

<b>Authorizing Statute</b>	<b>Statutory and/or regulatory reference numbers</b>	<b>FS Number</b>	<b>File Spec Name</b>
IDEA Part B	20 USC 1418(a)(1)(A)(iv); 34 CFR §§300.640; 34 CFR 300.641(b); 34 CFR 300.641(c); 34 CFR 300.641(d); 34 CFR 300.644; 34 CFR 300.645	002	Children with Disabilities (IDEA) School Age
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IDEA Part B	20 USC 1418(a)(1)(A)(v); 20 USC 1418(a)(1)(D); 20 USC 1418(a)(1)(E); 34 CFR §§300.640; 34 CFR 300.641(b); 34 CFR 300.641(c); 34 CFR 300.641(d); 34 CFR 300.644; 34 CFR 300.645	006	Children with Disabilities (IDEA) Suspensions/Expulsions
IDEA Part B	20 USC 1418(a)(1)(A)(v); 20 USC 1418(a)(1)(D); 20 USC 1418(a)(1)(E) ; 34 CFR §§300.640; 34 CFR 300.641(b); 34 CFR 300.641(c); 34 CFR 300.641(d); 34 CFR 300.644; 34 CFR 300.645	007	Children with Disabilities (IDEA) Reasons for Unilateral Removal
IDEA Part B	20 USC 1418(a)(1)(A); 20 USC 1418 (a)(1)(A)(ii); 20 USC 1418 (a)(1)(A)(iii); 34 CFR 300.640; 34 CFR 300.641; 34 CFR 300.644; 34 CFR 300.645	009	Children with Disabilities (IDEA) Exiting Special Education
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ESRA	PL 107-279, Title I, Part C Sec. 153	029	Directory
ESRA	PL 107-279, Title I, Part C Sec. 153	029	Directory
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ESEA Title IV Part C	PL 107-279, Title I, Part C Sec. 153	029	Directory
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ESRA	PL 107-279, Title I, Part C Sec. 153	029	Directory
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ESRA	PL 107-279, Title I, Part C Sec. 153	029	Directory
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ESRA	PL 107-279, Title I, Part C Sec. 153	029	Directory
ESRA	PL 107-279, Title I, Part C Sec. 153	029	Directory
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ESRA	PL 107-279, Title I, Part C Sec. 153	059	Staff FTE
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ESEA Title 1 Parts ESEA Section 1111(h); Section 8101(25); 150 Adjusted Cohort Graduation  
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ESEA Title 1 Parts ESEA Section 1111(h); Section 8101(25); 150 Adjusted Cohort Graduation  
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5N	School identifier (state) new
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## Data Group Definition (SY 2025-26)

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The classification of schools based on the curriculum concentration.

An indication that a public school provides free public elementary and/or secondary education to eligible students under a specific charter issued, pursuant to a state charter school law, by an authorized chartering agency/authority and that is designated by such authority to be public charter school.

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

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

The classification of the operational condition of a school.

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

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

A number used to uniquely identify state agencies.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The unduplicated number of eligible migratory children.

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

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

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

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

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

The classification of participation by a school in the National School Lunch Program (NSLP).

An indication of the extent to which a public school offers instruction in which students and teachers are separated by time and/or location, and interaction occurs via computers and/or telecommunications technologies.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

The type of organization.

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

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

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

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

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

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

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

The full legally accepted name of the management organization.

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

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

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

The type of management organization.

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

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

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

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

A school's performance on the graduation rate indicator.

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

A school's performance on the other academic indicator.

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

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

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

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

How charter schools receive state appropriations.

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

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

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

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

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

The number of students participating in neglected and delinquent programs under Title I, Part D, Subpart 1 (State Agency) of ESEA, as amended, who attained academic and career and technical outcomes while enrolled in the programs.

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

The number of students participating in neglected and delinquent programs under Title I, Part D, Subpart 1 (State Agency) of ESEA, as amended, who attained academic and career and technical outcomes up to 90 calendar days after exiting the program.

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

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

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

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

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

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

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

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

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

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

Academic Subject (Assessment - no science)	Program Year (N or D)	1	0	0
Progress Level				
Grade Level (Basic w/13)	School Year	1	1	0
Racial Ethnic				
Grade Level (Basic w/13)	School Year	1	1	0
Language Instruction Educational Program Type				
Age/Grade (Basic)	School Year (state)	1	1	0
Homeless Primary Nighttime Residence				
Disability Status (Only)				
English Learner Status (Only)				
Migratory Status				
Homeless Unaccompanied Youth Status				
Racial Ethnic				
Neglected Programs (Subpart 1)	Program Year (N or D)	1	0	0
Racial Ethnic				
Sex (Membership)				
Age (All)				
Disability Status (Only)				
English Learner Status (Only)				
Delinquent Programs	Program Year (N or D)	1	0	0
Racial Ethnic				
Sex (Membership)				
Age (All)				
Disability Status (Only)				
English Learner Status (Only)				
N or D Long Term Status				
Age/Grade (w/o 13)	Performance Period	1	0	0
Racial Ethnic	(MEP)			
Age/Grade (w/o 13 and BT2)				
Priority for Services (Only)				
English Learner Status (Only)				
Disability Status (Only)				
Mobility Status (12 months)				
Academic Subject (Assessment - no science)	Program Year (N or D)	0	1	0
Progress Level				

