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IDENTIFIERS Nevada

ABSTRACT

The necessary handbooks for use of the Student Information System (SIS), developed and tested by the Western Nevada Regional Education Center under a 1968-71 Title III (Elementary and Secondary Education Act) grant, are presented in this volume. As noted, the purpose of the SIS is to supply data and information to persons or organizations who make decisions affecting education in Nevada; the types of data incorporated in the SIS include student entry data (e.g., name and address), personnel data (e.g., transportation and learning or activity limitations), standardized test scores, and student accounting (e.g., health data and academic records). In the document, the SIS design is described, and criteria for data collection are included. Pamphlets presented in the document include Sample Book, Using Student Data from Computer Printouts, Data Collector's Handbook, User's Book, Data Plotting System, and Developing an Educational Information System. The appendices provide information on the Op-Scan Data Collection Sheets and data error routines. (PS)

END OF PROJECT REPORT
1968 - 1971
Vol. II - Systems Book



SYSTEMS BOOK

for

a

STUDENT INFORMATION SYSTEM

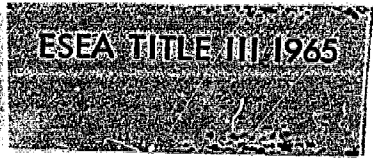
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designed by

Theodore G. Brough
Victor M. Hyden, Jr.

June 26, 1971

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INTRODUCTION

PAMPHLETS in this order:

SAMPLE BOOK

USING STUDENT DATA FROM COMPUTER PRINTOUTS

DATA COLLECTOR'S HANDBOOK

USER'S BOOK

DATA PLOTTING SYSTEM

DEVELOPING AN EDUCATIONAL INFORMATION SYSTEM

INTRODUCTION

This volume contains the necessary handbooks for use of the Student Information System developed and tested by the Western Nevada Regional Education Center, Lovelock, Nevada, under a three-year Title III grant from the Office of Education.

The order of these pamphlets has been designed for use by the user-customer, generally not a computer expert. The Sample Book at the beginning shows output products available from the system. Later booklets deal with specific steps designed to aid in interpreting the output or to correctly add student data to the system. The technique has been tested and it does work, although an inexperienced user may be overwhelmed by the coding requirements necessary to handle and interpret the data. Unfortunately, only some of the information can be printed out in plain language due to restraints--largely financial. One can get almost any report printed by a computer--if he wants to pay the price.

The system described in most of these pamphlets and the data involved is located at the Central Data Processing facility of the State of Nevada, Carson City, an IBM 360/50. In order to use the system, the first contact should be made with the Deputy Superintendent of Public Instruction, Mr. John Gamble. He will make the necessary arrangements for use of the data contained in the system.

The data outputs from the Student Information System can be used as sorts preliminary to further analysis (by hand computation or by re-coding

and use of a computer). Computer facilities available that have been used for some of this data for WN-REC reports are:

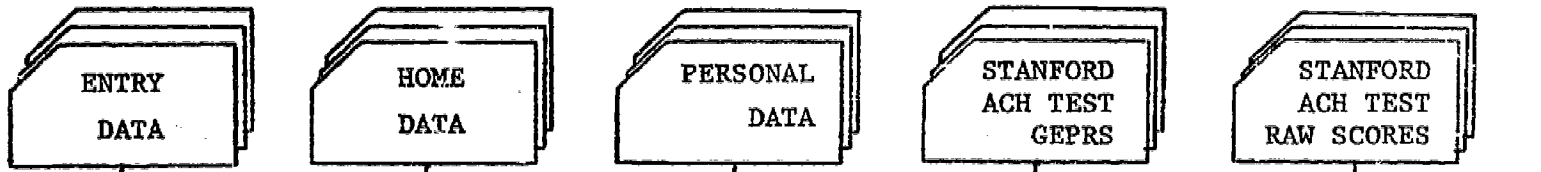
The University of Nevada Computer Facility, Reno, Nevada
(An XDS Sigma-7, which uses FORTRAN IV, for analysis purposes)

The McKenzie Construction Company, Sparks, Nevada
(An IBM-1130, which uses FORTRAN IV in the mathematical and statistical packages)

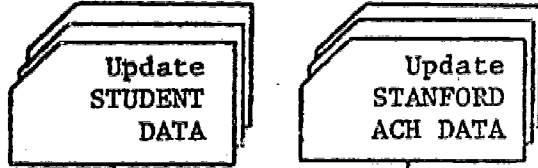
Examples of analyses utilizing the SIS data along with data from other stored files (such as the Personnel Data File of the State Department of Education, Fiscal data issued by the State Superintendent of Public Instruction, or local curricular information) are to be found in later volumes of this annual report (Volumes III and IV). Some interactions of the SIS data with other sources of data are shown on the accompanying flow chart.

Some portions of the SIS shown on that chart have not yet been activated, although the structure for expansion has been set up. For example, space has been reserved for Semester Marks, Other Standardized Tests, Co-curricular Activities, Special Education Activities, and Health Data. Although this part has not been programmed in the Carson City computer, the expense to expand into these areas should be minimal.

One computer facility in the Reno area has been programmed to handle additional data: Nevada Data Systems, Reno, Nevada (an IBM 360/30), which uses COBOL with expanded storage capabilities. The Data Plotting System booklet in this collection describes the coding requirements for that facility.



STUDENT DATA FILE
(2000 CHARACTER RECORD)



Merge

Store

COMPUTE

IBM 360/50
Carson
City

Tie to other Computer Centers

Res. for Sem. Marks
(8 cards/stu)

Res. for STAND. & APT. tests
(3 cards/stu)

Res. for Co-Curric. Activities
(2 cards/stu)

Res. for SPECIAL ED Activities
(2 cards/stu)

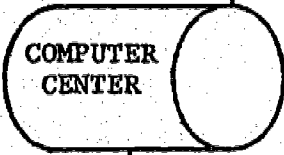
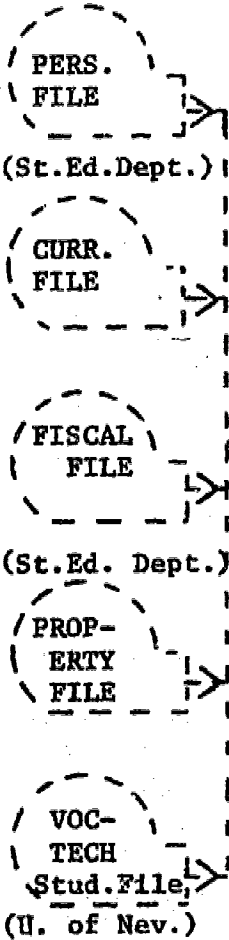
Res. for HEALTH DATA, etc.
(5 cards/stu)

Student Data Tally Reports to Districts

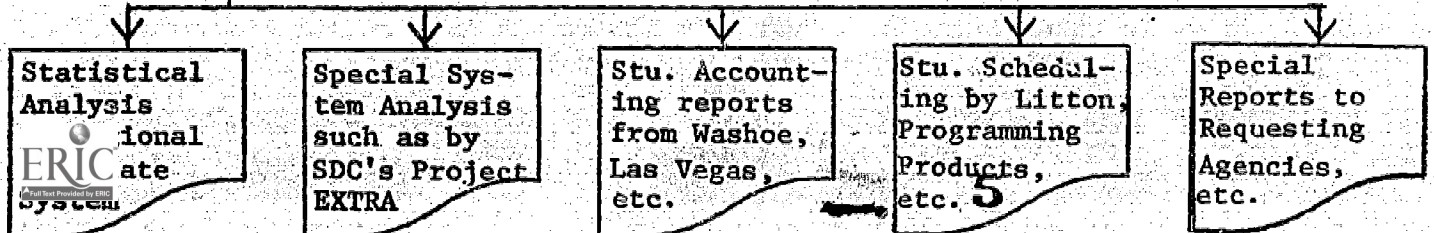
Statistical Analysis of Student, Personnel Perfor.

Analysis of Interaction of Student-Pers-Curr-Fisc.

Reports to State Dept. on Regional Statistics



STUDENT INFORMATION SYSTEM
 STATUS: MARCH, 1970
 Western Nevada Regional Education Center
 Lovelock, Nevada



The SIS has peculiar coding requirements and the Carson City facility has edit programs to weed out the unacceptable data. However, the astute user will find that he can enter his own data into the system by defining the acceptable codes to meet his needs. The headings in the printouts, of course, will not be changed, but the sorting will be done as indicated in the various printouts and, hence, can be used as one wishes. Reference should be made to the volumes of computer printout materials furnished to each school district in the 8-county Western Nevada Region.

WHAT DOES IT COST TO USE THE SYSTEM?

The following costs are estimates and should not be taken literally:

For Carson City

To keypunch input data in a given format:

Approximately 5¢ per card

To request a printout of data for any of the report formats now existing:

Approximately \$25 per report
(up to 5 copies for the same price)

To request a complete listing from the file:

Approximately \$100 per report

(This depends on the amount of data involved in the printout and the number of students involved)

(Any contact with the Central Data Processing Facility, Carson City, should be preceded by contact with the Deputy Superintendent of Public Instruction.)

For Nevada Systems, Reno (contact them directly)

To keypunch input data in a given format:

Approximately 5¢ per card

To request a plot of data for the Plotting System:

Approximately \$25 per report

For McKenzie Construction, Sparks (contact them directly)

To run an analysis (all program and data cards completely prepared elsewhere for computer submission): \$35/hour,
\$20 minimum charge)

For University of Nevada, Reno (contact them directly)

To run an analysis (all program and data cards completely prepared elsewhere for computer submission) \$100/hour.
Approximate cost per problem: \$30. Check with the Center first.

If additional services are necessary, of course, the computer facility will charge for them.

Some savings can be made if cooperative efforts are made to request reports from Carson City in conjunction with other neighboring school districts (see the comments that accompany the List of Reports for WN-REC in the SIS SAMPLE BOOK).

WN - REC
STUDENT INFORMATION SYSTEM

SAMPLE BOOK

October, 1970

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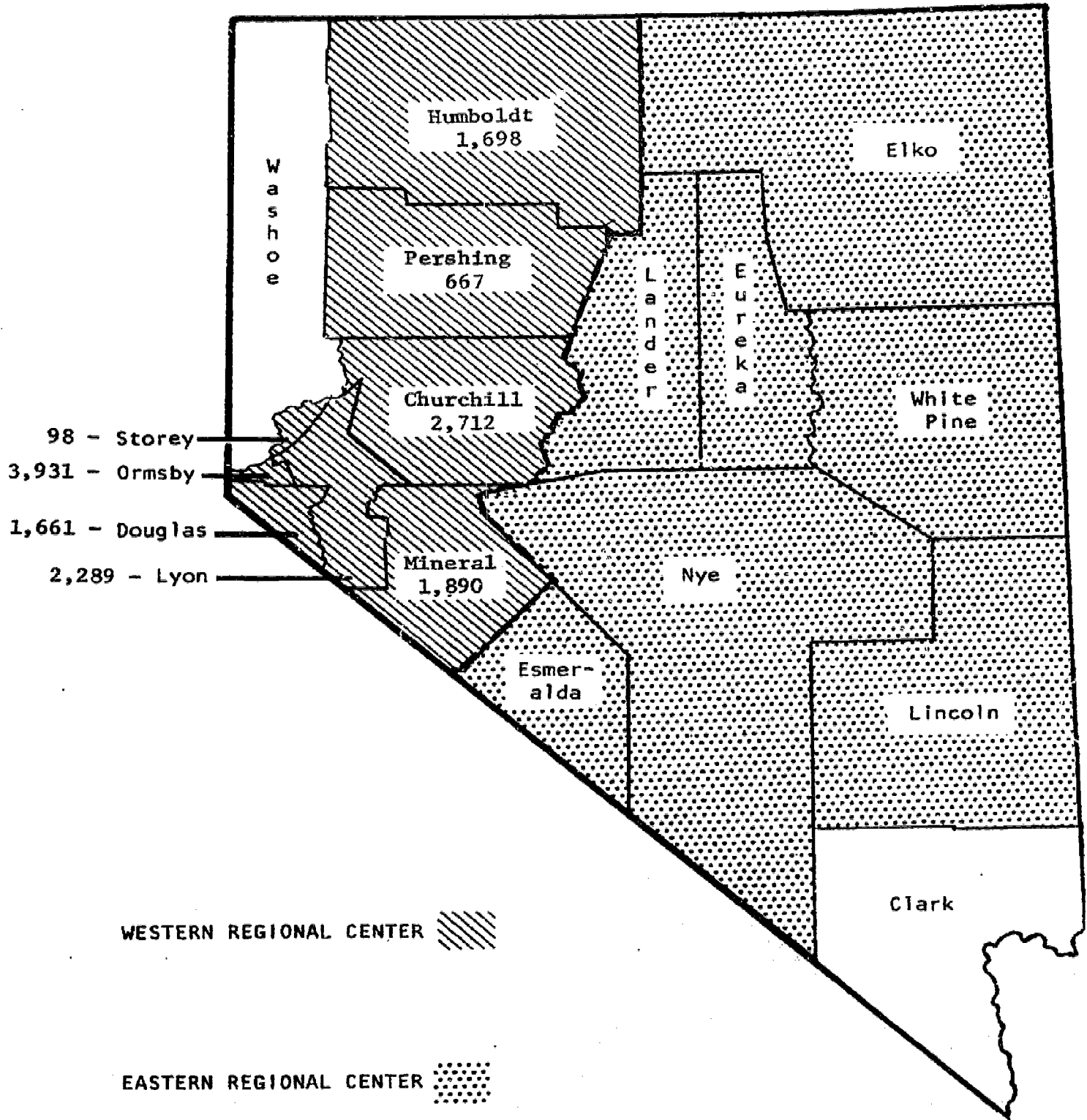
ABOUT THIS SAMPLE BOOK

The purpose of this WN-REC Student Information System Sample Book is to introduce sample services and products to interested persons within the region. It is a condensed version of the more complete publication, The WN-REC Student Information System User's Handbook, recently distributed to district superintendents. The Handbook will be updated, corrected, and revised as the information system develops. This is not true of this sample book. It is being distributed to principals, counselors, and school board members. These persons should contact their district superintendent if they want to check-out complete publications.

The center staff will appreciate any responses to this publication and will be more than happy to answer questions from readers.

DISTRICTS' ENROLLMENT*

WESTERN NEVADA REGIONAL EDUCATION CENTER



WESTERN REGIONAL CENTER 

EASTERN REGIONAL CENTER 

* Enrollment as of 1/70

INTRODUCTION

If a person were restricted to the historical "twenty-five words or less" in explaining the purpose of the Western Nevada Regional Education Center's Student Information System, he might consider the following:

The purpose of the system is to supply data and information to persons or organizations who make decisions affecting education in Nevada.

This is hardly sufficient since it is hard to define such terms as "decision makers" or "planners" in public education. With varying degrees and types of involvement, commitment, and responsibility, the following persons or groups come to mind as decision makers:

Students

Classroom Teachers

Teaching Specialists

Counselors

Principals/Vice-Principals

District Staff Specialists

District Administrators

District School Boards

State Department of Education

State Board of Education

State Legislature

General Public

Such a list is imposing since it represents many levels of decision-making responsibility requiring different types of data/information in varying forms at various times for varying purposes. And these factors are ever changing as to time, importance, and use. Thus the action by the WN-REC Board of Directors in limiting the original intended audiences

for the Student Information System. As of 1970-71, the following grouping of audiences was considered as the intended users of the Student Information System:

Teachers

District Specialists

District Administrators

District School Boards

State Department of Education

The purpose of this Handbook is to provide information about the Student Information System for close inspection by interested persons - especially potential system users. The type of data incorporated in the Student Information System is summarized in the next section (SIS DESIGN). More details as to the specific information included will be found in the Data Collector's Handbook of Instructions (tabbed as COLLECTING DATA).

This book will never be "completed" in the traditional sense. Each week, month, or year will find new designs, printouts, available services, reports or instructions being distributed for insertion by the user. This is not only inevitable but desirable since the book is really a sort of prospectus about possible uses. As school people use the Student Information System other uses and needs for additional information will evolve. These will call for additional programs, reporting formats and changes of direction in information use. We urge our users to be critical of the products as shown herein and suggest improvements. We seek creative uses of the outputs.

STUDENT INFORMATION SYSTEM DESIGN

Any Information System comes into being as a direct result of demands for specialized information in special formats. An educational information system must, therefore, reflect current (and future) information requirements for school operations. One facet of such an information system is student information. The feasibility of gathering and storing certain items of information must be based upon an analysis of current educational information gathering practices. Hence criteria for data collection must be established and the system based on these criteria. A discussion of how these criteria were established follows.

The computer based Student Information System designed by the Western Nevada Regional Education Center is indicated on the accompanying flowchart. The structure has been set-up leaving ample space for later developments in information needs. The techniques for entering students into the Student Information System are detailed in the COLLECTING DATA section (Data Collector's Handbook) of this Handbook.

Programs to handle the input data and to give output reports of various kinds have been developed at the State of Nevada's Central Data Processing Center, Carson City. Samples of available output reports and how to order them are given in following sections (SIS SERVICES, SIS PRINTOUTS) of this Handbook. Additional reporting capabilities are indicated at the bottom of the flowchart following this discussion. These additional services either involve the use of nearby computer centers or cross-filing with existing files of information (computer stored or not).

Statistical analysis of the stored data involves sampling procedures and special handling of the data by recognized research procedures. The computer outputs indicated in the SIS PRINTOUTS section are the source of input data for statistical analysis. Additional analysis of the computer-based reports also involves hand computation and graphical techniques to display the results. Summaries of some of the reports that have been written utilizing the data from the PARTIAL STUDENT PROFILES (Reports REDRP040 to REDRP045) are included in a later section of this handbook (WN-REC REPORTS).

CRITERIA FOR DATA COLLECTION

Before educational data on students could be gathered, objectives and performance requirements had to be agreed upon. The WN-REC has prepared a set of criteria by which the success of the student data project can be measured.

Data gathering criteria had to be set up in order to delimit the extremely large number of data items that could be collected. That is to say, it is not feasible to collect all of the data that might be of some possible use by any possible user in some distant future. Priorities had to be assigned to the data by known users. The Personal and Home data (P/H) criteria used to select items appear in a table which follows. A three-step regional analysis of educational data was performed:

1. An analysis of the types of data collected for various uses throughout the Western Nevada Region was made. This analysis included collecting all forms now used by the various districts and by other large educational data processing systems in the United States. The many items involved were collated, delimited, and the resultant list approved by representatives of the eight counties in the Region.
2. To aid in delimiting the items of information to be gathered, questionnaires were made up in the spring of 1969 and administered to some 200 fifth grade students, one fifth grade class from each of the eight counties in the WN-REC Region. The output of these ten pages of forms was 28 IBM cards (later compacted to 16 cards) which resulted in a serious overload of the data processing system (University of Nevada's Sigma 7 Computer). In addition it was found that much of the data was of such a personal nature that it was uncollectible from the respondents (fifth grade students).
3. As a result of these experiences a task force of users representing various positions in the educational hierarchy was convened. These users rated each of the items of the questionnaires on a 5-point scale. These ratings were averaged and any item getting a low rating (that is an average rating of 2.5 and up) was dropped from further consideration. However, if at least two people rated the item as 1, then the item was considered for inclusion if it was found collectible on the basis of the fifth grade study (at least 75 percent of the students responded to the item with a high degree of validity).

Visits to various regional and rural data processing installations throughout the United States yielded insight and guidance concerning the inclusion or exclusion of certain items. The activities visited were:

Student Information Retrieval System (SIRS), Miami, Florida
Pinellas County Board of Public Instruction, Data Processing Department,
Clearwater, Florida (a subdivision of the SIRS System)
Hillsborough County Public Schools, Data Processing Department,
Tampa, Florida (a SIRS subdivision)
Southwest Mississippi Data Processing Center, McComb, Mississippi
Utah Educational Data Processing Project, Salt Lake City, Utah
Regional Center for Educational Data Processing, Sacramento, California

There was a high degree of agreement among these data processing centers on what constitutes basic student data.

The WN-REC concluded that student information could be classified as being of four levels:

Level I: Entry Data

Student Name, Address, Birthdate, Ethnic Group, Sex

Level II: Personal and Home Data

Transportation, Distance and Time to School; Known Learning or Activity Limitations; Kind of Noon Lunch; Parents' Name, Relationships, Occupations; Language Spoken at Home.

Level III: Standardized Tests

Raw Scores, Grade Equivalents, Percentiles, Stanines

Level IV: Student Accounting

Dates Entered and Left School

Federal Aid Eligibility

Health Data (complete record for each student)

Education Plans

Special Education Categories

Special Referrals

Attendance

Types of Schools Attended (public, parochial)

Academic Record (Course Titles, Numbers, Marks, Credits, etc.)

The types of data specified above become more and more variable (for a given student) the further down the list one goes. To start an information system on students one should start with the relatively permanent data. Thus, forms were designed to collect the kind of data described in categories I and II above; standardized test scores (Level III) are to be collected on the forms used by the test manufacturers. Other forms will be designed to retrieve the student accounting data, Category IV, as the data base expands and more use is made of the system. The first student accounting data to be collected will be academic record for the High School and Junior High School Students. This, of course, will require a certain degree of unanimity concerning course descriptions and grading practices.

WN-REC Student Information System

TABULATION OF DATA ITEMS INCORPORATED ON THE CURRENT THREE
COLLECTION SHEETS (OP-SCAN FORMS)

<u>Item</u>	<u>Entry</u>	<u>Home</u>	<u>Personal</u>
A. STUDENT			
1. Name (last, first)	X		X
2. Sex	X		
3. Ethnic Group (Black, Indian, Oriental, Spanish, White, Other)	X		
4. Address (street, box, city, county, zip)	X		
5. Birthdate (month, day, year)	X		
6. Number (county, school, grade, teacher, temporary, permanent)	X	X	X
B. DATA ENTRY DATE (present date)			
	X	X	X
C. MALE PARENT IN HOME			
1. Name (FI, MI, last)		X	
2. Relationship (father, stepfather, other)		X	
3. Occupation (professional, self-employed, skilled, unskilled, unemployed)		X	
4. Active Military Duty (yes, no)		X	
D. FEMALE PARENT IN HOME			
1. Name (FI, MI, last)		X	
2. Relationship (mother, stepmother, other)		X	
3. Occupation (professional, self-employed, skilled, unskilled, unemployed)		X	
E. LANGUAGE SPOKEN AT HOME (English only, English and other, other only)			
		X	
F. TRANSPORTATION TO/FROM SCHOOL			
1. Most Used (walk or bike, family car, own car, school bus, other)			X
2. Distance from School (miles)			X
3. Time to School (minutes)			X
G. KNOWN LEARNING OR ACTIVITY LIMITATIONS			
1. Identified (yes, no)			X
2. Type (hearing, vision, locomotive, other)			X
3. How Known (parent report, professional exam, school observation, student report)			X
H. NOON LUNCH - MOST OFTEN			
1. Type (school hot lunch, school box lunch, none, other)			X
2. If Hot Lunch, Paid By (school, family/self)			X



* CAUTION: FIRST, READ BELOW!

LAST NAME	FIRST NAME	M. I.	SEX
AA	AA		M
AB	AB		F
AC	AC		M
AD	AD		F
AE	AE		M
AF	AF		F
AG	AG		M
AH	AH		F
AI	AI		M
AJ	AJ		F
AK	AK		M
AL	AL		F
AM	AM		M
AN	AN		F
AO	AO		M
AP	AP		F
AQ	AQ		M
AR	AR		F
AS	AS		M
AT	AT		F
AU	AU		M
AV	AV		F
AW	AW		M
AX	AX		F
AY	AY		M
AZ	AZ		F

BLACK

INDIAN (AM.)

ORIENTAL

SPANISH AM.

WHITE

OTHER

STUDENT NUMBER				PERM. NO.
CO.	SCH.	GR. T.	TEMP. NO.	
00	00	00	00	00
01	01	01	01	01
02	02	02	02	02
03	03	03	03	03
04	04	04	04	04
05	05	05	05	05
06	06	06	06	06
07	07	07	07	07
08	08	08	08	08
09	09	09	09	09

* LEAVE SPACE BETWEEN NAMES AND NUMBERS.
 (DROP PO, STREET, AVE., DRIVE; ABBREY. OTHERS)
 USE ABBREVIATIONS AS BELOW:
 B 273 STR RT = (BOX 273 STAR ROUTE)
 1735 HWY 50E
 2155 ORCHARD
 2150S ORCHRD = (2150 SOUTH ORCHARD)

CITY-TOWN	CO.	LAST 3 ZIP #
0000	00	00000
0001	00	00001
0002	00	00002
0003	00	00003
0004	00	00004
0005	00	00005
0006	00	00006
0007	00	00007
0008	00	00008
0009	00	00009

BIRTHDATE	
MO.	DAY YR.
00	00 00 00
01	01 01 01
02	02 02 02
03	03 03 03
04	04 04 04
05	05 05 05
06	06 06 06
07	07 07 07
08	08 08 08
09	09 09 09

PRESENT DATE	
MO.	YR.
00	00
01	01
02	02
03	03
04	04
05	05
06	06
07	07
08	08
09	09

WESTERN NEVADA REGIONAL EDUCATION CENTER (ESEA TITLE III)

YOUR LAST NAME: _____ YOUR FIRST NAME: _____

MOST USED TRANSPORTATION TO SCHOOL

WALK OR BIKE

FAMILY CAR

OWN CAR

SCHOOL BUS

OTHER

KNOWN LEARNING OR ACTIVITY LIMITATIONS

YES NO

IF YES, TYPE

HEARING VISION LOCOMOTIVE OTHER

HOW KNOWN:

PARENT REPORT

PROFESSIONAL EXAM.

SCHOOL OBSERVATION

STUDENT REPORT

Distance From School MILES

0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9

TIME TO SCHOOL MINUTES

0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9

NOON LUNCH - MOST OFTEN

SCHOOL HOT LUNCH

SCHOOL BOX LUNCH

NONE

OTHER

IF HOT LUNCH, PAID BY

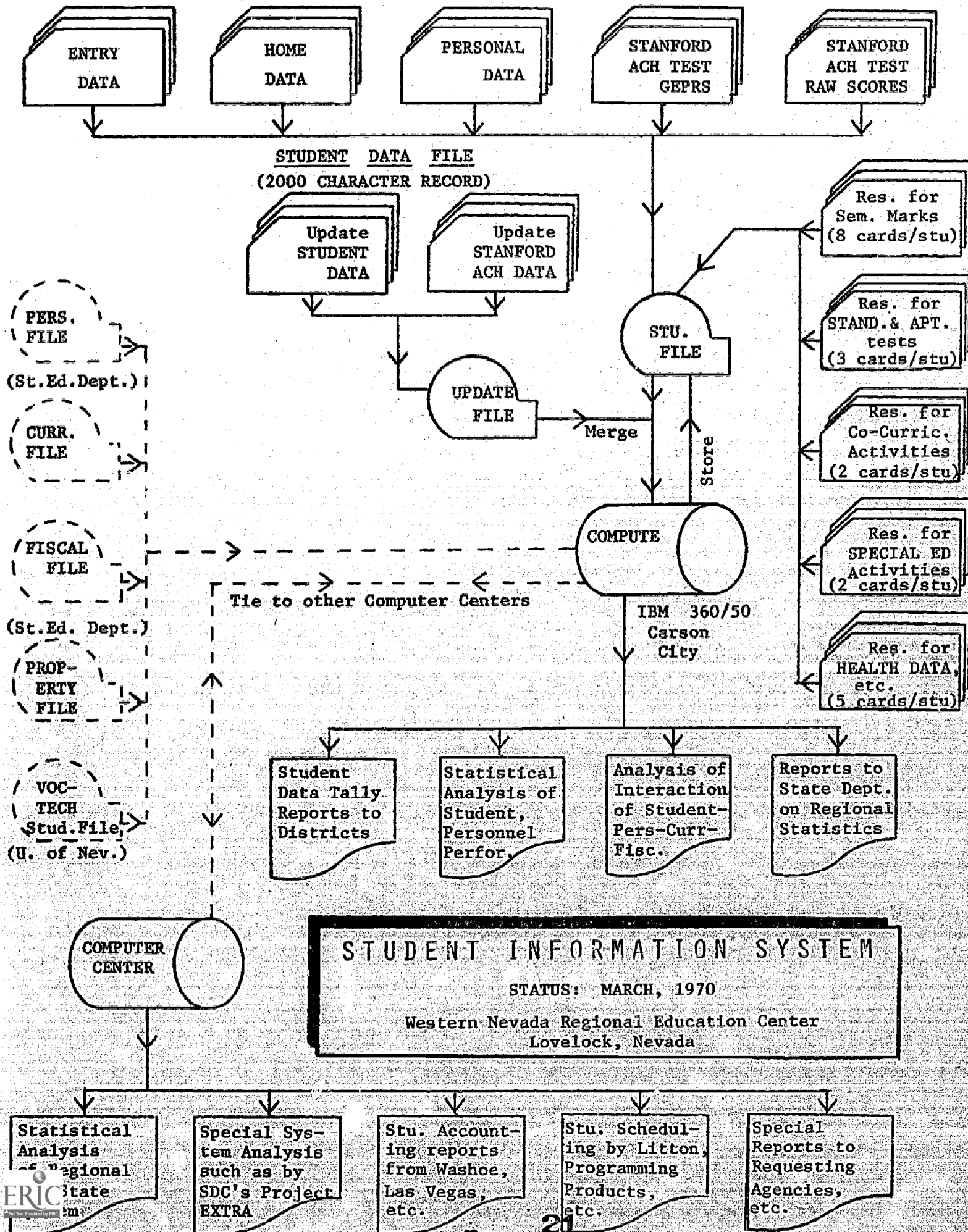
SCHOOL

FAMILY/SELF

GRID A		GRID B		GRID C		GRID D		GRID E	
0	1	0	1	0	1	0	1	0	1
2	3	2	3	2	3	2	3	2	3
4	5	4	5	4	5	4	5	4	5
6	7	6	7	6	7	6	7	6	7
8	9	8	9	8	9	8	9	8	9
0	1	0	1	0	1	0	1	0	1
2	3	2	3	2	3	2	3	2	3
4	5	4	5	4	5	4	5	4	5
6	7	6	7	6	7	6	7	6	7
8	9	8	9	8	9	8	9	8	9
0	1	0	1	0	1	0	1	0	1
2	3	2	3	2	3	2	3	2	3
4	5	4	5	4	5	4	5	4	5
6	7	6	7	6	7	6	7	6	7
8	9	8	9	8	9	8	9	8	9
0	1	0	1	0	1	0	1	0	1
2	3	2	3	2	3	2	3	2	3
4	5	4	5	4	5	4	5	4	5
6	7	6	7	6	7	6	7	6	7
8	9	8	9	8	9	8	9	8	9
0	1	0	1	0	1	0	1	0	1
2	3	2	3	2	3	2	3	2	3
4	5	4	5	4	5	4	5	4	5
6	7	6	7	6	7	6	7	6	7
8	9	8	9	8	9	8	9	8	9
0	1	0	1	0	1	0	1	0	1
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8	9	8	9	8	9	8	9	8	9
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4	5	4	5	4	5	4	5	4	5
6	7	6	7	6	7	6	7	6	7
8	9	8	9	8	9	8	9	8	9
0	1	0	1	0	1	0	1	0	1
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6	7	6	7	6	7	6	7	6	7
8	9	8	9	8	9	8	9	8	9
0	1	0	1	0	1	0	1	0	1
2	3	2	3	2	3	2	3	2	3
4	5	4	5	4	5	4	5	4	5
6	7	6	7	6	7	6	7	6	7
8	9	8	9	8	9	8	9	8	9

PRESENT DATE		STUDENT NUMBER													
MO.	YR.	CO.	SCH.	GR.	I.	TEMP. NO.	RESERVED								
0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1
2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3
4	5	4	5	4	5	4	5	4	5	4	5	4	5	4	5
6	7	6	7	6	7	6	7	6	7	6	7	6	7	6	7
8	9	8	9	8	9	8	9	8	9	8	9	8	9	8	9
0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1
2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3
4	5	4	5	4	5	4	5	4	5	4	5	4	5	4	5
6	7	6	7	6	7	6	7	6	7	6	7	6	7	6	7
8	9	8	9	8	9	8	9	8	9	8	9	8	9	8	9
0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1
2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3
4	5	4	5	4	5	4	5	4	5	4	5	4	5	4	5
6	7	6	7	6	7	6	7	6	7	6	7	6	7	6	7
8	9	8	9	8	9	8	9	8	9	8	9	8	9	8	9
0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1
2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3
4	5	4	5	4	5	4	5	4	5	4	5	4	5	4	5
6	7	6	7	6	7	6	7	6	7	6	7	6	7	6	7
8	9	8	9	8	9	8	9	8	9	8	9	8	9	8	9
0	1	0	1	0	1	0	1	0	1	0	1	0	1	0	1
2	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3
4	5	4	5	4	5	4	5	4	5	4	5	4	5	4	5
6	7	6	7	6	7	6	7	6	7	6	7	6	7	6	7
8	9	8	9	8	9	8	9	8	9	8	9	8	9	8	9





STUDENT INFORMATION SYSTEM SERVICES

WN-REC
Lovelock, Nevada

Computer Report Notice # _____
Mailed 10/5/70

(SAMPLE COPY)

WN-REC Student Information System

NOTICE OF COMPUTER REPORT AVAILABLE TO WN-REC DISTRICTS

- I. REPORT DESCRIPTION: "Partial Student Profile"
- II. REPORT NUMBER: REDRP030 for Lyon County Grade 3
- III. REPORT CONTENT:
- | | |
|-----------------|----------------------------------|
| Student Number | Male Parent: |
| Student Name: | Lang., Relation, Occupation |
| First, MI, Last | School Travel: Type, Time |
| Ethnic Group | Learning Limitation: |
| Sex | Yes/No, Type, How Known |
| City Residence | Lunch: Type, Paid by |
| Birthdate | Stanford Achievement Test: |
| Grade | Percentiles on Paragraph Meaning |
| Section | and Arithmetic Computation |
- IV. POSSIBLE USES/USERS:
- V. REPORT COST(S):
- VI. ORDER PROCEDURES: As of 10/5/70, printouts can be ordered only through WN-REC.
- VII. SPECIAL INSTRUCTIONS:

(SAMPLE COPY)

COMPUTER PRINTED REPORTS AVAILABLE TO LYON COUNTY

On October 5, 1970, the State's computer center informed the WN-REC that the following computer printed reports are available for Lyon County School District. However, they must be ordered through WN-REC until final arrangements are made with the State for direct orders. Similar lists will soon be available to the other districts in the Region.

<u>Report Number</u>	<u>Student Data Reports Available</u>	<u>Grade Applicable</u>
REDRP001	Ethnic Grouping - Alpha Listing by Ethnic Group	All
REDRP002	Spanish American Surname as Interpreted by WN-REC	All
REDRP003	Ethnic Grouping - Alpha Listing by Name	All
REDRP004	Class Listing - Alpha Listing by School, Grade & Section	9-12
REDRP007	Class Listing - Alpha Listing by School, Grade & Section	1-8
REDRP010	County Listing - Alpha Roster	9-12
REDRP013	County Listing - Alpha Roster	1-8
REDRP016	School Listing - Alpha Listing by School	9-12
REDRP019	School Listing - Alpha Listing by School	1-8
REDRP022	Over Age Listing - Alpha Listing by School	9-12
REDRP025	Over Age Listing - Alpha Listing by School	1-8
REDRP030	Partial Student Profile - Alpha Listing	1-8
REDRP031	Partial Student Profile - Alpha Listing	9-12
REDRP032	Partial Student Profile - Alpha Listing by School	1-8
REDRP033	Partial Student Profile - Alpha Listing by School	9-12
REDRP034	Partial Student Profile - Alpha Listing by School & Section	1-8
REDRP035	Partial Student Profile - Alpha Listing by School & Section	9-12
REDRP036	Students with Parents in Military - Alpha Listing	1-8
REDRP037	Students with Parents in Military - Alpha Listing	9-12

REDRP038	Students with Parents in Military - Alpha Listing by School	1-8
REDRP039	Students with Parents in Military - Alpha Listing by School	9-12
REDRP060	Students with a Hearing Limitation - Alpha Listing	9-12
REDRP063	Students with a Hearing Limitation - Alpha Listing	1-8
REDRP070	Students with a Vision Limitation - Alpha Listing	9-12
REDRP073	Students with a Vision Limitation - Alpha Listing	1-8
REDRP080	Students with a Locomotive Limitation - Alpha Listing	9-12
REDRP083	Students with a Locomotive Limitation - Alpha Listing	1-8
REDRP090	Students with Other Learning Limitations - Alpha Listing	9-12
REDRP093	Students with Other Learning Limitations - Alpha Listing	1-8
REDRP100	Parental Relationship - Male Stepparent - By Class	1-8
REDRP101	Parental Relationship - Male Foster Parent - By Class	1-8
REDRP102	Parental Relationship - Male (No Parent Reported) - By Class	1-8
REDRP110	Parental Relationship - Male Step Parent - By School	1-8
REDRP111	Parental Relationship - Male Foster Parent - By School	1-8
REDRP112	Parental Relationship - Male (No Parent Reported) - By School	1-8

REDRP118	Parental Relationship - Male Stepparent - Alpha Listing	1-8
REDRP119	Parental Relationship - Male Foster Parent - Alpha Listing	1-8
REDRP120	Parental Relationship - Male (No Parent Reported) - Alpha Listing	1-8
REDRP127	Parental Relationship - Female Stepparent - By Class	1-8
REDRP128	Parental Relationship - Female Foster Parent - By Class	1-8
REDRP129	Parental Relationship - Female (No Parent Reported) - By Class	1-8
REDRP136	Parental Relationship - Female Stepparent - By School	1-8
REDRP137	Parental Relationship - Female Foster Parent - By School	1-8
REDRP138	Parental Relationship - Female (No Parent Reported) By School	1-8
REDRP145	Parental Relationship - Female Stepparent - Alpha Listing	1-8
REDRP146	Parental Relationship - Female Foster Parent - Alpha Listing	1-8
REDRP147	Parental Relationship - Female (No Parent Reported) Alpha Listing	1-8
REDRP154	Parental Relationship - Male Stepparent - By Class	9-12
REDRP155	Parental Relationship - Male Foster Parent - By Class	9-12
REDRP156	Parental Relationship - Male (No Parent Reported) By Class	9-12

REDRP163	Parental Relationship - Male Stepparent - By School	9-12
REDRP164	Parental Relationship - Male Foster Parent - By School	9-12
REDRP165	Parental Relationship - Male (No Parent Reported) By School	9-12
REDRP172	Parental Relationship - Male Stepparent - Alpha Listing	9-12
REDRP173	Parental Relationship - Male Foster Parent - Alpha Listing	9-12
REDRP174	Parental Relationship - Male (No Parent Reported) Alpha Listing	9-12
REDRP181	Parental Relationship - Female Stepparent - By Class	9-12
REDRP182	Parental Relationship - Female Foster Parent - By Class	9-12
REDRP183	Parental Relationship - Female (No Parent Reported) By Class	9-12
REDRP190	Parental Relationship - Female Stepparent - By School	9-12
REDRP191	Parental Relationship - Female Foster Parent - B, School	9-12
REDRP192	Parental Relationship - Female (No Parent Reported) By School	9-12
REDRP199	Parental Relationship - Female Stepparent - Alpha Listing	9-12
REDRP200	Parental Relationship - Female Foster Parent - Alpha Listing	9-12
REDRP201	Parental Relationship - Female (No Parent Reported) Alpha Listing	9-12

STUDENT INFORMATION SYSTEM PRINTOUTS

List of Reports for WN-REC

For computer sorting purposes the county districts have been gathered into three groups: Group 1 = Douglas, Lyon, Mineral; Group 2 = Churchill, Humboldt, Pershing; Group 3 = Ormsby (Carson City), Storey. Also, because of the computer grade numbering system a break had to be made at the 8th Grade so that there is an elementary school sorting capability (grades 1-8), and a secondary school sorting capability (grades 9-12), regardless of where that particular class level is located. For example, 7th grade may be considered part of a local high school, however, the computer carries it as part of the elementary sorting.

For some reports only grade 3 or grade 9 is listed on the report listing. This does not mean that reporting is available for only those grade levels, it is merely an indication that 3 means elementary grades, and 9 means secondary grades.

The following sheets show the breakdowns of county groups and grades within the county group for each type of report. Hence, the county column has an entry 1, 2 or 3 referring to the county group, or an L referring to all counties. When ordering be sure to specify the county group where your district is located and the grade or grade level required.

In the parental relationship category there are additional breakdowns. Category 2 means step-parent, 3 means foster parent and B refers to blank (parent missing). These are further broken down by male (M) and female (F) group. Please be certain to specify the particular breakdown needed. Because of this manner of county groupings, you are liable to get printouts for the other counties in your group.

LIST OF REPORTS FOR WN-REC

COUNTRY GROUPS

- 1 = DOUGLAS LYON MINERAL
- 2 = CHURCHILL HUMBOLOTT PERSHING
- 3 = ORMSBY (CARSON CITY) STOREY

REPORT	DESCRIPTION	COUNTY	GRADE
REDRP001	ETHNIC GROUPING	L	ALL
REDRP002	SPANISH AMERICAN SURNAME	L	ALL
REDRP003	ETHNIC GROUPING	L	ALL
REDRP004	CLASS LISTING	L	9-12
REDRP005	CLASS LISTING	L	9-12
REDRP006	CLASS LISTING	L	9-12
REDRP007	CLASS LISTING	L	1-8
REDRP008	CLASS LISTING	L	1-8
REDRP009	CLASS LISTING	L	1-8
REDRP010	COUNTY LISTING	L	9-12
REDRP011	COUNTY LISTING	L	9-12
REDRP012	COUNTY LISTING	L	9-12
REDRP013	COUNTY LISTING	L	1-8
REDRP014	COUNTY LISTING	L	1-8
REDRP015	COUNTY LISTING	L	1-8
REDRP016	SCHOOL LISTING	L	9-12
REDRP017	SCHOOL LISTING	L	9-12
REDRP018	SCHOOL LISTING	L	9-12
REDRP019	SCHOOL LISTING	L	1-8
REDRP020	SCHOOL LISTING	L	1-8
REDRP021	SCHOOL LISTING	L	1-8
REDRP022	OVER AGE LISTING	L	9-12
REDRP023	OVER AGE LISTING	L	9-12
REDRP024	OVER AGE LISTING	L	9-12
REDRP025	OVER AGE LISTING	L	9-12
REDRP026	OVER AGE LISTING	L	9-12
REDRP027	OVER AGE LISTING	L	9-12
REDRP030	PARTIAL STUDENT PROFILE	L	9-12
REDRP031	PARTIAL STUDENT PROFILE	L	9-12
REDRP032	PARTIAL STUDENT PROFILE	L	9-12
REDRP033	PARTIAL STUDENT PROFILE	L	9-12
REDRP034	PARTIAL STUDENT PROFILE	L	9-12
REDRP035	PARTIAL STUDENT PROFILE	L	9-12
REDRP036	STUDENTS WHOSE PARENTS ARE IN MILITARY	L	9-12
REDRP037	STUDENTS WHOSE PARENTS ARE IN MILITARY	L	9-12
REDRP038	STUDENTS WHOSE PARENTS ARE IN MILITARY	L	9-12
REDRP039	STUDENTS WHOSE PARENTS ARE IN MILITARY	L	9-12
REDRP040	PARTIAL STUDENT PROFILE	L	9-12
REDRP041	PARTIAL STUDENT PROFILE	L	9-12
REDRP042	PARTIAL STUDENT PROFILE	L	9-12
REDRP043	PARTIAL STUDENT PROFILE	L	9-12
REDRP044	PARTIAL STUDENT PROFILE	L	9-12
REDRP045	PARTIAL STUDENT PROFILE	L	9-12
REDRP046	STUDENTS WHOSE PARENTS ARE IN MILITARY	L	9-12
REDRP047	STUDENTS WHOSE PARENTS ARE IN MILITARY	L	9-12
REDRP048	STUDENTS WHOSE PARENTS ARE IN MILITARY	L	9-12
REDRP049	STUDENTS WHOSE PARENTS ARE IN MILITARY	L	9-12

LIST OF REPORTS FOR WM REC

COUNTRY GROUPS
 1 = DOUGLAS LYON MINERAL
 2 = CHURCHILL HUMBOLODT PERSHING
 3 = ORMSBY (CARSON CITY) STOREY

9/70

REPORT	DESCRIPTION	COUNTY	GRADE
REDRP050	PARTIAL STUDENT PROFILE	2	0000000000
REDRP051	PARTIAL STUDENT PROFILE	2	0000000000
REDRP052	PARTIAL STUDENT PROFILE	2	0000000000
REDRP053	PARTIAL STUDENT PROFILE	2	0000000000
REDRP054	PARTIAL STUDENT PROFILE	2	0000000000
REDRP055	PARTIAL STUDENT PROFILE	2	0000000000
REDRP056	STUDENTS WHOSE PARENTS ARE IN MILITARY	2	0000000000
REDRP057	STUDENTS WHOSE PARENTS ARE IN MILITARY	2	0000000000
REDRP058	STUDENTS WHOSE PARENTS ARE IN MILITARY	2	0000000000
REDRP059	STUDENTS WHOSE PARENTS ARE IN MILITARY	2	0000000000
REDRP060	HEARING LIMITATIONS	2	0000000000
REDRP061	HEARING LIMITATIONS	2	0000000000
REDRP062	HEARING LIMITATIONS	2	0000000000
REDRP063	HEARING LIMITATIONS	2	0000000000
REDRP064	HEARING LIMITATIONS	2	0000000000
REDRP065	HEARING LIMITATIONS	2	0000000000
REDRP070	VISION LIMITATIONS	2	0000000000
REDRP071	VISION LIMITATIONS	2	0000000000
REDRP072	VISION LIMITATIONS	2	0000000000
REDRP073	VISION LIMITATIONS	2	0000000000
REDRP074	VISION LIMITATIONS	2	0000000000
REDRP075	VISION LIMITATIONS	2	0000000000
REDRP080	LOCOMOTIVE LIMITATIONS	2	0000000000
REDRP081	LOCOMOTIVE LIMITATIONS	2	0000000000
REDRP082	LOCOMOTIVE LIMITATIONS	2	0000000000
REDRP083	LOCOMOTIVE LIMITATIONS	2	0000000000
REDRP084	LOCOMOTIVE LIMITATIONS	2	0000000000
REDRP085	LOCOMOTIVE LIMITATIONS	2	0000000000
REDRP090	OTHER LIMITATIONS	2	0000000000
REDRP091	OTHER LIMITATIONS	2	0000000000
REDRP092	OTHER LIMITATIONS	2	0000000000
REDRP093	OTHER LIMITATIONS	2	0000000000
REDRP094	OTHER LIMITATIONS	2	0000000000
REDRP095	OTHER LIMITATIONS	2	0000000000
	PARENT CTL PARENTAL RELATIONSHIP CATG SEX BREAK		
REDRP100	PARENTAL RELATIONSHIP 2 M CLASS	1	00000000
REDRP101	PARENTAL RELATIONSHIP 3 M CLASS	1	00000000
REDRP102	PARENTAL RELATIONSHIP 8 M CLASS	1	00000000
REDRP103	PARENTAL RELATIONSHIP 2 M CLASS	2	00000000
REDRP104	PARENTAL RELATIONSHIP 3 M CLASS	2	00000000
REDRP105	PARENTAL RELATIONSHIP 8 M CLASS	2	00000000
REDRP106	PARENTAL RELATIONSHIP 2 M CLASS	3	00000000
REDRP107	PARENTAL RELATIONSHIP 3 M CLASS	3	00000000

LIST OF REPORTS FOR WN-REC

COUNTRY GROUPS

- 1 = DOUGLAS LYON MINERAL
- 2 = CHURCHILL HUMBOLDT PERSHING
- 3 = ORMSBY (CARSON CITY) STOREY

REPORT	DESCRIPTION	COUNTY	GRADE
REDRP108	PARENTAL RELATIONSHIP	B	M CLASS
REDRP109	PARENTAL RELATIONSHIP	2	M SCHOOL
REDRP110	PARENTAL RELATIONSHIP	3	M SCHOOL
REDRP111	PARENTAL RELATIONSHIP	3	M SCHOOL
REDRP112	PARENTAL RELATIONSHIP	2	M SCHOOL
REDRP113	PARENTAL RELATIONSHIP	3	M SCHOOL
REDRP114	PARENTAL RELATIONSHIP	B	M SCHOOL
REDRP115	PARENTAL RELATIONSHIP	2	M SCHOOL
REDRP116	PARENTAL RELATIONSHIP	3	M SCHOOL
REDRP117	PARENTAL RELATIONSHIP	B	M SCHOOL
REDRP118	PARENTAL RELATIONSHIP	2	M COUNTY
REDRP119	PARENTAL RELATIONSHIP	3	M COUNTY
REDRP120	PARENTAL RELATIONSHIP	B	M COUNTY
REDRP121	PARENTAL RELATIONSHIP	3	M COUNTY
REDRP122	PARENTAL RELATIONSHIP	3	M COUNTY
REDRP123	PARENTAL RELATIONSHIP	B	M COUNTY
REDRP124	PARENTAL RELATIONSHIP	2	M COUNTY
REDRP125	PARENTAL RELATIONSHIP	3	M COUNTY
REDRP126	PARENTAL RELATIONSHIP	B	M COUNTY
REDRP127	PARENTAL RELATIONSHIP	3	F CLASS
REDRP128	PARENTAL RELATIONSHIP	2	F CLASS
REDRP129	PARENTAL RELATIONSHIP	3	F CLASS
REDRP130	PARENTAL RELATIONSHIP	2	F CLASS
REDRP131	PARENTAL RELATIONSHIP	3	F CLASS
REDRP132	PARENTAL RELATIONSHIP	B	F CLASS
REDRP133	PARENTAL RELATIONSHIP	2	F CLASS
REDRP134	PARENTAL RELATIONSHIP	3	F CLASS
REDRP135	PARENTAL RELATIONSHIP	B	F CLASS
REDRP136	PARENTAL RELATIONSHIP	2	F SCHOOL
REDRP137	PARENTAL RELATIONSHIP	B	F SCHOOL
REDRP138	PARENTAL RELATIONSHIP	B	F SCHOOL
REDRP139	PARENTAL RELATIONSHIP	2	F SCHOOL
REDRP140	PARENTAL RELATIONSHIP	3	F SCHOOL
REDRP141	PARENTAL RELATIONSHIP	B	F SCHOOL
REDRP142	PARENTAL RELATIONSHIP	3	F SCHOOL
REDRP143	PARENTAL RELATIONSHIP	3	F SCHOOL
REDRP144	PARENTAL RELATIONSHIP	B	F SCHOOL
REDRP145	PARENTAL RELATIONSHIP	2	F COUNTY
REDRP146	PARENTAL RELATIONSHIP	3	F COUNTY
REDRP147	PARENTAL RELATIONSHIP	2	F COUNTY
REDRP148	PARENTAL RELATIONSHIP	3	F COUNTY
REDRP149	PARENTAL RELATIONSHIP	3	F COUNTY
REDRP150	PARENTAL RELATIONSHIP	B	F COUNTY
REDRP151	PARENTAL RELATIONSHIP	2	F COUNTY
REDRP152	PARENTAL RELATIONSHIP	3	F COUNTY
REDRP153	PARENTAL RELATIONSHIP	B	F COUNTY
REDRP154	PARENTAL RELATIONSHIP	2	F CLASS



LIST OF REPORTS FOR WN REC

COUNTRY GROUPS

- 1 = DOUGLAS LYON MINERAL
- 2 = CHURCHILL HUMBOLDT PERSHING
- 3 = ORMSBY (CARSON CITY) STOREY

REPORT	DESCRIPTION	COUNTY	GRADE
REDRP155	PARENTAL RELATIONSHIP	1	9
REDRP156	PARENTAL RELATIONSHIP	1	9
REDRP157	PARENTAL RELATIONSHIP	1	9
REDRP158	PARENTAL RELATIONSHIP	1	9
REDRP159	PARENTAL RELATIONSHIP	1	9
REDRP160	PARENTAL RELATIONSHIP	1	9
REDRP161	PARENTAL RELATIONSHIP	1	9
REDRP162	PARENTAL RELATIONSHIP	1	9
REDRP163	PARENTAL RELATIONSHIP	1	9
REDRP164	PARENTAL RELATIONSHIP	1	9
REDRP165	PARENTAL RELATIONSHIP	1	9
REDRP166	PARENTAL RELATIONSHIP	1	9
REDRP167	PARENTAL RELATIONSHIP	1	9
REDRP168	PARENTAL RELATIONSHIP	1	9
REDRP169	PARENTAL RELATIONSHIP	1	9
REDRP170	PARENTAL RELATIONSHIP	1	9
REDRP171	PARENTAL RELATIONSHIP	1	9
REDRP172	PARENTAL RELATIONSHIP	1	9
REDRP173	PARENTAL RELATIONSHIP	1	9
REDRP174	PARENTAL RELATIONSHIP	1	9
REDRP175	PARENTAL RELATIONSHIP	1	9
REDRP176	PARENTAL RELATIONSHIP	1	9
REDRP177	PARENTAL RELATIONSHIP	1	9
REDRP178	PARENTAL RELATIONSHIP	1	9
REDRP179	PARENTAL RELATIONSHIP	1	9
REDRP180	PARENTAL RELATIONSHIP	1	9
REDRP181	PARENTAL RELATIONSHIP	1	9
REDRP182	PARENTAL RELATIONSHIP	1	9
REDRP183	PARENTAL RELATIONSHIP	1	9
REDRP184	PARENTAL RELATIONSHIP	1	9
REDRP185	PARENTAL RELATIONSHIP	1	9
REDRP186	PARENTAL RELATIONSHIP	1	9
REDRP187	PARENTAL RELATIONSHIP	1	9
REDRP188	PARENTAL RELATIONSHIP	1	9
REDRP189	PARENTAL RELATIONSHIP	1	9
REDRP190	PARENTAL RELATIONSHIP	1	9
REDRP191	PARENTAL RELATIONSHIP	1	9
REDRP192	PARENTAL RELATIONSHIP	1	9
REDRP193	PARENTAL RELATIONSHIP	1	9
REDRP194	PARENTAL RELATIONSHIP	1	9
REDRP195	PARENTAL RELATIONSHIP	1	9
REDRP196	PARENTAL RELATIONSHIP	1	9
REDRP197	PARENTAL RELATIONSHIP	1	9
REDRP198	PARENTAL RELATIONSHIP	1	9
REDRP199	PARENTAL RELATIONSHIP	1	9
REDRP200	PARENTAL RELATIONSHIP	1	9
REDRP201	PARENTAL RELATIONSHIP	1	9

LIST OF REPORTS FOR WN-PEC

COUNTRY GROUPS

- 1 = DOUGLAS LYON MINERAL
- 2 = CHURCHILL HUMBOLBT PERSHING
- 3 = ORMSBY (CARSON CITY) STOREY

REPORT	DESCRIPTION	COUNTY	GRADE
REDRP202	PARENTAL RELATIONSHIP 2 F COUNTY	2	9
REDRP203	PARENTAL RELATIONSHIP 3 F COUNTY	2	9
REDRP204	PARENTAL RELATIONSHIP 3 F COUNTY	2	9
REDRP205	PARENTAL RELATIONSHIP 2 F COUNTY	3	9
REDKP206	PARENTAL RELATIONSHIP 3 F COUNTY	3	9
REDRP207	PARENTAL RELATIONSHIP 3 F COUNTY	3	9

Note:

These printouts are for data stored in the Student Information System when they were in their Spring 1970 classroom configurations. Standardized test data was added for some students in the file while still in that configuration:

Hence students listed as being:

- (a) Kindergarten (00), 2nd (02), 5th (05) and 7th (07) have standardized test data (Spring 1971 results) for 01, 03, 06 and 08 listed in their files.
- (b) 3rd (03) and 8th (08) have standardized test data (Spring 1970 results) for 03 and 08 (no adjustment necessary in interpretation).
- (c) 9th (1) have standardized test data (Spring 1970 or Fall 1970 results) for 1 (no adjustment necessary in interpretation).

