

2009-10 Civil Rights Data Collection

Part 1 and Part 2

Background

The Civil Rights Data Collection (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 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.

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 1875-0240. The time required to complete this information collection is estimated to average 12.8 hours per school survey response and 2.8 hours per local education agency (LEA) survey response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: Office for Civil Rights, U.S. Department of Education, 400 Maryland Avenue, S.W., LBJ, Room 4E342, Washington, D.C. 20202.

Important Changes to the CRDC

- The 2009-10 CRDC will be collected in two phases:
 - Part 1 (Enrollment and placement data): March 29-June 4, 2010
 - Part 2 (Cumulative and end-of-year data): October- December 2010
- All data will be collected for the 2009-10 school year.
- Local LEAs will have the option of reporting by either the traditional 5 race/ethnicity categories or the new 7 race/ethnicity categories. (See definitions of race/ethnicity categories for additional information about the requirements.)

General Instructions

- For all survey items, students must be counted at their attendance school. See *Attendance school* in the definitions.
- Counts by race/ethnicity by sex are unduplicated counts, i.e. a student is counted only once in the race/ethnicity columns. Counts in the columns for Students with Disabilities (IDEA), Section 504 Only, and LEP are unduplicated within the column, but are duplicate counts with other columns, except that a student cannot be counted under both Students with Disabilities (IDEA) and under Section 504 Only. For example, a student who is LEP and is a student with disabilities (IDEA) will be counted three times, once under race/ethnicity, once under students with disabilities (IDEA), and once under LEP. See *Duplicated counts* and *Unduplicated counts* in the definitions.
- For tables that include data by race/ethnicity by sex, the Web-based survey tool will keep a running total of the values you enter in the race/ethnicity columns for each row. As you enter a number in any race/ethnicity category, that number will automatically be added to the Total column. Therefore, the sum of the counts that you enter for race/ethnicity by sex will be the total count of students for the particular row. Because it is not

possible for your LEA to modify the total, you must ensure that every student is included in one and only one race/ethnicity category.

- Cells that are marked with an * are filled in automatically; the LEA user cannot overwrite this entry.

PART 1 OPENING

A. Race and Ethnicity Reporting Choice

- You must report all data for all schools for both Part 1 and Part 2 by the same method.
- Any LEA may report by the traditional 5-category method.
- To use the 7-category method, you must meet all of the requirements of the Department’s October 2007 Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education.
- See *Race and ethnicity* in the definitions and see www.ed.gov/legislation/FedRegister/other/2007-4/101907c.html.

Will you report all disaggregated data for this entire Civil Rights Data Collection by the traditional 5 race and ethnicity categories or by the new 7 race and ethnicity categories?

- 5 categories
 7 categories

PART 1 SCHOOL FORM

1. Grades Offered

- Check all grades offered at this school.
- 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.
- Prekindergarten includes early childhood education and preschool programs and services.
- For this item, prekindergarten and kindergarten are considered to be “grades”; do not check “ungraded” solely because of prekindergarten or kindergarten classes.

PK K 1 2 3 4 5 6
 7 8 9 10 11 12 ungraded

2. School Characteristics

- Respond to these questions based on the status as of the beginning of the school year.
 - A) Does this school focus primarily on serving the needs of students with disabilities? (Yes/No)
 - B) Is this school either a magnet school or a school operating a magnet program within the school? (Yes/No)
 - C) Is this school a charter school? (Yes/No)
 - D) Is this school an alternative school? (Yes/No)
 - E) Are any students in this school ability grouped for classroom instruction in mathematics or English/reading/language arts? (Yes/No)

3. Magnet School Detail (only for magnet schools)

Does the entire school population participate in the magnet school program? (Yes/No)

4. Alternative School Detail (only for alternative schools)

This alternative school is designed to meet the needs of the following. (Check all that apply.)

- Students with academic difficulties
- Students with discipline problems

5. Student Enrollment

- Enter overall enrollment.
- Enrollment includes early childhood, prekindergarten, kindergarten, all grades, and ungraded.
- For the Students with Disabilities (IDEA) column, use the count on your IDEA child count date.
- For all other entries, use a count on a single day between September 27 and December 31, inclusive. You may use a count on your IDEA child count date, but you are not required to do so.
- See general instructions for information on duplicated and unduplicated counts.

Data collected by this table

- Overall enrollment

Report data by the following disaggregation categories:

- Race/Ethnicity (American Indian/Alaska Native, Asian/Pacific Islander, Hispanic, Black, White, Total) by sex (male and female)
- Total by sex (male and female) is Web-based system autofill
- Students with Disabilities (IDEA) by sex (male and female)
- Section 504 Only by sex (male and female)
- LEP Students by sex (male and female)

Category	Sex	Race/Ethnicity						Students with Disabilities (IDEA)	Section 504 Only	LEP
		American Indian/Alaska Native	Asian/Pacific Islander	Hispanic	Black	White	Total			
Overall enrollment	M						*			
	F						*			

6. Student Enrollment: Early Childhood and Prekindergarten (only for schools with these programs/services)

- Enter enrollment in early childhood and prekindergarten programs or services.
- Use a count on a single day between September 27 and December 31, inclusive.
- See general instructions for information on duplicated and unduplicated counts.

Data collected by this table

- Enrollment in early childhood and prekindergarten programs or services

Report data by the following disaggregation categories:

- Race/Ethnicity (American Indian/Alaska Native, Asian/Pacific Islander, Hispanic, Black, White, Total) by sex (male and female)
- Total by sex (male and female) is Web-based system autofill
- Students with Disabilities (IDEA) by sex (male and female)
- LEP Students by sex (male and female)

Category	Sex	Race/Ethnicity						Students with Disabilities (IDEA)	LEP
		American Indian/Alaska Native	Asian/Pacific Islander	Hispanic	Black	White	Total		
Enrollment in early childhood or prekindergarten programs or services	M						*		
	F						*		

7. Gifted/Talented Programs

Does this school have students enrolled in gifted/talented programs? (Yes/No)

8. Gifted/Talented Enrollment (only for schools with gifted/talented programs)

- Enter enrollment in gifted/talented programs.
- Use a count on a single day between September 27 and December 31, inclusive.
- See general instructions for information on duplicated and unduplicated counts.

Data collected by this table

- Students enrolled in gifted/talented programs

Report data by the following disaggregation categories:

- Race/Ethnicity (American Indian/Alaska Native, Asian/Pacific Islander, Hispanic, Black, White, Total) by sex (male and female)
- Total by sex (male and female) is Web-based system autofill
- Students with Disabilities (IDEA) by sex (male and female)
- LEP Students by sex (male and female)

Category	Sex	Race/Ethnicity						Students with Disabilities (IDEA)	LEP
		American Indian/Alaska Native	Asian/Pacific Islander	Hispanic	Black	White	Total		
Students enrolled in gifted/talented programs	M						*		
	F						*		

9. Limited English Proficient Students

- In Row 1, enter the number of students who are limited English proficient (LEP).
- In Row 2, enter the number of students who are enrolled in English language instruction educational programs designed for LEP students.
- Use a count on a single day between September 27 and December 31, inclusive.
- A student may be counted in more than one row.
- See general instructions for information on duplicated and unduplicated counts.

Data collected by this table

- Students who are limited English proficient (LEP)
- Students enrolled in LEP programs

Report data by the following disaggregation categories:

- Race/Ethnicity (American Indian/ Alaska Native, Asian/Pacific Islander, Hispanic, Black, White, Total) by sex (male and female)
- Total by sex (male and female) is Web-based system autofill
- Students with Disabilities (IDEA) by sex (male and female)

Category	Sex	Race/Ethnicity						Students with Disabilities (IDEA)
		American Indian/ Alaska Native	Asian/ Pacific Islander	Hispanic	Black	White	Total	
Students who are limited English proficient (LEP)	M						*	
	F						*	
Students enrolled in LEP programs	M						*	
	F						*	

10. Students with Disabilities Served Under IDEA and Those Served Under Section 504 Only

- Enter the number of students for each row.
- For the Students with Disabilities (IDEA) row, use the count on your child count date.
- For the section 504 row, use a count on a single day between September 27 and December 31, inclusive. You may use a count on your IDEA child count date, but you are not required to do so.
- A student may not be counted in both rows.
- See general instructions for information on duplicated and unduplicated counts.

Data collected by this table:

- Students with disabilities served under IDEA
- Students served under Section 504 of the Rehabilitation Act of 1973 but not under IDEA

Report data by the following disaggregation categories:

- Race/Ethnicity (American Indian/Alaska Native, Asian/Pacific Islander, Hispanic, Black, White, Total) by sex (male and female)
- Total by sex (male and female) is Web-based system autofill
- Students with Disabilities (IDEA) by sex (male and female)
- LEP Students by sex (male and female); for students with disabilities served under IDEA, but not students served under Section 504 of the Rehabilitation Act of 1973, this is Web-based system autofill because students with disabilities served under IDEA are collected in question 9

Category	Sex	Race/Ethnicity						LEP
		American Indian/ Alaska Native	Asian/ Pacific Islander	Hispanic	Black	White	Total	
Students with disabilities served under IDEA	M						*	*
	F						*	*
Students served under Section 504 of the Rehabilitation Act of 1973 but not served under IDEA	M						*	
	F						*	

11. Classes in Mathematics and Science Courses

- Enter the number of classes in each of the listed courses. Independent study does not count as a class.

