

OMB#
Expiration Date: 12/

**FALL 1998 ELEMENTARY AND SECONDARY SCHOOL
CIVIL RIGHTS COMPLIANCE REPORT
INDIVIDUAL SCHOOL REPORT: ED102**

U.S. Department of Education, Office for Civil Rights
Washington, D.C. 20202-1172
Due Date: March 12, 1999

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); Title IX regulations at 34 CFR 106.71; and the Section 504 regulations are at 34 CFR 104.61.

Public Burden Statement. According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1870-0500. The time required to complete this information collection is estimated to average 9 hours per response, including the time to review instructions, research existing data resources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-1172. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Compliance Reports Coordinator, U.S. Department of Education, 400 Maryland Avenue, S.W., Room 5316, Switzer Building, Washington, D.C. 20202-1172.

GENERAL INSTRUCTIONS

- This form should be completed for each public school in the district.
- Please read carefully the Teleform Guidance in this instruction. The Individual School Report, Form ED102, is a computer-generated, computer-read and evaluated form. By following the simple directions that are provided, you will ensure that the responses you give will be interpreted correctly as they are read by the computer.
- Please print legibly using a black ball-point pen.
- For mainframe computer tape or cartridge or PC diskette formats, please see separate documentation if you selected that option.
- Information should be reported as of October 1, 1998, or the nearest convenient date prior to December 15, 1998, unless otherwise noted. Whenever possible, information should be provided consistent with the date of the special education Child Count in your state.
- In order to allow us to distinguish between no students for a given item and non-applicability of that item for your school, please enter a response to all items. 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 an X in the right-most box of that response.
- Please mail original forms to the Office for Civil Rights. Retain photo-reproduced copies of ED101 and ED102 forms for your reference for two (2) years from the date signed. The mailing address is: Compliance Report Project Office, Office for Civil Rights, 400 Maryland Avenue, S.W. Washington D.C. 20202-1172.
- The "Optional TOTAL" in Column 6 of Tables 10.1, 10.2, and 10.3, and Column 4 and Row J of Table 11 are not required by OCR. They are intended for your use in making calculations if you choose to do so.
- Please add the regular telephone number and the FAX telephone number in the appropriate boxes on the form of the individual in your school who can respond to questions regarding this form.

- The certification signature block located on page 5 is to be completed for all schools. **It is essential that all nine (9) pages be returned, even if no items are completed on pages 6, 7, 8, or 9.** The certification pertains to all items on the ED102 form.

DEFINITIONS

PUBLIC SCHOOL. An institution that provides pre-school, 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 schools include charter schools that receive public funding from local or state sources.

PUBLIC SCHOOL ENROLLMENT. An unduplicated count of students enrolled in the district as of October 1, 1998, or the nearest convenient date prior to December 15, 1998. Whenever possible, report public school enrollment on the date which is as consistent as possible with the special education Child Count date in your state.

CHILDREN WITH DISABILITIES-IDEA. Under the *Individuals with Disabilities Education Act (IDEA)*, children with mental retardation, hearing impairments including deafness, speech or language impairments, visual impairments including blindness, emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, or specific learning disabilities, deaf-blindness, multiple disabilities, or developmental delay; and who, by reason thereof, need special education and related services.

CHILDREN WITH DISABILITIES-504. An elementary or secondary student with a disability who is being provided with related aids and services under *Section 504 of the Rehabilitation Act of 1973*, as amended, and is not being provided with services under the *Individuals with Disabilities Education Act (IDEA)*

- Children receiving special education services under the *Individuals with Disabilities Education Act (IDEA)*, defined under Children with Disabilities-IDEA above, are reported in the column "Served under IDEA" in Table 9, or "Students with Disabilities" in Table 12, or "Students with Disabilities-IDEA" in Tables 7, 14, and 15. Children receiving services under *Section 504 of the Rehabilitation Act of 1973*, as amended, are reported in the column "Served under Section 504 Only" in Table 9 and in the column "Section 504" in Table 12.

ABILITY GROUPING. Pedagogical practice of separating students into different classrooms within a grade based on their estimated achievement or ability levels, and who are ability grouped for classroom instruction in mathematics, or English-Reading-Language Arts.

NOTE ONE: In this application, ability grouping does NOT include grouping by achievement level on the basis of required prerequisites for certain courses, i.e., Algebra I as a prerequisite for Algebra II.

