
NATIONAL CENTER FOR EDUCATION STATISTICS

Statistical Analysis Report

September 1992

**Office for Civil Rights
Survey Redesign:
A Feasibility Survey**

Contractor Report



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Office for Civil Rights Survey Redesign: A Feasibility Survey

Contractor Report



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"The purpose of the Center shall be to collect, and analyze, and disseminate statistics and other data related to education in the United States and in other nations."—Section 406(b) of the General Education Provisions Act, as amended (20 U.S.C. 1221e-1).

September 1992

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Highlights

The following are highlights from a national survey of over 800 district superintendents. The survey was conducted to provide the Office for Civil Rights (OCR) with information for revising the biennial Elementary and Secondary School Civil Rights Survey (the E&S Survey). OCR was interested in designing an automated reporting survey for use in the 1992 E&S Survey and in revising the questionnaire forms for the 1994 E&S Survey.

- Nearly all public school districts--90 percent or more--administer in-school suspensions, out-of-school suspensions, and expulsions (table 2). Thirty percent administer corporal punishment. Proportionately more districts in the Southeast administer corporal punishment than do districts in any other region.
- The number of times expulsions were administered would be very easy to report for 67 percent of public school districts; out-of-school suspensions, for 52 percent; in-school suspensions, for 45 percent; and corporal punishment, for 38 percent (table 3). Unduplicated counts of students would be very easy to report for expulsions, according to 61 percent of public school districts; for out-of-school suspensions, 44 percent; for in-school suspensions, 38 percent; for corporal punishment, 30 percent.
- About 80 percent of public school districts offer gifted and talented programs (table 4). Just over 50 percent offer advanced placement and honors programs. Only 5 percent offer magnet programs. Eighty percent or more of districts that offer these academic programs would be able to report enrollment information by sex, race/ethnicity, disability (handicap), or limited English proficiency status.
- Almost three-fourths of public school districts classify biracial/bi-ethnic students on records for their own purposes as a single race/ethnicity (table 5). Large districts were more likely to classify biracial/bi-ethnic students as a single race/ethnicity (94 percent) than were small districts (69 percent).
- More than half of public school districts (58 percent) could report information on the number of students with disabilities who are homeless (table 6). Greater proportions of rural districts (62 percent) and suburban districts (54 percent) could report this information than could urban districts (31 percent).
- Approximately 5 percent of public school districts indicated they could identify students whose mothers were alcohol dependent or used illegal drugs during their pregnancy (table 6). About 20 percent said they could identify some but not all such students.
- Thirty percent of public school districts currently have an automated, integrated student record system, and another 9 percent have one planned for the 1992-93 school year (table 7). Sixty-seven percent of urban districts, 39 percent of suburban districts, and 21 percent of rural districts currently have automated systems.

Table of Contents

	Page
Highlights	iii
Introduction	1
School Discipline	2
Disciplinary actions	2
Discipline information by student classifications	4
Ease in reporting frequency of disciplinary actions	5
Ease in reporting unduplicated counts of students disciplined	6
Special Academic Programs	7
Academic program offerings	7
Program enrollment information by student characteristics	8
Data for Special Populations	8
Classification of biracial/bi-ethnic students	9
Information on children with disabilities	10
Information Systems	13
Automated, integrated student record systems	13
Maintenance of individual student information	14
Preferred methods of providing data	15
Assistance required to report by automated means	16
Survey Methodology and Data Reliability	17
Sample selection	17
Response rates	17
Sampling and nonsampling errors	17
Variances	19
Background information	19
References	20
Definitions	21
Tables of Estimates and Standard Errors	23
Appendix A: Elementary and Secondary School Civil Rights Survey	53
Appendix B: Questionnaire	61

List of Figures

	Page
School Discipline	
1 Percentage of public school districts administering various disciplinary actions: United States, 1991 -92	2
2 Percentage of public school districts administering corporal punishment, by district characteristics: United States, 1991-92.	3
3 Percentage of public school districts able to provide information on disciplinary actions by various student classifications: United States, 1991-92	4
4 Percentage of public school districts indicating levels of difficulty in reporting the frequency with which various disciplinary actions were administered: United States, 1991 -92	5
5 Percentage of public school districts indicating levels of difficulty in reporting unduplicated counts of students receiving various disciplinary actions: United States, 1991 -92	6
Special Academic Programs	
6 Percentage of public school districts offering various academic programs: United States, 1991 -92	7
7 Percentage of public school districts able to report enrollment in various academic programs by student classifications : United States, 1991-92	8
Data for Special Populations	
8 Percentage of public school districts indicating the various ways they classify their biracial/bi-ethnic students on records for their own purposes: United States, 1991-92....	9
9 Percentage of public school districts indicating whether they could report information on children with disabilities (handicaps) who are homeless : United States, 1991-92....	10
10 Percentage of public school districts that could report information on children with disabilities (handicaps) who are homeless , by district characteristics: United States, 1991 -92	11
11 Percentage of public school districts indicating whether they could report information on children with disabilities (handicaps) whose mothers were alcohol dependent or used illegal drugs during their pregnancy : United States, 1991-92	12
Information Systems	
12 Percentage of public school districts indicating whether they have an automated , integrated student record system: United States, 1991-92.	13

List of Figures--continued

Page

- 13 Percentage of public school districts indicating that they **currently maintain**
various types of **individual** student information on automated **systems**:
United States. 1991 -92 14
- 14 Percentage of public school districts preferring various methods of providing
data currently reported on OCR **E&S** Survey forms **ED101** and **ED 102**: United
States, 1991 -92 15
- 15 Of those public school districts able to report by automated **means**, percentage
requiring various kinds of **assistance**: United States, 1991-92.....16

List of Tables	Page
Text Table	
A Number of public school districts in the study sample that responded, by district characteristics: United States, 1991-92.	18
School Discipline	
1 Number and percentage of public school districts in the study sample that responded and the estimated number and percentage in the nation , by district characteristics: United States, 1991 -92	25
2 Percentage of public school districts administering various disciplinary actions and percentage able to provide information on these actions by various student classifications, by district characteristics: United States, 1991-92	26
2a Standard errors of the percentage of public school districts administering various disciplinary actions and standard errors of the percentage able to provide information on these actions by various student classifications, by district characteristics: United States, 1991 -92	28
3 Percentage of public school districts indicating their ease in reporting the frequency (number of times) each disciplinary action was taken and the unduplicated count of students disciplined , by district characteristics: United States, 1991-92	30
3a Standard errors of the percentage of public school districts indicating their ease in reporting the frequency (number of times) each disciplinary action was taken and the unduplicated count of students disciplined , by district characteristics: United States, 1991 -92	32
Special Academic Programs	
4 Percentage of public school districts offering various academic programs and percentage able to report enrollment in these programs by various student classifications, by district characteristics: United States, 1991-92	34
4a Standard errors of the percentage of public school districts offering various academic programs and standard errors of the percentage able to report enrollment in these programs by various student classifications, by district characteristics: United States. 1991 -92	36
Data for Special Populations	
5 Percentage of public school districts indicating that they classify biracial/bi-ethnic students on records for their own purposes in various ways, by district characteristics: United States, 1991-92	38
5a Standard errors of the percentage of public school districts indicating that they classify biracial/bi-ethnic students on records for their own purposes in various ways, by district characteristics: United States, 1991-92	39

List of Tables--continued		Page
6	Percentage of public school districts that provide information on special populations, by district characteristics: United States, 1991 -92	40
6a	Standard errors of the percentage of public school districts that provide information on special populations, by district characteristics: United States,1991-92.....	41
Information Systems		
7	Percentage of public school districts that have an automated, integrated student record system, by district characteristics: United States,1991-92	42
7a	Standard errors of the percentage of public school districts that have an automated, integrated student record system, by district characteristics: United States,1991-92....	43
8	Percentage of public school districts indicating that they currently maintain various types of individual student information on automated systems or paper files: United States, 1991 -92	44
8a	Standard errors of the percentage of public school districts indicating that they currently maintain various types of individual student information on automated systems or paper files: United States, 1991-92	45
9	Percentage of public school districts indicating that they currently maintain various types of individual student information on automated systems, by district characteristics: United States. 1991-92.	46
9a	Standard errors of the percentage of public school districts indicating that they currently maintain various types of individual student information on automated systems, by district characteristics: United States, 1991-92.	47
10	Percentage of public school districts preferring various methods of providing data currently reported on OCR E&S Survey forms ED101 and ED102, by district characteristics: United States, 1991-92.	48
10a	Standard errors of the percentage of public school districts preferring various methods of providing data currently reported on OCR E&S Survey forms ED101 and ED102, by district characteristics: United States,1991-92	49
11	Percentage of public school districts requiring various kinds of assistance in order to report OCR information on diskettes or other automated means, by district characteristics: United States, 1991-92.	50
11a	Standard errors of the percentage of public school districts requiring various kinds of assistance in order to report OCR information on diskettes or other automated means, by district characteristics: United States, 1991-92.	51

Introduction

This report provides results of a Fast Response Survey System (FRSS) study conducted by the National Center for Education Statistics for the Office for Civil Rights (OCR). OCR wanted input for their decision-making process on possible modifications to their biennial survey of a national sample of public school districts. OCR's survey, the Elementary and Secondary School Civil Rights Survey (or the E&S Survey), is designed to provide OCR's regional offices with current data for their use in targeting compliance review sites and as source material in investigations of complaints. The E&S Survey is a major tool used by OCR to fulfill its mission of ensuring compliance with civil rights laws that prohibit discrimination on the basis of race, national origin, handicap, sex, and age.¹

The E&S survey consists of two forms. Each district selected to participate in the survey completes an ED 101, and every school within the selected districts completes an ED 102 (see appendix A).

Since the E&S survey was first conducted in 1968, its contents have changed in response to civil rights policy issues, litigation, and issues raised by the public. OCR continued to redesign the E&S Survey through 1982, adding some topics and eliminating others in order to keep abreast of changing issues and to limit the length and burden of the survey.

The following goals drive the current redesign:

- To increase the accuracy of the data;
- To use new technology that will reduce cost;
- To support OCR's national enforcement strategy; and
- To support AMERICA 2000.

The purpose of the FRSS survey was to collect information on districts' ability (and their desire) to report data for the 1992 E&S Survey using automated systems. The FRSS survey results, given to OCR at the end of 1991, have been incorporated into plans for the automated report of the 1992 E&S survey. The FRSS survey results are also being used to inform OCR of districts' ability to report information on some of the items under consideration for addition to the 1994 E&S Survey.

This report presents the findings from the FRSS survey conducted in 1991. It provides information on data maintained by districts in the areas of school discipline, special academic programs, special populations, and information systems. The report presents the data for all districts and for districts by location (urban, suburban, rural); size (small, less than 2,500; medium, 2,500 to 9,999; large, 10,000 or more), and region (Northeast, Central, Southeast, West). Data for urban districts and large districts are generally similar, as 44 percent of urban districts are large (compared to 6 percent of suburban districts and 1 percent of rural districts).

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¹The following legislation prohibits discrimination in programs or activities that receive federal financial assistance: Title VI of the Civil Rights Act of 1964 (34CFR Part 100)B, Section 504 of the Rehabilitation Act of 1973 (34CFR Part 104), Title IX of the Education Amendments of 1972 (34CFR Part 106), and the Age Discrimination Act of 1975.

School Discipline

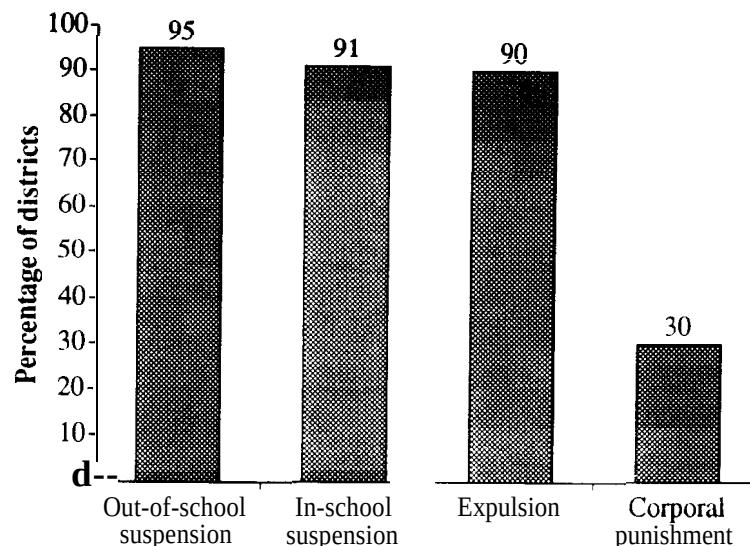
Disciplinary actions

Although every statistically significant difference is not cited in this report, standard errors are provided for each estimate. All statistics are based on national estimates (table 1).

The current ED102 form asks schools to report by sex and by racial/ethnic breakdowns the number of pupils who received corporal punishment and the number who were suspended. The question on corporal punishment may have diminished in relevancy during the last few years, however, as more states are passing legislation prohibiting schools from physically disciplining students. OCR does not have up-to-date information by racial/ethnic breakdowns on the number of students receiving in-school suspensions or the number expelled.

To determine whether the addition and/or deletion of items on certain disciplinary actions from ED 102 would be appropriate, the FRSS survey asked districts whether they administer corporal punishment, in-school suspensions, out-of-school suspensions, and expulsions (table 2). Almost all districts administer out-of-school suspensions (95 percent),² in-school suspensions (91 percent), and expulsions (90 percent; figure 1). In contrast, less than one-third of districts administer corporal punishment (30 percent).³ Nearly half of the districts administer other actions. Frequently cited among other disciplinary actions were detention and Saturday school.

Figure 1. Percentage of public school districts administering various disciplinary actions: United States, 1991-92



SOURCE: Fast Response Survey System, Office for Civil Rights Feasibility Survey, FRSS 39. U.S. Department of Education, National Center for Education Statistics, 1992.

²Because the estimates are based on a statistical sample, there may be differences between the responses of the sample and those that result from a survey of the entire population. Standard errors, provided for all estimates, are explained in detail in the Survey Methodology and Data Reliability section (page 17).

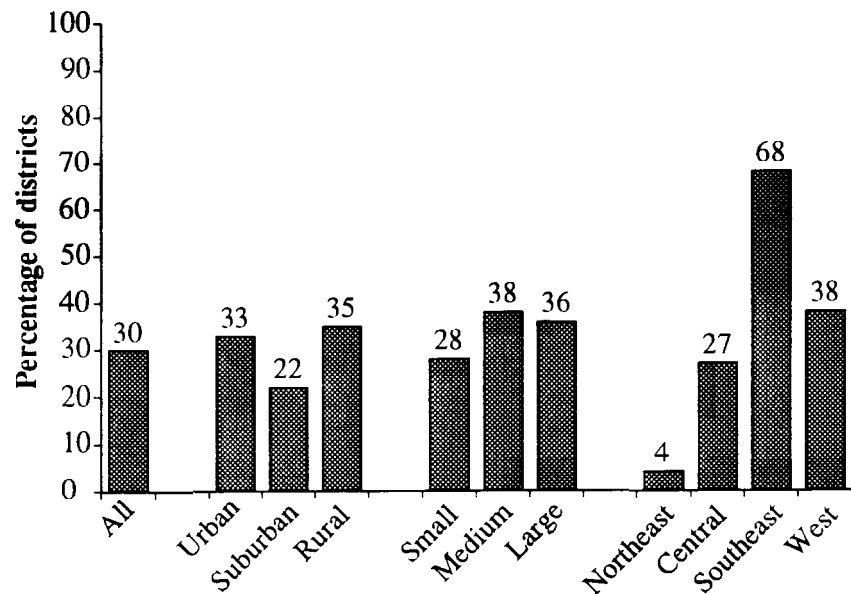
³Some of the respondents noted that, although their district permits corporal punishment, it has not been used as a disciplinary measure in several years. The percentage of districts actually practicing corporal punishment may be less than 30 percent.

The likelihood of administering corporal punishment varied by the type of district (figure 2). The largest frequency was in the Southeast, where 68 percent of districts indicated they administer corporal punishment. The smallest frequency was found in the Northeast, where only 4 percent⁴ of districts reported allowing students to be physically disciplined. In the West, 38 percent* of districts administer corporal punishment, and in the Central region, 27 percent do so.

Large districts (36 percent) and medium districts (38 percent) were more likely to discipline students physically than were small districts (28 percent). Rural districts (35 percent) were more likely to do so than were suburban districts (22 percent). *

Region was a significant factor in the percentage of districts administering expulsions. Southeastern districts (99 percent) were more likely to allow schools to expel students than were Central districts (89 percent) and Northeastern districts (80 percent).

