

2013-14 Civil Rights Data Collection LEA Form and All Schools Form Definitions

2013-14 Civil Rights Data Collection LEA Form Worksheet Definitions

These Definitions are for use with the 2013-14 CRDC LEA Form Worksheet which is an abbreviated version of the official CRDC LEA Form that can be used to gather and record data for reporting the 2013-14 CRDC.

The 2013-14 CRDC LEA Form Worksheet and Instructions can be found online at crdc.grads360.org.

The US Department of Education's Official 2013-14 CRDC LEA Form Layout containing all LEA level data elements, mandatory and optional, accompanied by the general instructions, specific instructions and definitions for each data element which can be downloaded here:

[Official 2013-14 CRDC LEA Form Layout](#)

PART 1 LEA FORM: Fall Snapshot Data

Section I: LEA-Level Students and Characteristics

1. Count of Students

- Overall student enrollment (LEA) refers to the unduplicated student enrollment, including students both present and absent, excluding duplicate counts of students within a specific LEA or students whose membership is reported by another LEA.
- Non-LEA facilities are non-district facilities, such as intermediate units, residential facilities, social service agencies, hospitals, and private schools.

2. Count of Schools

- A school is an institution that provides educational services and: (1) has one or more grade groups (preschool through grade 12) or is ungraded, (2) has one or more teachers, (3) is located in one or more buildings, (4) has assigned administrator(s), (5) receives public funds as its primary support, and (6) is operated by an educational agency. For purposes of this definition, "public funds" includes federal, state, and local public funds. "Located in a building" does not preclude virtual schools since the administrators and teachers are located in a building somewhere. An "education agency" is not limited to the state or local educational agency, but can include other agencies (e.g., corrections or health and human services) charged with providing public education services.

3. Civil Rights Coordinators Indicator

- A civil rights coordinator is an individual who is appointed by the LEA, to coordinate compliance with civil rights laws, including investigations of complaints alleging discrimination on a particular basis.
- Civil rights laws that prohibit discrimination include:
 - Title IX of the Education Amendments of 1972 (prohibits discrimination on the basis of sex).
 - Title VI of the Civil Rights Act of 1964 (prohibits discrimination on the bases of race, color, or national origin).
 - Section 504 of the Rehabilitation Act of 1973 (prohibits discrimination on the basis of disability).
 - Title II of the Americans with Disabilities Act of 1990 (prohibits discrimination on the basis of disability by public entities (including public schools), whether or not they receive Federal financial assistance).

4. Civil Rights Coordinators Contact Information

- See definitions that accompany the Civil Rights Coordinators Indicator item above.

5. Desegregation Order or Plan

- A desegregation order or plan is an order or plan: (1) that has been ordered by, submitted to, or entered into with a federal or state court; the Office for Civil Rights (OCR), U.S. Department of Education, its predecessor the Department of Health, Education, and Welfare, or another federal agency; or a state agency or official, and (2) that remedies or addresses a school district's actual or alleged segregation of students or staff on the basis of race or national origin that was found or alleged to be in violation of the U.S. Constitution, Title VI of the Civil Rights Act of 1964, and/or state constitution or other state law. A school district remains subject to such a desegregation order or plan until the court, agency, or other competent official finds that the district has satisfied its obligations and has been released from the order or plan.

6. Harassment or Bullying Policy Indicator

- 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 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. 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. Bullying on the basis of sex constitutes sexual harassment.

- *Harassment or bullying on the basis of race, color, or national origin refers to 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. Bullying on the basis of race, color, or national origin constitutes racial harassment.*
- *Harassment or bullying on the basis of disability refers to 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. Bullying on the basis of disability constitutes disability harassment.*

7. Harassment or Bullying Policy Web Link Indicator

- See definitions that accompany the Harassment or Bullying Policy Indicator item above.

8. Harassment or Bullying Policy Web Link

- See definitions that accompany the Harassment or Bullying Policy Indicator item above.

9. Count of Students Served in Non-LEA Facilities (OPTIONAL FOR 2013-14, REQUIRED FOR 2015-16)

- *Overall student enrollment (LEA) refers to the unduplicated student enrollment, including students both present and absent, excluding duplicate counts of students within a specific LEA or students whose membership is reported by another LEA.*
- *Non-LEA facilities are non-district facilities, such as intermediate units, residential facilities, social service agencies, hospitals, and private schools.*

Section II: LEA-Level Early Learning, Preschool, and Kindergarten

10. Early Childhood Program Indicator

- *Early childhood refers to early childhood education programs and services for children birth through age 2.*
- *Non-LEA facilities are non-district facilities, such as intermediate units, residential facilities, social service agencies, hospitals, and private schools.*

11. Early Childhood Program Provided by the LEA for Non-IDEA Children

- *Early childhood refers to early childhood education programs and services for children birth through age 2.*
- *Non-IDEA children include children without disabilities and children with disabilities who are not served under the Individuals with Disabilities Education Act.*
- *Non-LEA facilities are non-district facilities, such as intermediate units, residential facilities, social service agencies, hospitals, and private schools.*

12. Preschool Program Provided by the LEA Indicator

- *Preschool refers to preschool programs and services for children ages 3 through 5.*
- *Non-LEA facilities are non-district facilities, such as intermediate units, residential facilities, social service agencies, hospitals, and private schools.*

13. Preschool Daily Length and Cost

- *Preschool refers to preschool programs and services for children ages 3 through 5.*
- *A full-day preschool program is a program that a child attends each weekday for approximately six hours or more.*
- *Non-LEA facilities are non-district facilities, such as intermediate units, residential facilities, social service agencies, hospitals, and private schools.*

14. Preschool Age for Non-IDEA Children

- Preschool refers to preschool programs and services for children ages 3 through 5.
- Non-IDEA children include students without disabilities and students with disabilities who are not served under the Individuals with Disabilities Education Act.

15. Preschool Eligibility – All Children

- Preschool refers to preschool programs and services for children ages 3 through 5.

16. Preschool Eligibility – Student Groups

- Preschool refers to preschool programs and services for children ages 3 through 5.
- Children with Disabilities (IDEA) refers to students with intellectual disabilities; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the Individuals with Disabilities Education Act (IDEA) according to an Individualized Education Program, Individual Family Service Plan, or service plan.
- Title I schools are schools with large concentrations of low-income students that receive Title I funds (i.e., supplemental funds under Title I of the Elementary and Secondary Education Act, as amended by the No Child Left Behind Act), to assist in meeting their students' educational goals. For an entire school to qualify for Title I funds, at least 40% of students must enroll in the free and reduced lunch program.
- For the purposes of preschool eligibility, low-income is defined by the LEA, and may vary from LEA to LEA.

