This 1984 survey was conducted to obtain data on the characteristics of public school students in the 50 states and the District of Columbia. The 3,510 school districts selected to participate were statistically sampled from approximately 16,000 U.S. school districts, and the schools within the selected districts were subsampled: (1) all special education, vocational, and disciplinary schools, and (2) a statistical sample of remaining schools. The national summaries of data are divided into 12 statistical tables. Two lines of data are presented: actual reported, computed by aggregating the district level from each state (Tables 2-12), and projected data, computed from the reported data using sampling weights for each district (Table 1). The data are summarized by Office of Civil Rights client populations—American Indian or Alaskan Native; Asian or Pacific Islander; Hispanic; Black; White; male; and female. Table 1 (projected) and Table 2 (reported) present summaries in the following areas: enrollment; suspensions; corporal punishment; gifted-talented; educable mentally retarded; trainable mentally retarded; speech impaired; seriously emotionally disturbed; specific learning disability (data on students with limited English proficiency—LEP—given in these five areas of special education only); bilingual programs (not broken down by sex); and graduates. Full-time and part-time projected enrollment data is given for programs in the above five areas of special education and in: hard of hearing; deaf; visually handicapped; orthopedically impaired; other health impaired; deaf-blind; and multihandicapped. Special education is further subdivided by children awaiting evaluation; identified as requiring special education; and receiving special education either in the school district or in a nondistrict facility. Also provided is enrollment by sex in both single-sex and mixed-sex classes for: home economics; industrial arts; and physical education in grades 7-9. Table 2 additionally presents classroom data by race/ethnicity. Table 3 examines school desegregation. Tables 4-6 examine minority/non-minority participation in various programs or activities (suspensions and corporal punishment, gifted/talented, and special education). Tables 7-12 present data on: classroom desegregation; analysis of LEP pupils needs and services; special education needs and services by percent of enrollment; amount of time spent in special education programs; and analysis of the distribution of single-sex classes. Survey instrument is appended. (AA)
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Appendix A - Fall 1984 Elementary and Secondary Schools Civil Rights Survey: Form ED101 and Form ED102
Appendix B - Creation of District Universe File
Appendix C - Reported and Projected Enrollment Data by State
I. Introduction

The Fall 1984 Elementary and Secondary Schools (E&S) Civil Rights Survey was conducted to obtain data on the characteristics of students enrolled in public schools throughout the nation. The information is required by the Office for Civil Rights (OCR) to fulfill its responsibilities under Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973.

The survey instrument was comprised of two forms: an ED 101 form completed by school districts and an ED 102 form completed by individual schools. Copies of the forms are presented in Appendix A. The districts selected to participate in the survey were statistically sampled from a universe of approximately 16,000 districts. The sample selection process was designed to meet the objectives of the survey and to provide statistical accuracy and projectability of the data.

The purpose of this report is to present a national summary of the data collected. Tables are presented using projected and reported data. A similar report, presenting state summaries, is also available.

Every effort has been made to analyze and present survey data in a useful manner. The summary report formats are based upon the summary reports produced for the corresponding 1980 and 1982 Elementary and Secondary Schools Civil Rights Surveys. If there are questions regarding this report, or if there are comments which might be helpful for future reports, please contact the ED/OCR Surveys Branch.

II. Description of the Survey

The Office for Civil Rights (OCR) Elementary and Secondary Schools Civil Rights Survey has been conducted on a national basis from the 1967-68 school year through the 1984-85 school year. The survey instrument is comprised of two forms: a district level form (ED101) and a school level form (ED102). Each district selected to participate in the survey completes an ED101 form; and generally, every school within selected districts completes an ED102 form. The survey forms reflect the important issues and direct responsibilities of OCR.

For the 1984 Survey, the major design consideration of the survey was the sampling process used to select districts to be surveyed. A secondary design consideration was the subsampling of schools within large districts, i.e. the schools required to complete an ED102 form in large districts could themselves be a sample of schools within the district. A detailed discussion of the 1984 survey design follows.
The universe, from which the districts were to be sampled, was defined to be all public schools in the nation (fifty states and the District of Columbia). A universe file of all school districts was constructed using data from previous OCR E&S surveys and from the district universe file maintained by the National Center for Education Statistics (NCES). A complete description of the process of creating the district universe file is presented in Appendix B.