Figure 2. Percentage of public school districts administering corporal punishment, by district characteristics: United States, 1991-92



SOURCE: Fast Response Survey System, Office for Civil Rights Feasibility Survey, FRSS 39, U.S. Department of Education, National Center for Education Statistics, 1992.

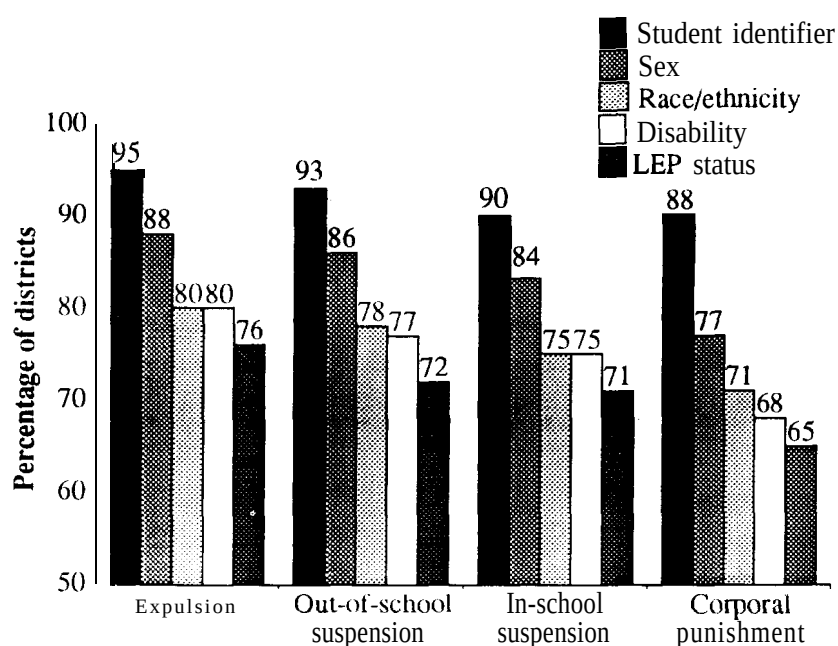
⁴Standard error is greater than 10 percent of the estimate. In some cases, estimates of standard errors are relatively large because statistics are based on a small number of cases. Throughout the remainder of this report, an asterisk (*) is used to indicate estimates that have large standard errors and, thus, should not be considered as highly precise. The standard errors for estimates with asterisks are greater than 10 percent of the estimate.

*Standard error is greater than 10 percent of the estimate.

Discipline information by student classifications

For each disciplinary action administered, districts were asked whether they could readily provide information by various student classifications. The classifications included student name or individual identifier, race/ethnicity, sex, disability (handicap), category, and limited English proficiency (LEP) status (table 2). For each disciplinary action, more districts indicated that they were able to provide information by student identifier than by any other classification (figure 3). Ninety-five percent of districts said they can provide information on expulsions by student identifier, for example, compared to 88 percent by sex, 80 percent by race/ethnicity, 80 percent by disability category, and 76 percent by LEP status.

Figure 3. Percentage of public school districts able to provide information on disciplinary actions by various student classifications: United States, 1991-92



NOTE: Percentages are based on districts that administer the disciplinary action.

SOURCE: Fast Response Survey System, Office for Civil Rights Feasibility Survey, FRSS 39, U.S. Department of Education, National Center for Education Statistics, 1992.

With the exception of corporal punishment (where the difference was not statistically significant), more districts were able to provide disciplinary information by sex than by race/ethnicity, disability category, or LEP status.⁵ In-school suspensions information by sex, for instance, could be provided by 84 percent of districts, versus 75 percent by race/ethnicity, 75 percent by disability, and 71 percent by LEP status.

In general, smaller districts found it easier to provide disciplinary information by student identifier, disability category, and LEP status. Rural districts and Southeastern districts were more able to provide

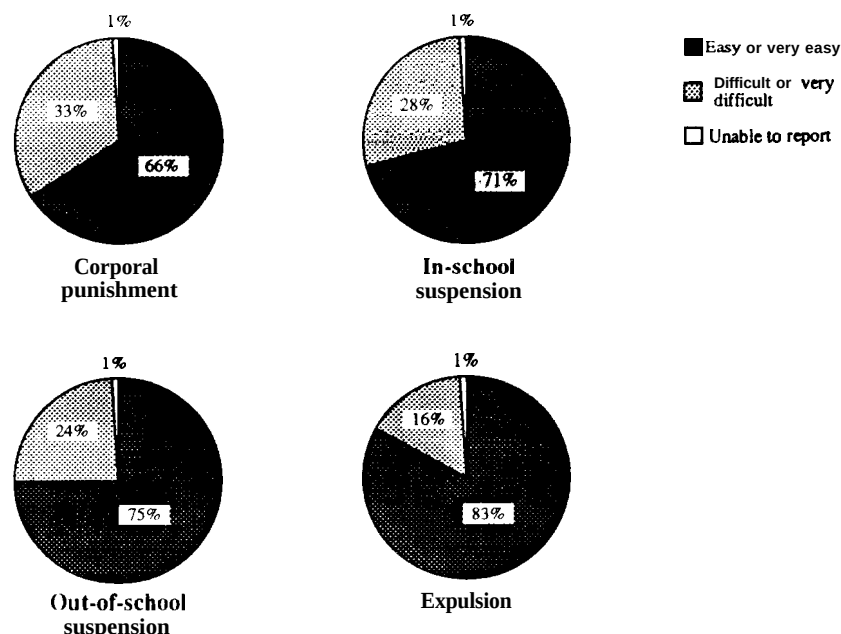
⁵Some respondents indicated that their district does not have limited English proficiency (LEP) students and thus did not answer this item.

Ease in reporting frequency of disciplinary actions

disciplinary information by race/ethnicity than were districts in other metropolitan locales and other regions.

The FRSS survey asked districts how easy or difficult it would be to report the number of times each disciplinary action was taken (table 3). More than 8 out of 10 districts (83 percent) said it would be easy or very easy for them to report the frequency of disciplinary actions resulting in expulsion (figure 4). This was a larger percentage than indicated it would be easy or very easy to report the frequency for out-of-school suspensions (75 percent), in-school suspensions (71 percent), or corporal punishment (66 percent).

Figure 4. Percentage of public school districts indicating levels of difficulty in reporting the frequency with which various disciplinary actions were administered: United States, 1991-92



NOTE: Percentages are based on districts that administer the disciplinary action.

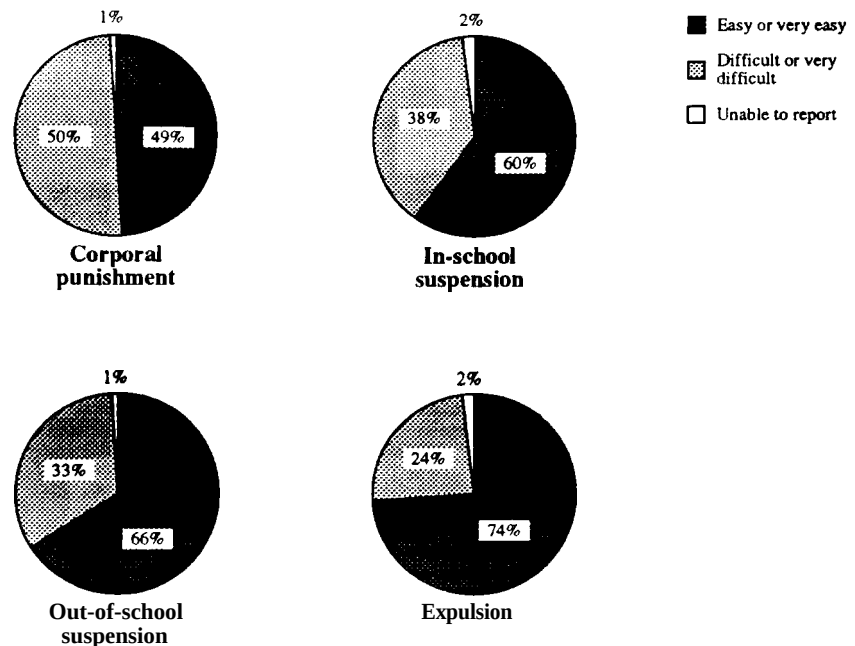
SOURCE: Fast Response Survey System, Office for Civil Rights Feasibility Survey, FRSS 39, U.S. Department of Education, National Center for Education Statistics, 1992.

Enrollment size was related to the ease with which districts could report the frequency that various disciplinary actions were taken, with small districts more likely than large districts to indicate that they could report frequencies. For example, three-fourths of small districts found it very easy to report the frequency of in-school suspensions, compared to half of large districts.

Ease in reporting unduplicated counts of students disciplined

Districts were also asked how easy or difficult it would be to provide unduplicated counts of students disciplined for each action administered. With the exception of corporal punishment (where the difference was not statistically significant), districts indicated it would be easier to report frequency of students disciplined than unduplicated counts of students disciplined (table 3). Seventy-four percent of districts said it would be easy or very easy for them to report unduplicated counts of students expelled (figure 5). This was a larger percentage than indicated it would be easy or very easy to report unduplicated counts for out-of-school suspensions (66 percent), in-school suspensions (60 percent), or corporal punishment (49 percent).

Figure 5. Percentage of public school districts indicating levels of difficulty in reporting unduplicated counts of students receiving various disciplinary actions: United States, 1991-92



NOTE: Percentages are based on districts that administer the disciplinary action.

SOURCE: Fast Response Survey System, Office for Civil Rights Feasibility Survey, FRSS 39, U.S. Department of Education, National Center for Education Statistics, 1992.

Size was again a factor in the ease with which districts could report unduplicated counts of students disciplined. Small districts indicated that they would have less difficulty in reporting unduplicated counts than was indicated by medium and large districts. For example, 63 percent of small districts found it easy or very easy to report unduplicated counts of students given in-school suspensions, compared to 40 percent of large districts.

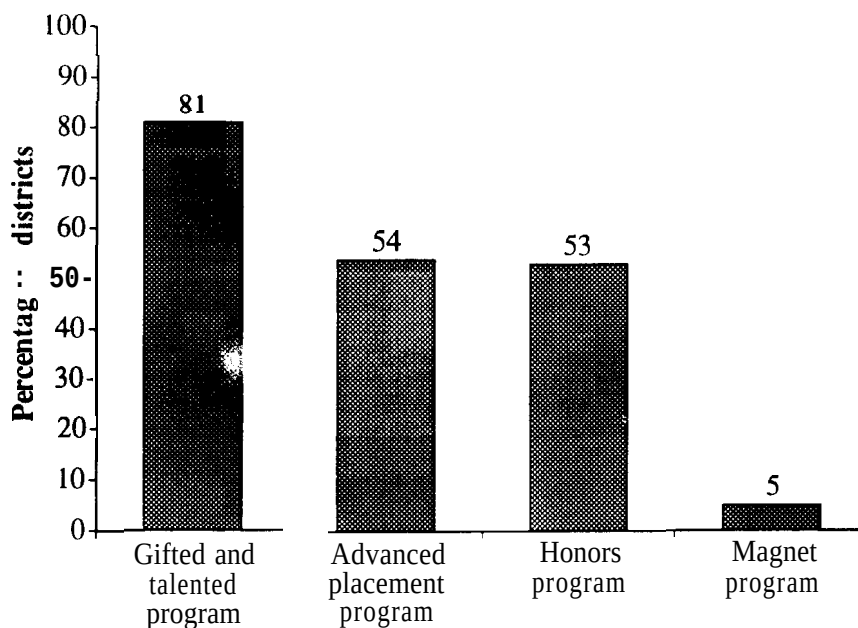
Special Academic Programs

Academic program offerings

OCR does not currently collect information on accelerated or special focus academic programs. There is, however, some evidence to indicate that such programs have an underrepresentation of minorities and girls. In addition, information on magnet schools could be used to determine whether these schools are useful in promoting desegregation.

The FRSS survey asked districts whether specific academic programs were available at their districts. The list of programs included magnet, gifted and talented, advanced placement, and honors programs (table 4). Four out of five districts (81 percent) offered gifted and talented programs (figure 6). Slightly more than half of the districts offered advanced placement programs (54 percent) and honors programs (53 percent). Only 5 percent* have magnet programs.

Figure 6. **Percentage of public school districts offering various academic programs: United States, 1991-92**



SOURCE: Fast Response Survey System, Office for Civil Rights Feasibility Survey, FRSS 39, U.S. Department of Education, National Center for Education Statistics, 1992.

Large districts, urban districts, and Southeastern districts were more likely to offer the various academic programs. For example:

- Advanced placement programs were offered in 92 percent of large districts, 82 percent of medium districts, and 45 percent of small districts;
- Honors programs were available in 74 percent of urban districts, 56 percent of suburban districts, and 50 percent of rural districts; and

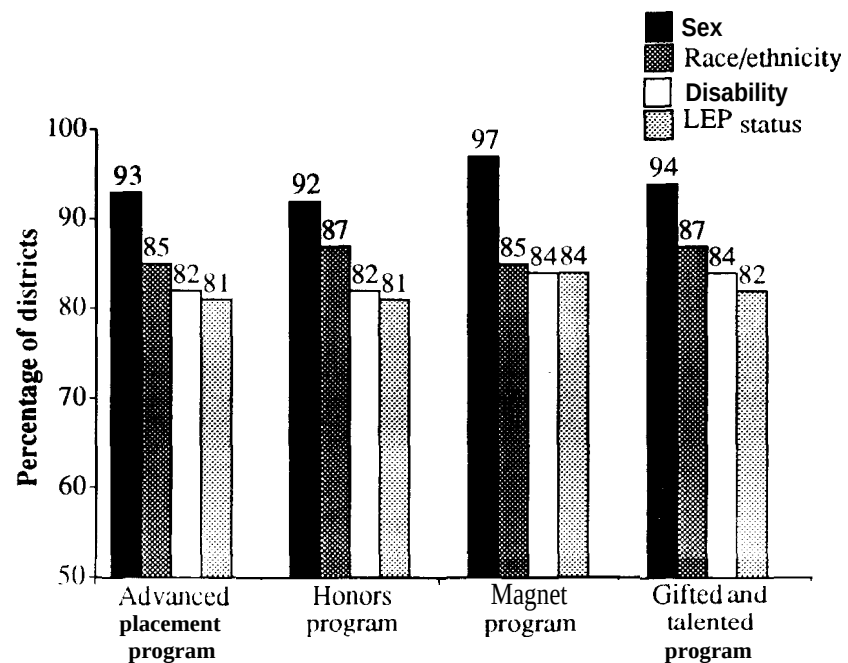
*Standard error is greater than 10 percent of the estimate.

Program enrollment information by student characteristics

- Gifted and talented programs were offered in 99 percent of Southeastern districts, 82 percent of Western districts, 80 percent of Central districts, and 72 percent of Northeastern districts.

For those programs offered, districts were asked to indicate whether they could report enrollment information by student characteristics such as race/ethnicity, sex, disability, and LEP status (table 4). More districts said they could report enrollment information by sex than by the other classifications (figure 7). At those districts offering gifted and talented programs, for example, 94 percent said they were able to report enrollment information by sex, 87 percent by race/ethnicity, 84 percent by disability, and 82 percent by LEP status.

Figure 7. Percentage of public school districts able to report enrollment in various academic programs by student classifications: United States, 1991-92



NOTE: Percentages in these columns are based on districts that offer the program

SOURCE: Fast Response Survey System, Office for Civil Rights Feasibility Survey, FRSS 39. U.S. Department of Education, National Center for Education Statistics, 1992.

Data for Special Populations

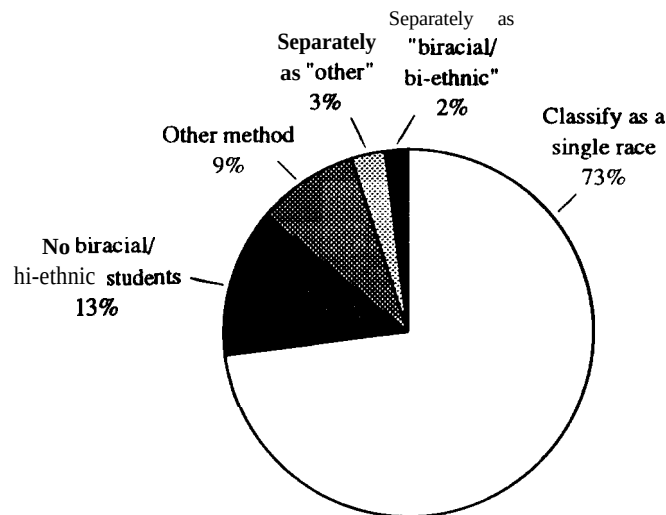
OCR asks districts to provide counts of students by five racial/ethnic categories: American Indian or Alaskan Native; Asian or Pacific Islander; Hispanic; black, not of Hispanic origin; and white, not of Hispanic origin. These categories are consistent with the federal requirements issued by the Office of Management and budget for reporting race/ethnicity designations. No categories are offered for biracial/bi-ethnic students.