17. Kindergarten Program Indicator

- Non-LEA facilities are non-district facilities, such as intermediate units, residential facilities, social service agencies, hospitals, and private schools.

18. Kindergarten Daily Length and Cost

- A full-day kindergarten program is a program in which a child attends school each weekday for approximately six hours or more.
- Non-LEA facilities are non-district facilities, such as intermediate units, residential facilities, social service agencies, hospitals, and private schools.

19. Preschool Children Served (OPTIONAL FOR 2013-14, REQUIRED FOR 2015-16)

- Preschool refers to preschool programs and services for children ages 3 through 5.
- Non-LEA facilities are non-district facilities, such as intermediate units, residential facilities, social service agencies, hospitals, and private schools.

PART 2 LEA FORM: Cumulative Data

Section I: Distance Education

20. Distance Education Enrollment Indicator

- Distance education courses must meet all of the following criteria: (1) be credit-granting; (2) be technology-delivered via audio, video (live or prerecorded), the Internet, or other computer-based technology (e.g., via district network); and (3) have either (a) the instructor in a different location than the students and/or (b) the course content developed in, or delivered from, a different location than that of the students.

21. Distance Education Enrollment (OPTIONAL FOR 2013-14, REQUIRED FOR 2015-16)

- See definition that accompanies the Distance Education Enrollment Indicator item above.

Section II: GED Preparation Programs

22. GED Preparation Program Provided by the LEA Indicator

- A General Educational Development (GED) preparation program is a program (e.g., course) designed to prepare students to be successful on the GED Test. The GED Test is a nationally recognized test that is used to certify the high school-level academic achievement of national and international non-high school graduates. Upon review of the test results, an education or government agency may award a high school equivalency credential.
- Non-LEA facilities are non-district facilities, such as intermediate units, residential facilities, social service agencies, hospitals, and private schools.

23. GED Preparation Program Student Participation

- See definitions that accompany the GED Preparation Program Provided by the LEA Indicator item above.

24. GED Preparation Program Credentials

- See definitions that accompany the GED Preparation Program Provided by the LEA Indicator item above.

2013-14 Civil Rights Data Collection School Form Worksheet Definitions

These Definitions are for use with the 2013-14 CRDC School Form Worksheet which is an abbreviated version of the official CRDC School Form that can be used to gather and record data for reporting the 2013-14 CRDC.

The 2013-14 CRDC School Form Worksheet and Instructions can be found online at crdc.grads360.org.

The US Department of Education's Official 2013-14 CRDC School Form Layout containing all LEA level data elements, mandatory and optional, accompanied by the general instructions, specific instructions and definitions for each data element can be downloaded here:

Link to [Official 2013-14 CRDC School Form Layout](#)

PART 1 SCHOOL FORM: Fall Snapshot Data

Section I: School Characteristics

1. Grades with Students Enrolled

- *Preschool* refers to preschool programs and services for children ages 3 through 5.
- *Ungraded* refers to a class that is not organized on the basis of age or grade grouping and has no standard grade designation.

2. Preschool Age for Non-IDEA Children

- *Preschool* refers to preschool programs and services for children ages 3 through 5.
- *Non-IDEA children* include children without disabilities and children with disabilities who are not served under the Individuals with Disabilities Education Act.

3. Ungraded Detail

- See Ungraded definition that accompanies the Grades with Students Enrolled item above.

4. School Characteristics

- A *special education school* is a public elementary or secondary school that focuses primarily on serving the needs of students with disabilities under IDEA or section 504 of the Rehabilitation Act.
- *Magnet Program or School*: A magnet program is a program within a public school that offers a special curriculum capable of attracting substantial numbers of students of different racial/ethnic backgrounds, which may also reduce, prevent, or eliminate minority group isolation. The program may be designed to provide an academic or social focus on a particular theme (e.g., science/math, performing arts, gifted/talented, or foreign language). A public school is considered a magnet school if it operates a magnet program for all students or some students within the school.
- A *charter school* is a nonsectarian public school under contract—or charter—between a public agency and groups of parents, teachers, community leaders or others who want to create alternatives and choice within the public school system. A charter school creates choice for parents and students within the public school system, while providing a system of accountability for student achievement. In exchange for increased accountability, a charter school is given expanded flexibility with respect to select statutory and regulatory requirements.
- An *alternative school* is a public elementary or secondary school that addresses the needs of students that typically cannot be met in a regular school program. The school provides nontraditional education serves as an adjunct to a regular school; and falls outside of the categories of regular education, special education, or vocational education.

5. Magnet School Detail

- See Magnet Program or School definition that accompanies the School Characteristics item above.

6. Alternative School Detail

- See Alternative School definition that accompanies the School Characteristics item above.

Section II: Student Enrollment

Key Definitions

- **Limited English Proficient** (or English Language Learner): In coordination with the state's definition based on Title 9 of ESEA, limited English proficient students are students:
 - (A) who are ages 3 through 21;
 - (B) who are enrolled or preparing to enroll in an elementary school or secondary school;
 - (C) (who are i, ii, or iii)
 - (i) who were not born in the United States or whose native languages are languages other than English;
 - (ii) (who are I and II)
 - (I) who are a Native American or Alaska Native, or a native resident of the outlying areas; and
 - (II) who come from an environment where languages other than English have a significant impact on their level of language proficiency; or
 - (iii) who are migratory, whose native languages are languages other than English, and who come from an environment where languages other than English are dominant; and
 - (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individuals
 - (i) the ability to meet the state's proficient level of achievement on state assessments described in section 1111(b)(3)[of ESEA, 20 U.S.C. 6311(b)(3)]; or
 - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
 - (iii) the opportunity to participate fully in society.

Note - To be classified as limited English proficient, an individual must be A, B, C, and D. For C, an individual can be i, ii, or iii. If C-ii, the individual must be I and II. For D, an individual must be denied D-I, D- ii, or D-iii.
- **Students with Disabilities (IDEA):** Students with intellectual disabilities; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the Individuals with Disabilities Education Act (IDEA) according to an Individualized Education Program, Individual Family Service Plan, or service plan. The "Students with Disabilities (IDEA)" column in the survey items always refers to students with disabilities who receive special education and related services under IDEA.
- **Students with Disabilities (Section 504 only):** Students with a disability, who receive related aids and services solely under Section 504 of the Rehabilitation Act of 1973, as amended, and not under the Individuals with Disabilities Education Act (IDEA). The "Section 504 only" column in the survey items always refers to students with disabilities who receive related aids and services under Section 504 of the Rehabilitation Act of 1973, as amended, and not under IDEA.

7. Overall Student Enrollment

- **Overall enrollment** refers to the unduplicated count of students on the rolls of the school. The unduplicated count includes students both present and absent and excludes duplicate counts of students within a specific school or students whose membership is reported by another school. Students should be counted in the school where they actually physically attend for more than 50% of the school day. For distance education, students must be counted in the school from which they receive more than 50% of their coursework.