In order to minimize costs and to reduce respondent burden, a sampling methodology was employed to select districts for inclusion in the survey. The survey design divided the universe of districts into two subuniverses and applied a different sampling approach to each subuniverse. Specifically, the districts with an enrollment of 300 or more students were placed in one group and all other districts in a second group.

The first subuniverse, which consisted of districts with an enrollment of 300 or more, contained 11,450 districts with 76,971 schools and total enrollment of 39,897,451 students. In sampling from this subuniverse, the basic objective was to select a minimum number of districts that met a set of selection factors that represented the criteria which are to be satisfied to meet the needs of OCR.

The set of selection factors used to draw the sample from the "over 300" subuniverse basically were of two kinds: (1) minimum percent coverage of a specific population variable and (2) maximum percent standard deviation (PSD) of a projection of a population variable from the sample to the universe total.

The set of selection factors used in drawing the "over 300" sample was as follows:

1. 75% coverage and 5% PSD of each of the following nationwide minority student components - Asian/Pacific, Black, and Hispanic.
2. 50% coverage and 5% PSD of the total student population.
3. 10% PSD of the student population for each individual state.

A computer program known as OPTSAM was used to develop the set of probabilities (one for each district) and to draw the sampled districts in such a way as to satisfy the above selection factors while attempting to minimize the costs of conducting the survey.

As a result of running OPTSAM, 2,250 districts, containing 32,495 schools and 19,560,037 students, were selected from the first subuniverse. An additional 1,260 districts were chosen at random from the second subuniverse of districts, the "under 300" subuniverse. These 1,260 districts represented 1,437 schools and 155,833 students.

The combination of sampling from the two subuniverses resulted in 3,510 districts being surveyed representing 33,932 schools. The inverse of the probability associated with each district's selection in the sampling process was used as the district's weight in the survey, a value used for projection purposes. Since the set of districts which responded to the survey differed
from the set of districts that were initially selected by the sampling process, it became necessary at the end of the survey to "reweight" the sampled districts. The original weights were adjusted upwards by a small value to compensate for the nonresponding or otherwise missing districts.

The second design consideration associated with the 1984 E&S Survey was the introduction of the concept of subsampling schools within selected districts. Normally a district selected for the survey must complete and submit an ED102 form for each school within the district. For the 1984 E&S Survey, districts with more than 100 schools were allowed to subsample schools, as follows:

1. Special schools (i.e. special education schools, vocational schools, disciplinary schools, etc.) were specifically included in the subsample and had to complete the ED102 forms.

2. The remaining schools in the district were to be listed in alphabetical order and a selection was to be made in a specified periodic order (e.g., every tenth school) until 100 schools had been selected.

More than forty of the districts selected to participate in the 1984 E&S Survey were eligible to subsample schools within their district; however, only five elected to subsample.

Since complete district level data for the five subsampling districts was unavailable by direct aggregation of the school records within the district, the following methodology was used to project district level values for the subsampling districts:

1. The special schools, which were required to be sampled, were identified and not included in the weighting calculations.

2. The total number of regular schools in the district in 1984 was determined; adjustments were made for new or closed schools, if the information was provided by the district.

3. The weighting factor was calculated to be the total number of actual regular schools divided by the number of subsampled regular schools.

4. The district level data was then estimated by multiplying the regular schools' reported data by the weighting factor and adding the special school data to this weighted regular school data.

In the data tables described below, analysis based upon individual school data used the projected school level data (using the weighting factor for each school) from the subsampling districts. Analysis based upon district level data used the data reported by the subsample of schools, projected up to the district level.
III. Projection of the Reported Survey Data

The 1984 survey data is projectable to the state, regional or national level. Projections are to the universe of all public school districts. The survey data was projected by first multiplying the school or district level data elements by the corresponding district's sampling weight and then aggregating to the required state or national level. Reported data from districts whose schools were subsampled were first weighted by the technique described in Section II above.

The chart below compares the reported data to the projected data for the entire nation. The 1984 estimated universe data, from which the 1984 survey sample was drawn, is also presented as evidence of the validity of the projection of the survey data.