Some students have been entered after the Spring 1970 Kindergarten students have been entered (this is in the Fall 1970). These students are entered in the system as pre-kindergarten students and given the number 99 in the grade section. Upon promotion, of course, they will enter Kindergarten (00). No standardized test data was collected for these students in Spring 1971, but there may be some available in the Fall 1971 where they will then be first graders (01) upon promotion. Therefore, if standardized test data must be stored for these students, remember that they are in the pre-kindergarten (99) configuration.

COUNTY: 01

ETHNIC GROUPING AS REPORTED TO MN-R

SCHOOL: 01203

ETHNIC GROUP: OTHER

STUDENT NUMBER		NAME		SEX	ADDRESS	
01203038023060	F	DORA		F	N FRONT ST	FALL
01203037023005	G	DIANA	E	F	AIR FRC HSG	FALL
01203037023018	Q	LYDIA	A	F	615 HUMBOLDT	FALL
ETHNIC TOTAL:		3				
SCHOOL TOTALS:		BLACK - 1	INDIAN - 9	SPANISH-AMERICAN - 0	ORIENTAL - 0	
COUNTY TOTALS:		BLACK - 4	INDIAN - 17	SPANISH-AMERICAN - 1	ORIENTAL - 1	

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GROUPING AS REPORTED TO MN-REC

(REDRPO01) 5/29/70 PAGE 19

ADDRESS	CITY	ZIP CODE	BIRTH DATE	SPANISH SURNAME
N FRONT ST	FALLON	89406	03/15/61	1
AIR FRC HSG	FALLON	89406	11/07/61	1
615 HUMBOLDT	FALLON	89406	04/17/61	1
HISPANIC-AMERICAN - 0 ORIENTAL - 3 OTHER - 2 HISPANIC-AMERICAN - 1 ORIENTAL - 5 OTHER - 6				

SPANISH-AMERICAN SURNAME AS INTERPRETED B

COUNTY: 01

SCHOOL: 01301

STUDENT NUMBER	NAME	SEX	ADDRESS
01301103040103	BONNER SHARON	F	
01301104040155	BYE ADELBERTL	M	RT. 2 BOX 34
01301106040271	SANCHES ALBERT M	M	PO BOX 152
SCHOOL TOTALS: -	3		
COUNTY TOTALS: -	3		

AMERICAN SURNAME AS INTERPRETED BY WN-REC

(REDRP002)

5/29/70 PAGE 12

SEX	ADDRESS	CITY	ZIP CODE	BIRTH DATE
F		01	89406	09/10/54
M	RT 2 BOX 34	FALLON	89406	04/08/55
M	PO BOX 152	FALLON	89406	10/17/55

ETHNIC GROUPING AS REPORTED TO MN-RE

COUNTY: 01

SCHOOL: 01203

STUDENT NUMBER	NAME	SEX	ADDRESS	CITY
01203037023001	ROSABEL	F	729A CAPEHRT	FALLON
01203038023051	LORETTA	F	DODGE I RNCN	FALLON
01203039023102	JOANNA	F	RESERVATION	FALLON
01203038023052	MARY L	F	GRAHAM LANE	FALLON
01203037023002	NADINE G	F	388E CENTER	FALLON
01203039023103	RYAN	M	340 E FRONT	FALLON
01203038023058	BOBBY J	M	AGENCY RD	FALLON
01203039023104	TERRY		290 S EAST	FALLON
01203038023060	DORA	F	W FRONT ST	FALLON
01203037023005	DIANA E	F	AIR FRC HSNQ	FALLON
01203037023006	JANICE D	F	130S EAST ST	FALLON
01203038023061	SANDRA C	F	340E FRONT S	FALLON
01203037023007	BRENDA E	F	INDIAN COL	FALLON
01203037023011	ERIC K	M	598 HUMBOLDT	FALLON
01203037023013	ANGELO F	M	711B CAPEHRT	FALLON
01203037023018	LYDIA A	F	615 HUMBOLDT	FALLON
01203038023077	TRACEY L	F	NEVADA ST	FALLON
01203037023028	MYRAN C	M	CAPEHRT NAAS	FALLON

SCHOOL TOTALS: BLACK - 1 INDIAN - 9 SPANISH-AMERICAN - 0 ORIENTAL - 0

COUNTY TOTALS: BLACK - 4 INDIAN - 17 SPANISH-AMERICAN - 1 ORIENTAL - 1

ADDRESS	CITY	ZIP CODE	BIRTH DATE	ETHNIC GROUP	SPANISH SURNAME
29A CAPEHRT	FALLON	89406	02/03/61	ORIENTAL	
BRIDGE I RANCH	FALLON	89406	03/26/61	INDIAN	
RESERVATION	FALLON	89406	12/08/60	INDIAN	
MAHAM LANE	FALLON	89406	10/07/61	INDIAN	
TRIBE CENTER	FALLON	89406	07/13/61	INDIAN	
Q E FRONT	FALLON	89406	03/12/60		
AGENCY RD	FALLON	89406	05/09/60	INDIAN	
Q S EAST	FALLON	89406	07/09/59		
FRONT ST	FALLON	89406	03/15/61	OTHER	1
R FRC HSNG	FALLON	89406	11/07/61	OTHER	
OS EAST ST	FALLON	89406	02/20/61	INDIAN	
OE FRONT S	FALLON	89406	02/02/61	INDIAN	
DIAN COL	FALLON	89406	12/19/60	INDIAN	
B HUMBLOTT	FALLON	89406	09/04/61	ORIENTAL	
18 CAPEHRT	FALLON	89406	02/02/61	ORIENTAL	1
5 HUMBLOTT	FALLON	89406	04/17/61	OTHER	1
VADA ST	FALLON	89406	12/30/60	INDIAN	
PEHRT NAAS	FALLON	89406	05/29/61	BLACK	
WISH-AMERICAN -	0	ORIENTAL -	3	OTHER -	3
WISH-AMERICAN -	1	ORIENTAL -	3	OTHER -	6

COUNTY: CHURCHILL
 SCHOOL: 01202
 GRADE: 03
 SECTION: 6

CLASS LISTING BY NN-REC

STUDENT NUMBER	NAME	ETHNIC GROUP	SEX	ADDRESS
01202036010267	ARTHUR R	WHITE	M	707A CAPEHRT
01202036010268	ROBERT A	WHITE	M	960 W B ST
01202036010269	TAMMY K	WHITE	F	295 S TAYLOR
01202036010270	TIM M	WHITE	M	WORKMAN RD
01202036010271	DEBORAH L	WHITE	F	RT 1 BOX 601
01202036010272	JOE B	WHITE	M	892 HEAVER R
01202036010273	LESLIE R	WHITE	F	11511 FULKRS
01202036010274	LYNNETTER	WHITE	F	S MAIN TR CT
01202036010275	FRANK D	WHITE	M	516A PUB QTR

SECTION TOTALS: 25
 GRADE TOTALS: 150
 SCHOOL TOTALS: 150
 COUNTY TOTALS: 219

IC GROUP	SEX	ADDRESS	CITY	ZIP CODE	BIRTH DATE
	M	707A CAPEHRT	FALLON	89406	08/13/61
	M	560 W B ST	FALLON	89406	10/03/61
	F	295 S TAYLOR	FALLON	89406	03/05/61
	M	NORKMAN RD	FALLON	89406	04/17/60
	F	RT 1 BOX 601	FALLON	89406	02/11/61
	M	852 HEAVER R	FALLON	89406	04/23/61
	F	11511 FULKRS	FALLON	89406	12/27/60
	F	S MAIN TR CT	FALLON	89406	10/24/60
	M	516A PUB QTR	FALLON	89406	05/01/59

COUNTY: CHURCHILL

COUNTY LISTING BY HN-REC

STUDENT NUMBER	NAME	ETHNIC GRP	SEX	CITY	ZIP
01202034010168	W CAROL	A INDIAN	F	FALLON	89
01202031010023	W JULIE	A INDIAN	F	FALLON	89
01203037023028	W MYRAN	C BLACK	M	FALLON	89
01203038023078	W PAMELA	K WHITE	F	HAZEN	89
01202031010024	W PATRICK	E WHITE	M	FALLON	89
01202034010169	W ROBERT	J WHITE	M	FALLON	89
01202031010025	W KERRY	A WHITE	M	FALLON	89
01203037023029	W WADE	W WHITE	M	FALLON	89
01202034010170	Y BRET	D WHITE	M	FALLON	89
01202036010275	Z FRANK	D WHITE	M	FALLON	89

COUNTY TOTAL: 219

COUNTY LISTING BY WN-REC

(REDR014)

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RP	SEX	CITY	ZIP CODE	BIRTH DATE	SCHOOL	GRD	SECT
	F	FALLON	89406	08/10/60	01202	03	4
	F	FALLON	89406	04/14/61	01202	03	1
	M	FALLON	89406	05/29/61	OATS PARK	03	7
	F	HAZEN	89417	08/16/61	OATS PARK	03	6
	M	FALLON	89406	06/05/61	01202	03	1
	M	FALLON	89406	01/19/61	01202	03	4
	M	FALLON	89406	10/09/60	01202	03	1
	M	FALLON	89406	06/06/61	OATS PARK	03	7
	M	FALLON	89406	02/06/61	01202	03	4
	M	FALLON	89406	05/01/59	01202	03	6

COUNTY: CHURCHILL

SCHOOL LISTING BY MN-REC

SCHOOL: 01202

STUDENT NUMBER		NAME		ETHNIC GROUP	SEX	ADDRESS	CF
01202031010023	W	JULIE	A	INDIAN	F	RT 2 BOX 687 FALLON	
01202031010024	W	PATRICK	E	WHITE	M	485 N 5TH ST FALLON	
01202034010169	W	ROBERT	J	WHITE	M	S MN STOPSHR FALLON	
01202031010025	W	KERRY	A	WHITE	M	BOX 151 FALLON	
01202034010170	Y	BRET	O	WHITE	M	3225 TESTOLN FALLON	
01202036010275	Z	FRANK	O	WHITE	M	516A PUB QTR FALLON	

SCHOOL TOTAL: 150

COUNTY TOTAL: 219

SCHOOL LISTING BY WM-REC

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 (REDRP020) 5/27/70 PAGE 12

GROUP	SEX	ADDRESS	CITY	ZIP CODE	BIRTH DATE	GRADE	SECTION
	F	RT 2 BOX 687	FALLON	89406	04/14/61	03	1
	M	485 W 5TH ST	FALLON	89406	06/09/61	03	1
	M	S MN STOPSH	FALLON	89406	01/19/61	03	4
	M	BOX 151	FALLON	89406	10/09/60	03	1
	M	3225 TESTOLN	FALLON	89406	02/06/61	03	4
	M	516A PUB QTR	FALLON	89406	05/01/59	03	6



COUNTY: CHURCHILL

OVER-AGE LISTING BY WM-REC

SCHOOL: 01202

STUDENT NUMBER		NAME		ETHNIC GROUP	SEX	ADDRESS
01202034010156	F	DENNIS	M	ORIENTAL	M	PUBLIC QTRS FALL
01202035010224	R	JOE	S	WHITE	M	SCHINDLER RD FALL
01202036010275	Z	FRANK	D	WHITE	M	516A PUB QTR FALL
SCHOOL TOTAL:		3				
COUNTY TOTAL:		7				

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OVER-AGE LISTING BY HM-REC

(REDRP026)

5/26/70 PAGE

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GROUP	SEX	ADDRESS	CITY	ZIP CODE	BIRTH DATE	GRADE	SECTION
	M	PUBLIC QTRS	FALLON	89406	09/16/59	03	4
	M	SCHINDLER RD	FALLON	89406	12/28/59	03	5
	M	516A PUB QTR	FALLON	89406	05/01/59	03	6

COUNTY: CHURCHILL

PARTIAL STUDENT PROFILE AS REPORTED

STUDENT NUMBER	NAME	ETH	GRP	SEX	CITY	B. DATE	S
01202033010101 A	ANNA	R	W	F	FALLON	04/21/61	0120
01202033010101 A	ANNA	R	W	F	FALLON	04/21/61	0120
01203039023101 A	DARLENE	M	W	F	FALLON	02/22/56	OATS
01203039023101 A	DARLENE	M	W	F	FALLON	02/22/56	OATS
01202033010102 A	JANA	D	W	F	FALLON	09/19/61	0120
01202033010102 A	JANA	D	W	F	FALLON	09/19/61	0120
01202033010103 A	TERESA	L	W	F	FALLON	12/03/61	0120
01202033010103 A	TERESA	L	W	F	FALLON	12/03/61	0120
01202035010201 A	ANITA	L	W	F	FALLON	12/13/61	0120
01202035010201 A	ANITA	L	W	F	FALLON	12/13/61	0120
01203037023001 A	ROSABEL	ORIENTL		F	FALLON	02/03/61	OATS
01203037023001 A	ROSABEL	ORIENTL		F	FALLON	02/03/61	OATS
01202035010202 A	DEBBIE	F	W	F	FALLON	07/26/61	0120
01202035010202 A	DEBBIE	F	W	F	FALLON	07/26/61	0120
01202036010251 A	CLIFFORDR	W		M	FALLON	05/02/61	0120
01202036010251 A	CLIFFORDR	W		M	FALLON	05/02/61	0120
01203038023051 A	LORETTA	I		F	FALLON	03/26/61	OATS
01203038023051 A	LORETTA	I		F	FALLON	03/26/61	OATS
01202036010252 A	STACEY	L	W	F	FALLON	10/03/61	0120
01202036010252 A	STACEY	L	W	F	FALLON	10/03/61	0120
01203039023102 A	JOANNA	I		F	FALLON	12/08/60	OATS
01203039023102 A	JOANNA	I		F	FALLON	12/08/60	OATS
01202033010104 A	MARTIN	J	I	M	FALLON	12/08/61	0120
01202033010104 A	MARTIN	J	I	M	FALLON	12/08/61	0120
01202033010105 A	RICKY	T	W	M	FALLON	02/16/61	0120
01202033010105 A	RICKY	T	W	M	FALLON	02/16/61	0120
01202032010051 A	NICHELE	M	W	49 F	FALLON	04/27/61	0120
01207032010051 A	NICHELE	M	W	F	FALLON	04/27/61	0120
012032010052 B	LETTICA	A	SPAN-AM	F	FALLON	09/09/61	0120

L STUDENT PROFILE AS REPORTED TO WM-REC

(REORPD50) 5/29/70 PAGE

CITY	B. DATE	SCHOOL	GR SEC	MALE		FEM		T	MIN	LEARN LIM	LCH TYP	STANE PA	AP
				L	PARNT	PARNT	T						
FALLON	04/21/61	01202	033	1	A 1 2	A 1 5	4 45	1 1	4 2				
FALLON	04/21/61	01202	033	1	A 1 2	A 1 5	4 45	1 1	4 2				
FALLON	02/22/56	OATS PARK	039	1	A 1 5	A 1 5	2 10	2	3				
FALLON	02/22/56	OATS PARK	039	1	A 1 5	A 1 5	2 10	2	3				
FALLON	09/19/61	01202	033	1	A 1 1	A 1 5	4 20	111	2				
FALLON	09/19/61	01202	033	1	A 1 1	A 1 5	4 20	111	2				
FALLON	12/03/61	01202	033	1	A 1 3	A 1 3	4 15	2	12				
FALLON	12/03/61	01202	033	1	A 1 3	A 1 3	4 15	2	12				
FALLON	12/13/61	01202	035	2	A 1 2	A 1 3	4 10	2	12				
FALLON	12/13/61	01202	035	2	A 1 2	A 1 3	4 10	2	12				
FALLON	02/03/61	OATS PARK	037	2	A 1 3	A 1 5	4 30	2	2				
FALLON	02/03/61	OATS PARK	037	2	A 1 3	A 1 5	4 30	2	2				
FALLON	07/26/61	01202	035	1	A 1 3	A 1 5	4 20	2	2				
FALLON	07/26/61	01202	035	1	A 1 3	A 1 5	4 20	2	2				
FALLON	05/02/61	01202	036	2	A 1 3	A 1 5	4 10	1 1	2				
FALLON	05/02/61	01202	036	2	A 1 3	A 1 5	4 10	1 1	2				
FALLON	03/26/61	OATS PARK	038	2	A 1 4	A 1 5	4 25	2	11				
FALLON	03/26/61	OATS PARK	038	2	A 1 4	A 1 5	4 25	2	11				
FALLON	10/03/61	01202	036	1	A 1 3	A 1 5	4 20	2	2				
FALLON	10/03/61	01202	036	1	A 1 3	A 1 5	4 20	2	2				
FALLON	12/08/60	OATS PARK	039	1	A 1 4	A 1 4	4 30	1 1	2				
FALLON	12/08/60	OATS PARK	039	1	A 1 4	A 1 4	4 30	1 1	2				
FALLON	12/08/61	01202	033	1	A 1 5	A 1 4	4 45	2	2				
FALLON	12/08/61	01202	033	1	A 1 5	A 1 4	4 45	2	2				
FALLON	02/16/61	01202	033	1	A 1 3	A 1 5	2 10	2	12				
FALLON	02/16/61	01202	033	1	A 1 3	A 1 5	2 10	2	12				
FALLON	04/27/61	01202	032	1	A 1 3	A 1 5	4 20	2	2				
FALLON	04/27/61	01202	032	1	A 1 3	A 1 5	4 20	2	2				
FALLON	09/09/61	01202	032	2	B 1 1	B 1 5	4 20	2	2				

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COUNTY: CHURCHILL

STUDENTS WHOSE PARENTS ARE IN MILITARY SERVICE AS R

STUDENT NUMBER	NAME	ETHNIC GROUP	SCHOOL	SEX	ADDRESS
01202034010162	DAVID J	WHITE	01202	M	731A CAPEH
01203037023021	JACKLEENA	WHITE	OATS PARK	F	RT2 BOX 19
01202033010127	CARLENE D	WHITE	01202	F	3251 SHECK
01202034010165	JAMES D	WHITE	01202	M	HAPPY VALL
01202034010166	MARTY P	WHITE	01202	M	540 MADINE
01203038023075	TIM N	WHITE	OATS PARK	M	CAPEHRT HS
01202033010128	VICTORIA P	OTHER	01202	F	917B PUB Q
01202034010167	KERRY D	WHITE	01202	M	736A CAPEH
01202031010022	WANDA M	WHITE	01202	F	340 W FIRS
01203031010024	PATRICK E	WHITE	01202	M	485 W 9TH
01202036010275	FRANK D	WHITE	01202	M	516A PUB Q
COUNTY TOTALS					39

TS ARE IN MILITARY SERVICE AS REPORTED TO MN-REC

(REOPRO56) 6/06/70 PAGE

SCHOOL	SEX	ADDRESS	CITY	ZIP CODE	BIRTH DATE	STAN# PA AR
01202	M	731A CAPEHRT	FALLON	89406	06/13/61	
OATS PARK	F	RT2 BOX 194	FALLON	89406	04/18/61	
01202	F	3251 SHECKLR	FALLON	89406	10/05/60	
01202	M	HAPPY VALLEY	FALLON	89406	04/18/60	
01202	M	540 NADINE	FALLON	89406	05/14/61	
OATS PARK	M	CAPEHRT H5NG	FALLON	89406	08/26/61	
01202	F	517B PUB QTR	FALLON	89406	08/16/60	
01202	M	738A CAPEHRT	FALLON	89406	05/20/61	
01202	F	340 W FIRST	FALLON	89406	10/22/60	
01202	M	485 W 9TH ST	FALLON	89406	06/05/61	
01202	M	516A PUB QTR	FALLON	89406	09/01/59	

COUNTY: CHURCHILL
SCHOOL: CATS PARK

STUDENTS WHOSE PARENTS ARE IN MILITARY SERVICE AS RE

STUDENT NUMBER		NAME		ETHNIC GROUP	SEX	ADDRESS
01203037023005	G	DIANA	E	OTHER	F	AIR FRC HSNB
01203037023012	L	TIM	N	WHITE	M	735 CAPEHART
01203038023068	P	SANDRA	L	WHITE	F	7528 CAPEHRT
01203037023021	S	JACKLERNA		WHITE	F	RT2 BOX 194
01203038023075	S	TIM	N	WHITE	M	CAPEHRT HSNB
SCHOOL TOTALS:	5					

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S ARE IN MILITARY SERVICE AS REPORTED TO WN-REC

(REDPROSD)

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GROUP	SEX	ADDRESS	CITY	ZIP CODE	BIRTH DATE	STAN%	
						PA	AR
	F	AIR FRC HSNQ	FALLON	89406	11/07/61		
	M	735 CAPEHART	FALLON	89406	08/30/60		
	F	7528 CAPEHRT	FALLON	89406	03/27/61		
	F	RT2 BOX 194	FALLON	89406	04/18/61		
	M	CAPEHRT HSNQ	FALLON	89406	08/26/61		

COUNTY : CHURCHILL
 MALE PARENT

PARENTAL RELATIONSHIP BY COUNTY
 STEP PARENT

AS REPORTED TO WN-R-

STUDENT NUMBER	NAME	ETH	GRP	SEX	CITY	B. DATE	SCHOOL
01203037023026	STEVEN	J	W	M	FALLON	07/08/61	DATS PARE
01202031010022	HANNA	J	W	F	FALLON	10/22/60	01202
01203037023027	DENNIS	T	W	M	FALLON	03/03/61	OATS PARE
01301104040176	JIM	P	W	M	STILLWATER	03/28/55	BEST JR
01301101040030	MARYAN	K	W	F	FALLON	10/25/55	BEST JR
01301102040078	ROGER	B	W	M	FALLON	04/06/55	BEST JR
01301106040280	DAVID	H	W	M	FALLON	05/02/55	BEST JR
01202036010274	LYNNETTE	P	W	F	FALLON	10/24/60	01202
01202034010168	CAROL	A	W	F	FALLON	08/10/60	01202
01202031010023	JULIE	A	W	F	FALLON	04/14/61	01202
01203037023028	MYRAN	C	W	F	FALLON	05/29/61	OATS PARE
01203038023078	PAMELA	K	W	F	HAZEN	08/16/61	DATS PARE
01202031010024	PATRICK	R	W	M	FALLON	06/05/61	01202
01301101040031	ELVA	E	W	F	FALLON	10/18/55	BEST JR
01301104040177	WINDY	M	W	F	FALLON	09/21/55	BEST JR
01301101040032	TOM	B	W	M	FALLON	04/22/55	BEST JR
01301104040178	ELLEN	M	W	F	FALLON	02/16/55	BEST JR
01301102040079	MARY	L	W	F	FALLON	03/11/55	BEST JR
01301101040033	ROBERT	M	W	M	FALLON	07/21/55	BEST JR
01202034010189	ROBERT	J	W	M	FALLON	01/19/61	01202
01202031010025	KERRY	A	W	M	FALLON	10/09/60	01202
01203037023029	WADE	J	W	M	FALLON	06/06/61	DATS PARE
01301103040184	REBECCA	L	W	F	FALLON	06/01/59	BEST JR
01202034010170	BRET	O	W	M	FALLON	02/06/61	01202
01202036010275	FRANK	D	W	M	FALLON	05/01/59	01202
01301107040327	RODNEY	S	W	M	FALLON	10/07/54	BEST JR

COUNTY TOTAL 418



CITY	B. DATE	SCHOOL	GR	SEC	MALE PARENT	FEM PARENT	LEARN LIM	STAN PA	AR
ALLEN	07/08/61	OATS PARK	0	37	N	2	1		
ALLEN	10/22/60	OATS PARK	0	31	N	1	1		
ALLEN	03/03/61	OATS PARK	0	37	N	1	1		
TILLAMATER	03/28/55	BEST JR HI	0	04	N	1	1	11	12
ALLEN	10/25/55	BEST JR HI	0	01	N	1	1	59	48
ALLEN	04/06/55	BEST JR HI	0	02	N	1	1	86	10
ALLEN	06/02/55	BEST JR HI	0	06	N	1	1	04	16
ALLEN	10/24/60	OATS PARK	0	36	N	1	1		
ALLEN	08/10/60	OATS PARK	0	36	N	1	1		
ALLEN	04/14/61	OATS PARK	0	36	N	1	1		
ALLEN	09/29/61	OATS PARK	0	37	N	1	1		
ALLEN	08/16/61	OATS PARK	0	38	N	1	1		
ALLEN	06/05/61	OATS JR HI	0	01	N	1	1		
ALLEN	10/18/55	BEST JR HI	0	01	N	1	1	96	48
ALLEN	09/11/55	BEST JR HI	0	06	N	1	1	30	22
ALLEN	04/22/55	BEST JR HI	0	04	N	1	1	64	18
ALLEN	02/16/55	BEST JR HI	0	04	N	1	1		
ALLEN	05/11/55	BEST JR HI	0	02	N	1	1	46	08
ALLEN	07/21/55	BEST JR HI	0	01	N	1	1	70	44
ALLEN	01/19/61	OATS PARK	0	34	N	1	1		
ALLEN	10/09/60	OATS PARK	0	34	N	1	1		
ALLEN	06/06/61	OATS PARK	0	34	N	1	1		
ALLEN	06/01/55	BEST JR HI	0	03	N	1	1		
ALLEN	02/06/61	OATS JR HI	0	04	N	1	1		
ALLEN	05/01/59	OATS JR HI	0	07	N	1	1		
ALLEN	10/07/54	BEST JR HI	0	07	N	1	1	12	01



STUDENT FILE CONTENTS

This is a proof list of what information has been stored in the Student Information System for each student. This list is printed in numerical order (which is alphabetical within each numbered block). This printout is designed as an aid to school districts in updating or in gathering additional information on students. It is similar in nature to a permanent record sheet or transcript.

One point should be remembered -

The data appearing in this file (and in the SIS as a whole) has been collected in the Spring, Summer and Fall of 1970 with students in their Spring 1970 classes (and sections). Since that time most of the students have been promoted. Hence a 3rd grader in this system is a 4th grader in Spring 1971 and will be a 5th grader in Fall 1971.

The standardized testing data stored in the system is as follows:

for 9th graders (grade 1 in SIS) the Stanford Achievement test data is Spring 1969 or Fall 1969 data (taken while they were in 8th grade in Spring 1969 or early in 9th grade in Fall 1969).

for 3rd and 8th graders (grade 03 and 08 in SIS) the Stanford test data is Spring 1970 data.

for Kindergarten, 2nd, 5th and 7th graders (grade 00, 02, 05, and 07 in SIS) the Stanford test data is Spring 1971 data, taken when these students were in truth 1st, 3rd, 6th and 8th graders but not yet promoted in the SIS.

This lack of up-date may be annoying to the users but with practice the data can be interpreted properly. An updating procedure has been designed and tested, so updating of the student data can be easily performed.

STUDENT NUMBER - 11-204-024-402103 STUDENT NAME - BEER JOSEPH

STUDENT S.S. NO. - - - ETHNIC CODE - WHITE

STUDENT COUNTY - MINERAL BIRTH DATE - 03/01/62

CITY - BABBITT ZIP CODE - 89416

LANGUAGE CODE - ENGLISH ONLY MALE PARENT NAME -

MALE PARENT OCC. - MALE PARENT MILI. -

FEMALE PRT. RELAT- NATURAL PARENT FEMALE PRT. OCC. - PROFESSIONAL

TRANS. PT. - WALK OR RIDE BIKE STUDENT DISTANCE - 000

KNOWN LIMITATION - NO HEARING LIMITATION - NO

LOCO. LIMITATION - NO OTHER LIMITATION - NO

STUDENT LUNCH - SCHOOL BOX LUNCH PERSONAL DATA DATE - 09/70

-----STANFORD ACHIEVEMENT TEST (GRADE, PERCENT, ST.
WORD MEAN. PARA. MEAN. SPELLING WORD STUDY LANGUAGE ARITH. COMPU. ARITH. C

037-56-5 038-54-5 030-26-4 028-34-4 029-24-4 033-36-4 026-18-

STUDENT NUMBER - 11-204-024-402104 STUDENT NAME - BERGMAN WILLIAM

STUDENT S.S. NO. - - - ETHNIC CODE - WHITE

STUDENT COUNTY - MINERAL BIRTH DATE - 06/26/62

CITY - BABBITT ZIP CODE - 89415

LANGUAGE CODE - ENGLISH ONLY MALE PARENT NAME - D BERGMAN

MALE PARENT OCC. - PROFESSIONAL MALE PARENT MILI. - YES

FEMALE PRT. RELAT- NATURAL PARENT FEMALE PRT. OCC. - UNEMPLOYED

TRANS. PT. - SCHOOL BUS STUDENT DISTANCE - 001

KNOWN LIMITATION - NO HEARING LIMITATION - NO

LOCO. LIMITATION - NO OTHER LIMITATION - NO

STUDENT LUNCH - OTHER PERSONAL DATA DATE - 09/70

-----STANFORD ACHIEVEMENT TEST (GRADE, PERCENT, ST.
WORD MEAN. PARA. MEAN. SPELLING WORD STUDY LANGUAGE ARITH. COMPU. ARITH. C

040-68-6 034-42-5 057-96-9 031-40-5 036-50-5 036-50-5 042-64-

BEER JOSEPH SCHOOL - BABBITT PRIMARY
WHITE STUDENT SEX - MALE
03/01/62 STREET ADDRESS - 8 1160
89416 ENTRY DATA DATE - 04/70
NAME - MALE PARENT RELAT. -
MILI. - FEMALE PARENT NAME - M A BEER
OCC. - PROFESSIONAL HOME DATA DATE - 09/70
ANCE - 000 STUDENT TIME - 15
ITATION - NO VISION LIMITATION - NO
ATION - NO HOW LIMIT. KNOWN -
TA DATE - 09/70
EMENT TEST (GRADE, PERCENT, STANINE)-----
UAGE ARITH. COMPU. ARITH. CON. ARITH. APPLI. SOCIAL STUDY SCIENCE
-24-4 033-36-4 026-18-3 043-68-6

BERGMAN WILLIAM J SCHOOL - BABBITT PRIMARY
WHITE STUDENT SEX - MALE
06/26/62 STREET ADDRESS - B NAD
89415 ENTRY DATA DATE - 04/70
NAME - D BERGMAN MALE PARENT RELAT. - NATURAL PARENT
MILI. - YES FEMALE PARENT NAME - A A BERGMAN
OCC. - UNEMPLOYED HOME DATA DATE - 09/70
ANCE - 001 STUDENT TIME - 05
ITATION - NO VISION LIMITATION - NO
ATION - NO HOW LIMIT. KNOWN -
TA DATE - 09/70
EMENT TEST (GRADE, PERCENT, STANINE)-----
UAGE ARITH. COMPU. ARITH. CON. ARITH. APPLI. SOCIAL STUDY SCIENCE
-50-5 036-50-5 042-64-6 043-68-6

WESTERN NEVADA REGIONAL EDUCATION CENTER

ABSTRACTS OF RESEARCH REPORTS

CHARACTERISTICS OF STUDENTS OF DIFFERENT AGES
NINTH GRADE, NEARBY DISTRICT 5-25-70 (G)

- PROJECT:** To Identify Certain Characteristics of Overage and Non-Overage Students in the Ninth Grade of a WN-REC District.
- EXPLANATIONS:** Overage students (ninth grade 1969-70) are those whose birth-days fall before December 1, 1954. Some students were overage by six months or more (born before June 1, 1954). Use of these birth division points identifies three groups: non-overage, overage, and overage by six months or more.
- FINDINGS:** The following trends were revealed:
- (1) Overage students perform academically well below the overall average (local or national) or the average of the non-overage. The more overage the student group, the lower the average performance.
 - (2) The percentage of students with learning limitations is higher among the six-months-and-over group than for the overall group.
 - (3) Among students, the frequency of foreign language spoken in the home increases as the degree of student overage increases.
 - (4) No members of the overage groups come from families with male parent occupationally classified as professional.
 - (5) The proportion of students with unemployed fathers increases with degree of overage (five times the average for the oldest group).
 - (6) There is a general tendency (not complete, however) for the proportion of Spanish-Americans and Indians to increase as age of group increases.
 - (7) The number of girls exceeds the number of boys in only the oldest age group.
- DATA ANALYZED:** Items selected from the WN-REC Student Information System (SIS) were - name, ethnic group, sex, foreign language at home, male parent--relationship and occupation, learning limitations, and Stanford Achievement Test Subtest scores--Advanced Paragraph Meaning (PA) and Arithmetic Computation (AR).
- PUBLICATION:** Using Student Data From Computer Printouts, T. G. Brough, WN-REC, 5-25-70.

STANDARDIZED TEST PERFORMANCE
NINTH GRADE, NEARBY DISTRICT 5-25-70 (G)

PROJECT: To Summarize Selected Information For Ninth Grade Students in a WN-REC District Classified on the Basis of Their Performance on Stanford Achievement Subtests.

EXPLANATIONS: Stanford Achievement Subtests used are Advanced Paragraph Meaning (PA) and Arithmetic Computation (AR).

FINDINGS: The following trends were revealed:

- (1) Students who rank in the lowest quartile in one of the subtests (either PA or AR) generally perform low in the other subtest.
- (2) The low average academic performance of the lower quartile students is reflected in the average of their Otis IQ's (estimated).
- (3) The average ages of students increase as academic performance decreases.
- (4) The proportion of foreign language spoken in the home increases as the academic performance of these students decreases.
- (5) The proportion of students with male parents in the professions decreases with decreasing academic performance.
- (6) The proportion of students with male parents in the skilled occupations increases with decreasing academic performance.
- (7) The proportion of Spanish-American and Indian students increases as academic performance decreases.
- (8) The proportion of students reporting lunch taken as "none" or "other" increases as academic performance decreases.

DATA ANALYZED: Items selected from the WN-REC Student Information System were - ethnic group, sex, foreign language spoken at home, birthdate, male parent relationship and occupation, learning limitations, lunch type, estimated Otis IQ, and Stanford Achievement subtests PA and AR.

PUBLICATION: Using Student Data From Computer Printouts, T. G. Brough, WN-REC, 5-25-70.

STANDARDIZED TEST PERFORMANCE
NINTH GRADE, NEARBY DISTRICT 7-28-70 (H)

PROJECT: To Summarize Selected Information for Ninth Grade Students by Different Age and Achievement Groups in a WN-REC District on the Basis of Their Performance on Stanford Achievement Subtests. In So Doing, Only Data Items From the "Entry Data" Collection Sheet Plus Achievement Subtest Scores Are Used.

EXPLANATIONS: Stanford Achievement Subtests used are Advanced Paragraph Meaning (PA) and Arithmetic Computation (AR). The distance from school was measured by using road map mileage from place of residence to the town where the school was located.

FINDINGS: The following trends were revealed:

- (1) Academic performance decreases as age increases,
- (2) Performance decreases as the proportion of male students increases (except among Spanish-American students) and as the age of the group increases,
- (3) Performance decreases as the proportion of Spanish-American students increases,
- (4) Among students who live out-of-town the academic performance rapidly decreases and age increases.

In Summary: Girls are doing better than boys (except for Spanish-Americans); the Spanish-American students and out-of-town students are doing much worse than the in-town students. The Spanish-American boys and girls are not being affected differently.

DATA ANALYZED: Items selected from the WN-REC Student Information System (Entry sheet only) were - name, ethnic group, sex, birth-date, city of residence.

PUBLICATION: Using Student Entry Data and Standardized Test Data,
T. G. Brough, WN-REC, 7-28-70.

CHARACTERISTICS OF STUDENTS OF DIFFERENT AGES

NINTH GRADE, NEARBY DISTRICT 7-28-70

PROJECT: Using Only Student Data Recorded on the "Entry Data" Collection Sheet, Identify Certain Characteristics of Overage and Non-Overage Students in the Ninth Grade of a WN-REC District.

EXPLANATIONS: Overage students (ninth grade, 1969-70) are those whose birthdays fall before December 1, 1954. Some students were overage up to six months, some up to 12 months, and others over 12 months. Use of these birth division points identifies four groups of students: non-overage, overage up to six months, overage six to 12 months, and overage by more than 12 months.

FINDINGS: The following trends were revealed:

- (1) Student academic performance decreases as age increases,
- (2) Academic performance decreases among out-of-town students,
- (3) Out-of-town students are generally older,
- (4) The proportion of Spanish-American students increases with increasing age group (four out of five Spanish-American students are overage).
- (5) There are no Spanish-American students coming to school from out-of-town.

DATA ANALYZED: Items selected from the WN-REC Student Information System (Entry sheet only) were - name, ethnic group, sex, birthdate, city of residence, plus Stanford Achievement subtest scores for PA and AR.

PUBLICATION: Using Student Entry Data and Standardized Test Data, T. G. Brough, WN-REC, 7-28-70.

CHARACTERISTICS OF STUDENTS BY PLACE OF RESIDENCE

NINTH GRADE, NEARBY DISTRICT 7-28-70 (H)

- PROJECT:** To Identify Certain Characteristics of Ninth Grade Students in a Nearby District According to Place of Residence.
- EXPLANATIONS:** All towns were coded for analytical purposes. Overage students are those whose birthdays fall before December 1, 1954. Stanford Achievement Subtests used were Advanced Paragraph Meaning (PA) and Arithmetic Comprehension (AR).
- FINDINGS:** The published table revealed the following:
- (1) The proportion of overage students increases strongly with distance from school.
 - (2) The proportion of students in the lower quartile increases strongly with distance from school.
 - (3) Fifty percent or more of the students in the outlying towns are either overage or in the lower quartile.
 - (4) The average academic performance of the students in the categories: overall, overage, and in lower quartile in general decreases with increasing distance.
 - (5) The population of students in A₁ and A₂ is quite different as indicated in all measures. Students in A₂ outperform students in A₁. Without the students in A₂ the average county-wide performance on the Stanford Subtests would be vastly different.
- DATA ANALYZED:** Items selected from the WN-REC Student Information System were - sex, ethnic group, address and birthdate. Mileage projections and Stanford Achievement Subtests PA and AR were used.
- PUBLICATION:** Using Student Entry Data and Standardized Test Data,
T. G. Brough, WN-REC, 7/28/70.

CHARACTERISTICS OF STUDENTS OF DIFFERENT AGES
NINTH GRADE, WN-REC DISTRICT "A"

PROJECT: To Identify Certain Characteristics of Overage and Non-Overage Students in Ninth Grade of a Selected WN-REC District.

EXPLANATIONS: Overage students (ninth grade, 1969-70) are those whose birthdays fall before January 1, 1955. Some students were overage by six months or more (born before July 1, 1954). Use of these birth division points identifies three groups of students: non-overage, overage, and overage by six months or more.

FINDINGS: The following trends were revealed:

As students increase in age:

- (1) The frequency of foreign language spoken at home increases,
- (2) The proportion of reported learning limitations increases,
- (3) The proportion of male parents identified as step-parent, other, or missing increases,
- (4) The proportion of fathers in unskilled and/or unemployed occupation categories increases,
- (5) The student performance on the Stanford Achievement subtests rapidly decreases,
- (6) The proportion of girls decreases.

In Summary: Students who have a tendency to be overage and place lowest on the Stanford Achievement subtests are: (a) those with learning limitations; (b) those who speak a foreign language at home; (c) those who are members of minorities; (d) those with step-, foster, or missing male parent; (e) those with fathers unskilled or unemployed; (f) those with hot lunch not paid by home; and (g) those who are boys.

DATA ANALYZED: Items selected from the WN-REC Student Information System were - learning limitations, foreign language spoken at home, male parent relationship, male parent occupation, ethnic identity, age, school transportation, lunch type, and Stanford Achievement subtest scores.

PUBLICATION: Overage Students and Students in Lowest Quartile, District A, Ninth Grade, T. G. Brough, WN-REC 8-4-70.

STANDARDIZED TEST PERFORMANCE
NINTH GRADE, WN-REC DISTRICT "A"

PROJECT: To Summarize Selected Information For Ninth Grade Students in a WN-REC District Classified On the Basis of Their Performance on Stanford Achievement Subtests.

EXPLANATIONS: Stanford Achievement Subtests used are Advanced Paragraph Meaning (PA) and Arithmetic Computation (AR).

FINDINGS: The following trends were revealed:

Student performance decreases as:

- (1) The proportion of overage students increases,
- (2) The proportion of foreign language spoken at home increases,
- (3) The proportion of students with fathers unskilled and/or unemployed increases,
- (4) The proportion of Indian students increases,
- (5) The proportion of students eating school hot lunches increases,
- (6) The proportion of students with professional fathers decreases.

No definite trends are observable linking transportation method or time to school with performance.

DATA ANALYZED: Items selected from the WN-REC Student Information System were - learning limitations, age, foreign language at home, male parent relationship, male parent occupation, ethnic groups, sex, school transportation, lunch habits, and Stanford Achievement Test Scores.

PUBLICATION: Overage Students and Students in Lowest Quartile, District A, Ninth Grade, T. G. Brough, WN-REC 8-4-70.

WN-REC STUDENT INFORMATION SYSTEM

USING STUDENT DATA FROM COMPUTER PRINTOUTS

TWO EXAMPLES:

1. Characteristics of Overage Students
2. Characteristics of Students in Lowest Quartile

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INTRODUCTION

This pamphlet introduces the Partial Student Profile, a computer-based report of data on each student stored in the Western Nevada Regional Education Center's Student Information System. By its very nature (a computer printout--one line per student) the Profile is compact and much of the information is coded. Printouts of the complete coded information as it now exists for each student in the system are even more compact. Samples of this data (called Demonstration Data for discussion purposes) are included in an appendix to this report. With a little experience, the codes can be learned and the information extracted for school analysis purposes.

USING THE PARTIAL STUDENT PROFILE

The Student Profile lists most of the data submitted for each student. Data not printed on the Student Profile is:

Street or P.O. Box	
County of Residence	
ZIP Code	Entry Data
Date of Filling Out	
Father on active Military Duty	
Father's Name	
Mother's Name	Home Data
Distance from School	Personal Data

The Student Profile does include the first initial of the Male and Female Parent's last name in order to indicate whether a name is listed. This can also be used as an indication of the name differing from the student's last name. See the Appendix for examples of the complete input data.

Two Stanford Achievement Scores have been listed (when available). These are the percentile standings in Advanced Paragraph Meaning and Arithmetic Computations. These two were chosen because the Paragraph Meaning subscore has the highest correlation with the Otis IQ score and the Arithmetic Computation subscore is the most sensitive of the three mathematics subscores. The rest of the Stanford Achievement Subscores are stored in the Student Information System, both as interpreted scores (Percentile Standing, Grade Equivalence and Stanine) and as Raw Scores. Examples of how these are stored are shown in the Appendix (Demonstration Data). A sample page from the Partial Student Profile, with explanation, is printed on the following pages. Some of the cities have not been decoded--the codes are listed in the Student Information System Reference Guide.

PARTIAL STUDENT PROFILE AS REPORTED TO MN-REC

ETH	GRP	SEX	CITY	B. DATE	SCHOOL	GR	SEC	L. PARENT	MALE	FEM	PARENT	T	MIN	LEARN	TP	STAN	AR
IA	L	WHITE	F	11/18/55		1 01	1 A	1 3 A	1 3 1	20 2	4	34	01				
IV	A	WHITE	M	12/23/53		1 01	1 A	1 3 A	1 3 1	10 2	4						
COL	A	WHITE	F	01/06/55		1 05	1 A	1 3 A	1 5 1	10 2	4	01	04				
WALD	M	WHITE	M	08/17/55		1 08	1 A	1 2 A	1 3 1	05 1 1	2 12	32	10				
HEMERY	SPAN-AM	F		12/13/53		1 07	2 A	1 2 A	1 5 4	25 1 11	2 12						
OFFERYS	WHITE	M		06/11/55		1 01	1 A	1 3 A	1 4 5	02 1 1	2 12	82	62				
WALD	R	WHITE	M	03/21/55		1 10	1 A	1 3 A	1 4 4	30 1 1	2 2	84	46				
HELENE	A	WHITE	F	02/15/55		1 05	1 A	1 3 A	1 5 4	05 2	4	36	20				
TYRE	L	WHITE	F	03/10 55		1 01	1 A	1 3 A	1 5 4	30 1 1	2 12	50	18				
ISON	M	WHITE	F	04/05/55		1 10	1 A	1 1 A	1 5 1	15 1 1	3 4	70	72				
BRID	L	INDIAN	F	09/13/54		1 07	2 W	2 4 W	1 5 4	30 2	11	52	26				
WALL	D	WHITE	M	08/27/54		1 10	1 B	1 3 B	1 1 1	17 2	2						
WELLS	SPAN-AM	F		05/22/55		1 21	2 B	1 3 B	1 3 2	15 1 1	2 4	48	26				
KEY	S	INDIAN	M	01/06/53		1 07	1		B 1 3	2 20 1	1 2 11	08	11				
WY	M	WHITE	F	02/21/55		1 04	1 B	1 3 B	1 4 1	10 2	4	64	94				
RICK	J	WHITE	M	10/30/54		1 07	2 B	1 3 B	1 4 4	45 2	12	52	54				
GLAS	N	WHITE	M	02/26/54		1 01	1 B	1 1 B	2 3 1	15 1	1 2 12						
E	M	WHITE	M	07/29/55		1 01	1 B	1 3 B	1 4 4	10 2	12	12	04				
RA	K	WHITE	F	10/27/55		1 01	1 B	1 2 B	1 4 1	08 2	12	54	64				
	J	WHITE	M	08/04/54		1 05	1 E	1 2 B	1 5 4	40 1 1	2						
WY	E	WHITE	F	02/24/55		1 08	1 B	1 3 B	1 2 1	05 2	4	94	90				
LEY	A	WHITE	M	08/31/55		1 01	1 B	1 3 B	1 1 2	07 2	12	66	64				
RY	L	WHITE	F	12/20/55		1 21	1 R	2 3 R	1 5 5	05 2	4	86	90				
DELPHI	INDIAN	M		01/11/54		1 01	2 B	1 2 B	1 3 2	60 1 1	2 12	04	14				
SHA	J	WHITE	F	10/13/55		1 07	2 C	1 2 C	1 2 4	30 2	12	98	98				
K	T	WHITE	M	11/05/55		1 10	1 C	1 3 C	1 3 1	05 1 1	2 2	07	38				
NA	L	WHITE	F	12/28/55		1 04	1 C	1 3 C	1 3 4	10 1	1 2 4	24	18				
N	E	WHITE	M	02/03/55		1 01	1 C	1 2 C	1 5 2	15 2	4	92	51				
				07/19/55		1 01	1 1	3 3 C	1 5 4	30 2	4	36	1				



The headings and codings are abbreviated as follows:

GR = Grade Level: 1 = 9th grade, 2 = 10th, 3 = 11th, 4 = 12th 03 = 3rd grade, 06 = 6th grade, 08 = 8th grade, etc.

