

DOCUMENT RESUME

ED 209 322

TM 810 862

AUTHOR Weitzman, Beth C.  
 TITLE New York City Public Schools Central Administrative  
 Offices: Data Resources Catalog. Metropolitan  
 Educational Development and Research Project (MEDARP)  
 Report.  
 INSTITUTION New York City Board of Education, Brooklyn, N.Y.  
 Office of Educational Evaluation.  
 PUB DATE Oct 80.  
 NOTE 52p.

EDRS PRICE MF01/PC03 Plus Postage.  
 DESCRIPTORS \*Administrative Organization; \*Educational  
 Administration; Educational Resources; \*Elementary  
 Secondary Education; \*School Statistics; Statistical  
 Data

IDENTIFIERS \*New York City Public Schools

ABSTRACT

This catalog is intended to serve as a guide to data gathered by the offices and bureaus at the central headquarters of the New York City Public Schools. Its purpose is to provide a comprehensive overview of the different kinds of information gathered on a regular basis, and should be viewed as a tool, which in association with the Metropolitan Educational Development and Research Project (MEDARP) staff, can help the user to track down helpful data and put him or her in contact with knowledgeable sources. All users of this catalog are urged to contact the MEDARP office before attempting to obtain any of the data discussed within it. Information in the catalog is presented as follows: (1) a users' guide; (2) an index of offices and divisions covered by the catalog; (3) a subject index; and (4) a glossary of acronyms and terms. (Author/GK)

\*\*\*\*\*  
 \* Reproductions supplied by EDRS are the best that can be made \*  
 \* from the original document. \*  
 \*\*\*\*\*

METROPOLITAN EDUCATIONAL DEVELOPMENT AND RESEARCH PROJECT

NEW YORK CITY-PUBLIC SCHOOLS  
CENTRAL ADMINISTRATIVE OFFICES:  
DATA RESOURCES CATALOG

Primary Investigator: Beth C. Weitzman  
October, 1980.

Office of Educational Evaluation  
Richard Guttenberg, Administrator

MEDARP Staff

Terry A. Clark, Director  
Beth C. Weitzman, Planning Associate  
Beatrice Lerner, Administrative Associate

## INTRODUCTION

The information in this data catalog was compiled during 1980 by the staff of the Metropolitan Educational Development and Research Project (MEDARP), Office of Educational Evaluation. As one of MEDARP's three major activities during 1980, the development of the data catalog was conducted for both in-house staff use and for outside researchers who often need access to school system data, but have difficulty identifying the unit which collects it. It may be apparent to anyone who has tried to locate a source of information at the central offices that it can be a frustrating and unnecessarily lengthy experience.

The catalog is intended to be used as a starting point for locating data sources at the central administrative offices of the New York City Public Schools. Once a potential user has determined whether or not the data is actually collected; who collects it and how it is stored, MEDARP staff can be contacted directly for advice about how to gain access to the data. The data, of course, may not always be easily accessible. If reports or other public documents are available, copies may be obtained. Data on computer tapes or in unaggregated form may be more difficult to obtain, due to lack of staff time or other resources. MEDARP hopes to work with potential users in any reasonable way in order to provide access.

The data catalog represents a fairly complete compilation of data resources at the central offices. Over 70 staff members in 19 offices or divisions were interviewed between January and September. They were asked two questions: (1) Does your unit collect data, and if so, what is the data? and (2) How is the data aggregated, stored and maintained?

The results of these interviews are presented for 63 different units on the following pages. Each of the 63 units is under one of the 19 offices or divisions. (Not every central unit is represented here: only data collecting units are covered). The information about each unit indicates the primary function of the unit, specific data collected (student, facilities, budget, test data, etc.), and the form in which the data is aggregated, presented, stored and updated.

The information in this catalog is presented in the following way. A Users' Guide is included first to assist the reader in the process of locating information entries. An Index lists the 19 offices and divisions covered in the catalog; under each is a list of operating units by name. A more lengthy Subject Index can be used to identify units which collect data on a particular topic, such as vocational education. A glossary of acronyms and terms is provided for those which are used frequently without definition in the entries.

Updating of the entries will occur regularly. The numbers 10 to 1 appear across the bottom of each entry page, indicating that this is the first edition. As an entry is updated, the numbers will be dropped one-by-one. The numbers 10 9, 8, for example, indicate that the entry is in its seventh revision. Although efforts will be made to distribute updated entry sheets periodically, users should ask MEDARP for the revision number.

The primary staff contact at MEDARP is Beth Weitzman, who is also responsible for compiling and writing this data catalog. She may be reached at (212) 596-6448. Other staff members are also available to provide assistance.

Editor's Note:

This catalog is intended to serve as a guide to data gathered by the offices and bureaus at the central headquarters of the New York City Public Schools. Its purpose is to provide a comprehensive overview of the different kinds of information that are gathered on a regular basis. MEDARP cannot, however, guarantee that all of the information discussed in the catalog will be accessible to researchers, nor can MEDARP comment conclusively on the accuracy of all included data. The dynamic nature of legal, administrative, and budgetary constraints on regulations governing data collection necessitates that the process undergo constant change. This catalog should, therefore, be viewed as a tool which in association with the MEDARP staff, can help the user to track down helpful data and put him or her in contact with knowledgeable sources. All users of this catalog are urged to contact the MEDARP office before attempting to obtain any of the data discussed within it.

## USER'S GUIDE

The first of four sections in this catalog is an Index of Central Offices and Divisions. This index lists the various operating units described in the catalog by division or office. It should be noted that not all operating units are included in the catalog; in most cases, there are several entries for a division or office, but in some instances a single entry describes the data resources for the entire division or office.

The second section of the catalog contains a Subject Index, in which different topics of interest to educational researchers are listed. Under each subject heading, the user will find a list of offices which collect data relevant to this topic. The number in parentheses, placed after the name of each office or division, indicates the page in the catalog on which the entry can be found.

The actual information about data collected is included in the third section of the catalog. These entries have been placed in alphabetical order, according to the office or division, i.e., the UNIT TITLE. The format for each entry is as follows:

UNIT TITLE ( Division/Office  
Description of Unit's primary function.  
Data Resources Description of resources.

The final section of the catalog is a Glossary of terms and abbreviations. The Glossary will aid the user who may be unfamiliar with some of the terms or acronyms included in the catalog.

These four sections are designed to be used in the following way. Suppose you want to conduct research on high school athletics. Within the Subject Index, certain topics would appear to be relevant, such as Physical Education and Student Activity. Within the Physical Education section, six offices are listed. You would turn to the pages placed in parentheses after each office name. One of these offices is The Center for Health and Physical Education, which is described on page 15. A review of this page would indicate that the Center operates in the Division of Curriculum and Instruction, and is responsible for the physical education programs in the high schools. You might also note that the Public School Athletic League (PSAL), a part of the Center, collects data about high school sports. A second, but less direct approach, is to scan the Index of Central Offices and Divisions. There you will find, for example, a list of offices within the Division of High Schools. These offices may also maintain information that would be of use in your research. Although the page numbers are not listed after the unit titles, they can be easily located in the catalog, where all entries are alphabetized.

It is important to note that the catalog does not, simply, stand on its own. The MEDARP staff encourages users of this document to seek assistance in their data gathering activities from MEDARP. The staff will be happy to answer any questions about the catalog or its application.

INDEX

CENTRAL OFFICES AND DIVISIONS

Bilingual Education, Office of:  
Bilingual Education

Budget Operations and Review, Office of:  
Resource Allocation Unit

Business Administration, Division of:  
Management Information & Data Processing

Curriculum and Instruction:  
Office of Curriculum Development & Support  
Curriculum Editorial and Production Unit  
Health and Physical Education Unit  
Instructional Management Project  
Office of Library, Media, & Telecommunications  
Office of Special Projects  
Office of Testing

Educational Evaluation, Office of:  
Ancillary Services Evaluation Unit  
Bilingual Education Evaluation Unit  
High School Development Unit  
High School Evaluation Unit  
Special Education Evaluation Unit

Funded Programs, Office of:  
Comprehensive Planning Unit  
Deputy Director's Office  
Monitoring and Review, Bureau for  
Proposal Development Task Force  
School Based Substance Abuse Prevention  
Special State & Federal Programs

High Schools, Division of:  
College Bound  
College Discovery Program  
College and Scholarship Guidance  
Communications Officer  
Office of Continuing Education  
Cooperative Education Bureau  
• Corrective Reading for Pregnant Girls  
Facilities and Construction  
Hearing Office  
High School Evaluation and Planning  
High School Organization and Budget Planning

CENTRAL OFFICES AND DIVISIONS, CONT.

High Schools, Division of:  
 High School Placement  
 Other Than Personal Services  
 Peer Tutoring  
 Review Officer  
 SPARK

Office of Student Affairs  
 Summer High Schools  
 Title I & PSEN/English as a Second Language  
 Title I & PSEN/Math  
 Title I & PSEN/Reading  
 Title I Supportive Services

Occupational and Career Education, Office of  
 Adult Coordinating Unit  
 Metroguide  
 Planning, Evaluation, & Research Unit

Personnel, Division of:  
 Human Resource System

Public Affairs, Office of:  
 Media Communications Unit

Pupil Personnel Services, Office of:  
 Bureau of Attendance  
 Bureau of Educational and Vocational Guidance  
 Health Services Unit  
 Office of School Safety

Pupil Transportation, Office of:  
 Office of Pupil Transportation

Revenue Administration, Office of:  
 Bureau of State Financial Aid

School Buildings, Division of:  
 Office of Management Services

School Food Services, Office of:  
 Office of School Food Services

School Zoning, Office of:  
 Office of School Zoning



CENTRAL OFFICES AND DIVISIONS, CONT.