<table>
<thead>
<tr>
<th>Data Element</th>
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<th>Projected</th>
<th>Universe</th>
</tr>
</thead>
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<td>3,312</td>
<td>16,056</td>
<td>15,950</td>
</tr>
<tr>
<td>Number of schools</td>
<td>33,132</td>
<td>81,242</td>
<td>82,185</td>
</tr>
<tr>
<td>Total Enrollment</td>
<td>19,351,480</td>
<td>39,451,897</td>
<td>40,455,992</td>
</tr>
</tbody>
</table>

A tabulation of the number of districts and schools and the total pupil enrollment by race/ethnicity and sex for each state and the nation is provided in Appendix C. Two lines of data are presented for each state and the nation:

1. Reported survey data, computed by aggregating the district level data from each state.
2. Projected survey data, computed from the reported data using the sampling weights for each district.

In examining the data in Appendix C, it is interesting to compare the reported versus the projected percentages of enrollment by racial/ethnic category. For example, the percentage of Black students in the nation is 24.5% of the total reported enrollment data and 16.2% of the total projected enrollment data. The discrepancy is explained by the selection factors originally used to draw the 1984 E&S Survey sample; specifically, the requirement that 75% of the Black school population be covered by the survey. The data reveals that the actual 1984 E&S coverage was approximately 74% on a national basis.

On the other hand, if the percentages of enrollment by sex are compared, no significant differences exist between the reported and projected enrollment percentages. The primary reasons for the similarity of the two percentages are, as follows:

- Sex was not used as a selection factor in drawing the survey sample; coverages of the nation's primary minority components were the critical selection factors.

- Sex is not correlated with race - i.e. the probability of selecting a Black student over a Hispanic student in no way influences the probability of selecting a male or a female.
In comparing projected data to the reported data in the 1984 E&S Survey, changes in the interrelationship of the data elements within each group of data can often be explained by the emphasis placed upon racial minority coverage in the survey sample and the relationship of the data element to racial/ethnic factors.

IV. National Summary of Survey Data

The National Summary tables are presented in the section of this report which directly follows the user’s guide text. Throughout the tables, survey data is summarized by OCR client populations, which include:

- AM IND: American Indian or Alaskan Native
- ASIAN: Asian or Pacific Islander
- HISP: Hispanic
- BLACK: Black, not of Hispanic origin
- MINORITY: Total of above four categories
- WHITE: White, not of Hispanic origin
- TOTAL: Total of racial/ethnic categories
- MALE
- FEMALE
- LEP: Limited English Proficiency (Pupils in need of language assistance programs)

Definitions of these client populations are given on the survey forms (Appendix A).

The file from which the tables were generated contains the most accurate data obtainable from the districts. However, districts sometimes initially submitted incomplete, inaccurate, or inconsistent data. Despite a major effort to secure, from the districts, additional information and/or corrections, some errors remain. In particular, some districts reported totals which did not agree with computed totals by race/ethnicity and/or sex. Throughout the following tables, computed totals, rather than reported totals, are presented. This leads to an inconsistency in tables which present data by both race/ethnicity and sex. In these tables, the total is the computed sum of the data by race/ethnicity and may not reflect the total by sex.

Table 1

Table 1 presents a summary of the survey data statistically projected to the nation. A description of the sampling and projection methodologies was provided in Sections II and III of this report. The number of districts and schools is presented first followed by a matrix displaying participation in various programs/activities by the OCR client populations. The rows of the matrix display eleven major programs/activities:

- ENROLLMENT: Pupils in membership on or about October 1, 1984 (ED 102, Item 5a).
- SUSPENSIONS: Pupils suspended for at least one day during the 1983-84 school year (ED 102, Item 5e)
- CORP PUNISHMENT: Pupils who received corporal punishment during the 1983-84 school year (ED 102, Item 5d)

- GIFTED/TALENTED: Pupils enrolled in programs for the gifted/talented (ED 102, Item 5c)

- EMR: Pupils enrolled in programs for the educable mentally retarded (ED 102, Item 7a)

- TMR: Pupils enrolled in programs for the trainable mentally retarded (ED 102, Item 7b)

