

**FALL 1994 ELEMENTARY AND SECONDARY SCHOOL
CIVIL RIGHTS COMPLIANCE REPORT
DISTRICT SUMMARY: ED101**

U.S. Department of Education, Office for Civil Rights
Washington, DC 20202-2516
Due Date: December 15, 1994

REPORTING REQUIREMENT

This compliance report is required by the U.S. Department of Education under *Title VI of the Civil Rights Act of 1964*, *Title IX of the Education Amendments of 1972*, and *Section 504 of the Rehabilitation Act of 1973*. Implementing regulations are issued to carry out the purposes of *Title VI of the Civil Rights Act of 1964*, at *34 CFR 100.6(b)*; for *Title IX*, regulations are at *34 CFR 106.71*; and the *Section 504* regulations are at *34 CFR 104.61*.

Public Reporting Burden. This collection of information is estimated to average 8 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 the Office of Management and Budget, Paperwork Reduction Project 1870-0500, Washington, D.C. 20503.

GENERAL INSTRUCTIONS

- Please use typewriter or print legibly in ink.
- For tape, cartridge or disk formats, please see separate documentation.
- All data should be reported as of October 1, 1994, or the nearest convenient date prior to December 15, 1994, unless otherwise noted. The count date of December 1, 1994 used by the Office of Special Education Programs is an acceptable date to use.
- If the answer to a given item is *NONE*, enter *zero (0)* in the appropriate space. If a particular item is not applicable in your case, enter *N/A*. In order to allow us to distinguish between no students for a given item and non-applicability of that item, please enter a response to all items.
- Please retain copies of the ED101 and ED102 for two years from date signed.

DEFINITIONS

PUBLIC SCHOOL. An institution that provides preschool, elementary and/or secondary instruction; has one or more grade groupings (*pre-kindergarten* through *12*) or is ungraded; has one or more teachers to give instruction; is located in one or more buildings; has an assigned administrator(s); receives public funds as its primary support; and is operated by an education agency.

PUBLIC SCHOOL MEMBERSHIP. An unduplicated count of students on the rolls of the district taken on October 1, 1994, or the nearest convenient date prior to December 15, 1994, including students enrolled in non-district facilities and in pre-kindergarten/preschool programs.

NON-DISTRICT SCHOOL OR FACILITY. A public or private school or facility that provides instruction or services that are not provided by the local education agency. This includes regional service agencies that provide administrative or special services to local education agency students.

CHILDREN AND YOUTH WITH DISABILITIES. Under the *Individuals With Disabilities Education Act (IDEA)*, children with mental retardation, hearing impairments including deafness, speech or language impairments, visual impairments including blindness, serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities; and who, by reason thereof need special education and related services. This includes disabled children and youth served under the Chapter 1 Handicapped Program.

OTHER CHILDREN AND YOUTH WITH DISABILITIES. Under regulations implementing *Section 504 of the Rehabilitation Act of 1973*:

- **Handicapped Person.** Any person who: (1) has a physical or mental impairment which substantially limits one or more major life activities; (2) has a record of such an impairment; or (3) is regarded as having such an impairment.

Note: The *Individuals With Disabilities Education Act* deleted all references to *handicapped children* and substituted the statutory term *children with disabilities*. Consistent with that statute, OCR has deleted all references to *handicapped children* and substituted the term *children with disabilities* except in *Item 7 - Non-IDEA Eligible Children and Youth*, which asks for the number of students identified as handicapped under *Section 504 of the Rehabilitation Act of 1973*.

PREGNANT STUDENT. A childbearing woman who is of school age, and either is or was enrolled in school at some time during the school year.

SPECIFIC INSTRUCTIONS

Item 1. Number of Public Schools. This number should be equal to the number of Individual School Report ED102 form(s) submitted along with the District Summary ED101 for this district.

Item 2. Public School Membership. An unduplicated count of students on the rolls of the district taken on October 1, 1994, or the nearest convenient date prior to December 15, 1994.

