

This report is authorized by law (20 U.S.C. 1221e-1). Your answers will be kept strictly **confidential**. The release of information contained on this form is restricted in conformance with the Privacy Act of 1974 (Public Law 93-579, as amended).

**SCHOOLS AND STAFFING SURVEY
TEACHER DEMAND AND SHORTAGE QUESTIONNAIRE
FOR PUBLIC SCHOOL DISTRICTS
(LEAs)
1987-1988**

**RETURN
TO**

**Bureau of the Census
Current Projects Branch
1201 East Tenth Street
Jeffersonville, IN 47132**

Dear District Administrator:

The Center for Education Statistics (CES) of the U.S. Department of Education requests your participation in the Teacher Demand and Shortage Survey for the 1987-88 Schools and Staffing Survey. Your district is one of the 5,600 districts from across the Nation selected to be in the district sample.

The Schools and Staffing Survey is an integrated set of surveys consisting of the Teacher Demand and Shortage Survey, the School and School Administrator Surveys, and the Teacher Survey. These surveys are revisions of previous CES surveys, designed to better measure critical aspects of teacher supply and demand, the composition of the administrator and teacher workforce, and the status of teaching and schooling generally. The purpose of the Teacher Demand and Shortage Survey is to obtain information about such factors as district enrollment, policies, and staff characteristics including the number of teaching positions, by field, that are filled or remain unfilled.

The U.S. Bureau of the Census is conducting the surveys for the Center for Education Statistics by the authority of Section 406(b) of the General Education Provisions Act, as amended (20 USC 1221e). The data will be treated as confidential.

We are conducting this survey with a sample of districts. While this minimizes overall response burden, the value of each individual survey response is greatly increased because it represents many other districts. I, therefore, encourage you to participate in this voluntary survey by completing this questionnaire and returning it within 3 weeks to the Bureau of the Census. A preaddressed envelope is enclosed for your convenience.

I thank you for your cooperation in this very important effort.

Sincerely,



Emerson J. Elliott
Director
Center for Education Statistics

Enclosure

*Please correct any error in name
and address including
ZIP Code.*



Remarks

INSTRUCTIONS

If you are unsure about how to answer a question, please give the best answer you can and make a comment in the "Remarks" section.

Use the enclosed postage-paid envelope to return this questionnaire to the Bureau of the Census. Please return it within the next 3 weeks.

If you have any questions, please call the Bureau of the Census collect at (301) 763-2220.

THANK YOU FOR TAKING PART IN THIS STUDY.

a. Please give your name, title, telephone number, and the most convenient days/time to reach you. This information will be used only if it is necessary to clarify any of your responses.

Name
Title
Telephone number (Include area code)
Convenient days/times to reach you, if necessary

b. Does your school district hire and employ elementary and/or secondary teachers?

PGM3

011 1 Yes - Go to page 4
2 No

IF YOU ANSWERED "NO" TO ITEM (b) ABOVE, PLEASE STOP NOW AND RETURN YOUR QUESTIONNAIRE TO THE BUREAU OF THE CENSUS. THANK YOU FOR YOUR TIME.

Remarks

▶ SECTION A – ENROLLMENT AND TEACHING POSITIONS

GLOSSARY

The following terms are used in questions 2– 10. They have been defined here in alphabetical order for your convenience.

Abolished/withdrawn position – Teaching position for which a teacher was sought and could not be found during the recruiting period, resulting in the abolishment/ withdrawal/closing of the position.

FTE – Full-time equivalent describes the number of positions in terms of an average full day. The FTE for a given person is derived by dividing the amount of time the person works by the amount of time normally required for a full day.

For example, if a normal teaching day includes 5 periods, report:

- a person teaching 5 periods of English as 1.0 in English;
- a person teaching 3 periods of English and 2 periods of social studies as 0.6 English and 0.4 social studies;
- a person teaching only 3 periods of English as 0.6 English;
- a person teaching English 3 periods and doing guidance counseling the equivalent of 2 periods as 0.6 English; do NOT report the time doing guidance counseling.