SEC = Section (classroom group): 1 to 9 in grade school, 01 to 99 in Jr. High and High School

L = Language Spoken at Home: 1 = English Only; 2 = English and Other

Male Parnt = Male Parent Characteristics:

Fem Parnt = Female Parent Characteristics:

1st column: Letter is first letter of Parent's Name

2nd column = Relationship: 1 = Natural Parent 3 = Other (Foster parent, etc)

2 = Step-parent

3rd column = Occupation: 1 = Professional 4 = Unskilled Labor

2 = Self-Employed 5 = Unemployed

3 = Skilled Labor

T = School Transportation Type: 1 = Walk or Ride Bike 4 = School Bus

2 = Family Car 5 = Other

3 = Own Car

TIME MIN = Time to get to school, minutes

LEARN LIM = Known Learning Limitations:

1st column = Is there a learning limitation: 1 = YES 2 = NO

2nd column = Hearing: 1 = YES, blank = NO (This column is usually blank)

3rd column = Vision: 1 = YES, blank = NO

4th column = Locomotive: 1 = YES, blank = NO

5th column = OTHER: 1 = YES, blank = NO

6th column = How Known: 1 = Parent Report 3 = School Observation

2 = Professional Exam 4 = Student Report

LCH TYP = Noon Lunch - Most Often:

1st column = Type of Lunch: 1 = School Hot Lunch 3 = None

2 = School Box Lunch 4 = Other

2nd column = Who pays for Hot Lunch: 1 = School 2 = Family/Self

STAN % = Stanford achievement sub-test scores (National percentile score):

PA = Paragraph Meaning (advanced), 1st sub-test score

AR = Arithmetic Computation, 3rd subtest score in advanced Battery.

Three examples of how this data can be used are discussed below.

They are:

1. Characteristics of Overage Students
2. Characteristics of Students in Lowest Quartile of the Two Stanford Achievement Test Subscores
3. Calculation of IQ's From Stanford Achievement Test Subscores

The data for these examples are taken from the printout of data for ninth grade students in one county.

1. Characteristics of Overage Students

Students in the ninth grade will be considered overage if their birthdates fall before December 1, 1954. That is to say, their age cohort in the ninth grade should have entered school together if their birthdays fall between December 1, 195~~4~~ and November 30, 195~~4~~. On this basis, the overage students can be easily identified. Of the 179 ninth grade students in the county under consideration, 39 are overage. Of these, 22 are overage up to six months (birthdays between June 1 and November 30, 1954). Selected data considered of importance for these overage students is included in the following tables (Tables 1 and 2). (This data is from the 7-page printout for the county--only the first page is included with this discussion as an example). The investigator in this study of overage students considered only male parent relationship and male parent occupation, not female parent relationship and occupation. In cases where a male parent was missing,

Table 1

Ninth Grade Students Overage up to 6 months
(Birthdate June 1, 1954 to November 30, 1954) (N = 22)

ETH GRP	SEX	L (LANG)	MALE PARENT REL*	MALE PARENT OCC*	LEARN LIM	STAN % PA	AR
I	F	2	2	4	2	52	26
W	M	1	1	3	2	--	--
W	M	2	1	3	2	52	54
W	M	1	1	2	1	--	--
W	M	1	1	3	2	--	--
W	M	1	1	5	2	92	64
W	F	1	1	3	1	08	01
W	M	1	1	2	2	06	46
S	F	2	1	3	2	18	56
W	F	1	1	3	2	--	--
I	M	1	1	3	2	--	--
W	M	1	2	3	1	--	--
W	M	1	2	2	2	--	--
W	M	1	1	3	1	50	34
W	F	1	(1)	(5)	2	16	18
W	F	1	1	2	1	82	37
I	F	1	2	2	1	48	84
W	F	1	1	3	2	48	64
W	M	1	1	2	2	--	--
W	F	1	1	2	2	05	01
W	F	1	1	3	2	08	04
I	M	1	1	3	1	12	58

* If Male Parent is missing, Female Parent is substituted (shown in parentheses).

Table 2

Ninth Grade Students Overage 6 months and above

(Birthdate before June 1, 1954) (N = 17)

ETH GRP	SEX	L (LANG)	MALE PARENT REL*	MALE PARENT OCC*	LEARN LIM	STAN % PA AR
S	F	1	1	3	1	48 26
I	M	2	1	2	1	04 14
W	F	1	1	3	2	18 08
W	F	1	1	3	2	12 01
W	M	1	1	2	1	48 06
S	F	2	1	3	2	62 10
W	M	1	1	3	1	14 16
I	F	2	1	3	2	18 24
W	F	1	1	3	1	30 12
I	F	1	3	4	1	32 42
W	M	1	1	5	2	30 02
W	F	1	1	(4)	2	14 14
W	F	1	1	3	2	-- --
W	M	2	1	2	1	-- --
W	M	1	(1)	(5)	2	-- --
W	M	1	1	2	2	-- --
W	F	1	3	3	2	-- --

* If Male Parent is missing, Female Parent is substituted (shown in parentheses).

however, he included the corresponding relationship and occupation of the female parent in its place. Some of the data is coded. An explanation of the codes used appears in the previous pages, as well as in the Appendix to this report.

A summary of the characteristics of the average population indicated is done by counting the number of entries for a given code under the data categories considered and converting each to a percentage. The results for the two groups of overage students are indicated in Table 3. These results can be compared with those for the group of 179 students overall and for the portion of the group (140) that are not overage. These results are also indicated in the table.

Note the following in Table 3:

1. Overage students perform well below the overall average (local or national) or the average of the non-overage. The more overage the student group, the lower the average performance.

2. The overall performance on the Arithmetic Computation Subtest is below the national norm. The group overage up to six months performs a little below the local norms, the group overage six months and above performs well below the mean, local and national norms.

3. The percentage of students with learning limitations is higher among the 6-months-and-over overage group than is the overall percentage. The percentage of students with learning limitations in the non-overage group is somewhat less than the overall percentage.

Table 3
Overage vs. Non-orage

	Percent* Overage up to 6 mos. (N=22)	Percent* Overage over 6 mos. (N=17)	Percent* Total Population (N=179)	Percent* non-orage Population (N=140)
Learning Limitations (Yes only)	33.3(7)	58.8(10)	38.2(68)	36.7(51)
Foreign Language Spoken at home (Yes only)	13.6(3)	23.5(4)	9.0(16)	6.5(9)
Male Parent: missing, Step parent, or other	22.7(5)	17.6(3)	16.7(30)	15.7(22)
Occupation of Male Parent:				
Professional	0	0	11.2(20)	14.3(20)
Self-Employed	31.8(7)	23.5(4)	22.9(41)	21.4(30)
Skilled	54.5(12)	53.0(9)	56.4(101)	57.2(80)
Unskilled	4.5(1)	11.7(2)	3.9(7)	2.9(4)
Unemployed	9.1(2)	29.4(5)	5.6(10)	4.3(6)
Students:				
Spanish American	4.5(1)	11.8(2)	2.2(4)	0.7(1)
Indian	18.2(4)	17.6(3)	11.2(20)	9.3(13)
Girl Students	45.4(10)	58.8(10)	48.6(87)	47.8(67)
Average Score Stanford Sub-test:				
Adv. Para Mean	35.5(14)	27.5(12)	53.2(148)	57.8(122)
Arithmetic Computation	39.1(14)	15.4(12)	42.9(148)	47.3(122)

* Numbers in parentheses are the number of students in each category

4. Among students, the frequency of foreign language spoken in the home increases as the degree of student overage increases (or vice versa). The increase is by a factor of one-half above the average for the up-to-6-months overage group and by one and one-half ($1\frac{1}{2}$) for the 6-months-and-over overage group.

5. There is a small fluctuation in the proportion of missing, step-, or other type of male parent among the various groups, but the changes are small.

6. No members of the overage groups come from families with male parent classified as professional.

7. The proportion of students with unemployed fathers increases with degree of overage (five times the average for the oldest group).

8. Three out of the four Spanish-American students in the population sampled are in the overage group, while seven out of the 20 Indians in the population sampled are in the overage group. There is a general tendency (not complete, however) for the proportion of Spanish-Americans and Indians to increase as age of group increases.

9. The number of girls exceeds the number of boys in only the oldest age group. There is a general trend (not complete) for the proportion of girls to increase with age of the group.

Of course, the above example uses only some of the data available either on the Student Profile or in the stored data. For example, no consideration was taken of school bus data, the lunch

pattern, or school identity within the county. Other standardized test data is available and may be worth considering. A detailed analysis of the students' health pattern, school performance, absentee record, and extra-curricular activity record might be useful. Most of this data has not yet been gathered and stored in the Student Information System. It is here that the individual counselor or teacher can use his ingenuity in looking at the available data.

2. Characteristics of Students in Lowest Quartile

An examination of the Partial Student Profile reveals that some students are doing extremely poorly in either or both Stanford Achievement Subtests (Advanced Paragraph Meaning and Arithmetic Computation). A standard practice is to isolate for further study the students who place in the lowest quartile.

Proceeding through the Partial Student Profile for this particular county and recording the students' identity numbers and certain selected data on each student results in the data shown in Table 4. The type of data recorded is the same as that in the previous example, with the exception that the Type of School Lunch (coded) for the student was also considered of importance. In addition, the estimated Otis IQ for these students was computed and listed since a frequent question would be, "Are these students achieving within the range of their abilities?" A technique for computing the estimated Otis IQ from Stanford Achievement Test Subscores will be described in a later section.

Table 4

(1 of 3)

Ninth Grade Students with Stanford Achievement
Scores in lowest quartile on either sub-score

(N=53)

STU. NO.	ETH GRP	SEX	L (LANG)	MALE PARENT REL*	MALE PARENT OCC*	LEARN LIM	LUNCH TYPE	STAN % PA AR	EST OTIS IQ
2001	W	F	1	1	3	2	4	34 01	94
2301	W	F	1	1	3	2	4	01 04	74
2351	W	M	1	1	2	1	12	32 10	86
2302	W	F	1	1	3	2	4	36 20	91
2003	W	F	1	1	3	1	12	50 18	101
2104	I	M	1	(1)	(3)	1	11	08 11	72
2005	W	M	1	1	3	2	12	12 04	75
2008	I	M ⁺⁺	2	1	2	1	12	04 14	69
2404	W	M	1	1	3	1	2	07 38	82
2252	W	F	1	1	3	1	4	24 18	92
2010	W	F	1	3	3	2	4	36 12	97
2012	W	M	1	1	3	1	4	40 18	88
2453	W	F	1	1	2	2	3	34 10	89
2305	W	F ⁺⁺	1	1	3	2	2	18 08	75
2017	W	F ⁺	1	1	3	1	12	08 01	68
2359	W	M ⁺	1	1	2	2	4	06 46	70
2018	I	M	1	1	3	2	4	11 06	75
2019	S	F ⁺	2	1	3	2	4	18 56	80

* If Male Parent is missing, Female Parent is substituted (shown in parentheses).

**Estimated from Stanford Subscores, see discussion for technique.

+ Overage up to 6 months

++Overage 6 months and over.

○ Underage

Table 4 (Cont.)

(2 of 3)

Students in Lowest Quartile

STU. NO.	ETH GRP	SEX	L (LANG)	MALE PARENT REL*	MALE PARENT OCC*	LEARN LIM	LUNCH TYPE	STAN % PA AR	EST OTIS IQ
2110	W	F	2	1	1	2	4	10 58	77
2024	I	F	1	1	3	2	12	54 03	91
2457	W	F	1	2	3	1	2	42 06	103
2458	W	F	1	1	3	1	4	18 26	80
2027	W	F	1	1	2	2	1	26 04	95
2028	W	F	1	1	2	2	4	20 26	87
2307	W	F ⁺⁺	1	1	3	2	2	12 01	67
2411	W	M	1	2	2	2	12	50 10	96
2030	W	M	1	1	4	2	12	54 23	99
2412	W	F	1	1	3	2	4	24 26	101
2364	W	M	1	3	1	2	4	50 18	97
2414	W	M ⁺	1	1	2	2	4	26 18	84
2309	I	M	1	(3)	(5)	1	11	34 10	85
2113	W	F	1	1	2	2	4	58 11	98
2225	W	M ⁺⁺	1	1	2	1	4	48 06	80
2462	W	F	1	1	3	1	4	06 26	84
2062	W	F ⁺	1	(1)	(5)	2	12	16 18	83
2211	S	F ⁺⁺	2	1	3	2	4	62 10	88

* If Male Parent is missing, Female Parent is substituted (shown in parentheses).

**Estimated from Stanford Subscores, see discussion for technique.

+ Overage up to 6 months

++Overage 6 months and over

○ Underage

Table 4 (Cont.)

(3 of 3)

Students in Lowest Quartile

STU. NO.	ETH GRP	SEX	L (LANG)	MALE PARENT REL*	MALE PARENT OCC*	LEARN LIM	LUNCH TYPE	STAN % PA AR	EST OTIS IQ
2419	W	F	1	1	3	2	4	64 23	99
2064	W	m	1	1	3	2	12	26 06	91
2065	I	F	2	2	3	1	12	40 20	90
2066	I	(M)	1	1	3	2	12	76 23	100
2310	W	M ⁺⁺	1	1	3	1	1	14 16	71
2226	I	F ⁺⁺	2	1	3	2	4	18 24	76
2311	W	F ⁺⁺	1	1	3	1	3	30 12	83
2312	W	F ⁺	1	1	2	2	4	05 01	63
2313	W	F ⁺	1	1	3	2	4	08 04	82
2266	W	M	1	1	3	2	4	69 02	105
2073	W	M ⁺⁺	1	1	5	2	4	30 02	71
2267	I	M ⁺	1	1	3	1	12	58 18	91
2373	W	F	1	1	3	1	4	40 14	95
2269	W	M	1	1	1	2	12	34 10	89
2075	W	F	1	2	2	1	4	10 26	86
2212	W	F ⁺⁺	1	1	(4)	2	4	14 14	70
2076	W	F	1	1	3	2	12	40 01	99

* If Male Parent is missing, Female Parent is substituted (shown in parentheses).

**Estimated from Stanford Subscores, see discussion for technique.

+ Overage up to 6 months

++Overage 6 months and over

○ Underage

Counting the number of entries for various codes in various categories for these students and converting the tallies to percentages, we have the data listed in Table 5. In addition, the average performance for the students overall and in various categories has been computed.

Note the following in Table 5:

1. The performance of students who rank in the lower quartile in one of the Stanford Achievement Subtests is generally also low (but not necessarily lower quartile) in the other subtest. The students place lowest in the Arithmetic Computation Subtest.
2. The low average performance of the lower quartile students is reflected in the average of their Otis IQ's.
3. The frequency of learning limitations reported varies only slightly from group to group, there being a slight tendency toward fewer learning limitations the lower the placement in the achievement tests.
4. There is a strong trend toward increasing average age of students with lower average achievement.
5. There is a trend of decreasing average placement with increasing proportion of Foreign Language Spoken in the Home.
6. There is a slight decrease in proportion of missing, step-, or foster parents with decreasing performance on the Stanford Achievement Subtests.

Table 5
Lower Quartile Group vs. Others

	Percent Lower Quartile Group (N=53)	Percent Overall Group (N=179)	Percent Non-lower Quartile Group (N=126)
Learning Limitations (Yes only)	35.8(19)	38.2(69)	38.9(49)
Overage	34.0(18)	21.8(39)	16.7(21)
Six months or more	18.9(10)	9.5(17)	5.6(7)
Foreign Language			
Spoken at home (Yes only)	11.3(6)	9.0(16)	7.9(10)
Male Parent: missing, Step parent, or other	15.1(8)	16.7(30)	17.5(22)
Occupation of Male Parent:			
Professional	5.7(3)	11.2(20)	13.5(17)
Self-Employed	22.6(12)	22.9(41)	23.0(29)
Skilled	62.3(33)	56.4(101)	54.0(68)
Unskilled	3.8(2)	3.9(7)	4.0(5)
Unemployed	5.7(3)	5.6(10)	5.6(7)
Students:			
Spanish-American ¹	3.8(2)	2.2(4)	1.6(2)
Indian	17.0(9)	11.2(20)	8.7(11)
Girl Students	60.4(32)	48.6(87)	43.7(55)
Average Score Stanford Sub-test:			
Adv. Para Mean	29.5(53)	53.2(148)	-----*
Arithmetic Computation	15.3(53)	42.9(148)	-----*
Average Otis IQ Score	85.5(53)	98.3(144)	106.3(91)
Lunch Type			
School-Hot	35.8(19)	35.4(63)	35.2(44)
School-Box	7.5(4)	18.0(32)	22.4(28)
None	3.8(2)	2.3(4)	1.6(2)
Other	52.9(28)	44.4(79)	40.7(51)

7. The proportion of students with male parents in the professions decreases with decreasing performance. The proportion of students with male parents in the skilled occupations increases with decreasing performance. The proportion of students with male parents in the other categories of occupations remains virtually constant, there being a small decrease with decreasing performance for self-employed and unskilled categories and a slight increase for the unemployed category.

8. There is a strong trend of increasing proportions of Spanish-American, Indian, and Girl students with decreasing performance. Half of the total population of Spanish-American students and nearly half of the total population of Indian Students have performances (on one or both of the Stanford Achievement Subtests) in the lowest quartile. Over one-third of the Girl students also place in the lower quartile.

9. There is a decreasing proportion of students with lunch in the School-Box Lunch category with decreasing achievement. There is a definite increasing trend in proportion of students in None or Other Lunch category with decreasing performance. There is a slight increase in the proportion of students in the Hot Lunch category with decreasing performance.

10. There are four children in the Hot Lunch supported program. Fifty percent of the students who have hot lunch paid for by the schools are in the lower quartile performance group. Fifty percent of the

students reporting no lunch are in the lower quartile performance group.

The interested reader can isolate students in more than one category while in the lowest quartile and compile an abridged version of Table 4. From this a tally of the characteristics of the students in that table can be made. Of course, other data, such as specific learning limitation, absentee rate, grades in various subjects, extra-curricular activities, time or distance to school, etc., can be utilized. Some of this information (learning limitation, transportation data) is stored in the Student Information System, and some (semester marks) is being collected. The other data is available only locally. Again, we appeal to the imagination of the administrator, counselor, and teacher in the use of the stored data, as well as other types of information available.

APPENDIX A

DEMONSTRATION OF PRINTOUT OF RAW INPUT DATA

The following pages are demonstration printouts of the input data. The format for each input card is exactly as shown. Explanatory headings and footnotes have been added to explain the input. Further information on these inputs and the questionnaires used to get the data are given in the Student Information System Reference Guide. This appears as a pamphlet (green or yellow cover) or as part of the Western Nevada Regional Education Center's Continuation Application 1970-71, Supplement. This Reference Guide is being revised for reissue at an early date.

As shown on the accompanying printouts, the various types of data appear on various input cards (indicated by a letter on the far right of each line).

Entry Data = Card A
Home Data = Card B
Personal Data = Card C
Stanford Achievement Test Scores = Card S
Stanford Achievement Raw Scores = Card R

Headings appear on each of the demonstration data outputs except for Card R. The Raw Scores occupy three digits for each subtest and appear in the same relative position as the corresponding test scores on Card S.

DEMONSTRATION# ENTRY DATA

1/70

GR	STU NO	EXY	B DATE	NAME	ADDRESS	Y	ZIP	DATE	HR
4201051	362001	WM14	090158	DUNN MARK	DPO 778	22419	1169		A
4201051	362002	WM14	080970	MADDEN BRUCE	KP U BOX 893	22419	1169		A
4201101	382004	WM14	31754	PONCIA JACK	222 12TH ST	22419	1169		A
4601101	382001	WF14	51353	GAMBOA JOY	140 J	22419	1169		A
4601101	382002	WM14	61954	HYDEN JR VICTOR	MPO 856	22419	1169		A
4601101	382003	WF14	42754	MUNTEZ LOLA	MBOX 962	22419	1169		A
4601101	382005	WF14	32954	STICH MARGARET	J BOX 893	22419	1169		A
4601102	382051	WF14	32854	AROBIO ANGIE	PPOBOX683	22419	1169		A
4601102	382052	WM14	30454	BROUGH THEODORE	G BOX 958	22419	1169		A
4601102	382053	WM14	41254	DUNN DALE	E475 15TH ST	22419	1169		A
4601102	382054	WF14	51954	GARCIA JOHN	J BOX 254	22419	1169		A
4601201	386001	WF14	122654	MADDEN DONNA	L1395 CENTRAL	22419	1169		A

DEMONSTRATION# HOME DATA

GR	STU NO	MALE PARENT	LB	FEMALE PARENT	LB	DATE
4201051	362002	LM	MADDEN	133M	S	MADDEN 131169
4201051	362001	10	DUNN	1130	D	DUNN 151169
4201101	382004	1A	PONCIA	113G	P	PONCIA 131169
4601101	382001	2JG	GAMBOA	131M	A	GAMBOA 151169
4601101	382002	1VM	HYDEN	133M	G	HYDEN 151169
4601101	382003	2P	MUNTEZ	1330	R	MUNTEZ 141169
4601101	382005	2K	STICH	133A	S	STICH 151169
4601102	382051	2LP	AROBIO	123E	T	AROBIO 151169
4601102	382052	1JC	BROUGH	113H	M	BROUGH 151169
4601102	382053	1W	DUNN	123H	E	DUNN 151169
4601102	382054	2A	GARCIA	133M	G	GARCIA 141169
4601201	386001	1LM	MADDEN	133M	S	MADDEN 131169

DEMONSTRATION# PERSONAL DATA

GR	STU NO	S	T	E	TATIO	H	DATE
4201051	362001	1000	031	1	44	1169	
4201051	362002	1000	031	1	21	1169	
4201101	382004	4	12252			121169	
4601101	382001	1	1082			121169	
4601101	382002	1001	101		124	1169	
4601101	382003	4	15251	1	32	1169	
4601101	382005	1	1151	1	34	1169	
4601102	382051	1000	052		4	1169	
4601102	382052	2	2152		2	1169	
4601102	382053	1001	102		2	1169	
4601102	382054	4	123021		22	1169	
4601201	386001	1000	031	1	212	1169	



DEMONSTRATION# STANFORD ACHIEVEMENT SCORES, FORM W, ADVANCED

S	GR	STU NO	WORD MEAN GEPRS #	ADV PARA MEAN GEPRS #	SPELL ING GEPRS #	WORD STUD SKILL GEPRS #	LAN- GUAGE GEPRS #	ARITH COMPU TATIO GEPRS #	ARITH CONC- CEPTS GEPRS #	ARITH APPLI CATION GEPRS #	SOCIAL STUD- IES GEPRS #	SCIENCE GEPRS #	
4201051362001				116898	099887		121969	100646	126969	108706	121928	116898	S
4201051362002				124989	104666		096565	096606	111766	123948	124969	122969	S
4201101382004				116898	129999		117928	112777	103686	085445	117867	116898	S
4601201386001				112827	116807		106746	080344	082405	108706	122948	116898	S
4601101382002				110787	099606		088495	092565	096585	111766	111746	106746	S
4601101382003				102696	070244		076364	048021	078324	079324	089505	106746	S
4601101382005				096585	084445		072284	066183	076284	098585	102626	112847	S
4601102382051				113847	120887		108777	112777	114807	082384	102626	092545	S
4601102382052				077344	070244		065223	060102	066163	063113	086485	083425	S
4601102382053				077344	070244		065223	060102	066163	063113	086485	083425	S
4601102382054				077344	070244		065223	060102	066163	063113	086485	083425	S
4601101382001				077344	070244		065223	060102	066163	063113	086485	083425	S

GEPRS MEANS# GE= GRADE EQUIVALENT, A 3 DIGIT N# 081=8.1
 PR= PERCENTILE RANK# 47= 47TH PERCENTILE ON NATIONAL NURM
 S= STANINE# 6= 6TH STANINE

DEMONSTRATION# STANFORD ACHIEVEMENT RAW SCORES

14201051362001	051039	131028	034021	074047	569R
14201051362002	056041	109027	027026	077052	569R
14201101382004	051057	128031	026017	070047	R
14601101382001	048047	118021	021021	075047	R
14601101382002	041025	096008	019015	055042	R
14601101382003	041025	096008	019015	055042	R
14601101382005	039033	092016	018019	059045	R
14601102382051	049050	120031	028016	059036	R
14601102382052	031025	086013	014010	053034	R
14601102382053	013013	085009	015008	045033	R
14601102382054	033049	097015	023017	047033	R
14601201386001	032027	089023	026018	038028	R

ASTERISKS INDICATE INFO IS CODED-- SEE FOLLOWING COMMENTS FOR EXPLANATION
EXPLANATION OF ABBREVIATED HEADINGS# ENTRY DATA SECTION A

CD (COLUMNS 1-2)# 14 = PERSHING COUNTY
SCHOOL (COLUMNS 3-5)# 601 = PERSHING COUNTY H S
201 = LOVELOCK ELEMENTARY

GR (COLUMN 6)# 1 = 9TH GRADE
GR(COLUMN 7)# 5= 5TH GRADE
2= 10TH GRADE

RACE (COLUMN 23)# B = BLACK S = SPANISH AM
I = AMER INDIAN W = WHITE
O = ORIENTAL Z = OTHER

COUNTY OF RESIDENCE (COLUMN 26)# 14 = PERSHING COUNTY

CITY OF RESIDENCE (COLUMN 68)# 21= IMLAY, 22= LOVELOCK

SPANISH SURNAME (COLUMN 77)# 1 IN THIS COLUMN INDICATES SP SURNAME

EXPLANATION OF ABBREVIATED HEADINGS# HOME DATA SECTION B

*LANGUAGE (COLUMN 19)# 1 = ENGLISH+ 2 = ENGLISH & OTHER+ 3 = OTHER ONLY
RELATIONSHIP(COLUMNS 36 & 55)# 1=FATHER, MOTHER, 2=STEPFATHER, -MOTHER, 3=OTHER

JOB, OR OCCUPATION(COLUMNS 37&55)# 1=PROF, 2=SELF-EMPL, 3=SKILLED
4=UNSKILLED, 5=UNEMPLOYED

MIL# ACTIVE MILITARY (COL 38)# 1= YES, 3= NO

EXPLANATION OF ABBREVIATED HEADINGS# PERSONAL DATA SECTION C

*TRANSPORTATION METHOD(COL 19)# 1=WALK, BIKE 4=SCHOOL BUS
2=FAMILY CAR 5=OTHER
3=OWN CAR

KNOWN LEARNING OR ACTIVITY LIMITATIONS(COL 25-30)# 1=YES, BLANK = NO

HEARING(COL 26)# 1=YES, BLANK = NO

VISION (COL 27)# 1=YES, BLANK = NO

LOCOMOTIVE(COL 28)# 1=YES, BLANK = NO

OTHER (COL 29)# 1(OR BLANK IF COL 25 IS 1)=YES

HOW KNOWN (COL 30)# 1=PARENT REPORT

2=PROFESSIONAL EXAM

3=SCHOOL OBSERVATION

4=STUDENT REPORT

LUNCH TYPE(COL 31)# 1=SCHOOL HOT LUNCH

2=SCHOOL BOX LUNCH

3=NONE

BLANK= OTHER

IF HOT LUNCH, PAID BY(COL 32)# 1=SCHOOL, 2=FAMILY/SELF

STUDENT INFORMATION SYSTEM

WESTERN NEVADA REGION

DATA COLLECTOR'S HANDBOOK OF INSTRUCTIONS

October, 1970

WESTERN NEVADA REGIONAL EDUCATION CENTER

220 Main Street
P. O. Box 421
Lovelock, Nevada 89419

Tel. (702) 273-2631

INTRODUCTION
TO
THE WN-REC STUDENT INFORMATION SYSTEM
DATA COLLECTOR'S INSTRUCTION HANDBOOK

The WN-REC Student Information System Data Collector's Instruction Handbook is divided into three sections:

Section I Instruction on Recording and Submitting Student Data

Section II Practice Problems

Section III Sample Printouts from the Student Information System

The first section is devoted to instructing district data collectors how to record on the Opscan Sheets and submit the requested student data to the Center.

Section II will be of special interest to new data collectors. The enclosed exercises provide a collector with some practice opportunities prior to actually working on the district's student data.

Section III presents some examples of computer printouts available to the schools. They are used in school planning activities and decision-making situations.

The Center is indebted to the following persons for guidance in organizing, writing, and printing this second edition of the handbook:

Carson City, Vivian MacNeil and Betty Thorsen

Churchill County, Kay Douglas

Humboldt County, Betty Arano

Mineral County, Robert C. Noe and Wally Peterson

Pershing County, Sally Echeverria

Section I

**INSTRUCTIONS ON RECORDING AND
SUBMITTING STUDENT DATA**

CAUTION

PLEASE DO NOT COMPLETE ANY FORMS WITHOUT FIRST
HAVING RECEIVED INTRODUCTORY TRAINING FROM THE
WN-REC STAFF OR A QUALIFIED DISTRICT PERSON!

It is not intended that these data collection
instruments be used without a data collector
first having participated in a short training
session - district sponsored or WN-REC spon-
sored.

Also, a district's data collector is encouraged
to call the Center (273-2631 - reverse charges
if preferred) any time assistance is required.
A Center staff member will visit the district
if the telephone response is not sufficient.

GENERAL INSTRUCTIONS

The following "General Instructions" should be reviewed prior to reading the specific instructions or completing any forms.

1. Do not grid (mark through appropriate letters or numbers below information supplied) unless so instructed by the Center.
However, some questions must be answered with a mark in one of its grids (Ethnic, Learning Limitations, etc.)
2. Contact WN-REC to discuss any local data collection problems.
If it would help local data collectors, the Center will supply examples of additional data gathering forms which have been distributed to students or homes by other districts.
3. After the sheets are completed and checked for accuracy, each class or homeroom pack is to be put in alphabetical order and separated by a Teacher Designator Form (8½ x 14). See page 17 for an example. These are larger than the OpScan Forms to indicate the separations between each class or homeroom in a school - let them overlap, do not cut short or fold under.
4. Accurate and complete data are the responsibility of the district.
Following a quick check by the Center, any inaccurate or incomplete sheets will result in all sheets being returned to the district for further checking and corrections.

DATA INPUT - STUDENT INFORMATION SYSTEM

Data may be inserted into the Student Information System three ways:

1. Filling out the Student Data Optical Scanning forms and having cards punched from these using Optical Scanning Equipment. This may be contracted with an agency such as Programming Products, San Rafael, California.
2. Filling out the Student Data Optical Scanning forms and having IBM cards key punched from these data sheets.
3. Coding the data on IBM coding paper and having IBM key-punched from the coded sheets.

In any case, the format and coding will come out the same. If the Optical Scanning Equipment is used to read these forms, two important pieces of data will not be read by the equipment because of formatting requirements within the machine itself. Because of crowding of data the response other under type of learning limitations (on the Personal Data Sheet) is not read. For the same reason, the response other under noon lunch will not be read. Both of these responses (a 1 in col. 29, or a 4 in Col. 31) will have to be punched in later.

Other items of information that do not appear on the Optical Scanning forms are: Spanish Surname. This is entered as a 1 in column 77 of the Student Entry Card (Card A). In addition a Card Code (A, B, C, S, R) must be punched in column 80 of each card. The Optical Scanning Equipment can be programmed to add this card code.

The input format and appropriate coding is illustrated in the following sheets. First are listed the card layouts for the 5 input cards involved (Cards A, B, C, S, R). Next are input data forms (OpScan) used by WN-REC with IBM card columns indicated. Following this are sheets containing the codings for various responses to the questions.

1-2	CO SCHERT	STUD. NO.	15-23	SOC SEC # (RESERVED)	ETH X SE	26-27	BIRTH DATE	34-46	NAME (LAST)	47-54	FIRST NAME	56-67	ST. ADDRESS	68-69	CITY	70-72	ZIP	73-76	DATE	77	SP SUR	78-79	RESERVED	80	A	
9-14							28-33	34-46		47-54		56-67														

STUDENT ENTRY DATA
(CARD A)



08	61-79	DATE RESERVED	B
09	41-54	DATE RESERVED	B
10	22-35	DATE RESERVED	B
11	15	DATE RESERVED	B
12	9-14	DATE RESERVED	B
13		DATE RESERVED	B
14		DATE RESERVED	B
15		DATE RESERVED	B
16		DATE RESERVED	B
17		DATE RESERVED	B
18		DATE RESERVED	B
19		DATE RESERVED	B
20		DATE RESERVED	B
21		DATE RESERVED	B
22		DATE RESERVED	B
23		DATE RESERVED	B
24		DATE RESERVED	B
25		DATE RESERVED	B
26		DATE RESERVED	B
27		DATE RESERVED	B
28		DATE RESERVED	B
29		DATE RESERVED	B
30		DATE RESERVED	B
31		DATE RESERVED	B
32		DATE RESERVED	B
33		DATE RESERVED	B
34		DATE RESERVED	B
35		DATE RESERVED	B
36		DATE RESERVED	B
37		DATE RESERVED	B
38		DATE RESERVED	B
39		DATE RESERVED	B
40		DATE RESERVED	B
41		DATE RESERVED	B
42		DATE RESERVED	B
43		DATE RESERVED	B
44		DATE RESERVED	B
45		DATE RESERVED	B
46		DATE RESERVED	B
47		DATE RESERVED	B
48		DATE RESERVED	B
49		DATE RESERVED	B
50		DATE RESERVED	B
51		DATE RESERVED	B
52		DATE RESERVED	B
53		DATE RESERVED	B
54		DATE RESERVED	B
55		DATE RESERVED	B
56		DATE RESERVED	B
57		DATE RESERVED	B
58		DATE RESERVED	B
59		DATE RESERVED	B
60		DATE RESERVED	B
61		DATE RESERVED	B
62		DATE RESERVED	B
63		DATE RESERVED	B
64		DATE RESERVED	B
65		DATE RESERVED	B
66		DATE RESERVED	B
67		DATE RESERVED	B
68		DATE RESERVED	B
69		DATE RESERVED	B
70		DATE RESERVED	B
71		DATE RESERVED	B
72		DATE RESERVED	B
73		DATE RESERVED	B
74		DATE RESERVED	B
75		DATE RESERVED	B
76		DATE RESERVED	B
77		DATE RESERVED	B
78		DATE RESERVED	B
79		DATE RESERVED	B
80		DATE RESERVED	B
81		DATE RESERVED	B
82		DATE RESERVED	B
83		DATE RESERVED	B
84		DATE RESERVED	B
85		DATE RESERVED	B
86		DATE RESERVED	B
87		DATE RESERVED	B
88		DATE RESERVED	B
89		DATE RESERVED	B
90		DATE RESERVED	B
91		DATE RESERVED	B
92		DATE RESERVED	B
93		DATE RESERVED	B
94		DATE RESERVED	B
95		DATE RESERVED	B
96		DATE RESERVED	B
97		DATE RESERVED	B
98		DATE RESERVED	B
99		DATE RESERVED	B
100		DATE RESERVED	B

STUDENT HOME DATA
(CARD B)

STORAGE OF STANFORD ACHIEVEMENT TEST SCORES

The layout for the Stanford Achievement Test scores (GE, PR, S) on Card S and the corresponding raw scores on Card R follow the order of test scores for the Intermediate and the Advanced Battery. In order for the printouts to make sense when Primary test scores are involved, the position of the primary scores must be changed:

Science and Social Studies goes under Adv. Science (cols. 73-78 on Card S)

Spelling gets shifted to the left and goes under Adv. Spelling (cols. 31-36 on Card S)

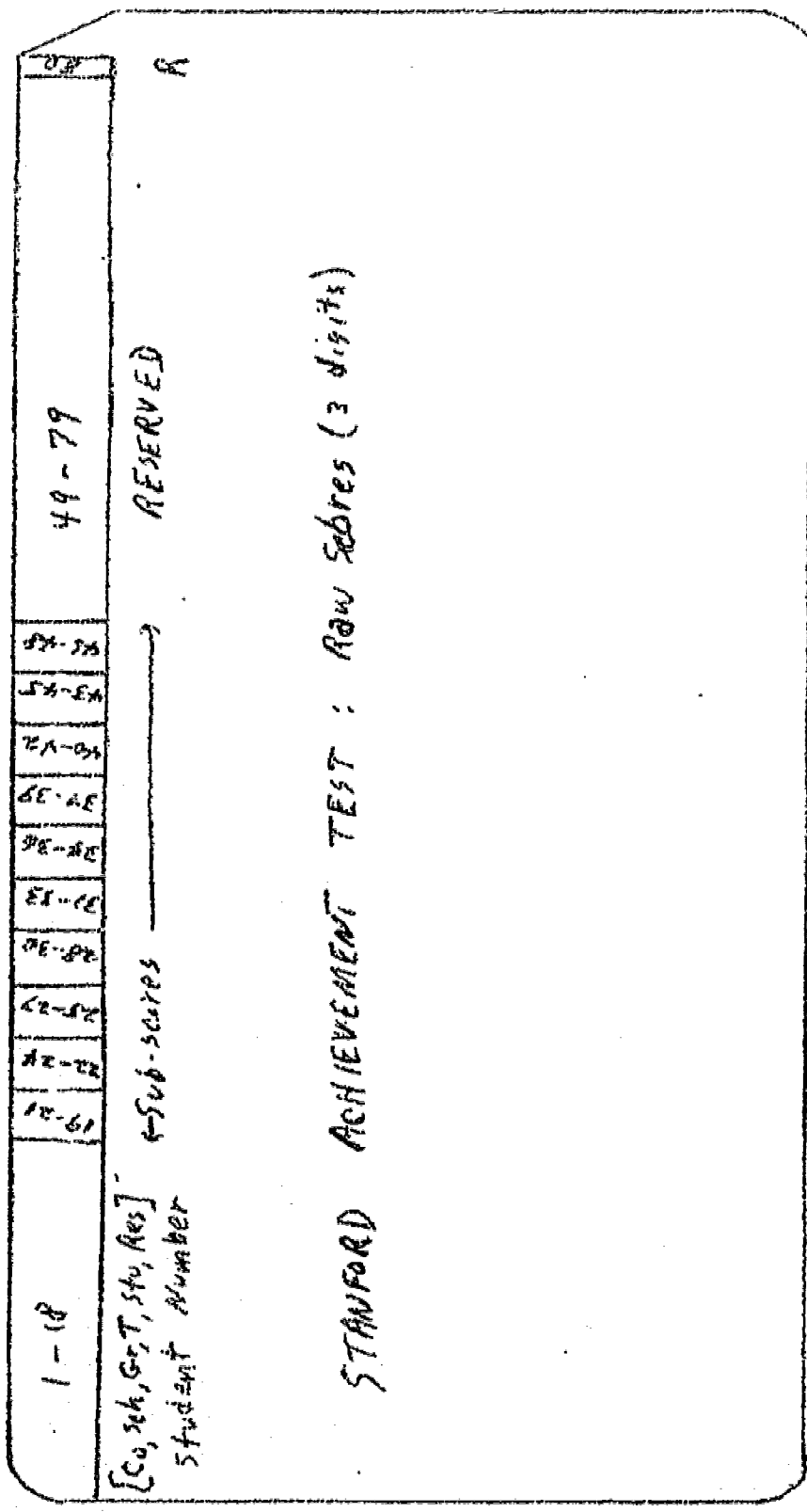
Arithmetic for Primary I is stored under Adv. Arithmetic Computation (cols. 49-54 on Card S)

Vocabulary for Primary I is stored under Language (cols. 43-48 on Card S)

Note: For Grade 3 in Spring 1970, Science and Social Studies is stored under Adv. Social Studies (cols. 67-72) and cols. 73-78 is blank.

1-18	19-24	25-30	31-36	37-42	43-49	49-54	55-60	61-66	67-72	73-78	79
[Co, Soc, ExT, Stu, Acc]	WORD MEANING	ANV PARA MEAN	SPEL- ME	WORD STUDY SKILLS	EAR- GEAR	ARITH EQUIV.	ARITH CON-	ARITH APPLI-	SOCIAL STUD.	SCIENCE	S
Student Number											

STANFORD ACHIEVEMENT TEST: GE, PR, S (6 d units)



CODING FOR INPUT INFORMATION

STUDENT ENTRY DATA (Card A)

<u>Cols.</u>	<u>Heading</u>	<u>Coding</u>
1-2	CO.	2 digit number selected from CODES FOR COUNTIES listing
3-5	SCH.	3 digit number selected from CODES FOR SCHOOLS listing
6-8	GR. T.	3 digit number which includes grade level (01 to 08 for elementary, 1 to 4 for secondary) <u>and</u> teacher (or class) section number (1 to 9, or 0 for elementary, 01 to 99, or 00 for secondary). See examples in this booklet for how to do it.
9-14	TEMP. NO.	Student Number selected from proper block of numbers for the school, grade, and teacher involved (see further instructions)
15-23	PERM. NO.	Reserved for Social Security Number - not presently used.
24	ETH.	B = Black; I = Indian; O = Oriental; S = Spanish Am.; W = White; Z = Other
25	SEX	F = Female; M = Male
26-27	COUNTY	County Code of Residence selected from CODES FOR COUNTIES. County of <u>Residence</u> may differ from mailing address or County for the School. If student is out of state, leave blank and add: CA -- Calif., UT = Utah, OR = Oregon; AR = Arizona, in last 2 digits of Zip Code space, Col. 71-72
28-33	BIRTHDATE	6 digit number, 2 for each: Month (use leading zeros), Day, Year (last 2 digits of year)
34-46	LAST NAME	13 spaces, LEAVE NO BLANKS
47-54	FIRST NAME	8 spaces, SHORTEN IF NECESSARY
55	M.I.	Middle Initial
56-57	STREET ADDRESS	Space as necessary (See Instructions and examples)
68-69	CITY-TOWN	2 digit code from list of CODES AND ZIP CODES FOR CITIES
70-72	LAST 3 ZIP #	Last 3 numbers of zip codes, from list of CODES AND ZIP CODES FOR CITIES
73-76	PRESENT DATE	Month (use leading zero) and last 2 digits of year.
77	SPAN. SUR	If Spanish Surname <u>and</u> marked W in Col. 24 (ETH), then <u>and only</u> then add a 1, otherwise leave blank.

A

CODING FOR INPUT INFORMATION

HOME DATA (Card B)

<u>Cols.</u>	<u>Heading</u>	<u>Coding</u>
1-14	STUDENT NUMBER	Repeat coding from Card A (must be identical)
19	LANGUAGE SPOKEN	1 = English Only; 2 = English and Other; 3 = Other Only
20	F.I.	Father's First Initial
21	M.I.	Father's Middle Initial
22-35	LAST NAME	Father's Last Name
36	RELATIONSHIP	1 = Father; 2 = Stepfather; 3 = Other
37	OCCUPATION	1 = Professional; 2 = Self-Employed; 3 = Skilled; 4 = Unskilled; 5 = Unemployed (See instructions for definitions)
38	ACTIVE MILITARY	1 = Yes; 3 = No
39	F.I.	Mother's First Initial
40	M.I.	Mother's Middle Initial
41-54	LAST NAME	Mother's Last Name
55	RELATIONSHIP	1 = Mother; 2 = Stepmother; 3 = Other
56	OCCUPATION	1 = Professional; 2 = Self-Employed; 3 = Skilled; 4 = Unskilled; 5 = Unemployed (See instructions for definitions)
57-60	PRESENT DATE	Month (use leading zero) and last two digits of year
80	CARD CODE	B

CODING FOR INPUT INFORMATION

PERSONAL DATA (Card C)

<u>Cols.</u>	<u>Heading</u>	<u>Coding</u>
1-14	STUDENT NUMBER	Repeat coding from Card A (must be identical)
19	MOST USED TRANSPORTATION	1 = Walk, Bike; 2 = Family Car; 3 = Own Car; 4 = School Bus; 5 = Other
22-22	DISTANCE FROM SCHOOL	Miles to nearest half mile (use leading zeros)
23-24	TIME TO SCHOOL	Minutes (use leading zero)
25	LEARNING LIMITATIONS?	1 = Yes; 2 = No
26	HEARING	1 = Yes; Blank = No
27	VISION	1 = Yes; Blank = No
28	LOCOMOTIVE	1 = Yes; Blank = No
29	OTHER	1 = Yes; Blank = No
30	HOW KNOWN	1 = Parent Report; 2 = Professional Exam; 3 = School Obs.; 4 = Student Report
31	NOON LUNCH	1 = School Hot; 2 = School Box; 3 = None; 4 = Other
32	IF HOT LUNCH, PAID BY	1 = School; 2 = Family, Self
33-36	PRESENT DATE	Month (use leading zero) and last two digits of year
80	CARD CODE	C

WESTERN NEVADA REGIONAL EDUCATION CENTER, AN ESEA TITLE III PROJECT

* CAUTION: FIRST, READ BELOW!

LAST NAME	FIRST NAME	M.	S.	T.	E.
ALBERT	JOHN				HM

STREET ADDRESS OR P.O. BOX OR RURAL ROUTE AND BOX	STATE	ZIP #
1456 RTE 40	NEV	89001

CITY	STATE	ZIP #
2107418	NEV	89001

BIRTHDATE	MO.	DAY	YR.
06/16/56	06	16	56

CO.	SCH.	GR.	T.	TEMP.	O.	PERM. NO.
14601081						

PRESENT DATE	MO.	YR.
0970	09	70

* LEAVE SPACE BETWEEN NAMES AND NUMBERS.
 (DROP PO, STREET, AVE., DRIVE; ABBREV. OTHERS)
 USE ABBREVIATIONS AS BELOW:
 B 273 STR RT = (BOX 273 STAR ROUTE)
 1735 HWY 50E

STUDENT ENTRY DATA

Please refer to sample STUDENT ENTRY DATA form to the left.

STUDENT'S NAME, SEX, ETHnic Group Print legibly student's name, MI (middle initial), Sex and mark Ethnic Group grid.

STREET ADDRESS OR P.O. BOX, etc. Print student's mailing address in the 12 spaces designated. Note instructions at bottom of address column. If address takes more than the 12 spaces allotted, elimination of vowels usually will not change the word recognition.

CITY-TOWN, LAST 3 ZIP #. This refers to the student's street or mailing address and not the location of the school. The county of residence may differ from the county in which the student gets his mail, or where the school is located. For example, a student may attend Lovelock (Co = 14), get mail in Imlay (City = 21), but live on a ranch located in Humboldt County (Co = 07) - see illustration to left. Choose the appropriate codes for cities and Zip's from the list on page 10. For county of residence choose the appropriate code from page 11.

BIRTHDATE List January as 01, February as 02, November as 11, etc.; list days the same way - 01, 02, 28, etc. (all spaces must be used -- two spaces are allotted for month, day, and year). Note: 10 means "ten", not "one".

PRESENT DATE To be completed the same way as months in Birthdate above: January = 01, February = 02, etc.; 70 = 1970, 71 = 1971, etc.

STUDENT NUMBER

CO.	SCH.	GR.	T.

↓
County No. Use appropriate entry from "Code for Counties", page 11. This refers to the county in which the school is located.

CO.	SCH.	GR.	T.

↓
School No. Use appropriate entry from "Codes for Schools", pages 12, 13, 14.

NOTE: GRADE and TEACHER NO. are discussed on the next page.

STUDENT ENTRY DATA (cont.)

STUDENT NUMBER (cont.)

Grade and Teacher No. For reasons of convenience to the data collector and processibility to the Center, the terms "Pre High School" and "High School" have been adopted regardless of the organization of the local schools. However, this will in no way prevent appropriate printouts by grades and schools.

PRE HIGH SCHOOL STUDENTS AND TEACHERS

Up to and including grades eight the school simply assigns a number to each grade level: 01, 02, etc, and to each teacher (self-contained) or homeroom teacher (departmentalized) at each grade level - 1, 2, 3, etc. These are recorded on each student's sheet as follows:

<u>Grade Code</u>	<u>Teacher No.</u>	<u>Example</u>								
00 = Kindergarten										
01 = 1st Grade →	7 →	<table border="1"> <tr> <th>CO.</th> <th>SCH.</th> <th>GR.</th> <th>T.</th> </tr> <tr> <td></td> <td></td> <td>01</td> <td>7</td> </tr> </table>	CO.	SCH.	GR.	T.			01	7
CO.	SCH.	GR.	T.							
		01	7							
02 = 2nd Grade										
03 = 3rd Grade										
04 = 4th Grade										
05 = 5th Grade										
06 = 6th Grade										
07 = 7th Grade										
08 = 8th Grade →	1 →	<table border="1"> <tr> <th>CO.</th> <th>SCH.</th> <th>GR.</th> <th>T.</th> </tr> <tr> <td></td> <td></td> <td>08</td> <td>1</td> </tr> </table>	CO.	SCH.	GR.	T.			08	1
CO.	SCH.	GR.	T.							
		08	1							

These codes must be used for students at these grade levels regardless of the name or classification of the school involved. For example, an 8th grade student may be in a high school, but 08 is the grade level designation. (See example on opposite previous page.)

HIGH SCHOOL STUDENTS AND TEACHERS

The high school grade levels are designated with a single digit in the left-most position under GR, as shown below. At this point the system is designed to identify what is most commonly called the "homeroom" teacher - a teacher usually assigned a specific group of students for pupil-contact purposes. They usually meet daily or weekly. This is the person for which this system is partially designed in terms of homeroom class printouts (lists). Grade levels are designated by a single digit, teachers are designated by two digits. Therefore, after arbitrarily giving each such teacher a number within the four grades below (hence 4 lists for the high school grades), record their number as suggested by the following examples:

<u>Grade Code</u>	<u>Teacher No.</u>	<u>Example</u>								
1 = 9th Grade →	04 →	<table border="1"> <tr> <th>CO.</th> <th>SCH.</th> <th>GR.</th> <th>T.</th> </tr> <tr> <td></td> <td></td> <td>10</td> <td>4</td> </tr> </table>	CO.	SCH.	GR.	T.			10	4
CO.	SCH.	GR.	T.							
		10	4							
2 = 10th Grade										
3 = 11th Grade										
4 = 12th Grade →	17 →	<table border="1"> <tr> <th>CO.</th> <th>SCH.</th> <th>GR.</th> <th>T.</th> </tr> <tr> <td></td> <td></td> <td>4</td> <td>17</td> </tr> </table>	CO.	SCH.	GR.	T.			4	17
CO.	SCH.	GR.	T.							
		4	17							

In the case of Special Education classes, fill in their grade designation. Then print the class title directly above the "Student Number" block!