- SPEECH IMPAIR: Pupils enrolled in programs for the speech impaired (ED 102, Item 7e)

- SER EMOT DIST: Pupils enrolled in programs for the seriously emotionally disturbed (ED 102, Item 7g)

- SPEC LEARN DIS: Pupils enrolled in programs for a specific learning disability (ED 102, Item 7j)

- BILINGUAL: Pupils enrolled in a program of language assistance, such as a bilingual education program, English-as-a-Second-Language, or High Intensity Language Training (ED 102, Item 5b2)

- GRADUATES: Pupils who received a regular high school diploma during the 1983-84 school year (ED 102, Item 9).

For each program/activity, two lines of data appear:

- NUMBER: Number of pupils

- PERCENT: Number of pupils expressed as a percentage of the total column.

Blanks appear where data was not collected (e.g., male and female bilingual pupils).

The next group of information displayed on Table 1 relates to special education and includes four data items:

- CHILDREN AWAITING EVALUATION: Children referred for initial evaluation to determine if they require special education but have not yet been evaluated (ED 101, Item 5a)

- CHILDREN IDENTIFIED AS REQUIRING: Children identified as requiring special education (ED 101, Item 5b)

- CHILDREN RECEIVING IN DISTRICT: Children requiring special education and placed in special education programs in the school district (ED 101, Item 5c)
CHILDREN RECEIVING ELSEWHERE: Children requiring special education and placed in special education programs in a nondistrict facility (ED 101, Item 5d).

The next data matrix displays enrollment by sex in single-sex classes and mixed classes for the following subjects in grades 7 through 9:

- Home Economics (ED 102, Item 8.a)
- Industrial Arts (ED 102, Item 8.b)
- Physical Education (ED 102, Item 8.c).

The final matrix displays enrollment in special education programs by the amount of time (part-time versus full-time) spent in all special education programs. Percentages are based on the total enrollment in each program. Data was taken from the ED 102 form, Item 7.

Table 2 is similar to Table 1. Unlike Table 1, however, Table 2 and all subsequent tables are based on actual data submitted rather than statistical projections, with the exception of the school data projected for the subsampling districts as discussed in Section II. In addition, Table 2 presents one additional category of data not included on Table 1.

The additional data category, which appears last, displays classroom data by race/ethnicity. This data represents classrooms in the lowest grade and in the highest grade of classrooms in schools that offer any of the grades one through six, inclusive. Furthermore, only classrooms in the grade range of one through six were to be reported. A maximum of ten classrooms per school were analyzed. Data was obtained from the ED 102 form, Item 6, pupil assignment.

Table 3 examines the area of school desegregation. The distribution of schools and minority students is examined as a function of the minority composition of the school and as a function of the deviation of the school from the district composition. All percentages are based on the total number of schools surveyed and the total number of minority pupils in these schools (as given at the bottom of the report). Data was obtained from the ED 102 form, Item 5a, pupils in membership.

Referring to Table 3, under the column labeled "60-70%" a total of 1,613 schools or 4.9% (1,613 divided by 33,132 X 100) of the schools surveyed were 60-70% minority. Of these 1,613 schools, 393 deviated from the district minority composition by only 0-5%, while 4 deviated from the district composition by 50% or more. The 393 schools in the 0-5% category enrolled 169,493 minority students or 2.1% (169,493 divided by 8,154,462 X 100) of all minority students surveyed.
By examining Table 3, one can determine the extent to which minorities are isolated in surveyed schools. Further examination reveals whether any such isolation is due to overall minority composition at the district or school assignments within the district. For example, schools with 99-100% minority composition and a 0-5% deviation are simply reflecting the high minority composition (94% or more) of the district. Schools with 99-100% minority composition and a 50-100% deviation, however, may reflect potential school assignment problems.

Tables 4, 5, and 6

Tables 4, 5, and 6 are all similar in that they examine minority/non-minority participation in various programs or activities as a function of the minority composition of the school. Referring to Table 4, Disciplinary Actions by Percent Minority Composition of School, there were 88,924 minority students and 120,562 non-minority students who were suspended from schools with a 20-40% minority composition. Table 5 presents the same analysis for gifted/talented programs, while Table 6 examines selected special education programs. In Table 6, the figures presented for "Total Special Education" represent totals for the five programs listed and do not include such programs as deaf/blind for which data was not collected by race/ethnicity.