Classification of biracial/bi-ethnic students

OCR was interested in determining how districts classify biracial/bi-ethnic students on records for their own purposes. The FRSS Survey asked districts whether they classify them as a single race/ethnicity using the five standard federal categories (or using more or fewer categories),⁶ separately as "biracial/bi-ethnic," or separately as "other." Districts were given the option of specifying another method of classification or of indicating that they do not have any biracial/bi-ethnic students (table 5). Nearly three-fourths of districts classify their biracial/bi-ethnic students as a single race (73 percent; figure 8).

Whether districts classify their biracial/bi-ethnic students as a single race/ethnicity was related to enrollment size. Ninety-four percent of large districts classified biracial/bi-ethnic students this way, compared to 82 percent of medium districts, and 69 percent of small districts.

Figure 8. Percentage of public school districts indicating the various ways they classify their biracial/bi-ethnic students on records for their own purposes: United States, 1991-92



SOURCE: Fast Response Survey System, Office for Civil Rights Feasibility Survey, FRSS39, U.S. Department of Education, National Center for Education Statistics, 1992.

Of the slightly more than one-fourth of districts that did not classify biracial/bi-ethnic students as a single race/ethnicity, about half of these districts did not have any biracial/bi-ethnic students (49 percent), and about one-third wrote in their own method (32 percent). Almost every district that wrote in a response said that they did not classify their students by racial/ethnic breakdowns at all for the district's own records. Approximately one-fifth of the districts that did not classify their biracial/bi-ethnic students as a single race/ethnicity said they classified

⁶The questionnaire item asked districts whether they classified biracial/bi-ethnic students using the five standard federal categories; however, any response that indicated biracial/bi-ethnic students were classified as a single race/ethnicity was coded as a yes, regardless of the number of categories employed.

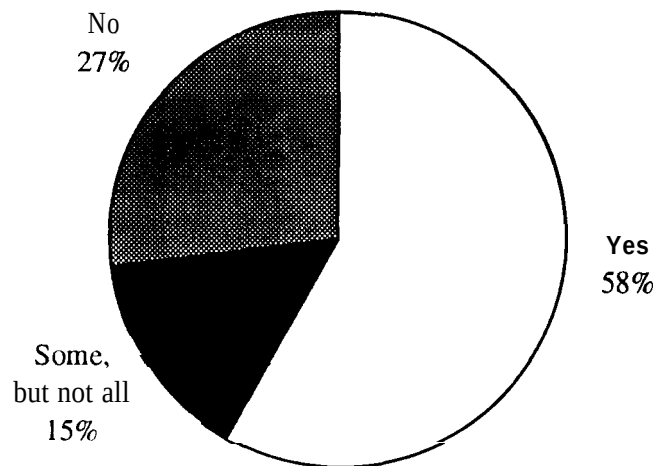
Information on children with disabilities

the students separately as "other" (11 percent)* or as "biracial/bi-ethnic" (8 percent).*

OCR has had a growing concern that the practices of some educational institutions inhibit the provision of equal educational **opportunities**, thus violating the civil rights **statutes**. Of particular concern is the appropriate identification by these institutions of homeless children with handicaps who may need special **education**, and of children with disabilities whose mothers were alcohol dependent or used illegal drugs during **pregnancy**.

The FRSS survey asked districts whether they could report information on the number of children with disabilities who are homeless (**table 6**). More than half the districts (**58 percent**) said they could report this information (**figure 9**). Another **15 percent*** indicated that they could do so for **some**, but not **all** of the children with disabilities who are homeless. The remaining 27 percent **would** be unable to report this information.

Figure 9. Percentage of public school districts indicating whether they could report information on children with disabilities (handicaps) who are homeless: United States, 1991-92

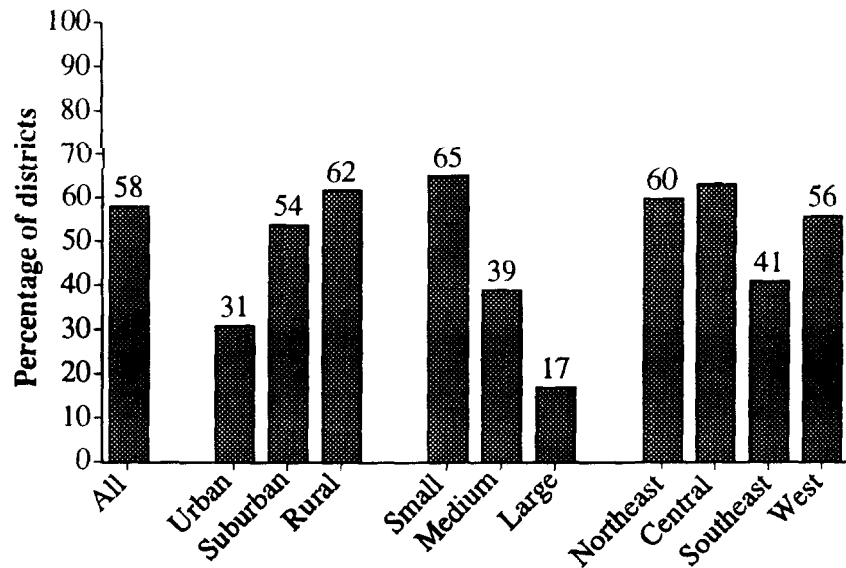


SOURCE: Fast Response Survey System, Office for Civil Rights Feasibility Survey, FRSS 39, U.S. Department of Education, National Center for Education Statistics, 1992.

*Standard error is greater than 10 percent of the estimate.

The likelihood of being able to report information on children with disabilities who are homeless was greater for rural and suburban districts and for small districts (figure 10). In rural and suburban districts, for example, 62 percent and 54 percent, respectively, could report this information. In urban districts, only 31 percent could do so.

Figure 10. Percentage of public school districts that could report information on children with disabilities (handicaps) who are homeless, by district characteristics: United States, 1991-92



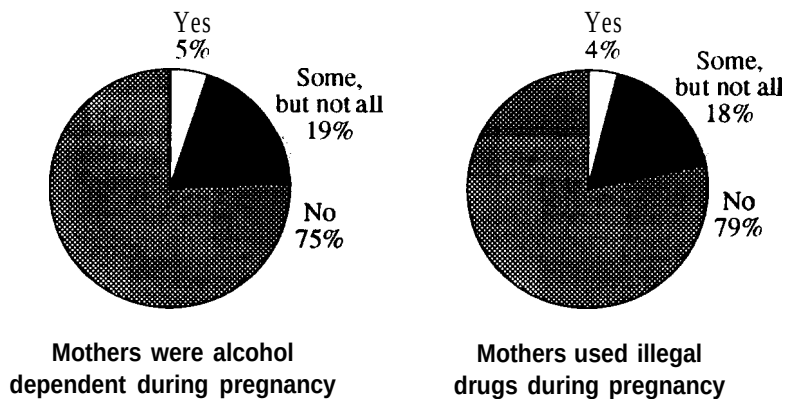
SOURCE: Fast Response Survey System, Office for Civil Rights Feasibility Survey, FRSS 39, U.S. Department of Education, National Center for Education Statistics, 1992.

Districts were also asked whether it would be possible for them to identify the disabled children whose mothers were either alcohol dependent or used illegal drugs during pregnancy (table 6). Five percent* of districts said it would be possible to identify the disabled children whose mothers were alcohol dependent during pregnancy; 19 percent said it would be possible for some, but not all of the students; and 75 percent said it would not be possible (figure 11).

Four percent* of districts would be able to identify the disabled children whose mothers used illegal drugs during their pregnancy; 18 percent* could identify some, but not all of the students; and 79 percent could not identify any.

There were no statistically significant differences across the various types of districts in terms of their ability to identify students with disabilities whose mothers used illegal drugs during their pregnancy.

Figure 11. Percentage of public school districts indicating whether they could report information on children with disabilities (handicaps) whose mothers were alcohol dependent or used illegal drugs during their pregnancy: United States, 1991-92



NOTE: Percentages may not sum to 100 because of rounding.

SOURCE: Fast Response Survey System, Office for Civil Rights Feasibility Survey, FRSS 39, U.S. Department of Education, National Center for Education Statistics, 1992.

*Standard error is greater than 10 percent of the estimate.

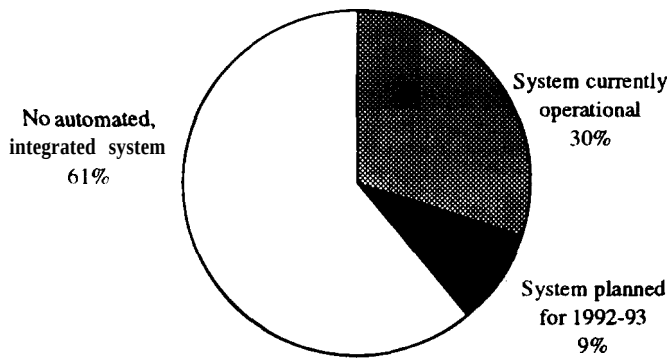
Information Systems

Automated, integrated student record systems

OCR, in considering the possibility of collecting information on the E&S Survey by automated means, was interested in determining the extent to which districts have automated their own student record systems. What kinds of information are maintained on these systems? Would districts prefer reporting data to OCR by automated means? What types of assistance would be needed if districts were to do so?

Districts were asked if they have an automated student record system that is integrated, i.e., can they link information from different sources on an individual student (table 7). Thirty percent of districts currently have in operation an automated, integrated student record system (figure 12). Another 9 percent plan to have one by the 1992-93 academic year. The remaining 61 percent do not have an automated system.

Figure 12. Percentage of public school districts indicating whether they have an automated, integrated student record system: United States, 1991-92



SOURCE: Fast Response Survey System, Office for Civil Rights Feasibility Survey, FRSS 39, U.S. Department of Education, National Center for Education Statistics, 1992.

Enrollment size and metropolitan status were two factors related to the likelihood of districts having automated, integrated student record systems. The following statistically significant differences in the percentages of districts with automated systems were found:

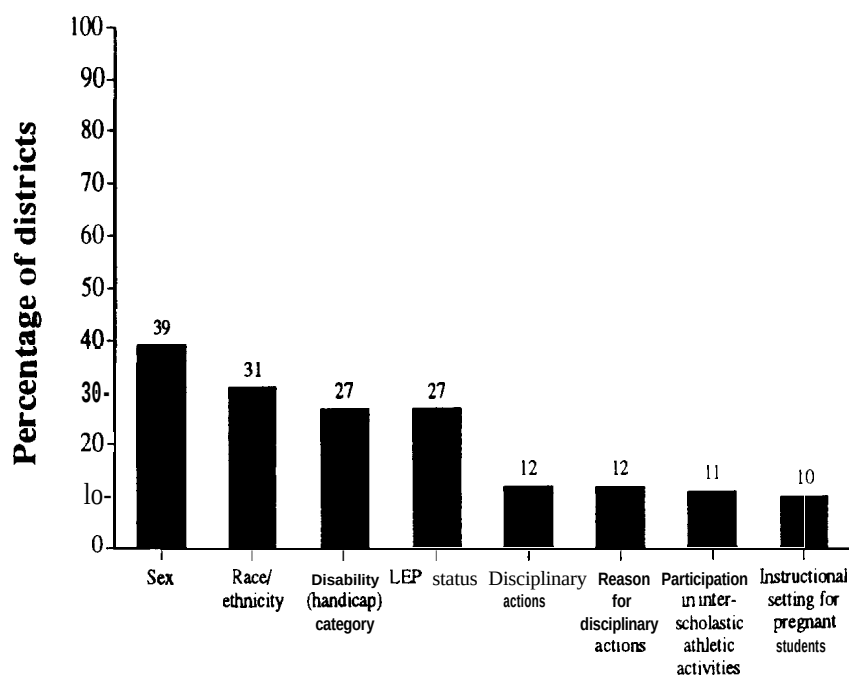
- Sixty-seven percent of urban districts versus 39 percent of suburban districts versus 21 percent of rural districts; and
- Seventy-five percent of large districts versus 50 percent of medium districts versus 22 percent of small districts.

Maintenance of individual student information

The FRSS survey asked districts how they currently maintain the following types of individual student information: race/ethnicity, sex, disability category, LEP status, instructional setting for pregnant students, participation in interscholastic athletic activities, disciplinary actions, and reason for disciplinary action (e.g., fighting, possession of drugs). Districts could specify that they maintain the information on automated systems, paper files, or partly on each (table 8).⁷

Certain types of information were more likely than others to be maintained on automated systems (figure 13). For example, more districts maintained data on sex of students on computers (39 percent) than any other item.

Figure 13. Percentage of public school districts indicating that they currently maintain various types of individual student information on automated systems: United States, 1991-92



SOURCE: Fast Response Survey System, Office for Civil Rights Feasibility Survey, FRSS 39, U.S. Department of Education, National Center for Education Statistics, 1992.

The types of information maintained on automated, integrated systems varied by enrollment size and metropolitan locale (table 9). Large districts were more likely than small districts to maintain each of the various types of information on automated systems. For example, 69 percent of large districts and 20 percent of small districts maintained disability categories on automated systems.

⁷If districts indicated that information for all students was maintained on automated systems, their response was marked "automated systems," even if the same information was also kept on paper files. If information on only some of site students was maintained on automated systems, and information on the rest of the students was kept on paper files, responses were marked "part automated, part paper files." If all information was kept only on paper files, the response was marked "paper files."

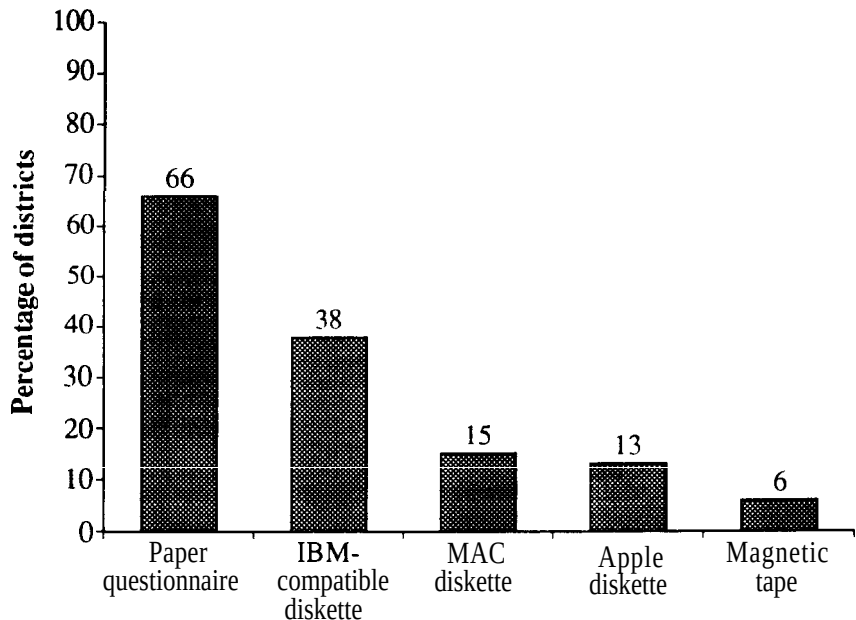
In terms of **locale**, urban districts were more likely than suburban districts, and suburban districts were more likely than rural districts to maintain the following items on **automated**, integrated systems: **race/ethnicity**, **sex**, and **disability category**. Information on **sex**, for instance, was maintained on automated systems by 72 percent of urban districts, 51 percent of suburban districts, and 30 percent of rural districts.

Greater proportions of urban districts than of suburban or rural districts maintained the following items on **automated**, integrated systems: instructional setting for pregnant students (34 percent of urban districts, 13 percent of suburban districts, and 7 percent of rural districts); disciplinary actions; and reasons for disciplinary actions.