Special Education, Division of:  
Committees on the Handicapped  
Facilities and Planning  
Special Education Data Base  
Special Education Testing

Student Information Services, Office of:  
Office of Student Information Services

Supplies, Bureau of:  
Bureau of Supplies

4

INDEX

SUBJECT AREAS

Adult Education: Adult Coordinating Unit (8); Bureau of Educational and Vocational Guidance (17); Planning, Evaluation, and Research Unit (28).

Attendance: Bureau of Attendance (10); College Discovery (12); Office of Continuing Education (14); Cooperative Education Bureau (15); Corrective Reading for Pregnant Girls (15); High School Evaluation Unit (20); High School Evaluation and Planning (21); High School Organization and Budget Planning (22); Peer Tutoring (27); Planning, Evaluation, and Research Unit (28); Office of Special Projects (35); Bureau of State Financial Aid (37); Office of Student Information Services (38); Summer High Schools (40); Title I & PSEN/ESL (42); Title I & PSEN/Math (42); Title I & PSEN/Reading (43); Title I Supportive Services (43).

Bilingual Education: Adult Coordinating Unit (8); Office of Bilingual Education (10); Bilingual Education Evaluation Unit (11); High School Evaluation and Planning (21); High School Placement (22); Proposal Development Task Force (28); Special Education Data Base (33); Office of Testing (41); Title I and PSEN/ESL (42).

Budget: Bureau of Attendance (8); Comprehensive Planning Unit (14); Office of Continuing Education (14); Deputy Director's Office (16); Facilities & Construction (17); Facilities & Planning (18); Monitoring and Review (27); Proposal Development Task Force (28); Office of Special Projects (35); Office of Student Information Services (38); Summer High Schools (40); Title I & PSEN/ESL (42); Title I & PSEN/Reading (43).

College Planning and Placement: College Bound (11); College Discovery (12); College and Scholarship Guidance (12); Cooperative Education Bureau (15); Bureau of Educational & Vocational Guidance (17); High School Evaluation and Planning (21); Metroguide (26); Planning, Evaluation, and Research Unit (28).

Competency Exams: Bilingual Education Evaluation Unit (11); High School Evaluation & Planning (21); Office of Student Information Services (38); Summer High Schools (40) Office of Testing (41).

Drop-Outs: Adult Coordinating Unit (8); Bureau of Attendance (10); Bureau of Educational & Vocational Guidance (17); Health & Physical Education Unit (19); High School Development Unit (21); High School Placement (22); Planning, Evaluation, and Research Unit (28).

Environmental Education: Health & Physical Education Unit (19).

Food and Nutrition Education: Office of School Food Services (31).

Guidance: Ancillary Services Evaluation Unit (9); College Bound (11); College Discovery (12); Corrective Reading for Pregnant Girls (15); Bureau of Educational and Vocational Guidance (17); Hearing Office (19); High School Development Unit (20); High School Placement (22); Metroguide (26); Review Officer (30); School Based Substance Abuse Prevention (30); SPARK (33); Title I Supportive Services (43).

Index by Subject Area (Cont.)

Health and Health Education: Health Services Unit (18); Health & Physical Education Unit (19); School Based Substance Abuse Prevention (30).

High School Equivalency Exams: Adult Coordinating Unit (8).

Mathematics: Ancillary Services Evaluation Unit (9); College Bound (11); College Discovery (12); High School Evaluation Unit (20); Instructional Management Project (23); Peer Tutoring (27); Office of Special Projects (35); Office of Student Information Services (38); Office of Testing (41); Title I & PSEN/Math (42).

Media and Technology: Communications Officer (13); Instructional Management Project (23); Office of Library, Media and Telecommunications (24); Media Communications Unit (26); Office of Student Information Services (38).

Mobility Patterns: Bureau of Attendance (10); High School Placement (22); Office of Pupil Transportation (29); Office of School Zoning (32); Office of Student Information Services (38).

Non-public Schools & Students: Committees on the Handicapped (13); Office of School Food Services (31); Special Education Data Base (33); Office of Special Projects (35); Bureau of State Financial Aid (37); Office of Student Information Services (38); Summer High Schools (40); Bureau of Supplies (40).

Open Enrollment: High School Placement (22); Office of Pupil Transportation (29); Office of School Zoning (32).

Physical Education: Office of Continuing Education (14); Facilities and Construction (17); Health Services Unit (18); Health and Physical Education Unit (19); High School Organization & Budget Planning (22).

Purchases: MIDP (25); Other Than Personal Services (27); Office of School Food Services (31); Bureau of State Financial Aid (37); Bureau of Supplies (40).

Reading: Ancillary Services Evaluation Unit (9); College Bound (11); College Discovery (12); Corrective Reading for Pregnant Girls (15); High School Evaluation Unit (20); Peer Tutoring (27); Office of Special Projects (35); Office of Student Information Services (38); Office of Testing (41); Title I & PSEN/Reading (43).

Safety: Facilities & Construction (17); Health and Physical Education Unit (19); Hearing Office (19); Review Officer (30); Office of School Safety (32).

School Buildings: Office of Continuing Education (14); Facilities & Construction (17); Facilities & Planning (18); High School Evaluation and Planning (21); Office of Management Services (25); Office of School Zoning (32); Bureau of Supplies (40).

School Organization: Office of Bilingual Education (10); Comprehensive Planning Unit (14); Office of Continuing Education (14); High School Development Unit (20); High School Organization & Budget Planning (22); Proposal Development Task Force (28); Office of Student Information Services (38).

Index by Subject Area (Cont.)

Special Education: Committees on the Handicapped (13); Facilities & Planning (18); Hearing Office (19); High School Evaluation & Planning (21); High School Placement (22); Special Education Data Base (33); Special Education Evaluation Unit (34); Special Education Testing (34).

Standardized Tests: Ancillary Services Evaluation Unit (9); Office of Bilingual Education (10); College Bound (11); College & Scholarship Guidance (12); High School Evaluation Unit (20); High School Evaluation & Planning (21); High School Placement (22); Special Education Data Base (33); Special Education Evaluation Unit (34); Special Education Testing (34); Office of Student Information Services (38); Summer High Schools (40); Office of Testing (41); Title I & PSEN/ESL (42); Title I & PSEN/Math (42); Title I & PSEN/Reading (43).

Student Activity: Office of Continuing Education (14); Health & Physical Education Unit (19); High School Organization & Budget Planning (22); Office of Student Affairs (37).

Teachers, Administrative, and School Staff: Office of Bilingual Education (10); Committees on the Handicapped (13); High School Evaluation and Planning (21); Human Resource System (23); MIDP (25); Peer Tutoring (27); Proposal Development Task Force (28); Office of School Food Services (31); Office of Special Projects (35); Office of Student Information Services (38); Summer High Schools (40).

Teacher Training: Corrective Reading for Pregnant Girls (15); Office of Curriculum Development & Support (16); Curriculum Editorial and Production Unit (16); Health and Physical Education Unit (19); Office of Special Projects (35); Title I & PSEN/ESL (42).

Texts: Health & Physical Education Unit (19); Office of Special Projects (35); Bureau of Supplies (40).

Title I: College Bound (11); College Discovery (12); Comprehensive Planning Unit (14); Corrective Reading for Pregnant Girls (15); High School Evaluation Unit (20); Instructional Management Project (23); Monitoring and Review (27); Peer Tutoring (27); Proposal Development Task Force (28); Office of School Zoning (32); Special Education Evaluation Unit (34); Office of Special Projects (35); Special State & Federal Programs (37); Office of Student Information Services (38); Title I & PSEN/ESL (42); Title I & PSEN/Math (42); Title I & PSEN/Reading (43); Title I Supportive Services (43).

Title IV-B: Comprehensive Planning Unit (14); Deputy Director's Office (16); Monitoring and Review (27); Proposal Development Task Force (28); Office of Special Programs (35).

Title IV-C: Comprehensive Planning Unit (14); High School Evaluation Unit (20); Monitoring and Review (27); Proposal Development Task Force (28); Special Education Evaluation Unit (34).

Title VII: Bilingual Education Evaluation Unit (11); Comprehensive Planning Unit (14); Monitoring and Review (27); Proposal Development Task Force (28); Special Education Evaluation Unit (34); Special State and Federal Programs (36).

Index by Subject Area (Cont.)

Vocational Education: Adult Coordinating Unit (8); Cooperative Education Bureau (15); Bureau of Educational & Vocational Guidance (17); High School Organization & Budget Planning (22); Planning, Evaluation, and Research Unit (28); Office of School Food Services (31); Office of Student Information Services (38); Summer High Schools (40).

Writing: Ancillary Services Evaluation Unit (9); Peer Tutoring (27); Title I & PSEN/Reading (43).

## ADULT COORDINATING UNIT - Office of Occupational and Career Education

This unit administers all of the reimbursable programs run for adults. These programs represent a wide range of funding sources and provide a broad variety of services. There are currently five or six major programs administered by this office, and several minor ones. Most of the data gathered by this unit is determined by the requirements of the funding source.

Adult Basic Education Program - Provides literacy and ESL classes to over 20,000 students in 150 sites throughout the city. The S.E.D. requires that the following statistical data be collected twice a year: student age, ethnicity, welfare status, and grade level progress, and the number of teachers employed in the program. Standardized tests are used for evaluation.

High School Equivalency Preparation Program - An extension of the Adult Basic Education Program, it is distinguished by its clearly defined focus on the equivalency exam. Classes are held throughout the city, in both English and Spanish. The State requires that the unit submit a report utilizing a dollar per unit cost approach. In order to meet this requirement, data is collected on the number of persons referred, enrolled, and passed. Personal information gathered at registration is not compiled, nor is it readily available.

Adult Consumer and Homemaking Project - A VEA project, the focus is on such skills as parenting, child care, budgeting, and homemaking. This project has recently changed from a fixed-site instructional setting to an outreach approach utilizing itinerant teachers and roving site workshops. In some parts of the city, the program is bilingual. The data collected includes records of where and when workshops were held, the number of persons in attendance, and the focus of the presentations.

