF_LEP_F
Total									

Questions noted with an asterisk "" reflect guiding questions, which ensure schools are only presented with applicable data tables.*

Data Element	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	**Total Students without Disabilities**	LEP Students without Disabilities
Students without disabilities who received a school-related arrest: Male	SCH_DISCWODIS_ARR_HI_M	SCH_DISCWODIS_ARR_AM_M	SCH_DISCWODIS_ARR_AS_M	SCH_DISCWODIS_ARR_HP_M	SCH_DISCWODIS_ARR_BL_M	SCH_DISCWODIS_ARR_WH_M	SCH_DISCWODIS_ARR_TR_M		SCH_DISCWODIS_ARR_LEP_M
Female	SCH_DISCWODIS_ARR_HI_F	SCH_DISCWODIS_ARR_AM_F	SCH_DISCWODIS_ARR_AS_F	SCH_DISCWODIS_ARR_HP_F	SCH_DISCWODIS_ARR_BL_F	SCH_DISCWODIS_ARR_WH_F	SCH_DISCWODIS_ARR_TR_F		SCH_DISCWODIS_ARR_LEP_F
Total									

18. Discipline of Students with Disabilities *Revised*

Schools and justice facilities, grades K-12, UG

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

Instructions

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

Data Element	IDEA Hispanic or Latino of any race	IDEA American Indian or Alaska Native	IDEA Asian	IDEA Native Hawaiian or Other Pacific Islander	IDEA Black or African American	IDEA White	IDEA Two or more races	**Total Students with Disabilities (IDEA)**	LEP Students with Disabilities	Students with Disabilities (Section 504 only)
Students with disabilities who received corporal punishment: Male	SCH_DISCWDIS_CORP_IDEA_HI_M	SCH_DISCWDIS_CORP_IDEA_AM_M	SCH_DISCWDIS_CORP_IDEA_AS_M	SCH_DISCWDIS_CORP_IDEA_HP_M	SCH_DISCWDIS_CORP_IDEA_BL_M	SCH_DISCWDIS_CORP_IDEA_WH_M	SCH_DISCWDIS_CORP_IDEA_TR_M		SCH_DISCWDIS_CORP_LEP_M	SCH_DISCWDIS_CORP_504_M
Female	SCH_DISCWDIS_CORP_IDEA_HI_F	SCH_DISCWDIS_CORP_IDEA_AM_F	SCH_DISCWDIS_CORP_IDEA_AS_F	SCH_DISCWDIS_CORP_IDEA_HP_F	SCH_DISCWDIS_CORP_IDEA_BL_F	SCH_DISCWDIS_CORP_IDEA_WH_F	SCH_DISCWDIS_CORP_IDEA_TR_F		SCH_DISCWDIS_CORP_LEP_F	SCH_DISCWDIS_CORP_504_F
Total										

Data Element	IDEA Hispanic or Latino of any race	IDEA American Indian or Alaska Native	IDEA Asian	IDEA Native Hawaiian or Other Pacific Islander	IDEA Black or African American	IDEA White	IDEA Two or more races	**Total Students with Disabilities (IDEA)**	LEP Students with Disabilities	Students with Disabilities (Section 504 only)
Students with disabilities who received one or more in-school suspensions: Male	SCH_DISCWDIS_ISS_IDEA_HI_M	SCH_DISCWDIS_ISS_IDEA_AM_M	SCH_DISCWDIS_ISS_IDEA_AS_M	SCH_DISCWDIS_ISS_IDEA_HP_M	SCH_DISCWDIS_ISS_IDEA_BL_M	SCH_DISCWDIS_ISS_IDEA_WH_M	SCH_DISCWDIS_ISS_IDEA_TR_M		SCH_DISCWDIS_ISS_LEP_M	SCH_DISCWDIS_ISS_504_M
Female	SCH_DISCWDIS_ISS_IDEA_HI_F	SCH_DISCWDIS_ISS_IDEA_AM_F	SCH_DISCWDIS_ISS_IDEA_AS_F	SCH_DISCWDIS_ISS_IDEA_HP_F	SCH_DISCWDIS_ISS_IDEA_BL_F	SCH_DISCWDIS_ISS_IDEA_WH_F	SCH_DISCWDIS_ISS_IDEA_TR_F		SCH_DISCWDIS_ISS_LEP_F	SCH_DISCWDIS_ISS_504_F
Total										
Students with disabilities who received only one out-of-school suspension : Male	SCH_DISCWDIS_SINGOOS_IDEA_HI_M	SCH_DISCWDIS_SINGOOS_IDEA_AM_M	SCH_DISCWDIS_SINGOOS_IDEA_AS_M	SCH_DISCWDIS_SINGOOS_IDEA_HP_M	SCH_DISCWDIS_SINGOOS_IDEA_BL_M	SCH_DISCWDIS_SINGOOS_IDEA_WH_M	SCH_DISCWDIS_SINGOOS_IDEA_TR_M		SCH_DISCWDIS_SINGOOS_LEP_M	SCH_DISCWDIS_SINGOOS_504_M
Female	SCH_DISCWDIS_SINGOOS_IDEA_HI_F	SCH_DISCWDIS_SINGOOS_IDEA_AM_F	SCH_DISCWDIS_SINGOOS_IDEA_AS_F	SCH_DISCWDIS_SINGOOS_IDEA_HP_F	SCH_DISCWDIS_SINGOOS_IDEA_BL_F	SCH_DISCWDIS_SINGOOS_IDEA_WH_F	SCH_DISCWDIS_SINGOOS_IDEA_TR_F		SCH_DISCWDIS_SINGOOS_LEP_F	SCH_DISCWDIS_SINGOOS_504_F
Total										
Students with disabilities who received more than one out-of-school suspension: Male	SCH_DISCWDIS_MULTOOS_IDEA_HI_M	SCH_DISCWDIS_MULTOOS_IDEA_AM_M	SCH_DISCWDIS_MULTOOS_IDEA_AS_M	SCH_DISCWDIS_MULTOOS_IDEA_HP_M	SCH_DISCWDIS_MULTOOS_IDEA_BL_M	SCH_DISCWDIS_MULTOOS_IDEA_WH_M	SCH_DISCWDIS_MULTOOS_IDEA_TR_M		SCH_DISCWDIS_MULTOOS_LEP_M	SCH_DISCWDIS_MULTOOS_504_M
Female	SCH_DISCWDIS_MULTOOS_IDEA_HI_F	SCH_DISCWDIS_MULTOOS_IDEA_AM_F	SCH_DISCWDIS_MULTOOS_IDEA_AS_F	SCH_DISCWDIS_MULTOOS_IDEA_HP_F	SCH_DISCWDIS_MULTOOS_IDEA_BL_F	SCH_DISCWDIS_MULTOOS_IDEA_WH_F	SCH_DISCWDIS_MULTOOS_IDEA_TR_F		SCH_DISCWDIS_MULTOOS_LEP_F	SCH_DISCWDIS_MULTOOS_504_F
Total										

Questions noted with an asterisk "" reflect guiding questions, which ensure schools are only presented with applicable data tables.*

