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*State Educational Records
and Reports Series:*

HANDBOOK V

PUPIL ACCOUNTING
For Local and State
SCHOOL SYSTEMS

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Foreword

PUPIL ACCOUNTING FOR LOCAL AND STATE SCHOOL SYSTEMS is a basic guide for the items of information to be used in pupil accounting in the local and State school systems of the United States. It is the product of 4 years of cooperative work by 10 national education associations and the Office of Education. Over these years, the development of this handbook involved hundreds of educators representing all geographic areas of the United States and a diversity of educational responsibility, experience, and training.

Undertaken at the request of a number of national organizations, this handbook is the fifth handbook in the State Educational Records and Reports Series. Handbook I, *The Common Core of State Educational Information*, was published by the Office of Education in 1953. Handbook II, *Financial Accounting for Local and State School Systems*, and Handbook III, *Property Accounting for Local and State School Systems*, were completed in 1957 and 1959, respectively. A handbook concerning information about employed personnel, Handbook IV, *Staff Accounting for Local and State School Systems*, has been developed concurrently with this handbook.

Meeting at the call of the U.S. Commissioner of Education in April 1960, a policy committee for the pupil accounting project defined the project's purpose as the development of a manual of items of information for pupil accounting which would provide guidance for local school systems, State departments of education, and the Office of Education. Agreement was reached on the overall plan for conducting the project and the part each organization was to take.

The policy committee was composed of: Finis E. Engleman, executive secretary, American Association of School Administrators; Arthur A. Hitchcock, executive director, American Personnel and Guidance Association; Margaret Gill, executive secretary, Association for Supervision and Curriculum Development; Charles W. Foster, executive secretary, Association of School Business Officials of the United States and Canada; Edgar Fuller, executive secretary, Council of Chief State School Officers; Margaret Stevenson, ex-

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This handbook was developed through a series of conferences according to the plan agreed upon by the policy committee. Representatives to all the conferences (except the technical advisory conference) were selected by the 10 cooperating associations through their executive secretaries. Decisions reached at all these meetings were those of the representatives of the associations. The function of Office of Education handbook personnel was to do the initial research, to edit the handbook drafts, to aid in coordinating the various handbooks of the series, and to provide the best information possible for the use of the voting members in reaching sound decisions. At each step in the project the Office handbook personnel consulted with appropriate Office of Education specialists for their reactions and suggestions.

The overall project plan was set into motion on August 1 and 2, 1960, at a planning conference of representatives of the 10 associations. The general scope and content of the pupil accounting handbook were determined at this meeting.

Office of Education staff members compiled the first preliminary draft of the pupil accounting handbook, following the guidelines established at the planning conference and utilizing the results of their own study of the forms and manuals used in the pupil information systems of the 50 States and in more than 200 local school systems. This draft was subjected to critical examination at a technical advisory conference in January 1961, as six representatives of various cooperating organizations met with the Office of Education staff for 5 days. This meeting played an important part in refining the document for consideration at the First National Conference. In October 1961, the First National Conference on Pupil Accounting for Local and State School Systems met in Washington to consider the preliminary manual as it had been revised at the January meeting. The 4-day item-by-

*Deceased, July 6, 1963.

item review by 10 representatives of the cooperating organizations improved the document and greatly furthered the project.

The revised manual, incorporating the recommendations of the First National Conference, was studied and tested at a series of eight regional conferences to see that it met the wide variation in practice and needs across the country. These 3-day conferences were held during March and April 1962, at Portland, Oreg.; Salt Lake City Utah; Minneapolis, Minn.; Washington, D.C.; Atlanta, Ga.; Oklahoma City, Okla.; Columbus, Ohio; and Boston, Mass. These conferences brought together 231 representatives of the cooperating organizations to consider the handbook in detail. On most items there was general agreement. The comparatively few issues on which differences of opinion existed became topics for consideration at the Second National Conference.

The Second National Conference on Pupil Accounting for Local and State School Systems was held on December 5-7, 1962. Its membership, except in a few instances, was the same as that of the First National Conference. At this 3-day meeting, issues on which differences existed were resolved, and final decisions were made on the organization and content of most areas of the handbook.

In accordance with decisions reached at the Second National Conference, items of information related to special education were subjected to additional review and revision. Individuals associated with the Council for Exceptional Children, the American Speech and Hearing Association, the New York City public schools, four State departments of education, and several universities participated in this review. William C. Geer, executive secretary of the Council for Exceptional Children, provided invaluable assistance in helping to coordinate this review and resolve differences in points of view. The revised items were submitted by mail to the participants of the Second National Conference who approved the inclusion of these items in the handbook.

The final draft of the handbook was completed and duplicated early in 1964. Copies were sent to each of the participating organizations. Subsequently, each of the 10 cooperating organizations officially approved the handbook as the basic guide for items of information to be used in pupil accounting in the local and State school systems of the United States and recommended that Federal, State, and local agencies effect its use promptly and completely.

It is anticipated that, at some future date, it will be necessary to reappraise all items and definitions in this handbook in light of the

experience gained through implementation and usage. Through such action, the effectiveness of this handbook may be maintained.

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NUMEROUS INDIVIDUALS took an active part in the development of this handbook. Many were designated as representatives of the 10 cooperating associations; many others reviewed handbook materials and made their contributions in the form of suggestions which were channeled through the designated representatives.

Obviously, it would be impossible to list the name of every person who made an important contribution to the handbook. For this reason the list which follows is limited to those who participated in the national and regional conferences as representatives of the cooperating associations, the Research Division of the National Education Association, and the Office of Education.

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The great majority of individuals listed below participated in regional conferences. Participation in other conferences is indicated by numbers placed after the names of the individuals concerned, according to the following legend:

- | | |
|--------------------------|--------------------------------|
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CHAPTER 1

Introduction

THIS HANDBOOK IS A GUIDE for local and State school systems for items of information used in keeping records and making reports about pupils. It classifies and defines specific items of information about pupils and presents additional related terminology. In so doing, the handbook provides the basis for maintaining records about all pupils who are in elementary schools, secondary schools, junior colleges, and adult education programs under the jurisdiction of local boards of education.

The items of information presented in this handbook are those identified, as items which should be maintained on a comparable basis wherever collected by local school districts and other units operating schools. Three basic criteria were used as guides in the selection of each item included in this handbook. According to these criteria, *each item produces information that (1) is important to and needed by local school systems, (2) is needed for the exchange of information about pupils who transfer or for comparisons of information about pupils, and (3) can be maintained as a record with reasonable effort.* These items, together with their standardized definitions, form the basis for records and reports about pupils at the local, State, and national levels, and provide a means for the accurate recording, reporting, and interpreting of information about pupils.

Benefits of Standardized Information About Pupils

The universal use of the terminology in this handbook can improve the quality of education by facilitating the meaningful evaluation, realistic planning, and efficient operation of educational systems throughout the United States. This standardized terminology provides a basis by which items of information about pupils can be recorded, reported, and studied adequately. When such information is used, records and reports about pupils may be prepared with greater speed, accuracy, and flexibility.

Standardized information is valuable to school officials in policy determination, in educational planning, and in reporting to the public about the condition and progress of education. Such information should (1) result in improved guidance, counseling, scheduling, teaching, and learning by individual pupils; (2) facilitate the making of decisions about curriculum development and change; (3) facilitate the estimating of future enrollments and future needs of individual schools and school systems; (4) aid in the comparison of information among communities and among States; (5) improve the accuracy and timeliness of nationwide summaries of information about pupils; and (6) improve the quality and significance of educational research.

Within a local or State school system, standardized items of information recorded on manual forms are readily compared and combined with the same standardized items of information processed by automatic data-processing systems. Further, the use of standardized items of information is essential to the orderly and efficient conversion from manual to automatic data processing. In such a conversion, the adoption of standard classifications and terminology is a necessary first step, whether a school system plans to initiate or to extend automatic data processing for an individual school or for the entire school system.

Definition of Pupil

In this handbook a pupil is defined as an individual for whom instruction is provided in an educational program under the jurisdiction of a school or school system. No distinction is made between the terms "pupil" and "student"; the term "pupil" is used to include individuals at all instructional levels. The pupil may receive his instruction in a classroom of a school or in another location such as in his home or in a hospital. Instruction may be provided by direct teacher contact or by some other approved means including television, radio, telephone, and correspondence.

Abbreviated Classification

An abbreviated classification of information about pupils is presented below. This is, in effect, an outline of the major classes of information items which are identified and defined in this handbook. (The detailed classification is found in ch. 2; definitions are presented in ch. 3.)

PERSONAL IDENTIFICATION INFORMATION	(1000 Series)
FAMILY AND RESIDENCE INFORMATION	(2000 Series)

PHYSICAL HEALTH INFORMATION	(3000 Series)
STANDARDIZED TESTS; SOCIAL AND PSYCHOLOGICAL INFORMATION	(4000 Series)
ENROLLMENT INFORMATION	(5000 Series)
PERFORMANCE INFORMATION	(6000 Series)
TRANSPORTATION INFORMATION	(7000 Series)
TUITION AND SPECIAL ASSISTANCE INFORMATION	(8000 Series)

Adapting This Handbook to Local Records and Reports Systems

The items of information presented and defined in this handbook are those which have been identified as needed for the efficient operation of schools and school systems throughout the country. However, the needs for educational information vary from State to State and from school system to school system. For this reason, many schools and school systems may desire to maintain information which is more detailed than that included in this handbook.

This handbook makes provisions for variances in the informational needs of schools and school systems in the following manner:

Recommended items. The handbook recommends that a number of items of information about pupils *should be maintained* in comparable form in all the school systems throughout the country where they are applicable.

Optional items. The handbook identifies a number of additional items of information which *may be maintained* at the option of a school or school system. These items, if maintained, should be maintained as defined so that this additional information about individual pupils who transfer can be correctly interpreted and so that statistical information about a given school or system will be comparable with similar information about other schools and school systems.

The recommendations of this handbook are not intended to restrict the amount of information maintained. Schools and school systems should maintain whatever additional information they find necessary.

Finally, no item of information in this handbook is intended to take precedence in those situations where certain items of information are either required or prohibited by law.

Handbook Series

This handbook is one of a series developed cooperatively to facilitate and improve the collection, maintenance, and reporting of educational information. Handbook I, *The Common Core of State Educational Information*, was published in 1953. It was followed by Handbook II, *Financial Accounting for Local and State School Systems*, in 1957 and Handbook III, *Property Accounting for Local and State School*

Systems, in 1959. A handbook concerning information about school staff, Handbook IV, *Staff Accounting for Local and State School Systems*, has been developed concurrently with this handbook. A handbook concerning items of information related to instructional programs is expected to follow.

Many of the definitions of items in this handbook are the same as those developed for other handbooks in the series; however, some definitions have been modified or expanded. Such variations have been indicated in the glossary with reference made to the handbooks in which the items appeared previously.

Contents of This Handbook

The classification and definitions of pupil information items are found in chapter 2, "Classification of Items of Information About Pupils," and chapter 3, "Definitions of Items of Information About Pupils." As an aid to using these items, chapter 4, "Obtaining and Using Information About Pupils," illustrates how pupil records and reports may be developed based upon these items, and discusses the uses of such records and reports. An alphabetical glossary of terms including measures relating to pupil accounting is found in chapter 5. An alphabetical index also is included in the handbook.

This handbook touches only briefly on procedures for collecting, processing, and using information about pupils. More comprehensive materials in these and other pertinent related areas are planned for preparation at a future time.

CHAPTER 2

Classification of Items of Information About Pupils

ITEMS OF INFORMATION about pupils are classified below according to selected categories of information. They are identified in the handbook by a numbering system which reflects these categories, and are appropriate for use in all types of schools and school systems. (Definitions of these items are found in ch. 3, with the page indicated under the column heading *Definition page number*.)

An Item of Information About Pupils: Definition

An item of information, as defined for use in this handbook, is a descriptive heading under which is recorded information about individual pupils or groups of pupils. This heading may be (1) a broad categorical heading with a structured set of subheadings; (2) a broad categorical heading without a structured set of subheadings, under which a specified type of information is recorded; or (3) a heading of limited scope under which specific information is recorded. These headings, and the entries under them, form the basis for records and reports about pupils.

Information According to Pupil Groups

A designation of the pupil group or groups for which each item should be collected and maintained is presented in the columns on the right-hand side of the page, beginning on page 7.

Recommended and Optional Items

The extent to which an item of information should be maintained about the various pupil groups is indicated in each column by "Rec" (for recommended items) and by "Op" (for optional items). The designation "Rec" is used to indicate items of pupil information that are considered to be minimum and basic and are recommended for

collection by all schools and local school systems throughout the United States, regardless of size. Other items of information about pupils, including those items identified in this chapter with the designation "*Op*," may be collected and maintained at the option of each individual school system or school. Where school systems have a need to expand their system of information about pupils, such additional information should be readily classifiable under the headings presented in this chapter.

Identification Numbers

The numbers appearing at the left of the items of information included in this handbook are for identification purposes. Those identification numbers without integers to the right of the decimal point serve to identify categories of information. These categories are descriptive only, identifying the nature of the information to be recorded under them.

Those identification numbers with integers to the right of the decimal point serve to identify items of information which are of limited scope and very specific. Each item of this type appears in the handbook with one or more alternative items under one categorical heading. Information based on these items can be combined directly with similar information from a number of sources, thus providing the basis for summary or statistical information about pupils. The part of the identification numbers to the right of the decimal point may be used with appropriate adaptations as a code in the processing of pupil information. Such a code may be used by local and by State school systems for both manual and machine methods of data processing.

Classification of Items of Information About Pupils	Def. Page No.	Pupil Group					
		Elem.		Sec.		C	A
		Reg	SS	Reg	SS		
PERSONAL IDENTIFICATION INFORMATION							
1000 Series							
1010. Legal Name.....	28	Rec	Rec	Rec	Rec	Rec	Rec
1020. Any Other Name.....	28	Op	Op	Op	Op	Op	Op
1030. Pupil Number.....	28	Op	Op	Op	Op	Op	Op
1040. Sex.....	28						
1040.10 Male.....	28	Rec	Rec	Rec	Rec	Rec	Rec
1040.20 Female.....	28	Rec	Rec	Rec	Rec	Rec	Rec
1050. Race.....	28	Op	Op	Op	Op	Op	Op
1060. Date of Birth.....	28	Rec	Rec	Rec	Rec	Rec	Op
1070. Evidence Verifying Date of Birth.....	28	Rec	Rec	Rec	Rec	Op	Op
1080. Age-Group of Pupil in Adult Education.....	28						
1080.10 Under 18 Years....	28						Op
1080.20 18 and 19 Years....	28						Op
1080.30 20 to 24 Years....	28						Op
1080.40 25 to 29 Years....	28						Op
1080.50 30 to 34 Years....	28						Op
1080.60 35 to 44 Years....	28						Op
1080.70 45 to 54 Years....	28						Op
1080.80 55 to 64 Years....	28						Op
1080.90 65 Years and Over....	28						Op

KEY	
Elem.—Elementary School Pupils	Reg—Regular School Term
Sec.—Secondary School Pupils	SS—Summer School Term
C—Pupils in College Credit Programs	Rec—Recommended
A—Pupils in Adult Education Programs	Op—Optional

Classification of Items of Information About Pupils	Def. Page No.	Pupil Group					
		Elem.		Sec.		C	A
		Reg	SS	Reg	SS		
PERSONAL IDENTIFICATION INFORMATION							
1000 Series—Continued							
1090. Place of Birth	29	Rec	Rec	Rec	Rec	Op	Op
1110. Marital Status	29						
1110.10 Single	29			Rec	Rec	Rec	Op
1110.20 Married, Living with Spouse	29			Rec	Rec	Rec	Op
1110.30 Married, Separated	29			Rec	Rec	Rec	Op
1110.40 Divorced	29			Rec	Rec	Rec	Op
1110.50 Widowed	29			Rec	Rec	Rec	Op
1120. Citizenship Status	29						
1120.10 Citizen	29	Op	Op	Op	Op	Op	Op
1120.20 Noncitizen	29	Op	Op	Op	Op	Op	Op
1130. Religion	29	Op	Op	Op	Op	Op	
1140. Language	29	Op	Op	Op	Op	Op	Op
FAMILY AND RESIDENCE INFORMATION							
2000 Series							
2100. Paternal Information	29						
2110. Name of Male Parent	30	Rec	Rec	Rec	Rec	Rec	
2120. Relationship of Male Parent to Pupil	30	Op	Op	Op	Op	Op	
2130. U.S. Citizenship Status of Male Parent	30						
2130.10 Citizen	30	Op	Op	Op	Op	Op	
2130.20 Noncitizen	30	Op	Op	Op	Op	Op	

For KEY, see p. 7.

Classification of Items of Information About Pupils	Def. Page No.	Pupil Group					
		Elem.		Sec.		C	A
		Reg	SS	Reg	SS		
FAMILY AND RESIDENCE INFORMATION							
2000 Series—Continued							
2140. Education of Male Parent....	30	Rec	Rec	Rec	Rec	Op	.....
2150. Occupation of Male Parent..	30	Rec	Rec	Rec	Rec		.....
2200. Maternal Information....	30						
2210. Name of Female Parent.....	30	Rec	Rec	Rec	Rec	Rec	.....
2220. Relationship of Female Parent to Pupil.....	31	Op	Op	Op	Op	Op	.....
2230. U.S. Citizenship Status of Female Parent.....	31						
2230.10 Citizen.....	31	Op	Op	Op	Op	Op	.....
2230.20 Noncitizen.....	31	Op	Op	Op	Op	Op	.....
2240. Education of Female Parent.	31	Rec	Rec	Rec	Rec	Op	.....
2250. Occupation of Female Parent.....	31	Rec	Rec	Rec	Rec		.....
2300. Residence Information...	31						
2310. Residence Address(es).....	31						
2311. Residence Address of Pupil.....	31	Rec	Rec	Rec	Rec	Rec	Rec
2312. Residence Address of Male Parent.....	32	Op	Op	Op	Op	Op	.....
2313. Residence Address of Female Parent.....	32	Op	Op	Op	Op	Op	.....
2314. Location of Pupil Residence.	32	Rec	Rec	Rec	Rec	Rec	Rec
2314.10 Within Administrative Unit.....	32	Rec	Rec	Rec	Rec	Rec	Rec
2314.20 Outside Administrative Unit.....	32	Rec	Rec	Rec	Rec	Rec	Rec

For KEY, see p. 7.

Classification of Items of Information About Pupils	Def. Page No.	Pupil Group					
		Elem.		Sec.		C	A
		Reg	SS	Reg	SS		
FAMILY AND RESIDENCE INFORMATION 2000 Series—Continued							
2320. Telephone Number(s)	32						
2321. Residence Telephone Number of Pupil.....	32	Op	Op	Op	Op	Op	Op
2322. Residence Telephone Number of Male Parent.....	32	Op	Op	Op	Op		
2323. Residence Telephone Number of Female Parent.....	32	Op	Op	Op	Op		
2330. Head of Household	32						
2331. Name of the Head of Household.....	32	Rec	Rec	Rec	Rec		
2332. Relationship of the Head of Household to Pupil.....	33	Op	Op	Op	Op		
2340. Brothers and Sisters Living in the Household	33	Rec	Rec	Rec	Rec		
2350. Others Living in the House- hold	33	Op	Op	Op	Op		
2360. Language Spoken in the Residence	33	Rec	Rec	Rec	Rec		
2400. Person(s) To Be Notified in Case of Emergency	33	Op	Op	Op	Op	Op	Op
PHYSICAL HEALTH INFORMATION 3000 Series							
3010. Physical Growth and De- velopment	34						
3011. Height.....	34	Op	Op	Op	Op	Op	
3012. Weight.....	34	Op	Op	Op	Op	Op	
3013. Vision.....	34	Rec	Rec	Rec	Rec	Rec	
3014. Hearing.....	34	Rec	Rec	Rec	Rec	Rec	
3015. Teeth.....	34	Op	Op	Op	Op	Op	

For KEY, see p. 7.

Classification of Items of Information About Pupils	Def. Page No.	Pupil Group					
		Elem.		Sec.		C	A
		Reg	SS	Reg	SS		
PHYSICAL HEALTH INFORMATION							
3000 Series—Continued							
3020. Physical Impairments.....	34	Rec	Rec	Rec	Rec	Rec	Op
3030. Diseases and Illnesses.....	34	Rec	Rec	Rec	Rec	Rec	.....
3040. Surgery.....	34	Rec	Rec	Rec	Rec	Rec	.....
3050. Injuries.....	34	Rec	Rec	Rec	Rec	Rec	.....
3060. Immunizations.....	35	Rec	Rec	Rec	Rec	Rec	.....
3070. Physical Examinations.....	35	Rec	Rec	Rec	Rec	Op	.....
3080. Referrals for Physical Reasons.....	35	Rec	Rec	Rec	Rec	Rec	Op
3090. Type of Physical Exceptionality.....	35	Rec	Rec	Rec	Rec	Rec	Op
3110. Restrictions or Limitations on School Activities.....	35	Rec	Rec	Rec	Rec	Rec	.....
3120. Specific Information and Instructions.....	36						
3121. Pupil's Physician.....	36	Rec	Rec	Rec	Rec	Rec	Rec
3122. Pupil's Dentist.....	36	Rec	Rec	Rec	Rec	Rec	.....
3123. Specific Medical Instructions.....	36	Rec	Rec	Rec	Rec	Rec	Rec
3124. Waivers.....	36	Rec	Rec	Rec	Rec	Rec	.....
STANDARDIZED TESTS; BEHAVIORAL AND PSYCHOLOGICAL INFORMATION							
4000 Series							
4010. Standardized Tests and Inventories.....	36	Rec	Rec	Rec	Rec	Rec	Rec

For KEY, see p. 7.

Classification of Items of Information About Pupils	Def. Page No.	Pupil Group					
		Elem.		Sec.		C	A
		Reg	SS	Reg	SS		
STANDARDIZED TESTS; BEHAVIORAL AND PSYCHOLOGICAL INFORMATION							
4000 Series—Continued							
4020. Referrals for School Work.....	37	Op	Op	Op	Op	Op	Op
4030. Referrals for Mental, Emotional, and Behavioral Reasons.....	37	Rec	Rec	Rec	Rec	Rec	Op
4040. Type of Mental, Emotional, and Behavioral Exceptionality.....	37	Rec	Rec	Rec	Rec	Rec	Op
ENROLLMENT INFORMATION							
5000 Series							
5100. Entrance Information.....	37						
5110. Type of Entry.....	38						
5110.10 Type of Original Entry.....	39						
5110.11 Original Entry for the United States (E1).....	39	Rec		Rec			
5110.12 Original Entry Transferred From Another State (E2).....	39	Rec		Rec			
5110.20 Type of Reentry.....	39						
5110.21 Reentry From Within the Same School (R1).....	39	Rec		Rec			

For KEY, see p. 7.

Classification of Items of Information About Pupils	Def. Page No.	Pupl Group					
		Elem.		Sec.		C	A
		Reg	SS	Reg	SS		
ENROLLMENT INFORMATION							
5000 Series—Continued							
5110.22 Reentry From a Public School in the Same Local Administrative Unit (R2).....	39	Rec		Rec			
5110.23 Reentry From a Nonpublic School in the Same Local Administrative Unit (R3).....	40	Rec		Rec			
5110.24 Reentry From a Public School in the State, but Outside the Local Administrative Unit (R4).....	40	Rec		Rec			
5110.25 Reentry From a Nonpublic School in the State, but Outside the Local Administrative Unit (R5).....	40	Rec		Rec			
5110.26 Reentry From the Same Room in the Same School After Withdrawal or Discharge (R6).....	40	Rec		Rec			
5110.27 Reentry From Another State or Country (R7).....	40	Rec		Rec			
5110.99 Other Entry	40		Op		Op	Op	Op
5120. School From Which Incoming Pupl Is Received	40	Rec	Rec	Rec	Rec	Rec	Op

For KEY, see p. 7.

Classification of Items of Information About Pupils	Def. Page No.	Pupil Group					
		Elem.		Sec.		C	A
		Reg	SS	Reg	SS		
ENROLLMENT INFORMATION							
5000 Series—Continued							
5130. Highest Instructional level Previously Completed by Adult Education Pupil.....	41						
5130.10 8th Grade Not Completed.....	41					Rec	
5130.20 8th Grade Completed.....	41					Rec	
5130.30 Secondary School Completed (12th Grade).....	41					Rec	
5130.40 College Completed (Bachelor's Degree).....	41					Rec	
5140. Instructional Organization Entered.....	41						
5140.10 Elementary School Instructional Organization.....	41						
5140.11 Regular School Term.....	41	Rec					
5140.12 Summer School Term.....	41		Rec				
5140.20 Secondary School Instructional Organization.....	42						
5140.21 Junior High School.....	42			Rec			
5140.22 Undivided High School.....	42			Rec			
5140.23 Junior-Senior High School.....	42			Rec			

For KEY, see p. 7.

Classification of Items of Information About Pupils	Def. Page No.	Pupil Group					
		Elem.		Sec.		C	A
		Reg	SS	Reg	SS		
ENROLLMENT INFORMATION							
5000 Series—Continued							
5140.24 Senior High School.....	42			Rec			
5140.25 Four-Year High School.....	42			Rec			
5140.26 Other High School.....	42			Rec			
5140.27 Summer School Term.....	43				Rec		
5140.30 Junior College Instructional Organization.....	43						
5140.31 Transfer Program.....	43					Rec	
5140.32 Open-Ended Program.....	44					Rec	
5140.33 Terminal Program.....	44					Rec	
5140.34 Adult Education Program.....	44						Rec
5140.39 Other Activity.....	44					Op	Op
5140.40 Adult Education Instructional Organization.....	44						
5140.41 Adult Education Program.....	45						Rec
5140.49 Other Activity.....	45						Op
5150. Grade Entered.....	45						
5150.91 Nursery.....	45	Rec	Rec				
5150.00 Kindergarten.....	45	Rec	Rec				
5150.01 Grade 1.....	45	Rec	Rec				
5150.02 Grade 2.....	46	Rec	Rec				
5150.03 Grade 3.....	46	Rec	Rec				
5150.04 Grade 4.....	46	Rec	Rec				

For KEY, see p. 7.