Alternative Occupational Facilities - Through this program, over one hundred school age youngsters are placed in private vocational programs in those cases where the Board does not offer the desired training in the public schools. Information is gathered on the number of students screened and referred, as well as on the training programs themselves. They are beginning to collect data on the outcome of this alternative training program.

## ANCILLARY SERVICES - Office of Educational Evaluation

This unit is charged with the evaluation of separately funded projects which are not included in the Bilingual, Special Education, and High School Evaluation units. These projects are usually funded by the U.S. Office of Education or the State Education Department. There are currently sixteen programs and forty-three so-called umbrella programs within the Office of Ancillary Services. In any given program, the number of students involved may range from 300-3000, and it may include any grades from K-12. Most of the projects are cross-districted and all are centrally administered in the main Board offices. There is a yearly report written on each ancillary program and these reports are available.

Test Data - Both standardized and teacher-developed reading and math test scores are collected for many of the projects. S.E.D. requires data tapes with test scores for all projects that it funds.

Sex-Desegregation Program - Pre- and post-test data on knowledge is gained by teachers and principals through project workshops concerning Title IX.

Writing Samples - Graded by classroom teachers according to a program model, these samples are used to evaluate the W.E.D.G.E. project which serves elementary through high school age children.

Consumer Education Project - An attitude scale is administered in pre- and post-program exposures to elementary and middle school students. The program exposure consists of cassette and radio shows created by NYC high school students on consumer issues.

Health, Social Service, and Education Needs Assessment - A self-image scale is administered to elementary school students. Site visits and teacher observations are logged.



### ATTENDANCE, BUREAU OF - Office of Pupil Personnel Services

The Bureau of Attendance accounts for student admissions, discharges, and transfers. It is responsible for tracking long-term truants. The Bureau also calculates attendance figures for the distribution of tax-levy funding. Many of the Bureau's data-gathering activities have recently been taken over by OSIS which will serve the mechanical functions of student accounting through its Pupil Data Base.

Student Transfers - Information gathered prior to the development of the Pupil Data Base included the sex, grade, age, borough, and reason for transfer of all student transfers. Records were maintained indicating the schools and areas where students were admitted from/going to. This information was compiled into monthly and annual reports.

Attendance Data - Attendance rates are computed on school-wide, district-wide, and city-wide levels. A "guestimate" of truancy is computed for each district. This office computes drop-out rates for each city high school.

### BILINGUAL EDUCATION, OFFICE OF - Office of Bilingual Education

This Office is responsible for the implementation of the Lau decision and Aspira Consent Decrees signed by the NYC Board of Education in 1974 and mandating bilingual education in the public schools. Extensive data is collected through bilingual education programs to document compliance with these decrees.

Aspira Consent Decree - For five annual reports, the following information is collected from the districts under the Consent Decree: school register, number of Hispanics, number of Hispanics tested/not tested with the LAB, and the number of Hispanics entitled to receive bilingual programs. Information including the pupils' names is collected concerning those students who are eligible for, but who are not receiving, bilingual programs, those children who are entitled to bilingual programs but whose parents have withdrawn them, and those children who have exercised their transfer option in order to be placed in a bilingual program. Each district provides information on the number of bilingual classes, the number of students in class, and the class schedule for each of the classes. Districts are also required to provide information, including the pupils' names, for those eligible pupils who are receiving some elements of a bilingual program. The Consent Decree also requires that data must be maintained concerning certification of teachers in bilingual classrooms.

Lau Decree - The data collection requirements of the Lau Decree are analogous to those of the Aspira Consent Decree. However, for all categories of data, there is a breakdown by native language. Therefore, information concerning compliance is given for each language group separately.



## BILINGUAL EDUCATION EVALUATION UNIT - Office of Educational Evaluation

Most of the programs evaluated by this unit are funded under Title VII and Chapter 720 (NYS). They operate primarily in the high schools. Programs which operate in the elementary and middle schools are funded and evaluated through the districts. Due to the flexibility of the bilingual (Title VII) evaluation process, there is great variation in the data collected by different programs.

Test Data - Title VII requires that pre- and post-tests be administered in English and, if available, in the native language. Means, standard deviations, and tests of significance are included with the test results. The tests used have included the Stanford Achievement Test, the CREST and the L.A.B. Standardized math tests are usually given in the native language. Some programs use CRTs, in the native language, for subjects like social studies and science. The NYS Competency exams are another source of data because they are available in several languages.

Student Data - This office hopes to increase its collection of student data in the near future. Information sought includes attendance data, drop-out rates, and the student's length of time in the United States.

## COLLEGE BOUND - High School Division

College Bound is a Title I funded program operating in twenty-four high schools and serving 300-400 9th to 12th graders in each school. It provides students with remediation and enriched guidance services toward the goal of getting students into college and enabling them to succeed once there.

Test Data - Pre- and post-test measures on the California Achievement Test in reading and math are recorded for participating students.

Pupil Data - The Senior Pupil Data Form is used to gather information on the college plans of participating students. It includes information on the schools they will be attending, financial aid awarded, and SAT scores. This data is compiled in a statistical summary.

Program Data - Class registers, attendance rates, logs of special events and college visits, and allocation of instructional and guidance time are maintained.

### COLLEGE DISCOVERY PROGRAM - High School Division

The College Discovery Program, in operation for 15 years, is jointly sponsored by the City University of New York (CUNY) and the Board of Education. It operates in one high school in each borough, serving approximately 1,500 students annually in grades 10-12. The program which is geared primarily towards financially needy students and is partially funded under Title I, provides remediation, counseling, and informational services to students who wish to go to college and who may otherwise be unable to attend.

Student Data - Extensive data is gathered by CUNY each semester in order that the College Discovery Program can monitor all participants from 9th grade through college. The gathered information includes family status and income, demographic data, academic record, absences, and latenesses. This information is compiled into annual reports. Monthly reports are generated which include the number of students in the program by grade, sex, and ethnicity, the number of new additions, and the number of students who have left the program and their reasons for leaving.

### COLLEGE AND SCHOLARSHIP GUIDANCE - High School Division

This office provides students and their college advisors with information, services, and technical assistance regarding college admission and financial aid.

College and Scholarship Data - This includes the number of college applications made by seniors, the number indicating acceptances, and the number and dollar amounts of scholarships awarded. Information is reported on a school-wide and city-wide basis.

Test Based Data - Data is gathered concerning Advanced Placement (AP) courses including the number and subject titles of course offerings, the number of students registered for each course, and the number of students scoring three or above on this exam. This information is available on a school-by-school and borough-by-borough basis. In regard to the high school city-wide exams, information maintained by this office includes the number of exams ordered, the number of exams given, and the percentage of students passing in each school. The Educational Testing Service (ETS) provides information based on the SAT and Achievement Tests. They provide score distributions with National and NYC norms; the norms are given by sex. ETS also includes a city-wide summary of the student-reported information section included on these exams and a listing of those colleges to which students requested their test results be sent.

Program Data - Records are maintained on the number of high schools which run "college nights" in the spring and fall, the approximate attendance at each, and listings of the participating colleges and universities.

## COMMITTEES ON THE HANDICAPPED - Special Education

The Committees on the Handicapped (COH), which consist of multi-disciplinary teams, are mandated by Federal and State guidelines for the purpose of the evaluation and placement of handicapped students. There are thirty-two district based COH's which will now be complemented by School Based Support Teams.

District-Based Data - A monthly statistical form is submitted by each COH. It includes:

- number of students referred to the COH
- number of cases completed
- breakdown of program recommendations made by the Committee
- source of referrals
- number of cases removed from the evaluation process
- number of parental consents/challenges received
- number of cases referred to the hearing office
- number of children admitted to programs
- number of children with completed assessments who have not yet been offered placement
- number of students on the waiting list in compliance/non-compliance with guideline procedures

Some of this data is compiled into a city-wide report.

Personnel Data - The number of staff allocated to each COH, by discipline.

Funding Data - Records are maintained in the Funding Office for those students who are recommended to programs in private schools and who are granted public funding for those programs.

## COMMUNICATIONS OFFICER - High School Division

The Communications Officer serves as the division's public relations person and prepares, writes and edits news releases, prepares publications and disseminates information to the public. Inquiries from students, parents, and the news media are frequently filtered through this office. The Communications Officer also serves as the Records Access Officer for the division.

News Releases - Copies are maintained of all news releases prepared by the Communications Officer

### COMPREHENSIVE PLANNING UNIT - Office of Funded Programs

The Comprehensive Planning Unit, funded under Title IV-C, is developing a model for the eventual institutionalization of comprehensive plans for program coordination on the local level. The staff has engaged in field research, case studies, and the compilation of funding legislation and regulations. The unit will assist schools and community school districts in applying the planning model to their particular situation.

Funding Data - The Comprehensive Planning Unit has compiled a list of all funding sources for reimbursable programs on a school-by-school basis.

Survey Data - During the unit's planning year extensive information was gathered on local planning and implementation practices in regard to funded programs.

### CONTINUING EDUCATION, OFFICE OF - High School Division

The Office of Continuing Education is responsible for the extended use of all high school buildings. "Extended use" refers to all activities, including varsity sports, school clubs, and community events which take place before 8:30 a.m. and after 3:30 p.m. These activities require permits for building use. In addition, prior to budget cuts, the office ran the Community Center for Teens program. During its last year of operation, centers operated in twenty-nine high schools with swimming pools and gyms, and served 32,000 young people.

Extended Use Data - Permit information is available on a school-by-school basis.

Community Center Data - During the time of operation, information maintained included attendance by program/activity, center membership, total attendance, member/teacher ratio, and the number of supervisory visits.

### COOPERATIVE EDUCATION BUREAU - High School Division

Cooperative education, which has been in operation in NYC since 1915, currently serves approximately 10,000 students in 86 high schools. The Co-op program, which places students in paid part-time or alternate week positions for academic credit, produces a great deal of student and program based data.