Data Element	IDEA Hispanic or Latino of any race	IDEA American Indian or Alaska Native	IDEA Asian	IDEA Native Hawaiian or Other Pacific Islander	IDEA Black or African American	IDEA White	IDEA Two or more races	**Total Students with Disabilities (IDEA)**	LEP Students with Disabilities	Students with Disabilities (Section 504 only)
Students with disabilities who received an expulsion with educational services: Male	SCH_DISCWDIS_EXPWE_IDEA_HI_M	SCH_DISCWDIS_EXPWE_IDEA_AM_M	SCH_DISCWDIS_EXPWE_IDEA_AS_M	SCH_DISCWDIS_EXPWE_IDEA_HP_M	SCH_DISCWDIS_EXPWE_IDEA_BL_M	SCH_DISCWDIS_EXPWE_IDEA_WH_M	SCH_DISCWDIS_EXPWE_IDEA_TR_M		SCH_DISCWDIS_EXPWE_LEP_M	SCH_DISCWDIS_EXPWE_504_M
Female	SCH_DISCWDIS_EXPWE_IDEA_HI_F	SCH_DISCWDIS_EXPWE_IDEA_AM_F	SCH_DISCWDIS_EXPWE_IDEA_AS_F	SCH_DISCWDIS_EXPWE_IDEA_HP_F	SCH_DISCWDIS_EXPWE_IDEA_BL_F	SCH_DISCWDIS_EXPWE_IDEA_WH_F	SCH_DISCWDIS_EXPWE_IDEA_TR_F		SCH_DISCWDIS_EXPWE_LEP_F	SCH_DISCWDIS_EXPWE_504_F
Total										
Students with disabilities who received an expulsion without educational services: Male	SCH_DISCWDIS_EXPWOE_IDEA_HI_M	SCH_DISCWDIS_EXPWOE_IDEA_AM_M	SCH_DISCWDIS_EXPWOE_IDEA_AS_M	SCH_DISCWDIS_EXPWOE_IDEA_HP_M	SCH_DISCWDIS_EXPWOE_IDEA_BL_M	SCH_DISCWDIS_EXPWOE_IDEA_WH_M	SCH_DISCWDIS_EXPWOE_IDEA_TR_M		SCH_DISCWDIS_EXPWOE_LEP_M	SCH_DISCWDIS_EXPWOE_504_M
Female	SCH_DISCWDIS_EXPWOE_IDEA_HI_F	SCH_DISCWDIS_EXPWOE_IDEA_AM_F	SCH_DISCWDIS_EXPWOE_IDEA_AS_F	SCH_DISCWDIS_EXPWOE_IDEA_HP_F	SCH_DISCWDIS_EXPWOE_IDEA_BL_F	SCH_DISCWDIS_EXPWOE_IDEA_WH_F	SCH_DISCWDIS_EXPWOE_IDEA_TR_F		SCH_DISCWDIS_EXPWOE_LEP_F	SCH_DISCWDIS_EXPWOE_504_F
Total										

Data Element	IDEA Hispanic or Latino of any race	IDEA American Indian or Alaska Native	IDEA Asian	IDEA Native Hawaiian or Other Pacific Islander	IDEA Black or African American	IDEA White	IDEA Two or more races	**Total Students with Disabilities (IDEA)**	LEP Students with Disabilities	Students with Disabilities (Section 504 only)
Students with disabilities who received an expulsion under zero tolerance policies: Male	SCH_DISCWDIS_EXPZT_IDEA_HI_M	SCH_DISCWDIS_EXPZT_IDEA_AM_M	SCH_DISCWDIS_EXPZT_IDEA_AS_M	SCH_DISCWDIS_EXPZT_IDEA_HP_M	SCH_DISCWDIS_EXPZT_IDEA_BL_M	SCH_DISCWDIS_EXPZT_IDEA_WH_M	SCH_DISCWDIS_EXPZT_IDEA_TR_M		SCH_DISCWDIS_EXPZT_LEP_M	SCH_DISCWDIS_EXPZT_504_M
Female	SCH_DISCWDIS_EXPZT_IDEA_HI_F	SCH_DISCWDIS_EXPZT_IDEA_AM_F	SCH_DISCWDIS_EXPZT_IDEA_AS_F	SCH_DISCWDIS_EXPZT_IDEA_HP_F	SCH_DISCWDIS_EXPZT_IDEA_BL_F	SCH_DISCWDIS_EXPZT_IDEA_WH_F	SCH_DISCWDIS_EXPZT_IDEA_TR_F		SCH_DISCWDIS_EXPZT_LEP_F	SCH_DISCWDIS_EXPZT_504_F
Total										
Students with disabilities who were referred to a law enforcement agency or official: Male	SCH_DISCWDIS_REF_IDEA_HI_M	SCH_DISCWDIS_REF_IDEA_AM_M	SCH_DISCWDIS_REF_IDEA_AS_M	SCH_DISCWDIS_REF_IDEA_HP_M	SCH_DISCWDIS_REF_IDEA_BL_M	SCH_DISCWDIS_REF_IDEA_WH_M	SCH_DISCWDIS_REF_IDEA_TR_M		SCH_DISCWDIS_REF_LEP_M	SCH_DISCWDIS_REF_504_M
Female	SCH_DISCWDIS_REF_IDEA_HI_F	SCH_DISCWDIS_REF_IDEA_AM_F	SCH_DISCWDIS_REF_IDEA_AS_F	SCH_DISCWDIS_REF_IDEA_HP_F	SCH_DISCWDIS_REF_IDEA_BL_F	SCH_DISCWDIS_REF_IDEA_WH_F	SCH_DISCWDIS_REF_IDEA_TR_F		SCH_DISCWDIS_REF_LEP_F	SCH_DISCWDIS_REF_504_F
Total										
Students with disabilities who received a school-related arrest: Male	SCH_DISCWDIS_ARR_IDEA_HI_M	SCH_DISCWDIS_ARR_IDEA_AM_M	SCH_DISCWDIS_ARR_IDEA_AS_M	SCH_DISCWDIS_ARR_IDEA_HP_M	SCH_DISCWDIS_ARR_IDEA_BL_M	SCH_DISCWDIS_ARR_IDEA_WH_M	SCH_DISCWDIS_ARR_IDEA_TR_M		SCH_DISCWDIS_ARR_LEP_M	SCH_DISCWDIS_ARR_504_M
Female	SCH_DISCWDIS_ARR_IDEA_HI_F	SCH_DISCWDIS_ARR_IDEA_AM_F	SCH_DISCWDIS_ARR_IDEA_AS_F	SCH_DISCWDIS_ARR_IDEA_HP_F	SCH_DISCWDIS_ARR_IDEA_BL_F	SCH_DISCWDIS_ARR_IDEA_WH_F	SCH_DISCWDIS_ARR_IDEA_TR_F		SCH_DISCWDIS_ARR_LEP_F	SCH_DISCWDIS_ARR_504_F
Total										

Questions noted with an asterisk "" reflect guiding questions, which ensure schools are only presented with applicable data tables.*

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

19. Preschool Corporal Punishment *NEW! OPTIONAL FOR 2013-14, REQUIRED FOR 2015-16*

Only for schools reporting greater than zero preschool enrollment, and the use of corporal punishment to discipline students

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

Instructions

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

Data Element	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	**Total**	LEP	Students with Disabilities (IDEA)
Preschool children who received corporal punishment: Male	SCH_PSDISC_CORP_HI_M	SCH_PSDISC_CORP_AM_M	SCH_PSDISC_CORP_AS_M	SCH_PSDISC_CORP_HP_M	SCH_PSDISC_CORP_BL_M	SCH_PSDISC_CORP_WH_M	SCH_PSDISC_CORP_TR_M		SCH_PSDISC_CORP_LEP_M	SCH_PSDISC_CORP_IDEA_M
Female	SCH_PSDISC_CORP_HI_F	SCH_PSDISC_CORP_AM_F	SCH_PSDISC_CORP_AS_F	SCH_PSDISC_CORP_HP_F	SCH_PSDISC_CORP_BL_F	SCH_PSDISC_CORP_WH_F	SCH_PSDISC_CORP_TR_F		SCH_PSDISC_CORP_LEP_F	SCH_PSDISC_CORP_IDEA_F
Total										

20. Preschool Instances of Corporal Punishment *NEW! OPTIONAL FOR 2013-14, REQUIRED FOR 2015-16*

Only for schools reporting greater than zero preschool enrollment, and the use of corporal punishment to discipline students

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

Instructions

- Enter the number of instances of corporal punishment for preschool children.
- Report a cumulative count based on the entire regular school year.
- Include the number of instances, not the number of preschool children who received corporal punishment.
- A child may have received corporal punishment more than once if the child was involved in multiple offenses.