The Student Number (columns 8-14) is a permanent number assigned to each student. If a number has not been already assigned, then a number must be chosen from among a block of numbers assigned to each school in each county (see Assignment of Numbers Section following the Code Section) which follow.

YOUR LAST NAME

ALBERT

YOUR FIRST NAME

JOHN H.

HOME DATA

WESTERN NEVADA REGIONAL EDUCATION CENTER (ESEA TITLE III)

(N I S E)

F. M. I.		MALE PARENT IN HOME	
<i>JA</i>		<i>ALBERT</i>	
LAST NAME		LAST NAME	
<i>ALBERT</i>		<i>ALBERT</i>	
RELATIONSHIP OF MALE PARENT IN HOME FATHER <input type="checkbox"/> STEPFATHER <input checked="" type="checkbox"/> OTHER <input type="checkbox"/>			
OCCUPATION OF MALE PARENT IN HOME PROFESSIONAL <input type="checkbox"/> SELF-EMPLOYED <input type="checkbox"/> SKILLED LABOR <input checked="" type="checkbox"/> UNSKILLED LABOR <input type="checkbox"/> UNEMPLOYED <input type="checkbox"/>			

F. M. I.		FEMALE PARENT IN HOME	
<i>M</i>		<i>ALBERT</i>	
LAST NAME		LAST NAME	
<i>ALBERT</i>		<i>ALBERT</i>	
RELATIONSHIP OF FEMALE PARENT IN HOME MOTHER <input checked="" type="checkbox"/> STEPMOTHER <input type="checkbox"/> OTHER <input type="checkbox"/>			
OCCUPATION OF FEMALE PARENT IN HOME PROFESSIONAL <input type="checkbox"/> SELF-EMPLOYED <input type="checkbox"/> SKILLED LABOR <input type="checkbox"/> UNSKILLED LABOR <input type="checkbox"/> UNEMPLOYED <input checked="" type="checkbox"/>			

ACTIVE MILITARY DUTY

YES NO

LANGUAGE SPOKEN AT HOME

ENGLISH ONLY ENGLISH & OTHER OTHER ONLY

PRESENT DATE

MO. YR. *09 70*

STUDENT NUMBER

CO.	SCH.	GR.	T.	TEMP. NO.	RESERVED
		<i>17601081</i>			

HOME DATA

Please refer to sample HOME DATA form to the left.

After Student ENTRY Data forms are completed and the school/district wishes to store HOME and PERSONAL Data in the Student Information System, the procedure for these forms is as follows:

For Each Student ENTRY Data form already completed, a HOME and/or PERSONAL Data form should be immediately started by filling in the Student's name on the above forms and keeping the forms together as a set of 2 or 3, for each student. In the case of like names (two John Smith's in the same class) it is recommended that the middle initial be used on the HOME and PERSONAL Data forms, although there is no space allotted for MI.

After the 2 or 3 forms for each student are together, the data for HOME and PERSONAL forms should be gathered and recorded as follows: (both the HOME and PERSONAL Data forms call for some data being completed by marking the grids, i.e. Language Spoken at Home, etc. The grids should be completed by using a soft #2 pencil with a fairly blunt point and grids should be marked within the space allotted). An example of a completed form appears on the opposite page.

MALE and FEMALE PARENT IN HOME Print First Initial, Middle Initial and Last Name.

RELATIONSHIP OF MALE/FEMALE PARENT IN HOME Mark proper grid in Male and Female section.

OCCUPATION OF MALE/FEMALE PARENT IN HOME Mark proper grid in Male and Female section. (See page 16 for guides to Occupations).

ACTIVE MILITARY DUTY If male parent is temporarily not in the home but on military duty, please indicate with grid - Yes. In such cases fill in (as above) the name of the parent and whether natural, step or other, and what category of occupation he has in the military.

LANGUAGE SPOKEN AT HOME Mark proper grid.

PRESENT DATE If all three forms are put into the Student Information System at the same time, this would be the same date that appears on the Student ENTRY Form. If not, use date of completing this form.

STUDENT NUMBER The student number (County, School, Grade and Teacher) should be copied on both HOME and PERSONAL forms from those already recorded on the Student ENTRY Form (if all three are put into the Student Information System at the same time). If HOME and PERSONAL Data are put into the system after Student ENTRY Data and a computer printout is available, the Student Number (including Temporary Number) should be copied from the computer printouts for each student on both the HOME and PERSONAL Data Forms.

PERSONAL DATA

Please refer to the sample PERSONAL DATA form to the left.

If HOME Data has not been completed, please read first three paragraphs on Page 7 "HOME DATA".

MOST USED TRANSPORTATION TO SCHOOL Mark proper grid.

Distance from School - MILES Use all three spaces: 002 indicates 2 miles, 012 indicates 12 miles, 212 indicates 212 miles, etc.

TIME TO SCHOOL - MINUTES Use both spaces: 05 indicates 5 minutes, 15 indicates 15 minutes, etc.

KNOWN LEARNING OR ACTIVITY LIMITATIONS Mark either "Yes" grid, or "No" grid. If "Yes" is marked, then mark a grid for one or more of the following: Hearing, Vision, Locomotive or Other, and under "How Known" mark one of the following categories: Parent Report, Professional Exam., School Observation, or Student Report.

NOON LUNCH - MOST OFTEN Mark one grid (School Hot Lunch, School Box Lunch, None or Other). If grid for School Hot Lunch is marked, then mark either the grid "Paid by School" or "Paid by Family/Self".

Procedure for PRESENT DATE and STUDENT NUMBER is the same for HOME DATA Page 7.

CODES AND ZIP CODES
FOR CITIES IN STUDENT ADDRESS

<u>CODE</u>	<u>ZIP</u>	<u>CODE</u>	<u>ZIP</u>	<u>CODE</u>	<u>ZIP</u>			
01	BABBITT	416	21	IMLAY	418	40	SILVER SPRINGS	429
02	BASALT	422	22	LOVELOCK	419	41	SMITH	430
03	CARSON CITY	701	23	LUNING	420	42	STATELINE	449
04	CORDERONINE	421	24	MASON	430	43	STEWART	437
05	DAYTON	403	25	McDERMITT	421	44	STILLWATER	406
06	DENIO	404	26	MILL CITY	418	45	SWEETWATER	
07	DIXIE VALLEY	406	27	MINA	422	46	UNIONVILLE	418
08	EAST GATE	406	28	MINDEN	423	47	VALMY	438
09	FALLON	406	29	NEW EMPIRE	701	48	VIRGINIA CITY	440
10	FERNLEY	408	30	OREANA	419	49	WABUSKA	447
11	FRENCHMAN	406	31	OROVADA	425	50	WEED HEIGHTS	443
12	GARDNERVILLE	410	32	PARADISE VALLEY	426	51	WELLINGTON	444
13	GENOA	411	33	ROCHESTER	419	52	WINNEMUCCA	445
14	GETCHELL MINE	414	34	RYE PATCH	419	53	YERINGTON	447
15	GLENBROOK	413	35	SALT WELLS	406	54	ZEPHYR COVE	448
16	GOLCONDA	414	36	SCHEELITE	406	55	NIXON	424
17	GOLD HILL	428	37	SCHURZ	427	56	WADSWORTH	442
18	HAWTHORNE	415	38	SEVEN TROUGHS	419	57	RENO	501-510
19	HAZEN	417	39	SILVER CITY	428	58	SPARKS	431
20	HUMBOLDT	418				60	WOODWORDS	CA
						61	MARKLEEVILLE	CA

CODES FOR COUNTIES

01 CHURCHILL

02 CLARK

03 DOUGLAS

04 ELKO

05 ESMERALDA

06 EUREKA

07 HUMBOLDT

08 LANDER

09 LINCOLN

10 LYON

11 MINERAL

12 NYE

13 ORMSBY

14 PERSHING

15 STOREY

16 WASHOE

17 WHITE PINE

00 OR LEAVE BLANK IF AN OUT-OF-STATE COUNTY; WRITE IN THE
STATE ABOVE THIS CO. DESIGNATION AREA

CODES FOR
CHURCHILL COUNTY SCHOOLS

ELEMENTARY SCHOOLS

201 Cottage
202 Northside
203 Oats Park
204 West End

JUNIOR HIGH SCHOOLS (grades 7-9)

301 E. C. Best Junior High

SENIOR HIGH SCHOOLS (grades 10-12)

401 Churchill County High School

CODES FOR
DOUGLAS COUNTY SCHOOLS

ELEMENTARY SCHOOLS

201 Gardnerville-Minden Elementary
202 Zephyr Cove

SENIOR HIGH SCHOOLS (Grades 7-12)

601 Douglas County High
602 George Whittell High

CODES FOR
HUMBOLDT COUNTY SCHOOLS

10 Denio
103 King's River
104 Orovada
105 Paradise
201 Sonoma Heights
202 Winnemucca Elementary
203 McDermitt Elementary

JUNIOR HIGH SCHOOLS

301 Winnemucca Junior High

SENIOR HIGH SCHOOLS (Grades 9-12)

501 Albert M. Lowry

SECONDARY SCHOOLS (Grades 9-12)

601 McDermitt High

CODES FOR
LYON COUNTY SCHOOLS

201 Dayton
202 Yerington Elementary
203 Fernley Elementary
204 Smith Valley

SECONDARY SCHOOLS (Grades 7-12)

601 Fernley High
602 Smith Valley High
603 Yerington High

CODES FOR
MINERAL COUNTY SCHOOLS

ELEMENTARY SCHOOLS

101 Mina
201 Hawthorne Elementary
202 Schurz
203 Hawthorne Primary
204 Babbitt Primary

SECONDARY SCHOOLS (Grades 7-12)

601 Mineral County High

CODES FOR
CARSON CITY (ORMSBY) SCHOOLS

ELEMENTARY SCHOOLS

201 Mildred Bray
202 Corbett Elementary
203 Edith W. Fritsch
204 John C. Fremont
205 Martha F. Gleason
210 St. Theresa School

JUNIOR HIGH SCHOOLS

301 Carson Junior High

SENIOR HIGH SCHOOLS (Grades 10-12)

401 Carson City High School
403 Stewart Indian School

CODES FOR
PERSHING COUNTY SCHOOLS

ELEMENTARY SCHOOLS

101 Inlay Elementary

201 Lovelock Elementary

SECONDARY SCHOOLS (Grades 7-12)

601 Pershing County High

CODES FOR
STOREY COUNTY SCHOOLS

ELEMENTARY SCHOOLS

101 Virginia City Elementary

SENIOR HIGH SCHOOLS (Grades 9-12)

501 Storey County High

CODES FOR GRADES

PRE-HIGH SCHOOL LEVEL (Regardless of Name of School)

00	Kindergarten
01	1st Grade
02	2nd Grade
03	3rd Grade
04	4th Grade
05	5th Grade
06	6th Grade
07	7th Grade
08	8th Grade

HIGH SCHOOL LEVEL (Regardless of Name of School)

1	9th Grade	(Goes in left-most space in GR area)
2	10th Grade	(Goes in left-most space in GR area)
3	11th Grade	(Goes in left-most space in GR area)
4	12th Grade	(Goes in left-most space in GR area)

OCCUPATION OF PARENT

Professional means: Doctor, Lawyer, Geologist, County Agent, Manager of Large Business, Entertainer, Nurse, Teacher, Military Officer, etc.

Self-Employed means: Farmer, Contractor, Manager of Own Business, Department or Branch Manager, Manager of local chain store, Insurance Agent, Supervisor of skilled laborers, etc.

Skilled Labor means a highly skilled person working for somebody else: Plumber, Carpenter, Welder, Mechanic, Draftsman, Fireman, Policeman, Military man, Truck driver, Equipment Operator, Beauty Operator, Stenographer, Bookkeeper, Nurses Aid, etc.

Unskilled Labor means: Store Clerk, Waitress, Common Laborer, Farm Laborer, Child Care Attendant, Custodial Worker, Service Station Assistant, Technician's Helper, etc.

Unemployed: Presently not employed and not drawing a regular pension, annuity, severance pay, commission, etc.

If retired: Give classification of the employed category the person retired from.

If mother is widowed (or divorced) and not working but draws annuity, insurance or social security (or alimony or child support) give classification of husband's employment category.

WN-REC
9/70

TEACHER DESIGNATOR FORM

DATE _____

SCHOOL DISTRICT NAME (Print) _____

SCHOOL NAME (Print) _____

TEACHER'S NAME _____

GRADE LEVEL OF TEACHER'S CLASS _____

TEACHER DESIGNATOR NUMBER _____

NAME OF DATA COLLECTOR _____

DISTRICT EMPLOYEE: Full-time ___ Part-time ___

For this project only _____

Please place this sheet on top of the pack of completed forms for each classroom group. Do not cut or shorten this sheet - let it lap over the pack. Place the pack(s) in a box or large envelope without clips, rubber bands, string, or staples.

THANK YOU

125

ASSIGNMENT OF STUDENT NUMBERS

126

Student Numbers Already Assigned to Students

These may be incomplete, so if another number is to be chosen to give to a student within a given section of a grade in a school, 5 numbers should be skipped to allow for unrecorded numbers. A check of the compilation of STUDENT DATA FILE CONTENTS for the particular school involved will confirm the addition of any new numbers, in which case the next successive number for that section may be assigned.

If a new section within a grade within a school is being assigned (or after updating and promoting students to a later grade) then 50 numbers should be skipped beyond the beginning of the last section number group assigned. The new set of numbers should end with either 01 or 51 for the new section block.

For Example: if a new set of 3rd grade students is being assigned numbers at Northside Elementary in Churchill County (after promoting the currently listed 3rd grade students) the numbers assigned to the new section 1 should start with: 010301; section 2 should start with 010351, etc. The students are then assigned succeeding numbers in alphabetic order.

Notice: Special Education gets a number in the 600 area in the GRT block, followed by an appropriate student number. For example: in Sonoma Heights Special Education group was assigned 621 followed by a number that started with 245601. See page 17-12.

Since this Student Information System contains data from two successive years some Kindergarteners ordinarily 00 in the grade column, have been assigned numbers preceding their year of enrollment. In this case, the number 99 was used in the grade column. When these students are updated by promotion they will get their proper number 00 if promoted one year, 01 if promoted two years.

BLOCKS OF NUMBERS ASSIGNED TO EACH SCHOOL

<u>01 CHURCHILL</u>	<u>000,001 - 099,999</u>
201 Cottage Elementary (K-3)	000,001 - 009,999
202 Northside Elementary (1-3)	010,001 - 019,999
203 Oats Park Elementary (1-3)	020,001 - 029,999
204 West End Elementary (4-6)	030,001 - 039,999
209 NAAS Kindergarten	070,001 - 070,999
301 E.C. Best Jr. High (7-9)	040,001 - 049,999
401 Churchill County High (10-12)	050,001 - 059,999
<u>03 DOUGLAS</u>	<u>100,001 - 199,999</u>
201 Gardnerville-Minden Elementary (1-6)	100,001 - 109,999
202 Zephyr Cove (K-6)	110,001 - 119,999
601 Douglas County High (7-12)	130,001 - 139,999
602 George Whittell High (7-12)	120,001 - 129,999
<u>07 HUMBOLDT</u>	<u>200,001 - 299,999</u>
101 Denio Elementary (1-8)	200,001 - 209,999
103 Kings River Elementary (1-8)	210,001 - 219,999
104 Orovada Elementary (1-8)	220,001 - 229,999
105 Paradise Elementary (1-8)	230,001 - 239,999
201 Sonoma Heights Elementary (1-6)	240,001 - 249,999
202 Winnemucca Elementary (1-5)	250,001 - 259,999
203 McDermitt Elementary (1-8)	280,001 - 289,999
301 Winnemucca Jr. High (6-8)	260,001 - 269,999
501 Albert M. Lowry High (9-12)	270,001 - 279,999
601 McDermitt High (9-12)	290,001 - 299,999

<u>10 LYON</u>	<u>300,001 - 399,999</u>
201 Dayton Elementary (1-8)	300,001 - 309,999
202 Yerington Elementary (1-6)	310,001 - 319,999
203 Fernley Elementary (1-6)	320,001 - 329,999
204 Smith Valley Elementary (1-6)	330,001 - 339,999
601 Fernley High (7-12)	340,001 - 349,999
602 Smith Valley High (7-12)	350,001 - 359,999
603 Yerington High (7-12)	360,001 - 369,999
<u>11 MINERAL</u>	<u>400,001 - 499,999</u>
101 Mina Elementary (1-6)	450,001 - 459,999
201 Hawthorne Elementary (4-8)	440,001 - 449,999
202 Schurz Elementary (1-8)	420,001 - 429,999
203 Hawthorne Primary (K-3)	410,001 - 419,999
204 Babbitt Primary (K-3)	400,001 - 409,999
601 Mineral County High (9-12)	430,001 - 439,999
<u>13 ORMSBY (Carson City)</u>	<u>500,001 - 599,999</u>
201 Mildred Bray Elementary (3-6)	500,001 - 509,999
202 Corbett Elementary (K-5)	510,001 - 519,999
203 Edith Fritsch Elementary (K-6)	520,001 - 529,999
204 John Fremont Elementary (K-6)	530,001 - 539,999
205 Martha Gleason Elementary (K-2)	540,001 - 549,999
210 St. Theresa Elementary (1-8)	580,001 - 589,999
301 Carson Jr. High (7-9)	550,001 - 559,999
401 Carson City High (10-12)	560,001 - 569,999
403 Stewart Indian School (8-12)	570,001 - 579,999

<u>14 PERSHING</u>	<u>600,001 - 699,999</u>
101 Imlay Elementary (1-6)	610,001 - 619,999
201 Lovelock Elementary (1-6)	600,001 - 609,999
601 Pershing County High (7-12)	620,001 - 629,999
<u>15 STOREY</u>	<u>700,001 - 799,999</u>
101 Virginia City Elementary (1-8)	700,001 - 709,999
501 Storey County High (9-12)	710,001 - 719,999

01 CHURCHILL 000,001 - 099,999

201 Cottage Elementary (K-3) 000,001 - 009,999

Sec 1 Kindergarten 000,001 - 023
Sec 2 000,051 - 075
Sec 3 000,101 - 124
Sec 4 000,151 - 174
Sec 5 000,201 - 224
Sec 6 000,251 - 273

Sec 1 1st Gr 001,001 - 024
Sec 2 001,051 - 074

Sec 1 2nd Gr 002,001 - 003

202 Northside Elementary (1-3) 010,001 - 019,999

Sec 1 1st Gr 011,001 - 029
Sec 2 011,051 - 080
Sec 3 011,101 - 131
Sec 4 011,151 - 180

Sec 1 2nd Gr 012,001 - 029
Sec 2 012,051 - 080

Sec 1 3rd Gr 010,001 - 024
Sec 2 010,051 - 076
Sec 3 010,101 - 129
Sec 4 010,151 - 170
Sec 5 010,201 - 225
Sec 6 010,251 - 275

Special Education 010,601 - 616

203 Oats Park Elementary (1-3) 020,001 - 029,999

Sec 1 1st Gr 021,001 - 029
Sec 2 021,051 - 079
Sec 3 021,101 - 131

Sec 1 2nd Gr 022,001 - 023
Sec 2 022,051 - 077
Sec 3 022,101 - 127
Sec 4 022,151 - 176
Sec 5 022,201 - 220

Sec 7 3rd Gr 023,001 - 029
Sec 8 023,051 - 079
Sec 9 023,101 - 111

Special Education 023,601 - 010; 023,626 - 632

01 CHURCHILL, cont. 000,001 - 099,999

204 West End Elementary (4-6) 030,001 - 039,999

Sec 1 4th Gr 030,001 - 026
Sec 2 030,051 - 079
Sec 3 030,101 - 129
Sec 4 030,151 - 176
Sec 5 030,201 - 224
Sec 6 030,251 - 280
Sec 7 030,301 - 318

Sec 1 5th Gr 031,001 - 030
Sec 2 031,051 - 079
Sec 3 031,101 - 130
Sec 4 031,151 - 170
Sec 5 031,201 - 228
Sec 6 031,251 - 283
Sec 7 031,301 - 328
Sec 8 031,351 - 376

Sec 1 6th Gr 032,001 - 030
Sec 2 032,051 - 082
Sec 3 032,101 - 129
Sec 4 032,151 - 179
Sec 5 032,201 - 234
Sec 6 032,251 - 280
Sec 7 032,301 - 330

209 NAAS (Kindergarten) 070,001 - 070,999

Sec 1 Kindergarten 070,001 - 014
Sec 2 070,051 - 064

301 E. C. Best Junior High (7-9) 040,001 - 049,999

Sec 1 7th Gr 042,001 - 028
Sec 2 042,051 (one student only)
Sec 3 042,101 (one student only)
Sec 4 042,151 (one student only)
Sec 5 042,201 - 228
Sec 6 042,251 - 277
Sec 7 042,301 - 331
Sec 8 042,351 - 382

Sec 1 8th Gr 041,001 - 024
Sec 2 041,051 - 074
Sec 3 041,101 - 127
Sec 4 041,151 - 171
Sec 5 041,201 - 250
Sec 6 041,276 - 299
Sec 7 041,301 - 327
Sec 8 041,351 - 372

01 CHURCHILL, cont. 000,001 -- 099,999

301 E. C. Best Junior High, cont. (7-9) 040,001 - 049,999

Sec 1	9th Gr	040,001 - 032
Sec 2		040,051 - 081
Sec 3		040,101 - 132
Sec 4		040,151 - 178
Sec 5		040,201 - 219
Sec 6		040,251 - 280
Sec 7		040,301 - 327

Special Education 040,601 - 615

401 Churchill County High (10-12) 050,001 - 059,999

Sec 1	10th Gr	050,001 - 017
Sec 3		050,026 - 039
Sec 7		050,046 - 049
Sec 8		050,056 - 060
Sec 11		050,066 - 081
Sec 12		050,086 - 087
Sec 13		050,096 (one student only)
Sec 15		050,101 (one student only)
Sec 16		050,106 - 109
Sec 18		050,116 - 135
Sec 19		050,141 - 149
Sec 25		050,156 - 174
Sec 29		050,181 (one student only)
Sec 30		050,186 - 198
Sec 31		050,206 - 219
Sec 32		050,226 - 235
Sec 33		050,241 - 259
Sec 34		050,266 - 281
Sec 37		050,286 - 296
Sec 38		050,301 (one student only)

01 CHURCHILL, cont. 000,001 - 099,999

401 Churchill County High, cont. (10-12) 050,001 - 059,999

Sec 1	11th Gr	051,001 - 003
Sec 2		051,011 (one student only)
Sec 3		051,016 (one student only)
Sec 5		051,021 - 039
Sec 7		051,046 - 047
Sec 8		051,056 - 058
Sec 10		051,066 (one student only)
Sec 11		051,071 - 072
Sec 15		051,081 - 084
Sec 16		051,091 - 101
Sec 17		051,106 - 115
Sec 18		051,126 - 131
Sec 19		051,136 - 141
Sec 20		051,156 - 173
Sec 25		051,181 (one student only)
Sec 27		051,186 - 204
Sec 28		051,211 - 220
Sec 30		051,226 - 233
Sec 31		051,241 - 245
Sec 34		051,251 - 254
Sec 35		051,261 - 277
Sec 37		051,286 - 304
Sec 38		051,311 - 321

Sec 1	12th Gr	052,001 (one student only)
Sec 2		052,006 - 024
Sec 3		052,031 - 032
Sec 6		052,041 - 071
Sec 7		052,076 - 079
Sec 8		052,086 - 091
Sec 11		052,096 - 102
Sec 12		052,111 - 138
Sec 13		052,146 (one student only)
Sec 15		052,151 - 152
Sec 16		052,162 - 163
Sec 17		052,171 - 172
Sec 18		052,181 - 185
Sec 19		052,191 - 194
Sec 20		052,201 - 202
Sec 22		052,211 - 220
Sec 23		052,227 (one student only)
Sec 24		052,236 - 237
Sec 28		052,246 - 249
Sec 29		052,256 (one student only)
Sec 30		052,261 - 266
Sec 31		052,271 (one student only)
Sec 33		052,276 (one student only)
Sec 34		052,281 - 286
Sec 35		052,291 (one student only)
Sec 38		052,296 - 298

03 DOUGLAS 100,001 - 199,999

201 Gardnerville-Minden Elementary (1-6) 100,001 - 109,999

Sec 1 3rd Gr 103,001 - 028
 Sec 2 103,051 - 078
 Sec 3 103,101 - 128

202 Zephyr Cove Elementary (K-6) 110,001 - 119,999

Sec 1 3rd Gr 113,001 - 028
 Sec 2 113,051 - 076

601 Douglas County High (7-12) 130,001 - 139,999

Sec 1 8th Gr 132,001 - 025
 Sec 2 132,051 - 081
 Sec 3 132,101 - 126

Sec 1 9th Gr 133,001 - 035
 Sec 2 133,051 - 093

Sec 3 10th Gr 134,001 - 043
 Sec 4 134,051 - 085

Sec 5 11th Gr 135,001 - 028
 Sec 6 135,051 - 093

Sec 7 12th Gr 136,001 - 041
 Sec 8 136,051 - 078

602 George Whittell High (7-12) 120,001 - 129,999

Sec 1 8th Gr 131,001 - 052

Sec 1 9th Gr 122,001 - 051

Sec 1 10th Gr 123,001 - 037

Sec 1 11th Gr 124,001 - 046

07 HUMBOLDT 200,001 - 299,999

101 Denio Elementary (1-8) 200,001 - 209,999

Sec 1 K(1st Gr'70-71) 200,001 - 002
 Sec 1 3rd Gr 203,001 (one student only)
 Sec 1 4th Gr 204,001 - 002
 Sec 1 5th Gr 205,001 - 002
 Sec 1 7th Gr 208,001 - 002
 Sec 1 8th Gr 207,001 - 003

103 King's River Elementary (1-8) 210,001 - 219,999

Sec 1 K(1st Gr'70-71) 210,001 - 003
 Sec 1 1st Gr 211,001 - 014
 Sec 1 3rd Gr 213,001 - 003
 Sec 1 4th Gr 214,001 - 002
 Sec 1 5th Gr 215,001 - 003
 Sec 1 6th Gr 216,001 - 002
 Sec 1 7th Gr 218,001 - 003
 Sec 1 8th Gr 217,001 (one student only)

104 Orovada Elementary (1-8) 220,001 - 229,999

Sec 1 K(1st Gr'70-71) 220,001 - 005
 Sec 1 1st Gr 221,001 - 005
 Sec 1 2nd Gr 222,001 - 004
 Sec 1 3rd Gr 223,001 - 009
 Sec 1 4th Gr 224,001 - 011
 Sec 1 5th Gr 225,001 - 007
 Sec 1 6th Gr 226,001 - 011
 Sec 1 7th Gr 228,001 - 007
 Sec 1 8th Gr 227,001 - 004

07 HUMBOLDT cont. 200,001 - 299,999

105 Paradise Elementary (1-8) 230,001 - 239,999

Sec 1	K(1st Gr'70-71)	230,001 - 003
Sec 1	1st Gr	231,001 - 003
Sec 1	2nd Gr	232,001 - 006; 232,010 - 011
Sec 1	3rd Gr	233,001 - 004
Sec 1	4th Gr	234,001 - 004
Sec 1	5th Gr	235,001 - 004
Sec 1	6th Gr	236,001 - 003
Sec 1	7th Gr	238,001 - 004
Sec 1	8th Gr	237,001 - 003

201 Sonoma Heights Elementary (1-6) 240,001 - 249,999

Sec 1	K(1st Gr'70-71)	240,001 - 023
Sec 2		240,050 - 071
Sec 3		240,076 - 097
Sec 1	1st Gr	241,001 - 026
Sec 2		241,051 - 077
Sec 1	2nd Gr	242,001 - 022
Sec 2		242,051 - 071
Sec 3		242,101 - 121; 242,125 - 134
Sec 1	3rd Gr	243,001 - 035
Sec 2		243,051 - 085
Sec 3		243,101 - 136
Sec 1	4th Gr	244,001 - 017
Sec 2		244,051 - 070
Sec 1	5th Gr	245,001 - 027
Sec 2		245,051 - 078
Special Education		245,601 - 609

07 HUMBOLDT cont. 200,001 - 299,999

202 Winnemucca Elementary (1-5) 250,001 - 259,999

Sec 1	1st Gr	251,001 - 029
Sec 2		251,051 - 077
Sec 3	2nd Gr	252,001 - 022; 252,025 - 028
Sec 4		252,051 - 074
Sec 1	3rd Gr	253,001 - 021
Sec 2		253,051 - 071
Sec 5	4th Gr	254,001 - 026
Sec 6		254,051 - 075
Sec 7	5th Gr	255,001 - 025
Sec 8		255,051 - 073

203 McDermitt Elementary (1-8) 280,001 - 289,999

Sec 1	K(1st Gr'70-71)	280,001 - 023
Sec 1	1st Gr	281,001 - 020
Sec 1	2nd Gr	282,001 - 021
Sec 1	3rd Gr	283,001 - 028
Sec 1	4th Gr	284,001 - 021
Sec 1	5th Gr	285,001 - 022
Sec 1	6th Gr	286,001 - 023
Sec 1	7th Gr	288,001 - 015; 288,018 - 019
Sec 1	8th Gr	287,001 - 021

301 Winnemucca Junior High (6-8) 260,001 - 269,999

Sec 1	6th Gr	260,001 - 019
Sec 2		260,051 - 072
Sec 3		260,101 - 120
Sec 4		260,151 - 161
Sec 5		260,201 - 222

07 HUMBOLDT cont. 200,001 - 299,999

301 Winnemucca Junior High cont. (6-8) 260,001 - 269,999

Sec 1	7th Gr	261,001 - 022
Sec 2		261,051 - 070
Sec 3		261,101 - 117
Sec 4		261,151 - 172
Sec 5		261,201 - 228
Sec 6		261,251 (one student only)
Sec 7		261,261 - 263
Sec 8		261,276 - 277
Sec 9		261,286 - 307

Sec 1	8th Gr	262,001 - 024
Sec 2		262,051 - 072
Sec 3		262,101 - 119
Sec 4		262,151 - 171

Special Education		
(Gr 6, 7, 8)		261,601 - 611

501 Albert M. Lowry High (9-12) 270,001 - 279,999

Sec 2	9th Gr	274,001 - 117
Sec 4	10th Gr	275,001 - 014
Sec 5		275,051 - 065
Sec 6		275,101 - 112
Sec 7		275,151 - 157
Sec 8		275,201 - 212

Sec 2	11th Gr	276,001 - 040
Sec 3		276,051 - 081
Sec 11		276,101 - 102
Sec 13		276,126 - 135
Sec 14		276,151 - 156

601 McDermitt High (9-12) 290,001 - 299,999

Sec 1	9th Gr	292,001 - 025
Sec 1	10th Gr	293,001 - 033
Sec 1	11th Gr	294,001 - 024

10 LYON 300,001 - 399,999

201 Dayton Elementary (1-8) 300,001 - 309,999

Sec 1	1st Gr	301,001 - 017
Sec 1	2nd Gr	302,001 - 009
Sec 2	3rd Gr	303,001 - 012
Sec 3	4th Gr	304,001 - 011
Sec 4	5th Gr	305,001 - 005
Sec 4	6th Gr	306,001 - 008
Sec 2	7th Gr	307,001 - 010
Sec 1	8th Gr	308,001 - 010

202 Yerington Elementary (1-6) 310,001 - 319,999

Sec 1	1st Gr	311,001 - 026
Sec 2		311,051 - 076
Sec 3		311,101 - 128
Sec 4		311,151 - 176
Sec 5		311,201 - 226
Sec 1	2nd Gr	312,001 - 028
Sec 2		312,051 - 074
Sec 3		312,101 - 125
Sec 4		312,151 - 175
Sec 1	3rd Gr	313,001 - 034
Sec 3		313,051 - 088
Sec 4		313,101 - 139
Sec 6		313,151 - 181
Sec 1	4th Gr	314,001 - 026
Sec 2		314,051 - 075
Sec 3		314,101 - 124
Sec 4		314,151 - 175
Sec 1	5th Gr	315,001 - 020
Sec 2		315,051 - 073
Sec 3		315,101 - 126
Sec 4		315,151 - 171
Sec 1	6th Gr	316,001 - 025
Sec 2		316,051 - 075
Sec 3		316,101 - 125
Sec 4		316,151 (one student only)

10 LYON cont. 300,001 - 399,999

203	Fernley Elementary (1-6)		320,001 - 329,999
	Sec 1	1st Gr	321,001 - 025
	Sec 2		321,051 - 072
	Sec 1	2nd Gr	322,001 - 018
	Sec 2		322,051 - 069
	Sec 1	3rd Gr	323,001 - 025
	Sec 2		323,051 - 069
	Sec 1	4th Gr	324,001 - 021
	Sec 2		324,051 - 071
	Sec 1	5th Gr	325,001 - 028
	Sec 2		325,051 - 067
	Sec 1	6th Gr	326,001 - 035
	Sec 2		326,051 - 067
204	Smith Valley Elementary (1-6)		330,001 - 339,999
	Sec 2	1st Gr	331,001 - 014
	Sec 5	2nd Gr	332,001 - 014
	Sec 3	3rd Gr	333,001 - 019
	Sec 3	4th Gr	334,001 - 019
	Sec 5	5th Gr	335,001 - 016
	Sec 6	6th Gr	336,001 - 015
	Special Education		336,601 - 611
601	Fernley High (7-12)		340,001 - 349,999
	Sec 1	7th Gr	340,001 - 050
	Sec 1	8th Gr	341,001 - 055
	Sec 1	9th Gr	342,001 - 050
	Sec 2		342,051 - 099
	Sec 1	10th Gr	343,001 - 023
	Sec 2		343,051 - 065
	Sec 3		343,101 - 102
	Sec 6		343,126 - 127
	Sec 10		343,151 (one student only)
	Sec 11		343,176 (one student only)

10 LYON cont. 300,001 - 399,999

601 Fernley High (7-12) cont. 340,001 - 349,999

Sec 2	11th Gr	344,001 - 049
Sec 7		344,051 - 065
Sec 3		344,101 - 121
Sec 4	12th Gr	345,001 - 002
Sec 8		345,051 - 059
Sec 9		345,101 - 113
Sec 11		345,151 (one student only)

602 Smith Valley High (7-12) 350,001 - 359,999

Sec 1	7th Gr	350,001 - 017
Sec 2	8th Gr	358,001 - 022
Sec 7	9th Gr	342,101 - 120
Sec 1	10th Gr	353,001 - 011
Sec 4	11th Gr	354,001 - 014
Sec 2	12th Gr	355,001 - 020

603 Yerington High (7-12) 360,001 - 369-999

Sec 1	7th Gr	360,001 - 032
Sec 2		360,051 - 068
Sec 3		360,101 - 127
Sec 4		360,151 - 173
Sec 1	8th Gr	361,001 - 032
Sec 2		361,051 - 083
Sec 3		361,101 - 128
Sec 4		361,151 - 163
Sec 5		361,201 - 224
Sec 1	9th Gr	342,201 - 225
Sec 4		342,251 - 269
Sec 5		342,301 - 315
Sec 8		342,351 - 373
Sec 10		342,401 - 424
Sec 21		342,451 - 464
	10th Gr	363,001 - 089 (various section numbers)
	11th Gr	364,001 - 086 (various section numbers)
	12th Gr	365,001 - 023 (various section numbers)

11 MINERAL 400,001 - 499,999

101 Mina Elementary (1-6) 450,001 - 459,999

Sec 1	K(1st Gr'70-71)	451,001 - 010
Sec 1	1st Gr	451,201 - 210
Sec 1	2nd Gr	452,201 - 204
Sec 1	3rd Gr	453,101 - 114
Sec 1	4th Gr	454,201 - 203

201 Hawthorne Elementary (4-8) 440,001 - 449,999

Sec 1	4th Gr	444,001 - 027
Sec 2		444,051 - 078
Sec 3		444,101 - 128
Sec 4		444,151 - 176
Sec 5		444,201 - 227
Sec 1	5th Gr	445,001 - 031
Sec 2		445,051 - 082
Sec 3		445,101 - 129
Sec 4		445,151 - 177
Sec 5		445,201 - 232
Sec 1	6th Gr	446,001 - 029
Sec 2		446,051 - 080
Sec 3		446,101 - 124
Sec 4		446,151 - 178
Sec 5		446,201 - 233
Sec 1	7th Gr	447,001 - 032
Sec 2		447,051 - 076
Sec 3		447,101 - 125
Sec 4		447,151 - 177
Sec 5		447,201 - 228
Sec 1	8th Gr	448,001 - 033
Sec 2		448,051 - 082
Sec 3		448,101 - 132
Sec 4		448,151 - 182
Sec 5		448,201 - 231
Sec 6		448,251 - 253
Sec 7		448,301 - 320
Sec 8		448,351 - 353
Special Education I		449,001 - 017
Special Education II		449,101 - 128

11 MINERAL cont. 400,001 - 499,999

202 Schurz Elementary (1-8) 420,001 - 429,999

Sec 1	Pre-Kind.	420,051 - 076
Sec 1	Kindergarten	420,001 - 016
Sec 1	1st Gr	421,001 - 025
Sec 1	2nd Gr	422,001 - 015
Sec 1	3rd Gr	423,001 - 017
Sec 1	4th Gr	424,001 - 020
Sec 1	5th Gr	425,001 - 018
Sec 1	6th Gr	426,001 - 016
Sec 1	7th Gr	427,001 - 017
Sec 1	8th Gr	428,001 - 012

203 Hawthorne Primary (K-3) 410,001 - 419,999

Sec 2	Pre-Kind. (99)	410,501 - 559
Sec 1	Kindergarten	410,001 - 019
Sec 2		410,051 - 064
Sec 3		410,101 - 103
Sec 5		410,151 - 176
Sec 1	1st Gr	411,001 - 013
Sec 2		411,051 - 065
Sec 3		411,101 - 112
Sec 4		411,151 (one student only)
Sec 9		411,201 - 206
Sec 1	2nd Gr	412,001 - 020
Sec 2		412,101 - 119
Sec 4		412,151 - 153
Sec 5		412,201 - 205
Sec 9		412,251 - 255
Sec 1	3rd Gr	413,001 - 030
Sec 4		413,051 - 076

11 MINERAL cont. 400,001 - 499,999

204 Babbitt Primary (K-3) 400,001 - 409,999

Sec 4 Pre-Kind. (99) 400,501 - 559
 Sec 5 400,601 - 613

Sec 1 Kindergarten 400,001 - 021
 Sec 2 400,051 - 067
 Sec 3 400,101 - 128
 Sec 4 400,151 - 173
 Sec 5 400,201 - 203

Sec 1 1st Gr 401,001 - 017
 Sec 2 401,051 - 063
 Sec 3 401,101 - 115
 Sec 4 401,151 - 175
 Sec 5 401,201 - 224
 Sec 9 401,251 - 256

Sec 1 2nd Gr 402,001 - 012
 Sec 2 402,051 - 063
 Sec 4 402,101 - 127
 Sec 5 402,151 - 184
 Sec 9 402,201 - 206

Sec 2 3rd Gr 403,001 - 029
 Sec 5 403,051 - 080
 Sec 6 403,101 - 104
 Sec 4 403,151 - 156

601 Mineral County High (9-12) 430,001 - 439,999

Sec 1 9th Gr 432,001 - 022
 Sec 2 432,051 - 068
 Sec 3 432,101 - 130
 Sec 4 432,151 - 178
 Sec 5 432,201 - 229
 Sec 6 432,251 - 270
 Sec 7 432,301 - 311
 Sec 8 432,326 - 333
 Sec 9 432,351 - 367

Sec 1 10th Gr 433,001 - 106
 Sec 2 433,151 - 171

Sec 1 11th Gr 434,001 - 109
 Sec 2 434,151 - 155

13 ORMSBY 500,001 - 599,999

201	Mildred Bray Elementary (3-6)	500,001 - 509,999
	Sec 1 3rd Gr	503,001 - 016; 503,026 - 037
	Sec 2	503,051 - 065; 503,076 - 090
	Sec 1 5th Gr	505,001 - 040
	Sec 2	505,051 - 087
	Sec 3	505,101 - 142
	Sec 1 6th Gr	506,001 - 041
	Sec 2	506,051 - 087
	Sec 3	506,101 - 137
202	Corbett Elementary (K-5)	510,001 - 519,999
	Sec 1 3rd Gr	513,001 - 016; 513,026 - 037
	Sec 2	513,051 - 069; 513,076 - 083
	Sec 1 5th Gr	515,001 - 043
203	Edith Fritsch Elementary (K-6)	520,001 - 529,999
	Sec 1 3rd Gr	523,001 - 012; 523,026 - 040
	Sec 2	523,051 - 063; 523,076 - 090
	Sec 3	523,101 - 113; 523,126 - 140
	Sec 4	523,151 - 164; 523,176 - 188
	Sec 1 5th Gr	525,001 - 040
	Sec 2	525,051 - 090
	Sec 3	525,101 - 142
	Sec 4	525,151 - 192
	Sec 5	525,201 - 241
	Sec 1 6th Gr	526,001 - 039
	Sec 2	526,051 - 091
	Sec 3	526,101 - 140
	Sec 4	526,151 - 192
	Sec 5	526,201 - 242
204	Fremont Elementary (K-6)	530,001 - 539,999
	Sec 1 3rd Gr	533,001 - 018; 533,026 - 038
	Sec 2	533,051 - 085
	Sec 3	533,101 - 117; 533,126 - 141
	Sec 1 5th Gr	535,001 - 040
	Sec 2	535,051 - 088
	Sec 1 6th Gr	536,001 - 043
	Sec 2	536,051 - 092

13 ORMSBY cont. 500,001 - 599,999

205 Martha Gleason Elementary (K-2) 540,001 - 549,999
(None Assigned)

210 St. Theresa Elementary (1-8) 580,001 - 589,999

Sec 1 1st Gr 581,001 - 021

Sec 1 2nd Gr 582,001 - 035

Sec 1 3rd Gr 583,001 - 027

Sec 1 4th Gr 584,001 - 025

Sec 1 5th Gr 585,001 - 020

Sec 1 6th Gr 586,001 - 023

Sec 1 7th Gr 587,001 - 027

Sec 1 8th Gr 588,001 - 020

301 Carson City Junior High (7-9) 550,001 - 559,999

Sec 1 7th Gr 550,001 - 032

Sec 2 550,051 - 080

Sec 3 550,101 - 132

Sec 4 550,151 - 181

Sec 5 550,201 - 230

Sec 6 550,251 - 280

Sec 7 550,301 - 331

Sec 8 550,351 - 380

Sec 9 550,401 - 430

Sec 10 (0) 550,451 - 480

Sec 1 8th Gr 551,001 - 033

Sec 2 551,051 - 080

Sec 3 551,101 - 132

Sec 4 551,151 - 181

Sec 5 551,201 - 228

Sec 6 551,251 - 280

Sec 7 551,301 - 330

Sec 8 551,351 - 382

Sec 9 551,401 - 433

Sec 10 (0) 551,451 - 481

13 ORMSBY cont. 500,001 - 599,999

301 Carson City Junior High cont. (7-9) 550,001 - 559,999

Sec 1	9th Gr	552,001 - 026
Sec 2		552,051 - 074
Sec 3		552,101 - 128
Sec 4		552,151 - 191
Sec 5		552,201 - 231
Sec 6		552,251 - 281
Sec 7		552,301 - 332
Sec 8		552,351 - 379
Sec 9		552,401 - 431
Sec 10	(0)	552,451 - 479

401 Carson City High (10-12) 560,001 - 569,999
(None Assigned)

403 Stewart Indian School (8-12) 570,001 - 579,999

Sec 1	9th Gr	571,001 - 088
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14 PERSHING

600,001 - 699,999

101 Imlay Elementary (1-6)

610,001 - 619,999

Sec 1	1st Gr	611,001 - 005
Sec 1	2nd Gr	612,001 - 007
Sec 1	3rd Gr	613,001 - 003
Sec 2	4th Gr	614,001 - 005
Sec 2	5th Gr	615,001 - 003
Sec 2	6th Gr	616,001 - 004

201 Lovelock Elementary (K-6)

600,001 - 609,999

Sec 1	Kindergarten	600,001 - 034
Sec 2		600,051 - 077
Sec 1	1st Gr	601,001 - 034
Sec 2		601,051 - 078
Sec 1	2nd Gr	602,001 - 024
Sec 2		602,051 - 074
Sec 1	3rd Gr	603,001 - 027
Sec 2		603,051 - 076
Sec 1	4th Gr	604,001 - 020
Sec 2		604,051 - 071
Sec 1	5th Gr	605,001 - 029
Sec 2		605,051 - 079
Sec 1	6th Gr	606,001 - 028
Sec 2		606,051 - 075

601 Pershing County Junior-Senior High

620,001 - 629,999

Sec 1	7th Gr	620,001 - 032
Sec 2		620,051 - 072
Sec 1	8th Gr	621,001 - 025
Sec 2		621,051 - 077
Sec 1	9th Gr	627,001 - 051
Sec 2		622,001 - 052

14 PERSHING cont. 600,001 - 699,999

601 Pershing County Junior-Senior High cont. 620,001 - 629,999

Sec 1 10th Gr 623,001 - 046

Sec 1 11th Gr 624,001 - 033

Sec 1 12th Gr 625,001 - 038

15 STOREY 700,001 - 799,999

101 Virginia City Elementary (1-8) 700,001 - 709,999

Sec 1 1st Gr 701,001 - 007

Sec 1 2nd Gr 702,001 - 010

Sec 1 3rd Gr 703,001 - 008

Sec 1 4th Gr 704,001 - 011

Sec 1 5th Gr 705,001 - 006

Sec 1 6th Gr 706,001 - 006

Sec 1 7th Gr 707,001 - 007

Sec 1 8th Gr 708,001 - 006

501 Storey County High (9-12) 710,001 - 719,999

Sec 1 9th Gr 710,001 - 010

Sec 1 10th Gr 711,001 - 011

Sec 1 11th Gr 712,001 - 008

Sec 1 12th Gr 713,001 - 006

Section II
PRACTICE PROBLEMS

PRACTICE PROBLEMS

As an aid to learning the use of the data gathering techniques you may wish to work out the following examples. Blank forms are included for your convenience.

Example 1:

The following information was obtained from an interview with a student:

My name is George M. Christenson, a boy, white. I live at: Star Route #1, Yerington, Nevada. I live on a ranch located in Mineral County. I am a Junior at Yerington H. S., Homeroom: Mr. Timothy (Teacher 14). I was born July 31, 1953. My father, John Christenson owns the Ranch but drives a truck in the winter. He is my step-father. My mother, M. L. Christenson is my real mother. She works at home on the ranch. We speak English at home, but once in a while a Swedish phrase or joke is used by my parents, but they explain it to me. I ride school bus to school, about 30 miles, it takes 45 minutes altogether. I eat lunch at the school cafeteria, which I buy daily. I don't have any trouble with my eyes, ears or anything. (This data was gathered September 15, 1970).

Example 2:

Mary M. Jones, Negro, 2163 Fourteenth Street, Hawthorne, Nevada. Birthdate: March 3, 1954. 10th grade at Mineral County H.S., Activity room: Teacher Mrs. Davis # 8. Natural Father: Henry M. Jones, loads bombs on an aircraft carrier. Aunt Josephine Foster, the Father's sister, works as a waitress in a club downtown. Walks to school: 1 mile in 15 minutes. Wears glasses and has a limp (school Nurse reports). Goes downtown for a snack at lunch. Data gathered September 1, 1970.

ANSWERS: EXAMPLE #1

STUDENT ENTRY DATA

Name and Initial: CHRISTIENSON GEORGE M
Sex: M
Ethnic: W White (fill in grid)
Address: STAR ROUTE 1 (leave spaces)
City: 53 (from page 10)
County: 11 (from page 11, he lives outside of the county in
which he gets his mail)
Zip: 447 (where he gets his mail)
Student Number: 10603314, where:
10 = County where school is located, Lyon (p. 11)
603 = Name of school, Yerington H.S. (p. 13)
3 = Grade, 11th Grade (p. 15)
14 = Teacher, Mr. Timothy (see p. 5)
Birthdate: 073153 = July 31, 1953 (see p. 4)
Present date: 0970 = September, 1970 (see p. 4)

HOME DATA

Male Parent: J CHRISTIENSON (space is indicated, no middle initial)
Relationship: Step-Father (mark grid)
Occupation: Self-Employed (mark grid): Primary occupation is Self-
Employed Rancher, not truck driver. p. 16
Active Military: No (mark grid)
Language Spoken
at Home: English Only (mark grid): an occasional remark or joke
is not speaking another language
Female Parent: MLCHRISTIENSON (no spacing)
Relationship: Mother (mark grid)
Occupation: Unemployed (mark grid): is not in labor market
Present Date: 0970 = September, 1970 (see p. 4)
Student Number: 10603314, as above

PERSONAL DATA

Transportation: School Bus (mark grid)
Distance: 030 (no space)
Time: 45
Learning
Limitations: NO (mark grid)
Noon Lunch: School Hot Lunch (mark grid)
PAID BY: Family/Self (mark grid)
Present Date: 0970
Student Number: 10603314, as above

ANSWERS: EXAMPLE #2

STUDENT ENTRY DATA

Name and Initial: JONES MARY M
Sex: F
Ethnic: B Black (fill in grid)
Address: 2163 14th
City: 18 (from page 10)
County: 11 (from page 11)
Zip: 415 (p. 10)
Student Number: 11601208, where:
11 = county where school is located, Mineral (p. 11)
601 = Name of school, Mineral County H.S. (p. 13)
2 = Grade, 10th grade (p. 15)
08 = Teacher, Mrs. Davis (see p. 5)
Birthdate: 030354 = March 3, 1954 (see p. 4)
Present Date: 0970 = September, 1970 (see p. 4)

HOME DATA

Male Parent: HMJONES (no space)
Relationship: Father (mark grid) Father is temporarily away from home.
Occupation: Skilled (mark grid) His job in the military is skilled and
Active Military: YES (mark grid) he is on active duty with the military.
Language Spoken
at Home: English Only (mark grid) No Foreign language indicated
Female Parent: J FOSTER (space as indicated, no middle initial)
Relationship: Other (mark grid): Aunts and Uncles come in this category.
Occupation: Unskilled (mark grid): see occupations listed, p. 16.
Present Date: 0970 = September, 1970 (see p. 4)
Student Number: 11601208, as above

PERSONAL DATA

Transportation: Walk, Ride Bike (mark grid)
Distance: 001 (no space)
Time: 15
Learning
Limitations: YES (mark grid) and
Type: Vision (mark grid)
Locomotive (mark grid)
How Known: PROFESSIONAL EXAM (mark grid): School Nurse is a member
of the Professional Medical team.
Noon Lunch: Other (mark grid)
Present Date: 0970
Student Number: 11601208, as above



* CAUTION: FIRST, READ BELOW!

