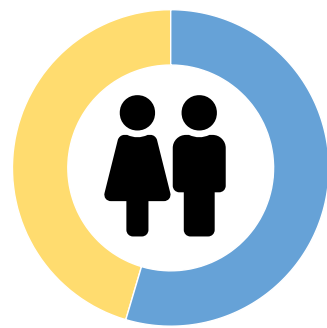
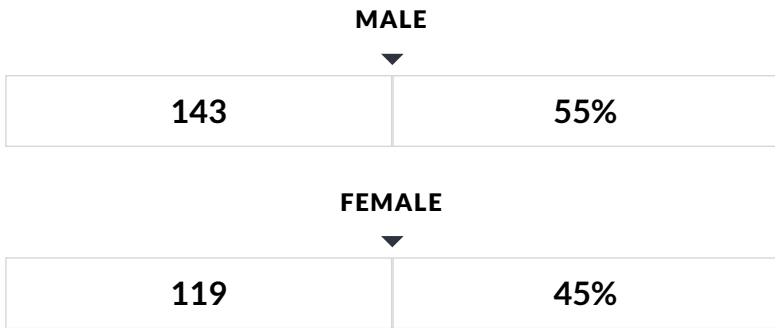


These enrollment data are collected as part of NYSED's Student Information Repository System (SIRS). These counts are as of "BEDS Day" which is typically the first Wednesday in October. Available are enrollment counts for public and charter school students by various demographics for the 2020 - 21 school year. For nonpublic school enrollment data please see the Non-Public School Enrollment and Staff information on our Information and Reporting Services webpage.

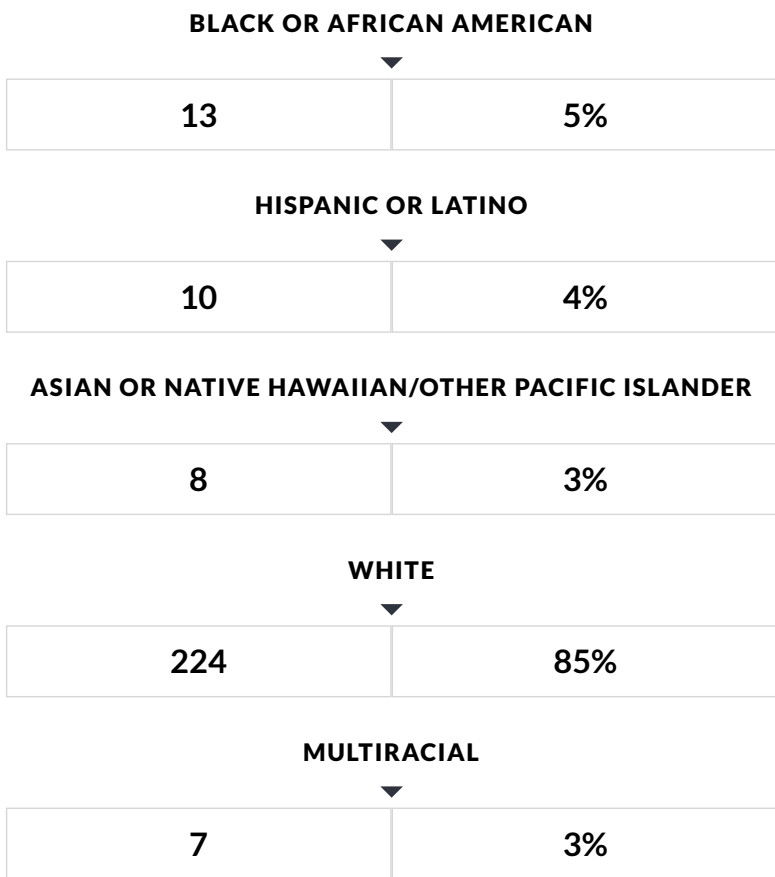
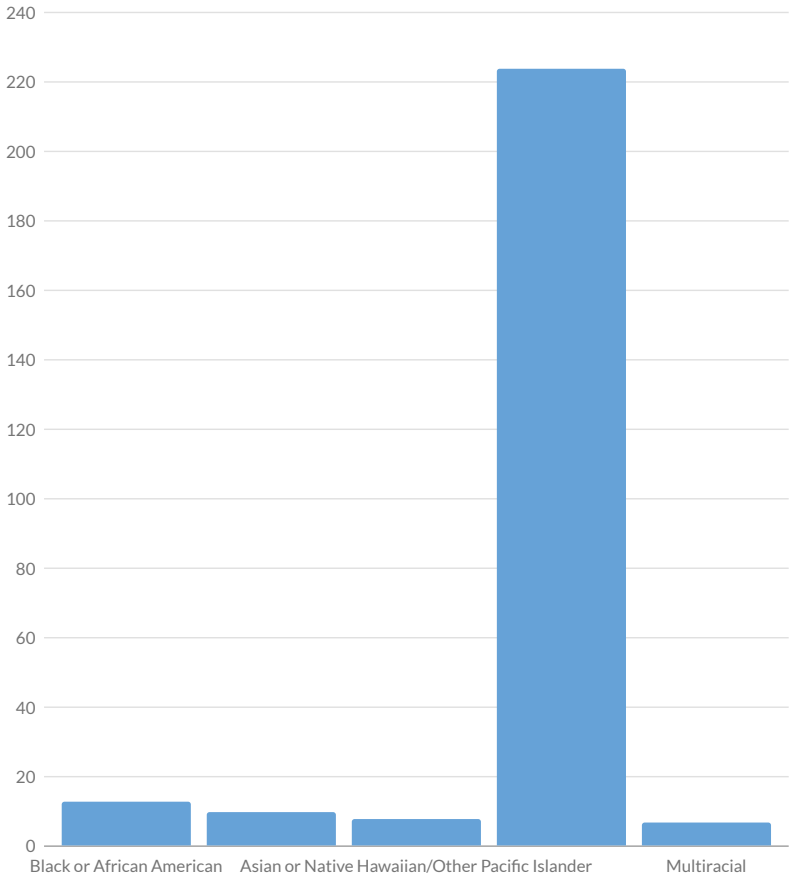
GLENWOOD ELEMENTARY SCHOOL ENROLLMENT (2020 - 21)