8. Preschool Enrollment

- **Preschool** refers to preschool programs and services for children ages 3 through 5.

9. Enrollment of Limited English Proficient Students

- **LEP programs** are English language instruction educational programs designed for LEP students.

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

- See Key Definitions box above.

Section III: Classes, Course Enrollment, and Program Enrollment

11. Gifted and Talented Education Programs

- *Gifted/talented programs* are programs during regular school hours that provide special educational opportunities including accelerated promotion through grades and classes and an enriched curriculum for students who are endowed with a high degree of mental ability or who demonstrate unusual physical coordination, creativity, interest, or talent.

12. Gifted/Talented Student Enrollment

- *Gifted/talented programs* are programs during regular school hours that provide special educational opportunities including accelerated promotion through grades and classes and an enriched curriculum for students who are endowed with a high degree of mental ability or who demonstrate unusual physical coordination, creativity, interest, or talent.

13. Classes in Algebra I

- *Algebra I* is a (college-preparatory) 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.

14. Middle School Student Enrollment in Algebra I

- See definition that accompanies the Classes in Algebra I item above.

15. Classes in Geometry

- *Geometry* is a (college-preparatory) 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.

16. Student Enrollment in Geometry

- *Geometry* is a (college-preparatory) 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.

17. High School Student Enrollment in Algebra I

- See definition that accompanies the Classes in Algebra I item above.

18. Classes in Mathematics Courses in High School

- *Algebra II* (college-preparatory) 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.
- *Advanced mathematics* (college-preparatory) 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.
 - 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.
 - Analytic geometry courses include the study of the nature and intersection of lines and planes in space.

- *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.*
- *Probability and statistics courses introduce the study of likely events and the analysis, interpretation, and presentation of quantitative data.*
- *Precalculus courses combine the study of trigonometry, elementary functions, analytic geometry, and math analysis topics as preparation for calculus.*
- *Calculus (college-preparatory) 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).*

19. Student Enrollment in Mathematics Courses in High School

- See definitions that accompany the Classes in Mathematics Courses in High School item above.

20. Classes in Science Courses

- *Biology (college-preparatory) 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.*
- *Chemistry (college-preparatory) 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.*
- *Physics (college-preparatory) 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.*

21. Student Enrollment in Science Courses

- *Biology (college-preparatory) 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.*
- *Chemistry (college-preparatory) 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.*
- *Physics (college-preparatory) 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.*

22. International Baccalaureate Diploma Programme

- *The International Baccalaureate (IB) Diploma Programme, sponsored by the International Baccalaureate Organization, is designed as an academically challenging and balanced program of education with final examinations that prepares students, usually aged 16 to 19, for success at university and life beyond. The Programme is typically taught over two years. IB Diploma Programme students study six courses at higher level or standard level. Students must choose one subject from each of groups 1 to 5, thus ensuring breadth of experience in languages, social studies, the experimental sciences and mathematics. The sixth subject may be an arts subject chosen from group 6, or the student may choose another subject from groups 1 to 5. Additionally, IB Diploma Programme students must meet three core requirements: the extended essay, the theory of knowledge course, and a creativity/action/service experience.*

23. Student Enrollment in the International Baccalaureate (IB) Diploma Programme

- *The International Baccalaureate (IB) Diploma Programme, sponsored by the International Baccalaureate Organization, is designed as an academically challenging and balanced program of education with final examinations that prepares students, usually aged 16 to 19, for success at university and life beyond. The Programme is typically taught over two years. IB Diploma*

Programme students study six courses at higher level or standard level. Students must choose one subject from each of groups 1 to 5, thus ensuring breadth of experience in languages, social studies, the experimental sciences and mathematics. The sixth subject may be an arts subject chosen from group 6, or the student may choose another subject from groups 1 to 5. Additionally, IB Diploma Programme students must meet three core requirements: the extended essay, the theory of knowledge course, and a creativity/action/service experience.

24. Advanced Placement Program Indicator

- Advanced Placement (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.

25. Different Advanced Placement (AP) Courses

- Advanced Placement (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.
- Advanced Placement (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.

26. Advanced Placement (AP) Course Self-Selection

- Advanced Placement (AP) course self-selection refers to a student enrolling in any AP course offered by a school without needing a recommendation or without meeting other criteria (except for any necessary course prerequisites).

27. Advanced Placement (AP) Student Enrollment

- See definitions that accompany the Different Advanced Placement (AP) Courses item above.

28. Advanced Placement (AP) Mathematics Enrollment Indicator

- AP mathematics courses include calculus (AB and BC) and statistics.

29. Student Enrollment in Advanced Placement (AP) Mathematics

- See definition that accompanies the Advanced Placement (AP) Mathematics Enrollment Indicator item above.

30. Advanced Placement (AP) Science Enrollment Indicator

- AP science courses include biology, chemistry, physics, and environmental science.

31. Student Enrollment in Advanced Placement (AP) Science

- See definition that accompanies the Advanced Placement (AP) Science Enrollment Indicator item above.

32. Advanced Placement (AP) Other Subjects Indicator

- “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.”

33. Student Enrollment in Other Advanced Placement (AP) Subjects

- “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.”

34. Dual Enrollment Program

- Dual enrollment/dual credit programs provide opportunities for high school students to take college-level courses offered by colleges, and earn concurrent credit toward a high school diploma and a college degree while still in high school. These programs are for high school-enrolled students who are academically prepared to enroll in college and are interested in taking on additional coursework. For example, students who want to study subjects not offered at their high school may seek

supplemental education at colleges nearby. Dual enrollment/dual credit programs do not include the Advanced Placement (AP) program or the International Baccalaureate Diploma Programme.

35. Single-Sex Academic Classes

- A single-sex academic class refers to an academic class in a co-educational school where only male or only female students are permitted to take the class. A class should be counted as a single-sex class only if it excludes students of one sex from enrolling or otherwise participating in that class because of their sex. A class is not considered single-sex so long as it is open to members of both sexes, even if students of only one sex, or a disproportionate number of students of one sex, enroll.

36. Single-Sex Academic Classes in the School

- A single-sex academic class refers to an academic class in a co-educational school where only male or only female students are permitted to take the class. A class should be counted as a single-sex class only if it excludes students of one sex from enrolling or otherwise participating in that class because of their sex. A class is not considered single-sex so long as it is open to members of both sexes, even if students of only one sex, or a disproportionate number of students of one sex, enroll.
- "Other mathematics" includes all mathematics courses except Algebra I, Geometry, and Algebra II. It includes both basic mathematics courses and college-preparatory courses.
- English/reading/language arts includes general English/reading/language arts courses as well as college-preparatory English/reading/language arts courses.
- Science includes general science courses as well as college-preparatory science courses such as biology, chemistry, and physics.
- "Other academic subjects" includes history, social studies, foreign languages, and computer science.

