Fall 1978 Elementary and Secondary Schools Civil Rights Survey

USER'S GUIDE TO THE DATA FILE

Prepared for the Office for Civil Rights
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I. INTRODUCTION AND BACKGROUND

This document presents instructions on the use of the data file from the Fall 1978 Elementary and Secondary Schools Civil Rights Survey, conducted by Killalea Associates, Incorporated under Contract HEW-100-78-0063. Some portions of the document are intended to assist the programmer in accessing the file. These include Section II, describing the file structure and the methods to be used in projecting from the sample data, and Section III, the file description and directory.

In addition, certain portions are directed to both the programmer and the non-programmer analyst who desire to make the proper interpretation of data in the file. The 1978 survey asks a large number of questions, some of which met with varying interpretations by respondents. The reported data was subjected to careful automated and manual editing, and the errors detected were followed up with each respondent. The result is a file that is relatively free from errors or omissions. Nonetheless, there are anomalies in the file that could not be eliminated in this follow-up phase. Section IV is intended to guide the analyst in arriving at proper interpretations of the data. For reference, Section V reproduces the two survey instruments used to collect the data, as well as the instructions that were forwarded to each respondent.

The 1978 survey is the latest in a series of surveys conducted by the Office for Civil Rights. For users unfamiliar with this series, a brief history of the survey is provided here.

The Elementary and Secondary School Civil Rights Survey has been conducted on a national basis since the 1968-69 school year, normally during September or October. The survey was annual for every year through school year 1974-75. In 1975, this sequence was broken and a school year was missed. In school year 1976-77, a survey was again conducted although the mailout did not occur until winter rather than the very beginning of the school year. In 1977-78, there was no survey. The present survey was conducted in 1978-79, and the next survey is scheduled for the Fall of 1980.

During the course of these data collection activities, the survey itself has undergone considerable changes in scope, coverage, content, and methodology as legal, judicial, and political factors changed. During this period, the surveys have reflected the important issues and direct responsibilities of OCR at the time of the information collection. Several new areas, mainly Title IX (concerning discrimination between the sexes) and Section 504, (concerning discrimination against the handicapped) were placed within the domain of OCR, and the survey was greatly expanded to cover these new areas. The 1978-79 survey covers roughly the same areas with only minor changes in subject, but with major changes in format.

From 1968 through 1974, the general survey methodology remained basically the same. The primary unit of survey was the school district. School districts were chosen on a variety of bases, sometimes random, sometimes based on compliance involvement, etc. However, once a school district was chosen for inclusion in the specific survey, then every individual school in that district was also covered. There were two basic survey instruments:

1. School System Summary Report (OS/CR 101)
2. Individual School Campus Report (OS/CR 102)

The 101 form presented summary statistics and totals of the overall school system. For some questions, this school system summary form reported the totals which were also reported on an individual school basis on the 102 survey form. Other questions on the school system summary form represented specific district-level questions which were not repeated or supported by individual school presentation of data.

In 1968, 1970, and 1972, the Fall surveys covered a large number of school systems, generally about 8,000 systems with from 70,000 to 75,000 schools. The selection probability was as follows. School districts with enrollment greater than 3,000 were sampled with probability 1. School districts with enrollment between 1,200 and 2,999 were sampled with probability .75. School districts with enrollment between 600 and 1,199 were sampled with probability .5. School districts with enrollment between 301 and 599 were sampled with .25 probability. School districts with enrollments 300 or less were not sampled. The samples in these surveys were selected in a way that permitted statistical projections to the universe. The survey samples were enriched with districts (including a few with enrollments less than 300) that were chosen because of their special compliance status or of other characteristics of particular interest to OCR.

In 1969, 1971, and 1973, surveys were conducted of a much smaller sample of high-interest school districts. These surveys were typically drawn as subsets of the preceding year's survey and covered approximately 3,000 school districts with between 35,000 and 40,000 schools. The districts in these odd-year surveys were generally selected on the basis of their compliance status or their high concentrations of minority pupils, and the samples were not designed in a way that permitted statistical projection.

In 1974, another small survey (3,000 school districts) was conducted. Unlike the other small surveys, however, the sample was chosen in a way that permitted statistical projection. The 1974 sample was chosen according to a methodology that enriched survey coverage to focus on areas of high interest while maintaining controls over the number of districts covered and statistical projectability.

From 1968 through 1973, the Fall surveys asked questions about both enrollment and faculty assignments by racial/ethnic categories.

In 1973, the responsibility for collecting faculty data was transferred to the Equal Employment Opportunity Commission, and the OCR surveys were limited to questions about enrollment.

The 1976 survey employed a different methodology. Approximately 15,700 districts were surveyed. Of these, about 3,650 were required to report data on each of their schools (providing data for a total of about 44,000 schools). All other districts were required to report only summary data on the district form 101.

The 1978 survey employed a sampling method similar to that in the earlier even-numbered years, covering more than 6,000 districts (and all of the 54,000 schools in those districts). Some 2,100 districts were assigned a selection probability of 1.0 based on their compliance status or high interest to OCR. Selection of the remaining districts was based on several factors: the need to project data to state, regional, and national levels, to include a certain percentage of each minority group in the nation, and to survey districts in which data from the 1976 survey suggested possible OCR interest because of potential discrimination.

II. FILE CHARACTERISTICS

This section gives a general description of the data in this file, and general instructions for using it. Also included is a count of various types of records on the file and other specific information.

A. Overview of the Data Base

The general layout of the data base is a series of records; one type (district records) is 275 bytes long, and the other type (school records) has 866 bytes. The precise record formats are given in the next section. Normally, each district record is followed by a series of school records, one for each school included in the school count in item 3 of the district record. This is not true for Chicago, Trenton, and four smaller districts. (see below)

These records contain five types of data:

1) Character strings are used for names, address, etc. and the OE code of the district and the school code. Each character uses one byte. The format of a character string is alphanumeric.

2) One-byte character strings are used for responses to yes/no type questions. In general, an alphanumeric "1" indicates the box was checked, and an alphanumeric blank indicates it was not. In yes/no type responses, an alphanumeric "1" indicates a yes response and an alphanumeric "2" indicates a no response. A "3" indicates the question was not applicable.

3) Most integers in the district record are in fixed point binary integer format and four bytes in length (Fortran: I*4). They are noted in the File Description as "FWI" (full word integer). A value of -1 in an integer indicates nonresponse to the item. It is important that the user note this fact.

4) All integers in the school record and the item 3 response in the district record are in fixed point binary integer format and are two bytes long (Fortran: I*2). These are noted in the File Description as "HWI" (half-word integer). A value of -1 again indicates a blank.

5) The sample weight on the district record is in "real" format. It is four bytes in length and may also be described as floating binary or single-word real.

The records are sorted in ascending order on district OE (Office of Education) code and school OE code within districts. The district's OE code is a seven-digit alphanumeric code., the first two digits of which are the state OE code (refer to the table on page 6). The last five digits uniquely identify a district within a state. The district code within most states provides an approximate alphabetical

order for district names. The school OE code is a one- to five-digit alphanumeric number which uniquely identifies each school within a district.

When using the database, it is necessary to distinguish between a district record and a school record. This can be done in one of two ways. First, the length of the records is different. If this is not convenient, positions 10-14 of district records contain five alphanumeric blanks, and these positions in a school record contain the school code, which is never blank.

Finally, the survey file was created on an IBM 370 series computer. Thus, a minus one is represented in two's complement; all bits are "on."

B. Projection of Data to State, Regional, and National Levels

The 1978 survey was designed to permit projection of statistics to state, regional, and national levels.

A random sampling method was used to select the districts that were to receive the survey forms. The procedure is described in the document 1978 Elementary and Secondary School Civil Rights Survey--Sample Selection (February, 1978, by DBS Corporation to the Office for Civil Rights). The sampling weights range from 1.000 to 3.000, which can be interpreted as the number of districts in the universe that are represented by each sampled district. There are two types of district in the sample:

1. "Forced" Districts. A forced district is one which OCR required to be in the sample because of its compliance status or because it applied for funds under the Emergency School Aid Act (ESAA), or a combination of these two factors. The reasons and the number of districts in each category are:

A.	Under court order to desegregate	715
B.	Voluntary desegregation plan	928
C.	Litigation	22
D.	OCR high interest	309
E.	ESAA	189
		2,163

Note that the number listed for ESAA is only those ESAA districts not chosen through reasons A-D. The total number of ESAA districts is 676. These numbers are taken from the list of districts to be sampled, and are different from the number which responded, due to district unification and division and to nonresponse.

2. "Drawn" Districts. A drawn district is one which was selected to permit accurate statistical projections. Sample weights range from 1.000 to 3.000, whereas the sample weight of a forced district must be 1.000. The selection of "drawn" districts was performed so that (1) the total sample permitted projection to state, regional, and national levels, (2) certain districts would be included because

their responses to the 1976 survey suggested they were of interest to OCR, and (3) the total sample would include high levels of coverage of all minority groups. In some cases this resulted in a selection probability of 1.000.

A few districts responded to the survey even though they were not in the sample. These districts received a sample weight of 0.000. There were 24 districts who did not respond to the survey. These districts are listed in Section IV, Part D.

The sample supports projections to state, regional, and national levels. Two steps are necessary to project pupil or school counts from the data base. The first is to apply the sample weights for each district, aggregating the data element of interest to the state level. These totals must further be multiplied by an adjustment factor which is different for each state. Adjusted totals may then be aggregated to regional and national levels. Only the first step is needed for projecting ratios. Please note that, although the file cont. ins the sample weights for each district, it does not contain the state-level adjustment factors. A list of these factors is shown in the table below.