Preferred methods of providing data

OCR has been considering alternative data collection methods for the E&S Survey. Districts were asked how they would prefer to provide data reported on the ED 101 and ED 102 forms. The choices included paper questionnaire, magnetic tape, IBM-compatible diskette, MAC diskette, and Apple diskette (table 10). Districts could select more than one preference (figure 14). Two-thirds of the districts (66 percent) chose paper questionnaires as a method of preference.

Figure 14. Percentage of public school districts preferring various methods of providing data currently reported on OCR E&S Survey forms ED101 and ED102: United States, 1991-92



SOURCE: Fast Response Survey System, Office for Civil Rights Feasibility Survey, FRSS 39, U.S. Department of Education, National Center for Education Statistics, 1992.

Assistance required to report by automated means

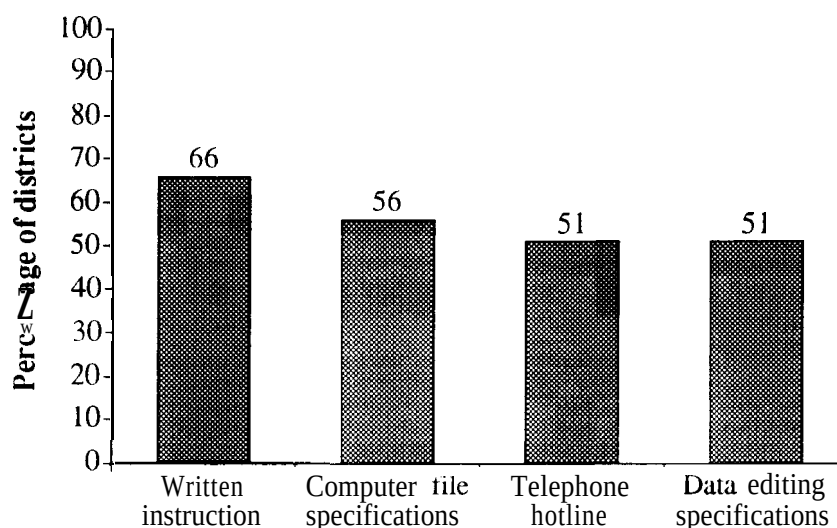
The preferred method of transmission varied by district size, metropolitan status, and region. For example, small and medium districts were more likely to select a paper questionnaire as a method of preference (68 percent and 61 percent, respectively) than were large districts (44 percent).

Large districts, on the other hand, were more likely to select magnetic tape as a method of preference (35 percent) than were medium districts (10 percent), and medium districts were more likely to do so than were small districts (3 percent).

Districts were asked what types of assistance they would require in order to be able to report E&S Survey data by automated means. Districts could select more than one type of assistance from the following: telephone hotline, written instructions, data editing specifications, and computer file specifications (table 11).

When asked, about one-fourth of districts (26 percent) said that reporting by automated means, even with assistance, would not be possible in the foreseeable future. Of the remaining three-fourths of districts (74 percent) that would be able to report by automated means, more than half would require each type of assistance. The type of help selected by the most districts was written instructions, which was chosen by 66 percent. Fifty-six percent of districts would want computer file specifications; 51 percent, a telephone hotline; and 51 percent, data editing specifications (figure 15).

Figure 15. Of those public school districts able to report by automated means, percentage requiring various kinds of assistance: United States, 1991-92



NOTE: Percentages are based on districts that said reporting by automated means is possible.

SOURCE: Fast Response Survey System. Office for Civil Rights Feasibility Survey, FRSS 39, U.S. Department of Education, National Center for Education Statistics, 1992.

Survey Methodology and Data Reliability

Sample selection

A stratified sample of 843 districts was drawn from the 1989-90 list of public school districts compiled by the National Center for Education Statistics (NCES). This file contains over 16,000 listings and is part of the NCES Common Core of Data (CCD) School Universe. Local school districts in outlying territories, as well as supervisory union administrative centers, regional service agencies, and state- or federally operated institutions providing services to special needs populations, were excluded from the frame prior to sampling. With these exclusions, the final sampling frame consisted of approximately 15,400 eligible districts. The districts were stratified by size of district (in terms of total enrollment), metropolitan status, and region. Districts were sampled at rates that depended on the size and metropolitan status of the district. These rates were obtained by initially allocating the sample to strata in proportion to the aggregate square root of enrollment of the districts in the stratum, and then adjusting the rates for the urban districts to increase the sample size of these.

Response rates

In late September 1991, questionnaires (see appendix B) were mailed to superintendents of the 843 districts in the sample. Superintendents were asked to have the questionnaire completed by the person most knowledgeable about reporting civil rights information. Two of the districts were found to be out of scope (because of closings), leaving 841 districts in the sample. Telephone followup of nonrespondents was initiated in late October; data collection was completed by the end of November. For the eligible districts that received surveys, a response rate of 96 percent (809 responding districts divided by the 841 districts in the sample) was obtained (see table A). Item nonresponse ranged from 0.0 percent to 2.0 percent.

Sampling and nonsampling errors

The response data were weighted to produce national estimates. The weights were designed to adjust for the variable probabilities of selection and differential nonresponse. A final poststratification adjustment was made so that the weighted district counts equaled the corresponding CCD frame counts within cells defined by district size, metropolitan status, and region. The findings in this report are estimates based on the sample selected and, consequently, are subject to sampling variability.

The survey estimates are also subject to nonsampling errors that can arise because of nonobservation (nonresponse or noncoverage) errors, errors of reporting, and errors made in collection of the data. These errors can sometimes bias the data. Nonsampling errors may include such problems as the differences in the respondents' interpretation of the meaning of the questions; memory effects; misrecording of responses; incorrect editing, coding, and data entry; differences related to the particular time the survey was conducted; or errors in data preparation. While general sampling theory can be used in part to determine how to estimate the sampling variability of a statistic, nonsampling errors are not easy to measure and, for measurement purposes, usually require that an experiment be conducted as part of the data collection procedures or that data external to the study be used.

Table A. Number of public school districts in the study sample that responded, by district characteristics: United States, 1991-92

District characteristic	Sample	Out of scope	Non-respondents	Respondents	Response rate
All districts	8 4 3	2	32	809	0.96
Location of district					
Urban	164	0	4	160	0.98
Suburban	...368	0	16	352	0.96
Rural	311	2	12	297	0.95
Enrollment size					
Less than 2,500	295	2	18	275	0.93
2,500 to 9,999	305	0	9	296	0.97
10,000 or more	243	0	5	238	0.98
Region					
Northeast	163	1	10	152	0.93
Central	246	1	12	233	0.95
Southeast	171	0	2	169	0.99
West	...263	0	8	255	0.97

NOTE: The response rate was calculated by subtracting the number of out-of-scope districts from the number in the sample, and dividing that number into the number of districts that responded. For example, the response rate for "all districts" was computed as follows: $809/(843-2) = 0.96$.

SOURCE: Fast Response Survey System, Office for Civil Rights Feasibility Survey, FRSS 39, U.S. Department of Education, National Center for Education Statistics, 1992.

To minimize the potential for nonsampling errors, the questionnaire was pretested with administrators like those who completed the survey. During the design of the survey and the survey pretest, an effort was made to check for consistency of interpretation of questions and to eliminate ambiguous items. The questionnaire and instructions were extensively reviewed by the National Center for Education Statistics, and the Office for Civil Rights in the U.S. Department of Education. Manual and machine editing of the questionnaires were conducted to check the data for accuracy and consistency. Cases with missing or inconsistent items were recontacted by telephone. Imputations for item nonresponse were not implemented, as item nonresponse rates were less than 5 percent (for nearly all items, nonresponse rates were less than 1 percent). Data were keyed with 100 percent verification.

Variances

The standard error is a measure of the variability of estimates due to **sampling**. It indicates the variability of a **sample** estimate that would be obtained from **all** possible samples of a given design and size. **Standard errors** are used as a measure of the precision expected from a particular **sample**. If **all** possible samples were surveyed under similar conditions, intervals of 1.96 standard errors below to 1.96 standard errors above a particular statistic would include the true population parameter being estimated in about 95 percent of the **samples**. This is a 95 percent confidence **interval**. For **example**, the estimated percentage of districts that chose a paper questionnaire as one of their preferred methods for providing data reported on the OCR **Elementary** and Secondary School Civil Rights Survey is 66 percent, and the estimated standard error is 2.3 percent. The 95 percent **confidence interval** for the statistic extends from $65 - (2.3 \text{ times } 1.96)$ to $65 + (2.3 \text{ times } 1.96)$, or from 61 to 70 percent.

Estimates of standard errors were computed using a technique known as **jackknife replication**. As with any replication **method**, jackknife replication involves constructing a number of **subsamples** (replicates) from the full sample and computing the statistic of interest for each **replicate**. The mean square error of the replicate estimates around the full sample estimate provides an estimate of the variance of the statistic (see Wolter, 1985, Chapter 4). To construct the **replications**, 30 stratified **subsamples** of the full sample were **created** and then dropped one at a time to define 30 **jackknife** replicates (see Wolter, 1985, page 183). A proprietary computer program (**WESVAR**), available at **Westat, Inc.**, was used to calculate the estimates of standard errors. The software runs under IBM/OS and **VAX/VMS** systems.

Background information

The survey was **performed** under contract with **Westat, Inc.**, using the Fast Response Survey System (**FRSS**). **FRSS** was established in 1975 by **NCES**. It was designed to collect small amounts of issue-oriented data quickly and with minimum burden on **respondents**. Over 40 surveys have been conducted through **FRSS**. Recent **FRSS** reports (available through the Government Printing Office) include the following:

- Public School District Survey on **Safe, Disciplined, and Drug-Free Schools, E.D. TABS** (NCES 92-008).
- Public School Principal Survey on **Safe, Disciplined, and Drug-Free Schools, E.D. TABS** (NCES 92-007).
- Teacher Survey on **Safe, Disciplined, and Drug-Free Schools, E.D. TABS** (NCES 91-091).
- College-Level Remedial Education in the Fall of 1989 (NCES 91-191).
- Services and Resources for Children in **Public Libraries, 1988-89** (NCES 90-098).
- Use of Educational Research and Development Resources by Public School Districts (NCES 90-084).

Westat's Project Director was Elizabeth Farris, and the Survey Manager was Wendy Mansfield. Judi Carpenter was the NCES Project Officer. The data requester was Sharon Tuchman, Office for Civil Rights.

The report was reviewed by David Hunt, Assistant Superintendent, Rochester City School District, New York; and Edward B. Penry, Director of Student Information Management, School District of Philadelphia, Pennsylvania. Within NCES, report reviewers were Susan Broyles, Postsecondary Education Statistics Division; John J. Mathews, Education Assessment Division; and Edie McArthur, Data Development Division.

For more information about the Fast Response Survey System or the Office for Civil Rights Feasibility Survey, contact Judi Carpenter, Elementary/Secondary Education Statistics Division, Special Surveys and Analysis Branch, Office of Educational Research and Improvement, National Center for Education Statistics, 555 New Jersey Avenue NW, Washington, DC 20208-5651, telephone (202) 219-1333.

References

The WESVAR Procedures. 1989. Rockville, MD: Westat, Inc.

Wolter, K. 1985. *Introduction to Variance Estimation*. Springer-Verlag.

Definitions

Common Core of Data Public Education Agency Universe — A data tape containing 16,987 records, one for each public elementary and secondary education agency in the 50 states, District of Columbia, and 5 outlying areas, as reported to the National Center for Education Statistics by the state education agencies for 1989-90. Records on this file contain the state and federal identification numbers, name, address, and telephone number of the agency, county name and FIPS code, agency type code, student counts, graduates and other completers counts, and other codes for selected characteristics of the agency.

Disciplinary actions — **Corporal punishment**, in-school suspensions, out-of-school suspensions, and expulsions (definitions of these actions were not provided on the questionnaire; interpretation was left to the respondents who are familiar with these actions).

Metropolitan status

Urban — Primarily serves a central city of a Metropolitan Statistical Area (MSA).

Suburban — Serves an MSA, but not primarily its central city.

Rural — Does not serve an MSA.

Region

Northeast region — Connecticut, Delaware, District of Columbia, Maine, Maryland, Massachusetts, New Hampshire, New Jersey, New York, Pennsylvania, Rhode Island, and Vermont.

Central region — Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Missouri, Nebraska, North Dakota, Ohio, South Dakota, and Wisconsin.

Southeast region — Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia.

West region — Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, Oklahoma, Oregon, Texas, Utah, Washington, and Wyoming.

Special academic programs — Magnet, gifted and talented, advanced placement, and honors programs (definitions of these programs were not provided on the questionnaire; interpretation was left to the respondents who are familiar with these programs).

Tables of Estimates and Standard Errors

Table 1.--- Number and percentage of public school districts in the study **sample** that responded and the estimated number and percentage in the **nation**, by district **characteristics**: United States, 1991-92

District characteristic	Respondent sample		National estimate*	
	Number	Percent	Number	Percent
All districts	809	100	15,300	100
Location of district				
Urban.....	160	20	600	4
Suburban	352	44	5,600	36
Rural.....	297	37	9,100	60
Enrollment size				
Less than 2,500.....	275	34	11,700	77
2,500 to 9,999.....	296	37	2,900	19
10,000 or more	238	29	700	4
Region				
Northeast.....	152	19	3,100	20
Central.....	233	29	5,800	38
Southeast	169	21	1,700	11
West.....	255	32	4,700	31

*Data presented in all tables are weighted to produce national estimates. See Survey Methodology and Data Reliability section for more information on sampling procedures (page 17).

NOTE Percentages may not sum to 100 and numbers may not sum to totals because of rounding.

SOURCE: Fast Response Survey System, Office for Civil Rights Feasibility Survey, FRSS 39, U.S. Department of Education, National Center for Education Statistics, 1992.

Table 2.-- Percentage of public school districts administering various disciplinary actions and percentage able to provide information on these actions by various student classifications, by district characteristics: United States, 1991-92

District characteristic	Action administered	Able to provide information by student classifications ¹				
		Student identifier	Race/ethnicity	sex	Disability (handicap)	LEP status ²
Corporal punishment						
All districts	30	88	71	77	68	65
Location of district						
Urban	33	71	73	74	65	66
Suburban	22	90	72	76	66	68
Rural	35	89	71	78	69	63
Enrollment size						
Less than 2,500	28	91	72	78	69	68
2,500 to 9,999	38	81	69	75	67	63
10,000 or more	36	80	75	79	60	50
Region						
Northeast	4	‡	‡	‡	‡	‡
Central	27	90	70	75	67	55
Southeast	68	81	80	79	66	65
West	38	90	69	78	70	68
In-school suspension						
All districts	91	90	75	84	75	71
Location of district						
Urban	94	76	71	72	62	64
Suburban	89	91	70	82	75	70
Rural	91	91	79	86	77	73
Enrollment size						
Less than 2,500	89	91	76	85	77	75
2,500 to 9,999	97	90	75	84	74	68
10,000 or more	94	77	69	72	56	51
Region						
Northeast	88	93	68	88	75	73
Central	89	88	78	84	80	72
Southeast	89	92	90	90	81	73
West	94	91	72	80	68	68

See footnotes at end of table.

Table 2.-- Percentage of public school districts administering **various disciplinary actions** and percentage able to provide information on these actions by various student **classifications**, by district **characteristics**: United States, 1991-92 -- Continued

District characteristic	Action administered	Able to provide information by student classifications ¹				
		Student identifier	Race/ ethnicity	Sex	Disability (handicap)	LEP status ²
Out-of-school suspension						
All districts	95	93	78	86	77	72
Location of district						
urban	94	86	81	82	69	74
Suburban.....	94	94	71	83	75	69
Rural.....	95	92	82	89	79	75
Enrollment size						
Less than 2,500	93	93	79	87	79	76
2,500 to 9,999	99	92	75	85	75	68
10,000 or more	100	84	75	80	63	55
Region						
Northeast	92	95	71	89	76	70
Central	95	92	80	87	81	75
Southeast.....	96	93	90	90	81	75
West.....	95	93	75	83	71	71
Expulsion						
All districts	90	95	80	88	80	76
Location of district						
Urban	95	87	83	84	78	77
Suburban	87	94	73	85	77	74
Rural.....	90	95	83	91	82	78
Enrollment size						
Less than 2,500	88	95	80	89	81	80
2,500 to 9,999	94	94	77	87	79	72
10,000 or more	94	86	77	81	68	60
Region						
Northeast	80	97	70	91	79	73
Central	89	93	82	89	83	80
Southeast.....	99	97	93	94	85	76
West.....	93	94	77	84	74	74

¹Percentages in these columns are based on districts that administer the disciplinary action.

