

**Fragile Families  
Civil Rights Data Collection  
on Public Schools  
Restricted Use Data Appendage**

Year 9 and Year 15 Follow-Up Waves

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## DATA APPENDAGE OVERVIEW

The Fragile Families Civil Rights Data Collection Data on Public Schools Restricted Use Data Appendage contains school level data on public schools attended by focal children at the Year 9 and Year 15 follow-up interviews. All data on schools in the appendage was obtained from the U.S. Department of Education (ED) Civil Rights Data Collection (CRDC) surveys conducted biennially (every other school year) between 2009 and 2015. The CRDC collects data on school, student, and teacher characteristics used as indicators of educational opportunity. Information on students collected by CRDC are disaggregated by students' gender, race/ethnicity, and disability status. School data available from the 2009-10 and 2011-12 CRDC surveys were merged to public schools attended by focal children at the Year 9 FFCWs survey. School data from the 2013-14 and 2015-16 surveys were merged to public schools attended by children at the Year 15 FFCWS survey. Because CRDC is a survey of public schools, no data in this appendage is available for focal children who attended private schools.

## FILE LAYOUT

The file contains 4,898 observations (one per family) and is sorted by *idnum*.

## VARIABLE NAMING CONVENTION

School variable names are 16 characters long. The variable names are constructed as follows:

<u>Position</u>	<u>Character</u>	<u>Indicates</u>
1	r	Restricted data
2	s	School measure
3	5	Fifth wave (Year 9)
	6	Sixth wave (Year 15)
4-8	crdc_	Civil Rights Data Collection (CRCD) source data
9-14	*****	School measure description
15-16	09	CRCD 2009-10 school year survey
	11	CRCD 2011-12 school year survey
	13	CRCD 2013-14 school year survey
	15	CRCD 2015-16 school year survey

For example, variable **rs6crdc\_senam13**: **rs6** refers to restricted data on the school attended by the focal child at the sixth wave (15- year); **crdc\_senam** refers to CRCD data on student enrollment of male students; and **13** indicates that the data is from the 2013-14 CRDC school year survey.

## MISSING VALUES

Variables containing data from the Civil Rights Data Collection (CRDC) surveys have the following negative values that indicate missing data:

<u>Value</u>	<u>Label</u>	<u>Indicates</u>
-9	Not in wave	Focal child's caregiver did not participate in FFCWS survey
-7	No public school code	Focal child did not attend a public school or school information provided by primary caregiver was not sufficient to identify school attended*
-6	CRDC Skipped	Public school did not report information because the question was not applicable to school
-3	Missing CRDC Data	Public school did not report information for question that was applicable to school
-1	No CRDC survey	Public school did not participate in CRDC survey

\* -7 'No public school code' includes children who attended private schools as determined by the National Center for Educational Statistics (NCES) school classification of the school name reported by the focal child's primary caregiver. These classifications may differ from parents' description of the school in the FFCWS survey. For example, a parent may report that the child attends a private school, but NCES classifies the school as a public, charter school.

## ABOUT CIVIL RIGHTS DATA COLLECITON

The Civil Rights Data Collection (CRDC) is a school survey administered by the U.S. Department of Education's (Department) Office for Civil Rights (OCR). The CRDC survey is conducted every other year from a universe of all public schools, including long-term secure juvenile justice facilities, charter schools, alternative schools, and schools serving students with disabilities. Data are collected through a web-based survey that prompts school administrators to answer questions about school, teacher and student characteristics.

The CRDC data includes a wide range of indicators related educational opportunity in primary and secondary education. This data is used by OCR as an enforcement and monitoring mechanism to ensure that recipients of the Department's Federal financial assistance do not discriminate on the basis of race, color, national origin, gender, and disability status. In addition, the CRDC data is used by other government agencies, policymakers, researchers, and educators to better understand topics related to student equity and opportunity.

Data from CRDC encompasses the following topics: enrollment and school characteristics; early childhood education; college and career readiness; discipline, offenses; and school staff and resources. Most data on students is disaggregated by gender, race/ethnicity, and disability status.

**For more detailed information about CRDC please visit the following OCR on-line resources:**

- <https://ocrdata.ed.gov/>
- <https://www2.ed.gov/about/offices/list/ocr/data.html>

## **DATA IN APPENDAGE**

Civil Rights Data Collection (CRDC) available from the 2009-10 and 2011-12 surveys were merged to the public schools attended by focal children at the Year 9 FFCWs survey. Data from the 2013-14 and 2015-16 surveys were merged to the public schools attended by children at the Year 15 survey. The school attended by focal children at each wave was determined based on reports from children's primary caregivers of the name and address of the school. Selected variables that appear in the CRDC public-use data files were merged to FFCWS. All student count variables appear in their original public-use form, rounded and disaggregated by student characteristics. No variables in this appendage were aggregated or transformed to represent total student counts or proportions.

## **DATA ROUNDING**

All values in this data appendage correspond to values in the public-use Civil Rights Data Collection (CRDC) data. In order to prevent disclosure of individual students, CRDC public-use data rounds student count values. The rounding procedures vary by survey year.