Classification of Items of Information About Pupils	Def. Page No.	Pupil Group					
		Elem.		Sec.		C	A
		Reg	SS	Reg	SS		
ENROLLMENT INFORMATION							
5000 Series—Continued							
5150.05 Grade 5.....	46	Rec	Rec				
5150.06 Grade 6.....	46	Rec	Rec				
5150.07 Grade 7.....	46	Rec	Rec	Rec	Rec		Op
5150.08 Grade 8.....	46	Rec	Rec	Rec	Rec		Op
5150.09 Grade 9.....	46			Rec	Rec		Op
5150.10 Grade 10.....	46			Rec	Rec		Op
5150.11 Grade 11.....	46			Rec	Rec		Op
5150.12 Grade 12.....	46			Rec	Rec		Op
5150.13 Grade 13.....	47					Rec	Op
5150.14 Grade 14.....	47					Rec	
5150.15 Grade 15.....	47					Rec	
5150.95 High School Postgraduate.....	47			Rec	Rec		
5150.99 Ungraded.....	47	Rec	Rec	Rec	Rec	Rec	Rec
5160. Location of Instruction.....	47						
5160.10 School Facility.....	47						
5160.11 Day School Facility.....	47	Rec	Rec	Rec	Rec		
5160.12 Residential School Facility.....	47	Rec	Rec	Rec	Rec		
5160.20 Home of Pupil.....	47	Rec	Rec	Rec	Rec		
5160.30 Hospital Facility.....	47	Rec	Rec	Rec	Rec		
5160.90 Other Facility.....	47	Rec	Rec	Rec	Rec		
5170. Type of Class.....	48						
5170.10 Regular Class.....	48	Rec	Rec	Rec	Rec	Rec	Rec
5170.20 Special Class for Exceptional Pupils.....	48	Rec	Rec	Rec	Rec	Rec	Rec
5170.30 Both Regular and Special Classes.....	48	Rec	Rec	Rec	Rec	Rec	Rec
5170.40 Individual Instruction.....	48	Rec	Rec	Rec	Rec	Rec	Rec
5170.90 Other.....	48	Rec	Rec	Rec	Rec	Rec	Rec

For KEY, see p. 7.

Classification of Items of Information About Pupils	Def. Page No.	Pupl Group					
		Elem.		Sec.		C	A
		Reg	SS	Reg	SS		
ENROLLMENT INFORMATION							
5000 Series—Continued							
5180. Principal Means of Instruction	48						
5180.10 Direct Teacher Contact	48	Rec	Rec	Rec	Rec	Rec	Rec
5180.20 Television, Radio, or Telephone	48	Rec	Rec	Rec	Rec	Rec	Rec
5180.30 Correspondence	48	Rec	Rec	Rec	Rec	Rec	Rec
5180.90 Other	49	Rec	Rec	Rec	Rec	Rec	Rec
5190. Time Status	49						
5190.10 Full-Time Pupil	49	Rec		Rec		Rec	Op
5190.20 Part-Time Pupil	49	Rec		Rec		Rec	Op
5210. School and Teacher	49						
5211. Name and Address of School Entered	49	Rec	Rec	Rec	Rec	Rec	Rec
5212. Name of Teacher(s) to Whom Assigned	49	Op	Op	Op	Op	Op	Op
5300. Membership and Attendance Information	49						
5310. Number of Days of Membership	49	Rec	Op	Rec	Op		Op
5320. Number of Days of Attendance	50	Rec	Op	Rec	Op	Op	Op
5330. Number of Days of Absence	50	Rec	Op	Rec	Op		Op
5340. Reason for Absence	51	Op	Op	Op	Op		
5350. Referrals Because of Absences	51	Op	Op	Op	Op		

For KEY, see p. 7.

Classification of Items of Information About Pupils	Def. Page No.	Pupil Group					
		Elem.		Sec.		C	A
		Reg	SS	Reg	SS		
ENROLLMENT INFORMATION							
5000 Series—Continued							
5360. Number of Times Tardy	51	Rec	Rec	Rec	Rec		
5370. Number of Early Departures	51	Rec	Rec	Rec	Rec		
5400. Withdrawal Information	51						
5410. Transfer	51						
5410.10 Transfer Within the Same School (T1)	52	Rec		Rec			
5410.20 Transfer to a Public School or Other Instruction Under Public School Supervision in the Same Local Administrative Unit (T2)	52	Rec		Rec			
5410.30 Transfer to a Nonpublic School Located Within the Same Local Administrative Unit (T3)	52	Rec		Rec			
5410.90 Transfer to a School Outside the Local Administrative Unit (T4)	52	Rec		Rec			
5411. School or System to Which Pupil Transfers	52	Op		Op			

For KEY, see p. 7.

Classification of Items of Information About Pupils	Def. Page No.	Pupil Group					
		Elem.		Sec.		C	A
		Reg	SS	Reg	SS		
ENROLLMENT INFORMATION							
5000 Series—Continued							
5420. Completion of School Work.	53						
5420.10 Graduated From High School or Junior College (C1)	53			Rec	Rec	Rec	
5420.90 Completed Other School Work (C2)	53			Rec	Rec	Rec	Rec
5430. Dropout.	53						
5430.10 Dropped.	54	Rec	Op	Rec	Op	Op	Op
5431. Compulsory Attendance Status at Time of Dropping Out.	54	Rec		Rec			
5432. Reason for Dropping Out.	54						
5432.01 Physical Illness (D1)	54	Op	Op	Op	Op	Op	Op
5432.02 Physical Disability (D2)	54	Op	Op	Op	Op	Op	Op
5432.03 Mental Illness (D3)	54	Op	Op	Op	Op	Op	Op
5432.04 Mental Disability (D4)	54	Op	Op	Op	Op	Op	Op
5432.05 Behavioral Difficulty (D5)	54	Op	Op	Op	Op	Op	Op
5432.06 Academic Difficulty (D6)	55	Op	Op	Op	Op	Op	Op
5432.07 Lack of Appropriate Curriculum (D7)	55	Op	Op	Op	Op	Op	Op
5432.08 Poor Pupil-Staff Relationships (D8)	55	Op	Op	Op	Op	Op	Op
5432.09 Poor Relationships with Fellow Pupils (D9)	55	Op	Op	Op	Op	Op	Op

For KEY, see p. 7.

Classification of Items of Information About Pupils	Def. Page No.	Pupil Group					
		Elem.		Sec.		C	A
		Reg	SS	Reg	SS		
ENROLLMENT INFORMATION							
5000 Series—Continued							
<i>5432.10 Dislike of School Experiences (D10)</i>	55	Op	Op	Op	Op	Op	Op
<i>5432.11 Parental Influence (D11)</i>	55	Op	Op	Op	Op	Op	Op
<i>5432.12 Need at Home (D12)</i>	55	Op	Op	Op	Op	Op	Op
<i>5432.13 Economic Reasons (D13)</i>	55	Op	Op	Op	Op	Op	Op
<i>5432.14 Employment (D14)</i>	55	Op	Op	Op	Op	Op	Op
<i>5432.15 Marriage (D15)</i>	55	Op	Op	Op	Op	Op	Op
<i>5432.16 Pregnancy (D16)</i>	55	Op	Op	Op	Op	Op	Op
<i>5432.17 Other Known Reason (D17)</i>	55	Op	Op	Op	Op	Op	Op
<i>5432.18 Reason Unknown (D18)</i>	55	Op	Op	Op	Op	Op	Op
<i>5432.19 New Residence, School Status Unknown (D19)</i>	56	Op	Op	Op	Op	Op	Op
5433. Residence After Dropping Out	56						
<i>5433.01 Same Residence</i>	56	Op	Op	Op	Op	Op	Op
<i>5433.02 New Residence of Family</i>	56	Op	Op	Op	Op	Op	Op
<i>5433.03 Noneducational Institution</i>	56	Op	Op	Op	Op	Op	Op
<i>5433.04 Armed Services</i>	56	Op	Op	Op	Op	Op	Op
<i>5433.05 Other New Residence</i>	56	Op	Op	Op	Op	Op	Op
<i>5433.09 No Record of Residence After Dropping Out</i>	56	Op	Op	Op	Op	Op	Op
5440. Death	56						
<i>5440.10 Death of Pupil</i>	56	Rec	Op	Rec	Op	Op	Op

For KEY, see p. 7.

Classification of Items of Information About Pupils	Def. Page No.	Pupil Group					
		Elem.		Sec.		C	A
		Reg	SS	Reg	SS		
ENROLLMENT INFORMATION							
5000 Series—Continued							
5500. Nonentrance Information	57						
5510. Reason for Not Entering Local Public Elementary or Secondary School	57						
<i>5510.10 Receiving Instruction Elsewhere</i>	57	Op		Op			
<i>5510.20 Underage</i>	57	Op		Op			
<i>5510.30 Overage</i>	58	Op		Op			
<i>5510.40 Completion</i>	58	Op		Op			
<i>5510.50 Distance From Residence to School</i>	58	Op		Op			
<i>5510.60 Physical Condition</i>	58	Op		Op			
<i>5510.70 Mental Disability</i>	58	Op		Op			
<i>5510.80 Mental Illness or Behavioral Difficulty</i>	58	Op		Op			
<i>5510.90 Other Reasons</i>	58	Op		Op			
PERFORMANCE INFORMATION							
6000 Series							
6100. School Performance Information	59						
6110. Area of Specialization	59			Rec	Rec	Rec	Op
6120. Course Information	59						
6121. Subject Area or Department	59	Op	Op	Rec	Rec	Rec	Rec
6122. Descriptive Title	60	Op	Op	Rec	Rec	Rec	Rec

For KEY, see p. 7.

Classification of Items of Information About Pupils	Def. Page No.	Pupil Group					
		Elem.		Sec.		C	A
		Reg	SS	Reg	SS		
PERFORMANCE INFORMATION							
6000 Series—Continued							
6123. Grade	60	Op	Op	Rec	Rec	Rec	Op
6124. Special Pupil Group for Which Course Is Designed	60	Op	Op	Rec	Rec	Rec	Rec
6125. Principal Means of Receiving Instruction	60	Op	Op	Op	Op	Op	Op
6126. Minutes Per Week	60	Op	Op	Rec	Rec	Rec	Op
6127. Number of Weeks	60	Op	Op	Rec	Rec	Rec	Op
6128. Mark or Report for Pupil Performance	60	Rec	Rec	Rec	Rec	Rec	Rec
6129. Credit Received	60	Op	Op	Rec	Rec	Rec	Op
6130. Noncourse Activity Information	61	Rec	Rec	Rec	Rec	Rec	
6140. Progress Information	61						
6140.10 Normal Progress or Promotion	61	Rec	Rec	Rec	Rec	Op	Op
6140.20 Accelerated Promotion	61	Rec		Rec			
6140.30 Nonpromotion	61	Rec	Rec	Op	Op		
6140.40 Ungraded Situation	62	Rec	Rec	Op	Op		
6141. Reason for Nonpromotion	62	Op		Op			
6150. Type of Certificate or Degree Received for Completion of School Work	62						
6150.10 High School Diploma	62			Rec	Rec		Rec
6150.20 High School Equivalency Diploma or Certificate	62			Rec	Rec		Rec
6150.30 Associate Degree	62					Rec	

For KEY, see p. 7.

Classification of Items of Information About Pupils	Def. Page No.	Pupil Group					
		Elem.		Sec.		C	A
		Reg	SS	Reg	SS		
PERFORMANCE INFORMATION 6000 Series—Continued							
6150.40 Certificate of Completion.....	62			Rec	Rec	Rec	Rec
6150.50 Certificate of Attendance.....	63	Rec	Rec	Rec	Rec	Rec	Rec
6150.90 Other Certificate or Degree.....	63	Op	Op	Op	Op	Op	Op
6160. Academic Honors Information.....	63	Rec	Rec	Rec	Rec	Rec	Rec
6170. Transcript Requests.....	63	Op	Op	Op	Op	Op	Op
6200. Nonschool Performance Information.....	63						
6210. Interests and Plans for Post-school Vocation, Training, and Education.....	63						
6211. Vocational Interests and Plans.....	63			Op	Op	Op	Op
6212. Types of Postschool Training or Education in Which Pupil Is Interested.....	63			Rec	Rec	Rec	Op
6220. Employment Information.....	63			Op	Op	Op	Op
6230. Employment Permit Information.....	64	Op	Op	Op	Op	Op	Op
6240. Military Service Status.....	64			Rec	Rec	Rec	Rec
6250. Other Nonschool Activity Information.....	64			Op	Op	Op	Op

For KEY, see p. 7.

Classification of Items of Information About Pupils	Def. Page No.	Pupil Group					
		Elem.		Sec.		C	A
		Reg	SS	Reg	SS		
PERFORMANCE INFORMATION							
6000 Series—Continued							
6300. Postschool Performance Information.....	64						
6310. Postschool Employment Information.....	64						
6311. Employer.....	64			Op		Op	
6312. Field of Employment.....	64			Op		Op	
6313. Type of Work Performed.....	64			Op		Op	
6320. Postschool Education and Training Information.....	64						
6321. Type of Postschool Education or Training.....	64			Op		Op	
6322. Institution(s) in Which Enrolled.....	65			Op		Op	
6323. Dates of Education or Training.....	65			Op		Op	
6324. Honors and Recognitions Awarded.....	65			Op		Op	
6330. Military Service Experience.....	65			Op		Op	
6340. Other Postschool Activities.....	65			Op		Op	
TRANSPORTATION INFORMATION							
7000 Series							
7010. Transportation Status of Pupil.....	65						
7010.10 <i>Transported at Public Expense.....</i>	65	Rec	Rec	Rec	Rec	Op	
7010.20 <i>Provided Room or Board in Lieu of Transportation.....</i>	66	Rec	Rec	Rec	Rec	Op	

For KEY, see p. 7.

Classification of Items of Information About Pupils	Def. Page No.	Pupil Group					
		Elem.		Sec.		C	A
		Reg	SS	Reg	SS		
TRANSPORTATION INFORMATION							
7000 Series—Continued							
7010.30 Not Transported at Public Expense	66	Rec	Rec	Rec	Rec	Op	-----
7020. Vehicle on Which Pupil Is Transported at Public Expense	66						
7020.10 Publicly Owned Vehicle	66	Op	Op	Op	Op	Op	-----
7020.11 School Bus.....	66	Op	Op	Op	Op	Op	-----
7020.12 Other Vehicle.....	66	Op	Op	Op	Op	Op	-----
7020.20 Privately Owned Vehicle	66	Op	Op	Op	Op	Op	-----
7020.21 School Bus.....	66	Op	Op	Op	Op	Op	-----
7020.22 Other Vehicle.....	66	Op	Op	Op	Op	Op	-----
7030. Eligibility of Pupil for Transportation	66						
7030.10 Eligible	66	Op	Op	Op	Op	Op	-----
7030.11 Eligible Because of Distance.....	66	Op	Op	Op	Op	Op	-----
7030.12 Eligible Because of Handicap.....	66	Op	Op	Op	Op	Op	-----
7030.13 Eligible for Other Reasons.....	66	Op	Op	Op	Op	Op	-----
7030.20 Not Eligible	66	Op	Op	Op	Op	Op	-----
7040. Qualification for State Transportation Aid	67						
7040.10 Qualifies	67	Op	Op	Op	Op	Op	-----
7040.20 Does Not Qualify	67	Op	Op	Op	Op	Op	-----

For KEY, see p. 7.

Classification of Items of Information About Pupils	Def. Page No.	Pupil Group					
		Elem.		Sec.		C	A
		Reg	SS	Reg	SS		
TUITION AND SPECIAL ASSISTANCE INFORMATION 8000 Series							
8010. Tuition Status.....	67						
8010.10 Nontuition Pupil...	67	Op	Op	Op	Op	Op	Op
8010.20 Tuition Pupil.....	67	Op	Op	Op	Op	Op	Op
8010.21 Full-Tuition Pupil.	67	Op	Op	Op	Op	Op	Op
8010.22 Partial-Tuition Pupil.....	67	Op	Op	Op	Op	Op	Op
8020. Eligibility of Local School District for Federal Assist- ance for Federally Affected Areas.....	67	Op		Op			
8030. Pupil Subsidy Information...	67	Op	Op	Op	Op	Op	Op
8040. Assistance to Pupil.....	68	Op	Op	Op	Op	Op	Op

For KEY, see p. 7.

CHAPTER 3

Definitions of Items of Information About Pupils

THIS CHAPTER contains the definitions of the items of information which are classified in chapter 2. The classification and numbering of items in this chapter are identical with those presented in chapter 2.

The group or groups of pupils about which an item of information should be collected and maintained is indicated by a designation placed after each item of information in this chapter. Such designations, a repetition of similar designations presented in chapter 2, are included in this chapter for the sake of convenience. These designations are as follows:

All—All pupils

Elem—Elementary school pupils, both regular school term and summer school term

Sec—Secondary school pupils, both regular school term and summer school term

C—Pupils in college credit programs

A—Pupils in adult education programs

Reg—Regular school term, all elementary and secondary school pupils

SS—Summer school term, all elementary and secondary school pupils.

The designation "Rec" is used for items of information about pupils which are *recommended* for use in schools and local school systems throughout the United States, regardless of size; items identified by the designation "Op" may be collected and maintained at the *option* of individual schools and school systems. Items of pupil information other than those defined in this chapter may be collected and maintained at the option of individual schools and school systems.

PERSONAL IDENTIFICATION INFORMATION 1000 Series

Included under this heading are items of information which may be used in the identification of an individual pupil.

1010. Legal Name

The full legal name of the pupil including last name, first name, and middle name and any appendages such as Jr. and III. (Rec-All)

1020. Any Other Name

Any name, other than the legal name, by which the pupil is known or may have been known, including the maiden name of a married female. (Op-All)

1030. Pupil Number

A number assigned to the pupil for identification and recordkeeping purposes. (Op-All)

1040. Sex

The pupil's sex.

1040.10 Male (Rec-All)

1040.20 Female (Rec-All)

1050. Race

The pupil's racial origin, according to State or local classification and definition. (Op-All)

1060. Date of Birth

The month, day, and year of the pupil's birth. (Rec-Elem, Sec, C; Op-A)

1070. Evidence Verifying Date of Birth

The type of evidence by which the pupil's birth date is verified, e.g., birth certificate, parent's affidavit, hospital certificate, age certificate, entry in family Bible, baptismal certificate, passport, and previously verified school record. (Rec-Elem, Sec; Op-C, A)

1080. Age-Group of Pupil in Adult Education

The age-group of the pupil at the time of registration for adult education. (Op-A)

1080.10 Under 18 years

1080.20 18 and 19 years

1080.30 20 to 24 years

1080.40 25 to 29 years

1080.50 30 to 34 years

1080.60 35 to 44 years

1080.70 45 to 54 years

1080.80 55 to 64 years

1080.90 65 years and over

1090. Place of Birth

The local governmental unit and State in which the pupil was born, or the country if not born in the United States. (Rec-Elem, Sec; Op-C, A)

1110. Marital Status

The marital status of the pupil.

1110.10 Single—Never married, or marriage has been annulled. (Rec-Sec, C; Op-A)

1110.20 Married, Living with Spouse—Married, and living with spouse. (Rec-Sec, C; Op-A)

1110.30 Married, Separated—Married, but not living with spouse. (Rec-Sec, C; Op-A)

1110.40 Divorced—Formerly married; now divorced. (Rec-Sec, C; Op-A)

1110.50 Widowed—Formerly married; spouse has died. (Rec-Sec, C; Op-A)

1120. Citizenship Status

The nature of the pupil's citizenship status within the United States. (Op-All)

1120.10 Citizen—A citizen of the United States, whether by birth or by naturalization. (Op-All)

1120.20 Noncitizen—Not a citizen of the United States, whether admitted to the United States for permanent residence or admitted as a nonimmigrant visitor. (Op-All)

1130. Religion

The pupil's religious preference, as indicated by the pupil or his family. (Op-Elem, Sec, C)

1140. Language

The language or languages spoken by the pupil, if the pupil does not speak English. (Op-All)

**FAMILY AND RESIDENCE INFORMATION
2000 Series**

Information recorded under this heading concerns members of the pupil's family and the place of residence of the pupil.

2100. Paternal Information

Paternal information concerns the man having parental, or guardianship, responsibility for the pupil. In this handbook, this person is referred to as the pupil's "male parent."

2110. Name of Male Parent

The last name, first name, and middle initial of the pupil's male parent. This name should not be included under item 2331, Name of the Head of Household. If applicable, an entry such as "no information available," "deceased," or "none" may be substituted for this name. In addition, if the pupil resides in a foster home or in a residential institution, the name of the foster parent(s) or the name of the superintendent and his institution should be entered under this heading. (Rec-Elem, Sec. C)

2120. Relationship of Male Parent to Pupil

The nature of the relationship of the male parent to the pupil, e.g., father, stepfather, grandfather, uncle, or other relationship. (Op-Elem, Sec. C)

2130. U.S. Citizenship Status of Male Parent

The United States citizenship status of the pupil's male parent. (Op-Elem, Sec. C)

2130.10 Citizen—A citizen of the United States, whether by birth or by naturalization. (Op-Elem, Sec. C)

2130.20 Noncitizen—Not a citizen of the United States, whether admitted to the United States for permanent residence or admitted as a nonimmigrant visitor. (Op-Elem, Sec. C)

2140. Education of Male Parent

The extent of formal education of the pupil's male parent, i.e., the highest grade of school completed or the highest degree received. (Rec-Elem, Sec; Op-C)

2150. Occupation of Male Parent

The nature of the work actually performed by the pupil's male parent and the name of his employer. If the pupil's male parent is a migrant worker or is unemployed, disabled, or retired, this fact should be recorded under this heading. (Rec-Elem, Sec)

2200. Maternal Information

Maternal information concerns the woman having parental, or guardianship, responsibility for the pupil. In this handbook, this person is referred to as the pupil's "female parent."

2210. Name of Female Parent

The married name, first name, and maiden name of the pupil's female parent. This name should not be included under item 2331, Name of the Head of Household. If

applicable, an entry such as "no information available," "deceased," or "none" may be substituted for this name. (Rec-Elem, Sec, C)

2220. Relationship of Female Parent to Pupil

The nature of the relationship of the female parent to the pupil, e.g., mother, stepmother, grandmother, aunt, or other relationship. (Op-Elem, Sec, C)

2230. U.S. Citizenship Status of Female Parent

The U.S. citizenship status of the pupil's female parent. (Op-Elem, Sec, C)

2230.10 Citizen—A citizen of the United States, whether by birth or by naturalization. (Op-Elem, Sec, C)

2230.20 Noncitizen—Not a citizen of the United States, whether admitted to the United States for permanent residence or admitted as a nonimmigrant visitor. (Op-Elem, Sec, C)

2240. Education of Female Parent

The extent of formal education of the pupil's female parent, i.e., the highest grade of school completed or the highest degree received. (Rec-Elem, Sec; Op-C)

2250. Occupation of Female Parent

The nature of the work usually performed by the pupil's female parent, if other than a homemaker, and the name of her employer. If the pupil's female parent is a migrant worker, or is unemployed, disabled, or retired, this fact should be recorded under this heading. (Rec-Elem, Sec)

2300. Residence Information

Residence information concerns the place where the pupil and his family reside.

2310. Residence Address(es)

The residence address in each of the following items of information includes, wherever applicable, the number of the house (or hotel name and room number; or apartment name and apartment number) and the names of the street, subdivision or trailer park, city, ZIP code, county or RFD, and State where the individual resides. If the name of the town in which the pupil lives is different from his post office address, this fact should be indicated.

2311. Residence Address of Pupil

The current residence address of the pupil. (Rec-All)

2312. Residence Address of Male Parent

The current residence address of the pupil's male parent, if not the same as the address recorded under item 2311. If such address is not known, this fact should be noted. (Op-Elem, Sec, C)

2313. Residence Address of Female Parent

The current residence address of the pupil's female parent, if not the same as the address recorded under item 2311. If such address is not known, this fact should be noted. (Op-Elem, Sec, C)

2314. Location of Pupil Residence

An indication as to whether the pupil resides within or outside the administrative unit.

2314.10 Within Administrative Unit (Rec-All)

2314.20 Outside Administrative Unit (Rec-All)

2320. Telephone Number(s)

The telephone number of each of the following designated telephones. If the individual has no telephone, this fact should be indicated.

2321. Residence Telephone Number of Pupil

The current residence telephone number of the pupil. (Op-All)

2322. Residence Telephone Number of Male Parent

The current residence telephone number of the pupil's male parent, if not the same as the telephone number recorded under item 2321. (Op-Elem, Sec)

2323. Residence Telephone Number of Female Parent

The current residence telephone number of the pupil's female parent, if not the same as the telephone number recorded under item 2321. (Op-Elem, Sec)

2330. Head of Household (if other than the pupil or his parents)

Information regarding the head of the household in which the pupil resides (if other than a person identified in items 2110 and 2210 and if the pupil himself is not the head of the household).

2331. Name of the Head of Household

The last name, first name, and middle initial of the head of the household in which the pupil resides. (Rec-Elem, Sec)

2332. Relationship of the Head of Household to Pupil

The relationship to the pupil of the adult identified in item 2331 as "Head of Household", e.g., legal guardian, foster father, foster mother, other relationship, and no relationship. (Op-Elem, Sec)

2340. Brothers and Sisters Living in the Household

The names and birth dates of brothers and sisters living in the household in which the pupil resides. (Rec-Elem, Sec)

2350. Others Living in the Household

A listing of individuals living in the household other than the pupil, his parents or the head of the household, and the pupil's brothers and sisters. (Op-Elem, Sec)

2360. Language Spoken in the Residence

The language or languages customarily spoken by members of the household in which the pupil resides, if other than English, e.g., Spanish, French, German, or Italian. (Rec-Elem, Sec)

2400. Person(s) To Be Notified in Case of Emergency

Under this heading are recorded the name, relationship, address, and residence and business telephone numbers of any individual designated as a person to be notified in case of emergency, along with any special instructions for locating this individual. (Op-All)

**PHYSICAL HEALTH INFORMATION
3000 Series**

Information under this heading concerns various aspects of the pupil's physical growth and development, and his record of physical impairments, diseases, illnesses, surgery, immunizations, and restrictions.

When a physical examination is made and the findings (including the identification of exceptionality) are recorded under the headings of this section, the individual making the examination or identification should be technically or professionally qualified to do so. All entries recorded under the headings of this section should be dated.

Some of the information which might be recorded under the following headings may be of a confidential nature and should be used and transferred with discretion.

3010. Physical Growth and Development

Under this heading is information about aspects of the pupil's physical growth and development, including his height, weight, vision, hearing, and the condition of his teeth.