²Some respondents indicated that their district does not have **limited** English proficiency (LEP) students and thus did not answer this item.

‡Too few cases for a reliable estimate.

SOURCE: Fast Response Survey System, Office for Civil Rights Feasibility Survey, FRSS 39, U.S. Department of Education, National Center for Education Statistics, 1992.

Table 2a.-- Standard *errors* of the percentage of public **school districts administering various disciplinary** actions and standard errors of the percentage able to provide information on these actions **by various student classifications**, by district characteristics United States, 1991-92

District characteristic	Action administered	Able to provide information by student classifications				
		Student identifier	Race/ ethnicity	sex	Disability (handicap)	LEP status*
Corporal punishment						
All districts	1.7	2.3	3.7	3.1	4.1	5.1
Location of district						
urban.....	11.7	4.8	3.5	4.2	4.3	6.6
Suburban.....	2.3	4.5	6.7	7.0	6.4	8.1
Rural.....	2.0	3.2	5.1	4.6	5.2	5.4
Enrollment size						
Less than 2,500	2.1	3.0	4.8	4.0	5.5	8.3
2,500 to 9,999	2.5	3.6	6.1	5.6	4.1	5.2
10,000 or more	2.1	3.4	3.7	3.6	3.6	4.2
Region						
Northeast	1.3	‡	‡	‡	‡	‡
Central	2.7	4.2	6.0	5.7	7.6	14.2
Southeast.....	5.2	5.6	5.5	5.4	6.9	8.0
West.....	5.0	3.6	7.4	6.9	7.4	7.4
In-school suspension						
All districts	2.1	1.3	1.7	1.3	1.8	1.8
Location of district						
Urban	2.2	1.9	2.3	2.9	3.1	3.3
Suburban.....	2.4	1.9	3.5	3.0	2.9	3.2
Rural	2.8	1.8	2.3	1.8	2.6	2.5
Enrollment size						
Less than 2,500	2.7	1.6	2.2	1.6	2.3	2.3
2,500 to 9,999.....	1.1	1.8	1.9	2.8	2.2	3.0
10,000 or more	1.2	2.6	2.8	2.5	1.8	2.3
Region						
Northeast	3.0	2.7	5.4	3.0	3.8	5.0
Central	3.3	2.5	1.6	2.0	1.9	5.4
Southeast.....	4.5	2.4	2.6	2.6	4.9	5.8
West.....	2.5	1.9	3.0	2.6	3.9	3.2

See footnotes at end of table.

Table 2a.--Standard errors of the percentage of public school districts administering various disciplinary actions and standard errors of the percentage able to provide information on these actions by various student classifications, by district characteristics: United States, 1991 -92-- Continued

District characteristic	Action administered	Able to provide information by student classifications				
		Student identifier	Race/ ethnicity	sex	Disability (handicap)	LEP status*
Out-of-school suspension						
All districts	1.1	1.2	1.4	1.3	1.7	1.6
Location of district						
urban	6.3	5.4	6.0	6.3	6.3	4.9
Suburban	1.9	1.5	2.6	2.6	2.8	2.8
Rural	1.6	2.1	1.9	1.8	2.2	2.2
Enrollment size						
Less than 2,500	1.4	1.5	1.8	1.4	2.2	2.0
2,500 to 9,999	0.6	1.9	2.1	3.3	2.5	3.4
10,000 or more		2.0	2.6	2.5	1.8	2.8
Region						
Northeast	2.8	2.4	4.4	3.0	3.9	5.2
Central	2.0	2.4	1.6	1.7	2.4	3.9
Southeast	1.9	3.6	3.7	3.7	4.6	5.5
West	2.0	1.9	3.6	2.8	3.6	3.2
Expulsion						
All districts	1.7	1.3	1.7	1.3	1.9	1.6
Location of district						
urban	1.2	3.2	3.9	4.0	3.2	4.1
Suburban	2.6	1.6	2.7	2.8	2.5	2.8
Rural	2.1	1.6	2.1	1.5	2.6	2.1
Enrollment size						
Less than 2,500	2.1	1.7	2.2	1.6	2.4	2.0
2,500 to 9,999	2.2	1.3	2.2	2.9	2.5	3.4
10,000 or more	1.4	1.9	2.8	2.6	2.6	2.7
Region						
Northeast	3.8	1.0	5.1	3.1	4.2	4.9
Central	2.9	2.4	2.3	1.9	2.8	4.6
Southeast	0.7	1.8	2.0	2.0	3.8	5.5
West	2.7	1.8	3.0	2.6	3.0	3.6

● Some respondents indicated that their district does not have limited English proficiency (LEP) students and thus did not answer this item.

‡ Estimate of standard error is not reported because it is based on a statistic for which there were too few cases for a reliable estimate.

—Estimates of standard error is not derived because it is based on a statistic estimated at 0 percent or at 100 percent.

SOURCE: Fast Response Survey System, Office for Civil Rights Feasibility Survey, FRSS 39, U.S. Department of Education, National Center for Education Statistics, 1992.

Table 3.-- Percentage of public school districts indicating their ease in reporting the frequency (**number of times**) each disciplinary action was taken **and** the **unduplicated** count of students **disciplined**, by district **characteristics**: United States, 1991-92

District characteristic	Ease of reporting									
	Frequency of action					Unduplicated count of students				
	Very easy	Easy	Difficult	Very difficult	Unable to report	Very easy	Easy	Difficult	Very difficult	Unable to report
Corporal punishment										
All districts	38	28	17	16	1	30	19	29	21	1
Location of district										
Urban	57	15	14	13	2	49	14	16	19	2
Suburban	37	23	20	19	1	26	24	30	19	1
Rural	37	30	16	15	1	31	18	29	21	1
Enrollment size										
Less than 2,500	43	28	15	13	1	34	18	29	18	1
2,500 to 9,999	26	28	21	23	2	22	21	29	26	2
10,000 or more	25	28	24	18	6	16	28	19	29	7
Region										
Northeast	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Central	40	24	19	15	2	25	13	38	22	2
Southeast	31	16	29	23	2	22	17	29	30	2
West	40	40	7	13	(+)	40	27	18	14	1
In-school suspension										
All districts	45	26	19	8	1	38	22	25	13	2
Location of district										
Urban	32	27	17	16	8	28	24	18	20	10
Suburban	44	24	21	9	1	34	24	28	12	2
Rural	46	27	18	8	1	42	20	24	14	1
Enrollment size										
Less than 2,500	47	26	19	6	1	42	21	24	11	2
2,500 to 9,999	39	27	19	15	1	27	25	28	19	1
10,000 or more	28	24	26	17	6	18	23	25	24	10
Region										
Northeast	52	24	17	7	(+)	36	27	21	14	2
Central	45	22	23	8	1	40	15	31	12	1
Southeast	36	22	30	11	1	25	23	32	19	2
West	43	33	12	9	2	41	25	19	12	3

See footnotes at end of table.

Table 3.-- Percentage of public school districts indicating **their ease in reporting the frequency (number of times) each disciplinary action was taken**, and the **unduplicated** count of students **disciplined**, by district **characteristics**: United States, 1991-92 -- Continued

District characteristic	Ease of reporting									
	Frequency of action					Unduplicated count of students				
	Very easy	Easy	Difficult	very difficult	Unable to report	Very easy	Easy	Difficult	Very difficult	Unable to report
Out-of-school suspension										
All districts	52	23	18	6	1	44	21	23	10	1
Location of district										
Urban.....	49	27	13	10	1	42	24	17	15	2
Suburban.....	50	22	20	6	2	39	25	25	9	2
Rural	54	23	17	6	(+)	48	19	22	11	1
Enrollment size										
Less than 2,500.....	55	22	18	4	1	49	21	22	8	1
2,500 to 9,999	45	26	16	12	1	33	23	27	17	1
10,000 or more	41	27	19	11	2	28	24	21	21	6
Region										
Northeast.....	55	25	14	5	(+)	42	27	17	12	1
Central.....	50	22	21	6	1	43	19	29	8	1
Southeast.....	42	22	27	9	1	31	20	28	20	1
West.....	56	24	13	5	2	53	21	17	8	2
Expulsion										
All districts	67	16	12	4	1	61	13	16	8	2
Location of district										
Urban	65	15	10	8	3	62	12	13	10	3
Suburban	65	16	13	4	3	58	16	17	6	3
Rural	68	16	11	4	1	63	12	16	9	1
Enrollment size										
Less than 2,500.....	69	14	12	3	1	64	11	16	7	2
2,500 to 9,999	62	21	10	7	1	52	20	16	11	1
10,000 or more.....	53	20	15	9	3	44	18	17	16	5
Region										
Northeast	72	14	10	3	1	64	11	13	10	2
Central.....	69	12	15	4	1	60	13	22	5	1
Southeast.....	58	16	21	4	1	48	14	22	15	1
West.....	66	22	5	5	3	66	15	9	7	3

NOTE: Percentages are based on districts that administer the disciplinary action. Percentages are computed across each row, but may not sum to 100 because of rounding.

(+) Less than 0.5 percent.

‡ Too few cases for a reliable estimate.

SOURCE: Fast Response Survey System, Office for Civil Rights Feasibility Survey, FRSS 39, U.S. Department of Education, National Center for Education Statistics, 1992.

Table 3a.--Standard errors of the percentage of public school districts indicating their ease in reporting the frequency (number of times) each disciplinary action was taken and the unduplicated count of students disciplined, by district characteristics United States, 1991-92

District characteristic	Ease of reporting									
	Frequency of action					Unduplicated count of students				
	Very easy	Easy	Difficult	Very difficult	Unable to report	Very easy	Easy	Difficult	Very difficult	Unable to report
Corporal punishment										
All districts	4.7	3.8	3.1	2.7	0.7	4.7	3.7	3.7	3.2	0.7
Location of district										
Urban	19.3	8.4	6.7	6.4	1.4	16.6	8.2	3.9	8.8	1.4
Suburban	7.0	5.3	5.7	6.9	0.4	6.4	5.5	6.7	6.7	0.3
Rural	5.5	5.5	3.4	3.1	1.0	5.8	5.2	5.0	4.4	1.0
Enrollment size										
Less than 2,500	6.3	5.2	4.0	3.3	0.8	6.5	5.1	4.9	4.1	0.8
2,500 to 9,999	5.4	3.8	5.1	4.9	1.2	5.5	4.0	5.0	5.6	1.2
10,000 or more	4.4	3.9	3.7	2.9	2.1	3.5	5.3	4.5	4.1	2.0
Region										
Northeast.....	‡	‡	‡	‡	‡	‡	‡	‡	‡	‡
Central	6.6	6.2	6.1	5.4	1.8	7.0	4.6	9.5	6.4	1.8
southeast.....	7.0	4.7	6.3	4.4	1.3	7.6	4.1	6.3	6.2	1.3
West	6.7	5.6	2.1	4.0	0.2	9.8	9.5	4.1	4.6	0.3
In-school suspension										
All districts	2.5	2.6	1.7	1.1	0.5	2.9	2.2	1.8	1.2	0.6
Location of district										
Urban	9.6	8.3	4.9	5.9	3.8	9.4	8.6	1.9	2.8	3.8
Suburban	3.4	3.4	2.9	2.0	1.1	2.8	3.0	3.2	1.9	1.2
Rural	4.0	3.9	1.9	1.8	0.7	5.0	3.1	2.4	2.4	0.7
Enrollment size										
Less than 2,500	3.2	3.4	2.1	1.3	0.7	3.7	2.9	2.2	1.5	0.8
2,500 to 9,999	3.3	1.9	2.7	2.1	0.5	3.4	2.8	3.8	1.8	0.5
10,000 or more	2.6	3.3	2.8	1.7	1.3	2.0	2.4	2.2	1.0	1.0
Region										
Northeast.....	4.3	3.9	4.1	1.8	0.2	6.1	5.4	3.6	3.8	1.0
Central	4.4	3.9	3.2	2.4	1.1	6.4	3.7	5.6	2.9	1.1
southeast	5.7	3.6	4.8	2.7	0.9	6.1	3.3	5.4	4.4	0.9
west	5.1	5.0	2.3	2.2	1.3	3.8	4.1	2.7	2.6	1.3

See footnotes at end of table.

Table 3a.--Standard errors of the percentage of public school districts indicating their ease in the frequency (number of times) each disciplinary action was taken, and the unduplicated count of students disciplined, by district characteristics: United States, 1991-92 -- Continued

District characteristic	Ease of reporting									
	Frequency of action					Unduplicated count of students				
	Very easy	Easy	Difficult	Very difficult	Unable to report	Very easy	Easy	Difficult	Very difficult	Unable to report
Out-of-school suspension										
All districts.....	2.2	1.8	1.5	1.0	0.4	2.7	2.1	2.3	1.0	0.5
Location of district										
Urban.....	2.8	4.3	2.7	2.6	0.6	2.1	6.3	4.8	1.7	0.9
Suburban.....	3.6	2.9	3.1	1.4	1.1	3.1	2.8	3.3	1.5	1.2
Rural.....	3.2	2.7	1.8	1.5	0.3	4.7	2.8	2.9	1.8	0.4
Enrollment size										
Less than 2,500.....	2.8	2.2	1.9	1.2	0.5	3.5	2.7	2.8	1.2	0.6
2,500 to 9,999.....	3.4	2.4	2.5	1.9	0.6	3.4	2.9	3.7	2.1	0.5
10,000 or more.....	3.0	2.4	2.0	1.4	1.2	2.1	3.3	2.0	2.0	2.0
Region										
Northeast.....	5.1	4.1	3.9	1.7	0.2	6.0	5.6	3.7	3.4	1.0
Central.....	3.7	2.9	2.7	1.7	0.5	5.7	3.7	4.7	1.9	0.5
Southeast.....	6.1	3.9	4.4	2.3	0.8	5.5	4.0	4.6	4.2	0.8
West.....	4.8	4.6	3.0	1.8	1.2	3.8	4.5	3.2	2.1	1.2
Expulsion										
All districts.....	2.3	1.9	1.6	0.9	0.5	3.1	2.4	1.8	0.9	0.6
Location of district										
Urban.....	2.0	2.8	2.0	2.0	1.8	2.3	1.9	3.7	2.0	1.8
Suburban.....	4.0	2.1	2.7	1.3	1.3	4.2	2.7	3.2	1.4	1.4
Rural.....	3.9	3.3	2.0	1.5	0.4	5.3	3.3	2.3	1.7	0.4
Enrollment size										
Less than 2,500.....	2.9	2.5	2.1	1.2	0.7	4.1	3.1	2.2	1.1	0.7
2,500 to 9,999.....	3.1	1.3	2.2	1.3	0.6	2.6	2.2	3.3	2.0	0.6
10,000 or more.....	2.7	2.9	1.6	1.3	1.8	3.0	2.8	3.2	1.8	2.1
Region										
Northeast.....	5.1	3.5	3.7	1.4	0.5	5.4	3.5	3.6	3.6	1.2
Central.....	4.0	3.3	2.7	1.5	0.5	5.1	3.7	3.7	1.6	0.5
Southeast.....	5.9	2.8	4.9	1.5	0.8	6.0	2.7	4.9	4.4	0.8
West.....	4.3	4.1	1.3	1.9	1.5	5.2	4.8	2.1	2.6	1.5

†Estimate of standard error is not reported because it is based on a statistic for which there were too few cases for a reliable estimate.

SOURCE: Fast Response Survey System, Office for Civil Rights Feasibility Survey, FRSS 39, U.S. Department of Education, National Center for Education Statistics, 1992.

Table 4.-- Percentage of public school districts offering various academic programs and percentage able to report enrollment in these programs by various student **classifications**, by district characteristic United States, 1991-92

District characteristic	Program available	Able to report enrollment information by student classifications ¹			
		Race/ ethnicity	sex	Disability (handicap)	LEP status ²
Magnet programs					
All districts	5	85	97	84	84
Location of district					
Urban.....	34	97	97	90	85
Suburban	7	85	97	80	86
Rural	2	‡	‡	‡	‡
Enrollment size					
Less than 2,500.....	2	‡	‡	‡	‡
2,500 to 9,999.....	9	84	95	81	‡
10,000 or more	44	95	96	84	84
Region					
Northeast	4	‡	‡	‡	‡
Central	5	72	100	81	88
Southeast	8	89	89	77	61
West	6	93	99	88	89
Gifted and talented programs					
All districts	81	87	94	84	82
Location of district					
Urban.....	91	90	95	81	83
Suburban	83	86	95	82	84
Rural	79	88	94	85	80
Enrollment size					
Less than 2,500.....	76	87	95	85	83
2,500 to 9,999.....	95	87	94	81	80
10,000 or more	98	91	92	80	77
Region					
Northeast.....	72	81	94	73	76
Central	80	84	94	84	81
Southeast	99	96	95	92	79
West	82	91	95	87	86

See footnotes at end of table.