K-12 Enrollment: 262

ENROLLMENT BY GENDER



ENROLLMENT BY ETHNICITY



OTHER GROUPS

ENGLISH LANGUAGE LEARNERS

—	—
---	---

STUDENTS WITH DISABILITIES

49	19%
----	-----

ECONOMICALLY DISADVANTAGED

80	31%
----	-----

MIGRANT

—	—
---	---

HOMELESS

—	—
---	---

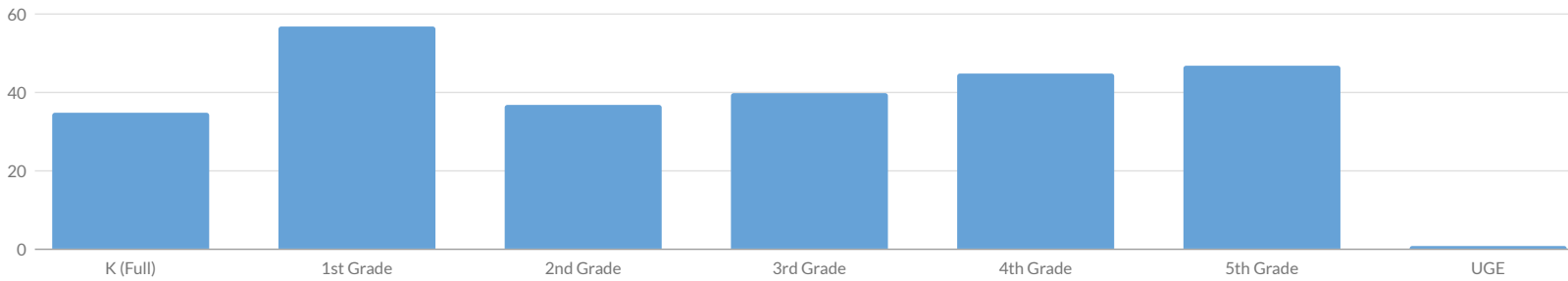
FOSTER CARE

—	—
---	---

PARENT IN ARMED FORCES

—	—
---	---

ENROLLMENT BY GRADE



K (FULL DAY)

