

**2006 CIVIL RIGHTS DATA COLLECTION  
INDIVIDUAL SCHOOL REPORT: ED102**

U.S. Department of Education  
Washington, DC 20202  
Due Date: March 31, 2007

**REPORTING REQUIREMENT**

This data collection (formerly referred to as the OCR E&S Survey) is authorized 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, Section 504 of the Rehabilitation Act of 1973, and the Department of Education Organization Act (20 U.S.C. 3413). The regulations for Title VI may be found at 34 CFR 100.6(b); Title IX regulations at 34 CFR 106.71; and Section 504 regulations at 34 CFR 104.61.

**Paperwork 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 the "Collection of Elementary and Secondary Education Data through *EDFacts*," of which this ED102 form is a component, is 1875-0240. The time required to complete each ED102 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 or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4700. If you have comments or concerns regarding the status of your individual submission of this form, write directly to: Performance Information Management Service, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-0600.

**GENERAL INSTRUCTIONS**

**Returning the report.** If you are a school completing this ED102 form, send the original of your response to your school district office. The school district will return all school forms together with the district summary (ED101).

The primary method of submission of this data collection is Web-based, with Single File Submission as an alternate format. Please see [www.crdoc2006.org](http://www.crdoc2006.org) for instructions. If you need assistance, please contact our Partner Support Center:

U.S. Department of Education Partner Support Center  
Telephone: 877-457-3336 (877-HLP-EDEN)  
Fax: 888-329-3336 (888-FAX-EDEN)  
TTY/TDD: 888-403-3336 (888-403-EDEN)  
EDEN\_CRDC@ed.gov

**Paper submission is permitted with pre-arrangements for districts that are unable to use Web-based or Single File Submission because they have no Internet connection or inadequate Web access.**

**For paper submission, contact the U.S. Department of Education EDEN Partner Support Center as shown above.**

If you are a district that made pre-arrangements and are submitting a paper form, please send the original to the U.S. Department of Education at the address below. Use the forms that you received in response to your request for paper submission, not the sample forms attached to these instructions. Include both the ED101 (district summary) and an ED102 (school report) for each school in your district and be sure that the certification is completed and signed on each form. Retain photocopies for your reference. The mailing address is Civil Rights Data Collection, EDEN Partner Support Center, c/o AEM Corporation, 14030 Thunderbolt Place, #900, Chantilly, VA 20151.

**All schools.** This form must be completed for each public school in the district including charter schools that are part of the district.

**Reporting period.** On ED102, items 1 – 6 and Tables 7, 10, 11, 12, 14A-14C, and 17 require current school year data; tables 8, 9, 13, 14D – 14F, 15, and 16 require previous school year data; definitions for current and previous school year follow. Each question or table in the survey specifies whether to base responses on the current year or the previous year.

For items that require **current school year data**, for all students in your school, both students with disabilities and other students, information reported should be a count of the students in the school taken, whenever possible, as of the date that is consistent with the date of the special education child count in your state (but no earlier than October 1, 2006, and no later than December 15, 2006). For items that require **previous school year data**, report cumulative data for the entire school year 2005 – 06.

**Categories.** Please complete each table by the appropriate categories of sex, race/ethnicity, disability category, educational placement, and/or limited English proficiency (LEP), as indicated. Specify participation by race/ethnicity using the five categories that appear. The counts for the five race/ethnicity categories must be unduplicated counts. The total column represents all students and should equal the sum of the race/ethnicity category columns. The counts in columns for LEP and students with disabilities (if requested) overlap the counts in race/ethnicity category columns, and students should be counted in each of those that apply, regardless of race/ethnicity. See the Definitions section in these instructions for definitions of the race/ethnicity categories, LEP, students with disabilities (IDEA), students with disabilities—section 504 only.

In form ED 102, include counts of prekindergarten and preschool children **only** in table 7.

**No students versus non-applicability.** Enter a response to every item. To distinguish between a response of no students for an item and non-applicability of that item for your district, follow this example.

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

**All pages.** Return the complete survey even if you leave certain pages blank because they are inapplicable to your school. Columns or rows labeled “Total—Workspace Area” are for your convenience; you are not required to fill them out.

**Certification.** An authorized representative must complete the certification signature block for the school. The certification pertains to all items on ED102 and must be filled out completely. Be sure to include the telephone and fax numbers of the person at your school who should be contacted by the school district should it have questions as it compiles district-wide data for submission.

**When filling out the form, please . . .**

- ▶ Print legibly using a black ballpoint pen.
- ▶ Leave no space empty.

## DEFINITIONS

- **Public school.** An institution that provides institutional services and
  - ▶ has one or more grade groupings (prekindergarten through 12) or is ungraded
  - ▶ has one or more teachers;
  - ▶ 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 for the Current Year.** An unduplicated count of the students in the school taken, whenever possible, as of the date that is consistent with the date of the special education child count in your state (but no earlier than October 1, 2006, and no later than December 15, 2006). Table 7 includes prekindergarten students. All other tables exclude prekindergarten students.
- **Children with Disabilities (IDEA).** Children having mental retardation, hearing impairment including deafness, speech or language impairment, visual impairment including blindness, serious emotional disturbance (hereafter referred to as emotional disturbance), orthopedic impairment, autism, traumatic brain injury, developmental delay, other health impairment, specific learning disability, deaf-blindness, or multiple disabilities, and who, by reason thereof, receive special education and related services under the Individuals with Disabilities Education Act (IDEA) according to an individualized education program (IEP), individual family service plan (IFSP), or service plan. This term is used interchangeably with *students with disabilities (IDEA)*.