Former English Learner Year Academic Subject (Assessment) Proficiency Status	School Year	1	1	0
Disability Status (Only)				
Delinquent Programs	Program Year (N or D)	0	1	0
Racial Ethnic				
Sex (Membership)				
Age (All)				
Disability Status (Only)				
English Learner Status (Only)				
N or D Long Term Status				
Racial Ethnic	Program Year (N or D)	0	1	0
Sex (Membership)				
Age (All)				
Disability Status (Only)				
English Learner Status (Only)				
N or D Long Term Status				
Shared Time Status	Oct 1	0	0	1
NSLP Status	November 30	0	0	1
Virtual School Status	Oct 1	0	0	1
Persistently Dangerous Status	Current School Year	0	0	1
REAP Alternative Fund Use Authority Status	School Year	0	1	0
NA	School Year	0	0	1
Title I Program Type Age/Grade (w/o Out of School)	Regular School Year	1	1	0

Participation Status Assessment Administered (ELP) Assessed First Time	Testing Window (EL)	1	1	1
Participation Status Assessment Administered (ELP) Assessed First Time Disability Status (Only)	Testing Window (EL)	1	1	1
Assessment Administered (ELP) English Learner Accountability	Testing Window (EL)	1	1	1
Grade Level (Basic w/13) Language (Native) Racial Ethnic Disability Status (Only)	Oct 1	1	1	1
Disability Category (IDEA) Racial Ethnic Sex (Membership) English Learner Status (Both)	School Year	1	1	0
Educational Services Disability Status (IDEA)	School Year	1	1	0
Age/Grade (w/o 13) MEP Services	Performance Period (MEP)	1	0	0
Major Racial and Ethnic Groups Disability Status (Only) English Learner Status (Only) Economically Disadvantaged Status Homeless Enrolled Status Foster Care Status	School Year	1	1	1
Major Racial and Ethnic Groups Disability Status (Only) English Learner Status (Only) Economically Disadvantaged Status Homeless Enrolled Status Foster Care Status	School Year	1	1	1

Major Racial and Ethnic Groups	School Year	1	1	1
Disability Status (Only)				
English Learner Status (Only)				
Economically Disadvantaged Status				
Homeless Enrolled Status				
Foster Care Status				

Major Racial and Ethnic Groups	School Year	1	1	1
Disability Status (Only)				
English Learner Status (Only)				
Economically Disadvantaged Status				
Homeless Enrolled Status				
Foster Care Status				

Major Racial and Ethnic Groups	School Year	1	1	1
Disability Status (Only)				
English Learner Status (Only)				
Economically Disadvantaged Status				
Homeless Enrolled Status				
Foster Care Status				

Major Racial and Ethnic Groups	School Year	1	1	1
Disability Status (Only)				
English Learner Status (Only)				
Economically Disadvantaged Status				
Homeless Enrolled Status				
Foster Care Status				

Major Racial and Ethnic Groups	School Year	1	1	1
Disability Status (Only)				
English Learner Status (Only)				
Economically Disadvantaged Status				
Homeless Enrolled Status				
Foster Care Status				

Cohort Status	School Year	1	1	1
Major Racial and Ethnic Groups				
Disability Status (Only)				
English Learner Status (Only)				
Economically Disadvantaged Status				
Homeless Enrolled Status				
Foster Care Status				

Cohort Status	School Year	1	1	1
Major Racial and Ethnic Groups				
Disability Status (Only)				
English Learner Status (Only)				
Economically Disadvantaged Status				
Homeless Enrolled Status				
Foster Care Status				

Cohort Status	School Year	1	1	1
Major Racial and Ethnic Groups				
Disability Status (Only)				
English Learner Status (Only)				
Economically Disadvantaged Status				
Homeless Enrolled Status				
Foster Care Status				

Cohort Status	School Year	1	1	1
Major Racial and Ethnic Groups				
Disability Status (Only)				
English Learner Status (Only)				
Economically Disadvantaged Status				
Homeless Enrolled Status				
Foster Care Status				

Cohort Status	School Year	1	1	1
Major Racial and Ethnic Groups				
Disability Status (Only)				
English Learner Status (Only)				
Economically Disadvantaged Status				
Homeless Enrolled Status				
Foster Care Status				

Cohort Status	School Year	1	1	1
Major Racial and Ethnic Groups				
Disability Status (Only)				
English Learner Status (Only)				
Economically Disadvantaged Status				
Homeless Enrolled Status				
Foster Care Status				

Cohort Status	School Year	1	1	1
Major Racial and Ethnic Groups				
Disability Status (Only)				
English Learner Status (Only)				
Economically Disadvantaged Status				
Homeless Enrolled Status				
Foster Care Status				

Postsecondary Enrollment Action	Postsecondary enrollment	1	1	1
Major Racial and Ethnic Groups				
Sex (Membership)				
Disability Status (Only)				
English Learner Status (Only)				
Economically Disadvantaged Status				

GFSA Reporting Status	School Year	0	1	1
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NA	Regular School Year	0	0	1
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Consolidated MEP Funds Status	Performance Period (MEP)	0	0	1
McKinney-Vento Subgrant Recipient Flag	School Year	0	1	0
Assessment Administered M (lower grades)	Testing Window	1	1	1
Grade Level (Lower)				
Proficiency Status				
Major Racial and Ethnic Groups				
Sex (Membership)				
Disability Status (Only)				
English Learner Status (Only)				
Economically Disadvantaged Status				
Migratory Status				
Homeless Enrolled Status				
Foster Care Status				
Military Connected Student Status				
Assessment Administered M (HS)	Testing Window	1	1	1
Grade Level (HS)				
Proficiency Status				
Major Racial and Ethnic Groups				
Sex (Membership)				
Disability Status (Only)				
English Learner Status (Only)				
Economically Disadvantaged Status				
Migratory Status				
Homeless Enrolled Status				
Foster Care Status				
Military Connected Student Status				