Data Element	All Preschool Children	Preschool Children with Disabilities (IDEA)
Number of instances of corporal punishment	SCH_PSCORPINSTANCES_ALL	SCH_PSCORPINSTANCES_IDEA

Questions noted with an asterisk "" reflect guiding questions, which ensure schools are only presented with applicable data tables.*

21. Preschool Instances of Suspension *New! Optional for 2013-14, Required for 2015-16*

Only for schools reporting greater than zero preschool enrollment, and greater than zero preschool children suspended

- *Preschool refers to preschool programs and services for children ages 3 through 5.*
- *Preschool out-of-school suspension:*
  - *For students with disabilities (served under IDEA): Out-of-school suspension is an instance in which a child is temporarily removed from his/her regular school for at least half a day for disciplinary purposes to another setting (e.g., home, behavior center). Out-of-school suspensions include both removals in which no individualized family service plan (IFSP) or individualized education plan (IEP) services are provided because the removal is 10 days or less as well as removals in which the child continues to receive services according to his/her IFSP or IEP.*
  - *For students without disabilities and students with disabilities served solely under Section 504 of the Rehabilitation Act: Out-of-school suspension is an instance in which a child is temporarily removed from his/her regular school for at least half a day (but less than the remainder of the school year) for disciplinary purposes to another setting (e.g., home, behavior center). Out-of-school suspensions include removals in which no educational services are provided, and removals in which educational services are provided (e.g., school-provided at home instruction or tutoring).*

Instructions

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

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

22. Instances of Corporal Punishment *New! Optional for 2013-14, Required for 2015-16*

Only for schools and justice facilities (grades K-12, UG) reporting use of corporal punishment to discipline students

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

Instructions

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

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

23. Instances of Suspension *New! Optional for 2013-14, Required for 2015-16*

Only for schools and justice facilities (grades K-12, UG) reporting greater than zero students suspended out-of-school

Instructions

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

Data Element	Students without Disabilities	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 only)
Number of instances of out-of-school suspension	SCH_OOSINSTANCES_WODIS	SCH_OOSINSTANCES_IDEA	SCH_OOSINSTANCES_504

24. Transfer to Alternative School or Regular School for Students without Disabilities *New! Optional for 2013-14, Required for 2015-16*

All schools, grades K-12, UG

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

Instructions

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

Data Element	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific	Black or African American	White	Two or more races	**Total Students without Disabilities**	LEP Students without Disabilities
Students without disabilities transferred to an alternative school for disciplinary reasons: Male	SCH_DISCWODIS_TFRALT_HI_M	SCH_DISCWODIS_TFRALT_AM_M	SCH_DISCWODIS_TFRALT_AS_M	SCH_DISCWODIS_TFRALT_HP_M	SCH_DISCWODIS_TFRALT_BL_M	SCH_DISCWODIS_TFRALT_WH_M	SCH_DISCWODIS_TFRALT_TR_M		SCH_DISCWODIS_TFRALT_LEP_M
Female	SCH_DISCWODIS_TFRALT_HI_F	SCH_DISCWODIS_TFRALT_AM_F	SCH_DISCWODIS_TFRALT_AS_F	SCH_DISCWODIS_TFRALT_HP_F	SCH_DISCWODIS_TFRALT_BL_F	SCH_DISCWODIS_TFRALT_WH_F	SCH_DISCWODIS_TFRALT_TR_F		SCH_DISCWODIS_TFRALT_LEP_F
Total									
Students without disabilities transferred to a regular school for disciplinary reasons: Male	SCH_DISCWODIS_TFRREG_HI_M	SCH_DISCWODIS_TFRREG_AM_M	SCH_DISCWODIS_TFRREG_AS_M	SCH_DISCWODIS_TFRREG_HP_M	SCH_DISCWODIS_TFRREG_BL_M	SCH_DISCWODIS_TFRREG_WH_M	SCH_DISCWODIS_TFRREG_TR_M		SCH_DISCWODIS_TFRREG_LEP_M
Female	SCH_DISCWODIS_TFRREG_HI_F	SCH_DISCWODIS_TFRREG_AM_F	SCH_DISCWODIS_TFRREG_AS_F	SCH_DISCWODIS_TFRREG_HP_F	SCH_DISCWODIS_TFRREG_BL_F	SCH_DISCWODIS_TFRREG_WH_F	SCH_DISCWODIS_TFRREG_TR_F		SCH_DISCWODIS_TFRREG_LEP_F
Total									

25. Transfer to Alternative School or Regular School for Students with Disabilities

NEW! OPTIONAL FOR 2013-14, REQUIRED FOR 2015-16

All schools, grades K-12, UG

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

Instructions

- Enter the number of students with disabilities who were transferred, as specified. Include students in grades K-12 and comparable ungraded levels.
- Report a cumulative count based on the entire regular school year.

- For the "transferred to an alternative school" row, include students transferred to an alternative school for disciplinary reasons as decided by the school.
- For the "transferred to a regular school" row, include students transferred to a regular school for disciplinary reasons as decided by the school.

Data Element	IDEA Hispanic or Latino of any race	IDEA American Indian or Alaska	IDEA Asian	IDEA Native Hawaiian or Other Pacific Islander	IDEA Black or African American	IDEA White	IDEA Two or more races	**Total Students with Disabilities (IDEA)**	LEP Students with Disabilities	Students with Disabilities (Section 504 only)
Students with disabilities transferred to an alternative school for disciplinary reasons: Male	SCH_DISCWDIS_TFRALT_IDEA_HI_M	SCH_DISCWDIS_TFRALT_IDEA_AM_M	SCH_DISCWDIS_TFRALT_IDEA_AS_M	SCH_DISCWDIS_TFRALT_IDEA_HP_M	SCH_DISCWDIS_TFRALT_IDEA_BL_M	SCH_DISCWDIS_TFRALT_IDEA_WH_M	SCH_DISCWDIS_TFRALT_IDEA_TR_M		SCH_DISCWDIS_TFRALT_LEP_M	SCH_DISCWDIS_TFRALT_504_M
Female	SCH_DISCWDIS_TFRALT_IDEA_HI_F	SCH_DISCWDIS_TFRALT_IDEA_AM_F	SCH_DISCWDIS_TFRALT_IDEA_AS_F	SCH_DISCWDIS_TFRALT_IDEA_HP_F	SCH_DISCWDIS_TFRALT_IDEA_BL_F	SCH_DISCWDIS_TFRALT_IDEA_WH_F	SCH_DISCWDIS_TFRALT_IDEA_TR_F		SCH_DISCWDIS_TFRALT_LEP_F	SCH_DISCWDIS_TFRALT_504_F
Total										
Students with disabilities transferred to a regular school for disciplinary reasons: Male	SCH_DISCWDIS_TFRREG_IDEA_HI_M	SCH_DISCWDIS_TFRREG_IDEA_AM_M	SCH_DISCWDIS_TFRREG_IDEA_AS_M	SCH_DISCWDIS_TFRREG_IDEA_HP_M	SCH_DISCWDIS_TFRREG_IDEA_BL_M	SCH_DISCWDIS_TFRREG_IDEA_WH_M	SCH_DISCWDIS_TFRREG_IDEA_TR_M		SCH_DISCWDIS_TFRREG_LEP_M	SCH_DISCWDIS_TFRREG_504_M
Female	SCH_DISCWDIS_TFRREG_IDEA_HI_F	SCH_DISCWDIS_TFRREG_IDEA_AM_F	SCH_DISCWDIS_TFRREG_IDEA_AS_F	SCH_DISCWDIS_TFRREG_IDEA_HP_F	SCH_DISCWDIS_TFRREG_IDEA_BL_F	SCH_DISCWDIS_TFRREG_IDEA_WH_F	SCH_DISCWDIS_TFRREG_IDEA_TR_F		SCH_DISCWDIS_TFRREG_LEP_F	SCH_DISCWDIS_TFRREG_504_F
Total										