- 3011. *Height*—Height (with shoes removed) expressed in inches. (Op-Elem, Sec, C)
- 3012. *Weight*—Weight (in ordinary clothing with shoes removed) expressed in pounds. (Op-Elem, Sec, C)
- 3013. *Vision*—Vision, expressed as normal or extent of deviation from normal for each eye, uncorrected and corrected with eye glasses, along with the name of the vision test. (Rec-Elem, Sec, C)
- 3014. *Hearing*—Hearing in each ear, expressed as normal or degree of hearing loss in decibels in the speech range, along with the name of the hearing test and the type of instrument used. (Rec-Elem, Sec, C)
- 3015. *Teeth*—The condition of the teeth, e.g., the number of teeth decayed, missing, and filled; and the condition of the gums. (Op-Elem, Sec, C)

3020. Physical Impairments

A record of the nature and degree of physical impairments which might or do affect the pupil's normal progress in the usual school program, such as asthma, epilepsy, cerebral palsy, diabetes, an allergy, a heart condition, a crippling condition, a physical developmental problem, and an impairment of sight, hearing, and speech. (Rec-Elem, Sec, C; Op-A)

3030. Diseases and Illnesses

A record of each disease or illness contracted which might or does affect the pupil's school performance, including the name of the disease or illness, the month and year of occurrence, and other pertinent information, e.g., the extent of any resulting disability. (Rec-Elem, Sec, C)

3040. Surgery

A record of surgery undergone which might or does affect the pupil's school performance. (Rec-Elem, Sec, C)

3050. Injuries

A record of injuries sustained by the pupil which might or do affect his school performance. (Rec-Elem, Sec, C)

This record of injuries sustained by the pupil is not to be confused with the accident report, often maintained for administrative use and not as a part of the pupil's cumulative

record, which usually includes information about all injuries sustained by pupils while the school has responsibility for these pupils, e.g., the nature of each injury; the date, time, location, and circumstances of the accident; and the names of witnesses.

3060. Immunizations

A record of each immunization and immunity test administered to the pupil, including inoculations and vaccinations. (Rec-Elem, Sec, C)

3070. Physical Examinations

A record of school-required physical examinations administered to the pupil, including the significant findings of the examinations. Findings of other physical examinations, if available from medical authorities, may be recorded here. (Rec-Elem, Sec; Op-C)

3080. Referrals for Physical Reasons

A record of referrals for physical reasons, including information about the nature of each referral, the reason for the referral, the person or agency to whom the referral is made, and the name and position of each person recommending the referral. (Rec-Elem, Sec, C; Op-A)

3090. Type of Physical Exceptionality

The group or groups into which individuals may be classified when identified by professionally qualified personnel, on the basis of atypical physical characteristics, as requiring special educational planning and services, whether or not such services are available, e. g., the blind, the partially seeing, the deaf, the hard of hearing, the speech impaired, the crippled, and those having special physical health problems resulting from various diseases and conditions. Information about individuals identified as exceptional on the basis of atypical mental, emotional, and/or behavioral characteristics should be included under item 4040. (Rec-Elem, Sec, C; Op-A)

3110. Restrictions or Limitations on School Activities

A record of each restriction or limitation placed upon the pupil's activities at school because of physical impairments and handicaps (as noted in items 3010 through 3050), including the nature of the restriction or limitation, its cause, its duration, and the name, title, and position of the person recommending the restriction or limitation. (Rec-Elem, Sec, C)

3120. Specific Information and Instructions

Specific information and instructions relating to medical examinations and treatments.

3121. *Pupil's Physician*—The name, address, telephone number, and other pertinent information concerning the pupil's physician. (Rec-All)
3122. *Pupil's Dentist*—The name, address, telephone number, and other pertinent information concerning the pupil's dentist. (Rec-Elem, Sec, C)
3123. *Specific Medical Instructions*—Specific instructions for medical treatment, e.g., "no penicillin due to allergy," "no iodine due to sensitivity," and "no tetanus antitoxin due to allergy to serum." (Rec-All)
3124. *Waivers*—Special notation if, for any reason, the pupil has been granted a waiver and is not required to submit to certain medical examinations or treatments. The reason for granting the waiver should be specified. (Rec-Elem, Sec, C)

**Standardized Tests; Behavioral and Psychological Information
4000 Series**

Information recorded under this heading concerns the pupil's mental, emotional, and behavioral characteristics, as indicated by the results of standardized tests and inventories and by the findings of psychological appraisals.

When an examination is made and the findings (including the identification of exceptionality) are recorded under the headings of this section, the individual making the examination or identification should be technically or professionally qualified to do so.

Some of the information which might be recorded under the following headings may be of a confidential nature and should be used and transferred with discretion.

4010. Standardized Tests and Inventories

Complete information for each standardized test, subtest, and inventory taken by the pupil including the date of administration, the name of the test, the publisher and copyright date, the level (e.g., primary, elementary, secondary, or adult), the form (e.g., A, B, C; or Am, Bm; or 1A, 2A; etc.), the pupil's test score, the type of score (e.g., raw score or scaled score), the norm group (e.g., national, regional, State, local city, or local school), and the kind of norm (e.g., per-

centile, stanine, age-equivalent, or grade-equivalent). (Rec-All)

4020. Referrals for School Work

Information about instances in which the pupils are referred to a person or agency for assistance or guidance related to school work. (Op-All)

4030. Referrals for Mental, Emotional, and Behavioral Reasons

A record of referrals for mental, emotional, and behavioral reasons, including information about the nature of each referral, the reason for the referral, the person or agency to whom the referral is made, and the name and position of each person recommending the referral. Furthermore, the diagnosis and recommendation of the person or agency to whom the referral is made should become a part of the record if available. (Rec-Elem, Sec, C; Op-A)

4040. Type of Mental, Emotional, and Behavioral Exceptionality

The group or groups into which individuals may be classified when identified by professionally qualified personnel, on the basis of atypical mental, emotional, and/or behavioral characteristics, as requiring special educational planning and services, whether or not such services are available, e.g., the intellectually gifted, the mentally retarded (educable, trainable, or custodial), the emotionally disturbed, and the socially maladjusted. Information about individuals identified as exceptional on the basis of atypical physical characteristics should be included under item 3090. (Rec-Elem, Sec, C; Op-A)

ENROLLMENT INFORMATION

5000 Series

Enrollment information is a broad category which includes information about the pupil's entrance into the situation in which he will receive instruction (e.g., school, class, and instruction by correspondence), his membership (including attendance, absence, tardiness, and dismissal), and his withdrawal (including completion of school work, transfer, dropout, and death).

5100. Entrance Information

Information recorded under this heading concerns the entrance or reentrance of the pupil into a school or other instructional situation. This information classifies the entering pupil by type of entry (i.e., original entry, reentry, or other entry) and includes a description of the situation in

which he is to receive instruction (e.g., the instructional organization entered, grade entered, location of instruction, and type of class entered). (See table 1, page 73, for a tabular presentation of entrance information.)

5110. Type of Entry

A pupil entering a school or other instructional situation is referred to as an entry. A pupil entering an elementary or secondary school during the regular school term is classified as an original entry (item 5110.10) or a reentry (item 5110.20). A pupil entering an elementary or secondary school during the summer school term, or entering junior college or an adult education instructional organization at any time during the year, is classified under item 5110.90, Other Entry.

An original entry is a pupil who enters elementary or secondary school for the first time during a given regular school term in a *given State*.¹ There are two types of original entries, designated by the symbols *E1* and *E2*. The symbol *E1* designates pupils who enter for the first time during a *given regular school term* either a public or nonpublic school in the United States or its outlying areas. The symbol *E2* designates pupils who previously entered a public or nonpublic school in another State during the regular school term, but who have not previously entered a school in the given State. The number of original entries is a cumulative total; this number increases during the term and never decreases.

A reentry is an entering pupil who previously entered any class in the same elementary or secondary school or any class in another school in the same State during a *given regular school term*. The categories of reentry are designated by the symbols *R1* through *R7*, as defined in item 5110.20. (In every case, pupils in this category have already been recorded during this regular school term as original entries in some school in the same State.)

For a given regular school term, the number of original entries in the *United States* is the sum of *E1*'s in public and nonpublic schools, including laboratory, model, and practice schools.

For a given regular school term, the number of original entries in a *State* is the sum of *E1* and *E2* in public and

¹ In this handbook, the term *State* refers to any State or outlying area of the United States.

nonpublic schools, including laboratory, model, and practice schools.

For a given regular school term, the number of entries in a given administrative unit is the sum of E1, E2, and reentries from within the State, but outside the administrative unit (R4 and R5, plus R7's who have not previously entered a school in this administrative unit during the current regular school term).

For a given regular school term, the number of entries in a given school is the sum of the original entries (E1 and E2) and reentries from outside the school (R2, R3, R4, and R5; plus R7's who have not previously entered this school during the current regular school term).

5110.10 Type of Original Entry

5110.11 *Original Entry for the United States (E1)*—A pupil who for the first time in the United States or its outlying areas enters either a public or nonpublic elementary or secondary school during the regular school term for which the report is made. (Rec-Reg)

5110.12 *Original Entry Transferred From Another State (E2)*—An entering pupil who previously has entered a public or nonpublic elementary or secondary school in another State during the regular school term for which the report is made, and who has not previously entered a school in this State during this regular school term. (Rec-Reg)

5110.20 Type of Reentry

5110.21 *Reentry From Within the Same School (R1)*—A pupil received from another room within the same elementary or secondary school. (This applies only where homeroom registers are kept and is used in situations in which the pupil's name has been transferred from one homeroom register to another because of a transfer, promotion, or demotion within the same school.) (Rec-Reg)

5110.22 *Reentry From a Public School in the Same Local Administrative Unit (R2)*—A pupil received from a public school, located in the same local administrative unit, which he entered earlier in the current regular school term. (Rec-Reg)

- 5110.23 *Reentry From a Nonpublic School in the Same Local Administrative Unit (R3)*—A pupil received from a nonpublic school, located in the same local administrative unit, which he entered earlier in the current regular school term. (Rec-Reg)
- 5110.24 *Reentry From a Public School in the State, but Outside the Local Administrative Unit (R4)*—A pupil received from a public school, located in the same State but outside the local administrative unit, which he entered earlier in the current regular school term. (Rec-Reg)
- 5110.25 *Reentry From a Nonpublic School in the State, but Outside the Local Administrative Unit (R5)*—A pupil received from a nonpublic school, located in the same State but outside the local administrative unit, which he entered earlier in the current regular school term. (Rec-Reg)
- 5110.26 *Reentry From the Same Room in the Same School After Withdrawal or Discharge (R6)*—A pupil who returns to the same room in the same school after withdrawal or discharge from this room earlier in the current regular school term, and who has not entered any other school during the intervening period. (Rec-Reg)
- 5110.27 *Reentry From Another State or Country (R7)*—A pupil received directly from a school in another State or country who previously entered a school in this State during the current regular school term. (Rec-Reg)

5110.90 Other Entry

This heading includes any pupil who enters an elementary or secondary school during the summer school term or enters a junior college or an adult education instructional organization. If a more detailed classification is desired, such a pupil may be further classified under this heading in a manner similar to that presented in items 5110.10 and 5110.20. (Op-SS, C, A)

5120. School From Which Incoming Pupil Is Received

The name and complete address of the school from which an incoming pupil is received, including the official name of the district. (Rec-Elem, Sec, C; Op-A)

5130. Highest Instructional Level Previously Completed by Adult Education Pupil

An indication of the highest instructional level previously completed by a pupil who registers for adult education.

5130.10 *Eighth Grade Not Completed* (Rec-A)

5130.20 *Eighth Grade Completed* (Rec-A)

5130.30 *Secondary School Completed (12th Grade)* (Rec-A)

5130.40 *College Completed (Bachelor's Degree)* (Rec-A)

5140. Instructional Organization Entered

The classification of the entering pupil according to the type of instructional organization in which he is to receive instruction. An instructional organization is a school or other organizational arrangement which provides instruction of a given type or types, i.e., elementary school instructional organization, secondary school instructional organization, junior college instructional organization, and adult education instructional organization. (This classification corresponds roughly to the "Program Areas" presented in Handbooks II and III.)

5140.10 Elementary School Instructional Organization

*An elementary school is a school classified as elementary by State and local practice and composed of any span of grades not above grade eight. A nursery school or kindergarten school is included under this heading only if it is an integral part of a regularly established school system. A pupil who enters an elementary school instructional organization is classified under the following headings according to the school term for which he enters:

5140.11 *Regular School Term*—A period of time designated by the board of education when school is to be in session unless legally discontinued; usually 8 to 10 months in duration, a regular school term may be interrupted by one or more vacations. (Rec-Elem)

5140.12 *Summer School Term*—The school term taking place in the summer during the period between the end of one regular school term and the beginning of the next regular school term. (Rec-Elem)

5140.20 Secondary School Instructional Organization

A secondary school is a school comprising any span of grades beginning with the next grade following the elementary school and ending with or below grade 12. A pupil who enters a secondary school instructional organization during the regular school term is classified under items 5140.21 through 5140.26, according to the organization of the school. A pupil who enters any secondary school instructional organization during the summer school term is classified under item 5140.27.

- 5140.21 *Junior High School*—A separately organized and administered secondary school intermediate between the elementary and senior high schools, usually including grades 7, 8, and 9 (in a 6-3-3 plan) or grades 7 and 8 (in a 6-2-4 plan). (Rec-Sec)
- 5140.22 *Undivided High School*—A secondary school served by one faculty organized under one principal which includes more than four grades (as in a 6-6 or 7-5 plan), is not divided on a junior and senior basis, and is not preceded by a junior high school in the same school system. (Rec-Sec)
- 5140.23 *Junior-Senior High School*—A secondary school organized on a junior-senior basis and administered under one head as one unit. This includes secondary schools organized on a 2-year junior and a 4-year senior high school plan, a 3-year junior and a 3-year senior high school plan, and any other plan based on a junior-senior organization. (Rec-Sec)
- 5140.24 *Senior High School*—A secondary school offering the final years of high school work necessary for graduation and invariably preceded by a junior high school. (Rec-Sec)
- 5140.25 *Four-Year High School*—A 4-year secondary school immediately following the elementary school in an 8-4 plan or, in some instances, a 7-4 plan. (Rec-Sec)
- 5140.26 *Other High School*—A secondary school other than those in items 5140.21 through 5140.25, such as the *incomplete regular high school* and any newly organized high school that ultimately will have

additional grades. A pupil entering a secondary school exclusively for adults and out-of-school youth should be included under item 5140.41. (Rec-Sec)

5140.27 *Summer School Term*—The school term taking place in the summer during the period between the end of one regular school term and the beginning of the next regular school term. (Rec-Sec)

5140.30 *Junior College Instructional Organization*

A junior college is an institution of higher education which offers usually the first 2 years of college instruction, frequently grants an associate degree, and does not grant a bachelor's degree. It is either an independently organized institution (public or non-public) or an institution which is a part of a public school system or an independently organized system of junior colleges. Offerings include transfer and/or terminal programs at the postsecondary instructional level and may also include adult education programs.

One type of junior college is the community college. Though the term "community college" sometimes is used more broadly, the term is limited in this handbook to junior colleges, operated by boards of education of local basic administrative units (including the independent local board for one or more community colleges), which offer instruction adapted in content, level, and schedule to the needs of the communities in which they are located.

A pupil who registers for instruction in a junior college instructional organization is classified under one of the items listed below according to the objective of the pupil in the program in which he is to receive instruction. If a college wishes, it also may classify the pupil according to the general content of his program of instruction, e.g., a general education program or an occupational program. In this manner, a college may, if it wishes, identify pupils registering for instruction in types of programs such as terminal-occupational programs and terminal-general education programs.

5140.31 *Transfer Program*—A program of instruction yielding credits which are normally acceptable by 4-year colleges and universities at full (or virtually full) value toward a bachelor's degree. (Rec-C)

- 5140.32 *Open-ended Program*—A program of instruction of an occupational or terminal nature designed, often in cooperation with one or more 4-year colleges or universities, so that credits earned may be applicable, at least in part, toward the bachelor's degree. (Rec-C)
- 5140.33 *Terminal Program*—A program of instruction that is completed in less than 4 years and is designed to provide general education or occupational training for individuals who are not planning to enter a bachelor's degree program; credits earned normally are creditable toward an associate degree. (Rec-C)
- 5140.34 *Adult Education Program*—The program of instruction provided by a junior college for adults and out-of-school youth. Activities which are primarily social, recreational, or for the purpose of producing goods are not included here but are included under item 5140.39, Other Activity. (Rec-A)
- 5140.39 *Other Activity*—A forum, meeting, or activity which is not included under items 5140.31, 5140.32, 5140.33 and 5140.34. This includes activities which are primarily social, recreational, or for the purpose of producing goods. (Op-C, A)

5140.40 Adult Education Instructional Organization

Adult education is instruction which provides opportunity for adults and out-of-school youth to further their education. This instruction may be offered through a separate adult education instructional organization of a school system (such as an evening school or an adult trade, technical, or vocational school), through an adult education program of a college, or through some other arrangement. A pupil who registers for instruction or other activity in a separate adult education instructional organization is classified under item 5140.41 or item 5140.49. A pupil who registers for instruction or other activity in an adult education program of a junior college instructional organization is included under item 5140.30, Junior College Instructional Organization.

If desired, a pupil in adult education may be classified according to instructional level entered,

i.e., elementary instructional level, secondary instructional level, postsecondary instructional level, and instructional level not assigned. While most pupils in adult education receive their instruction in courses to which an instructional level has not been assigned, adult education often includes instruction at the elementary and secondary instructional levels in classes, through correspondence, or by other means. Adult education also includes instruction at the postsecondary instructional level for which credit is not given toward a degree or toward the completion of a terminal program. An adult who enters an elementary or secondary school instructional organization is considered an elementary or secondary school pupil and is counted in the appropriate classification under items 5140.10 or 5140.20.

5140.41 *Adult Education Program*—The program of instruction provided by an adult education instructional organization for adults and out-of-school youth. Activities which are primarily social, recreational, or for the purpose of producing goods are not included here but are included under item 5140.49, Other Activity. (Rec-A)

5140.49 *Other Activity*—A forum, meeting, or activity which is primarily social, recreational, or for the purpose of producing goods. (Op-A)

5150. Grade Entered

The grade entered by the pupil.

5150.91 *Nursery*—A beginning group or class that is organized to provide educational experiences for children during the year or years preceding the kindergarten. (Rec-Elem)

5150.00 *Kindergarten*—A group or class that is organized to provide educational experiences for children during the year immediately preceding the first grade. In some school systems such a group is called "preprimary" or "junior primary." (Rec-Elem)

5150.01 *Grade 1*—The first of the primary grades. This often is the first grade of compulsory school attendance and follows kindergarten, where kindergarten is provided. (Rec-Elem)

- 5150.02 *Grade 2*—The grade immediately following the first grade. (Rec-Elem)
- 5150.03 *Grade 3*—The grade immediately following the second grade. This often is considered to be the final grade of the primary grades. (Rec-Elem)
- 5150.04 *Grade 4*—The grade immediately following the third grade. This often is the grade immediately following the primary grades and the initial grade of the intermediate elementary grades. (Rec-Elem)
- 5150.05 *Grade 5*—The grade immediately following the fourth grade. (Rec-Elem)
- 5150.06 *Grade 6*—The grade immediately following the fifth grade. This often is considered to be the final grade of the intermediate elementary grades. This is the final grade of the elementary school in a 6-3-3, a 6-6, or a 6-2-4 plan. (Rec-Elem)
- 5150.07 *Grade 7*—The grade immediately following the sixth grade. This often is the initial grade of the upper elementary grades, as in an 8-4 plan. This is the initial grade of the junior high school in a 6-3-3 or 6-2-4 plan. (Rec-Elem, Sec; Op-A)
- 5150.08 *Grade 8*—The grade immediately following the seventh grade. This is the final grade of the elementary school in an 8-4 plan or the final grade of junior high school in a 6-2-4 plan. (Rec-Elem, Sec; Op-A)
- 5150.09 *Grade 9*—The grade immediately following the eighth grade. This is the final grade of junior high school in a 6-3-3 plan, the initial grade of senior high school in a 6-2-4 plan, or the initial grade of the 4-year high school in an 8-4 plan. (Rec-Sec; Op-A)
- 5150.10 *Grade 10*—The grade immediately following the ninth grade. This is the initial grade of senior high school in a 6-3-3 plan. (Rec-Sec; Op-A)
- 5150.11 *Grade 11*—The grade immediately following the 10th grade. (Rec-Sec; Op-A)
- 5150.12 *Grade 12*—The grade immediately following the 11th grade. This usually is the final grade of high school. (Rec-Sec; Op-A)

- 5150.13 *Grade 13*—The grade immediately following the 12th grade. This usually is the initial grade of the college level. (Rec-C; Op-A)
- 5150.14 *Grade 14*—The grade immediately following the 13th grade. In the junior college, this usually is the final grade. (Rec-C)
- 5150.15 *Grade 15*—The grade immediately following the 14th grade. (Rec-C)
- 5150.95 *High School Postgraduate*—A designation for all pupils who, after graduating from high school (grade 12), enter a secondary school for additional school work. (Rec-Sec)
- 5150.99 *Ungraded*—A class which has not been assigned a grade designation and cannot be classified according to items 5150.91, 5150.00, 5150.01 to 5150.15, and 5150.95. This includes regular classes which have no grade designations, many special classes for exceptional pupils, and many adult education classes. Ungraded classes sometimes are referred to as "nongraded." (Rec-All)

5160. Location of Instruction

The location where the pupil is to receive all or a major portion of approved instruction, e.g., a day school facility, a residential school facility, the home of the pupil, and a hospital facility. γ

- 5160.10 *School Facility*—A building or site belonging to or used by a school or school system for school purposes. (Rec-Elem, Sec)
- 5160.11 *Day School Facility*—A building or site belonging to or used by a day school. (Rec-Elem, Sec)
- 5160.12 *Residential School Facility*—A building or site belonging to or used by a residential school. (Rec-Elem, Sec)
- 5160.20 *Home of Pupil*—The home or residence of the pupil. (Rec-Elem, Sec)
- 5160.30 *Hospital Facility*—A building or site belonging to or used by a hospital, sanatorium, convalescent home, or mental health clinic. (Rec-Elem, Sec)
- 5160.90 *Other Facility*—A facility other than a day school facility, a residential school facility, a hospital facility, or the home of the pupil. (Rec-Elem, Sec)

5170. Type of Class

The type of class or classes in which the pupil is to receive approved instruction.

5170.10 Regular Class—The general type of class in which most pupils receive instruction, including most classes other than those which are composed of exceptional pupils. (Rec-All)

5170.20 Special Class for Exceptional Pupils—A class, composed of exceptional children, or adults identified as exceptional, for whom a program of special education is provided. Such a class should be identified according to the type of exceptionality of the pupils served. Some exceptional pupils may be in regular classes and should be counted under item 5170.10 rather than item 5170.20. Other exceptional pupils may be in both regular classes and special classes and should be counted under item 5170.30. (Rec-All)

5170.30 Both Regular and Special Classes—An arrangement in which exceptional pupils receive a portion of their instruction in one or more special classes for exceptional pupils and the remainder of their instruction in one or more regular classes. (Rec-All)

5170.40 Individual Instruction—An arrangement whereby a pupil receives instruction by himself and not as part of a class. (Rec-All)

5170.90 Other—A type of class, or an arrangement, other than those included in items 5170.10 to 5170.40. (Rec-All)

5180. Principal Means of Instruction

The principal means by which the pupil receives approved instruction in his total school program.

5180.10 Direct Teacher Contact—Face-to-face instruction by a teacher. (Rec-All)

5180.20 Television, Radio, or Telephone—Approved instruction received by television, radio, telephone, or other similar device. (Rec-All)

5180.30 Correspondence—Approved instruction which provides for the systematic exchange between teacher and pupil of materials sent by mail. (Rec-All)

5180.90 Other—Approved instruction other than that provided by the means included in items 5180.10, 5180.20, and 5180.30. (Rec-All)

5190. Time Status

5190.10 Full-Time Pupil—A pupil who is carrying a full course load, as determined by the State or the local school system. (Rec-Reg, C; Op-A)

5190.20 Part-Time Pupil—A pupil who is carrying less than a full course load, as determined by the State or the local school system. (Rec-Reg, C; Op-A)

5210. School and Teacher

5211. Name and Address of School Entered (Rec-All)

5212. Name of Teacher(s) to Whom Assigned (Op-All)

5300. Membership and Attendance Information

Membership and attendance information concerns various aspects of the pupil's membership, attendance, absence, tardiness, and early departure.

Information regarding measures related to membership and attendance is presented in chapter 5. Among these measures are "average daily attendance," "percentage of attendance," and "average daily membership."

5310. Number of Days of Membership

The number of days a pupil is present and absent when school is in session during a given reporting period. (Rec-Reg; Op-SS, A)

A pupil is a member of a class or school from the date he enters until he withdraws. During this period, the pupil is either present or absent on each day (or half day) during which school is in session. The date of withdrawal from membership is the first day after the date of last attendance, if known; otherwise, the date of withdrawal is considered to be the date on which it becomes known that the pupil left.

The sum of the days present and absent of all pupils when school is in session during a given reporting period is termed "aggregate days membership."

A day in session is a day on which the school is open and the pupils are under the guidance and direction of teachers. On some days the school plant may be closed and the student body as a whole engaged in school activities outside the school plant under the guidance and direction of teachers. Such days should be considered as days in session. Days on which school is closed for such reasons as holidays, teachers'

institutes, and inclement weather should not be considered as days in session.

5320. Number of Days of Attendance

The number of days a pupil is present and under the guidance and direction of a teacher while school is in session during a given reporting period. The sum of the days present (actually attended) of all pupils when school is in session is termed "aggregate days attendance." (Rec-Reg; Op-SS, C, A)

Attendance is the presence of a pupil on days when school is in session. A pupil may be counted present only when he is actually at school or is present at another place at a school activity which is sponsored by the school, is a part of the program of the school, and is personally supervised by a member or members of the school staff. This may include field trips, athletic contests, music festivals, student conventions, and similar activities when officially authorized under policies of the local school board. It does not include "making up" schoolwork at home, or activities supervised or sponsored by private individuals or groups.

A day of attendance is a schoolday during which a pupil is present for an entire school session under the guidance and direction of teachers. When a pupil is present for only part of the session, his attendance should be counted according to the nearest half day of attendance. If overcrowded conditions make it necessary for a school to hold two separate sessions per day, a pupil attending for all of either session should be considered as having completed a full day of attendance. An excused absence during examination periods or because of sickness or for any other reason should not be counted as a day of attendance. Attendance at a State-approved half-day session for kindergarten or nursery also should be considered as a full day of attendance; for example, if one group of 100 pupils attends a nursery in the morning and a different group of 100 pupils attends in the afternoon, the aggregate attendance for the day is 200.

5330. Number of Days of Absence

The number of days a pupil is absent when school is in session during a given reporting period. (Rec-Reg; Op-SS,A)

A pupil absence is nonattendance of a pupil on a day or half when school is in session. Any pupil must be counted absent who is not physically present at school or at a school activity.

A day of absence is a schoolday during which a pupil is in membership but not in attendance.