Data for Table 4 was obtained from the ED 102 form, Item 5d, for pupils who received corporal punishment and Item 5e, for pupils suspended. Data for Table 5 came from the ED 102 form, Item 5c, pupils in programs for the gifted or talented. Five lines of special education program data on the ED 102 form (7a, 7b, 7e, 7g, and 7j) are displayed on Table 6.

Table 7

Table 7 displays classroom data by the percent minority composition of the class. Referring to the table, 41,873 classes (or 33.4% of all sampled classes) were comprised of 0-15% minority students. These 41,873 classes enrolled 47,484 minority students or 3.7% of all minority students in the sampled classrooms. Again, it should be noted that these figures are based on the low grade and high grade of classes offered in the grade span of one through six (up to ten classrooms) from each surveyed school. Data was obtained from the ED 102 form, Item 6; pupil assignment.

Table 8

Table 8 examines the provision of bilingual services by race/ethnicity. Referring to the table, 9,403 American Indian students were identified as having limited English proficiency. Of these students, 8,666 were enrolled in a bilingual program, leaving 737 or 7.8% who were not participating in such a program. Data was taken from the ED 102 form, Item 5b1, pupils in need of language assistance programs and Item 5b2, pupils enrolled in language assistance programs.
Table 9

Table 9 examines the distribution of special education needs and services. The columns of the matrix represent the percentage of the district enrollment which was evaluated as requiring special education. Referring to the column labeled "4-6%", there were 192 districts in which 4-6% of the student population was evaluated as requiring special education. These 192 districts were comprised of 935 schools and had a total enrollment of 543,722. Within these districts, there were 28,677 children identified as requiring special education of which 26,572 children were receiving special education services in district facilities and 2,109 children were receiving special education services in facilities not operated by the school systems. Finally, within the 192 districts, there were 1,960 children awaiting evaluation to determine special education needs. Data were taken from the ED 101 form, Item 5, for special education information.

Table 10

Table 10 addresses the issue of mainstreaming and the requirement to determine special education needs on an individual basis. Referring to the table, the totals' columns indicate that there were 17,318 schools operating EMR programs for a total EMR enrollment of 257,735. Of these, 7,484 schools operated their program such that all EMR students in the school were enrolled in special education programs full-time (100% full-time). At the same time, 7,247 schools operated their EMR programs such that only 0-25% of the EMR students were enrolled in full-time special education programs. The first group of 7,484 schools enrolled 118,835 full-time EMR students while the second group of 7,247 schools enrolled 1,851 full-time EMR students. Data were taken from columns 10 and 11 of Item 7, special education programs, on the ED 102 form.

Table 11

Table 11 examines the distribution of single-sex classes for selected program enrollment in grades seven through nine. A single-sex class is defined as a class in which the enrolled pupils are all male or all female. Referring to the table, there were 8,930 schools offering Home Economics for a total Home Economics enrollment of 101,397. Of these 8,930 schools, 6,444 had no single-sex Home Economics classes and 233 had single-sex classes which enrolled 1-10% of all Home Economics students in the school. Similarly, the column labeled "100%" indicates that 848 of the schools had no mixed Home Economics classes (100% of these classes in the 848 schools were single-sex classes). The 233 schools in the 1-10% category had 2,500 students in single-sex classes while the 848 schools in the 100% category had 41,620 students in single-sex classes. Data were obtained from the ED 102 form, Item 8, selected course enrollment.
Table 12

Table 12 examines selected program enrollment by sex. The first three programs are for grade spans seven through nine. The special education programs are for all grade levels. For each of the programs, the number and percent of males and females enrolled is displayed. Data were taken from the ED 102 form, Item 7, special education and Item 8, selected course enrollment.
## Table 1

**DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS**

**1984 ELEMENTARY AND SECONDARY SCHOOLS CIVIL RIGHTS SURVEY**

**NATIONAL SUMMARY OF PROJECTED DATA**

<table>
<thead>
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<th>NUMBER OF DISTRICTS</th>
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<tr>
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<table>
<thead>
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<th>SPEC LEARN DIS:</th>
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**SPECIAL EDUCATION**

