

STANDARD & POOR'S

THE NATIONAL EDUCATION DATA PARTNERSHIP: SCHOOLMATTERS DATA REQUEST

Overview of Project and Data Collection

This document outlines the entire set of data Standard & Poor's is inviting states to submit for use by The National Education Data Partnership on SchoolMatters.com. The complete inventory of data has been included in this document to serve as a planning tool for the submission of current data by your state. The data requested are grouped into five broad categories:

- I. General Information
- II. Student Performance Data
- III. Enrollment & Teacher Quality Data
- IV. Supplemental Data
- V. Finance Data

Timing

You are welcome to submit data incrementally for this project. S&P and CCSSO will work with you to determine a reasonable timeline for your submission of the data requested in this document. If possible, please provide the indicators outlined in sections I, II and III by October 14, 2005.

Format of Data Files

You are invited to submit data using the Standard & Poor's preferred data templates that accompanied this request. Submitting data in the preferred templates may expedite the release of your state's data on SchoolMatters and minimize inquiries from S&P staff. However, as always, you are welcome to submit data in your own preferred format. S&P can accept data in most formats, including: SAS, Access, comma delimited, text and Excel.

If you submit data in your own format, we ask that you adhere to the following short list of guidelines in order to minimize inquiries from S&P staff:

- Provide school/district codes *and* names in each file
- Provide a description of all variables
- Organize files into folders – folders for each year of data submitted (if applicable) and subfolders for each type of data submitted (assessment, enrollment, etc.) with a summary of what type of data is contained in each file

If possible, please also provide the date on which the data were last updated before being submitted to us.

Instructions for Submitting Data

The following pages detail the indicators requested for this initiative. **The data elements outlined in sections I, II and III are the priority indicators, which are necessary to the functionality of SchoolMatters.** States are also invited to submit Supplemental and Finance data (Sections IV and V), to make the analysis and tools provided by this initiative more robust and useful for your state. Though your state may not collect these exact items, please submit your state's data that most closely matches the data items requested in this document.

Some of the data requested for this project may be available for download from your website. We will download those files from the internet unless you indicate that your state will submit a separate file.

Standard & Poor's has previously collected 2001-02, 2002-03 and 2003-04 data. *If your state was unable to submit data items requested in previous years, please submit available items with the 2004-05 data requested in this document.*

Please direct questions to Elizabeth Fowlkes at (212) 438-5018 or elizabeth_fowlkes@sandp.com.

I. General Information: Unless otherwise indicated, please provide the following information at the school, district- and state- levels.

Priority Data

I. General Information
Name
State ID
NCES ID
County Name
County State ID
State FIPS Code
Address
Zipcode
City Name
Telephone #
Campus Type
Grades Served (Lowest to Highest)
Title I School/District Eligible (Yes/No)
Title I Schoolwide Status (Yes/No)
Charter School Status
Locale Type
Number of Days in an Academic Year
Number of Hours in a School Day
School/District URL
E-mail Address
District Square Miles

II. Student Performance Data

Reading and Math Assessment: Unless otherwise indicated, please provide the following state test information for the 2004-05 school year at the school, district- and state- levels. Your state may not collect performance data for every subgroup listed; please provide the disaggregated information as your state collects.

Priority Data

IIa. Assessment Data	
Student Performance For Each Grade Level in Math and Reading (% at each proficiency level <i>and</i> % at or above proficient)	
All Students	
Racial/Ethnic Group	
Gender	
Economically Disadvantaged	
English Language Learners (ELL)	
Students with Disabilities	
Migrant	
Non-Student Characteristic Subgroups (non-economically disadvantaged, students without disabilities)	
Participation For Each Grade Level in Math and Reading (%)	
All Students	
Racial/Ethnic Group	
Gender	
Economically Disadvantaged	
English Language Learners (ELL)	
Students with Disabilities	
Migrant	
Non-Student Characteristic Subgroups	
Number Tested For Each Grade Level in Math and Reading (#)	
All Students	
Racial/Ethnic Group	
Gender	
Economically Disadvantaged	
English Language Learners (ELL)	
Students with Disabilities	
Migrant	
Non-Student Characteristic Subgroups	

In reporting this data, please provide:

- Data for each grade level tested.
- Data that reflect *all* test takers, including those who were enrolled for a full academic year and those who were not enrolled for a full academic year.
- The percent of students scoring at or above proficient
- The percent of students scoring at each proficiency level—the sum of all levels should equal 100%

If your state was unable to submit data items requested previously, please submit available 2001-02, 2002-03 and 2003-04 data with your 2004-05 data submission.

No Child Left Behind Data: Please provide the following information for the 2004-05 school year at the school-, district- and state-levels. If these tables do not capture how your state reports data for AYP, then please provide the data your state uses to comply with the AYP requirements.