In the 2009 survey, student count values were rounded to the nearest five. For example, student counts greater than or equal to 3 and less than or equal to 7 (3, 4, 5, 6, 7) were rounded to 5. Student counts less than or equal to 2 were rounded to zero. Therefore, zero values may not represent a true zero. New rounding rules were implemented in later surveys (2011-12, 2013-14, and 2013-15): Zero values represent true zeros and student counts were rounded to the midpoint in groups of three. For example, student counts greater than or equal to 1 and less than or equal to 3 (1, 2, 3) were rounded to 2; counts greater than or equal to 4 and less than or equal to 6 (4, 5, 6) were rounded to 5.

## **STUDENT CHARACTERISTICS**

Civil Rights Data Collection (CRDC) collected data on students in disaggregated categories by gender, race/ethnicity, and disability status.

### ***Gender***

Gender is reported as a dichotomous measure; students are reported as either male or female. All student counts in this data appendage are reported by gender.

### ***Race/ethnicity***

Race/ethnicity categories are based on federal aggregate reporting requirements. Student counts for selected variables in this data appendage are reported by gender for the following racial/ethnic categories: Hispanic/Latino; White, non-Hispanic/Latino; and Black, non-Hispanic/Latino.

### ***Disability status***

Students with disabilities are those with intellectual disabilities; hearing impairment; speech or language impairment; visual impairment; 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 (IEP), Individual Family Service Plan, or service plan. Other students with disabilities, may not require an IEP, but might still have a physical or mental impairment that qualify them to be served under Section 504 of the Rehabilitation Act of 1973. Section 504 prohibits discrimination on the basis of disabling conditions by programs or activities which receive or benefit from federal funds.

## **DESCRIPTION OF VARIABLES**

The school variables that appear in this data appendage are briefly summarized below. For additional information about Civil Rights Data Collection (CRDC) data, please refer to CRDC Data Definitions (<https://ocrdata.ed.gov/DataDefinitions>) and CRDC Survey Documents (<https://ocrdata.ed.gov/SurveyDocuments>).

### ***School characteristics***

Schools selected the grades offered (from PK to 12, and ungraded) and answered the following questions about the school:

- *Does this school focus primarily on serving the needs of students with disabilities?*
- *Is this school either a magnet school or a school operating a magnet program within the school?*
- *Is this school a charter school?*
- *Is this school an alternative school designed to meet the needs of students with academic difficulties?*
- *Is this school an alternative school designed to meet the needs of students with discipline problems?*
- *Does this school have students enrolled in gifted/talented programs?*
- *Does this school have students enrolled in Advanced Placement (AP) courses?*
- *How many different AP courses does the school provide?*
- *Are students allowed to self-select to participate in AP courses?*
- *Did this school have interscholastic athletics?*

### ***Teacher full-time equivalents (FTEs)***

Schools were instructed to report the total number of classroom teacher full-time equivalents (FTEs). In addition, schools report the number of total classroom FTEs who:

- *Meet all state licensing/certification requirements*
- *Are in their first year of teaching*
- *Are in their second year of teaching*
- *Were absent more than 10 days of the school year (counting days in the regular school year when the teacher would otherwise be expected to be teaching students in an assigned class)*

### ***School counselors***

Schools were instructed to report the total number of school counselor full-time equivalents (FTEs).

### ***Student enrollment***

*By gender, race/ethnicity×gender, students with disabilities×gender, students who are LEP×gender*

Schools were instructed to report student enrollment, including early childhood, prekindergarten, kindergarten, all grades, and ungraded. For Students with Disabilities (IDEA) or served solely under 504, schools used the count on the IDEA or 504-only child count date. For all other entries, schools were instructed to use a count on a single day between September and December. For the 2015-16 survey, student counts were based on October 1 (or the closest school day to October 1), unless otherwise noted. Students are considered in attendance of their school if they spend more than half of their day at the school. If a student attends two schools, each for exactly half of their school day, then the student is only counted at their “regular” school, as opposed to their special program (e.g.,

vocational program).

### ***Students enrolled in gifted and talented programs***

*By gender, race/ethnicity×gender*

Schools were instructed to enter the number of students enrolled in gifted and talented programs on a single day between September and December (2009, 2011, 2013) or October 1 (2015). CRDC defines gifted and talented programs as “programs during regular school hours offered to students because of unusually high academic ability or aptitude or a specialized talent or aptitude.”

### ***Students absent***

*By gender, race/ethnicity×gender*

Schools were instructed to report the number of students who were absent 15 or more days during the school year. By CRDC standards, a student is absent if they are not physically on school grounds and are 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.

### ***Students retained***

*By grade×gender*

Schools were instructed to report the number of students who were retained in each grade. According to CRDC 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. For grade 12, grade retention includes students who have not accumulated enough credits to graduate.

### ***Students who received in-school suspension***

*By gender×disability status (504-only/IDEA), race/ethnicity×gender×disability status (IDEA)*

Schools were instructed to report the number of students who received one or more than one in-school suspension. CRDC defines in-school suspension as an instance in which the child is temporary removed from their regular classroom for at least half a day due to a disciplinary reason and remains under the direct supervision of a school personnel. Direct supervision of a school personnel means that the school personnel is physically in the same location as the student under their supervision.