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

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

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

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

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

Grade Level (HS)	Testing Window	1	1	1
Participation Status M (HS)				
Major Racial and Ethnic Groups				
Sex (Membership)				
Disability Status (Only)				
English Learner Status (Only)				
Economically Disadvantaged Status				
Migratory Status				
Homeless Enrolled Status				
Foster Care Status				
Military Connected Student Status				

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

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

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

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

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

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

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

Title I School Status	Regular School Year	0	0	1
Academic Subject (Assessment - no science)	Testing Window	1	0	0
Proficiency Status				
Academic Subject (Assessment - no science)	Testing Window	0	1	0
Proficiency Status				
NA	Oct 1	0	0	1

Education Unit Total	Data Group Comment (SY 2025-26)	Data Group Scope Comment (SY 2025-26)
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1	OCR is the data steward for data reported at the school level. OSERS/OSEP is the data steward for data reported at the LEA and State levels.	
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0	Also known as the NCES LEA ID.	
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0 If address location is not submitted, address location defaults to address mailing.

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0 Also known as the NCES School ID.

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0 Used only when there is a hierarchy relationship among LEAs

0 Previously known as the FIPS state code SEAs are 01.

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0 Charter schools can have up to two authorizers Report only for charter schools

1 Each student is counted individually, no full-time equivalency.

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1 Report only for LEAs with ESEA, as amended by ESSA, Title I, Part A TAS program or SWP.

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1 Each student is counted individually, no full-time equivalency. Report only for LEAs and schools with graduate levels.

1

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

1 Each student is counted individually, no full-time equivalency.

0 Do not include students in schoolwide programs that consolidate MEP funds.

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

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0 Students reported in category set A are also reported in either category set B or C depending on whether the students are children with disabilities (IDEA).

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

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

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

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

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Report only for LEAs with Title I programs.

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

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State-defined alternate high school diploma should be defined in accordance with Section 8101(25)(A)(ii)(I)(bb) of ESEA, as amended by the ESSA. EUT is the rate for all students.

LEAs/Schools with a 12th grade that have at least one student in the cohort.

0

State-defined alternate high school diploma should be defined in accordance with Section 8101(25)(A)(ii)(I)(bb) of ESEA, as amended by the ESSA. EUT is the rate for all students. Report when state uses this extended year rate.

LEAs/Schools with a 12th grade that have at least one student in the cohort.

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

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

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

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

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

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1 Count eligibility regardless of whether school received MEP funds and regardless of whether the students participated in MEP programs.

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

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

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

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

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

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

0

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

0

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

0

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

0 Reporting level of SEA is a proxy for authorizer level

0 Reporting level of SEA is a proxy for authorizer level

0 Reporting level of SEA is a proxy for authorizer level

0 Reporting level of SEA is a proxy for authorizer level

0 Reporting level of SEA is a proxy for authorizer level

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1 The SY 20xx-yy data should equal the LEA's federal fiscal year 20xx Title I, Part A grant award amount. Title I, Part A funds carried over from the previous fiscal year are excluded.

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0 SEA level is a proxy for management organization

0 SEA level is a proxy for management organization

0 SEA level is a proxy for management organization

0 SEA level is a proxy for management organization

0 SEA level is a proxy for management organization

0 Reporting level is marked as school level because the FS is linking charter management organizations to charter schools at the school level. Reports only charter schools with charter management organizations

0 School level is a proxy for charter contracts

0 School level is a proxy for charter contracts

0 School level is a proxy for charter contracts Only charter schools with charter management organizations

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

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0 Report only for schools identified for comprehensive support and improvement

0 Report only for schools identified for targeted support and improvement

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

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0 This is an optional data  
group

0 This is an optional data  
group

1

**Data Group Duplication  
Comment (SY 2025-26)**

The number of students for each interim removal is unduplicated.

The number of students for each discipline method is unduplicated.

The number of students by  
academic subject is  
unduplicated.

The number of students by  
academic subject is  
unduplicated.

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

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

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

IDEA Part B 20 USC1418(a)(1)(A); 20 USC 1418 (a) 009  
(1)(A)(ii); 20 USC 1418 (a)(1)(A)(iii); 34  
CFR 300.640; 34 CFR 300.641; 34 CFR  
300.644; 34 CFR 300.645

IDEA Part B 20 USC1418(a)(1)(A); 20 USC 1418 (a) 009  
(1)(A)(ii); 20 USC 1418 (a)(1)(A)(iii); 34  
CFR 300.640; 34 CFR 300.641; 34 CFR  
300.644; 34 CFR 300.645

ESRA PL 107-279, Title I, Part C Sec. 153 029

ESRA PL 107-279, Title I, Part C Sec. 153 029

ESRA PL 107-279, Title I, Part C Sec. 153 029

ESRA PL 107-279, Title I, Part C Sec. 153 029

ESRA PL 107-279, Title I, Part C Sec. 153 029

ESRA	PL 107-279, Title I, Part C Sec. 153	029
ESEA Title IV Part C	PL 114-95, Title IV, Part C, Section 4301	029
ESEA Title IV Part C	PL 114-95, Title IV, Part C, Section 4301	029
ESRA	PL 107-279, Title I, Part C Sec. 153 (a) (1)(D)	032
Multiple	ESEA section 3121(a), 3122(b)(1), (2), and (9), 8101(20), 8303(b), 3201(3) and 34 C.F.R. 200.6(h)(1)(ii)	032, 037, 040, 118, 119, 121, 127, 150, 151, 160, 175, 179, 185, 188, 189, 195, 199, 200, 201, 202
Multiple	Title I, Part C Education of Migratory Children, ESSA Section 1306(b)(4) and 34 CFR Section 200.29(c)(1) and 200.86 NRG Chapter V, C1	032, 037, 040, 118, 175, 178, 179, 185, 188, 189
Multiple	PL 107-279, Title I, Part C Sec. 153 (a) (1)(D)	032, 040, 144