Item 4. Number of Children And Youth With Disabilities. Count only the *resident* students of this district who are eligible under the *Individuals With Disabilities Education Act*. This number may not necessarily be the same as the aggregate of students reported on the ED102 form(s) under *Item 6. (Tables 6.1 and 6.2), Children And Youth With Disabilities*, and *Item 7. Additional Categories of Children And Youth With Disabilities*. Include also students in non-district facilities and pre-kindergarten/preschool children. Intermediate units are considered non-district facilities. (On the ED102 form, students in non-district facilities and pre-kindergarten/preschool children are not reported anywhere.)

Item 6. Pregnant Students. Report only *school age* students who have been identified as pregnant and are enrolled in school as of October 1 of this school year or the nearest convenient date prior to December 15, 1994. Also include students who have been enrolled this year but are not presently attending. Count each student only once. If on the reporting date a student is receiving more than one subcategory of educational services, please report that student under the one subcategory where she receives services for the greatest amount of time.

Item 7. Non-IDEA Eligible Children and Youth. Report the total number of students who have been identified as a handicapped person under *Section 504 of the Rehabilitation Act of 1973*, but who are not eligible for placement in any of the categories under the *Individuals With Disabilities Education Act* (e.g., students with attention deficit hyperactivity disorder would be counted here *if* they have been determined to be *handicapped persons* under *Section 504*). [This number is *not* reported on the ED102 form(s).]

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS
FALL 1994 ELEMENTARY AND SECONDARY SCHOOL
CIVIL RIGHTS COMPLIANCE REPORT
DISTRICT SUMMARY: ED101
Due Date: December 15, 1994

OMB # 1870-0500
Expiration Date: 9/30/95

PLEASE CORRECT OR SUPPLEMENT THE INFORMATION ON THE LABEL
IF IT IS INCORRECT OR INCOMPLETE:

DISTRICT NAME _____

DISTRICT ADDRESS _____
Street or P.O. Box

City/Post Office _____ County _____ State _____ Zip _____

006039-W

1. Report the total number of public schools in this district:
2. Report the public school membership of this district (include students served in out of district facilities):
3. How many children and youth are awaiting initial evaluation for *special education program* and related services?
4. Report the number of children and youth with disabilities. Count only students eligible under the *Individuals With Disabilities Education Act*.
Of this number, how many are in each of the following (a-c):
 - a. How many children and youth are receiving special education and related services in this district's schools or facilities?
 - b. How many children and youth are receiving special education and related services in a *non-district* school or facility?
Of this number, how many are in each of the following [(1)-(7)]:
 - (1) Residential facility (*not* psychiatric hospital)?
 - (2) Psychiatric hospital?
 - (3) Home-based instruction?
 - (4) Public elementary or secondary school located in another district?
 - (5) Regional service agency or intermediate unit?
 - (6) Private school?
 - (7) Other? YES ☐ NO ☐
(i) If yes, please specify: _____
(ii) And report the number:
 - c. How many children and youth have been evaluated as requiring special education and related services, but are not receiving these services?
5. Among the children reported under 4a. and 4b. above, how many are pre-kindergarten/preschool children?
6. How many pregnant students are receiving educational services as of October 1 of this school year or the nearest convenient date prior to December 15, 1994?
Of this number, how many are in each of the following (a-f):
 - a. Alternative school?
 - b. Alternative program within regular school?
 - c. Regular elementary or secondary school?
 - d. Home-based instruction?
 - e. Not presently in school?
 - f. Other? YES ☐ NO ☐
(i) If yes, please specify: _____
(ii) And report the number:
7. How many children and youth have been identified as handicapped under regulations implementing *Section 504 of the Rehabilitation Act of 1973*, but are *not* eligible for special education placement under the *Individuals With Disabilities Education Act*?

CERTIFICATION: I certify that the information is true and correct to the best of my knowledge and belief (A willfully false statement is punishable by law [U.S. Code, Title 18, Section 1001]).

