

**2004 U. S. DEPARTMENT OF EDUCATION
CIVIL RIGHTS DATA COLLECTION
INDIVIDUAL SCHOOL REPORT: ED102**

U.S. Department of Education
Washington, D.C. 20202-1172
Due Date: March 31, 2005

REPORTING REQUIREMENT

This Data Collection (previously referred to as the OCR E&S Survey) 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, and under the Department of Education Organization Act (20 U.S.C. 3413). 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 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 1880-0541. The time required to complete this information collection is estimated to average 7 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:** Civil Rights Data Collection Service Center, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-1172.

RETURNING THE REPORT

Be sure to complete the certification information on page 10. The certification information must be filled out completely. It pertains to all items on ED102. Before mailing, please double-check that all spaces are complete, including the telephone number and FAX number of the person at your school who will be contacted by the school district should it have questions as it compiles district-wide data for submission.

You must return all ten (10) pages of the survey. Please return the complete survey even if you leave certain pages blank because they are inapplicable to your school.

Please send original forms or electronic submissions to your School District office. Retain photocopies of the ED102 form for your reference for two (2) years from the date signed. The School District will return all school forms to the U.S. Department of Education.

GENERAL INSTRUCTIONS

- This form should be completed for each public school in the district.
- **Reporting period.** For all students in your school, both students with disabilities and other students, information should be reported as of October 1, 2004, or the nearest convenient date prior to December 15, 2004, unless otherwise noted. Whenever possible, information should be provided consistent with the date of the special education Child Count in your state. When preceding school year data are requested, please report cumulative data for the entire school year 2003-2004.
- **No students versus non-applicability.** So we can distinguish between no students for a given item and non-applicability of that item for your school, always enter a response to every item. **Example**

▶ If the answer to a given item is None , enter zero (0) in all appropriate cells.	M	0	0	0
	F	0	0	0
▶ If a particular item is Not Applicable in your case, enter an X for that response.	M	X	X	X
	F	X	X	X

- Please complete each table by the appropriate categories of sex, race/ethnicity, disability category, educational placement, and/or limited English proficiency, as indicated.
- Exclude from all counts pre-kindergarten or pre-school children, even if they are enrolled in your school.

- Columns labeled **Total—Workspace Area** are for your convenience. You are not required to fill them out.
- Please print legibly using a black ballpoint pen.
- If you are using electronic formats, i.e., mainframe computer or PC-based software application, please see separate documentation.

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 funds from state or local government.

- **Public School Enrollment.** An unduplicated count of students enrolled in the district as of October 1, 2004, or the nearest convenient date prior to December 15, 2004. 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

- **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 receiving special education services under IDEA are reported in Tables 10 and 11 and in the following tables:

- ▶ Table 9—column labeled *Served under IDEA*
- ▶ Tables 7, 12A, 12B, 14, and 15—column labeled *Students with Disabilities: IDEA*

- **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 services under Section 504 are reported in the following tables:

- ▶ Table 9—column labeled *Served under Section 504 Only*
- ▶ Tables 12A and 12B—column labeled *Section 504 Only*

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.

Please note—Standards for Federal data on race and ethnicity are under revision, which will affect future reporting, not reporting for this form. You are currently limited to choosing one racial or ethnic category for each student, although we will be able to accommodate multiracial responses in the future. Because schools' recordkeeping will be affected, we will provide ample notice before the revision goes into effect. The Office for Civil Rights is working with other offices in the U.S. Department of Education, as well as with the Office of Management and Budget (OMB), to develop categories for aggregating multiple race responses.

LIMITED ENGLISH PROFICIENT (LEP) STUDENTS

This category comprises

- (1) students who were not born in the United States or whose native language is a language other than English;
 - (2) students who come from environments where a language other than English is dominant; and
 - (3) students who are American Indians or 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.

LEP data are reported in the following:

- ▶ Table 7—Rows C and C1, and Column 8 in Row B
- ▶ Tables 8, 10, 12A, 12B, 13, 14, and 15—column labeled *LEP*

SPECIFIC INSTRUCTIONS

ABOUT ITEMS 1-6

Item 1. Grades offered. For this item, please darken a bubble for each of the grades offered in your school OR check the *Totally Ungraded* box.