35	13%
----	-----

1ST GRADE

57	22%
----	-----

2ND GRADE

37	14%
----	-----

3RD GRADE

40	15%
----	-----

4TH GRADE

45	17%
----	-----

5TH GRADE

47	18%
----	-----

UNGRADED ELEMENTARY

1	0%
---	----

GLENWOOD ELEMENTARY SCHOOL GRADES 3-8 ELA ASSESSMENT DATA

The grades 3-8 English Language Arts (ELA) and mathematics assessments measure the higher learning standards that were adopted by the State Board of Regents in 2010, which more accurately reflect students' progress toward college and career readiness. Data available on this site are based on those reported by schools and districts to the State as of August 13, 2021 via the Student Information Repository System (SIRS). The New York State School Report Card 3-8 English Language Arts (ELA) and mathematics assessment data will be based on those data reported as of the final school year reporting deadline.

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup, or with prior year's results and are not reflected below.

District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

Assessment Data - Glossary of Terms | Assessment Data - Business Rules

2021 English Language Arts Grade 3 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	40	100%	36	90%	4	10%
Female	16	40%	14	88%	2	13%
Male	24	60%	22	92%	2	8%
General Education Students	35	88%	32	91%	3	9%
Students with Disabilities	5	13%	4	80%	1	20%
Asian or Native Hawaiian/Other Pacific Islander	2	5%	2	100%	0	0%
Black or African American	1	3%	1	100%	0	0%
White	36	90%	32	89%	4	11%
Multiracial	1	3%	1	100%	0	0%
Economically Disadvantaged	6	15%	5	83%	1	17%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Not Economically Disadvantaged	34	85%	31	91%	3	9%
Non-English Language Learner	40	100%	36	90%	4	10%
Not in Foster Care	40	100%	36	90%	4	10%
Not Homeless	40	100%	36	90%	4	10%
Not Migrant	40	100%	36	90%	4	10%
Parent Not in Armed Forces	40	100%	36	90%	4	10%

2021 English Language Arts Grade 4 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	49	100%	38	78%	11	22%
Female	20	41%	17	85%	3	15%
Male	29	59%	21	72%	8	28%
General Education Students	34	69%	32	94%	2	6%
Students with Disabilities	15	31%	6	40%	9	60%
Asian or Native Hawaiian/Other Pacific Islander	2	4%	2	100%	0	0%
Black or African American	5	10%	4	80%	1	20%
Hispanic or Latino	3	6%	0	0%	3	100%
White	39	80%	32	82%	7	18%
Economically Disadvantaged	17	35%	11	65%	6	35%
Not Economically Disadvantaged	32	65%	27	84%	5	16%
Non-English Language Learner	49	100%	38	78%	11	22%
Not in Foster Care	49	100%	38	78%	11	22%
Not Homeless	49	100%	38	78%	11	22%
Not Migrant	49	100%	38	78%	11	22%
Parent Not in Armed Forces	49	100%	38	78%	11	22%