Data collected by this table:

- Number of Classes in Mathematics and Science Courses (Algebra I, Geometry, Algebra II, Advanced Mathematics (trigonometry, elementary analysis, analytic geometry, statistics, precalculus, etc.), calculus, biology, chemistry, physics)

Course	Number of Classes
Algebra I	
Geometry	
Algebra II	
Advanced mathematics (trigonometry, elementary analysis, analytic geometry, statistics, precalculus, etc.)	
Calculus	
Biology	
Chemistry	
Physics	

12. Enrollment In Algebra I (only for schools with grades 7-8)

- Enter the enrollment in Algebra I in grade 7 or 8.
- Do not count students scheduled to take the course, but not yet enrolled.
- If you have regular scheduling, use a count on a single day between September 27 and December 31, inclusive.
- If you use block scheduling that allows a full-year course to be taken in one semester, use the sum of a count on a single day between September 27 and December 31, inclusive, and a single day in your second block before March 1.
- See general instructions for information on duplicated and unduplicated counts.

Data collected by this table:

- Students who are taking Algebra in Grades 7 or 8

Report data by the following disaggregation categories:

- Race/Ethnicity (American Indian/Alaska Native, Asian/Pacific Islander, Hispanic, Black, White, Total) by sex (male and female)
- Total by sex (male and female) is Web-based system autofill

- Students with Disabilities (IDEA) by sex (male and female)
- LEP Students by sex (male and female)

Category	Sex	Race/Ethnicity						Students with Disabilities (IDEA)	LEP
		American Indian/ Alaska Native	Asian/ Pacific Islander	Hispanic	Black	White	Total		
Students who are taking Algebra I in grade 7 or 8	M						* *		
	F						* *		

13. Enrollment in Mathematics Courses (only for schools with any grade 9-12)

- Enter the enrollment for each course listed.
- If you have regular scheduling, use a count on a single day between September 27 and December 31, inclusive.
- If you use block scheduling that allows a full-year course to be taken in one semester, use the sum of a count on a single day between September 27 and December 31, inclusive, and a single day in your second block before March 1.
- A student may be counted in more than one row.
- For Algebra 1, enter N/A in the appropriate row if this school does not have any students in grades 9/10 or grades 11/12.
- See general instructions for information on duplicated and unduplicated counts.

Data collected by this table:

- Students who are taking Algebra I in grade 9 or 10
- Students who are taking Algebra I in grade 11 or 12
- Students who are taking geometry
- Students who are taking Algebra II
- Students who are taking advanced mathematics (trigonometry, elementary analysis, analytic geometry, statistics, precalculus, etc.)

Report data by the following disaggregation categories:

- Race/Ethnicity (American Indian/Alaska Native, Asian/Pacific Islander, Hispanic, Black, White, Total) by sex (male and female)
- Total by sex (male and female) is Web-based system autofill
- Students with Disabilities (IDEA) by sex (male and female)
- LEP Students by sex (male and female)

Category	Sex	Race/Ethnicity						Students with Disabilities (IDEA)	LEP
		American Indian/Alaska Native	Asian/Pacific Islander	Hispanic	Black	White	Total		
Students who are taking Algebra I in grade 9 or 10	M						*		
	F						*		
Students who are taking Algebra I in grade 11 or 12	M						*		
	F						*		
Students who are taking geometry	M						*		
	F						*		
Students who are taking Algebra II	M						*		
	F						*		
Students who are taking advanced mathematics (trigonometry, elementary analysis, analytic geometry, statistics, precalculus, etc.)	M						*		
	F						*		
Students who are taking calculus	M						*		
	F						*		

14. Enrollment in Science Courses and the International Baccalaureate Diploma Programme (only for schools with any grade 9 – 12)

- Enter the enrollment for each course or program listed.
- Do not count students scheduled to take the course, but not yet enrolled.
- If you have regular scheduling, use a count on a single day between September 27 and December 31, inclusive.
- If you use block scheduling that allows a full-year course to be taken in one semester, use the sum of a count on a single day between September 27 and December 31, inclusive, and a single day in your second block before March 1.
- A student may be counted in more than one row.
- See general instructions for information on duplicated and unduplicated counts.

Data collected by this table:

- Students who are taking biology
- Students who are taking chemistry
- Students who are taking physics
- Students who are enrolled in the International Baccalaureate (IB) Diploma Programme

Report data by the following disaggregation categories:

- Race/Ethnicity (American Indian/Alaska Native, Asian/Pacific Islander, Hispanic, Black, White, Total) by sex (male and female)
- Total by sex (male and female) is Web-based system autofill
- Students with Disabilities (IDEA) by sex (male and female)
- LEP Students by sex (male and female)

Category	Student Count								
	Sex	Race/Ethnicity						Students with Disabilities (IDEA)	LEP
		American Indian/Alaska Native	Asian/Pacific Islander	Hispanic	Black	White	Total		
Students who are taking biology	M						*		
	F						*		
Students who are taking chemistry	M						*		
	F						*		
Students who are taking physics	M						*		
	F						*		
Students who are enrolled in the International Baccalaureate (IB) Diploma Programme	M						*		
	F						*		

15. Advanced Placement (AP) Courses

Does this school have students enrolled in Advanced Placement (AP) courses? Yes/No

16. Different Advanced Placement (AP) Courses and Selection (only for schools with students enrolled in AP)

- For item A, 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
- For item B, answer “Yes” if a student is allowed to enroll in any AP course that the school offers without a recommendation or any other required criteria (except for a necessary course pre-requisite), even if some students are recommended or encouraged to take AP courses. Otherwise answer “No.”

A. How many different AP courses does the school provide? (number)

B. Are students allowed to self-select to participate in AP courses (Yes/No)

17. Advanced Placement (AP) Enrollment (only for schools with students enrolled in AP)

- Enter the number of students who are taking at least one AP course.
- Use a count on a single day between September 27 and December 31, inclusive.
- See general instructions for information on duplicated and unduplicated counts.

Data collected by this table:

- Students who are taking at least one AP course

Report data by the following disaggregation categories:

- Race/Ethnicity (American Indian/Alaska Native, Asian/Pacific Islander, Hispanic, Black, White, Total) by sex (male and female)
- Total by sex (male and female) is Web-based system autofill
- Students with Disabilities (IDEA) by sex (male and female)
- LEP Students by sex (male and female)

Category	Sex	Race/Ethnicity						Students with Disabilities (IDEA)	LEP
		American Indian/Alaska Native	Asian/Pacific Islander	Hispanic	Black	White	Total		
Students who are taking at least one AP course	M						*		
	F						*		

18. Advanced Placement (AP) Course Participation by Subject (only for schools with students enrolled in AP)

- Enter the number of students who are taking AP course(s) in the subject areas listed. See Advanced Placement – Subjects in the definitions section to identify the AP courses that are included in each subject.
- Use a count on a single day between September 27 and December 31, inclusive.
- A student may be counted in more than one row.
- See general instructions for information on duplicated and unduplicated counts.

Data collected by this table:

- Students who are taking AP mathematics
- Students who are taking AP science
- Students who are taking AP foreign language
- Students who are taking other AP subjects

Report data by the following disaggregation categories:

- Race/Ethnicity (American Indian/Alaska Native, Asian/Pacific Islander, Hispanic, Black, White, Total) by sex (male and female)
- Total by sex (male and female) is Web-based system autofill
- Students with Disabilities (IDEA) by sex (male and female)
- LEP Students by sex (male and female)

Category	Sex	Race/Ethnicity						Students with Disabilities (IDEA)	LEP
		American Indian/Alaska Native	Asian/Pacific Islander	Hispanic	Black	White	Total		
Students who are taking AP mathematics	M						*		
	F						*		
Students who are taking AP science	M						*		
	F						*		
Students who are taking AP foreign language	M						*		
	F						*		
Students who are taking other AP subjects	M						*		
	F						*		

19. Single-Sex Academic Classes

- Does this school have single sex classes in a co-educational school? Yes/No
- Single-sex classes are academic classes where only male students or only female students are permitted to take the class.
- If both male and female students are permitted to take the class, it is not a single-sex class.
- This question refers to classes, not courses.
- If the only single-sex classes are physical education, enter No.
- If the entire school is single sex (all-male or all-female students), enter No.
- Independent study is not considered a single-sex class.

20. Single-Sex Academic Classes in the School (only for co-educational schools with single-sex classes)

- Enter the number of single-sex academic classes in each subject area. Count classes, not courses, or students.
- Single-sex academic classes are academic classes in which only male students or only female students are permitted to take the class.
- Do not include classes where both male and female students are permitted to take the class.

Data collected by this table:

- Algebra or geometry
- Other mathematics
- Science
- English/reading/language arts
- Other academic subjects

Report data by the following disaggregation categories:

- Classes (With Only Males, With Only Females, Total Single-Sex Classes)
- Total Single Sex Classes is Web-based system autofill

Other academic subjects Category	Classes		
	With Only Males	With only Females	Total Single- Sex Classes
Algebra or geometry			*
Other mathematics			*
Science			*
English/reading/language arts			*
Other academic subjects			*

21. Classroom Teachers – Certification

- In row 1, enter the classroom teacher full-time equivalents (FTEs). Include all classroom teachers, regardless of whether they meet state licensing/certification requirements.
- In row 2, enter the FTE of classroom teachers meeting all state licensing/certification requirements.
- For both rows, count only classroom teachers; do not count principals or counselors or other administrators unless they provide classroom instruction on a regular basis at a particular time.
- The system will accept a value with up to two decimal places, such as 10.25.