Report prekindergarten and kindergarten teachers as 1.0 if they teach a full-day session or two half-day sessions per day. Report them as 0.5 if they teach one half-day session each day.

Record all FTE entries to the nearest tenth.

Laid-off teachers – Teachers whose contracts were not renewed at the end of the 1986 – 87 school year because of budget limitations, declining enrollments, or elimination of courses, and whose positions were not subsequently filled. Does NOT include those who were "fired" or whose contracts were not renewed for performance reasons.

Newly hired teachers – Teachers newly hired as regular employees by this school system for the 1987 – 88 school year. Includes teachers returning from unpaid leaves of absence of one year or more. Does NOT include substitute teachers.

Positions vacant, filled by a substitute teacher, or withdrawn – Positions approved for the 1987 – 88 school year (budgeted new positions or position vacancies) which were vacant, filled by a substitute teacher, or withdrawn as of October 1, 1987, because a suitable candidate could not be found.

Regular or standard state certification – Pertains to a teacher who has met your state's regular or standard certification requirements in his or her assigned field(s), i.e., subject area. Includes those who have completed all necessary course work and practice teaching and are eligible for full certification upon completion of a probationary period. **NOTE** – Teachers with only emergency or other nonstandard certification are NOT considered "certified" for this survey's purpose.

1. How many students (in head counts) were enrolled in this district on or about October 1, 1986, and October 1, 1987?

(If your district has "ungraded" students, allocate the total number of such students into the enrollment categories as best you can based on the approximate grade levels of the students.)

Category (1)	Enrollment Fall 1986 (2)	Enrollment Fall 1987 (3)
a. Prekindergarten	012 _____ o <input type="checkbox"/> None	013 _____ o <input type="checkbox"/> None
b. Kindergarten	014 _____ o <input type="checkbox"/> None	015 _____ o <input type="checkbox"/> None
c. Grades 1–6	016 _____ o <input type="checkbox"/> None	017 _____ o <input type="checkbox"/> None
d. Grades 7–12	018 _____ o <input type="checkbox"/> None	019 _____ o <input type="checkbox"/> None
e. Total. all levels	020 _____ o <input type="checkbox"/> None	021 _____ o <input type="checkbox"/> None

2. Enter the number of FTE teachers hired and employed by this district at each of the following levels as of October 1, 1986, and as of October 1, 1987. Do not include student teachers or substitute teachers.

(Record FTE teachers to the nearest tenth.)

FTE teachers (1)	Oct. 1, 1986 (2)	Oct. 1, 1987 (3)
a. Prekindergarten	022 _____ o <input type="checkbox"/> None	023 _____ o <input type="checkbox"/> None
b. Kindergarten	024 _____ o <input type="checkbox"/> None	025 _____ o <input type="checkbox"/> None
c. Grades 1–6	026 _____ o <input type="checkbox"/> None	027 _____ o <input type="checkbox"/> None
d. Grades 7–12	028 _____ o <input type="checkbox"/> None	029 _____ o <input type="checkbox"/> None
e. Total FTE teachers	030 _____	031 _____

SECTION A - ENROLLMENT AND TEACHING POSITIONS - Continued

3. If your records do not classify teachers by the grade ranges indicated in item 2, mark the box at right and indicate the grades you included in categories c and d of item 2.