2021 English Language Arts Grade 5 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	48	100%	44	92%	4	8%
Female	20	42%	18	90%	2	10%
Male	28	58%	26	93%	2	7%
General Education Students	42	88%	40	95%	2	5%
Students with Disabilities	6	13%	4	67%	2	33%
Asian or Native Hawaiian/Other Pacific Islander	1	2%	1	100%	0	0%
Black or African American	2	4%	2	100%	0	0%
Hispanic or Latino	3	6%	2	67%	1	33%
White	40	83%	38	95%	2	5%
Multiracial	2	4%	1	50%	1	50%
Economically Disadvantaged	13	27%	10	77%	3	23%
Not Economically Disadvantaged	35	73%	34	97%	1	3%
Non-English Language Learner	48	100%	44	92%	4	8%
Not in Foster Care	48	100%	44	92%	4	8%
Homeless	1	2%	1	100%	0	0%
Not Homeless	47	98%	43	91%	4	9%
Not Migrant	48	100%	44	92%	4	8%
Parent Not in Armed Forces	48	100%	44	92%	4	8%

2021 English Language Arts Grade 6 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	1	100%	0	0%	1	100%
Female	1	100%	0	0%	1	100%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Students with Disabilities	1	100%	0	0%	1	100%
White	1	100%	0	0%	1	100%
Economically Disadvantaged	1	100%	0	0%	1	100%
Non-English Language Learner	1	100%	0	0%	1	100%
Not in Foster Care	1	100%	0	0%	1	100%
Not Homeless	1	100%	0	0%	1	100%
Not Migrant	1	100%	0	0%	1	100%
Parent Not in Armed Forces	1	100%	0	0%	1	100%

2021 English Language Arts Grade 3 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	36	1	3%	8	22%	15	42%	12	33%	27	75%
Female	14	0	0%	2	14%	4	29%	8	57%	12	86%
Male	22	1	5%	6	27%	11	50%	4	18%	15	68%
General Education Students	32	–	–	–	–	–	–	–	–	–	–
Students with Disabilities	4	–	–	–	–	–	–	–	–	–	–
Asian or Native Hawaiian/Other Pacific Islander	2	–	–	–	–	–	–	–	–	–	–
Black or African American	1	–	–	–	–	–	–	–	–	–	–
White	32	1	3%	6	19%	15	47%	10	31%	25	78%
Multiracial	1	–	–	–	–	–	–	–	–	–	–
Economically Disadvantaged	5	0	0%	2	40%	2	40%	1	20%	3	60%
Not Economically Disadvantaged	31	1	3%	6	19%	13	42%	11	35%	24	77%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Non-English Language Learner	36	1	3%	8	22%	15	42%	12	33%	27	75%
Not in Foster Care	36	1	3%	8	22%	15	42%	12	33%	27	75%
Not Homeless	36	1	3%	8	22%	15	42%	12	33%	27	75%
Not Migrant	36	1	3%	8	22%	15	42%	12	33%	27	75%
Parent Not in Armed Forces	36	1	3%	8	22%	15	42%	12	33%	27	75%

2021 English Language Arts Grade 4 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	38	2	5%	8	21%	11	29%	17	45%	28	74%
Female	17	1	6%	3	18%	7	41%	6	35%	13	76%
Male	21	1	5%	5	24%	4	19%	11	52%	15	71%
General Education Students	32	1	3%	5	16%	9	28%	17	53%	26	81%
Students with Disabilities	6	1	17%	3	50%	2	33%	0	0%	2	33%
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—
Black or African American	4	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	0	0	0%	0	0%	0	0%	0	0%	0	0%
White	32	2	6%	5	16%	9	28%	16	50%	25	78%
Economically Disadvantaged	11	2	18%	5	45%	4	36%	0	0%	4	36%
Not Economically Disadvantaged	27	0	0%	3	11%	7	26%	17	63%	24	89%
Non-English Language Learner	38	2	5%	8	21%	11	29%	17	45%	28	74%
Not in Foster Care	38	2	5%	8	21%	11	29%	17	45%	28	74%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Not Migrant	44	3	7%	9	20%	15	34%	17	39%	32	73%
Parent Not in Armed Forces	44	3	7%	9	20%	15	34%	17	39%	32	73%

2021 English Language Arts Grade 6 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	0	0	0%	0	0%	0	0%	0	0%	0	0%
Female	0	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	0	0	0%	0	0%	0	0%	0	0%	0	0%
White	0	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	0	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%