LAST NAME	FIRST NAME	M. I.	S. E. H.
DA	CA	EA	EA
DB	CB	EB	EB
DC	CC	EC	EC
DD	CD	ED	ED
DE	CE	EE	EE
DF	CF	EF	EF
DG	CG	EG	EG
DH	CH	EH	EH
DI	CI	EI	EI
DJ	CJ	EJ	EJ
DK	CK	EK	EK
DL	CL	EL	EL
DM	CM	EM	EM
DN	CN	EN	EN
DO	CO	EO	EO
DP	CP	EP	EP
DQ	CQ	EQ	EQ
DR	CR	ER	ER
DS	CS	ES	ES
DT	CT	ET	ET
DU	CU	EU	EU
DV	CV	EV	EV
DW	CW	EW	EW
DX	CX	EX	EX
DY	CY	EY	EY
DZ	CZ	EZ	EZ

BLACK

INDIAN (AM.)

ORIENTAL

SPANISH AM.

WHITE

OTHER

STREET ADDRESS OR P.O. BOX OR RURAL ROUTE AND BOX	CITY-TOWN	CO.	LAST 3 ZIP #
EA	EA	EA	EA
EB	EB	EB	EB
EC	EC	EC	EC
ED	ED	ED	ED
EE	EE	EE	EE
EF	EF	EF	EF
EG	EG	EG	EG
EH	EH	EH	EH
EI	EI	EI	EI
EJ	EJ	EJ	EJ
EK	EK	EK	EK
EL	EL	EL	EL
EM	EM	EM	EM
EN	EN	EN	EN
EO	EO	EO	EO
EP	EP	EP	EP
EQ	EQ	EQ	EQ
ER	ER	ER	ER
ES	ES	ES	ES
ET	ET	ET	ET
EU	EU	EU	EU
EV	EV	EV	EV
EW	EW	EW	EW
EX	EX	EX	EX
EY	EY	EY	EY
EZ	EZ	EZ	EZ
EA	EA	EA	EA
EB	EB	EB	EB
EC	EC	EC	EC
ED	ED	ED	ED
EE	EE	EE	EE
EF	EF	EF	EF
EG	EG	EG	EG
EH	EH	EH	EH
EI	EI	EI	EI
EJ	EJ	EJ	EJ
EK	EK	EK	EK
EL	EL	EL	EL
EM	EM	EM	EM
EN	EN	EN	EN
EO	EO	EO	EO
EP	EP	EP	EP
EQ	EQ	EQ	EQ
ER	ER	ER	ER
ES	ES	ES	ES
ET	ET	ET	ET
EU	EU	EU	EU
EV	EV	EV	EV
EW	EW	EW	EW
EX	EX	EX	EX
EY	EY	EY	EY
EZ	EZ	EZ	EZ
EA	EA	EA	EA
EB	EB	EB	EB
EC	EC	EC	EC
ED	ED	ED	ED
EE	EE	EE	EE
EF	EF	EF	EF
EG	EG	EG	EG
EH	EH	EH	EH
EI	EI	EI	EI
EJ	EJ	EJ	EJ
EK	EK	EK	EK
EL	EL	EL	EL
EM	EM	EM	EM
EN	EN	EN	EN
EO	EO	EO	EO
EP	EP	EP	EP
EQ	EQ	EQ	EQ
ER	ER	ER	ER
ES	ES	ES	ES
ET	ET	ET	ET
EU	EU	EU	EU
EV	EV	EV	EV
EW	EW	EW	EW
EX	EX	EX	EX
EY	EY	EY	EY
EZ	EZ	EZ	EZ

BIRTHDATE		
MO.	DAY	YR.
E0	E0	E0
E1	E1	E1
E2	E2	E2
E3	E3	E3
E4	E4	E4
E5	E5	E5
E6	E6	E6
E7	E7	E7
E8	E8	E8
E9	E9	E9

PRESENT DATE	
MO.	YR.
E0	E0
E1	E1
E2	E2
E3	E3
E4	E4
E5	E5
E6	E6
E7	E7
E8	E8
E9	E9

STUDENT NUMBER				
CO.	SCH.	GR.	TEMP. NO.	PERM. NO.
E0	E0	E0	E0	E0
E1	E1	E1	E1	E1
E2	E2	E2	E2	E2
E3	E3	E3	E3	E3
E4	E4	E4	E4	E4
E5	E5	E5	E5	E5
E6	E6	E6	E6	E6
E7	E7	E7	E7	E7
E8	E8	E8	E8	E8
E9	E9	E9	E9	E9

* LEAVE SPACE BETWEEN NAMES AND NUMBERS.
 (DROP PO, STREET, AVE., DRIVE, ABBREVIATIONS AS BELOW)
 USE ABBREVIATIONS AS BELOW:
 B 273 STR RT = (BOX 273 STAR ROUTE)
 1735 HWY 50E
 2155 ORCHARD
 2150S ORCHRD = (2150 SOUTH ORCHARD)

YOUR LAST NAME

YOUR FIRST NAME

WESTERN NEVADA REGIONAL EDUCATION CENTER (ESEA TITLE III)

MOST USED TRANSPORTATION TO SCHOOL

WALK OR BIKE

FAMILY CAR

OWN CAR

SCHOOL BUS

OTHER

KNOWN LEARNING OR ACTIVITY LIMITATIONS

YES

NO

IF YES, TYPE

HEARING

VISION

LOCOMOTIVE

OTHER

HOW KNOWN:

PARENT REPORT

PROFESSIONAL EXAM.

SCHOOL OBSERVATION

STUDENT REPORT

Distance From School MILES

0	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29
30	31	32	33	34	35	36	37	38	39
40	41	42	43	44	45	46	47	48	49
50	51	52	53	54	55	56	57	58	59
60	61	62	63	64	65	66	67	68	69
70	71	72	73	74	75	76	77	78	79
80	81	82	83	84	85	86	87	88	89
90	91	92	93	94	95	96	97	98	99

TIME TO SCHOOL MINUTES

0	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29
30	31	32	33	34	35	36	37	38	39
40	41	42	43	44	45	46	47	48	49
50	51	52	53	54	55	56	57	58	59
60	61	62	63	64	65	66	67	68	69
70	71	72	73	74	75	76	77	78	79
80	81	82	83	84	85	86	87	88	89
90	91	92	93	94	95	96	97	98	99

NOON LUNCH - MOST OFTEN

SCHOOL HOT LUNCH

SCHOOL BOX LUNCH

NONE

OTHER

IF HOT LUNCH, PAID BY

SCHOOL

FAMILY/SELF

YOUR LAST NAME		YOUR FIRST NAME	
GRID A	GRID B	GRID C	GRID D
GRID E	GRID F	GRID G	GRID H
GRID I	GRID J	GRID K	GRID L

PRESENT DATE

MO. YR.

0	1	2	3	4	5	6	7	8	9
10	11	12	13	14	15	16	17	18	19
20	21	22	23	24	25	26	27	28	29
30	31	32	33	34	35	36	37	38	39
40	41	42	43	44	45	46	47	48	49
50	51	52	53	54	55	56	57	58	59
60	61	62	63	64	65	66	67	68	69
70	71	72	73	74	75	76	77	78	79
80	81	82	83	84	85	86	87	88	89
90	91	92	93	94	95	96	97	98	99

STUDENT NUMBER

CO.	SCH.	GR. T.	TEMP. NO.	RESERVED
0	1	2	3	4
5	6	7	8	9
10	11	12	13	14
15	16	17	18	19
20	21	22	23	24
25	26	27	28	29
30	31	32	33	34
35	36	37	38	39
40	41	42	43	44
45	46	47	48	49
50	51	52	53	54
55	56	57	58	59
60	61	62	63	64
65	66	67	68	69
70	71	72	73	74
75	76	77	78	79
80	81	82	83	84
85	86	87	88	89
90	91	92	93	94
95	96	97	98	99

Section III

**SAMPLE PRINTOUTS FROM THE
STUDENT INFORMATION SYSTEM**

The data collected on the three forms discussed in this pamphlet, along with Standardized test data (and other school information) is punched into IBM cards for storage in a computer. The data is stored in a standard format as indicated on the printouts that follow (Demonstration Data). The data is coded for easy storage. The coding is explained in the third sheet of the demonstration data printout.

From this stored data, certain information can be selected and printed out on lists, as required by the school district. One such listing is a breakout of students by Ethnic grouping for a particular county. The county, school, student number, name and address as well as ethnic classification for students in each of the ethnic groupings: Black, Indian, Oriental, Spanish-American and Other, is printed out along with the totals in each classification. These can be prepared for one or more grade levels broken out by classrooms, schools or whole districts. A sample printout of such data is enclosed.

Another useful printout is the Partial Student Profile, listing most of the information on each student in the system. Such lists can be prepared on a classroom, school or county basis for single or multiple grade levels. The data appears on the printout in coded form, but the key to the coding follows the printout.

The last sheet in this section is a flow chart of the WN-REC Student Information system. The packets of IBM cards indicated across the top and down the right side represent input information from various sources. The present manual describes the method of gathering the data for the first three packets across the top of the diagram. Other information comes in from Standardized Test Programs, from student permanent record files and transcripts and from health records of various kinds. This data is punched up on IBM cards and enters as indicated.

Once the computer has the input data, various types of output reports are possible (as in the examples). Cross-filing with other stored information can be done (the disc pac storage symbols on the left of the diagram). By use of the computer various other statistical outputs are possible, as shown at the bottom edge of the diagram. Most of these are undergoing design or testing at the Center or within the state on a trial basis.

	NAME	SEX	ADDRESS	CITY	ZIP CODE	BIRTH DATE	ETHNIC GROUP
076	DONNA M	F			89701	04/06/61	INDIAN
006	KENNETH	M			89701	05/03/61	ORIENTAL
079	MARIE E	F			89701	09/11/60	INDIAN
080	ROSANNA M	F			89437	06/11/61	INDIAN
012	RICHARD A	M			89437	12/15/60	INDIAN
056	ROBERT L	M			89701	12/22/60	INDIAN
014	JAMES	M			89701	03/09/59	INDIAN
064	HARVIN O	M			89701	06/26/61	INDIAN
134	JENNIFER J	F			89701	01/03/60	INDIAN
082	LORRAINE	F			89701	07/05/60	INDIAN
066	JOHN W	M			89437	02/26/61	BLACK
036	BERTENA M	F			89701	03/28/61	INDIAN
037	LEILANI L	F			89701	03/23/61	OTHER
068	RAYMOND	M			89701	09/27/59	INDIAN
ALS:	BLACK - 1	INDIAN - 11	SPANISH-AMERICAN - 0	ORIENTAL - 0	ORIENTAL - 1	OTHER - 1	1
ALS:	BLACK - 2	INDIAN - 23	SPANISH-AMERICAN - 0	ORIENTAL - 0	ORIENTAL - 4	OTHER - 1	1
ALS:	BLACK - 19	INDIAN - 90	SPANISH-AMERICAN - 19	ORIENTAL - 19	ORIENTAL - 10	OTHER - 12	12



ETH	GRP	SEX	CITY	B. DATE	SCHOOL	GR	SEC	L	PARNT	FEM	PARNT	TME	LEARN	LCH	STANX						
												MIN	LIN	TYP	FA						
L	WHITE	F		11/28/55		1	01	1	A	1	3	1	20	2	4	24	01				
A	WHITE	M		12/23/53		1	01	1	A	1	3	1	10	2	4						
L	A	WHITE		01/06/55		1	05	1	A	1	3	1	10	2	4	01	04				
LD	M	WHITE		08/17/55		1	08	1	A	1	2	1	05	1	2	12	32	10			
MARY	SPAN-AM	F		12/13/53		1	07	2	A	1	2	1	5	4	25	1	11	2	12		
FERYS	WHITE	M		06/11/55		1	07	1	A	1	2	1	4	5	02	1	2	12	82	62	
LD	R	WHITE		03/21/55		1	10	1	A	1	3	1	4	4	30	1	2	2	84	46	
ENE	A	WHITE		02/15/55		1	05	1	A	1	3	1	5	4	05	2	4	36	20		
RE	L	WHITE		03/10/55		1	01	1	A	1	3	1	5	4	30	1	2	12	50	18	
SON	M	WHITE		04/05/55		1	10	1	A	1	1	1	5	1	15	1	2	4	70	72	
IA	L	INDIAN		09/13/54		1	07	2	M	2	4	1	5	4	30	2	11	52	26		
ALL	S	WHITE		08/27/54		1	10	1	B	1	3	1	1	1	17	2	2				
LA	SPAN-AM	F		05/22/55		1	21	2	B	1	3	1	3	2	15	1	2	4	49	24	
EY	S	INDIAN		01/06/55		1	07	1													
Y	M	WHITE		02/21/55		1	04	1	B	1	3	1	4	1	10	2	4	64	94		
IGK	J	WHITE		10/30/54		1	07	2	B	1	3	1	4	4	45	2	12	52	54		
LAS	N	WHITE		02/26/54		1	01	1	B	1	1	1	1	1	15	1	1	2	12		
	M																				
	M	WHITE		07/29/55		1	01	1	B	1	1	1	1	1	15	1	1	2	12		
A	K	WHITE		10/27/55		1	01	1	B	1	3	1	4	1	10	2	12	12	04		
	M																				
	J	WHITE		08/04/54		1	01	1	B	1	2	1	4	1	08	2	12	54	64		
	M																				
	E	WHITE		02/24/55		1	05	1	B	1	2	1	5	4	40	1	2				
	M																				
	E	WHITE		08/31/55		1	01	1	B	1	3	1	1	2	07	2	12	66	64		
	M																				
	A	WHITE		12/20/55		1	21	1	R	2	3	1	5	5	05	2	4	86	90		
	F																				
	L	WHITE		01/11/54		1	01	2	B	1	2	1	3	2	60	1	2	12	04	14	
	M																				
	INDIAN																				
	F																				
	J	WHITE		10/13/55		1	07	2	C	1	2	1	2	4	30	2	12	98	98		
	F																				
	I	WHITE		11/05/55		1	10	1	C	1	3	1	3	1	09	1	2	2	07	38	
	M																				
	L	WHITE		12/20/55		1	04	1	C	1	3	1	3	4	10	1	1	2	4	24	18
	F																				
	E	WHITE		02/03/55		1	01	1	C	1	2	1	5	2	15	2	4	96	50		
	M																				
	BERINN	WHITE		04/12/55		1	01	1	1	3	3	1	5	4	30	2	4	36	12		

The headings and codings are abbreviated as follows:

GR = Grade Level: 1 = 9th grade, 2 = 10th, 3 = 11th, 4 = 12th 03 = 3rd grade, 06 = 6th grade, 08 = 8th grade, etc.

SEC = Section (classroom group): 1 to 9 in grade school, 01 to 99 in Jr. High and High School

L = Language Spoken at Home: 1 = English Only; 2 = English and Other

Male Parnt = Male Parent Characteristics:

Fem Parnt = Female Parent Characteristics:

1st column: Letter is first letter of Parent's Name

2nd column = Relationship: 1 = Natural Parent 3 = Other (Foster parent, etc)
2 = Step-parent

3rd column = Occupation: 1 = Professional 4 = Unskilled Labor
2 = Self-Employed 5 = Unemployed
3 = Skilled Labor

T = School Transportation Type: 1 = Walk or Ride Bike 4 = School Bus
2 = Family Car 5 = Other
3 = Own Car

TME MIN = Time to get to school, minutes

LEARN LIM = Known Learning Limitations:

1st column = Is there a learning limitation: 1 = YES 2 = NO
2nd column = Hearing: 1 = YES, blank = NO (This column is usually blank)
3rd column = Vision: 1 = YES, blank = NO
4th column = Locomotive: 1 = YES, blank = NO
5th column = OTHER: 1 = YES, blank = NO
6th column = How Known: 1 = Parent Report 3 = School Observation
2 = Professional Exam 4 = Student Report

LCH TYP = Noon Lunch - Most Often:

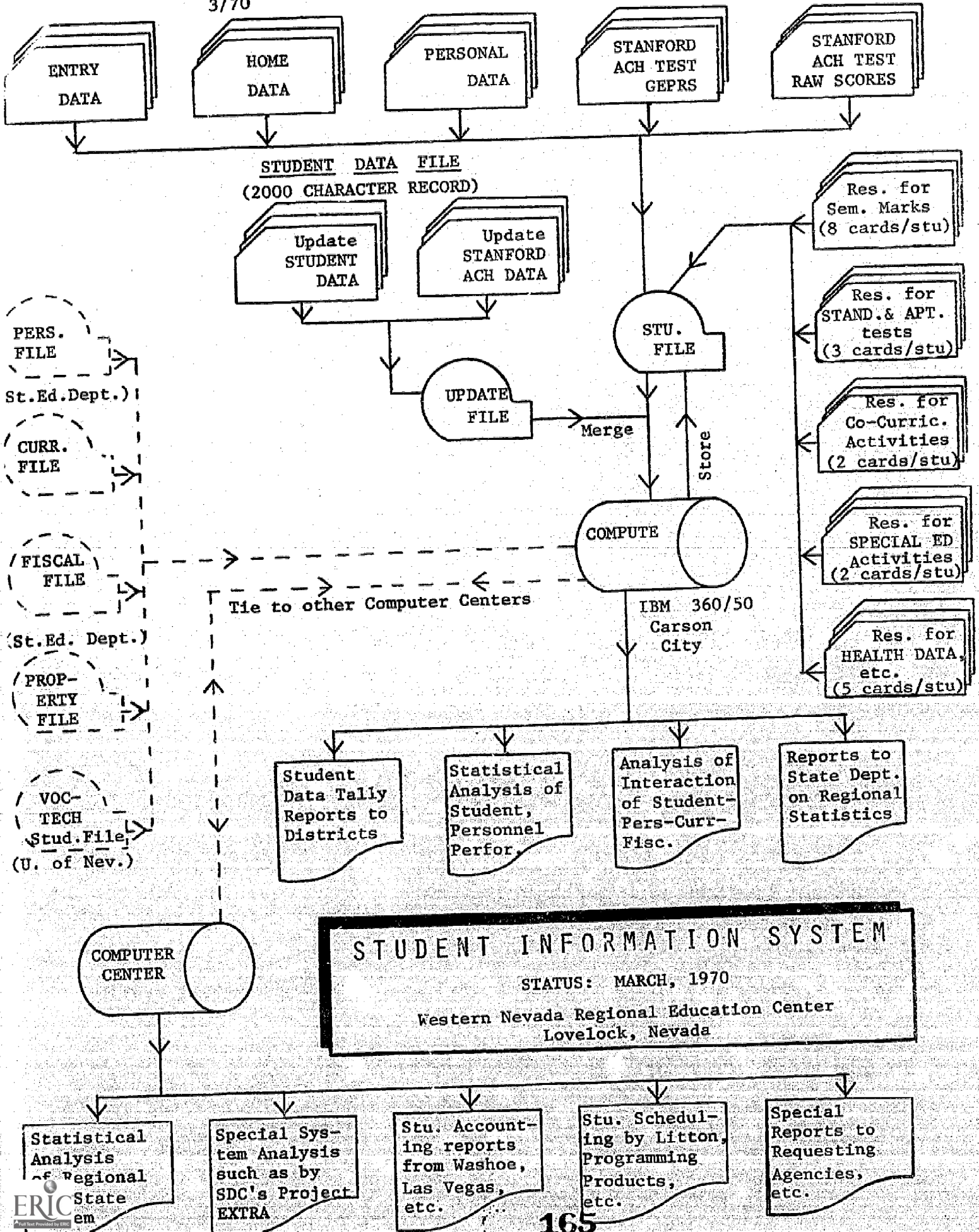
1st column = Type of Lunch: 1 = School Hot Lunch 3 = None
2 = School Box Lunch 4 = Other

2nd column = Who pays for Hot Lunch: 1 = School 2 = Family/Self

STAN % = Stanford achievement sub-test scores (National percentile score):

PA = Paragraph Meaning (advanced), 1st sub-test score

AR = Arithmetic Computation, 3rd subtest score in advanced Battery.



WESTERN NEVADA REGIONAL EDUCATION CENTER
STUDENT INFORMATION SYSTEM
USER'S MANUAL

by

Jack Christensen

May 1, 1971

CENTRAL DATA PROCESSING

Blasdel Building
Carson City, Nevada 89701

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Western Regional Education System

This abstract on the Western Regional Education (WN-REC) system is being prepared by Jack Christensen in March, 1971. CDP's contacts with WN-REC (located in Lovelock, Nevada) are Vic Hyden and Ted Brough. This abstract will attempt to relate CDP's work done for WN-REC in the past, then go into a little more detail on what has been done recently (in the past six months).

Initially, CDP took cards with student information already punched in them (all keypunching of data has been accomplished by WN-REC) and with the aid of a universal report program (Boothe report writer) produced simple formatted report listings with various control totals. A proof list of information cards was desired, so a simple 80-80 list of the cards was produced. Eventually, information from two or more card types on the same student was desired on one report so a very simple COBOL program was written to combine two or more card types for the same student into one record. This record could then be used as input to the Boothe report writer and the desired report produced. As things progressed, more information was gathered and keypunched until eventually we had up to five card types on any one student. Card types were (and still are) A, B, C, R, and S. Card type A contains student entry data. Card type B contains student home data. Card type C contains student personal data. Card type R contains student Stanford achievement test raw scores. Card type S contains student achievement test scores. More requests for various forms of information were made until a total of 207 report requests were defined to the Boothe report writer. Some of the need for so many report definitions was due to the fact that grade was

a 1 character code for those in grades 1-8, while grade was a 2 character code in grades 9-12. This means two unique input records must be defined to the report writer, hence doubling the number of reports defined which would not be necessary if grade were uniformly coded for all students. A second need for so many reports arose from the limited number of code conversions that the Boothe report writer will accept. Only 50 conversions are allowed on any one report. Hence the student information was separated into three county groups. This limitation on conversions tripled the report definitions required. In concluding this one point, if grade were coded uniformly for all students and the Boothe report writer were not limited to 50 conversions, the number of reports defined would be almost 1/6 of what currently exist. All reports produced by the Boothe report writer should be identifiable by an 8 character report number contained in the header of each report. This 8 character code consists of the characters 'REDRP' plus three digits.

A very simple listing program exists for producing a printed report of all Boothe report writer programs defined. This program lists a card file which contains pertinent information on all reports. The current list of reports produced by this program exists in the section entitled: LISTING OF REPORTS (BOOTHE RPG). An additional small, simple program was written which produced a dump of cards submitted on each student. This dump was not formatted and made maintenance on data collected only a little easier than the simple 80-80 list of cards.

When it became apparent enough people were interested in a Student Information System, it was decided a fully edited and maintained student file would be constructed via COBOL programming. The beginning of design and coding of said programs was undertaken in the Fall of 1970. The initial

capture of student information is from the original five card types (A, B, C, R, and S). Once a student record is created (any one of the five card types will create a student record), it may be necessary to change information in that student record, hence a card type 01 will change an A card, a card type 02 will change a B card, a card type 03 will change a C card, and a card type 17 will change an R card, and a card type 18 will change an S card. Additionally, a change card (type 50) has been developed for changing student number. Also, a delete card (type 99) has been developed to allow deletion of a student record from the student master file. The capturing of information on card types A, B, C, R, and S has been accomplished by forms developed by WN-REC. Forms for card types 01, 02, 03, 17, 18, 50, and 99 may be found in the section entitled: FORMS. More detailed information on how to use these forms can be found in the section entitled: USER'S MANUAL.

A COBOL program (RL010) has been written which will edit all cards coming into the system. This program insures valid codes, numeric data (where applicable), etc., is contained in the card. Edit criteria applied to cards can be found in the program narrative for RL010. All valid cards are placed in a file where they will be later sorted and processed. Any cards containing invalid information are placed in a separate file where they will be sorted and printed (RL030).

With a valid, sorted file of cards we are ready to update the student master file. A COBOL program (RL020) will update the master file. Certain error conditions can arise while attempting to update the master (adding a record in existence, trying to delete a record that does not exist, etc.). Error messages created by this program (as well as the edit program) can be found in the section entitled: ERROR MESSAGES. It should be noted that

any one of the original five card types (A, B, C, R, or S), may create a student record. It is possible to add, change, and delete a student record on any one update. All records (except those deleted) will be printed out. This printout will be formatted in an easy-to-read fashion. It should be noted that the way the system is currently designed, if the change card type 50 is used to change a student number, this printout will come out of student number sequence. It is a possibility that such a dump of records will not be satisfactory practice. If this proves to be true, then one solution to remedy this situation would be to have a small COBOL program pull the master file apart into two files (those being updated and those not being updated). Then the update can be accomplished. The updated file will be sorted and printed and finally, this file concatenated with those original master records having no activity. An additional modification may prove to be feasible and that is to provide for a parameter card input into RL020. Such parameter card would contain a field which would allow for all records on the master file to be dumped whether or not they are updated, allow for no records to be dumped, or dump only those records updated.

A third COBOL program has been added to the system which prints all the errors detected in the edit (RL010) and update (RL020) programs. Most errors will be flagged with asterisks and shown along with a descriptive error message. Only errors in student number are 'critical'. All other errors on a card appear on the error list, the field or fields in error are blanked out, and the remainder of the card goes in to update the master file. All errors then on this report should be corrected and the entire card resubmitted on a future update.

All reports from the student master file are produced via the Boothe report writer. The 2,000 character student master updated by RL020 has

not been defined to the Boothe report writer. It should take only an hour or so to define this file to the report writer. It should be noted that reports produced from this file may be a good deal more expensive because of the universal nature of the Boothe report writer. It would be of considerable savings in areas where reports are requested, say more than twice a year, to actually develop COBOL programs.

Actual printer spacing charts may not exist for all 207 reports defined to the master file. To find out what is produced check the section entitled: LISTING OF REPORTS (BOOTHE RPG) and also consult the physical description of the reports as contained in the dictionary and report specifications of each card.

USER'S MANUAL

The following section is being prepared by Jack Christensen. This will attempt to relate to the user (Western Regional Education) what has been done by Central Data Processing towards creating a student master file to be used in a Student Information System. It will briefly relate the COBOL programs and lend some particular attention to edit and update procedures to be followed.

CDP has designed and written COBOL programs which will edit cards used in the WN-REC system as well as a program to be used in creating and maintaining a student file. A third program was written and is intended to print errors detected in the edit and update programs above. WN-REC has established five card types (A, B, C, R, and S) to be used in establishing initial information on a student. The forms and methods of data collection on the above five card types has been accomplished by WN-REC so nothing will be said about the methods or forms used.* CDP will provide keypunching assistance, if required, on the punching of all data, but there will be some costs associated with this effort. Additional card types have been developed to change the information supplied by the initial five cards. Forms for these new card types are contained in the section entitled: FORMS. The new card types are 01, 02, 03, 17, 18, 50, and 99 (identifiable in columns 79-80). 01 changes A card information, 02 changes B card information, 03 changes C card information, 17 changes R card information, 18 changes S card information, 50 will allow a student number to be changed, and 99 will delete a student record from the file. All card types must have a student number in columns 1-14. All card types

* A discussion of input format and the forms to be used is included at the end of this chapter.

must have a card type in columns 79-80. In keeping with this, the current R card format should be altered such that the form ID and form date are shifted one column to the left. The same holds true for Spanish surname code in column 79 of card A (shift this code to column 78).

An error list will be created from the edit and updating process accomplished on the student master file. See the section entitled: PRINT FORMATS for an example of what this error report will look like. This error report shows the 80 column card as it went into the system, asterisks above the field or fields in error (on most errors), and an error message or messages describing the error. If card code is invalid, obviously no processing could be accomplished with this card. If the word 'RESUBMIT' appears in the error message text, the card in error did not update the student master file. All other errors where there is no word 'RESUBMIT', only those fields with asterisks above them did not update the student master (these error fields are changed to blanks before the card updates the student master). On these errors, determine what the valid contents should be, choose the appropriate change card (01 for A card, 02 for B card, etc.,) fill in the student number, and the valid contents of those fields determined to be in error on the appropriate form. This form will then be keypunched and submitted for processing on the next update of the student master.

Card type 50 will change the student number. Code the old student number on the form, then fill in the segments of the student number that have changed. Card type 99 will delete student records from the master file simply by coding the student number on the appropriate form. Change and delete cards can be processed on the same run.

Every record added to or changed on the student master will be printed out in an easy to read format (see section entitled: PRINT FORMATS). This report will be in ascending student number sequence. If card types 50 (changing student number) were processed the affected student records will print out in their 'old' student number sequence. If this proves to be unsuitable (it very well may) it may be remedied with another COBOL program and a little different approach to the updating process. If the printout of the affected student records is to be in anything but ascending student number order, then the current updating technique must be altered.

Thus far, only simple report listings with simple control totals have been produced from the student file. These reports were produced using a programming package acquired by CDP called the BOOTHE report writer. Though handy to use, this approach to producing reports, say more than twice a year, is more expensive than if a report were produced from a specifically defined COBOL program. If it is found certain information is needed monthly, quarterly, etc., then it may be wise to consider a specific COBOL program rather than the more generalized BOOTHE report writer. A listing of all reports can be found in the section entitled: LISTING OF REPORTS (BOOTHE RPG).

PRINT FORMATS



STUDENT NAME - BEER JOSEPH SCHOOL - BARBITT PRIMARY
 ETHNIC CODE - WHITE
 BIRTH DATE - 03/01/62
 ZIP CODE - 89416
 MALE PARENT NAME -
 MALE PARENT MILI. -
 FEMALE PRI. OCC. - PROFESSIONAL
 MALE PARENT RELAT. -
 FEMALE PARENT NAME - M A BEER
 HOME DATA DATE - 09/70
 STUDENT DISTANCE - 000
 HEARING LIMITATION - NO
 OTHER LIMITATION - NO
 PERSONAL DATA DATE - 09/70
 STUDENT TIME - 15
 VISION LIMITATION - NO
 HOW LIMIT. KNOWN -

ANFORD ACHIEVEMENT TEST (GRADE, PERCENT, STANINE)-----
 RD STUDY LANGUAGE ARITH. COMPU. ARITH. CON. ARITH. APPLI. SOCIAL STUDY SCIENCE

28-34-4 029-24-4 033-36-4 026-18-3 043-68-6

STUDENT NAME - BERGMAN WILLIAM J SCHOOL - BARBITT PRIMARY
 ETHNIC CODE - WHITE
 BIRTH DATE - 06/26/62
 ZIP CODE - 89415
 MALE PARENT NAME - D BERGMAN
 MALE PARENT MILI. - YES
 FEMALE PRI. OCC. - UNEMPLOYED
 MALE PARENT RELAT. - NATURAL PARENT
 FEMALE PARENT NAME - A A BERGMAN
 HOME DATA DATE - 09/70
 STUDENT DISTANCE - 001
 HEARING LIMITATION - NO
 OTHER LIMITATION - NO
 PERSONAL DATA DATE - 09/70
 STUDENT TIME - 05
 VISION LIMITATION - NO
 HOW LIMIT. KNOWN -

178

ANFORD ACHIEVEMENT TEST (GRADE, PERCENT, STANINE)-----
 RD STUDY LANGUAGE ARITH. COMPU. ARITH. CON. ARITH. APPLI. SOCIAL STUDY SCIENCE

31-40-5 036-50-5 036-50-5 042-64-6 043-68-6

WESTERN REGIONAL EDUCATION SYSTEM
STUDENT FILE CONTENTS

STUDENT NUMBER - 11-204-024-402103 STUDENT NAME - JOSEPH BEER SCHOOL - BABBIII PRIMARY

STUDENT S.S. NO. - ETHNIC CODE - STUDENT SEX - MALE PARENT RELAT. -

STUDENT COUNTY - MINERAL BABBIII BIRTH DATE - 03/01/62 STREET ADDRESS - 8 1160

CITY - ZIP CODE - 89416 ENTRY DATA DATE - 04/70

LANGUAGE CODE - MALE PARENT NAME - FEMALE PARENT NAME - M A BEER

MALE PARENT OCC. - MALE PARENT MILI. - HOME DATA DATE - 09/70

FEMALE PRT. RELAT - NATURAL PARENT FEMALE PRT. OCC. - PROFESSIONAL

TRANS. PT. - WALK OR RIDE BIKE STUDENT DISTANCE - 000 STUDENT TIME - 15

KNOWN LIMITATION - NO HEARING LIMITATION - NO VISION LIMITATION - NO

LOCO. LIMITATION - NO OTHER LIMITATION - NO HOW LIMIT. KNOWN -

STUDENT LUNCH - SCHOOL BOX LUNCH PERSONAL DATA DATE - 09/70

-----STANFORD ACHIEVEMENT TEST (GRADE, PERCENT, STANINE)-----
 WORD MEAN. PARA. MEAN. SPELLING WORD STUDY LANGUAGE ARITH. COMPU. ARITH. CON. ARITH. APPLI. SOCIAL STUDY

037-56-5 038-54-5 030-26-4 028-34-4 029-24-4 033-36-4 026-18-3

STUDENT NUMBER - 11-204-024-402104 STUDENT NAME - BERGMAN WILLIAM J SCHOOL - BABBITT PRIMARY

STUDENT S.S. NO. - ETHNIC CODE - STUDENT SEX - MALE PARENT RELAT. -

STUDENT COUNTY - MINERAL BABBIII BIRTH DATE - 06/26/62 STREET ADDRESS - 8 MAD

CITY - ZIP CODE - 89415 ENTRY DATA DATE - 04/70

LANGUAGE CODE - MALE PARENT NAME - D BERGMAN FEMALE PARENT NAME - A BERGMAN

MALE PARENT OCC. - MALE PARENT MILI. - YES HOME DATA DATE - 09/70

FEMALE PRT. RELAT - NATURAL PARENT FEMALE PRT. OCC. - UNEMPLOYED

TRANS. PT. - SCHOOL BUS STUDENT DISTANCE - 001 STUDENT TIME - 05

KNOWN LIMITATION - NO HEARING LIMITATION - NO VISION LIMITATION - NO

LOCO. LIMITATION - NO OTHER LIMITATION - NO HOW LIMIT. KNOWN -

STUDENT LUNCH - OTHER PERSONAL DATA DATE - 09/70

-----STANFORD ACHIEVEMENT TEST (GRADE, PERCENT, STANINE)-----
 WORD MEAN. PARA. MEAN. SPELLING WORD STUDY LANGUAGE ARITH. COMPU. ARITH. CON. ARITH. APPLI. SOCIAL STUDY

040-68-6 034-62-5 057-96-9 031-40-5 036-50-5 036-50-5 042-64-6



D C O L U M N S-----
 33334444444455555555556666667777777777888888999999
 678901234567890123456789012345678901234567890
 -----ERROR MESSAGES-----

- * W0969R 9020016051040 FORM ID - MUST BE X, Y, OR Z
- * W0969R 2032 029 FORM ID - MUST BE X, Y, OR Z
- * W0969R 1033019068047 FORM ID - MUST BE X, Y, OR Z
- * W0969R 0011010033023 FORM ID - MUST BE X, Y, OR Z
- * W0969R 7016016044039 FORM ID - MUST BE X, Y, OR Z
- C LUNCH TYPE -- MUST BE 11, 12, 26, 36, OR 46
- * W0969R 9023023055036 FORM ID - MUST BE X, Y, OR Z
- * W0969R 6028020062041 FORM ID - MUST BE X, Y, OR Z
- * W0969R 11009005031017 FORM ID - MUST BE X, Y, OR Z
- * W0969R 0027015051040 FORM ID - MUST BE X, Y, OR Z
- * W0969R 9025014045031 FORM ID - MUST BE X, Y, OR Z
- * W0969R 3017010049035 FORM ID - MUST BE X, Y, OR Z

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WESTERN REGIONAL EDUCATION SYSTEM

TRANSACTION ERROR LISTING

DATE RUN 2/20/71

-----CARD C O L U M N S-----

0000000011111111222222233333333344444445555555566666667777777778
123456789012345678901234567890123456789012345678901234567890-----ERROR MESSAGES-----

14601101627039	042026	090019020016051040	*W0969R	FORM ID - MUST BE X, Y, OR Z
14601101627040	048043	127032032 029	*W0969R	FORM ID - MUST BE X, Y, OR Z
14601101627041			*W0969R	FORM ID - MUST BE X, Y, OR Z
14601101627042	049025	118031033019068047	*W0969R	FORM ID - MUST BE X, Y, OR Z
14601101627043	038031	080010011010033023	*W0969R	FORM ID - MUST BE X, Y, OR Z
14601101627044	029015	069017016016044039	*W0969R	FORM ID - MUST BE X, Y, OR Z
14601101627045	1000102	** 1 1269	C	LUNCH TYPE - MUST BE 11, 12, 26, 3
14601101627045	050048	106019023023055036	*W0969R	FORM ID - MUST BE X, Y, OR Z
14601101627046	036041	115026028020062041	*W0969R	FORM ID - MUST BE X, Y, OR Z
14601101627047	044015	069021009005031017	*W0969R	FORM ID - MUST BE X, Y, OR Z
14601101627048	045049	111030027015051040	*W0969R	FORM ID - MUST BE X, Y, OR Z
14601101627049	036040	102029025014045031	*W0969R	FORM ID - MUST BE X, Y, OR Z
14601101627050	042041	097023017010049035	*W0969R	FORM ID - MUST BE X, Y, OR Z

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WESTERN REGIONAL EDUCATION SYSTEM

DATE RUN 2/20/71

TRANSACTION ERROR LISTING

-----CARD C O L U M N S-----

00000000111111112222223333333344444455555566666677777777778
123456789012345678901234567890123456789012345678901234567890

-----ERROR MESSAGES-----

14601101627051

* W0969R

FORM ID - MUST BE X, Y, OR Z

15101031708001

51847

38626 42708 38585 60847 38545 39766 46807

STANFORD ACHIEVEMENT TEST - WORD MEASUREMENT
STANFORD ACHIEVEMENT TEST - PARAGRAPH
STANFORD ACHIEVEMENT TEST - SPELLING
STANFORD ACHIEVEMENT TEST - WORD STUDY
STANFORD ACHIEVEMENT TEST - LANGUAGE
STANFORD ACHIEVEMENT TEST - ARITH.
STANFORD ACHIEVEMENT TEST - ARITH.
STANFORD ACHIEVEMENT TEST - SOCIAL

15101031703002

16 42

27163 30264 29223 35485 44686 38686 28264

STANFORD ACHIEVEMENT TEST - WORD MEASUREMENT
STANFORD ACHIEVEMENT TEST - PARAGRAPH
STANFORD ACHIEVEMENT TEST - SPELLING
STANFORD ACHIEVEMENT TEST - WORD STUDY
STANFORD ACHIEVEMENT TEST - LANGUAGE
STANFORD ACHIEVEMENT TEST - ARITH.
STANFORD ACHIEVEMENT TEST - ARITH.
STANFORD ACHIEVEMENT TEST - SOCIAL

15101031703003

58969

57969 50867 44777 63867 56887 37606 44726

STANFORD ACHIEVEMENT TEST - WORD MEASUREMENT
STANFORD ACHIEVEMENT TEST - PARAGRAPH
STANFORD ACHIEVEMENT TEST - SPELLING
STANFORD ACHIEVEMENT TEST - WORD STUDY
STANFORD ACHIEVEMENT TEST - LANGUAGE
STANFORD ACHIEVEMENT TEST - ARITH.
STANFORD ACHIEVEMENT TEST - ARITH.
STANFORD ACHIEVEMENT TEST - SOCIAL

15101031703004

55928

51887 42706 57969 67898 51827 44908 34465

STANFORD ACHIEVEMENT TEST - WORD MEASUREMENT
STANFORD ACHIEVEMENT TEST - PARAGRAPH
STANFORD ACHIEVEMENT TEST - SPELLING
STANFORD ACHIEVEMENT TEST - WORD STUDY
STANFORD ACHIEVEMENT TEST - LANGUAGE
STANFORD ACHIEVEMENT TEST - ARITH.
STANFORD ACHIEVEMENT TEST - ARITH.
STANFORD ACHIEVEMENT TEST - SOCIAL

M N S -----
-----ERROR MESSAGES-----

44455555555556666666667777777777777
67890123456789012345678901234567890

999 43898 55908 S
62999
STANFORD ACHIEVEMENT TEST -- WORD MEANING
STANFORD ACHIEVEMENT TEST -- PARAGRAPH MEANING
STANFORD ACHIEVEMENT TEST -- SPELLING
STANFORD ACHIEVEMENT TEST -- WORD STUDY
STANFORD ACHIEVEMENT TEST -- LANGUAGE
STANFORD ACHIEVEMENT TEST -- ARITH. COMPU.
STANFORD ACHIEVEMENT TEST -- ARITH. CON
STANFORD ACHIEVEMENT TEST -- SOCIAL STUDY

384 38686 42646 S
26203
STANFORD ACHIEVEMENT TEST -- WORD MEANING
STANFORD ACHIEVEMENT TEST -- PARAGRAPH MEANING
STANFORD ACHIEVEMENT TEST -- SPELLING
STANFORD ACHIEVEMENT TEST -- WORD STUDY
STANFORD ACHIEVEMENT TEST -- LANGUAGE
STANFORD ACHIEVEMENT TEST -- ARITH. COMPU.
STANFORD ACHIEVEMENT TEST -- ARITH. CON
STANFORD ACHIEVEMENT TEST -- SOCIAL STUDY

787 40807 55908 S
55928
STANFORD ACHIEVEMENT TEST -- WORD MEANING
STANFORD ACHIEVEMENT TEST -- PARAGRAPH MEANING
STANFORD ACHIEVEMENT TEST -- SPELLING
STANFORD ACHIEVEMENT TEST -- WORD STUDY
STANFORD ACHIEVEMENT TEST -- LANGUAGE
STANFORD ACHIEVEMENT TEST -- ARITH. COMPU.
STANFORD ACHIEVEMENT TEST -- ARITH. CON
STANFORD ACHIEVEMENT TEST -- SOCIAL STUDY

104

38

545 76284 66163 74284 80425 83445 S
*W0470R FORM ID - MUST BE X, Y, OR Z
STANFORD ACHIEVEMENT TEST -- PARAGRAPH MEANING
STANFORD ACHIEVEMENT TEST -- LANGUAGE
STANFORD ACHIEVEMENT TEST -- ARITH. COMPU.
STANFORD ACHIEVEMENT TEST -- ARITH. CON
STANFORD ACHIEVEMENT TEST -- APPLI.
STANFORD ACHIEVEMENT TEST -- SOCIAL STUDY
STANFORD ACHIEVEMENT TEST -- SCIENCE

DATE RUN 2/20/71

WESTERN REGIONAL EDUCATION SYSTEM

TRANSACTION ERROR LISTING

-----CARD COLUMN S-----

00000000111111112222222233333333444444445555555666666777777788888889999990012345678901234567890123456789012345678901234567890

-----ERROR MESSAGES-----

15101031703005 69999 57928 46827 72969 75999 43898 55908 *****

STANFORD ACHIEVEMENT TEST
STANFORD ACHIEVEMENT TEST
STANFORD ACHIEVEMENT TEST
STANFORD ACHIEVEMENT TEST
STANFORD ACHIEVEMENT TEST
STANFORD ACHIEVEMENT TEST
WORLD PARAGRAPH SPELLING WORD STUDY LANGUAGES ARITH. SOCIAL

62999

15101031703006 29234 29234 39626 40565 33384 38686 42646 *****

STANFORD ACHIEVEMENT TEST
STANFORD ACHIEVEMENT TEST
STANFORD ACHIEVEMENT TEST
STANFORD ACHIEVEMENT TEST
STANFORD ACHIEVEMENT TEST
STANFORD ACHIEVEMENT TEST
WORLD PARAGRAPH SPELLING WORD STUDY LANGUAGES ARITH. SOCIAL

26203

15101031703007 42746 48827 39626 39545 49787 40807 55908 *****

STANFORD ACHIEVEMENT TEST
STANFORD ACHIEVEMENT TEST
STANFORD ACHIEVEMENT TEST
STANFORD ACHIEVEMENT TEST
STANFORD ACHIEVEMENT TEST
STANFORD ACHIEVEMENT TEST
WORLD PARAGRAPH SPELLING WORD STUDY LANGUAGES ARITH. SOCIAL

55928

15101081708001 037043 107019014013050034 0470R MUST BE X, Y, OR Z

STANFORD ACHIEVEMENT TEST
STANFORD ACHIEVEMENT TEST
STANFORD ACHIEVEMENT TEST
STANFORD ACHIEVEMENT TEST
STANFORD ACHIEVEMENT TEST
STANFORD ACHIEVEMENT TEST
PARAGRAPH LANGUAGES ARITH. SOCIAL SCIENCE

86505108726 90545 76284 66163 74284 80425 83445 S *****

15101081708001 86505108726 90545 76284 66163 74284 80425 83445 S *****

L U M S
44444445555556666667777777778
334567890123456789012345678901234567890

-----ERROR MESSAGES-----

032022	* W0470R	FORM ID - MUST BE X, Y, OR Z
*****	*****	*****
80445 54 62 69203108726 59113 55113 S		STANFORD ACHIEVEMENT TEST - PARAGKAPH MEANING
		STANFORD ACHIEVEMENT TEST - SPELLING
		STANFORD ACHIEVEMENT TEST - LANGUAGE
		STANFORD ACHIEVEMENT TEST - ARITH. COMPU.
		STANFORD ACHIEVEMENT TEST - ARITH. CON
		STANFORD ACHIEVEMENT TEST - SOCIAL STUDY
		STANFORD ACHIEVEMENT TEST - SCIENCE

7023025	* W0470R	FORM ID - MUST BE X, Y, OR Z
*****	*****	*****
23 11 26 11.20 11 53 62 46 21 60143 S		STANFORD ACHIEVEMENT TEST - PARAGRAPH MEANING
		STANFORD ACHIEVEMENT TEST - SPELLING
		STANFORD ACHIEVEMENT TEST - LANGUAGE
		STANFORD ACHIEVEMENT TEST - ARITH. COMPU.
		STANFORD ACHIEVEMENT TEST - ARITH. CON
		STANFORD ACHIEVEMENT TEST - APPLI.
		STANFORD ACHIEVEMENT TEST - SOCIAL STUDY
		STANFORD ACHIEVEMENT TEST - SCIENCE

8042029	* W0470R	FORM ID - MUST BE X, Y, OR Z
*****	*****	*****
55113 64163 54 62 74284 70264 67244 S		STANFORD ACHIEVEMENT TEST - PARAGRAPH MEANING
		STANFORD ACHIEVEMENT TEST - SPELLING
		STANFORD ACHIEVEMENT TEST - LANGUAGE
		STANFORD ACHIEVEMENT TEST - ARITH. COMPU.
		STANFORD ACHIEVEMENT TEST - ARITH. CON
		STANFORD ACHIEVEMENT TEST - APPLI.
		STANFORD ACHIEVEMENT TEST - SOCIAL STUDY
		STANFORD ACHIEVEMENT TEST - SCIENCE

WESTERN REGIONAL EDUCATION SYSTEM
TRANSACTION ERROR LISTING

DATE RUN 2/20/71

-----C A R D C O L U M N S-----

00000000111111112222222222333333333344444444445555555555666666666677777777778888888888999999999900000000012345678901234567890123456789012345678901234567890

-----ERROR MESSAGES-----

15101081708002 026039 100010015021032022

65203 99626

80445 54 62 69203108726 59113 55113 S

* W0470R

FORM ID - MUST BE X, Y, OR Z

STANFORD ACHIEVEMENT TEST - PARAGRA
STANFORD ACHIEVEMENT TEST - SPELLING
STANFORD ACHIEVEMENT TEST - LANGUAGE
STANFORD ACHIEVEMENT TEST - ARITH.
STANFORD ACHIEVEMENT TEST - ARITH.
STANFORD ACHIEVEMENT TEST - SOCIAL
STANFORD ACHIEVEMENT TEST - SCIENCE

15101081708003 066017 037002001007023025

27 11 54 82

23 11 26 11 20 11 53 62 46 21 60143 S

* W0470R

FORM ID - MUST BE X, Y, OR Z

STANFORD ACHIEVEMENT TEST - PARAGRA
STANFORD ACHIEVEMENT TEST - SPELLING
STANFORD ACHIEVEMENT TEST - LANGUAGE
STANFORD ACHIEVEMENT TEST - ARITH.
STANFORD ACHIEVEMENT TEST - ARITH.
STANFORD ACHIEVEMENT TEST - ARITH.
STANFORD ACHIEVEMENT TEST - SOCIAL
STANFORD ACHIEVEMENT TEST - SCIENCE

15101081708004 018017 075015009013042029

53102 54 82

55113 64163 54 62 74284 70264 67244 S

* W0470R

FORM ID - MUST BE X, Y, OR Z

STANFORD ACHIEVEMENT TEST - PARAGRA
STANFORD ACHIEVEMENT TEST - SPELLING
STANFORD ACHIEVEMENT TEST - LANGUAGE
STANFORD ACHIEVEMENT TEST - ARITH.
STANFORD ACHIEVEMENT TEST - ARITH.
STANFORD ACHIEVEMENT TEST - ARITH.
STANFORD ACHIEVEMENT TEST - SOCIAL
STANFORD ACHIEVEMENT TEST - SCIENCE

L U M N S-----
+444444445555555556666666677777777778
234567890123456789012345678901234567890

-----ERROR MESSAGES-----

FORM ID	MUST BE X, Y, OR Z
STANFORD	ACHIEVEMENT TEST - PARAGRAPH MEANING
STANFORD	ACHIEVEMENT TEST - SPELLING
STANFORD	ACHIEVEMENT TEST - LANGUAGE
STANFORD	ACHIEVEMENT TEST - ARITH. COMPU.
STANFORD	ACHIEVEMENT TEST - ARITH. CON
STANFORD	ACHIEVEMENT TEST - ARITH. APPLI.
STANFORD	ACHIEVEMENT TEST - SOCIAL STUDY
STANFORD	ACHIEVEMENT TEST - SCIENCE

FORM ID	MUST BE X, Y, OR Z
STANFORD	ACHIEVEMENT TEST - SPELLING
STANFORD	ACHIEVEMENT TEST - LANGUAGE
STANFORD	ACHIEVEMENT TEST - ARITH. COMPU.
STANFORD	ACHIEVEMENT TEST - ARITH. CON
STANFORD	ACHIEVEMENT TEST - ARITH. APPLI.
STANFORD	ACHIEVEMENT TEST - SOCIAL STUDY
STANFORD	ACHIEVEMENT TEST - SCIENCE

188

* W047CR

59143 60113 78344 85465 78384 76364 S

* W047OR

79425 62143 76284 79344 86505 96585 S

W969R

3046034

FORM ID - MUST BE X, Y, OR Z

FORM ID - MUST BE X, Y, OR Z

WESTERN REGIONAL EDUCATION SYSTEM

TRANSACTION ERROR LISTING

DATE RUN 2/20/71

-----C A R D C O L U M N S-----

0000000011111111111122222222223333333333444444444455555555556666666666777777777788
12345678901234567890123456789012345678901234567890123456789012345678901234567890