Multiple	ESEA Section 1111(b); Section 1111(h); Section 8303	032, 040, 150, 151, 160, 175, 178, 179, 185, 188, 189, 195, 199, 200, 201, 202
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Multiple	PL 114-95, Section 1431(a); Section 1431(d); Section 8303	032, 040, 150, 151, 175, 178, 179, 185, 188, 189, 195
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ESRA	PL 107-279, Title I, Part C Sec. 153	033
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IASA	PL 103-382	035
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IASA	PL 103-382	035
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ESEA Title 1 Parts A and C	ESEA sections 1114, 1115, and 8303	037
Multiple	20 USC 1418(a)(1)(A); 20 USC 1418 (a)(1)(A)(ii); 20 USC 1418 (a)(1)(A)(iii); 34 CFR 300.640; 34 CFR 300.641; 34 CFR 300.644; 34 CFR 300.645	037, 050, 118, 119, 121, 126, 127, 138, 141, 150, 151, 160, 175, 178, 179, 185, 188, 189, 195, 199, 200, 201, 202
ESRA	PL 107-279, Title I, Part C Sec. 153	039
ESRA	PL 107-279, Title I, Part C Sec. 153 (a)(1)(D)	040
ESEA Title III	ESEA sections 1111(b)(2)(F), 3114(a), 3114(d), 3115(a), 3122(b)(9), 3201(5), and 8101(20)	045
ESEA Title III	ESEA Sections 1111(b)(2)(F), 3122(b)(9), 3201(3), and 8303(b)	045, 141

ESEA Title III ESEA sections 1111(b)(2)(D), 1111(b)(2) 050, 137, 138,  
(G)(i), 1111(h)(1)(C)(iv), 1111(h)(1)(C)(vi), 139  
3111(c)(3), 3121(a)(2), and 3201(3), and  
34 CFR 200.5(a)(2) and 200.6(h)(1)(ii)

ESEA Title III ESEA sections 3121(a) and 3201(3), 050, 139  
and 34 CFR 200.6(h)(1)(ii)

ESRA PL 107-279, Title I, Part C Sec. 153 052

ESEA Title 1 Parts A Title I, Part C Education of Migratory 054  
and C Children, ESSA Section 1301 and 1304,  
CFR 200.83 and Non- Regulatory  
Guidance (NRG) Chapter V

ESEA Title 1 Parts A Title I, Part C Education of Migratory 054, 121  
and C Children, ESSA Section 1303(a),  
1303(f), 1304(d), 1304(e) and 1309(3)  
NRG Chapter I, C2 and Chapter IX, B

ESEA Title 1 Parts A and C	Title I, Part C Education of Migratory Children, ESSA Section 1303(a), 1303(f), 1304(d), 1304(e) and 1309(3) NRG Chapter I, C2 and Chapter IX, B	054, 121
ESEA Title 1 Parts A and C	Title I, Part C Education of Migratory Children, ESSA Section 1303(a), 1303(f), 1304(d), 1304(e) and 1309(3) NRG Chapter I, C2 and Chapter IX, B	054, 121, 145
ESRA	PL 107-279, Title I, Part C Sec. 153	059
ESEA Title III	20 USC 1418(a)(3); 34 CFR 300.640; 34 CFR 300.645	067
IDEA Part B	20 USC 1418(a)(3); 34 CFR 300.640; 34 CFR 300.645	070

IDEA Part B	20 USC 1418(a)(3); 34 CFR 300.640; 34 CFR 300.645	070, 112
ESEA Title I Part A	ESEA Section 8561(d); Section 8561€	086
ESEA Title I Part A	ESEA Section 8561(d); Section 8561€	086
ESEA Title I Part A	ESEA Section 8561(d); Section 8561€	086
Multiple	PL 107-279, Title I, Part C Sec. 153	086, 116, 141

IDEA Part B      20 USC 1418(a)(1)(A)(v); 20 USC 1418(a)(1)(D); 20 USC 1418(a)(1)(E) ; 34 CFR §§300.640; 34 CFR 300.641(b); 34 CFR 300.641(c); 34 CFR 300.641(d); 34 CFR 300.644; 34 CFR 300.645      088

IDEA Part B      20 USC1418(a)(1)(A); 20 USC 1418 (a)(1)(A)(ii); 20 USC 1418 (a)(1)(A)(iii); 34 CFR 300.640; 34 CFR 300.641; 34 CFR 300.644; 34 CFR 300.645      089

IDEA Part B 20 USC1418(a)(1)(A); 20 USC 1418 (a) 089  
(1)(A)(ii); 20 USC 1418 (a)(1)(A)(iii); 34  
CFR 300.640; 34 CFR 300.641; 34 CFR  
300.644; 34 CFR 300.645

IDEA Part B 20 USC 1418(a)(3); 34 CFR 300.640; 34 099  
CFR 300.645

IDEA Part B 20 USC 1418(a)(3); 34 CFR 300.640; 34 099  
CFR 300.645

IDEA Part B 20 USC 1418(a)(3); 34 CFR 300.640; 34 112  
CFR 300.645

ESEA Title I Part D ESEA Section 1431(a); Section 1431(d); 113, 125  
Section 8303