Note: Students receiving services under IDEA are reported in tables 10 and 11, and in the column labeled Students with Disabilities (IDEA) of tables 7, 9, 13, 14, and 15.

- **Students with Disabilities—Section 504 only.** 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).

Note. Students receiving services under Section 504 are reported in the column labeled “Students with Disabilities Section 504 Only” of tables 9 and 13.

- **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. The U.S. Department of Education has proposed revised guidelines for reporting data on race/ethnicity. Any revised guidelines will affect *future* reporting of data for the Civil Rights Data Collection (CRDC), and will not affect reporting for the 2006 CRDC. For the 2006 CRDC, you must choose one racial/ethnic category for each student.

- **Limited English Proficient (LEP) Students (also known as English Language Learners)**  
Under Section 9101(25) of the Elementary and Secondary Education Act (ESEA) of 1965, as amended by the No Child Left Behind Act (NCLB), the term *limited English proficient* is defined as an individual
  - (A) who is aged 3 through 21;
  - (B) who is enrolled or preparing to enroll in an elementary school or secondary school;
  - (C)(i) who was not born in the United States or whose native language is a language other than English;
    - (ii)(I) who is a Native American or Alaska Native, or a native resident of the outlying areas; and
    - (II) who comes from an environment where a language other than English has had a significant impact on the individual's level of English language proficiency; or
    - (iii) who is migratory, whose native language is a language other than English, and who comes from an environment where a language other than English is dominant; and
  - (D) whose difficulties in speaking, reading, writing, or understanding the English language may be sufficient to deny the individual
    - (i) the ability to meet the State's proficient level of achievement on State assessments described in section 1111(b)(3);
    - (ii) the ability to successfully achieve in classrooms where the language of instruction is English; or
    - (iii) the opportunity to participate fully in society.

## SPECIFIC INSTRUCTIONS

### About Items 1-6 for Current School Year

**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 schools.** Darken the YES bubble if your school focuses primarily on the needs of students with disabilities—that is, your school offers ONLY special education services. Otherwise, darken the NO bubble.

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.

Ability grouping includes students pulled out of regular mathematics or English-reading-language arts classes for Title I purposes in these subject areas.

In this survey, 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 first YES bubble if this school is a magnet school or has a magnet program within the school; otherwise darken the NO bubble. Darken the second YES bubble if the entire school population participates in the magnet school program; 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. If the school is an alternative school, 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 program. The school provides nontraditional education, serves as an adjunct to a regular school, and falls outside the categories of regular education, special education, or vocational education. An adjunct school can be located on the same campus as a regular school and can have a separate principal or administrator.

### About Table 7—Pupil Statistics for Current School Year

The **total enrollment** of the school (Row A) is critical because it serves as the universe for all other current-year data. The following table provides an explanation of each row of information that is requested. The column headings used in Table 7 are explained on the form itself and in the General Instructions and Definitions, pages 2-3. For the purpose of this survey, *prekindergarten* is used interchangeably with *preschool*.

**Table 7—Pupil statistics, for the current school year, 2006 – 07**

<b>Row A</b>	<b>Total Enrollment.</b> Enter the unduplicated count of students on the rolls of the school taken, whenever possible, as of the date that is consistent with the date of the special education Child Count in your state (but no earlier than October 1, 2006, and no later than December 15, 2006). Include prekindergarten through grade 12. Include both general enrollment and special education students.	<b>(6) Total (Sum of column 1-5)</b>  In column 6 of Table 7, for each row, enter the sum of enrollments entered in columns 1 through 5 of Table 7.
<b>Row B</b>	<b>In Gifted or Talented (G/T) Programs.</b> Enter the unduplicated 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. Include prekindergarten through grade 12.	
<b>Row C</b>	<b>Needing LEP Programs.</b> Enter the number of students assessed for English language proficiency that meet the definition of limited English proficient student in Section 9101(25) of NCLB. For the Civil Rights Data Collection, please report only the unduplicated count of students assessed as limited-English proficient students. Include prekindergarten through grade 12.	
<b>Row C1</b>	<b>Enrolled in LEP Programs.</b> Of the students reported in Row C (needing LEP programs), enter the unduplicated count of students enrolled in English instruction programs designed for LEP students. This includes students served through Title III and students receiving LEP services through other programs. Include prekindergarten through grade 12. Do not count students who are studying a language other than English.	
<b>Row D</b>	<b>Prekindergarten.</b> Enter the unduplicated count of students participating in a prekindergarten program at the school. Include children in programs identified as preschool.	

### About Tables 8 and 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. Definitions for each table are provided below. 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). Exclude prekindergarten students in tables 8 and 9.

**Table 8—Discipline of students WITHOUT disabilities, for the previous school year, 2005 – 06**

	Enter the number of students who . . .	Definition of terms
<b>Row A</b>	. . . 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.
<b>Row B</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.

<b>Row C</b>	... 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.
<b>Row C1</b>	Of the number of students entered in Row C, enter the number that had a total cessation of educational services.	<i>Expulsions—Total Cessation of Educational Services</i> occurs when the student, after expulsion from school, was not offered other educational services by either the school or the district.
If applicable, individual students may be reported in more than one row.		