NOTE TWO: Ability grouping includes students pulled out of their regular mathematics, or English-Reading-Language Arts classes for Title I purposes in these subject areas.

RACE/ETHNICITY CATEGORIES

- **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 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.

NOTE: In October 1997, the Office of Management and Budget (OMB) announced its decision concerning the revision of the standards for Federal data on race and ethnicity. In that announcement, OMB reported that there would be five racial categories — American Indian or Alaska Native, Black or African American, Asian, Native Hawaiian or Other Pacific Islander, and White — and one ethnic category — Hispanic or Latino. Additionally, OMB announced that individuals would be allowed to select one or more categories. Under the new reporting requirements, a single, multi-racial category can not be used. OCR is currently working with OMB and other program offices in the U.S. Department of Education to develop reasonable categories for aggregating multiple race responses. OCR expects

to use these categories in the coming years in future versions of this Compliance Report. The Office for Civil Rights will provide ample notice to public elementary and secondary schools before these revisions go into effect.

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 *LEP* column in Tables 7, 8, 10.1, 10.2, 10.3, 12, 13, 14, and 15 means the number of students needing LEP programs.

NOTE: The three definitions which follow (which are used in Tables 10.1, 10.2, 10.3, and 11) are consistent with definitions used by the Office of Special Education Programs Placement form.

CHILDREN WHO RECEIVED SPECIAL EDUCATION OUTSIDE THE REGULAR CLASS LESS THAN 21 PERCENT OF THE SCHOOL DAY. The number of children with disabilities receiving special education and related services outside the regular classroom for less than 21 percent of the school day. This may include children with disabilities placed in: regular class with special education/related services provided within regular classes; regular class with special education/related services provided outside regular classes; or regular class with special education services provided in resource rooms.

CHILDREN WHO RECEIVED SPECIAL EDUCATION OUTSIDE THE REGULAR CLASS AT LEAST 21 PERCENT BUT NO MORE THAN 60 PERCENT OF THE SCHOOL DAY. The number of children with disabilities receiving special education and related services outside the regular classroom for at least 21 percent but no more than 60 percent of the school day. This may include: resource rooms with special education/related services provided within the resource room; or resource rooms with part-time instruction in a regular class.

CHILDREN WHO RECEIVED SPECIAL EDUCATION OUTSIDE REGULAR CLASS FOR MORE THAN 60 PERCENT OF THE SCHOOL DAY. The number of children with disabilities receiving special education and related services outside the regular classroom for more than 60 percent of the school day. Do not include children who receive education programs in separate day or residential facilities. This category may include children placed in: self-contained classrooms with part-time instruction in a regular class or self-contained special classrooms with full-time special education instruction on a regular school campus.

SPECIFIC INSTRUCTIONS

Item 1. Grades Offered. Darken the appropriate *YES* or *NO* bubble for each grade offered in this school. Also **darken** the bubble which represents the level that you consider your school to be. If you consider your school to be other than an elementary, middle/junior, or high school (for example, a school which offers instruction at more than one of these levels), please **darken** the *OTHER* bubble. If your school is totally ungraded, **darken** the *totally ungraded* bubble.

Item 2. Special Education. Darken the *YES* bubble if this school offers *only* special education classes, otherwise **darken** the *NO* bubble.

Item 3. Ability Grouping. Darken the *YES* bubble if you have any students in this school who are ability grouped for classroom instruction in mathematics or English-Reading-Language Arts; otherwise, **darken** the *NO* bubble.

NOTE ONE: In this application, ability grouping does NOT include grouping by achievement level on the basis of required prerequisites for certain courses, i.e., Algebra I as a prerequisite for Algebra II.

NOTE TWO: Ability grouping includes students pulled out of their regular mathematics, or English-Reading-Language Arts classes for Title I purposes in these subject areas.

Item 4. Magnet School or Program. A magnet school or program is 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 percent or more minority enrollment. **Darken** the appropriate bubble, 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. Charter School. A charter school is a school providing free public elementary or secondary education to eligible students under a specific charter granted by the state legislature or other appropriate authority and designated by such authority to be a charter school. **Only provide data for charter schools for which you have received a pre-printed form.** Darken the YES bubble if the school is a charter school; otherwise, darken the NO bubble.