Item 2. Special education. Darken *YES* bubble if your school offers ONLY special education services. Otherwise, darken the *NO* bubble.

NOTE: If you darken the *YES* bubble, please check that the number of students listed in Table 7 in columns 6 and 7 are equal to each other.

Item 3. Ability grouping. Darken the *YES* bubble if you have any students who are ability grouped for classroom instructions in mathematics or English-Reading-Language Arts. Otherwise, darken the *NO* bubble.

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. It refers to students who are ability grouped for classroom instruction in mathematics, or English-Reading-Language Arts.

NOTE 1: Ability grouping includes students pulled out of regular mathematics or English-Reading-Language Arts classes for Title I purposes in these subject areas.

NOTE 2: In this application, ability grouping does NOT include grouping by achievement level on the basis of required prerequisites for certain courses (for instance, Algebra I as a prerequisite for Algebra II).

Item 4. Magnet school or program. Darken the *YES* bubble if this school is a magnet school, otherwise darken the *NO* bubble.

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; and/or providing an academic or social focus on a particular theme (e.g., science/math, performing arts, gifted/talented, or foreign language). Racial isolation means a school with 50% or more minority enrollment. In this definition, funds may come from Federal, state, or local government.

Item 5. Charter school. Darken the *YES* bubble if your school is a charter school. Otherwise, darken the *NO* bubble.

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.

Item 6. Alternative school. Darken the *YES* bubble if your school is an alternative school. Otherwise, darken the *NO* bubble. Please darken either the *YES* or the *NO* bubble to indicate (1) if the school offers programs for students with academic difficulties, and (2) if the school offers programs for students with discipline problems.

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 or talented or magnet school programs. This definition includes schools that 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.

Instructions for Tables 7, 8, and 9 are on the next page⇒

ABOUT TABLE 7—PUPIL STATISTICS FOR CURRENT SCHOOL YEAR

The **total enrollment** of your school is the most important data you'll provide (in Row A). On this form, you'll be asked to break enrollment data into various populations. Thus, all the current year information you'll provide on this form is a subset of the total enrollment you're reporting in Row A. In the following table is an explanation of each row of information that's requested. The column headings used in Table 7 are explained on the form itself and in the General Instructions and Definitions.

Table 7—Pupil statistics

Row A	Total Enrollment. Enter 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, 2004, and no later than December 15, 2004). Enrollment data collected on this form includes both general enrollment and special education students.	<p>(6) Total</p> <p>(Sum of column 1-5)</p> <p>In column 6 of Table 7, please enter the sum of enrollments entered in columns 1 through 5 of Table 7.</p>
Row B	In Gifted or Talented (G/T) Programs. Enter 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. <i>Count students once regardless of the number of classes in which they are enrolled.</i>	
Row C	Needing LEP Programs. Enter 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.	
Row C1	Enrolled in LEP Programs. Of the students reported in Row C (needing LEP programs), enter the number who are enrolled in a program of language assistance such as English-as-a-Second-Language or bilingual education. <i>Do not count students who are studying a language other than English.</i>	

ABOUT TABLES 8 & 9—DISCIPLINE STATISTICS FOR PREVIOUS SCHOOL YEAR

Discipline statistics are reported separately for students with and without disabilities. Table 8 is for discipline of students WITHOUT disabilities. Table 9 is for discipline of students WITH disabilities. Both tables use the same definitions of *corporal punishment*. Table 9 uses definitions of long-term suspension that corresponds to those in the *Individuals with Disabilities Education Act (IDEA)*. Data for students without disabilities should use the following definitions.

Table 8—Discipline of students WITHOUT disabilities for 2003-2004

	Enter the number of students who . . .	Definition of terms
Row A	. . . received corporal punishment. Count each student only once regardless of the number of times punished.	<i>Corporal punishment</i> is paddling, spanking, or other forms of physical punishment imposed on a student.
Row B	. . . were suspended from school for at least one (1) day. Count students only once regardless of the number of times suspended.	<i>Out-of-School Suspension</i> is excluding a student from school for disciplinary reasons for one (1) school day or longer. It does NOT include students who served their suspension in the school.
Row C	. . . were expelled from school. Count all students whether they continued to receive services or their services were terminated. Count students only once regardless of the number of times expelled. Do not include suspensions.	<i>Expulsion</i> 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.
Row C1	<i>Of the number of students entered in Row C, enter the number that had a total cessation of educational services.</i>	<i>Expulsions—Total Cessation of Educational Services</i> —that is, the student, after expulsion from school, was not offered other educational services by either the school or the district.

