

**Mandatory Civil Rights Data Collection**

November 2013

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**ATTACHMENT A-3**

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**Data Categories for  
Civil Rights Data Collection  
for School Years 2013–14 and  
2015–16**

*Revised after 60-day public comment period.*

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## INTRODUCTION

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This attachment contains the information on the CRDC data categories.<sup>1</sup> For each data category, there is a table that provides the definitions, permitted values, and a list of the data groups that use that category. The data categories are listed in alphabetical order.

Changes made as a result of comments received during the 60-day public comment period are noted with a “†”. Additional changes (including technical edits and revisions) that were made for clarity, accuracy, and consistency are noted with a “‡”.

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<sup>1</sup> For information on data categories used exclusively by data groups collected through the *EDFacts* Submission System, see Attachment B-4 of the *EDFacts* school years 2013–14, 2014–15, and 2015–16 information collection package titled, “Annual Mandatory Collection for Elementary and Secondary Education for *EDFacts*.” The OMB approved *EDFacts* information collection package (OMB control number: 1875-0240) is available at [http://www.reginfo.gov/public/do/PRAViewIC?ref\\_nbr=201302-1875-001&icID=45336](http://www.reginfo.gov/public/do/PRAViewIC?ref_nbr=201302-1875-001&icID=45336).

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## CATEGORIES USED FOR THE CRDC

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Category Name: Academic Subject (Single-Sex Classes)	
<b>Definition</b>	The course or subject area offered in academic classes in a co-educational school where only male students or only female students are permitted to take the class.
<b>Comments</b>	<p>Algebra I – Algebra I is a course that includes the study of properties and operations of the real number system; evaluating rational algebraic expressions; solving and graphing first degree equations and inequalities; translating word problems into equations; operations with and factoring of polynomials; and solving simple quadratic equations. Algebra I is a foundation course leading to higher-level mathematics courses, including Geometry and Algebra II.</p> <p>Geometry – Geometry is a course that typically includes topics such as properties of plane and solid figures; deductive methods of reasoning and use of logic; geometry as an axiomatic system including the study of postulates, theorems, and formal proofs; concepts of congruence, similarity, parallelism, perpendicularity, and proportion; and rules of angle measurement in triangles. Geometry is considered a prerequisite for Algebra II.</p> <p>Algebra II – Algebra II course topics typically include field properties and theorems; set theory; operations with rational and irrational expressions; factoring of rational expressions; in-depth study of linear equations and inequalities; quadratic equations; solving systems of linear and quadratic equations; graphing of constant, linear, and quadratic equations; properties of higher degree equations; and operations with rational and irrational exponents.</p> <p>Other mathematics – This includes all mathematics courses except Algebra I, Geometry, and Algebra II. It includes both basic mathematics courses and college-preparatory courses.</p> <p>English/reading/language arts – This includes general English/reading/language arts courses as well as college-preparatory English/reading/language arts courses.</p> <p>Science – This includes general science courses as well as college-preparatory science courses such as biology, chemistry, and physics.</p>

	Other academic subjects – This includes history, social studies, foreign languages, and computer science.
<b>Permitted Values</b>	
	<ul style="list-style-type: none"> <li>• Algebra I, Geometry, and/or Algebra II</li> <li>• Other mathematics</li> <li>• English/reading/language arts</li> <li>• Science</li> <li>• Other academic subjects</li> </ul>
<b>Data Groups</b>	
	<ul style="list-style-type: none"> <li>• 976 Single-sex academic classes table†</li> </ul>

Category Name: Action (Restraint or Seclusion)	
<b>Definition</b>	The type of restraint or seclusion action that a student was subjected to.
<b>Comments</b>	<p>Mechanical restraint – The use of any device or equipment to restrict a student’s freedom of movement. The term does not include devices implemented by trained school personnel, or utilized by a student that have been prescribed by an appropriate medical or related services professional and are used for the specific and approved purposes for which such devices were designed, such as:</p> <ul style="list-style-type: none"> <li>• Adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports;</li> <li>• Vehicle safety restraints when used as intended during the transport of a student in a moving vehicle;</li> <li>• Restraints for medical immobilization; or</li> <li>• Orthopedically prescribed devices that permit a student to participate in activities without risk of harm.</li> </ul> <p>Physical restraint – A personal restriction that immobilizes or reduces the ability of a student to move his or her torso, arms, legs, or head freely. The term physical restraint does not include a physical escort. Physical escort means a temporary touching or holding of the hand, wrist, arm, shoulder or back for the purpose of inducing a student who is acting out to walk to a safe location.</p> <p>Seclusion – The involuntary confinement of a student alone in a room or area from which the student is physically prevented from leaving. It does not include a timeout, which is a behavior management technique that is part of an approved program, involves the monitored separation of the student in a non-locked setting, and is implemented for the purpose of calming.</p>
<b>Permitted Values</b>	
	<ul style="list-style-type: none"> <li>• Mechanical restraint</li> <li>• Physical restraint</li> <li>• Seclusion</li> </ul>
<b>Data Groups</b>	
	<ul style="list-style-type: none"> <li>• 959 Restraint or seclusion for <i>IDEA</i> students table</li> <li>• 960 Restraints or seclusion for non-<i>IDEA</i> students table</li> <li>• 961 Restraint or seclusion instances table</li> </ul>

**New!**

<b>Category Name: Age (Preschool)</b>	
<b>Definition</b>	The age of students served in preschool.
<b>Comments</b>	Preschool refers to preschool programs and services for children ages 3 through 5.
<b>Permitted Values</b>	
	<ul style="list-style-type: none"> <li>• 3 years-old</li> <li>• 4 years-old</li> <li>• 5 years-old</li> </ul>
<b>Data Groups</b>	
	<ul style="list-style-type: none"> <li>• 957 Preschool students served table†</li> </ul>

<b>Category Name: AP Exam Participation Status</b>	
<b>Definition</b>	An indication of whether students who were enrolled in Advanced Placement (AP) courses took the AP exams for those courses.
<b>Comments</b>	<p>Advanced Placement (AP) – AP refers to a program, sponsored by the College Board, through which students may earn college credit and advanced college placement by successfully completing AP courses and standardized AP exams.</p> <p>Advanced Placement (AP) course – An AP course is an advanced, college-level course designed for students who achieve a specified level of academic performance. Upon successful completion of the course and a standardized AP exam, a student may be qualified to receive college credit and/or placement into advanced college courses.</p>
<b>Permitted Values</b>	
<b>Revised!</b>	<ul style="list-style-type: none"> <li>• Students who took one or more AP exams for one or more (which may include all) AP courses enrolled in</li> <li>• Students who were enrolled in one or more AP courses but who did not take any AP exams</li> </ul>
<b>Data Groups</b>	
	<ul style="list-style-type: none"> <li>• 904 Advanced Placement exam participation table</li> </ul>