**Table 9—Discipline of students WITH disabilities for the previous school year, 2005 – 06**

	Enter the number of students who . . .	Students with Disabilities (IDEA)	Students with Disabilities Section 504 Only
<b>Row A</b>	... received corporal punishment. <i>Corporal punishment</i> is paddling, spanking, or other forms of physical punishment imposed on a student. (Note: This is the same definition as used in table 8.) Count each student only once regardless of the number of times punished.	Count all students receiving services under the Individuals with Disabilities Education Act.	Count only students receiving services solely under Section 504 of the Rehabilitation Act of 1973, as amended.
<b>Row B</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.	If applicable, individual students may be reported in more than one row.	If applicable, individual students may be reported in more than one row.
<b>Row C</b>	... 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.		

**About Tables 10 and 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 below for these tables:

- Definition of *Educational Placement*
- Definitions of disabilities for Table 10
- Definitions of disabilities for Table 11

Exclude prekindergarten students in tables 10 and 11.

**Educational Placement.** Educational placement in this survey is defined as the percentage of the day that a student receives special education services **outside** the regular class.

**Educational placement outside the regular class 60% or more of the school day.** The number of children with disabilities receiving special education and related services **outside** the regular classroom for 60% or more 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. (Note that “60% or more outside the regular classroom” used here is equivalent to “less than 40% inside the regular classroom” as used for IDEA reports.)

**Table 10 —Children with disabilities, for the current school year, 2006 – 07**

The following definitions are the same as the definitions in regulations for the Individuals with Disabilities Education Act (IDEA). See above for <i>educational placement</i> definition, which is phrased differently, but is consistent with the definition used for IDEA reporting.	
<b>Row A</b>	<b>Mental Retardation.</b> 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.
<b>Row B</b>	<b>Emotional Disturbance</b> [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.

<b>Row C</b>	<b>Specific Learning Disability.</b> 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.
<b>Row D</b>	<b>Developmental Delay.</b> A child with a developmental delay, as defined by the Individuals with Disabilities Education Act, 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.  <b>NOTE:</b> Row D includes <b>only</b> children in kindergarten through age 9. Schools are permitted to submit data in Row D of Table 10 for children with disabilities <b>only</b> if all three of the following conditions are met: 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 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. <b>Do not provide data in Row D unless all three of these IDEA requirements are met.</b>

**Table 11—Additional categories of children with disabilities, for the current school year, 2006 – 07**

	<b>Definition of Terms</b>
<b>Row A</b>	<b>Hearing Impairments (including deafness).</b> 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.
<b>Row B</b>	<b>Speech or Language Impairments.</b> 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.
<b>Row C</b>	<b>Visual Impairments.</b> 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.
<b>Row D</b>	<b>Orthopedic Impairments.</b> 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).
<b>Row E</b>	<b>Autism.</b> 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.
<b>Row F</b>	<b>Traumatic Brain Injury.</b> 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.
<b>Row G</b>	<b>Deaf-blindness.</b> 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.
<b>Row H</b>	<b>Multiple Disabilities.</b> 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.
<b>Row I</b>	<b>Other Health Impairments.</b> 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.
<b>Row J</b>	<b>Total.</b> You may choose to use this space for your computations. The Department of Education doesn't require that it be filled out.

## About Table 12—Same-Sex Classes

**Table 12. Single-sex classes for current school year, 2006 – 07**

Provide data on the total number of single-sex classes (classes with only male or only female students) in algebra or geometry, other mathematics, science, and other academic subjects. The Other Academic Subjects category includes history, social studies, foreign languages, etc. Exclude prekindergarten students in table 12.	
<b>Row A</b>	Check the box if the school does not have any single-sex academic classes
<b>Row B</b>	Identify the number of classes in academic subjects that contain students of a single sex. Enter counts of classes, not counts of students.

## About Tables 13A, 13B, and 13C—Testing in Previous School Year

These tables collect information about district- and state-required tests for promotion and graduation. Testing information is reported separately for different school levels. Table 13A is for elementary and middle grades. Tables 13B and 13C are for high school grades. Please read the information below and on the forms for explanations of data required in each row and column.

**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 13A.1 below the stop sign *before* filling out Table 13A.2.
- ▶ If students are tested for promotion in more than one grade, then photocopy Table 13A.2 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 13B, page 7 of the form.

**Table 13A—Testing for grade promotions, for previous school year, 2005 – 06**

Table 13A.1—Elementary and middle schools mark the bubble(s) to designate grades with required promotion tests.

Table 13A.2—Provide results on promotion testing.

<b>Definition of Terms</b>	
<b>Row A</b>	<b>Tested and Passed.</b> The number of students who passed ALL tests required for promotion to the next grade. <ul style="list-style-type: none"> <li>▶ 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.</li> <li>▶ Do not include students who took alternate assessments; see rows D and E for those students.</li> </ul>
<b>Row B</b>	<b>Tested and Failed.</b> The number of students who failed one or more tests required for promotion to the next grade. <ul style="list-style-type: none"> <li>▶ 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.</li> <li>▶ Do not include students who took alternate assessments; see rows D and E for those students.</li> </ul>
<b>Row C</b>	<b>Not Tested.</b> The number of students who did not take the tests required for promotion. <ul style="list-style-type: none"> <li>▶ Do not include students who took alternate assessments; see rows D and E for those students.</li> <li>▶ Do not include students who already had passed the required tests and who, therefore, were not tested again.</li> </ul>
<b>Row D</b>	<b>Alternate Assessments Passed.</b> The number of students with disabilities who were tested in 2005 – 06 using an alternate assessment and passed the alternate assessment. Alternate assessments are provided to children with disabilities for whom a determination has been made through the Individualized Education Program (IEP) process that the student cannot participate in the regular assessments, even with appropriate accommodations.
<b>Row E</b>	<b>Alternate Assessments Failed.</b> The number of students with disabilities who were tested in 2005 – 06 using an alternate assessment and failed the alternate assessment. Alternate assessments are provided to children with disabilities for whom a determination has been made through the Individualized Education Program (IEP) process that the student cannot participate in the regular assessments, even with appropriate accommodations.