(Signature of Superintendent or
Authorized Representative)

(Title)

(Telephone)

(Date)

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**FALL 1994 ELEMENTARY AND SECONDARY SCHOOL
CIVIL RIGHTS COMPLIANCE REPORT
INDIVIDUAL SCHOOL REPORT: ED102**

U.S. Department of Education, Office for Civil Rights
Washington, DC 20202-2516
Due Date: December 15, 1994

REPORTING REQUIREMENT

This compliance report is required by the U.S. Department of Education under *Title VI of the Civil Rights Act of 1964*, *Title IX of the Education Amendments of 1972*, and *Section 504 of the Rehabilitation Act of 1973*. Implementing regulations are issued to carry out the purposes of *Title VI of the Civil Rights Act of 1964*, at *34 CFR 100.6(b)*; for *Title IX*, regulations are at *34 CFR 106.71*; and the *Section 504* regulations are at *34 CFR 104.61*.

Public Reporting Burden. This collection of information is estimated to average 8 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 the Office of Management and Budget, Paperwork Reduction Project 1870-0500, Washington, D.C. 20503.

GENERAL INSTRUCTIONS

- This form should be completed for each school in the district.
- Use typewriter or print legibly in ink.
- For tape, cartridge or disk format, please see separate documentation.
- All data should be reported as of October 1, 1994, or the nearest convenient date prior to December 15, 1994, unless otherwise noted. The count date of December 1, 1994 used by the Office of Special Education Programs is an acceptable date to use.
- If the answer to a given item is *NONE*, enter *zero (0)* in the appropriate space. If a particular item is not applicable in your case, enter *N/A*. In order to allow us to distinguish between no students for a given item and non-applicability of that item, please enter a response to all items.
- A copy of this form must be kept for two years from date signed.
- The "Optional TOTAL" in Column 6 of Tables 6.1 and 6.2, and in Row J of Table 7 are not required by OCR. They are intended for your use in making calculations if you choose to do so.
- The certification form located on page 3 is to be completed for all schools. It is placed on page 3 because that is the last page that must be completed by all schools. However, the certification pertains to *all* items on the ED102 form.

DEFINITIONS

PUBLIC SCHOOL. An institution that provides preschool, elementary and/or secondary instruction; has one or more grade groupings (*pre-kindergarten* through *12*) or is ungraded; has one or more teachers to give instruction; is located in one or more buildings; has an assigned administrator(s); receives public funds as its primary support; and is operated by an education agency.

PUBLIC SCHOOL MEMBERSHIP. An unduplicated count of students on the rolls of the school taken on October 1, 1994, or the nearest convenient date prior to December 15, 1994. Include resident and non-resident students. Do not count students in pre-kindergarten/preschool programs, or students served in out of district facilities.

CHILDREN AND YOUTH WITH DISABILITIES. Under the *Individuals With Disabilities Education Act (IDEA)*, children with mental retardation, hearing impairments including deafness, speech or language impairments, visual impairments including blindness, serious emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities; and who, by reason thereof need special education and related services. This includes disabled children and youth served under the Chapter 1 Handicapped Program.

The column *Disabled* in Tables 5, 9, and 10 means children and youth receiving special education services.

ABILITY GROUPING. Pedagogical practice of separating students into different classrooms within a grade based on their estimated achievement or ability levels, using criteria such as student achievement test scores, grades, or teacher judgment.

RACE-ETHNICITY CATEGORY.

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

LIMITED ENGLISH PROFICIENT (LEP) STUDENT. (1) Individuals who were not born in the United States or whose native language is a language other than English; (2) individuals who come from environments where a language other than English is dominant; and (3) individuals who are American Indians and Alaskan Natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency; and who, by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language, to deny such individuals the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society.

The column *LEP* in Tables 5, 6.1, 6.2, and 8 means the number of students needing LEP programs.

FULL-TIME. If a student is receiving special education and related services outside the regular classroom for *more than 60%* of the school day, that student is counted as *full-time* in special education.

PART-TIME. If a student is receiving special education and related services outside the regular classroom for *60% or less* of the school day, that student is counted as *part-time* in special education.