State Adjustment Factors

OE	STATE NAME	FACTOR	OE	STATE NAME	FACTOR
10	Alabama	1.00000	35	Missouri	0.94327
11	Alaska	1.03464	36	Montana	1.08683
12	Arizona	1.06474	37	Nebraska	1.03801
13	Arkansas	0.97910	38	Nevada	0.97889
14	California	0.95726	39	New Hampshire	1.06518
15	Colorado	0.94906	40	New Jersey	1.02127
16	Connecticut	0.89622	41	New Mexico	0.94407
17	Delaware	0.90394	42	New York	1.00269
18	District of Columbia	1.00000	43	North Carolina	0.98395
19	Florida	1.00000	44	North Dakota	0.95435
20	Georgia	0.99653	45	Ohio	0.97495
21	Hawaii	1.00000	46	Oklahoma	1.10761
22	Idaho	0.99434	47	Oregon	1.11037
23	Illinois	1.03099	48	Pennsylvania	0.95560
24	Indiana	0.91041	49	Rhode Island	1.03990
25	Iowa	1.12226	50	South Carolina	1.00000
26	Kansas	0.99181	51	South Dakota	1.03647
27	Kentucky	0.92779	52	Tennessee	0.99058
28	Louisiana	1.00000	53	Texas	0.95901
29	Maine	1.02707	54	Utah	0.98234
30	Maryland	0.98101	55	Vermont	0.89331
31	Massachusetts	1.02235	56	Virginia	1.03635
32	Michigan	0.94653	57	Washington	1.05722
33	Minnesota	0.95001	58	West Virginia	1.19273
34	Mississippi	1.00635	59	Wisconsin	0.87614
			60	Wyoming	0.99060

C. Statistics

Districts Sampled and Reporting, by Selection Code

Selection Code	Reason	Districts Sampled	Districts Reporting
Blank	Not in sample	0	28
1	Statistically drawn	3,916	3,875
2	Voluntary desegregation plan	792	786
3	Court-ordered desegregation	510	505
4	Litigation	18	17
5	OCR high interest	167	163
6	ESAA	189	189
7	ESAA and voluntary desegregation plan	136	136
8	ESAA and court-ordered desegregation	205	204
9	ESAA and litigation	4	4
10/0	ESAA and OCR high interest	142	142
		6,079	6,049

Number of district records = 6,049
Number of school records = 54,082
Total records = 60,131

File characteristics

Data set name	OCR.ELSEC.Y78
Unit type	1600 BPI
DCB parameters	RECFM=VB LRECL=870 BLKSIZE=12960
Length of district record	275
Length of school record	866

III. DIRECTORIES

This section presents the district record directory and the school record directory.

DISTRICT RECORD DIRECTORY

DATA	LENGTH	BYTES	DATA TYPE	ITEM	COMMENTS
OE Code	7	1-7	A/N	---	Unique district identification code
Selection Code	1	8	A/N	---	Reason district was surveyed: '1' = randomly drawn '2' = voluntary plan '3' = court order '4' = litigation '5' = OCR "high interest" '6' = ESAA '7' = ESAA/voluntary plan '8' = ESAA/court order '9' = ESAA/litigation '0' = ESAA/OCR "high interest" ' ' = responded but was not sampled
-----	1	9	---	---	Filler
School Code	5	10-14	A/N	---	blank
District Name	33	15-47	A/N	1	Name of school system
Address	30	48-77	A/N	2	Address of school system
County	16	78-93	A/N	2	County of school system
City	16	94-109	A/N	2	City of school system
Zip Code	5	110-114	A/N	2	Zip Code of school system
Number of Schools	2	115-116	HWI	3	Number of schools in the district which have full time students
Type of Change	1x5	117-121	A/N	4a	Changes made by district element 1: Consolidation element 2: Unification element 3: Division element 4: Annexation element 5: No Change ' ' = No '1' = Yes
Court Order	1	122	A/N	5	Court order status of system in federal or state court '1' = yes '2' = no
Graduation Req.	1	123	A/N	6	Graduation requirements which differ by sex '1' = yes '2' = no
-----	1	124	---	---	Filler

DATA	LENGTH	BYTES	DATA TYPE	ITEM	COMMENTS
Special Education Programs	5x4	125-144	FWI	7	District level special education program element 1: Resident school-age children indentifed as needing special education element 2: Number of children receiving special education element 3: Number of children receiving special education outside district element 4: Number of children whose tuition is not paid by the district element 5: Number of children being evaluated
Pupils Membership	8x4	145-176	FWI	8a	Total membership of all schools in the district element 1: American Indian element 2: Asian element 3: Hispanic element 4: Black (non-Hispanic) element 5: White (non-Hispanic) element 6: Total element 7: Male element 8: Female
Expulsions	8x4	177-208	FWI	8b	Total number of expulsions element 1: American Indian element 2: Asian element 3: Hispanic element 4: Black (non-Hispanic) element 5: White (non-Hispanic) element 6: Total element 7: Male element 8: Female
Previous Names	63	209-271	A/N	4b	Previous names of districts involved in any changes reported in 4a.
Sample Weight	4	272-275	real	--	Number of districts in universe represented by this district

SCHOOL RECORD DIRECTORY

DATA	LENGTH	BYTES	DATA TYPE	ITEM	COMMENTS
OE Code	7	1-7	A/N	--	District identification code
	2	8-9	A/N		Filler
School Code	5	10-14	A/N	--	Unique school identification within the district
School Name	33	15-47	A	2	
School Address	30	48-77	A/N	3	Street address of school
Ungraded	1	78	A/N	4	Schools which are ungraded '1' = Yes ' ' = No
Grades and Prog.	16	79-94	A/N	4	Grades and programs offered Element 1: Pre-K Element 2: Kindergarten Element 3: 1st grade Element 4: 2nd grade Element 5: 3rd grade Element 6: 4th grade Element 7: 5th grade '1' = Yes Element 8: 6th grade ' ' = No Element 9: 7th grade Element 10: 8th grade Element 11: 9th grade Element 12: 10th grade Element 13: 11th grade Element 14: 12th grade Element 15: Special Ed. Element 16: Vocational Ed.
Membership	8x2	95-110	HWI	5A	Pupil Membership Element 1: American Indian or Alaskan Native Element 2: Asian or Pacific Islander Element 3: Hispanic Element 4: Black (Non-Hispanic) Element 5: White (Non-Hispanic) Element 6: Total Element 7: Total Males Element 8: Total Females
Language other than English	6x2	111-122	HWI	5B	Pupils who speak other than English more often than English Element 1: American Ind. or Alask. Native Element 2: Asian or Pacific Islander Element 3: Hispanic Element 4: Black (Non-Hispanic) Element 5: White (Non-Hispanic) Element 6: Total

DATA	LENGTH	BYTE	DATA TYPE	ITEM	COMMENTS
Bilingual Service	6x2	123-134		5C	Pupils receiving bilingual education. Element 1: American Indian or Alaskan Native Element 2: Asian or Pacific Islander Element 3: Hispanic Element 4: Black (Non-Hispanic) Element 5: White (Non-Hispanic) Element 6: Total
Corporal Punishment	8x2	135-150		5D	Pupils punished, counted once regardless of number of times punished. Element 1: American Indian or Alaskan Native Element 2: Asian or Pacific Islander Element 3: Hispanic Element 4: Black (Non-Hispanic) Element 5: White (Non-Hispanic) Element 6: Total Element 7: Total Males Element 8: Total Females
Suspensions	8x2	151-166	HWI	5E	Pupils suspended but counted only once regardless of number of times suspended. Element 1: American Indian or Alaskan Native Element 2: Asian or Pacific Islander Element 3: Hispanic Element 4: Black (Non-Hispanic) Element 5: White (Non-Hispanic) Element 6: Total Element 7: Total Males Element 8: Total Females
Socially maladjusted	8x2	167-182	HWI	5F	Pupils enrolled in programs for the socially maladjusted. Element 1: American Indian or Alaskan Native Element 2: Asian or Pacific Islander Element 3: Hispanic Element 4: Black (Non-Hispanic) Element 5: White (Non-Hispanic) Element 6: Total Element 7: Total Males Element 8: Total Females

DATA	LENGTH	BYTES	DATA TYPE	ITEM	COMMENTS
Gifted & Talented	8x2	183-198	HWI	5G	Pupils enrolled in programs for gifted or talented; count each pupil once no matter the number of programs enrolled in. Element 1: American Indian or Alaskan Native Element 2: Asian or Pacific Islander Element 3: Hispanic Element 4: Black (Non-Hispanic) Element 5: White (Non-Hispanic) Element 6: Total Element 7: Total Males Element 8: Total Females
Accommodations for Handicapped Pupils					
Pupils in w/chairs	2	199-200	HWI	6A	
Access. entrances	1	201	A/N	6B	'1' = Yes ' ' = No
Access. restrooms	1	202	A/N	6C(1)	'1' = Yes ' ' = No
Access. sci. labs	1	203	A/N	6C(3)	'1' = Yes ' ' = No '3' = N/A - no science labs
Item 8 excess code	1	204	A/N		'0' = no excess in item 8 vs enrollment; '1' = children from another school served; '2' = other reason; '3' = reason unknown.
Access. classrooms	2	205-206	HWI	6C(3)	
Total classrooms	2	207-208	HWI	6D	
Pupil Assignment					Sample composition of classes:
Class 1	10x2	209-228	HWI	7	Element 1: Grade = from 0 to 14. 0 is ungraded; 13 is Pre-K; 14 is Kindergarten More than one grade in a class is shown thus: 103 (1st through 3rd) or 1012 (tenth through 12th)
Class 2	10x2	229-248	HWI		
Class 3	10x2	249-268	HWI		
Class 4	10x2	269-288	HWI		
Class 5	10x2	289-308	HWI		
Class 6	10x2	309-328	HWI		Element 2: Subject code 01 Art 02 Elementary Education (General, Self-Contained) 03 English Language Arts 04 Foreign Language 05 Health/Physical Education 06 Home Economics 07 Industrial Arts 08 Mathematics 09 Music
Class 7	10x2	329-348	HWI		
Class 8	10x2	349-368	HWI		
Class 9	10x2	369-388	HWI		
Class 10	10x2	389-408	HWI		
Class 11	10x2	409-428	HWI		
Class 12	10x2	429-448	HWI		
Class 13	10x2	449-468	HWI		