**Table 13B—Testing for high school graduation, for previous school year, 2005 – 06**

	<b>Definition of Terms</b>
<b>Row A</b>	<b>Tested and Passed.</b> The number of students who, during the 2005 – 06 school year, passed tests required for graduation. <ul style="list-style-type: none"> <li>▸ 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.</li> <li>▸ Do not include students who took alternate assessments; see rows D and E for those students.</li> <li>▸ Do not include students who already had passed the tests and who, therefore, were not tested again in 2005 – 06.</li> </ul>
<b>Row B</b>	<b>Tested and Failed.</b> The number of students who, during the 2005 – 06 school year, failed one or more tests required for graduation. <ul style="list-style-type: none"> <li>▸ 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.</li> <li>▸ Do not include students who took alternate assessments; see rows D and E for those students.</li> </ul>
<b>Row C</b>	<b>Not Tested.</b> The number of students who did not take the tests required for graduation. <ul style="list-style-type: none"> <li>▸ Do not include students who took alternate assessments; see rows D and E for those students.</li> <li>▸ Do not include students who already had passed the tests and who, therefore, were not tested again in 2005 – 06.</li> </ul>
<b>Row D</b>	<b>Alternate Assessments/Passed.</b> The number of students with disabilities that were tested in 2005 – 06 with an alternate assessment and passed. Alternate assessments are provided to children with disabilities for whom a determination has been made through the Individualized Education Program (IEP) process that the student cannot participate in the regular assessments, even with appropriate accommodations.
<b>Row E</b>	<b>Alternate Assessments/Failed.</b> The number of students with disabilities that were tested in 2005 – 06 with an alternate assessment and failed. Alternate assessments are provided to children with disabilities for whom a determination has been made through the Individualized Education Program (IEP) process that the student cannot participate in the regular assessments, even with appropriate accommodations.

**Table 13C—High school graduation testing—students retaking tests, for previous school year, 2005 – 06**

	<b>Definition of Terms</b>
<b>Row A</b>	Number of students who retook graduation test(s) once prior to passing and passed the last required test in 2005 – 06.
<b>Row B</b>	Number of students who retook graduation test(s) twice prior to passing and passed the last required test in 2005 – 06.
<b>Row C</b>	Number of students who retook graduation tests three or more times prior to passing and passed the last required test in 2005 – 06.

**About Tables 14–16—For High Schools**

**Table 14. Advanced Placement (AP) Program**

**14A – 14C are for the current school year, 2006 – 07.**

**14D – 14F are for the previous school year, 2005 – 06.**

<b>Sub-table</b>	<b>Instructions</b>
<b>14A</b>	Enter the unduplicated number of <b>different types</b> of AP courses offered in the current school year, 2006 – 07. <i>Type of AP courses</i> means the particular AP course (AP Calculus AB, AP Calculus BC, AP Biology, AP Chemistry, AP U.S. History, etc.), not the number of classes offered.  If your school offers no AP programs whatsoever in the current school year, check the box at the top of Table 14 and skip to Table 15.
<b>14B</b>	Darken the appropriate bubble to indicate if students were allowed to self-select participation in AP classes during the current school year, 2006 – 07. Otherwise, darken the bubble for Referral or Other Requirement.
<b>14C</b>	For each row, darken the appropriate <i>Course Not Offered</i> bubble if your school doesn't offer AP courses in that subject in the current school year, 2006 – 07. Otherwise, complete the disaggregated counts of students participating in the courses in the current school year, 2006 - 07. A student may be counted in more than one row of Table 14C. Row A: AP mathematics courses include calculus (AB and BC) and statistics. Row B: AP science courses include biology, chemistry, physics, and environmental science. Row C: AP foreign language courses include any foreign language for which AP testing is offered. Row D: AP courses in "other subjects" include all AP courses other than mathematics, science, and foreign language. Include computer science in this row.
<b>14D</b>	Enter an unduplicated count of the students enrolled in AP courses during the previous school year, 2005 – 06.
<b>14E</b>	Enter an unduplicated count of the students that took AP tests during the previous school year, 2005 – 06.
<b>14F</b>	Enter an unduplicated count of the students who took AP tests during the previous school year, 2005 – 06, based on the outcome of that testing.

**Table 15. High school completers for the previous school year, 2005 – 06**

Enter the unduplicated number of students who graduated from high school or completed some other educational program that is approved by the state or local education agency (SEA or LEA) during the school year and the subsequent summer school.	
<b>Row A</b>	Diploma – means a regular high school diploma.
<b>Row B</b>	Certificate of Attendance or Completion refers to an award of less than a regular diploma, either an “Other High School Diploma” or a “High School Equivalency Credential.” Examples include a modified diploma or fulfillment of an Individual Education Plan for students with disabilities.