Category Name: AP Exam Status	
<b>Definition‡</b>	An indication of whether students who were enrolled in Advanced Placement (AP) courses received a qualifying score on the AP exams for those courses.
<b>Comments‡</b>	<p>Advanced Placement (AP) – AP refers to a program, sponsored by the College Board, through which students may earn college credit and advanced college placement by successfully completing AP courses and standardized AP exams.</p> <p>Advanced Placement (AP) course – An AP course is an advanced, college-level course designed for students who achieve a specified level of academic performance. Upon successful completion of the course and a standardized AP exam, a student may be qualified to receive college credit and/or placement into advanced college courses.</p> <p>Advanced Placement (AP) – exam qualifying score – A score of 3 or higher on an AP examination is considered a qualifying score. Students who earn AP exam scores of 3, 4, or 5 are generally considered to be qualified to receive college credit and/or placement into advanced courses due to the fact that their AP exam scores are equivalent to a college course score of "middle C" or above. However, the awarding of credit and placement is determined by each college or university.</p>
Permitted Values	
<b>Revised! ‡</b>	<ul style="list-style-type: none"> <li>• Students who received a qualifying score on one or more AP exams for one or more (which may include all) AP courses enrolled in</li> <li>• Students who did not receive a qualifying score on any AP exams for the one or more AP courses enrolled in</li> </ul>
Data Groups	
	<ul style="list-style-type: none"> <li>• 905 Advanced Placement exam participant results table‡</li> </ul>

Category Name: Civil Rights Category (Student Counts)	
<b>Definition</b>	Category of discrimination on a particular basis (including sex, race,



	and disability).
<b>Comments†</b>	<p>Harassment or bullying on the basis of sex – Harassment or bullying on the basis of sex includes sexual harassment or bullying and gender-based harassment or bullying. Sexual harassment or bullying is unwelcome conduct of a sexual nature, such as unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Gender-based harassment or bullying is nonsexual intimidation or abusive behavior toward a student based on the student’s actual or perceived sex, including harassment based on gender identity, gender expression, and nonconformity with gender stereotypes. Harassing or bullying conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. This conduct can be carried out by school employees, other students, and non-employee third parties. Both male and female students can be victims of harassment or bullying on the basis of sex, and the harasser or bully and the victim can be of the same sex.</p> <p>Harassment or bullying on the basis of race, color, or national origin– Racial harassment or bullying is intimidation or abusive behavior toward a student based on actual or perceived race, color or national origin. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. The conduct can be carried out by school employees, other students, and non-employee third parties.</p> <p>Harassment or bullying on the basis of disability – Disability harassment or bullying is intimidation or abusive behavior toward a student based on actual or perceived disability. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. The conduct can be carried out by school employees, other students, and non-employee third parties.</p>
<b>Permitted Values</b>	
	<ul style="list-style-type: none"> <li>• Sex</li> <li>• Race, color or national origin</li> <li>• Disability</li> </ul>
<b>Data Groups</b>	
	<ul style="list-style-type: none"> <li>• 934 Harassment or bullying—students disciplined table</li> </ul>

	<ul style="list-style-type: none"><li>• 935 Harassment or bullying—students reported as harassed or bullied table</li></ul>
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**New!**

**Category Name: Civil Rights Category (Allegations)**

<b>Definition</b>	Category of discrimination on a particular basis (including sex, race, disability, sexual orientation, and religion).
<b>Comments†</b>	<p>Harassment or bullying on the basis of sex – Harassment or bullying on the basis of sex includes sexual harassment or bullying and gender-based harassment or bullying. Sexual harassment or bullying is unwelcome conduct of a sexual nature, such as unwelcome sexual advances, requests for sexual favors, and other verbal, nonverbal, or physical conduct of a sexual nature. Gender-based harassment or bullying is nonsexual intimidation or abusive behavior toward a student based on the student’s actual or perceived sex, including harassment based on gender identity, gender expression, and nonconformity with gender stereotypes. Harassing or bullying conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. This conduct can be carried out by school employees, other students, and non-employee third parties. Both male and female students can be victims of harassment or bullying on the basis of sex, and the harasser or bully and the victim can be of the same sex.</p> <p>Harassment or bullying on the basis of race, color, or national origin– Racial harassment or bullying is intimidation or abusive behavior toward a student based on actual or perceived race, color or national origin. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. The conduct can be carried out by school employees, other students, and non-employee third parties.</p> <p>Harassment or bullying on the basis of disability – Disability harassment or bullying is intimidation or abusive behavior toward a student based on actual or perceived disability. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. The conduct can be carried out by school employees, other students, and non-employee third parties.</p> <p>Harassment or bullying on the basis of sexual orientation (optional for 2013–14 CRDC) – Sexual orientation harassment or bullying is intimidation or abusive behavior toward a student based on actual or perceived sexual orientation. Harassing conduct may take many</p>

	<p>forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. The conduct can be carried out by school employees, other students, and non-employee third parties.</p> <p>Harassment or bullying on the basis of religion (optional for 2013–14 CRDC) – Religious harassment or bullying is intimidation or abusive behavior toward a student based on actual or perceived religion. Harassing conduct may take many forms, including verbal acts and name-calling, as well as non-verbal behavior, such as graphic and written statements, or conduct that is physically threatening, harmful or humiliating. The conduct can be carried out by school employees, other students, and non-employee third parties.</p>
<b>Permitted Values†</b>	
	<ul style="list-style-type: none"> <li>• Sex</li> <li>• Race, color or national origin</li> <li>• Disability</li> <li>• Sexual orientation (optional for 2013–14 CRDC)</li> <li>• Religion (optional for 2013–14 CRDC)</li> </ul>
<b>Data Groups</b>	
	<ul style="list-style-type: none"> <li>• 933 Harassment or bullying—reported allegations table†</li> </ul>

**New!**

**Category Name: Civil Rights Law (Coordinators)**

<b>Definition</b>	Law that prohibits discrimination on a particular basis.
<b>Comments</b>	<p>Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex.</p> <p>Title VI of the <i>Civil Rights Act</i> of 1964 prohibits discrimination on the bases of race, color, or national origin.</p> <p>Section 504 of the <i>Rehabilitation Act</i> of 1973 prohibits discrimination on the basis of disability in all programs or activities that receive Federal financial assistance.</p> <p>Title II of the <i>Americans with Disabilities Act</i> of 1990 prohibits discrimination on the basis of disability by public entities (including public schools), whether or not they receive Federal financial assistance.</p>
<b>Permitted Values‡</b>	
	<ul style="list-style-type: none"> <li>• Sex (Title IX)</li> <li>• Race, color or national origin (Title VI)</li> <li>• Disability (Section 504 and Title II)</li> <li>• </li> </ul>
<b>Data Groups</b>	
	<ul style="list-style-type: none"> <li>• 916 Civil rights coordinators†‡</li> </ul>