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- CHILDREN IDENTIFIED AS REQUIRING: 3943756
- CHILDREN RECEIVING IN DISTRICT: 3707415
- CHILDREN RECEIVING ELSEWHERE: 225782

**SINGLE SEX CLASSES**

- **HOME ECONOMICS**: 14096 271490 1008422 1483665
- **INDUSTRIAL ARTS**: 339647 12493 1859849 892210
- **PHYSICAL ED**: 1074924 994717 3550149 3291080
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**SPECIAL EDUCATION**

- **CHILDREN AWAITING EVALUATION**: 89037
- **CHILDREN IDENTIFIED AS REQUIRING**: 1834040
- **CHILDREN RECEIVING IN DISTRICT**: 1754454
- **CHILDREN RECEIVING ELSEWHERE**: 75188

**SINGLE SEX CLASSES**

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**BEST COPY AVAILABLE**
**Table 2 (continued)**

DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS

1984 ELEMENTARY AND SECONDARY SCHOOLS CIVIL RIGHTS SURVEY

NATIONAL SUMMARY OF REPORTED DATA

---

**ENROLLMENT IN SPECIAL EDUCATION BY AMOUNT OF TIME PARTICIPATING**

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### Table 3

**DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS**

1984 ELEMENTARY AND SECONDARY SCHOOLS CIVIL RIGHTS SURVEY

NATIONAL SUMMARY OF REPORTED DATA

SCHOOL DESEGREGATION

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<th>DIFFERENCE BETWEEN SCHOOL AND DISTRICT</th>
<th>PERCENT MINORITY SCHOOL COMPOSITION</th>
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<td>NUMBER 8565 1714 1055 838 653 554 339 343 488 441 571 472</td>
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<td>148607 142611 171284 189759 1799490 191509 169439</td>
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### Table 4

**DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS**  
**1984 ELEMENTARY AND SECONDARY SCHOOLS CIVIL RIGHTS SURVEY**  
**NATIONAL SUMMARY OF REPORTED DATA**  
**DISCIPLINARY ACTIONS BY PERCENT MINORITY COMPOSITION OF SCHOOL**

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DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS
1984 ELEMENTARY AND SECONDARY SCHOOLS CIVIL RIGHTS SURVEY
NATIONAL SUMMARY OF REPORTED DATA
PARTICIPATION IN GIFTED/TALENTED PROGRAMS BY PERCENT MINORITY COMPOSITION OF SCHOOL.
Table 6

DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS
1984 ELEMENTARY AND SECONDARY SCHOOLS CIVIL RIGHTS SURVEY
NATIONAL SUMMARY OF REPORTED DATA
SPECIAL EDUCATION PROGRAM ENROLLMENT BY PERCENT MINORITY COMPOSITION OF SCHOOL

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DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS
1984 ELEMENTARY AND SECONDARY SCHOOLS CIVIL RIGHTS SURVEY
NATIONAL SUMMARY OF REPORTED DATA
ANALYSIS OF LIMITED ENGLISH PROFICIENCY (LEP) PUPILS NEEDS AND SERVICES

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Table 9

DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS
1984 ELEMENTARY AND SECONDARY SCHOOLS CIVIL RIGHTS SURVEY
NATIONAL SUMMARY OF REPORTED DATA

SPECIAL EDUCATION NEEDS AND SERVICES BY PERCENT OF ENROLLMENT IDENTIFIED AS REQUIRING SPECIAL EDUCATION

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Table 10
DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS
1984 ELEMENTARY AND SECONDARY SCHOOLS CIVIL RIGHTS SURVEY
NATIONAL SUMMARY OF REPORTED DATA
AMOUNT OF TIME SPENT IN SPECIAL EDUCATION PROGRAMS
### Table 11

DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS
1984 ELEMENTARY AND SECONDARY SCHOOLS CIVIL RIGHTS SURVEY
NATIONAL SUMMARY OF REPORTED DATA
ANALYSIS OF THE DISTRIBUTION OF SINGLE SEX CLASSES

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*BEST COPY AVAILABLE*
REPORING 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 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 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.