Student-based Information - At the time of registration, the student's name, address, sex, and primary language are recorded. Classroom and on-the-job attendance records are maintained. Records of grades, given to each student, based on work performance, are maintained at the central office.

Program-based Information - Monthly reports are compiled summarizing the activities in Co-op education, including the number of new jobs developed, the number of students placed (by sex and ethnicity), the number of students accepted/rejected into the program, the total earnings of Co-op students, and the number of new companies participating in the program. A follow-up study of Co-op students is conducted which provides information about current activities of the program and students' attitudes toward the Co-op experience. The Co-op Education staff has also produced comparative reports of Co-op students' attendance rates and those of the overall population.

### CORRECTIVE READING FOR PREGNANT GIRLS - High School Division

This program is designed to raise the reading levels of Title I eligible pregnant school age girls through intensive remedial instruction. Remediation is given individually and/or in small groups. Supportive guidance services are provided to the students, and the teachers and paraprofessionals must participate in in-service training workshops.

Student Data - The student's record includes: MAT scores, CRT pre- and post-test scores, student work sample, student profile sheet (which encompass demographic data), and specific learning objectives for the student. Attendance rates are also compiled.

## CURRICULUM DEVELOPMENT AND SUPPORT, OFFICE OF - Curriculum & Instruction

This office is responsible for curriculum initiation, development and implementation. Departmentalized by subject, it provides teacher training and curriculum implementation workshops for supervisors and teachers. Sponsoring between 100 and 200 workshops per month, the office's services are available to all districts and high schools. This office is also responsible for the preparation of citywide exams, the review and listing of textbooks, and the documentation and dissemination of information related to effective instructional programs. The following units are included within this office:

Communication Arts	*Instructional Management Project
Cultural Arts	Mathematics
*Curriculum Editorial and Production	Science
Early Childhood	Social Studies
Exemplary Academic Achievement	Open Doors
Foreign Language	NYC Teachers Centers Consortium
*Health and Physical Education	

(\*separate catalog entries)

Administrative Data - The office maintains these records: requests for curriculum support by subject area and district, workshop logs including topic, location, and attendance, monthly reports of special events, and payroll records for curriculum writers.

## CURRICULUM EDITORIAL AND PRODUCTION UNIT - Curriculum & Instruction

This unit is responsible for the production and distribution of curriculum bulletins used by teachers and administrators both within and outside of the New York City public education system. This unit also prepares conference materials for unit heads. The information generated by this office concerns the production and distribution of curriculum bulletins and publications.

Administrative Data - Weekly logs are maintained with the titles and number of copies printed.

## DEPUTY DIRECTOR'S OFFICE - Office of Funded Programs

The Deputy Director's Office oversees the administration of ESEA Title I/PSEN and Title IV-B programs. The staff serve as liaisons between the school districts and the funding agency. All information that passes between the schools and the federal government concerning these two titles is filtered through this office.

Funding Information - This office prepares reports concerning funding applications, eligibility, public hearings, and distribution.

10 9 8 7 6 5 4 3 2 1



EDUCATION AND VOCATIONAL GUIDANCE, BUREAU OF (BEVG)  
 - Office of Pupil Personnel Services

BEVG provides city-wide leadership and staff development to guidance counselors at all three school levels. They aid in the administration and coordination of the articulation of students and their records between school levels. Both the "Directory of Public High Schools" and the "Directory of Adult Education" are published by the Bureau, which also distributes memos and bulletins regarding career and college opportunities. In providing vocational and educational guidance, BEVG has maintained close relationships with both the private sector business community and independent social service agencies. Little statistical data is maintained by BEVG.

Career Data - BEVG maintains a career resource room for community school districts. BEVG has published two manuals; "Helping Students with Career Development" and "Blueprint for Career Guidance."

Pregnancy Prevention Program Data - BEVG is working with several youth and family planning agencies on a pregnancy prevention program in thirteen schools. An annual evaluation which focuses on the scope and cognitive impact of the program is done by the participating agencies. BEVG receives a copy of the report.

FACILITIES AND CONSTRUCTION, OFFICE OF - High School Division

This office is in charge of all high school facilities, including facilities that are new, old, projected, and under construction. The staff act as liaisons between the schools and the operating agencies (such as the Bureau of Maintenance and City Planning), and they funnel information requests.

School-Based Data - Files are maintained for each high school, and contain documents on projects, requests, drawings, and contracts. Files are also maintained which include worksheets and updates for high school capacities, specifications for needed work prepared by the Bureau of Maintenance, ages of schools, building inventories, specific room capacities, and athletic field information. Blueprints and drawings of construction and reconstruction are stored in this office. The Combined Capital Budget request for the high school division is filed in the Facilities and Construction Office.

### FACILITIES AND PLANNING - Special Education

This office is responsible for all facilities used by the Division of Special Education. The major task is finding classroom space in the districts for special education children, and insuring that these buildings are modified to meet the needs of the children and the programs. The Facilities and Planning office is also responsible for the buildings which are under the direct jurisdiction of the Division of Special Education. It also prepares the capital budget for the division.

Building Data - Facilities and Planning compiles very little information; rather, it utilizes the information gathered by others. They make extensive use of a list of school building and special education class sites and rely on information from the Division of School Buildings (i.e., school utilization, building age, and special facilities, such as ramps and elevators).

### HEALTH SERVICES UNIT - Pupil Personnel Services

This office serves as a liaison between the City Department of Health (D.O.H.) and the Board of Education on immunization and other health-related matters. The office is represented on the Coordinating Council on School Health which reviews health projects and screening programs which involve students.

Immunization Data - The program, which is State mandated, involves a review of pupil's medical records to insure completion of all required immunization services. Data is available on school and district levels, and in the future may be available by grade levels. Students are divided into new admission vs. total admissions, and satisfactory vs. unsatisfactory immunization groups.

Hearing and Visual Screening Data - This data is collected during annual school screening and follow-up activities. The quality of the testing varies greatly between districts. The data includes the number of students tested, problems identified and referrals made. Data is available on school and district levels.

Department of Health Data - The D.O.H. maintains extensive epidemiological data. The D.O.H. staff perform medical exams for working papers, employment certificates, participation in athletic programs, and new admissions. Public Health nurses are provided to the schools by the D.O.H.



HEALTH AND PHYSICAL EDUCATION UNIT - Curriculum and Instruction

This office is broken into three units: Health and Safety Education, Physical Education, and Public School Athletic League (PSAL). The Health and Safety unit is responsible for health and safety curriculum and related teacher training for grades K-12. There are several priorities in the Health and Safety unit, some of which have received outside funding. They include Family Living and Sex Education, Bicycle Safety, the Alcohol Program, and the School Health Curriculum Program. The Physical Education unit includes the physical education program for all students, grades K-12, plus outdoor/environmental studies programs. The unit's primary purpose is one of curriculum development and teacher training, including in-service training courses, workshops, conferences, and textbook and facilities reviews. The environmental activities include both day visits and overnight camping programs for classes at the Gateway National Recreation Area and at other sites in and around the city. PSAL administers all of the athletic competition in individual sports between high schools. There are boys' teams in fifteen different sports, and girls' in ten. With a few exceptions, all of the city's High Schools participate in PSAL.

Health and Safety Data - In addition to producing curriculum documents, those programs which are funded by outside sources require the collection of data for evaluation purposes. This data usually includes pre and post-test measures concerning the subject area.

Physical Education Data - This data focuses primarily on the unit's role in staff development. By subject area, records are maintained concerning workshop and course attendance. In the environmental programs, information is gathered concerning the number of classes that have participated in the program. This is broken down by district. Curriculum documents and special materials are also maintained.

PSAL Data - An annual report is written for both girls' and boys' PSAL. These reports include information on the number of teams, competitions, students participating, and spectators. Costs for coaches' salaries are given. In addition to the annual report, the PSAL staff have produced several "one-shot" reports dealing with such issues as budget allocations for PSAL, drop-out rates among PSAL participants, and drug abuse among competing students.

HEARING OFFICES - High School Division

This office conducts impartial hearings for youngsters from all five boroughs who have been suspended by superintendents. During the suspension period a hearing is held to determine what are the facts of the case and what recommendations should be made regarding placement. The hearings are taped and these tapes are provided to the superintendent who makes the final determination.

Suspension data - The Hearing Office compiles figures as to the number of superintendent's suspensions and the types of allegations. This information is available for each high school and on a city-wide basis. Records are also kept regarding post-suspension placement. The Hearing Office also compiles figures on principals' suspensions, including the school, allegation, and number of days.

HIGH SCHOOL DEVELOPMENT UNIT - Office of Educational Evaluation

The High School Development Unit, a grant funded project, engaged in several special evaluation projects. Though no longer in operation, its 1979-80 studies of drop-out prevention programs and the articulation of students between grade levels are noteworthy.

Drop-Out Programs Information - A catalog of high school level drop-out prevention programs was compiled. This catalog does not contain descriptive information. More detailed information concerning the program's focus, training, and funding has been gathered on a small portion of the prevention programs. Using attendance records and other information, this office was involved in calculating drop-out rates for each of the high schools.

Articulation Data - The data that has been gathered concerns the articulation or movement of students from the middle schools to the high schools. Various members of the school community were asked for their opinions of the problems involved with articulation. The results of these interviews are compiled in the "The High School Articulation Project Report." The office also conducted research in select schools to investigate whether middle schools actually knew which high schools their students enrolled in, and if high schools knew the middle school sources of their current student body.

HIGH SCHOOL EVALUATION UNIT - Office of Educational Evaluation

This unit is responsible for the evaluation of all reimbursable programs operating in the city's high schools. The programs represent a wide range of activities, focuses, funding sources, and evaluation mechanisms. Due to the tremendous range of program activities and the wide variation in data generated, only the evaluation/data gathering mechanisms for the two largest funding sources - Title I and Title IVC - will be described in the catalog. More detailed information on other reimbursable programs can be obtained from the evaluation unit.