5340. Reason for Absence

The primary cause for an absence, e.g., illness of pupil, medical or dental appointment, quarantine, physical injury, illness in family, death in family, travel with family, inclement weather, impassible roads, truancy, legal or illegal employment, attendance at court, temporary suspension, and religious holiday. (See item 5330 above for definition of *absence*.) (Op-Elem, Sec, C)

5350. Referrals Because of Absences

A record of referral actions taken because of absences, including the date of each referral, the person to whom the referral was made, and the name and position of each person recommending a referral. (Op-Elem, Sec)

5360. Number of Times Tardy

The number of times a pupil is tardy during a given reporting period. (Rec-Elem, Sec)

Tardiness is absence of a pupil at the time a given class and/or half day of attendance begins, provided that the pupil is in attendance before the close of that class or half day.

5370. Number of Early Departures

The number of early departures of a pupil during a given reporting period. (Rec-Elem, Sec)

Early departure is approved leaving of school on a regular schedule before the official close of the school session.

5400. Withdrawal Information

Withdrawal information is information about pupils who withdraw from membership in a class, grade, or school by transferring, by completing schoolwork, by dropping out, and because of death. Such information should be recorded about all pupils who withdraw from membership, whether they withdraw during the regular school term or between regular school terms. The date of withdrawal from membership is the first day after the date of last attendance, if known; otherwise, the date of withdrawal is considered to be the date on which it becomes known officially that the pupil left.

5410. Transfer

A pupil who leaves one class, grade, or school and moves to another class, grade, or school is referred to as a "transfer." Each pupil who transfers from one elementary or secondary class or school to another during a regular school term, or between the completion of one regular school term and the

beginning of the next, is identified with a designation selected from items 5410.10 to 5410.90.

Additional subcategories under existing headings may be developed as deemed appropriate for use in individual school systems. For example, it may be desirable to include subcategories under items 5410.20, 5410.30, and 5410.90 for pupils sent or transferred by legal authority to residential corrective institutions where they take part in instructional programs which can be applied toward the completion of elementary or secondary school programs.

Information about a pupil who transfers from an elementary school to a secondary school or from a junior high school to a senior high school is included under items 5410.20 to 5410.90. Information about a pupil completing high school is included under item 5420, Completion of Schoolwork.

A pupil who transfers from college, adult education, and elementary or secondary summer school may be identified as a transfer by the symbol "T" without further classification.

5410.10 Transfer Within the Same School (T1)—(NOTE:

This applies where homeroom registers are kept.) The pupil's name is transferred during the regular school term from one homeroom register to another because of a transfer, promotion, or demotion within the same school. The transfer of a pupil's name from one homeroom register to another as the result of promotion at the close of the regular school term is not included here but, rather, under item 6140, Progress Information. (Rec-Reg)

5410.20 Transfer to a Public School or Other Instruction Under Public School Supervision in the Same Local Administrative Unit (T2) (Rec-Reg)

5410.30 Transfer to a Nonpublic School Located Within the Same Local Administrative Unit (T3) (Rec-Reg)

5410.90 Transfer to a School Outside the Local Administrative Unit (T4) (Rec-Reg)

5411. School or System to Which Pupil Transfers

The name and address of the school or school system to which the pupil transfers. When the pupil transfers to a location of instruction which is not a school facility, such as instruction at home or instruction within a noneducational institution, the complete address of the location in which he

receives this instruction should be recorded under this heading. (Op-Reg)

5420. Completion of Schoolwork

In this Handbook, schoolwork is considered completed when the pupil graduates from a high school (grade 12) or junior college or otherwise fulfills the requirements for a prescribed program of studies. Midyear or yearend transfer to a higher grade within the same school is not considered as completion of schoolwork. Types of certificates and degrees awarded for the completion of schoolwork are included in term 6150.

5420.10 Graduated From High School or Junior College (C1)—The pupil receives a diploma or degree as formal recognition for the successful completion of a high school or junior college program of instruction. (Rec-Sec, C)

5420.90 Completed Other Schoolwork (C2)—The pupil completes school in an approved manner other than that included under item 5420.10 above and receives a certificate of attendance or a certificate of completion, gains recognition for work as a high school postgraduate, is accepted for early admission to a college or university, or receives other recognition. A pupil receiving a high school equivalency diploma or a high school equivalency certificate is not considered as a withdrawal and therefore is not included under this item; however, the awarding of such a diploma or certificate should be recorded under item 6150.20. (Rec-Sec, C, A)

5430. Dropout

A dropout is a pupil who leaves school, for any reason except death, before graduation or completion of a program of studies and without transferring to another school.

The term "dropout" is used most often to designate an elementary or secondary school pupil who has been in membership during the regular school term and who withdraws from membership before graduating from secondary school (grade 12) or before completing an equivalent program of studies. Such an individual is considered a dropout whether his dropping out occurs during or between regular school terms, whether his dropping out occurs before or after he has passed the compulsory school attendance age, and, where

applicable, whether or not he has completed a minimum required amount of schoolwork.

The term "dropout" also may be applied to pupils withdrawing from junior colleges, adult education programs, and instruction during the summer school term of elementary and secondary schools. If maintained, records about the dropping out of such pupils should be entirely separate from those about pupils dropping out of elementary and secondary schools where they have been in membership during the regular school term.

5430.10 Dropped—The pupil left school before graduation or completion of a program of studies and without transferring to another school. (Rec-Reg; Op-SS, C, A)

5431. Compulsory Attendance Status at Time of Dropping Out

Information regarding the pupil's compulsory attendance status at the time of dropping out. Depending upon compulsory school attendance laws and regulations, this may include, within a given State or local school system, information on the pupil's age, his educational progress, the distance from his residence to the school or school bus route, economic needs of his family, and his employment status. (Rec-Reg)

5432. Reason for Dropping Out

The explanation as to why a pupil dropped out of school. The *one most significant reason* should be indicated for each pupil dropping out of school; additional reasons may be maintained separately if desired. (Op-All)

5432.01 Physical Illness (D1)—The pupil left school because of a physical illness. (Op-All)

5432.02 Physical Disability (D2)—The pupil was excused from school attendance because of a physical impairment or handicap of a permanent or semi-permanent nature. (Op-All)

5432.03 Mental Illness (D3)—The pupil was excused or required to leave school because of a mental illness. (Op-All)

5432.04 Mental Disability (D4)—The pupil was excused from school attendance because of insufficient mental ability for successful participation in the educational program of the school system. (Op-All)

5432.05 Behavioral Difficulty (D5)—The pupil was required to withdraw from school because of behavioral difficulty. (Op-All)

- 5432.06 *Academic Difficulty (D6)*—The pupil left school or was required to leave because of academic difficulty. (Op-All)
- 5432.07 *Lack of Appropriate Curriculum (D7)*—The pupil left school because the curriculum was not appropriate for his needs. (Op-All)
- 5432.08 *Poor Pupil-Staff Relationships (D8)*—The pupil left school because of poor relationships with members of the school staff. (Op-All)
- 5432.09 *Poor Relationships with Fellow Pupils (D9)*—The pupil left school because of poor relationships with fellow pupils. (Op-All)
- 5432.10 *Dislike of School Experience (D10)*—The pupil left school because of an active dislike of one or more aspects of his school experiences, other than those expressed in items 5432.06 through 5432.09. Any such area of dislike should be specified. (Op-All)
- 5432.11 *Parental Influence (D11)*—The pupil left school as a result of parental encouragement to do so. (Op-All)
- 5432.12 *Need at Home (D12)*—The pupil left school to help with work at home. (Op-All)
- 5432.13 *Economic Reasons (D13)*—The pupil left school because of economic reasons, including inability to pay school expenses and inability of parents to provide suitable clothing. (Op-All)
- 5432.14 *Employment (D14)*—The pupil left school to seek or accept employment, including employment required to support parents or other dependents. (Op-All)
- 5432.15 *Marriage (D15)*—The pupil left school because of marriage. (Op-All)
- 5432.16 *Pregnancy (D16)*—The pupil left school or was required to leave because of pregnancy. (Op-All)
- 5432.17 *Other Known Reason (D17)*—The pupil left school or was required to leave for some known reason, other than those of items 5432.01 to 5432.16. Any such reason should be specified, e.g., no school available, and excessive distance from home to school or school bus route. (Op-All)
- 5432.18 *Reason Unknown (D18)*—The pupil left school for a reason which is not known. (Op-All)

5432.19 *New Residence, School Status Unknown (D19)*—The pupil left school upon moving to a new residence, as indicated under items 5433.02 to 5433.09; it is not known if he entered a new school. (Op-All)

5433. Residence After Dropping Out

The residence of the pupil immediately after dropping out of school. The pupil should be identified on the basis of the *one most appropriate residence*. (Op-All)

5433.01 *Same Residence*—The former pupil remained at the same residence. (Op-All)

5433.02 *New Residence of Family*—The former pupil moved with his family to a new residence. (Op-All)

5433.03 *Noneducational Institution*—The former pupil entered a noneducational institution. This includes any hospital, sanatorium, convalescent home, orphanage, corrective institution, or other residential institution where a school program is not in operation. If the pupil enters a residential institution where he takes part in a school program, he is considered a transfer (under item 5410) rather than a dropout (under the items of 5430). (Op-All)

5433.04 *Armed Services*—The former pupil enlisted or was drafted into the armed services. (Op-All)

5433.05 *Other New Residence*—The former pupil established a new residence not included under items 5433.01 to 5433.04, e.g., he moved from the home of his parents to the home of a guardian, from a residential institution to a private home, and, after marrying, to a new residence with his spouse. (Op-All)

5433.09 *No Record of Residence after Dropping Out*. (Op-All)

5440. Death

The pupil's name was removed from the membership roll of the school following his death. A record should be maintained about all such elementary and secondary school pupils who have been in attendance during the regular school term, whether they die during or between regular school terms.

5440.10 *Death of Pupil*—The pupil died. (Rec-Reg; Op-SS, C, A)

5500. Nonentrance Information

Information recorded under this heading concerns individuals, residing in the administrative unit, who are of compulsory school attendance age or of school census age (if these limits are greater) and who have not entered any school during the current regular school term and are not classified as dropouts.

A child of *compulsory school attendance age* who is not required to attend school because of a physical or mental condition or for any other reason is referred to as an "exempted child."

This information should be maintained to whatever limits such recordkeeping is required by law or regulation.

5510. Reason for Not Entering Local Public Elementary or Secondary School

The explanation as to why a child or youth of compulsory school attendance age or of school census age who (a) has never entered school, (b) completed his high school work in an approved manner at the close of the preceding regular school term, as indicated under item 5420, or (c) for some other reason was not in school membership at the close of the preceding term, did not enter any local public elementary or secondary school for the current regular school term. (Op-Reg) If a child or youth was a member of any school at the close of the preceding term but did not transfer, complete his schoolwork, or die and did not enter school for the current term, he is considered a dropout. Information about such a person is recorded under item 5430. In items 5510.60, 5510.70, and 5510.80, a distinction may be made to indicate whether (a) the local public schools currently do not provide services for children having this child's condition, or (b) the local public schools provide services but do not have space available for this child at the present time.

Some of the following items of information may be of a confidential nature and should be used with discretion.

5510.10 Receiving Instruction Elsewhere—The child or youth is receiving instruction in other than a local public school, e.g., instruction in a nonpublic school, instruction in a public school outside the local administrative unit, and private instruction at home. (Op-Reg)

5510.20 Underage—The child has not yet reached the compulsory school attendance age. This information is maintained where required by law or regulation for census or school purposes. (Op-Reg)

- 5510.30 Overage**—The youth has passed the compulsory school attendance age. This information is maintained where required by law or regulation for census or school purposes. (Op-Reg)
- 5510.40 Completion**—The youth has been graduated from high school (grade 12) or has completed some other minimum required amount of schoolwork. (Op-Reg)
- 5510.50 Distance from Residence to School**—The residence of the child or youth is an excessive distance from any suitable school or school bus route. (Op-Reg)
- 5510.60 Physical Condition**—The child or youth has a physical condition (such as a communicable disease, a rheumatic heart, or a severe crippling condition) of such a nature that it seems impossible or unwise to participate in the educational program of the school system. (Op-Reg)
- 5510.70 Mental Disability**—The child or youth has insufficient mental ability for successful participation in the educational program of the school system. (Op-Reg)
- 5510.80 Mental Illness or Behavioral Difficulty**—The child or youth has a mental illness or behavioral difficulty of such a nature that participation in the educational program of the school system seems unwise. (Op-Reg)
- 5510.90 Other Reasons**—Reasons, other than those presented in items 5510.10 to 5510.80, explaining why a child or youth of school age does not enter either a public or nonpublic school, e.g., working to support his family, lack of clothing, lack of sufficient funds, and indifference of parents or child. Reasons presented under items 5420 and 5430 may be used here if appropriate. Whatever the reason may be, it should be specified. (Op-Reg)

PERFORMANCE INFORMATION 6000 Series

Information recorded under this heading concerns certain aspects of the pupil's activities and accomplishments, including those which are a part of the school program, those which are conducted outside the school, and those which are undertaken after he leaves the school.

6100. School Performance Information

School performance information concerns activities and accomplishments within the school program, such as information about the pupil's courses, school activities; grade progression, and the diploma, certificate, or degree awarded for completion of schoolwork.

6110. Area of Specialization

The general combination of courses completed by a pupil enabling him to qualify for a diploma, certificate, or degree for completion of schoolwork. The form and terminology of this information—e.g., general, college preparatory, business, vocational, liberal arts, liberal arts transfer, technical, terminal-occupational, science, and any extensions and variations of such terms—reflect the practice of the local and/or State school system. (Rec-Sec. C; Op-A)

6120. Course Information

A course is an organization of subject matter and related learning experiences provided for the instruction of pupils on a regular or systematic basis, usually for a predetermined period of time (e.g., a semester, a regular school term, and a 2-week workshop). Credit toward graduation or completion of an instructional program generally is given pupils for the successful completion of a course.

In a departmentalized organization, regardless of the instructional level, a course is that portion of the instruction, within a general subject area, which has its own descriptive title and is presented in a prescheduled series of class meetings or, as in the case of instruction by approved correspondence, in a planned series of lessons.

In a nondepartmentalized situation, or in a self-contained class, the designation of a grade may be substituted for the course title (see item 5150).

Pupil course information includes (a) descriptive information about the course itself and the class in which the pupil receives instruction, and (b) information about the pupil's performance in each course taken and in each portion of the instruction for which he receives a mark or report.

Items of information include the following, when applicable:

6121. *Subject Area or Department*—In a departmentalized organization, a major subdivision of the instructional program such as language arts (or English), foreign languages (or French or Spanish), music, art education, vocational educa-

- tion, physical education, mathematics (or arithmetic), and science (or physics or biology). (Op-Elem; Rec-Sec, C, A)
6122. *Descriptive Title*—In a departmentalized organization, the descriptive title by which a course is identified (e.g., American history, English III); in a self-contained class, any portion of the instruction for which a mark is assigned or a report is made (e.g., reading, composition, spelling, etc.; or language arts). (Op-Elem; Rec-Sec, C, A)
6123. *Grade*—A designation applied to the sequential portion of the instructional program which represents the work of one regular school term. In referring to a given course, the term "grade" may indicate that the course normally is intended for pupils of a given grade. For courses normally open to pupils of several grades, each of these grades should be indicated. (Op-Elem, A; Rec-Sec, C)
6124. *Special Pupil Group for Which Course Is Designed*—The nature of any special group of pupils for which a course is designed. This group might be identified by designations such as talented, academically retarded, retarded in reading ability, non-English speaking, physically handicapped, or mentally handicapped (e.g., educable or trainable). (Op-Elem; Rec-Sec, C, A)
6125. *Principal Means of Instruction*—A description of the principal means by which instruction is received in a course, if not received in a classroom, e.g., direct teacher contact, television, correspondence, independent study, and teaching machine. (Op-All)
6126. *Minutes Per Week*—The average number of minutes the class is in session during each week. In departmentalized courses having laboratory work, the minutes per week may be expressed both for the regular classroom meetings and for the laboratory work. (Op-Elem, A; Rec-Sec, C)
6127. *Number of Weeks*—The number of weeks the class is in session. (Op-Elem, A; Rec-Sec, C)
6128. *Mark or Report for Pupil Performance*—Any final mark or report received by the pupil for a course or for a portion of subject matter. An interpretation of marks should be included when this information is sent outside the school system. (Rec-All)
6129. *Credit Received*—The credit or credits awarded for the successful completion of a course, intended to indicate the quantity of course instruction in relation to the total requirements for a diploma, certificate, or degree, according

to the practice of the local and/or State school system. An interpretation of credits should be included when this information is sent outside the school system. In a terminal program, credit often is applied toward completion of schoolwork rather than toward graduation. In a self-contained class, credit is considered given for the successful completion of a regular school term (or a semester). Completion of a grade is recorded under item 6140, Progress Information. (Op-Elem, A; Rec-Sec, C)

6130. Noncourse Activity Information

Information about participation in noncourse activities under the direction of the school, such as student organizations, interscholastic or intramural athletics, entertainments, publications, clubs, band, orchestra, and service activities. This may include honors earned or awarded for participation in noncourse activities, e.g., senior class president, football captain, and editor of yearbook. If an activity is considered a course and credit is given for participation, or participation is required, such information should be included under item 6120, Course Information. (Rec-Elem, Sec, C)

6140. Progress Information

Information about the progress of pupils in full-time school programs in a grade or in an ungraded situation during a given regular school term. This information, usually completed at the close of a regular school term, is used in conjunction with item 5150, Grade Entered.

6140.10 Normal Progress or Promotion—Normal progress and completion of a normal year's work at the grade indicated in item 5150. In a graded situation, this implies promotion or assignment to the next grade. (Rec-Elem, Sec; Op-C, A)

6140.20 Accelerated Promotion—Promotion of a pupil at a rate more rapid than the usual rate. If a pupil receives an accelerated promotion, he thereby condenses or omits time customarily spent in a given grade or course. (Rec-Reg)

6140.30 Nonpromotion—The retaining of a pupil in his current grade at the end of the regular school term or at another time when most pupils are promoted. In an ungraded class, a pupil is considered "not promoted" when he is asked to spend more than the

usual amount of time in the class. (Rec-Elem; Op-Sec)

6140.40 Ungraded Situation—An indication that, because the pupil is in an ungraded situation, it is not appropriate to make use of items 6140.10, 6140.20, and 6140.30 in designating the nature of his progress. (Rec-Elem; Op-Sec)

6141. Reason for Nonpromotion

The primary cause of a nonpromotion as recorded under item 6140.30, e.g., low-quality schoolwork, social inadequacy, insufficient knowledge of the English language (a bilingual situation), and failure to complete the schoolwork for reasons such as prolonged absence, illness, or intellectual inadequacy. (Op-Reg)

6150. Type of Diploma, Certificate, or Degree Received for Completion of Schoolwork

The type of document or title received as recognition for the completion of a program of studies.

6150.10 High School Diploma—A formal document certifying the successful completion of a secondary school program of studies. (Rec-Sec, A)

6150.20 High School Equivalency Diploma or Certificate—A formal document issued by a State department of education or other authorized agency certifying that an individual has met the State requirements for high school graduation equivalency by (a) attaining satisfactory scores on an approved examination, or (b) earning the required number of credits in an organized program of approved instruction. (Rec-Sec, A)

6150.30 Associate Degree—A degree commonly conferred upon a pupil for the successful completion of a 2-year program of studies of a junior college or technical institute. (Rec-C)

6150.40 Certificate of Completion—A document certifying the satisfactory completion of a course or a program of studies. This document frequently is awarded for courses for which credit toward graduation is not granted. This document sometimes is referred to as a "certificate of training." (Rec-Sec, C, A)

6150.50 Certificate of Attendance—A document certifying the presence of a pupil at school during given years or on given days, when this document is awarded in lieu of a diploma or certificate of completion. (Rec-All)

6150.90 Other Certificate or Degree—A document or title, other than those in items 6150.10 to 6150.50, awarded as recognition for the completion of a program of studies. (Op-All)

6160. Academic Honors Information

Information about academic honors won by the pupil, e.g., honor roll information, participation in honors program, and scholarships and prizes won. (Rec-All)

6170. Transcript Requests

Information about requests for a pupil's transcript, e.g., the name of the institution or person requesting the transcript and the data the transcript was sent in response to this request. (Op-All)

6200. Nonschool Performance Information

Nonschool performance information concerns employment of the pupil and other activities performed outside the school, whether performed during school terms or during vacations. Also included under this heading are aspirations and plans of the pupil for postschool vocation, training, and education.

6210. Interests and Plans for Postschool Vocation, Training, and Education.

Information about the pupil's aspirations and plans for vocation, training, and education after leaving the school in which he currently is in membership.

6211. Vocational Interests and Plans—Information about the pupil's vocational interests and plans, other than that information included under item 4010, Standardized Tests and Inventories. (Op-Sec, C, A)

6212. Types of Postschool Training or Education in Which Pupil Is Interested. (Rec-Sec, C; Op-A)

6220. Employment Information

Information about work for pay done by the pupil while in membership during the regular school term or during vacation. The name of the employer should be included. (Op-Sec, C, A)

6230. Employment Permit Information

Information regarding the type of employment permit or certificate issued to the pupil, the number of the permit or certificate, dates of validity, and other pertinent information. (Op-All)

6240. Military Service Status

The nature of the pupil's current (and previous) service with the Armed Forces, e.g., reserve, active, or veteran. (Rec-Sec, C, A)

6250. Other Nonschool Activity Information

Information about participation in activities, other than activities included in items 6220 and 6240, which are neither sponsored by the school nor under the guidance or supervision of staff members but are considered significant in terms of permanent records about pupils. This includes information about the various activities in which the pupil participates outside the school, training received outside the school, honors and recognitions granted for participation in nonschool activities, offices and positions held by the pupil, travel information, hobby information, foreign language abilities, and other special interests and abilities. (Op-Sec, C, A)

6300. Postschool Performance Information

Postschool performance information concerns employment and other activities of the former pupil after he leaves the school.

6310. Postschool Employment Information

6310. *Employer*—The name of the individual, firm, or corporation employing the former pupil after he leaves school, and the address where he works. If the former pupil is not in school and is not employed, this fact may be indicated here. (Op-Sec, C, A)

6312. *Field of Employment*—The nature of the business, industry, or service in which the former pupil is employed after he leaves school. (Op-Sec, C, A)

6313. *Type of Work Performed*—The work performed by the former pupil after he leaves school. (Op-Sec, C, A)

6320. Postschool Education and Training Information

6321. *Type of Postschool Education or Training*—The nature of postschool education or training, e.g., liberal arts, pre-professional, technical, and development of specific vocational skills. (Op-Sec, C, A)

6322. *Institution(s) in Which Enrolled*—The name of each institution in which the former pupil enrolls for postschool education or training. (Op-Sec, C, A)

6323. *Dates of Education or Training*—The dates of postschool education or training in each institution in which the former pupil enrolls. (Op-Sec, C, A)

6324. *Honors and Recognitions Awarded*—Honors and recognitions awarded the former pupil, e.g., membership in societies and offices held. (Op-Sec, C, A)

6330. Military Service Experience

Military service experience of the former pupil, including special training acquired while in the service. (Op-Sec, C, A)

6340. Other Postschool Activities

Notable postschool activities and accomplishments other than information about employment, education, and military service, e.g., elective offices held and books published. (Op-Sec, C, A)

TRANSPORTATION INFORMATION

7000 Series

Information recorded under this heading concerns the transportation of pupils. This information is collected primarily for the use of local administrators and administrators of State programs of transportation. It should be maintained to whatever limits such record-keeping is required by law or regulation.

7010. Transportation Status of Pupil

7010.10 Transported at Public Expense—The pupil is transported between home and school at public expense, whether the school system receives some State transportation aid for the pupil or whether the pupil is transported entirely at local school district expense. For pupils who are transported, additional information may be recorded for local or State use, such as the length of time and the distance the pupil is transported each day, the bus or vehicle number or other vehicle identification information; the bus or vehicle route number or other routing information, and the bus or vehicle run number or other run information. (Rec-Elem, Sec; Op-C)

7010.20 *Provided Room or Board in Lieu of Transportation*—The pupil is provided room or board in lieu of transportation. (Rec-Elem, Sec; Op-C)

7010.30 *Not Transported at Public Expense*—The pupil is not transported between home and school at public expense nor does he receive any service in lieu of transportation. (Rec-Elem, Sec; Op-C)

7020. Vehicle on Which Pupil Is Transported at Public Expense

7020.10 *Publicly Owned Vehicle*—A vehicle owned by a school district, a municipal unit of government, a State government, or the Federal Government. (In this handbook, the designation of schoolbus ownership is based on ownership of the chassis.) (Op-Elem, Sec, C)

7020.11 *Schoolbus* (Op-Elem, Sec, C)

7020.12 *Other Vehicle* (Op-Elem, Sec, C)

7020.20 *Privately Owned Vehicle*—A vehicle which is not publicly owned. (In this handbook, the designation of schoolbus ownership is based on ownership of the chassis.) (Op-Elem, Sec, C)

7020.21 *Schoolbus* (Op-Elem, Sec, C)

7020.22 *Other Vehicle* (Op-Elem, Sec, C)

7030. Eligibility of Pupil for Transportation

7030.10 *Eligible*—The pupil is eligible for transportation between home and school at public expense. (Op-Elem, Sec, C)

7030.11 *Eligible Because of Distance*—The pupil is eligible because of the distance between his home and his school. (Op-Elem, Sec, C)

7030.12 *Eligible Because of Handicap*—The pupil is eligible because of a physical, mental, or emotional handicap. (Op-Elem, Sec, C)

7030.13 *Eligible for Other Reasons*—The pupil is eligible because of reasons other than distance or handicap, e.g., hazardous highway conditions or attendance at a special class for other than handicapped pupils. (Op-Elem, Sec, C)

7030.20 *Not Eligible*—The pupil is not eligible for transportation between home and school at public expense. (Op-Elem, Sec, C)

7040. Qualification for State Transportation Aid

7040.10 Qualifies—The local school system is eligible to receive State transportation aid for this pupil. (Op-Elem, Sec, C)

7040.20 Does Not Qualify—The local school system is not eligible to receive State transportation aid for this pupil. (Op-Elem, Sec, C)

**TUITION AND SPECIAL ASSISTANCE INFORMATION
8000 Series**

Information recorded under this heading is administrative in nature. It concerns situations in which the receipt of money by the school district or by the pupil is based upon the characteristics or status of individual pupils. Included here is information about tuition, pupil subsidies or grants-in-aid, and Federal assistance for federally affected areas. Such information should be maintained to whatever limits such recordkeeping is required by law or regulation.