Item 6. Alternative School. An alternative school is a public elementary or secondary school that addresses the needs of students which typically cannot be met in a regular school and provides nontraditional education which falls outside of the categories of regular education, special education, vocational education, gifted and talented or magnet school programs. This definition includes schools which are adjunct to a regular school, e.g., are located on the same campus as a regular school but have a separate principal or administrator. **Darken the YES bubble if this school is an alternative school; otherwise, darken the NO bubble.** Also **darken** as many bubbles as are appropriate if the school offers programs for pregnant students, programs for students with academic difficulties, and/or programs for students with discipline problems.

Item 7. Pupil Statistics. (Do not include *pre-kindergarten/pre-school* children).

NOTE: The column "*Students with Disabilities: IDEA*" in this table means children with disabilities receiving special education services under the *Individuals with Disabilities Education Act*. The column "*LEP*" in this table means the number of students needing LEP programs.

- A. Enrollment.** Enter in Table 7 Row A the unduplicated count of students on the rolls of the school taken, whenever possible, as of the date which is consistent with the date of the special education Child Count in your state (but no earlier than October 1, 1998, and no later than December 15, 1998). The total number of male and female students in the *Students with Disabilities:IDEA* column (column 7) should be equal to the sum of the **totals** reported in Tables 10.1, 10.2, 10.3, and 11.
- B. In Gifted Or Talented (G/T) Programs.** Enter in Table 7 Row B the number of students enrolled in special programs during regular school hours for students who possess unusually high academic ability or a specialized talent or aptitude such as in literature or the arts. Count students once regardless of the number of classes in which they are enrolled.
- C. Needing LEP Programs.** Enter in Table 7 Row C the number of students 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 Table 7 Row D the number of students reported in Table 7 Row C as needing LEP programs who are enrolled in a program of language assistance (e.g., English-as-a-Second-Language or bilingual education). Do not count students enrolled in a class to learn a language other than English.

Item 8. Discipline of Students without Disabilities.

NOTE: Discipline of Students with Disabilities is reported in Table 9, using definitions of long-term suspension which correspond to those used in the *Individuals with Disabilities Education Act*. Data for students without disabilities should use the following definitions.

- A. Corporal Punishment.** Enter in Table 8 Row A the number of students who received corporal punishment during the previous (1997-98) school year. *Corporal punishment* is paddling, spanking, or other forms of physical punishment imposed on a student. Count each student only once regardless of the number of times he or she was punished.
- B. Out-of-School Suspensions.** Enter in Table 8 Row B the number of students suspended from school for at least one (1) day during the previous (1997-98) school year. *Out-of-School Suspension* is excluding a student from school for disciplinary reasons for one (1) 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.
- C. Expulsions.** Enter in Table 8 Row C the number of students expelled from school during the previous (1997-98) school year. An *expulsion* is defined as the exclusion of a student from school for disciplinary reasons that results in the student's removal from school attendance rolls or that meets the criteria for expulsion as defined by the appropriate State or local school authority. Do not enter suspensions.

Item 9. Discipline of Students with Disabilities. Schools have the option of reporting data on the number of students with Disabilities who received long-term suspensions/expulsions during the 1997-98 school year (suspensions of more than 10 days) in Row B (students who continued to receive services) and Row C (students for whom there was a cessation of services). It is OCR's intention to change these optional reporting requirements to mandatory in the 2000 Compliance Report. Schools must report data on the numbers of students receiving corporal punishment during the 1997-98 school

year in Row A (see item 8 for definition of corporal punishment). The column entitled *Served under Section 504 Only* refers to those students receiving services solely under *Section 504 of the Rehabilitation Act of 1973, as amended*. In each row, report students only once regardless of the number of times he or she was disciplined. See general instructions for the appropriate response if a cell has no students or is not applicable to this school. Individual students may be reported in more than one row.

Item 10. Children with Disabilities. (Do not count *pre-kindergarten/pre-school* children.) Enter the number of students with disabilities by race/ethnicity, educational placement, gender, 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 10.1:

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. Support may be of high intensity, over long periods of time, or potentially life sustaining.

NOTE: Complete Rows A, B, and C if your school collects this information. Rows A, B, and C are optional if your school does not already collect this information. If a particular cell is not applicable, enter an X in the right-most box of the response..

- D. *Total is the total of Table 10.1 Rows A, B, and C.* You must complete Row D, regardless of whether or not you have reported data in Rows A, B, and C. If a particular cell is not applicable in your case, enter an X in the right-most box of the response.