### ***Students who received single and multiple out-of-school suspensions***

*By gender×disability status (504-only/IDEA), race/ethnicity×gender×disability status (IDEA)*

Schools were instructed to report the number of students who received only one out-of-school suspension over the course of the regular school year and the number of students who received more than one out-of-school suspensions over the course of the regular school year. As defined by CRDC:

- *For students without disabilities*, an out-of-school suspension is an instance in which a child is temporarily removed from their 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:* an 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.

### ***Students who were expelled with and without educational services***

*By gender×disability status (504-only/IDEA), race/ethnicity×gender×disability status (IDEA)*

Schools were instructed to report the number of students who were expelled from their school with educational services during the regular school year. CRDC refers to an expulsion with educational services as one where the local educational agency removed a child from their regular school for disciplinary purposes, and provided 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. In addition, schools were instructed to report the number of students who were expelled from their school without educational services during the regular school year. CRDC refers to an expulsion without educational services as one where the local educational agency removed a child from their regular school for disciplinary purposes, and did not provide educational services to the child for the remainder of the school year or longer in accordance with local educational agency policy.

### ***Students who were referred to law enforcement, including school related arrests***

*By gender×disability status (504-only/IDEA), race/ethnicity×gender×disability status (IDEA)*

Schools were instructed to report the number of students who were referred to law enforcement. A referral to law enforcement is defined as 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, court referrals, and school-related arrests are considered referrals to law enforcement. All school-related arrests are considered referrals to law enforcement.

## DATA DICTIONARY

*Note:* {w} refers to the FFCWS survey wave (5, 6); {yy} refers to the CRCD survey year {09, 11, 13, 15}. For more information, refer to the *Variable Naming Convention* section.

X<sup>r5</sup> -- Zero = <=2, Rounded 5

X<sup>r3</sup> Zero = <=2, Rounded 3 (4 = 3-5)

X<sup>t3</sup> Zero = True, Rounded 3 (2 = 1-3)

Variable	Description	2009	2011	2013	2015
rs{w}crdc_schgd1{yy}	School grade offered: Lowest	X	X	X	X
rs{w}crdc_schgdh{yy}	School grade offered: Highest	X	X	X	X
rs{w}crdc_schgds{yy}	School grade span	X	X	X	X
rs{w}crdc_schdis{yy}	School primarily serves students with disabilities	X	X	X	X
rs{w}crdc_schmag{yy}	Magnet school or magnet program within school	X	X	X	X
rs{w}crdc_schchr{yy}	Charter school	X	X	X	X
rs{w}crdc_schaad{yy}	Alternative school for academic difficulties	X	X	X	X
rs{w}crdc_schadp{yy}	Alternative school for discipline problems	X	X	X	X
rs{w}crdc_schgft{yy}	School has students enrolled in gifted/talented programs	X	X	X	X
rs{w}crdc_schapo{yy}	School has students enrolled in Advanced Placement (AP) courses	X	X	X	X
rs{w}crdc_schapc{yy}	Number of AP courses school offers	X	X	X	X
rs{w}crdc_schaps{yy}	School allows students to self-select into AP courses	X	X	X	X
rs{w}crdc_schato{yy}	School offers single-sex interscholastic athletics	X	X	X	X
rs{w}crdc_tftetc{yy}	Teacher full-time equivalents (FTEs): Total	X	X	X	X
rs{w}crdc_tcertc{yy}	Teacher FTEs: Meet state licensing/certification requirements	X	X	X	X
rs{w}crdc_tlyttc{yy}	Teacher FTEs: First year of teaching	X	X	X	X
rs{w}crdc_t2yttc{yy}	Teacher FTEs: Second year of teaching	X	X	X	X
rs{w}crdc_tabstc{yy}	Teacher FTEs: Absent 10 or more days	X	X	X	X
rs{w}crdc_counac{yy}	School counselor FTEs: Total			X	X
rs{w}crdc_fasald{yy}	Finances: Total salaries [\$1000]	X	X	X	X
rs{w}crdc_fnpepd{yy}	Finances: Non-personnel expenditures [\$1000]	X	X	X	X
rs{w}crdc_ftftet{yy}	Finances: FTE teachers funded by reported expenditures	X	X	X	X