8010. Tuition Status

8010.10 Nontuition Pupil—A pupil, usually a resident of the school district, for whom no tuition is paid. (Op-All)

8010.20 Tuition Pupil—A pupil for whom tuition is paid. (Op-All)

8010.21 Full-Tuition Pupil—A pupil, usually a nonresident of the school district, for whom the maximum allowable tuition is paid. (Op-All)

8010.22 Partial-Tuition Pupil—A pupil for whom tuition is paid, but less than the maximum rate. (Op-All)

8020. Eligibility of Local School District for Federal Assistance for Federally Affected Areas

Information necessary to establish the eligibility of the local school district to receive Federal assistance for federally affected areas under Public Laws 874 and 815, e.g., the pupil resides on Federal property, the pupil's parent works on Federal property, and the pupil's parent is employed in Federal activities, usually on a Federal contract in a private plant. (Op-Reg)

8030. Pupil Subsidy Information

Information about subsidies or grants-in-aid paid directly to the administrative unit for the individual pupil exclusive of Federal assistance for federally affected areas. Usually from

a government source, such subsidies are granted for reasons such as Indian consanguinity of the pupil, specific handicaps or other characteristics of the pupil, being the child of a migrant agricultural worker, and the pupil's enrollment in vocational education classes. (Op-All)

8040. Assistance to Pupil

Information about any assistance or welfare help given directly to the pupil. (Op-All)

CHAPTER 4

Obtaining and Using Information About Pupils: Illustrative Principles and Procedures

THE FIRST STEP in the development of a system of information is to determine what information is needed. Items of information then should be selected and defined to meet these informational needs. Once this has been done, attention must be directed toward the collection, arrangement, storage, and retrieval of the items of information, and toward integrating these items into a system of records and reports that will best serve the users of this information.

In presenting a number of illustrative principles and procedures relating to a system of pupil information, this chapter is divided into four parts: Section I—Responsibility for Information About Pupils; Section II—Principles and Procedures for Planning and Implementing a System of Information About Pupils; Section III—The Development of Records and Reports About Pupils; and Section IV—Uses and Users of Information About Pupils.

I. Responsibility for Information About Pupils

Responsibility for the collection and processing of information about pupils should be shared by the State department of education and by the local school systems. Many responsibilities and activities at each administrative level overlap and complement those at other levels. For discussion purposes, however, the responsibilities of local school systems and of State departments of education are considered separately in this section.

Responsibility of Local School Systems

The responsibility for the actual collection of most pupil information rests with the local school systems. It is the responsibility of the system to identify its informational needs and to collect the

necessary information to meet these needs. Steps should be taken to ensure both accuracy of information and timely reporting. For this purpose, each local system should have available appropriate record and report forms based upon its informational requirements.

The local system should plan carefully its entire system of records and reports to make certain that its demands for data are reasonable and timely, that the information can flow readily to reports required by its own administration and other agencies, and that the system devised is equally usable for hand and machine processing. It should strive for promptness in completing report forms for other agencies, thus making possible early compilation of reports and increasing the value and usefulness of each report.

Each local school system should enlist the support and cooperation of relevant professional groups and voluntary agencies. It should be prepared to transfer basic information about each pupil who transfers to another school system. It should accept the responsibility for evaluating continuously the adequacy and effectiveness of its system for obtaining, processing, and distributing information about pupils.

Finally, the system must have adequate personnel and financial support for its program of pupil information if this program is to reach full effectiveness.

Responsibility of State Departments of Education

While an individual local school system will be able to develop a pupil information system based upon this handbook, independent of other local systems or the State department of education, it is inevitable that State leadership must ultimately be exerted if implementation is to be widespread and uniform.

The unique position of State departments of education in American education puts upon each department the responsibility for coordinating State and local statistical programs and providing the leadership and technical assistance necessary to implement a statewide system. In planning a new program, a careful analysis of the existing program for pupil information may be required. Existing forms, manuals, and regulations may need to be revised and new materials prepared for local, regional, and statewide consideration. A procedure may be set up for developing a State handbook for pupil accounting, based on the national handbook.

In their planning, State departments should provide for spacing requests for information from local systems, so far as possible, to avoid excessive demands at any given time. They should encourage local school systems to develop arrangements to free classroom

teachers from all but a minimum of recordkeeping, particularly as this relates to enrollment and attendance information.

A State department of education should guide and train local school system personnel by means of conferences, written materials, and direct assistance. Conferences may be used to familiarize local personnel with the need for, importance of, and details of the national or State pupil accounting handbook, to discuss ways and means by which this handbook might be most profitably put into practice in each school system, and to consider revised or new pupil accounting materials based on the handbook.

Articles by both local and State personnel dealing with various phases of implementation activities in local school systems may be circulated through regular and special State department publications, local publications, and those of other organizations. Publicity available through other agencies of government should be considered. Consultative services should be provided by the State department of education for those school systems that need help with specific problems. Pilot projects might be initiated in selected school systems of the State prior to implementation of the system throughout the State.

Finally, the State department of education should enlist the support and cooperation of various local, State, and national professional organizations and of other State governmental agencies that have jurisdiction over certain segments of the State educational program.

II. Principles and Procedures for Planning and Implementing a System of Information About Pupils

The first step in the improvement of a system of pupil information at both the State and local levels is to place administrative responsibility in the hands of a single person. This person should be cognizant of legal and educational as well as technical aspects of pupil accounting. His work will be greatly facilitated if he has the active support of top administrators for the required changes in the information system and enough competent staff members to plan, supervise, and operate the system. Under his direction, the staff should—

1. Determine the objectives of the system in the light of the uses to which the information will be put.
2. Plan for the entire system carefully, including all procedures for collecting, processing, interpreting, and disseminating data. The plan should be put into writing.
3. Select items that meet informational needs and that suppliers are capable of furnishing. Items which will be combined from several sources should be stated in standard terms and should be codable for automatic data processing.

4. Develop forms for collecting information. These should be easy to understand, easy to fill in, easy to process. The number of forms should be kept to a minimum by limiting the number of duplicating or overlapping requests and by designing forms so that they can be used for more than one purpose.
5. Gain the cooperation of all concerned; try to dispel any fears or reservations.
6. Ensure the accuracy of information at the source by impressing local employees with their responsibility for accurate information and instructing them in the techniques of accurately collecting and processing information.
7. Make the transfer from the old to the new system in a deliberate and careful manner.
8. After the new system has been installed, keep records up to date at all times.
9. Encourage all who have a stake in the system—suppliers, collectors, processors, and users of pupil information—to evaluate continuously its effectiveness and efficiency.

III. Development of Records and Reports About Pupils

The records and reports which comprise pupil accounting systems are made up of items of pupil information such as those defined in chapter 3. This section summarizes and illustrates the procedures by which such pupil records and reports are developed, using pupil entrance information for illustrative purposes.

Items of Information About Pupils

An item of information, as defined for use in this handbook, is a descriptive heading under which is recorded information about pupils. Items of information about pupils are in two general forms: (1) the multiple choice, or checklist, form and (2) the open form.

Multiple choice items, or checklist-type items, consist of descriptive headings with standardized entries listed under them from which a selection may be made to describe a pupil or a group of pupils. Under each heading are several choices with standard definitions from which one or more may be selected and recorded. For illustrative purposes, the items in the 5100 series are shown in columnar form in table 1. To complete the entrance information for a given pupil, the one applicable designation should be selected from each of the first four columns. For example, a pupil might be classified as an original entry, E1 (5110.11), in an elementary school during the regular school term (5140.11), sixth grade (5150.06), in a regular class (5170.10).

Open-type items consist of descriptive headings under which space is provided for specific kinds of information to be recorded in standardized form but not as specific choices. Among items of this type

Table 1.—Entrance information

Type of entry	Instructional organization entered	Grade entered	Type of class	Other entrance information
5110	5140	5150	5170	
.10 Original entry	.10 Elementary school	.91 Nursery	.10 Regular class	5120. School from which incoming pupil is received
.11 E1	.11 Regular school term	.00 Kindergarten	.20 Special class for exceptional children	5130. Highest instructional level previously completed by adult education pupil
.12 E2	.12 Summer school term	.01 Grade 1	.30 Both regular and special classes	5160. Location of instruction
.20 Reentry	.20 Secondary school	.02 Grade 2	.40 Individual instruction	5180. Principal means of instruction
.21 R1	.21 Junior high school	.03 Grade 3	.90 Other	5190. Time status
.22 R2	.22 Undivided high school	.04 Grade 4		.10 Full-time
.23 R3	.23 Junior-senior high school	.05 Grade 5		.20 Part-time
.24 R4	.24 Senior high school	.06 Grade 6		5210. School and teacher
.25 R5	.25 Four-year high school	.07 Grade 7		
.26 R6	.26 Other high school	.08 Grade 8		
.27 R7	.27 Summer school term	.09 Grade 9		
.90 Other entry	.30 Junior college	.10 Grade 10		
	.31 Transfer program	.11 Grade 11		
	.32 Open-ended program	.12 Grade 12		
	.33 Terminal program	.13 Grade 13		
	.34 Adult education program	.14 Grade 14		
	.39 Other activity	.15 Grade 15		
	.40. Adult education instructional organization	.95 High school postgraduate		
	.41 Adult education program	.99 Ungraded		
	.49 Other activity			

which refer to an individual pupil are items 2110, Name of Male Parent, and item 2311, Residence Address of Pupil. Open-type items may include numerical entries which are written in to indicate the number of pupils having particular characteristics or belonging to particular groups.

Records About Pupils

A *pupil record*, as defined for use in this handbook, is information about one or more pupils which is kept on file for a period of time in a classroom, school office, system office, or other approved location. A pupil record usually is intended for the use of the person or office which maintains the record. Items of pupil information, as identified and defined in chapters 2 and 3, serve as the basis for pupil records. Other items, in addition to those defined in this handbook, may be included in a pupil information system as is necessary to meet local or State needs. (See table 2, steps 1 and 2.)

Entries in pupil records should indicate the date of occurrence, the date on which a condition is observed, the date on which the information is recorded, or the reporting period to which the information pertains. As new information becomes available and as changes occur in the status or characteristics of an individual pupil, appropriate entries should be made in his record in order to keep the record current.

Some information in the records of individual pupils is of a confidential nature. For example, some information recorded under item 4040, Type of Mental, Emotional, and Behavioral Exceptionality, may fall into this category. When such information concerns individual pupils, it should be made available only through professional personnel trained in its interpretation. When this information is summarized for general reporting purposes, it should not be identifiable with any specific individual.

Reports About Pupils

A *pupil report*, as defined for use in this handbook, is a collection of information about one or more pupils which is prepared by a person, unit, or organization usually for the use of some other person, unit, or organization. Most reports about an individual pupil or groups of pupils are based upon information obtained from various records of individual pupils.

The items of information in a pupil report sometimes provide information about individuals, as in response to questions regarding names of pupils having certain specific aptitudes or abilities. More often, however, such items are combined with the same items con-

Table 2.—Illustrative development of records and reports about pupil entrance

<i>Use of entrance information</i>	<i>Illustrative steps in recording information</i>	<i>Illustrative information</i>
Records about individual pupils	Step 1—Select desired items about entrance from the 5100 series 5110. Type of entry 5140. Instructional organization entered 5150. Grade entered 5170. Type of class	A pupil identified as an original entry, E1 (5110.11), in an elementary school during the regular school term (5140.11), sixth grade (5150.06), in a regular class (5170.10)
	Step 2—Include this entrance information as a part of the record of each pupil along with other pertinent information	All the desired information about this pupil
Reports about pupils	Step 3—Identify the reporting unit and time of each report	Lima, Ohio, Oct. 1, 1964
	Step 4—Determine the total number of pupils in the group for this reporting unit from records of pupils identified in Step 1	Number of original entries, E1, regular school term, elementary schools, sixth grade, in regular classes in Lima, Ohio, as of Oct. 1, 1964
	Step 5—Include this information as a part of reports about this particular group of pupils or about all pupils in the reporting unit	Number of original entries, E1, in Lima, Ohio, as of Oct. 1, 1964, by instructional organization, type of class, age, and sex

cerning other pupils to indicate *the number of pupils* having particular status or characteristics. Thus, reports about pupils usually summarize data.

Information about a pupil or a group of pupils can be used for reporting purposes when it includes: (1) a designation of the reporting unit, (2) the time factor (date or period applicable), and (3) one or more items of pupil information. (See table 2, steps 1 and 3.)

Information about the *reporting unit* includes the nature and location of the unit submitting the report:

1. Unit reporting
 - a. State
 - b. Intermediate administrative unit
 - c. Local school system
 - d. School
2. Administration of school or school system
 - a. Public school or school system
 - b. Nonpublic school or school system
 - c. Teacher education institution not included in a. or b. above

Definitions of these terms are found in the glossary.

The *time factor* includes the following types of information:

1. Date
 - a. Reporting period or date
2. Division of school year (and date)
 - a. Regular school term
 - b. Summer school term
 - c. Marking period or semester
3. Division of school day
 - a. Full-day session
 - b. Half-day session
 - c. Curtailed session
 - d. Double sessions
 - e. Extended-day sessions
4. Time of day
 - a. Daytime
 - b. Late afternoon and/or evening

Definitions of most of these terms are found in the glossary.

The *item or items of pupil information* are used to help identify an individual or a group, to present information about an individual or a group, or both.

Items of information used for identification purposes identify all members of a pupil group through personal characteristics, status, and performance. These items also may be used to set up and maintain a continuing school census record. Among such items are the following:

1. Personal characteristics
 - a. Date of birth (or age) (item 1060)
 - b. Sex (item 1040)
 - c. Type of exceptionality (items 3090 and 4040)
2. School status of pupil(s)
 - a. Location of pupil residence (item 2314)
 - b. Instructional organization entered (item 5140)
 - c. Grade entered (including ungraded) (item 5150)
 - d. Time status: part-time or full-time (item 5190)

3. Course identification information

- a. Name of course (item 6122)
- b. Special pupil group for which course is designed (item 6124)
- c. Credit information (item 6129)
- d. Length of course (items 6126 and 6127)

In addition to identification items, other items of pupil information may contain needed data about individual pupils and groups of pupils. A rather extensive list of illustrative examples follows. Definitions of these information items may be found in chapter 3 or in the glossary.

Census and Residence Information

- Number of resident children
- Average number of children per local basic administrative unit
- Average number of children per attendance area
- Resident children per square mile
- Number of resident pupils
- Pupils per square mile

Pupil Characteristics Information

- Average age of pupils
- Median age of pupils
- Number of pupils identified as having physical handicaps
- Number of pupils identified as emotionally disturbed or socially maladjusted

Entry and Reentry Information

- Number of original entries for the United States (E1)
- Number of original entries transferred from other States (E2)
- Number of original entries for a State (E1 plus E2)
- Percentage of school-age population in public (or nonpublic) elementary and secondary schools
- Percentage of age group in all schools
- Percentage of age group in public schools
- Percentage of pupils in nonpublic schools
- Percentage of total membership being provided appropriate special education (by type of exceptionality)
- Percentage of exceptional children in special classes or schools
- Number of different pupils entering a given school
- Number of school-age children not in school because of a physical condition

Membership Information

- Aggregate days membership
- Average daily membership (ADM)
- Percentage of change in membership from previous year
- Excess membership in public schools
- Percentage of total excess public school membership
- Average membership per school
- Membership in special classes and/or special schools
- Aggregate days attendance
- Average daily attendance (ADA)
- Percentage of attendance
- Average daily absence
- Percentage of absence
- Average class size

Withdrawal Information

Annual withdrawal rate

Number (or percentage) of pupils withdrawing, by type of withdrawal

Number (or percentage) of pupils dropping out, by:

- reason for dropping out
- residence after dropping out
- age
- sex
- highest grade completed
- area of specialization
- specific courses completed
- average of marks for all courses, or specific marks in given courses
- score on given standardized tests
- number of times retained (or not promoted)
- number of absences
- specific activities in which pupil participated
- years of education of parents
- occupation of parents
- residence status
- State, county, district, or school from which pupil entered

Pupil-Staff Ratios

Teachers per 1,000 pupils in average daily membership

Classroom teachers per 1,000 pupils in average daily membership

Teachers other than classroom teachers per 1,000 pupils in average daily membership

Professional educational staff per 1,000 pupils in average daily membership

Pupil-teacher ratio (as of a given date)

Pupil-teacher ratio (for a period of time)

Pupil-classroom teacher ratio (as of a given date)

Pupil-classroom teacher ratio (for a period of time)

Pupil-counselor ratio (as of a given date)

Pupil-counselor ratio (for a period of time)

Pupil-school librarian ratio (as of a given date)

Pupil-school librarian ratio (for a period of time)

Pupil-principal ratio (as of a given date)

Pupil-principal ratio (for a period of time)

Pupil-professional educational staff ratio (as of a given date)

Pupil-professional educational staff ratio (for a period of time)

Pupil-total staff ratio (as of a given date)

Pupil-total staff ratio (for a period of time)

Pupil Performance Information

Number of pupils completing a grade

Percentage of pupils making normal progress

Percentage of pupils promoted

Number of pupils advanced at an accelerated rate

Number of pupils not promoted (or retained)

Percentage of pupils not promoted (or retained)

Number of pupils completing high school

Number of pupils graduating from high school

Percentage of high school graduates who completed courses in various subject areas

Percentage of pupils currently members of classes in various subject areas
 Number of pupils taking a given course
 Percentage of pupils participating in various activities

Pupil Finance Information

Annual current expenditures per pupil in ADA
 Annual current expenditures per pupil in ADM
 Current expenditures per pupil per day (ADA)
 Current expenditures per pupil per day (ADM)

Tuition and Special Assistance Information

Number of pupils for whom tuition is paid

Pupil Property Information

Pupils per acre
 Pupil capacity of a school plant
 Excess membership in public schools
 • Percentage of total excess public school membership
 Per pupil cost of a building

Pupil Transportation Information

Number of pupils transported to and from school at public expense
 Average daily membership of pupils transported
 Percentage of pupils transported at public expense
 Percentage of transported pupils riding a given distance
 Percentage of transported pupils riding a given time
 Average transportation cost per pupil transported
 Number of pupils receiving room or board in lieu of transportation

School Lunch Information

Number of pupils served lunch
 Average number of pupils served lunch per day

Combining Items of Pupil Information With Information About Reporting Unit and Time

The development of a pupil report item is completed by combining the item or items of pupil information with the relevant information about the reporting unit and time. The result is illustrated by table 2, step 4. In addition, table 3 illustrates how such combining produces report information about a variety of pupil groups. For example, the first illustrative report item presented in table 3, *Number of original entries in all public and nonpublic elementary and secondary schools of Nebraska during the 1964-65 regular school term, by grade*, includes three information items (original entry, E1; original entry, E2; and grade), a reporting unit designation (State: all schools), and a time factor (during a given regular school term). Reports about the "number of pupils" in a given group are formed in this manner.

Items containing percentages or ratios include the same components as the example above, plus necessary mathematical computations. For example, *Percentage of Wisconsin school-age population (aged 5 to*

PUPIL ACCOUNTING

Table 3.—Illustrative development of pupil report items by combining the pupil information item with information about the reporting unit and the date or period

<i>Pupil information item</i>	<i>Number</i>	<i>Reporting unit</i>	<i>Date or period</i>	<i>Illustrative report item</i>
Number of original entries for a State (E1 plus E2) by grade.....	$\begin{cases} 5110.11 \\ 5110.12 \\ 5150 \end{cases}$	State: all schools	During a given regular school term.	Number of original entries in all public and nonpublic elementary and secondary schools of Nebraska during the 1964-65 regular school term, by grade.
Number of pupils transported at public expense by instructional organization.....	$\begin{cases} 7010.10 \\ 5140 \end{cases}$	do.....	do.....	Number of pupils transported at public expense to Alabama elementary and secondary schools during the 1964-65 regular school term.
Percentage of school-age population entered in schools: by age.....	1060	State: public schools only.	do.....	Percentage of Wisconsin school-age population (aged 5 to 17, inclusive) entered in public elementary and secondary schools during the 1964-65 regular school term.
Number of original entries for a State (E1 plus E2) + number of resident children $\times 100$	$\begin{cases} 5110.11 \\ 5110.12 \\ 2314 \end{cases}$	do.....	do.....	do.....
Number of pupils receiving certificate for graduation: by instructional organization..... by type of certificate..... by sex.....	$\begin{cases} 5140 \\ 6150 \\ 1040 \end{cases}$	State: nonpublic schools only.	During a given school year.	Number of pupils graduating from all nonpublic high schools in the State of Maryland during the 1964-65 school year, by type of certificate received and by sex.

Number of entries by instructional organization by type of junior college program.	5110 5140 5140. 30	State: colleges operated by local boards of education. Intermediate unit: public schools only.	During a given report period.	Number of pupils in community college transfer programs in Illi- nois during the 1964-65 fall semester.
The sum of the average daily mem- berships by instructional organi- zation.	5140	Local district	During a given regular school term.	Average daily membership in Mil- waukee County public elementary and secondary schools during the 1964-65 regular school term.
Number of resident children by age by sex.	2314 1060 1040	Local district	As of a given date.	Number of resident children in Prince George's County, as of Sept. 1, 1964, by age (birth to age 18), and by sex.
Number of pupils with specific type of physical exceptional- ity by instructional organization by age.	3090 5140 1060	Local district: public schools only.	During a given regular school term.	Number of blind pupils, by age, in the public elementary and second- ary schools of the District of Columbia during the 1964-65 re- gular school term.
Membership in special classes by nature of the special class by instructional organization.	5170. 20 5170. 30 5140	do.	As of a given date.	Membership in special classes for the hard of hearing in the Omaha public elementary schools, as of Nov. 1, 1964.

PUPIL ACCOUNTING

Table 3.—Illustrative development of pupil report items by combining the pupil information item with information about the reporting unit and the date or period—Continued

<i>Pupil information item</i>	<i>Number</i>	<i>Reporting unit</i>	<i>Date or period</i>	<i>Illustrative report item</i>
Percentage of pupils promoted (making normal progress): by instructional organization..... by grade..... number of pupils making normal progress. + membership at close of year × 100.	5140 5150 6140.10	do	During a given regular school term.	Percentage of elementary school pupils promoted (or making normal progress) in the Denver public elementary schools, by grade, during the 1964-65 regular school term.
Membership in special schools.....		Local district: public schools only, special schools for the physically handicapped.	As of a given date.....	Membership in special schools for the physically handicapped in Chicago, as of Oct. 1, 1964.
Percentage of attendance: by grade..... aggregate days attendance..... + aggregate days membership × 100.	5150 5320 5310	School.....	During a given report period.	Percentage of attendance, by grade, at the Roosevelt School, Washington, D. C., during the first semester of the 1964-65 school year.
Number of pupils taking courses in a given subject area. by instructional organization.....	6121 5140	do	During a given summer school term.	Number of pupils taking courses in chemistry at Northwestern High School during summer school term, 1964.

17, inclusive) entered in public elementary and secondary schools during the 1964-65 regular school term, includes several information items (age; entry status, E1 and E2; and location of pupil residence), a mathematical computation (number of original entries divided by number of resident children multiplied by 100), a reporting unit designation (State public and/or nonpublic schools), and a time factor (during a given regular school term).

Developing Pupil Reports from Pupil Report Items

Pupil reports may be developed making use of whatever report items are necessary to provide the required information. (See steps 1 and 5, table 2.)

IV. Uses and Users of Information About Pupils

Pupil records and reports and the information system of which they are a part should be planned in terms of the uses to be made of the information. This section identifies many of the uses of information about individual pupils and about groups of pupils. It also identifies several groups of people who collect, maintain, process, and use this information.

Information About Individual Pupils

Information about individual pupils often is obtained initially and used by the school office, the classroom teacher, the counselor, the attendance officer, the school health officer or nurse, the school psychologist, and the school social worker.

This information frequently is maintained by the school office and used by the school as a permanent record of each pupil's school status and performance; in preparing reports about groups of pupils; and as a basis for administrative action in determining each pupil's school bus assignment, tuition or other charges, and eligibility for school activities and benefits. The classroom teacher uses this information to assist in grouping pupils, planning classroom activities, counseling or guidance, and reporting to parents. It may be used by the counselor as a basis for counseling about personal and social problems; for educational guidance, including determination of studies in the present school and choice of future educational activities; and for guidance regarding the choice of a vocation. Other members of the professional staff of the school may utilize this information as required for the proper discharge of their functions.

Persons to whom information about an individual pupil may be transmitted for their use include the parent of the pupil; another teacher to whom the pupil is assigned; other professional personnel within the school or school system who work directly with the individual pupil; professional people outside the school system; personnel of another school or school system to which the pupil transfers; and administrators of the local school system, intermediate unit, or State department of education when it is desirable to know the identity of individual pupils having particular aptitudes, unique abilities, or specific handicaps.

Information About Groups of Pupils

School census information often is obtained about all resident children of a school district who are within given age limits. Information about groups of pupils usually is collected and combined or summarized by classroom teachers, personnel of school offices, and other members of each school's professional staff. The resulting summary (or statistical) information often is forwarded to the administrator of the school, administrators of the local school system and intermediate unit, and personnel of State and Federal education agencies.

Summary information about pupils often is used by administrators of the school or local school system as a basis for: comparing data with established norms or with that of other comparable schools or school systems, preparing accreditation reports, planning the curriculum, evaluating school functions, determining attendance areas, determining needs for staff and for school facilities, assigning teachers to schools, scheduling teachers into classes, scheduling pupils into classes, scheduling school buses, and reporting about pupils to the community and to State agencies.

This summary information often is used by State and Federal education agencies as a basis for the distribution of funds; recommendations for legislative action; and reports about enrollment status, enrollment projections, teacher needs, and building needs.

The public, too, needs summary information about pupils. The taxpayers, the parents, the property owners, the businessmen—all these have a substantial investment in the education of their community's children; they should not be asked to invest blindly. Members of organizations interested in the schools, legislators at all levels of government, and other people who by virtue of their positions represent the public also need sound information to guide them in their decisions affecting the schools.

Concluding Statement

Educators, public officials, and the general public throughout the country are expressing increased interest in the analysis and evaluation of education in America. Such analysis and evaluation require that items of information collected from the various local school systems, States, and regions be comparable. The universal use of this handbook will make such comparability possible.

This handbook has identified and defined those items of pupil information which should be available on a comparable basis throughout the United States. It has provided some guidelines for developing pupil information systems based upon these items. The publication of this handbook, however, does not by itself ensure standardization or comparability of information about pupils. Only when most or all of the States and local school systems use the handbook as a basis for pupil accounting systems will information that is truly comparable and combinable be available. When this point is reached, there will be marked improvement in the quality and usefulness of information about individual pupils and groups of pupils. Such information should contribute to better education for pupils throughout the Nation.