Table 4.--**Percentage** of public school **districts** offering **various academic programs** and percentage able to report **enrollment** in these programs by **various student classifications**, by district **characteristics**: United States, 1991 -92-- Continued

District characteristic	Program available	Able to report enrollment information by student classifications ¹			
		Race/ethnicity	Sex	Disability (handicap)	LEP status ²
Advanced Placement programs					
All districts	54	85	93	82	81
Location of district					
Urban.....	74	85	94	78	82
Suburban	57	83	93	79	81
Rural	51	87	93	84	81
Enrollment size					
Less than 2,500.....	45	86	93	83	84
2,500 to 9,999.....	82	84	93	81	78
10,000 or more	92	90	92	80	78
Region					
Northeast.....	57	81	95	74	79
Central	47	84	94	82	81
South*.....	89	91	92	89	79
west	49	87	91	82	84
Honors programs					
All districts	53	87	92	82	81
Location of district					
Urban	74	87	94	78	83
Suburban.....	56	86	92	81	83
Rural	50	87	92	83	79
Enrollment size					
Less than 2,500.....	45	86	92	83	82
2,500 to 9,999.....	80	87	93	81	80
10,000 or more	83	90	91	80	79
Region					
Northeast.....	57	85	95	78	79
Central	44	85	92	81	78
Southeast	74	89	90	87	78
west.....	53	88	91	84	85

¹Percentages in these columns are based on districts that offer the program.

²Some respondents indicated that their district does not have limited English proficiency (LEP) students and thus did not answer this item.

† Too few cases for a reliable estimate.

SOURCE: Fast Response Survey System, Office for Civil Rights Feasibility Survey, FRSS 39, U.S. Department of Education, National Center for Education Statistics, 1992.

Table 4a.-- Standard errors of the percentage of public school districts offering **various** academic programs and standard errors of the percentage able to report enrollment in these programs by various student **classifications**, by district **characteristics**: United States, 1991-92

District characteristic	Program available	Able to report enrollment information by student classifications			
		Race/ ethnicity	sex	Disability (handicap)	LEP status*
Magnet programs					
All districts	0.7	4.8	1.1	4.7	3.6
Location of district					
Urban.....	2.2	0.9	0.9	2.9	3.6
Suburban	1.4	8.4	1.9	8.4	4.8
Rural.....	0.8	‡	‡	‡	‡
Enrollment size					
Less than 2,500.....	0.8	‡	‡	‡	‡
2,500 to 9,999.....	1.6	5.8	2.9	5.8	‡
10,000 or more	2.0	1.5	1.4	2.8	2.7
Region					
Northeast	1.0	‡	‡	‡	‡
Central.....	1.3	13.8		12.4	7.9
Southeast	1.4	5.5	5.6	7.5	6.8
west	1.5	5.4	0.7	5.9	6.3
Gifted and talented programs					
All districts	1.4	1.6	1.1	1.4	2.6
Location of district					
Urban.....	7.9	3.3	1.1	2.4	3.1
Suburban	2.8	1.9	1.0	2.6	2.9
Rural.....	1.6	2.6	1.7	1.8	3.8
Enrollment size					
Less than 2,500.....	1.8	2.1	1.4	1.9	3.8
2,500 to 9,999.....	1.6	2.0	1.5	2.3	3.8
10,000 or more	0.8	0.8	0.8	Lo	1.6
Region					
Northeast.....	4.8	3.8	2.0	6.1	6.7
Central	2.1	3.6	1.8	2.9	3.8
Southeast	0.7	1.4	1.5	1.8	3.6
west	4.3	2.4	1.9	2.8	3.1

See footnotes at end of **table**.

Table 4a.-- Standard errors of the percentage of public school districts offering various academic programs and standard errors of the percentage able to report enrollment in these programs by various student classifications, by district characteristics United States, 1991 -92-- Continued

District characteristic	Program available	Able to report enrollment information by student classifications			
		Race/ ethnicity	sex	Disability (handicap)	LEP status*
Advanced Placement programs					
All districts	2.3	1.5	1.5	1.8	2.7
Location of district					
Urban.....	5.3	4.3	1.1	3.0	3.5
Suburban	3.7	2.0	2.3	3.1	3.9
Rural	2.2	2.6	1.9	2.5	3.1
Enrollment size					
Less than 2,500	2.9	2.2	2.2	2.4	4.6
2,500 to 9,999	1.7	1.9	1.6	3.4	3.4
10,000 or more	1.5	1.4	1.4	1.4	2.5
Region					
Northeast	4.3	3.6	2.2	5.0	6.0
Central.....	3.3	4.8	2.7	3.8	5.5
Southeast.....	2.9	3.7	3.7	3.6	3.5
west	5.6	3.5	3.3	4.4	4.9
Honors programs					
All districts	2.6	1.9	1.7	1.9	2.6
Location of district					
Urban.....	5.6	4.1	1.4	2.6	2.8
Suburban	3.5	2.1	2.2	3.3	3.3
Rural	3.5	3.0	2.6	2.3	3.4
Enrollment size					
Less than 2,500	3.2	2.8	2.6	2.3	4.2
2,500 to 9,999	3.4	1.9	1.6	4.0	3.0
10,000 or more	1.8	1.4	1.2	2.6	2.5
Region					
Northeast	3.5	1.8	2.3	4.6	7.0
Central.....	3.9	4.3	3.3	4.6	6.1
Southeast	6.3	4.4	4.4	4.3	4.0
west	4.1	2.9	2.9	3.3	3.9

● Some respondents indicated that their district does not have limited English proficiency (LEP) students and thus did not answer this item.

‡ Estimate of standard error is not reported because it is based on a statistic for which there were too few cases for a reliable estimate.

—Estimates of standard error is not derived because it is based on a statistic estimated at 0 percent or at 100 percent.

SOURCE: Fast Response Survey System, Office for Civil Rights Feasibility Survey, FRSS 39, U.S. Department of Education, National Center for Education Statistics, 1992.

Table 5.--**Percentage** of public school districts indicating that they classify **biracial/bi-ethnic** students on records for their own purposes in various **ways**, by district **characteristics**: United States, 1991-92

District characteristic	Classify as a single race/ethnicity	Classify using another method ¹			
		Separately as "biracial/bi-ethnic"	Separately as "other"	Other ² method ²	No biracial/ hi-ethnic students
All districts	73	8	11	32	49
Location of district					
Urban.....	88	‡	‡	‡	‡
Suburban	73	5	13	37	45
Rural	71	10	10	28	52
Enrollment size					
Less than 2,500.....	69	8	9	31	52
2,500 to 9,999.....	82	4	28	37	31
10,000 or more	94	‡	‡	‡	‡
Region					
Northeast.....	67	1	10	37	52
Central.....	66	9	10	31	50
Southeast	74	19	24	10	47
West.....	84	‡	‡	‡	‡

¹Percentages in these columns are based on districts that do not classify **biracial/bi-ethnic** students as a **single race/ethnicity**. Percentages may not sum to 100 because of **rounding**.

²The majority of respondents who selected "other method" indicated that they did not **classify** students by **race/ethnicity**.

‡Too few cases for a reliable **estimate**.

SOURCE: Fast Response **Survey System**, Office for Civil Rights Feasibility **Survey**, FRSS 39, U.S. Department of Education, National Center for Education Statistics, 1992.

Table 5a.-- Standard errors of the percentage of public school districts indicating that they classify **biracial/bi-ethnic** students on records for their own purposes in various **ways**, by district **characteristics**: United States, 1991-92

District characteristic	Classify as a single race/ethnicity	Classify using another method			
		Separately as "biracial/bi-ethnic"	Separately as "other"	Other method	No biracial/bi-ethnic students
All districts	2.6	2.7	2.8	3.2	3.9
Location of district					
Urban	8.3	‡	‡	‡	‡
Suburban	4.2	2.6	4.6	7.5	5.6
Rural	4.0	3.8	3.6	2.4	5.4
Enrollment size					
Less than 2,500	3.4	3.0	3.1	3.5	4.4
2,500 to 9,999	2.2	3.0	7.8	9.5	7.2
10,000 or more	1.5	‡	‡	‡	‡
Region					
Northeast	5.7	1.3	6.7	8.4	8.3
Central	4.1	3.6	3.6	4.6	5.8
Southeast	5.5	12.6	8.7	4.6	13.4
West	2.9	‡	‡	‡	‡

‡ **Estimate** of standard error is not reported because it is based on a **statistic** for which there were too few **cases** for a reliable **estimate**.

SOURCE Fast Response Survey **System**, Office for **Civil** Rights Feasibility **Survey**, FRSS 39, U.S. Department of **Education**, National Center for Education **Statistics**, 1992.

Table 6.--**Percentage** of public school districts that provide information on special **populations**, by district characteristics United States, 1991-92

District characteristic	Students with disabilities who are homeless			Students whose mothers were alcohol dependent during their pregnancy			Students whose mother used illegal drugs during their pregnancy		
	Yes	Some, but not all	No	Yes	Some, but not all	No	Yes	Some, but not all	No
All districts	58	15	27	5	19	75	4	18	79
Location of district									
Urban.....	31	26	43	(+)	12	87	(+)	12	88
Suburban.....	54	17	29	3	20	77	3	18	79
Rural.....	62	13	25	7	19	74	5	18	78
Enrollment size									
Less than 2,500.....	65	12	23	6	20	74	4	19	77
2,500 to 9,999.....	39	25	36	1	18	80	2	16	83
10,000 or more	17	28	56	1	12	87	1	12	87
Region									
Northeast.....	60	12	28	1	20	80	1	18	81
Central.....	63	13	24	8	20	72	5	19	76
Southeast	41	25	33	3	15	82	3	14	83
West.....	56	16	28	5	20	75	4	17	79

(+)Less than 0.5 percent.

NOTE: Percentages may not sum to 100 because of rounding.

SOURCE Fast Response Survey System, Office for Civil Rights Feasibility Survey, FRSS 39, U.S. Department of Education, National Center for Education Statistics, 1992.

Table 6a.-- Standard errors of the percentage of public school districts that provide information on special populations, by district characteristics: United States, 1991-92

District characteristic	Students with disabilities who are homeless			Students whose mothers were alcohol dependent during their pregnancy			Students whose mother used illegal drugs during their pregnancy		
	Yes	Some, but not all	No	Yes	Some, but not all	No	Yes	Some, but not all	No
All districts	2.0	1.9	1.5	1.1	1.5	1.9	0.9	1.6	1.9
Location of district									
Urban.....	2.1	2.0	1.2	0.2	1.7	1.8	0.2	1.5	1.5
Suburban	3.7	2.3	3.0	1.3	2.4	2.8	1.4	2.7	3.2
Rural	2.9	3.3	2.5	1.6	2.4	3.0	1.4	2.2	2.9
Enrollment size									
Less than 2,500.....	2.6	2.4	1.9	1.4	1.8	2.4	1.1	1.9	2.3
2,500 to 9,999.....	2.5	1.9	2.0	0.7	2.4	2.5	1.0	2.6	3.0
10,000 or more	0.8	2.7	2.2	0.5	2.0	1.7	0.5	2.2	1.9
Region									
Northeast	5.5	3.2	5.1	0.9	4.5	4.5	1.0	4.5	4.9
Central	2.4	2.4	2.2	2.0	2.4	2.9	1.7	2.4	3.0
Southeast	5.8	5.1	4.9	3.1	4.0	5.0	3.1	3.7	4.8
West	4.6	3.2	4.4	1.8	4.0	4.6	1.7	3.5	3.7

SOURCE: Fast Response Survey System, Office for Civil Rights Feasibility Survey, FRSS 39, U.S. Department of Education, National Center for Education Statistics, 1992.

Table 7.-- **Percentage** of public school districts that have an automated integrated student record **system**, by district characteristics United **States, 1991-92**

District characteristic	Currently operational system	System planned for 1992-93	No automated , integrated system
All districts	30	9	61
Location of district			
Urban.....	67	9	24
Suburban	39	11	50
Rural.....	21	9	70
Enrollment size			
Less than 2,500	22	9	69
2,500 to 9,999	50	10	40
10,000 or more	75	9	16
Region			
Northeast.....	31	9	59
Central.....	25	9	66
Southeast.....	28	10	63
West	34	11	55

NOTE: Percentages are computed across each **row**, but may not sum to **100 because** of **rounding**.

SOURCE Fast Response Survey **System**, Office for Civil Rights Feasibility **Survey, FRSS 39**, U.S. Department of **Education, National** Center for Education **Statistics, 1992**.

Table 7a.-- Standard errors of the percentage of **public school districts that have an automated, integrated student record system**, by district **characteristics**: United States, 1991-92

District characteristic	Currently operational system	System planned for 1992-93	No automated, integrated system
All districts	1.8	1.3	2.2
Location of district			
Urban.....	7.9	0.5	7.9
Suburban	3.1	2.1	3.5
Rural	2.0	1.4	2.4
Enrollment size			
Less than 2,500.....	2.3	1.6	2.7
2,500 to 9,999.....	2.3	1.9	2.8
10,000 or more	2.9	2.5	0.8
Region			
Northeast.....	3.6	3.2	5.0
Central.....	3.5	2.1	3.3
Southeast.....	4.1	3.4	4.6
west	3.8	3.0	5.1

SOURCE: Fast Response **Survey System**, Office for Civil Rights Feasibility **Survey**, FRSS 39, U.S. Department of Education, National Center for Education Statistics, 1992.

Table 8.--**Percentage** of public school districts indicating that they currently maintain **various types** of **individual** student information on automated systems or paper **files**: United States, 1991-92

Type of information	How information is maintained ¹			
	Automated systems	Paper files	Part automated , part paper files	Not maintained
Race/ethnicity.....	31	39	19	11
Sex.....	39	38	20	3
Disability (handicap) category	27	46	21	7
Limited English proficiency status ²	27	48	19	6
Instructional setting for pregnant students ²	10	39	16	35
Participation in interscholastic athletic activities ²	11	64	16	9
Disciplinary actions	12	67	17	4
Reason for disciplinary actions (e.g., fighting , possession of drugs).	12	68	17	4

¹If respondents indicated that **information** for all students was maintained on automated **systems**, only "**automated systems**" was selected even if the **same** information was also kept on paper **files**. If information on only some of the students was maintained on automated **systems**, and **information** on the rest of the students was kept on paper **files**, "**part automated, part paper files**" was **selected**. If **all information** was kept **only** on paper **files**, "**paper files**" was **selected**.

²**Some** respondents indicated that their district does not have limited English proficiency (**LEP**) students, separate instructional setting for pregnant **students**, or interscholastic **activities**, and thus did not answer these **items**.

NOTE: Percentages are computed **across** each **row**, but may not sum to **100** because of **rounding**.

SOURCE: Fast Response Survey **System, Office** for Civil Rights Feasibility **Survey, FRSS 39**, U.S. Department of **Education**, National Center for Education **Statistics, 1992**.

Table 8a.-- Standard errors of the percentage of public school districts indicating that they currently maintain various types of individual student information on automated systems or paper files: United States, 1991-92

Type of information	How information is maintained ¹			
	Automated systems	Paper files	Part automated, part paper files	Not maintained
Race/ethnicity.....	2.5	3.3	1.5	1.5
sex.....	2.7	3.4	1.3	0.6
Disability (handicap) category.....	2.1	2.5	1.5	0.8
Limited English proficient status ²	2.4	2.7	2.5	1.4
Instructional setting for pregnant students ²	1.8	3.1	1.9	2.6
Participation in interscholastic athletic activities ²	1.4	2.2	1.7	1.1
Disciplinary actions.....	1.4	2.7	1.7	1.1
Reason for disciplinary actions (e.g., fighting, possession of drugs).	1.8	2.9	2.1	1.1

¹If respondents indicated that information for all students was maintained on automated systems, only "automated systems" was selected even if the same information was also kept on paper files. If information on only some of the students was maintained on automated systems, and information on the rest of the students was kept on paper files, "part automated, part paper files" was selected. If all information was kept only on paper files, "paper files" was selected.