Instructions for Tables 9, 10, and 11 are on the next page⇒

Table 9—Discipline of students WITH disabilities for 2003-2004. See instructions for Table 8 for definitions of *corporal punishment*.

	Enter the number of students who . . .	Served Under IDEA	Served Under Section 504 Only
Row A	. . . received corporal punishment. Count each student only once regardless of the number of times punished.	Count all students receiving services under the <i>Individuals with Disabilities Education Act</i> .	Count only students receiving services solely under Section 504 of the <i>Rehabilitation Act of 1973</i> , as amended.
Row B	. . . were expelled or suspended from school for more than 10 days and who continued to receive educational services. Count each student only once regardless of the number of times suspended or expelled.		
Row C	. . . were expelled or suspended from school for more than 10 days for whom there was a cessation of services both by the school and district. Count students only once regardless of the number of times suspended or expelled.	If applicable, individual students may be reported in more than one row.	If applicable, individual students may be reported in more than one row.

ABOUT TABLES 10 & 11—CHILDREN WITH DISABILITIES FOR CURRENT SCHOOL YEAR

Students reported in Table 10 should NOT be reported in Table 11. Please familiarize yourself with the definitions and instructions for these tables:

- ▶ Definition of *Educational Placement*—this page
- ▶ Instructions for reporting for Table 10—this page
- ▶ Definitions of disabilities for Table 10—page 6
- ▶ Definitions of disabilities for Table 11—page 7

Educational Placement. Educational placement is the percentage of the day that a student receives special education services outside the regular class. The placement category defined below, is consistent with the category on the Office of Special Education Programs Placement form.

Educational Placement more than 60% 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 (a) self-contained classrooms with part-time instruction in a regular class or (b) self-contained special classrooms with full-time special education instruction on a regular school campus.

Table 10—Instructions for reporting on children with disabilities for the current school year

<ul style="list-style-type: none"> ▶ You must complete Row A. Enter the total number of students with mental retardation. ▶ Complete Rows A1 and A2 if your school has this information. If it doesn't, leave these rows blank. ▶ A student can be counted in only one of Row A1 or Row A2 as these rows are mutually exclusive subsets of Row A.
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Definitions for Table 10 are on the next page⇒

Table 10—Definition of terms for children with disabilities for the current school year.

The following definitions are used by the Office of Special Education Programs, as specified in regulations for the <i>Individuals with Disabilities Education Act (IDEA)</i> . See page 5 for <i>Educational Placement</i> definitions.	
Row A	Mental Retardation. This refers to significantly sub-average general intellectual functioning, existing concurrently with deficits in adaptive behavior and manifested during the developmental period, which adversely affects a child's educational performance. Each of the following two categories falls under the term <i>mental retardation</i> .
Row A1	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, and 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.
Row A2	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, and 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.
Row B	Emotional Disturbance. [previously entitled <i>Serious Emotional Disturbance</i>] 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 a child's 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. This term includes schizophrenia. The term does not apply to children who are socially maladjusted, unless it is determined they have an emotional disturbance.
Row C	Specific Learning Disability. This refers to a disorder in one or more of the basic psychological processes involved in understanding or using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or do mathematical calculations. This term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include learning problems that primarily result from visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or of environmental, cultural, or economic disadvantage.
Row D	<p>Developmental Delay. A child with a developmental delay, <u>as defined by the <i>Individuals with Disabilities Education Act</i></u>, is 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.</p> <p>NOTE: Schools are <i>only</i> permitted to submit data in Row D of Table 10 for children with disabilities in kindergarten through age 9 if:</p> <ol style="list-style-type: none"> 1) their state has adopted this category in accordance with the provisions of Section 602(3)(b) of the <i>Individuals with Disabilities Education Act (IDEA)</i>; 2) the school district completing the ED101 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. <p>Do not provide data in Row D unless all three of these IDEA requirements are met.</p>

Instructions for Table 11 are on the next page⇒

Table 11—Additional categories of children with disabilities for the current school year.