26. School Days Missed Due to Out-of-School Suspension *New! Optional for 2013-14, Required for 2015-16*

Schools and justice facilities, grades K-12, UG

Instructions

- Enter the number of school days that were missed by students who received one or more out-of-school suspensions. Include school days missed by students in grades K-12 and comparable ungraded levels.
- Report a cumulative count based on the entire regular school year.
- Days when school staff were required to be present at school but students were not, should not be counted.
- Days when students were dismissed early from school, but school staff were not, should be counted as full days.
- Each day missed from a part-day program (e.g., part-day kindergarten) should be counted as one full day.

Data Element	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	**Total**	LEP	Students with Disabilities (Section 504 only)	Students with Disabilities (IDEA)
School days missed due to out-of-school suspension: Male	SCH_DAYSMISSED_HI_M	SCH_DAYSMISSED_AM_M	SCH_DAYSMISSED_AS_M	SCH_DAYSMISSED_HP_M	SCH_DAYSMISSED_BL_M	SCH_DAYSMISSED_WH_M	SCH_DAYSMISSED_TR_M		SCH_DAYSMISSED_LEP_M	SCH_DAYSMISSED_504_M	SCH_DAYSMISSED_IDEA_M
Female	SCH_DAYSMISSED_HI_F	SCH_DAYSMISSED_AM_F	SCH_DAYSMISSED_AS_F	SCH_DAYSMISSED_HP_F	SCH_DAYSMISSED_BL_F	SCH_DAYSMISSED_WH_F	SCH_DAYSMISSED_TR_F		SCH_DAYSMISSED_LEP_F	SCH_DAYSMISSED_504_F	SCH_DAYSMISSED_IDEA_F
Total											

Section VIII: Offenses

27. Offenses – Number of Incidents *New! Optional for 2013-14, Required for 2015-16*

All schools and justice facilities, preschool-grade 12, UG

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

Instructions

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

Category	Number
Incidents of rape or attempted rape	SCH_OFFENSE_RAPE
Incidents of sexual battery (other than rape)	SCH_OFFENSE_BATT
Incidents of robbery with a weapon	SCH_OFFENSE_ROBWW
Incidents of robbery with a firearm or explosive device	SCH_OFFENSE_ROBWX
Incidents of robbery without a weapon	SCH_OFFENSE_ROBWOW
Incidents of physical attack or fight with a weapon	SCH_OFFENSE_ATTWW
Incidents of physical attack or fight with a firearm or explosive device	SCH_OFFENSE_ATTWX
Incidents of physical attack or fight without a weapon	SCH_OFFENSE_ATTWOW
Incidents of threats of physical attack with a weapon	SCH_OFFENSE_THRWW
Incidents of threats of physical attack with a firearm or explosive device	SCH_OFFENSE_THRWX
Incidents of threats of physical attack without a weapon	SCH_OFFENSE_THRWOW
Incidents of possession of a firearm or explosive device	SCH_OFFENSE_POSSWX

28. Firearm Use *New! Optional for 2013-14, Required for 2015-16*

All schools and justice facilities, preschool-grade 12, UG

- *An incident refers to a specific criminal act involving one or more victims and offenders. For example, if two students are robbed without a weapon, at the same time and place, this is classified as two robbery victimizations but only one robbery without a weapon incident.*
- *Firearm or explosive device refers to any weapon that is designed to (or may readily be converted to) expel a projectile by the action of an explosive. This includes guns, bombs, grenades, mines, rockets, missiles, pipe bombs, or similar devices designed to explode and capable of causing bodily harm or property damage.*

Instructions

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

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

29. **Homicide** *New! Optional for 2013-14, Required for 2015-16*

All schools and justice facilities, preschool-grade 12, UG

Instructions

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

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

Section IX: Harassment or Bullying

General Instructions

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

KEY DEFINITIONS

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

30. Allegations of Harassment or Bullying *CONTINUING FOR 2013-14 & 2015-16*

Schools and justice facilities, grades K-12, UG

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

Instructions

- Enter the number of allegations of harassment or bullying reported to responsible school employees (such as teachers and school administrators), as specified.
- Include allegations of bullying or harassment for alleged victims in grades K-12 and comparable ungraded levels.
- Allegations can be reported by anyone (e.g., alleged victim; parents of alleged victim). The harassment or bullying can be carried out by students, school employees, or non-employee third parties. Alleged victims must be students.
- In classifying the allegations, look to the likely motives of the alleged harasser, and not the actual status of the alleged victim.
- Within each row, count an allegation only once, even if it involves more than one student.
- An allegation that involves multiple civil rights categories should be counted in each applicable civil rights category. For example, an allegation that involves both sex and disability should be reported in both the sex count and the disability count.

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

31. Students Reported as Harassed or Bullied *CONTINUING FOR 2013-14 & 2015-16*

Schools and justice facilities, grades K-12, UG

Instructions

- Enter the number of students who reported being harassed or bullied to a responsible school employee (such as teacher or school administrator), as specified. Include alleged victims in grades K-12 and comparable ungraded levels.
- The harassment or bullying can be carried out by students, school employees, or non-employee third parties. Alleged victims must be students.
- In classifying the students reported as harassed or bullied, look to the likely motives of the alleged harasser/bully, and not the actual status of the alleged victim.
- A student reported as harassed or bullied on the basis of multiple civil rights categories should be counted in each applicable civil rights category. For example, a student reported as harassed or bullied on the basis of both sex and disability should be reported in both the sex count and the disability count.

Data Element	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	**Total**	LEP	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 only)
Students reported as harassed or bullied on the basis of sex: Male	SCH_HBREPORTED_SEX_HI_M	SCH_HBREPORTED_SEX_AM_M	SCH_HBREPORTED_SEX_AS_M	SCH_HBREPORTED_SEX_HP_M	SCH_HBREPORTED_SEX_BL_M	SCH_HBREPORTED_SEX_WH_M	SCH_HBREPORTED_SEX_TR_M		SCH_HBREPORTED_SEX_LEP_M	SCH_HBREPORTED_SEX_IDEA_M	SCH_HBREPORTED_SEX_504_M
Female	SCH_HBREPORTED_SEX_HI_F	SCH_HBREPORTED_SEX_AM_F	SCH_HBREPORTED_SEX_AS_F	SCH_HBREPORTED_SEX_HP_F	SCH_HBREPORTED_SEX_BL_F	SCH_HBREPORTED_SEX_WH_F	SCH_HBREPORTED_SEX_TR_F		SCH_HBREPORTED_SEX_LEP_F	SCH_HBREPORTED_SEX_IDEA_F	SCH_HBREPORTED_SEX_504_F
Total											
Students reported as harassed or bullied on the basis of race, color or national origin: Male	SCH_HBREPORTED_RAC_HI_M	SCH_HBREPORTED_RAC_AM_M	SCH_HBREPORTED_RAC_AS_M	SCH_HBREPORTED_RAC_HP_M	SCH_HBREPORTED_RAC_BL_M	SCH_HBREPORTED_RAC_WH_M	SCH_HBREPORTED_RAC_TR_M		SCH_HBREPORTED_RAC_LEP_M	SCH_HBREPORTED_RAC_IDEA_M	SCH_HBREPORTED_RAC_504_M
Female	SCH_HBREPORTED_RAC_HI_F	SCH_HBREPORTED_RAC_AM_F	SCH_HBREPORTED_RAC_AS_F	SCH_HBREPORTED_RAC_HP_F	SCH_HBREPORTED_RAC_BL_F	SCH_HBREPORTED_RAC_WH_F	SCH_HBREPORTED_RAC_TR_F		SCH_HBREPORTED_RAC_LEP_F	SCH_HBREPORTED_RAC_IDEA_F	SCH_HBREPORTED_RAC_504_F
Total											