Data collected by this table:

- Total FTE of classroom teachers
- FTE of classroom teachers meeting all state licensing/certification requirements

Report data by the following disaggregation categories:

- FTE

Category	FTE
Total FTE of classroom teachers	
FTE of classroom teachers meeting all state licensing/certification requirements	

22. Teacher years of experience

- Enter the number of classroom teachers by their experience as listed.
- Experience includes the current school year.
- Experience does not include student teaching or other similar learning 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.
- Count only classroom teachers; do not count principals or counselors or other administrators unless they provide classroom instruction on a regular basis at a particular time. The system will accept a value with up to two decimal places, such as 4.75.

Data collected by this table:

- FTE of classroom teachers in their first year of teaching
- FTE of classroom teachers in their second year of teaching

Report data by the following disaggregation categories:

- FTE

Category	FTE
FTE of classroom teachers in their first year of teaching	
FTE of classroom teachers in their second year of teaching	

23. School Counselors (only for schools with any grades from 9 through 12)

Enter the FTE of school counselors. The system will accept a value with two decimal places.

Category	FTE
FTE of school counselors	

Part 1 LEA FORM

LEA-1. LEA-Level Counts of Schools and Students

- Enter the counts as listed. Row 1 is a count of schools; rows 2, 3, and 4 are counts of students.
- Row 1 is a count of the public schools under the governance of the LEA, including all facilities where students attend. Include charter schools that are under the governance of the LEA.
- Row 2 is the total public school membership of the LEA. See *Total public school membership of the LEA* in the definitions.
- Row 3 includes all students in schools operated by this LEA including students who have been placed by other LEAs. Do not include students from this LEA who are not served in schools or programs operated by this LEA.
- For the student counts in Row 2 and Row 3, use a count on a single day between September 27 and December 31, inclusive.
- Row 4 includes all students awaiting evaluation, whether they attend LEA facilities or non-LEA facilities, i.e. all students from Row 2 who are awaiting initial evaluation.
- For the student count in Row 4, use a count on your child count date.
- Row 3 should not exceed Row 2. Row 4 should not exceed Row 2.

Data collected by this table:

- Total number of public schools in the LEA
- Total public school membership of this LEA (includes students served in non-LEA facilities)
- Total number of students served in the LEA's schools (do not include student served in non-LEA facilities)
- The number of students who are awaiting initial evaluation for special education programs and related services under the Individuals with Disabilities Education Act (IDEA)

Total number of public schools in the LEA	
Total public school membership of this LEA (include students served in non-LEA facilities)	
Total number of students served in the LEA's schools (do not include students served in non-LEA facilities)	
The number of students who are awaiting initial evaluation for special education programs and related services under the Individuals with Disabilities Education Act (IDEA)	

LEA-2. Desegregation Order or Plan

Is the LEA covered by a desegregation order or plan? (Yes/No)

LEA-3. Kindergarten Daily Length

The LEA provides the following services. (Check all that apply.)

- Full-day kindergarten
- Part-day kindergarten
- No kindergarten

LEA-4. Prekindergarten Daily Length

- Prekindergarten in this survey item includes early childhood services, preschool, etc.

The LEA provides the following services. (Check all that apply.)

- Full-day prekindergarten
- Part-day prekindergarten
- No prekindergarten

LEA-5. Prekindergarten Eligibility (only for LEAs with prekindergarten)

- Prekindergarten in this survey item includes early childhood services, preschool, etc.

The LEA's prekindergarten services are provided to the following. (Check all that apply.)

- All students
- Students with disabilities (IDEA)
- Students in Title I schools
- Students from low income families
- Other (Provide comment to describe.)

LEA-6. Prekindergarten Age for Non-IDEA Students (only for LEAs with prekindergarten)

- Prekindergarten in this survey item includes early childhood services, preschool, etc.

The LEA provides prekindergarten services for non-IDEA students in the following age range(s). (Check all that apply.)

- Students aged 0 – 2
- Students aged 3
- Students aged 4
- None of the above (no prekindergarten or prekindergarten is only for IDEA students)

LEA-7. Harassment and Bullying Policy

Check the following for which the LEA has a written policy. (Check all that apply.)

- Prohibiting harassment and bullying on the basis of sex
- Prohibiting harassment and bullying on the basis of race, color, or national origin
- Prohibiting harassment and bullying on the basis of disability
- None of the above

PART 2 SCHOOL FORM

Part 2 of the SY 2009-10 CRDC is a continuation from Part 1. All survey items cover school year 2009-10.

24. Students Who Passed Algebra I in Grade 7 or 8 (only for schools with any grades from 7 – 8)

- Enter the number of students.
- Count the cumulative number of students for the entire school year.
- See general instructions for information on duplicated and unduplicated counts.

Data collected by this table:

- Students who passed Algebra I in grades 7 or 8:

Report data by the following disaggregation categories::

- Race/Ethnicity (American Indian/Alaska Native, Asian/Pacific Islander, Hispanic, Black, White, Total) by sex (male and female)
- Total by sex (male and female) is Web-based system autofill
- Students with Disabilities (IDEA) by sex (male and female)
- LEP Students by sex (male and female)

Category	Sex	Race/Ethnicity							Students with Disabilities (IDEA)	LEP
		American Indian/Alaska Native	Asian/Pacific Islander	Hispanic	Black	White	Total			
Students who passed Algebra I in grade 7 or 8	M						*			
	F						*			

25. Students Who Passed Algebra I in Grades 9 – 12 (only for schools with any grades from 9 – 12)

- Enter the number of students for each row.
- Enter N/A in the appropriate row if this school does not have any students in grades 9/10 or grades 11/12.
- Count the cumulative number of students for the entire school year.
- See general instructions for information on duplicated and unduplicated counts.

Data collected by this table:

- Students who passed Algebra I in grades 9-10
- Students who passed Algebra I in grades 11-12

Report data by the following disaggregation categories:

- Race /Ethnicity (American Indian/Alaska Native, Asian/Pacific Islander, Hispanic, Black, White, Total) by sex (male and female)
- Total by sex (male and female) is Web-based system autofill
- Students with Disabilities (IDEA) by sex (male and female)
- LEP Students by sex (male and female)

Category	Sex	Race/Ethnicity							Students with Disabilities (IDEA)	LEP
		American Indian/Alaska Native	Asian/Pacific Islander	Hispanic	Black	White	Total			
Students who passed Algebra I in grade 9 or 10	M							*		
	F							*		
Students who passed Algebra I in grade 11 or 12	M							*		
	F							*		

26. SAT and ACT Test Participation (only for schools with any grades 9 – 12)

- Enter the number of students for each row.
- Count the cumulative number of students for the entire school year.
- See general instructions for information on duplicated and unduplicated counts.

Data collected by this table:

- Students who took the SAT or ACT at any time during the 2009-10 school year

Report data by the following disaggregation categories:

- Race/Ethnicity (American Indian/ Alaska Native, Asian/Pacific Islander, Hispanic, Black, White, Total) by sex (male and female)
- Total by sex (male and female) is Web-based system autofill
- Students with Disabilities (IDEA) by sex (male and female)
- LEP Students by sex (male and female)

Category	Sex	Race/Ethnicity							Students with Disabilities (IDEA)	LEP
		American Indian/Alaska Native	Asian/Pacific Islander	Hispanic	Black	White	Total			
Students who took the SAT or ACT any time during the 2009-10 school year	M							*		
	F							*		

27. Advanced Placement (AP) Test Taking (only for schools that have students enrolled in AP courses)

- Enter the number of students for each row.
- Count the cumulative number of students for the entire school year.
- Do not include students who took AP tests, but did not take the AP course.
- A student may not be counted in more than one row.
- See general instructions for information on duplicated and unduplicated counts.

Data collected by this table:

- Students who took AP tests for some AP courses taken
- Students who took AP tests for all AP courses taken
- Students who took AP courses but did not take any AP tests

Report data by the following disaggregation categories:

- Race/Ethnicity (American Indian/Alaska Native, Asian/Pacific Islander, Hispanic, Black, White, Total) by sex (male and female)
- Total by sex (male and female) is Web-based system autofill
- Students with Disabilities (IDEA) by sex (male and female)
- LEP Students by sex (male and female)

Category	Sex	Race/Ethnicity						Total	Students with Disabilities (IDEA)	LEP
		American Indian/Alaska Native	Asian/Pacific Islander	Hispanic	Black	White	Total			
Students who took AP tests for some AP courses taken	M						*			
	F						*			
Students who took AP tests for all AP courses taken	M						*			
	F						*			
Students who took AP courses but did not take any AP tests	M						*			
	F						*			

28. Advanced Placement (AP) Test Passing (only for schools that have students enrolled in AP courses)

- Enter the number of students for each row.
- A score of 3 or higher on an AP examination is considered passing for the purpose of this survey item.
- Count the cumulative number of students for the entire school year.
- Do not include students who took AP tests, but did not take the AP course.
- Do not include students who did not take any AP tests.
- A student may not be counted in more than one row.
- See general instructions for information on duplicated and unduplicated counts.