**New!**

<b>Category Name: Disability Status (Corporal Punishment)</b>	
<b>Definition</b>	An indication of whether incidents of corporal punishment are for students with disabilities or students without disabilities.
<b>Comments</b>	<p>Student with disabilities refers to students with disabilities served under the <i>Individuals with Disabilities Education Act</i>, Section 504 of the <i>Rehabilitation Act</i> of 1973, as amended, or both.</p> <p>Attachment A-1 includes the definition of children (students) with disabilities (<i>IDEA</i>).</p>
<b>Permitted Values</b>	
	<ul style="list-style-type: none"> <li>• Students with disabilities</li> <li>• Students without disabilities</li> </ul>
<b>Data Groups</b>	
	<ul style="list-style-type: none"> <li>• 917 Corporal punishment instances table†</li> </ul>

<b>Category Name: Disability Status (IDEA)</b>	
<b>Definition</b>	An indication that children (students) are children with disabilities served under the <i>Individuals with Disabilities Education Act</i>

	( <i>IDEA</i> ).
<b>Comments</b>	This status is used when only children with disabilities served under <i>IDEA</i> need to be included. Attachment A-1 includes the definition of children (students) with disabilities ( <i>IDEA</i> ).
<b>Permitted Values</b>	
	<ul style="list-style-type: none"> <li>Students with disabilities (<i>IDEA</i>)</li> </ul>
<b>Data Groups</b>	
	<ul style="list-style-type: none"> <li>900 Advanced Placement course by subject enrollment table†‡</li> <li>901 Advanced Placement course enrollment table</li> <li>904 Advanced Placement exam participation table</li> <li>905 Advanced Placement exam participant results table‡</li> <li>907 Algebra I course enrollment—middle school (2013–14)†</li> <li>908 Algebra I course enrollment—grade 8 (2015–16)†</li> <li>909 Algebra I course enrollment—high school†</li> <li>911 Algebra I course passing—middle school (2013–14)†</li> <li>911 Algebra I course passing—grade 8 (2015–16)†</li> <li>912 Algebra I course passing—high school</li> <li>921 Discipline of preschool students table†</li> <li>922 Discipline of students with disabilities (<i>IDEA</i> and Section 504) table†</li> <li>993 Distance education student enrollment table†</li> <li>994 Dual enrollment program student enrollment †‡</li> <li>928 GED preparation program credentials table</li> <li>929 GED preparation program participation table</li> <li>930 Geometry course enrollment (2013–14)†</li> <li>931 Gifted/talented program enrollment table†‡</li> <li>934 Harassment or bullying—students disciplined table</li> <li>935 Harassment or bullying—students reported as harassed or bullied table</li> <li>936 International Baccalaureate Programme enrollment table†‡</li> <li>946 Limited English proficient students†</li> <li>947 Limited English proficient students in LEP programs†</li> <li>951 Mathematics course enrollment—high school†</li> <li>956 Preschool enrollment table†</li> <li>963 Retention table</li> <li>964 SAT or ACT test participation table†</li> <li>966 School days missed due to suspensions table†</li> <li>974 Science course enrollment—high school†</li> <li>978 Student chronic absenteeism table†</li> </ul>

<b>Category Name:</b>	<b>Disability Status (Section 504 Only)</b>
<b>Definition</b>	An indication that students with disabilities are served solely under Section 504 of the <i>Rehabilitation Act</i> of 1973 [and not under the <i>Individuals with Disabilities Education Act (IDEA)</i> ].

<b>Comments</b>	<p>This status is used when students with disabilities served under Section 504 and not under <i>IDEA</i> need to be included.</p> <p>Student with disabilities (Section 504 only) refers to students with disabilities who are being provided with related aids and services under Section 504 of the <i>Rehabilitation Act</i> of 1973, as amended, and are not being provided with services under <i>IDEA</i>.</p> <p>Attachment A-1 includes the definition of children (students) with disabilities (<i>IDEA</i>).</p>
<b>Permitted Values</b>	
	<ul style="list-style-type: none"> <li>• Students with disabilities (Section 504 only)</li> </ul>
<b>Data Groups</b>	
	<ul style="list-style-type: none"> <li>• 922 Discipline of students with disabilities (<i>IDEA</i> and Section 504) table†</li> <li>• 934 Harassment or bullying—students disciplined table</li> <li>• 935 Harassment or bullying—students reported as harassed or bullied table</li> <li>• 960 Restraint or seclusion for non-<i>IDEA</i> students table</li> <li>• 963 Retention table</li> <li>• 966 School days missed due to suspensions table†</li> <li>• 978 Student chronic absenteeism table†</li> </ul>

<b>Category Name: Disability Status (Specific)</b>	
<b>Definition</b>	An indication of whether students are students with disabilities served under the <i>Individuals with Disabilities Education Act (IDEA)</i> , students with disabilities served solely under Section 504 of the <i>Rehabilitation Act</i> of 1973, or students without disabilities.
<b>Comments</b>	This category includes three types of students.

	<p>Attachment A-1 includes the definition of children (students) with disabilities (<i>IDEA</i>).</p> <p>Student with disabilities (Section 504 only) refers to students with disabilities who are being provided with related aids and services under Section 504 of the <i>Rehabilitation Act</i> of 1973, as amended, and are not being provided with services under <i>IDEA</i>.</p>
<b>Permitted Values</b>	
	<ul style="list-style-type: none"> <li>• Students with disabilities (<i>IDEA</i>)</li> <li>• Students with disabilities (Section 504 only)</li> <li>• Students without disabilities</li> </ul>
<b>Data Groups</b>	
	<ul style="list-style-type: none"> <li>• 961 Restraint or seclusion instances table</li> </ul>

<b>Category Name: Discipline Method</b>	
<b>Definition</b>	The method used to discipline students.
<b>Comments†</b>	<p>Corporal punishment – Paddling, spanking, or other forms of physical punishment imposed on a student.</p> <p>In-school suspension – An instance in which a child is temporarily removed from his or her regular classroom(s) for at least half a day</p>