APPENDIX A

Fall 1984
Elementary and Secondary School Civil Rights Survey

SCHOOL SYSTEM SUMMARY REPORT: ED101
Office for Civil Rights
U.S. Department of Education
Washington, DC 20202-2516
Due December 15, 1984

GENERAL INSTRUCTIONS

- Please use a typewriter or print legibly in ink.
- Pupil membership should be reported as of October 1, 1984, or the nearest convenient date prior to December 15, 1984.
- 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 December 15, 1986)

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 system 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 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.

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.

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.

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 a 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.

BEST COPY AVAILABLE

34/35

INSTRUCTIONS FOR COMPLETING ED101
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

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 ED 102 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
REPORTING REQUIREMENTS:
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 106.22 of ED Regulations (34CRF 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.

INSTRUCTIONS FOR COMPLETING ED102

Form Approved:
OMB No. 1870-0500
Expiration 9/85

Fall 1984
Elementary and Secondary School Civil Rights Survey
INDIVIDUAL SCHOOL REPORT: ED102

Office for Civil Rights
U.S. Department of Education
Washington, DC 20202-2516
Due December 15, 1984

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, 1984, or the nearest convenient date prior to December 15, 1984.
- 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 due date (until December 15, 1986).

DEFINITIONS

SCHOOL: For the purposes 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 Philippines, Indonesia, and Samoa.
- Black (Not of Hispanic Origin): A person having origins in any of the Black racial groups of Africa.
- Hispanic: A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin—regardless of race.
- 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 who demonstrate 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 partial and blindness.
- 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 disfigurements).
SPECIAL EDUCATION PROGRAMS

Special education programs are those designed to meet the needs of children from racial or ethnic categories. Leave no blanks; where the answer is none, enter "0".

Question 5. PUPIL STATISTICS

Complete the chart for racial and ethnic categories and, where indicated, for special education classes.

Question 4. GRACES OFFERED.

In the boxes provided, check all grades offered in this school. Please note the darkened areas.

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.

Question 1 through 3. Self-explanatory.

Question 4. GRADES OFFERED.

In the boxes provided, check all grades offered in this school. Please note. The first box is to be checked by schools that offer only 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, 1984, 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 kindergartners.

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 1983-84 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 1983-84 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.

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.

- 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 line (a) 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 column 2 through 6, enter the number of pupils in each racial/ethnic category: rows a, b, e, g, and j (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 j, the number of pupils who have also been identified in item 5b(1) as limited in English proficiency. 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 occupationally home economics.

Question 9. HIGH SCHOOL GRADUATES.

Complete the chart for those who received a regular high school diploma during the 1983-84 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 retyping of this form.

INSTRUCTIONS FOR COMPLETING ED102

- Other health impaired—limited strength, vitality, or alertness, due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, emphysema, asthma, sickle cell anemia, menigitis, 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—combined hearing and visual impairments, the combination of which causes such severe communication and educational problems that they 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 they cannot be accommodated in special education programs solely for one of the impairments. The term does not include deaf-blind children.

- Other health impaired—limited strength, vitality, or alertness, due to chronic or acute health problems such as a heart condition, tuberculosis, rheumatic fever, emphysema, asthma, sickle cell anemia, menigitis, epilepsy, lead poisoning, leukemia, autism, or diabetes, which adversely affects a child's educational performance.
SECTION I—TO BE COMPLETED BY ALL SCHOOLS

1. SCHOOL SYSTEM NAME ____________________________

2. SCHOOL NAME ____________________________

3. SCHOOL ADDRESS ____________________________
   Street or P.O. Box ____________________________
   City/Post Office ____________________________
   County ____________________________
   State ____________________________
   Zip ____________________________

4. GRADES OFFERED
   - If this school is totally ungraded, check here □.
   - If this school offers only special education, check here □.
   - In the boxes below, check all other the grades offered:
     Pre-K □ X □ 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

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   - Pupils in Membership
   - Pupils in Need of Language Assistance Programs
   - Pupils Enrolled in Language Assistance Programs
   - Pupils in Programs for the Gifted or Talented
   - Pupils Who Received Corporal Punishment
   - Pupils Suspended

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 of the 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. Place the number of students in each racial/ethnic category in the proper column. 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.