Key Definitions

- A teacher provides instruction, learning experiences, and care to students during a particular time period or in a given discipline.
 - Teachers include: Regular Classroom Teachers (teach Chemistry, English, mathematics, physical education, history, etc.); Special Education Teachers (teach special education classes to students with disabilities); General Elementary Teachers [teach self-contained classes in any of grades preschool–8 (i.e., teach the same class of students all or most of the day); team-teach (i.e., two or more teachers collaborate to teach multiple subjects to the same class of students); include preschool teachers and kindergarten teachers]; Vocational/Technical Education Teachers (teach typing, business, agriculture, life skills, home economics as well as any other vocational or technical classes); teaching principals, teaching school counselors, teaching librarians, teaching school nurses, or other teaching administrators [include any staff members who teach at least one regularly scheduled class per week (e.g., a librarian teaches a regularly scheduled class in mathematics once a week)]; teachers of ungraded students; Itinerant, Co-op, Traveling, and Satellite Teachers (teach at more than one school and may or may not be supervised by someone at your school); current Long-Term Substitute Teachers (currently filling the role of regular teachers for four or more continuous weeks); and other teachers who teach students in any of grades preschool–12.
 - Teachers exclude: Adult Education and Postsecondary Teachers (teach only adult education or students beyond grade 12); Short-term Substitute Teachers (fill the role of regular or special education teachers for less than four continuous weeks); Student Teachers; Day Care Aides/Paraprofessionals; Teacher Aides/Paraprofessionals; and Librarians who teach only library skills or how to use the library.
- A certified teacher is a teacher who has met all applicable state teacher certification requirements for a standard certificate. A certified teacher has a regular/standard certificate/license/endorsement issued by the state. A beginning teacher who has met the standard teacher education requirements is considered to have met state requirements even if he or she has not completed a state-required probationary period. A teacher working towards certification by way of alternative routes, or a teacher with an emergency, temporary, or provisional credential is not considered to have met state requirements.

37. Student Enrollment in Dual Enrollment Programs (OPTIONAL FOR 2013-14, REQUIRED FOR 2015-16)

- Dual enrollment/dual credit programs provide opportunities for high school students to take college-level courses offered by colleges, and earn concurrent credit toward a high school diploma and a college degree while still in high school. These programs are for high school-enrolled students who are academically prepared to enroll in college and are interested in taking on additional coursework. For example, students who want to study subjects not offered at their high school may

seek supplemental education at colleges nearby. Dual enrollment/dual credit programs do not include the Advanced Placement (AP) program or the International Baccalaureate Diploma Programme.

38. Classes in Science Courses in High School Taught by Certified Teachers (OPTIONAL FOR 2013-14, REQUIRED FOR 2015-16)

- Biology (college-preparatory) 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.
- Chemistry (college-preparatory) 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
- Physics (college-preparatory) 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.

39. Classes in Algebra I in Middle School Taught by Certified Teachers (NEW FOR 2015-16 ONLY)

- Algebra I is a (college-preparatory) 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.

40. Classes in Mathematics Courses in High School Taught by Certified Teachers (NEW FOR 2015-16 ONLY)

- Algebra I is a (college-preparatory) 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.
- Geometry is a (college-preparatory) 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.
- Algebra II (college-preparatory) 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
- Advanced mathematics (college-preparatory) 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.
 - 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.
 - Analytic geometry courses include the study of the nature and intersection of lines and planes in space.
 - 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.
 - Probability and statistics courses introduce the study of likely events and the analysis, interpretation, and presentation of quantitative data.
 - Precalculus courses combine the study of trigonometry, elementary functions, analytic geometry, and math analysis topics as preparation for calculus.

- *Calculus* course (college-preparatory) 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).

41. Algebra I in Grade 7 Enrollment Indicator (NEW FOR 2015-16 ONLY)

- *Algebra I* is a (college-preparatory) 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.

42. Algebra I in Grade 8 Enrollment Indicator (NEW FOR 2015-16 ONLY)

- *Algebra I* is a (college-preparatory) 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.

43. Classes in Algebra I in Middle School (NEW FOR 2015-16 ONLY)

- *Algebra I* is a (college-preparatory) 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.

44. Student Enrollment in Algebra I in Grade 7 (NEW FOR 2015-16 ONLY)

- See definition that accompanies the Classes in Algebra I in Middle School item above.

45. Student Enrollment in Algebra I in Grade 8 (NEW FOR 2015-16 ONLY)

- See definition that accompanies the Classes in Algebra I in Middle School item above.

46. Geometry in Grade 8 Enrollment Indicator (NEW FOR 2015-16 ONLY)

- *Geometry* is a (college-preparatory) 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.

47. Student Enrollment in Geometry in Grade 8 (NEW FOR 2015-16 ONLY)

- *Geometry* is a (college-preparatory) 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.

48. Classes in Algebra I and Geometry Courses in High School (NEW FOR 2015-16 ONLY)

- See Algebra I and Geometry definitions that accompany the Classes in Mathematics Courses in High School Taught by Certified Teachers item above.

49. Student Enrollment in Geometry (NEW FOR 2015-16 ONLY)

- See Geometry definition that accompanies the Classes in Mathematics Courses in High School Taught by Certified Teachers item above.

Section IV: School Staff

Key Definitions

- *Full-time equivalent (FTE) is a unit that indicates the workload of an employed person in a way that makes workloads comparable across various contexts. FTE is used to measure a worker's service in a place (e.g., school). FTE is the number of total hours the person is expected to work divided by the maximum number of compensable hours in a full-time schedule. An FTE of 1.00 means that the person is equivalent to a full-time worker; while an FTE of 0.50 signals that the worker is only half-time.*
- *A teacher provides instruction, learning experiences, and care to students during a particular time period or in a given discipline.*
 - *Teachers include: Regular Classroom Teachers (teach Chemistry, English, mathematics, physical education, history, etc.); Special Education Teachers (teach special education classes to students with disabilities); General Elementary Teachers [teach self-contained classes in any of grades preschool–8 (i.e., teach the same class of students all or most of the day); team-teach (i.e., two or more teachers collaborate to teach multiple subjects to the same class of students); include preschool teachers and kindergarten teachers]; Vocational/Technical Education Teachers (teach typing, business, agriculture, life skills, home economics as well as any other vocational or technical classes); teaching principals, teaching school counselors, teaching librarians, teaching school nurses, or other teaching administrators [include any staff members who teach at least one regularly scheduled class per week (e.g., a librarian teaches a regularly scheduled class in mathematics once a week)]; teachers of ungraded students; Itinerant, Co-op, Traveling, and Satellite Teachers (teach at more than one school and may or may not be supervised by someone at your school); current Long-Term Substitute Teachers (currently filling the role of regular teachers for four or more continuous weeks); and other teachers who teach students in any of grades preschool–12.*
 - *Teachers exclude: Adult Education and Postsecondary Teachers (teach only adult education or students beyond grade 12); Short-term Substitute Teachers (fill the role of regular or special education teachers for less than four continuous weeks); Student Teachers; Day Care Aides/Paraprofessionals; Teacher Aides/Paraprofessionals; and Librarians who teach only library skills or how to use the library.*