DATA	LENGTH	BYTES	DATA TYPE	ITEM	COMMENTS
Class 14	10x2	469-488	HWI		10 Natural Sciences 11 Office Occupation or Business (including personal typing) 12 All other vocational Ed. 13 Social Studies/Social Sciences 14 Special Education 15 Compensatory or Remedial Instruction (e.g., Title I) 16 Bilingual/High Intensity Language Training (HILT), English-As-A-Second-Language 17 Other
Class 15	10x2	489-508	HWI		
Class 16	10x2	509-528	HWI		
Class 17	10x2	529-548	HWI		
Class 18	10x2	549-568	HWI		
					Element 3: American Indian or Alaskan Native
					Element 4: Asian or Pacific Islander
					Element 5: Hispanic
					Element 6: Black (Non-Hispanic)
					Element 7: White (Non-Hispanic)
					Element 8: Total
					Element 9: Total Males
					Element 10: Total Females
					This format is followed for all 18 sample classes.
Nutrition Programs:					
Federal Prog.	6x1	569-574	A/N	8A	Federal programs participated in:
					Element 1: National School Lunch Prog.
					Element 2: School Breakfast Prog.
					Element 3: Non-Food Assistance Prog.
					Element 4: Special Milk Prog.
					Element 5: Food Distribution Prog.
					Element 6: None
					'1' = Yes ' ' = No

DATA	LENGTH	BYTES	DATA TYPE	ITEM	COMMENTS
Breakfast Participation	6x2	575-580	HWI	8B	1. Full Price 2. Free 3. Reduced Price
Lunch Participation	3x2	581-586	HWI	8B	1. Full Price 2. Free 3. Reduced Price
Applications on File	7x2	587-600	HWI	8C(1)	Element 1: American Indian or Alaskan Native Element 2: Asian or Pacific Islander Element 3: Hispanic Element 4: Black (Non-Hispanic) Element 5: White (Non-Hispanic) Element 6: No Response Element 7: Total
Applications Approved	7x2	601-614	HWI	8C(2)	Element 1: American Indian or Alaskan Native Element 2: Asian or Pacific Islander Element 3: Hispanic Element 4: Black (Non-Hispanic) Element 5: White (Non-Hispanic) Element 6: No Response Element 7: Total

DATA	LENGTH	BYTES	DATA TYPE	ITEM	COMMENTS
Special Ed. Progs.					
Ed. Mentally Retarded	12x2	615-638	HWI	9A	Element 1: Total
Train. Mentally Retarded	12x2	639-662	HWI	9B	Element 2: American Indian or Alaskan Native
Seriously Emotionally Disturbed	12x2	663-686	HWI	9C	Element 3: Asian or Pacific Islander
Spec. Learning Disability	12x2	687-710	HWI	9D	Element 4: Hispanic
Speech Impaired	12x2	711-734	HWI	9E	Element 5: Black
					Element 6: White
					Element 7: Total Males
					Element 8: Total Females
					Element 9: Limited or Non-English Speaking
					Element 10: Less than 10 hours per week
					Element 11: 10 hours or more per week but less than full time
					Element 12: Full time
Deaf-Blind	4x2	735-742	HWI	9F	
Orthopedically Impaired	4x2	743-750	HWI	9G	Element 1: Total
Visually Handicapped	4x2	751-758	HWI	9H	Element 2: Less than 10 hours per week
Deaf	4x2	759-766	HWI	9I	Element 3: 10 hours or more per week but less than full time
Hard of Hearing	4x2	767-774	HWI	9J	Element 4: Full time
Other Health Impaired	4x2	775-782	HWI	9K	
Multi-handi.	4x2	783-790	HWI	9L	
Total fall progs. A-L	4x2	791-798	HWI	9M	

DATA	LENGTH	BYTES	DATA TYPE	ITEM	COMMENTS
Selected Course Enrollment:					
Home Ec.	5x2	799-808	HWI	10A	Element 1: All male classes
					Element 2: All female classes
					Element 3: Male mixed classes
					Element 4: Female mixed classes
					Element 5: Total enrollment
Interscholastic Athletic teams					
a. All female teams	2x2	829-832	HWI	11a.	Element 1: Female participants
					Element 2: Number of teams
b. All male teams	2x2	833-836	HWI	11b	Element 1: Male participants
					Element 2: Number of teams
c. Both sexes teams	3x2	837-842	HWI	11c	Element 1: Female participants
					Element 2: Male participants
					Element 3: Number of teams
d. Total of a-c	3x2	843-848	HWI	11d	Element 1: Total male participants
					Element 2: Total female participants
					Element 3: Total number of teams
Graduates	9x2	849-866	HWI	12	Number of students who received either a high school diploma or its equivalent.
					Element 1: American Indian or Alaskan Native
					Element 2: Asian or Pacific Islander
					Element 3: Hispanic
					Element 4: Black (Non-Hispanic)
					Element 5: White (Non-Hispanic)
					Element 6: Total
					Element 7: Total Male
					Element 8: Total Female
					Element 9: Handicapped students

IV. DATA INTEGRITY

The preceding sections described the format and use of the data from this survey, but it is essential that the user of this file also understand variations in reporting that may affect a particular application or analysis. This section provides information on these matters. The presentation takes the form of a discussion of each question, followed by a detailed description of problems uniquely associated with Chicago, New York City, Florida and Massachusetts. A list of non-respondent districts is also included.

A. OS/CR Form 101

Item 1. System Name

There is sufficient information here to uniquely identify district by name. There remain abbreviations like "sch dist", "ISD", "#", etc.

Item 2. System Address

The city, county, and zip code are believed to be accurate.

Item 3. Number of Schools

Several comments are required.

1) Some districts operate vocational or career centers that have no enrollment of their own but serve on a part-time basis some pupils who are enrolled in other schools. In general, such schools are not included on the file. This survey is therefore not a census of school buildings but of pupils.

2) A number of districts that operate only two or three schools reported all school-level data on a single OS/CR 102 form. This occurred in Montana, Nebraska, and Oklahoma. When it was not possible to obtain separate reports, these schools are reported in the aggregate in this file.

3) In Montana, the elementary district serving a given area is legally distinct from the secondary district serving the same area; but in practice they are regarded as a single, unified district. When separated data could not be obtained for Montana districts that reported as unified, the file reports them as unified.

4) In some cases it was not possible to obtain OS/CR Form 102 for every school in a district. This occurred in the following six districts:

OE Code	Name	# Schools	# Form 102's
2309930	Chicago	647	634
2526850	Southeast Warren	3	1
2609060	Mackville USD #351	3	2
3332400	ISD 196	12	0
4016290	Trenton	26	24
5900630	Augusta	2	1

In all other cases the number of Form OS/CR 102's equals the number of schools reported on the OS/CR 101.

Item 4. Type of Change

A few changes of this kind took place between September 1976 and the Fall of 1978. The largest change took place in Delaware, where Wilmington consolidated with ten of its suburbs to form New Castle County School District. In addition, in Arizona several pairs of elementary and secondary school districts merged to form unified school districts, the largest being Tucson. In California, the opposite happened in a few places.

Some respondents indicated that annexations had occurred in their district, but in fact had only closed a school or carried out some other change that was completely internal to that district. In these instances, their reported "annexation" was changed to "no change".

Item 5. Court Order Status

The court order status of Florida districts was not available.

Item 6. Graduation Requirements

A large number of districts answered yes to this question, indicating a curriculum or graduation requirement that differed for males and females. A special resurvey was made of these districts, and it was determined that only five districts had intended to respond in this way. The file contains a "yes" mark for only these five.

Item 7. Special Education

Several parts of this question were misinterpreted by respondents, and although the majority of the errors in reporting were corrected, it is not possible to state that all such errors have been found. The user should be aware of the nature of the problems.

1) Item 7a was intended to ask, "Of all school-age children who are legal residents of the geographic area of your school system, how many have been identified as requiring special education, whether or not they are receiving it?" The misreporting systems most often responded with numbers substantially lower than were found later in the editing process to be correct. A signal that this number was too low was the fact that the number of pupils receiving special education in the schools of the district was higher than the number identified as being in need. When this difference was substantial, the respondent indicated that a misinterpretation had occurred. Where the difference was quite small, however, it is possible that the difference might be explained either by the presence of non-resident pupils in the individual schools or that item 7a was an underestimate. To determine precisely the extent of underestimate would have required a complete resurvey, which was not possible. Therefore, the count in 7a may be an underestimate, but it is believed that the difference between the estimate provided in this file and the true count is modest.

2) Item 7b was intended to ask, "Of the children counted in item 7a, how many are receiving special education services?" As many as 800 districts reported numbers in item 7b that were unbelievably low.

Two criteria were used to identify districts that may have misreported this item. First, any district in which the percentage served (7b divided by 7a) was less than 50% was identified, and then for these districts reference was made to the number of pupils receiving special education services in the individual schools (based on responses to item 9 of Form OS/CR 102). A resurvey was conducted of most of these districts, beginning with those in which the percentage served was lowest. In every district so contacted, it was determined that the initial response was incorrect. Corrected figures were entered in the file for these districts. It is still possible, however, that some districts reported figures in item 7b that, while high enough to escape these criteria, nonetheless may be underestimates. For instance, some districts apparently interpreted item 7b as excluding speech-impaired children (presumably on the grounds that the appropriate service was so modest -- a few hours per week -- that they would not be considered special education "programs"). Accordingly, the counts in 7b are considered to be underestimates for these reasons, as well as because of a misinterpretation traceable to the next subquestion of item 7.

3) Item 7c asks, "How many of the children in 7b are being served elsewhere than in your school system?" Responses to this question were only occasionally suspect, and it is believed that the figures in the file are accurate. But this item did cause some underestimates in item 7b, as some respondents interpreted 7b as asking how many were served in the district and 7c the number served elsewhere, whereas the correct interpretation is that 7b is to include 7c.

Some districts participate in special education co-op systems. For example, the Special School District of St. Louis, Missouri serves pupils who reside in the area.

The state of Pennsylvania also administers special education programs in Pennsylvania schools. Districts reported students being served by such programs in item 7c, although they were reported in item 9 on the Form 102's for schools in that district. These programs were held in district schools, but administered by an "intermediate unit". Thus item 7c will appear to be artificially high in Pennsylvania.

Iowa and Indiana operate a number of special education co-ops, so that a district might be serving a large number of pupils from other school systems. These pupils are reported in item 9 of the 102 forms. Thus in some instances the sum of the items 9 will appear to be too high in comparison to item 7b, which is the number of resident pupils served, since non-residents are included in the item 9's.

The state of New York operates BOCES, which are special education districts. The children served by these units are reported in item 7c, but appear in some instances not to have been included in item 7b.