Data collected by this table:

- Students who passed all AP tests taken
- Students who passed some AP tests taken
- Students who passed no AP tests taken

Report data by the following disaggregation categories:

- Race/Ethnicity (American Indian/Alaska Native, Asian/Pacific Islander, Hispanic, Black, White, Total) by sex (male and female)
- Total by sex (male and female) is Web-based system autofill
- Students with Disabilities (IDEA) by sex (male and female)
- LEP Students by sex (male and female)

Category	Sex	Race/Ethnicity							Students with Disabilities (IDEA)	LEP
		American Indian/Alaska Native	Asian/Pacific Islander	Hispanic	Black	White	Total			
Students who passed all AP tests taken	M							*		
	F							*		
Students who passed some AP tests taken	M							*		
	F							*		
Students who passed no AP tests taken	M							*		
	F							*		

29. Retention of Students in Grades K – 5 (only for schools with any grades K – 5)

- Enter the number of students for each row for the grades offered at this school. Enter N/A for grades not offered.
- Count students who were not promoted to the next grade prior to the beginning of the following school year.
- See general instructions for information on duplicated and unduplicated counts.

Data collected by this table:

- Students retained in kindergarten
- Students retained in grade 1
- Students retained in grade 2
- Students retained in grade 3
- Students retained in grade 4
- Students retained in grade 5

Report data by the following disaggregation categories:

- Race/ethnicity (American Indian/Alaska Native, Asian/Pacific Islander, Hispanic, Black, White, Total) by sex (male and female); Total by sex (male and female) is Web-based system autofill
- Students with Disabilities (IDEA) by sex (male and female)
- Section 504 Only (male and female)
- LEP Students by sex (male and female)

Category	Sex	Race/Ethnicity							Students with Disabilities (IDEA)	Section 504 Only	LEP
		American Indian/Alaska Native	Asian/Pacific Islander	Hispanic	Black	White	Total				
Students retained in kindergarten	M							*			
	F							*			
Students retained in grade 1	M							*			
	F							*			
Students retained in grade 2	M							*			
	F							*			
Students retained in grade 3	M							*			
	F							*			
Students retained in grade 4	M							*			
	F							*			
Students retained in grade 5	M							*			
	F							*			

30. Retention of Students in Grades 6 – 8 (only for schools with any grades 6 – 8)

- Enter the number of students for each row for grades offered at this school. Enter N/A for grades not offered.
- Count students who were not promoted to the next grade prior to the beginning of the following school year.
- See general instructions for information on duplicated and unduplicated counts.

Data collected by this table:

- Students retained in grade 6
- Students retained in grade 7
- Students retained in grade 8

Report data by the following disaggregation categories:

- Race/Ethnicity (American Indian/Alaska Native, Asian/Pacific Islander, Hispanic, Black, White, Total) by sex (male and female)
- Total by sex (male and female) is Web-based system autofill
- Students with Disabilities (IDEA) by sex (male and female)
- Section 504 Only (male and female)
- LEP Students by sex (male and female)

Category	Sex	Race/Ethnicity							Students with Disabilities (IDEA)	Section 504 Only	LEP
		American Indian/Alaska Native	Asian/Pacific Islander	Hispanic	Black	White	Total				
Students retained in grade 6	M							*			
	F							*			
Students retained in grade 7	M							*			
	F							*			
Students retained in grade 8	M							*			
	F							*			

31. Retention of Students in Grades 9-12 (only for schools with any grades 9 – 12)

- Enter the number of students for each row for grades offered by this school. Enter N/A for grades not offered.
- Count students who were not promoted to the next grade prior to the beginning of the following school year.
- For grades 9 - 11, include students who have not accumulated enough credits to be classified as being in the next grade. For grade 12, include students who have not accumulated enough credits to graduate.
- See general instructions for information on duplicated and unduplicated counts.

Data collected by this table:

- Students retained in grade 9
- Students retained in grade 10
- Students retained in grade 11
- Students retained in grade 12

Report data by the following disaggregation categories:

- Race/Ethnicity (American Indian/Alaska Native, Asian/Pacific Islander, Hispanic, Black, White, Total) by sex (male and female)
- Total (male and female) by sex is Web-based system autofill
- Students with Disabilities (IDEA) by sex (male and female)
- Section 504 Only (male and female)
- LEP Students by sex (male and female)

Category	Sex	Race/Ethnicity						Students with Disabilities (IDEA)	Section 504 Only	LEP
		American Indian/Alaska Native	Asian/Pacific Islander	Hispanic	Black	White	Total			
Students retained in grade 9	M						*			
	F						*			
Students retained in grade 10	M						*			
	F						*			
Students retained in grade 11	M						*			
	F						*			
Students retained in grade 12	M						*			
	F						*			

32. Interscholastic Athletics (only for schools with any grade 9 – 12)

Did this school have interscholastic athletics? (Yes/No)

33. Single-Sex Interscholastic Athletics Sports, Teams, and Participants (only for schools with grades 9-12 with interscholastic athletics)

- Enter the count for each row.
- Count only sports, teams, and participants on teams in which only male or only female students participate.
- Count the cumulative number of sports, teams, and participants for the entire school year.

- The count of sports includes only distinct sports such as football, basketball, soccer.
- The count of teams includes each competitive-level team in each sport, such as freshman team, junior varsity team, and varsity team in each sport.
- The count of participants is a duplicated count: a student should be counted once for each such team he or she was on.
- Do not include intramural sports or cheerleading in any of these counts.

Data collected by this table:

- Sports
- Teams
- Participants on teams

Report data by the following disaggregation categories:

- Male only
- Female only
- Total
- Total is Web-based system autofill

	Male only	Female only	Total
Sports			*
Teams			*
Participants on teams			*

34. Discipline of Students Without Disabilities

- Enter the number of students for each row. Include ONLY students without disabilities.
- Count the cumulative number of students for the entire school year.
- Do not count a student in both row C and row D. Otherwise, a student can be counted in more than one row.
- See the definitions section and review definitions carefully. The definition for “out-of-school suspension” (rows C and D) is different for students with disabilities (IDEA) than for other students. In this survey item, be sure to use the definition for students without disabilities.
- See general instructions for information on duplicated and unduplicated counts.

Data collected by this table:

- Corporal punishment
- Students receiving one or more in-school suspensions
- Students receiving only one out-of-school suspension
- Students receiving more than one out-of-school suspension
- Expulsions with educational services
- Expulsions without educational services
- Expulsions under zero tolerance policies
- Referral to law enforcement
- School-related arrest

Report data by the following disaggregation categories:

- Race/Ethnicity (American Indian/Alaska Native, Asian/Pacific Islander, Hispanic, Black, White, Total) by sex (male and female)
- Total by sex (male and female) is Web-based system autofill
- LEP Students by sex (male and female)

	Category	Sex	Race/Ethnicity							LEP
			American Indian/Alaska Native	Asian/Pacific Islander	Hispanic	Black	White	Total		
A	Corporal punishment	M						*		
		F						*		
B	Students receiving one or more in-school suspensions	M						*		
		F						*		
C	Students receiving only one out-of-school suspension	M						*		
		F						*		
D	Students receiving more than one out-of-school suspension	M						*		
		F						*		
E	Expulsions with educational services	M						*		
		F						*		
F	Expulsions without educational services	M						*		
		F						*		
G	Expulsions under zero-tolerance policies	M						*		
		F						*		
H	Referral to law enforcement	M						*		
		F						*		
I	School-related arrest	M						*		
		F						*		

35. Discipline of Students with Disabilities

- Enter the number of students for each row.
- Include ONLY students with disabilities; count both those served under IDEA and those served under Section 504 but not IDEA.
- Count the cumulative number of students for the entire school year.
- In the race/ethnicity category columns, include ONLY students with disabilities who are served under IDEA.
- In the next to last column, include ONLY students served under Section 504 but not served under IDEA.
- See the definitions section and review definitions carefully. The definition for “out-of-school suspension” (rows C and D) is different for students with disabilities (IDEA) than for other students. In this survey item:
 - For the race/ethnicity columns, use the definition for students with disabilities (IDEA)
 - For the Section 504 Only column, use the definition for students without disabilities and students with disabilities served solely under Section 504.
- In the last column include both LEP students that are served under IDEA and LEP students served under Section 504 only. Do not count a student in both row C and row D. Otherwise, a student may be counted in more than one row.
- See general instructions for information on duplicated and unduplicated count.

Data collected by this table:

- Corporal punishment
- Students receiving one or more in-school suspensions
- Students receiving only one out-of-school suspension
- Students receiving more than one out-of-school suspension
- Expulsions with educational services
- Expulsions without educational services
- Expulsions under zero tolerance policies
- Referral to law enforcement
- School-related arrest

Report data by the following disaggregation categories:

- Race/Ethnicity for Students with Disabilities (IDEA): American Indian/Alaska Native, Asian/Pacific Islander, Hispanic, Black, White, Total by sex (male and female)
- Total by sex (male and female) is Web-based system autofill
- Section 504 Only by sex (male and female)
- LEP Students by sex (male and female)

	Category	Sex	Race/Ethnicity for Students with Disabilities (IDEA)						Section 504 Only	LEP
			American Indian/Alaska Native	Asian/Pacific Islander	Hispanic	Black	White	Total IDEA		
A	Corporal punishment	M						*		
		F						*		
B	Students receiving one or more in-school suspensions	M						*		
		F						*		
C	Students receiving only one out-of-school suspension	M						*		
		F						*		
D	Students receiving more than one out-of-school suspension	M						*		
		F						*		
E	Expulsions with educational services	M						*		
		F						*		
F	Expulsions without educational services	M						*		
		F						*		
G	Expulsions under zero-tolerance policies	M						*		
		F						*		
H	Referral to law enforcement	M						*		
		F						*		
I	School-related arrest	M						*		
		F						*		

36. Reported Allegations of Harassment or Bullying

- Enter the number of reported allegations for each row.
- Each row is an unduplicated count; count an incident only once in a row, even if it involves more than one student.
- Count an incident in each row that applies. For example, an incident involving both sex and disability should be reported in both Row 1 and Row 3.