15101081708005 029020 079013019017048032 * W047CR FORM ID - MUST BE X, Y, OR Z

15101081708005 *****70264 62163***** *****59143 60113 78344 85465 78384 76364 S***** STANFORD ACHIEVEMENT TEST - PARAGR
STANFORD ACHIEVEMENT TEST - SPELLI
STANFORD ACHIEVEMENT TEST - LANGUA
STANFORD ACHIEVEMENT TEST - ARITH.
STANFORD ACHIEVEMENT TEST - ARITH.
STANFORD ACHIEVEMENT TEST - ARITH.
STANFORD ACHIEVEMENT TEST - SOCIAL
STANFORD ACHIEVEMENT TEST - SCIENC

15101081708006 041038 099014018015053037 * W047CR FORM ID - MUST BE X, Y, OR Z

15101081708006 *****102646 96606***** *****79425 62143 76284 79344 86505 96585 S***** STANFORD ACHIEVEMENT TEST - SPELLI
STANFORD ACHIEVEMENT TEST - LANGUA
STANFORD ACHIEVEMENT TEST - ARITH.
STANFORD ACHIEVEMENT TEST - ARITH.
STANFORD ACHIEVEMENT TEST - ARITH.
STANFORD ACHIEVEMENT TEST - SOCIAL
STANFORD ACHIEVEMENT TEST - SCIENC

15501101710001 037044 103025018013046034 *** W969R FORM ID - MUST BE X, Y, OR Z

-----ERROR MESSAGES-----

SOME SAMPLE REPORTS

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SCHOOL 01203

ETHNIC GROUPS: OTHER

STUDENT NUMBER

STUDENT NUMBER	NAME	SEX	ADDRESS	CITY	ZIP CODE	BIRTH DATE
01203039023060	DORA	F	N FRONT ST	FALLON	89406	03/15/61
01203037023005	DIANA E	F	AIR FRC HSNG	FALLON	89406	11/07/61
01203037023018	LYDIA A	F	615 HUMBOLDT	FALLON	89406	04/17/61

ETHNIC TOTALS: 3

SCHOOL TOTALS: BLACK = 1 INDIAN = 9 SPANISH-AMERICAN = 0 ORIENTAL = 3 OTHER = 2

COUNTY TOTALS: BLACK = 4 INDIAN = 17 SPANISH-AMERICAN = 1 ORIENTAL = 5 OTHER = 6

ADDRESS	CITY	ZIP CODE	BIRTH DATE	SPANISH SURNAME
W FRONT ST	FALLON	89406	03/15/61	1
AIR FRC HSNG	FALLON	89406	11/07/61	1
615 HUMBOLDT	FALLON	89406	04/17/61	1

WISH-AMERICAN - 0 ORIENTAL - 3 OTHER - 3
WISH-AMERICAN - 1 ORIENTAL - 5 OTHER - 6

COUNTY: 01

SCHOOL: 01301

STUDENT
NUMBER

01301103040103

BANNER

SHARON

F

RT 2 BOX 34

01

89406

09/10/55

01301104040155

BYE

ADELBERTL

M

PO BOX 152

FALLON

89406

04/08/55

01301106040271

SANCHES

ALBERT M

M

FALLON

89406

10/17/55

SCHOOL TOTALS: - 3

COUNTY TOTALS: - 3

SPANISH-AMERICAN SURNAME AS INTERPRETED BY MN-REC

(REDRP002)

5/29/77

SEX	ADDRESS	CITY	ZIP CODE	BIRTH DATE
F		01	89406	09/10/54
M	RT 2 BOX 34	FALLON	89406	04/08/55
M	PO BOX 152	FALLON	89406	10/17/55

ETHNIC GROUPING AS REPORTED TO WN-REC

(REG-03A) 5/29/

COUNTY: 01

SCHOOL: 01203

STUDENT NUMBER

ETHNIC GROUP

BIRTH DATE

ZIP CODE

CITY

ADDRESS

SEX

NAME

STUDENT NUMBER	ETHNIC GROUP	BIRTH DATE	ZIP CODE	CITY	ADDRESS	SEX	NAME
01203037023001	ORIENTAL	02/03/61	89406	FALLON	729A CAPEHRT	F	ROSABEL
01203038023051	INDIAN	03/26/61	89406	FALLON	DODGE I RNCH	F	LORETTA
01203039023102	INDIAN	12/08/60	89406	FALLON	RESERVATION	F	JOANNA
01203038023052	INDIAN	10/07/61	89406	FALLON	GRAHAM LANE	F	MARY L
01203037023002	INDIAN	07/23/61	89406	FALLON	388E CENTER	F	NADINE G
01203039023103	INDIAN	03/12/60	89406	FALLON	340 E FRONT	M	RYAN
01203038023058	INDIAN	05/09/60	89406	FALLON	AGENCY RD	M	BOBBY J
01203039023104	INDIAN	07/09/59	89406	FALLON	290 S EAST		TERRY
01203038023060	OTHER	03/15/61	89406	FALLON	N FRONT ST	F	DORA
01203037023005	OTHER	11/07/61	89406	FALLON	AIR FRC HSNG	F	DIANA E
01203037023006	INDIAN	02/20/61	89406	FALLON	1305 EAST ST	F	JANICE D
01203038023061	INDIAN	02/02/61	89406	FALLON	340E FRONT S	F	SANDRA D
01203037023007	INDIAN	12/19/60	89406	FALLON	INDIAN COL	F	BRENDA E
01203037023011	ORIENTAL	09/04/61	89406	FALLON	598 HUMBOLOT	M	ERIC K
01203037023013	ORIENTAL	08/02/61	89406	FALLON	7118 CAPEHRT	M	ANGELO F
01203037023018	OTHER	04/17/61	89406	FALLON	615 HUMBOLOT	F	LYDIA A
01203038023077	INDIAN	12/30/60	89406	FALLON	NEVADA ST	F	TRACEY L
01203037023028	BLACK	05/29/61	89406	FALLON	CAPEHRT NAAS	M	KYRAN C

ETHNIC GROUP	COUNT
BLACK	1
INDIAN	9
SPANISH-AMERICAN	0
ORIENTAL	0
OTHER	3
INDIAN	17
SPANISH-AMERICAN	1
ORIENTAL	1
OTHER	5

X	ADDRESS	CITY	ZIP CODE	BIRTH DATE	ETHNIC GROUP	SPANISH SURNAME
	729A CAPEHRT	FALLON	89406	02/03/61	ORIENTAL	
	DODGE I RNCB	FALLON	89406	03/26/61	INDIAN	
	RESERVATION	FALLON	89406	12/08/60	INDIAN	
	GRAHAM LANE	FALLON	89406	10/07/61	INDIAN	
	308E CENTER	FALLON	89406	07/13/61	INDIAN	
	340 E FRONT	FALLON	89406	03/12/60	INDIAN	
	AGENCY RD	FALLON	89406	05/09/60	INDIAN	
	290 S EAST	FALLON	89406	07/09/59	INDIAN	
	W FRONT ST	FALLON	89406	03/15/61	OTHER	1
	AIR FRC HSNB	FALLON	89406	11/07/61	OTHER	1
	130S EAST ST	FALLON	89406	02/20/61	INDIAN	
	340E FRONT S	FALLON	89406	02/02/61	INDIAN	
	INDIAN COL	FALLON	89406	12/19/60	INDIAN	
	598 HUMBOLDT	FALLON	89406	09/04/61	ORIENTAL	
	711B CAPEHRT	FALLON	89406	08/02/61	ORIENTAL	
	615 HUMBOLDT	FALLON	89406	06/17/61	OTHER	1
	NEVADA ST	FALLON	89406	12/30/60	INDIAN	
	CAPEHRT NAAS	FALLON	89406	05/29/61	BLACK	
	SPANISH-AMERICAN -	0	ORIENTAL -	3	OTHER -	3
	SPANISH-AMERICAN -	1	ORIENTAL -	5	OTHER -	6

SECTION: 6

STUDENT NUMBER	NAME	ETHNIC GROUP	SEX	ADDRESS	CITY	ZIP CODE
01202036010267	ARTHUR R	WHITE	M	707A CAPEHRT	FALLON	89406
01202036010268	ROBERT A	WHITE	M	360 W B ST	FALLON	89406
01202036010269	TAMMY K	WHITE	F	295 S TAYLOR	FALLON	89406
01202036010270	TIM M	WHITE	M	WORKMAN RD	FALLON	89406
01202036010271	DEBORAH L	WHITE	F	RT 1 BOX 601	FALLON	89406
01202036010272	JOE E	WHITE	M	822 HEAVEN R	FALLON	89406
01202036010273	LESLIE R	WHITE	F	11511 FULKRS	FALLON	89406
01202036010274	LYNNETTER	WHITE	F	S MAIN TR CT	FALLON	89406
01202036010275	FRANK D	WHITE	M	516A PUB QTR	FALLON	89406

SECTION TOTALS: 25
 GRADE TOTALS: 150
 SCHOOL TOTALS: 190
 COUNTY TOTALS: 219

ETHNIC GROUP	SEX	ADDRESS	CITY	ZIP CODE	BIRTH DATE
WHITE	M	707A CAPEHRT	FALLON	89406	08/13/61
WHITE	M	869 W D ST	FALLON	89406	10/03/61
WHITE	F	295 S TAYLOR	FALLON	89406	03/03/61
WHITE	M	WORKMAN RD	FALLON	89406	04/17/60
WHITE	F	RT 1 BOX 601	FALLON	89406	02/11/61
WHITE	M	852 WEAVER R	FALLON	89406	04/23/61
WHITE	F	11511 FULKRS	FALLON	89406	12/27/60
WHITE	F	S MAIN YR CT	FALLON	89406	10/24/60
WHITE	M	516A PUB QTR	FALLON	89406	05/01/59

STUDENT NUMBER NAME ETHNIC GRP SEX CITY ZIP CODE BIRTH DATE SCHOOL

01202034010168	W	CAROL	A INDIAN	F	FALLON	89406	08/10/60	01202
01202031010023	W	JULIE	A INDIAN	F	FALLON	89406	04/14/61	01202
01203037023028	W	MYRAN	C BLACK	M	FALLON	89406	05/29/61	OATS PARK
01203036023078	W	PAMELA	K WHITE	F	HAZEN	89417	08/16/61	OATS PARK
01202031010024	W	PATRICK	E WHITE	M	FALLON	89406	06/03/61	01202
01202034010169	W	ROBERT	J WHITE	M	FALLON	89406	01/19/61	01202
01202031010025	W	KERRY	A WHITE	M	FALLON	89406	10/09/60	01202
01203037023029	W	WADE	M WHITE	M	FALLON	89406	06/06/61	OATS PARK
01202034010170	Y	BRET	D WHITE	M	FALLON	89406	02/06/61	01202
01202036010275	Z	FRANK	D WHITE	M	FALLON	89406	05/01/59	01202

COUNTY TOTAL: 214

HN	GRP	SEX	CITY	ZIP CODE	BIRTH DATE	SCHOOL	GRP SECT
		F	FALLON	89406	08/10/60	01202	03 4
		F	FALLON	89406	04/14/61	01202	03 1
		M	FALLON	89406	05/29/61	OATS PARK	03 7
		F	HAZEN	89417	08/16/61	OATS PARK	03 8
		M	FALLON	89406	06/05/61	01202	03 1
		M	FALLON	89406	01/19/61	01202	03 4
		M	FALLON	89406	10/09/60	01202	03 1
		M	FALLON	89406	06/06/61	OATS PARK	03 T
		M	FALLON	89406	02/06/61	01202	03 4
		M	FALLON	89406	05/01/59	01202	03 6

COVE CHURCHILL
SCHOOL# 01202

SCHOOL LISTING BY MN-REC

(REDRP020)

5/27/

STUDENT NUMBER	NAME	ETHNIC GROUP	SEX	ADDRESS	CITY	ZIP CODE	BIRTH DATE	GRADE
01202031010023	JULIE A	INDIAN	F	RT 2 BOX 687	FALLON	89406	04/14/61	03
01202031010024	PATRICK E	WHITE	M	485 N 5TH ST	FALLON	89406	06/05/61	03
01202034010169	ROBERT J	WHITE	M	S MN STOPSHR	FALLON	89406	01/19/61	03
01202031010025	KERRY A	WHITE	M	BOX 151	FALLON	89406	10/09/60	03
01202034010170	BRET C	WHITE	M	3225 TESTOLN	FALLON	89406	02/04/61	03
01202036010275	FRANK C	WHITE	M	516A PUB QTR	FALLON	89406	05/01/59	03

SCHOOL TOTAL: 150

COUNTY TOTAL: 219

ETHNIC GROUP	SEX	ADDRESS	CITY	ZIP CODE	BIRTH DATE	GRADE	SECTION
DIAN	F	RT 2 BOX 687 FALLON	FALLON	89406	04/14/61	03	1
ITE	M	485 N 5TH ST FALLON	FALLON	89406	06/03/61	03	1
ITE	M	S MN STOPSHIP FALLON	FALLON	89406	01/19/61	03	4
ITE	M	BOX 151 FALLON	FALLON	89406	10/09/60	03	1
ITE	M	3225 TESTOLN FALLON	FALLON	89406	02/06/61	03	4
ITE	M	516A PUB QTR FALLON	FALLON	89406	05/01/59	03	6

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V: CHURCHILL
SCHOOL: 01202

OVER-AGE LISTING BY MN-REC

IRDRP024:

5/26/

STUDENT NUMBER	NAME	ETHNIC GROUP	SEX	ADDRESS	CITY	ZIP CODE	BIRTH DATE	GRADE
01202034010156	F DENNIS M	ORIENTAL	M	PUBLIC QTRS	FALLON	89406	09/16/59	03
01202035010224	R JOE S	WHITE	M	SCHINDLER RD	FALLON	89406	12/28/59	03
01202036010275	Z FRANK O	WHITE	M	516A PUB QTR	FALLON	89406	05/01/59	03

SCHOOL TOTAL: 3

COUNTY TOTAL: 7

C GROUP	SEX	ADDRESS	CITY	ZIP CODE	BIRTH DATE	GRADE	SECTION
L	M	PUBLIC QTRS	FALLON	89406	09/16/59	03	4
	M	SCHINDLER RD	FALLON	89406	12/28/59	03	5
	M	516A PUB QTR	FALLON	89406	05/01/59	03	6

203



STUDENT NUMBER	NAME	ETH	GRP	SEX	CITY	B. DATE	SCHOOL	GR	SEC	L	PARTY	M	PARNT	FEM	TIME	LEA					
01202033010101	ANNA	R	M	F	FALLON	04/21/61	01202	033			1	A	1	2	A	1	5	4	45	1	1
01202033010101	ANNA	R	M	F	FALLON	04/21/61	01202	033			1	A	1	2	A	1	5	4	45	1	1
01202039023101	DARLENE	M	M	F	FALLON	02/22/56	OATS PARK	039			1	A	1	5	A	1	5	2	10	2	2
01202039023101	DARLENE	M	M	F	FALLON	02/22/56	OATS PARK	039			1	A	1	5	A	1	5	2	10	2	2
01202033010102	JANA	D	M	F	FALLON	09/19/61	01202	033			1	A	1	1	A	1	5	4	20	11	1
01202033010102	JANA	D	M	F	FALLON	09/19/61	01202	033			1	A	1	1	A	1	5	4	20	11	1
01202033010103	TERESA	L	M	F	FALLON	12/03/61	01202	033			1	A	1	3	A	1	3	4	15	2	2
01202033010103	TERESA	L	M	F	FALLON	12/03/61	01202	033			1	A	1	3	A	1	3	4	15	2	2
01202035010201	ANITA	L	M	F	FALLON	12/13/61	01202	035			2	A	1	2	A	1	3	4	10	2	2
01202035010201	ANITA	L	M	F	FALLON	12/13/61	01202	035			2	A	1	2	A	1	3	4	10	2	2
01203037023001	ROSABEL	O	R	I	E	N	T	A	L		2	A	1	2	A	1	5	4	30	2	2
01203037023001	ROSABEL	O	R	I	E	N	T	A	L		2	A	1	2	A	1	5	4	30	2	2
01202035010202	DEBBIE	F	M	F	FALLON	07/26/61	01202	035			1	A	1	3	A	1	5	4	20	2	2
01202035010202	DEBBIE	F	M	F	FALLON	07/26/61	01202	035			1	A	1	3	A	1	5	4	20	2	2
01202036010251	CLIFFORD	M	M	M	FALLON	05/02/61	01202	036			2	A	1	3	A	1	5	4	10	1	1
01202036010251	CLIFFORD	M	M	M	FALLON	05/02/61	01202	036			2	A	1	3	A	1	5	4	10	1	1
01203038023051	LORETTA	I	I	F	FALLON	03/26/61	OATS PARK	036			2	A	1	4	A	1	5	4	25	2	2
01203038023051	LORETTA	I	I	F	FALLON	03/26/61	OATS PARK	036			2	A	1	4	A	1	5	4	25	2	2
01202026010252	STACEY	L	M	F	FALLON	10/03/61	01202	036			1	A	1	3	A	1	5	4	20	2	2
01202026010252	STACEY	L	M	F	FALLON	10/03/61	01202	036			1	A	1	3	A	1	5	4	20	2	2
01203039023102	JOANNA	I	I	F	FALLON	12/08/60	OATS PARK	039			1	A	1	4	A	1	4	4	30	1	1
01203039023102	JOANNA	I	I	F	FALLON	12/08/60	OATS PARK	039			1	A	1	4	A	1	4	4	30	1	1
01202033010104	MARTIN	J	I	M	FALLON	12/08/61	01202	033			1	A	1	5	A	1	4	4	45	2	2
01202033010104	MARTIN	J	I	M	FALLON	12/08/61	01202	033			1	A	1	5	A	1	4	4	45	2	2
01202033010105	RICKY	T	M	M	FALLON	02/16/61	01202	033			1	A	1	3	A	1	5	2	10	2	2
01202033010105	RICKY	T	M	M	FALLON	02/16/61	01202	033			1	A	1	3	A	1	5	2	10	2	2
01202032010051	NICHELE	M	M	F	FALLON	04/27/61	01202	032			1	A	1	3	A	1	5	4	20	2	2
01202032010051	NICHELE	M	M	F	FALLON	04/27/61	01202	032			1	A	1	3	A	1	5	4	20	2	2
01202032010052	LETTICA	M	M	F	FALLON	05/29/61	01202	032			2	A	1	2	A	1	5	4	40	2	2

204

SEX CITY B. DATE SCHOOL GR SEC L PARNT PARNT T MIN LIM TYP PA AR

F	FALLON	04/21/61	01202	033	1	A	1	2	A	1	5	4	4	5	1	1	4	2
F	FALLON	04/21/61	01202	033	1	A	1	2	A	1	5	4	4	5	1	1	4	2
F	FALLON	02/22/56	OATS PARK	039	1	A	1	5	A	1	5	2	10	2			3	
F	FALLON	02/22/56	OATS PARK	039	1	A	1	5	A	1	5	2	10	2			3	
F	FALLON	09/19/61	01202	033	1	A	1	1	A	1	5	4	20	11			2	
F	FALLON	09/19/61	01202	033	1	A	1	1	A	1	5	4	20	11			2	
F	FALLON	12/03/61	01202	033	1	A	1	3	A	1	3	4	15	2			12	
F	FALLON	12/03/61	01202	033	1	A	1	3	A	1	3	4	15	2			12	
F	FALLON	12/13/61	01202	035	2	A	1	2	A	1	3	4	10	2			12	
F	FALLON	12/13/61	01202	035	2	A	1	2	A	1	3	4	10	2			12	
F	FALLON	02/03/61	OATS PARK	037	2	A	1	3	A	1	5	4	30	2			2	
F	FALLON	02/03/61	OATS PARK	037	2	A	1	3	A	1	5	4	30	2			2	
F	FALLON	07/26/61	01202	035	1	A	1	3	A	1	5	4	20	2			2	
F	FALLON	07/26/61	01202	035	1	A	1	3	A	1	5	4	20	2			2	
M	FALLON	05/02/61	01202	036	2	A	1	3	A	1	5	4	10	1			2	
M	FALLON	05/02/61	01202	036	2	A	1	3	A	1	5	4	10	1			2	
F	FALLON	03/26/61	OATS PARK	038	2	A	1	4	A	1	5	4	25	2			11	
F	FALLON	03/26/61	OATS PARK	038	2	A	1	4	A	1	5	4	25	2			11	
F	FALLON	10/03/61	01202	036	1	A	1	3	A	1	5	4	20	2			2	
F	FALLON	10/03/61	01202	036	1	A	1	3	A	1	5	4	20	2			2	
F	FALLON	12/08/60	OATS PARK	039	1	A	1	4	A	1	4	4	30	1			2	
F	FALLON	12/08/60	OATS PARK	039	1	A	1	4	A	1	4	4	30	1			2	
M	FALLON	12/08/61	01202	033	1	A	1	5	A	1	4	4	45	2			2	
M	FALLON	12/08/61	01202	033	1	A	1	5	A	1	4	4	45	2			2	
M	FALLON	02/16/61	01202	033	1	A	1	3	A	1	5	2	10	2			12	
M	FALLON	02/16/61	01202	033	1	A	1	3	A	1	5	2	10	2			12	
F	FALLON	04/27/61	01202	032	1	A	1	3	A	1	5	4	20	2			2	
F	FALLON	04/27/61	01202	032	1	A	1	3	A	1	5	4	20	2			2	
F	FALLON	05/29/61	01202	032	2	A	1	2	A	1	5	4	20	2			2	

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STUDENT NUMBER	NAME	ETHNIC GROUP	SCHOOL	SEX	ADDRESS	CITY	ZIP CODE	BIRTH DATE
01202034010162	DAVID J	WHITE	01202	M	731A CAPEHRT	FALLON	89406	06/13/61
01202034010163	JACKLEENA	WHITE	CATS PARK	F	RT2 BOX 194	FALLON	89406	04/18/63
01202033010127	CARLENE Q	WHITE	01202	F	3231 SHECKLR	FALLON	89406	10/05/60
01202034010165	JAMES D	WHITE	01202	M	HAPPY VALLEY	FALLON	89406	04/18/60
01202034010164	MARTY P	WHITE	01202	M	540 MADINE	FALLON	89406	05/14/61
01202033023075	YIM N	WHITE	CATS PARK	M	CAPEHRT HSHG	FALLON	89406	08/26/63
01202033010128	VICTORIA P	OTHER	01202	F	5178 PUB QTR	FALLON	89406	05/20/61
01202034010167	KERRY D	WHITE	01202	M	738A CAPEHRT	FALLON	89406	08/16/60
01202031010022	WANDA M	WHITE	01202	F	340 W FIRST	FALLON	89406	10/22/60
01202031010024	PATRICK E	WHITE	01202	M	485 W 9TH ST	FALLON	89406	06/05/61
01202036010275	FRANK D	WHITE	01202	M	516A PUB QTR	FALLON	89406	05/01/55

COUNTY TOTALS 39

GROUP	SCHOOL	SEX	ADDRESS	CITY	ZIP CODE	BIRTH DATE	STANX PA	AR
WHITE	01202	M	731A CAPEHRT	FALLON	89406	06/13/61		
WHITE	CATS PARK	F	RT2 BOX 194	FALLON	89406	04/18/61		
WHITE	01202	F	3251 SHECKLR	FALLON	89406	10/05/60		
WHITE	01202	M	HAPPY VALLEY	FALLON	89406	04/18/60		
WHITE	01202	M	540 NADINE	FALLON	89406	05/14/61		
WHITE	CATS PARK	M	CAPEHRT HSNG	FALLON	89406	08/26/61		
OTHER	01202	F	5170 PUB QTR	FALLON	89406	08/16/60		
WHITE	01202	M	738A CAPEHRT	FALLON	89406	05/20/61		
WHITE	01202	F	340 W FIRST	FALLON	89406	10/22/60		
WHITE	01202	M	485 W 9TH ST	FALLON	89406	06/05/61		
WHITE	01202	M	516A PUB QTR	FALLON	89406	05/01/59		

STUDENT NUMBER	NAME	ETHNIC GROUP	SEX	ADDRESS	CITY	ZIP CODE	BIRTH DATE
01203037023009	QIANA E	OTHER	F	AIR FRC HSNG	FALLON	89406	11/07/61
01203037023012	TIM	WHITE	M	735 CAPEHART	FALLON	89406	08/30/60
01203038023008	SANDRA L	WHITE	F	7528 CAPEHRT	FALLON	89406	03/27/61
01203037023021	JACKLEENA	WHITE	F	RT2 BOX 194	FALLON	89406	04/18/61
01203038023075	TIM	WHITE	M	CAPEHRT HSNG	FALLON	89406	08/26/61

SCHOOL TOTALS: 5

NAME	ETHNIC GROUP	SEX	ADDRESS	CITY	ZIP CODE	BIRTH DATE	STATE
ANA E	OTHER	F	AIR FRC HSNG	FALLON	89406	11/07/61	PA AR
M	WHITE	M	735 CAPEHART	FALLON	89406	08/30/60	
MORA L	WHITE	F	7528 CAPEHRT	FALLON	89406	03/27/61	
SKLERNA	WHITE	F	RT2 BOX 194	FALLON	89406	04/18/61	
M	WHITE	M	CAPEHRT HSNG	FALLON	89406	08/26/61	

STUDENT NUMBER	NAME	ETH	GRP	SEX	CITY	B. DATE	SCHOOL	GR	SEC	MALE PARENT	FEM PARENT	LEARN LIM	STAR PA
012200	STEVEN STANDEN	M	M	M	FALLON	07/08/61	PARK	00	37	W	W	1	11
012201	STANNIS	M	M	M	FALLON	10/22/60	PARK	00	37	W	W	1	39
012202	JIMMY	M	M	M	FALLON	03/03/61	PARK	00	37	W	W	1	86
012203	JIMMY	M	M	M	FALLON	03/28/65	PARK	00	37	W	W	1	04
012204	MARGARET	F	F	F	FALLON	10/05/65	PARK	00	37	W	W	1	96
012205	MARYAN	F	F	F	FALLON	10/06/65	PARK	00	37	W	W	1	37
012206	MARGARET	F	F	F	FALLON	06/16/61	PARK	00	37	W	W	1	46
012207	ANNE	F	F	F	FALLON	08/19/61	PARK	00	37	W	W	1	70
012208	ANGEL	F	F	F	FALLON	09/05/61	PARK	00	37	W	W	1	66
012209	ARLENE	F	F	F	FALLON	08/15/65	PARK	00	37	W	W	1	37
012210	ALAN	M	M	M	FALLON	10/08/61	PARK	00	37	W	W	1	46
012211	ANDREW	M	M	M	FALLON	09/10/65	PARK	00	37	W	W	1	70
012212	ALAN	M	M	M	FALLON	10/04/61	PARK	00	37	W	W	1	66
012213	ANDREW	M	M	M	FALLON	09/10/61	PARK	00	37	W	W	1	37
012214	ANDREW	M	M	M	FALLON	09/03/61	PARK	00	37	W	W	1	46
012215	ANDREW	M	M	M	FALLON	09/03/61	PARK	00	37	W	W	1	70
012216	ANDREW	M	M	M	FALLON	09/03/61	PARK	00	37	W	W	1	66
012217	ANDREW	M	M	M	FALLON	09/03/61	PARK	00	37	W	W	1	37
012218	ANDREW	M	M	M	FALLON	09/03/61	PARK	00	37	W	W	1	46
012219	ANDREW	M	M	M	FALLON	09/03/61	PARK	00	37	W	W	1	70
012220	ANDREW	M	M	M	FALLON	09/03/61	PARK	00	37	W	W	1	66
012221	ANDREW	M	M	M	FALLON	09/03/61	PARK	00	37	W	W	1	37
012222	ANDREW	M	M	M	FALLON	09/03/61	PARK	00	37	W	W	1	46
012223	ANDREW	M	M	M	FALLON	09/03/61	PARK	00	37	W	W	1	70
012224	ANDREW	M	M	M	FALLON	09/03/61	PARK	00	37	W	W	1	66
012225	ANDREW	M	M	M	FALLON	09/03/61	PARK	00	37	W	W	1	37
012226	ANDREW	M	M	M	FALLON	09/03/61	PARK	00	37	W	W	1	46
012227	ANDREW	M	M	M	FALLON	09/03/61	PARK	00	37	W	W	1	70
012228	ANDREW	M	M	M	FALLON	09/03/61	PARK	00	37	W	W	1	66
012229	ANDREW	M	M	M	FALLON	09/03/61	PARK	00	37	W	W	1	37
012230	ANDREW	M	M	M	FALLON	09/03/61	PARK	00	37	W	W	1	46
012231	ANDREW	M	M	M	FALLON	09/03/61	PARK	00	37	W	W	1	70
012232	ANDREW	M	M	M	FALLON	09/03/61	PARK	00	37	W	W	1	66
012233	ANDREW	M	M	M	FALLON	09/03/61	PARK	00	37	W	W	1	37
012234	ANDREW	M	M	M	FALLON	09/03/61	PARK	00	37	W	W	1	46
012235	ANDREW	M	M	M	FALLON	09/03/61	PARK	00	37	W	W	1	70
012236	ANDREW	M	M	M	FALLON	09/03/61	PARK	00	37	W	W	1	66
012237	ANDREW	M	M	M	FALLON	09/03/61	PARK	00	37	W	W	1	37
012238	ANDREW	M	M	M	FALLON	09/03/61	PARK	00	37	W	W	1	46
012239	ANDREW	M	M	M	FALLON	09/03/61	PARK	00	37	W	W	1	70
012240	ANDREW	M	M	M	FALLON	09/03/61	PARK	00	37	W	W	1	66
012241	ANDREW	M	M	M	FALLON	09/03/61	PARK	00	37	W	W	1	37
012242	ANDREW	M	M	M	FALLON	09/03/61	PARK	00	37	W	W	1	46
012243	ANDREW	M	M	M	FALLON	09/03/61	PARK	00	37	W	W	1	70
012244	ANDREW	M	M	M	FALLON	09/03/61	PARK	00	37	W	W	1	66
012245	ANDREW	M	M	M	FALLON	09/03/61	PARK	00	37	W	W	1	37
012246	ANDREW	M	M	M	FALLON	09/03/61	PARK	00	37	W	W	1	46
012247	ANDREW	M	M	M	FALLON	09/03/61	PARK	00	37	W	W	1	70
012248	ANDREW	M	M	M	FALLON	09/03/61	PARK	00	37	W	W	1	66
012249	ANDREW	M	M	M	FALLON	09/03/61	PARK	00	37	W	W	1	37
012250	ANDREW	M	M	M	FALLON	09/03/61	PARK	00	37	W	W	1	46

COUNTY TOTAL 418

ERROR MESSAGES

TABLE OF ERROR MESSAGES (RLO10)

1. CARD CODE IS INVALID
2. STUDENT NUMBER - NOT NUMERIC - RESUBMIT
3. SOCIAL SECURITY NUMBER - INVALID
4. ETHNIC CODE MUST BE B, I, Ø, S, W, OR Z
5. SEX CODE MUST BE M OR F
6. COUNTY CODE - INVALID
7. BIRTH DATE - INVALID
8. STUDENT NAME MUST BE ALPHABETIC
9. CITY CODE - INVALID
10. ZIP CODE - INVALID
11. ENTRY DATA DATE - INVALID
12. LANGUAGE CODE MUST BE 1, 2, OR 3
13. MALE PARENT NAME MUST BE ALPHABETIC
14. MALE PARENT RELATIONSHIP MUST BE 1, 2, OR 3
15. MALE PARENT OCCUPATION MUST BE 1, 2, 3, 4, OR 5
16. MILITARY STATUS MUST BE 1 OR 3
17. FEMALE PARENT NAME MUST BE ALPHABETIC
18. FEMALE PARENT RELATIONSHIP MUST BE 1, 2, OR 3
19. FEMALE PARENT OCCUPATION MUST BE 1, 2, 3, 4, OR 5.
20. HOME DATA DATE - INVALID
21. TRANSPORTATION CODE MUST BE 1, 2, 3, 4, OR 5
22. DISTANCE - FIRST DIGIT 0 OR 1, LAST TWO NUMERIC
23. TIME - MUST BE NUMERIC
24. LEARNING LIMITATION - MUST BE 1 OR 2
25. HEARING LIMITATION - MUST BE 1
26. VISION LIMITATION - MUST BE 1

27. LOCOMOTIVE LIMITATION - MUST BE 1
28. OTHER LIMITATION - MUST BE 1
29. HOW LIMITATION KNOWN - MUST BE 1, 2, 3, OR 4
30. LUNCH TYPE - MUST BE 11, 12, 2, 3, 4, LR
31. PERSONAL DATA DATE - INVALID
32. STANFORD ACHIEVEMENT RAW SCORE - WORD MEANING
33. STANFORD ACHIEVEMENT RAW SCORE - PARAGRAPH MEANING
34. STANFORD ACHIEVEMENT RAW SCORE - SPELLING
35. STANFORD ACHIEVEMENT RAW SCORE - WORD STUDY
36. STANFORD ACHIEVEMENT RAW SCORE - LANGUAGE
37. STANFORD ACHIEVEMENT RAW SCORE - ARITH. COMPU.
38. STANFORD ACHIEVEMENT RAW SCORE - ARITH. CON.
39. STANFORD ACHIEVEMENT RAW SCORE - ARITH. APPLI.
40. STANFORD ACHIEVEMENT RAW SCORE - SOCIAL STUDY
41. STANFORD ACHIEVEMENT RAW SCORE - SCIENCE
42. FORM ID - MUST BE ^w X, Y, OR Z
43. FORM DATE - INVALID
44. STANFORD ACHIEVEMENT TEST - WORD MEANING
45. STANFORD ACHIEVEMENT TEST - PARAGRAPH MEANING
46. STANFORD ACHIEVEMENT TEST - SPELLING
47. STANFORD ACHIEVEMENT TEST - WORD STUDY
48. STANFORD ACHIEVEMENT TEST - LANGUAGE
49. STANFORD ACHIEVEMENT TEST - ARITH. COMPU.
50. STANFORD ACHIEVEMENT TEST - ARITH. CON.
51. STANFORD ACHIEVEMENT TEST - ARITH. APPLI.
52. STANFORD ACHIEVEMENT TEST - SOCIAL STUDY
53. STANFORD ACHIEVEMENT TEST - SCIENCE

- 54. NEW STUDENT NUMBER - COUNTY - RESUBMIT
- 55. NEW STUDENT NUMBER - SCHOOL - RESUBMIT
- 56. NEW STUDENT NUMBER - GRADE - RESUBMIT
- 57. NEW STUDENT NUMBER - SECTION - RESUBMIT
- 58. NEW STUDENT NUMBER - NUMBER INVALID - RESUBMIT

TABLE OF ERROR MESSAGES (RLO20)

1. STUDENT RECORD NOT CHANGED - NOT ON FILE - RESUBMIT
2. STUDENT RECORD NOT DELETED - NOT ON FILE - RESUBMIT
3. 2 OR MORE ENTRY DATA CARDS SAME STUDENT - RESUBMIT
4. 2 OR MORE HOME DATA CARDS SAME STUDENT - RESUBMIT
5. 2 OR MORE PERSONAL DATA ON SAME STUDENT - RESUBMIT
6. 2 OR MORE TYPE R CARDS ON SAME STUDENT - RESUBMIT
7. 2 OR MORE TYPE S CARDS ON SAME STUDENT - RESUBMIT
8. RECORD TO BE ADDED ALL READY EXISTS. - RESUBMIT

Card types A and 01 -

1. Student number - must be numeric if not reject the transaction (error message #2).
2. Social security number - must be spaces or numeric (error message #3).
3. Ethnic - must be spaces, B, I, Ø, S, W or Z (error message #4).
4. Sex - must be spaces, M, or F (error message #5).
5. County - must be spaces or numeric (error message #6).
6. Birth date -
 - a. Month - must be spaces or 01 through 12 (error message #7).
 - b. Day - must be spaces or 01 through 31 (error message #7).
 - c. Year - must be spaces or numeric (error message #7).

Note: If any portion of the birth date is invalid flag and reject all six positions of birth date.
7. Name - must be spaces or alphabetic (error message #8).
8. Street address - no editing.
9. City - must be spaces or numeric (error message #9).
10. Zip code - must be spaces or numeric or first two digits may be alphanumeric with third digit being numeric (error message #10).
11. Date -
 - a. Month - must be spaces or 01 through 12 (error message #11).
 - b. Year - must be spaces or numeric (error message #11).

Note: If any portion of this entry data date is invalid flag and reject all four positions of the entry data date.

Card types B and 02 -

1. Student number - must be numeric if not reject the transaction (error message #2)
2. Language - must be spaces, 1, 2, or 3 (error message #12).
3. Male parent name - must be spaces or alphabetic (error message #13).

4. Male parent relationship - must be spaces, 1, 2, or 3 (error message #14).
5. Male parent occupation - must be spaces, 1, 2, 3, 4 or 5 (error message #15).
6. Male parent active mil. - must be spaces, 1, or 3 (error message #16).
7. Female parent name - must be spaces or alphabetic (error message #17).
8. Female parent relationship - must be spaces, 1, 2, or 3 (error message #18).
9. Female parent occupation - must be spaces, 1, 2, 3, 4, or 5 (error message #19).
10. Date -
 - a. Month - must be spaces or 01 through 12 (error message #20).
 - b. Year - must be spaces or numeric (error message #20).

Note: If any portion of this home data date is invalid flag and reject all four positions of the home data date.

Card types C and 03 -

1. Student number - must be numeric, if not reject the transaction (error message #2).
2. Trans pt. - must be spaces, 1, 2, 3, 4, or 5 (error message #21).
3. Distance - must be spaces or first position must be 1 or 2 with the second and third positions being numeric (error message #22).
4. Time - must be spaces or numeric (error message #23).
5. Limitation - must be spaces, 1 or 2 (error message #24).
6. Hearing - must be spaces or 1 (error message #25).
7. Vision - must be spaces or 1 (error message #26).
8. Locomotive - must be spaces or 1 (error message #27).
9. Other - must be spaces or 1 (error message #28).
10. How known - must be spaces or 1 (error message #29).
11. Lunch - must be spaces, 11, 12, 2, 3, or 4 (error message #30).

12. Date -

- a. Month - must be spaces or 01 through 12 (error message #31).
- b. Year - must be spaces or numeric (error message #31).

Note: If any portion of this personal data date is invalid flag and reject all four positions of the personal data date.

Card types ^R and 18 -

1. Student number - must be numeric, if not reject the transaction (error message #2).
2. Word mean. - must be spaces or numeric (error message #32).
3. Para. mean. - must be spaces or numeric (error message #33).
4. Spelling - must be spaces or numeric (error message #34).
5. Word study - must be spaces or numeric (error message #35).
6. Language - must be spaces or numeric (error message #36).
7. Arith. Compu. - must be spaces or numeric (error message #37).
8. Arith. con. - must be spaces or numeric (error message #38).
9. Arith. Appli. - must be spaces or numeric (error message #39).
10. Social study - must be spaces or numeric (error message #40).
11. Science - must be spaces or numeric (error message #41).
12. Form incl - must be spaces, X, Y, or Z (error message #42).

13. Date -

- a. Month - must be spaces 01 through 12 (error message #43).
- b. Year - must be spaces or numeric (error message #43).

Note: If any portion of this form date is invalid flag and reject all four positions of the form date.

Card types ^S and 19 -

1. Student number - must be numeric, if not reject transaction (error message #2).
2. Word mean. - must be spaces or numeric (error message #44).

3. Para. mean. - must be spaces or numeric (error message #45).
4. Spelling - must be spaces or numeric (error message #46).
5. Word study - must be spaces or numeric (error message #47).
6. Language - must be spaces or numeric (error message #48).
7. Arith. compu. - must be spaces or numeric (error message #49).
8. Arith. con. - must be spaces or numeric (error message #50).
9. Arith. Appli. = must be spaces or numeric (error message #51).
10. Social Study - must be spaces or numeric (error message #52).
11. Science - must be spaces or numeric (error message #53).

Card type 50 -

1. Student number - must be numeric, if not reject transaction (error message #2).
2. New student number county - must be spaces or numeric, if not reject transaction (error message #54).
3. New student number school - must be spaces or numeric, if not reject transaction (error message #55).
4. New student number grade - must be spaces or numeric, if not reject transaction (error message #56).
5. New student number section - must be spaces or numeric, if not reject transaction (error message #57).
6. New student number student number - must be spaces or numeric, if not reject transaction (error message #58).

LISTING OF REPORTS

COUNTRY GROUPS LYON MINERAL
 1 = DOUGLAS HUMBOLDT PERSHING
 2 = CHURCHILL STOREY
 3 = ORMSBY (CARSON CITY)

REPORT	DESCRIPTION	COUNTY	GRADE
REDRP001	ETHNIC GROUPING	L	ALL
REDRP002	SPANISH GROUPING	L	ALL
REDRP003	ETHNIC GROUPING	L	ALL
REDRP004	CLASS LISTING	L	9-12
REDRP005	CLASS LISTING	L	9-12
REDRP006	CLASS LISTING	L	9-12
REDRP007	CLASS LISTING	L	9-12
REDRP008	CLASS LISTING	L	9-12
REDRP009	CLASS LISTING	L	9-12
REDRP010	COUNTY LISTING	L	9-12
REDRP011	COUNTY LISTING	L	9-12
REDRP012	COUNTY LISTING	L	9-12
REDRP013	COUNTY LISTING	L	9-12
REDRP014	COUNTY LISTING	L	9-12
REDRP015	COUNTY LISTING	L	9-12
REDRP016	SCHOOL LISTING	L	9-12
REDRP017	SCHOOL LISTING	L	9-12
REDRP018	SCHOOL LISTING	L	9-12
REDRP019	SCHOOL LISTING	L	9-12
REDRP020	SCHOOL LISTING	L	9-12
REDRP021	SCHOOL LISTING	L	9-12
REDRP022	OVER AGE LISTING	L	9-12
REDRP023	OVER AGE LISTING	L	9-12
REDRP024	OVER AGE LISTING	L	9-12
REDRP025	OVER AGE LISTING	L	9-12
REDRP026	OVER AGE LISTING	L	9-12
REDRP027	OVER AGE LISTING	L	9-12
REDRP028	OVER AGE LISTING	L	9-12
REDRP029	PARTIAL STUDENT PROFILE	L	9-12
REDRP030	PARTIAL STUDENT PROFILE	L	9-12
REDRP031	PARTIAL STUDENT PROFILE	L	9-12
REDRP032	PARTIAL STUDENT PROFILE	L	9-12
REDRP033	PARTIAL STUDENT PROFILE	L	9-12
REDRP034	PARTIAL STUDENT PROFILE	L	9-12
REDRP035	PARTIAL STUDENT PROFILE	L	9-12
REDRP036	PARTIAL STUDENT PROFILE	L	9-12
REDRP037	PARTIAL STUDENT PROFILE	L	9-12
REDRP038	PARTIAL STUDENT PROFILE	L	9-12
REDRP039	PARTIAL STUDENT PROFILE	L	9-12
REDRP040	PARTIAL STUDENT PROFILE	L	9-12
REDRP041	PARTIAL STUDENT PROFILE	L	9-12
REDRP042	PARTIAL STUDENT PROFILE	L	9-12
REDRP043	PARTIAL STUDENT PROFILE	L	9-12
REDRP044	PARTIAL STUDENT PROFILE	L	9-12
REDRP045	PARTIAL STUDENT PROFILE	L	9-12
REDRP046	PARTIAL STUDENT PROFILE	L	9-12
REDRP047	PARTIAL STUDENT PROFILE	L	9-12
REDRP048	PARTIAL STUDENT PROFILE	L	9-12
REDRP049	PARTIAL STUDENT PROFILE	L	9-12

LIST OF REPORTS FOR MN-REG

9/70

COUNTRY GROUPS

- 1 = DOUGLAS LYON MINERAL
- 2 = CHURCHILL HUMBOLDT PERSHING
- 3 = ORMSBY (CARSON CITY) STOREY

REPORT	DESCRIPTION	COUNTY	GRADE
REDRP050	PARTIAL STUDENT PROFILE	2	3
REDRP051	PARTIAL STUDENT PROFILE	2	3
REDRP052	PARTIAL STUDENT PROFILE	2	3
REDRP053	PARTIAL STUDENT PROFILE	2	3
REDRP054	PARTIAL STUDENT PROFILE	2	3
REDRP055	PARTIAL STUDENT PROFILE	2	3
REDRP056	PARTIAL STUDENT PROFILE	2	3
REDRP057	PARTIAL STUDENT PROFILE	2	3
REDRP058	PARTIAL STUDENT PROFILE	2	3
REDRP059	PARTIAL STUDENT PROFILE	2	3
REDRP060	PARTIAL STUDENT PROFILE	2	3
REDRP061	PARTIAL STUDENT PROFILE	2	3
REDRP062	PARTIAL STUDENT PROFILE	2	3
REDRP063	PARTIAL STUDENT PROFILE	2	3
REDRP064	PARTIAL STUDENT PROFILE	2	3
REDRP065	PARTIAL STUDENT PROFILE	2	3
REDRP070	PARTIAL STUDENT PROFILE	2	3
REDRP071	PARTIAL STUDENT PROFILE	2	3
REDRP072	PARTIAL STUDENT PROFILE	2	3
REDRP073	PARTIAL STUDENT PROFILE	2	3
REDRP074	PARTIAL STUDENT PROFILE	2	3
REDRP075	PARTIAL STUDENT PROFILE	2	3
REDRP081	PARTIAL STUDENT PROFILE	2	3
REDRP082	PARTIAL STUDENT PROFILE	2	3
REDRP083	PARTIAL STUDENT PROFILE	2	3
REDRP084	PARTIAL STUDENT PROFILE	2	3
REDRP085	PARTIAL STUDENT PROFILE	2	3
REDRP090	PARTIAL STUDENT PROFILE	2	3
REDRP091	PARTIAL STUDENT PROFILE	2	3
REDRP092	PARTIAL STUDENT PROFILE	2	3
REDRP093	PARTIAL STUDENT PROFILE	2	3
REDRP094	PARTIAL STUDENT PROFILE	2	3
REDRP095	PARTIAL STUDENT PROFILE	2	3
REDRP100	PARENTAL RELATIONSHIP	1	3
REDRP101	PARENTAL RELATIONSHIP	1	3
REDRP102	PARENTAL RELATIONSHIP	1	3
REDRP103	PARENTAL RELATIONSHIP	1	3
REDRP104	PARENTAL RELATIONSHIP	1	3
REDRP105	PARENTAL RELATIONSHIP	1	3
REDRP106	PARENTAL RELATIONSHIP	1	3
REDRP107	PARENTAL RELATIONSHIP	1	3

LIST OF REPORTS FOR WN-REC

COUNTRY GROUPS
 1 = DOUGLAS LYON MINERAL
 2 = CHURCHILL HUMBOLDT PERSHING
 3 = ORMSBY (CARSON CITY) STOREY

REPORT	DESCRIPTION	COUNTY	GRADE
REDRPI08	PARENTIAL RELATIONSHIP	3	B
REDRPI09	PARENTIAL RELATIONSHIP	1	B
REDRPI10	PARENTIAL RELATIONSHIP	1	3
REDRPI11	PARENTIAL RELATIONSHIP	1	3
REDRPI12	PARENTIAL RELATIONSHIP	2	B
REDRPI13	PARENTIAL RELATIONSHIP	2	3
REDRPI14	PARENTIAL RELATIONSHIP	2	3
REDRPI15	PARENTIAL RELATIONSHIP	2	3
REDRPI16	PARENTIAL RELATIONSHIP	2	3
REDRPI17	PARENTIAL RELATIONSHIP	2	3
REDRPI18	PARENTIAL RELATIONSHIP	2	3
REDRPI19	PARENTIAL RELATIONSHIP	2	3
REDRPI20	PARENTIAL RELATIONSHIP	2	3
REDRPI21	PARENTIAL RELATIONSHIP	2	3
REDRPI22	PARENTIAL RELATIONSHIP	2	3
REDRPI23	PARENTIAL RELATIONSHIP	2	3
REDRPI24	PARENTIAL RELATIONSHIP	2	3
REDRPI25	PARENTIAL RELATIONSHIP	2	3
REDRPI26	PARENTIAL RELATIONSHIP	2	3
REDRPI27	PARENTIAL RELATIONSHIP	2	3
REDRPI28	PARENTIAL RELATIONSHIP	2	3
REDRPI29	PARENTIAL RELATIONSHIP	2	3
REDRPI30	PARENTIAL RELATIONSHIP	2	3
REDRPI31	PARENTIAL RELATIONSHIP	2	3
REDRPI32	PARENTIAL RELATIONSHIP	2	3
REDRPI33	PARENTIAL RELATIONSHIP	2	3
REDRPI34	PARENTIAL RELATIONSHIP	2	3
REDRPI35	PARENTIAL RELATIONSHIP	2	3
REDRPI36	PARENTIAL RELATIONSHIP	2	3
REDRPI37	PARENTIAL RELATIONSHIP	2	3
REDRPI38	PARENTIAL RELATIONSHIP	2	3
REDRPI39	PARENTIAL RELATIONSHIP	2	3
REDRPI40	PARENTIAL RELATIONSHIP	2	3
REDRPI41	PARENTIAL RELATIONSHIP	2	3
REDRPI42	PARENTIAL RELATIONSHIP	2	3
REDRPI43	PARENTIAL RELATIONSHIP	2	3
REDRPI44	PARENTIAL RELATIONSHIP	2	3
REDRPI45	PARENTIAL RELATIONSHIP	2	3
REDRPI46	PARENTIAL RELATIONSHIP	2	3
REDRPI47	PARENTIAL RELATIONSHIP	2	3
REDRPI48	PARENTIAL RELATIONSHIP	2	3
REDRPI49	PARENTIAL RELATIONSHIP	2	3
REDRPI50	PARENTIAL RELATIONSHIP	2	3
REDRPI51	PARENTIAL RELATIONSHIP	2	3
REDRPI52	PARENTIAL RELATIONSHIP	2	3
REDRPI53	PARENTIAL RELATIONSHIP	2	3
REDRPI54	PARENTIAL RELATIONSHIP	2	3
REDRPI55	PARENTIAL RELATIONSHIP	2	3



LIST OF REPORTS FOR WY-REG

COUNTRY GROUPS LYON MINERAL
 1 = DOUGLAS HUMBOLDT PERSHING
 2 = CHURCHILL HUMBOLDT PERSHING
 3 = ORMSBY (CARSON CITY) STOREY

REPORT	DESCRIPTION	COUNTY	GRADE
REDRPI155	PARENTAL RELATIONSHIP	1	9
REDRPI156	PARENTAL RELATIONSHIP	1	9
REDRPI157	PARENTAL RELATIONSHIP	2	9
REDRPI158	PARENTAL RELATIONSHIP	3	9
REDRPI159	PARENTAL RELATIONSHIP	3	9
REDRPI160	PARENTAL RELATIONSHIP	3	9
REDRPI161	PARENTAL RELATIONSHIP	3	9
REDRPI162	PARENTAL RELATIONSHIP	3	9
REDRPI163	PARENTAL RELATIONSHIP	1	9
REDRPI164	PARENTAL RELATIONSHIP	1	9
REDRPI165	PARENTAL RELATIONSHIP	1	9
REDRPI166	PARENTAL RELATIONSHIP	2	9
REDRPI167	PARENTAL RELATIONSHIP	2	9
REDRPI168	PARENTAL RELATIONSHIP	2	9
REDRPI169	PARENTAL RELATIONSHIP	3	9
REDRPI170	PARENTAL RELATIONSHIP	3	9
REDRPI171	PARENTAL RELATIONSHIP	3	9
REDRPI172	PARENTAL RELATIONSHIP	1	9
REDRPI173	PARENTAL RELATIONSHIP	1	9
REDRPI174	PARENTAL RELATIONSHIP	1	9
REDRPI175	PARENTAL RELATIONSHIP	2	9
REDRPI176	PARENTAL RELATIONSHIP	2	9
REDRPI177	PARENTAL RELATIONSHIP	3	9
REDRPI178	PARENTAL RELATIONSHIP	3	9
REDRPI179	PARENTAL RELATIONSHIP	3	9
REDRPI180	PARENTAL RELATIONSHIP	3	9
REDRPI181	PARENTAL RELATIONSHIP	1	9
REDRPI182	PARENTAL RELATIONSHIP	1	9
REDRPI183	PARENTAL RELATIONSHIP	1	9
REDRPI184	PARENTAL RELATIONSHIP	2	9
REDRPI185	PARENTAL RELATIONSHIP	2	9
REDRPI186	PARENTAL RELATIONSHIP	3	9
REDRPI187	PARENTAL RELATIONSHIP	3	9
REDRPI188	PARENTAL RELATIONSHIP	3	9
REDRPI189	PARENTAL RELATIONSHIP	3	9
REDRPI190	PARENTAL RELATIONSHIP	1	9
REDRPI191	PARENTAL RELATIONSHIP	1	9
REDRPI192	PARENTAL RELATIONSHIP	2	9
REDRPI193	PARENTAL RELATIONSHIP	2	9
REDRPI194	PARENTAL RELATIONSHIP	3	9
REDRPI195	PARENTAL RELATIONSHIP	3	9
REDRPI196	PARENTAL RELATIONSHIP	3	9
REDRPI197	PARENTAL RELATIONSHIP	3	9
REDRPI198	PARENTAL RELATIONSHIP	1	9
REDRPI199	PARENTAL RELATIONSHIP	1	9
REDRPI200	PARENTAL RELATIONSHIP	1	9
REDRPI201	PARENTAL RELATIONSHIP	1	9

LIST OF REPORTS FOR WN-REC

COUNTRY GROUPS

- 1 = DOUGLAS LYON MINERAL
- 2 = CHURCHILL HUMBOLOTT PERSHING
- 3 = ORMSBY (CARSON CITY) STOREY

REPORT	DESCRIPTION	COUNTY	GRADE
REDRP202	PARENTAL RELATIONSHIP	2	9
REDRP203	PARENTAL RELATIONSHIP	2	9
REDRP204	PARENTAL RELATIONSHIP	2	9
REDRP205	PARENTAL RELATIONSHIP	3	9
REDRP206	PARENTAL RELATIONSHIP	3	9
REDRP207	PARENTAL RELATIONSHIP	3	9

FORMS FOR CHANGES TO DATA BANK

CHANGES TO STUDENT ENTRY DATA*

1. Student Number (Cols. 1-14)
2. Student S.S. No. (Cols. 15-23)
3. Ethnic Code (Col. 24)
4. Sex (Col. 25)
5. Student County (Cols. 26-27)
6. Birth Date (Cols. 28-33)
7. Student Name (Cols. 34-55)
8. Street Address (Cols. 56-67)
9. City (Cols. 68-69)
10. Zip Code (Cols. 70-72)
11. Entry Data Date (Cols. 73-76)
12. Card Code (Cols. 79-80)

* Student Number must be coded on every sheet. To delete a field code zeroes in that field.