**Table 16. High school interscholastic athletics for the previous school year, 2005 – 06**

In this table, use data from the entire previous school year, 2005 – 06, beginning from the date of your school’s first official interscholastic athletic competition through its last. † If your school does not have high school interscholastic athletics, please check the box at the top of Table 16.	
<b>Row A</b>	Number of Teams. Count the number of each competitive level of a sport as a separate team. <i>Example: A school with freshman, junior varsity, and varsity basketball teams has three (3) teams.</i> Do <i>not</i> include intramural sports or cheerleading.
<b>Row B</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.
<b>Row C</b>	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> .

**About Table 17—Teachers—For All Schools**

**Table 17. Teachers, for the current school year, 2006 – 07**

<b>Row A</b>	Provide the number of <b>full-time classroom teachers</b> at your school as of October 1, 2006, or the child count date used by your state. DO NOT include teachers who work less than full-time at your school. This includes both teachers that have a regular/standard certificate/license/endorsement issued by the state and teachers that have an emergency/provisional credential.
<b>Row B</b>	Enter the number of full-time classroom teachers at your school as of October 1, 2006, or the child count date used by your state, <b>who had met all applicable state teacher certification requirements for a standard certificate</b> —i.e., have a regular/standard certificate/license/endorsement issued by the state. 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 an emergency, temporary, or provisional credential. 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 a page because it did not apply to your school.**



**Table 8. Discipline of Students without Disabilities.** Report the following data for the previous school year, 2005-06. (See instructions, pages 4-5)

Type of Discipline	Sex	Race/Ethnicity						(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	(6) Total: Sum of Columns 1-5	
A. Corporal Punishment	M							
	F							
B. Out of School Suspensions	M							
	F							
C. Total Expulsions	M							
	F							
C1. Expulsions: Total Cessation of Educational Services	M							
	F							

Table 8 excludes prekindergarten students. Please read the specific instructions, pages 4-5, carefully before completing these tables. The definition for corporal punishment is the same for tables 8 and 9.

**Column 6 TOTAL**  
Numbers in columns 1 to 5 must equal this total.

**Column 7** Enter the number of students who need LEP services. This is a subset of Column 6.

**Rows**  
For definitions, see instructions, pages 4-5. Row C1 is a subset of Row C. Individual students may be reported in more than one row.

**SEX:** M = male, F = female  
**LEP** = limited English proficient

**Please fill all cells.** If a cell has no students or is not applicable, see instructions, page 2 for directions.

**TABLE 9: Discipline of Students WITH Disabilities.** Report the number of students with disabilities who had discipline problems in the previous school year, 2005-06. For each row, count each student only once.

Type of Discipline	(1) Students with Disabilities (IDEA)	(2) Students with Disabilities Section 504 Only
A. Corporal Punishment		
B. Long-term suspension/expulsion: non-cessation of services		
C. Long-term suspension/expulsion: cessation of services		

Table 9 excludes prekindergarten students. Please read the specific instructions, pages 4-5, carefully before completing these tables. The definition for long-term suspension in Table 9 corresponds to that used in IDEA. The definition for corporal punishment is the same for tables 8 and 9.

**(1) Students with Disabilities (IDEA)**— refers to children receiving services under the Individuals with Disabilities Education Act.

**(2) Students with Disabilities Section 504 Only** — refers to children served only under the Rehabilitation Act of 1973.

Individual students may be reported in more than one row.

**Please fill all cells.** If a cell has no students or is not applicable, see instructions, page 2, for directions.

District Name: \_\_\_\_\_

School Name: \_\_\_\_\_

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**TABLE 10. Children with Disabilities (IDEA).** Complete this table with the number of children in this school receiving services under the Individuals with Disabilities Education Act during the current school year, 2006 – 07. Include all students attending this school, even if they reside outside the school district. Note: A student should be **counted only once**, based on the child's primary disability. See instructions pages 5-6.

Disability Category*	Sex	Race/Ethnicity						(7) Students whose educational placement is 60% or more of the day outside the regular classroom	(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	(6) Total: Sum of Columns 1-5 (Workspace Area)		
A. Mental Retardation	M								
	F								
B. Emotional Disturbance	M								
	F								
C. Specific Learning Disability	M								
	F								
D. Developmental Delay (for children K - age 9)	M								
	F								

S A M P L E

\*See instructions, pages 5-6, for definitions of disability categories.

Table 10 excludes prekindergarten students.

**Educational Placement** is defined as the percentage of the day that a student receives special education services **outside** the regular class. (Note that "60% or more outside the regular classroom" used here is equivalent to "less than 40% inside the regular classroom" as used for IDEA reports.) See instructions, page 5 for definitions of column 7.

**For Rows**  
Row D should include only students with disabilities in kindergarten through age 9. See instructions, page 6, to determine if you must fill out Row D. Do not include students in Row D unless all three of the IDEA requirements specified in the instructions are met.

**SEX:** M = male, F = female  
**LEP** = limited English proficient

**Please fill all cells.** If a cell has no students or is not applicable, see instructions, page 2, for directions.

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**Table 11. Additional Categories of Children with Disabilities (IDEA).** Report by educational placement any **additional students** receiving special education services under the Individuals with Disabilities Education Act during the current school year, 2006-07. Include all students attending this school, whether they do or do not reside in this school district. A student should be **counted only once**, based on the child's primary disability, **in either Table 10 or 11**, but not in both. See instructions pages 5-6.