If you have a state-specific accountability measure such as an index or a grade, please include it in your data submission.

Priority Data

IIB. NCLB Data
AYP Status Summary Indicators
AYP Overall Status (Yes/No)
School Improvement Status
Number/Percent of Schools Identified for Improvement (District & State levels only)
Met AYP Proficiency Flag for both Reading and Math (Yes or No)
All Students
Racial/Ethnic Group
Economically Disadvantaged
English Language Learners (ELL)
Students with Disabilities
Met AYP Participation Flag for both Reading and Math (Yes or No)
All Students
Racial/Ethnic Group
Economically Disadvantaged
English Language Learners (ELL)
Students with Disabilities
Met AYP Other Academic Indicator Flag (Yes or No) (e.g. Attendance)
All Students
Racial/Ethnic Group
Economically Disadvantaged
English Language Learners (ELL)
Students with Disabilities
AYP Proficiency Targets in Reading and Math (AMOs)
All Students
Racial/Ethnic Group
Economically Disadvantaged
English Language Learners (ELL)
Students with Disabilities

Continued

Priority Data

IIb. NCLB Data, continued	
AYP Percent Proficient & Advanced in both Reading and Math (%)	
All Students	
	Racial/Ethnic Group
	Economically Disadvantaged
	English Language Learners (ELL)
	Students with Disabilities
AYP Participation in both Reading and Math (%)	
All Students	
	Racial/Ethnic Group
	Economically Disadvantaged
	English Language Learners (ELL)
	Students with Disabilities
AYP Number Tested in both Reading and Math (#)	
All Students	
	Racial/Ethnic Group
	Economically Disadvantaged
	English Language Learners (ELL)
	Students with Disabilities
Other AYP Academic Indicator (%) (e.g. Attendance Rate)	
All Students	
	Racial/Ethnic Group
	Economically Disadvantaged
	English Language Learners (ELL)
	Students with Disabilities

Note: AYP proficiency data should include only scores of students enrolled for a full academic year; please indicate if this is not the case. Additionally, indicate what “other academic indicator” measures you use.

III. Enrollment & Teacher Quality Data

Enrollment: Please provide the following student enrollment information for the 2004-05 school year at the school-, district- and state-levels.

If your state was unable to submit these data items requested previously, please submit available 2001-02, 2002-03 and 2003-04 data with your 2004-05 submission.*

Priority Data

IIIa. Enrollment
Enrollment Totals* (# or %)
All Students
Racial/Ethnic Group
Gender
Enrollment by Student Characteristic* (# or %)
Economically Disadvantaged
Receiving Free or Reduced-Price Lunch
Receiving Reduced-Price Lunch
Receiving Free Lunch
Limited English Proficient
Students with Disabilities
Including Gifted
Excluding Gifted
Gifted Enrollment
In District (Excluding Gifted)
Full-Time Out of District
Migrant
Non-Student Characteristic Subgroups
Student Mobility (# or %)
Total Transitory Students
Students Entering After Start of School Year
Students Leaving Before End of School Year
Headcount Enrollment by Program (# or %)
PreK
Basic K-12
Special Education
Bilingual/ESL
Other
Full Time Equivalent Enrollment by Program (# or %)
PreK
Basic K-12
Special Education
Bilingual/ESL
Other
Enrollment by Grade* (# or %)
All Students

*In an effort to ensure that SchoolMatters contains at least three years of enrollment trend data, S&P will use enrollment data available through the Common Core of Data if you are unable to provide at least three years of data for Enrollment Totals, Enrollment by Student Characteristic and Enrollment by Grade.

NCLB Teacher Quality Data: Please provide the following teacher quality data for the 2004-05 school year at the school-, district- and state-levels.

If your state was unable to submit data items requested previously, please submit available 2001-02, 2002-03 and 2003-04 data with your 2004-05 data submission.

Priority Data

IIIb. NCLB Teacher Quality Data
Highly Qualified Teachers
"Highly Qualified" Teachers (%)
Schoolwide % of classes (not) taught by "highly-qualified" teachers
In high-poverty schools (%)
In low-poverty schools (%)
Teacher Education Levels (%)
Less Than Bachelor
Bachelor (or above)
Master (or above)
Doctor (or above)
Teacher Certification (%)
Teachers with State Certification
Teachers with Emergency Permits
Teachers with Degrees in Courses Taught
Teachers with National Board Certification

IV. Supplemental Data

Please submit the following data items at the school-, district- and state-levels for up to four years, including 2004-05 as the most current year. Data provided should be for statewide, criterion-referenced tests in the following subjects: Science, Social Science/History or Writing. Your state may not collect performance data for every subgroup listed; please provide the disaggregated information as your state collects.