²Some respondents indicated that their district does not have limited English proficiency (LEP) students, separate instructional setting for pregnant students, or interscholastic activities, and thus did not answer these items.

SOURCE: Fast Response Survey System, Office for Civil Rights Feasibility Survey, FRSS 39, U.S. Department of Education, National Center for Education Statistics, 1992.

Table 9.--- Percentage of public school districts indicating that they currently maintain **various** types of individual student information on automated **systems**, by district **characteristics**: United States, 1991-92

District characteristic	Type of information			
	Race/ ethnicity	sex	Disability (handicap) category	Limited English proficiency status
All districts	31	39	27	27
Location of district				
Urban.....	71	72	54	50
Suburban	40	51	34	29
Rural	24	30	21	23
Enrollment size				
Less than 2,500.....	23	32	20	20
2,500 to 9,999.....	52	59	45	37
10,000 or more	83	86	69	59
Region				
Northeast.....	29	42	20	19
Central.....	26	35	27	22
Southeast.....	39	41	35	24
West.....	37	42	28	37

District characteristic	Type of information			
	Instructional setting for pregnant students	Participation in interscholastic athletic activities	Disciplinary actions	Reason for disciplinary actions
All districts	10	11	12	12
Location of district				
Urban	34	19	24	24
Suburban	13	11	11	11
Rural	7	10	12	12
Enrollment size				
Less than 2,500.....	8	8	9	9
2,500 to 9,999.....	13	17	19	18
10,000 or more	33	19	33	31
Region				
Northeast.....	7	6	10	8
Central	6	13	9	9
Southeast	10	11	20	20
west	20	10	14	14

SOURCE: Fast Response Survey System, Office for Civil Rights Feasibility Survey, FRSS 39, U.S. Department of Education, National Center for Education Statistics, 1992.

Table 9a.-- Standard errors of the percentage of public school districts indicating that they currently maintain various types of individual student information on automated **systems**, by district characteristics United States, 1991-92

District characteristic	Type of information			
	Race/ ethnicity	sex	Disability (handicap) category	Limited English proficient status
All districts	2.5	2.7	2.1	2.4
Location of district				
Urban.....	3.8	3.8	2.1	9.1
Suburban	3.6	4.0	3.2	2.9
Rural.....	2.8	3.3	2.4	3.8
Enrollment size				
Less than 2,500.....	3.2	3.4	2.7	3.4
2,500 to 9,999.....	2.9	2.8	2.1	2.9
10,000 or more	2.0	1.4	2.3	1.8
Region				
Northeast	4.2	4.8	3.0	5.2
Central.....	2.9	2.4	2.7	3.3
Southeast	4.9	4.9	5.1	6.9
west	5.3	6.4	4.3	4.9

District characteristic	Type of information			
	Instructional setting for pregnant students	Participation in interscholastic athletic activities	Disciplinary actions	Reason for disciplinary actions
All districts	1.8	1.4	1.5	1.8
Location of district				
Urban.....	5.7	3.3	4.4	4.6
Suburban	3.5	1.7	1.8	2.0
Rural	2.0	2.2	1.9	2.2
Enrollment size				
Less than 2,500.....	2.3	1.8	1.8	2.2
2,500 to 9,999.....	2.4	2.0	2.9	2.8
10,000 or more	2.3	1.5	2.1	2.0
Region				
Northeast.....	2.5	1.6	2.8	2.7
Central.....	2.4	2.5	2.3	2.3
Southeast.....	3.0	3.9	4.0	4.0
west	5.2	3.0	3.9	4.5

SOURCE: Fast Response **Survey System**, Office for Civil Rights Feasibility **Survey**, FRSS 39, U.S. Department of Education, National Center for Education Statistics, 1992.

Table 10.-- Percentage of public school districts preferring various methods of providing data currently reported on OCR E&S Survey forms ED101 and ED102, by district characteristics: United States, 1991-92

District characteristic	Paper questionnaire	Magnetic tape	IBM-compatible diskette	MAC diskette	Apple diskette
All districts	66	6	38	15	13
Location of district					
Urban.....	49	29	42	10	2
Suburban	65	8	33	14	15
Rural	67	3	41	16	12
Enrollment size					
Less than 2,500.....	68	3	36	16	15
2,500 to 9,999.....	61	10	44	13	7
10,000 or more	44	35	46	12	2
Region					
Northeast.....	73	6	34	13	15
Central	64	4	38	14	14
Southeast	64	6	50	3	11
West	64	7	37	21	9

NOTE: Percentages do not sum to 100 because respondents could select more than one method.

SOURCE: Fast Response Survey System, Office for Civil Rights Feasibility Survey, FRSS 39, U.S. Department of Education, National Center for Education Statistics, 1992.

Table 10a. -- Standard errors of the percentage of **public school districts** preferring various methods of providing data currently reported on OCR **E&S** Survey forms **ED101** and **ED102**, by district **characteristics**: United **States**, 1991-92

District characteristic	Paper questionnaire	Magnetic tape	IBM-compatible diskette	MAC diskette	Apple diskette
All districts	2.3	0.8	2.3	1.8	1.5
Location of district					
Urban.....	2.5	4.4	2.9	1.8	1.0
Suburban	3.1	1.3	4.4	2.4	2.4
Rural	2.5	1.0	2.1	2.7	2.1
Enrollment size					
Less than 2,500.....	3.0	0.9	2.8	2.3	2.0
2,500 to 9,999.....	2.6	1.7	3.8	1.9	1.6
10,000 or more	2.8	2.1	3.4	1.2	0.7
Region					
North east.....	5.5	2.0	5.2	3.2	4.0
Central.....	3.3	1.1	2.4	2.5	1.8
Southeast.....	4.5	0.9	5.3	1.7	3.8
West	5.0	1.8	4.1	4.3	3.1

SOURCE: Fast Response Survey **System**, Office for Civil Rights Feasibility **Survey**, **FRSS 39**, U.S. Department of **Education**, National Center for Education **Statistics**, 1992.

Table 11.-- Percentage of public school districts requiring various kinds of assistance in order to report OCR information on diskettes or other automated **means**, by district characteristic United States, 1991-92

District characteristic	Reporting by automated means		Type of assistance desired*			
	Not possible	Possible	Telephone hotline	Written instructions	Data editing specifications	Computer file specifications
All districts	26	74	51	66	51	56
Location of district						
Urban.....	15	85	50	76	72	73
Suburban	26	74	52	65	52	58
Rural	27	73	50	65	48	53
Enrollment size						
Less than 2,500.....	30	70	49	62	47	53
2,500 to 9,999.....	15	85	58	76	62	64
10,000 or more	9	91	56	78	73	79
Region						
Northeast.....	35	65	48	56	46	50
Central	23	77	53	69	52	60
Southeast.....	14	86	61	79	59	64
West	28	72	48	63	48	51

● Percentages **in** these columns are based on those districts that said reporting by automated means is **possible**. Percentages do not sum to **100** because respondents could select more than one type of **assistance**.

SOURCE Fast Response **Survey System**, Office for Civil Rights Feasibility **Survey**, **FRSS 39**, U.S. Department of Education, National Center for Education **Statistics**, 1992.

Table 11a. -- Standard errors of the percentage of public school districts requiring various kinds of assistance in order to report OCR information on diskettes or other automated means, by district characteristic United States, 1991-92

District characteristic	Reporting by automated means		Type of assistance desired			
	Not possible	Possible	Telephone hotline	Written instructions	Data editing specifications	computer file specifications
All districts	1.7	1.7	2.0	2.6	2.0	1.8
Location of district						
Urban.....	9.9	9.9	5.9	8.6	11.6	9.9
Suburban	2.8	2.8	2.7	3.7	3.0	2.6
Rural	2.5	2.5	2.8	3.1	3.1	2.4
Enrollment size						
Less than 2,500.....	2.1	2.1	2.5	3.3	2.4	2.2
2,500 to 9,999.....	2.0	2.0	2.6	2.9	3.6	2.5
10,000 or more	1.4	1.4	3.2	2.1	1.5	2.4
Region						
Northeast.....	3.9	3.9	5.3	4.5	4.1	5.4
Central	2.5	2.5	3.0	3.5	2.9	3.2
Southeast	3.1	3.1	5.2	3.0	5.6	5.2
West.....	2.8	2.8	4.5	3.4	4.6	3.4

SOURCE: Fast Response Survey System, Office for Civil Rights Feasibility Survey, FRSS 39, U.S. Department of Education, National Center for Education Statistics, 1992.

**Appendix A: Elementary and Secondary School
Civil Rights Survey**

FALL 1990 Elementary and Secondary School Civil Rights Survey
SCHOOL SYSTEM SUMMARY REPORT: ED101

Form Approved:
OMB No. 1870-0500
Expiration 9/91

U.S. Department of Education, Office for Civil Rights
Washington, DC 20202-2516
Due February 28, 1991

REPORTING REQUIREMENT

This report is required by the U.S. Department of Education pursuant to Title VI of the Civil Rights Act of 1964, Title X of the Education Amendments of 1972, and under Section 504 of the Rehabilitation Act of 1973. Section 100.6(b) of ED Regulations (34CFR 100), issued to carry out the purposes of Title VI of the Civil Rights Act of 1964, provides:

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

Gathering and maintaining this collection of information is authorized by the Director, Office of Civil Rights, in the time for reviewing instructions searching existing data sources, collection of information, including suggestions and comments on this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202 including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202.

GENERAL INSTRUCTIONS

- Please use a typewriter or print legibly in ink.
- Pupil memberships should be reported as of October 1, 1990, or the nearest convenient date prior to December 14, 1990.
- If the answer for a given item is "none", enter "0" in the appropriate space. If a particular item is not applicable in your case, enter "N/A".
- Copies of this ED101 form and all ED102 forms for the district must be retained in the district office for two years from the due date (until February 28, 1993).

DEFINITION

SCHOOL for the purpose of this report, a school is a division of the school system consisting of elementary and/or secondary (or equivalent) 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 plant. Count only units administered by a principal or equivalent.

INSTRUCTIONS FOR COMPLETING FORM ED101

Questions 1,2,3. Self-explanatory.

Question 4. COURT ORDER STATUS. If you are uncertain as to whether or not your school is currently subject to a Federal or State court order requiring your system to develop or implement a plan for desegregation, you should contact the Clerk of the appropriate federal or State court to obtain this information.

Question 5. SPECIAL EDUCATION. For the purposes of this survey, a special education pupil is (a) a student whose residence is within the geographic area served by the school system, (b) who is within the age group served by the school system, and (c) who has one or more of the following handicapping conditions: educable mental retardation; trainable mental retardation; hearing impairment; visual impairment; speech impairment; orthopedic impairment; other health impairments such as limited strength, vitality or alertness due to a heart condition, tuberculosis, rheumatic fever, etc.; serious emotional disturbance and/or a specific learning disability. Exclude children who are socially maladjusted or gifted/talented. Report on the basis of what is known to the school system at the time of reporting. DO not include on the ED101 children who are residents of other school districts, even if they are being served by your district.

- a. How many children are awaiting initial evaluation? Number of pupils who have been referred for evaluation (to determine if they require special education) for the first time and who have not yet been evaluated. This number is exclusive of those reported in b. below; it does not include children being re-evaluated.
- b. How many children have been identified as needing special education services? Number of children who have been evaluated as needing any type of special education program, either full-time or part-time. This number should include both pupils who were identified as needing, and are currently receiving special education services (reported in 5c. and 5d. below), as well as those who were awaiting placement at the time of reporting.
- c. How many children are placed in special education programs in this district? Include only those children who were identified in b. above. Combine the children being served on full-time and part-time bases. Include all children in the district who are presently enrolled in special education, whether they were evaluated in the past or for the first time this school year. Report only the resident special education students of this school district, i.e., data reported here should represent the aggregate of the data reported on the Individual School Report (ED102), question 7, column 1, row m. (all special education students served at school sites whether or not they are residents of this district), minus row n. (all special education students served at school sites who are not residents of this district).
- d. How many children are placed in special education programs in a nondistrict facility? Number of children evaluated as requiring special education and receiving special education services in a facility not operated by this school system. Combine children being served on full-time and part-time bases.

CERTIFICATION After you have reviewed the data submitted on the ED101 form and on the ED102 forms to be attached for each school, please sign the certification and enter the telephone number to be used in the event that questions arise regarding this report.

Fall 1990 Elementary and Secondary School Civil Rights Survey
SCHOOL SYSTEM SUMMARY REPORT:ED101

Form Approved:
OMB No. 1870-0500
Expiration 9/91

Due February 28, 1991

1 NAME OF SCHOOL SYSTEM _____		
_____		
2 ADDRESS _____		
Street or P O Box		
_____		
County		
_____		
City/Post Office	State	Zip

3. SCHOOLS Total number of schools in this system. For each school, attach a completed Form ED102. ....

4. 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 ☐
Fed. ☐ State ☐

5. SPECIAL EDUCATION Please refer to the instruction sheet.

a. How many children are awaiting initial evaluation? ..

b. How many children have been identified as requiring special education? _____

c. How many children are receiving special education in this district? .....

d. How many children are receiving special education in a nondistrict facility? .....

CERTIFICATION I certify that the information given on this form and on the attached ED102 forms is true and correct to 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 No.

Date Signed

FALL 1990 Elementary and Secondary School Civil Rights Survey
INDIVIDUAL SCHOOL REPORT: ED102

Form Approved:
OMB No. 1870-0500
Expiration 9/91

U.S. Department of Education, Office for Civil Rights
Washington, DC 20202-2516
Due February 28, 1991

REPORTING REQUIREMENT

This report is required by the U.S. Department of Education pursuant to Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and under Section 504 of the Rehabilitation Act of 1973 (Section 100.6(b) of the Regulations (34 C.F.R. 100). Issued to carry out the purposes of Title VI of the Civil Rights Act of 1964, provides:

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

Public Reporting Burden. This collection of information is estimated to average 7 hours per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project 1870-0500, Washington, D.C. 20503.

GENERAL INSTRUCTIONS

- This form is to be completed for each individual school in the district.
- Please use a typewriter or print legibly in ink.
- Pupil membership should be reported as of October 1, 1990, or the nearest convenient date prior to December 14, 1990.
- 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 an item is not applicable, enter "N/A" (not applicable) in the appropriate space or in the total column only (in the case of a matrix).
- A copy of this form must be retained at the district office for two years from the due date (until February 28, 1993).

DEFINITIONS

SCHOOL For the purpose of this report, a school is a division of the school system consisting of elementary and/or secondary (or equivalent) 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 plant. Count only units administered by a principal or equivalent.

RACIAL/ETHNIC CATEGORIES Racial/ethnic designations, as used by the U.S. Department of Education, 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.

PROGRAMS FOR THE GIFTED OR TALENTED Those programs 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.

HANDICAPPED PUPILS (STUDENTS, CHILDREN) and SPECIAL EDUCATION PUPILS For purposes of this report the terms are synonymous. A special education pupil is one with one or more of the handicapping conditions defined below and who has been evaluated as requiring special educational services because of this (these) condition(s).

HANDICAPPING CONDITIONS The following definitions are to be used in preparing this report:

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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, autism, or diabetes, 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 aphasia. 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-blind--concomitant hearing and visual impairments, the combination of which causes such severe communication and other developmental and educational problems that deaf-blind students cannot be accommodated in special education programs solely for deaf or blind children.
  - Multihandicapped--concomitant impairments (such as mentally retarded-blind, mentally retarded-orthopedically impaired, etc.), the combination of which causes such severe educational problems that multihandicapped students 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.
- SPECIAL EDUCATION PROGRAMS** Special education programs are those designed to meet the needs of children with one or more of the handicapping conditions above.

INSTRUCTIONS FOR COMPLETING FORM ED102

Questions 1 through 3. Self-explanatory.

Question 4. GRADES OFFERED. In the boxes provided, check all grades offered in this school. Please note The second box is to be checked by schools that offer early special education classes.

Question 5. PUPIL STATISTICS. Complete the chart for racial and ethnic categories and, where indicated, for males and females. Refer to the definitions above of racial and ethnic categories. Leave no blanks; where the answer is none, enter "0".