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<td>Not of Hispanic Origin</td>
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39

ORIGIinal—Return to Office for Civil Rights (LEGAL) BEST COPY AVAILABLE
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 box □ and proceed to Section III. The instruction sheet of this form (General Instructions) defines the handicapping conditions and provides instructions for this question.

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<th>Asian or Pacific Islander</th>
<th>Hispanic</th>
<th>Not of Hispanic Origin</th>
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<th>Total Female</th>
<th>Labeled or Non-English Speaking</th>
<th>PART TIME</th>
<th>FULL TIME</th>
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<td>(b) Trainable Mentally Retarded</td>
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<td>(m) Total of Items (a) through (l)</td>
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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 number of pupils in appropriate boxes.

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<thead>
<tr>
<th>Number of Pupils Enrolled In:</th>
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<tr>
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<tr>
<td>b. Industrial Arts Courses—Grades 7 through 9</td>
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<tr>
<td>c. Physical Education Courses—Grades 7 through 9</td>
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</tbody>
</table>

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

Columns 1 through 5 must equal column 6

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<tr>
<th>AMERICAN INDIAN OR ALASKAN NATIVE</th>
<th>ASIAN OR PACIFIC ISLANDER</th>
<th>HISPANIC</th>
<th>Not of Hispanic Origin</th>
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<th>FEMALE</th>
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</table>

Persons Receiving High School Diplomas

Please check the accuracy and completeness of each item reported. Errors or omissions may require a refilling 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 | 40
APPENDIX B

CREATION OF DISTRICT UNIVERSE FILE

A district universe file had to be constructed in order to draw the 1984 E&S sample. There were five sources of data with varying limitations on each. The following are the five data sources:

1. 1982 OCR E&S Survey - 3,128 districts with all sampled districts having 1500 or more pupils
2. 1980 OCR E&S Survey - 5,058 districts with all sampled districts having 300 or more pupils
3. 1978 OCR E&S Survey - 6,049 districts with all sampled districts having 300 or more pupils
4. 1976 OCR E&S Survey - the universe of 15,715 districts or local education agencies
5. 1981 NCES District Universe File - the most current file available from NCES at the time.

To have the most meaningful data for sample selection, it was necessary to obtain the most current data available for a district. Many OCR "high interest" districts had been surveyed in multiple years. Therefore a composite OCR E&S file was created as a first step, retaining district data for the most recent year surveyed. For example, if surveyed in 1982 and 1976, only the 1982 E&S district data were kept on the composite OCR E&S file.

Next the composite OCR E&S file was merged with the 1981 NCES universe file. Since the NCES file's data were sparse (no racial/ethnic data, only total enrollment and number of schools), an intermediate file of district data for matched OCR and NCES districts was created retaining the OCR data. In addition, three lists/files were created which displayed data for:

1. Districts on the OCR E&S composite file, but not on the NCES file (597 districts)
2. Districts with 300 or more pupils on the NCES file, but not on the OCR E&S composite file (355 districts)
3. Districts with less than 300 pupils on the NCES file, but not on the OCR E&S composite file (1185 districts).

There were many duplicate districts across the three lists/files since district OE codes change often across years due to consolidations, new districts, changes within districts, etc. In addition, there were several "districts" on the NCES file that were special districts, i.e. non-operating districts, special education districts that oversee the education of their children in the local education agency, etc.

In order to resolve the differences across these files, several rules were developed and used to retain only those districts of interest to OCR. The districts retained on each of the three files after resolving differences were then merged with the intermediate file of matched OCR and NCES districts to create the final E&S District Universe File.
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<th>X ASIAN</th>
<th>X HISPANIC</th>
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<th>X WHITE</th>
<th>X TOTAL</th>
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DEPARTMENT OF EDUCATION, OFFICE FOR CIVIL RIGHTS
1984 ELEMENTARY AND SECONDARY SCHOOLS CIVIL RIGHTS SURVEY
REPORTED AND PROJECTED ENROLLMENT DATA BY STATE

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