<b>Disability Category*</b>	(1) Students whose educational placement is 60% or more of the day outside the regular classroom	(2) Total Served Under IDEA In this Disability Category	<p>*See Instructions, page 6, for definitions of disability categories.</p> <p>Table 11 excludes prekindergarten students.</p> <p><b>Educational Placement</b> is defined as the percentage of the day that a student receives special education services <b>outside</b> the regular class. (Note that "60% or more outside the regular classroom" used here is equivalent to "less than 40% inside the regular classroom" as used for IDEA reports.) See instructions, page 6 for definitions of column 1.</p> <p><b>Please fill all cells.</b> If a cell has no students or is not applicable, see instructions, page 2, for directions.</p>
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			
<b>J. Total—workspace area</b>			

**Table 12. Single-Sex Classes.** Please provide data on the total number of **single-sex classes (classes with only male or only female students)**, in algebra or geometry, other mathematics, science, and other academic subjects in the current year, 2006 – 07. See instructions page 7.

A. If this school does not have any single-sex academic courses, <b>check</b> this box: <input type="checkbox"/>		
B. Number of classes with only male or female students:		
Class	Male-Only Classes	Female-Only Classes
Algebra or Geometry		
Other Mathematics		
Science		
Other Academic Subjects		
Total		

Table 12 excludes prekindergarten students.

**Column 1**—refers to classes with only male students.  
**Column 2**—refers to classes with only female students.

**Please fill all cells.** If a cell has no students or is not applicable, see instructions, page 2, for directions.

**INSTRUCTIONS FOR REMAINING TABLES**

**Quick Scan**

Just two to five tables left to complete. Please check the Quick Scan chart and complete the appropriate items. Even though some tables don't apply to your school/program and thus will be left blank, **you MUST return all pages.**

Type of School	Table 13A (Promotion tests)	Table 13B-C (Graduation tests)	Table 14 (AP)	Table 15 (High school completion)	Table 16 (Athletics)	Table 17 (Teachers)	Certification
Elementary	✓					✓	✓
Middle	✓					✓	✓
High		✓	✓	✓	✓	✓	✓



**Elementary & middle schools must complete the following section before proceeding.  
High Schools – skip to Table 13B**

**Table 13A. Promotion Testing for Elementary and Middle Schools.** See instructions page 7.

If the school administered a district- or state-required test that students are **REQUIRED TO PASS** or that is **USED AS A SIGNIFICANT FACTOR** in making **PROMOTION DECISIONS** for all students taking the test, complete Table 13A.2 for each grade where such a test was administered.

**13A.1 Tests were required for promotion to:**

- Grade 1    Grade 3    Grade 5    Grade 7    Grade 9
- Grade 2    Grade 4    Grade 6    Grade 8

Go to Table 13A.2 and complete Table 13A.2 for each grade marked.

If no such tests were administered, **check** this box:  ..... Skip to Table 17

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

District Name: \_\_\_\_\_

School Name: \_\_\_\_\_

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**Table 13A2. Testing (Grade-to-Grade Promotion).** Complete the following table if, in the previous school year, 2005 – 06, the school administered a district- or state-required test that students are **REQUIRED TO PASS** or that is **USED AS A SIGNIFICANT FACTOR** in making **PROMOTION DECISIONS** for all students taking the test.

If the school conducted tests for grade-to-grade promotion for more than one grade, please photocopy this blank table for each grade that took the test. For example, if students in 3rd, 5th, and 7th grades took the test for promotion to 4th, 6th, and 8th grades, you would need to complete a total of three separate submissions for Table 13A.2, and on the row below, mark the bubble with the correct grade level for each page. See instructions page 7.

**Data in the table on this page are for tests that were taken for promotion to the following grade:** (Select only one bubble for each page.)

Grade 1    Grade 2    Grade 3    Grade 4    Grade 5    Grade 6    Grade 7    Grade 8    Grade 9

**NOTE:** Please include numbers for all classes in one grade on the same table.

Number of Students	SEX	RACE/ETHNICITY					(6) Total Sum of (1) to (5)	(7) Students with Disabilities (IDEA)	(8) Students with Disabilities 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	M									
	F									
D. Alternate Assessments Passed	M									
	F									
E. Alternate Assessments Failed	M									
	F									

**Column 6 TOTAL** For any row, the numbers in columns 1 to 5 must equal this total. Columns 7, 8, & 9 are subsets of Column 6.

**Column 7** Enter the number of students with disabilities receiving services under the Individuals with Disabilities Education Act.

**Column 8** Enter the number of students served under the Rehabilitation Act of 1973.

**Column 9** Enter the number of students who need LEP services.

**For Rows**  
Rows A, B, and C are for students who took regular assessments, including regular assessments with accommodations, but exclude students who took alternate assessments. See instructions, page 7, for definitions.

**Please fill all cells.** If a cell has no students or is not applicable, see instructions, page 2, for directions.

**SEX:** M = male, F = female  
**LEP** = limited English proficient

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

District Name: \_\_\_\_\_

School Name: \_\_\_\_\_

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**Table 13B. High School Graduation for Schools Offering Grades 9 – 12.** Complete the following table if, in the previous school year, 2005 – 06, your school administered a district- or state-required test that students are **REQUIRED TO PASS** or that is **USED AS A SIGNIFICANT FACTOR** in making **GRADUATION DECISIONS** for all students taking the test. Count results only for tests administered during the 2005 – 06 school year. Do not count students who were not tested because they passed the test on a previous occasion. Only one Table 13B is to be submitted. See instructions page 8.

If no such tests were administered, **check** this box:  .....and skip to Table 17 if your school offers only grades 1-8; otherwise, skip to Table 14.