SPECIFIC INSTRUCTIONS

Item 1. Grades Offered. Check all grades offered in this school. Also check the box which represents the level that you consider your school to be. If you consider your school to be other than an elementary, middle or high school (for example, a school which offers instruction at more than one of these levels), please check the **OTHER** box. If your school is totally ungraded, check the *totally ungraded* box.

Item 2. Special Education. Check **YES** box if this school offers *only* special education classes, otherwise check **NO** box.

Item 3. Ability Grouping. Check **YES** box if you have any students in the school who are grouped according to achievement levels for more than 50% of their school day, otherwise check **NO** box.

Item 4. Magnet School or Program. A magnet school or program is defined as a special school or program designed to attract students of different racial/ethnic backgrounds for the purpose of reducing, preventing or eliminating racial isolation. Racial isolation means a school with 50% or more minority enrollment. Check appropriate box, if this school is a magnet school or has a magnet program, regardless of the source of funding, i.e., Federal, state or local government.

Item 5. Pupil Statistics. (Do not include *pre-kindergarten/preschool* children.)

Enter in Table 5:

A. In Membership. Enter in 5.A. the unduplicated count of students on the rolls of the school taken on October 1, 1994 or the nearest convenient date prior to December 15, 1994. The number in the *Disabled* column (column 7) should be equal to the sum of the totals reported in Tables 6.1, 6.2, and 7.

B. In Gifted or Talented (G/T) Programs. Enter in 5.B. the number of students enrolled in programs during regular school hours beyond those provided by the regular school program, for students who possess unusually high academic ability or a specialized talent or aptitude such as in literature or in the arts. Count students once regardless of the number of classes in which they are enrolled.

C. Needing LEP Programs. Enter in 5.C. the number of pupils who have a home language other than English and who are so limited in their English proficiency that they cannot participate meaningfully in the school's regular instructional program.

D. Enrolled in LEP Programs. Enter in 5.D. the number of pupils reported in 5.C. as needing LEP programs who are enrolled in a program of language assistance (e.g., English-as-a-Second-Language, High Intensity Language Training, bilingual education). Do not count pupils enrolled in a class to learn a language other than English.

E. Corporal Punishment. Enter in 5.E. the number of students who received corporal punishment during the *previous* (1993-1994) school year. *Corporal punishment* is paddling, spanking or other forms of physical punishment imposed on a student. Count each student once regardless of the number of times they were punished.

F. Suspended. Enter in 5.F. the number of students suspended from school for at least one day during the *previous* (1993-1994) school year. *Suspension* is excluding a student from school for disciplinary reasons for one school day or longer. Count students only once regardless of the number of times suspended. Do not count students suspended from the classroom but serving the suspension in the school.

The column *Disabled* in this table means children and youth receiving special education services. The column *LEP* in this table means the number of students needing LEP programs.

Item 6. Children And Youth With Disabilities. (Do not count *pre-kindergarten/preschool* children.) Enter the number of students with disabilities by race/ethnicity, full-time and part-time status, sex, and LEP. Report all students receiving special education services at this school, whether or not they reside in this school district. Count each student only once. If a student has more than one disability, count by the primary disability. Please read the instructions fully before completing this item.

Enter in Table 6.1:

MENTAL RETARDATION. This refers to significantly subaverage general intellectual functioning existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affects a child's educational performance.

A. Mild Retardation. Students require intermittent support to perform functional academic skills, activities of daily living (self care, home living, use of their community, recreation and leisure activities, work) or communicating and interacting with others. This support may be episodic, time limited (may be intense but for a relatively short period of time), or of low intensity over a long period of time.

B. Moderate Retardation. Students require limited but continuing support to perform functional academic skills, activities of daily living (self care, home living, use of their community, recreation and leisure activities, work) or communicating and interacting with others. This support may be consistent over time. It may be either time limited (but may be intense for a substantial period of time), or of low intensity over a life span.

C. Severe Retardation. Students require extensive or pervasive support to perform functional academic skills, activities of daily living (self care, home living, use of their community, recreation and leisure activities, work) or communicating and interacting with others. This support may be of high intensity, over long periods of time, or may be potentially life sustaining.