CHAPTER 5

Glossary of Terms

THIS CHAPTER contains definitions of terms used in this handbook and such additional terms as seem necessary to common understandings concerning procedures for maintaining records and making reports about pupils. Several terms which are not primarily about pupils are included because of their significance for records and reports about pupils. The glossary is arranged alphabetically with appropriate cross-referencing.

Many of the definitions have been taken directly from Handbook I,¹ Handbook II,² Handbook III,³ and Handbook IV⁴ in the State Educational Records and Reports Series. In some instances, definitions from preceding handbooks have been extended to clarify their meaning when used for pupil accounting purposes. Definitions from Handbook I are designated with the numeral (I), those from Handbook II with (II), those from Handbook III with (III), and those from Handbook IV with (IV). Several definitions have been taken from the handbook *Financial Accounting for School Activities*⁵ and are designated with the letters (FASA).

Absence—Nonattendance of a pupil on a day or half day when school is in session. See also *Absence, Day of*.

Absence, Aggregate Days—The sum of the days of absence of all pupils when school is in session during a given reporting period. Only days on which the

¹ Paul L. Reason, Emery M. Foster, and Robert F. Will, *The Common Core of State Educational Information*. Washington: U.S. Government Printing Office, 1953. U.S. Department of Health, Education, and Welfare, Office of Education, State Educational Records and Reports Series: Handbook I, Bull. 1953, No. 8.

² Paul L. Reason and Alpheus L. White, *Financial Accounting for Local and State School Systems, Standard Receipt and Expenditure Accounts*. Washington: U.S. Government Printing Office, 1957. U.S. Department of Health, Education, and Welfare, Office of Education, State Educational Records and Reports Series: Handbook II, Bull. 1957, No. 4.

³ Paul L. Reason and George G. Tankard, Jr., *Property Accounting for Local and State School Systems*. Washington: U.S. Government Printing Office, 1959. U.S. Department of Health, Education, and Welfare, Office of Education, State Educational Records and Reports Series: Handbook III, Bull. 1959, No. 22.

⁴ Allan R. Lichtenberger and Richard J. Penrod, *Staff Accounting for Local and State School Systems*. (In process.)

⁵ Everett V. Samuelson, George G. Tankard, Jr., and Hoyt W. Pope, *Financial Accounting for School Activities*. Washington: U.S. Government Printing Office, 1959. U.S. Department of Health, Education, and Welfare, Office of Education, Bull. 1959, No. 21.

pupils are under the guidance and direction of teachers should be considered as days in session. (This is a modification of the definition in Handbook I.) *See also Session, Day in.*

Absence, Average Daily—The aggregate days absence of a given school during a given reporting period divided by the number of days school is in session during this period. Only days on which the pupils are under the guidance and direction of teachers should be considered as days in session. The average daily absence for groups of schools having varying lengths of terms is the sum of the average daily absences obtained for the individual schools. *See also Absence, Aggregate Days; Session, Day in; and Absence, Day of.*

Absence, Day of—A schoolday during which a pupil is in membership but not in attendance (i.e., nonattendance of a pupil on a day when school is in session). *See also Absence.*

Activities, Noncourse—Activities, under the direction of the school, for which participation generally is not required and credit generally is not given. Such activities often include student organizations, interscholastic and intramural athletics, entertainments, publications, clubs, band, orchestra, and service activities. When these activities are managed by pupils under the guidance or supervision of staff members they generally are considered to be student body activities. Activities in which participation is required or credit is given usually are considered to be courses. *See also Activities, Student Body; and Course.*

Activities, Nonschool—As used in this handbook, activities which are neither sponsored by the school nor under the guidance or supervision of staff members, but are considered significant in terms of permanent records about pupils.

Activities, Student Body—Noncourse activities for pupils, such as entertainments, publications, and clubs, that are managed or operated by pupils under the guidance or supervision of staff members. (This is a modification of the definition in Handbook II and FASA.) *See also Student Organization.*

ADA—A term referring to average daily attendance. *See also Attendance, Average Daily.*

ADM—A term referring to average daily membership. *See also Membership, Average Daily.*

Administrative Unit—A geographic area which for specified public school purposes is under the supervision or control of a single board of education and/or administrative officer. This may be a State, intermediate, or local basic unit. (This definition from Handbook I has been clarified with the addition of the word "public.") (IV)

Administrative Unit, Intermediate—An administrative unit smaller than the State which exists primarily to provide consultative, advisory, administrative, or statistical services to local basic administrative units, or to exercise certain regulatory and inspectorial functions over local basic administrative units. An intermediate unit may operate schools and contract for school services, but it does not exist primarily to render such services. Such units may or may not have taxing and bonding authority. Where there is a supervisory union board, the union is included as an intermediate unit. (The definition in Handbooks I and II has been extended with the insertion of the word "administrative.") (IV)

Administrative Unit, Local Basic—An administrative unit at the local level which exists primarily to operate public schools or to contract for public school services. Normally, taxes can be levied against such units for school purposes. These units may or may not be coterminous with county, city, or town boundaries. This term is used synonymously with the term "school district." (This definition from Handbooks I, II, and III has been clarified with the addition of the word "public.") (IV)

Adult—An individual who has reached a specified minimum legal age of adulthood, usually 21 years of age. (IV)

Adult Education—Instruction which provides opportunity for adults and out-of-school youth to further their education. This instruction may be offered through a separate adult education instructional organization of a school system (such as an evening school or an adult trade, technical, or vocational school), through an adult education program of a college, or through some other arrangement. While most pupils in adult education receive their instruction in courses to which an instructional level has not been assigned, adult education often includes instruction at the elementary and secondary instructional levels in classes, through correspondence, or by other means. Adult education also includes instruction at the postsecondary instructional level for which credit is not given toward a degree or toward the completion of a terminal program. (This is a modification of the definition of "Adult Education, Public" in Handbooks I, II, and III.)

Age, School Census—*See School Census Age.*

Age as of September 1—As used in this handbook, age at last birthday on or prior to September 1. Age may be recorded and reported by years, i.e., an official school age reported as 8 years means that the child has reached his eighth birthday on or prior to September 1, but has not reached his ninth birthday. Age also may be recorded and reported by years and months, as of September 1. Age may be verified by a document such as a birth certificate, parent's affidavit, hospital certificate, age certificate, entry in family Bible, baptismal certificate, passport, and previously verified school record. (This is a modification of the definition of "Age" in Handbook I.)

Age Certificate—A legal statement from a bureau of vital statistics or similar agency certifying the date of birth of an individual.

Age of Compulsory School Attendance—*See Compulsory School Attendance Age.*

Age-Grade Distribution—The number or percentage of pupils of each age in each grade, usually presented in an age-grade distribution table.

Aggregate Days Absence—*See Absence, Aggregate Days.*

Aggregate Days Attendance—*See Attendance, Aggregate Days.*

Aggregate Days Membership—*See Membership, Aggregate Days.*

Annual Current Expenditures Per Pupil in ADA—The annual current expenditures (including expenditures for administration, instruction, attendance and health services, pupil transportation services, operation of plant, maintenance of plant, and fixed charges) divided by the average daily attendance for the year. *See also Current Expenditures Per Pupil.*

Annual Current Expenditures Per Pupil in ADM—The annual current expenditures (including expenditures for administration, instruction, attendance and health services, pupil transportation services, operation of plant, maintenance of plant, and fixed charges) divided by the average daily membership for the year. *See also Current Expenditures Per Pupil.*

Area of Exceptionality—*See Exceptionality, Type of.*

Area Vocational School—*See School, Area Vocational.*

Assignment, Classroom Teaching—An assignment to a staff member to instruct pupils in classroom situations for which daily pupil attendance figures for the school system are kept. (Based on IV)

Assignment, Counseling—An assignment to a staff member to perform the professional activities of assisting pupils or other persons in making plans and choices in relation to education, vocation, or personal development. (IV)

Assignment, Full-Time Equivalency of—The amount of employed time normally required of a staff member to perform a less than full-time assignment divided by the amount of time normally required in performing a corresponding full-time assignment. Full-time equivalency of assignment usually is expressed as a decimal fraction to the nearest 10th. (Based on IV)

Assignment, Professional Educational—An assignment to a staff member to perform activities regarded as professional in the field of education by the laws and regulations governing certification in the State or by other professional educational requirements. (IV)

Assignment, School Direction and Management—An assignment to a staff member to perform the professional activities of heading a school. (IV)

Assignment, School Librarian—An assignment to a staff member to perform professional school library service activities such as ordering, cataloguing, processing, and circulating books and other materials; planning the use of the library by teachers, pupils, and others; selecting books and materials; participating in faculty planning for the use of books and materials; and guiding teachers, pupils, and others in the use of the library in school programs. (Based on IV)

Assignment, Teaching—An assignment to a staff member to instruct pupils. The assignment may be in course or noncourse instructional situations. (IV)

Attendance—Presence of a pupil on days when school is in session. Pupils participating in school-sponsored activities under the guidance and supervision of staff members, either at or away from school, are considered to be in attendance. *See also Attendance, Aggregate Days; and Attendance, Average Daily.*

Attendance, Aggregate Days—The sum of the days present (actually attended) of all pupils when school is in session during a given reporting period. Only days on which the pupils are under the guidance and direction of teachers should be considered as days in session. (This definition from Handbooks I and II has been modified to cover any reporting period and to delete the words "actually" and "in the teaching process.") *See also Session, Day in; and Attendance, Day of.*

Attendance, Average Daily—The aggregate days attendance of a given school during a given reporting period divided by the number of days school is in session

during this period. Only days on which the pupils are under the guidance and direction of teachers should be considered as days in session. The reporting period is generally a given regular school term. The average daily attendance for groups of schools having varying lengths of terms is the sum of the average daily attendances obtained for the individual schools. (This definition from Handbooks I, II, and III has been modified to cover any reporting period and to delete the words "actually" and "in the teaching process.") *See also Attendance; Attendance, Aggregate Days; Attendance, Day of; and Session, Day in.*

Attendance, Day of—A schoolday during which a pupil is present for an entire school session under the guidance and direction of teachers. When a pupil is present for only part of the session, his attendance should be counted according to the nearest half day of attendance. If overcrowded conditions make it necessary for a school to hold two separate sessions per day, a pupil attending for all of either session should be considered as having completed a full day of attendance. An excused absence during examination periods or because of sickness or for any other reason should not be counted as a day of attendance. (This is a modification of the definition in Handbooks I and II.) *See also Session, Day in.*

Attendance, Full Day of—Attendance during a complete full-day school session or approved curtailed session. Attendance at a State-approved half-day session for kindergarten or nursery also should be counted as a full day of attendance. An excused absence should not be counted as a day of attendance. *See also Attendance, Half Day of.*

Attendance, Half Day of—Attendance for approximately half of a full-day school session or an approved curtailed session. For example, a pupil who is present a major part of either the morning or afternoon portion of a school session usually is counted as being in attendance for that half session. This is the smallest unit of time recorded for attendance purposes during the regular school term of elementary and secondary schools. *See also Attendance, Full Day of.*

Attendance Area, School—The geographic area which is served by a school. It does not necessarily constitute a local taxing unit and likewise does not necessarily have an independent system of administration. Attendance areas for elementary schools may or may not be coterminous with attendance areas for secondary schools. (1)

Attendance Register—A record containing (a) the names of pupils who have entered or are expected to enter a class or school, (b) identification information about each pupil such as sex, date of birth, and address, and (c) information concerning his entry or reentry, membership, attendance, absence, tardiness, and withdrawal.

Atypical Characteristic—A characteristic of an individual in a given chronological age group which is markedly different from that of the mean. *See also Exceptionality, Type of; Exceptional Children; and Atypical Condition.*

Atypical Condition—A condition of an individual in a given chronological age group which is markedly different from that of the mean. An individual having an atypical condition may reveal one or more atypical characteristics which enable an identification of the condition. *See also Atypical Characteristic.*

Atypical Pupil—*See Pupil, Atypical.*

Auditory Handicap—*See Handicap, Auditory.*

Automatic Data Processing—The use of machines and devices in the storing of individual items of information in a form by which they may be rapidly and accurately retrieved, processed, and reproduced as single line items, as lists of items, or in desired combinations with other items. (IV)

Average Age of Pupils—The total of the ages (expressed in years and months) of the pupils of a given group divided by the number of pupils in the group.

Average Class Size—The total membership of classes of a given type, as of a given date, divided by the number of such classes.

Average Daily Absence—*See Absence, Average Daily.*

Average Daily Attendance—*See Attendance, Average Daily.*

Average Daily Membership—*See Membership, Average Daily.*

Average Membership Per School—The total membership of schools in a reporting unit, as of a given date, divided by the number of schools in the unit.

Average Number of Children Per Attendance Area—The total number of children of school age in an administrative unit divided by the number of attendance areas within the administrative unit.

Average Number of Children Per Local Basic Administrative Unit—The total number of children of school age in a given State (or intermediate unit) divided by the number of local basic administrative units within the State (or intermediate unit).

Average Number of Pupils Served Lunch Per Day—The total number of pupils served lunch during a given reporting period divided by the number of days on which lunch was served.

Average Transportation Cost Per Pupil Transported—The annual current expenditures for pupil transportation divided by the average daily membership of pupils transported.

Baptismal Certificate—A form issued by a church certifying the baptism of a child. This form records the date of birth and often is acceptable as verification for this date. (IV)

Birth Certificate—A statement in written form issued by the physician attending the birth of a child, recording the child's name and date of birth; or, a written statement or form issued by an office of vital statistics verifying the name and date of birth of the child as reported by the physician attending at the birth. (IV)

Blind—*See Handicap, Visual.*

Board of Education, Public—The elected or appointed body which has been created according to State law and vested with responsibilities for educational activities in a given geographical area. These bodies are sometimes called school boards, governing boards, boards of directors, school committees, school trustees, etc. This definition relates to the general term and covers State boards, intermediate administrative unit boards, and local basic administrative unit boards. (I, modified) (II) (IV) (FASA)

Boarding School—*See School, Residential.*

Bus, School—A vehicle, used for the transportation of pupils, which complies with the color and identification requirements set forth by the school system, and has a manufacturer's rated seating capacity of 12 or more. (Seating capacity is figured on the basis of at least 13 inches of seat space per pupil.) (This is a modification of the definition in Handbooks I, II, and III.) (IV)

C1 and C2—Symbols used to identify pupils who have completed their schoolwork, as follows:

C1—Graduated from high school or junior college

C2—Completed other schoolwork

(For descriptions of these categories of completion, see chapter 3, item 5420.)
See also *Completion of Schoolwork*.

Capacity of a School Plant—See *Pupil Capacity of a School Plant*.

Capital Outlay—An expenditure which results in the acquisition of fixed assets or additions to fixed assets. It is an expenditure for land or existing buildings, improvement of grounds, construction of buildings, additions to buildings, remodeling of buildings, or initial or additional equipment. It includes installment or lease payments on property (except interest) which have a terminal date and result in the acquisition of property. (I) (II) (III)

Census—See *School Census* and *School Census, Continuous*.

Census Age—See *School Census Age*.

Certificate, High School Equivalency—See *Certificate of High School Equivalency*.

Certificate of Attendance—A document certifying the presence of the pupil at school during given years or on given days, when this document is awarded in lieu of a diploma or certificate of completion.

Certificate of Completion—A document certifying the satisfactory completion of a course or a program of studies. This document frequently is awarded for courses for which credit toward graduation is not granted. This document sometimes is referred to as a "certificate of training."

Certificate of High School Equivalency—A formal document issued by a State department of education or other authorized agency certifying that an individual has met the State requirements for high school graduation equivalency by (a) attaining satisfactory scores on an approved examination or (b) earning the required number of credits in an organized program of approved instruction.

Certificate of Training—See *Certificate of Completion*.

Certification of Birth—See *Age Certificate*.

Class—A group of pupils assembled for instruction for a given period of time under one or more teachers in a situation where the teacher(s) and the pupils are in the presence of each other. (This definition from Handbooks I and III has been extended to include situations involving more than one teacher. The word "pupil" has been substituted for the word "student.") (IV)

Class, Nongraded—See *Class, Ungraded*.

Class, Regular—The general type of class in which most pupils receive instruction, including most classes other than those which are composed of exceptional pupils. See also *Class, Special, for Exceptional Pupils*.

Class, Self-Contained—A class having the same teacher for all or most of the daily school session. (IV)

Class, Special, for Exceptional Pupils—A class, composed of exceptional children, or adults identified as exceptional, for whom a program of special education is provided. *See also Exceptional Children and Special Education.*

Class, Ungraded—A class which is not organized on the basis of grade and has no standard grade designation. This includes regular classes which have no grade designations, special classes for exceptional pupils which have no grade designations, and many adult education classes. Ungraded classes sometimes are referred to as "nongraded." (IV) *See also Class, Regular; Class, Special, for Exceptional Pupils; and Grade.*

Class Period—The portion of the schoolday set aside for a designated teaching activity.

Classroom—A room designed or adapted for regularly scheduled group instruction. This includes the so-called regular classrooms and special use classrooms such as laboratories and shops but excludes such rooms as auditoriums, lunchrooms, libraries, and gymnasiums. (This is an editorial modification of the definition in Handbook III.)

Classroom, Self-Contained—*See Class, Self-Contained.*

Classroom Teachers Per 1,000 Pupils in Average Daily Membership—The number representing the total full-time equivalency of classroom teaching assignments in a school system during a given period of time, multiplied by 1,000 and divided by the average daily membership of pupils during this period. *See also Assignment, Classroom Teaching.*

Classroom Teaching Assignment—*See Assignment, Classroom Teaching.*

Code—A system of numbers or other symbolic designations used for identifying previously defined items and categories of information. *See also Coding and Code Designation.*

Code Designation—A number or other symbolic designation assigned to a specific item or category of information for identification purposes.

Coding—Distinguishing items and categories of information by assigning numbers or other symbolic designations so that the items and categories are readily identifiable. (This is a modification of the definition in Handbooks II and III.) (IV)

College, Community—As used in this handbook, a junior college operated by the board of education of a local basic administrative unit (including the independent local board for one or more community colleges). Instruction is adapted in content, level, and schedule to the needs of the local community. (This is a modification of the definition in Handbooks I, II, and III.) (IV) *See also College, Junior.*

College, Junior—An institution of higher education which offers the first two years of college instruction, frequently grants an associate degree, and does not grant a bachelor's degree. Offerings include transfer and/or terminal programs at the postsecondary instructional level and may also include adult education programs. As used in this handbook, the term "junior college" refers to an independently organized institution (public or nonpublic) or to an institution

which is part of a public school system or an independently organized system of junior colleges; the term does not refer to the lower division of a 4-year institution, even if this lower division is located on a campus entirely different from the campus of the parent institution. (IV) *See also College, Community.*

Community College—*See College, Community.*

Comparable Information—Items of information which can be compared and combined as recorded because they are based on the same definitions. (IV)

Completion of Schoolwork—Completing a program of studies and withdrawing from school. This includes graduation from high school (grade 12) or college, or otherwise fulfilling the requirements for a prescribed program of studies. Midyear or yearend transfer to a higher grade within the same school is not considered as completion of schoolwork.

Compulsory School Attendance—The practice of requiring school attendance by law.

Compulsory School Attendance Age—The age span during which a child is required by law to attend school.

Corrective Institution—*See Institution, Corrective.*

Correspondence Instruction—*See Instruction by Correspondence.*

Cost Per Pupil—*See Annual Current Expenditures Per Pupil in ADA, Annual Current Expenditures Per Pupil in ADM, Current Expenditures Per Pupil, Current Expenditures Per Pupil Per Day (ADA), and Current Expenditures Per Pupil Per Day (ADM).*

Counseling Assignment—*See Assignment, Counseling.*

Course—An organization of subject matter and related learning experiences provided for the instruction of pupils on a regular or systematic basis, usually for a predetermined period of time (e.g., a semester, a regular school term, and a 2-week workshop). Credit toward graduation or completion of an instructional program generally is given pupils for the successful completion of a course. (For a more detailed discussion, *see chapter 3, item 6120.*) (IV)

Course, Credit—A course for which a pupil receives credit applicable toward graduation or completion of an instructional program.

Course, Noncredit—A course for which a pupil does not receive credit applicable toward graduation or completion of an instructional program.

Credit—The unit of value awarded for the successful completion of certain courses, intended to indicate the quantity of course instruction in relation to the total requirements for a diploma, certificate, or degree. Credits frequently are expressed in terms such as "Carnegie units," "credits," "semester credit hours," and "quarter credit hours." (IV)

Crippled—Individuals with a physical impairment of a type which might restrict normal opportunity for education or self-support. This term is generally con-

sidered to include individuals having impairments caused by a congenital anomaly (e.g., cleft palate, clubfoot, absence of some member, etc.), impairments caused by disease (e.g., poliomyelitis, bone tuberculosis, cerebral palsy, etc.), and impairments caused by accident (e.g., fractures or burns which cause contractures)

Cumulative Record, Pupil—*See Record, Cumulative Pupil.*

Current Expenditures Per Pupil—Current expenditures for a given period of time divided by a pupil unit of measure. The term stands for the total expenditures in the 100 series of accounts, Administration, through the 800 series of accounts, Fixed Charges, as defined in Handbook II, for specified program areas, divided by the average daily membership or average daily attendance for the program area involved. (II) (The words "as defined in Handbook II" have been added.)

Current Expenditures Per Pupil Per Day (ADA)—The annual current expenditures per pupil in average daily attendance during the regular school term, divided by the number of days school was in session during this term.

Current Expenditures Per Pupil Per Day (ADM)—The annual current expenditures per pupil in average daily membership during the regular school term, divided by the number of days school was in session during this term.

D1, D2, D3 . . . D19—Symbols used to identify pupils who drop out of school, according to reason, as follows:

- D1 — Physical illness
- D2 — Physical disability
- D3 — Mental illness
- D4 — Mental disability
- D5 — Behavioral difficulty
- D6 — Academic difficulty
- D7 — Lack of appropriate curriculum
- D8 — Poor pupil-staff relationships
- D9 — Poor relationships with fellow pupils
- D10 — Dislike of school experiences
- D11 — Parental influence
- D12 — Need at home
- D13 — Economic reasons
- D14 — Employment
- D15 — Marriage
- D16 — Pregnancy
- D17 — Other known reason
- D18 — Reason unknown
- D19 — New residence, school status unknown

(For descriptions of these reasons, *see chapter 3, item 5432.*)

Day Actually Taught—*See Session, Day in.*

Day in Session—*See Session, Day in.*

Day School—*See School, Day.*

Deaf—*See Handicap, Auditory.*

Degree—A title conferred by a college or university as official recognition for the completion of a program of studies or for other attainment. (IV)

Degree, Associate—A degree commonly conferred upon the successful completion of a 2-year program of studies of a junior college or technical institute. (IV)

Degree, Bachelor's—A degree usually conferred upon the successful completion of a 4-year college program of studies. (IV)

Delicate—See *Special Physical Health Problems*.

Delinquent, Juvenile—An offender against the laws of society who, because of his age, is not considered a criminal. While the term "juvenile delinquent" often is applied to all youthful offenders tried in juvenile court, these children technically are not legally delinquent until adjudged so by the court. See also *Delinquent Behavior*.

Delinquent Behavior—Behavior of a juvenile which is habitually wayward, disobedient, truant, or of such a nature as to impair or endanger the morals or health of self or others. If a juvenile violates a law or ordinance and is convicted in a court of law as a juvenile, he *sometimes* is considered a juvenile delinquent, depending on the severity of the violation; for repeated convictions of lesser offenses, he *usually* is considered a juvenile delinquent. Some jurisdictions use a term other than "conviction" in juvenile cases. See also *Delinquent, Juvenile*.

Demotion—A change of a pupil's grade placement from a higher to a lower grade—the opposite of promotion. See also *Promotion*.

Department—As used in this handbook, an administrative subdivision of a school, with a teaching staff responsible for instruction in a particular subject area or field of study, e.g., the English department, the science department, and the music department. (IV) See also *Subject Area*.

Departmentalized Organization—The organization of instruction in such a way that teachers specialize in one or two subject areas and give instruction in these areas to several classes. Under the departmentalized organization, pupils or teachers move from room to room for different classes during the schoolday. (IV)

Diploma, High School—A formal document certifying the successful completion of a secondary school program of studies. In some States or communities, a diploma may be further identified by type, such as an academic diploma, a general diploma, or a vocational diploma. (IV)

Diploma, High School Equivalency—See *Certificate of High School Equivalency*.

District, School—See *School District*.

Dropout—A pupil who leaves a school, for any reason except death, before graduation or completion of a program of studies and without transferring to another school. The term "dropout" is used most often to designate an elementary or secondary school pupil who has been in membership during the regular school term and who withdraws from membership before graduating from secondary school (grade 12) or before completing an equivalent program of studies. Such an individual is considered a dropout whether his dropping out occurs during or between regular school terms, whether his dropping out occurs before or after he has passed the compulsory school attendance age, and, where applicable, whether

or not he has completed a minimum required amount of school work. *See also Dropping Out and D1, D2, D3 . . . D19.*

Dropping Out—Leaving a school, for any reason except death, before graduation or completion of a program of studies and without transferring to another school.

E1 and E2—Symbols used to identify pupils according to type of original entry as follows:

E1—Original entry for the United States

E2—Original entry transferred from another State

See also Original Entry.

Early Departure—Approved leaving of school on a regular schedule before the official close of the school session.

Elementary Instructional Level—*See Instructional Level, Elementary.*

Elementary School—*See School, Elementary.*

Emotional Handicap—*See Handicap, Emotional.*

Emotionally Disturbed—As used in this handbook, individuals identified by professionally qualified personnel as having an emotional handicap of such a nature and severity as to require one or more special services, whether or not such services are available. Such services include institutional care, other professional treatment or care, and instruction in special classes for exceptional pupils on a full-time or part-time basis. *See also Handicap, Emotional.*

Employment Permit—A legal certificate, sometimes called a "work permit," authorizing youths to engage in certain types of work before they have reached the age of unrestricted employment.

Enrollment—*See Enrollment Information, Original Entry, Reentry, and Membership.*

Enrollment Information—Information relative to the entrance of pupils into schools and classes, their membership (including attendance, absence, and tardiness), and their withdrawals (including completion of schoolwork, transfer, drop-out, and death).