Number of Students	Sex	Race/Ethnicity					(6) TOTAL Sum of (1) to (5)	(7) Children with Disabilities (IDEA)	(8) Students with Disabilities Section 504 Only	(9) LEP	<p><b>Column 6 TOTAL</b> For any row, the numbers in columns 1 to 5 must equal this total. Columns 7, 8, &amp; 9 are subsets of Column 6.</p> <p><b>Column 7</b> Enter the number of students with disabilities receiving services under the Individuals with Disabilities Education Act.</p> <p><b>Column 8</b> Enter the number of students served under the Rehabilitation Act of 1973.</p> <p><b>Column 9</b> Enter the number of students who need LEP services.</p> <p><b>For Rows</b> Rows A, B, and C are for students who took regular assessments, including regular assessments with accommodations, but exclude students who took alternate assessments. See instructions, page 8, for definitions.</p> <p><b>Please fill all cells.</b> If a cell has no students or is not applicable, see instructions, page 2, for directions.</p> <p><b>SEX:</b> M = male, F = female <b>LEP</b> = limited English proficient</p>
		(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	M										
	F										
D. Alternate Assessments Passed	M										
	F										
E. Alternate Assessments Failed	M										
	F										

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

District Name: \_\_\_\_\_

School Name: \_\_\_\_\_

**Individual School Report: ED102 - Page 8 of 13**

**Table 13C. High School Graduation Testing—Students Who Retook Tests.** If your school completed Table 13B and reported students who were tested and passed in item 13B.A, provide the following information on the number of students who retook test(s) required for graduation one or more times and passed the last required test in the 2005 – 06 school year. Students who retook the test but never passed should not be included. See instructions page 8.

**Students who retook test(s) required for graduation one or more times and passed the last required test in the 2005 – 06 school year.**

	SEX	Race/Ethnicity					(6) TOTAL Sum of (1) to (5)	(7) Students with Disabilities (IDEA)	(8) Students with Disabilities Section 504 Only	(9) LEP	<p><b>Column 6 TOTAL</b> For each row, the numbers in columns 1 to 5 must equal this total. Columns 7, 8, &amp; 9 are subsets of Column 6.</p> <p><b>Column 7</b> Enter the number of students with disabilities receiving services under the Individuals with Disabilities Education Act.</p> <p><b>Column 8</b> Enter the number of students served under the Rehabilitation Act of 1973.</p> <p><b>Column 9</b> Enter the number of students who need LEP services.</p> <p><b>For Rows</b> See instructions, page 8, for definitions.</p> <p><b>Please fill all cells.</b> If a cell has no students or is not applicable, see instructions, page 2, for directions.</p> <p><b>SEX:</b> M = male, F = female <b>LEP</b> = limited English proficient</p>
		(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. Retook graduation test(s) once prior to passing	M										
	F										
B. Retook graduation test(s) twice prior to passing	M										
	F										
C. Retook graduation test(s) three or more times prior to passing	M										
	F										

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

SAMPLE

District Name: \_\_\_\_\_

School Name: \_\_\_\_\_

**Individual School Report: ED102 - Page 9 of 13**

**TABLE 14. Advanced Placement (AP) for Schools Offering Any Grades 9 – 12.** Complete the following tables for any Advanced Placement program courses offered by this school. Questions 14A – 14C are for the current school year, 2006 – 07; questions 14D – 14F are for the previous school year, 2005 – 06. See instructions page 8.

**14A.** If this school offers Advanced Placement (AP) courses in the current school year, how many **different types** of Advanced Placement courses does the school offer?

If this school does not offer **any** Advanced Placement courses for high school students in the current school year, **check** this box:  ..... and skip to Table 15.

**14B.** Darken the appropriate bubble to indicate if students were allowed to self-select participation in AP classes during the current school year, 2006 – 07. Otherwise, darken the bubble for Referral or Other Requirement.

Self-Selection  Referral or Other Requirements

**14C. Advanced Placement Course Participation.** Complete the following table with the number of students taking AP courses that your school offers in the following areas in the current school year, 2006 – 07. If the school did not offer any course in this area, mark the bubble. See instructions, page 8 for which AP courses are included in each area.

	Course Not Offered	Sex	Race/Ethnicity					(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. Mathematics	<input type="radio"/>	M							
		F							
B. Science	<input type="radio"/>	M							
		F							
C. Foreign Language	<input type="radio"/>	M							
		F							
D. Other Subjects	<input type="radio"/>	M							
		F							

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

District Name: \_\_\_\_\_

School Name: \_\_\_\_\_

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**14D. Total Number of Students Enrolled in AP.** Provide data on the total number of students in the school enrolled in AP classes during the previous school year, 2005 – 06. If a student is enrolled in more than one AP class, count that student only once.

	Sex	Race/Ethnicity					(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		
Students enrolled in AP classes	M							
	F							

**14E. Number of Students Taking AP tests.** Provide data on students taking AP tests during the previous school year, 2005 – 06, based on their course enrollment. Students should be counted only once. Students who were enrolled in AP classes, but took no AP tests should not be reported.

	Sex	Race/Ethnicity					(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. Students taking AP tests for some AP courses in which they were enrolled	M							
	F							
B. Students taking AP tests for all AP courses in which they were enrolled	M							
	F							

**14F. Number of Students Based on AP Test Results.** Provide data on the results of AP test taking by students who took AP tests during the previous school year, 2005 – 06. For the purpose of completing this table a score of 3 or higher is considered to be a passing score.