	<p>for disciplinary purposes, but remains under the direct supervision of school personnel. Direct supervision means school personnel are physically in the same location as students under their supervision.</p> <p>Out-of-school suspension –</p> <p>For students with disabilities (served under <i>IDEA</i>): Out-of-school suspension is an instance in which a child is temporarily removed from his/her regular school for at least half a day for disciplinary purposes to another setting (e.g., home, behavior center). Out-of-school suspensions include both removals in which no individualized family service plan (IFSP) or individualized education plan (IEP) services are provided because the removal is 10 days or less as well as removals in which the child continues to receive services according to his/her IFSP or IEP.</p> <p>For students without disabilities and students with disabilities served solely under Section 504: Out-of-school suspension is an instance in which a child is temporarily removed from his/her regular school for at least half a day (but less than the remainder of the school year) for disciplinary purposes to another setting (e.g., home, behavior center). Out-of-school suspensions include removals in which no educational services are provided, and removals in which educational services are provided (e.g., school-provided at home instruction or tutoring).</p> <p>Expulsion with educational services – An action taken by the local educational agency of removing a child from his/her regular school for disciplinary purposes, and providing educational services to the child (e.g., school-provided at home instruction or tutoring; transfer to an alternative school or regular school) for the remainder of the school year (or longer) in accordance with local educational agency policy. Expulsion with educational services also includes removals resulting from violations of the <i>Gun Free Schools Act</i> that are modified to less than 365 days.</p> <p>Expulsion without educational services – An action taken by the local educational agency of removing a child from his/her regular school for disciplinary purposes, and not providing educational services to the child for the remainder of the school year or longer in accordance with local educational agency policy. Expulsion without services also includes removals resulting from violations of the <i>Gun Free Schools Act</i> that are modified to less than 365 days.</p>
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	<p>Expulsion under zero-tolerance policies – An action taken by the local educational agency of removing a child from his/her regular school for the remainder of school year or longer because of zero-tolerance policies. A zero tolerance policy is a policy that results in mandatory expulsion of any student who commits one or more specified offenses (e.g., offenses involving guns, or other weapons, or violence, or similar factors, or combinations of these factors). A policy is considered “zero tolerance” even if there are some exceptions to the mandatory aspect of the expulsion, such as allowing the chief administering officer of a local educational agency to modify the expulsion on a case-by-case basis.</p> <p>Referral to law enforcement – An action by which a student is reported to any law enforcement agency or official, including a school police unit, for an incident that occurs on school grounds, during school-related events, or while taking school transportation, regardless of whether official action is taken. Citations, tickets, and court referrals are considered referrals to law enforcement.</p> <p>School-related arrest – An arrest of a student for any activity conducted on school grounds, during off-campus school activities (including while taking school transportation), or due to a referral by any school official.</p> <p>Optional for 2013–14 CRDC: Transfer to an alternative school for disciplinary reasons and transfer to a regular school for disciplinary reasons are subsets of expulsion with educational services.</p>
<b>Permitted Values</b>	
<b>Revised! †</b>	<ul style="list-style-type: none"> <li>• Corporal punishment</li> <li>• One or more in-school suspensions</li> <li>• One out-of-school suspension</li> <li>• More than one out-of-school suspension</li> <li>• Expulsion with educational services</li> <li>• Expulsion without educational services</li> <li>• Expulsion because of zero-tolerance policies</li> <li>• Referred to law enforcement agency or official</li> <li>• Arrested for a school-related activity</li> <li>• Transferred to an alternative school for disciplinary reasons (optional for 2013–14 CRDC)</li> <li>• Transferred to a regular school for disciplinary reasons (optional for 2013–14 CRDC)</li> </ul>
<b>Data Groups</b>	

	<ul style="list-style-type: none"> <li>• 922 Discipline of students with disabilities (<i>IDEA</i> and Section 504) table†</li> <li>• 923 Discipline of students without disabilities table†</li> </ul>
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<b>Category Name: Discipline Method (Preschool)</b>	
<b>Definition</b>	The method used to discipline preschool students.
<b>Comments†</b>	<p>Preschool refers to preschool programs and services for children ages 3 through 5.</p> <p>Corporal punishment (optional for 2013–14 CRDC) – Paddling, spanking, or other forms of physical punishment imposed on a student.</p>

	<p>Out-of-school suspension –</p> <p>For students with disabilities (served under <i>IDEA</i>): Out-of-school suspension is an instance in which a child is temporarily removed from his/her regular school for at least half a day for disciplinary purposes to another setting (e.g., home, behavior center). Out-of-school suspensions include both removals in which no individualized family service plan (IFSP) or individualized education plan (IEP) services are provided because the removal is 10 days or less as well as removals in which the child continues to receive services according to his/her IFSP or IEP.</p> <p>For students without disabilities and students with disabilities served solely under Section 504: Out-of-school suspension is an instance in which a child is temporarily removed from his/her regular school for at least half a day (but less than the remainder of the school year) for disciplinary purposes to another setting (e.g., home, behavior center). Out-of-school suspensions include removals in which no educational services are provided, and removals in which educational services are provided (e.g., school-provided at home instruction or tutoring).</p> <p>Preschool expulsion – The permanent termination of a preschool child’s participation in a preschool program at a school or facility. A preschool child who is transitioned directly from the classroom to a different setting deemed to be more appropriate for the child (e.g., special education, transitional classroom, or therapeutic preschool program) is not considered an expelled preschooler.</p>
<b>Permitted Values</b>	
<b>Revised! †</b>	<ul style="list-style-type: none"> <li>• Corporal punishment (optional for 2013–14 CRDC)</li> <li>• One out-of-school suspension</li> <li>• More than one out-of-school suspension</li> <li>• Expulsion</li> </ul>
<b>Data Groups</b>	
	<ul style="list-style-type: none"> <li>• 921 Discipline of preschool students table†</li> </ul>

<b>Category Name: Grade Level (K-12)</b>	
<b>Definition</b>	The grade level that students were retained in.
<b>Comments</b>	Retained – A student is retained if he or she is not promoted to the next grade prior to the beginning of the following school year. Students are not considered retained if they can proceed to the next grade because they successfully completed a summer school

	program or for a similar reason. At the high school level, a student who has not accumulated enough credits to be classified as being in the next grade is considered retained.
<b>Permitted Values</b>	
	<ul style="list-style-type: none"> <li>• Kindergarten</li> <li>• Grade 1</li> <li>• Grade 2</li> <li>• Grade 3</li> <li>• Grade 4</li> <li>• Grade 5</li> <li>• Grade 6</li> <li>• Grade 7</li> <li>• Grade 8</li> <li>• Grade 9</li> <li>• Grade 10</li> <li>• Grade 11</li> <li>• Grade 12</li> </ul>
<b>Data Groups</b>	
	<ul style="list-style-type: none"> <li>• 963 Retention table</li> </ul>

<b>Category Name: Grade Span (Secondary)</b>	
<b>Definition</b> <b>Revised!</b>	The grade spans for high school level (secondary) students enrolled in Algebra I (college-preparatory) course.
<b>Comments</b>	
<b>Permitted Values</b>	
<b>Revised!</b>	<ul style="list-style-type: none"> <li>• Grade 9 or 10</li> <li>• Grade 11 or 12 or ungraded</li> </ul>
<b>Data Groups</b>	
	<ul style="list-style-type: none"> <li>• 909 Algebra I course enrollment—high school†</li> <li>• 912 Algebra I course passing—high school</li> </ul>

**New!**

<b>Category Name: Justice Facility Duration</b>	
<b>Definition</b>	Number of calendar days that a student participated in the credit-granting educational program at the justice facility.
<b>Comments</b>	
<b>Permitted Values</b>	
	<ul style="list-style-type: none"> <li>• Less than 15 days</li> </ul>

	<ul style="list-style-type: none"> <li>• 15 days to 30 days</li> <li>• 31 days to 90 days</li> <li>• 91 days to 180 days</li> <li>• More than 180 days</li> </ul>
<b>Data Groups</b>	
	<ul style="list-style-type: none"> <li>• 941 Justice facility educational program participants table†</li> </ul>