50. Teachers – FTE Count and Certification

- *A certified teacher is a teacher who has met all applicable state teacher certification requirements for a standard certificate. A certified teacher has a regular/standard certificate/license/endorsement issued by the state. A beginning teacher who has met the standard teacher education requirements is considered to have met state requirements even if he or she has not completed a state-required probationary period. A teacher working towards certification by way of alternative routes, or a teacher with an emergency, temporary, or provisional credential is not considered to have met state requirements.*

51. Teacher Years of Experience

- *Year of teaching refers to 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.*

52. School Counselors

- *A school counselor is a professional staff member assigned specific duties and school time for any of the following activities: counseling with students and parents, consulting with other staff members on learning problems, evaluating student abilities, assisting students in making education and career choices, assisting students in personal and social development, providing referral assistance, and/or working with other staff members in planning and conducting guidance programs for students.*

53. Sworn Law Enforcement Officers

- *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).*
- *A school resource officer (SRO) is a sworn law enforcement officer, with arrest authority, whose main responsibility is to work at a school in collaboration with school and community-based organizations. An SRO may have received specialized training*

to serve in a variety of roles, including: law enforcement officer, law-related educator, problem solver, and community liaison. An SRO may be employed by any entity (e.g., police department, school district or school).

54. Security Staff (OPTIONAL FOR 2013-14, REQUIRED FOR 2015-16)

- 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).
- A school resource officer (SRO) is a sworn law enforcement officer, with arrest authority, whose main responsibility is to work at a school in collaboration with school and community-based organizations. An SRO may have received specialized training to serve in a variety of roles, including: law enforcement officer, law-related educator, problem solver, and community liaison. An SRO may be employed by any entity (e.g., police department, school district or school).
- 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.

55. Support Services Staff (OPTIONAL FOR 2013-14, REQUIRED FOR 2015-16)

- 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.
- 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.
- 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, 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.

56. Current Year and Previous Year Teachers (OPTIONAL FOR 2013-14, REQUIRED FOR 2015-16)

- Current school year teachers are teachers employed at the school in the current school year. These teachers may include teachers employed at the school in the previous school year.
- Previous school year teachers are 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.

PART 2 SCHOOL FORM: Cumulative or End-of-Year Data

Section I: Algebra I Passing

Key Definitions

- *Algebra I is a (college-preparatory) 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.*

1. Middle School Students who Passed Algebra I

- See Key Definitions box above.

2. High School Students who Passed Algebra I

- See Key Definitions box above.

3. Students who Passed Algebra I in Grade 7 (NEW FOR 2015-16 ONLY)

- See Key Definitions box above.

4. Students who Passed Algebra I in Grade 8 (NEW FOR 2015-16 ONLY)

- See Key Definitions box above.

Section II: Credit Recovery

5. Credit Recovery Program

- *Credit recovery programs aim to help schools graduate more students by giving students who have fallen behind the chance to “recover” credits through a multitude of different strategies, often online. Different programs allow students to work on their credit recovery classes over the summer, on school breaks, after school, on weekends, at home on their own, at night in school computer labs, or even during the school day.*

6. Credit Recovery Program Student Participation (OPTIONAL FOR 2013-14, REQUIRED FOR 2015-16)

- See definition that accompanies the Credit Recovery Program item above.

Section III: SAT Reasoning Test, ACT, and Advanced Placement Exams

7. Student Participation in the SAT Reasoning Test or ACT

- *The ACT Test (ACT) is a nationally recognized assessment used to indicate college readiness. The ACT is sponsored by ACT, Inc.*
- *The SAT Reasoning Test (SAT) is a nationally recognized assessment used to indicate college readiness. The SAT (formerly the Scholastic Aptitude Test) is sponsored by the College Board.*

8. Student Participation in Advanced Placement (AP) Exams

- *Advanced Placement (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.*
- *An Advanced Placement (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.*

9. Students who Received a Qualifying Score on Advanced Placement (AP) Exams

- *An Advanced Placement (AP) exam qualifying score is a score of 3 or higher on an AP exam. 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.

Section IV: Chronic Student Absenteeism

10. Chronic Student Absenteeism

- A chronically absent student is a student who is absent 15 or more school days during the school year. A student is absent if he or she is not physically on school grounds and is not participating in instruction or instruction-related activities at an approved off-grounds location for the school day. Chronically absent students include students who are absent for any reason (e.g., illness, suspension, the need to care for a family member), regardless of whether absences are excused or unexcused.

Section V: Student Retention

Key Definitions

- 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.

11. Student Retention Indicator

- See Key Definitions box above.

12. Retention of Students

- See Key Definitions box above.

Section VI: Single-Sex Interscholastic Athletics

Key Definitions

- Single-sex interscholastic athletics refers to team-based organized sports activities that offer competition between schools, and in which only male or only female students participate.

13. Single-Sex Interscholastic Athletics Indicator

- See Key Definitions box above.

14. Single-Sex Interscholastic Athletics Sports, Teams and Participants

- Interscholastic athletics sports refers to distinct sports, such as football, basketball, soccer, swimming, and tennis. Intramural sports and sideline cheerleading are not considered interscholastic athletics sports.
- Interscholastic athletics sports teams refers to the competitive-level teams of each interscholastic athletics sport, such as freshman team, junior varsity team, and varsity team.
- Interscholastic athletics sports team participant refers to a student who participates in an interscholastic athletics sports team (e.g., a student who participates in a freshman soccer team).

Section VII: Student Discipline

Key Definitions (K-12 Discipline)

- Corporal punishment refers to paddling, spanking, or other forms of physical punishment imposed on a student.
- In-school suspension is an instance in which a child is temporarily removed from his or her regular classroom(s) for at least half a day 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.
- Out-of-school suspension^{REVISED}
 - For students without disabilities 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).
 - For students with disabilities (served under IDEA): 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.
 - For students with disabilities (served solely under Section 504 of the Rehabilitation Act): 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).
- Expulsion with educational services refers to 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 Gun Free Schools Act that are modified to less than 365 days.
- Expulsion without educational services refers to 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 Gun Free Schools Act that are modified to less than 365 days.
- Expulsion under zero tolerance policies refers to 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.
- Referral to law enforcement^{REVISED} is an action by which a student is reported to any law enforcement agency or official, including a school police unit, for an incident that occurs on school grounds, during school-related events, or while taking school transportation, regardless of whether official action is taken. Citations, tickets, and court referrals are considered referrals to law enforcement.
- School-related arrest refers to 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.