Entry, Original—*See Original Entry.*

Equivalency Certificate, High School—*See Certificate of High School Equivalency.*

Equivalency Diploma, High School—*See Certificate of High School Equivalency.*

Exceptional, Multiple—Individuals identified as possessing more than one type of exceptionality. *See also Exceptionality, Type of.*

Exceptional Children—As used in this handbook, children who, because of certain atypical characteristics, have been identified by professionally qualified personnel as requiring special educational planning and services, whether or not such services are available. In general, the term "exceptional children" considers exceptionality on the basis of (a) physical handicap, (b) emotional and/or social handicap, and (c) measurable exceptionality in mental ability, i.e., mentally gifted and mentally retarded. Some exceptional children have more

than one type of exceptionality. (This is a modification of the definition in Handbooks I and III.) *See also Handicap, Physical; Mentally Retarded; Emotionally Disturbed; Handicap, Social; Gifted, Mentally; and Special Education.*

Exceptional Pupils—Exceptional children, and adults identified as exceptional, receiving instruction in a program of special education. *See also Exceptional Children and Special Education.*

Exceptionality—As used in this handbook, a physical, mental, or behavioral characteristic by which technically or professionally qualified personnel identify individuals as significantly deviant in terms of their age group. *See also Exceptional Children.*

Exceptionality, Type of—A general type of characteristic by which individuals are identified as being exceptional. *See also Exceptionality.*

Excess Membership in Public Schools—Membership in excess of the normal pupil capacity of accessible publicly owned school plants in use. This includes any public school pupils housed in nonpublicly owned quarters or makeshift or improvised facilities as well as those who are in excess of the normal capacity in permanent publicly owned school plants. (Based on I.)

Exempted Child—A child of compulsory school attendance age who is not required to attend school because of a physical or mental condition or for any other reason.

Exemption from School Activities—*See Restriction on School Activities.*

Expulsion—The action, taken by school authorities, compelling a pupil to withdraw from school for reasons such as extreme misbehavior and incorrigibility.

Extended Secondary School—*See College, Community.*

Facility, Hospital—A building or site belonging to or used by a hospital, sanatorium, convalescent home, or mental health clinic.

Facility, Residential School—A building or site belonging to or used by an educational institution in which pupils are boarded and lodged as well as taught.

Facility, School—A building or site belonging to or used by a school or school system for school purposes.

Father—*See Parent, Male.*

Female Parent—*See Parent, Female.*

Final Mark—*See Mark, Final.*

Forum—A public meeting at which topics are discussed by leaders and the audience.

Foster Home—A family home, other than the home of a natural parent, into which a child is placed for rearing without adoption.

Full-Time Equivalency of Assignment—*See Assignment, Full-Time Equivalency of.*

Full-Time Pupil—*See Pupil, Full-Time.*

Full-Tuition Pupil—*See Pupil, Full-Tuition.*

General Education Program—*See Program, General Education.*

Gifted, Mentally—As used in this handbook, individuals whose *level of mental development* is so far advanced that they have been identified by professionally qualified personnel as needing additional educational opportunities beyond what is provided by the usual school program if they are to be educated to the level of their ability. *See also Talented.*

Grade—That portion of a school program which represents the work of one regular school term, identified by a designation such as kindergarten, grade 1, or grade 10. (This is a modification of the definition in Handbook I.) (IV)

Grades, Intermediate Elementary—The grades between the primary grades and the upper elementary or junior high school grades, usually grades 4, 5, and 6. (IV)

Grades, Primary—The elementary grades preceding the intermediate elementary grades, usually grades 1, 2, and 3. (IV)

Grades, Upper Elementary—The elementary grades following the intermediate elementary grades, usually grades 7 and 8 in an 8-4 organizational pattern. (IV)

Graduate—An individual who has received formal recognition for the successful completion of a prescribed program of studies. (IV)

Graduation—Formal recognition given to a pupil for the successful completion of a prescribed program of studies.

Guidance Services—Those activities which have as their purpose helping pupils assess and understand their abilities, aptitudes, interests, environmental factors, and educational needs; assisting pupils in increasing their understandings of educational and career opportunities; and aiding pupils in making optimum use of educational and career opportunities through the formulation of realistic goals. These activities include counseling pupils and parents, evaluating the abilities of pupils, assisting pupils to make their own educational and career plans and choices, assisting pupils in personal and social adjustment, and working with other staff members in planning and conducting guidance programs. (Based on IV)

Handicap—An atypical physical, mental, or behavioral condition that adversely affects the performance of an individual. *See also Handicap, Physical; Handicap, Mental; Handicap, Emotional; and Handicap, Social.*

Handicap, Auditory—An impairment in hearing that adversely affects the performance of an individual. A person identified as having an auditory handicap may be referred to as "hard of hearing" or "deaf," according to the nature and severity of his handicap.

Handicap, Emotional—A deficiency or abnormality of the emotions that adversely affects the stability or performance of an individual.

Handicap, Mental—An impairment in learning potential that adversely affects the performance of an individual.

Handicap, Physical—An atypical physical condition that adversely affects the performance of an individual. Individuals with marked physical handicaps may be classified into groups such as: the blind, the partially seeing, the deaf, the hard of hearing, the speech impaired, the crippled, and those having special physical health problems resulting from various diseases and conditions. *See also*

Handicap, Visual; Handicap, Auditory; Speech Impaired; Crippled; and Special Physical Health Problems.

Handicap, Social—An abnormality or variation in interpersonal relationships that adversely affects the social adjustment of an individual.

Handicap, Speech—Speech which deviates from that spoken by others in the group to the extent that it calls attention to itself and interferes with communication.

Handicap, Visual—An impairment in vision that adversely affects the performance of an individual. A person identified as having a visual handicap may be referred to as "partially seeing" or "blind," according to the nature and severity of his handicap.

Handicapped, Mentally—Individuals having a mental handicap. *See also Handicap, Mental.*

Handicapped, Multiple—Individuals having more than one handicap.

Handicapped, Physically—Individuals having a physical handicap. *See also Handicap, Physical.*

Hard of Hearing—*See Handicap, Auditory.*

Head of Household—The individual assuming the responsibility for a family group.

High School—*See School, Secondary.*

High School Postgraduate—A pupil who, after graduating from high school (grade 12), enters a secondary school for additional schoolwork. (IV)

Holiday, School—A day on which school is not conducted either because of legal provisions or because of designation by the board of education as a holiday. Since such days are not considered as days in session, the pupils are considered as being neither present nor absent on school holidays.

Homebound Instruction—*See Instruction for Homebound Pupil.*

Homebound Pupil—*See Pupil, Homebound.*

Hospital Certificate—A certificate issued by a hospital verifying the name and date of birth of a child.

Hospital-Instruction—*See Instruction, Hospital.*

Immunization—The development of immunity or protection against a disease by inoculation, vaccination, or other means.

Impairment, Physical—As used in this handbook, a physical condition that may adversely affect a pupil's normal progress in the usual school program, e.g., asthma, epilepsy, cerebral palsy, diabetes, an allergy, a heart condition, a crippling condition, a physical developmental problem, and an impairment of sight, hearing, and speech. *See also Handicap, Physical.*

In-School Instruction—*See Instruction, In-School.*

Institution, Corrective—An institution to which children and/or youth are committed for the correction of inappropriate patterns of social behavior.

Institution, Noneducational—A hospital, sanatorium, convalescent home, mental health clinic, orphanage, corrective institution, or other institution whose primary function is other than the operation of schools.

Instruction—The activities dealing directly with the teaching of pupils or with improving the quality of teaching. (In this definition from Handbooks I, II, and III, the word "pupils" has been substituted for the word "students.")

Instruction, Hospital—Instruction provided in a hospital, sanatorium, or convalescent home.

Instruction, Individual—An arrangement whereby a pupil receives instruction by himself and not as part of a class.

Instruction, In-School—Instruction received by a pupil within the school plant.

Instruction Area—A room (or other area) which was specifically designed, or adapted, to accommodate some form of instructional activity and is available for such purposes. Regular classrooms; special classrooms, such as kindergarten rooms, laboratories, shops, home economics rooms, music rooms, and special classrooms for exceptional children; and other areas, such as libraries, study halls, audiovisual rooms, auditoriums, gymnasiums, and multipurpose rooms, should be included as instruction areas. (III)

Instruction by Correspondence—Approved instruction, usually received by the pupil outside the school plant, which provides for the systematic exchange between teacher and pupil of materials sent by mail. (IV)

Instruction for Homebound Pupil—Individual instruction by a teacher usually at the home of a pupil who is unable to attend classes. In some instances, such instruction is augmented by telephone communication between the classroom and the pupil or by other means. (This is an extension of the definition in Handbook IV.)

Instructional Level—An indication of the general nature and difficulty of instruction, e.g., elementary instructional level, secondary instructional level, and post-secondary instructional level.

Instructional Level, Elementary—The general level of instruction provided for pupils in elementary schools, and any instruction of a comparable nature and difficulty provided for adults and out-of-school youth. (IV)

Instructional Level, Postsecondary—The general level of instruction provided for pupils in college programs, usually beginning with grade 13, and any instruction of a comparable nature and difficulty provided for adults and out-of-school youth. (IV)

Instructional Level, Secondary—The general level of instruction provided for pupils in secondary schools and any instruction of a comparable nature and difficulty provided for adults and out-of-school youth. (IV)

Instructional Organization—A school or other organizational arrangement which provides instruction of a given type or types, i.e., elementary school instructional organization, secondary school instructional organization, junior college instructional organization, and adult education instructional organization. (This is the definition in Handbook IV with additional illustrative material.)

Intermediate Elementary Grades—See *Grades, Intermediate Elementary*.

Item of Information—As used in this handbook, a descriptive heading under which is recorded information about pupils.

Junior College—*See College, Junior.*

Kindergarten—A group or class that is organized to provide educational experiences for children during the year immediately preceding the first grade. A kindergarten class may be organized as a grade of an elementary school or as part of a separate kindergarten school.² In some school systems, such a group is called "preprimary" or "junior primary." (This is a modification of the definition in Handbooks I, II, and III.) (IV) *See also School, Elementary.*

Kindergarten School—An elementary school only for children in their kindergarten year. *See also Kindergarten and School, Elementary.*

Leaver, School—*See Dropout.*

Local School District—*See Administrative Unit, Local Basic.*

Male Parent—*See Parent, Male.*

Mark—A rating of achievement or academic progress assigned on the basis of some predetermined scale, e.g., letters (*A, B, C, D, F*), numbers (4, 3, 2, 1, 0), words or phrases (outstanding, satisfactory, needs improvement), and percentages.

Mark, Final—A mark given to a pupil upon the completion of a course, representing an evaluation of the work done for the entire course and entered upon the permanent records of the pupil. *See also Mark.*

Measure—A unit of measurement to which reference may be made for purposes of description, comparison, and evaluation. Many measures are obtained by computation involving one or more items of information. (IV)

Median Age of Pupils—For a given group of pupils, the age that evenly divides the distribution of pupils when classified by age, i.e., the age so selected that 50 percent of the total number of pupils is older and 50 percent is younger.

Membership—The number of pupils on the current roll of a class or school as of a given date. A pupil is a member of a class or school from the date he enters until he withdraws. During this period, the pupil is either present or absent on each day (or half day) during which school is in session. The date of withdrawal from membership is the first day after the date of last attendance, if known; otherwise, the date of withdrawal is considered to be the date on which it becomes known that the pupil left. Membership for a class or school, as of a given date, is obtained by adding the total original entries and total reentries and subtracting the total withdrawals; it may also be obtained by adding the total number present and the total number absent. This term is also known as "the number belonging." (This is a modification of the definition in Handbooks I, II, and III.) (IV) *See also Membership, Aggregate Days; and Membership, Average Daily.*

Membership, Aggregate Days—The sum of the days present and absent of all pupils when school is in session during a given reporting period. Only days on which the pupils are under the guidance and direction of teachers should be considered as days in session. (This definition from Handbooks I and II has been modified to cover any reporting period and to delete the words "actually" and "in the teaching process.") (IV) *See also Session, Day In; Attendance, Day of; and Membership.*

Membership, Average Daily—The aggregate days membership of a given school during a given reporting period divided by the number of days school is in session during this period. Only days on which the pupils are under the guidance and direction of teachers should be considered as days in session. The reporting period is generally a given regular school term. The average daily membership for groups of schools having varying lengths of terms is the sum of the average daily memberships obtained for the individual schools. For purposes of obtaining statistical comparability *only*, pupil-staff ratios involving kindergarten and nursery pupils attending a half-day session are computed as though these pupils are in membership for a half day. (This definition from Handbooks I, II, and III has been modified to cover any reporting period, to delete the words "actually" and "in the teaching process," and to insert the last sentence.) (IV) *See also Membership; Membership, Day of; Membership, Aggregate Days; and Day in Session.*

Membership, Day of—For a given pupil, any day that school is in session from the date the pupil presents himself at school and is placed on the current roll until he withdraws from membership in the class or school. *See also Membership.*

Membership in Special Classes and/or Special Schools—The number of pupils on the current roll of special classes and/or special schools as of a given date.

Mental Disability—As used in this handbook, a deficiency in mental ability which limits or prevents successful participation in the educational program of the school system.

Mental Handicap—*See Handicap, Mental.*

Mentally Deficient—*See Mentally Retarded.*

Mentally Gifted—*See Gifted, Mentally.*

Mentally Handicapped—*See Handicapped, Mentally.*

Mentally Retarded—As used in this handbook, individuals whose level of mental development is such that they have been identified by professionally qualified personnel as unable, without special help, to profit from the usual school program. In practice, mental retardation has come to mean an intelligence quotient (IQ) below about 75 or 80 on validly administered standard individual intelligence tests. Children in this category are classified educationally as (a) *educable* mentally retarded, (b) *trainable* mentally retarded, and (c) *custodial* mentally retarded. *See also Mentally Retarded, Educable; Mentally Retarded, Trainable; and Mentally Retarded, Custodial.*

Mentally Retarded, Custodial—Mentally retarded individuals for whom neither self-support nor significant improvement in performance is anticipated. These individuals are severely retarded and have IQ's below 40 in most cases.

Mentally Retarded, Educable—Mentally retarded individuals who are educable in the academic, social and occupational areas, even though moderate supervision may be necessary. IQ's of these individuals range from about 50 to 75 or 80.

Mentally Retarded, Moderately—*See Mentally Retarded, Educable.*

Mentally Retarded, Severely—*See Mentally Retarded, Trainable; and Mentally Retarded, Custodial.*

Mentally Retarded, Trainable—Mentally retarded individuals for whom little or no self-support is anticipated, although some improvement in performance is possible, especially in self-care, social and emotional adjustment, and economic usefulness in the home or a sheltered environment. These individuals probably will require a sheltered environment and major supervision throughout their lives. Their IQ's generally range below about 50 or 60.

Migrant Agricultural Worker—An individual whose primary employment is in agriculture on a seasonal or other temporary basis and who establishes a temporary residence, with or without his family, for the purpose of such employment.

Migrant Child—A child whose parent is a migrant worker and who is within the age limits for which the local school district provides free public education.

Migrant Worker—An individual whose primary employment is on a seasonal or other temporary basis and who establishes a temporary residence, with or without his family, for the purpose of such employment. *See also Migrant Agricultural Worker.*

Mother—*See Parent, Female.*

Nongraded Class—*See Class, Ungraded.*

Nonpromotion—The retaining of a pupil in his current grade at the end of the regular school term or at another time when most pupils are promoted.

Nonresident Pupil—*See Pupil, Nonresident, of Attendance Area; and Pupil, Nonresident, of Administrative Unit (or School District).*

Nonschool Activity—*See Activity, Nonschool.*

Nontuition Pupil—*See Pupil, Nontuition.*

Normal Capacity of a School Plant—*See Pupil Capacity of a School Plant.*

Number. Pupil—*See Pupil Number.*

Number Belonging—*See Membership.*

Nursery—A beginning group or class that is organized to provide educational experiences for children during the year or years preceding the kindergarten. A nursery class may be organized as a grade of an elementary school or as a part of a separate nursery school. (IV) *See also School, Elementary; and Nursery School.*

Nursery School—An elementary school only for children in their nursery year or years. These schools sometimes are called "preschool groups," "child care centers," and "cooperative nursery schools." (This is a modification of the definition in Handbooks I, II, and III.) *See also Nursery and School, Elementary.*

Occupational Program—*See Program, Occupational.*

Organization, Instructional—*See Instructional Organization.*

Original Entry—A pupil who enters elementary or secondary school for the first time during a given regular school term in a given State. There are two types of original entries. The first type, designated by the symbol *E1*, includes pupils who enter for the first time during a given regular school term, either a public or nonpublic school in the United States or its outlying areas. The second type, designated by the symbol *E2*, includes pupils who previously entered a public or

nonpublic school in another State during the regular school term, but who have not previously entered a school in the given State. The total number of original entries in a State is the sum of the original entries in public and nonpublic schools, including laboratory, model, and practice schools. The number of original entries is a cumulative total; this number increases during the term and never decreases. (This is a modification of the definition for "Original Entry in a Given State" in Handbook I.) *See also State and Outlying Areas.*

Out-of-School Youth—Persons under 21 years of age, excluding children below school age, who (a) are not elementary or secondary school pupils and (b) are not taking courses for college credit toward degrees or equivalent certificates. A pupil is not considered to be an out-of-school youth when he is not attending school during a vacation period. (IV)

Outlying Areas—As used in this handbook, a term including Guam, the Virgin Islands, Puerto Rico, American Samoa, the Canal Zone, and other territories of the United States.

Overage—As used in this handbook, a term referring to an individual who has passed the compulsory school attendance age.

Parent, Female—As used in this handbook, the woman having parental, or guardianship, responsibility for a pupil.

Parent, Male—As used in this handbook, the man having parental, or guardianship, responsibility for a pupil.

Part-Time Pupil—*See Pupil, Part-Time.*

Partial-Tuition Pupil—*See Pupil, Partial-Tuition.*

Partially Seeing—*See Handicap, Visual.*

Per Pupil Cost—*See Annual Current Expenditures Per Pupil in ADA, Annual Current Expenditures Per Pupil in ADM, Current Expenditures Per Pupil, Current Expenditures Per Pupil Per Day (ADA), and Current Expenditures Per Pupil Per Day (ADM).*

Per Pupil Cost of a Building—The cost of a building divided by the pupil capacity of the building. (III)

Percentage in Membership—*See Percentage of Age Group in All Schools and Percentage of Age Group in Public Schools.*

Percentage of Absence—The average daily absence during a given reporting period divided by the average daily membership for the period, expressed as a percentage; or, the aggregate days absence divided by the aggregate days membership, expressed as a percentage.

Percentage of Age Group in All Schools—The number of resident pupils of a given age group (e.g., 14 to 18 years of age) entered in all public and nonpublic schools, divided by the total number of residents within the age group, expressed as a percentage.

Percentage of Age Group in Public Schools—The number of resident pupils of a given age group (e.g., 14 to 18 years of age) entered in public schools, divided by the total number of residents within the age group, expressed as a percentage.

Percentage of Attendance—The average daily attendance during a given reporting period divided by the average daily membership for the period, expressed as a percentage; *or*, the aggregate days attendance divided by the aggregate days membership, expressed as a percentage.

Percentage of Change in Membership From Previous Year (For a Given Date)—The change of membership from a given date in one year to a corresponding date the following year, divided by the membership as of the first date, expressed as a percentage.

Percentage of Change in Membership From Previous Year (For a Period of Time)—The change of average daily membership from a given period of time in one year to a corresponding period of time the following year, divided by the average daily membership during the first period of time, expressed as a percentage.

Percentage of Exceptional Children in Special Classes or Schools—The number of resident exceptional children entered in special classes or schools, divided by the total number of resident children identified as exceptional, expressed as a percentage.

Percentage of High School Graduates Who Completed Courses in Various Subject Areas—The number of pupils in a given high school graduation group who completed courses in each of a number of specific subject areas, divided by the total number of pupils in the group, expressed as a percentage.

Percentage of Pupils Currently Members of Classes in Various Subject Areas—The number of pupils in a given school group who are members of classes in each of a number of specific subject areas, divided by the total number of pupils in the group, expressed as a percentage.

Percentage of Pupils in Nonpublic Schools—The number of pupils of a given age group or type of instructional organization entered in nonpublic schools, divided by the total number of pupils in this age group or type of instructional organization entered in all schools, expressed as a percentage.

Percentage of Pupils Making Normal Progress—The number of pupils making normal progress during a given reporting period, divided by the membership at the close of the period, expressed as a percentage.

Percentage of Pupils Not Promoted (or Retained)—The number of pupils who, at the close of a given reporting period (usually a regular school term), are re-assigned to the same grade, divided by the membership at the close of the period, expressed as a percentage. Pupils in ungraded classes are not considered "not promoted" unless (and until) they are asked to spend more than the usual amount of time in such classes.

Percentage of Pupils Participating in Various Activities—The number of pupils who, during a given reporting period (e.g., a given regular school term), take part in each of a number of specific activities, divided by the average daily membership of pupils in the group, expressed as a percentage.

Percentage of Pupils Promoted—The number of pupils promoted during or at the close of a given reporting period (usually a regular school term), divided by the membership at the close of the period, expressed as a percentage. For reporting purposes, pupils in ungraded classes who have made satisfactory progress may be considered separately or they may be considered promoted.

Percentage of Pupils Transported at Public Expense—The average daily membership of pupils transported at public expense, divided by the average daily membership of the reporting unit, expressed as a percentage.

Percentage of Pupils Withdrawing, by Type of Withdrawal—The number of pupils withdrawing from school during a given regular school term in each of the four principal categories of withdrawal (i.e., transfer, completion of school-work, dropout, and death), divided by the total number of pupils withdrawing, expressed as a percentage.

Percentage of School-Age Population in Public (or Nonpublic) Elementary and Secondary Schools—The number of resident pupils of compulsory school attendance age entered in public (or nonpublic) elementary and secondary schools, divided by the total number of residents of compulsory school attendance age, expressed as a percentage.

Percentage of Total Excess Public School Membership—Total excess membership in public schools divided by the normal pupil capacity of accessible publicly owned school plants in use, expressed as a percentage. *See also Excess Membership in Public Schools and Pupil Capacity of a School Plant.*

Percentage of Total Membership Being Provided Appropriate Special Education—The number of pupils who have been identified as exceptional by professionally qualified personnel and who are being provided appropriate special education, divided by the total membership, expressed as a percentage. These pupils may be considered also in smaller groups according to type of exceptionality, e.g., blind, deaf, mentally retarded, etc.

Percentage of Transported Pupils Riding a Given Distance—The average daily membership of pupils who ride a given distance (e.g., 5, 10, 15, and 20 miles), divided by the average daily membership of pupils transported, expressed as a percentage. This percentage may be determined as of a given date or on the basis of averages for a given reporting period.

Percentage of Transported Pupils Riding a Given Time—The average daily membership of pupils who ride a given time (e.g., 30 minutes, and 1, 1½, and 2 hours), divided by the average daily membership of pupils transported, expressed as a percentage. This percentage may be determined as of a given date or it may be determined on the basis of averages for a given reporting period.

Physical Handicap—*See Handicap, Physical.*

Physically Handicapped—*See Handicapped, Physically.*

Post High School Level—*See Instructional Level, Postsecondary.*

Postgraduate—*See High School Postgraduate.*

Postschool Activity—As used in this handbook, postschool employment, postschool education and training, and other notable postschool activity such as elective offices held, books published, and armed services activities.

Postsecondary Instructional Level—*See Instructional Level, Postsecondary.*

Primary Grades—*See Grades, Primary.*

Private School—*See School, Private or Nonpublic.*

Professional Educational Assignment—*See Assignment, Professional Educational.*

Professional Educational Staff Per 1,000 Pupils in Average Daily Membership—The number representing the total full-time equivalency of professional educational assignments in a school system during a given period of time, multiplied by 1,000 and divided by the average daily membership of pupils during this period. (IV) *See also Assignment, Professional Educational.*

Program, Adult Education—A program of instruction provided for adults and out-of-school youth. *See also Adult Education.*

Program, General Education—As used in this handbook, a program of instruction, at the postsecondary instructional level, which is considered as general in terms of content, organization, or purpose. A program of general education, depending upon its organization or purpose, may be classified as a transfer program, an open-ended program, or a terminal program. *See also Program, Transfer; Program, Open-Ended; and Program, Terminal.*

Program, Occupational—A program of instruction at the postsecondary instructional level, extending not more than 3 years beyond secondary school, which is designed to prepare the student for immediate employment in an occupation or cluster of occupations. Occupational programs are not designed as the first 2 or 3 years of liberal arts education or of preprofessional training, although the credits earned normally are creditable toward an associate degree. In cases where the credits earned are acceptable, in whole or in part, toward a bachelor's degree in certain institutions of higher education, an occupational program also may be classified as an open-ended program; where credits earned are not normally acceptable toward a bachelor's degree, an occupational program also may be classified as a terminal program. (Definition adapted from *Handbook of Data and Definitions in Higher Education* of the American Association of Collegiate Registrars and Accounting Officers.) *See also Program, Open-Ended; and Program, Terminal.*

Program, Open-Ended—A program of instruction at the postsecondary instructional level, of an occupational or terminal nature designed, often in cooperation with one or more 4-year colleges or universities, so that credits earned may be applicable, at least in part, toward a bachelor's degree. (Definition adapted from *Handbook of Data and Definitions in Higher Education* of the American Association of Collegiate Registrars and Accounting Officers.)

Program, Terminal—A unified series of courses that is intended to be complete in itself. At the postsecondary instructional level, this refers to a program of instruction that is completed in less than 4 years and is designed to provide general education or occupational training for individuals who are not planning to enter a bachelor's degree program. Credits earned in such a program normally are creditable toward an associate degree.

Program, Transfer—A program of instruction, at the postsecondary instructional level, yielding credits which are normally acceptable by 4-year colleges and universities at full (or virtually full) value toward a bachelor's degree. (Definition adapted from *Handbook of Data and Definitions in Higher Education* of the American Association of Collegiate Registrars and Accounting Officers.)

Promotion—An advancement of a pupil to a higher grade or instructional level. (IV)

Promotion, Accelerated—Promotion of a pupil at a rate more rapid than the usual rate. If a pupil receives an accelerated promotion, he thereby condenses or omits time customarily spent in a given grade or course.

Public School—*See School, Public.*

Pupil—As used in this handbook, an individual for whom instruction is provided in an educational program under the jurisdiction of a school or school system. No distinction is made between the terms "pupil" and "student"; the term "pupil" is used to include individuals at all instructional levels. The pupil may receive his instruction in a classroom of a school plant or in another location such as his home or a hospital. Instruction may be provided by direct teacher contact or by some other approved means such as television and correspondence. (IV)

Pupil, Atypical—A pupil revealing a physical, mental, or behavioral characteristic which is markedly different from that of the mean of his chronological age group. *See also Atypical Characteristic, Exceptional Children, and Exceptional Pupils.*

Pupil, Full-Time—A pupil who is carrying a full course load as determined by the State or the local school system.