Questions noted with an asterisk "" reflect guiding questions, which ensure schools are only presented with applicable data tables.*

Data Element	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	**Total**	LEP	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 only)
Students reported as harassed or bullied on the basis of disability: Male	SCH_HBREPORTED_DIS_HI_M	SCH_HBREPORTED_DIS_AM_M	SCH_HBREPORTED_DIS_AS_M	SCH_HBREPORTED_DIS_HP_M	SCH_HBREPORTED_DIS_BL_M	SCH_HBREPORTED_DIS_WH_M	SCH_HBREPORTED_DIS_TR_M		SCH_HBREPORTED_DIS_LEP_M	SCH_HBREPORTED_DIS_IDEA_M	SCH_HBREPORTED_DIS_504_M
Female	SCH_HBREPORTED_DIS_HI_F	SCH_HBREPORTED_DIS_AM_F	SCH_HBREPORTED_DIS_AS_F	SCH_HBREPORTED_DIS_HP_F	SCH_HBREPORTED_DIS_BL_F	SCH_HBREPORTED_DIS_WH_F	SCH_HBREPORTED_DIS_TR_F		SCH_HBREPORTED_DIS_LEP_F	SCH_HBREPORTED_DIS_IDEA_F	SCH_HBREPORTED_DIS_504_F
Total											

32. Students Disciplined for Harassment or Bullying *CONTINUING FOR 2013-14 & 2015-16*

Schools and justice facilities, grades K-12, UG

Instructions

- Enter the number of students disciplined for harassment or bullying, as specified. Include students disciplined in grades K-12 and comparable ungraded levels.
- The harassment or bullying can be carried out by students, school employees, or non-employee third parties. Alleged victims must be students.
- In classifying the disciplined students, look to their likely motives, and not the actual status of the alleged victims.
- A student disciplined for engaging in harassment or bullying on the basis of multiple civil rights categories should be counted in each applicable civil rights category. For example, a student disciplined for engaging in harassment or bullying on the basis of both sex and disability should be reported in both the sex count and the disability count.

Data Element	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	**Total**	LEP	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 only)
Students disciplined for bullying or harassment on the basis of sex: Male	SCH_HBDISCIPLINED_SEX_HI_M	SCH_HBDISCIPLINED_SEX_AM_M	SCH_HBDISCIPLINED_SEX_AS_M	SCH_HBDISCIPLINED_SEX_HP_M	SCH_HBDISCIPLINED_SEX_BL_M	SCH_HBDISCIPLINED_SEX_WH_M	SCH_HBDISCIPLINED_SEX_TR_M		SCH_HBDISCIPLINED_SEX_LEP_M	SCH_HBDISCIPLINED_SEX_IDEA_M	SCH_HBDISCIPLINED_SEX_504_M
Female	SCH_HBDISCIPLINED_SEX_HI_F	SCH_HBDISCIPLINED_SEX_AM_F	SCH_HBDISCIPLINED_SEX_AS_F	SCH_HBDISCIPLINED_SEX_HP_F	SCH_HBDISCIPLINED_SEX_BL_F	SCH_HBDISCIPLINED_SEX_WH_F	SCH_HBDISCIPLINED_SEX_TR_F		SCH_HBDISCIPLINED_SEX_LEP_F	SCH_HBDISCIPLINED_SEX_IDEA_F	SCH_HBDISCIPLINED_SEX_504_F
Total											

Data Element	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	**Total**	LEP	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 only)
Students disciplined for bullying or harassment on the basis of race, color or national origin: Male	SCH_HBDISCIPLINED_RAC_HI_M	SCH_HBDISCIPLINED_RAC_AM_M	SCH_HBDISCIPLINED_RAC_AS_M	SCH_HBDISCIPLINED_RAC_HP_M	SCH_HBDISCIPLINED_RAC_BL_M	SCH_HBDISCIPLINED_RAC_WH_M	SCH_HBDISCIPLINED_RAC_TR_M		SCH_HBDISCIPLINED_RAC_LEP_M	SCH_HBDISCIPLINED_RAC_IDEA_M	SCH_HBDISCIPLINED_RAC_504_M
Female	SCH_HBDISCIPLINED_RAC_HI_F	SCH_HBDISCIPLINED_RAC_AM_F	SCH_HBDISCIPLINED_RAC_AS_F	SCH_HBDISCIPLINED_RAC_HP_F	SCH_HBDISCIPLINED_RAC_BL_F	SCH_HBDISCIPLINED_RAC_WH_F	SCH_HBDISCIPLINED_RAC_TR_F		SCH_HBDISCIPLINED_RAC_LEP_F	SCH_HBDISCIPLINED_RAC_IDEA_F	SCH_HBDISCIPLINED_RAC_504_F
Total											
Students disciplined for bullying or harassment on the basis of disability: Male	SCH_HBDISCIPLINED_DIS_HI_M	SCH_HBDISCIPLINED_DIS_AM_M	SCH_HBDISCIPLINED_DIS_AS_M	SCH_HBDISCIPLINED_DIS_HP_M	SCH_HBDISCIPLINED_DIS_BL_M	SCH_HBDISCIPLINED_DIS_WH_M	SCH_HBDISCIPLINED_DIS_TR_M		SCH_HBDISCIPLINED_DIS_LEP_M	SCH_HBDISCIPLINED_DIS_IDEA_M	SCH_HBDISCIPLINED_DIS_504_M
Female	SCH_HBDISCIPLINED_DIS_HI_F	SCH_HBDISCIPLINED_DIS_AM_F	SCH_HBDISCIPLINED_DIS_AS_F	SCH_HBDISCIPLINED_DIS_HP_F	SCH_HBDISCIPLINED_DIS_BL_F	SCH_HBDISCIPLINED_DIS_WH_F	SCH_HBDISCIPLINED_DIS_TR_F		SCH_HBDISCIPLINED_DIS_LEP_F	SCH_HBDISCIPLINED_DIS_IDEA_F	SCH_HBDISCIPLINED_DIS_504_F
Total											

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

33. Allegations of Harassment or Bullying *New! Optional for 2013-14, Required for 2015-16*

Schools and justice facilities, grades K-12, UG

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

well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. The conduct can be carried out by school employees, other students, and non-employee third parties. Bullying on the basis of sexual orientation constitutes sexual orientation harassment.