D. TOTAL Total of 6.1A., B., and C. If you have any numbers in 6.1A., 6.1B., and/or 6.1C., you must complete 6.1D. If you cannot complete 6.1A., B., and C., only complete 6.1D. - TOTAL. If a particular cell is not applicable in your case, enter *N/A*.

The computational total in column 6 of this table is optional. You may choose to complete it if it will assist you in your computations. It is not required by OCR.

Enter in Table 6.2:

A. *Serious Emotional Disturbance*. This refers to 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: (1) an inability to learn, which cannot be explained by intellectual, sensory, or health factors; (2) an inability to build or maintain satisfactory interpersonal relationships with peers and teachers; (3) inappropriate behavior or feelings under normal circumstances; (4) a general pervasive mood of unhappiness or depression; or (5) a tendency to develop physical symptoms or fears associated with personal or school problems. The term includes children who are schizophrenic. This term does not include children who are socially maladjusted, unless it is determined that they are seriously emotionally disturbed.

B. *Specific Learning Disability*. This refers to 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 do mathematical calculations. The term includes such conditions as perceptual impairments, 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 impairments, mental retardation, emotional disturbance or environmental, cultural, or economic disadvantage.

The computational total in column 6 is optional. See Table 6.1 for an explanation.

The column *LEP* in these tables means the number of students needing LEP programs.

Item 7. Additional Categories of Children And Youth With Disabilities. (Do not include pre-kindergarten/preschool children.) Enter the number of students by program status and by disability. Report all students receiving special education services at this school, whether or not they reside in this school district. Count each student only once. If a student has more than one disability, count by the primary disability.

A. *Hearing Impairments*. This refers to either (1) a hearing impairment which is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification (and would be considered to be deafness), and which adversely affects educational performance; or (2) a hearing impairment, whether permanent or fluctuating (which would not be considered to be deafness), and which adversely affects a child's educational performance.

B. *Speech or Language Impairments*. This refers to a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, which adversely affects a child's educational performance.

C. *Visual Impairments*. This refers to a visual impairment which, even with correction, adversely affects a child's educational performance. The term includes both partially seeing and blind children.

D. *Orthopedic Impairments*. This refers to 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 some disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns which cause contractures).

E. *Autism*. This refers to a developmental disability significantly affecting verbal and non-verbal communication and social interaction, generally evident before age three, that adversely affects educational performance. Characteristics of autism include--irregularities and impairments in communication, engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. The term does not include children with characteristics of the disability category serious emotional disturbance.

F. *Traumatic Brain Injury*. This refers to an injury to the brain caused by an external physical force or by an internal occurrence such as stroke or aneurysm, resulting in total or partial functional disability or psychosocial maladjustment that adversely affects educational performance. The term includes open or closed head injuries resulting in mild, moderate, or severe impairments in one or more areas, including cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not include brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma.

- G. **Deaf-Blindness.** This refers to concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that a child with deaf-blindness cannot be accommodated in special education programs solely for deaf or blind children.
- H. **Multiple Disabilities.** This refers to concomitant impairments (such as mental retardation-blindness, mental retardation-orthopedic impairments, etc.), the combination of which causes such severe educational problems that a child with multiple disabilities cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blindness.
- I. **Other Health Impairments.** This refers to having 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 or diabetes, which adversely affects a child's educational performance.
- J. **Total.** This is an optional computational row. You may choose to complete it if it will help you in your computation. It is not required by OCR.

The sum of the totals reported in Tables 6.1, 6.2, and 7 equals the number of *Disabled* reported in column 7 on line 5.A. A student should be counted only once, based on primary disability, and in only one of the three tables.