<b>Category Name: LEP Status (Only)</b>	
<b>Definition</b>	An indication that students met the definition of limited English proficient students.
<b>Comments</b>	This status is used when students with limited English proficient (LEP) status need to be included. Attachment A-1 includes the definition of limited English proficient students.
<b>Permitted Values</b>	
	<ul style="list-style-type: none"> <li>• Students who are limited English proficient (LEP).</li> </ul>
<b>Data Groups</b>	

	<ul style="list-style-type: none"> <li>• 900 Advanced Placement course by subject enrollment table†‡</li> <li>• 901 Advanced Placement course enrollment table</li> <li>• 904 Advanced Placement exam participation table</li> <li>• 905 Advanced Placement exam participant results table‡</li> <li>• 907 Algebra I course enrollment—middle school (2013–14)†</li> <li>• 908 Algebra I course enrollment—grade 8 (2015–16)†</li> <li>• 909 Algebra I course enrollment—high school†</li> <li>• 911 Algebra I course passing—middle school (2013–14)†</li> <li>• 911 Algebra I course passing—grade 8 (2015–16)†</li> <li>• 912 Algebra I course passing—high school</li> <li>• 921 Discipline of preschool students table†</li> <li>• 922 Discipline of students with disabilities (<i>IDEA</i> and Section 504) table†</li> <li>• 923 Discipline of students without disabilities table†</li> <li>• 993 Distance education student enrollment table†</li> <li>• 994 Dual enrollment program student enrollment†‡</li> <li>• 928 GED preparation program credentials table</li> <li>• 929 GED preparation program participation table</li> <li>• 930 Geometry course enrollment (2013–14)†</li> <li>• 931 Gifted/talented program enrollment table†‡</li> <li>• 934 Harassment or bullying—students disciplined table</li> <li>• 935 Harassment or bullying—students reported as harassed or bullied table</li> <li>• 936 International Baccalaureate Programme enrollment table†‡</li> <li>• 951 Mathematics course enrollment—high school†</li> <li>• 956 Preschool enrollment table†</li> <li>• 959 Restraint or seclusion for <i>IDEA</i> students table</li> <li>• 960 Restraint or seclusion for non-<i>IDEA</i> students table</li> <li>• 963 Retention table</li> <li>• 964 SAT or ACT test participation table†</li> <li>• 966 School days missed due to suspensions table†</li> <li>• 974 Science course enrollment—high school†</li> <li>• 978 Student chronic absenteeism table†</li> <li>• 980 Students with disabilities served under <i>IDEA</i>†</li> <li>• 981 Students with disabilities served under Section 504 only†</li> </ul>
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<b>‡Category Name: Mathematics (High School Classes)</b>	
<b>Definition</b>	The course or subject area offered in college-preparatory classes in mathematics at the high school level.
<b>Comments†</b>	Algebra I (for 2015–16 CRDC only) – Algebra I is a course that includes the study of properties and operations of the real number system; evaluating rational algebraic expressions; solving and graphing first degree equations and inequalities; translating word problems into equations; operations with and factoring of polynomials; and solving simple quadratic equations. Algebra I is a foundation course leading to higher-level mathematics courses, including Geometry and Algebra II.



	<p>Geometry (for 2015–16 CRDC only) – Geometry is a course that typically includes topics such as properties of plane and solid figures; deductive methods of reasoning and use of logic; geometry as an axiomatic system including the study of postulates, theorems, and formal proofs; concepts of congruence, similarity, parallelism, perpendicularity, and proportion; and rules of angle measurement in triangles. Geometry is considered a prerequisite for Algebra II.</p> <p>Algebra II – Algebra II course topics typically include field properties and theorems; set theory; operations with rational and irrational expressions; factoring of rational expressions; in-depth study of linear equations and inequalities; quadratic equations; solving systems of linear and quadratic equations; graphing of constant, linear, and quadratic equations; properties of higher degree equations; and operations with rational and irrational exponents.</p> <p>Advanced mathematics – Advanced mathematics courses cover the following topics: trigonometry, trigonometry/algebra, trigonometry/analytic geometry, trigonometry/math analysis, analytic geometry, math analysis, math analysis/analytic geometry, probability and statistics, and precalculus.</p> <ul style="list-style-type: none"><li>• Trigonometry courses prepare students for eventual work in calculus, and typically include the following topics: trigonometric and circular functions; their inverses and graphs; relations among the parts of a triangle; trigonometric identities and equations; solutions of right and oblique triangles; and complex numbers.</li><li>• Analytic geometry courses include the study of the nature and intersection of lines and planes in space.</li><li>• Math analysis courses include the study of polynomial, logarithmic, exponential, and rational functions and their graphs; vectors; set theory; Boolean algebra and symbolic logic; mathematical induction; matrix algebra; sequences and series; and limits and continuity.</li><li>• Probability and statistics courses introduce the study of likely events and the analysis, interpretation, and presentation of quantitative data.</li><li>• Precalculus courses combine the study of trigonometry, elementary functions, analytic geometry, and math analysis topics as preparation for calculus.</li></ul>
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	Calculus – Calculus course topics include the study of derivatives, differentiation, integration, the definite and indefinite integral, and applications of calculus. Typically, students have previously attained knowledge of precalculus topics (some combination of trigonometry, elementary functions, analytic geometry, and math analysis).
<b>Permitted Values†</b>	
	<p>For 2013–14 CRDC:</p> <ul style="list-style-type: none"> <li>• Algebra II</li> <li>• Advanced mathematics</li> <li>• Calculus</li> </ul> <p>For 2015–16 CRDC:</p> <ul style="list-style-type: none"> <li>• Algebra I</li> <li>• Geometry</li> <li>• Algebra II</li> <li>• Advanced mathematics</li> <li>• Calculus</li> </ul>
<b>Data Groups</b>	
	<ul style="list-style-type: none"> <li>• 950 Mathematics classes—high school†</li> </ul>

<b>‡Category Name: Mathematics (High School Course Enrollment)</b>	
<b>Definition</b>	The course or subject area (except Algebra I) offered in college-preparatory classes in mathematics at the high school level.
<b>Comments†</b>	<p>Geometry (for 2015–16 CRDC only) – Geometry is a course that typically includes topics such as properties of plane and solid figures; deductive methods of reasoning and use of logic; geometry as an axiomatic system including the study of postulates, theorems, and formal proofs; concepts of congruence, similarity, parallelism, perpendicularity, and proportion; and rules of angle measurement in triangles. Geometry is considered a prerequisite for Algebra II.</p> <p>Algebra II – Algebra II course topics typically include field</p>