Data collected by this table:

- Allegations of harassment or bullying on the basis of sex
- Allegations of harassment or bullying on the basis of race, color, or national origin
- Allegations of harassment or bullying on the basis of disability

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

37. Students Reported to Have Been Harassed or Bullied

- Enter the number of students for each row.
- Count the cumulative number of students for the entire school year.
- A student may be counted in more than one row.
- See general instructions for information on duplicated and unduplicated counts.

Data collected by this table:

- Students reported to have been harassed or bullied on the basis of sex
- Students reported to have been harassed or bullied on the basis of race, color or national origin
- Students reported to have been harassed on bullied on the basis of disability.

Report data by the following disaggregation categories:

- Race/Ethnicity (American Indian/Alaska Native, Asian/Pacific Islander, Hispanic, Black, White, Total) by sex (male and female)
- Total by sex (male and female), is Web-based system autofill
- Students with Disabilities (IDEA) by sex (male and female)
- Section 504 Only by sex (male and female)
- LEP Students by sex (male and female)

Category	Sex	Race/Ethnicity						Total	Students with Disabilities (IDEA)	Section 504 Only	LEP
		American Indian/Alaska Native	Asian/Pacific Islander	Hispanic	Black	White					
Students reported to have been harassed or bullied on the basis of sex)	M						*				
	F						*				
Students reported to have been harassed or bullied on the basis of race, color or national origin	M						*				
	F						*				
Students reported to have been harassed or bullied on the basis of disability	M						*				
	F						*				

38. Students Disciplined for Harassment or Bullying

- Enter the number of students for each row.
- Count the cumulative number of students for the entire school year.
- A student may be counted in more than one row.
- See general instructions for information on duplicated and unduplicated counts.

Data collected by this table:

- Students disciplined for engaging in harassment or bullying on the basis of sex
- Students disciplined for engaging in harassment or bullying on the basis of race, color, or national origin

- Students disciplined for engaging in harassment or bullying on the basis of disability.

Report data by the following disaggregation categories:

- Race/Ethnicity (American Indian/Alaska Native, Asian/Pacific Islander, Hispanic, Black, White, Total) by sex (male and female)
- Total by sex (male and female) is Web-based system autofill
- Students with Disabilities (IDEA) by sex (male and female)
- Section 504 Only by sex (male and female)
- LEP Students by sex (male and female)

Category	Sex	Race/Ethnicity						Students with Disabilities (IDEA)	Section 504 Only	LEP
		American Indian/Alaska Native	Asian/Pacific Islander	Hispanic	Black	White	Total			
Students disciplined for engaging in harassment or bullying on the basis of sex	M						*			
	F						*			
Students disciplined for engaging in harassment or bullying on the basis of race, color or national origin	M						*			
	F						*			
Students disciplined for engaging in harassment or bullying on the basis of disability	M						*			
	F						*			

39. Non-IDEA Students Subjected to Restraint or Seclusion

- Enter the number of students for each row.
- Include only students NOT served under IDEA. Include students without disabilities and students with disabilities who are receiving services solely under Section 504.
- Count the cumulative number of students for the entire school year.
- A student may be counted in more than one row.
- See general instructions for information on duplicated and unduplicated counts.

Data collected by this table:

- Non-IDEA students subjected to mechanical restraint
- Non-IDEA students subjected to physical restraint
- Non-IDEA students subjected to seclusion

Report data by the following disaggregation categories:

- Race/Ethnicity (American Indian/Alaska Native, Asian/Pacific Islander, Hispanic, Black, White, Total) by sex (male and female)
- Total by sex (male and female) is Web-based system autofill
- Section 504 Only by sex (male and female)
- LEP Students by sex (male and female)

Category	Sex	Race/Ethnicity						Section 504 Only	LEP
		American Indian/Alaska Native	Asian/Pacific Islander	Hispanic	Black	White	Total		
Non-IDEA students subjected to mechanical restraint	M						*		
	F						*		
Non-IDEA students subjected to physical restraint	M						*		
	F						*		
Non-IDEA students subjected to seclusion	M						*		
	F						*		

40. Students with Disabilities (IDEA) Subjected to Restraint or Seclusion

- Enter the number of students for each row.
- Include only students with disabilities served under IDEA.
- Count the cumulative number of students for the entire school year.
- A student may be counted in more than one row.
- See general instructions for information on duplicated and unduplicated counts.

Data collected by this table:

- Students with disabilities (IDEA) subjected to mechanical restraint
- Students with disabilities (IDEA) subjected to physical restraint
- Students with disabilities (IDEA) subjected to seclusion

Report data by the following disaggregation categories:

- Race/Ethnicity (American Indian/Alaska Native, Asian/Pacific Islander, Hispanic, Black, White, Total) by sex (male and female)
- Total by sex (male and female) is Web-based system autofill
- Students with Disabilities (IDEA) by sex (male and female)
- LEP Students by sex (male and female)

Category	Sex	Race/Ethnicity						LEP
		American Indian/Alaska Native	Asian/Pacific Islander	Hispanic	Black	White	Total	
Students with disabilities (IDEA) subjected to mechanical restraint	M						*	
	F						*	
Students with disabilities (IDEA) subjected to physical restraint	M						*	
	F						*	
Students with disabilities (IDEA) subjected to seclusion	M						*	
	F						*	

41. Instances of Restraint or Seclusion

- Enter the number of instances for each row.

- Count the cumulative number of instances for the entire school year.
- This is a duplicate count; a student can be counted more than once in each cell.

Data collected by this table:

- Mechanical restraint
- Physical restraint
- Seclusion

Report data by the following disaggregation categories:

- Mechanical restraint
- Physical restraint
- Seclusion

Category	Instances – Students with Disabilities (IDEA)	Instances – Section 504 Only Students	Instances – Students Without Disabilities
Mechanical restraint			
Physical restraint			
Seclusion			

42. Teacher Absenteeism

- Enter the FTE of teachers who were absent more than 10 days of the school year.
- Count only days in the regular school year when the teacher would otherwise be expected to be teaching students in an assigned class.

Category	FTE
FTE of teachers who were absent more than 10 days of the school year	

43. School Finance Data

- This CRDC request for school finance data follows the instructions and definitions established for the SY 2008 – 09 collection of finance data under the American Reinvestment and Recovery Act of 2009 (ARRA). See *Finance data* in the definitions.
- Report expenses for SY 2009-10.
- ED prefers that certain types of expenditures be included and that other types of expenditures not be included. However, ED will provide flexibility as to what is included and excluded based on the information that is available at the local level. See *Finance data* in the definitions.
- All schools within an LEA must report with the same inclusions and exclusions. See the last survey item on the Part 2 LEA Form.
- Report actual school finance data for this school. *Do not report data based upon average teacher expenditures.*

Data collected by this table:

- Personnel salaries at the school level - total
- Personnel salaries at school level – instructional staff only
- Non-personnel expenditures at school level

Report data by the following disaggregation categories:

- Amount

A. Expenditures

Category	Amount
Personnel salaries at school level – total	
Personnel salaries at school level – instructional staff only	
Non-personnel expenditures at school level	

44. School Finance Data – Teachers Only

- Report the amount of expenditures for teachers only.
- Report the total FTE of teachers funded by the amount of funding reported in this table.
- Report actual school finance data for this school. *Do not report data based on average teacher expenditures.*

Data collected by this table:

- Personnel salaries at school level – teachers only

Report data by the following disaggregation categories:

- Amount
- Teacher FTE

B. Teacher Salaries and FTE of Teachers funded by Reported Salaries

Category	Amount	Teacher FTE
Personnel salaries at school level – teachers only		

LEA FORM

LEA-8. LEA-Operated General Educational Development (GED) Preparation Program

Did the LEA operate a General Educational Development (GED) preparation program for students aged 16 – 19? (Yes/No)

- Answer yes if this LEA contracted with another entity (e.g. community college) to provide services to students aged 16-19.

LEA-9. Student Participation in LEA-Operated GED Preparation Program

- Enter the number of students for the row.
- Include only students who attended a GED preparation program operated by your LEA.
- Do not include participation in a GED preparation program operated by a community college, or other agency, even if your LEA recommends that your students enroll in these programs.
- Count the cumulative number of students for the entire school year.
- See general instructions for information on duplicated and unduplicated counts.