rs{w}crdc_ftsald{yy}	Finances: Teacher salaries [\$1000]	X	X	X	X
rs{w}crdc_rabhbs{yy}	Reported allegations of bullying/harassment on the basis of sex	X	X	X	X
rs{w}crdc_rabhbr{yy}	Reported allegations of bullying/harassment on the basis of race	X	X	X	X
rs{w}crdc_rabhbd{yy}	Reported allegations of bullying/harassment on the basis of disability	X	X	X	X
rs{w}crdc_sentam{yy}	Student enrollment: Male	X <sup>r5</sup>	X	X	X
rs{w}crdc_sentaf{yy}	Student enrollment: Female	X <sup>r5</sup>	X	X	X
rs{w}crdc_sentwm{yy}	Student enrollment: White, male	X <sup>r5</sup>	X <sup>t3</sup>	X <sup>t3</sup>	X
rs{w}crdc_sentwf{yy}	Student enrollment: White, female	X <sup>r5</sup>	X <sup>t3</sup>	X <sup>t3</sup>	X
rs{w}crdc_sentbm{yy}	Student enrollment: Black, male	X <sup>r5</sup>	X <sup>t3</sup>	X <sup>t3</sup>	X
rs{w}crdc_sentbf{yy}	Student enrollment: Black, female	X <sup>r5</sup>	X <sup>t3</sup>	X <sup>t3</sup>	X
rs{w}crdc_senthm{yy}	Student enrollment: Hispanic, male	X <sup>r5</sup>	X <sup>t3</sup>	X <sup>t3</sup>	X
rs{w}crdc_senthf{yy}	Student enrollment: Hispanic, female	X <sup>r5</sup>	X <sup>t3</sup>	X <sup>t3</sup>	X
rs{w}crdc_sendim{yy}	Student enrollment: Students with disabilities – IDEA, male	X <sup>r5</sup>	X <sup>r3</sup>	X <sup>r3</sup>	X <sup>r3</sup>
rs{w}crdc_sendif{yy}	Student enrollment: Students with disabilities – IDEA, female	X <sup>r5</sup>	X <sup>r3</sup>	X <sup>r3</sup>	X <sup>r3</sup>
rs{w}crdc_sendsm{yy}	Student enrollment: Students with disabilities – 504 only, male	X <sup>r5</sup>	X <sup>r3</sup>	X <sup>r3</sup>	X <sup>r3</sup>
rs{w}crdc_sendsf{yy}	Student enrollment: Students with disabilities – 504 only, female	X <sup>r5</sup>	X <sup>t3</sup>	X <sup>t3</sup>	X <sup>t3</sup>
rs{w}crdc_senlem{yy}	Student enrollment: Students who are LEP, male	X <sup>r5</sup>	X <sup>t3</sup>	X <sup>t3</sup>	X <sup>t3</sup>
rs{w}crdc_senlef{yy}	Student enrollment: Students who are LEP, female	X <sup>r5</sup>	X <sup>t3</sup>	X <sup>t3</sup>	X <sup>t3</sup>
rs{w}crdc_sgftam{yy}	Students enrolled in gifted/talented programs: Male	X <sup>r5</sup>	X	X	X
rs{w}crdc_sgftaf{yy}	Students enrolled in gifted/talented programs: Female	X <sup>r5</sup>	X	X	X
rs{w}crdc_sgftwm{yy}	Students enrolled in gifted/talented programs: White, male	X <sup>r5</sup>	X <sup>t3</sup>	X <sup>t3</sup>	X <sup>t3</sup>
rs{w}crdc_sgftwf{yy}	Students enrolled in gifted/talented programs: White, female	X <sup>r5</sup>	X <sup>t3</sup>	X <sup>t3</sup>	X <sup>t3</sup>
rs{w}crdc_sgftbm{yy}	Students enrolled in gifted/talented programs: Black, male	X <sup>r5</sup>	X <sup>t3</sup>	X <sup>t3</sup>	X <sup>t3</sup>
rs{w}crdc_sgftbf{yy}	Students enrolled in gifted/talented programs: Black, female	X <sup>r5</sup>	X <sup>t3</sup>	X <sup>t3</sup>	X <sup>t3</sup>
rs{w}crdc_sgfthm{yy}	Students enrolled in gifted/talented programs: Hispanic, male	X <sup>r5</sup>	X <sup>t3</sup>	X <sup>t3</sup>	X <sup>t3</sup>
rs{w}crdc_sgfthf{yy}	Students enrolled in gifted/talented programs: Hispanic, female	X <sup>r5</sup>	X <sup>t3</sup>	X <sup>t3</sup>	X <sup>t3</sup>
rs{w}crdc_sabsam{yy}	Students absent 15+ days: Male			X	X
rs{w}crdc_sabsaf{yy}	Students absent 15+ days: Female			X	X
rs{w}crdc_sabswm{yy}	Students absent 15+ days: White, male			X <sup>t3</sup>	X <sup>t3</sup>
rs{w}crdc_sabswf{yy}	Students absent 15+ days: White, female			X <sup>t3</sup>	X <sup>t3</sup>