	<p>properties and theorems; set theory; operations with rational and irrational expressions; factoring of rational expressions; in-depth study of linear equations and inequalities; quadratic equations; solving systems of linear and quadratic equations; graphing of constant, linear, and quadratic equations; properties of higher degree equations; and operations with rational and irrational exponents.</p> <p>Advanced mathematics – Advanced mathematics courses cover the following topics: trigonometry, trigonometry/algebra, trigonometry/analytic geometry, trigonometry/math analysis, analytic geometry, math analysis, math analysis/analytic geometry, probability and statistics, and precalculus.</p> <ul style="list-style-type: none"> <li>• Trigonometry courses prepare students for eventual work in calculus, and typically include the following topics: trigonometric and circular functions; their inverses and graphs; relations among the parts of a triangle; trigonometric identities and equations; solutions of right and oblique triangles; and complex numbers.</li> <li>• Analytic geometry courses include the study of the nature and intersection of lines and planes in space.</li> <li>• Math analysis courses include the study of polynomial, logarithmic, exponential, and rational functions and their graphs; vectors; set theory; Boolean algebra and symbolic logic; mathematical induction; matrix algebra; sequences and series; and limits and continuity.</li> <li>• Probability and statistics courses introduce the study of likely events and the analysis, interpretation, and presentation of quantitative data.</li> <li>• Precalculus courses combine the study of trigonometry, elementary functions, analytic geometry, and math analysis topics as preparation for calculus.</li> </ul> <p>Calculus – Calculus course topics include the study of derivatives, differentiation, integration, the definite and indefinite integral, and applications of calculus. Typically, students have previously attained knowledge of precalculus topics (some combination of trigonometry, elementary functions, analytic geometry, and math analysis).</p>
<b>Permitted Values†</b>	
	<p>For 2013–14 CRDC:</p> <ul style="list-style-type: none"> <li>• Algebra II</li> </ul>

	<ul style="list-style-type: none"> <li>• Advanced mathematics</li> <li>• Calculus</li> </ul> <p>For 2015–16 CRDC:</p> <ul style="list-style-type: none"> <li>• Geometry</li> <li>• Algebra II</li> <li>• Advanced mathematics</li> <li>• Calculus</li> </ul>
<b>Data Groups</b>	
	<ul style="list-style-type: none"> <li>• 951 Mathematics course enrollment—high school†</li> </ul>

**New!**

<b>Category Name: Offense Type</b>	
<b>Definition</b>	The type of offense.
<b>Comments</b>	<p>Weapon – A weapon is any instrument or object used with the intent to threaten, injure, or kill. This includes look-alikes if they are used to threaten others.</p> <p>Firearm or explosive device – Firearm or explosive device refers to any weapon that is designed to (or may readily be converted to) expel a projectile by the action of an explosive. This includes guns, bombs, grenades, mines, rockets, missiles, pipe bombs, or similar devices designed to explode and capable of causing bodily harm or property</p>

	<p>damage.</p> <p>Rape – Rape refers to forced sexual intercourse (vaginal, anal, or oral penetration). This includes penetration from a foreign object. Both male and female students can be victims of rape. Rape is not defined as a physical attack or fight.</p> <p>Sexual battery – Sexual battery is an incident that includes threatened rape, fondling, indecent liberties, child molestation, or sodomy. Both male and female students can be victims of sexual battery. Classification of these incidents should take into consideration the age and developmentally appropriate behavior of the offender(s).</p> <p>Robbery – Robbery is taking or attempting to take anything of value that is owned by another person or organization, under confrontational circumstances by force or threat of force or violence and/or by putting the victim in fear. A key difference between robbery and theft/larceny is that robbery involves threat or battery.</p> <p>Physical attack or fight – Physical attack or fight refers to an actual and intentional touching or striking of another person against his/her will, or the intentional causing of bodily harm to an individual. Physical attack or fight does not include rape.</p> <p>Threat – A threat refers to an act where there was no physical contact between the offender and victim but the victim felt that physical harm could have occurred based on verbal or nonverbal communication by the offender. This includes nonverbal threats (e.g., brandishing a weapon), and verbal threats of physical harm which are made in person. Threats made over the telephone or threatening letters are excluded.</p> <p>Threat of physical attack with a weapon – A threat of physical attack with a weapon includes displaying, brandishing, or discharging a weapon, but with no actual physical contact of any person. A threat is made in person. Threats made over the telephone or threatening letters are excluded. A threat of physical attack using words that refer to a weapon would not be considered a threat with a weapon.</p> <p>Threat of physical attack without a weapon – A threat of physical attack without a weapon refers to a threat without any display, brandishment, or discharge of a weapon, and with no actual physical contact of any person. A threat is made in person. Threats made over the telephone or threatening letters are excluded. A threat of physical attack using words that refer to a weapon would be considered a threat without a weapon.</p>
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Permitted Values	
	<ul style="list-style-type: none"> <li>• Rape or attempted rape</li> <li>• Sexual battery (other than rape)</li> <li>• Robbery with a weapon</li> <li>• Robbery with a firearm or explosive device</li> <li>• Robbery without a weapon</li> <li>• Physical attack or fight with a weapon</li> <li>• Physical attack or fight with a firearm or explosive device</li> <li>• Physical attack or fight without a weapon</li> <li>• Threats of physical attack with a weapon</li> <li>• Threats of physical attack with a firearm or explosive device</li> <li>• Threats of physical attack without a weapon</li> <li>• Possession of a firearm or explosive device</li> </ul>
Data Groups	
	<ul style="list-style-type: none"> <li>• 952 Offenses table†</li> </ul>

**New!**

Category Name: Personnel Type (School Finance FTE)	
<b>Definition</b>	The type of school-level staff.
<b>Comments†</b>	<p>The following definitions were adopted from the Census Bureau’s classification of school-level personnel who are involved in instructional and support functions, based on the F-33 survey of local government finances:</p> <ul style="list-style-type: none"> <li>• Instructional aides – Includes aides or assistants of any type who assist in the instructional process.</li> <li>• Support services staff for pupils and support services staff for instructional staff – Includes guidance counselors, nurses, attendance officers, speech pathologists, other staff</li> </ul>

	<p>who provide support services for students, staff involved in curriculum development, staff training, operating the library, media and computer centers</p> <ul style="list-style-type: none"> <li>• School administration staff – Includes principals and other staff involved in school administration</li> </ul>
<b>Permitted Values†</b>	
	<ul style="list-style-type: none"> <li>• Instructional aides</li> <li>• Support services staff for pupils and support services staff for instructional staff</li> <li>• School administration staff</li> </ul>
<b>Data Groups</b>	
	<ul style="list-style-type: none"> <li>• 967 School finance—FTE personnel (state and local)†</li> <li>• 998 School finance—FTE personnel (federal, state, and local)†</li> </ul>

**New!**

<b>Category Name: Personnel Type (Salary Expenditures)</b>	
<b>Definition</b>	The type of school-level support staff.
<b>Comments†</b>	<p>The following definitions were adopted from the Census Bureau’s classification of school-level personnel who are involved in support functions, based on the F-33 survey of local government finances:</p> <ul style="list-style-type: none"> <li>• Support services staff for pupils and support services staff for instructional staff – Includes guidance counselors, nurses, attendance officers, speech pathologists, other staff who provide support services for students, staff involved in curriculum development, staff training, operating the library, media and computer centers</li> </ul>

