

FALL 1990 Elementary and Secondary School Civil Rights Survey  
INDIVIDUAL SCHOOL REPORT: ED102

Form Approved:  
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U.S. Department of Education, Office for Civil Rights  
Washington, DC 20202-2516  
Due February 28, 1991

REPORTING REQUIREMENT

This report is required by the U.S. Department of Education pursuant to Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and under Section 504 of the Rehabilitation Act of 1973. Section 100.6(b) of ED Regulations (34CFR 100), issued to carry out the purposes of Title VI of the Civil Rights Act of 1964, provides:

**Compliance Reports.** Each recipient shall keep such records and submit to the responsible Department official or his designee timely, complete and accurate compliance reports at such times, and in such form, and containing such information, as the responsible Department official or his designee may determine to be necessary to enable him to ascertain whether the recipient has complied or is complying with this regulation.

**Public Reporting Burden.** This collection of information is estimated to average 7 hours per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project 1870-0500, Washington, D.C. 20503.

GENERAL INSTRUCTIONS

- This form is to be completed for each individual school in the district.
- Please use a typewriter or print legibly in ink.
- Pupil membership should be reported as of October 1, 1990, or the nearest convenient date prior to December 14, 1990.
- If the answer for a given item is "none", or if all elements of a matrix are "0", enter "0" in the appropriate space or in the total column only (in the case of a matrix). If an item is not applicable, enter "N/A" (not applicable) in the appropriate space or in the total column only (in the case of a matrix).
- A copy of this form must be retained at the district office for two years from the due date (until February 28, 1993).

DEFINITIONS

**SCHOOL** For the purpose of this report, a school is a division of the school system consisting of elementary and/or secondary (or equivalent) students, comprising one or more grade groups or other identifiable groups, organized as one unit with one or more teachers to give instruction of a defined type, and housed in a school plant of one or more buildings. More than one school may be housed in one school plant, as is the case when the elementary and secondary schools are housed in the same plant. Count only units administered by a principal or equivalent.

**RACIAL/ETHNIC CATEGORIES** Racial/ethnic designations, as used by the U.S. Department of Education, Office for Civil Rights, do NOT denote scientific definitions of anthropological origins. *For the purposes of this report, a pupil may be included in the group to which he or she appears to belong, identifies with, or is regarded in the community as belonging to. However, no person should be counted in more than one racial/ethnic category.* The manner of collecting the racial/ethnic information is left to the discretion of the institution provided that the system which is established results in reasonably accurate data.

--American Indian or Alaskan Native: A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.

--Asian or Pacific Islander: A person having origins in any of the original peoples of the Far East, Southeast Asia, the Pacific Islands, or the Indian subcontinent. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.

--Hispanic: A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin--regardless of race.

--Black (Not of Hispanic Origin): A person having origins in any of the Black racial groups of Africa.

--White (Not of Hispanic Origin): A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

**PROGRAMS FOR THE GIFTED OR TALENTED** Those programs designed for pupils who by virtue of outstanding abilities are capable of high performance and who require differentiated educational programs and/or services beyond those normally provided by the regular school program. Such pupils include those with demonstrated achievement and/or potential ability in any of the following areas singly or in combination: (1) general intellectual ability, (2) specific academic aptitude, (3) creative or productive thinking, (4) leadership ability, (5) visual or performing arts, (6) psychomotor abilities.

**HANDICAPPED PUPILS (STUDENTS, CHILDREN) and SPECIAL EDUCATION PUPILS** For purposes of this report the terms are synonymous. A special education pupil is one with one or more of the handicapping conditions defined below and who has been evaluated as requiring special educational services because of this (these) condition(s).

**HANDICAPPING CONDITIONS** The following definitions are to be used in preparing this report:

--Educable mentally retarded (or handicapped)--a condition of mental retardation which includes pupils who are educable in the academic, social, and occupational areas even though moderate supervision may be necessary.

--Trainable mentally retarded (or handicapped)--a condition of mental retardation which includes pupils who are capable of only very limited meaningful achievement in the traditional basic academic skills but who are capable of profiting from programs of training in self-care and simple job or vocational skills.

--Hard of hearing--a hearing impairment, whether permanent or fluctuating, which adversely affects a child's educational performance but which is not included under the definition of "deaf" in this section.

--Deaf--a hearing impairment which is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects educational performance.

--Speech impaired--a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, which adversely affects a child's educational performance.

--Visually handicapped--a visual impairment which, even with correction, adversely affects a child's educational performance. The term includes both partially seeing and blind children.

--Seriously emotionally disturbed--a condition exhibiting one or more of the following characteristics over a long period of time and to a marked degree, which adversely affects educational performance: an inability to learn which cannot be explained by intellectual, sensory, or health factors; an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; inappropriate types of behavior or feelings under normal circumstances; a general pervasive mood of unhappiness or depression; or a tendency to develop physical symptoms or fears associated with personal or school problems. The term includes children who are schizophrenic.

--Orthopedically impaired--a severe orthopedic impairment which adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns which cause contractures).

- Other health impaired--limited strength, vitality, or alertness, due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, autism, or diabetes, which adversely affects a child's educational performance.
  - Specific learning disability--a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, of mental retardation, or of environmental, cultural or economic disadvantage.
  - Deaf-blind--concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that deaf-blind students cannot be accommodated in special education programs solely for deaf or blind children.
  - Multihandicapped--concomitant impairments (such as mentally retarded-blind, mentally retarded-orthopedically impaired, etc.), the combination of which causes such severe educational problems that multihandicapped students cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blind children. For the purposes of this report, this category should include those pupils who are severely or profoundly mentally retarded.
- SPECIAL EDUCATION PROGRAMS** Special education programs are those designed to meet the needs of children with one or more of the handicapping conditions above.