Instructions

- Enter the number of reported allegations of harassment or bullying to responsible school employees (such as teachers and school administrators), as specified. Include allegations of bullying or harassment for alleged victims in grades K-12 and comparable ungraded levels.
- Report a cumulative count based on the entire regular school year.
- Allegations can be reported by anyone (e.g., alleged victim; parents of alleged victim). The harassment or bullying can be carried out by students, school employees, or non-employee third parties. Alleged victims must be students.
- In classifying the allegations, look to the likely motives of the alleged harasser, and not the actual status of the alleged victim.
- Within each row, count an allegation only once, even if it involves more than one student.
- An allegation that involves multiple civil rights categories should be counted in each applicable civil rights category. For example, an allegation that involves both sex and sexual orientation should be reported in both the sex count and the sexual orientation count.

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

Section X: Restraint and Seclusion

General Instructions

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

Key Definitions

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

34. Non-IDEA Students Subjected to Restraint or Seclusion * *CONTINUING FOR 2013-14 & 2015-16*

Schools and justice facilities, grades K-12, UG

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

Instructions

- Enter the number of non-IDEA students, as specified. Include students in grades K-12 and comparable ungraded levels.
- Do not include students with disabilities served under the Individuals with Disabilities Education Act (IDEA).
- For mechanical restraint, do not a student who is handcuffed by law enforcement personnel during an arrest of a student. However, if a student is handcuffed and no arrest is made, then the student should be included.
- A student may be counted in more than one row.

Data Element	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	**Total Non-IDEA Students**	LEP Non-IDEA Students	Students with Disabilities (Section 504 only)
Non-IDEA students subjected to mechanical restraint: Male	SCH_RS_NONIDEA_MECH_HI_M	SCH_RS_NONIDEA_MECH_AM_M	SCH_RS_NONIDEA_MECH_AS_M	SCH_RS_NONIDEA_MECH_HP_M	SCH_RS_NONIDEA_MECH_BL_M	SCH_RS_NONIDEA_MECH_WH_M	SCH_RS_NONIDEA_MECH_TR_M		SCH_RS_NONIDEA_MECH_LEP_M	SCH_RS_NONIDEA_MECH_504_M
Female	SCH_RS_NONIDEA_MECH_HI_F	SCH_RS_NONIDEA_MECH_AM_F	SCH_RS_NONIDEA_MECH_AS_F	SCH_RS_NONIDEA_MECH_HP_F	SCH_RS_NONIDEA_MECH_BL_F	SCH_RS_NONIDEA_MECH_WH_F	SCH_RS_NONIDEA_MECH_TR_F		SCH_RS_NONIDEA_MECH_LEP_F	SCH_RS_NONIDEA_MECH_504_F
Total										
Non-IDEA students subjected to physical restraint: Male	SCH_RS_NONIDEA_PHYS_HI_M	SCH_RS_NONIDEA_PHYS_AM_M	SCH_RS_NONIDEA_PHYS_AS_M	SCH_RS_NONIDEA_PHYS_HP_M	SCH_RS_NONIDEA_PHYS_BL_M	SCH_RS_NONIDEA_PHYS_WH_M	SCH_RS_NONIDEA_PHYS_TR_M		SCH_RS_NONIDEA_PHYS_LEP_M	SCH_RS_NONIDEA_PHYS_504_M
Female	SCH_RS_NONIDEA_PHYS_HI_F	SCH_RS_NONIDEA_PHYS_AM_F	SCH_RS_NONIDEA_PHYS_AS_F	SCH_RS_NONIDEA_PHYS_HP_F	SCH_RS_NONIDEA_PHYS_BL_F	SCH_RS_NONIDEA_PHYS_WH_F	SCH_RS_NONIDEA_PHYS_TR_F		SCH_RS_NONIDEA_PHYS_LEP_F	SCH_RS_NONIDEA_PHYS_504_F
Total										
Non-IDEA students subjected to seclusion: Male	SCH_RS_NONIDEA_SECL_HI_M	SCH_RS_NONIDEA_SECL_AM_M	SCH_RS_NONIDEA_SECL_AS_M	SCH_RS_NONIDEA_SECL_HP_M	SCH_RS_NONIDEA_SECL_BL_M	SCH_RS_NONIDEA_SECL_WH_M	SCH_RS_NONIDEA_SECL_TR_M		SCH_RS_NONIDEA_SECL_LEP_M	SCH_RS_NONIDEA_SECL_504_M
Female	SCH_RS_NONIDEA_SECL_HI_F	SCH_RS_NONIDEA_SECL_AM_F	SCH_RS_NONIDEA_SECL_AS_F	SCH_RS_NONIDEA_SECL_HP_F	SCH_RS_NONIDEA_SECL_BL_F	SCH_RS_NONIDEA_SECL_WH_F	SCH_RS_NONIDEA_SECL_TR_F		SCH_RS_NONIDEA_SECL_LEP_F	SCH_RS_NONIDEA_SECL_504_F
Total										

35. IDEA Students Subjected to Restraint or Seclusion * *CONTINUING FOR 2013-14 & 2015-16*

Schools and justice facilities, grades K-12, UG

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

Instructions

- Enter the number of IDEA students, as specified. Include students in grades K-12 and comparable ungraded levels.
- For mechanical restraint, do not a student who is handcuffed by law enforcement personnel during an arrest of a student. However, if a student is handcuffed and no arrest is made, then the student should be included.
- A student may be counted in more than one row.

Data Element	Hispanic or Latino of any race	American Indian or Alaska Native	Asian	Native Hawaiian or Other Pacific Islander	Black or African American	White	Two or more races	**Total Students with Disabilities (IDEA)**	LEP Students with Disabilities (IDEA)
Students with disabilities (IDEA) subjected to mechanical restraint: Male	SCH_RS_IDEA_MECH_HI_M	SCH_RS_IDEA_MECH_AM_M	SCH_RS_IDEA_MECH_AS_M	SCH_RS_IDEA_MECH_HP_M	SCH_RS_IDEA_MECH_BL_M	SCH_RS_IDEA_MECH_WH_M	SCH_RS_IDEA_MECH_TR_M		SCH_RS_IDEA_MECH_LEP_M
Female	SCH_RS_IDEA_MECH_HI_F	SCH_RS_IDEA_MECH_AM_F	SCH_RS_IDEA_MECH_AS_F	SCH_RS_IDEA_MECH_HP_F	SCH_RS_IDEA_MECH_BL_F	SCH_RS_IDEA_MECH_WH_F	SCH_RS_IDEA_MECH_TR_F		SCH_RS_IDEA_MECH_LEP_F
Total									
Students with disabilities (IDEA) subjected to physical restraint: Male	SCH_RS_IDEA_PHYS_HI_M	SCH_RS_IDEA_PHYS_AM_M	SCH_RS_IDEA_PHYS_AS_M	SCH_RS_IDEA_PHYS_HP_M	SCH_RS_IDEA_PHYS_BL_M	SCH_RS_IDEA_PHYS_WH_M	SCH_RS_IDEA_PHYS_TR_M		SCH_RS_IDEA_PHYS_LEP_M
Female	SCH_RS_IDEA_PHYS_HI_F	SCH_RS_IDEA_PHYS_AM_F	SCH_RS_IDEA_PHYS_AS_F	SCH_RS_IDEA_PHYS_HP_F	SCH_RS_IDEA_PHYS_BL_F	SCH_RS_IDEA_PHYS_WH_F	SCH_RS_IDEA_PHYS_TR_F		SCH_RS_IDEA_PHYS_LEP_F
Total									
Students with disabilities (IDEA) subjected to seclusion: Male	SCH_RS_IDEA_SECL_HI_M	SCH_RS_IDEA_SECL_AM_M	SCH_RS_IDEA_SECL_AS_M	SCH_RS_IDEA_SECL_HP_M	SCH_RS_IDEA_SECL_BL_M	SCH_RS_IDEA_SECL_WH_M	SCH_RS_IDEA_SECL_TR_M		SCH_RS_IDEA_SECL_LEP_M
Female	SCH_RS_IDEA_SECL_HI_F	SCH_RS_IDEA_SECL_AM_F	SCH_RS_IDEA_SECL_AS_F	SCH_RS_IDEA_SECL_HP_F	SCH_RS_IDEA_SECL_BL_F	SCH_RS_IDEA_SECL_WH_F	SCH_RS_IDEA_SECL_TR_F		SCH_RS_IDEA_SECL_LEP_F