15. Preschool Suspensions and Expulsions

- Preschool refers to preschool programs and services for children ages 3 through 5.
- Preschool out-of-school suspension:
 - For students with disabilities (served under IDEA): 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.
 - For students without disabilities and students with disabilities served solely under Section 504 of the Rehabilitation Act: 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).

- Preschool expulsion refers to 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.

16. Corporal Punishment

- Corporal punishment refers to paddling, spanking, or other forms of physical punishment imposed on a student.

17. Discipline of Students without Disabilities

- Students without disabilities do not include counts of students with disabilities served under IDEA or counts of students with disabilities served under Section 504 only.

18. Discipline of Students with Disabilities

- Students with Disabilities (IDEA): Students with intellectual disabilities; hearing impairment, including deafness; speech or language impairment; visual impairment, including blindness; serious emotional disturbance; orthopedic impairment; autism; traumatic brain injury; developmental delay; other health impairment; specific learning disability; deaf-blindness; or multiple disabilities and who, by reason thereof, receive special education and related services under the Individuals with Disabilities Education Act (IDEA) according to an Individualized Education Program, Individual Family Service Plan, or service plan. The "Students with Disabilities (IDEA)" column in the survey items always refers to students with disabilities who receive special education and related services under IDEA.
- Students with Disabilities (Section 504 only): Students with a disability, who receive related aids and services solely under Section 504 of the Rehabilitation Act of 1973, as amended, and not under the Individuals with Disabilities Education Act (IDEA). The "Section 504 only" column in the survey items always refers to students with disabilities who receive related aids and services under Section 504 of the Rehabilitation Act of 1973, as amended, and not under IDEA.

19. Preschool Corporal Punishment (OPTIONAL FOR 2013-14, REQUIRED FOR 2015-16)

- Preschool refers to preschool programs and services for children ages 3 through 5.
- Corporal punishment refers to paddling, spanking, or other forms of physical punishment imposed on a student.

20. Preschool Instances of Corporal Punishment (OPTIONAL FOR 2013-14, REQUIRED FOR 2015-16)

- Preschool refers to preschool programs and services for children ages 3 through 5.
- Corporal punishment refers to paddling, spanking, or other forms of physical punishment imposed on a student.

21. Preschool Instances of Suspension (OPTIONAL FOR 2013-14, REQUIRED FOR 2015-16)

- Preschool refers to preschool programs and services for children ages 3 through 5.
- Preschool out-of-school suspension:
 - For students with disabilities (served under IDEA): 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.
 - For students without disabilities and students with disabilities served solely under Section 504 of the Rehabilitation Act: 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).

22. Instances of Corporal Punishment (OPTIONAL FOR 2013-14, REQUIRED FOR 2015-16)

- *Corporal punishment refers to paddling, spanking, or other forms of physical punishment imposed on a student.*
- *Students with disabilities refer to students with disabilities served under the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, or both.*

23. Instances of Suspension (OPTIONAL FOR 2013-14, REQUIRED FOR 2015-16)

- See Out-of-School Suspension definition in Key Definitions box above.

24. Transfer to Alternative School or Regular School for Students without Disabilities (OPTIONAL FOR 2013-14, REQUIRED FOR 2015-16)

- *Transfer to an alternative school for disciplinary reasons and transfer to a regular school for disciplinary reasons are subsets of expulsion with educational services.*
- *An alternative school is a public elementary or secondary school that addresses the needs of students that typically cannot be met in a regular school program. The school provides nontraditional education; serves as an adjunct to a regular school; and falls outside of the categories of regular education, special education, or vocational education.*
- *A regular school is a public elementary or secondary school that does not focus primarily on alternative education, special education, or vocational education, although it may provide these programs in addition to a regular curriculum.*
- *Students without disabilities do not include counts of students with disabilities served under IDEA or counts of students with disabilities served under Section 504 only.*

25. Transfer to Alternative School or Regular School for Students with Disabilities (OPTIONAL FOR 2013-14, REQUIRED FOR 2015-16)

- *Transfer to an alternative school for disciplinary reasons and transfer to a regular school for disciplinary reasons are subsets of expulsion with educational services.*
- *An alternative school is a public elementary or secondary school that addresses the needs of students that typically cannot be met in a regular school program. The school provides nontraditional education; serves as an adjunct to a regular school; and falls outside of the categories of regular education, special education, or vocational education.*
- *A regular school is a public elementary or secondary school that does not focus primarily on alternative education, special education, or vocational education, although it may provide these programs in addition to a regular curriculum.*

26. School Days Missed Due to Out-of-School Suspension (OPTIONAL FOR 2013-14, REQUIRED FOR 2015-16)

- See Out-of-School Suspension definition in Key Definitions box above.

Section VIII: Offenses

27. Offenses – Number of Incidents (OPTIONAL FOR 2013-14, REQUIRED FOR 2015-16)

- 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 damage.
- An incident refers to a specific criminal act involving one or more victims and offenders. For example, if two students are robbed without a weapon, at the same time and place, this is classified as two robbery victimizations but only one robbery without a weapon incident.
- 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.
- 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.
- 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.
- 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).
- 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.
- 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.
- 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.
- 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.

28. Firearm Use (OPTIONAL FOR 2013-14, REQUIRED FOR 2015-16)

- An incident refers to a specific criminal act involving one or more victims and offenders. For example, if two students are robbed without a weapon, at the same time and place, this is classified as two robbery victimizations but only one robbery without a weapon incident.
- 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 damage.

29. Homicide (OPTIONAL FOR 2013-14, REQUIRED FOR 2015-16)

Section IX: Harassment or Bullying

Key Definitions

- *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 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. 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. Bullying on the basis of sex constitutes sexual harassment.
- *Harassment or bullying on the basis of race, color, or national origin* refers to 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. Bullying on the basis of race, color, or national origin constitutes racial harassment.
- *Harassment or bullying on the basis of disability* refers to 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. Bullying on the basis of disability constitutes disability harassment.

30. Allegations of Harassment or Bullying

- An *allegation* is a claim or assertion that someone has done something wrong or illegal, typically made without proof.

31. Students Reported as Harassed or Bullied

- See Key Definitions box above.

32. Students Disciplined for Harassment or Bullying

- See Key Definitions box above.