GLENWOOD ELEMENTARY SCHOOL GRADES 3-8 MATHEMATICS ASSESSMENT DATA

The grades 3-8 English Language Arts (ELA) and mathematics assessments measure the higher learning standards that were adopted by the State Board of Regents in 2010, which more accurately reflect students' progress toward college and career readiness. Data available on this site are based on those reported by schools and districts to the State as of August 13, 2021 via the Student Information Repository System (SIRS). The New York State School Report Card 3-8 English Language Arts (ELA) and mathematics assessment data will be based on those data reported as of the final school year reporting deadline.

Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup, or with prior year's results and are not reflected below.

District and school level performance data, as well as the number and percentage of students who tested and did not test, are available for 2020-21. **However**, depending on the percentage of students that took the tests in a given school or district, the school and district's results **may not be representative** of that school or district's student population.

Assessment Data - Glossary of Terms | Assessment Data - Business Rules

2021 Mathematics Grade 3 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	40	100%	36	90%	4	10%
Female	16	40%	14	88%	2	13%
Male	24	60%	22	92%	2	8%
General Education Students	35	88%	32	91%	3	9%
Students with Disabilities	5	13%	4	80%	1	20%
Asian or Native Hawaiian/Other Pacific Islander	2	5%	2	100%	0	0%
Black or African American	1	3%	1	100%	0	0%
White	36	90%	32	89%	4	11%
Multiracial	1	3%	1	100%	0	0%
Economically Disadvantaged	6	15%	5	83%	1	17%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Not Economically Disadvantaged	34	85%	31	91%	3	9%
Non-English Language Learner	40	100%	36	90%	4	10%
Not in Foster Care	40	100%	36	90%	4	10%
Not Homeless	40	100%	36	90%	4	10%
Not Migrant	40	100%	36	90%	4	10%
Parent Not in Armed Forces	40	100%	36	90%	4	10%

2021 Mathematics Grade 4 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	49	100%	45	92%	4	8%
Female	20	41%	19	95%	1	5%
Male	29	59%	26	90%	3	10%
General Education Students	34	69%	34	100%	0	0%
Students with Disabilities	15	31%	11	73%	4	27%
Asian or Native Hawaiian/Other Pacific Islander	2	4%	2	100%	0	0%
Black or African American	5	10%	5	100%	0	0%
Hispanic or Latino	3	6%	1	33%	2	67%
White	39	80%	37	95%	2	5%
Economically Disadvantaged	17	35%	15	88%	2	12%
Not Economically Disadvantaged	32	65%	30	94%	2	6%
Non-English Language Learner	49	100%	45	92%	4	8%
Not in Foster Care	49	100%	45	92%	4	8%
Not Homeless	49	100%	45	92%	4	8%
Not Migrant	49	100%	45	92%	4	8%
Parent Not in Armed Forces	49	100%	45	92%	4	8%

2021 Mathematics Grade 5 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	47	100%	45	96%	2	4%
Female	20	43%	18	90%	2	10%
Male	27	57%	27	100%	0	0%
General Education Students	41	87%	40	98%	1	2%
Students with Disabilities	6	13%	5	83%	1	17%
Asian or Native Hawaiian/Other Pacific Islander	1	2%	1	100%	0	0%
Black or African American	2	4%	2	100%	0	0%
Hispanic or Latino	2	4%	2	100%	0	0%
White	40	85%	39	98%	1	3%
Multiracial	2	4%	1	50%	1	50%
Economically Disadvantaged	12	26%	11	92%	1	8%
Not Economically Disadvantaged	35	74%	34	97%	1	3%
Non-English Language Learner	47	100%	45	96%	2	4%
Not in Foster Care	47	100%	45	96%	2	4%
Homeless	1	2%	1	100%	0	0%
Not Homeless	46	98%	44	96%	2	4%
Not Migrant	47	100%	45	96%	2	4%
Parent Not in Armed Forces	47	100%	45	96%	2	4%