032 Records not by grade ranges in item 2

Category c	Category d
033 <input type="checkbox"/> 1 <input type="checkbox"/> 1st	041 <input type="checkbox"/> 7 <input type="checkbox"/> 10th
034 <input type="checkbox"/> 2 <input type="checkbox"/> 2nd	042 <input type="checkbox"/> 8 <input type="checkbox"/> 8th
035 <input type="checkbox"/> 3 <input type="checkbox"/> 3rd	043 <input type="checkbox"/> 9 <input type="checkbox"/> 9th
036 <input type="checkbox"/> 4 <input type="checkbox"/> 4th	044 <input type="checkbox"/> 10 <input type="checkbox"/> 10th
037 <input type="checkbox"/> 5 <input type="checkbox"/> 5th	045 <input type="checkbox"/> 11 <input type="checkbox"/> 11th
038 <input type="checkbox"/> 6 <input type="checkbox"/> 6th	046 <input type="checkbox"/> 12 <input type="checkbox"/> 12th
039 <input type="checkbox"/> 7 <input type="checkbox"/> 7th	
040 <input type="checkbox"/> 8 <input type="checkbox"/> 8th	

Refer to item 2 on page 4.

4. Record the total FTE teachers who teach grades K-12, ie., the 1987 total FTE teachers minus the 1987 prekindergarten.

047

5a. As of October 1, 1987, how many FTE teaching positions were vacant or temporarily filled by a substitute teacher?

048

None

b. How many FTE teaching positions were abolished or withdrawn between the start of the hiring season and October 1, 1987?

049

None

c. Record total of (a) and (b) above.

050

None

6. Record the total number of FTE teaching positions approved for the 1987-88 school year. (Sum of entries in items 4 and 5c)

051

7. Of the total FTE teachers cited in item 4, how many hold regular or standard state certification in their fields of assignment?

052

8a. As of October 1, 1987, how many FTE teachers were newly hired by this school district for the 1987-88 school year?

053 Continue with 8b

None - Skip to Check Item A below

b. How many of these newly hired FTE teachers hold regular or standard state certification in their fields of assignment?

054

None

CHECK ITEM A

In question 5a above, you were asked for the number of FTE teaching positions that were vacant or temporarily filled by a substitute teacher. Would you be able to easily provide separate counts for (a) positions temporarily filled by substitutes, and (b) other vacant positions for which you are still recruiting? (Do not provide counts just indicate whether the data are available.)

1 Yes
2 No

SECTION A – ENROLLMENT AND TEACHING POSITIONS – Continued

INSTRUCTIONS FOR QUESTIONS 9 AND 10 – Please fill in the two tables about this district's teaching positions by field of assignment (i.e., subject area). Use listed subject fields to the fullest extent possible. When no appropriate field is listed, use "other." In cases where teachers are assigned to more than one field, apportion time spent in each field.

If your district does not have any of grades K-6, mark (X) the box and skip to question 10. PGM 3 056 No grades K-6 – Skip to item 10

GRADES K-6 TEACHERS – FTE

9. Please fill in the table about your FTE teaching positions for grades K-6. (See definition of FTE on page 4.)	Number of FTE teachers as of October 1, 1987			Number of FTE positions	
	Total FTE teachers	Total number of NEWLY HIRED FTE teachers	NEWLY HIRED FTE teachers holding regular or standard state certification in field of assignment	FTE positions vacant, filled by a substitute teacher or withdrawn as of 10/1/87 because a suitable candidate could not be found	FTE teachers laid off at the end of the 1986-87 school year
PGM 4 (a)	(b)	(c)	(d)	(e)	(f)
1. KINDERGARTEN
2. GENERAL ELEMENTARY (Exclude kindergarten)
SPECIAL AREAS (Exclude kindergarten and general elementary)					
3. Art
4. Basic skills and remedial education *
5. Bilingual *
6. Computer science
7. English as a second language (ESL)
8. English language arts
9. Foreign language
10. Gifted *
11. Health, physical education
12. Home economics
13. Industrial arts
14. Mathematics
15. Music
16. Science
17. Reading
18. Religion/philosophy
19. Social studies/social science
20. SPECIAL EDUCATION (TOTAL)
a. Mentally retarded
b. Emotionally disturbed
c. Learning disabled
d. Speech and hearing impaired
e. Other special education
21. ALL OTHERS
22. TOTAL GRADES K-6 * *

* If bilingual, basic skills, gifted, or remedial education teachers teach general elementary or specific areas (e.g., remedial math or bilingual science), count them only in the bilingual, basic skills, gifted, or remedial education categories.