### INSTRUCTIONS FOR COMPLETING FORM ED102

Questions 1 through 3. Self-explanatory.

**Question 4. GRADES OFFERED.** In the boxes provided, check all grades offered in this school. Please note: The second box is to be checked by schools that offer *only* special education classes.

**Question 5. PUPIL STATISTICS.** Complete the chart for racial and ethnic categories and, where indicated, for males and females. Refer to the definitions above of racial and ethnic categories. Leave no blanks; where the answer is none, enter "0".

- a. *Pupils in Membership.* The total number of pupils in membership on or about October 1, 1990, for each racial and ethnic category and for males and females. In each box report total membership--not percentages, average daily attendance, average daily membership, or year-end enrollment. Count each pupil as one, including any who attend less than a full day, such as kindergarteners.
- b. *Pupils in Need of Language Assistance Programs.* Enter in b(1) the number of national origin minority pupils who are so limited in their English proficiency that they cannot effectively or equally participate in the school's regular instruction program. Enter in b(2) the number of pupils reported in b(1), who are enrolled in a program of language assistance (i.e., English-as-a-Second-Language, High Intensity Language Training, or a bilingual education program). Do not count pupils enrolled in a class to learn a language other than English.
- c. *Pupils in Programs for the Gifted or Talented.* The number of pupils enrolled in programs for the gifted or talented. *Count pupils once regardless of the number of programs in which they are enrolled.*
- d. *Pupils Who Received Corporal Punishment.* The number of pupils who received corporal punishment during the 1989-90 school year. Corporal punishment is the infliction of physical punishment to the body of a student by a school employee for disciplinary reasons. *Count pupils once regardless of the number of times they were punished.*
- e. *Pupils Suspended.* The number of pupils who were suspended from this school for at least one day during the 1989-90 school year. Suspension is the temporary exclusion of a student from school for disciplinary reasons for one full school day or longer. *Count pupils once regardless of the number of times they were suspended. Do not include in-school suspensions.*

**Question 6. PUPIL ASSIGNMENT.** This question is to be completed by all schools that offer any two elementary grades between and including *one* through *six*. Select the lowest of those grades that your school offers and the highest. Do not include kindergarten. For example, if your school offers K-12, select grades *one* and *six* for the chart. If your school offers 1-5, select grades *one* and *five*.

**Question 7. SPECIAL EDUCATION PROGRAMS.** Please read the definitions of the handicapping conditions on the first page of this instruction sheet. Do not complete darkened areas. Include on the ED102 all pupils who receive special education services at this school, regardless of whether or not they reside in this district.

- Count pupils participating in special education programs operated at this school only. Include those pupils who receive special education services in their regular classrooms as well as those who receive such services in special classrooms.
- If any child participates in two or more programs, include him or her in the one program in which he or she spends the most time. Example: John Doe spends 10 hours per week in a program for the educable mentally retarded and 6 hours per week in a program for the orthopedically impaired; he would be reported in the line (a) for the educable mentally retarded, since he spends most of his time in that program.
- In column 1, enter in each row the total number of pupils participating in each program, for rows a. through l. In row m., enter the total of rows a. through l. In row n., enter the number of pupils who are receiving special education services at this school but do not reside in this school district. These non-resident pupils (a subset of row m.) should not be included in the total number of resident pupils reported as receiving special education services on the School System Summary Report (ED101), question 5c.
- In columns 2 through 6, enter the number of pupils in each racial/ethnic category in rows a., b., e., g., and j. (racial/ethnic data is not needed for the other rows). For each row in which data must be entered, the entries in columns 2 through 6 must sum to the entry in column 1.
- In columns 7 and 8, enter the number of male and female pupils in the special education programs defined in rows a., b., e., g., and j. For each of these programs, the sum of columns 7 and 8 must equal the entry in column 1.
- In column 9, enter for the programs defined in rows a., b., e., g., and j., the number of pupils who have also been identified in item 5b(1) as pupils in need of Language Assistance Programs. Any such pupils will already have been counted in columns 2 through 8.
- In columns 10 and 11, enter the number of students who spend only a portion of the day in special education in column 10 and those who spend a full school day in special education in column 11. The sum of columns 10 and 11, for each row, must equal the total in column 1.

**Question 8. SELECTED COURSE ENROLLMENT.** Complete the chart for pupils enrolled in all-male classes, all-female classes, and for males and females in mixed classes in (a) home economics, (b) industrial arts, and (c) physical education.

- Enter the number enrolled in grades 7 through 9. For example, if this school serves grades 6-7-8, include only those pupils in grades 7 and 8. In (a), include occupational home economics.

**Question 9. HIGH SCHOOL GRADUATES.** Complete the chart for those who received a regular high school diploma during the 1989-90 school year. A high school diploma, for purposes of this question, is a diploma granted upon the successful completion of a prescribed secondary program of studies. This includes, where required as a prerequisite, the successful completion of a minimum competency test.

- This question is not to be answered by elementary schools, middle schools, or junior high schools.
- Do not include those who received other than a high school diploma, such as those who received a special diploma, a certificate of attendance, or a certificate of completion.

Please check the completeness and accuracy of each item reported. *Errors or omissions may require a refilling of this form.*