4) The other items in question 7 were considered to have been answered correctly.

Item 8a. Pupils in Membership in the District

This item, although straightforward, was reported incorrectly by a number of districts. The signal for possible misreporting was that a particular column, for example the total column, did not equal the sum of the pupils reported in membership at the individual schools in the district. In most cases, this was resolved by correcting the figures in this item, rather than the school membership figures. There are five districts where discrepancies remain. In Chicago (OE 2309930) and Trenton (4016290) the error is explained by the missing schools. Harford County, Maryland (3000390) had 20 homebound students for which no form was provided. In New York City (4220580) and St. Paul, Minnesota (3333840) there are students on the Form 102's that are not identified as to racial/ethnic group or sex. Thus the total columns agree with the Form 101's but the sum of the other columns do not.

Item 8b. Expulsions

This item was misreported by approximately 650 districts, which entered the number of suspensions instead of the number of expulsions. The presence of a potential problem was detected by two means. First, districts were listed in which the number of expulsions (in 1977-1978) was at least one percent of the enrollment (in 1978-1979). Second, reference was made to the suspensions reported in the individual school forms. In virtually all cases, it appeared that the district reported suspensions instead of expulsions. This problem was particularly prevalent in the state of Texas.

Although the term "expulsion" has a more or less uniform meaning throughout the states, the user should be alerted to the fact that this is not the case in Alaska. In that state, an expulsion is essentially a long-term suspension and the term "exclusion" is often used to denote what is elsewhere referred to as an expulsion. The file is constructed so that it is internally consistent by reporting in item 8b the exclusions for Alaska. The reader is cautioned that this count of expulsions will not agree with what may be reported in other sources as Alaska's expulsions.

B. OS/CR Form 102

Item 1. Name of School System

This information is not included in school records. Use associated district record to use this information.

Item 2. Name of School

This information is for identification only. Some schools, particularly in New York City, left this item blank and the information was not obtainable either from New York or other sources.

Item 4. Grades/Programs Offered

The contents of this question are self-explanatory, but the user should be alerted to the fact that some respondents checked the box for totally or partially ungraded and did not supply (as requested by the instruction) "equivalent" grades. In the editing process, these equivalents were obtained for most schools. A few districts indicated that it was inappropriate, given the mix of pupils (mostly in special education), to characterize them by age or by grade. The grade boxes were left blank for such schools.

Item 5a. Pupils in Membership

The user should be aware that an effort was made to remove from this survey file any school that did not have a permanent membership of its own, such as a vocational education school that merely serves pupils from other schools in the district. Some schools serve both permanent and "temporary" pupils, and only the permanent membership pupils were to have been reported. It is possible, however, that some of these schools reported total attendance rather than actual membership. It is believed that this misreporting, which would result in double counting, is very rare.

In almost all schools the total column equals the sum of the racial/ethnic groups as well as the sum of the males and females. Exceptions occurred in New York City, where a number of schools did not include sex breakdown, and Chicago, where one school did not provide a sex breakdown. In St. Paul, Minnesota, one school had twenty pupils of unknown race. These are the only exceptions.

Item 5b. Pupils Who Speak a Language Other than English More Often than English

This question was intended to obtain counts, by racial/ethnic category, of pupils who need bilingual education. The wording used in the definition led some schools to respond in ways that did not correspond with that intent. Some schools entered very large numbers, not only in the racial/ethnic categories where such needs most often arise, but also in the black and white entries. Where possible, these entries were either corrected or confirmed. It is quite possible, however, that a large number of schools overreported, so that there may be some residual overestimates remaining. This problem was particularly prevalent in Illinois, where there is a large number of officially recognized language codes used by the state to identify pupils of foreign parentage. Pupils classified under one of these codes tended to be counted in question 5b, whether or not they really need bilingual education. The problem was so extreme in Chicago that it was impossible to include the information reported by that system.

Item 5c. Pupils Receiving Bilingual Education or Equivalent

The proper interpretation of this data requires consideration of the problems that arose in item 5b. In a particular school, the numbers reported in 5c might be correct; but as a low percentage of an inflated number in item 5b, the school might be thought of as underserving its pupils in need. That is, a school that reports 100 white pupils in item 5b may merely be indicating that they are of foreign stock, and no white pupils were entered in item 5c because they do not need and are not receiving bilingual education. This data is also not present in the city of Chicago.

Item 5d. Pupils who Received Corporal Punishment

Some schools may have entered the number of punishments rather than the number of pupils punished one or more times.

Item 5e. Pupils Suspended

Some schools may have reported each occurrence rather than the number of pupils suspended.

Item 5f. Pupils Enrolled in Programs for the Socially Maladjusted

There are no unusual problems with this item.

Item 5g. Pupils Enrolled in Programs for the Gifted or Talented

There are no unusual problems with this item.

Item 6. Accommodations for Physically Handicapped Pupils

The user should be alerted to several characteristics of the responses to this question. If the response to item 6b indicated that the school did not have an accessible building entrance, the respondent was instructed to skip to question 7. Some schools responded to the remainder of the question anyway; these responses are not included in the file.

Item 6c(3) asks for the number of accessible classrooms and item 6d asks for the total number of classrooms. A number of respondent schools reversed their entries to these two questions, and some entered in item 6d the number that were not accessible. To the extent possible with the available information, responses were corrected; but some 1200 proved uncorrectable and are blanked in the present file. None of item 6 is available for the city of Chicago.

Item 7. Pupil Assignment

This is the most complicated question in the survey, involving a sampling of classrooms in the school. It is thus not surprising that the number of reporting errors in this question exceeded that in any other question.

Some schools completely misunderstood the purpose of the question. Some of these reported data for teachers by entering a '1' in, say, the black column and a '1' in, say, the female column to reflect the fact that the classroom in question was taught by a black female. Other schools reported the sex of only the minority pupils. Many of these errors were corrected by obtaining new data; but for other schools it was not possible to obtain corrected data, and the erroneous data were blanked. This was done in slightly less than a hundred schools, and in most cases the entirety of question 7 was blanked.

The user should also be aware of a reporting error that, while not as "catastrophic" as the examples above, can nonetheless make it difficult to perform certain analyses. Elementary schools in some districts (especially in New York City) reported all classes under subject code 02, which indicates general, self-contained elementary education. Inspection of the size of the classes in these schools indicates that at least some of the classes are for special education purposes, and should have been assigned subject code 14. If the user wishes to analyze, for instance, sex segregation in basic elementary education, the code 02 should be accessed. Doing so would, however, confuse the segregation that may occur in regular education classes with the segregation known to exist in special education. It was not possible to obtain corrected subject codes for the many classrooms which contain this error. Accordingly, the subject code 02 was blanked under the following circumstances. The average size of the "normal" classrooms (number of pupils between 15 and 50) was evaluated. If over half of the schools classrooms were "normal" the "small" classrooms (with less than 10 pupils) had a subject code of 02 change to blank if the size of the "small" classroom was less than 56% of the average classroom size. Note, however, that all other information is retained for such classes.

In Chicago, no grade or subject codes were provided for any classes, and some schools did not have a sex breakdown.

In many schools, this question was only filled out partially, in that the required number of classes was not entered. This fragmentary information has been retained, however.

Item 8. Federal Food and Nutrition Programs

This data was collected through the OS/CR 102 forms on behalf of the Food and Nutrition Service of the Department of Agriculture. There are occasional errors in this data.

Item 9. Special Education Programs

This matrix question was second in complexity to item 7, but reporting was quite good. The user should nonetheless be aware of the difficulties that arose in some districts.

Columns 10, 11, and 12 ask, for each of the twelve special education categories, the number of pupils in the program less than 10 hours, between 10 hours and full time, and full time, respectively. Some respondents did not understand. For instance, some schools entered a number that appeared to be the product of the number of pupils and the number of hours. For many of these errors, corrected data was obtained and is reflected in the file. When the corrections could not be obtained the data was blanked. This problem arose in a number of schools in Los Angeles.

The user should also be aware of certain problems that have less to do with reporting problems than with differing definitions and practices in special education. For instance, column 9 asks for the number of LES/NES pupils in each of the five "judgmental" special education categories. In some districts it appears that a significant number of limited language pupils are in programs for the speech impaired. This appears to be not so much a misreporting as it is a placing of pupils in programs for speech impairments (generally conceived as dealing with problems like lisping) when their primary problem may be lack of facility in English.

Item 10. Home Economics, Industrial Arts, and Physical Education

This question is largely straightforward. The user should be alerted to the fact that some schools have more students enrolled in these classes than are enrolled in the school. When this problem was investigated, it was often found that there was a satisfactory explanation. Accordingly, such imbalances should not be regarded as errors.

Item 11. Participation in Interscholastic Sports

This question asks for counts of males and females participating, but the respondent is to count each participation. Therefore it is possible for the total number of participations to exceed the number of pupils in the school. Indeed, this does occur, in some small secondary

schools. It also occurs in some junior high schools, which might have no interscholastic sports programs, and felt obligated to report their intramural program participations in the question.

The question asks for counts of males and females participating in all-male teams, all-female teams, and teams of both sexes. For the first two of these, there is no need for explanation. No definition was offered, however, for a team of both sexes. Therefore, no definite interpretation of what kinds of sports were intended by the respondents can be inferred from the results.

Item 12. Graduates

The responses to this question were generally accurate. Some schools that do not serve the secondary grades elected to respond to this question, apparently reflecting "graduation" from the eighth grade. Responses to this question were blanked in such instances. In a few schools in which special education pupils are a substantial part of the school enrollment, there were entries of graduates in this question. Where it could be determined that these were not recipients of high school diplomas or equivalents, the entries were blanked. But where such a determination could not be confirmed, the entries remain in the file.

C. Special Cases

A few areas had data anomalies so numerous that a special explanation seems appropriate. Chicago, New York City, Florida and Massachusetts fall into this category. The reports on these areas follow.