	Definition of Terms
Row A	Hearing Impairments (including deafness). This refers to an impairment in hearing, whether permanent or fluctuating, that adversely affects a child’s educational performance. It also includes a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects a child’s educational performance.
Row B	Speech or Language Impairments. This refers to a communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment that adversely affects a child’s educational performance.
Row C	Visual Impairments. This refers to a visual impairment that, even with correction, adversely affects a child’s educational performance. The term includes both partial sight and blindness.
Row D	Orthopedic Impairments. This refers to a severe orthopedic impairment that 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).
Row E	Autism. This refers to a development disability significantly affecting verbal and non-verbal communication and social interaction, generally evident before age 3, 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.
Row 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 psychosocial 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; judgment; 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 to brain injuries induced by birth trauma.
Row 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 for children with deafness.
Row 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 they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blindness.
Row 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.
Row J	Total. You may choose to use this space for your computations. ED doesn’t require that it be filled out.
Note	Row J. You may choose to use this space for your computations. ED doesn’t require that it be filled out. However, doing so may facilitate completing Table 7, Column 7, Row A and checking that the number there matches the sum of students with disabilities reported in Tables 10 and 11.

Instructions for Tables 12A and 12B are on next page ⇒

ABOUT TABLES 12A AND 12B—TESTING IN PREVIOUS SCHOOL YEAR

These tables collect information about district- and state-required tests for promotion or graduation. Testing information is reported separately for different school levels. Table 12A is for elementary and middle grades. Table 12B is for high school grades.

Below, you'll find the definition of terms that label each row of the tables. On the form itself are explanations of data required in each column. In addition, please read the following information.

For schools with elementary and/or middle grades (any grades between K and 8):

- Look for the **stop sign** on page 5 of the form. You must complete the information below it *before* filling out Table 12A.
- If students are tested for promotion in more than one grade, then photocopy Table 12A before starting, because you'll need a blank table for each grade in which testing is required.
- If your school does not administer district- or state-required tests for grade-to-grade promotions, please check the box *No Such Tests Were Administered* on page 5 of the form.

For schools with high school grades (typically 9 – 12):

- If your school does not administer district- or state-required tests for graduation from high school, please check the box *No Such Tests Were Administered* on Table 12B, page 7 of the form.

Table 12A—Testing for grade promotions in 2003-2004

	Definition of Terms
Row A	Tested and Passed. The number of students who passed ALL tests required for promotion to the next grade. <ul style="list-style-type: none"> ▸ Include students who took the test with accommodations, modifications or adaptations, such as a different setting, extended time, Braille, or use of dictionaries by LEP students.
Row B	Tested and Failed. The number of students who failed one or more tests required for promotion to the next grade. <ul style="list-style-type: none"> ▸ Include students who took the test with accommodations, modifications or adaptations, such as a different setting, extended time, Braille, or use of dictionaries by LEP students.
Row C	Not Tested. The number of students who did not take the tests required for promotion. <ul style="list-style-type: none"> ▸ Don't include students who already had passed the tests and who, therefore, weren't tested again.
Row D	Alternative Assessments. The number of students tested using an alternate assessment. Alternative assessments are provided to children with disabilities who can't participate in testing, even with appropriate accommodations.

Table 12B—Testing for high school graduation in 2003-2004

	Definition of Terms
Row A	Tested and Passed. The number of students who passed tests required for graduation that were administered in the 2003-2004 school year. <ul style="list-style-type: none"> ▸ Include students who took the test with accommodations, modifications or adaptations, such as a different setting, extended time, Braille, or use of dictionaries by LEP students. ▸ Don't include students who already had passed the tests and who, therefore, weren't tested again.
Row B	Tested and Failed. The number of students who failed one or more tests required for graduation in the 2003-2004 school year. <ul style="list-style-type: none"> ▸ Include students who took the test with accommodations, modifications or adaptations, such as a different setting, extended time, Braille, or use of dictionaries by LEP students.
Row C	Not Tested. The number of students who did not take the tests required for graduation. <ul style="list-style-type: none"> ▸ Don't include students who already had passed the tests and who, therefore, weren't tested again.
Row D	Alternative Assessments. The number of students tested using an alternate assessment. Alternative assessments are provided to children with disabilities who can't participate in testing, even with appropriate accommodations.