* * Entry in column (b) of line 22 should equal sum of entries in categories b and c in column (3) of item 2 on page 4.

SECTION A – ENROLLMENT AND TEACHING POSITIONS – Continued

If your district does not have any of grades 7-12, mark (X) the box and skip to Check Item B.

PGM 3 057

No grades 7-12 – Skip to Check Item B on page 8

GRADES 7-12 TEACHERS – FTE

10. Please fill in the table about your FTE teaching positions for grades 7-12. (See definition of FTE on page 4.)	Number of FTE teachers as of October 1, 1987			Number of FTE positions	
	Total FTE teachers	Total number of NEWLY HIRED FTE teachers	NEWLY HIRED FTE teachers holding regular or standard state certification in field of assignment	FTE positions vacant, filled by a substitute teacher, or withdrawn as of 10/1/87 because a suitable candidate could not be found	FTE teachers laid off at the end of the 1986-87 school year
PGM 5 (a)	(b)	(c)	(d)	(e)	(f)
1. GENERAL ELEMENTARY
2. Art
3. Basic skills and remedial education *
4. Bilingual *
5. Business education
6. Computer science
7. English as a second language (ESL)
8. English language arts
9. Foreign language
10. Health, physical education
11. Home economics
12. Industrial arts
13. Mathematics
14. Music
15. Reading
16. Religion/philosophy
17. Social studies/social science
18. SCIENCE (TOTAL)
a. Biology
b. Chemistry
d. Earth science
c. Physics
e. General and all other science
19. SPECIAL EDUCATION (TOTAL)
a. Mentally retarded
b. Emotionally disturbed
c. Learning disabled
d. Speech and hearing impaired
e. Other special education
20. VOCATIONAL EDUCATION
21. ALL OTHERS
22. TOTAL GRADES 7-12 * *

* If bilingual, remedial education, or basic skills teachers teach specific subject areas (e.g., remedial reading or bilingual math), count them only in the bilingual, remedial education or basic skills category.

* * Entry in column (b) of line 22 should equal entry in category d of column (3) in item 2 on page 4.

SECTION A – ENROLLMENT AND TEACHING POSITIONS – Continued

CHECK ITEM B	Column (e) on pages 6 and 7 is labeled PGM 3 "FTE positions vacant, filled by a substitute teacher, or withdrawn as of 10/1/87 because a suitable candidate could not be found." Would you be able to easily provide each piece of information separately, that is, separate counts for vacant positions, separate counts for positions filled by substitute teachers, and separate counts for positions withdrawn? (Do not provide the counts; just indicate whether the data are available.)	058	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
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CHECK ITEM C	On page 6, did you make any entries in column (b) of the Special Areas section (lines 3 – 19)?	059	1 <input type="checkbox"/> Yes – Continue with item 11a <input type="checkbox"/> No – Skip to Check Item D below
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11a.	Are any of the Special Area teachers reported in column (b) on page 6 assigned to more than one teaching field (e.g., a teacher who reaches both math and science)?	060	1 <input type="checkbox"/> Yes – Continue with 11 b 2 <input type="checkbox"/> No – Skip to Check Item D below
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b.	Approximately what percent of the Special Area teachers reported in column (b) on page 6 have more than one field of assignment? (Record percent in whole numbers, not tenths. Do not enter a decimal point.)	061	_____ %
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c.	How was their time allocated in column (b) on page 6? Mark (X) only one box.	062	1 <input type="checkbox"/> Split between subject fields according to actual FTE's (e.g., 0.3 math and 0.7 science) 2 <input type="checkbox"/> Split equally between the fields regardless of actual FTE (e.g., 0.5 math and 0.5 science) 3 <input type="checkbox"/> By primary field of assignment only
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d.	In completing column (d) on page 6 for new teachers with more than one assignment field, were you able to report certification status for all fields of assignment?	063	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Not applicable
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CHECK ITEM D	Did you report any teachers in column (b) on page 7?	064	1 <input type="checkbox"/> Yes – Continue with item 12a 2 <input type="checkbox"/> No – Skip to item 13
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12a.	Are any of the teachers reported in column (b) on page 7 assigned to more than one field (e.g., a teacher who teaches both math and physics)?	065	1 <input type="checkbox"/> Yes – Continue with 12b 2 <input type="checkbox"/> No – Skip to Check Item E below
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b.	Approximately what percent of the teachers reported in column (b) on page 7 have more than one field of assignment? (Record percent in whole numbers, not tenths. Do not enter a decimal point.)	066	_____ .0 %
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c.	How was their time allocated in column (b) on page 7? Mark (X) only one box.	067	1 <input type="checkbox"/> Split between subject fields according to actual FTE's (e.g., 0.7 math and 0.3 science) 2 <input type="checkbox"/> Split equally between the fields regardless of actual FTE (e.g., 0.5 math and 0.5 physics) 3 <input type="checkbox"/> By primary field of assignment only
----	--	------------	---