1. Chicago

The user should be aware of difficulties and omissions in the data base for the city of Chicago, and of the sources of these shortcomings. Data used to develop the Chicago file came from seven sources.

a) Hard-copy 102 forms for 634 schools, with entries for items 1 through 4, 5a, 5g, 8, and 10 through 12.

b) Racial/Ethnic Survey -- Study, Oct. 1978 (Author: Department of Administration, Chicago Public Schools.) This document served as a check on data received from other sources.

c) A hard-copy 101 form providing special education data (question 7 of form 101) and enrollment data that agreed with the Racial/Ethnic Survey.

d) A file on magnetic tape containing classroom data used to reconstruct item 7 of form 102.

e) A file on magnetic tape containing responses for each school to items 5b and 5c of form 102.

f) A file on magnetic tape containing special education data used in constructing responses for each school for items 9 and 5f of form 102.

g) Data and corrections provided by telephone by Chicago administrators.

There are some basic discrepancies in the Chicago data, as detailed below. Enrollments on the Form 102's sum to 488,355, in contrast to the total membership listed in the Racial/Ethnic Survey of 494,888. The file contains Form 102 records for 634 schools, while the Survey lists 647 schools. Of these 647 schools, five are adult education centers enrolling 1215 pupils, and these schools are properly omitted from the present file (which is restricted to elementary and secondary schools and pupils). Another four schools operate apprentice programs for 3,200 students, who might be either adults or secondary students. Hard-copy 102 forms were not received for these nine schools or for four others. These differences account for the difference of 6,533 pupils between the membership entered on the Form 101 and the sum of the memberships on the Forms 102's residing in this file.

There are a number of shortcomings and omissions in the data as it exists in the file, among which the more critical are the following:

a) No information was received in response to question 6 of Form 102 (accessible facilities, classrooms, restrooms, and science labs.

b) The magnetic tape containing bilingual data proved unusuable. This tape contained data for a number of years on all pupils thought to be using English as a second language or to be of foreign parentage. It consisted of 86,000 records, containing one or more records for every student ever tested for English proficiency. The file contained no student names or numbers, which made it impossible to delete duplicates. In some cases the number of LES/NES pupils reported for a school exceeded the number of students enrolled in that school. For these reasons it was determined that this data would serve no useful purpose in the present file and thus this data is not present in Chicago school records.

c) The computer file containing classroom data included 34,000 records of classrooms, but the data was broken down only for racial/ethnic category, not by sex. Thus there is no male-female data in item 7 for Chicago schools. In four schools each class was listed 83 times, in others, only one or two classes were listed with large memberships for each. For many schools, more than 18 classes were present; for these, a sample number was developed and classes were selected by that number, as intended by the instructions for question 7. The result of manipulating data from this file provided classroom data for 500 schools in the format required by question 7, with the

exceptions of columns 3 and 4 (gradespan and subject code) and columns 11 and 12 (male-female breakdown).

d) The special education magnetic tape contained 43,000 student records from 595 schools. Although this file contained many duplicate entries, it was possible, by referring to student numbers, to eliminate duplications. In some instances, an individual was entered more than once with differing ethnic group or handicapping condition codes. In such instances, the first entry was retained for the present file. The special education file contained no sex data, and therefore columns 7 and 8 of question 9 are blank. The amount of time spent in special education programs was provided in the Chicago tape in only two categories -- resource (more than five hours), and self-contained -- although three categories are required by question 9. The resolution was as follows: Resource data was entered in column 10 (defined in question 9 as less than 10 hours per week) and self-contained data in column 12 (full-time), leaving column 11 always zero.

2. New York City

Data in this file for New York City was processed by another contractor for the Office for Civil Rights, based on data provided by the city's Board of Education. The contractor obtained corrections to some but not all of the errors found in the submission.

New York City is divided into a number of sub-districts. Problems in NYC data are sometimes limited to one of these smaller divisions.

The 27 schools in New York City's District 26 provided responses only to question 4 (gradespan) and question 5a (membership), and the responses to question 5a did not include a male-female breakdown.

There are 30 schools for which the total in item 5b (pupils in need of bilingual education) is less than the total appearing in item 5c (pupils receiving bilingual education).

Some schools provided no data on males and females in question 5e (pupils suspended), and 15 schools in District 29 submitted no racial/ethnic count in question 5a.

All elementary schools used subject code 02 -- general, self-contained elementary education -- for each class reported in item 7. In almost all of these schools it is apparent that at least some of the classes were other than regular elementary education. This can be detected by comparing class sizes; most classes are at an average of, say, 25 pupils, but some classes have four or six pupils. This error makes it impossible for the analyst to perform correct analyses of segregation of pupils in classrooms of differing subject matter (for instance, special education as contrasted with regular education). It is because of this misreporting in NYC and some other school systems

that subject code 02 in very small classes has been blanked out of most records in this file.

Gradespans for 382 of the classes in item 7 conflicted with the gradespan appearing in item 4. These classes might be special education classes, which often report gradespans outside those normally offered at the school.

In question 10, selected course enrollment, 29 schools reported females in excess of the schools' female membership and 36 schools reported males in excess of male membership. This is not necessarily a data error. This question did not intend an unduplicated count, and it is possible that pupils were enrolled in more than one course in a particular category.

3. Florida

Problems in Florida were not nearly as extensive as those in Chicago and New York City, but a few local differences should be noted.

Florida districts operate a number of special education centers housed in one of their schools. In many cases, pupils participating in special education programs in one school are enrolled in other schools, and the centers have no permanent membership. To retain the data on special education without duplicating the total membership count, item 5a of the special education centers was set to zero, while the special education data in item 9 was retained. In some districts, the special education centers do have a permanent membership but also serve, part-time, pupils enrolled in other schools. In these instances the total number of pupils in item 9 will exceed the count in item 5a.

It should be noted that Florida districts serve a large migrant-worker population. These children are occasionally not counted in enrollment figures (item 5a) but are reported, as appropriate, in items 5b and 5c, which enumerate bilingual education needs and services, and may also appear in item 7 (classrooms), and item 9 (special education). In many schools, therefore, it will appear that the participation in these programs will exceed the membership of the school.

4. Massachusetts

About half of the sample of Massachusetts districts supplied responses to question 9 of Form OS/CR 102 in forms designed by the state education agency. Categories in the state-designed form do not correspond to categories in question 9. As a result, the file contains question 9 responses for only those districts that employed the official form.

5. Non-Respondents.

The following districts are not included in the file because they did not respond to the survey.

OE CODE	NAME	MEMBERSHIP	SAMPLE-WT.
1000570	Carbon Hill City	921	1.0000
1311490	Pleasant Plains	428	3.0000
1311940	Rison	713	1.0000
2318720	Henry-Senachwine	333	3.0000
2914761	School Administrative District #68	1049	1.0000
3106660	Lawrence	8806	1.0000
3402790	Madison County	3767	1.0000
3516950	La Plata (R-2)	455	3.0000
3520370	Marquand (R-4)	302	3.0000
4225320	Florida	679	3.0000
4504542	Hubbard	3649	1.0000
4504575	Allen East	1420	1.0000
4504012	Brookfield	2151	3.0000
4621030	Mutual	324	3.0000
5312540	Calvert Independent	505	1.0000
5321090	Goodrich Independent	384	1.0000
5340860	South Plains Consolidated	41	1.0000
5909720	Northwood	566	3.0000
6005220	Fremont County District #25	3120	1.0000

D. Count of Errors by Error Type

Submissions from the reporting school systems were subjected to extensive edit checks, results of which were used to guide the follow-up activity to obtain corrections. Some checks were arithmetic; for instance, the count of males and females must sum to the total in each question. Others were for reasonableness; for instance, an error message was produced if the number of sports teams exceeded 50, even though it is conceivable that this is not an error.

Thousands of checks were performed. They have been categorized into 129 categories. Of these 129, 26 show no errors at all in the file. In error categories in which errors do occur, the number is usually quite small. The largest number (more than 18,000) occurs whenever a classroom row is blank in question 7 of Form OS/CR 102. Most of these instances are not actual errors. In a small school with only self-contained classrooms, a complete census of pupils in classrooms may require only five or six rows, thereby properly leaving the remainder of the rows blank.

A number of errors remain in question 8 of the 102 form. This results from the fact that the edit checks to be performed on this question were not specified for the survey group until after a substantial amount of the editing and correction had been completed.

The count of errors by error category is presented in the table on the next page.

Count of Errors by Error Type

Errors in Form OS/CR 101

Item #	Type of Error	Number of Errors
1	System name blank	1
2	System address blank	193
2	County blank	70
2	City blank	4
2	Zip code blank	0
3	Schools in item 3 ≠ schools in data base	6
3	Number of schools less than 1	1
4	This item all blank	29
4	"No change" and some other box checked	2
5	Court order status neither 1 nor 2	74
6	Graduation requirements neither 1 nor 2	1
7	7b greater than 7a	4
7	7c greater than 7a or 7c	4
7	7d greater than 7a or 7c	2
7	7a blank	9
7	7b blank	5
7	7c blank	16
7	7d blank	35
7	7e blank	26
8a	Col. 6 blank or ≠ sum of cols. 1-5	2
8a	Col. 6 blank or ≠ sum of Cols. 1-5	1
8a	Col. 1 greater than 100,000	0
8a	Col. 2 greater than 150,000	0
8a	Col. 3 greater than 500,000	0
8a	Col. 4 greater than 1,000,000	0
8a	Col. 5 greater than 1,000,000	0
8a	Col. 6 greater than 1,000,000 or blank	1
8a	Col. 7 greater than 600,000	0
8a	Col. 8 greater than 500,000	0
8b	Col. 6 blank or ≠ sum of Cols. 1-5 of 8a	516
8b	Col. 6 blank or ≠ sum of Cols. 7-8 of 8a	519
8b	Col. 1 greater than 1,000	0
8b	Col. 2 greater than 1,000	0
8b	Col. 3 greater than 1,000	0
8b	Col. 4 greater than 1,000	0
8b	Col. 5 greater than 1,000	0
8b	Col. 6 greater than 1,000 or blank	515
8b	Col. 7 greater than 1,000	0
8b	Col. 8 greater than 1,000	0
	Sample weight = 0	50