Questions noted with an asterisk "" reflect guiding questions, which ensure schools are only presented with applicable data tables.*

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

36. Instances of Restraint or Seclusion *CONTINUING FOR 2013-14 & 2015-16*

Only for schools/justice facilities (with grades K-12, UG) reporting students subjected to restraint or seclusion

Instructions

- Enter the number of instances, as specified. Include instances for students in grades K-12 and comparable ungraded levels.
- Include the number of instances, not the number of students subjected to restraint or seclusion.
- For mechanical restraint, do not a student who is handcuffed by law enforcement personnel during an arrest of a student. However, if a student is handcuffed and no arrest is made, then the student should be included.
- A student may have been subjected to mechanical restraint, physical restraint, and/or seclusion more than once.

Data Element	Students without Disabilities	Students with Disabilities (IDEA)	Students with Disabilities (Section 504 only)
Number of instances of mechanical restraint	SCH_RSINSTANCES_MECH_WODIS	SCH_RSINSTANCES_MECH_IDEA	SCH_RSINSTANCES_MECH_504
Number of instances of physical restraint	SCH_RSINSTANCES_PHYS_WODIS	SCH_RSINSTANCES_PHYS_IDEA	SCH_RSINSTANCES_PHYS_504
Number of instances of seclusion	SCH_RSINSTANCES_SECL_WODIS	SCH_RSINSTANCES_SECL_IDEA	SCH_RSINSTANCES_SECL_504

Section XI: Teacher Absenteeism

GENERAL INSTRUCTIONS

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

Key Definitions

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

37. Teacher Absenteeism *CONTINUING FOR 2013-14 & 2015-16*

All schools and justice facilities, preschool-grade 12, UG

- *A teacher was absent if he or she was not in attendance on a day in the regular school year when the teacher would otherwise be expected to be teaching students in an assigned class. This includes both days taken for sick leave and days taken for personal leave. Personal leave includes voluntary absences for reasons other than sick leave. Administratively approved leave for professional development, field trips or other off-campus activities with students should not be included.*

Instructions

- The number of absent teachers should be reported in full-time equivalency of assignment.
- Enter the number of FTE teachers who were absent more than 10 school days during the regular school year.
- Include teachers for preschool, grades K-12, and comparable ungraded levels, regardless of how teachers were funded (i.e., federal, state, and/or local funds).
- Values should be entered as decimal numbers to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).

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

Section XII: School Expenditures

General Instructions

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

Important Inclusions and Exclusions

Expenditures	**For expenditures for personnel funded with state and local funds, include and exclude the following:**	**For expenditures for personnel funded with federal, state, and local funds, include and exclude the following:**
ALL Expenditures (Personnel and Non-Personnel)		
Expenditures paid from federal funds other than Impact Aid and State Fiscal Stabilization Fund if used under the Impact Aid authority	Exclude	Include
Expenditures paid from federal Impact Aid funds and State Fiscal Stabilization Fund if used under the Impact Aid authority	Include	Include
Expenditures for preschool programs	Exclude	Include
Expenditures for school nutrition programs	Exclude	Exclude
Expenditures for adult education	Exclude	Exclude
Expenditures for special education	Exclude	Include
Expenditures for programs that serve students from more than one school attendance area at a single school site (e.g., summer school programs that are housed in a subset of the district's schools but serve students from throughout the school district)	Exclude	Include
Expenditures made by regional educational agencies on behalf of schools	Exclude	Include
Additional Inclusions and Exclusions for Salary Expenditures for School Personnel		
Base salary, incentive pay, and bonuses	Include	Include
Supplemental pay for additional roles	Include	Include
Expenditures for employee benefits	Exclude	Exclude
Additional Inclusions and Exclusions for Non-Personnel Expenditures		
Expenditures for professional development for teachers and other staff	Include	Include
Expenditures for instructional materials and supplies	Include	Include
Expenditures for computers, software, and other technology	Include	Include
Expenditures for contracted services such as distance learning services	Include	Include
Expenditures for library books and media center learning materials	Include	Include
Other non-personnel expenditures (associated with regular K-12 instruction, pupil support, instructional support, and school administration)	Include	Include

Key Definitions

- *Full-time equivalent (FTE) is a unit that indicates the workload of an employed person in a way that makes workloads comparable across various contexts. FTE is used to measure a worker's service in a place (e.g., school). FTE is the number of total hours the*

person is expected to work divided by the maximum number of compensable hours in a full-time schedule. An FTE of 1.00 means that the person is equivalent to a full-time worker, while an FTE of 0.50 signals that the worker is only half-time.

- *The following definitions were adopted from the Census Bureau's classification of school-level personnel who are involved in instructional and support functions, based on the F-33 survey of local government finances:*
  - *Instructional aides – Includes aides or assistants of any type who assist in the instructional process.*
  - *Support services staff for pupils and support services staff for instructional staff – Includes guidance counselors, nurses, attendance officers, speech pathologists, other staff who provide support services for students, staff involved in curriculum development, staff training, operating the library, media and computer centers*
  - *School administration staff – Includes principals and other staff involved in school administration*

  Instructional aide expenditures are associated with activities dealing directly with the interaction between teachers and students.
- *Total personnel - regular instructional and support personnel are defined as follows:*
  - *Instructional staff – Includes teachers and instructional aides*
  - *Support services staff for pupils – Includes guidance counselors, nurses, attendance officers, speech pathologists, and other staff who provide support services for students*
  - *Support services staff for instructional staff – Includes staff involved in curriculum development, staff training, operating the library, media and computer centers*
  - *School administration staff – Includes principals and other staff involved in school administration*
- *Total personnel salaries include expenditures for regular instructional and support staff that are associated with the following types of activities:*
  - *Instructional functions – Activities dealing directly with the interaction between teachers and students.*
  - *Support services for pupils – Activities designed to assess and improve the well-being of students to supplement the teaching process.*
  - *Support services for instructional staff – Activities associated with assisting the instructional staff with content and process of providing learning experiences for students.*
  - *School administration – Activities related to overall administration for a school.*
- *Non-personnel expenditures may include (but is not limited to) the following types of expenditures: Professional development for teachers and other staff; instructional materials and supplies; computers, software, and other technology; contracted services such as distance learning services; and library books and media center learning materials.*

38. Salary Expenditures for School Staff Funded with State and Local Funds *CONTINUING FOR 2013-14 & 2015-16*

Schools and justice facilities, grades K-12

Instructions

- Enter the amount of salary expenditures for instructional staff (grades K-12) funded with state and local funds.
- Review the inclusion and exclusion at the beginning of this section to determine which revenue sources should be included or excluded.
- Value should be entered as a decimal number to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).
- When determining salary expenditures for instructional staff funded with state and local funds, refer to the list of school-level expenditures to determine what should be included and excluded.
- *Note: In 2015-16, salary expenditures for instructional staff will be revised to salary expenditures for instruction aides only. See question 41 on page 63 to see how this data will be collected in 2015-16.*