Title I - There are currently nine Title I high school programs with a \$160 million budget. Standardized reading and math tests are administered to each student in each Title I program. In January, CRTs and NRTs are administered, and in June, NRTs are readministered. The test data for each pupil is placed on tape and delivered to the State. Reports, in which data is presented by grade, borough, project site, etc., are generated for project staff by the Evaluation Unit. In addition to test data, all Title I projects are required to collect class attendance data by pupil.

Title IVC - There are currently twenty-five IVC high school programs. These projects are of an extremely diverse nature and tend to have small budgets (\$50,000-60,000). There are no standardized reporting requirements under IVC. Reports tend to be generated at the completion of the funding cycle. Pre and post-test measures are often included, but the instrument of measurement varies greatly.



## HIGH SCHOOL EVALUATION AND PLANNING - Division of High Schools

This office provides the high schools with services and information which aid in their program planning efforts. The High School Profiles, compiled by the staff, represents a collection of data on each school gathered from a variety of sources. Each high school is given a profile chapter comparing its own statistics with those of its borough and the city. The profiles are not yet computerized.

### High School Profiles Data

Building Data: Register, Building Capacity, Utilization.

School Organization Data: Average Class Size, Percentage Tax Levy Time for Instruction, Special Education - number of students by program, number of subjects per day.

Student Data: Attendance rates, Percentage of Students with a home language other than English, Suspensions by number and cause, number in graduating class including Regents and regular diplomas granted, Percentage of the graduating class accepted by post-secondary schools, Number of Regents Scholarships, Percentage and Number of Discharges.

Test Data: PSEN reading and math by grade with mean and the percentage of students two years below grade level, Regents Competency, Basic Competency and Preliminary Competency Tests -- number taken and number passed by grade and subject area, Regents Exams -- number taken and number passed by subject area, and Citywide Exam -- number taken and number passed by subject area.

Staff Data: Staff position by title -- tax levy and reimbursable, personnel absenteeism, and punctuality.

### HIGH SCHOOL ORGANIZATION AND BUDGET PLANNING - High School Division.

This office assesses the tax-levy budget for the high schools and publishes a comparative analysis of school organization.

Comparative Analysis - Publication includes school-by-school data on class size, subjects per day (broken down into such areas as physical education and shop), graduates, and analysis of teacher time. Information is gathered annually from schools in an organizational report. This is not computerized.

Attendance - This data is gathered from monthly reports from each school. It is published, non-computerized, information.

Vocational Education - This data includes the number of openings in vocational programs, number of applicants, and number of acceptances.

Student Activity - This includes, on a school-by-school basis, the maintenance of expenditure records on all per sessional activities, with the exception of athletic programs.

### HIGH SCHOOL PLACEMENT - High School Division

The High School Placement Office administers inter-high school transfers and/or placement into the high schools of students not wishing to attend their zoned high school. The office acts as a clearinghouse for the educational options program. The placement staff work with high school age students with special needs which can not be met at the home school. They assist with the placement of decertified or reclassified special education students, students released from special facilities, newly admitted bilingual students, and returning drop-outs. In addition to placing students in regular day high schools, the placement unit makes referrals to alternative Board of Education Programs. A hotline for drop-outs to require information on available educational services is operated by this office.

Interview Data - In-take information, maintained on file for four years, includes the student's name, address, date of birth, reason for transfer, educational history, and achievement test scores.

Monthly and Annual Reports Data - Information that is presented within these reports includes: the number of students seen by the staff, the category of each of these students, the number of students referred to and placed in each type of high school, and the number of transfers denied to students.

Hotline Data - Records are maintained on the number of calls received by the hotline and referrals that are made by the staff.

HUMAN RESOURCE SYSTEM - Division of Personnel,  
Division of Business and Administration

The Human Resource System is designed to integrate the personnel and payroll information contained at the Board. It is currently being developed as a joint program of the Division of Personnel and the Division of Business and Administration, and is scheduled for completion in June 1981. The system will eliminate redundant data collection and maintenance, while improving the efficiency and accuracy of the budget and payroll files. Details on the systems design are available in the "Human Resource System Project Plan" printed by the Division of Personnel in November, 1979. The system is being implemented in several phases:

Employee Data Base - This data base, targeted for implementation by December 1980, will contain personnel, payroll and related accounting information on all annual pedagogical employees. The data will come from the existing computer files in conjunction with a data collection form to be distributed to each employee.

Applicant Data Base - This will be an expansion of the Employee Data Base, incorporating information on all applicants for Board of Examiners licenses, and National Teacher Examination exams. This phase is scheduled to be completed by May, 1981.

Further Expansions - After the system is operational for pedagogical employees, the System plan calls for the inclusion of other Board workers (administrative, paraprofessionals, and others). It is anticipated that the system will interact with the Budget-Accounting, W-2, and Student data bases.

INSTRUCTIONAL MANAGEMENT PROJECT (IMP) - Curriculum and Instruction

IMP takes a comprehensive approach to the process of curriculum development and program assessment through the use of a mastery learning approach and a computer-based support system. Funded largely through Title I, the project, which is currently based in three districts, encourages the participation of district teachers in the creation of a comprehensive and well-articulated mathematics curriculum. A communication arts IMP is being planned.

Student Information - Each IMP district will maintain computerized personal student data (such as name, address, age, date of birth) and the results of curriculum-based CRTs.

LIBRARY, MEDIA, AND TELECOMMUNICATIONS, OFFICE OF - Curriculum and Instruction

This office is responsible for providing school library services and library staff training, the production of photographic, audio and video materials, the distribution and repair of all audio-visual equipment and the production and presentation of broadcasts for WNYE Board of Education sponsored radio and television stations.

Curriculum Library - This library houses curriculum bulletins from school systems around the nation as well as a comprehensive collection of Board of Education publications.

Distribution of Audio-Visual Equipment - This information is presented on the district and school level, by item, from all funding sources. Information is obtained through an annual school survey. Listings are computerized. Similar data is available on equipment repair.

School Library Services Data - Logs, which include topics and attendance, are maintained for all in-service training sessions and workshops. Periodic school surveys are conducted in order to ascertain the types of library services and resources that are offered to students, teachers, and parents. A file of review copies of newly published books, and the reviews of these books from major newspapers and journals is centrally maintained.

Utilization of WNYE Programming - This encompasses school level utilization by program. Information is obtained through an annual spring survey. Information is compiled in an annual report which also includes program descriptions and internships offered at WNYE. Data is available in raw form from schools -- non-computerized.

Additional publications - Television and Radio Teacher's Manual, 16mm Film Services Catalog.



MANAGEMENT INFORMATION AND DATA PROCESSING SYSTEMS (MIDP)  
- Division of Business and Administration

MIDP is responsible for the maintenance of a variety of Data Processing operations throughout the Board. They have control over several major master files.

Budget Information - There is a major computerized finance and budget system, broken down on the central and district levels. The system is set up as follows: FY FUND BUDG DIST PROJ OBJ/LINE - Fiscal Year, Funding Source, Budget, District, Project, Item. This system would allow one to find, for example, the total dollar amount budgeted for and spent on text books by each district. In addition, files are maintained with expenditure history, encumbrance history, and payroll history. Budget information is accessible via terminals in many offices at the Board.

Personnel Information - There is a payroll master file with information on 60,000 active and 60,000 inactive teachers. There is a record for each teacher including name, social security number, district, payroll codes, and related information. Computer disks are also maintained for the administrative payroll, per diem payroll, and custodial payroll. MIDP maintains a teachers absence system, but it is bulky and out-of-date. There is a teacher seniority file which includes teacher titles with assignment dates. Much of the personnel information is confidential.

MANAGEMENT SERVICES, OFFICE OF - Division of School Buildings

The Office of Management Services is responsible for the physical condition of all school buildings including custodial services, maintenance, design of new buildings, and building additions. The office supervises all construction activity, including contracts and budgets.

School Utilization Data - The office compiles their own utilization figures for all public school buildings in New York City. This information is not computerized.

Building Characteristics Inventory - A newly begun file, it includes general information for maintenance such as total rooms and number of broken windows in each building. The information is not computerized.

### MEDIA COMMUNICATIONS UNIT - Office of Public Affairs

It is the function of this unit, which operates as a news bureau, to send out press releases on Board of Education and school system actions and events. This office also creates the "Press Clippings" publications. They are responsible for responding to all questions that come from the press. This unit acts, primarily, as a user of information rather than as a generator.

Press Releases - Clippings from the press are filed by subject area. The use of these files is restricted due to the high level of demand.

### METROGUIDE - Office of Occupational and Career Education

Metroguide is a computerized career information delivery system containing occupational and educational information. Students have access to this information via interactive computer terminals which currently function in nine high schools. A terminal which is available to the public is located at the Bronx Career Counseling Center. There are plans for expansion of Metroguide systems into a greater number of schools. Two sets of data are collected by the Metroguide staff -- the data within the system and the data concerning the use of the system.

Systems Data - This includes occupational information gathered from materials supplied by government agencies, large employers, unions, and trade associations. College and vocational school information is being compiled by a ten-state consortium of which Metroguide is a member.

System-Use Information - Three measures are currently utilized to gauge the extent of student employment of the system. A student log is used to measure the length of time the student was on the system, his or her sex, the utilized computer package, and the student's rating of the system's helpfulness on a three point scale. CPU time, by site, is another measure of student use of the system. Also statistical packages are being developed which will produce such information as occupational programs most frequently requested, by site. These measures of student use are currently being improved on by the Metroguide staff.