Data collected by this table:

- Students aged 16-19 who participated in LEA-operated GED preparation program

Report data by the following disaggregation categories:

- Race/Ethnicity (American Indian/Alaska Native, Asian/Pacific Islander, Hispanic, Black, White, Total) by sex (male and female)
- Total by sex (male and female) is Web-based system autofill
- Students with Disabilities (IDEA) by sex (male and female)
- LEP Students by sex (male and female)

Category	Sex	Race and Ethnicity							Students with Disabilities (IDEA)	LEP
		American Indian/Alaska Native	Asian/Pacific Islander	Hispanic	Black	White	Total			
Students aged 16-19 who participated in LEA-operated GED preparation program	M						*			
	F						*			

LEA-10. GED Credentials Earned

- Enter the number of students for the row.
- Include only students who participated in your LEA-operated GED preparation program AND received the GED credential.
- Count the cumulative number of students for the entire school year.
- See general instructions for information on duplicated and unduplicated counts.

Data collected by this table:

- Students aged 16-19 who participated in LEA-operated GED preparation program and received GED credential

Report data by the following disaggregation categories:

- Race/Ethnicity (American Indian/Alaska Native, Asian/Pacific Islander, Hispanic, Black, White, Total) by sex (male and female)

- Total by sex (male and female) is Web-based system autofill
- Students with Disabilities (IDEA) by sex (male and female)
- LEP Students by sex (male and female)

Category	Sex	Race and Ethnicity							Students with Disabilities (IDEA)	LEP
		American Indian/Alaska Native	Asian/Pacific Islander	Hispanic	Black	White	Total			
Students aged 16-19 who participated in LEA-operated GED preparation program and received GED credential	M						*			
	F						*			

LEA-11. Inclusions and Exclusions in School Finance Data

- In your report of school finance data (Screen 43 on the Part 2 school forms), ED prefers that you include certain types of expenditures and exclude other types of expenditures.
- However, ED provides flexibility based on the information you have available.
- See Column 1 for ED’s preferred method and see *Finance data* in the definitions for further information.
- You must include and exclude the same types across all the LEA’s schools.

When reporting school finance data (Screen 43 on the part 2 school forms) did you include or exclude the following types of expenditures? Fill the bubble to indicate.

ED Preferred	Type of expenditure	Included	Excluded	Not Applicable
For All School-Level Expenditures				
Exclude	Expenditures paid from federal funds other than Impact Aid and State Fiscal Stabilization Fund if used under the Impact Aid authority	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Include	Expenditures paid from federal Impact Aid funds and State Fiscal Stabilization Fund if used under the Impact Aid authority	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exclude	Special education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exclude	Adult education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exclude	School nutrition programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exclude	Summer school programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exclude	Preschool programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exclude	Expenditures made by regional educational agencies on behalf of schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For Personnel Expenditures				
Include	Incentive pay and/or bonuses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Include	Supplemental pay for additional roles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exclude	Employee benefits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
For Non-Personnel Expenditures				
Include	Professional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Include	Instructional materials/supplies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Include	Computers/software/technology	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Include	Contracted services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Include	Library books/media center materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Include	Other non-personnel expenditures (specify in comment field below)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Survey Items No Longer Collected by the CRDC

The CRDC will use data collected by *EDFacts* as follows. The LEA must ensure that the data it sends to its state education agency for these areas are accurate, as they will be considered part of the CRDC data set.

- Disability Categories and Educational Environment for Students with Disabilities Served Under IDEA
- Graduates and Completers

Definitions

Word	Definition
Ability grouped	<p>Ability grouping is the pedagogical practice of separating students into different classrooms within a grade, based on their estimated achievement or ability levels.</p> <p>Ability grouping includes students pulled out of regular mathematics or English/reading/ language arts classes for Title I purposes in these subject areas.</p> <p>In this survey, ability grouping does NOT include grouping by achievement level on the basis of required prerequisites for certain courses (for instance, Algebra I as a prerequisite for Algebra II) or programs or services for students with disabilities served under IDEA.</p>
Absent (for teachers)	A teacher is absent if he or she is 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. Do not include administratively approved leave for professional development, field trips or other off-campus activities with students.
ACT	The ACT sponsored by ACT, Inc. (formerly the American College Testing Program). The ACT is a nationally recognized assessment used to indicate college preparedness.
Advanced mathematics	<p>Advanced mathematics includes the following: trigonometry, trigonometry/algebra, trigonometry/analytic geometry, trigonometry/math analysis, analytic geometry, math analysis, math analysis/analytic geometry, probability and statistics, and precalculus.</p> <p>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.</p> <p>Analytic geometry courses include the study of the nature and intersection of lines and planes in space.</p> <p>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.</p> <p>Probability and statistics courses introduce the study of likely events and the analysis, interpretation, and presentation of quantitative data.</p> <p>Precalculus courses combine the study of trigonometry, elementary functions, analytic geometry, and math analysis topics as preparation for calculus.</p>
Advanced Placement (AP)	Advanced Placement (AP) is a program sponsored by the College Board through which high school students can earn college credit and advanced college placement.
Advanced Placement – different courses	<p>Courses listed by the College Board as preparation for AP tests; the list is available at http://www.collegeboard.com/student/testing/ap/about.html.</p> <p><i>Different courses</i> does not refer to the number of classes offered. As examples, Biology and Chemistry are different; Calculus AB and Calculus BC are different; but multiple classes in Calculus AB are not different.</p>
Advanced Placement – self selection	See <i>Self selection</i> .
Advanced Placement – subjects	<p>AP mathematics courses include calculus (AB and BC) and statistics.</p> <p>AP science courses include biology, chemistry, physics, and environmental science.</p> <p>AP foreign language courses include any foreign language for which AP testing is offered.</p> <p>AP courses in “other subjects” include all AP courses other than mathematics, science, and foreign language. AP computer science is included in “other subjects.”</p>
Advanced Placement – test passing	For the purpose of the CRDC, a score of 3 or higher on an AP examination is considered passing
Algebra I	Algebra I is a course that includes the study of properties and operations of the real number system; evaluating rational algebraic expressions; solving and graphing first degree equations and inequalities; translating word problems into equations; operations with and factoring of polynomials; and solving simple quadratic equations.
Algebra II	Algebra II 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.

Alternative school	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 and provides nontraditional education which falls outside of the categories of regular education, special education, vocational education, gifted or talented or magnet school programs. This definition includes schools that are adjunct to a regular school, e.g., are located on the same campus as a regular school but have a separate principal or administrator.
AP	Advanced Placement
Athletics	See <i>Interscholastic athletics</i> .
Attendance school	The school that the student actually attends for more than half of his or her school day. The Department recognizes that districts and states may identify students with schools in various ways, such as their membership school, their attendance school, their funding school, their accountability (AYP) school, etc. For the purposes of CRDC, students must ALWAYS 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.
Beginning of year	Status at the beginning of the school year for that LEA, usually used for survey items that involve policy or course offerings.
Biology	Biology 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.
Calculus	Calculus courses 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).
Certification	See Teacher meeting all state licensing/certification requirements.
Charter school or LEA	A school or LEA that provides free public elementary and/or secondary education to eligible students under a specific charter granted by a recognized public chartering agency.
Chemistry	Chemistry 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.
Civil Rights Law	Civil rights law refers to one of the following: <ul style="list-style-type: none"> • 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. See each of these.
Classroom teacher	A teacher that provides instruction, learning experiences, and care to students during a particular time period or in a given discipline. School principals and guidance counselors are not considered classroom teachers.
Corporal punishment	Corporal punishment is paddling, spanking, or other forms of physical punishment imposed on a student.
Counselor	See <i>School counselor</i> .
Desegregation order or plan	A desegregation plan either ordered by a court or entered into with the Office for Civil Rights under Title VI of the Civil Rights Act of 1964.
Duplicated Counts	Counts by race/ethnicity by sex are unduplicated counts, i.e. a student is counted only once in the race/ethnicity columns. Where tables also contain columns for Students with Disabilities (IDEA), Section 504 only, or LEP, those counts are duplicate counts, except that a student cannot be counted under both Students with Disabilities (IDEA) and under Section 504 Only.
English language learners (ELL)	See <i>Limited English proficient (LEP)</i> .
Enrollment	See <i>Overall enrollment</i> .
Expulsion under zero-tolerance policies	Removal of a student from the school setting for an extended length of time 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 (for example, 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 an LEA to modify the expulsion on a case-by-case basis.
Expulsion with educational services	An action taken by the local educational agency removing a child from his/her regular school for disciplinary purposes, with the continuation of educational services, 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	An action taken by the local educational agency removing a child from his/her regular school for disciplinary purposes, with the cessation of educational services, 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.
F	See <i>M/F</i>

Finance data

The following guidelines, taken from Form A of the instructions for the ARRA collection of school finance data for SY 2008-09, will be used for the SY 2009-10 CRDC.

In general, LEAs should report school-level expenditures that are associated with regular K-12 instruction, instructional support, pupil support, and school administration. More specifically, LEAs should report the following four categories of school-level expenditures from state and local funds:

- Personnel salaries at the school level for all school-level instructional and support staff, based on the Census Bureau’s classification used in the F-33 survey of local government finances.
- Personnel salaries at the school level for instructional staff only.
- Personnel salaries at the school level for teachers only.
- Non-personnel expenditures at the school level (if available).

Table A-1 shows the Census Bureau’s classification of four types of school-level personnel that are involved in instructional and support functions, based on the F-33 survey of local government finances.