ESEA Title I Part D ESEA Section 1431(a); Section 1431(d); 113, 125, 224,  
Section 8303 225

ESEA Title III ESEA section 3121(a), 3122(b)(1), (2), 116  
and (9), 8101(20), 8303(b), 3201(3) and  
34 C.F.R. 200.6(h)(1)(ii)

McKinney-Vento PL 114-95, Section 1431(a); Section 1431(d); Section 8303 118

McKinney-Vento PL 114-95, Section 1431(a); Section 1431(d); Section 8303 118

McKinney-Vento PL 114-95, Section 1431(a); Section 1431(d); Section 8303 118

ESEA Title I Part D ESEA Section 1431(a); Section 1431(d); Section 8303 119

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74	Educational Environment (IDEA) SA
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475 Removal Length  
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476 Interim Removal Reason (IDEA)

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531	School Operational Status
669	Out Of State Indicator
743	Reconstituted Status
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853, 854, 855, 856,  
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306, 326, 548, 655, Migratory Status  
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306, 326, 683 Disability Status (IDEA)

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836, 838, 850, 851,  
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855, 856, 857, 869,  
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875, 876, 877, 878,  
879, 880, 881, 882,  
883, 884, 885

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102, 634, 684      Age/Grade (w/o 13)

528, 644          Staff Category (CCD)

422                Certification Status (Title III)

486                Qualification Status (Special Education  
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695, 696, 697, 698, Foster Care Status  
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852, 853, 854, 855,  
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514 Consolidated MEP Funds Status

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875 Assessment Administered M (HS)

874, 875, 876, 877, Military Connected Student Status  
878, 879, 880, 881,  
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875, 877, 881, 883 Grade Level (HS)

876 Assessment Administered RLA (lower grades)

876, 877 English Learner Status (RLA)

877 Assessment Administered RLA (HS)

878 Assessment Administered S (lower grades)

879 Assessment Administered S (HS)

878, 884 Grade Level (Lower SCI)

879, 885 Grade Level (HS SCI)

880

Participation Status M (lower grades)

881

Participation Status M (HS)

882

Participation Status RLA (lower grades)

883

Participation Status RLA (HS)

884 Participation Status S (lower grades)

885 Participation Status S (HS)

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Title I School Status

### **Category Definition (SY 2025-26)**

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

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

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

An indication that students are either female or male.

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

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

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

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

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

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

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

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

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

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

The classifications describing the operational condition of a school.

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

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

The classification of schools based on the curriculum concentration.

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

The statuses describing the existence of charter schools.

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

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

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

An indication that students are eligible migratory children.

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

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

An indication that students were identified as homeless.

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

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

The types of allocation or distribution made.

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

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

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

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

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

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

The types of English language proficiency assessments administered.

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

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

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

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

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

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

Titles of employment, official status, or rank.

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

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

The age range of students (children).

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

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

The types of firearms.

The grade level (primary instructional level) of students.

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

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

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

An indication of whether related services personnel hold the certification or licensure required by their assignment.  
Titles of personnel employed and contracted to provide related services for children with disabilities (IDEA).

An indication of whether paraprofessionals are classified as qualified for their assignment according to state definition.  
The amount of progress shown in academic subjects.

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

The types of English language instruction educational program.

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

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

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

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

The discrete age of students (children).

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

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

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

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

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

An indication of whether scores were proficient or above.

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

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

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

The statuses for designation as persistently dangerous.

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

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

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

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

An indication of whether students participated in assessments.

An indication of whether children (students) received educational services when removed from the regular school for disciplinary reasons.  
The types of MEP-funded services received by eligible migratory children.

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

An indication that students are in foster care.

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

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

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

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

The statuses describing LEA subgrants for McKinney-Vento.

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

The types of assessments administered in high school for mathematics.

An indication that the students are military connected.

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

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

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

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

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

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

The types of assessments administered in high school for science.

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

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

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

An indication of participation in high school assessments for mathematics.

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

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

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

An indication of participation in high school assessments for science.

The organization types that authorize charters.

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

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

The type of management organization.

Statuses for graduation rate.

The graduation rate indicator type.

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

The state defined indicator status.

Statuses for academic achievement.

The academic achievement indicator type.

Statuses for academic progress.

The other academic indicator type.

The School Quality or Student Success indicator type.

Statuses for school quality or student success.

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

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

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

Statuses for progress in achieving English language proficiency.

The Progress Achieving English Language Proficiency indicator type.

Designation by the state for additional Targeted Support and Improvement.

Designation by the state for Comprehensive Support and Improvement.

Designation by the state for Targeted Support and Improvement.

Methods used to provide state appropriations to charter schools.

The proficiency status of English Learners within five years.

The exit status of English Learners.

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

An indication of whether a reason applies.