2021 Mathematics Grade 6 Participation Data

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
All Students	1	100%	0	0%	1	100%
Female	1	100%	0	0%	1	100%

Subgroup	Subgroup Enrollment		Subgroup Tested		Subgroup Not Tested	
	Count	%	Count	%	Count	%
Students with Disabilities	1	100%	0	0%	1	100%
White	1	100%	0	0%	1	100%
Economically Disadvantaged	1	100%	0	0%	1	100%
Non-English Language Learner	1	100%	0	0%	1	100%
Not in Foster Care	1	100%	0	0%	1	100%
Not Homeless	1	100%	0	0%	1	100%
Not Migrant	1	100%	0	0%	1	100%
Parent Not in Armed Forces	1	100%	0	0%	1	100%

2021 Mathematics Grade 3 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	36	8	22%	2	6%	17	47%	9	25%	26	72%
Female	14	3	21%	0	0%	5	36%	6	43%	11	79%
Male	22	5	23%	2	9%	12	55%	3	14%	15	68%
General Education Students	32	—	—	—	—	—	—	—	—	—	—
Students with Disabilities	4	—	—	—	—	—	—	—	—	—	—
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—
Black or African American	1	—	—	—	—	—	—	—	—	—	—
White	32	8	25%	1	3%	15	47%	8	25%	23	72%
Multiracial	1	—	—	—	—	—	—	—	—	—	—
Economically Disadvantaged	5	4	80%	0	0%	1	20%	0	0%	1	20%
Not Economically Disadvantaged	31	4	13%	2	6%	16	52%	9	29%	25	81%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Non-English Language Learner	36	8	22%	2	6%	17	47%	9	25%	26	72%
Not in Foster Care	36	8	22%	2	6%	17	47%	9	25%	26	72%
Not Homeless	36	8	22%	2	6%	17	47%	9	25%	26	72%
Not Migrant	36	8	22%	2	6%	17	47%	9	25%	26	72%
Parent Not in Armed Forces	36	8	22%	2	6%	17	47%	9	25%	26	72%

2021 Mathematics Grade 4 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	45	12	27%	13	29%	7	16%	13	29%	20	44%
Female	19	3	16%	9	47%	3	16%	4	21%	7	37%
Male	26	9	35%	4	15%	4	15%	9	35%	13	50%
General Education Students	34	6	18%	9	26%	7	21%	12	35%	19	56%
Students with Disabilities	11	6	55%	4	36%	0	0%	1	9%	1	9%
Asian or Native Hawaiian/Other Pacific Islander	2	—	—	—	—	—	—	—	—	—	—
Black or African American	5	—	—	—	—	—	—	—	—	—	—
Hispanic or Latino	1	—	—	—	—	—	—	—	—	—	—
White	37	9	24%	10	27%	6	16%	12	32%	18	49%
Economically Disadvantaged	15	7	47%	5	33%	2	13%	1	7%	3	20%
Not Economically Disadvantaged	30	5	17%	8	27%	5	17%	12	40%	17	57%
Non-English Language Learner	45	12	27%	13	29%	7	16%	13	29%	20	44%
Not in Foster Care	45	12	27%	13	29%	7	16%	13	29%	20	44%

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
Not Migrant	45	8	18%	7	16%	19	42%	11	24%	30	67%
Parent Not in Armed Forces	45	8	18%	7	16%	19	42%	11	24%	30	67%