	<ul style="list-style-type: none"> <li>School administration staff – Includes principals and other staff involved in school administration</li> </ul>
<b>Permitted Values†</b>	
	<ul style="list-style-type: none"> <li>Support services staff for pupils and support services staff for instructional staff</li> <li>School administration staff</li> </ul>
<b>Data Groups</b>	
	<ul style="list-style-type: none"> <li>971 School finance—support personnel salaries (state and local)†‡</li> <li>999 School finance—support personnel salaries (federal, state and local)†</li> </ul>

<b>Category Name: Racial Ethnic</b>	
<b>Definition</b>	The general racial ethnic categories that most clearly reflect individuals’ recognition of their community or with which the individuals most identify.
<b>Comments</b>	
<b>Permitted Values</b>	
	<ul style="list-style-type: none"> <li>American Indian or Alaska Native</li> <li>Asian</li> <li>Black or African American</li> <li>Hispanic/Latino</li> <li>Native Hawaiian or Other Pacific Islander</li> <li>Two or more races</li> <li>White</li> </ul>
<b>Data Groups</b>	



<ul style="list-style-type: none"> <li>• 900 Advanced Placement course by subject enrollment table†‡</li> <li>• 901 Advanced Placement course enrollment table</li> <li>• 904 Advanced Placement exam participation table</li> <li>• 905 Advanced Placement exam participant results table‡</li> <li>• 907 Algebra I course enrollment—middle school (2013–14)†</li> <li>• 908 Algebra I course enrollment—grade 8 (2015–16)†</li> <li>• 909 Algebra I course enrollment—high school†</li> <li>• 911 Algebra I course passing—middle school (2013–14)†</li> <li>• 911 Algebra I course passing—grade 8 (2015–16)†</li> <li>• 912 Algebra I course passing—high school</li> <li>• 921 Discipline of preschool students table†</li> <li>• 922 Discipline of students with disabilities (<i>IDEA</i> and Section 504) table†</li> <li>• 923 Discipline of students without disabilities table†</li> <li>• 993 Distance education student enrollment table†</li> <li>• 994 Dual enrollment program student enrollment†‡</li> <li>• 928 GED preparation program credentials table</li> <li>• 929 GED preparation program participation table</li> <li>• 930 Geometry course enrollment (2013–14)†</li> <li>• 931 Gifted/talented program enrollment table†‡</li> <li>• 934 Harassment or bullying—students disciplined table</li> <li>• 935 Harassment or bullying—students reported as harassed or bullied table</li> <li>• 936 International Baccalaureate Programme enrollment table†‡</li> <li>• 946 Limited English proficient students†</li> <li>• 947 Limited English proficient students in LEP programs†</li> <li>• 951 Mathematics course enrollment—high school†</li> <li>• 979 Membership (2013–14)†</li> <li>• 979 Membership—school (2015–16)†‡</li> <li>• 956 Preschool enrollment table†</li> <li>• 959 Restraint or seclusion for <i>IDEA</i> students table</li> <li>• 960 Restraint or seclusion for non-<i>IDEA</i> students table</li> <li>• 963 Retention table</li> <li>• 964 SAT or ACT test participation table†</li> <li>• 966 School days missed due to suspensions table†</li> <li>• 974 Science course enrollment—high school†</li> <li>• 978 Student chronic absenteeism table†</li> <li>• 980 Students with disabilities served under <i>IDEA</i>†</li> <li>• 981 Students with disabilities served under Section 504 only†</li> </ul>
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<b>Category Name: Science (Classes and Course Enrollment)</b>	
<b>Definition</b>	The course or subject area offered in college-preparatory classes in science at the high school level.
<b>Comments</b>	<p>Science courses include introductory and advanced courses.</p> <p>Biology – Biology courses are designed to provide information regarding the fundamental concepts of life and life processes. These courses include (but are not restricted to) such topics as cell structure and function, general plant and animal physiology, genetics, and taxonomy.</p> <p>Chemistry – Chemistry courses involve studying the composition, properties, and reactions of substances. These courses typically explore such concepts as the behaviors of solids, liquids, and gases; acid/base and oxidation/reduction reactions; and atomic structure. Chemical formulas and equations and nuclear reactions are also studied.</p>

	Physics – Physics courses involve the study of the forces and laws of nature affecting matter, such as equilibrium, motion, momentum, and the relationships between matter and energy. The study of physics includes examination of sound, light, and magnetic and electric phenomena.
<b>Permitted Values</b>	
	<ul style="list-style-type: none"> <li>• Biology</li> <li>• Chemistry</li> <li>• Physics</li> </ul>
<b>Data Groups</b>	
	<ul style="list-style-type: none"> <li>• 973 Science classes—high school†</li> <li>• 974 Science course enrollment—high school†</li> </ul>

**New!**

<b>Category Name: Security Staff Type</b>	
<b>Definition</b>	The type of school security staff.
<b>Comments†</b>	<p>Security guard (optional for 2013–14 CRDC) – A security guard is an individual who guards, patrols, and/or monitors the school premises to prevent theft, violence, and/or infractions of rules. A security guard may provide protection to individuals, and may operate x-ray and metal detector equipment. A security guard is not a sworn law enforcement officer.</p> <p>Sworn law enforcement officer (optional for 2013–14 CRDC) – A sworn law enforcement officer is a career law enforcement officer, with arrest authority. A sworn law enforcement officer may be considered a school resource officer (who is assigned to work at a school in collaboration with school and community-based organizations). A sworn law enforcement officer may be employed by any entity (e.g., police department, school district or school).</p>

	For the purposes of the CRDC, sworn law enforcement officers include, but are not limited to, school resource officers.
<b>Permitted Values†</b>	
	<ul style="list-style-type: none"> <li>• Security guards (optional for 2013–14 CRDC)</li> <li>• Sworn law enforcement officers (including school resource officers) (optional for 2013–14 CRDC)</li> </ul>
<b>Data Groups</b>	
	<ul style="list-style-type: none"> <li>• 975 Security staff (FTE) table†</li> </ul>

<b>Category Name:</b>	<b>Sex (Membership)</b>
<b>Definition</b>	The concept describing the biological traits that distinguish the males and females of a species.
<b>Comments</b>	
<b>Permitted Values</b>	
	<ul style="list-style-type: none"> <li>• Female</li> <li>• Male</li> </ul>
<b>Data Groups</b>	
	<ul style="list-style-type: none"> <li>• 900 Advanced Placement course by subject enrollment table†‡</li> <li>• 901 Advanced Placement course enrollment table</li> <li>• 904 Advanced Placement exam participation table</li> <li>• 905 Advanced Placement exam participant results table‡</li> <li>• 907 Algebra I course enrollment—middle school (2013–14)†</li> <li>• 908 Algebra I course enrollment—grade 8 (2015–16)†</li> <li>• 909 Algebra I course enrollment—high school†</li> <li>• 911 Algebra I course passing—middle school (2013–14)†</li> </ul>