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

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

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

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

## Permitted Value Description List (SY 2025-26)

Age 5 (Kindergarten)

Age 6

Age 7

Age 8

Age 9

Age 10

Age 11

Age 12

Age 13

Age 14

Age 15

Age 16

Age 17

Age 18

Age 19

Age 20

Age 21

Inside regular class 80% or more of the day

Inside regular class 40% through 79% of the day

Inside regular class less than 40% of the day

Separate School

Residential Facility

Homebound/Hospital

Correctional Facilities

Parentally placed in private schools

American Indian or Alaska Native

Asian

Black or African American

Hispanic/Latino

Native Hawaiian or Other Pacific Islander

Two or more races

White

Female

Male

English learners

Non-English learner

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

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

In School Suspensions  
Out-of-School Suspensions/Expulsions

Less than or equal to 10 days  
Greater than 10 days

Drugs  
Weapons  
Serious bodily injury

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

Graduated with regular high school diploma  
Graduated with an alternate diploma  
Received a certificate  
Reached maximum age  
Moved, known to be continuing  
Transferred to regular education  
Dropped out  
Died  
Autism  
Deaf-blindness  
Emotional disturbance  
Hearing impairment  
Intellectual disability  
Multiple disabilities  
Orthopedic impairment  
Specific learning disability  
Speech or language impairment  
Traumatic brain injury  
Visual impairment  
Other health impairment  
Open  
Closed  
New  
Added  
Changed geographic boundary  
Inactive  
Future  
Reopened  
Open  
Closed  
New  
Added  
Changed LEA affiliation  
Inactive  
Future  
Reopened  
In state  
Out of state  
Not a reconstituted school  
Reconstituted school

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

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

Charter school  
Not a charter school  
Not Applicable  
LEA for federal programs  
LEA for ESEA and Perkins  
LEA for IDEA  
Not LEA for federal programs  
Not a charter district  
Not applicable  
Below Grade 7  
Grade 7  
Grade 8  
Grade 9  
Grade 10  
Grade 11  
Grade 12  
Grade 13  
Ungraded  
English learners  
No students in the subgroup  
State defined status  
Too few students

Migratory students

Children without disabilities  
Children with one or more disabilities (IDEA)

## Economically Disadvantaged (ED) Students

Homeless enrolled

Free lunch qualified

Reduced-price lunch qualified

Adult Education State Grant Program

Title I Grants to Local Education Agencies

Migrant Education - Basic State Grant Program

Title I Program for Neglected and Delinquent Children

Special Education - Grants to States

Career and Technical Education - Basic Grants to States

Special Education Preschool Grants

Education for Homeless Children and Youth

Charter Schools Program

21st Century Community Learning Centers

Special Education State Personnel Development Grants

GEARUP State Awards

Rural Education Achievement Program

English Language Acquisition, State Grants

Supporting Effective Instruction State Grants

Comprehensive Literacy Development Grants

Statewide Longitudinal Data Systems

Student Support and Academic Enrichment Grants

Retained by SEA for program administration, etc.

Transferred to another state-level agency

Distributed to entities other than LEAs

Unallocated or returned funds

Homeless

Children with one or more disabilities (IDEA)

Pre-Kindergarten

Kindergarten

Grade 1

Grade 2

Grade 3

Grade 4

Grade 5

Grade 6

Grade 7

Grade 8

Grade 9

Grade 10

Grade 11

Grade 12

Grade 13

Ungraded

Adult Education

No Grades

Regular secondary school diploma

Other state-recognized equivalent

Participated in programs

ISO-639-2 language codes

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

Attained proficiency  
Making progress  
Did not make progress

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

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

## Children classified as having Priority for Services

Age Birth through 2

Age 3 through 5 (not Kindergarten)

Kindergarten

Grade 1

Grade 2

Grade 3

Grade 4

Grade 5

Grade 6

Grade 7

Grade 8

Grade 9

Grade 10

Grade 11

Grade 12

Out of School

Ungraded

Pre-Kindergarten Teachers

Kindergarten Teachers

Elementary Teachers

Secondary Teachers

Ungraded Teachers

Paraprofessionals/Instructional Aides

Elementary School Counselors

Secondary School Counselors

School Counselors

Librarians/Media Specialists

Library/Media Support Staff

LEA Administrators

LEA Administrative Support Staff

Instructional Coordinators and Supervisors to the Staff

School Administrators

School Administrative Support Staff

Student Support Services Staff (w/o Psychology)

School Psychologists

All Other Support Staff

Fully certified or licensed

Not fully certified or licensed

Fully certified

Not fully certified

Age 3 through 5 (not Kindergarten)

Age 5 (in kindergarten) through 21

One year expulsion with educational services under IDEA

Expulsion modified to less than one year with educational services under

IDEA

Another type of disciplinary action

Other reasons such as death, withdrawal, or incarceration

No disciplinary action

One year expulsion and no educational services

One year expulsion and educational services

Expulsion modified to less than one year without educational services

Expulsion modified to less than one year with educational services

Another type of disciplinary action

Other reasons such as death, withdrawal, or incarceration

No disciplinary action

Handguns

Rifles/shotguns

Multiple

Other

Kindergarten

Grade 1

Grade 2

Grade 3

Grade 4

Grade 5

Grade 6

Grade 7

Grade 8

Grade 9

Grade 10

Grade 11

Grade 12

Grade 13

Ungraded

1 day or less

2 through 10 days

Greater than 10 days

Age 3

Age 4

Age 5 (Not Kindergarten)

Services in Regular Early Childhood Program (at least 10 hours)  
Other Location Regular Early Childhood Program (at least 10 hours)  
Services in Regular Early Childhood Program (less than 10 hours)  
Other Location Regular Early Childhood Program (less than 10 hours)  
Separate Class  
Separate School  
Residential Facility  
Home  
Service Provider Location  
Fully certified or licensed  
Not fully certified or licensed  
Audiologists  
Speech-language pathologists  
Interpreters  
Psychologists  
Occupational therapists  
Physical therapists  
Physical education teachers and recreation and therapeutic recreation  
specialists  
Social workers  
Medical/nursing service staff  
Counselors and rehabilitation counselors  
Orientation and mobility specialists  
Qualified  
Not qualified  
Up to one full grade  
More than one full grade  
Negative change  
No change  
Mathematics  
Reading/language arts  
Transitional Bilingual Education or Early-Exit Bilingual Education  
Dual Language or Two-way Immersion  
ESL or ELD  
Content Classes with integrated ESL support  
Newcomer programs  
Other