ITEM 8 IS TO BE COMPLETED FOR ELEMENTARY GRADES ONLY

(Your form may not include this page)

Item 8. Pupil Assignment. Complete this table only if the total percentage of minority students [American Indian or Alaskan Native, Asian or Pacific Islander, Hispanic, and Black (Not Hispanic)] in this school is more than 20% but less than 80%. (Do not include *pre-kindergarten/preschool* or *kindergarten*. Report only the *entry* (lowest) and *exit* (highest) grades, typically grades *one* and *five* or *six*. Enter in Table 8 the grade level and enter a check mark (X) under the respective **YES** or **NO** columns to indicate if students are grouped in that class according to ability level. *Ability grouping* is defined as the pedagogical practice of separating students into different classrooms within a grade based on their estimated achievement or ability levels, using criteria such as student achievement test scores, grades, or teacher judgement. Please complete by race/ethnicity and limited English proficiency.

ITEMS 9-11 ARE TO BE COMPLETED FOR HIGH SCHOOL STUDENTS ONLY

(Your form may not include this page)

Item 9. Advanced Placement. Enter the number of students by race/ethnicity, sex, and disability status, who are currently enrolled in an Advanced Placement Program course in mathematics, science, or computer science. Mathematics includes calculus AB and BC. Science includes biology, chemistry, and physics. If this school does *not* participate in a particular Advanced Placement Program course, enter a check (✓) in the *Not Offered* column for that course. If this school does not offer any Advanced Placement Programs for high school students, please check the *Not Offered* box for Table 9.

Item 10. High School Completers. Enter the number of students who received a regular high school diploma or a certificate of attendance or completion from the *previous* (1993-1994) school year. Certificate of attendance or completion refers to an award of less than a regular diploma, or a modified diploma, or fulfillment of an Individual Education Plan for students with disabilities. Please complete by race/ethnicity, disability status, and sex.

Item 11. Interscholastic Athletics. For the entire previous school year (1993-1994), enter the number of sports, teams and students as of the day of the *first* official interscholastic competition (e.g., game, match, meet). Do *not* include intramural sports. Count each competitive level of a given sport as a separate team (e.g., freshman, junior varsity and varsity). For example, basketball is *one* sport, but there may be more than one basketball team (e.g., varsity boys, varsity girls, junior varsity boys, etc.). Count a student once for each team he/she is on. For example, a student should be counted *twice* if he/she is on *two* teams.

U.S. DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS
FALL 1994 ELEMENTARY AND SECONDARY SCHOOL
CIVIL RIGHTS COMPLIANCE REPORT
INDIVIDUAL SCHOOL REPORT : ED102
Due Date: December 15, 1994

OMB # 1870-0500
Expiration Date: 9/30/95

PLEASE CORRECT OR SUPPLEMENT THE INFORMATION ON THE LABEL
 IF IT IS INCORRECT OR INCOMPLETE:

DISTRICT NAME _____

SCHOOL NAME _____

SCHOOL ADDRESS _____
 Street or P.O. Box

006050-W

City/Post Office _____ County _____ State _____ Zip _____

1. Grades Offered: (Check all that apply.)

• If this school is totally ungraded, check here ☐

• If this school is partially or totally graded, check the grades offered in the boxes below:

☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐
 PRE-K K 1 2 3 4 5 6 7 8 9 10 11 12

What level of school?

ELEMENTARY ☐

MIDDLE/JUNIOR HIGH ☐

HIGH SCHOOL ☐

OTHER ☐

2. Special Education: Does this school offer *only* special education?..... YES ☐ NO ☐

3. Ability Grouping: Do you have any students in this school who are grouped according to achievement levels for more than 50% of their school day? YES ☐ NO ☐

4. Magnet School or Program: a. Is this school a magnet school?..... YES ☐ NO ☐

b. If not a magnet school, does this school offer a magnet program?..... YES ☐ NO ☐

5. Pupil Statistics: (Do not include pre-kindergarten/preschool children.)

TABLE 5

NUMBER OF STUDENTS	SEX*	RACE/ETHNICITY					(6) TOTAL	(7) DISABLED	(8) LEP**
		(1) American Indian or Alaskan Native	(2) Asian or Pacific Islander	(3) Hispanic	(4) Black (Not Hispanic)	(5) White (Not Hispanic)			
A. In Membership	M								
	F								
B. In Gifted /Talented Programs	M								
	F								
C. Needing LEP Programs	M								
	F								
D. Enrolled in LEP Programs (Of those reported in 5.C.)	M								
	F								
Please use 1993-94 data for E and F below.									
E. Corporal Punishment	M								
	F								
F. Suspended	M								
	F								

*SEX: M = Male; F = Female.