NOTE: 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 10.2:

NOTE: The definitions of disability categories which follow are the same as the definitions used by the Office of Special Education Programs, as specified in the regulations for the Individuals with Disabilities Education Act.

- A. *Emotional Disturbance.* [previously entitled 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 schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined that they have an emotional disturbance.
- 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 disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage.

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

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

Enter in Table 10.3: Developmental Delay.

Developmental Delay as defined in the Individuals with Disabilities Education Act is defined as a child who is experiencing developmental delays, as defined by your state, and as measured by appropriate diagnostic instruments and procedures in one or more of the following cognitive areas: physical development, cognitive development, communication development, social or emotional development, or adaptive development. Please refer to the instructions on the form for this item before you complete it, in order to ensure that your state and your district meet all necessary requirements.

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

Item 11. Additional Categories of Children with Disabilities. (Do not include *pre-kindergarten/pre-school* children). Enter the number of students by educational placement 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.

NOTE: The computational total in column 4 is optional. You may choose to complete it if it will assist you in your computations. It is not required by OCR.

- A. *Hearing Impairments.* This refers to an impairment in hearing, whether permanent or fluctuating, that adversely affects a child's educational performance but is not included under the definition of deafness.
- 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 impacts a child's educational performance. The term includes both partial sight and blindness.
- 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 disease (e.g., poliomyelitis, bone tuberculosis, etc.) and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures.)
- E. *Autism.* This refers to a development disability significantly affecting verbal and non-verbal communication and social interaction, generally evident before age three, that adversely affects educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual responses to sensory experiences. Autism doesn't apply if a child's educational performance is adversely affected primarily because the child has an emotional disturbance.
- F. *Traumatic Brain Injury.* This refers to an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or physical impairment or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgement; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to 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 they cannot be accommodated in special education programs solely for children with blindness or children with deafness.
- 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 the problems 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 10.1, 10.2, 10.3 and 11 equals the number of Students with Disabilities receiving special education services under IDEA reported in Column 7 on Table 7 Row A. A student should be counted only once, based on primary disability and in only one of the four tables.

SPECIFIC INSTRUCTIONS FOR TABLE 12: TESTING

Please complete the following table *only if students in some or all grades in your school are required to pass a state- or district- administered test to be promoted from one grade to the next or to graduate from high school.*

Please indicate by marking the appropriate bubble whether the table indicates the results of tests required for grade-to-grade promotion (by marking *Promotion and the appropriate grade*) or the results of tests required for graduation (by marking the bubble entitled *Graduation*).

Please provide the following data for the most recent testing of students in these grades during the previous (1997-98) school year, by race/ethnicity, limited-English Proficiency (in the column entitled *LEP*), and whether the student is receiving services under the *Individuals with Disabilities Education Act* (in the column entitled *Students with Disabilities-IDEA*) or under *Section 504 of the Rehabilitation Act of 1973* (in the column entitled *Section 504 Only*), and gender.

Do not count students who were not tested because they passed the test on a previous occasion.

If your school conducted tests for both grade-to-grade promotion and graduation, **BEFORE** filling out the table, please photocopy the table as many times as are necessary in order to report on each test, and report data using both the original table on this page and as many photocopied tables as are appropriate.

Include in Rows A or B, those students who took the test and were provided with accommodations, modifications, or adaptations, such as a different setting, extended time, braille, or use of dictionaries by LEP students.

All students who were excluded from taking graduation or promotion tests and who did not take an alternate assessment should be reported in Row C.

Students who were tested using alternate assessments should be reported in Row D. An alternate assessment is an assessment provided to children with disabilities who cannot participate in a State or district-wide assessment program, even with appropriate accommodations.

If students are required to pass more than one test in order to be promoted from one grade to the next or for graduation, include that student in the row entitled *Tested and Passed* if that student passed all tests that he or she was required to pass; otherwise, report that student in the row entitled *Tested and Failed*.

ITEM 13 IS TO BE COMPLETED FOR ELEMENTARY GRADES ONLY

Item 13. Student 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 of Hispanic Origin]) in this school is more than 20 percent but less than 80 percent. (Do not include *pre-kindergarten/preschool* or *kindergarten*). Report only the *entry* (lowest) or *exit* (highest) grades, typically grades *one* and *five* or *six*. Enter in Table 13 the grade level and darken the bubble under the respective *YES* or *NO* columns if students are grouped in that class according to ability level. For the ability grouping definition to be used in completing Table 13, please refer to Item 3 of the Specific Instructions. Please complete by race/ethnicity and limited English proficiency.