Errors in Form OS/CR 102

Item #		Number of Errors
2	School name blank	134
3	Address blank	157
4	No grades checked in this item	31
4	A box not blank or 1	7
5a	Col. 6 blank or ≠ sum of Cols. 1-5	
5a	Col. 6 blank or ≠ sum of Cols. 7-8	2/
5a	Col. 1 greater than 20,000	0
5a	Col. 2 greater than 20,000	0
5a	Col. 3 greater than 20,000	0
5a	Col. 4 greater than 20,000	0
5a	Col. 5 greater than 20,000	0
5a	Col. 6 greater than 20,000 or less than 1	23
5a	Col. 7 greater than 20,000	0
5a	Col. 8 greater than 20,000	0
5b	Col. 6 blank or ≠ sum of Cols. 1-5	878
5b	Some col. greater than corresp. col. in 5a	171
5c	Col. 6 blank or ≠ sum of Cols. 1-5	891
5c	Some col. greater than corresp. col. of 5b	231
5d	Col. 6 blank or ≠ sum of Cols. 1-5	205
5d	Col. 6 blank or ≠ sum of Cols. 7-8	201
5d	Some col. greater than corresp. col. of 5a	110
5e	Col. 6 blank or ≠ sum of Cols. 1-5	227
5e	Col. 6 blank or ≠ sum of Cols. 7-8	873
5e	Some col. greater than corresp. col. in 5a and greater than 9	80
5f	Col. 6 blank or ≠ sum of Cols. 1-5	277
5f	Col. 6 blank or ≠ sum of Cols. 7-8	293
5f	Some col. greater than corresp. col. of 5a	33
5g	Col. 6 blank or ≠ sum of Cols. 1-5	291
5g	Col. 6 blank or ≠ sum of Cols. 7-8	232
5g	Some col. greater than corresp. col. of 5a	57
6	6a blank	844
6	6a greater than Col. 6 of 5a	1
6	6b neither 1 nor 2	1
6	6b = 1 but 6c(1) or 6c(2) blank	2
6	6b = 1 but 6c(3) blank	1,807
6	6b = 1 but 6d blank, non-numeric or 0	1,807
7	A line entirely blank	18,409
7	A grade entered here not checked in item 4	6,464
7	Some subject code invalid	4,621
7	Some line, Col. 10 blank or ≠ sum of Cols. 5-9 or 11-12	2,318
7	Some entry exceeds corresp. entry in 5a	836
8	All blank	239
8a	8a all blank	130
8a	8a "none" checked along with another box	17
8a	8a "none" box checked, but 8b has entries	2
8a	8a(2) checked but 8b, breakfast, all blank or zero	374
8a	8a(1), (2), (4), and (5) all blank but 8c has entries	2
8a	8a(1), (2), or (5) checked and 8b reports free or reduced-price meals, but 8c blank or zero	208
8b	8a(2) not checked but 8b, breakfast, has entries	7
8c	8c(1) or (2), Col. 7 ≠ sum of Cols. 1-6	138
8b	8a(1) checked but 8b, lunch, blank or zero	206
8b	8a(1) and (5) blank but 8b, lunch has entries	5
8c	A col of (1) less than corresp. col. of (2)	476
8c	Total in 8c(1) less than 8c(2) total	234
8b	Breakfast participants exceed school enrollment and reason for excess not known	118
8b	Lunch participants exceed school enrollment and reason for excess not known	719
8c	8c(1) or (2), some col. greater than corresponding col. of 5a, and reason for excess not known	2,337
9	Spec. ed. checked in item 4 but item 9 blank or 0	409
9	Spec. ed. not checked in item 4 but item 9 has positive entry	17
	Note: The remaining item 9 edits are performed whenever special education was checked in item 4 or there is a positive entry in item 9.	
9	In one of (a) - (e), Col. 1 blank or ≠ Cols. 2-6	812
9	In one of (a) - (3), Col. 1 blank or ≠ Cols. 7-8	1,249
9	In one of (a) - (e), Col. 1 blank or ≠ Cols. 10-12	413
9	In (a) - (e) one col. greater than corresp. col. in 5a (5b for Col. 9)	1,329
9	In (f) - (1), Col. 1 blank or ≠ Cols 11-12	1,615
9	In (f) - (m) Col. 1 exceeds 5a, Col. 6	99
9	(m) Col. 1 blank or ≠ sum of Cols. 10-12	652
9	(m) Col. 1 blank or ≠ sum of (a) - (1), Col. 1	168
9	(m) Col. 10, 11, or 12 blank or ≠ (a) - (1)	517
	Note: Items 10 and 11 edits are performed only if grade 7, 8, 9, 10, 11 or 12 was checked in item 4.	
10	All blank	252
10	a, b, or c: males exceeds Col. 7 of 5a	446
10	a, b, or c: female exceeds Col. 8 of 5a	449
10	a, b, or c total exceeds sum of Cols. 1-4	1,331
11	d not sum of a-c	706
11	Part. in all-female teams greater than 500	14
11	More than 50 all-female teams	0
11	Part. in all-male teams greater than 500	335
11	More than 50 all-male teams	2
11	Fem. part. in mixed teams greater than 500	3
11	Male part. in mixed teams greater than 500	7
11	More than 50 mixed teams	1
11	Total females greater than 1,000	5
11	Total males greater than 1,000	30
11	Total teams greater than 100	0
12	Positive entries here but grade 12 not checked in item 4	0
12	Col. 6 blank or ≠ sum of Cols. 1-5	244
12	Col. 6 blank or ≠ sums of Cols. 7-8	219
12	One of Cols. 1-8 is more than 9 pupils and exceeds corresp. col. of 5a; or Col. 9 greater than Col. 6 of 5a	39

V. OS/CR FORM 101 AND OS/CR FORM 102

Copies of the 1978 OS/CR Form 101 and OS/CR Form 102 and of the accompanying instructions are reproduced on the following pages. Because these forms were originally printed on 8 ½ x 14 paper, and the print was already small, each original page has been presented on two pages so that further reduction might be avoided.

OS/CR form 101 instructions (top half).

EPORTING REQUIREMENT:

his report is required by HEW pursuant to Title VI of he Civil Rights Act of 1964, Title IX of the Education mendments of 1972, and under Section 504 of the Rehailitation Act of 1973. Section 80.6(b) of HEW Regulation 45 CFR 80) issued to carry out the purposes of Title VI f the Civil Rights Act of 1964 provides:

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

GENERAL INSTRUCTIONS AND DEFINITIONS

FALL 1978
ELEMENTARY AND SECONDARY SCHOOL CIVIL RIGHTS SURVEY
SCHOOL SYSTEM SUMMARY REPORT: FORM OS/CR 101

Office for Civil Rights
Washington, D.C.

Due October 15, 1978

ENERAL INSTRUCTIONS:

- Please use a typewriter or print legibly in ink.
- If the answer for a given item is "none", enter "0" in the appropriate space or in the total column only in the case of a matrix. If a particular item is not applicable in your case, enter "N/A" (not applicable) in the appropriate space or in the total column only in the case of a matrix.
- Please complete items 1 and 2 even if the label is correct.
- Please read the definitions below before you begin as there have been changes since the conduct of the 1976-77 survey.

OS/CR form 101 instructions (bottom half).

EFINITIONS:

- **SCHOOL:** For the purposes of this report, a school is a division of the school system consisting of students comprising one or more grade groups or other identifiable groups, organized as one unit with one or more teachers to give instruction of a defined type, and housed in a school plant of one or more buildings. More than one school may be housed in one school plant, as is the case when the elementary and secondary schools are housed in the same school plant.

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

  - **AMERICAN INDIAN OR ALASKAN NATIVE:** A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.

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

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

  - **BLACK, NOT OF HISPANIC ORIGIN:** A person having origins in any of the Black racial groups of Africa.

  - **WHITE, NOT OF HISPANIC ORIGIN:** A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

- **SPECIAL EDUCATION PROGRAMS** are those designed to meet the needs of children with any mental, physical, or emotional exceptionality, including only educable mentally retarded, trainable mentally retarded, seriously emotionally disturbed, speech impaired, specific learning disability, deaf, hard of hearing, visually handicapped, deaf-blind, orthopedically impaired, other health impaired, and multihandicapped. Definitions for the exceptionalities are provided on the OS/CR 102 form. For the purposes of this report, programs for the socially maladjusted, and the gifted or talented should not be included as special education programs.

Your cooperation is appreciated.

OS/CR form 101 (top half).

ELEMENTARY AND SECONDARY SCHOOL
CIVIL RIGHTS SURVEY: FALL 1978
SCHOOL SYSTEM SUMMARY REPORT: FORM OS/CR 101

FORM APPROVED:
OMB NO. 85-R0108
EXPIRES 10/31/80

1. NAME OF SCHOOL SYSTEM: _____

2. ADDRESS OF SCHOOL SYSTEM: _____
Street or P.O. Box

County

City/Post Office | State | ZIP

3. Number of individual schools included in this school system ☐ Schools

4. TYPE OF CHANGE

a. In the boxes below, indicate the changes this school system has been involved in since September, 1976. Check all that apply.

- ☐ Consolidation (Two or more systems combine to form one larger system)
- ☐ Unification (Elementary and Secondary School Systems [excluding junior college or adult education programs] merge to form a unified system)
- ☐ Division (A larger system divides to form two or more smaller systems)
- ☐ Annexation (Transfer of schools between systems)
- ☐ This school system has not been involved in any of the changes listed above.

b. List the previous name(s) of the school system(s) involved in any of the changes indicated in item a. above. Be sure to include data for the school system as it is currently constituted.

5. COURT ORDER STATUS

Is this school system currently subject to a Federal or State Court Order requiring it to develop or implement a plan for pupil desegregation? ☐ Yes ☐ No

6. GRADUATION REQUIREMENTS

Is the course of study leading to graduation in any way different for females than for males? (Differences would include, but not be limited to, the number of credits required and/or the courses required or offered as options. "Yes" should be checked, for example, if female pupils are assigned to a home economics course unless they request a substitute course; if pupils of one sex, but not the other, may obtain academic credit for participation in any extracurricular activity; if male pupils are enrolled in Junior ROTC unless they present a request for exemption while enrollment by female pupils is completely optional.) ☐ Yes ☐ No

OS/CR form 101 (bottom half).