rs{w}crdc_sabsbm{yy}	Students absent 15+ days: Black, male			X <sup>t3</sup>	X <sup>t3</sup>
rs{w}crdc_sabsbf{yy}	Students absent 15+ days: Black, female			X <sup>t3</sup>	X <sup>t3</sup>
rs{w}crdc_sabshm{yy}	Students absent 15+ days: Hispanic, male			X <sup>t3</sup>	X <sup>t3</sup>
rs{w}crdc_sabshf{yy}	Students absent 15+ days: Hispanic, female			X <sup>t3</sup>	X <sup>t3</sup>
rs{w}crdc_srg**m{yy}	Students retained: Male Grade **	X <sup>t5</sup>	X	X	X
rs{w}crdc_srg**f{yy}	Students retained: Female Grade **	X <sup>t5</sup>	X	X	X
rs{w}crdc_snisam{yy}	Students without disabilities in-school suspension: Male	X <sup>t5</sup>	X	X	X
rs{w}crdc_snisaf{yy}	Students without disabilities in-school suspension: Female	X <sup>t5</sup>	X	X	X
rs{w}crdc_sniswm{yy}	Students without disabilities in-school suspension: White, male	X <sup>t5</sup>	X <sup>t3</sup>	X <sup>t3</sup>	X <sup>t3</sup>
rs{w}crdc_sniswf{yy}	Students without disabilities in-school suspension: White, female	X <sup>t5</sup>	X <sup>t3</sup>	X <sup>t3</sup>	X <sup>t3</sup>
rs{w}crdc_snisbm{yy}	Students without disabilities in-school suspension: Black, male	X <sup>t5</sup>	X <sup>t3</sup>	X <sup>t3</sup>	X <sup>t3</sup>
rs{w}crdc_snisbf{yy}	Students without disabilities in-school suspension: Black, female	X <sup>t5</sup>	X <sup>t3</sup>	X <sup>t3</sup>	X <sup>t3</sup>
rs{w}crdc_snishm{yy}	Students without disabilities in-school suspension: Hispanic, male	X <sup>t5</sup>	X <sup>t3</sup>	X <sup>t3</sup>	X <sup>t3</sup>
rs{w}crdc_snishf{yy}	Students without disabilities in-school suspension: Hispanic, female	X <sup>t5</sup>	X <sup>t3</sup>	X <sup>t3</sup>	X <sup>t3</sup>
rs{w}crdc_sdisam{yy}	Students with disabilities in-school suspension - IDEA: Male	X <sup>t5</sup>	X	X	X
rs{w}crdc_sdisaf{yy}	Students with disabilities in-school suspension: IDEA: Female	X <sup>t5</sup>	X	X	X
rs{w}crdc_sdiswm{yy}	Students with disabilities in-school suspension: IDEA: White, male	X <sup>t5</sup>	X <sup>t3</sup>	X <sup>t3</sup>	X <sup>t3</sup>
rs{w}crdc_sdiswf{yy}	Students with disabilities in-school suspension: IDEA: White, female	X <sup>t5</sup>	X <sup>t3</sup>	X <sup>t3</sup>	X <sup>t3</sup>
rs{w}crdc_sdisbm{yy}	Students with disabilities in-school suspension: IDEA: Black, male	X <sup>t5</sup>	X <sup>t3</sup>	X <sup>t3</sup>	X <sup>t3</sup>
rs{w}crdc_sdisbf{yy}	Students with disabilities in-school suspension: IDEA: Black, female	X <sup>t5</sup>	X <sup>t3</sup>	X <sup>t3</sup>	X <sup>t3</sup>
rs{w}crdc_sdishm{yy}	Students with disabilities in-school suspension: IDEA: Hispanic, male	X <sup>t5</sup>	X <sup>t3</sup>	X <sup>t3</sup>	X <sup>t3</sup>
rs{w}crdc_sdishf{yy}	Students with disabilities in-school suspension: IDEA: Hispanic, female	X <sup>t5</sup>	X <sup>t3</sup>	X <sup>t3</sup>	X <sup>t3</sup>
rs{w}crdc_sfisam{yy}	Students with disabilities in-school suspension - 504 only: Male	X <sup>t5</sup>	X <sup>t3</sup>	X <sup>t3</sup>	X <sup>t3</sup>
rs{w}crdc_sfisaf{yy}	Students with disabilities in-school suspension - 504 only: Female	X <sup>t5</sup>	X <sup>t3</sup>	X <sup>t3</sup>	X <sup>t3</sup>
rs{w}crdc_snosam{yy}	Students without disabilities single out-of-school suspension: Male	X <sup>t5</sup>	X	X	X
rs{w}crdc_snosaf{yy}	Students without disabilities single out-of-school suspension: Female	X <sup>t5</sup>	X	X	X
rs{w}crdc_snoswm{yy}	Students without disabilities single out-of-school suspension: White, male	X <sup>t5</sup>	X <sup>t3</sup>	X <sup>t3</sup>	X <sup>t3</sup>
rs{w}crdc_snoswf{yy}	Students without disabilities single out-of-school suspension: White, female	X <sup>t5</sup>	X <sup>t3</sup>	X <sup>t3</sup>	X <sup>t3</sup>
rs{w}crdc_snosbm{yy}	Students without disabilities single out-of-school suspension: Black, male	X <sup>t5</sup>	X <sup>t3</sup>	X <sup>t3</sup>	X <sup>t3</sup>
rs{w}crdc_snosbf{yy}	Students without disabilities single out-of-school suspension: Black, female	X <sup>t5</sup>	X <sup>t3</sup>	X <sup>t3</sup>	X <sup>t3</sup>