ITEMS 14-16 ARE TO BE COMPLETED FOR HIGH SCHOOL STUDENTS ONLY

Item 14. Advanced Placement. Enter the number of students by race/ethnicity, sex, LEP, and disability status (students receiving services under the *Individuals with Disabilities Education Act*) who are currently enrolled in Advanced Placement Program courses in mathematics or 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, **darken** the bubble in the *Not Offered* column for that course. If the school does not offer any Advanced Placement Programs for high school students please **darken** the *Not Offered* bubble for Table 14.

Item 15. 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 (1997-98) 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, sex, LEP, and disability status (students receiving services under the *Individuals with Disabilities Education Act*), and gender.

Item 16. Interscholastic Athletics. For the entire previous school year (1997-98), 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 or cheerleading. Count each competitive level of a given sport as a separate item (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 is on *two* teams.

NOTE:

You must return all sheets of this form, even if you did not use one of the last four pages because it did not pertain to your school.

OMB No. 1870-0500
Expiration Date: 12/31/1999

44317

District Name:											State:	Zip:	
School Name:											County:		
School Address:											City/Post Office:		
Street or P.O. Box													

(All that apply.)

1. **Grades Offered:** (Darken all that apply.)
If this school is to...

[illegible]

What is the level of this school?

☐ Elementary ☐ High School

☐ Middle/Junior High ☐ Other

Special Education:

Ability Grouping:

.. Magnet School or Program:

1111

Charter School:

Alternative School:

Pupil Statistics:

TABLE 7 Pupil Statistics

NUMBER OF STUDENTS		RACE/ETHNICITY					(6) TOTAL	(7) Students with Disabilities: IDEA	(8) LEP**
		(1) American Indian or Alaskan Native	(2) Asian or Pacific Islander	(3) Hispanic	(4) Black, Not of Hispanic Origin	(5) White, Not of Hispanic Origin			
A. Enrollment	M								
	F								
B. In Gifted/Talented Programs	M								
	F								
C. Needing LEP Programs	M								
	F								
D. Enrolled in LEP Programs (Of those reported in 7.C.)	M								
	F								

* SEX:
M = MALE;
F = FEMALE
**LEP = Limited

District Name: _____

School Name: _____

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Table 8: Discipline of Students Without Disabilities. Please report the following data for the 1997-1998 School Year. Do not include pre-kindergarten/pre-school children.

NUMBER OF STUDENTS	SEX	RACE/ETHNICITY					(6) TOTAL	(7) LEP**
		(1) American Indian or Alaskan Native	(2) Asian or Pacific Islander	(3) Hispanic	(4) Black, Not of Hispanic Origin	(5) White, Not of Hispanic Origin		
A. Corporal Punishment	M							
	F							
B. Out of School Suspensions	M							
	F							
C. Expulsions	M							
	F							

* SEX:
M = MALE;
F = FEMALE
**LEP = Limited English Proficient

Table 9: Discipline of Students with Disabilities. Please report, for the 1997-1998 School Year, data on corporal punishment, and long-term suspensions/expulsions (both with and without services) for students with disabilities served under the *Individuals with Disabilities Education Act* (in the column entitled *Served under IDEA*) and *Section 504 of the Rehabilitation Act of 1973* (in the column entitled *Served under Section 504 Only*). See the specific instructions for the definition of long-term suspension/expulsion and the specific instructions for the appropriate response if a cell has no students or is not applicable to this school. Individual students may be reported in more than one row.

INCIDENTS OF DISCIPLINARY ACTION FOR STUDENTS WITH DISABILITIES		
	(1) Served under IDEA	(2) Served under Section 504 Only
A. Corporal Punishment		
B. Long-term suspension/expulsion: non-cessation of services (Optional*)		
C. Long-term suspension/expulsion: cessation of services (Optional*)		

*See specific instructions before completing this item.