CHANGES TO STUDENT HOME DATA*

1. Student Number (Cols. 1-14)
2. Language (Col. 19)
3. Male Parent Name (Cols. 20-35)
4. Male Parent Relationship (Col. 36)
5. Male Parent Occupation (Col. 37)
6. Male Parent Active Military (Col. 38)
7. Female Parent Name (Cols. 39-54)
8. Female Parent Relationship (Col. 55)
9. Female Parent Occupation (Col. 56)
10. Home Data Date (Cols. 57-60)
11. Card Code (Cols. 79-80)

* Student Number must be coded on every sheet. To delete a field code zeroes in that field.

CHANGES TO STUDENT PERSONAL DATA*

- | | |
|--------------------------------------|----------------------|
| 1. Student Number (Cols. 1-14) | <input type="text"/> |
| 2. Trans. Pt. (Col. 19) | <input type="text"/> |
| 3. Distance (Cols. 20-22) | <input type="text"/> |
| 4. Time (Cols. 23-24) | <input type="text"/> |
| 5. Learning Limitation (Col. 25) | <input type="text"/> |
| 6. Hearing Limitation (Col. 26) | <input type="text"/> |
| 7. Vision Limitation (Col. 27) | <input type="text"/> |
| 8. Locomotive Limitation (Col. 28) | <input type="text"/> |
| 9. Other Limitation (Col. 29) | <input type="text"/> |
| 10. How Limitation Known (Col. 30) | <input type="text"/> |
| 11. Lunch (Cols. 31-32) | <input type="text"/> |
| 12. Personal Data Date (Cols. 33-36) | <input type="text"/> |
| 13. Card Code (Cols. 79-80) | <input type="text"/> |

*Student Number must be coded on every sheet. To delete a field code zeroes in that field.

CHANGES TO STUDENT STANFORD ACHIEVEMENT TEST *
(Grade, Percentile, Stanine)

- | | |
|--|-----|
| 1. Student Number (Cols. 1-14) | |
| 2. Word Meaning (Cols. 19-24) | |
| 3. Paragraph Meaning (Cols. 25-30) | |
| 4. Spelling (Cols. 31-36) | |
| 5. Word Study (Cols. 37-42) | |
| 6. Language (Cols. 43-48) | |
| 7. Arithmetic Computation (Cols. 49-54) | |
| 8. Arithmetic Concepts (Cols. 55-60) | |
| 9. Arithmetic Applications (Cols. 61-66) | |
| 10. Social Studies (Cols. 67-72) | |
| 11. Science (Cols. 73-78) | |
| 12. Card Code (Cols. 79-80) | 1 9 |

* Student Number must be coded on every sheet. To delete a field code zeroes in that field.

CHANGES TO STUDENT STANFORD ACHIEVEMENT RAW SCORES*

- | | |
|--|---------------------------------|
| 1. Student Number (Cols. 1-14) | <input type="text"/> |
| 2. Word Meaning (Cols. 19-21) | <input type="text"/> |
| 3. Paragraph Meaning (Cols. 22-24) | <input type="text"/> |
| 4. Spelling (Cols. 25-27) | <input type="text"/> |
| 5. Word Study (Cols. 28-30) | <input type="text"/> |
| 6. Language (Cols. 31-33) | <input type="text"/> |
| 7. Arithmetic Computation (Cols. 34-36) | <input type="text"/> |
| 8. Arithmetic Concepts (Cols. 37-39) | <input type="text"/> |
| 9. Arithmetic Applications (Cols. 40-42) | <input type="text"/> |
| 10. Social Studies (Cols. 43-45) | <input type="text"/> |
| 11. Science (Cols. 46-48) | <input type="text"/> |
| 12. Test Form (Col. 74) | <input type="text"/> |
| 13. Test Date (Cols. 75-78) | <input type="text"/> |
| 14. Card Code (Cols. 79-80) | <input type="text" value="18"/> |

* Student Number must be coded on every sheet. To delete a field code zeroes in that field.

CHANGES TO STUDENT NUMBER*

1. Student Number (Old) (Cols. 1-14)

--	--	--	--	--	--	--	--	--	--	--	--	--	--

2. Student Number (New) (Cols. 19-32)

19	20	21	23	24	25	26	27								32

3. Card Code (Cols. 79-80)

5	0
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4. Entire old Student Number must be coded on every sheet.

DELETIONS FROM STUDENT FILE*

1. Student No. (Cols. 1-14)

--	--	--	--	--	--	--	--	--	--	--	--	--	--

2. Student No. (Cols. 1-14)

--	--	--	--	--	--	--	--	--	--	--	--	--	--



20. Student No. (Cols. 1-14)

--	--	--	--	--	--	--	--	--	--	--	--	--	--

21. Card Code (Cols. 79-80)

--	--

* Up to 20 deletions may be included on one sheet.

FORMS TO SUBMIT DATA FOR BUILDING A FILE

(WN-REC Format)

STUDENT ENTRY DATA (Card A)*

1. Student Number (Cols. 1-14)
2. Student S.S. No. (Cols. 15-23)
3. Ethnic Code (Col. 24)
4. Sex (Col. 25)
5. Student County (Cols. 26-27)
6. Birth Date (Cols. 28-33)
7. Student Name (Cols. 34-55)
(Last Name - Cols. 34-46; First Name - Cols. 47-54; Middle Init. - Col. 55)
8. Street Address (Cols. 56-67)
9. City (Cols. 68-69)
10. Zip Code (Cols. 70-72)
11. Entry Data Date (Cols. 73-76)
12. Spanish Surname (Col. 77)
13. Card Code (Col. 80)

* Student Number must be coded on every sheet.

STUDENT HOME DATA*

1. Student Number (Cols. 1-14)
2. Language (Col. 19)
3. Male Parent Name (Cols. 20-35)

(Cols. 20, 21 are Parent's Initials; Last Name starts Col. 22)
4. Male Parent Relationship (Col. 36)
5. Male Parent Occupation (Col. 37)
6. Male Parent Active in Military (Col. 38)
7. Female Parent Name (Cols. 39-54)

(Cols. 39-40 are Parent's Initials; Last Name starts Col. 41)
8. Female Parent Relationship (Col. 55)
9. Female Parent Occupation (Col. 56)
10. Home Data Date (Cols. 57-60)
11. Card Code (Col. 80)

* Student Number must be coded on every sheet.

STUDENT PERSONAL DATA*

1. Student Number (Cols. 1-14)
2. Transportation Type (Col. 19)
3. Distance (Cols. 20-22)
4. Time (Cols. 23-24)
5. Learning Limitation (Col. 25)
6. Hearing Limitation (Col. 26)
7. Vision Limitation (Col. 27)
8. Locomotive Limitation (Col. 28)
9. Other Limitation (Col. 29)
10. How Limitation Known (Col. 30)
11. Lunch (Cols. 31-32)
12. Personal Data Date (Cols. 33-36)
13. Card Code (Col. 80)

*Student Number must be coded on every sheet.

STANFORD ACHIEVEMENT TEST

(Grade Equivalent, Percentile, Stanine)*

1. Student Number (Cols. 1-14)

--	--	--	--	--	--	--	--	--	--	--	--	--	--

2. Word Meaning (Cols. 19-24)

--	--	--	--	--	--

(GE = Cols. 19-21; Percentile = Cols. 22-23; Stanine = Col. 24)

3. Paragraph Meaning (Cols. 25-30)

--	--	--	--	--	--

4. Spelling (Cols. 31-36)

--	--	--	--	--	--

5. Word Study (Cols. 37-42)

--	--	--	--	--	--

6. Language (Cols. 43-48)

--	--	--	--	--	--

7. Arithmetic Computation (Cols. 49-54)

--	--	--	--	--	--

8. Arithmetic Concepts (Cols. 55-60)

--	--	--	--	--	--

9. Arithmetic Applications (Cols. 61-66)

--	--	--	--	--	--

10. Social Studies (Cols. 67-72)

--	--	--	--	--	--

11. Science (Cols. 73-78)

--	--	--	--	--	--

12. Card Code (Col. 80)

S

* Student Number must be coded on every sheet.

STANFORD ACHIEVEMENT RAW SCORES (Card R)*

1. Student Number (Cols. 1-14)	<input type="text"/>
2. Word Meaning (Cols. 19-21)	<input type="text"/>
3. Paragraph Meaning (Cols. 22-24)	<input type="text"/>
4. Spelling (Cols. 25-27)	<input type="text"/>
5. Word Study (Cols. 28-30)	<input type="text"/>
6. Language (Cols. 31-33)	<input type="text"/>
7. Arithmetic Computation (Cols. 34-36)	<input type="text"/>
8. Arithmetic Concepts (Cols. 37-39)	<input type="text"/>
9. Arithmetic Applications (Cols. 40-42)	<input type="text"/>
10. Social Studies (Cols. 43-45)	<input type="text"/>
11. Science (Cols. 46-48)	<input type="text"/>
12. Test Form (Col. 74)	<input type="text"/>
13. Test Date (Cols. 75-78)	<input type="text"/>
14. Card Code (Col. 80)	<input type="text" value="R"/>

* Student Number must be coded on every sheet.

LOVELOCK, NEVADA

10/69

WESTERN NEVADA REGIONAL EDUCATION CENTER, AN ESPEA TITLE III PROJECT

LAST NAME	FIRST NAME	M. S. I. H.	RACE
AA	AA	AA	BLACK
BB	BB	BB	BLACK
CC	CC	CC	BLACK
DD	DD	DD	BLACK
EE	EE	EE	BLACK
FF	FF	FF	BLACK
GG	GG	GG	BLACK
HH	HH	HH	BLACK
II	II	II	BLACK
JJ	JJ	JJ	BLACK
KK	KK	KK	BLACK
LL	LL	LL	BLACK
MM	MM	MM	BLACK
NN	NN	NN	BLACK
OO	OO	OO	BLACK
PP	PP	PP	BLACK
QQ	QQ	QQ	BLACK
RR	RR	RR	BLACK
SS	SS	SS	BLACK
TT	TT	TT	BLACK
UU	UU	UU	BLACK
VV	VV	VV	BLACK
WW	WW	WW	BLACK
XX	XX	XX	BLACK
YY	YY	YY	BLACK
ZZ	ZZ	ZZ	BLACK

STUDENT NUMBER	CO.	SCH.	GR.	T.	TEMP. NO.	PERM. NO.
01						
02						
03						
04						
05						
06						
07						
08						
09						
10						

STREET ADDRESS OR P.O. BOX OR RURAL ROUTE AND BOX	CITY-TOWN	CO.	LAST 3 ZIP #
AA	AA	AA	AA
BB	BB	BB	BB
CC	CC	CC	CC
DD	DD	DD	DD
EE	EE	EE	EE
FF	FF	FF	FF
GG	GG	GG	GG
HH	HH	HH	HH
II	II	II	II
JJ	JJ	JJ	JJ
KK	KK	KK	KK
LL	LL	LL	LL
MM	MM	MM	MM
NN	NN	NN	NN
OO	OO	OO	OO
PP	PP	PP	PP
QQ	QQ	QQ	QQ
RR	RR	RR	RR
SS	SS	SS	SS
TT	TT	TT	TT
UU	UU	UU	UU
VV	VV	VV	VV
WW	WW	WW	WW
XX	XX	XX	XX
YY	YY	YY	YY
ZZ	ZZ	ZZ	ZZ

BIRTHDATE	MO.	DAY	YR.
01			
02			
03			
04			
05			
06			
07			
08			
09			
10			

PRESENT DATE	MO.	YR.
01		
02		
03		
04		
05		
06		
07		
08		
09		
10		



DATA PLOTTING SYSTEM

designed by

WESTERN NEVADA REGIONAL EDUCATION CENTER

and

NEVADA DATA SYSTEMS, RENO, NEVADA

June 15, 1971

WESTERN NEVADA REGIONAL EDUCATION CENTER

220 Main Street
P. O. Box 421
Lovelock, Nevada 89419

Tel. (702) 273-2631

The input data cards for the WN-REC Student Information System have many unused data columns. By selecting data from various existing data banks and including it in the blank columns (properly coded), additional information can be stored. To do this requires a different computer configuration than used for the WN-REC Student Information System in its simplest form. Nevada Data Systems, Reno, has cooperated in the design of a larger data file which accepts data in each column of the A, B, C, S and R cards. The layout for the Nevada Data Systems input is shown on the following page. The coding used is defined on the pages which follow.

Presently the Nevada Data System is used to plot the different pairs of variables as required in X-Y bar graphs. The mean number of values and totals for each variable (named on coordinates) and for any sub-groupings on another variable (such as majority vs. minority) are included as part of the printout. The system has the advantage of being able to plot the mean value of each sub-category within a given set of data, whether it is racial category vs. grade or standardized test or time (or mileage) for each transportation type vs. performance measure. These bar graphs can be printed over each as shown in the accompanying examples or as graphs printed separately.

The system seems to be useful for computing t-tests on these means, provided the range of the input variables is known. From this a fairly reliable estimate of the Standard Deviation can be made.*

*Box, George E., and Norman R. Draper, Evolutionary Operation (New York: John Wiley, 1969), pp. 45, 132.

This method is described in more detail in the WN-REC technical report: Curriculum Factors and Student Success: Reading in Humboldt County, May 15, 1971, which appears in a collection of technical reports to accompany WN-REC's final report.

The cost of entering new data cards and running 1 or 2 plots for a pair (or 3 variables, one a sub-category within a variable) is in the neighborhood of \$25.00. If the data cards are to be punched from coded data, the cost is about 5¢ per card. Any card can be used separately or any combination can be used together. For further information on the use of the WN-REC Plot system call Mr. Paul Williams of Nevada Data Systems, Reno, Nevada.

DEFINITIONS OF CODING TERMINOLOGY

CARD A	<u>Student Entry Data</u>
<u>Col.</u>	
1-2	COUN = COUNTY (CODED)
3-5	SCHO = SCHOOL (CODED)
6-8	GRTN = GRADE AND TEACHER NUMBER (CODED)
9-14	STUD = STUDENT NUMBER
15-23	SOCS = SOCIAL SECURITY NUMBER (SPACE RESERVED)
24	ETHN = ETHNICITY (CODED - <u>ALPHABETIC</u>)
25	SEXX = SEX (CODED <u>ALPHABETIC</u>)
26-27	CORS = COUNTY OF RESIDENCE (CODED)
28-29	MNTH = MONTH OF BIRTH
30-31	DAYS = DAY OF BIRTH
32-33	YEAR = BIRTH YEAR
34-46	LAST = LAST NAME
47-55	FRST = FIRST NAME
56	SMIN = MIDDLE INITIAL (STUDENT)
57-67	ADDR = ADDRESS
68-69	CITY = CITY OF RESIDENCE
70-72	ZIPC = LAST THREE DIGITS OF ZIP CODE (LETTERS IF OUT OF STATE)
73-76	DATE = DATE FORM FILLED OUT
77	SSUR = IF SPANISH SUR NAME, a 1 appears here, otherwise blank
80	CODE = A

(Coding for above as described in the WN-REC Data Collector's Handbook of Instructions)

Col.

1-14 COUN, SCHO, GRTN, STUD as before

19 LANG = LANGUAGE SPOKEN AT HOME (CODED)

20 MFIN = FIRST INITIAL, MALE PARENT

21 MMIN = MIDDLE INITIAL, MALE PARENT

22-35 MLST = LAST NAME, MALE PARENT

36 MREL = RELATIONSHIP OF MALE PARENT (CODED)

37 MOCC = OCCUPATION OF MALE PARENT (CODED)

38 MILS = PARENT ON ACTIVE DUTY IN MILITARY? (CODED)

39 FFIN = FEMALE PARENT FIRST INITIAL

40 FMIN = FEMALE PARENT MIDDLE INITIAL

41-54 FLST = LAST NAME, FEMALE PARENT

55 FREL = RELATIONSHIP OF FEMALE PARENT (CODED)

56 FOCC = OCCUPATION OF FEMALE PARENT (CODED)

57-60 DATB = DATE FORM B

(Coding for above as described in the WN-REC
Data Collector's Handbook of Instructions)

61 MCIT = CITIZENSHIP OF MALE PARENT (CODED)

62 MEDU = EDUCATION LEVEL OF MALE PARENT (CODED)

63 MSAL = SALARY OF MALE PARENT (CODED)

64-65 MAGE = AGE OF MALE PARENT

66 FCIT = CITIZENSHIP OF FEMALE PARENT (CODED)

67 FEDU = EDUCATION OF FEMALE PARENT (CODED)

68 FSAL = SALARY OF FEMALE PARENT (CODED)

69-70 FAGE = AGE OF FEMALE PARENT

71 SIZE = FAMILY SIZE

72-73 RYRS = TIME OF RESIDENCE AT ADDRESS (in 6 month intervals)

74 PRES = PLACE OF PREVIOUS RESIDENCE (CODED AS TO IN OR OUT OF STATE OR U.S.)

75-76 PYRS = TIME OF RESIDENCE AT PREVIOUS ADDRESS (in 6 month intervals)

77-78 TMOV = NUMBER OF TIMES MOVED IN PAST 5 YEARS.

80 CODE = B

(Coding for columns 61 to 78 is as used in the WN-REC
Fifth Grade Pilot Project or as user may decide)

CARD C

Student Personal, Health and Teacher Data

Col.

1-14

COUN, SCHO, GRTN, STUD = as before

19

TRAN = TRANSPORTATION TYPE

20-22

DIST = DISTANCE

23-24

TIME = TIME

25

LIMS = LEARNING LIMITATIONS, 1=Yes, 2=No

26

HEAR = HEARING (a 1 in the column)

27

VISN = Vision (a 1 in the column)

28

LOCO = LOCOMOTIVE (a 1 in the column)

29

OTHR = OTHER (a 1 in the column)

30

HOWK = HOW KNOWN (CODED)

31

LTYP = LUNCH TYPE (CODED)

32

PAYS = WHO PAYS? (CODED)

33-36

DATC = DATE OF FILLING OUT C CARD

(Coding for the above as described in the WN-REC
Data Collector's Handbook of Instructions)

37

DOCT = HAVE YOU A FAMILY DOCTOR? (CODED)

38

ALLG = ALLERGIES (CODED)

39

PHYS = HAVE HAD A PHYSICAL EXAM? (CODED)

40

ICHD = IMMUNIZED AGAINST CHILDHOOD DISEASES? (CODED)

41

IADD = IMMUNIZED AGAINST ADULT DISEASES? (CODED)

42

DCHD = DISEASES, CHILDHOOD, NOT SERIOUS (CODED)

43

DCHS = DISEASES, CHILDHOOD, SERIOUS (CODED)

44

DSER = DISEASES, ADULT, SERIOUS (CODED)

45-47

SAGE = STUDENT'S AGE (Years and tenths of years)

48

BPLC = BIRTHPLACE (CODED)

49

SCHA = PREVIOUS SCHOOL ATTENDED

50-51

DABS = ABSENCES FROM SCHOOL

52

SPED = SPECIAL EDUCATION?

CARD C (cont.)

Student Personal, Health and Teacher Data

<u>Col.</u>	
53-54	EXPR = TEACHER'S EXPERIENCE, YEARS
55	ONEV = TAUGHT OUTSIDE OF NEVADA?
56	DEGL = DEGREE LEVEL
57-58	MAJR = MAJOR IN COLLEGE
59-60	TAGE = AGE OF TEACHER
61	TSEX = SEX OF TEACHER
62-63	TSAL = TEACHER'S SALARY (CODED)
64	RONE = RESERVED AREA ONE (ONE DIGIT)
65	RTWO = " " TWO " "
66	RTHR = " " THREE " "
67	RFOR = " " FOUR " "
68	RFIV = " " FIVE " "
69	RSIX = " " SIX " "
70	RSEV = " " SEVEN " "
71-72	REGT = " " EIGHT (TWO DIGITS)
73-74	RNIN = " " NINE " "
75-76	RTEN = " " TEN " "
77-78	RLVN = " " ELEVEN " "
80	CODE = C

(Coding for columns 37 to 78 as used in the WN-REC
Fifth Grade Pilot Project or as user may decide)

CARD S
Col.

Stanford Achievement Test, Interpreted Scores

1-14	COUN, SCHO, GRIN, STUD as before	
19-21	GEWR =	GRADE EQUIVALENT
22-23	PRWR = WORD MEANING	PERCENTILE
24	SSWR =	STANINE
25-27	GEPA =	GRADE EQUIVALENT
28-29	PRPA = PARAGRAPH	PERCENTILE
30	SSPA =	STANINE
31-33	GESP =	GRADE EQUIVALENT
34-35	PRSP = SPELLING	PERCENTILE
36	SSSP =	STANINE
37-39	GEWS =	GRADE EQUIVALENT
40-41	PRWS = WORD STUDY SKILLS	PERCENTILE
42	SSWS =	STANINE
43-45	GELA =	GRADE EQUIVALENT
46-47	PRLA = LANGUAGE	PERCENTILE
48	SSLA =	STANINE
49-51	GEAM =	GRADE EQUIVALENT
52-53	PRAM = ARITHMETIC COMPUTATION	PERCENTILE
54	SSAM =	STANINE
55-57	GEAO =	GRADE EQUIVALENT
58-59	PRAO = ARITHMETIC CONCEPTS	PERCENTILE
60	SSAD =	STANINE
61-63	GEAA =	GRADE EQUIVALENT
64-65	PRAA = ARITHMETIC APPLICATIONS	PERCENTILE
66	SSAA =	STANINE
67-69	GESS =	GRADE EQUIVALENT
70-71	PRSS = SOCIAL STUDIES	PERCENTILE
72	SSSS =	STANINE

CARD S (Cont.)

Stanford Achievement Test, Interpreted Scores

Col.

73-75	GESE =	GRADE EQUIVALENT
76-77	PRSE = SCIENCE	PERCENTILE
78	SSSE =	STANINE
80	CODE = S	

(Data for above entries identical to WN-REC data described in
WN-REC Data Collector's Handbook of Instructions)

CARD R Stanford Achievement Test, Raw Scores + Student Marks for Corresponding Course

Col.

- 1-14 COUN, SCHO, GRTN, STUD as before
- 20-21 RWRD = WORD MEANING
- 22-24 RPAR = PARAGRAPH MEANING
- 25-27 RSPE = SPELLING
- 28-30 RWSS = WORD STUDY SKILLS
- 31-33 RLAN = LANGUAGE
- 34-36 RACM = ARITHMETIC COMPUTATION
- 37-39 RACO = ARITHMETIC CONCEPTS
- 40-42 RAAF = ARITHMETIC APPLICATIONS
- 43-45 RSOC = SOCIAL STUDIES
- 46-48 RSCI = SCIENCE

(Data for above as described in the WN-REC
Data Collector's Handbook of Instructions)

- 49-50 MRIT = GRADE POINT AVERAGE IN WRITING (2 digits, no decimal)
- 51-52 MLTR = GRADE POINT AVERAGE IN LITERATURE OR IN READING
- 53-54 MSPL = GRADE POINT AVERAGE IN SPELLING
- 55-56 MONE = RESERVED FOR ANOTHER SUBJECT
- 57-58 MENG = GRADE POINT AVERAGE IN ENGLISH
- 59-60 MARC = GRADE POINT AVERAGE IN ARITHMETIC
- 61-62 MTWO = RESERVED FOR ANOTHER SUBJECT
- 63-64 MTRE = RESERVED FOR ANOTHER SUBJECT
- 65-66 MSSH = GRADE POINT AVERAGE IN SOCIAL STUDIES OR IN HISTORY
- 67-68 MSCI = GRADE POINT AVERAGE IN SCIENCE
- 69-70 MOTH = GRADE POINT AVERAGE IN OTHER SUBJECTS (average of many)
- 71-72 MSIX = GRADE POINT AVERAGE IN MRIT, MLTR, MSPL, MENG, MARC, MSCI
- 73-74 MALL = GRADE POINT AVERAGE OF ALL SUBJECTS RECORDED
- 75-76 MACT = GRADE POINT AVERAGE IN ACTIVITY COURSES (MUSIC, ART, BAND, P.E.)
- 77-78 MFOR = RESERVED FOR ANOTHER SUBJECT
- 80 CODE = R

(Data for above items should be rounded to the nearest tenth, no decimal)

.....
MARC
.....

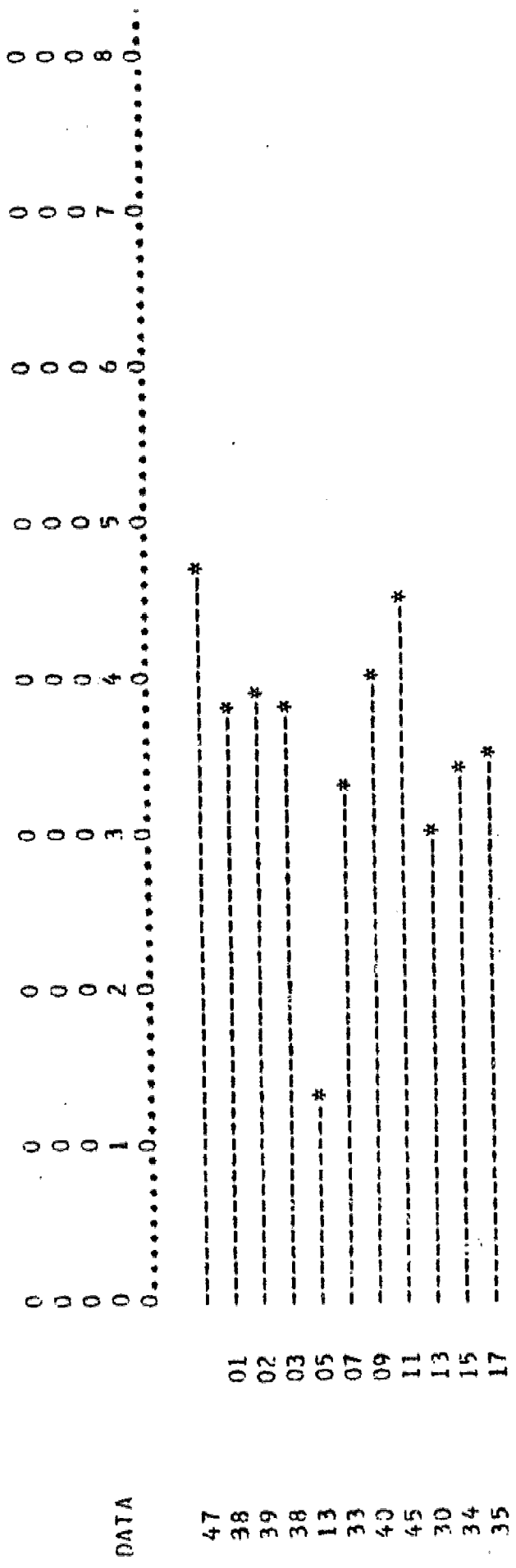


Fig. 3
Times family moved (Y coordinate) vs.
Mean Student Grade in Arithmetic
(X coordinate) - all 5th grade students.

.....
TMDV
.....

DEVELOPING AN EDUCATIONAL
INFORMATION SYSTEM

WESTERN NEVADA REGIONAL EDUCATION CENTER

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P. O. Box 421
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PREFACE

This pamphlet includes excerpts from various documents prepared by the WN-REC staff during the design of the education information system. It may be helpful to include these case histories for anyone who wishes to try his hand at designing a system for local use.

The Fifth Grade Pilot Project was carried out in Spring 1970. Its primary purpose was testing feasibility of the collection procedure. A secondary purpose was to determine what items of data were required by personnel in the schools of the Western Nevada Region. Portions of that study are included.

After the fifth grade study was completed, a seminar of school people in Western Nevada was convened and asked to rate the desirability using the Student Information items chosen by WN-REC (as well as other items previously considered). The resultant User Needs Analysis confirmed the acceptability of the information items chosen.

WN-REC MISSION

THE MISSION OF THE WESTERN NEVADA REGIONAL EDUCATION CENTER IS TO ASSIST MEMBER SCHOOL DISTRICTS IN DEVELOPING NEW AND/OR IMPROVED EDUCATIONAL PROGRAMS AS A RESULT OF PROFESSIONAL SERVICES RELATED TO PROJECTS ADOPTED BY THE GOVERNING BOARD OF THE CENTER.

CENTER GOALS:

- I. To develop an educational information system which, when implemented in part or in total, will provide selected data/information for use by individuals and groups within the districts, Region, and State in educational planning and decision-making.
- II. To productively involve persons and organizations representative of the general public in continually (1) assessing learner needs, (2) identifying educational problems, (3) identifying potential solutions, and (4) evaluating educational performance.
- III. To supplement existing efforts in promoting an increased awareness and understanding of emerging changes in educational goals, programs, and procedures.

STUDENT DATA ITEMS*

FIXED DATA: Consisting of data items (1) most often required for a school management system, and (2) least likely to need change, altering, or updating.

1. Enrollment Data Items

School DP Number
Student DP Number
School Name
Date
Student Name
Grade
Sex
Birth Date
Address

2. Personal/Home Data Items

Birth Place
Parent/Guardian
Relation (Mother, Father)
Stepmother, Stepfather, Other Relative, Legal Guardian,
Self, Not Available
Occupation(s)
Home Language
Race (White, Negro, Indian, Oriental)
Health Summary:
Visual, Hearing, Speech, Allergies, Hemophilia, Heart,
Epilepsy, Motor, Other, Diabetes
Physical Disability
Most Recent Physical Exam
Emergency Procedure
Cleared for Special Activities
Distance from School
Means Transportation to School
Noon Lunch

VARIABLE DATA: Consisting of data (1) important to periodical reporting and (2) most subject to changes, alterations, or up-dating.

1. Student Accounting Data Items

Date Entered School
Date Left School
Federal Aid Eligibility
Student Education Plans (secondary only)
Special Education
Special Referrals

* Subject to possible revision.

2. Academic Record

Course Title, Number

Grades

Credits

STANDARDIZED TESTS DATA: Consisting of results from giving standardized achievement tests, student inventory tests, and/or mental ability tests.

Raw Scores

Percentiles (Classroom, District, Regional, National)

Stanines

CURRICULUM PROJECT GOALS

It shall be a goal of the Center to establish, by summer 1970, a data base consisting of descriptions of course and program offerings; text and media utilizations; and time and space allotments for some selected portion of the school districts within the Region.

Anticipated Data Usage

Identification and description of the programs, courses, classes, and activities which make up the curriculum of some or all of the schools of the Region shall be completed. This information shall be stored in such a manner as to provide comparison capabilities between student achievements and staff training and performance within the districts. By this means strengths and weaknesses in performance can be diagnosed. Additional statistical comparisons can be made using the supplemental computational facilities available from sources such as SDC's EXTRA. The Boulder information service may provide additional leads for meaningful comparisons in the curriculum area.

Through the use of computer scheduling services, information about the utilization of teachers, classrooms, and other school facilities can be compiled. This information can be obtained by using services such as the student accounting service of the Sacramento Data Processing Center. This scheduling information can be obtained by the use of classroom rosters and stored as a file of information about each teacher, classroom, school or school district.

Diagnoses of successes and failures of local curricular offerings can be made from analyses of standardized test results. Tallies of student errors made on local teacher-made tests can be used to diagnose successes and failures of teaching or of teacher-made tests in the various curricular or program areas.

Some of the data items that could be identified in such a curriculum data system are listed on the following page. Data items such as: 4. Course Title Number, and 17. Content Descriptors will need district and/or state-wide agreement on terminology before the data can be successfully coded.

CURRICULUM DATA ITEMS

Data Items

1. Instructional Area
2. Local Course Number
3. Section Number
4. Course Title Number
5. Sequential Year
6. Level of Difficulty
7. Year or Grade Level
8. Teacher Social Security Number
9. Site Code
10. Space Code
11. School Year
12. Term
13. Type of Program (if Federally or specially
State Funded)
14. Type of Pupils
15. Credit Units
16. Course Meets Requirements
17. Content Descriptors
18. Text Usage
19. Teaching Media Used
20. Number of Days
21. Minutes Per Week
22. Percent of Time in Lab.
23. Number of Male Pupils
24. Number of Female Pupils

PERSONNEL PROJECT GOALS

It shall be a goal of the Center to establish by the summer of 1970 a data base, consisting of selected fixed and variable items, for a specified segment of personnel within the Region.

Previous experience and contacts with other data processing centers indicate that this can be quickly and accurately accomplished once the Center gains experience in working with the student data base. Thus Center development plans reflect some slight delay periods between initiating some student data activities and similar personnel data activities. These time spans will (1) assure greater possibilities of success for personnel data development, (2) prevent uneven work loads for Center and district personnel, and (3) permit the Center's exploring the possibilities of related special projects utilizing services such as the Boulder information service. Among the special projects recommended to the Center for study during 1969-70 are the following:

Differentiated Staffing: To assist the State Department of Education through research design, information gathering, and information dissemination in a differentiated staffing project within the Region.

Teacher Employment: To assist districts and/or the State Department of Education in identifying problems and opportunities associated with recruiting, employing, and retaining classroom teachers in Nevada's rural, small school complex.

However basic to the adoption of any special project is the establishment of a working data bank reflecting existing situations. This final system, when adopted, will result in increased knowledge about school personnel and will standardize and simplify data collection procedures and materials as they relate to district, regional, and state education agencies within the framework of applicable policies and state laws.

The resulting records will be designed so that all fixed items will be in the beginning or high-order portion of the record while the variable items will be in the later or low-order portion. On the following page some of the possible data items relating to educational and/or support personnel are identified.

PERSONNEL DATA ITEMS

Personnel Types		Data Items*
Certificated	Classified	
x	x	1. District Code
x	x	2. School (Organization) Code
x	x	3. Social Security Number
x	x	4. Legal Name
x	x	5. Sex
x	x	6. Marital Status
x	x	7. Date of Birth
x	x	8. Highest Level of Education
x	x	9. Educational Employment Status
x		10. Institution Granting First Degree
x		11. Year First Degree Earned
x		12. Institution Granting Highest Degree
x		13. Year Highest Degree Earned
x		14. Total Semester Hours
x		15. Year Last Credit Earned
x		16. Contract Period
x		17. Percent of Time Worked
x		18. Total Contract Salary
x		19. Does Salary Include Compensation for Extra Duties
x		20. Amount for Extra Duties
x		21. Employment Previous Year
x		22. Employment Status
x		23. Local Experience
x		24. State Experience
x		25. Total Educational Experience
x		26. Medical Examination
x		27. Accident Record
		(variable portion of record)
	x	28. Days Employed
	x	29. Hours Worked Per Day
	x	30. Hourly Wage
	x	31. Annual Wage
x		32. Certificate Held
x		33. Date Certificate Issued
x		34. Date Certificate Expires
x		35. Instructional Level Authorized by Certificate
x		36. Grades Authorized by Certificate
x		37. Fields/Areas/Services Authorized
x		38. Subjects Authorized
x	x	39. Position Title
x	x	40. Area of Responsibility
x	x	41. Instructional Area
x	x	42. Scope of Assignment
x	x	43. Level of Assignment
x	x	44. Percent of Time
x		45. Local Course Number

* Subject to necessary revisions.

2.0

IDENTIFY PROBABLE
INFORMATION USERS

4.0

DEVELOP STRATEGIES
FOR ATTAINING
GOALS/OBJECTIVES

3.0

ESTABLISH EDUCATIONAL
GOALS/OBJECTIVES

1.0

DETERMINE EDUCATIONAL
MANAGEMENT
RESPONSIBILITIES

7.0

RECYCLE THROUGH
1.0 - 6.0 WHEN
REQUIRED

6.0

DEVELOP INFORMATION
STORAGE-RETRIEVAL
PROCESS (ES)

5.0

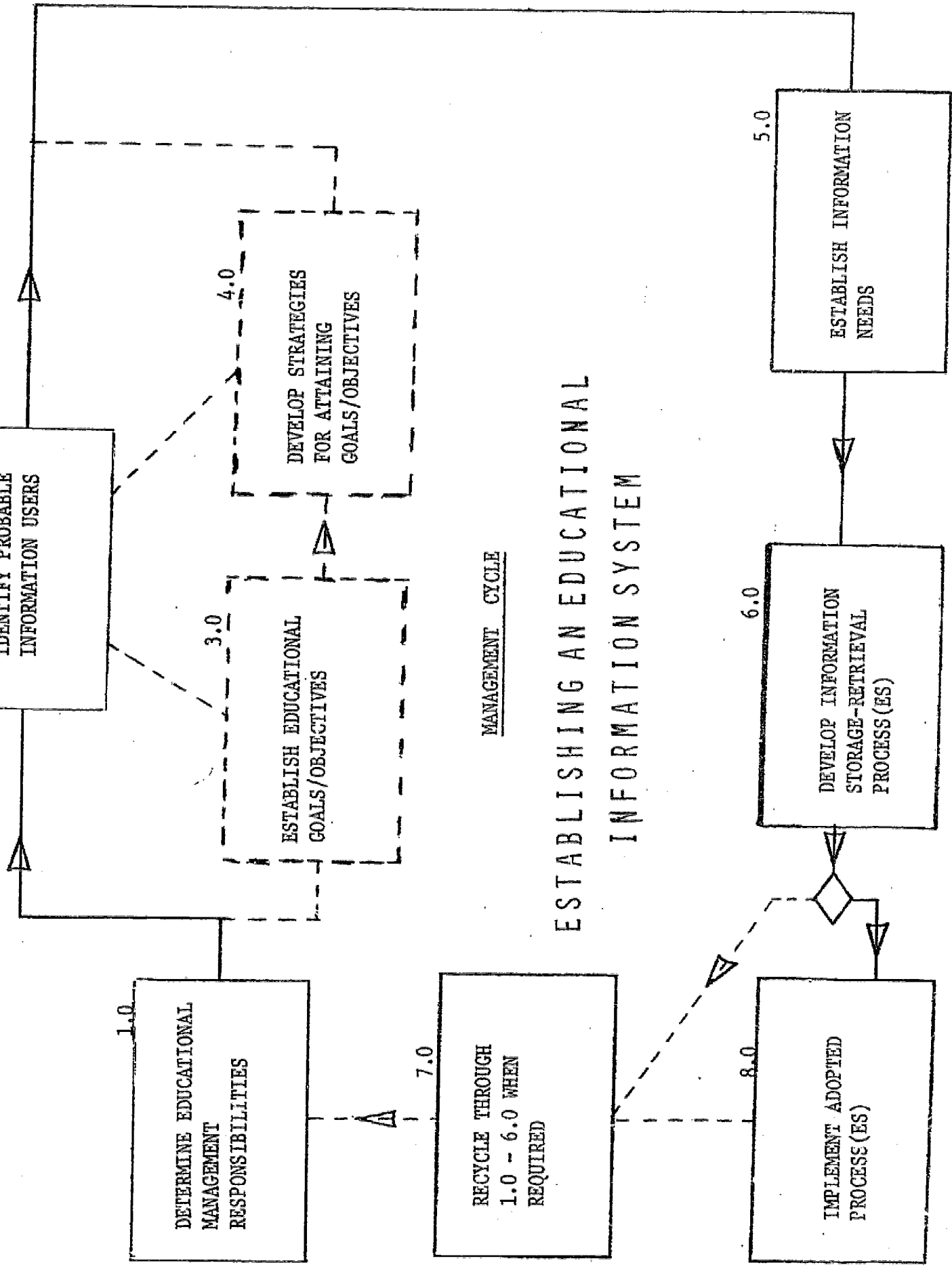
ESTABLISH INFORMATION
NEEDS

8.0

IMPLEMENT ADOPTED
PROCESS (ES)

MANAGEMENT CYCLE

ESTABLISHING AN EDUCATIONAL
INFORMATION SYSTEM



PROCEDURES FOR EVALUATING THE EDUCATIONAL INFORMATION SYSTEM

Cost effectiveness analyses will be made by calculating the time and money expended currently in the preparation of reports emanating from schools and school districts utilizing their present manual system. These expenditures will be compared with the time and money expended on the reports emanating from the computer-based information system, excluding developmental costs for the system.

User effectiveness analyses of the system will be performed by analyzing the feedback from users while the system is under development and after the system has been put into operation. Analyses of the use of computer-emanated reports in the school systems throughout the region will be made. These analyses will attempt to identify multiple uses of standardized reports, special needs in reporting by individual districts which could be computerized, and unique reporting requirements that might be satisfied by subscribing to supplementary statistical services.

Evaluation of an information system is a continuous process. The figure which immediately follows this discussion illustrates the cyclic nature of the design and evaluation processes in the establishment of an educational information system. Each of the processes indicated on this chart involves an individual cycle of development and evaluation. Further details on each of these cycles are being prepared and will be available shortly.

PILOT PROJECT
FIFTH GRADE STUDENT DATA

PROJECT REPORT

February 1, 1970

Dale E. Dunn
Theodore G. Brough
Victor M. Hyden, Jr.
S. Carl Traegde

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WESTERN NEVADA REGIONAL EDUCATION CENTER FIFTH GRADE STUDENT DATA PILOT PROJECT REPORT

SPRING, 1969

INTRODUCTION

In keeping with the ESEA, Title III proposal establishing the Western Nevada Regional Education Center (WN-REC) in 1968, the Board of Directors approved the implementation of a "Fifth Grade Student Data Pilot Project. The project's primary goal was to determine the kinds of data that could or could not be collected in rural Western Nevada. Knowledge that certain data cannot be collected is perhaps as important as identifying the collectable. Data collected provided some insight into problems of data collection and at the same time gained some understanding of the sampled fifth grade population in the WN-REC area.

PROCEDURES AND PROCESSES

The Center staff surveyed the State and the Region to determine what kinds of data were presently being collected by the local schools and school districts. A compilation of these data was made and duplications were eliminated. Careful screening of data types produced a list which was categorized and delimited to the ones that appear on the ten Op-Scan sheets in Appendix 1.

Data to be collected was approved by the eight County Superintendents and their assistants. After surveying the literature and contacting specialists in data collecting, WN-REC selected Optical Scanning as the best and most effective means of collecting large amounts of data. Special instruction in the preparation of Op-Scan sheets followed. By the first of March the design, art work, and varityping of the WN-REC Op-Scan sheets was completed. The printed sheets were ordered from Optical Scanning Corp., Newtown, Pennsylvania.

At the March meeting, the Board of Directors of WN-REC approved a random selection of one fifth grade class from each district to be used in a Pilot Study of the data collection system. Fifth grade classes selected from the eight counties were as follows:

Mrs. Della Bailey	-	Pershing
Mrs. Iva Cunnynggham	-	Churchill
Mr. Paul Dahl	-	Carson City
Mr. Robert Eastman	-	Humboldt
Miss Doris Hansen	-	Storey
Mrs. Margaret Starkey	-	Lyon
Mrs. Catherine Williams	-	Mineral
Mrs. Sharon Williams	-	Douglas

Early in May, in-service training was conducted for the above teachers who would collect the data. Proper utilization and completion of Op-Scan sheets and alpha-numeric techniques of data collection were emphasized.

WN-REC received the Op-Scan sheets from Optical Scanning Corp. and distributed them to the teachers. Questions which had arisen during the training period were discussed and final instructions were given to the fifth grade teachers.

The forms were completed by district identified persons--students,

faculty, school nurse and principals. The completed sheets were sent to the Director of Research, Oakland, California, Public Schools, who had agreed to "run" the sheets through their Optical Scan "reader" and to supply WN-REC with the 28 IBM card output per pupil as originally designed. It was noted by Mrs. Darlene Nichols, the Op-Scan Specialist at the Oakland School District office, that there were certain errors in wiring instructions and that there were some troubles with the sheets and adjustments had to be made to correct for the errors. By careful manipulation and redesigning our data program with the aid of Mr. Garry Vance, Computer Center at University of Nevada, WN-REC was able to reduce the number of IBM cards to 16 cards per student deck. At this point it was decided that the present staff at WN-REC had increased its capabilities in designing and operating data processing procedures so that, despite the resignation of a key person, the fifth grade pilot study could be completed as originally planned.

The Op-Scan reader programs and the University of Nevada's Sigma 7 Computer were made compatible. Data error routines were established to check on the reliability of data (see Appendix 2). An evaluation of the entire program was performed. This evaluation included the following:

1. Survey of participating teachers to determine value and effectiveness of data sheets--each item on the data sheets was included in a questionnaire. Each user was queried and those elements which were not valid, extremely difficult to obtain, or caused excessive unfavorable reaction from parents of children were noted for elimination from future questionnaires (see Appendix 3).

2. Task Force Evaluation - A Task Force was convened at the University of Nevada to rate the usefulness of the data collected in the Fifth Grade Project. Comprising the Task Force were:

Mr. John Gamble, State Deputy Superintendent of
Education
Dr. Thomas Tucker, Department Head, Education Administration,
University of Nevada
Dr. Paul Fawley, Department Head, Education Administration,
University of Utah
Dr. Robert Whittemore, Director, Student Counseling Center,
University of Nevada
Mr. Paul Dahl, Principal, Carson Elementary School
Mrs. Della Bailey, Teacher, Pershing County Elementary School

A tabulation of the results of the Task Force rating is attached (see Appendix 4). An arbitrary value of 2.5 (where 1 = highest, 5 = lowest) was used as the cutting point to determine the pertinent data items to be used in a future student information questionnaire (see Appendix 4).

On this basis new forms and card formats were made. Four levels of information were established. Level I - Entry Data; Level II - Personal and Home Data; Level III - Standardized Tests Data; and Level IV - Accounting Data. The first two levels of data are relatively stable for a given student and, hence, can form the basis for a permanent student information file. Levels III and IV, however, require constant updating in order to be useful.

OBJECTIVES AND RESULTS

Following is an introduction to the published Project Objectives and the Center's analysis of the results:

General Objectives

1. To create a data bank that can prove to be of benefit to districts in documenting or analyzing student information.
2. To develop data processing procedures and make a trial run.
3. To conduct an analysis of the potential of the gathered data for district administrators, teachers, students, and the general public.
4. To increase the capabilities of the Center staff in designing and operating data processing procedures.

Results

1. A data bank on selected fifth graders has been established and the Center is capable of recalling any or all items of the data and computing many statistics as indicated in the print-outs (Appendix 5).
2. The data has been collected and is retrievable.
3. The potential value of the data is high--depending upon the amount of money and time spent. With limited budget and time the data supplied by fifth graders--though carefully supervised and checked by competent teachers--is not reliable enough to make generalizations concerning the school curriculum or the relationship of demographic patterns to the behavior of fifth grade pupils.
4. The Center staff has gained much in its ability to design and operate data processing procedures. The first Optical Scan sheets used by the Center required ten sheets and 28 IBM cards per student. At this time, WN-REC has reduced the number of data items, redesigned the forms, and reduced the number of Optical Scan Forms considerably (one for Student Entry Data, and two additional forms for Personal and Home Data). The total number of IBM cards needed to store the data on students has been reduced to about seven, depending on the amount of performance data--Standardized Tests and grades--to be stored.

Channels of communication are now open between WN-REC and many other data processing centers in the U. S., including the following: Southwest Mississippi Data Processing Center, Oakland Public Schools Data Processing Center, Las Vegas Public School Data Processing Center, Reno Public Schools

General Objectives

5. To develop usable techniques such that the Center can design and operate information processing procedures meaningful to students, teachers, administrators, and concerned lay citizens and groups.

The following Specific Objectives were to be met:

Specific Objectives

1. To develop a description of the population of fifth grade students in this Region with regard to the variables studied --based on the samples taken.