$rs\{w\}crdc\_snoshm\{yy\}$	Students without disabilities single out-of-school suspension: Hispanic, male	$X^{r5}$	$X^{t3}$	$X^{t3}$	$X^{t3}$
$rs\{w\}crdc\_snoshf\{yy\}$	Students without disabilities single out-of-school suspension: Hispanic, female	$X^{r5}$	$X^{t3}$	$X^{t3}$	$X^{t3}$
$rs\{w\}crdc\_sdosam\{yy\}$	Students with disabilities single out-of-school suspension - IDEA: Male	$X^{r5}$	X	X	X
$rs\{w\}crdc\_sdosaf\{yy\}$	Students with disabilities single out-of-school suspension - IDEA: Female	$X^{r5}$	X	X	X
$rs\{w\}crdc\_sdoswm\{yy\}$	Students with disabilities single out-of-school suspension - IDEA: White, male	$X^{r5}$	$X^{t3}$	$X^{t3}$	$X^{t3}$
$rs\{w\}crdc\_sdoswf\{yy\}$	Students with disabilities single out-of-school suspension - IDEA: White, female	$X^{r5}$	$X^{t3}$	$X^{t3}$	$X^{t3}$
$rs\{w\}crdc\_sdosbm\{yy\}$	Students with disabilities single out-of-school suspension - IDEA: Black, male	$X^{r5}$	$X^{t3}$	$X^{t3}$	$X^{t3}$
$rs\{w\}crdc\_sdosbf\{yy\}$	Students with disabilities single out-of-school suspension - IDEA: Black, female	$X^{r5}$	$X^{t3}$	$X^{t3}$	$X^{t3}$
$rs\{w\}crdc\_sdoshm\{yy\}$	Students with disabilities single out-of-school suspension - IDEA: Hispanic, male	$X^{r5}$	$X^{t3}$	$X^{t3}$	$X^{t3}$
$rs\{w\}crdc\_snomhf\{yy\}$	Students with disabilities single out-of-school suspension - IDEA: Hispanic, female	$X^{r5}$	$X^{t3}$	$X^{t3}$	$X^{t3}$
$rs\{w\}crdc\_sfosam\{yy\}$	Students with disabilities single out-of-school suspension - 504 only: Female	$X^{r5}$	$X^{t3}$	$X^{t3}$	$X^{t3}$
$rs\{w\}crdc\_sfosaf\{yy\}$	Students with disabilities single out-of-school suspension - 504 only: Female	$X^{r5}$	$X^{t3}$	$X^{t3}$	$X^{t3}$
$rs\{w\}crdc\_snomam\{yy\}$	Students without disabilities multiple out-of-school suspensions: Male	$X^{r5}$	X	X	X
$rs\{w\}crdc\_snomaf\{yy\}$	Students without disabilities multiple out-of-school suspensions: Female	$X^{r5}$	X	X	X
$rs\{w\}crdc\_snomwm\{yy\}$	Students without disabilities multiple out-of-school suspensions: White, male	$X^{r5}$	$X^{t3}$	$X^{t3}$	$X^{t3}$
$rs\{w\}crdc\_snomwf\{yy\}$	Students without disabilities multiple out-of-school suspensions: White, female	$X^{r5}$	$X^{t3}$	$X^{t3}$	$X^{t3}$
$rs\{w\}crdc\_snombm\{yy\}$	Students without disabilities multiple out-of-school suspensions: Black, male	$X^{r5}$	$X^{t3}$	$X^{t3}$	$X^{t3}$
$rs\{w\}crdc\_snombf\{yy\}$	Students without disabilities multiple out-of-school suspensions: Black, female	$X^{r5}$	$X^{t3}$	$X^{t3}$	$X^{t3}$
$rs\{w\}crdc\_snomhm\{yy\}$	Students without disabilities multiple out-of-school suspensions: Hispanic, male	$X^{r5}$	$X^{t3}$	$X^{t3}$	$X^{t3}$
$rs\{w\}crdc\_snomhf\{yy\}$	Students without disabilities multiple out-of-school suspensions: Hispanic, female	$X^{r5}$	$X^{t3}$	$X^{t3}$	$X^{t3}$
$rs\{w\}crdc\_sdomam\{yy\}$	Students with disabilities multiple out-of-school suspensions: Male	$X^{r5}$	X	X	X
$rs\{w\}crdc\_sdomaf\{yy\}$	Students with disabilities multiple out-of-school suspensions: Female	$X^{r5}$	X	X	X
$rs\{w\}crdc\_sdomwm\{yy\}$	Students with disabilities multiple out-of-school suspensions: White, male	$X^{r5}$	$X^{t3}$	$X^{t3}$	$X^{t3}$
$rs\{w\}crdc\_sdomwf\{yy\}$	Students with disabilities multiple out-of-school suspensions: White, female	$X^{r5}$	$X^{t3}$	$X^{t3}$	$X^{t3}$
$rs\{w\}crdc\_sdombm\{yy\}$	Students with disabilities multiple out-of-school suspensions: Black, male	$X^{r5}$	$X^{t3}$	$X^{t3}$	$X^{t3}$
$rs\{w\}crdc\_sdombf\{yy\}$	Students with disabilities multiple out-of-school suspensions: Black, female	$X^{r5}$	$X^{t3}$	$X^{t3}$	$X^{t3}$
$rs\{w\}crdc\_sdomhm\{yy\}$	Students with disabilities multiple out-of-school suspensions: Hispanic, male	$X^{r5}$	$X^{t3}$	$X^{t3}$	$X^{t3}$
$rs\{w\}crdc\_sdomhf\{yy\}$	Students with disabilities multiple out-of-school suspensions: Hispanic, female	$X^{r5}$	$X^{t3}$	$X^{t3}$	$X^{t3}$
$rs\{w\}crdc\_sfomam\{yy\}$	Students with disabilities multiple out-of-school suspensions - 504 only: Male	$X^{r5}$	$X^{t3}$	$X^{t3}$	$X^{t3}$
$rs\{w\}crdc\_sfomaf\{yy\}$	Students with disabilities multiple out-of-school suspensions - 504 only: Male	$X^{r5}$	$X^{t3}$	$X^{t3}$	$X^{t3}$