Pupil, Full-Tuition—A pupil, usually a nonresident of the school district, for whom the maximum allowable tuition is paid.

Pupil, Homebound—A pupil who is unable to attend classes and for whom instruction is provided at home by a teacher. *See also Instruction for Homebound Pupil.*

Pupil, Nonresident, of Administrative Unit (or School District)—A pupil who resides outside the administrative unit (or school district).

Pupil, Nonresident, of Attendance Area—A pupil who resides outside the geographic area normally served by the school he attends. *See also Attendance Area, School.*

Pupil, Nontuition—A pupil; usually a resident of the school district, for whom no tuition is paid.

Pupil, Part-Time—A pupil who is carrying less than a full course load as determined by the State or the local school system.

Pupil, Partial-Tuition—A pupil for whom tuition is paid, but less than the maximum amount.

Pupil, Resident, of Administrative Unit (or School District)—A pupil who resides within the administrative unit (or school district).

Pupil, Resident, of an Institution—A pupil who, while school is in session, resides in an institution (such as a residential school or a residential child-caring institution) rather than in a private home.

Pupil, Resident, of Attendance Area—A pupil who resides within the geographic area normally served by the school he attends. *See also Attendance Area, School.*

Pupil, Transfer—A pupil who severs his connections with a class, grade, or school in order to transfer to another class, grade, or school. This includes pupils who

transfer or are promoted from an elementary school to a secondary school or from a junior high school to a senior high school. *See also T1, T2, T3, and T4.*

Pupil, Transported—As used in this handbook, a pupil who is transported to and from school at public expense.

Pupil, Tuition—A pupil for whom tuition is paid. *See also Pupil, Full-Tuition; and Pupil, Partial-Tuition.*

Pupil, Unclassified Elementary—An elementary school pupil who is not classified according to grade. (This is a modification of the definition of "Pupils, Unclassified Elementary" in Handbook I.) *See also Class, Ungraded.*

Pupil, Unclassified Secondary—A secondary school pupil who is not classified according to grade. (This is a modification of the definition of "Pupils, Unclassified Secondary" in Handbook I.) *See also Class, Ungraded.*

Pupil Accounting—A system for collecting, computing, and reporting information about pupils.

Pupil Capacity of a School Plant—The membership that can be accommodated in the classrooms and other instruction areas of a given school plant for the school day according to existing State-approved standards, exclusive of multiple sessions. (III)

Pupil-Classroom Teacher Ratio (As of a Given Date)—The number of pupils in membership, as of a given date, divided by the number representing the total full-time equivalency of classroom teaching assignments serving these pupils on the same date. (IV) *See also Assignment, Classroom Teaching.*

Pupil-Classroom Teacher Ratio (For a Period of Time)—The average daily membership of pupils, for a given period of time, divided by the number representing the total full-time equivalency of classroom teaching assignments serving these pupils during the same period. *See also Assignment, Classroom Teaching.*

Pupil-Counselor Ratio (As of a Given Date)—The number of pupils in membership, as of a given date, divided by the number representing the total full-time equivalency of counseling assignments serving these pupils on the same date. (IV) *See also Assignment, Counseling.*

Pupil-Counselor Ratio (For a Period of Time)—The average daily membership of pupils, for a given period of time, divided by the number representing the total full-time equivalency of counseling assignments serving these pupils during the same period. *See also Assignment, Counseling.*

Pupil Density—*See Pupils Per Square Mile.*

Pupil Number—A number assigned to a pupil for identification and recordkeeping purposes.

Pupil-Principal Ratio (As of a Given Date)—The number of pupils in membership in the elementary and secondary schools of a school system, as of a given date, divided by the number representing the total full-time equivalency of school direction and management assignments serving these pupils on the same date. (IV) *See also Assignment, School Direction and Management.*

Pupil-Principal Ratio (For a Period of Time)—The average daily membership of pupils in the elementary and secondary schools of a school system, for a given

period of time, divided by the number representing the total full-time equivalency of school direction and management assignments serving these pupils during the same period. *See also Assignment, School Direction and Management.*

Pupil-Professional Educational Staff Ratio (As of a Given Date)—The number of pupils in membership in a school system, as of a given date, divided by the number representing the total full-time equivalency of all professional educational assignments in the school system on the same date. (IV) *See also Assignment, Professional Educational.*

Pupil-Professional Educational Staff Ratio (For a Period of Time)—The average daily membership of pupils, for a given period of time, divided by the number representing the total full-time equivalency of all professional educational assignments in the school system during the same period. *See also Assignment, Professional Educational.*

Pupil Record—*See Record, Pupil.*

Pupil Record, Permanent—*See Record, Permanent Pupil.*

Pupil-School Librarian Ratio (As of a Given Date)—The number of pupils in membership in a school system, as of a given date, divided by the number representing the total full-time equivalency of school librarian assignments serving these pupils in school libraries on the same date. (Based on IV) *See also Assignment, School Librarian.*

Pupil-School Librarian Ratio (For a Period of Time)—The average daily membership of pupils, for a given period of time, divided by the number representing the total full-time equivalency of school librarian assignments serving these pupils in school libraries during the same period. *See also Assignment, School Librarian.*

Pupil-Teacher Ratio (As of a Given Date)—The number of pupils in membership, as of a given date, divided by the number representing the total full-time equivalency of all teaching assignments serving these pupils on the same date. (IV) *See also Assignment, Teaching.*

Pupil-Teacher Ratio (For a Period of Time)—The average daily membership of pupils, for a given period of time, divided by the number representing the total full-time equivalency of all teaching assignments serving these pupils during the same period. *See also Assignment, Teaching.*

Pupil-Total Staff Ratio (As of a Given Date)—The number of pupils in membership in a school system, as of a given date, divided by the number representing the total full-time equivalency of all staff assignments in the school system on the same date. (IV)

Pupil-Total Staff Ratio (For a Period of Time)—The average daily membership of pupils in a school system, for a given period of time, divided by the number representing the total full-time equivalency of all staff assignments in the school system during the same period.

Pupil Transportation Services—Those activities which have as their purpose the conveyance of pupils to and from school activities, either between home and school or on trips related to school activities. (This is an editorial modification of the definition in Handbooks II and III.) (IV)

Pupils, Exceptional—*See Exceptional Pupils.*

Pupils Per Acre—The average daily membership of a school divided by the total number of developed and undeveloped acres in the school site. (III)

Pupils Per Square Mile—The total number of resident pupils who live in a given attendance area or administrative unit, divided by the number of square miles in the attendance area or administrative unit.

R1, R2, R3 . . . R7—Symbols used to identify pupils according to type of reentry, as follows:

- R1—Reentry from within the same school
- R2—Reentry from a public school in the same local administrative unit
- R3—Reentry from a nonpublic school in the same local administrative unit
- R4—Reentry from a public school in the State, but outside the local administrative unit
- R5—Reentry from a nonpublic school in the State, but outside the local administrative unit
- R6—Reentry from the same room in the same school after withdrawal or discharge
- R7—Reentry from another State or country

(For descriptions of these types of reentry, see ch. 3, item 5110.20.) *See also Reentry.*

Record—A collection of information which is prepared by a person, unit, or organization for the use of that person, unit, or organization. (This is an extension of the definition of "Records" in Handbooks I, II, and III to include records which are in other than written form.) (IV)

Record, Cumulative Pupil—A continuous and current record of significant information regarding the progress and growth of an individual pupil as he goes through school, including information on his personal characteristics, family background, health, school attendance, courses, noncourse activities, school progress, honors, interests, aptitudes, out-of-school activities, part-time employment, and plans for the future. *See also Record, Pupil; and Record, Permanent Pupil.*

Record, Permanent Pupil—A pupil record considered to have permanent or semi-permanent value and which remains in the files of the school or school system. *See also Record, Pupil; and Record, Cumulative Pupil.*

Record, Pupil—Information about one or more pupils which is kept on file for a period of time in a classroom, school office, system office, or other approved location. A pupil record usually is intended for the use of the person or office which maintains the record. *See also Record, Cumulative Pupil; and Record, Permanent Pupil.*

Reentry—An entering pupil who previously entered any class in the same elementary or secondary school or any class in another school in the same State during a given regular school term. (In every case, pupils in this category have already been recorded during this regular school term as original entries in some school in the same State.) (This is a modification of the definition for "Reentries" in Handbook I.) *See also R1, R2, R3 . . . R7 and State.*

Referral—The act of referring a pupil to a person or agency for study and assistance, whether this person or agency be within or outside the school system.

Registration—The process of entrance into a school or course. *See also Enrollment Information, Original Entry, and Reentry.*

Regular Class—*See Class, Regular.*

Report—A collection of information which is prepared by a person, unit, or organization for the use of some other person, unit, or organization. (This is an extension of the definition for "Reports" in Handbooks I, II, and III to include reports which are in other than written form.) (IV)

Reporting Period—A period of time for which a report is prepared, e.g., a calendar year, school year, regular school term, summer school term, semester, and marking period. (IV)

Reporting Unit—The organizational unit submitting a report, e.g., a State department of education, an intermediate administrative unit, a local basic administrative unit, and a school. (IV)

Resident—An individual who lives within a given administrative unit.

Resident Child—A child who lives within a given administrative unit.

Resident Children Per Square Mile—The total number of resident children, by age, who live in a given attendance area or administrative unit, divided by the number of square miles in the attendance area or administrative unit.

Resident Pupil—*See Pupil, Resident, of Attendance Area; and Pupil, Resident, of Administrative Unit (or School District).*

Residential School—*See School, Residential.*

Residential School for Special Education—*See School, Residential, for Special Education.*

Restriction on School Activities—The manner in which a pupil's school activities are curtailed because of a physical condition or for any other reason.

Retention—*See Nonpromotion.*

Retrieval of Information—Locating and recovering information from wherever it may be stored. (IV)

School—A division of the school system consisting of a group of pupils composed of one or more grade groups, organized as one unit with one or more teachers to give instruction of a defined type, and housed in a school plant of one or more buildings. More than one school may be housed in one school plant, as is the case when the elementary and secondary schools are housed in the same school plant. (The definition in Handbooks I, II, and III has been modified by substituting the word "schools" for the word "programs.") (IV)

School, Adult—A separately organized school providing instruction exclusively for adults and out-of-school youth.

School, Area Vocational—A public school which has been approved by the State board for vocational education to provide vocational instruction to residents of the State, a county, a major city, or another designated geographic area larger than one local basic administrative unit. (IV)

School, Boarding—*See School, Residential.*

School, Comprehensive High—A secondary school with a number of departments (e.g., academic, industrial, business) offering a diversified program to meet the needs of pupils with varying interests and abilities. (IV)

School, Day—A school attended by pupils during a part of the day, as distinguished from a residential school where pupils are boarded and lodged as well as taught. (IV)

School, Elementary—A school classified as elementary by State and local practice and composed of any span of grades not above grade 8. A nursery school or kindergarten school is included under this heading *only* if it is an integral part of a regularly established school system. (This is a modification of the definition in Handbooks I, II, and III.) (IV) *See also Kindergarten, Kindergarten School, Nursery, and Nursery School.*

School, Four-Year High—A 4-year secondary school immediately following the elementary school in an 8-4 plan or, in some instances, a 7-4 plan. This includes 4-year vocational and trade high schools. (This is a modification of the definition of "Regular 4-Year High School" in Handbooks I, II, and III to include the 4-year vocational or trade high school.) (IV) *See also School, Vocational or Trade High.*

School, Incomplete Regular High—A secondary school which offers less than 4 full years of work beyond grade 8 in a school system that is organized in such a manner that nursery, kindergarten, or grade 1 through grade 8 constitute the elementary grades. These are sometimes called *truncated high schools*. (I) (II) (III) (IV)

School, Junior High—A separately organized and administered secondary school intermediate between the elementary and senior high schools. (The definition in Handbooks I, II, and III has been modified with the addition of the words "and administered.") (IV)

School, Junior-Senior High—A secondary school organized on a junior-senior basis and administered under one head as one unit. (I) (II) (III) (IV)

School, Kindergarten—*See Kindergarten School.*

School, Laboratory, Model, or Practice—An elementary or secondary school in which part or all of the teaching staff consists of cadet or student teachers and the control and operation of the school rests with an institution which prepares teachers. (The definition for "School, Laboratory, Model, and Practice" in Handbook I has been modified to include the term "student teachers" and to substitute the word "prepares" for the word "trains.")

School, Model—*See School, Laboratory, Model, or Practice.*

School, Nursery—*See Nursery School.*

School, Practice—*See School, Laboratory, Model, or Practice.*

School, Private or Nonpublic—A school established by an agency other than the State, subdivisions of the State, or the Federal Government, which usually is supported primarily by other than public funds, and the operation of whose program rests with other than publicly elected or appointed officials. (The definition from Handbooks I and II has been modified to include the words "the Federal Government" and "usually.") (IV)

School, Public—A school operated by publicly elected or appointed school officials in which the program and activities are under the control of these officials and which is supported by public funds. (I) (II) (III) (IV)

School, Residential—An educational institution in which pupils are boarded and lodged as well as taught.

School, Residential, for Special Education—A residential school providing a program of special education for exceptional pupils. *See also School for Exceptional Children.*

School, Secondary—A school comprising any span of grades beginning with the next grade following the elementary school and ending with or below grade 12, including the junior high school and other types of high school. (This is a modification of the definition in Handbooks I, II, and III.) (IV)

School, Senior High—A secondary school offering the final years of high school work necessary for graduation and invariably preceded by a junior high school. (The definition in Handbooks I, II, and III has been modified to delete the words "in the same system" and insert the word "secondary.") (IV)

School, Special—*See School for Exceptional Children.*

School, Summer—*See School Term, Summer.*

School, Technical High—*See School, Vocational or Trade High.*

School, Truncated—*See School, Incomplete Regular High.*

School, Undivided High—A secondary school served by one faculty organized under one principal, which includes more than four grades as in a 6-6 or 7-5 plan, is not divided on a junior and senior basis, and is not preceded by a junior high school in the same school system. (The definition in Handbooks I, II, and III has been clarified with the insertion of the words "as in a 6-6 or 7-5 plan.") (IV)

School, Ungraded Elementary—An elementary school which is not organized on a grade basis, but which offers work on the elementary instructional level. (IV)

School, Ungraded High—A secondary school which is not organized on a grade basis, but which offers work on the secondary instructional level. (IV)

School, Vocational or Trade High—A secondary school which is separately organized under a principal for the primary purpose of offering training in one or more skilled or semiskilled trades or occupations. It includes such schools whether federally aided or not. Departments of other types of high schools which offer such courses as the commercial, agricultural, home economics, industrial arts, and other applied art courses are not considered as separately organized vocational high schools. (The definition in Handbooks I, II, and III has been modified, mainly by the insertion of the word "primary.") (IV)

School Age—*See Age as of September 1 and Compulsory School Attendance Age.*

School Attendance Area—*See Attendance Area, School.*

School Board—*See Board of Education, Public.*

School Bus—*See Bus, School.*

School Census—An enumeration and collection of data, as prescribed by law, to determine the name, age, sex, and post office address of children and youth who reside in a given administrative unit and to secure other information deemed pertinent to education. (IV)

School Census, Continuous—An individual record of every resident child from birth to 21 years of age, or to some other age limit, which is checked regularly with all sources of information available to the school so as to provide an accurate current list of all children residing in a given administrative unit. *See also School Census.*

School Census Age—The age span of children and youth included in the school census.

School Day—That part of a calendar day when school is in session. (IV)

School Direction and Management Assignment—*See Assignment, School Direction and Management.*

School District—A term used synonymously with the term "local basic administrative unit." (II) (III) (IV) *See also Administrative Unit, Local Basic.*

School for Exceptional Children—A special school composed of children who have been identified by professionally qualified personnel as requiring special educational planning and services. (This is a modification of the definition in Handbook III.) *See also Exceptional Children.*

School Librarian Assignment—*See Assignment, School Librarian.*

School Lunch—As used in this handbook, any lunch served by the school, approximating the minimum nutritional standards of the U.S. Department of Agriculture, regardless of who pays for it.

School Plant—The site, buildings, and equipment constituting the physical facilities used by a single school or by two or more schools sharing the use of common facilities. (I) (II) (III) (IV)

School Plant, Combined Community College and Secondary—A school plant that houses on a permanent basis two schools only—a secondary school and a community college. (III)

School Plant, Combined Elementary and Secondary—A school plant that houses on a permanent basis two schools only—an elementary school and a secondary school. (This is a modification of the definition in Handbooks I and II.) (III)

School Session—*See Session.*

School System—All the schools and supporting services operated by the board of education of a given administrative unit or by another organization which operates one or more schools. (IV)

School Term—A prescribed span of time when school is open and the pupils are under the guidance and direction of teachers. *See also School Term, Regular; and School Term, Summer.*

School Term, Regular—The school term which usually begins in the late summer or the fall and ends in the spring. A regular school term may be interrupted by one or more vacations. (IV)

School Term, Summer—The school term taking place in the summer during the period between the end of one regular school term and the beginning of the next regular school term. (This is a modification of "Summer School" in Handbooks I and II.) (IV)

School Year—The 12-month period of time denoting the beginning and ending dates for school accounting purposes, usually from July 1 to June 30. (IV)

Secondary Instructional Level—See *Instructional Level, Secondary*.

Semester—Half of a regular school term, usually 16 to 18 weeks in duration.

Session—The period of time during the school day when a given group of pupils is under the guidance and direction of teachers. (IV) See also *School Day; Session, Full-Day; Session, Half-Day; Session, Curtailed; Sessions, Double; and Sessions, Extended-Day*.

Session, Curtailed—A school session with less than the number of hours of instruction recommended by the State education agency.

Session, Day In—A day on which the school is open and the pupils are under the guidance and direction of teachers. On some days the school plant may be closed and the student body as a whole engaged in school activities outside the school plant under the guidance and direction of teachers. Such days should be considered as days in session. Days on which school is closed for such reasons as holidays, teachers' institutes, and inclement weather should not be considered as days in session. (The definition in Handbooks I and II has been modified with the deletion of the words "in the teaching process.") (IV)

Session, Full-Day—A school session which contains at least the minimum number of hours recommended by the State education agency for a full day of attendance in a given elementary or secondary grade other than kindergarten or nursery.

Session, Half-Day—A school session which contains the minimum number of hours recommended by many State education agencies for kindergarten or nursery instruction, when the length of this session approximates half the number of hours recommended for a full-day session in other elementary grades. Kindergarten and nursery pupils attending a half-day session are in membership for the full day. However, for purposes of obtaining statistical comparability *only*, pupil-staff ratios involving these pupils are computed as though these pupils were in membership for a half day.

Sessions, Double—A school day with separate sessions for two groups of pupils in the same instructional space, e.g., one room used by one fourth-grade class in the morning and by another fourth-grade class in the afternoon; one school building used by high school juniors and seniors during a morning session and by freshmen and sophomores during an afternoon session.

Sessions, Extended-Day—A school day with separate times for different groups of pupils to start and end their sessions in the same school plant, e.g., high school juniors and seniors begin their session at 7:30 a.m. and the freshmen and sophomores begin their session at 8:30 a.m., the session for juniors and seniors ending 1 hour prior to the time the session ends for the freshmen and sophomores.

Sessions, Staggered—See *Sessions, Extended-Day*.

Slow Learners—Children who display evidence of having difficulty in adjusting to the usual curriculum in academic areas, requiring some minor modification of

school offerings within the regular classroom in order to attain maximum growth and development; in terms of intelligence quotient (IQ), those individuals whose IQ falls within the general range of 75 or 80 to about 90.

Social Handicap—*See Handicap, Social.*

Socially Maladjusted—Individuals having unusual difficulty in interpersonal relationships. *See also Handicap, Social.*

Special Class for Exceptional Pupils—*See Class, Special, for Exceptional Pupils.*

Special Education—As used in this handbook, educational provisions which are different from or in addition to those provided in the usual school program and are provided for exceptional pupils by specially qualified personnel. Special education may be provided in special classes on a full-time or part-time basis; outside the school plant in the pupil's home, a hospital, a sanatorium, or a convalescent home; or in other appropriate settings. *See also Exceptional Pupils and Exceptional Children.*

Special Physical Health Problems—As used in this handbook, a term referring to pupils identified by professionally qualified personnel as having less than the usual amount of strength, energy, and endurance and hence may need appropriate modifications in their educational program. Such a condition might result from chronic illness, emotional disturbance, or environmental causes, e.g., diabetes, cardiac disease, grief reaction, epilepsy, and lead poisoning. *See also Handicap, Physical.*

Speech Handicap—*See Handicap, Speech.*

Speech Impaired—Individuals having unusual difficulty in oral communication. *See also Handicap, Speech.*

Standardized Test—A test composed of a systematic sampling of behavior, having data on reliability and validity, administered and scored according to specific instructions, and capable of being interpreted in terms of adequate norms.

State—In this handbook, a term which refers to any State or outlying area of the United States. *See also Outlying Areas.*

Student—*See Pupil.*

Student Body Activities—*See Activities, Student Body.*

Student Organization—A group of pupils organized into a single body for the purpose of pursuing common goals and objectives. Such organizations include the various types of clubs and class organizations which, with the approval of appropriate school authorities, are managed and operated by pupils under the guidance or supervision of qualified adults. (This is a modification of the definition in FASA.) *See also Activities, Student Body.*

Student Organization, Class or Grade—An organized group of pupils who, by virtue of having completed a designated number of grades, pursue common goals and objectives. Such organizations include the senior, junior, sophomore and freshman classes, and the elementary school grades. They are managed and operated by pupils under the guidance or supervision of appropriate staff members. (This is a modification of the definition in FASA.)

Student Organization, Club—An organized group of pupils having as its main objective the furtherance of a common interest. Such organizations include social, hobby, instructional, recreational, athletic, honor, dramatic, musical, and

similar clubs and societies which, with the approval of appropriate school authorities, are managed and operated by the pupils under the guidance or supervision of qualified adults. (This is a modification of the definition in FASA.)

Subject Area—A grouping of related courses or units of subject matter under a heading such as English language arts; foreign language arts; art education; music; mathematics; natural sciences; social sciences or social studies; health, safety, and physical education; industrial arts technology (nonvocational); vocational, industrial, and technical education; home economics; agriculture; and business education. (IV)

Subject Matter Field—*See Subject Area*

Summer School—*See School Term, Summer.*

Suspension—Temporary dismissal of a pupil from school, usually by school personnel having authority granted by the board of education. *See also Expulsion.*

T1, T2, T3, and T4—Symbols used to identify pupils according to type of transfer, as follows:

T1—Transfer within the same school

T2—Transfer to a public school or other instruction under public school supervision in the same local administrative unit

T3—Transfer to a nonpublic school located within the same local administrative unit

T4—Transfer to a school outside the local administrative unit

(For descriptions of these types of transfer, see ch. 3, item 5410.) *See also Pupil, Transfer.*

Talented—As used in this handbook, individuals identified by professionally qualified personnel as being capable of high performance in one or more areas of special competence. Among these areas of special competence are intellectual ability; creativity; leadership ability and social adeptness; and facility in the productive and performing arts. *See also Gifted, Mentally.*

Tardiness—Absence of a pupil at the time a given class and/or half day of attendance begins, provided that the pupil is in attendance before the close of that class or half day.

Teacher—A staff member performing assigned professional activities in guiding and directing the learning experiences of pupils in an instructional situation. (This is a modification of the definition in Handbooks I and II.) (IV)

Teacher Education Institution—A university, liberal arts college, teachers' college, or other professional school in which one of the major functions is the preparation of students for the teaching profession and which has been approved for teacher education by a State, regional, or national accrediting body.

Teachers Other Than Classroom Teachers Per 1,000 Pupils in Average Daily Membership—The number representing the total full-time equivalency of teaching assignments less the number representing the total full-time equivalency of classroom teaching assignments in a school system during a given period of time, multiplied by 1,000 and divided by the average daily membership of pupils during the period. *See also Assignment, Teaching; and Assignment, Classroom Teaching.*

Teachers Per 1,000 Pupils in Average Daily Membership—The number representing the total full-time equivalency of teaching assignments in a school system

during a given period of time, multiplied by 1,000 and divided by the average daily membership of pupils during this period. *See also Assignment, Teaching.*

Teaching Assignment—*See Assignment, Teaching.*

Technical Institute—A junior college, or a division of an institution of higher education, which offers instruction in one or more branches of technology at a level above the skilled trades and below professional engineering. *See also College, Junior.*

Term—*See School Term.*

Terminal Program—*See Program, Terminal.*

Test, Standardized—*See Standardized Test.*

Transcript—An official record of pupil performance showing all schoolwork completed at a given school and the final mark received in each portion of the instruction. Transcripts often include an explanation of the marking scale used by the school.

Transfer—A pupil who leaves one class, grade, or school and moves to another class, grade, or school.

Transfer Program—*See Program, Transfer.*

Transfer Pupil—*See Pupil, Transfer.*

Transferring—Moving from one class, grade, or school to another class, grade, or school.

Transported Pupil—*See Pupil, Transported.*

Truancy—The failure of a child to attend school regularly as required by law, without reasonable excuse for his absence.

Tuition—An amount of money charged by a school system or educational institution for instruction for a given period of time, not including special charges such as for books and laboratory fees. *See also Pupil, Tuition; Pupil, Full-Tuition; and Pupil, Partial-Tuition.*

Unclassified Elementary Pupil—*See Pupil, Unclassified Elementary.*

Unclassified Secondary Pupil—*See Pupil, Unclassified Secondary.*

Underage—As used in this handbook, a term referring to an individual who has not yet reached the compulsory school attendance age.

Ungraded Class—*See Class, Ungraded.*

Ungraded Elementary School—*See School, Ungraded Elementary.*

Ungraded High School—*See School, Ungraded High.*

Unit, Administrative—*See Administrative Unit.*

Unit, Intermediate Administrative—*See Administrative Unit, Intermediate.*

Unit, Local Basic Administrative—*See Administrative Unit, Local Basic.*

Unit, Reporting—*See Reporting Unit.*

Upper Elementary Grades—*See Grades, Upper Elementary.*

Visual Handicap—*See Handicap, Visual.*

Withdrawal—An individual who has withdrawn from membership in a class, grade or school by transferring, by completing schoolwork, by dropping out, or because of death. (This is a modification of the definition in Handbook I.) *See also Transferring, Completion of Schoolwork, and Dropping Out.*

Withdrawal Rate, Annual—The total number of times pupils withdraw from school during a given regular school term, divided by the number of different pupils entering during the term, expressed as a percentage.

Withdrawing—Leaving a class, grade, or school by transferring, by completing schoolwork, by dropping out, or because of death. The date of withdrawal from membership is the first day after the date of the last day of membership, if known; otherwise, the date of withdrawal is considered to be the date on which it becomes known officially that the pupil left.

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