d.	In completing column (d) on page 7 for new teachers with more than one assignment field, were you able to report certification status for all fields of assignment?	068	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No 3 <input type="checkbox"/> Not applicable
----	---	------------	--

CHECK ITEM E	On page 7, teaching field number 17 is "Social studies/social science." Would you be able to easily provide separate counts for each specific field such as history, geography, government/civics, psychology, economics, and sociology? (Do not provide the counts; just indicate whether the data are available.)	069	1 <input type="checkbox"/> Yes 2 <input type="checkbox"/> No
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SECTION B – DISTRICT POLICIES

Teacher Compensation

13. Which of the following benefits are available to teachers in your district?
Mark (X) all that apply.

- 070** GENERAL MEDICAL INSURANCE
 - 1 District (or other organization) pays part or all of premium
 - 2 Teachers pay all of premium
- 071** DENTAL/INSURANCE
 - 3 District (or other organization) pays part or all of premium
 - 4 Teachers pay all of premium
- 072** GROUP LIFE INSURANCE
 - 5 District (or other organization) pays part or all of premium
 - 6 Teachers pay all of premium
- 073** PENSION CONTRIBUTIONS
- INCOME-IN-KIND
 - 074** 8 Housing
 - 075** 9 Meals (Include free or reduced price lunch)
 - 076** 10 Transportation
- 078** 12 REIMBURSEMENT FOR TEACHERS' TUITION AND COURSE FEES
- 079** 13 Other – *Specify* _____

14. How many days or months is the normal work year for a teacher receiving a full salary?
(Report in whole days or whole months, whichever is appropriate for your district.)

_____ Days

OR

_____ Months

15. What is the normal yearly starting salary in your district for a teacher with a bachelor's degree and no previous teaching experience?
(Enter salary amount in whole dollars. Do not include benefits.)

082 \$ _____ per year

16. According to your salary schedule, what is the normal yearly contract salary for –

a. A teacher with a master's degree (or its equivalent in credits beyond the bachelor's degree) and no previous teaching experience?

083 \$ _____ .00 per year

b. A teacher with a master's degree (or its equivalent in credits) and 20 years of teaching experience?

084 \$ _____ .00 per year

17. What is the AVERAGE GROSS yearly salary paid to teachers in your district? *(Exclude benefits.)*

085 \$ _____ .00 per year

18a. In this school year, does your district have a "merit pay" plan for teachers? (A "merit pay" plan is a system in which a teacher's performance is a significant factor in determining his or her compensation.)

- 086** 1 Yes – *Continue with 18b*
- 2 No – *Skip to 19*

b. How is this performance-based compensation given?

Mark (X) all that apply.