### MONITORING AND REVIEW, BUREAU FOR - Office of Funded Programs

This bureau monitors funded programs from all funding sources. The budget for these programs in New York City is over \$400,000,000. Monitors make spot checks at sample sites to ensure that funding contracts are adhered to in regard to staffing, target population, and project activity. These visits result in a monitoring report, in which discrepancies between the formal proposal and project activities are noted. In addition to their monitoring functions, the bureau works with the Title I Advisory Councils, which foster parental involvement in program development and implementation.

Monitoring Data - Though not aggregated in any manner, the bureau maintains copies of all funded proposals and subsequent monitoring reports. In addition the bureau keeps a file on each district, reflecting the total funding picture for all of its schools.

### OTHER THAN PERSONAL SERVICES (OTPS) - High School Division

OTPS is concerned with all of the financial data in the various components of the High School Division including reimbursable programs. OTPS staff give the schools their budgets, they process and pay purchase orders, and they are responsible for overall budget control.

Budget Data - This office has access to the Board's BACIS system and obtains encumbrance and expense information for other than personal service items including supplies and equipment. School-by-school accounts are maintained in ledgers.

### PEER TUTORING - High School Division

Peer tutoring, in existence since the mid-1960's, operates at approximately sixty-six sites in fifty high schools and serves 7,500 students annually. Funded by Title I, it aims to improve the reading, writing, and mathematics skills of high school students who are two or more years below grade level. Each center is staffed by a teacher, one adult paraprofessional, and eleven student aides. On a voluntary basis, the students come to the peer tutoring centers which are open before and/or after school hours. They are recommended to the program by their guidance counselor or Title I teachers.

Student-Based Data - Registration and attendance data is available for each center on a daily basis. Test scores are obtained from the Title I reading and math programs.

Personnel and Payroll Data - Peer tutoring maintains its own staff files. Their current payroll includes almost 1,000 persons. Teachers and paraprofessionals are selected by the school staff. The program teachers are also classroom teachers within the school.

**PLANNING, EVALUATION, AND RESEARCH UNIT**  
**- Office of Occupational and Career Education**

This office is responsible for developing and administering a regional plan for occupational education in New York City. This plan, mandated by the state, includes programs for students in the school system and adult education programs. In creating a regional plan, the office has engaged in evaluation and policy-directed research. They conduct annual reviews of all VEA proposals and programs.

Annual Evaluation Reports - A cumulative assessment of VEA programs is published for each fiscal year. This report is based on responses of program administrators to questions comparing program objectives to achievements, as well as selective monitoring of the various programs. Independent evaluations are carried out when required by the funding source.

Longitudinal Follow-up Study - Research is currently being performed on a total universe of 19,000 occupational education enrollees, based on the October 1979, 12th grade enrollment. Thus far, almost 50% of these students have participated in the study which includes questions on current activities (including college or employment), adequacy of vocational preparation, and salary levels. The data is in machine-readable form.

CATCH Study - The most extensive of this office's research efforts, it was based on the hypothesis that those students who desire a vocational education program, but who are not accepted into such a program, will do more poorly than those who are accepted into such a program. The study utilizes matched samples representing those who chose and were accepted by a vocational program, those who chose and were not accepted by such a program, and those who did not opt for a vocational education program. The data, which concerns school achievement, is maintained on tape. The report is available.

**PROPOSAL DEVELOPMENT TASK FORCE - Office of Funded Programs**

The Proposal Development Task Force provides technical assistance to the community school districts in all aspects of competitive and formula grant proposal development. This assistance is provided through a series of six to eight hands-on workshops in such areas as funding searches, needs assessments, and budget preparation. During their first year of operation, the Task Force assisted seven districts, and this year they are working with an additional nine districts.

Resource Materials - The Task Force provides informational packets to the involved districts, including guides for program evaluation, program planning, and budgeting. They put together Technical Assistance Packages which are regularly updated.

District-Based Data - The Task Force gathers data for each of the participating districts on District Profile Worksheets. These forms include enrollment, ethnic, and achievement data, as well as a recent funding history. A grant-by-grant breakdown is maintained for each district that has participated in the program.

### PUPIL TRANSPORTATION, OFFICE OF - Office of Pupil Transportation

The Office of Pupil Transportation oversees all aspects of home to school transportation for three categories of students. Regular students are provided with Yellow Bus transportation from local stops to school. Common carrier students, most of whom are participating in open enrollment programs, are provided with passes to subways and buses. Handicapped students are provided with Yellow Bus transportation from door to door.

Student Information - For regular students, this office collects information on where the student lives, the school that she/he is attending, and the distance between the two. Information concerning common carrier students includes the subway or busline and the stop used by the student. Information gathered on handicapped students includes the nature of the student's handicap, the home address, and the school session times. Summary data is not readily available in any of these categories. An on-line computer system, which allows the user to communicate directly with the computer, is currently being put into operation.

### RESOURCE ALLOCATION UNIT - Office of Budget Operations and Review

This unit is responsible for the dissemination of a great deal of budget data. They print both the "Functional Analysis" and the "Allocation Formula." The information presented in these reports is taken from the on-line budget system which has data broken down on the district level.

Functional Analysis - The data used in this report is stored in computer readable form, on disk, and is updated yearly. It includes information on the distribution of costs and expenditures throughout the Board.

Allocation Formulae - This report provides an extensive discussion of the information used in distributing funds to the various divisions and programs areas.

### REVIEW OFFICER - High School Division

The Review Officer acts as an ombudsman for all persons involved with student suspension. Superintendent's Suspensions are five day suspensions mandated by the Chancellor's directive and state law for certain infractions that occur within the schools. All such suspensions require that a hearing be held prior to suspension. Following suspension a student may be reinstated in the home school, transferred to a new school, or placed in an auxiliary or alternative school. The Review Officer protects the rights of all parties in the suspension process and provides information and advice to them. The Review Officer advises superintendents on whether suspension seems to be the appropriate response to specific incidents. Training sessions on suspension procedures are conducted by the Review Officer for deans and assistant principals.

Student Suspension Data - A monthly tally sheet is maintained for all suspended students, and a separate tally sheet is maintained for students who are not suspended following a hearing. The information on these sheets include: student name, school, date of birth, sex, offense, number and sex of parents, and hearing date.

### SCHOOL BASED SUBSTANCE ABUSE PREVENTION - Office of Funded Programs

This office coordinates the activities of the School Based Prevention, Education, and Intervention Programs which operate in each of the community school districts and those of the SPARK programs which operate in ninety-six high schools. The coordinator's office acts as a liaison between the programs and those central offices which impact on services. Technical assistance, on-the-job training, and funding information is provided to the district and school based programs by the coordinator. The coordinator also attends related meetings, conferences, and workshops.

Resource Materials - This office publishes training materials, curriculum guides, and program descriptions.

Program Data - Monthly statistical reports are completed by each program director indicating the number of students serviced by the program, the type of service delivered, and the nature of the problems encountered. These figures are compiled into annual city-wide statistics.

## SCHOOL FOOD SERVICES, OFFICE OF

This office is responsible for all aspects of the administration of the school breakfast and lunch programs, as well as involvement with the related activities of nutrition education and vocational education in food services. Meals are provided at over 1,200 sites around the city, including private and parochial schools, through the efforts of over 10,000 employees. A wide variety of data is gathered and maintained throughout this operation. This information is not computerized, though word processors are employed.

Financial Data - Monthly food and labor costs are computed for each item by district. Records are maintained with contracts, bids, bills paid, receipts, discount payment, and imprest fund transactions.

Food and Nutrition Education Data - Information is currently being sought on the number of food services workers involved in nutrition education, the number of teachers who include nutrition in their curriculum, and the number of funded nutrition projects in operation.

Menu and Food Delivery Information - Menus are planned at each site and are reviewed centrally. Student-Nutrition committees, which contribute to menu planning, are in operation in 50% of the schools. The number of meals per site is compiled. The Department of Technology and Testing within the Food Services Office maintains a manual with regulations concerning all food items. Data is gathered concerning on-site inspections, the number of complaints, and the number of non-compliances. The results of student taste-tests for new products are maintained.

Personnel Data - In addition to staff lists, which are available for each location by position, data gathered includes hires, attrition, absenteeism, training, grievances, and health and welfare benefits.

Supplies and Equipment Data - Data is gathered on the use of food and non-food items, donated commodities, and truck rental and repairs. Monthly inventories are compiled.

### SCHOOL SAFETY, OFFICE OF - Office of Pupil Personnel Services

This office gathers information concerning all disturbances and criminal activities that occur in the city's schools. It is responsible for the allocation of the budget for safety services.

Incidence Data - By order of the Chancellor, all schools are required to file an Incident Report at the time of any disruptive activity. This report provides information on the time and place of the event, its legal classification, its disposition, and personal information on both the victim and perpetrator. These incidence reports are compiled into monthly and annual reports with data presented for each high school and for the districts. Included in these reports is a list of the "top" ten high schools and "top" five districts for both total incidents and serious crimes only. Incidence data are hand-tabulated.

Budget Data - The funding for the districts is reviewed at monthly meetings of the Council of School Districts. Allocations to the high schools are based on a set formula. Funding information is available in terms of the tax-levy hours into dollars for the districts, and in terms of the number of guards for the high schools. The Office of School Safety is also responsible for all of its own payroll and personnel information. This data is not computerized.

### SCHOOL ZONING, OFFICE OF

This office is in charge of all zoning and zoning related activities for the city schools. This includes the provision of documents for court records, as well as the creation of maps, and the administration of zone-related programs. These programs include the alternative high school programs and the free choice transfer program for elementary school students.

Maps - This office creates and keeps on file individual maps for every school zone, each borough, and for the city. School zoning is not currently budgeted for dissemination of these maps (see Metrolab Atlas). Zoning creates and stores the information presented in Metrolab's Area Directory. This office also creates maps with AFDC and Title I eligibility data for the ESEA plan.

Zoning Information - This office serves as a repository for information needed in the formulation of zoning decisions, including school capacity, registration, utilization, and ethnic makeup.