**LEP = Limited English Proficient.

See general instructions for the appropriate response if a cell has no students or is not applicable to this school.

DISTRICT NAME _____

SCHOOL NAME _____

6. Children And Youth With Disabilities: Please complete the following tables for the number of children and youth with disabilities who, under the *Individuals With Disabilities Education Act*, are receiving special education services in this school by race, sex, LEP, and full-time or part-time program status. Include all students attending this school regardless of whether they are resident or non-resident. Do not count *pre-kindergarten/preschool* children. See general instructions for the appropriate response if a cell has no students or is not applicable to this school. (e.g., this school does not use the subcategories of mild, moderate, and severe).

TABLE 6.1

DISABILITY CATEGORY (See <i>Specific Instructions</i> , for Item 6, before completing this item.)	SEX*	RACE/ETHNICITY					Optional** (6) TOTAL	PROGRAM STATUS		(9) LEP****
		(1) American Indian or Alaskan Native	(2) Asian or Pacific Islander	(3) Hispanic	(4) Black (Not Hispanic)	(5) White (Not Hispanic)		(7) Full-Time*** in Special Education	(8) Part-Time*** in Special Education	
A. Mild Retardation	M									
	F									
B. Moderate Retardation	M									
	F									
C. Severe Retardation	M									
	F									
D. TOTAL	M									
	F									

TABLE 6.2

DISABILITY CATEGORY	SEX*	RACE/ETHNICITY					Optional** (6) TOTAL	PROGRAM STATUS		(9) LEP****
		(1) American Indian or Alaskan Native	(2) Asian or Pacific Islander	(3) Hispanic	(4) Black (Not Hispanic)	(5) White (Not Hispanic)		(7) Full-Time*** in Special Education	(8) Part-Time*** in Special Education	
A. Serious Emotional Disturbance	M									
	F									
B. Specific Learning Disability	M									
	F									

Total of Table 6.2.
See page 4 of instruction sheet.

*SEX: M = Male; F = Female.

**Dark lines denote that this part of the table is optional. (See page 4 of instruction sheet.)

***See DEFINITIONS on page 2 of ED102 instruction sheet for definition of *full-time* and *part-time*.

****LEP = Limited English Proficient.

DISTRICT NAME _____

SCHOOL NAME _____

7. Additional Categories of Children And Youth With Disabilities: Please report by full-time or part-time program status, the additional children receiving special education services under the *Individuals With Disabilities Education Act*. Do not count *pre-kindergarten/preschool* children. Include all students attending this school regardless of whether they are resident or non-resident.

TABLE 7

DISABILITY CATEGORY	(1) FULL-TIME* IN SPECIAL EDUCATION	(2) PART-TIME* IN SPECIAL EDUCATION	(3) TOTAL [Column (1) + Column (2)]
A. Hearing Impairments			
B. Speech or Language Impairments			
C. Visual Impairments			
D. Orthopedic Impairments			
E. Autism			
F. Traumatic Brain Injury			
G. Deaf-Blindness			
H. Multiple Disabilities			
I. Other Health Impairments			
J. TOTAL (Optional. See Instructions.)			

*See DEFINITIONS on page 2 of ED102 instruction sheet for definition of *full-time* and *part-time*.

Please note:

- Schools offering elementary grades - Please complete item 8 on Page 4 of ED102.
- Schools offering high school grades - Please complete items 9, 10, and 11 on Page 5 of ED102.

CERTIFICATION: I certify that the information is true and correct to the best of my knowledge and belief (A willfully false statement is punishable by law [U.S. Code, Title 18, Section 1001]).