$rs\{w\}crdc\_snesam\{yy\}$	Students without disabilities expulsion with services: Male	$X^{r5}$	X	X	X
$rs\{w\}crdc\_snesaf\{yy\}$	Students without disabilities expulsion with services: Female	$X^{r5}$	X	X	X
$rs\{w\}crdc\_sneswm\{yy\}$	Students without disabilities expulsion with services: White, male	$X^{r5}$	$X^{t3}$	$X^{t3}$	$X^{t3}$
$rs\{w\}crdc\_sneswf\{yy\}$	Students without disabilities expulsion with services: White, female	$X^{r5}$	$X^{t3}$	$X^{t3}$	$X^{t3}$
$rs\{w\}crdc\_snesbm\{yy\}$	Students without disabilities expulsion with services: Black, male	$X^{r5}$	$X^{t3}$	$X^{t3}$	$X^{t3}$
$rs\{w\}crdc\_snesbf\{yy\}$	Students without disabilities expulsion with services: Black, female	$X^{r5}$	$X^{t3}$	$X^{t3}$	$X^{t3}$
$rs\{w\}crdc\_sneshm\{yy\}$	Students without disabilities expulsion with services: Hispanic, male	$X^{r5}$	$X^{t3}$	$X^{t3}$	$X^{t3}$
$rs\{w\}crdc\_sneshf\{yy\}$	Students without disabilities expulsion with services: Hispanic, female	$X^{r5}$	$X^{t3}$	$X^{t3}$	$X^{t3}$
$rs\{w\}crdc\_snesam\{yy\}$	Students with disabilities expulsion with services: Male	$X^{r5}$	X	X	X
$rs\{w\}crdc\_sdesaf\{yy\}$	Students with disabilities expulsion with services: Female	$X^{r5}$	X	X	X
$rs\{w\}crdc\_sdeswm\{yy\}$	Students with disabilities expulsion with services: White, male	$X^{r5}$	$X^{t3}$	$X^{t3}$	$X^{t3}$
$rs\{w\}crdc\_sdeswf\{yy\}$	Students with disabilities expulsion with services: White, female	$X^{r5}$	$X^{t3}$	$X^{t3}$	$X^{t3}$
$rs\{w\}crdc\_sdesbm\{yy\}$	Students with disabilities expulsion with services: Black, male	$X^{r5}$	$X^{t3}$	$X^{t3}$	$X^{t3}$
$rs\{w\}crdc\_sdesbf\{yy\}$	Students with disabilities expulsion with services: Black, female	$X^{r5}$	$X^{t3}$	$X^{t3}$	$X^{t3}$
$rs\{w\}crdc\_sdeshm\{yy\}$	Students with disabilities expulsion with services: Hispanic, male	$X^{r5}$	$X^{t3}$	$X^{t3}$	$X^{t3}$
$rs\{w\}crdc\_sdeshf\{yy\}$	Students with disabilities expulsion with services: Hispanic, female	$X^{r5}$	$X^{t3}$	$X^{t3}$	$X^{t3}$
$rs\{w\}crdc\_sfesam\{yy\}$	Students with disabilities expelled with services - 504 only: Male	$X^{r5}$	$X^{t3}$	$X^{t3}$	$X^{t3}$
$rs\{w\}crdc\_sfesaf\{yy\}$	Students with disabilities expelled with services - 504 only: Female	$X^{r5}$	$X^{t3}$	$X^{t3}$	$X^{t3}$
$rs\{w\}crdc\_snenam\{yy\}$	Students without disabilities expulsion no services: Male	$X^{r5}$	X	X	X
$rs\{w\}crdc\_snenaf\{yy\}$	Students without disabilities expulsion no services: Female	$X^{r5}$	X	X	X
$rs\{w\}crdc\_snenwm\{yy\}$	Students without disabilities expulsion no services: White, male	$X^{r5}$	$X^{t3}$	$X^{t3}$	$X^{t3}$
$rs\{w\}crdc\_snenwf\{yy\}$	Students without disabilities expulsion no services: White, female	$X^{r5}$	$X^{t3}$	$X^{t3}$	$X^{t3}$
$rs\{w\}crdc\_snenbm\{yy\}$	Students without disabilities expulsion no services: Black, male	$X^{r5}$	$X^{t3}$	$X^{t3}$	$X^{t3}$
$rs\{w\}crdc\_snenbf\{yy\}$	Students without disabilities expulsion no services: Black, female	$X^{r5}$	$X^{t3}$	$X^{t3}$	$X^{t3}$
$rs\{w\}crdc\_snenhm\{yy\}$	Students without disabilities expulsion no services: Hispanic, male	$X^{r5}$	$X^{t3}$	$X^{t3}$	$X^{t3}$
$rs\{w\}crdc\_snenhf\{yy\}$	Students without disabilities expulsion no services: Hispanic, female	$X^{r5}$	$X^{t3}$	$X^{t3}$	$X^{t3}$
$rs\{w\}crdc\_sdenam\{yy\}$	Students with disabilities expulsion no services: Male	$X^{r5}$	X	X	X
$rs\{w\}crdc\_sdenaf\{yy\}$	Students with disabilities expulsion no services: Female	$X^{r5}$	X	X	X
$rs\{w\}crdc\_sdenwm\{yy\}$	Students with disabilities expulsion no services: White, male	$X^{r5}$	$X^{t3}$	$X^{t3}$	$X^{t3}$
$rs\{w\}crdc\_sdenwf\{yy\}$	Students with disabilities expulsion no services: White, female	$X^{r5}$	$X^{t3}$	$X^{t3}$	$X^{t3}$