- 087** 1 Cash bonus (i.e., supplement(s) to regular compensation over the year but no permanent increase in salary)
- 088** 2 One-time step increase on the salary schedule
- 089** 3 Other salary increase (e.g., increase in base salary or salary classification)

SECTION B – DISTRICT POLICIES – Continued

Teacher Compensation – Continued

The following definitions of pay incentives pertain to questions 19a-d.

Cash bonus— An amount of money given once within an interval of time as an incentive to a person to teach in a particular field or location.

Different step on salary schedule Placement of a teacher on a higher step of the salary schedule if the teacher agrees to teach in a particular field or location.

Other salary increase— Increase in base salary or other raise in salary through reclassification (other than a step increase on the salary schedule).

19a. Does your school district use any of the pay incentives listed above to recruit or retain teachers to teach in less desirable locations or in fields of shortage?

- 090** 1 Yes – *Continue with 19b*
 2 No – *Skip to 20a*

b. Which of these pay incentives are offered to attract teachers to less desirable locations?

Mark (X) all that apply.

- 091** 1 Cash bonus
092 2 Different step on salary schedule
093 3 Other salary increase
094 4 None of the above

c. Which of these pay incentives are offered to attract teachers to fields specified by your district as fields of shortage?

Mark (X) all that apply.

- 095** 1 Cash bonus
096 2 Different step on salary schedule
097 3 Other salary increase
098 4 None of the above – *Skip to 20a*
- } Continue with 19d

d. In which fields are any of these incentives offered?

Mark (X) all that apply.

- 099** 1 Special education
100 2 Mathematics
101 3 Computer science
102 4 Physical sciences
103 5 Biological/life sciences
 6 Bilingual education/ESL
105 7 Foreign languages
106 8 Other – *Specify* ↴

20a. Is free retraining available in your school district (regardless of funding source) to prepare staff members to teach in fields with current or anticipated shortages?

- 107** 1 Yes – *Continue with 20b*
 2 No – *Skip to 21*

b. What are the fields for which this free training is provided?

Mark (X) all that apply.

- 108** 1 Special education
109 2 Mathematics
110 3 Computer science
111 4 Physical sciences
112 5 Biological/life sciences
113 6 Bilingual education/ESL
114 7 Foreign languages
115 8 Other – *Specify* ↴

Remarks

SECTION B – DISTRICT POLICIES – Continued

Teacher Hiring And Retirement Policies

21. Which of the following criteria are used in SCREENING applicants for hiring in your district?

a. Full standard state certification for field to be taught.

- 116** 1 Not used
 2 Used as criterion but not required
 3 Required for hiring

b. At least emergency or temporary state certification or endorsement for field to be taught.

- 117** 1 Not used
 2 Used as criterion but not required
 3 Required for hiring

c. Graduation from a state approved teacher education program.

- 118** 1 Not used
 2 Used as criterion but not required
 3 Required for hiring

d. College major or minor in field to be taught.

- 119** 1 Not used
 2 Used as criterion but not required
 3 Required for hiring

e. Passage of a local DISTRICT test of basic skills or subject knowledge.

- 120** 1 Not used
 2 Used as criterion but not required
 3 Required for hiring

f. Passage of a STATE test of basic skills.

- 121** 1 Not used
 2 Used as criterion but not required
 3 Required for hiring

g. Passage of a STATE test of subject knowledge.

- 122** 1 Not used
 2 Used as criterion but not required
 3 Required for hiring

h. Passage of the National Teachers Examination.

- 123** 1 Not used
 2 Used as criterion but not required
 3 Required for hiring

22a. Are teachers in your district covered by a retirement plan?

- 124** 1 Yes – *Continue with 22b*
 2 No – *Skip to page 12*

b. What is the minimum age at which a teacher can retire this year without penalty?

125 Age – *Continue with 22c*

- 126** 1 NO minimum age requirement – *Skip to item 22d*

c. What is the minimum number of years of service for retirement AT THIS AGE?