SPECIAL EDUCATION PROGRAMS

For the purposes of this question, do not include pupils who are socially maladjusted, or are gifted or talented.

a. Number of resident, school-age children who have been identified, through evaluation, as currently requiring full or part-time special education whether or not they are enrolled in school. (Report only those pupils known to the school system at the time of reporting. It is not necessary to conduct a community survey to gather these data. All pupils who currently require special education should be counted, including those who may be sent outside of this school system for special education programs.) ☐ Children

b. Number of resident pupils, known to the school system, participating in a special education program operated by this school system, another school system, or any other entity such as a private school or state institution. ☐ Pupils

c. Number of resident pupils, known to the school system, who for the sole purpose of receiving full or part-time special education, participate full-time in educational programs not operated by this school system. ☐ Pupils

d. Of the pupils reported in 7c., the number of pupils for whom full payment of the costs (tuition, non-medical care, or room and board) is not provided by the school system, by the State education agency, or from other public funds. ☐ Pupils

e. Number of resident, school-age children, not included in 7a., who have been identified as needing evaluation but have not yet been evaluated to determine if they require special education. ☐ Children

PUPIL STATISTICS

- Please read definitions of racial/ethnic categories before you begin.
- Provide both lines of information by racial/ethnic categories (cols. 1-6) and sex (cols. 7-8).
- If the answer for a given item is "none" for all categories enter "0" in the total column only. Otherwise, complete the item for all categories, leaving no columns blank.
- Do not use percentages, average daily attendance, average daily membership, or year-end enrollment.

	Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	Col. 8
	AMERICAN INDIAN OR ALASKAN NATIVE	ASIAN OR PACIFIC ISLANDER	HISPANIC	NOT OF HISPANIC ORIGIN		TOTAL	TOTAL MALE	TOTAL FEMALE
				BLACK	WHITE			
a. Pupils in membership (on or about October 1, 1978)								
b. Pupils expelled during the 1977-78 school year								

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

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

Signature of Superintendent or Authorized Agent _____ Title _____ (Area Code) Telephone Number _____ Date Signed _____

OS/CR form 102 instructions page 1 (top half).

PORTING REQUIREMENT:

s report is required by HEW pursuant to Title VI of the il Rights Act of 1964, Title IX of the Education ndments of 1972, and under Section 504 of the Re- ilitation Act of 1973. Section 80.6(b) of HEW Regula- (45 CFR 80) issued to carry out the purposes of e VI of the Civil Rights Act of 1964 provides:

ipliance Reports. Each recipient shall keep such rds and submit to the responsible Department official is designee timely, complete and accurate compliance rts at such times, and in such form and containing information as the responsible Department official is designee may determine to be necessary to enable to ascertain whether the recipient has complied or is plying with this Regulation.

GENERAL INSTRUCTIONS AND DEFINITIONS

FALL 1978
ELEMENTARY AND SECONDARY SCHOOL CIVIL RIGHTS SURVEY
INDIVIDUAL SCHOOL REPORT: FORM OS/CR 102

Office for Civil Rights
Washington, D.C.

Due October 15, 1978

IERAL INSTRUCTIONS:

- This form is to be completed by each individual school.
- Please use a typewriter or print legibly in ink.
- Pupil membership data should be reported as of October 1, 1978 or the nearest convenient date prior to October 15, 1978.
- If the answer for a given item is "none" or if all elements of a matrix are "0", enter "0" in the appropriate space or in the total column only in the case of a matrix. If a particular item is not applicable in your case, enter "N/A" (not applicable) in the appropriate space or in the total column only in the case of a matrix.
- On page 1, items 1, 2 and 3 must be completed even if label is correct. On pages 2 - 4, be sure to fill in the name of the school system.
- Please read the definitions below before you begin as there have been changes since the conduct of the 1976-77 survey.

OS/CR form 102 instructions.page 1 (bottom half).

FINITIONS:

- **SCHOOL:** For the purposes of this report, a school is a division of the school system consisting of students comprising one or more grade groups or other identifiable groups, organized as one unit with one or more teachers to give instruction of a defined type, and housed in a school plant of one or more buildings. More than one school may be housed in one school plant, as is the case when the elementary and secondary schools are housed in the same school plant.

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

  - AMERICAN INDIAN OR ALASKAN NATIVE: A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.

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

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

  - BLACK, NOT OF HISPANIC ORIGIN: A person having origins in any of the Black racial groups of Africa.

  - WHITE, NOT OF HISPANIC ORIGIN: A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

- **VOCATIONAL EDUCATIONAL PROGRAMS** are those programs (such as Nursing, Plumbing, and Accounting) which provide vocational or technical training, the purpose of which is to prepare the pupil for a gainful occupation. For the purpose of completing this report, programs which do not meet the requirements of your state vocational education agency should not be included. Specifically exclude those home economics or industrial arts programs which do not prepare pupils for a gainful occupation.

- **PROGRAMS FOR THE GIFTED OR TALENTED** are those designed for pupils who by virtue of outstanding abilities are capable of high performance and who require differentiated educational programs and/or services beyond those normally provided by the regular school program. Such pupils include those with demonstrated achievement and/or potential ability in any of the following areas singly or in combination: 1) general intellectual ability, 2) specific academic aptitude, 3) creative or productive thinking, 4) leadership ability, 5) visual or performing arts, 6) psychomotor abilities. (Do NOT include honors, advanced placement or other enrichment programs for the gifted or talented that are not special programs.)

- **SPECIAL EDUCATION PROGRAMS** are those designed to meet the needs of children with any mental, physical, or emotional exceptionality, including only educable mentally retarded, trainable mentally retarded, seriously emotionally disturbed, speech impaired, specific learning disability, deaf, hard of hearing, visually handicapped, deaf-blind, orthopedically impaired, other health impaired, and multihandicapped. For the purposes of this report, programs for the socially maladjusted, and for the gifted or talented should not be included as special education programs.

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

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

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

CONTINUED ON REVERSE SIDE

- Speech impaired - a communication disorder, such as stuttering, impaired articulation, a language impairment, or a voice impairment, which adversely affects a child's educational performance.
- Specific learning disability - a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, which may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations. The term includes such conditions as perceptual handicaps, brain injury, minimal brain dysfunction, dyslexia, and developmental asphasia. The term does not include children who have learning problems which are primarily the result of visual, hearing, or motor handicaps, of mental retardation, or of environmental, cultural, or economic disadvantage.
- Deaf - a hearing impairment which is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, which adversely affects educational performance.
- Hard of hearing - a hearing impairment, whether permanent or fluctuating, which adversely affects a child's educational performance but which is not included under the definition of "deaf" in this section.
- Visually handicapped - a visual impairment which, even with correction, adversely affects a child's educational performance. The term includes both partially seeing and blind children.
- Deaf-blind - 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 deaf or blind children.
- Orthopedically impaired - a severe orthopedic impairment which adversely affects a child's educational performance. The term includes impairments caused by congenital anomaly (e.g., clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, etc.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns which cause contractures).
- Other health impaired - limited strength, vitality, or alertness, due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, nephritis, asthma, sickle cell anemia, hemophilia, epilepsy, lead poisoning, leukemia, or diabetes, which adversely affects a child's educational performance.
- Multihandicapped - concomitant impairments (such as mentally retarded-blind, mentally retarded-orthopedically impaired, 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-blind children. For the purposes of this report, this category should include those pupils who are severely or profoundly mentally retarded.

Your cooperation is appreciated.

OS/CR form 102 page 1 (top half).

ELEMENTARY AND SECONDARY SCHOOL
CIVIL RIGHTS SURVEY: FALL 1978
INDIVIDUAL SCHOOL REPORT: FORM OS/CR 102
U.S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE FOR CIVIL RIGHTS
WASHINGTON, D.C. 20201

DUE OCTOBER 15, 1978

FORM APPROVED:
OMB NO. 85 R-0110
EXPIRES 10/31/80

SECTION I
TO BE COMPLETED BY ALL SCHOOLS

1. NAME OF SCHOOL SYSTEM: _____

2. NAME OF SCHOOL: _____

3. ADDRESS OF SCHOOL: _____
Street or P.O. Box

_____
County | City/Post Office | State | Zip

4. GRADES/PROGRAMS OFFERED

- Please read the definitions of vocational and special education programs before you begin. (Note that vocational programs which do not meet the requirements of your state vocational educational agency should not be included and that programs for the socially maladjusted or the gifted or talented should not be included as special education programs.)
- In the boxes below, check all grades and/or programs offered.
- If this school is totally or partially ungraded, check here ☐ and check below all grades, grade equivalents and/or programs offered.

☐ Pre-K	☐ K	☐ 1	☐ 2	☐ 3	☐ 4	☐ 5	☐ 6	☐ 7	☐ 8	☐ 9	☐ 10	☐ 11	☐ 12	☐ Special Education	☐ Vocational Education

OS/CR form 102 page 1 (bottom half).

5. PUPIL STATISTICS

- Please read definitions of racial/ethnic categories before you begin.
- Please complete the chart below for the 1978-79 school year, unless otherwise indicated.
- Where indicated, provide information by sex as well as by racial/ethnic category.
- If the answer for a given item is "none" or if all elements of a matrix are "0", enter "0" in the appropriate space or in the total column only in the case of a matrix. If a particular item is not applicable, enter "N/A" (not applicable) in the appropriate space or in the total column of a matrix.
- Do not use percentage, average daily attendance, average daily membership, or year-end enrollment.
- For the purposes of completing Item 5.d., those school systems which did not receive the 1976 Elementary and Secondary School Civil Rights Survey OS/CR 102 Forms (Individual School Campus Reports) need not complete Item 5.d. in the requested detail if the data are unavailable. However, all available data must be reported.

	Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	Col. 8
	AMERICAN INDIAN OR ALASKAN NATIVE	ASIAN OR PACIFIC ISLANDER	HISPANIC	NOT OF HISPANIC ORIGIN		TOTAL	TOTAL MALE	TOTAL FEMALE
				BLACK	WHITE			
a. Pupils in membership (on or about October 1, 1978).								
b. Pupils in membership who speak or use a language other than English more often than English.								
c. Pupils, reported in Item 5.b. above, who are enrolled in a Bilingual program, High Intensity Language Training, an English-As-A-Second Language program or any non-language class taught in a language other than English. Do not count pupils enrolled in a class to learn a language other than English.								
d. Pupils who received corporal punishment administered by a principal or his/her designee as a formal disciplinary measure during the 1977-78 school year. Count pupils only once regardless of the number of times they were punished. (See Instructions)								
e. Pupils suspended from this school for at least one school day during the 1977-78 school year. Count pupils only once regardless of the number of times they were suspended.								
f. Pupils enrolled in a program for the socially maladjusted (i.e., pupils determined to have unusual difficulty or unacceptable behavior in interpersonal relationships to an extent as to require special services).								
g. Pupils enrolled in programs for the gifted or talented. Count pupils only once regardless of the number of programs in which they are enrolled.								