SPARK - (School Prevention of Addiction through Rehabilitation and Knowledge)  
High School Division

The SPARK program is a voluntary drug and alcohol abuse prevention program which operates in almost all of the city's public high schools. Each school has one staff person who tries to identify students that are involved with drugs or alcohol or who are prone to such involvement. SPARK staff provide services to approximately 13,000 students annually in the form of group counseling, individual counseling, information tables, presentations, and faculty training.

Student-Based Data - A personal profile is maintained on those students who participate in the SPARK program which includes such information as age, sex, source of referral, and the services provided. Summary data is available by school.

SPECIAL EDUCATION DATA BASE - Division of Special Education

The Special Education Data Base is a computerized file of all known handicapped children with legal residence in New York City. There are approximately 125,000 students currently on the master file, aged three to twenty-one years. The information included on the file is updated regularly. Several minor systems, including a building file, a staff file, and a teacher certification file, run off of the major one. Data included in the bank is accessible for research purposes though issues of confidentiality must be considered.

Personal Student Information - This includes the following: name and ID number, sex, date of birth, address, home district, parent name, home language, handicap or disabling condition, primary diagnosis, and referral source, among other data.

Test Information - This consists of intelligence test results and dates administered, and Citywide test results where applicable.

Program Information - This includes the recommended program, program district, school, class, program level, and LAU/Aspira (bilingual) class.

### SPECIAL EDUCATION EVALUATION UNIT - Office of Educational Evaluation

This office conducts mandated evaluations on reimbursable Special Education programs. These programs are funded under a variety of government initiatives, including Titles I, IV-C and VII. The degree of analysis required for evaluation by the funding source varies greatly.

Test data - Most funding sources require documentation of individual student achievement as measured by NRTs and/or CRTs. This data is placed on computer tape. Under Titles I, IV-C, and VII, program stability allows for the collection of data concerning CRT test levels, objectives achieved, etc. Annual reports, in which this information is aggregated, are available.

Referral, Evaluation, and Placement (REP) Data - Project REP was funded in response to government allegations of discrimination in Special Education at the Board of Education. REP is conducting an assessment of the COH placement process into special education and the degree of bias found within it. Data has been gathered concerning the rates of referral by district and by school. A regression study was performed to determine the impact of School Profile variables on the referral rates. A retrospective study of those factors involved in decision-making processes of evaluation and placement are also being conducted. REP has also conducted a comparative analysis of the WISC and WISC-R tests in regard to bias. Factor analyses and item analyses were also performed on the WISC for each ethnic group.

### SPECIAL EDUCATION TESTING - Division of Special Education

With the rapid change in laws and regulations concerning special education students, the issue of the standardized testing of these children has arisen. It appears that special education students in New York City will be placed into cognitive and low-incidence populations, of which the former will be given the tests which are administered to the general school population, and the latter will be given special, development oriented tests.

Test Data - Currently, retrieval of test data for special education students is accomplished manually. It is anticipated that a computerized file will be instituted in the near future.



## SPECIAL PROJECTS, OFFICE OF - Curriculum and Instruction

This office is made up of seven units which are responsible for a variety of special curricula programs. These programs, most of which are grant funded, are located in various sites around the city. Most of the information that is gathered is related to program activity.

Reimbursable Non-public School Programs - Funds and services are provided to non-public schools under Titles I and IV-B. The Title I programs include grades K-12 and have a non-public school budget of over \$14 million for more than 200 schools. Information is maintained on budgets, allocations, purchasing, requisitions, staff, and salaries. This office prints a directory with the names and addresses of New York City non-public schools. Needs assessment data, which includes reading and math scores and language proficiency test results, are gathered from non-public schools wishing to participate in the Title I program. Evaluation data, including pre- and post-test scores, hours of instruction, and attendance are gathered from participating schools. An inventory is taken of Board equipment placed in non-public schools under Title I. Title IV-B provides funds for instructional supplies and library resources at over 600 non-public schools. Information on pupil enrollment, as well as proposals and maintenance of effort reports, are maintained in this office.

Impact II - This program works for the dissemination and replication of exemplary classrooms programs and practices. A catalog of such programs has been published.

Umbrella Programs - Approximately forty programs, funded with special New York State monies, are supervised by this unit. Umbrella programs focus on a variety of curriculum areas and serve pre-kindergarten to adult students. Program descriptions, pertinent legislative information, and varied evaluation data are maintained.

School Volunteer Program - This program, which places approximately 10,000 volunteers in over 580 schools, maintains information on requests for volunteer services, records of volunteer services provided, the attendance of volunteers, and personal information on the volunteers.

Learning to Read Through the Arts - A nationally and state-validated exemplary program funded by Title I, this is an in-school program operation in each Borough. It provides remedial reading services for eligible students in grades four through six. Personnel, expenditure, and budget data are maintained. Information is collected on nation-wide interest and replication of the program in other regions.

SPECIAL PROJECTS, OFFICE OF - Continued

Proficiency Based Public Education (PROPED) - PROPED, a collaborative effort of the Board of Education, the United Federation of Teachers, and the Economic Development Council of New York City, attempts to identify successful practices for reaching low achievers. It has a strong focus on the Mastery Learning Strategy, and gathers information on its implementation and progress in New York.

The Optional Education Program - A Title IV-C program, operating in conjunction with the National Diffusion Network, this unit collects data on a nation-wide basis about exemplary programs and conducts conferences for the dissemination of this information.

SPECIAL STATE AND FEDERAL PROGRAMS - Office of Funded Programs

This office monitors guidelines and regulations for State and Federally funded programs. It also serves as a processing agent for grant proposals submitted by the districts and central board divisions. The Special State and Federal Programs office publishes the Board publication by the same name. This book provides extensive information on grant sources, projects, and techniques.

Funding Source Information - Extensive information is maintained within this office concerning Federal, State, and private funding sources. It holds Federal documents related to education funding.

Proposal and Project Information - This office maintains copies of all resolutions submitted by the districts and the central board divisions for approval by the Chancellor, who acts as the fiscal agent for projects supported by outside funding. Copies are maintained of all proposals submitted by offices at the central Board, as are, where possible, proposals from the districts. A proposal indexing system is currently being developed.

STATE FINANCIAL AID, BUREAU OF - Office of Revenue Administration

This office is responsible for recovering State Aid that is applied to shared educational costs for public and non-public schools. They provide the legally required information in the appropriate form to the State Education Department. State Aid totals approximately one billion dollars per year. This office utilizes data gathered by other offices.

Expenditure Information - This information comes from the accounting divisions in the district and central offices. This information is used to support the city's claims for State aid.

Attendance and Registration Data - This information is obtained from OSIS. The data is adjusted to meet State requirements.

STUDENT AFFAIRS, OFFICE OF - High School Division

This office is responsible for aiding in the coordination and supply of central resources for student activities city-wide. Each high school has a Coordinator of Student Activities (COSA) who works with Student Government, ad hoc student government groups, and any organized non-athletic student activity. The office assists the COSA's and acts as a resource to them. In addition, the Office of Student Affairs acts as a clearing house for outside agencies and organizations that wish to enlist youngsters in their activities. The office is also directly responsible for the administration of several enrichment programs, such as exchange and cultural programs.

Program data - There are no formal data-gathering activities in the Office of Student Affairs. However, this office can serve as a good contact for persons interested in researching high school extra-curricular activities and events.

STUDENT INFORMATION SERVICES, OFFICE OF (OSIS)  
Office of Student Information Services

OSIS is responsible for several major computerized data gathering activities. The implementation of the Student Directory Data System is also the responsibility of OSIS. This office both gathers and distributes a wide range of information, much of which is government mandated.

Student Data Base - This newly-created system provides for the tracking of all students enrolled in New York City's public schools. Information for each student includes student name, address, sex, date of birth, school grade and class codes, and permanent pupil identification number. This system will be updated regularly. Through the use of common coding, other computerized systems around the Board will be able to use the Data Base and provide for extensive reporting.

Ethnic Survey - This information concerning the student and staff ethnic mix is collected by OSIS for the Office of Civil Rights. Computerized reports are generated with breakdowns for students by classroom, school, and district, and for staff by school, district, and staff title. Most of these reports are readily available.

Pupil Dispension Tally Sheet - The Office of Civil Rights requires information on pupil suspension. OSIS gathers data biannually concerning suspension by school, ethnicity, and offense.

ESEA, Title I - OSIS is responsible for assigning Title I status to the city's schools. This requires information on school registration, grade span, and the number of AFDC and school lunch eligible children. The AFDC data on all children aged 5-17 who receive welfare funds is taken from a tape provided by the Department of Social Service. This information is given by address, and no names are included. School lunch information is gathered from forms completed by parents.

Registration and Attendance - Registration data, prior to the implementation of the Student Data Base, was collected and reported each Fall. Attendance data is collected on a monthly basis. Both sets of data are available by district, school, and grade.

BEDS Survey - This is a State mandated survey which requires the compilation of data concerning class register, staff credentials, and school organization. This information is sent to the State in raw form.

Regents and Citywide Score Distribution - This information, gathered from the junior and senior high schools, is available by subject of exam on the school, district, and borough levels.

OSIS - Continued

Pupil Transportation Report. - This is a State required report which gathers data on pupils from public and private schools who receive school transportation.

Promotion Analysis - Data is gathered on the elementary and junior high school populations and broken down by school, district, and borough.

This office also serves as the site of scoring for all of the city test programs including the Citywide tests, the PEP tests, and the State Competency exams. The printouts for all of these tests are stored in this office and its warehouse. The staff is responsible for retrieval of needed test data on students and other related information.

Test Data - Computer printouts are available for all city-wide test programs and include raw scores, grade equivalents, and percentiles. They supply the rankings report of city schools based on reading scores. Summary data is given on the school, district, and city-wide levels.

Accountability Data Base - Although the Accountability Project is no longer in existence, its data base continues to operate. The base is confined to grades 2 through 5, and is tagged to reading test scores. The data collected is on tape by child, and includes name, date of birth, sex, school, mobility patterns, class, and teacher name. The first year of collection was 1975.