2021 Mathematics Grade 6 Performance Data

Subgroup	Total Tested	Level 1 Tested		Level 2 Tested		Level 3 Tested		Level 4 Tested		L3-4 Tested (Proficient)	
		Count	%	Count	%	Count	%	Count	%	Count	%
All Students	0	0	0%	0	0%	0	0%	0	0%	0	0%
Female	0	0	0%	0	0%	0	0%	0	0%	0	0%
Students with Disabilities	0	0	0%	0	0%	0	0%	0	0%	0	0%
White	0	0	0%	0	0%	0	0%	0	0%	0	0%
Economically Disadvantaged	0	0	0%	0	0%	0	0%	0	0%	0	0%
Non-English Language Learner	0	0	0%	0	0%	0	0%	0	0%	0	0%
Not in Foster Care	0	0	0%	0	0%	0	0%	0	0%	0	0%
Not Homeless	0	0	0%	0	0%	0	0%	0	0%	0	0%
Not Migrant	0	0	0%	0	0%	0	0%	0	0%	0	0%
Parent Not in Armed Forces	0	0	0%	0	0%	0	0%	0	0%	0	0%

GLENWOOD ELEMENTARY SCHOOL - NEW YORK STATE REPORT CARD [2020 - 21]

The New York State Report Card is an important part of the Board of Regents' effort to create educational equity and raise learning standards for all students. Knowledge gained from the report card on a school's or district's strengths and weaknesses can be used to improve instruction and services to students. The report card provides information to the public on school/district staff, students, and measures of school and district performance as required by the Every Student Succeeds Act (ESSA). Fundamentally, ESSA is about creating a set of interlocking strategies to promote educational equity by providing support to districts and schools as they work to ensure that every student succeeds. New York State is committed to ensuring that all students succeed and thrive in school no matter who they are, where they live, where they go to school, or where they come from.

Due to COVID-19 and changes to New York State testing, accountability, and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year. For informational purposes, accountability graduation rates and chronic absenteeism data are reported. August 2020, January 2021, and some June 2021 Regents examinations were canceled. For more information, please see the NYSED Waiver Memorandum and NYS Board of Regents Announcement.

2021-22 ACCOUNTABILITY STATUS

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year.

GOOD STANDING

SECTION 1003 SCHOOL IMPROVEMENT FUNDS (2020-21)

The link below provides a list of all Local Education Agencies and public schools that received section 1003 school improvement funds, including the amount of funds each school received and the types of strategies implemented in each school with such funds.

[Section 1003 School Improvement Funds Data \(58.87 kilobytes\)](#)

For information on the use of Title I School Improvement funds, see:

- 2020-21 Title I SIG 1003 Basic Planning
- 2020-21 Title I School Improvement Grant 1003 Targeted Support Grant
- 2020-21 Title I School Improvement Grant 1003 ENHANCED Comprehensive Support and Improvement (CSI) Support Grant
- 2020-23 NYSIP-PLC Phase III
- SIG Cohort 6 and 7 Schools Funded with SIGA in 2020-21

ELEMENTARY/MIDDLE STATUSES BY SUBGROUP

Due to COVID-19 and changes to New York State accountability and federal reporting requirements, 2021-22 district and school accountability statuses are the same as those assigned for the 2020-21 school year.

Subgroup	Status
All Students	Good Standing
White	Good Standing
Students with Disabilities	Good Standing
Economically Disadvantaged	Good Standing

ELEMENTARY/MIDDLE CHRONIC ABSENTEEISM

Accountability chronic absenteeism data are provided for informational purposes only in 2020-21 and are not used to make district or school accountability status determinations for the 2021-22 school year.

Subgroup	Students Enrolled	Students Chronically Absent	Chronic Absenteeism Rate
All Students	243	31	12.8%
Asian or Native Hawaiian/Other Pacific Islander	8	—	—
Black or African American	12	—	—
Hispanic or Latino	11	—	—
Multiracial	5	—	—
White	207	18	8.7%
Students with Disabilities	57	18	31.6%
Economically Disadvantaged	80	23	28.8%

CIVIL RIGHTS DATA COLLECTION (CRDC) (2017-18)

Civil Right Data Collection (CRDC) data are reported to the United States Department of Education by districts and include data on measures of school quality, climate, and safety as well as enrollment in preschool programs and accelerated coursework to earn postsecondary credit. For more information, visit the CRDC homepage.

CRDC Data (22.42 megabytes)

CRDC Glossary and Guide

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