(Signature of Principal or
Authorized Representative)

(Title)

(Telephone)

(Date)

		() -	
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DISTRICT NAME _____

SCHOOL NAME _____

ITEM 8 IS TO BE COMPLETED FOR ELEMENTARY GRADES ONLY

- 8. Pupil Assignment:** If the total percentage of minority [American Indian or Alaskan Native, Asian or Pacific Islander, Hispanic, and Black (Not Hispanic)] students in this school is more than 20% but less than 80%, please complete the following table for all elementary *entry* and *exit* classrooms (that is, for the lowest grade offered between 1 and 6 and the highest grade offered between 1 and 6) in this school. See instructions on *entry* and *exit*. Do *not* count *pre-kindergarten/preschool* or *kindergarten*. If students are grouped by ability level, please check *YES*; otherwise, check *NO*.

For additional classrooms, duplicate chart on separate paper and continue. Be sure to make a copy of the extra pages and attach to the returned forms as appropriate.

TABLE 8

(1) TEACHER ID	(2) GRADE	ABILITY GROUPING		RACE/ETHNICITY					(10) LEP*
		(3) YES	(4) NO	(5) American Indian or Alaskan Native	(6) Asian or Pacific Islander	(7) Hispanic	(8) Black (Not Hispanic)	(9) White (Not Hispanic)	
A.									
B.									
C.									
D.									
E.									
F.									
G.									
H.									
I.									
J.									
K.									
L.									
M.									
N.									
O.									
P.									
Q.									
R.									
S.									
T.									
U.									
V.									
W.									
X.									
Y.									
Z.									

If there are more than twenty-six classrooms, please check here ☐, and attach completed chart(s). Number the additional classes, AA, BB, CC, etc.

*LEP = Limited English Proficient.

DISTRICT NAME _____
SCHOOL NAME _____

ITEMS 9-11 ARE TO BE COMPLETED FOR HIGH SCHOOL STUDENTS ONLY

- 9. Advanced Placement:** Please complete the following table if this school offers any of the listed Advanced Placement Program courses for senior high school students. If this school does not participate in a particular advanced placement program course, enter a check (✓) in the *Not Offered* column for that course. If this school does not offer any Advanced Placement Programs for high school students, check here ☐.

TABLE 9

NUMBER OF STUDENTS	NOT OFFERED	SEX*	RACE/ETHNICITY					(6) TOTAL	(7) DISABLED
			(1) American Indian or Alaskan Native	(2) Asian or Pacific Islander	(3) Hispanic	(4) Black (Not Hispanic)	(5) White (Not Hispanic)		
A. Mathematics		M							
		F							
B. Science		M							
		F							
C. Computer Science		M							
		F							

Please use 1993-1994 data for questions 10 and 11 below.

- 10. High School Completers:** Please complete table, if this school grants high school diplomas and/or certificates of attendance or completion. (Please use school year 1993-1994 data.) Please see general instructions for the appropriate response if a cell has no students or is not applicable.

TABLE 10

TYPE OF COMPLETION CERTIFICATE	SEX*	RACE/ETHNICITY					(6) TOTAL	(7) DISABLED
		(1) American Indian or Alaskan Native	(2) Asian or Pacific Islander	(3) Hispanic	(4) Black (Not Hispanic)	(5) White (Not Hispanic)		
A. Diploma	M							
	F							
B. Certificate of Attendance or Completion	M							
	F							

*SEX: M = Male; F = Female.

- 11. Interscholastic Athletics:** (Please complete table using data from the entire previous school year 1993-1994). See instructions before completing. If this school does not have interscholastic athletics, check here ☐.

- A. Enter the number of *sports* with only male, only female, or both.
B. Enter the number of *teams* with only male, only female, or both.
C. Enter the number of *participants* by male and female.

TABLE 11

INTERSCHOLASTIC ATHLETICS UNITS OF PARTICIPATION	(1) WITH ONLY MALE STUDENTS	(2) WITH ONLY FEMALE STUDENTS	(3) WITH BOTH MALE AND FEMALE STUDENTS
A. Number of Different Sports			
B. Number of Teams			
C. Number of Participants by Sex:			
(a) Male			
(b) Female			