Instructions for Tables 13-16 are on the next page ⇒

ABOUT TABLE 13—STUDENT ASSIGNMENT - CURRENT SCHOOL YEAR

For Schools Offering Elementary Grades With A Minority Population of More Than 20% But Less Than 80%

Whether you need to complete this table depends on the grades offered and the minority population of your school as reported in Table 7 Row A. You must complete Table 13 if your school:

- ▶ Offers an entry *and* an exit grade between grades 1 and 6; **and**
- ▶ minority students are more than 20 percent *and* less than 80 percent of your school's total enrollment. Included under the category minority students are students who are American Indian or Alaskan Native, Asian or Pacific Islander, Hispanic, and Black (Not of Hispanic Origin).

Include kindergarten students in the count to determine if you must fill out this table, but do NOT report kindergarten data in the table. You'll find further information that pertains to Table 13 in the following places:

- ▶ Ability grouping (for Columns 3 & 4) is explained in this instruction sheet on page 3, in Item 3.
- ▶ Page 7 of the form has additional instructions.

ABOUT TABLES 14-15—FOR HIGH SCHOOLS

Table 14. Advanced Placement (AP).

	This table is about the current school year. Page 9 of the form has additional instructions. ▶ If your school offers no AP programs whatsoever, please check the box at the top of Table 14 and skip to Table 15.
14.1	In 14.1, enter the number of different types of AP courses offered. <i>Type of AP courses</i> means the particular AP course (mathematics, English, computer science, etc.), not the number of classes offered.
14.2	In 13.2, Rows A and B, darken the appropriate <i>Course Not Offered</i> bubble if your school doesn't offer math or science AP courses.
Row A	Advanced placement mathematics includes calculus AB and BC.
Row B	Advanced placement science includes biology, chemistry, and physics.

Table 15. High School Completers for 2003-2004.

	Enter the number of students who received one of the following in the previous school year (2003-2004). Page 9 of the form has additional instructions.
Row A	Diploma – means a regular high school diploma.
Row B	Certificate of Attendance or Completion - refers to an award of less than a regular diploma. Examples include a modified diploma, or fulfillment of an Individual Education Plan for students with disabilities.

Table 16. Interscholastic athletics for 2003-2004.

	In this table, use data from the entire previous school year (2003-2004), beginning from the date of your school's first official interscholastic athletic competition through its last. ▶ If your school doesn't have interscholastic athletics, please check the box at the top of Table 16.
Row A	Number of Teams. Enter the number of each competitive level of a sport as a separate team. <i>Example:</i> A school with freshman, junior varsity, and varsity basketball teams has three (3) teams. Do <i>not</i> include intramural sports or cheerleading.
Row B	Number of sports represented by those teams. Enter the number of distinct sports, such as baseball, basketball, football, etc. that the teams in Row A represent.
Row C	Number of participants. Enter the number of students who participate in (1) male only teams and (2) female only teams. Count a student once for each team he/she is on. For example, a student should be counted <i>twice</i> if he is on <i>two teams</i> .

Instructions for Table 17 are on the next page ⇒

ABOUT TABLE 17—MUST BE COMPLETED BY ALL SCHOOLS FOR CURRENT SCHOOL YEAR

Item 17a. Teachers. Provide the number of full-time classroom teachers at your school as of October 1, 2004. DO NOT include teachers who work less than full-time at your school.

Item 17b. Teachers. Enter the number of full-time classroom teachers at your school as of October 1, 2004, who had met all applicable state teacher certification requirements for a standard certificate. In this count, include beginning teachers who had met the standard teacher education requirements even if they hadn't completed the state-required probationary period. DO NOT include teachers with emergency, temporary, or provisional certification. DO NOT include teachers who work less than full-time at your school. DO NOT report full-time equivalent teachers. DO report on only those teachers that provide instruction. DO NOT include principals or guidance counselors.

CERTIFICATION BLOCK—MUST BE COMPLETED BY ALL SCHOOLS

Please fill out completely. Provide the phone number and fax number of a person who will be able to clarify data should the school district have questions as it compiles information.

You must return all sheets of this form, even if you did not use page 5, 6, 7, 8 or 9 because it did not apply to your school.