District Name: _____

School Name: _____

Individual School Report: ED102 — Page 3 of 9

Item 10: Children with Disabilities. Please complete the following tables by race, sex, LEP and educational placement for the number of children with disabilities receiving services who, under the *Individuals with Disabilities Education Act*, are receiving services in this school. Educational placement is defined as the percentage of the day that a student receives special education services outside the regular class. Include all students attending this school regardless of whether they are resident or non-resident of the reporting school district. Do not count *pre-kindergarten/pre-school* 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 10.1												
DISABILITY CATEGORY (See Specific Instructions, for Item 10, before completing this item.)	SEX*	RACE/ETHNICITY					Optional** (6) TOTAL	EDUCATIONAL PLACEMENT: TIME OUTSIDE REGULAR CLASSROOM				(10) LEP****
		(1) American Indian or Alaskan Native	(2) Asian or Pacific Islander	(3) Hispanic	(4) Black, Not of Hispanic Origin	(5) White, Not of Hispanic Origin		(7) Less than 21%***	(8) Between 21% and 60%***	(9) More than 60%***		
A. Mild Retardation	M											
	F											
B. Moderate Retardation	M											
	F											
C. Severe Retardation	M											
	F											
D. TOTAL	M											
	F											

* SEX: M = MALE; F = FEMALE

** Dark lines denote that this part of the table is optional.
(See page 5 of instruction sheet.)

*** See Definitions on page 3 of ED102 instruction sheet for
definitions, including complete label for **Less than 21%,
Between 21% and 60%, and More than 60%**

**** LEP = Limited English Proficient

District Name: _____
School Name: _____

TABLE 10.2

DISABILITY CATEGORY	SEX*	RACE/ETHNICITY					Optional** (6) TOTAL	EDUCATIONAL PLACEMENT: TIME OUTSIDE REGULAR CLASSROOM			(10) LEP****
		(1) American Indian or Alaskan Native	(2) Asian or Pacific Islander	(3) Hispanic	(4) Black, Not of Hispanic Origin	(5) White, Not of Hispanic Origin		(7) Less than 21%***	(8) Between 21% and 60%***	(9) More than 60%***	
A. Emotional Disturbance	M										
	F										
B. Specific Learning Disability	M										
	F										
Total of Table 10.2. See page 6 of instruction sheet											

TABLE 10.3 IS TO BE COMPLETED ONLY BY SCHOOLS IN STATES WHICH HAVE ADOPTED THE CATEGORY OF DEVELOPMENTAL DELAY FOR STUDENTS WITH DISABILITIES IN KINDERGARTEN THROUGH AGE 9.

Table 10.3 Developmental Delay. Schools are *only* permitted to submit data using the following table for children with disabilities in kindergarten through age 9: if 1) their state has adopted this category in accordance with the provisions of Section 602(3)(b) of the *Individuals with Disabilities Education Act* (IDEA); 2) the school district completing the ED 101 form has adopted this category; and 3) the state is actually using this category to report data from this school district for IDEA child count purposes. *Do not provide data using this table unless all three of these IDEA requirements are met.*

TABLE 10.3

DISABILITY CATEGORY	SEX*	RACE/ETHNICITY					Optional** (6) TOTAL	EDUCATIONAL PLACEMENT: TIME OUTSIDE REGULAR CLASSROOM			(10) LEP****
		(1) American Indian or Alaskan Native	(2) Asian or Pacific Islander	(3) Hispanic	(4) Black, Not of Hispanic Origin	(5) White, Not of Hispanic Origin		(7) Less than 21%***	(8) Between 21% and 60%***	(9) More than 60%***	
Developmental Delay	M										
	F										

* SEX: M = MALE; F = FEMALE
** Dark lines denote that this part of the table is optional.
(See page 6 of instruction sheet.)
*** See Definitions on page 3 of ED102 instruction sheet for definitions, including complete label for **Less than 21%, Between 21% and 60%, and More than 60%**
**** LEP = Limited English Proficient

District Name: _____

School Name: _____

Individual School Report: ED102 — Page 5 of 9

Item 11. Additional Categories of Children with Disabilities: Please report by educational placement (the percentage of the day a student receives special education services outside the regular class), the additional children receiving special education services under the *Individuals with Disabilities Education Act*. Do not count pre-kindergarten/pre-school children. Include all students attending this school regardless of whether they are resident or non-resident of the reporting school district.