Table A-1

Instruction	Includes teachers and instructional aides
Support services – pupils	Includes guidance counselors, nurses, attendance officers, speech pathologists, and other staff who provide support services for students.
Support services – instructional staff	Includes staff involved in curriculum development, staff training, operating the library, media and computer centers.
Support services – school administration	Includes principals and other staff involved in school administration

Additional instructions for reporting school-level expenditures. LEAs should use the following guidelines, to the extent possible, in compiling school-level expenditures:

- Exclude expenditures from federal program funds. However, a district may include funds from Impact Aid or from the State Fiscal Stabilization Fund (SFSF) if the district is using those funds under the authority in Impact Aid.
- Exclude expenditures from special education funds.
- Exclude expenditures for programs that are not associated with regular K-12 instruction, instructional support, and school administration (e.g., preschool, adult education, and school nutrition programs).
- Exclude programs that serve students from more than one school attendance area at a single school site (e.g., summer school programs sometimes are housed in a subset of the district’s schools but serve students from throughout the school district).
- LEAs may also exclude expenditures made by regional education agencies for school-level resources, if data on the amount of these regional agencies provided in individual schools is not currently available.

Salary expenditures. LEAs should use the following guidelines, to the extent possible, in compiling school-level salary expenditures:

- Include all types of salary expenditures, including not only base salaries but also incentive pay, bonuses, and supplemental stipends for mentoring or other roles.
- Exclude expenditures for employee benefits.

Non-personnel expenditures. LEAs should include non-personnel expenditures associated with instruction, instructional support, and pupil support, and school administration, if this information is available at the school level. This may include 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.
- Library books and media center learning materials.

Continued next page.

A summary of the types of expenditures that ED prefers be included and excluded appears in the chart below.

ED Preferred	Type of Expenditure
For All School-Level Expenditures	
Exclude	Expenditures paid from federal funds other than Impact Aid and State Fiscal Stabilization Fund if used under the Impact Aid authority
Include	Expenditures paid from federal Impact Aid funds and State Fiscal Stabilization Fund if used under the Impact Aid authority
Exclude	Special education
Exclude	Adult education
Exclude	School nutrition programs
Exclude	Summer school programs
Exclude	Preschool programs
Exclude	Expenditures made by regional educational agencies on behalf of schools
For Personnel Expenditures	
Include	Incentive pay and/or bonuses

	<p>Include Supplemental pay for additional roles</p> <p>Exclude Employee benefits</p> <hr/> <p>For Non-Personnel Expenditures</p> <p>Include Professional development</p> <p>Include Instructional materials/supplies</p> <p>Include Computers/software/technology</p> <p>Include Contracted services</p> <p>Include Library books/media center materials</p> <p>Include Other non-personnel expenditures (specify in comment field below)</p>
First year of teaching	See <i>Year of teaching</i> .
Foreign language (for the purpose of AP)	For the purposes of reporting Advanced Placement course participation by subject, <i>foreign language</i> includes any foreign language for which AP testing is offered. See also <i>Advanced Placement – subjects</i> .
FTE	Full-time equivalent – a measure of staffing that factors in the proportion of time a staff person serves (at the particular location). A staff person who is at a location for the entire day is 1 FTE at that location; a staff person who is at a location for a half day is 0.5 FTE at that location.
Full-day kindergarten	A full-day kindergarten program is a program in which a child attends school each weekday for approximately six hours or more.
Full-day prekindergarten	A full-day prekindergarten program is a program in which a child attends school each weekday for approximately six hours or more.
Full-time equivalent	See <i>FTE</i> .
GED GEDTS	General Educational Development Testing Service. A testing program developed and delivered and controlled for quality by the American Council on Education to certify the high school-level academic achievement of national and international non-high school graduates. Upon review of the test results, an education or government agency may award a high school equivalency credential.
GED preparation program	A program or course designed to prepare students to be successful on the five GED examinations. The CRDC survey item includes only GED preparation programs operated by the LEA.
Geometry	Geometry is a course emphasizing an abstract, formal approach to the study of geometry, typically include 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.
Gifted/talented program	Programs during regular school hours offered to students because of unusually high academic ability or aptitude or a specialized talent or aptitude.
Harassment or bullying on the basis of disability	Disability harassment is intimidation or abusive behavior toward a student based on 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.
Harassment or bullying on the basis of race, color, or national origin	Racial harassment or bullying is intimidation or abusive behavior toward a student based on 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.
Harassment or bullying on the basis of sex	Harassment or bullying on the basis of sex is unwelcome conduct of a sexual nature, such as unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Harassment or bullying on the basis of sex also includes gender-based, nonsexual harassing conduct, such as harassment based on gender stereotyping. This conduct can be carried out by school employees, other students, and non-employee third parties. Both male and female students can be victims of sexual harassment, and the harasser and the victim can be of the same sex.
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program under the Individuals with Disabilities Education Act (IDEA)
In-school suspension	Instances in which a child is temporarily removed from his or her regular classroom(s) for at least half a day 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.
International Baccalaureate Diploma Programme (IB)	The IB Diploma Programme, sponsored by the International Baccalaureate Organization is designed as an academically challenging and balanced programme of education with final examinations that prepares students, normally aged 16 to 19, for success at university and life beyond. The programme is normally 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 students must meet three core requirements: the extended essay, the theory of knowledge course, and a creativity/action/service experience.
Interscholastic athletics	A sports program that offers competition between schools.
Interscholastic athletics sport	Distinct sports, such as football, basketball, soccer, tennis. Intramural sports and cheerleading are not considered interscholastic athletics sports.
Interscholastic athletics sports team	Each competitive-level team of each interscholastic athletics sport, such as freshman team, junior varsity team, varsity team. Intramural sports and cheerleading are not considered interscholastic athletics sports teams.

Interscholastic athletics sports team participant	A student who participates in an interscholastic sports team. Intramural sports and cheerleading are not considered interscholastic athletics sports teams.
K	Kindergarten
LEA	Local education agency
LEA membership	See <i>Total public school membership of the LEA</i> .
LEP	Limited English proficient. See <i>Limited English Proficient</i> .
LEP programs	English language instruction educational programs designed for LEP students.
Limited English Proficient (LEP)	In coordination with the state's definition based on Title 9 of ESEA, <i>limited English proficient</i> students are students: <ul style="list-style-type: none"> (A) who are ages 3 through 21; (B) who are enrolled or preparing to enroll in an elementary school or secondary school; (C) (i) who were not born in the United States or whose native languages are languages other than English; <ul style="list-style-type: none"> (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 a language 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 <ul style="list-style-type: none"> (i) the ability to meet the state's proficient level of achievement on state assessments described in section 1111(b)(3); (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or (iii) the opportunity to participate fully in society. <p>Limited English proficient students are also known as English language learners. The LEP column in survey items always refers to students who are limited English proficient under the above definition, regardless of whether the student is enrolled in LEP programs.</p>
M/F	In survey items requiring counts disaggregated by sex, M is used as the row header for male and F is used as the row header for female.
Magnet school or program	A magnet school or program means a public elementary school, public secondary school, public elementary education center, or public secondary education center that offers a special curriculum capable of attracting substantial numbers of students of different racial backgrounds.
Mathematics (for the purpose of AP)	For the purposes of reporting Advanced Placement course participation by subject, <i>mathematics</i> includes calculus (AB and BC) and statistics. See also <i>Advanced Placement – subjects</i> .
Mechanical Restraint	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: <ul style="list-style-type: none"> • 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.
Membership	See <i>Total public school membership of the LEA</i> .
Non-personnel expenditures at school level	See <i>Finance data</i> .
Other academic subjects	For the purposes of reporting single-sex classes, <i>Other academic subjects</i> includes history, social studies, foreign languages, and computer science.
Other mathematics	For the purposes of reporting single-sex classes, <i>Other mathematics</i> includes all mathematics courses except Algebra (I or II) and geometry. This includes both basic mathematics courses and college-preparatory courses.
Other subjects (for the purpose of AP)	For the purposes of reporting Advanced Placement course participation by subject, <i>other subjects</i> includes all AP courses other than mathematics, science, and foreign language. AP computer science is included in "Other subjects." See also <i>Advanced Placement – subjects</i> .
Out of school suspension	For students with disabilities (IDEA): Out-of-school suspension is an instance in which a child is temporarily removed from his/her regular school for disciplinary purposes to another setting (e.g., home, behavior center). This includes both removals in which no 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 IEP. For students without disabilities and students with disabilities served solely under Section 504: Out-of-school suspension means excluding a student from school for disciplinary reasons for one school day or longer. This does not include students who served their suspension in the school.