33. Allegations of Harassment or Bullying (OPTIONAL FOR 2013-14, REQUIRED FOR 2015-16)

- An *allegation* is a claim or assertion that someone has done something wrong or illegal, typically made without proof.
- *Harassment or bullying on the basis of religion* refers to 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. Bullying on the basis of religion constitutes religious harassment.
- *Harassment or bullying on the basis of sexual orientation* refers to intimidation or abusive behavior toward a student based on actual or perceived sexual orientation. 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. Bullying on the basis of sexual orientation constitutes sexual orientation harassment.

Section X: Restraint and Seclusion

Key Definitions

- Mechanical restraint refers to 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:
 - Adaptive devices or mechanical supports used to achieve proper body position, balance, or alignment to allow greater freedom of mobility than would be possible without the use of such devices or mechanical supports;
 - Vehicle safety restraints when used as intended during the transport of a student in a moving vehicle;
 - Restraints for medical immobilization; or
 - Orthopedically prescribed devices that permit a student to participate in activities without risk of harm.
- Physical restraint refers to 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.
- Seclusion refers to 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.

34. Non-IDEA Students Subjected to Restraint or Seclusion

- Non-IDEA students include students without disabilities and students with disabilities served solely under Section 504 of the Rehabilitation Act.

35. IDEA Students Subjected to Restraint or Seclusion

- IDEA students are students with disabilities served under the Individuals with Disabilities Education Act.

36. Instances of Restraint or Seclusion

- See Key Definitions box above.

Section XI: Teacher Absenteeism

Key Definitions

- Full-time equivalent (FTE) is a unit that indicates the workload of an employed person in a way that makes workloads comparable across various contexts. FTE is used to measure a worker's service in a place (e.g., school). FTE is the number of total hours the person is expected to work divided by the maximum number of compensable hours in a full-time schedule. An FTE of 1.00 means that the person is equivalent to a full-time worker, while an FTE of 0.50 signals that the worker is only half-time.
- A teacher provides instruction, learning experiences, and care to students during a particular time period or in a given discipline.
 - Teachers include: Regular Classroom Teachers (teach Chemistry, English, mathematics, physical education, history, etc.); Special Education Teachers (teach special education classes to students with disabilities); General Elementary Teachers [teach self-contained classes in any of grades preschool–8 (i.e., teach the same class of students all or most of the day); team-teach (i.e., two or more teachers collaborate to teach multiple subjects to the same class of students); include preschool teachers and kindergarten teachers]; Vocational/Technical Education Teachers (teach typing, business, agriculture, life skills, home economics as well as any other vocational or technical classes); teaching principals, teaching school counselors, teaching librarians, teaching school nurses, or other teaching administrators [include any staff members who teach at least one regularly scheduled class per week (e.g., a librarian teaches a regularly scheduled class in mathematics once a week)]; teachers of ungraded students; Itinerant, Co-op, Traveling, and Satellite Teachers (teach at more than one school and may or may not be supervised by someone at your school); current Long-Term Substitute Teachers (currently filling the role of regular teachers for four or more continuous weeks); and other teachers who teach students in any of grades preschool–12.
 - Teachers exclude: Adult Education and Postsecondary Teachers (teach only adult education or students beyond grade 12); Short-term Substitute Teachers (fill the role of regular or special education teachers for less than four continuous

weeks); Student Teachers; Day Care Aides/Paraprofessionals; Teacher Aides/Paraprofessionals; and Librarians who teach only library skills or how to use the library.

37. Teacher Absenteeism

- A teacher was absent if he or she was not in attendance on a day in the regular school year when the teacher would otherwise be expected to be teaching students in an assigned class. This includes both days taken for sick leave and days taken for personal leave. Personal leave includes voluntary absences for reasons other than sick leave. Administratively approved leave for professional development, field trips or other off-campus activities with students should not be included.

Section XII: School Expenditures

Key Definitions

- Full-time equivalent (FTE) is a unit that indicates the workload of an employed person in a way that makes workloads comparable across various contexts. FTE is used to measure a worker's service in a place (e.g., school). FTE is the number of total hours the person is expected to work divided by the maximum number of compensable hours in a full-time schedule. An FTE of 1.00 means that the person is equivalent to a full-time worker, while an FTE of 0.50 signals that the worker is only half-time.
- 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:
 - Instructional aides – Includes aides or assistants of any type who assist in the instructional process.
 - 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
 - School administration staff – Includes principals and other staff involved in school administration

Instructional aide expenditures are associated with activities dealing directly with the interaction between teachers and students.
- Total personnel - regular instructional and support personnel are defined as follows:
 - Instructional staff – Includes teachers and instructional aides
 - Support services staff for pupils – Includes guidance counselors, nurses, attendance officers, speech pathologists, and other staff who provide support services for students
 - Support services staff for instructional staff – Includes staff involved in curriculum development, staff training, operating the library, media and computer centers
 - School administration staff – Includes principals and other staff involved in school administration
- Total personnel salaries include expenditures for regular instructional and support staff that are associated with the following types of activities:
 - Instructional functions – Activities dealing directly with the interaction between teachers and students.
 - Support services for pupils – Activities designed to assess and improve the well-being of students to supplement the teaching process.
 - Support services for instructional staff – Activities associated with assisting the instructional staff with content and process of providing learning experiences for students.
 - School administration – Activities related to overall administration for a school.
- Non-personnel expenditures may include (but is not limited to) the following types of expenditures: Professional development for teachers and other staff; instructional materials and supplies; computers, software, and other technology; contracted services such as distance learning services; and library books and media center learning materials.

38. Salary Expenditures for School Staff Funded with State and Local Funds

- See Key Definitions section above.

39. Full-time Equivalency Count and Salary Amount for Teachers Funded with State and Local Funds

- *Teachers provide instruction, learning experiences, and care to students during a particular time period or in a given discipline. Teaching may be provided for students in a school classroom, in another location such as a home or hospital, and in other learning situations such as those involving co-curricular activities. It may also be provided through some other approved medium, such as television, radio, computer, the Internet, multimedia, telephone, and correspondence that is delivered inside or outside the classroom or in other teacher-student settings. Teachers are staff whose activities are dealing directly with the interaction with students.*
 - *Teachers include: Regular Classroom Teachers (teach Chemistry, English, mathematics, physical education, history, etc.); General Elementary Teachers [teach self-contained classes in any of grades K–8 (i.e., teach the same class of students all or most of the day); team-teach (i.e., two or more teachers collaborate to teach multiple subjects to the same class of students); include kindergarten teachers]; Vocational/Technical Education Teachers (teach typing, business, agriculture, life skills, home economics as well as any other vocational or technical classes); teaching principals, teaching school counselors, teaching librarians, teaching school nurses, or other teaching administrators [include any staff members who teach at least one regularly scheduled class per week (e.g., a librarian teaches a regularly scheduled class in mathematics once a week)]; Itinerant, Co-op, Traveling, and Satellite Teachers (teach at more than one school and may or may not be supervised by someone at your school); current Long-Term Substitute Teachers (currently filling the role of regular teachers for four or more continuous weeks); and other teachers who teach students in any of grades K–12.*
 - *Teachers exclude: Special Education Teachers (teach special education classes to students with disabilities); Adult Education and Postsecondary Teachers (teach only adult education or students beyond grade 12); Short-term Substitute Teachers (fill the role of regular or special education teachers for less than four continuous weeks); Student Teachers; Day Care Aides/Paraprofessionals; Teacher Aides/Paraprofessionals; and Librarians who teach only library skills or how to use the library.*

40. Amount of Non-Personnel Expenditures Associated with Activities Funded with State and Local Funds

- See Non-personnel Expenditures definition in Key Definitions section above.