TABLE 11

DISABILITY CATEGORY	(1) LESS THAN 21% OF TIME OUTSIDE REGULAR CLASSROOM*	(2) BETWEEN 21% AND 60% OF TIME OUTSIDE REGULAR CLASSROOM*	(3) MORE THAN 60% OF TIME OUTSIDE REGULAR CLASSROOM*	(4) (Optional) TOTAL [COLUMN (1) + COLUMN (2) + COLUMN (3)]
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)				

Please Note:

1. Schools offering elementary grades - Please complete Item 13 on Page 7 of ED102.
2. Schools offering high school grades - Please complete Items 14, 15, and 16 on pages 8 and 9 of ED102

NOTE: PLEASE RETURN ALL SHEETS OF THE ORIGINAL FORMS TO THE OFFICE FOR CIVIL RIGHTS, EVEN IF YOU DID NOT USE ONE OF THE LAST FOUR PAGES BECAUSE IT DID NOT PERTAIN TO YOUR SCHOOL.

*See DEFINITIONS on page 3 of ED102 for definition, including the complete label. 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).

Printed Name of Principal or Authorized Representative

Date

____/____/____

Telephone

____-____-____

Fax

____-____-____

Title

District Name: _____

School Name: _____

Individual School Report: ED102 — Page 6 of 9

Item 12. Testing: Please complete the following table only if students in some or all grades in your school are required to pass a district- or state-administered test to be promoted from one grade to the next or to graduate from high school. Please indicate by marking the appropriate bubble whether the table indicates the results of tests required for grade- to-grade promotion by marking *Promotion* and the appropriate grade or the results of tests required for graduation (by marking the bubble entitled *Graduation*). Please provide the following data for the most recent testing of students in these grades, by race/ethnicity, limited-English Proficiency (in the column entitled *LEP*), and whether the student is receiving services under the *Individuals with Disabilities Education Act* (in the column entitled *Students with Disabilities/IDEA*), or under *Section 504 of the Rehabilitation Act of 1973* (in the column entitled *Section 504 Only*) and gender. Do not count students who were not tested because they had passed the test on a previous occasion. If your school conducted tests for both grade-to-grade promotion and graduation, please photocopy this page (prior to completing) as many times as are necessary in order to report on each test, and report data using both the table on this page and as many photocopied tables as are appropriate. Include in Rows A or B, those students who took the test and were provided with accommodations, modifications, or adaptations, such as a different setting, extended time, Braille, or use of dictionaries by LEP students. All students who were excluded from taking graduation or promotion tests and who did not take an alternate assessment should be reported in Row C. Students who were tested using alternate assessments should be reported in Row D. An alternate assessment is an assessment provided to children with disabilities who cannot participate in a State or district-wide assessment program, even with appropriate accommodations. If students are required to pass more than one test in order to be promoted from one grade to the next or for graduation, include that student in the row entitled *Tested and Passed* if that student passed all tests that he or she was required to pass; otherwise, report that student in the row entitled *Tested and Failed*.

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EVEN IF IT WAS NOT FILLED OUT**

Please darken the appropriate bubble for information reported in this table:

- ☐ No such tests were administered ☐ promotion to Grade 3 ☐ promotion to Grade 6 ☐ promotion to Grade 9 ☐ promotion to Grade 12
- ☐ promotion to Grade 1 ☐ promotion to Grade 4 ☐ promotion to Grade 7 ☐ promotion to Grade 10 ☐ graduation from high school
- ☐ promotion to Grade 2 ☐ promotion to Grade 5 ☐ promotion to Grade 8 ☐ promotion to Grade 11

TABLE 12

NUMBER OF STUDENTS	SEX	RACE/ETHNICITY					(6) TOTAL	(7) Students with Disabilities/ IDEA	(8) Section 504 Only	(9) LEP**
		(1) American Indian or Alaskan Native	(2) Asian or Pacific Islander	(3) Hispanic	(4) Black, Not of Hispanic Origin	(5) White, Not of Hispanic Origin				
A. Tested and passed	M									
	F									
B. Tested and failed	M									
	F									
C. Not tested -- excluded	M									
	F									
D. Alternate Assessments	M									
	F									

* SEX:

M = MALE;

F = FEMALE

**LEP = Limited English Proficient

District Name: _____
School Name: _____

ITEM 13 IS TO BE COMPLETED FOR ELEMENTARY GRADES ONLY

Item 13. Student Assignment.