Data Element	Amount
Salary expenditures for K-12 instructional staff (teachers and instructional aides)	$xxxx.xx SCH_SAL_INSTR_WOFED
Salary expenditures for K-12 total personnel (instructional, support services, and school administration)	$xxxx.xx SCH_SAL_TOTPERS_WOFED

39. Full-time Equivalency Count and Salary Amount for Teachers Funded with State and Local Funds *CONTINUING FOR 2013-14 & 2015-16*

Schools and justice facilities, grades K-12

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

Instructions

- Enter the number of FTE teachers funded with state and local funds. Include teachers for grades K-12, and comparable ungraded levels.
- The number of teachers should be reported in full-time equivalency of assignment.
- For the purposes of reporting school finance data for teachers funded with state and local funds, refer to the teachers definition and guide to determine which teachers should be included and excluded.
- Enter the amount of salary expenditures for teachers funded with state and local funds. Include salary expenditures for teachers associated with regular K-12 instruction.
- Values should be entered as decimal numbers to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).
- When determining salary expenditures for teachers funded with state and local funds, refer to the list of school-level expenditures to determine what should be included and excluded.
- *Note: The FTE count reported for this question may be less than or equal to the FTE of teachers funded by federal, state and local funds reported in question 50 on page 30.*

Data Element	FTE	Amount
Teachers	xx.xx SCH_FTE_TEACH_WOFED	$xxxx.xx SCH_SAL_TEACH_WOFED

40. Amount of Non-Personnel Expenditures Associated with Activities Funded with State and Local Funds *CONTINUING FOR 2013-14 & 2015-16*

Schools and justice facilities, grade K-12

Instructions

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

Data Element	Amount
Non-personnel expenditures	$xxxx.xx SCH_NPE_WOFED

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

41. Full-time Equivalency Counts and Salary Amounts for Staff Funded with State and Local Funds *New! Optional for 2013-14, Required for 2015-16*

Schools and justice facilities, grades K-12

Instructions

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

Data Element	FTE	Amount
Instructional Aides	xx.xx SCH_FTE_AID_WOFED	$xxxx.xx SCH_SAL_AID_WOFED
Support Services Staff (for Pupils and for Instructional Staff)	xx.xx SCH_FTE_SUP_WOFED	$xxxx.xx SCH_SAL_SUP_WOFED
School Administration Staff	xx.xx SCH_FTE_ADM_WOFED	$xxxx.xx SCH_SAL_ADM_WOFED

42. Full-time Equivalency Counts and Salary Amounts for Staff Funded with Federal, State, and Local Funds *New! Optional for 2013-14, Required for 2015-16*

All schools and justice facilities, preschool-grade 12

Instructions

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

Data Element	FTE	Amount
Instructional Aides	xx.xx SCH_FTE_AID_WFED	$xxxx.xx SCH_SAL_AID_WFED
Support Services Staff (for Pupils and for Instructional Staff)	xx.xx SCH_FTE_SUP_WFED	$xxxx.xx SCH_SAL_SUP_WFED
School Administration Staff	xx.xx SCH_FTE_ADM_WFED	$xxxx.xx SCH_SAL_ADM_WFED
Total personnel (instructional, support services, and		$xxxx.xx SCH_SAL_TOTPERS_WFED

Data Element	FTE	Amount
school administration)		

43. Salary Amount for Teachers Funded with Federal, State, and Local Funds *New!*

Optional for 2013-14, Required for 2015-16

All schools and justice facilities, preschool-grade 12

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

Instructions

- Enter the amount of salary expenditures for teachers funded with federal, state, and local funds. Include salary expenditures for teachers associated with preschool-grade 12 instruction.
- Value should be entered as a decimal number to the hundredths place (i.e., two decimal places; e.g., 4.00, 4.75).
- When determining salary expenditures for teachers funded with federal, state, and local funds, refer to the list of school-level expenditures to determine what should be included and excluded.
- *Note: The amount reported for this question may be greater than or equal to the amount reported on question 39 on page 60).*
- For the purposes of reporting school finance data for teachers funded with federal, state, and local funds, refer to the teachers definition and guide to determine which teachers should be included and excluded.

Data Element	Amount
Teachers	$xxxx.xx SCH_SAL_TEACH_WFED

44. Amount of Non-Personnel Expenditures Associated with Activities Funded with Federal, State, and Local Funds *New! Optional for 2013-14, Required for 2015-16*

All schools and justice facilities, preschool-grade 12

Instructions

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

Data Element	Amount
Non-personnel expenditures	$xxxx.xx SCH_NPE_WFED

Section XIII: Items for Justice Facilities Only

GENERAL INSTRUCTIONS

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

KEY DEFINITIONS

- *A justice facility is a public or private facility that confines pre-adjudicated/pre-convicted individuals, post-adjudicated/pre-convicted individuals, or both. Justice facilities include short-term (90 calendar days or less) and long-term (more than 90 calendar days) facilities, such as correctional facilities, detention centers, jails, and prisons. These facilities may confine juveniles (individuals typically under 18 years of age), adults (individuals typically 18 years of age and older), or both. Some states and jurisdictions include individuals younger than age 18 as adults due to statute/legislation and/or justice procedures. For the purposes of the CRDC, only individuals up to 21 years of age who are confined in justice facilities are of interest.*
- *A justice facility educational program is a program for children and youth (not beyond grade 12) served at a justice facility that consists of credit-granting courses and classroom instruction in at minimum, basic school subjects, such as reading, English language arts, and mathematics. Classroom instruction in vocationally-oriented subjects may also be considered part of the program. Neither the manufacture of goods within the facility nor activities related to facility maintenance are considered classroom instruction. Credit-granting refers to any course that results in a letter grade or a pass/fail designation and is required of a student to move to the next grade level or complete a program of study and receive a high school diploma.*

45. Justice Facility Type *NEW FOR 2013-14 & 2015-16!*

For justice facilities only

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

Instructions

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

Type	SCH_JJTYPE
Pre-adjudication/Pre-conviction facility	Permitted Value: Pre
Post-adjudication/Post-conviction facility	Permitted Value: Post
Pre- and post-adjudication/conviction facility	Permitted Value: Both

46. Days in Regular School Year at Justice Facility *NEW FOR 2013-14 & 2015-16!*

For justice facilities only

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

Instructions

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

Data Element	Number
Days in the regular school year	SCH_JJSYDAYS

47. Justice Facility Educational Program Hours per Week *New for 2013-14 & 2015-16!*

For justice facilities only

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

Instructions

- Enter the number of hours per week that the credit-granting educational program is offered to students during the regular school year at the justice facility.
- Value should be entered as a decimal number to the tenths place (i.e., one decimal place; (e.g., 30.0; 31.5).

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

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

48. Justice Facility Educational Program Participants *New! Optional for 2013-14, Required for 2015-16*

For justice facilities only

- *Length of time refers to the cumulative number of calendar days that the student participated in the educational program. For example, a student in the facility who participated in the educational program for 10 days, left the facility, and then re-entered the facility and participated in the educational program for an additional 10 days during the same regular school year would be counted as a student with 20 cumulative days.*
- *A regular educational program usually begins in the late summer or early fall and ends in late spring or early summer. On average, a regular educational program operates for 180 days. A year-round educational program usually operates for a 12-month period.*

Instructions

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

Cumulative Number of Calendar Days	Number of Students
Less than 15 days	SCH_JJPART_LT15
15 days to 30 days	SCH_JJPART_15T30
31 days to 90 days	SCH_JJPART_31T90

Cumulative Number of Calendar Days	Number of Students
91 days to 180 days	SCH_JJPART_91T180
More than 180 days	SCH_JJPART_OV180