<ul style="list-style-type: none"> <li>• 911 Algebra I course passing—grade 8 (2015–16)†</li> <li>• 912 Algebra I course passing—high school</li> <li>• 921 Discipline of preschool students table†</li> <li>• 922 Discipline of students with disabilities (<i>IDEA</i> and Section 504) table†</li> <li>• 923 Discipline of students without disabilities table†</li> <li>• 993 Distance education student enrollment table†</li> <li>• 994 Dual enrollment program student enrollment†‡</li> <li>• 928 GED preparation program credentials table</li> <li>• 929 GED preparation program participation table</li> <li>• 930 Geometry course enrollment (2013–14)†</li> <li>• 931 Gifted/talented program enrollment table†‡</li> <li>• 934 Harassment or bullying—students disciplined table</li> <li>• 935 Harassment or bullying—students reported as harassed or bullied table</li> <li>• 936 International Baccalaureate Programme enrollment table†‡</li> <li>• 937 Interscholastic athletics single-sex sports†</li> <li>• 938 Interscholastic athletics single-sex teams†</li> <li>• 939 Interscholastic athletics single-sex team participants†</li> <li>• 946 Limited English proficient students†</li> <li>• 947 Limited English proficient students in LEP programs†</li> <li>• 951 Mathematics course enrollment—high school†</li> <li>• 979 Membership (2013–14)†</li> <li>• 979 Membership—school (2015–16)†‡</li> <li>• 956 Preschool enrollment table†</li> <li>• 959 Restraint or seclusion for <i>IDEA</i> students table</li> <li>• 960 Restraint or seclusion for non-<i>IDEA</i> students table</li> <li>• 963 Retention table</li> <li>• 964 SAT or ACT test participation table†</li> <li>• 966 School days missed due to suspensions table†</li> <li>• 974 Science course enrollment—high school†</li> <li>• 976 Single-sex academic classes table†</li> <li>• 978 Student chronic absenteeism table†</li> <li>• 980 Students with disabilities served under <i>IDEA</i>†</li> <li>• 981 Students with disabilities served under Section 504 only†</li> </ul>
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Category Name: Subject Area (Advanced Placement)	
<b>Definition</b>	The description of the content or subject area offered in Advanced Placement courses.
<b>Comments</b>	<p>Advanced Placement (AP) – AP refers to a program, sponsored by the College Board, through which students may earn college credit and advanced college placement by successfully completing AP courses and standardized AP exams.</p> <p>Advanced Placement (AP) course – An AP course is an advanced, college-level course designed for students who achieve a specified level of academic performance. Upon successful completion of the course and a standardized AP exam, a student may be qualified to receive college credit and/or placement into advanced college courses.</p> <p>Advanced Placement (AP) – subjects and courses –</p> <ul style="list-style-type: none"> <li>• AP mathematics courses include calculus (AB and BC) and statistics.</li> <li>• AP science courses include biology, chemistry, physics, and</li> </ul>

	environmental science.  “Other subjects” include all AP courses other than those in mathematics and science. For example, AP computer science and AP foreign language are included in “other subjects.”
<b>Permitted Values</b>	
<b>Revised!</b>	<ul style="list-style-type: none"> <li>• Mathematics</li> <li>• Science</li> <li>• Other subjects</li> </ul>
<b>Data Groups</b>	
	<ul style="list-style-type: none"> <li>• 900 Advanced Placement course by subject enrollment table†‡</li> </ul>

**New!**

<b>Category Name: Support Services Staff Type</b>	
<b>Definition</b>	The type of school support services staff.
<b>Comments†</b>	<p>Psychologist (optional for 2013–14 CRDC) – A psychologist evaluates and analyzes students' behavior by measuring and interpreting their intellectual, emotional, and social development, and diagnosing their educational and personal problems. A psychologist may diagnose and treat mental disorders and learning disabilities. A psychologist may also diagnose and treat cognitive, behavioral, and emotional problems using individual, child, family, and group therapies. A psychologist is a licensed professional. Psychologists include school psychologists.</p> <p>Social worker (optional for 2013–14 CRDC) – A social worker provides social services and assistance to improve the social and psychological functioning of children and their families and to maximize the family well-being and the academic functioning of the children. Typical responsibilities include: 1) preparing a social or developmental history on a student with disabilities; 2) group and individual counseling with a student and his or her family; 3) working with those problems in a student's living situation (home,</p>

	<p>school, and community) that affect adjustment in school; and 4) mobilizing school and community resources in order to enable the student to receive maximum benefit from his or her educational program. The provider of these services is certified, licensed, or otherwise a qualified professional. Social workers include school social workers.</p> <p>Nurse (optional for 2013–14 CRDC) – A nurse is a qualified health care professional who addresses the health needs of students. The provider meets the state standards and requirements for a nurse. Nurses include school nurses.</p>
<b>Permitted Values†</b>	
	<ul style="list-style-type: none"> <li>• Psychologists (optional for 2013–14 CRDC)</li> <li>• Social workers (optional for 2013–14 CRDC)</li> <li>• Nurses† (optional for 2013–14 CRDC)</li> </ul>
<b>Data Groups</b>	
	<ul style="list-style-type: none"> <li>• 982 Support services staff (FTE)†</li> </ul>

<b>Category Name: Teaching Experience</b>	
<b>Definition</b>	The length of teaching experience.
<b>Comments</b>	Year of teaching – The number of year(s) of teaching experience including the current year but not including any student teaching or other similar preparation experiences. Experience includes teaching in any school, subject, or grade; it does not have to be in the school, subject, or grade that the teacher is presently teaching.
<b>Permitted Values</b>	
	<ul style="list-style-type: none"> <li>• First year of teaching</li> <li>• Second year of teaching</li> </ul>
<b>Data Groups</b>	
	<ul style="list-style-type: none"> <li>• 985 Teacher experience†</li> </ul>

**New!**

<b>Category Name: Teacher (Year Employed)</b>	
<b>Definition</b>	Teachers employed at the school during a specific period of time.
<b>Comments</b>	Current school year teachers – Teachers employed at the school in the current school year. These teachers may include teachers



	<p>employed at the school in the previous school year.</p> <p>Current school year refers to the present school year.</p> <p>Previous school year teachers – Teachers employed at the school in the previous school year. These teachers are a subset of teachers employed at the school in the current school year.</p> <p>Previous school year refers to the school year preceding the current school year.</p> <p>Teachers do not have to be teaching the same subject or grade level, each school year.</p>
<b>Permitted Values</b>	
	<ul style="list-style-type: none"> <li>• Current school year teachers (including previous school year teachers)</li> <li>• Previous school year teachers</li> </ul>
<b>Data Groups</b>	
	<ul style="list-style-type: none"> <li>• 1003 Teachers (counts)†</li> </ul>