Overall enrollment	The unduplicated count of students on the rolls of the school taken on a single date between September 27 and December 31, except that the count of students with disabilities (IDEA) should be as of the child count date. Students should be counted at the school where they actually physically attend. See <i>Attendance school</i> .
Participant on teams	See <i>Interscholastic athletics sports team participant</i> .
Passed AP exam	See <i>Advanced Placement test passing</i> .
Personnel salaries at school level – total	See <i>Finance data</i> .
Personnel salaries at school level – instructional staff only	See <i>Finance data</i> .
Personnel salaries at school level – teachers only	See <i>Finance data</i> .
Physical Restraint	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.
Physics	Physics 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.
PK	Prekindergarten
Prekindergarten	Prekindergarten is a program for children younger than kindergarten age. For the purposes of the CRDC, early childhood or preschool programs or services are included in prekindergarten.
Public school	An institution that provides educational services and meets all of the following criteria: <ul style="list-style-type: none"> • Has one or more grade groupings (prekindergarten through 12) or is ungraded. • Has one or more teachers. • Is located in one or more buildings. • Has an assigned administrator(s). • Receives public funds as its primary support. • Is operated by an education agency. <p>Public schools include charter schools that receive public funds from state or local government. Public schools also include alternative schools such as schools for students with academic difficulties or schools for students with discipline problems.</p>
Public school membership	See <i>Total public school membership of the LEA</i> .
Race and ethnicity on the CRDC	SY 2009-10 is a transition year for the methodology for reporting race and ethnicity disaggregations. <ul style="list-style-type: none"> • For the SY 2009-10 CRDC, all LEA respondents are eligible to use the traditional five-category methodology. • For the SY 2009-10 CRDC, LEAs that meet all of the requirements of the Department’s 2007 Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data may report data using the seven racial ethnic categories. See : <i>Race and ethnicity – new 7 categories</i> below and http://www.ed.gov/legislation/FedRegister/other/2007-4/101907c.html • For the SY 2009-10 CRDC, an LEA must use the same method for all survey items for all schools. <p>See the following two entries for more information about these two methods.</p>
Race and ethnicity – traditional 5 categories	The Department’s longstanding guidance for disaggregating counts by race and ethnicity uses five race/ethnicity categories. For the SY 2009-10 CRDC, this option is available to all LEAs. The five categories are: <ul style="list-style-type: none"> • American Indian or Alaskan Native. A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition. • Asian or Pacific Islander. A person having origins in any of the original peoples of the Far East, Southeast Asia, the Pacific Islands, or the Indian subcontinent. This includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa. • Hispanic. A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin regardless of race. • Black (Not of Hispanic Origin). A person having origins in any of the Black racial groups of Africa. • White (Not of Hispanic Origin). A person having origins in any of the original peoples of Europe, North Africa, or the Middle East. <p>Under the five-category disaggregation, every student must be identified as one and only one of the above five categories. There is no provision for multi-racial, or unknown. If the student or the student’s parent does not identify the student as one of the five categories, then the education unit must make visual identification. In the CRDC, the sum of the five categories must add to the total count for that survey item. See below for race and ethnicity categories under the new seven-category method.</p>

Race and ethnicity – new 7 categories	<p>In October 2007, the Department adopted new guidance for disaggregating counts by race and ethnicity. Education units must adopt the new methodology by SY 2010-11, and are encouraged to adopt the new methodology as early as possible following the publication of the October 2007 guidance. For the SY 2009-10 CRDC, this option is available to LEAs that meet all of the requirements of the Department’s 2007 Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education. The following is a simplified overview of the new method, but is not the official regulation. For full official information, see the October 2007 guidance at: http://www.ed.gov/legislation/FedRegister/other/2007-4/101907c.html</p> <p>The new method has a procedure for collecting racial and ethnic data and a procedure for reporting racial and ethnic data.</p> <p>To collect the data, the agency must ask a two part question:</p> <p>(1) Are you Hispanic/Latino (Yes/No)</p> <p>(2) Select one or more races from the following five racial groups:</p> <p>(a) American Indian or Alaska Native</p> <p>(b) Asian</p> <p>(c) Black or African American</p> <p>(d) Native Hawaiian or Other Pacific Islander</p> <p>(e) White</p> <p>Once the data are collected, the education unit tabulates as follows.</p> <p>There are 7 reporting categories.</p> <p>1) Hispanic/Latino of any race</p> <p>And for individuals who are non-Hispanic/Latino:</p> <p>2) American Indian or Alaska Native</p> <p>3) Asian</p> <p>4) Black or African American</p> <p>5) Native Hawaiian or Other Pacific Islander</p> <p>6) White</p> <p>7) Two or more races</p> <p>--If a student answered the first question “Yes” then that student is tabulated as Hispanic, even if the student checked one or more categories in response to the second question.</p> <p>--If a student answered the first question “No” and checked a single category for the second question, then that student is tabulated as the checked category from the second question.</p> <p>--If a student answered the first question “No” and checked more than one category for the second question, then that student is tabulated as “Two or more races.”</p> <p>Note that the new method does not employ a practice of allowing the student to check a box labeled “two or more races.” Collections that employ such a method do not meet the Department’s October 2007 Guidance. See above for race/ethnicity categories under the traditional five-category method.</p>
Referral to law enforcement	Referral to law enforcement 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.
Retained	A student is retained if he or she is not promoted to the next grade prior to the beginning of the following school year. Students are not considered retained if they can proceed to the next grade because they successfully completed a summer school program or for a similar reason. At the high school level, a student who has not accumulated enough credits to be classified as being in the next grade is considered retained.
Retention	Retention refers to retaining a student in a grade. <i>See Retained.</i>
SAT	The SAT Reasoning Test (formerly the Scholastic Aptitude Test) sponsored by the College Board. The SAT is a nationally recognized assessment used to indicate college preparedness.
School counselor	Staff whose primary responsibility is to provide academic, career, or personal/social counseling to students. The CRDC survey item includes only counselors at the high school level.
School finance data	<i>See Finance data.</i>
School-related arrest	A school-related arrest is 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.
School year cumulative count	A count that represents all occurrences within the regular school year, not including summer school following the school year.
Science (for the purpose of single-sex classes and for AP)	For the purposes of reporting single-sex classes, <i>science</i> includes general science courses as well as college-preparatory science courses such as biology, chemistry, and physics. For the purposes of reporting Advanced Placement course participation by subject, <i>science</i> includes biology, physics, chemistry, and environmental science. See also <i>Advanced Placement – subjects</i> .
Seclusion	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.
Second year of teaching	<i>See Year of teaching.</i>
Section 504	Section 504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of disability.

Section 504 only	See the definition for <i>Section 504</i> and for <i>Students with Disabilities Section 504 only</i> The “Section 504 only” column in survey items always refers to students with disabilities who are being provided with special education and/or related aids and services under Section 504 of the Rehabilitation Act of 1973, as amended, and are NOT being provided with services under the Individuals with Disabilities Education Act (IDEA).
Self-select	Self-selection is provided if a student can enroll in a course without a recommendation or any other criteria (except for a necessary course pre-requisite), even if some students are recommended or encouraged to take the course. Used for <i>Advanced Placement</i> courses.
Sexual harassment or bullying	See <i>Harassment or bullying on the basis of sex</i> .
Single-sex class	Single sex classes are academic classes in a co-educational school where only male students or only female students are permitted to take the class. If both male and female students are permitted to take the class, it is not a single-sex class. If the entire school is single sex (all-male or all-female students) the classes are not considered to be single-sex classes. Independent study is not considered a single-sex class.
Single-sex class by subject area	See <i>Algebra, Geometry, Other mathematics, Science, Other academic subjects</i> .
Sport	See <i>Interscholastic athletics sport</i> .
Student enrollment	See <i>Overall enrollment</i> .
Students with disabilities (IDEA)	Children (students) having mental retardation, hearing impairment including deafness, speech or language impairment, visual impairment including blindness, serious emotional disturbance (hereafter referred to as 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, are eligible to 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 survey items always refers to students with disabilities who are receiving services under the Individuals with Disabilities Education Act (IDEA).
Students with disabilities – Section 504 only	An elementary or secondary student with a disability who is being provided with special education and/or related aids and services under Section 504 of the Rehabilitation Act of 1973, as amended, and is NOT being provided with services under the Individuals with Disabilities Education Act (IDEA). The “Section 504 only” column in survey items always refers to students with disabilities who are being provided with related aids and services under Section 504 of the Rehabilitation Act of 1973, as amended, and are NOT being provided with services under the Individuals with Disabilities Education Act (IDEA).
Subject area (for single-sex classes)	See <i>Algebra, Geometry, Other mathematics, Science, Other academic subjects</i> .
Suspension	See <i>In-school suspension and Out-of-school suspension</i> .
Teacher	Provides instruction, learning experiences, and care to students during a particular time period or in a given discipline. See also <i>Classroom teacher</i> .
Teacher experience	See <i>Year of teaching</i> .
Teacher meeting all state licensing/certification requirements.	A teacher who has met all applicable state teacher certification requirements for a standard certificate—i.e., 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 meet state requirements even if he or she has not completed a state-required probationary period. A teacher with an emergency, temporary, or provisional credential is not considered to meet state requirements. State requirements are determined by the state.
Team	See <i>Interscholastic sports team</i> .
Title VI	Title VI of the Civil Rights Act of 1964 prohibits discrimination on the bases of race, color, or national origin.
Title IX	Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex.
Total public school membership of the LEA	Total public school membership includes all students that are under the responsibility of the LEA. This includes students with disabilities and students without disabilities. It includes early childhood, prekindergarten, kindergarten, all grades, and ungraded. It includes students in district facilities and students in non-district facilities such as intermediate units, residential facilities outside the LEA, social service agencies, and homebound/hospital students. It includes students in private schools if (and only if) they were placed there by the LEA for the purpose of providing free appropriate education (FAPE).
Unduplicated count	Counts by race/ethnicity by sex are unduplicated counts, i.e. a student is counted only once in the race/ethnicity columns. Where tables also contain columns for Students with Disabilities (IDEA), Section 504 only, or LEP, those counts are duplicate counts, except that a student cannot be counted under both Students with Disabilities (IDEA) and under Section 504 only.
Ungraded	A class that is not organized on the basis of age or grade grouping and has no standard grade designation.
Year of teaching	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.
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 (for example, 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 an LEA to modify the expulsion on a case-by-case basis.