6. ACCOMMODATIONS FOR PHYSICALLY HANDICAPPED PUPILS

a. Number of pupils in wheelchairs ☐ Pupils

b. Do any school buildings, normally used by pupils, have an "accessible" entrance, i.e., an entrance which is at ground level or which has ramps with handrails and has doors, both exterior and interior, which are wide enough for (at least 32 inches wide) and operable by pupils in wheelchairs? ☐ Yes ☐ No

If the answer to Item 6.b. was no, please proceed to Item 7.

c. Facilities

For purposes of completing the following item, an "accessible" facility (i.e., restrooms, science labs, classrooms/teacher stations) is one which is reachable from an "accessible" building entrance by unassisted pupils in wheelchairs, and which has entrances wide enough for pupils in wheelchairs (at least 32 inches wide).

Do any "accessible" school buildings, normally used by pupils, have the following facilities/equipment to accommodate the needs of handicapped pupils?

(1) Accessible restroom facilities, at least one each for males and females, which have a toilet stall wide enough for wheelchairs and equipped with grab bars? ☐ Yes ☐ No

(2) Accessible science laboratories, for all science laboratory courses offered, which contain work tables, sinks and other equipment useable by persons in wheelchairs? The box labelled "N/A" should be checked only if this school has no science laboratories. ☐ Yes ☐ No ☐ N.

(3) Number of accessible regular classrooms/teacher stations which contain desks or tables useable by persons in wheelchairs. ☐ Classrooms

d. Total number of regular classrooms teacher stations currently in use (whether or not accessible to pupils in wheelchairs) ☐ Classrooms

OS/CR form 102 page 2 (top half).

SCHOOL SYSTEM: _____

SCHOOL: _____

7. PUPIL ASSIGNMENT

The purpose of this question is to collect information on the composition of classrooms in your school. This will be accomplished by taking a specifically selected sample of your classrooms and reporting only on these. PLEASE READ THE FOLLOWING INSTRUCTIONS CAREFULLY BEFORE SELECTING THE SAMPLE AND COMPLETING THE QUESTIONS.

NOTE: Those districts which have programmed their data collection system to meet the requirements of the 1976-77 OCR forms OS/CR 101 and 102 need not redo their system of sampling to meet the following instructions. The new subject codes must, however, be used to identify the classes.

a. Take an alphabetic list of all of the full-time classroom teachers in your school on or about October 1, 1978. (If such a list is not available, a payroll list may be used.)

b. If you have 18 or more teachers in your school, continue to step c. If you have fewer than 18 teachers, proceed to step d.

c. Divide the total number of teachers on this list by 18 and drop any decimal remainder. The result is your SAMPLING NUMBER. For example, if you have 58 teachers, 58 divided by 18 is 3.22 and your SAMPLING NUMBER is 3; if you have 21 teachers, your SAMPLING NUMBER is 1.

Starting from the top of the teacher list, count down by your SAMPLING NUMBER to select teachers. In the example above with 58 teachers, you would select the third, sixth, ninth, etc., names until you reach 18 names. Enter these teachers' initials or identifying numbers in order down column 1. If the SAMPLING NUMBER is 1, list the first 18 teachers. Proceed to step e.

d. Enter each teacher's initials or identifying number, in order, down column 1.

If this school is comprised entirely of self-contained classrooms, proceed to step e (all 18 lines will not be completed). Otherwise, continue on this step.

Return to the top of the teacher list and again select, in order, all teachers who do not have self-contained classrooms. Enter these teachers' initials or identifying numbers in column 1. Repeat until column 1 of all 18 lines has been completed.

OS/CR form 102 page 2 (bottom half).

e. For each line, you must now provide information on an instructional class (not homeroom, study hall, etc.) taught by the teacher identified in column 1.

(1) Class selection - The class to be reported on is selected using the information in column 2. Column 2 specifies either the FIRST, MIDDLE, or LAST class in the teacher's schedule.

If the teacher's schedule depends on the day of the week, use only Wednesday schedules.

If any teacher has more than three classes in the day and is requested to report on their MIDDLE class, respond with their THIRD class of the day.

Do not repeat any class of a selected teacher. If a selected class has been previously reported, select either the teacher's preceding or following class.

If a teacher has a *self*-contained class, ignore column 2.

(2) Grade - In column 3, enter the grade or grade span of the pupils in the class being reported. If the class is ungraded, enter the equivalent grade or grade span.

(3) Subject - In column 4, enter a subject code from the list below. Enter that subject code which most accurately describes the material being taught. If a class can be identified by the special program code 16 (Bilingual/High Intensity Language Training (HILT)/English-As-A-Second-Language), it must be reported by that code even if it can be identified by any other code. If a non-bilingual class can be identified by special program codes 14 or 15 and by another code (1-13), enter the special program code only.

01 Art
02 Elementary Education (General, Self-Contained)
03 English Language Arts
04 Foreign Language
05 Health/Physical Education
06 Home Economics
07 Industrial Arts
08 Mathematics
09 Music
10 Natural Sciences
11 Office Occupation or Business (including personal typing)
12 All Other Vocational Education
13 Social Studies/Social Sciences
14 Special Education
15 Compensatory or Remedial Instruction (e.g. Title I)
16 Bilingual/High Intensity Language Training (HILT)/ English-As-A-Second-Language
17 Other

(4) Pupils enrolled - In columns 5-12, enter the number of pupils, in the class, by racial/ethnic category and by sex.

Repeat step e until columns 3-12 have been completed for all lines containing teacher initials in column 1.

Pupil Assignment Table - PUPIL COMPOSITION OF CLASS OR INSTRUCTIONAL GROUPING											
Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	Col. 8	Col. 9	Col. 10	Col. 11	Col. 12
Teacher (Initials or Identifying Number Only)	Class	Grade	Subject Code	American Indian or Alaskan Native	Asian or Pacific Islander	Hispanic	Not of Hispanic Origin		Total	Total Male	Total Female
							Black	White			
	FIRST										
	FIRST										
	FIRST										
	MIDDLE										
	MIDDLE										
	MIDDLE										
	LAST										
	LAST										
	LAST										
	FIRST										
	FIRST										
	FIRST										
	MIDDLE										
	MIDDLE										
	MIDDLE										
	LAST										
	LAST										
	LAST										

OS/CR form 102 page 3 (bottom half).

SECTION II

TO BE COMPLETED BY ALL SCHOOLS OFFERING ANY SPECIAL EDUCATION PROGRAMS

9. SPECIAL EDUCATION PROGRAMS

- Please read definition of Special Education Programs before you begin.
- This section need not be completed if no Special Education Programs are offered. If no Special Education Programs are offered, proceed to Section III.
- Count pupils participating in Special Education Programs operated at this school only. Include those pupils who receive special education services in their regular classrooms.
- For each line, enter the total number of pupils, participating in each program, in column 1.
- Where indicated, provide information by racial/ethnic category and sex.
- Where indicated, enter in column 9 the number of pupils participating in each program who have been identified in item 5.b., as having limited English language abilities.
- For each line, enter in columns 10-12, the total number of pupils by the total amount of time (excluding lunch and recess) each of them spends in all Special Education Programs in which they participate. Count pupils only once in columns 10-12. The sum of columns 10 + 11 + 12 should equal column 1. Example: If John Doe spends 10 hours per week in a program for the Educable Mentally Retarded and 6 hours per week in a program for the Orthopedically Impaired, he would be reported in line (a) in the appropriate racial/ethnic category (since he spends most of his time in a program for EMR). Also, because he spends a total of 16 hours per week in all special education programs in which he participates (out of a total of 25 hours per week in school), he would then be counted once under column 11 of line (a).
- If there are no pupils in a category, enter "0" in the total column. Do not leave any blank lines.
- Pupils in programs for the socially maladjusted, identified in item 5.f., should not be included in this section.

	Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	Col. 8	Col. 9	Col. 10	Col. 11	Col. 12
Special Education Programs Count pupils only once in lines a-i in the program in which they spend the most time. Report the number of pupils participating in special education programs (at this school).	PUPILS PARTICIPATING IN SPECIAL EDUCATION									Pupils By Total Amount of Time (Excluding Lunch and Recess) Spent in All Special Ed. Programs In Which They Participate		
	BY RACIAL/ETHNIC CATEGORY						BY SEX		Limited or Non-English Speaking			
	Total	American Indian or Alaskan Native	Asian or Pacific Islander	Hispanic	Not of Hispanic Origin		Total Male	Total Female		Less Than 10 Hours Per Week	10 Hrs or More Per Week But Less Than Full-Time	Full-Time
					Black	White						
(a) Educable Mentally Retarded												
(b) Trainable Mentally Retarded												
(c) Seriously Emotionally Disturbed												
(d) Specific Learning Disability												
(e) Speech Impaired												
(f) Deaf - blind												
(g) Orthopedically Impaired												
(h) Visually Handicapped												
(i) Deaf												
(j) Hard of Hearing												
(k) Other Health Impaired												
(l) Multihandicapped												
(m) Total of Lines (a) through (l)												

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12. GRADUATES

- Please complete the chart below for those pupils who received a high school diploma or its equivalent during the 1977-78 school year.
- Provide the information by racial/ethnic categories (cols. 1-6) and sex (cols. 7-8).
- In column 9, enter the number of handicapped pupils who received a high school diploma or its equivalent (include those pupils having one or more of the exceptionalities described in the Special Education Program definitions, whether or not they were enrolled in a Special Education Program.) These pupils should have already been reported in columns 1-8.

	Col. 1	Col. 2	Col. 3	Col. 4	Col. 5	Col. 6	Col. 7	Col. 8	Col. 9
	American Indian or Alaskan Native	Asian or Pacific Islander	Hispanic	Not of Hispanic Origin		Total	Total Male	Total Female	Handicapped
				Black	White				
Graduates									

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

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

Signature of Principal or Site Administrator	Title	(Area Code) Telephone Number	Date Signed