	Sex	Race/Ethnicity					(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. Students taking one or more AP tests and passing all tests	M							
	F							
B. Students taking more than one AP test and passing some but not all tests	M							
	F							
C. Students failing all AP tests taken	M							
	F							

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

District Name: \_\_\_\_\_

School Name: \_\_\_\_\_

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**Table 15. High School Completers.** If the school grants high school diplomas and/or certificates of attendance or completion, complete the following table for the previous school year, 2005 – 06. See instructions page 9.

	Sex	Race/Ethnicity						(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	(6) Total of columns 1-5 Workspace Area		
A. Diploma	M								
	F								
B. Certificate of Attendance or Completion	M								
	F								

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

SAMPLE

District Name: \_\_\_\_\_

School Name: \_\_\_\_\_

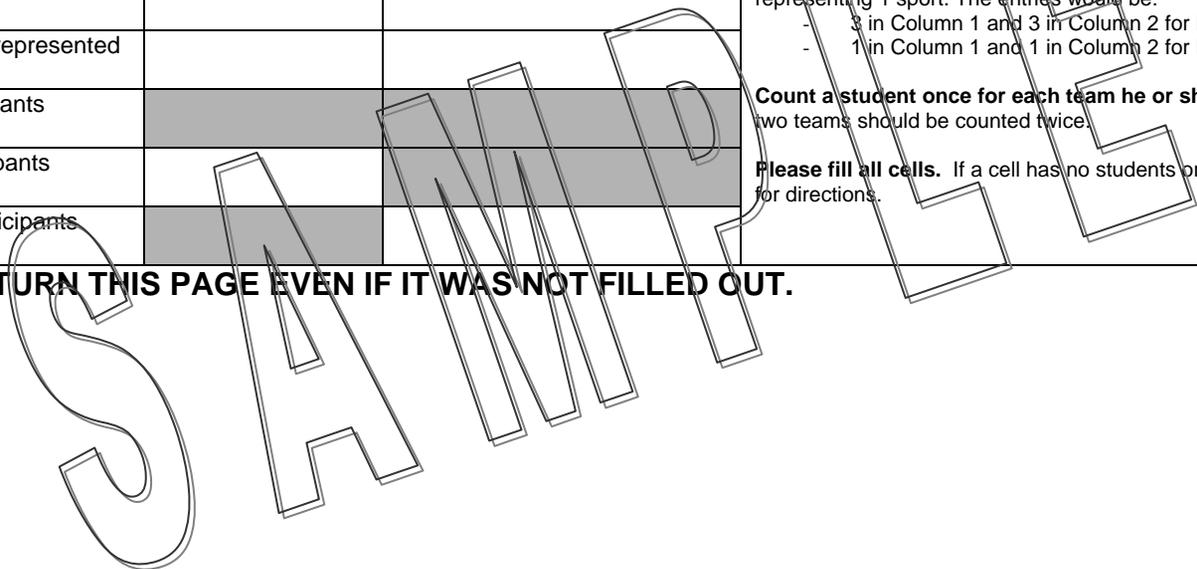
**Individual School Report: ED102 - Page 12 of 13**

**Table 16. Interscholastic Athletics.** In this table, enter data from the entire previous school year, 2005 – 06, beginning from the date of your school’s first official interscholastic athletic competition through its last. See instructions page 9.

If this school does not have interscholastic athletics, **check** this box:

Teams and participants	(1) Where only male students are on the team	(2) Where only female students are on the team	<p><b>Column 1</b>—refers to teams where only male students participate.  <b>Column 2</b>—refers to teams where only female students participate.</p> <p><b>Count boys and girls teams separately.</b> <i>Example:</i> A school with separate girls’ and boys’ basketball teams at the freshman, junior varsity, and varsity levels has 6 teams representing 1 sport. The entries would be:</p> <ul style="list-style-type: none"> <li>- 3 in Column 1 and 3 in Column 2 for Row A</li> <li>- 1 in Column 1 and 1 in Column 2 for Row B</li> </ul> <p><b>Count a student once for each team he or she is on.</b> <i>Example,</i> a student who plays on two teams should be counted twice.</p> <p><b>Please fill all cells.</b> If a cell has no students or is not applicable, see Instructions, page 2, for directions.</p>
A. Number of teams			
B. Number of sports represented by those teams			
C. Number of participants			
(a) Male participants			
(b) Female participants			

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



District Name: \_\_\_\_\_

School Name: \_\_\_\_\_

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## ALL SCHOOLS MUST COMPLETE TABLE 17 & CERTIFICATION

**Table 17. Teachers.** See instructions page 9.

A. How many full-time classroom teachers were at your school on October 1, 2006.		<b>Row B.</b> Enter the number of full-time classroom teachers at your school as of October 1, 2006, or the child count date used by your state, <b>who had met all applicable state teacher certification requirements for a standard certificate</b> —i.e., have a regular/standard certificate/license/endorsement issued by the state. 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. <b>DO NOT</b> include teachers with an emergency, temporary, or provisional credential. <b>DO NOT</b> include teachers who work less than full-time at your school. <b>DO NOT</b> report full-time equivalent teachers. <b>DO</b> report on only those teachers that provide instruction. <b>DO NOT</b> include principals or guidance counselors.
B. How many full-time classroom teachers at your school on October 1, 2006, meet all applicable state teacher certification requirements for a standard certificate?		

**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

Title

Fax

Signature of Principal or Authorized Representative