If the total percentage of minority (American Indian or Alaskan Native, Asian or Pacific Islander, Hispanic, and Black (Not of Hispanic origin)) 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 and the highest grade offered between grades 1 and 6) in this school. See instructions on entry and exit. Do not count *pre-kindergarten/pre-school* and *kindergarten*. If you have any students in these classes who are ability grouped for instruction in mathematics, or English-Reading-Language Arts, please **darken YES**; otherwise **darken NO**. The Teacher ID is the unique identifier or first seven (7) characters of the teacher's last name. **For more than 13 classrooms, photocopy this chart and continue.** Make a copy for your records. If your entry or exit grade is part of a combined class (for example, kindergarten and 1st grade or 5th and 6th grade), please include the class in the table, report as the *grade* the entry or exit grade that is included in the class, and report on the total number of students in the class.

TABLE 13

(1) TEACHER ID	(2) GRADE	ABILITY GROUPING		RACE/ETHNICITY OF STUDENTS					(10) LEP*
		(3) YES	(4) NO	(5) American Indian or Alaskan Native	(6) Asian or Pacific Islander	(7) Hispanic	(8) Black, Not of Hispanic Origin	(9) White, Not of Hispanic Origin	
A		☐	☐						
B		☐	☐						
C		☐	☐						
D		☐	☐						
E		☐	☐						
F		☐	☐						
G		☐	☐						
H		☐	☐						
I		☐	☐						
J		☐	☐						
K		☐	☐						
L		☐	☐						
M		☐	☐						

*LEP = Limited
English Proficient

If there are more than thirteen (13) classrooms, darken here, and attach completed chart(s). ☐

IMPORTANT! RETURN THIS PAGE EVEN IF IT WAS NOT FILLED OUT

District Name: _____
School Name: _____

ITEMS 14 AND 15 ARE TO BE COMPLETED BY HIGH SCHOOLS ONLY

Item 14. 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, darken the *Not Offered* bubble for that course. If this school does not offer any Advanced Placement Programs for high school students, darken this bubble ☐.

NUMBER OF STUDENTS	NOT OFFERED	SEX*	RACE/ETHNICITY					(6) Students with Disabilities: IDEA	(7) LEP**
			(1) American Indian or Alaskan Native	(2) Asian or Pacific Islander	(3) Hispanic	(4) Black, Not of Hispanic Origin	(5) White, Not of Hispanic Origin		
A. Mathematics	☐	M	☐	☐	☐	☐	☐	☐	☐
		F	☐	☐	☐	☐	☐	☐	☐
B. Science	☐	M	☐	☐	☐	☐	☐	☐	☐
		F	☐	☐	☐	☐	☐	☐	☐

**LEP = Limited English Proficient

Please use 1997 - 1998 data for questions 15 and 16 below.

Item 15. High School Completers: Please complete the following table, if this school grants high school diplomas and/or certificates of attendance or completion. (Please use School Year 1997-1998 data.) Please see general instructions for the appropriate response if a cell has no students or is not applicable.

TYPE OF COMPLETION CERTIFICATE	SEX*	RACE/ETHNICITY					(6) Students with Disabilities: IDEA	(7) LEP**
		(1) American Indian or Alaskan Native	(2) Asian or Pacific Islander	(3) Hispanic	(4) Black, Not of Hispanic Origin	(5) White, Not of Hispanic Origin		
A. Diploma	M	☐	☐	☐	☐	☐	☐	☐
	F	☐	☐	☐	☐	☐	☐	☐
B. Certificate of Attendance or Completion	M	☐	☐	☐	☐	☐	☐	☐
	F	☐	☐	☐	☐	☐	☐	☐

*Sex: M=Male; F=Female **LEP = Limited English Proficient

IMPORTANT! RETURN THIS PAGE EVEN IF IT WAS NOT FILLED OUT

District Name: _____

School Name: _____

ITEM 16 IS TO BE COMPLETED BY HIGH SCHOOLS ONLY

Item 16. Interscholastic Athletics: Please complete the following table using data from the entire previous School Year 1997-98. See specific instructions for completing this table. If this school does not have interscholastic athletics, **darken** 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 16

	(1) With only Male Students	(2) With only Female Students	(3) With both Male and Female Students												
A. Number of Different Sports	<table><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table>					<table><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table>					<table><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table>				
B. Number of Teams	<table><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table>					<table><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table>					<table><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table>				
C. Number of Participants in Teams by Gender:															
	(1) With only Male Students	(2) With only Female Students	(3) With both Male and Female Students												
(a) Male	<table><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table>					<table><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table>					<table><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table>				
(b) Female	<table><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table>					<table><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table>					<table><tr><td></td><td></td></tr><tr><td></td><td></td></tr></table>				

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