### SUMMER HIGH SCHOOLS - High School Division

The summer high school program begins in early July and runs to mid-August, covering a period of seven weeks. In the summer of 1979, nine day schools and one night school were included, with a student population of slightly more than 18,000. Prior to the budget crisis of the last five years, summer high schools enrolled approximately 75,000 youths. An annual report is compiled which includes a variety of statistical information provided to the central office by the summer schools.

Annual Report - This includes schools and staff names, number of staff hours by position, distribution of teachers by subject area, class attendance by subject area, school enrollments, summary of pupils passing by course, summary of final, Regents, Citywide, and Competency Exams by subject, distribution of pupils according to the number of subjects taken; and pupil enrollment by type of high school attended (public vs. private/parochial).

School Data - Each school maintains files on the students' daily attendance, teacher-class rosters, cumulative records of exam rosters, course grades and registration/discharges. The summer schools also record the number of students from each of the various home schools

### SUPPLIES, BUREAU OF - Bureau of Supplies

The Bureau of Supplies is responsible for ordering and delivering supplies, including text books and audio-visual equipment, to the schools and central offices of the Board of Education. Through the use of a permanently-mounted disk pack at MIDP, the Bureau has been able to establish several master files.

Item Master File - This includes over 50,000 text book titles and other purchase items, their vendors, current contract information, and approvals. Warehouse items and their quantity on hand are also listed.

Year to Date File - This is a line by line file of all requisitions including text book titles.

Vendor Master File - This includes vendor codes, names, and addresses. An update is currently being performed which will reduce the file from 8,000 vendors to approximately 1,000, and more detailed contract information will be added.

School Location Master File - This includes the code, name, and address of all public and non-public schools in N.Y.C. (Federally-financed texts are ordered for public and non-public schools.)

Fuel Master File - This indicates, for each public school, such fuel information as type and capacity.

10 9 8 7 6 5 4 3 2 1

## TESTING, OFFICE OF - Curriculum & Instruction

This unit is charged with developing and administering a variety of tests including the Citywide exams, the PEP tests, the New York State Competency exams, and the L.A.B.

Citywide Exams - Reading exams are given in the spring to grades 2-9. Math exams are administered to grades 4 and 7. Norm-referenced scores, raw scores, grade equivalents and percentiles are calculated. Recently, these same exams were rescored on a criterion-referenced test basis. Tapes are maintained for the Citywides, with the score for each child and a variety of demographic data. Results are also maintained by class, school, district, and the city, and a frequency distribution is given. The school "rankings" are produced from the Citywide Reading exams.

PEP Test - This test is developed and administered by NYS and given to grades 3 and 6. The math portion is a traditional norm-referenced exam, producing raw scores and percentiles. The Grade 3 reading test also uses the same format. The Grade 6 exam, however, measures the degree of reading power (DRP). Raw scores, scale scores, and DRP units are calculated. The latter are not available in print-out form. The PEP tests have a minimum reference point below which a student is expected to receive remediation.

L.A.B. - According to the terms of the Aspira Consent Decree and the Lau Agreement which mandated bilingual education in the public schools, all students for whom English is not the primary language must be tested for possible admittance into a bilingual program upon entry into the school system. Students in bilingual programs are retested annually to assess their readiness for mainstreaming into non-bilingual classrooms. The L.A.B., administered in English and/or Spanish, is used for these assessments. Summary data is compiled concerning student scores at all three levels of the L.A.B. Percentile rankings for pupils are available at the school, district, and borough level. A summary list of language groups and the number of students within them is available on a city-wide, borough-wide, district-wide, and individual school basis.

High School Reading and Mathematics Test - Given in October and April to all high school students, the results on these standardized tests are presented in raw scores, percentiles, and grade equivalents. Summaries are available by school, borough, and city.

New York State Competency Test Series - This includes the Preliminary Competency Tests (PCT) for middle school students and the Regents Competency Tests (RCT) for students at the high school level. The former assesses reading and writing skills, while the latter assesses the students' skills in reading, writing, and mathematics. The PCT reading test uses a DRP measurement. The results of these test series are summarized for each school, borough, and the city. The recent development of a Comprehensive Test Data Base will allow for the computerized maintenance of a student's entire test history.



### TITLE I AND PSEN/ESL - High School Division and Office of Bilingual Education

This program works with Title I eligible students who require ESL training. It serves 12,000 students annually in thirty-seven Title I high schools and forty-five PSEN schools. Class size is limited to 15-20 pupils, and each class is headed by a teacher and a para-professional. The program has state validation as an exemplary program. In addition to providing direct classroom instruction, this office has been involved with workshops, in-service training courses, curriculum development, and test development. Most data is gathered for evaluation purposes.

Test Data - All participating students are administered pre- and post-tests. The examination used varies. The test data is maintained on a pupil-by-pupil basis.

Attendance Data - In-class attendance data is maintained on a pupil-by-pupil basis for all program participants.

### TITLE I & PSEN MATH - High School Division

The Title I Remedial Mathematics Skills Program aims to improve the mathematical skills of high school students who are at least two years below grade level, as determined by norm-referenced tests. Title I math labs are staffed by a teacher and para-professional and serve a class of 15-20 pupils. Most data is gathered for evaluation purposes.

Test Data - For those students who are in the program for a full year, evaluation is based on the mathematics portion of the PSEN exam. For those students who receive remediation for less than a full year, evaluation is based on a program developed CRT.

Student Data - As part of the Title I evaluation, students' names, birth dates, and attendance rates are gathered.

### TITLE I & PSEN READING - High School Division .

This program provides reading remediation to Title I eligible students who are selected by their school for participation. Operating in eighty-five high schools, over 20,000 pupils are served by the program which uses reading labs for an individualized, diagnostic, and prescriptive remediation process. Classes include 17-20 pupils and are headed by a teacher and para-professional. Several pilot projects are currently being implemented, focusing on such areas as social studies, writing, and secretarial skills. Most program data is gathered to meet evaluation requirements.

Test Data - Previously, evaluation was based on the MAT. The pre-test, with analysis and diagnosis, was given in September. Students were re-tested in January and May. The State demanded a shift from NRTs to CRTs, so the CRT now serves as the evaluation measure for those students receiving one semester of remediation. The PSEN, given to all high school students in October and April, serves as the evaluation measure for those students receiving a full year of remediation.

Student Data - As part of the Title I evaluation, students' names, birth dates, and attendance rates are gathered. Other student information may be gathered by the Title I teacher, but it is not centrally gathered or compiled.

### TITLE I SUPPORTIVE SERVICES - High School Division

Title I Supportive Services is a counseling and family assistant's program located in thirty-seven high schools. It serves students who are Title I eligible and receive remediation in reading, in math, or ESL.

Title I Evaluation Data - The following data is included on the statistical form: the number of students seen, the number of referrals, formal conferences and visits held, and total contact minutes per student. Counselors are required to compile monthly statistics on the number of students serviced each month. Family Assistants must provide periodic reports which include the number of house visits and parent contacts.

Group Counseling Data - Students who participate in group counseling sessions are given a pre and post-test in the form of the Piers-Harris self-concept inventory.

Attendance Data - A small scale study is being conducted which looks at the attendance rates for a selected group of students in each of the Family Assistant's caseloads.

Glossary of Terms

Advanced Placement - courses given to high school students for which college credit may be granted.

AFDC - Aid to Families with Dependent Children; government assistance.

BACIS - Budget Accounting Information System; computerized budget payment system.

BEDS - Basic Educational Data System; New York State School Survey.

Competency Test - New York State mandated test services for which a student must receive a passing grade prior to receipt of a high school diploma.

CPU - Central Processing Unit; amount of computer time required to complete a task.

CREST - Criterion Referenced English Syntax Test; bilingual assessment test.

Criterion Referenced - instruction or assessment based on achievement of specified skill levels.

CRT - Criterion Referenced Test; skill mastery assessment.

Encumbered - funds that have been earmarked for particular usage but have not yet been spent.

ESEA - Elementary and Secondary Education Act of 1965; Federal school funding act.

ESL - English as a Second Language; training for non-native speakers.

Funding Source - the agency providing financial backing to a given program.

IGC - Intellectually Gifted Children; special programs for students scoring two or more years above grade level on standardized achievement tests.

LAB - Language Assessment Battery; bilingual assessment test.

MAT - Metropolitan Achievement Test; standardized test for reading and math.

MIDP - Management Information and Data Processing; Board of Education division primarily responsible for management of computerized data.

Norm Referenced - instruction or assessment based on the average performance of a large group of comparable students.

NRT - Norm Referenced Test; generic term for standardized test.

PEP - Pupil Evaluation Performance; New York State mandated reading and math exams administered in grades 3 and 6.

PSEN - Pupils with Special Educational Needs, students two or more years below grade level in reading or math.

Reimbursable - funds granted to the Board by the Federal or State governments or by private foundations for specific programs.

Regression - a model for predicting a given outcome on the basis of selected variables.

SAT - Scholastic Achievement Test; Exam given to college bound students by the Educational Testing Service.

SED - State Education Department.

SP - Special Program; Enriched classes, mainly in middle schools for advanced students.

Tax-levy - funds from the general operating budget of the Board of Education with monies received from State taxes.

Title I - of the ~~ESEA~~ financial assistance to meet educational needs of children; funds granted to schools with large disadvantaged enrollments.

Title IV-B - of the ESEA, funds for instructional materials and school library resources.

Title IV-C - of the ESEA, funds for educational innovation and support.

Title VII - of the ESEA, funds for bilingual education programs.

VEA - Vocational Education Act; Funding for occupational education programs.

WEDGE - Writing Everyday Generates Excellence; writing instruction program.

WISC(R) - Wechsler Intelligence Scale for Children (Revised); intelligence test.