IVa. Additional Assessment Data
Student Performance For Each Grade Level in Science, Social Science/History & Writing Tests (% Proficient or Above)
All Students
Racial/Ethnic Group
Gender
Economically Disadvantaged
English Language Learners (ELL)
Students with Disabilities
Migrant
Non-Student Characteristic Subgroups
Participation For Each Grade Level in Science, Social Science/History & Writing Tests (%)
All Students
Racial/Ethnic Group
Gender
Economically Disadvantaged
English Language Learners (ELL)
Students with Disabilities
Migrant
Non-Student Characteristic Subgroups
Number Tested For Each Grade Level in Science, Social Science/History & Writing Tests (#)
All Students
Racial/Ethnic Group
Gender
Economically Disadvantaged
English Language Learners (ELL)
Students with Disabilities
Migrant
Non-Student Characteristic Subgroups

In reporting this data, please provide:

- Data for each grade level tested.
- Data that reflect *all* test takers, including those who were enrolled for a full academic year and those who were not enrolled for a full academic year.
- The percent of students scoring at or above proficient

Graduation, Attendance & Promotion Rates: Please submit the following data items at the school, district and state levels for up to four years, including 2004-05 as the most current year. If you use a related indicator (i.e. completer rate, retention rate), please provide the information for that indicator.

IVb. Graduation, Attendance, Dropout and Promotion Rates
Graduation Rate (%)
All Students
Racial/Ethnic Group
Gender
Student Characteristic Subgroups
Attendance Rate (%)
All Students
Racial/Ethnic Group
Gender
Student Characteristic Subgroups
By Grade
Dropout Rate (%)
All Students
Racial/Ethnic Group
Gender
Student Characteristic Subgroups
By Grade
Promotion Rate (%)
All Students
Racial/Ethnic Group
Gender
Student Characteristic Subgroups
By Grade
Postgraduate Intentions (# or %)
Attend College
4 year Colleges
2 year Colleges
Employment
Military
Other

Additional Indicators: Please submit the following data items at the school, district and state levels for up to four years, including 2004-05 as the most current year. States report many different subcategories for the types of data listed here.

The subcategories presented here should serve as a guide. Please submit the data that your state collects that most closely matches the data items requested below.

IVc. Other Supplemental Data
Teaching Experience
Average Years of Experience
Distribution of Teaching Experience (# or %)
Teacher Demographics (# or %)
Racial/Ethnic Group
Gender
Other Teacher Indicators
Teacher Absenteeism Rate (%)
Teacher Days for Professional Development (#)
Teacher Hours for Professional Development (#)
Professional Personnel Turnover Rate (%)
Staff in Each Level (# or %)
Basic K-12
Special Education
Career and Technical
Teachers in Each Level (# or %)
Basic K-12
Special Education
Career and Technical
Staffing & Student Resources (# or %)
Total Staff
Instructional Staff
Classroom Teachers
Full-Time Classroom Teachers
Part-Time Classroom Teachers
Instructional Support Staff
Administrative Staff
School Administrators
Central Administrators
Support Staff
Administrative Support Staff
School Administrative Support Staff
Central Administrative Support Staff
Other Support Staff
Other Staff

continued

Ivc. Other Supplemental Data, continued
Instructional Facility Inventory
Functional Capacity
Total Buildings
Non-Instructional Buildings
Total Classrooms
Permanent Classrooms
Temporary Classrooms
Total Number of Schools
Elementary
Elementary/Secondary
Secondary
School and Class Size
Average Class Size
Distribution of Class Size (# or %) By Grade
Distribution of Class Size (# or %) By Subject
Average School Size
Elementary
Elementary/Secondary
Secondary
Technology (# or %)
Instructional Computers
Multi-Media Computers
Laptop Computers
Administrative Computers
Connectivity
Computers with Internet Access
Classrooms with Internet Access
Schools with Internet Access
Schools with Broadband Connection
School Safety (# or %)
Total Safety Infractions
Physical Assaults by Students
Verbal Assaults by Students
Incidents Involving Drugs
Incidents Involving Weapons Possession
Incidents of Vandalism
Incidents of Larceny
Other Safety Infractions
Disciplinary Sanctions (# or %)
Detentions
Suspensions
In-School Suspensions
Out-of-School Suspensions
Expulsions
Expulsions (Less Than 1 Year)
Expulsions (1 Year or More)
Other Sanctions

V. Financial Data

Standard & Poor's will obtain financial data from the US Census Form-F33 and from the National Public Education Finance Survey. However, if you would prefer to submit your own finance data, it can be incorporated into the website for the district level. Please contact Elizabeth Fowlkes at (212) 438-5018 or elizabeth_fowlkes@sandp.com for more information about submitting financial data.