- a. *Pupils in Membership.* The total number of pupils in membership on or about October 1, 1990, for each racial and ethnic category and for males and females. In each box report total membership--not percentages, average daily attendance, average daily membership, or year-end enrollment. Count each pupil as one, including any who attend less than a full day, such as kindergarteners.
- b. *Pupils in Need of Language Assistance Programs.* Enter in b(1) the number of national origin minority pupils who are so limited in their English proficiency that they cannot effectively or equally participate in the school's regular instruction program. Enter in b(2) the number of pupils reported in b(1), who are enrolled in a program of language assistance (i.e., English-as-a-Second-Language, High Intensity Language Training, or a bilingual education program). Do not count pupils enrolled in a class to learn a language other than English.
- c. *Pupils in Programs for the Gifted or Talented.* The number of pupils enrolled in programs for the gifted or talented. Count pupils once regardless of the number of programs in which they are enrolled.
- d. *Pupils Who Received Corporal Punishment.* The number of pupils who received corporal punishment during the 1989-90 school year. Corporal punishment is the infliction of physical punishment to the body of a student by a school employee for disciplinary reasons. Count pupils once regardless of the number of times they were punished.
- e. *Pupils Suspended.* The number of pupils who were suspended from this school for at least one day during the 1989-90 school year. Suspension is the temporary exclusion of a student from school for disciplinary reasons for one full school day or longer. Count pupils once regardless of the number of times they were suspended. Do not include in-school suspensions.

Question 6. PUPIL ASSIGNMENT. This question is to be completed by all schools that offer any two elementary grades between and including one through six. Select the lowest of those grades that your school offers and the highest. Do not include kindergarten. For example, if your school offers K-12, select grades one and six for the chart. If your school offers 1-5, select grades one and five.

Question 7. SPECIAL EDUCATION PROGRAMS. Please read the definitions of the handicapping conditions on the first page of this instruction sheet. Do not complete darkened areas. Include on the ED102 all pupils who receive special education services at this school, regardless of whether or not they reside in this district.

- Count pupils participating in special education programs operated at this school only. Include those pupils who receive special education services in their regular classrooms as well as those who receive such services in special classrooms.
- If any child participates in two or more programs, include him or her in the one program in which he or she spends the most time. Example: 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 the line for the educable mentally retarded, since he spends most of his time in that program.
- In column 1, enter in each row the total number of pupils participating in each program, for rows a. through L. In row m., enter the total of rows a. through l. In row n., enter the number of pupils who are receiving special education services at this school but do not reside in this school district. These non-resident pupils (a subset of row m.) should not be included in the total number of resident pupils reported as receiving special education services on the School System Summary Report (ED101), question 5c.
- In columns 2 through 6, enter the number of pupils in each racial/ethnic category in rows a., b., e., g., and i. (racial/ethnic data is not needed for the other rows). For each row in which data must be entered, the entries in columns 2 through 6 must sum to the entry in column 1.
- In columns 7 and 8, enter the number of male and female pupils in the special education programs defined in rows a., b., e., g., and j. For each of these programs the sum of columns 7 and 8 must equal the entry in column 1.
- In column 9, enter for the programs defined in rows a., b., e., g., and i., the number of pupils who have also been identified in item 5b(1) as pupils in need of Language Assistance Programs. Any such pupils will already have been counted in columns 2 through 8.
- In columns 10 and 11, enter the number of students who spend only a portion of the day in special education in column 10 and those who spend a full school day in special education in column 11. The sum of columns 10 and 11, for each row, must equal the total in column 1.

Question 8. SELECTED COURSE ENROLLMENT. Complete the chart for pupils enrolled in all-male classes, all-female classes, and for males and females in mixed classes in (a) home economics, (b) industrial arts, and (c) physical education.

- Enter the number enrolled in grades 7 through 9. For example, if this school serves grades 6-7-8, include only those pupils in grades 7 and 8. In (a), include occupational home economics.

Question 9. HIGH SCHOOL GRADUATES. Complete the chart for those who received a regular high school diploma during the 1989-90 school year. A high school diploma, for purposes of this question, is a diploma granted upon the successful completion of a prescribed secondary program of studies. This includes, where required as a prerequisite, the successful completion of a minimum competency test.

- This question is not to be answered by elementary schools, middle schools, or junior high schools.
- Do not include those who received other than a high school diploma, such as those who received a special diploma, a certificate of attendance, or a certificate of completion.

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

SCHOOL SYSTEM _____
 SCHOOL NAME _____

SECTION II-TO BE COMPLETED BY ALL SCHOOLS OFFERING ANY SPECIAL EDUCATION PROGRAM

7. **SPECIAL EDUCATION PROGRAMS** If this school offers any special education programs, the table below must be completed. If no special education programs are offered check this box ☐ and proceed to Section III. The instruction sheet of this form (General Instructions) defines the handicapping conditions and provides instructions for this question.

	1	2	3	4	5	6	7	8	9	10	11
Special Education Programs	PUPILS PARTICIPATING IN SPECIAL EDUCATION										
	TOTAL	BY RACIAL/ETHNIC CATEGORY					BY SEX		LIMITED OR NON-ENGLISH SPEAKING	PART TIME	FULL TIME
		American Indian or Alaskan Native	Asian or Pacific Islander	Hispanic	Not of Hispanic Origin		Total Male	Total Female			
					Black	White					
a) Educable Mentally Retarded											
b) Trainable Mentally Retarded											
c) Hard of Hearing											
d) Deaf											
e) Speech Impaired											
f) Visually Handicapped											
g) Seriously Emotionally Disturbed											
h) Orthopedically Impaired											
i) Other Health Impaired											
j) Specific Learning Disability											
k) Deaf-Blind											
l) Multihandicapped											
m) Total of Lines (a) through (l)											
n) Total Non-resident Pupils at this School		These pupils should <i>NOT</i> be included in the total number of pupils reported as receiving special education services on the School System Report (ED101), question 5c.									

SECTION III-TO BE COMPLETED BY SCHOOLS OFFERING ANY GRADE 7-12

- This section need not be completed by schools whose highest grade offered is 6 or below.
- If this school is totally or partially ungraded, this section should be completed if any secondary-level courses are offered.

8. **SELECTED COURSE ENROLLMENT** Please read the instructions on the instruction sheet of this form. Enter the number of pupils in appropriate boxes.

	NUMBER OF PUPILS ENROLLED IN:				TOTAL ENROLLMENT
	All-Male Classes	All-Female Classes	Mixed Classes		
			Male	Female	
a. Home Economics Courses - Grades 7 through 9					
b. Industrial Arts Courses - Grades 7 through 9					
c. Physical Education Courses - Grades 7 through 9					

9. **HIGH SCHOOL GRADUATES** Refer to the instructions on the instruction sheet of this form.

Columns 1 through 5 must equal column 6

1	2	3	4	5	6	7	8
AMERICAN INDIAN OR ALASKAN NATIVE	ASIAN OR PACIFIC ISLANDER	HISPANIC	Not of Hispanic Origin		TOTAL	Total MALE	Total FEMALE
			BLACK	WHITE			

Columns 7 and 8 must equal column 6

Persons Receiving High School Diplomas							

Please check the accuracy and completeness of each item reported. *Errors or omissions may require a re-filing 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 Authorized Agent

Title

(Area Code) Telephone Number

Date Signed

ORIGINAL—Return to Office for Civil Rights (LEGAL)

W

Fall 1990 Elementary and secondary School Civil Rights Survey
 INDIVIDUAL SCHOOL REPORT ED102
 Due February 28, 1991

Form Approved:
 OMB No. 1870-0500
 Expiration 9/91

SECTION I -- TO BE COMPLETED BY ALL SCHOOLS

1. SCHOOL SYSTEM NAME _____			
2. SCHOOL NAME _____			
3. SCHOOL ADDRESS _____ Street or P.O. Box			
City/Town Office	County	State	Zip

4. GRADES OFFERED

If this school is totally ungraded, check here ☐ C
 If this school offers only special education, check here ☐
 If this school is partially or totally graded, check the grades offered in the boxes below:

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

5. PUPIL STATISTICS Before you begin, please review the definitions and instructions on the instruction sheet of this form.

Columns 1 through 5 must equal column 6

Columns 7 and 8 must equal column 6

	1	2	3	4	5	6	7	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								
b(1) Pupils in Need of Language Assistance Programs								
b(2) Pupils Enrolled in Language Assistance Programs								
c Pupils in Programs for the Gifted or Talented								
d Pupils Who Received Corporal Punishment (unduplicated count)								
e Pupils Suspended (unduplicated count)								

6. PUPIL ASSIGNMENT Consult the instruction sheet for instructions. This table is to be completed for all elementary entry- and exit-level classrooms in schools that offer any two grades one through six, inclusive. Kindergarten is NOT to be included. Complete the table for classrooms in the lowest grade and in the highest grade of those to be counted (grades three and six if this school offers grades three through eight).

If two grades are combined in one classroom, count only those students in the entry- or exit-level class. Enter the number of students in each racial/ethnic category in the proper column. For each reported classroom, each column must be completed; when there are no students enter zero.

For additional classes, duplicate chart on separate paper and continue. Be sure to make three carbon (or other) copies of extra pages and attach to the returned forms as appropriate.

	1	2	3	4	5	6	7
	Teacher's Initials or ID Number	Grade	AMERICAN INDIAN OR ALASKAN NATIVE	ASIAN OR PACIFIC ISLANDER	HISPANIC	Not of Hispanic Origin	
						BLACK	WHITE
a.							
b.							
c.							
d.							
e.							
f.							
g.							
h.							
i.							
j.							

If there are more than ten classes, check here ☐ and attach completed chart(s).

Appendix B: Questionnaire

U.S. DEPARTMENT OF EDUCATION
NATIONAL CENTER FOR EDUCATION STATISTICS
WASHINGTON, D.C. 20208-5651

OFFICE FOR **CIVIL** RIGHTS FEASIBILITY SURVEY

FAST RESPONSE SURVEY SYSTEM

FORM APPROVED:
O.M.B. No.: 1850-0663
EXPIRATION DATE: 5/92

This survey is authorized by law (20 U.S.C. 1221e-1). While you are not required to respond, your cooperation is needed to make the results of this survey comprehensive, accurate, and timely.

Background and Purpose of the Study

The Office for Civil Rights (OCR) is charged with ensuring compliance with civil rights laws prohibiting discrimination in federally assisted education programs on the basis of race (Title VI of the Civil Rights Act of 1964), handicap (Section 504 of the Rehabilitation Act of 1973), sex (Title IX of the Education Amendments of 1972), and age (Age Discrimination Act of 1975).

OCR conducts the Elementary and Secondary School Civil Rights Survey, commonly called the E&S Survey, to provide OCR's regional offices with current data regarding compliance with civil rights laws. The E&S Survey is conducted on a biennial basis and revisions to the forms (ED101 and 102) for 1992 and 1994 are currently under consideration.

The purpose of this FRSS Civil Rights Feasibility Survey is to inform the E&S Survey revision process by examining the availability of:

- information for new items being considered for the 1994 E&S Survey; and
- information systems necessary to implement alternative data collection methods for the 1992 E&S Survey.

If you have any questions, please call survey manager Wendy Mansfield at Westat's toll-free number (800) 937-8281, or Judi Carpenter, the NCES Project Officer for FRSS, at (202) 219-1333.

AFFIX LABEL HERE

IF ABOVE INFORMATION IS INCORRECT, PLEASE UPDATE DIRECTLY ON LABEL.

Name of Person Completing This Form: _____ Telephone Number: _____

Title/position: _____

RETURN COMPLETED FORM TO WESTAT, INC., 1650 RESEARCH BOULEVARD, ROCKVILLE, MD 20850.

Public reporting burden for this collection of information is estimated to average 30 minutes per response, including the time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding this burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, Information Management and Compliance Division, Washington, D.C. 20202-4651; and to the Office of Management and Budget, Paperwork Reduction Project 1850-0663, Washington, D.C. 20503.

I. Information Systems

---

1. Does your district have an automated student record system that is **integrated**, i.e., can information from different sources on an individual student be **linked**?

Yes, currently operational 1
Planned for 1992-93..... 2
No 3

2. Does your district currently maintain the following types of individual student information on automated **systems**, on paper **files**, or not at **all**? *If your district does not have limited English proficiency (LEP) students, separate instructional setting for pregnant students, or interscholastic athletic activities, circle 5.*

	Automated systems	Paper files	Part automated, part paper files	Not at all	Not applicable
a. Race/ethnicity.....	1	2	3	4	
b. Sex.....	1	2	3	4	
c. Disability (handicap) category	1	2	3	4	
d. Limited English proficiency status	1	2	3	4	5
e. Instructional setting for pregnant students	1	2	3	4	5
f. Participation in interscholastic athletic activities	1	2	3	4	5
g. Disciplinary actions	1	2	3	4	
h. Reason for disciplinary actions (e.g., fighting, possession of drugs).....	1	2	3	4	

3. If given the **option**, how would your district prefer to provide data currently reported on OCR **E&S** Survey forms **ED101** and **ED102**?

	YES	NO		YES	NO
a. Paper questionnaire 1	2		d. MAC diskette 1		2
b. Magnetic tape 1	2		e. Apple diskette 1		2
c. IBM-compatible diskette 1	2		f. Other (specify).....	1	2

4. In order to report OCR information on diskettes or other **automated means**, what **kind(s)** of assistance would your **district require**?

	YES	NO		YES	NO
a. Telephone hotline 1	2		e. Other (specify).....		
b. Written instructions 1	2			1	2
c. Data editing specifications 1	2		f. Reporting by automated means not possible in foreseeable future 1		2
d. Computer file specifications 1	2				

II. Special Academic Programs

---

5. Which of the following academic programs are available in your district?

	YES	NO		YES	NO
a. Magnet programs 1	2		d. Honors programs 1		2
b. Gifted and talented programs 1	2		e. None (If none, skip to Q7)..... 1		2
c. Advanced Placement programs (AP) 1	2				

6. For each program available in your district, please indicate whether your district **can** report enrollment by the following student **characteristics**.

	A. Magnet programs		B. Gifted and talented programs		C. Advanced Placement programs		D. Honors programs	
	YES	NO	YES	NO	YES	NO	YES	NO
a. Enrollment by race/ethnicity.....	1	2	1	2	1	2	1	2
b. Enrollment by sex	1	2	1	2	1	2	1	2
c. Enrollment by disability (handicap).....	1	2	1	2	1	2	1	2
d. Limited English proficient student enrollment	1	2	1	2	1	2	1	2

If no *L.E.P. students*, check here and skip Q6d. ☐

III. School Discipline Data

7. Circle the number describing your district's disciplinary actions.

	Corporal punishment		In-school suspension		Out-of-school suspension		Expulsion	
	YES	NO	YES	NO	YES	NO	YES	NO
a. Does your district administer each action? ..... <i>If NO, skip Q7b and Q7c for that action.</i>	1	2	1	2	1	2	1	2
b. Can your district readily provide student discipline information by								
1. Student name or individual identifier	1	2	1	2	1	2	1	2
2. Race/ethnicity.....	1	2	1	2	1	2	1	2
3. Sex	1	2	1	2	1	2	1	2
4. Disability (handicap).....	1	2	1	2	1	2	1	2
5. Limited English proficiency status	1	2	1	2	1	2	1	2
<i>If no LEP students, check here and skip Q7b5. ☐</i>								

c. How easy or difficult is it for your district to report the frequency (number of times) each disciplinary action was taken (Column A) and the unduplicated count of students disciplined (Column B)?

	A. Frequency of action					B. Unduplicated count of students				
	VERY EASY		VERY DIFFI-CULT	UNABLE TO REPORT		VERY EASY		VERY DIFFI-CULT	UNABLE TO REPORT	
1. Corporal punishment	1	2	3	4	5	1	2	3	4	5
2. In-school suspension	1	2	3	4	5	1	2	3	4	5
3. Out-of-school suspension	1	2	3	4	5	1	2	3	4	5
4. Expulsion	1	2	3	4	5	1	2	3	4	5

d. Does your district administer any other disciplinary action?

Yes ..... 1 (specify) _____
No 2

IV. Data For Special Populations

8a. Do you classify your biracial/bi-ethnic students on records for your district's purposes using one of the 5 standard federal categories: white, not of Hispanic origin; black, not of Hispanic origin; Asian or Pacific Islander; American Indian or Alaskan Native; Hispanic?

Yes 1
No 2

8b. If NO, how do you classify them? (Circle only one)

Separately as "biracial/bi-ethnic" 1
Separately as "other" 2
No biracial/bi-ethnic students 3
Another method (specify) 4

YES SOME, BUT NO
NOT ALL

9. Can your district report information on the number of children with disabilities (handicaps) who are homeless?.....1

2 3

10. Is it possible to identify the disabled (handicapped) children enrolled in your district whose mothers were alcohol dependent during their pregnancy?.....1

2 3

11. Is it possible to identify the disabled (handicapped) children enrolled in your district