$rs\{w\}crdc\_sdenbm\{yy\}$	Students with disabilities expulsion no services: Black, male	$X^{r5}$	$X^{t3}$	$X^{t3}$	$X^{t3}$
$rs\{w\}crdc\_sdenbf\{yy\}$	Students with disabilities expulsion no services: Black, female	$X^{r5}$	$X^{t3}$	$X^{t3}$	$X^{t3}$
$rs\{w\}crdc\_sdenhm\{yy\}$	Students with disabilities expulsion no services: Hispanic, male	$X^{r5}$	$X^{t3}$	$X^{t3}$	$X^{t3}$
$rs\{w\}crdc\_sdenhf\{yy\}$	Students with disabilities expulsion no services: Hispanic, female	$X^{r5}$	$X^{t3}$	$X^{t3}$	$X^{t3}$
$rs\{w\}crdc\_sfenam\{yy\}$	Students with disabilities expelled no services - 504 only: Male		$X^{t3}$	$X^{t3}$	$X^{t3}$
$rs\{w\}crdc\_sfenaf\{yy\}$	Students with disabilities expelled no services - 504 only: Female		$X^{t3}$	$X^{t3}$	$X^{t3}$
$rs\{w\}crdc\_snleam\{yy\}$	Students without disabilities referred to law enforcement: Male	$X^{r5}$	X	X	X
$rs\{w\}crdc\_snleaf\{yy\}$	Students without disabilities referred to law enforcement: Female	$X^{r5}$	X	X	X
$rs\{w\}crdc\_snlewm\{yy\}$	Students without disabilities referred to law enforcement: White, male	$X^{r5}$	$X^{t3}$	$X^{t3}$	$X^{t3}$
$rs\{w\}crdc\_snlewf\{yy\}$	Students without disabilities referred to law enforcement: White, female	$X^{r5}$	$X^{t3}$	$X^{t3}$	$X^{t3}$
$rs\{w\}crdc\_snlebm\{yy\}$	Students without disabilities referred to law enforcement: Black, male	$X^{r5}$	$X^{t3}$	$X^{t3}$	$X^{t3}$
$rs\{w\}crdc\_snlebf\{yy\}$	Students without disabilities referred to law enforcement: Black, female	$X^{r5}$	$X^{t3}$	$X^{t3}$	$X^{t3}$
$rs\{w\}crdc\_snlehm\{yy\}$	Students without disabilities referred to law enforcement: Hispanic, male	$X^{r5}$	$X^{t3}$	$X^{t3}$	$X^{t3}$
$rs\{w\}crdc\_snlehf\{yy\}$	Students without disabilities referred to law enforcement: Hispanic, female	$X^{r5}$	$X^{t3}$	$X^{t3}$	$X^{t3}$
$rs\{w\}crdc\_sdleam\{yy\}$	Students with disabilities referred to law enforcement -- IDEA: Male	$X^{r5}$	X	X	X
$rs\{w\}crdc\_sdleaf\{yy\}$	Students with disabilities referred to law enforcement -- IDEA: Female	$X^{r5}$	X	X	X
$rs\{w\}crdc\_sdlewm\{yy\}$	Students with disabilities referred to law enforcement -- IDEA: White, male	$X^{r5}$	$X^{t3}$	$X^{t3}$	$X^{t3}$
$rs\{w\}crdc\_sdlewf\{yy\}$	Students with disabilities referred to law enforcement -- IDEA: White, female	$X^{r5}$	$X^{t3}$	$X^{t3}$	$X^{t3}$
$rs\{w\}crdc\_sdlebm\{yy\}$	Students with disabilities referred to law enforcement -- IDEA: Black, male	$X^{r5}$	$X^{t3}$	$X^{t3}$	$X^{t3}$
$rs\{w\}crdc\_sdlebf\{yy\}$	Students with disabilities referred to law enforcement -- IDEA: Black, female	$X^{r5}$	$X^{t3}$	$X^{t3}$	$X^{t3}$
$rs\{w\}crdc\_sdlehm\{yy\}$	Students with disabilities referred to law enforcement -- IDEA: Hispanic, male	$X^{r5}$	$X^{t3}$	$X^{t3}$	$X^{t3}$
$rs\{w\}crdc\_sdlehf\{yy\}$	Students with disabilities referred to law enforcement -- IDEA: Hispanic, female	$X^{r5}$	$X^{t3}$	$X^{t3}$	$X^{t3}$
$rs\{w\}crdc\_sfleam\{yy\}$	Students with disabilities referred to law enforcement -- 504 only: Male	$X^{r5}$	$X^{t3}$	$X^{t3}$	$X^{t3}$
$rs\{w\}crdc\_sfleaf\{yy\}$	Students with disabilities referred to law enforcement -- 504 only: Female	$X^{r5}$	$X^{t3}$	$X^{t3}$	$X^{t3}$