Age 3 through 5 (not Kindergarten)

Kindergarten

Grade 1

Grade 2

Grade 3

Grade 4

Grade 5

Grade 6

Grade 7

Grade 8

Grade 9

Grade 10

Grade 11

Grade 12

Grade 13

Ungraded

Shelters and transitional housing

Doubled-up

Unsheltered

Hotels/motels

Unaccompanied youth

Group homes

Shelters

Community day programs

Residential treatment home

Other programs

Age 3 through 5

Age 6

Age 7

Age 8

Age 9

Age 10

Age 11

Age 12

Age 13

Age 14

Age 15

Age 16

Age 17

Age 18

Age 19

Age 20

Age 21

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

QAD occurred within 12 months

Mathematics  
Reading/language arts  
Science

First year  
Second year  
Third year  
Fourth year  
Attained proficiency  
Not proficient

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

Yes, participating without using any Provision or the CEO  
Yes, under Provision 1  
Yes, under Provision 2  
Yes, under Provision 3  
Yes, under Community Eligibility Option (CEO)  
No  
Exclusively virtual  
Primarily virtual  
Supplemental Virtual  
No virtual instruction  
No  
Yes

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

Age Birth through 2  
Age 3 through 5 (not Kindergarten)  
Kindergarten  
Grade 1  
Grade 2  
Grade 3  
Grade 4  
Grade 5  
Grade 6  
Grade 7  
Grade 8  
Grade 9  
Grade 10  
Grade 11  
Grade 12  
Ungraded  
Public targeted assistance program  
Public school-wide program  
Private school students participating  
Local neglected program  
Students took assessment for the first time

Participated  
Did not participate  
Medical Exemption

Received educational services  
Did not receive educational services

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

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

Graduated with a regular high school diploma within the allowable time  
Graduated with a state-defined alternate high school diploma within the allowable time  
Did not graduate with a regular or state-defined alternate high school diploma within the allowable time  
Has not graduated with a state-defined alternate high school diploma and removed from the cohort as allowed  
Enrolled in an IHE  
Did not enroll in an IHE  
No information on postsecondary actions  
Yes, with no reported offenses  
Yes, with reporting of one or more students for an offense  
No report filed  
Not applicable for GFSA reporting status  
Yes  
No

Yes

No

Regular assessments based on grade-level achievement standards without accommodations

Regular assessments based on grade-level achievement standards with accommodations

Alternate assessments based on alternate achievement standards

Advanced assessment without accommodations

Advanced assessment with accommodations

Innovative Assessment Demonstration Authority (IADA) pilot assessment without accommodations

Innovative Assessment Demonstration Authority (IADA) pilot assessment with accommodations

High school regular assessment I, without accommodations

High school regular assessment I, with accommodations

Alternate assessments based on alternate achievement standards

High school regular assessment II, without accommodations

High school regular assessment II, with accommodations

High school regular assessment III, without accommodations

High school regular assessment III, with accommodations

Advanced assessment without accommodations

Advanced assessment with accommodations

Innovative Assessment Demonstration Authority (IADA) pilot assessment without accommodations

Innovative Assessment Demonstration Authority (IADA) pilot assessment with accommodations

Locally-selected nationally recognized high school assessment without accommodations

Locally-selected nationally recognized high school assessment with accommodations

Military Connected

Grade 3

Grade 4

Grade 5

Grade 6

Grade 7

Grade 8

Grade 9

Grade 10

Grade 11

Grade 12

High School

Regular assessments based on grade-level achievement standards without accommodations

Regular assessments based on grade-level achievement standards with accommodations

Alternate assessments based on alternate achievement standards

Advanced assessment without accommodations

Advanced assessment with accommodations

Innovative Assessment Demonstration Authority (IADA) pilot assessment without accommodations

Innovative Assessment Demonstration Authority (IADA) pilot assessment with accommodations

English learners

High school regular assessment I, without accommodations

High school regular assessment I, with accommodations

Alternate assessments based on alternate achievement standards

High school regular assessment II, without accommodations

High school regular assessment II, with accommodations

High school regular assessment III, without accommodations

High school regular assessment III, with accommodations

Advanced assessment without accommodations

Advanced assessment with accommodations

Innovative Assessment Demonstration Authority (IADA) pilot assessment without accommodations

Innovative Assessment Demonstration Authority (IADA) pilot assessment with accommodations

Locally-selected nationally recognized high school assessment without accommodations

Locally-selected nationally recognized high school assessment with accommodations

Regular assessments based on grade-level achievement standards without accommodations

Regular assessments based on grade-level achievement standards with accommodations

Alternate assessments based on alternate achievement standards

Advanced assessment without accommodations

Advanced assessment with accommodations

Innovative Assessment Demonstration Authority (IADA) pilot assessment without accommodations

Innovative Assessment Demonstration Authority (IADA) pilot assessment with accommodations

High school regular assessment I, without accommodations

High school regular assessment I, with accommodations

Alternate assessments based on alternate achievement standards

High school regular assessment II, without accommodations

High school regular assessment II, with accommodations

High school regular assessment III, without accommodations

High school regular assessment III, with accommodations

Advanced assessment without accommodations

Advanced assessment with accommodations

Innovative Assessment Demonstration Authority (IADA) pilot assessment without accommodations

Innovative Assessment Demonstration Authority (IADA) pilot assessment with accommodations