41. Full-time Equivalency Counts and Salary Amounts for Staff Funded with State and Local Funds (OPTIONAL FOR 2013-14, REQUIRED FOR 2015-16)

- See Key Definitions section above.

42. Full-time Equivalency Counts and Salary Amounts for Staff Funded with Federal, State, and Local Funds (OPTIONAL FOR 2013-14, REQUIRED FOR 2015-16)

- See Key Definitions section above.

43. Salary Amount for Teachers Funded with Federal, State, and Local Funds (OPTIONAL FOR 2013-14, REQUIRED FOR 2015-16)

- *Teachers provide instruction, learning experiences, and care to students during a particular time period or in a given discipline. Teaching may be provided for students in a school classroom, in another location such as a home or hospital, and in other learning situations such as those involving co-curricular activities. It may also be provided through some other approved medium, such as television, radio, computer, the Internet, multimedia, telephone, and correspondence that is delivered inside or outside the classroom or in other teacher-student settings. Teachers are staff whose activities are dealing directly with the interaction with students.*
 - *Teachers include: Regular Classroom Teachers (teach Chemistry, English, mathematics, physical education, history, etc.); Special Education Teachers (teach special education classes to students with disabilities); General Elementary Teachers [teach self-contained classes in any of grades preschool–grade 8 (i.e., teach the same class of students all or most of the day); team-teach (i.e., two or more teachers collaborate to teach multiple subjects to the same class of students); include preschool teachers and kindergarten teachers]; Vocational/Technical Education Teachers (teach typing, business, agriculture, life skills, home economics as well as any other vocational or technical classes); teaching principals, teaching school counselors, teaching librarians, teaching school nurses, or other teaching administrators [include any staff members who teach at least one regularly scheduled class per week (e.g., a librarian teaches a regularly scheduled class*

in mathematics once a week]); Itinerant, Co-op, Traveling, and Satellite Teachers (teach at more than one school and may or may not be supervised by someone at your school); current Long-Term Substitute Teachers (currently filling the role of regular teachers for four or more continuous weeks); and other teachers who teach students in any of grades preschool–grade 12.

- *Teachers exclude: Adult Education and Postsecondary Teachers (teach only adult education or students beyond grade 12); Short-term Substitute Teachers (fill the role of regular or special education teachers for less than four continuous weeks); Student Teachers; Day Care Aides/Paraprofessionals; Teacher Aides/Paraprofessionals; and Librarians who teach only library skills or how to use the library.*

44. Amount of Non-Personnel Expenditures Associated with Activities Funded with Federal, State, and Local Funds (OPTIONAL FOR 2013-14, REQUIRED FOR 2015-16)

- See Non-personnel Expenditures definition in Key Definitions section above.

Section XIII: Items for Justice Facilities Only

Key Definitions

- A justice facility is a public or private facility that confines pre-adjudicated/pre-convicted individuals, post-adjudicated/post-convicted individuals, or both. Justice facilities include short-term (90 calendar days or less) and long-term (more than 90 calendar days) facilities, such as correctional facilities, detention centers, jails, and prisons. These facilities may confine juveniles (individuals typically under 18 years of age), adults (individuals typically 18 years of age and older), or both. Some states and jurisdictions include individuals younger than age 18 as adults due to statute/legislation and/or justice procedures. For the purposes of the CRDC, only individuals up to 21 years of age who are confined in justice facilities are of interest.
- A justice facility educational program is a program for children and youth (not beyond grade 12) served at a justice facility that consists of credit-granting courses and classroom instruction in at minimum, basic school subjects, such as reading, English language arts, and mathematics. Classroom instruction in vocationally-oriented subjects may also be considered part of the program. Neither the manufacture of goods within the facility nor activities related to facility maintenance are considered classroom instruction. Credit-granting refers to any course that results in a letter grade or a pass/fail designation and is required of a student to move to the next grade level or complete a program of study and receive a high school diploma.

45. Justice Facility Type

- A pre-adjudication facility confines pre-adjudicated juveniles. A pre-adjudicated juvenile is an individual (typically under 18 years of age) who has been charged, but who has not participated in the court process that determines whether he/she has committed the crime. Adjudication is the court process that determines (judges) if the juvenile committed the act for which he/she is charged.
- A pre-conviction facility confines pre-convicted adults. A pre-convicted adult is an individual (typically 18 years of age or older) who has been charged, but who has not participated in the court process that determines (judges) if he/she committed the act for which he/she is charged.
- A post-adjudication facility confines post-adjudicated juveniles. A post-adjudicated juvenile is an individual (typically under 18 years of age) who has been charged and determined to have committed the crime. Adjudication is the court process that determines (judges) if the juvenile committed the act for which he/she is charged.
- A post-conviction facility confines post-convicted adults. A post-convicted adult is an individual (typically 18 years of age or older) who has been charged and determined to have committed the crime.

46. Days in Regular School Year at Justice Facility

- A regular educational program usually begins in the late summer or early fall and ends in late spring or early summer. On average, a regular educational program operates for 180 days. A year-round educational program usually operates for a 12-month period.

47. Justice Facility Educational Program Hours per Week

- A regular educational program usually begins in the late summer or early fall and ends in late spring or early summer. On average, a regular educational program operates for 180 days. A year-round educational program usually operates for a 12-month period.

48. Justice Facility Educational Program Participants (OPTIONAL FOR 2013-14, REQUIRED FOR 2015-16)

- *Length of time refers to the cumulative number of calendar days that the student participated in the educational program. For example, a student in the facility who participated in the educational program for 10 days, left the facility, and then re-entered the facility and participated in the educational program for an additional 10 days during the same regular school year would be counted as a student with 20 cumulative days.*
- *A regular educational program usually begins in the late summer or early fall and ends in late spring or early summer. On average, a regular educational program operates for 180 days. A year-round educational program usually operates for a 12-month period.*