127 Years of service

- 128** 1 No minimum service requirement } *Skip to page 12*

d. How many years of service are required for a teacher to retire without penalty?

129 Years

SECTION B – DISTRICT POLICIES – Continued

High School Graduation Requirements

If your district does not serve any of grades 10- 12, mark (X) the box and skip to question 24. →

130 Does not serve any of grades 10- 12 – Skip to item 24

23a. How many years of instruction are students in your district required to complete for high school graduation in each of the following subject areas? (Write in the number of years of instruction required for the graduating class of 1987 and the class of 1988. Record the number to the nearest tenth, e.g., 3.0, 2.5, etc. If none, mark the "None" box in the cell.)

Subject area (a)	Class of 1987 (b)	Class of 1988 (c)
1. English/language arts	131 _____ o <input type="checkbox"/> None	132 _____ o <input type="checkbox"/> None
2. Mathematics/ computer science	133 _____ o <input type="checkbox"/> None	134 _____ o <input type="checkbox"/> None
3. Social sciences, social studies (e.g., history, geography, economics)	135 _____ o <input type="checkbox"/> None	136 _____ o <input type="checkbox"/> None
4. Physical and biological sciences	137 _____ o <input type="checkbox"/> None	138 _____ o <input type="checkbox"/> None
5. Foreign language	139 _____ o <input type="checkbox"/> None	140 _____ o <input type="checkbox"/> None
6. Other – Specify ↓	141 _____ o <input type="checkbox"/> None	142 _____ o <input type="checkbox"/> None

b. Do the requirements for 1988 reflect a 3-year or a 4-year program?

143 3-year program
 4-year program
 Other – Specify _____

Remarks

SECTION C – OTHER DISTRICT INFORMATION

24a. Are any students in your district eligible for ECIA Chapter 1 assistance? **144** 1 Yes – *Continue with 24b*
2 No – *Skip to 25a*

b. How many students are eligible for Chapter 1 assistance? **145** Students

c. How many students receive Chapter 1 assistance? **146** Students
0 None

25a. Are any students in your district eligible for free or reduced price lunch programs? **147** 1 Yes – *Continue with 25b*
2 No – *Skip to 26*

b. How many students are eligible for the special lunch programs? **148** Students

26. How many students in this district are – **149** Students
a. American Indian or Alaskan Native?
0 None

b. Asian or Pacific Islander? **150** Students
0 None

c. Hispanic, regardless of race (*Mexican, Puerto Rican, Cuban, Central or South American, or other Hispanic culture or origin*)? **151** Students
0 None

d. Black (not of Hispanic origin)? **152** Students
0 None

e. White (not of Hispanic origin)? **153** Students
0 None

27. How many teachers in this district are – **154** Teachers
(*Record head counts, not FTE's.*)
a. American Indian or Alaskan Native?
0 None

b. Asian or Pacific Islander? **155** Teachers
0 None

c. Hispanic, regardless of race (*Mexican, Puerto Rican, Cuban, Central or South American, or other Hispanic culture or origin*)? **156** Teachers
0 None

d. Black (not of Hispanic origin)? **157** Teachers
0 None

e. White (not of Hispanic origin)? **158** Teachers
0 None

SECTION D - RESPONDENT INFORMATION

28. What is the title of the person primarily responsible for filling out this questionnaire?

Mark (X) only one box.

189

- 1 LEA/District Personnel Administrator
- 2 Curriculum Coordinator, Department Head
- 3 Teacher
- 4 Secretary
- 5 Other - Specify

29. Please enter the date you finish this survey. →

Month

Day

Year

88

THIS COMPLETES THE QUESTIONNAIRE.

THANK YOU FOR ASSISTING US IN THIS IMPORTANT RESEARCH.

YOUR TIME AND EFFORT ARE MUCH APPRECIATED.

Return in the enclosed postage-paid envelope to:

**Bureau of the Census
Current Projects Branch
1201 East Tenth Street
Jeffersonville, IN 47132**