Locally-selected nationally recognized high school assessment without accommodations

Locally-selected nationally recognized high school assessment with accommodations

Grade 3

Grade 4

Grade 5

Grade 6

Grade 7

Grade 8

Grade 9

Grade 10

Grade 11

Grade 12

High School

Participated - regular assessment based on grade-level achievement standards without accommodations

Participated - regular assessment based on grade-level achievement standards with accommodations

Participated in advanced assessment without accommodations

Participated in advanced assessment with accommodations

Participated - alternate assessment based on alternate achievement standards

Participated in Innovative Assessment Demonstration Authority (IADA) pilot assessment with accommodations

Participated in Innovative Assessment Demonstration Authority (IADA) pilot assessment without accommodations

Medical exemption

Did not participate

Participated in high school regular assessment I, without accommodations

Participated in high school regular assessment I, with accommodations

Participated - alternate assessment based on alternate achievement standards

Did not participate

Participated in high school regular assessment II, without accommodations

Participated in high school regular assessment II, with accommodations

Participated in high school regular assessment III, without accommodations

Participated in high school regular assessment III, with accommodations

Participated in advanced assessment without accommodations

Participated in advanced assessment with accommodations

Participated in Innovative Assessment Demonstration Authority (IADA) pilot assessment without accommodations

Participated in Innovative Assessment Demonstration Authority (IADA) pilot assessment with accommodations

Participated in locally-selected nationally recognized high school assessment without accommodations

Participated in locally-selected nationally recognized high school assessment with accommodations

Medical exemption

Participated - regular assessment based on grade-level achievement standards without accommodations

Participated - regular assessment based on grade-level achievement standards with accommodations

Participated in advanced assessment without accommodations

Participated in advanced assessment with accommodations

Participated - alternate assessment based on alternate achievement standards

Participated - English language proficiency assessment

Participated in Innovative Assessment Demonstration Authority (IADA) pilot assessment with accommodations

Participated in Innovative Assessment Demonstration Authority (IADA) pilot assessment without accommodations

Medical exemption

Did not participate

Participated in high school regular assessment I, without accommodations

Participated in high school regular assessment I, with accommodations

Participated - alternate assessment based on alternate achievement standards

Participated - English language proficiency assessment

Did not participate

Participated in high school regular assessment II, without accommodations

Participated in high school regular assessment II, with accommodations

Participated in high school regular assessment III, without accommodations

Participated in high school regular assessment III, with accommodations

Participated in advanced assessment without accommodations

Participated in advanced assessment with accommodations

Participated in Innovative Assessment Demonstration Authority (IADA) pilot assessment without accommodations

Participated in Innovative Assessment Demonstration Authority (IADA) pilot assessment with accommodations

Participated in locally-selected nationally recognized high school assessment without accommodations

Participated in locally-selected nationally recognized high school assessment with accommodations

Medical exemption

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

State department of education  
State board of education  
Public charter school board  
Local education agency  
University  
Community college  
Not for profit organization  
Non educational government entities  
Other

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

#### Section 504 Status

Charter Management Organization (CMO)  
Education Management Organization (EMO)  
Single Management (non-profit)  
Single Management (for-profit)  
State defined status  
Too few students  
No students in the subgroup  
Graduation Rate Measure 1  
Graduation Rate Measure 2  
Graduation Rate Measure 3

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

#### State Defined Status

State defined status  
Too few students  
No students in the subgroup  
Academic Achievement Measure 1  
Academic Achievement Measure 2  
Academic Achievement Measure 3  
Academic Achievement Measure 4  
Academic Achievement Measure 5  
Academic Achievement Measure 6  
State defined status  
Too few students  
No students in the subgroup

Other Academic Measure 1  
Other Academic Measure 2  
Other Academic Measure 3  
Other Academic Measure 4  
Other Academic Measure 5  
Other Academic Measure 6  
School Quality and Student Success Measure 1  
School Quality and Student Success Measure 2  
School Quality and Student Success Measure 3  
School Quality and Student Success Measure 4  
School Quality and Student Success Measure 5  
School Quality and Student Success Measure 6  
School Quality and Student Success Measure 7  
School Quality and Student Success Measure 8  
School Quality and Student Success Measure 9  
School Quality and Student Success Measure 10  
School Quality and Student Success Measure 11  
School Quality and Student Success Measure 12  
State defined status  
Too few students  
No students in the subgroup  
No Emergency or Provisional  
Emergency or Provisional  
Experienced teacher  
Inexperienced teacher  
Teaching in field  
Not teaching in field

State defined status  
Too few students  
No students in the subgroup  
Progress Achieving English Language Proficiency Measure 1  
Progress Achieving English Language Proficiency Measure 2

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

Targeted Support and Improvement  
Not Targeted Support and Improvement  
Direct from state  
Through local school district  
Allocation by local school district  
Proficient within five years  
Not proficient within five years  
Exited  
Did not exit  
Lowest-performing school  
Reason applies  
Low graduation rate high school  
More rigorous interventions because CSI school not exiting such status  
ATSI becoming CSI because not exiting ATSI status  
Reason applies

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

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

Enrolled in local district school  
Earned a GED  
Obtained high school diploma  
Earned high school course credits  
Enrolled in a GED program  
Were accepted and/or enrolled into post-secondary education  
Enrolled in job training courses/programs  
Obtained employment  
Title I targeted assistance eligible school-No program  
Title I targeted assistance school  
Title I schoolwide eligible-Title I targeted assistance program  
Title I schoolwide eligible school-No program  
Title I schoolwide school  
Not a Title I school