Results

Data Processing Center, SIRS of the State of Florida, Harcourt, Brace and World, Inc., Public Systems Division of Systems Development Corporation, University of Nevada Computer Center, Utah Educational Data Processing Project, and Programming Products Company of San Francisco.

5. The pilot study revealed many improved techniques of using and handling information that are of real value to administrators, teachers, and students, e.g., student accounting procedures, updating techniques and procedures, analysis of data and new and improved collection procedures.

Results

1. A description of population was made and presented to users in the form of computer print-outs of individual data sheets. Due to the unreliability of some information received from fifth graders, it was felt that a detailed analysis was an unwarranted expense and that money could be more profitably spent in other areas of endeavor. However, some statistical analysis was made to demonstrate feasibility. See Appendix 5.

Computer programs were set up and run. These programs will be utilized in analysis of the more reliable data to be collected in the future. An example of the print-out was sent to all users.

The Student-Parent information was not reliable enough to justify spending of money in the processing of this information. However, programs have been

Specific Objectives

2. To make a descriptive comparison of the demographic characteristics of the population represented in each district. These will be compared with those for the Region as a whole.

3. To interpret the findings of the above, with particular attention to the implications for instructional programs and curriculum planning.

4. To determine the relationship, if any, that exists between the measured variables and student achievement (school marks).

Results

developed that make such comparisons not only a possibility but a practical reality. On the basis of this study, changes in the data to be retrieved have been made.

2. Although the Center was handicapped during the summer months by the resignation of the Research and Evaluation Specialist and the necessity of reassessment and reassignment of duties of the remaining Professional Staff, many errors were discovered in the original system approach and the procedures established for processing the collected data. Some of these were: (a) Too much data collected resulting in overloading of the random access capacity of the Sigma 7 Computer; (b) Improper alignment of the field registry on Op-Scan forms; (c) Excessive number of coding and decoding requirements, making programming expensive and time consuming; (d) Excessive number of Op-Scan sheets and IBM cards required for data processing; (e) Improper wiring instructions for efficient running of the Optical Scanners, making the wiring of sensitivity boards impractical. The characteristics of the Region as a whole are indicated in the computer print-outs shown in Appendix 5. A tally of the demographic characteristics for each district was not performed. Descriptive statistics of the Region as a whole are included in Appendix 5.

3. The Pilot Project pointed out problems in processing the data which were subsequently corrected and reprogrammed for efficient usage and reporting. Users of the initial print-outs indicated a need for development of a new and more effective format for use by administrators and teachers.

4. Could not be accomplished.

CONCLUSIONS - RECOMMENDATIONS

1. Given cooperation, data concerning pupils can be collected, processed, and retrieved.
2. There were too many forms (10) and too much information required of the students.
3. The forms need to be redesigned for easier and more accurate completion.
4. After revision of data requirements (and the collection forms) it is recommended that the ninth grade be used as an initial student information source.
5. It is recommended that achievement results be added to the data bank as a dependent variable for comparison with other fixed data.
6. It is recommended that grades and grade point averages be included in total data collection project.
7. The third grade should be included in the data bank during the spring of 1970.
8. Younger students (grades K - 6) should not fill out the data collection sheets.
9. Students in junior high school and high school could probably fill out the Op-Scan forms accurately with the help of trained leaders.

TEACHERS' EVALUATIONS

(The numbers in parenthesis are the number of teachers so responding.
The total number of teachers involved was eight.)

1. Sheets listed as spoiled: Student Data 1
Student Data 2
Student Data 4 (Previous Address)
2. The value of collecting data in relation to you as a teacher:

To understand student
Child-teacher placement
Schools do not have enough data to help teacher
Records are obsolete

The value of collecting data in relation to the school and district:

Unity of files and records in one spot
Research
Information available

3. Was the data collected reliable?

Yes	(2)
Fair (75% of responses are reliable)	(1)
Yes (For the information given, but many blanks)	(1)
About 50% as reliable as a fifth grader can be	(1)
About 60% as reliable as a fifth grader can be	(1)
95% reliable (salary not reliable)	(1)
No response	(1)

4. The data items which seem to give the class the most difficulty:

Parent information
Income (salary)
Family Information ("I had 7 grandfathers, 3 fathers")
Health Data

5. The scheduled breaks in the data collection: (according to classes)

Recess - Overnight	(1)
Recess - Lunch	(1)
Lunch - Overnight	(1)
2 Recesses - Lunch - Overnight	(3)
4 Recesses - 2 Lunches - 2 Overnight	(1)
No response	(1)

6. The teachers needed and/or sought help from:

Nurse (3) and Secretary (1)
Principal (2) and Assistant Superintendent (1)
No help needed (2)

7. The resources used to complete Health Data and Exceptional Data Sheets were:

Nurse (4)
Records (5)
Counselor (1)

8. This project was discussed with:

Other teachers
Parents (Income, Age, Citizenship)
Principal
Assistant Superintendent

Reactions to this project from parents:

One parent called teacher and objected
Too nosey as to age and salary
Two students reported parents not in favor
Interested
Refused information on salary

9. Data teachers feel have been left out:

Attitudes	(2)	Health	(1)
Unexcused Absences	(1)	Psychological	(1)
I.Q.	(1)	Military Parent	(2)
Achievement	(3)		

10. Data teachers feel are unnecessary:

Don't know	(3)
Some health data and previous address	(1)
Present data	(1)
None unnecessary	(2)
No response	(1)

11. Did the teachers work this project into a learning unit?

No	(6)
Yes - Special Unit	(2)

12. The student learned the following from this experience:

About himself and family
To follow instructions
To fill out forms
Not much

13. Was data checked by teachers on data sheets?

Yes (6)
No (1)
No response (1)

14. Teachers who felt instructions clear and/or complete:

Yes (6)
No (1) (Occupational titles too small)
No response (1)

15. Student spent time in:

6 hours, 15 minutes (1)
1 hour, 45 minutes (1)
3 hours, 30 minutes (1)
5 hours (1)
4 hours (1)
2 hours (1)
No response (2)

Time spent in preparing student:

1 hour (2)
2 hours (2)
2 hours, 30 minutes (1)
30 minutes (1)
No response (2)

16. Teachers' time spent:

5 hours (2)
4 hours (1)
3 hours (1)
2 hours and
Counselor's time (1)
11 hours (1)
No response (2)

17. The students talked this project over with their parents:

Yes	(6)
Some did	(1)
No response	(1)

18. Parent reaction:

Good	(1)
Bad	(1)
Unhappy	(1)
Questions on personal family life--don't like it	
Noncommittal	

19. Did the student seem to enjoy this?

Yes	(4)
At First	(1)
No	(1)
No response	(2)

20. Teachers' comments, observations, or suggestions:

Parent information should be asked of parents,
not children.
Military children move a lot. No special provisions
for military.
Health records inadequate.
Make it simpler.
Sample set worked out.
In 1969--is 19 necessary?
Use income rather than salary.
Family means only home.
Collect in the Fall.
Make available entire year.
Feedback to school before next project.

TASK FORCE EVALUATION

A Task Force was convened at the University of Nevada on June 19, 1969. The agenda for that meeting is enclosed. The various members of the Task Force were assigned roles commensurate with their previous experience. The individual members of the Task Force were mailed rating forms (USERS' PERCEIVED STUDENT DATA RELEVANCE) two weeks preceding the meeting. The filled out forms were discussed at the meeting at which time a composite rating form was filled out (IDENTIFYING RELEVANT STUDENT DATA). The pertinent forms follow.

Task Force Session

IDENTIFYING RELEVANT STUDENT DATA

I. PLACE: Ingersol Room, University of Nevada, Reno

II. DATE: June 19, 1969

III. TASK FORCE:

<u>Name</u>	<u>Role</u>
Dr. Thomas Tucker	District Superintendent
Mr. Thomas Greene	District Trustee
Dr. Paul Fawley	Senior High Principal
Mr. Paul Dahl	Elementary Principal
Dr. Robert Whittemore	Counselor
Mrs. Della Bailey	Elementary Teacher
Mr. John Gamble	State Department Education

IV. CENTER PERSONNEL:

Victor M. Hyden	Director
Dale E. Dunn	Programs, Dissemination
S. Carl Treagde	Research, Evaluation
Margaret Madden	Board Secretary

V. SESSION GOAL:

TO IDENTIFY THOSE STUDENT DATA JUDGED
MOST VALUABLE IN MAKING EDUCATIONAL
DECISIONS AFFECTING STUDENTS.

IV. SESSION SCHEDULE:

10:00 - 10:30 INTRODUCTION TO SESSION'S TASK

10:30 - 12:00 DATA COMPILATION BY GROUPS

Group I:

District Superintendent
District Trustee
State Department of Education

Group II:

Senior High Principal
Elementary Principal
Counselor
Elementary Teacher

12:00 - 1:00 LUNCH

1:00 - 3:00

DISCUSSION ON:

- (1) GROUP COMPILATIONS
- (2) POSSIBLE DATA COMBINATIONS
- (3) RELATED EDUCATIONAL DECISIONS

USERS' PERCEIVED STUDENT DATA RELEVANCE

Instructions: Under value, rate in importance of data in relation to your role (principal, teacher, etc.) using 1 as most value and 5 as no value.

Category	Value					Frequency	Related Decisions (when possible)
	1	2	3	4	5		
STUDENT DATA 1 (Page 1)							
Student Name							
Sex							
Race							
Home Data							
Language Data							
STUDENT DATA 2 (Page 2)							
Male Head of Family, Name							
Head of Family							
School Completed							
Citizenship							
Salary							
Occupation							
Number of Other Males in Family (Home)							
Female Head of Family, Name							
Head of Family							
Citizenship							
School Completed							
Salary							
Occupation							
Number of Other Females in Family (Home)							

DAILY
 MONTHLY
 6 weeks
 SEMESTER
 ANNUAL
 YEARLY

Category

STUDENT DATA 3 (Page 3)

Present Address, Street

Birthdate

Birthplace

STUDENT DATA 4 (Page 4)

Previous Address, Street

SCHOOL DATA 1 (Page 5)

Name of Present School

Date Entered Present School

Number of Schools Attended

Total Time in School

Total Time Public Schools

Noon Lunch

Means of Transportation

Distance From School

School Progress Record

Times Tardy

Days Absent

Special Referrals

If Student Moved

SCHOOL DATA 2 (Page 6)

Grade in School

If Special Education Name the Category

Teacher

Subjects - Marks

Value

1 2 3 4 5

Frequency

Daily
Monthly
6 weeks
Semester
Annual
Never

Related Decisions (when possible)

Category

SCHOOL DATA 2 (Page 6) Cont.

Category	Value				
	1	2	3	4	5
Social Behavior					
HEALTH DATA 1 (Page 7)					
Family Doctor, Name					
Emergency Phone Number					
Emergency Procedure					
Preferred Hospital					
Allergies					
Physical Examinations					
HEALTH DATA 2 (Page 8)					
Hearing					
Vision					
Height					
Weight					
Teeth					
Immunization					
Tests					
HEALTH DATA 3 (Page 9)					
Disease History					
EXCEPTIONAL STUDENTS DATA (Page 10)					
STUDENT TESTING (New Data)					
Psychological Test Results					
Aptitude Test Results					
I. Q.					
Achievement Test Results					

Frequency	Value											
	1	2	3	4	5	6	7	8	9	10	11	12
Monthly												
Quarterly												
Semi-Annual												
Annual												

Related Decisions (when possible)

IDENTIFYING RELEVANT STUDENT DATA

Category	Supt.	Trustee	S.D.N.	S.H. Pr. Inc.	El. Pr. Inc.	Counselor	El. Teacher	TOTAL	AVERAGE	COMMENTS
STUDENT DATA 1 (Page 1)										
Student Name	1	1	1	1	1	1	1	6	1	
Sex	1	2	1	1	2	1	1	8	1.33	
Race	1	1	3	2	1	3	1	11	1.83	
Home Data	1	1	4	4	1	1	1	12	2	
Language Data	1	1	3	4	4	1	1	14	2.33	
STUDENT DATA 2 (Page 2)										
Male Head of Family, Home	5	3	1	1	1	1	1	12	2	
Head of Family	1	1	1	1	2	1	1	7	1.17	
School Completed	1	1	2	4	1	1	1	10	1.67	
Citizenship	1	1	4	5	4	4	4	19	3.17	
Salary	1	1	4	4	1	4	4	15	2.5	
Occupation	1	1	1	5	1	4	4	13	2.17	
Number of Other Males in Family (Home)	3	2	3	5	4	3	3	20	3.33	
Female Head of Family, Home	5	3	1	1	1	1	1	12	2	
Head of Family	1	1	1	1	2	1	1	7	1.17	
Citizenship	1	1	4	5	4	4	4	19	3.17	
School Completed	1	1	2	4	2	3	3	13	2.17	
Salary	1	1	4	4	1	4	4	15	2.5	
Occupation	1	1	1	5	1	4	4	13	2.17	
Number of Other Females in Family (Home)	3	2	3	5	4	3	3	20	3.33	
Present Address, Street	1	1	1	1	1	1	1	6	1	
Birthdate	1	1	1	1	2	1	1	7	1.17	
Birthplace	3	1	4	4	4	4	4	20	3.33	
STUDENT DATA 4 (Page 4)										
Previous Address, Street	5	5	5	5	5	5	5	30	5	
SCHOOL DATA 1 (Page 5)										
Home of Present School	1	1	1	1	1	1	1	6	1	
Date Entered Present School	1	1	1	1	3	1	1	8	1.33	
Number of Schools Attended	5	5	1	4	3	1	1	19	3.17	
Total Time in School	5	1	2	4	4	2	1	18	3	
Total Time Public Schools	5	5	2	4	4	4	4	24	4	

Noon Lunch	2	1	3	4	2	1	13	2.17
Means of Transportation	1	1	1	4	3	1	11	1.83
Distance From School	1	1	2	4	3	1	12	2
School Progress Record	1	1	1	4	1	1	9	1.5
Times Tardy	5	5	4	4	3	4	25	4.17
Days Absent	5	5	2	2	3	2	19	3.17
Special Referrals	5	5	1	1	1	1	14	2.33
If Student Moved	5	5	5	4	5	4	28	4.67
SCHOOL DATA 2 (Page 6)								
Grade in School	1	1	4	4	2	4	16	2.67
If Special Education Name the Category	1	1	1	1	3	1	8	1.33
Teacher	1	1	2	1	1	1	7	1.17
Subjects - Marks	5	5	1	1	1	1	14	2.33
Social Behavior	1	5	1	1	1	1	10	1.67
	5	5	1	1	1	1	14	2.33
HEALTH DATA 1 (Page 7)								
Family Doctor, Name	3	5	1	1	1	1	12	2
Emergency Phone Number	1	5	1	1	1	1	10	1.67
Emergency Procedure	1	5	1	1	1	1	10	1.67
Preferred Hospital	5	5	1	1	1	1	14	2.33
Allergies	5	5	1	1	2	1	15	2.5
Physical Examinations	5	5	3	4	3	2	32	3.67
HEALTH DATA 2 (Page 8)								
Hearing	1	1	2	4	2	1	11	1.83
Vision	1	1	2	4	2	1	11	1.83
Height	5	5	2	4	2	3	21	3.5
Weight	5	5	2	4	2	3	21	3.5
Teeth	5	5	2	4	2	3	21	3.5
Immunization	1	5	2	4	2	3	17	2.83
Tests	5	5	2	4	2	3	21	3.5
HEALTH DATA 3 (Page 9)								
Disease History	5	5	3	4	3	3	23	3.83
EXCEPTIONAL STUDENTS DATA (Page 10)								
	1	1	1	1	1	1	6	1
STUDENT TESTING (New Data)								
Psychological Test Results	1	1	1	1	1	1	6	1
Aptitude Test Results	1	1	1	1	1	1	6	1
	1	1	1	1	1	1	6	1
Interest Test Results	1	1	1	1	1	1	6	1

APPENDIX 1

OP-SCAN DATA COLLECTION SHEETS



PRESENT DATE	
MO.	YEAR
0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

FIRST NAME	MIDDLE NAME	LAST NAME	NICKNAME OR OTHER NAME
A	A	A	A
B	B	B	B
C	C	C	C
D	D	D	D
E	E	E	E
F	F	F	F
G	G	G	G
H	H	H	H
I	I	I	I
J	J	J	J
K	K	K	K
L	L	L	L
M	M	M	M
N	N	N	N
O	O	O	O
P	P	P	P
Q	Q	Q	Q
R	R	R	R
S	S	S	S
T	T	T	T
U	U	U	U
V	V	V	V
W	W	W	W
X	X	X	X
Y	Y	Y	Y
Z	Z	Z	Z

SEX
MALE
FEMALE

RACE
CAUCASIAN
INDIAN (AM.)
ORIENTAL
POLYNESIAN
NEGROID
MIXED

IF MIXED WHICH RACES
CAUCASIAN
INDIAN
ORIENTAL
POLYNESIAN
NEGROID

STUDENT NUMBER
0
1
2
3
4
5
6
7
8
9

FROM MEXICAN-AMERICAN HOME?	SPANISH SURNAME?	MARITAL STATUS OF PARENTS	STUDENT HOME
YES <input type="checkbox"/>	YES <input type="checkbox"/>	MARRIED <input type="checkbox"/>	NATURAL HOME <input type="checkbox"/>
NO <input type="checkbox"/>	NO <input type="checkbox"/>	SEPARATED <input type="checkbox"/>	ADOPTED HOME <input type="checkbox"/>
		DIVORCED <input type="checkbox"/>	FOSTER HOME <input type="checkbox"/>
		SINGLE MOTHER <input type="checkbox"/>	INSTITUTION <input type="checkbox"/>
		FATHER ALIVE <input type="checkbox"/>	OTHER <input type="checkbox"/>
		MOTHER ALIVE <input type="checkbox"/>	

LANGUAGE SPOKEN AT HOME	IF NOT ENGLISH ONLY, NAME OF OTHER LANGUAGE
ENGLISH ONLY <input type="checkbox"/>	
ENGLISH & OTHER <input type="checkbox"/>	
OTHER ONLY <input type="checkbox"/>	
DANISH <input type="checkbox"/>	GREEK <input type="checkbox"/>
FINNISH <input type="checkbox"/>	INDIAN (AM.) <input type="checkbox"/>
GERMAN <input type="checkbox"/>	MEXICAN <input type="checkbox"/>
NORWEGIAN <input type="checkbox"/>	POLISH <input type="checkbox"/>
SWEDISH <input type="checkbox"/>	YIDDISH <input type="checkbox"/>
	CHINESE <input type="checkbox"/>
	JAPANESE <input type="checkbox"/>
	RUSSIAN <input type="checkbox"/>
	OTHER <input type="checkbox"/>



UTILITY FORM 5377

WESTERN NEVADA REGIONAL EDUCATION CENTER

MALE HEAD OF FAMILY LAST NAME

AGE

NUMBER OF OTHER MALES IN FAMILY

YOUNGER BROTHERS, COUSINS, HALF-BROTHERS, STEP-BROTHERS

OTHERS

MALE HEAD OF FAMILY LAST NAME

AGE

NUMBER OF OTHER MALES IN FAMILY

YOUNGER BROTHERS, COUSINS, HALF-BROTHERS, STEP-BROTHERS

OTHERS

MALE HEAD OF FAMILY LAST NAME

AGE

NUMBER OF OTHER MALES IN FAMILY

YOUNGER BROTHERS, COUSINS, HALF-BROTHERS, STEP-BROTHERS

OTHERS

MALE HEAD OF FAMILY LAST NAME

AGE

NUMBER OF OTHER MALES IN FAMILY

YOUNGER BROTHERS, COUSINS, HALF-BROTHERS, STEP-BROTHERS

OTHERS

MALE HEAD OF FAMILY LAST NAME

AGE

NUMBER OF OTHER MALES IN FAMILY

YOUNGER BROTHERS, COUSINS, HALF-BROTHERS, STEP-BROTHERS

OTHERS

MALE HEAD OF FAMILY LAST NAME

AGE

NUMBER OF OTHER MALES IN FAMILY

YOUNGER BROTHERS, COUSINS, HALF-BROTHERS, STEP-BROTHERS

OTHERS

MALE HEAD OF FAMILY LAST NAME

AGE

NUMBER OF OTHER MALES IN FAMILY

YOUNGER BROTHERS, COUSINS, HALF-BROTHERS, STEP-BROTHERS

OTHERS

MALE HEAD OF FAMILY LAST NAME

AGE

NUMBER OF OTHER MALES IN FAMILY

YOUNGER BROTHERS, COUSINS, HALF-BROTHERS, STEP-BROTHERS

OTHERS

WESTERN NEVADA REGIONAL EDUCATION CENTER

NAME OF PRESENT SCHOOL	MO.	DAY	YEAR
	0	0	0
	1	1	1
	2	2	2
	3	3	3
	4	4	4
	5	5	5
	6	6	6
	7	7	7
	8	8	8
	9	9	9

DATE STUDENT ENTERED PRESENT SCHOOL	MO.	DAY	YEAR
	0	0	0
	1	1	1
	2	2	2
	3	3	3
	4	4	4
	5	5	5
	6	6	6
	7	7	7
	8	8	8
	9	9	9

NUMBER OF SCHOOLS ATTENDED	Total Time In School YRS. MOS.	TOTAL TIME IN PUBLIC SCHOOLS YRS. MOS.
0	0 0	0 0
1	1 1	1 1
2	2 2	2 2
3	3 3	3 3
4	4 4	4 4
5	5 5	5 5
6	6 6	6 6
7	7 7	7 7
8	8 8	8 8
9	9 9	9 9

ENROLLMENT IN OUTSIDE FUNDED PROGRAMS
FEDERALLY ASSISTED
PRIVATE FOUNDATION
NONE

IF FEDERAL, TYPE
PL 815
PL 874
ESEA - TITLE I
ESEA - TITLE II
ESEA - TITLE III
ESEA - TITLE IV
ESEA - TITLE V
ESEA - TITLE VI
ESEA - TITLE VII
ESEA - TITLE VIII
JOHNSON - O'MALLEY
DEPT. OF AG. LUNCH
OTHER

IS PRESENT
SCHOOL PUBLIC
YES
NO

MEANS OF TRANSPORTATION TO SCHOOL
WALK BIKE
FAMILY CAR
OWN CAR
SCHOOL BUS
OTHER

Distance From School MILES
0
1
2
3
4
5
6
7
8
9

NOON LUNCH
AT SCHOOL
AT HOME
OTHER
If at School Paid By
SCHOOL
FAMILY

IF STUDENT MOVED, WHERE - CITY, TOWN	CD.
A	0
B	1
C	2
D	3
E	4
F	5
G	6
H	7
I	8
J	9

DAYS ABSENT
0
1
2
3
4
5
6
7
8
9

TIMES TARDY
0
1
2
3
4
5
6
7
8
9

SCHOOL PROGRESS RECORD
SUSPENDED
GRADUATED
MOVED
PROMOTED
WITHDREW
DEMOTED
EXPELLED
RETAINED

If Withdrew WHY
Accident
Court Action
Family Finances
Family Breakup
Marriage
Medical
Pregnancy
Psychological
Other

SPECIAL REFERRALS
COUNSELOR
PARENT
PRINCIPAL
SPECIAL ED
OTHER

State
0
1
2
3
4
5
6
7
8
9

STUDENT NUMBER
0
1
2
3
4
5
6
7
8
9

GRADE IN SCHOOL	
PRE	<input type="checkbox"/>
K	<input type="checkbox"/>
1	<input type="checkbox"/>
2	<input type="checkbox"/>
3	<input type="checkbox"/>
4	<input type="checkbox"/>
5	<input type="checkbox"/>
6	<input type="checkbox"/>
7	<input type="checkbox"/>
8	<input type="checkbox"/>
9	<input type="checkbox"/>
10	<input type="checkbox"/>
11	<input type="checkbox"/>
12	<input type="checkbox"/>
UNGRADED	<input type="checkbox"/>
SPECIAL	<input type="checkbox"/>
ADULT	<input type="checkbox"/>

IF UNGRADED	
GRADE EQUIV.	GRADE SPREAD
PRE	PRE
K	K
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9
10	10
11	11
12	12

SEMESTER	
1	<input type="checkbox"/>
2	<input type="checkbox"/>

IF SPECIAL EDUCATION NAME THE CATEGORY	
<input type="checkbox"/>	AUDITORY DISABILITY
<input type="checkbox"/>	EDUCABLE MR
<input type="checkbox"/>	EMOTIONALLY DISTURBED
<input type="checkbox"/>	NEUROLOGICAL DISABILITY
<input type="checkbox"/>	PHYSICAL DISABILITY
<input type="checkbox"/>	REMEDIAL SUBJECTS
<input type="checkbox"/>	SPEECH DISABILITY
<input type="checkbox"/>	TRAINABLE MR
<input type="checkbox"/>	VISUAL DISABILITY

FI	TEACHER																											
	LAST NAME																											
A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	A	
B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B	B
C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C	C
D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D	D
E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F	F
G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G	G
H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H	H
I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I	I
J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J	J
K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K	K
L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L	L
M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M	M
N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N
O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O	O
P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q	Q
R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R
S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S	S
T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T	T
U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U
V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V	V
W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W	W
X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y
Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z	Z

SOCIAL BEHAVIOR	P	F
	S	U
Conduct	<input type="checkbox"/>	<input type="checkbox"/>
Cooperation	<input type="checkbox"/>	<input type="checkbox"/>
Courtesy	<input type="checkbox"/>	<input type="checkbox"/>
Dependability	<input type="checkbox"/>	<input type="checkbox"/>
Depotment	<input type="checkbox"/>	<input type="checkbox"/>
Effort	<input type="checkbox"/>	<input type="checkbox"/>
Initiative	<input type="checkbox"/>	<input type="checkbox"/>
Neatness	<input type="checkbox"/>	<input type="checkbox"/>
Punctuality	<input type="checkbox"/>	<input type="checkbox"/>
Sociability	<input type="checkbox"/>	<input type="checkbox"/>
Study Habits	<input type="checkbox"/>	<input type="checkbox"/>

STUDENT NUMBER		
01	00	00
11	11	11
22	22	22
33	33	33
44	44	44
55	55	55
66	66	66
77	77	77
88	88	88
99	99	99

SUBJECTS	CREDITS					MARKS								
	1	2	3	4	5	A	B	C	D	E	P	F	S	U
AMERICAN HISTORY, HISTORY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>									
ARITHMETIC, MATHEMATICS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>									
ART, DRAWING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>									
BAND	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>									
CITIZENSHIP	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>									
ENGLISH, LANGUAGE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>									
GEOGRAPHY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>									
HEALTH, HYGIENE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>									
FOREIGN LANGUAGES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>									
LIBRARY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>									
LITERATURE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>									
MUSIC	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>									
NEVADA HISTORY	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>									
PHYSICAL EDUCATION	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>									
PHONETICS, PHONICS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>									
READING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>									
SCIENCE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>									
SOCIAL SCIENCE, SOCIAL STUDIES	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>									
SPELLING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>									
WRITING	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>									
OTHER	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>									

ALLERGIES	
ASTHMA	DRUG REACTION
YES	YES
NO	NO
Don't Know	Don't Know
IF YES YEAR	IF YES YEAR

0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9

HAY FEVER		INSECT STING	
YES	YES	YES	YES
NO	NO	NO	NO
Don't Know	Don't Know	Don't Know	Don't Know
IF YES YEAR	IF YES YEAR	IF YES YEAR	IF YES YEAR

0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9

0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9
0	1	2	3	4	5	6	7	8	9

PREFERRED HOSPITAL

A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z

DR.'S PHONE NO.		
0	1	2
3	4	5
6	7	8
9	0	1

EMERGENCY NO.		
0	1	2
3	4	5
6	7	8
9	0	1

Call		Hospital	
Home		Other	
Doctor			

FAMILY DOCTOR	
LAST NAME	
A	B
C	D
E	F
G	H
I	J
K	L
M	N
O	P
Q	R
S	T
U	V
W	X
Y	Z

PHYSICAL EXAMINATIONS		
FEET	NOSE	NUTRITION
Exam	Exam	Exam
No Exam	No Exam	No Exam
OK	OK	OK
Not OK	Not OK	Not OK
IF NOT OK DATE - YEAR	IF NOT OK DATE - YEAR	IF NOT OK DATE - YEAR



READING LOSSES	
If	ft.
NDNE	
30	
40	
50	
60	
70	
80	

VISION	
If	ft.
20/	
10	
20	
30	
40	
50	
60	
70	
80	
90	
100	
120	
140	
160	
180	
200	

HEIGHT INCHES		WEIGHT POUNDS	
30	56	30	160
32	58	40	170
34	60	50	180
36	62	60	190
38	64	70	200
40	66	80	210
42	68	90	220
44	70	100	230
46	72	110	240
48	74	120	250
50	76	130	260
52	78	140	270
54	80	150	280

IMMUNIZATION			
Diphtheria	Whooping Cough	Tetanus	D.P.T.
YES NO	YES NO	YES NO	YES NO
IF YES, YEAR	IF YES, YEAR	IF YES, YEAR	IF YES, YEAR
0-0 0-0 0-0 0-0	0-0 0-0 0-0 0-0	0-0 0-0 0-0 0-0	0-0 0-0 0-0 0-0
1-1 1-1 1-1 1-1	1-1 1-1 1-1 1-1	1-1 1-1 1-1 1-1	1-1 1-1 1-1 1-1
2-2 2-2 2-2 2-2	2-2 2-2 2-2 2-2	2-2 2-2 2-2 2-2	2-2 2-2 2-2 2-2
3-3 3-3 3-3 3-3	3-3 3-3 3-3 3-3	3-3 3-3 3-3 3-3	3-3 3-3 3-3 3-3
4-4 4-4 4-4 4-4	4-4 4-4 4-4 4-4	4-4 4-4 4-4 4-4	4-4 4-4 4-4 4-4
5-5 5-5 5-5 5-5	5-5 5-5 5-5 5-5	5-5 5-5 5-5 5-5	5-5 5-5 5-5 5-5
6-6 6-6 6-6 6-6	6-6 6-6 6-6 6-6	6-6 6-6 6-6 6-6	6-6 6-6 6-6 6-6
7-7 7-7 7-7 7-7	7-7 7-7 7-7 7-7	7-7 7-7 7-7 7-7	7-7 7-7 7-7 7-7
8-8 8-8 8-8 8-8	8-8 8-8 8-8 8-8	8-8 8-8 8-8 8-8	8-8 8-8 8-8 8-8
9-9 9-9 9-9 9-9	9-9 9-9 9-9 9-9	9-9 9-9 9-9 9-9	9-9 9-9 9-9 9-9
Measles	Mumps	Polio	Small Pox
YES NO	YES NO	YES NO	YES NO
IF YES, YEAR	IF YES, YEAR	IF YES, YEAR	IF YES, YEAR
0-0 0-0 0-0 0-0	0-0 0-0 0-0 0-0	0-0 0-0 0-0 0-0	0-0 0-0 0-0 0-0
1-1 1-1 1-1 1-1	1-1 1-1 1-1 1-1	1-1 1-1 1-1 1-1	1-1 1-1 1-1 1-1
2-2 2-2 2-2 2-2	2-2 2-2 2-2 2-2	2-2 2-2 2-2 2-2	2-2 2-2 2-2 2-2
3-3 3-3 3-3 3-3	3-3 3-3 3-3 3-3	3-3 3-3 3-3 3-3	3-3 3-3 3-3 3-3
4-4 4-4 4-4 4-4	4-4 4-4 4-4 4-4	4-4 4-4 4-4 4-4	4-4 4-4 4-4 4-4
5-5 5-5 5-5 5-5	5-5 5-5 5-5 5-5	5-5 5-5 5-5 5-5	5-5 5-5 5-5 5-5
6-6 6-6 6-6 6-6	6-6 6-6 6-6 6-6	6-6 6-6 6-6 6-6	6-6 6-6 6-6 6-6
7-7 7-7 7-7 7-7	7-7 7-7 7-7 7-7	7-7 7-7 7-7 7-7	7-7 7-7 7-7 7-7
8-8 8-8 8-8 8-8	8-8 8-8 8-8 8-8	8-8 8-8 8-8 8-8	8-8 8-8 8-8 8-8
9-9 9-9 9-9 9-9	9-9 9-9 9-9 9-9	9-9 9-9 9-9 9-9	9-9 9-9 9-9 9-9
Influenza	Typhoid Fever		
YES NO	YES NO		
IF YES, YEAR	IF YES, YEAR		
0-0 0-0 0-0 0-0	0-0 0-0 0-0 0-0		
1-1 1-1 1-1 1-1	1-1 1-1 1-1 1-1		
2-2 2-2 2-2 2-2	2-2 2-2 2-2 2-2		
3-3 3-3 3-3 3-3	3-3 3-3 3-3 3-3		
4-4 4-4 4-4 4-4	4-4 4-4 4-4 4-4		
5-5 5-5 5-5 5-5	5-5 5-5 5-5 5-5		
6-6 6-6 6-6 6-6	6-6 6-6 6-6 6-6		
7-7 7-7 7-7 7-7	7-7 7-7 7-7 7-7		
8-8 8-8 8-8 8-8	8-8 8-8 8-8 8-8		
9-9 9-9 9-9 9-9	9-9 9-9 9-9 9-9		

TESTS			
Blood	P.P.D. Skin	T.B.	Urine
YES NO	YES NO	YES NO	YES NO
IF YES, YEAR	IF YES, YEAR	IF YES, YEAR	IF YES, YEAR
0-0 0-0 0-0 0-0	0-0 0-0 0-0 0-0	0-0 0-0 0-0 0-0	0-0 0-0 0-0 0-0
1-1 1-1 1-1 1-1	1-1 1-1 1-1 1-1	1-1 1-1 1-1 1-1	1-1 1-1 1-1 1-1
2-2 2-2 2-2 2-2	2-2 2-2 2-2 2-2	2-2 2-2 2-2 2-2	2-2 2-2 2-2 2-2
3-3 3-3 3-3 3-3	3-3 3-3 3-3 3-3	3-3 3-3 3-3 3-3	3-3 3-3 3-3 3-3
4-4 4-4 4-4 4-4	4-4 4-4 4-4 4-4	4-4 4-4 4-4 4-4	4-4 4-4 4-4 4-4
5-5 5-5 5-5 5-5	5-5 5-5 5-5 5-5	5-5 5-5 5-5 5-5	5-5 5-5 5-5 5-5
6-6 6-6 6-6 6-6	6-6 6-6 6-6 6-6	6-6 6-6 6-6 6-6	6-6 6-6 6-6 6-6
7-7 7-7 7-7 7-7	7-7 7-7 7-7 7-7	7-7 7-7 7-7 7-7	7-7 7-7 7-7 7-7
8-8 8-8 8-8 8-8	8-8 8-8 8-8 8-8	8-8 8-8 8-8 8-8	8-8 8-8 8-8 8-8
9-9 9-9 9-9 9-9	9-9 9-9 9-9 9-9	9-9 9-9 9-9 9-9	9-9 9-9 9-9 9-9

STUDENT NUMBER	
0-0 0-0 0-0 0-0	0-0 0-0 0-0 0-0
1-1 1-1 1-1 1-1	1-1 1-1 1-1 1-1
2-2 2-2 2-2 2-2	2-2 2-2 2-2 2-2
3-3 3-3 3-3 3-3	3-3 3-3 3-3 3-3
4-4 4-4 4-4 4-4	4-4 4-4 4-4 4-4
5-5 5-5 5-5 5-5	5-5 5-5 5-5 5-5
6-6 6-6 6-6 6-6	6-6 6-6 6-6 6-6
7-7 7-7 7-7 7-7	7-7 7-7 7-7 7-7
8-8 8-8 8-8 8-8	8-8 8-8 8-8 8-8
9-9 9-9 9-9 9-9	9-9 9-9 9-9 9-9

TEETH		UPPER				LOWER			
		1	2	3	4	1	2	3	4
WISDOM	LEFT								
MOLAR									
MOLAR									
BICUSPID									
BICUSPID									
CUSPID									
INCISOR									
INCISOR									
INCISOR									
INCISOR									
CUSPID									
BICUSPID									
BICUSPID									
MOLAR									
MOLAR									
WISDOM	RIGHT								

- TEETH LEGEND
1. GOOD
 2. CAVITY
 3. FILLED
 4. MISSING

DISEASE HISTORY

Chicken Pox YES NO

IF YES, YEAR

0	1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---	---

Chorea YES NO

IF YES, YEAR

0	1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---	---

Diphtheria YES NO

IF YES, YEAR

0	1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---	---

Ear Infection YES NO

IF YES, YEAR

0	1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---	---

German Measles YES NO

IF YES, YEAR

0	1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---	---

Influenza YES NO

IF YES, YEAR

0	1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---	---

Measles YES NO

IF YES, YEAR

0	1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---	---

Mumps YES NO

IF YES, YEAR

0	1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---	---

Pneumonia YES NO

IF YES, YEAR

0	1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---	---

Polio YES NO

IF YES, YEAR

0	1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---	---

Rheumatic F YES NO

IF YES, YEAR

0	1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---	---

Rheumatism YES NO

IF YES, YEAR

0	1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---	---

Scarlet Fever YES NO

IF YES, YEAR

0	1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---	---

Small Pox YES NO

IF YES, YEAR

0	1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---	---

Tonsillitis YES NO

IF YES, YEAR

0	1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---	---

Typhoid Fever YES NO

IF YES, YEAR

0	1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---	---

Whooping Cough YES NO

IF YES, YEAR

0	1	2	3	4	5	6	7	8	9
---	---	---	---	---	---	---	---	---	---

STUDENT NUMBER	
0	1
2	3
4	5
6	7
8	9
0	1
2	3
4	5
6	7
8	9
0	1
2	3
4	5
6	7
8	9
0	1
2	3
4	5
6	7
8	9
0	1
2	3
4	5
6	7
8	9
0	1
2	3
4	5
6	7
8	9

INTELLECTUALLY GIFTED	<input type="checkbox"/>
REGULAR	<input type="checkbox"/>
UNDERACHIEVER	<input type="checkbox"/>

INTELLECTUALLY DEFICIENT	<input type="checkbox"/>
SLOW LEARNER	<input type="checkbox"/>
EMR	<input type="checkbox"/>
TMR	<input type="checkbox"/>
TOTALLY DEPENDENT	<input type="checkbox"/>

AUDITORY DISABILITY	
AMOUNT	TYPE
ONE EAR <input type="checkbox"/>	CONDUCTIVE <input type="checkbox"/>
BOTH <input type="checkbox"/>	SENSORY-NEURAL <input type="checkbox"/>
PARTIAL <input type="checkbox"/>	CNS <input type="checkbox"/>
DEAF <input type="checkbox"/>	

ORTHOPEDIC DISABILITY	
AMOUNT	TYPE
LOSS R. ARM <input type="checkbox"/>	ACCIDENT <input type="checkbox"/>
LOSS L. ARM <input type="checkbox"/>	CARDIAC <input type="checkbox"/>
LOSS R. LEG <input type="checkbox"/>	CONGENITAL <input type="checkbox"/>
LOSS L. LEG <input type="checkbox"/>	HEMOPHELIA <input type="checkbox"/>
Partial Disability <input type="checkbox"/>	MUSC DYSTROPHY <input type="checkbox"/>
TOTAL DISABILITY <input type="checkbox"/>	TB OF JOINTS <input type="checkbox"/>
	OTHER <input type="checkbox"/>

SPEECH DISABILITY	
AMOUNT	TYPE
PARTIAL <input type="checkbox"/>	APHASIA <input type="checkbox"/>
	ARTICULATORY <input type="checkbox"/>
TOTAL <input type="checkbox"/>	BILINGUALITY <input type="checkbox"/>
	CEREBRAL PALSY <input type="checkbox"/>
	CLEFT PALATE <input type="checkbox"/>
	IMPAIRMENT <input type="checkbox"/>
	MENTAL RETARDED <input type="checkbox"/>
	RETARDED SPEECH <input type="checkbox"/>
	STUTTERING <input type="checkbox"/>
	VOICE IMPEDIMENT <input type="checkbox"/>

VISUAL DISABILITY	
AMOUNT	TYPE
ONE EYE <input type="checkbox"/>	DEVELOPMENTAL ANOMALY <input type="checkbox"/>
BOTH <input type="checkbox"/>	DISEASE <input type="checkbox"/>
PARTIAL <input type="checkbox"/>	MUSCLE DEFECTS <input type="checkbox"/>
TOTAL <input type="checkbox"/>	REFRACTIVE ERROR <input type="checkbox"/>

BEHAVIOR DISABILITY	
<input type="checkbox"/>	PSYCHOLOGICAL
<input type="checkbox"/>	PSYCHOSOCIAL
<input type="checkbox"/>	PHYSIOLOGICAL

IF PSYCHOLOGICAL - TYPE	
<input type="checkbox"/>	AGGRESSION
<input type="checkbox"/>	DISCREPANCY
<input type="checkbox"/>	FIXATION
<input type="checkbox"/>	NEUROSIS
<input type="checkbox"/>	REGRESSION
<input type="checkbox"/>	RESIGNATION

IF PSYCHOSOCIAL - TYPE	
<input type="checkbox"/>	UNSOCIAL AGGRESSIVE
<input type="checkbox"/>	SOCIAL AGGRESSIVE
<input type="checkbox"/>	OVERINHIBITED

CEREBRAL DISABILITY	
<input type="checkbox"/>	ACALCULIA
<input type="checkbox"/>	AGRAPHIA
<input type="checkbox"/>	ALEXIA
<input type="checkbox"/>	APHASIA
<input type="checkbox"/>	CEREBRAL PALSY
<input type="checkbox"/>	DYSARTHRIA
<input type="checkbox"/>	FINGER AGNOSIA
<input type="checkbox"/>	GRAND MAL
<input type="checkbox"/>	PETIT MAL
<input type="checkbox"/>	VISUAL AGNOSIA
<input type="checkbox"/>	WORD DEAFNESS

IF CEREBRAL PALSY - TYPE	
<input type="checkbox"/>	ATAXIC
<input type="checkbox"/>	ATHETOID
<input type="checkbox"/>	RIGID
<input type="checkbox"/>	SPASTIC
<input type="checkbox"/>	TREMOR
<input type="checkbox"/>	MIXED

STUDENT NUMBER									
01	02	03	04	05	06	07	08	09	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

APPENDIX 2

DATA ERROR ROUTINES

DATA ERROR ROUTINES

1. If MIXED is marked on RACE, then there must be two or more marks in IF MIXED WHICH RACES.
2. If ENGLISH ONLY is marked in LANGUAGE SPOKEN AT HOME, then there should be no marks in IF NOT ENGLISH ONLY, NAME OF OTHER LANGUAGE, else there should be at least one mark in the latter field.
3. If neither FATHER ALIVE nor MOTHER ALIVE are marked in MARITAL STATUS OF PARENTS, then no other mark should be present in this field.
4. If both FATHER in HEAD OF FAMILY and MOTHER in HEAD OF FAMILY are marked, then FATHER ALIVE, MOTHER ALIVE and MARRIED should be marked in MARITAL STATUS OF PARENTS but no marks should be in this field for SEPARATED, DIVORCED or SINGLE MOTHER. Conversely, if SEPARATED, or DIVORCED, or SINGLE MOTHER are marked, then it will be an error if both FATHER and MOTHER are marked in their respective HEAD OF FAMILY fields. It will also be an error if either FATHER ALIVE or MOTHER ALIVE, or both, are marked and if both FATHER and MOTHER are marked in their respective HEAD OF FAMILY fields.
5. If NATURAL HOME in STUDENT HOME is marked, then either FATHER ALIVE, or MOTHER ALIVE, or both, in the MARITAL STATUS OF PARENTS field, and either FATHER, or MOTHER, or both, in the HEAD OF FAMILY fields must be marked.
6. If GUARDIAN in either or both HEAD OF FAMILY fields is marked, then, either ADOPTED HOME, or FOSTER HOME, in STUDENT HOME should be marked.
7. If SCHOOL or FAMILY are marked in IF AT SCHOOL PAID BY, then AT SCHOOL must be marked in NOON LUNCH.
8. FEDERALLY ASSISTED in ENROLLMENT IN OUTSIDE FUNDED PROGRAMS and at least ESEA - TITLE III and PL 874 in IF FEDERAL, TYPE must be marked on all forms.
9. If PRIVATE FOUNDATION in ENROLLMENT IN OUTSIDE FUNDED PROGRAMS is marked, then there should be a mark in the IF PRIVATE, TYPE field.
10. There should be no marks in the SCHOOL PROGRESS RECORD, IF WITHDREW WHY, and IF STUDENT MOVED, WHERE fields. (This will only be true for this pilot study -- it is not a permanent constraint.)
11. If UNGRADED in GRADE IN SCHOOL is marked, then there must be marks in both parts of the IF UNGRADED field.
12. If SPECIAL in GRADE IN SCHOOL is marked, then there must be at least one mark in the IF SPECIAL EDUCATION NAME THE CATEGORY field.
13. Set up a routine for checking the sequencing of the sheets (cards)

14. Check that the same student number is on all 10 data sheets for each student.
15. Set up a routine to check for left-adjustment errors in FIRST NAME, MIDDLE NAME, LAST NAME, and NICKNAME OR OTHER NAME fields on STUDENT DATA 1 sheet; for MALE HEAD OF FAMILY, LAST NAME and FEMALE HEAD OF FAMILY, LAST NAME fields on STUDENT DATA 2 sheet; for STREET ADDRESS, etc., and BIRTHPLACE, CITY OR TOWN fields on STUDENT DATA 3 sheet; for STREET ADDRESS, etc., and CITY OR TOWN fields on STUDENT DATA 4; for TEACHER, LAST NAME field on SCHOOL DATA 2 sheet; and for FAMILY DOCTOR, LAST NAME, and PREFERRED HOSPITAL fields on HEALTH DATA 1 sheet.
16. For the multiple fields in ALLERGIES, IMMUNIZATION, TESTS, and DISEASE HISTORY there should be no mark in any of the IF YES, YEAR fields unless there is also a mark in the corresponding YES grid.
17. For PHYSICAL EXAMINATIONS fields if the NO EXAM grid is marked, then there should be no other mark in the field the grid is in, nor should there be any mark in the accompanying IF NOT OK DATE field. If there is a mark in the EXAM grid, then either the OK or NOT OK grid must be marked. If the NOT OK grid is marked, then the IF NOT OK DATE field must be marked, otherwise it must not.
18. If YRS. in HOW LONG THERE field is not marked, and if MOS. in the same field is less than 12, then there must be a mark in the FOR LESS THAN 12 MONTHS, etc. field.
19. If CITY OR TOWN in BIRTHPLACE is not the same as CITY - TOWN in PRESENT ADDRESS then PREVIOUS ADDRESS must be marked.
20. PRESENT DATE should be the same for any given school.

RATING OF STUDENT DATA ITEMS
BY TWO GROUPS

A USER NEEDS ANALYSIS

March, 1970

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RATING OF THE STUDENT DATA ITEMS BY TWO GROUPS

Ratings of the value of the student data items were made by two groups of people: a special task force group and a group of educators enrolled in an educational data seminar. The task force group consisted of one each of the following: county superintendent, state department assistant superintendent, high school principal, elementary principal, counselor, elementary teacher. The educational data seminar group consisted of three each of the following: county superintendent or assistant superintendent, high school or junior high school principal, elementary principal, secondary teacher, elementary teacher.

By dropping the ratings made by the state department assistant superintendent (from the task force group) and the ratings of the secondary teachers (from the seminar group) the make-up of the two groups would be similar, one group containing three times the number of members of the other. The ratings of the two groups could then be compared for similarity.

However, the task force group rated the items on a 5-point scale while the seminar group rated the items on a 7-point scale (in reverse order). If the two sets of ratings are ranked in numerical order, then the two sets of rankings can be compared for similarity. In the last four columns of the accompanying table, the average ratings (and ranking) by the two groups are indicated.

An acceptable correlation measure of items ranked by two groups is the Spearman Rank Correlation Coefficient, r_s .^{*} Calculating the correlation coefficient for the two sets of rankings shown in the accompanying table yields:

$$r_s = .627$$

Computing a "t" value for this result, we find

$$t = 4.91 \text{ for } 37df$$

which is significant at beyond the .0005 level (1-tailed test).

We conclude that the rankings of the test items (and by inference, the ratings) by the task force group and by the seminar group are very similar.

Another comparison of the two groups of raters can be made by examining the items rejected by each group when rejection criteria are applied. For the task force group any item with an average rating above 2.5 was rejected (8 items). For the seminar group, any item with an average rating below 4.5 was rejected (15 items). Six items (Male head citizenship, Female head citizenship, height, weight, teeth, and disease history) were rejected by both groups. Two additional items were rejected by the task force and 10 additional items were rejected by the seminar group. Both groups accepted 19 of the 39 items on the list.

The subjects in the seminar group were asked to play the role of some other school official and again rate the items. In the role playing, 8 people chose guidance counselor, 2 chose principal or administrator, 3 chose elementary teacher, and 3 chose junior high or high school teacher. None of the raters chose superintendent. In order to make the average

^{*}Siegel, Sidney, Nonparametric Statistics for the Behavioral Sciences (New York: McGraw-Hill, 1956). pp. 202-213

ratings of the new group similar to the average ratings of the original group, weightings had to be made for the various role-playing groups. The rating of each principal or administrator was multiplied by $3/2$, and of guidance counselors by $3/8$. The total combined rating suffers from having no superintendents in the rating scores, but is an improvement over the simple average of the ratings.

The seminar group as a whole rejected 20 student data items (average rating below 4.5) as did the seminar group in a role-playing capacity (weighted as described).

The items that would be rejected at two criteria (below 4.0 and below 4.5) are indicated in the accompanying table. Twelve of the items rejected were common to both rating groups.

TABLE I - MEAN RATINGS AND RANKINGS OF STUDENT DATA ITEMS
(Seminar Group Compared with Task Force Group)

Data Item	Seminar playing		Task Force		Adj. Seminar#	
	Mean	Mean	Mean	Rank	Mean	Rank
I ENTRY DATA						
Name	5.72	5.80	1.0	4.5	6.06	1
Sex	4.55	4.67	1.2	10	4.80	16.5
Ethnic	3.66*	5.14	2.0	22	3.60*	32
Address	4.88	5.86	1.0	4.5	5.00	10.5
Birthdate	4.66	5.06	1.2	10	4.87	13.5
II HOME DATA						
Male Parent At Home:						
Name	5.00	5.34	1.8	16.5	5.27	5
Relationship	4.77	5.74				
Occupation	3.88*	5.40	2.4	27.5	4.00*	28.5
Active Military Duty	3.50*	3.84*				
Education	3.61*	4.60	1.8	16.5	3.66*	30.5
Citizenship	2.94*	3.93*	3.6**	37	3.13*	37
Female Parent At Home:						
Name	4.94	5.33	1.8	16.5	5.20	6.5
Relationship	4.83	5.33				
Occupation	3.88*	5.00	2.4	27.5	4.00*	28.5
Education	3.88*	4.87	2.4	27.5	3.66*	30.5
Citizenship	3.16*	4.13*	3.6**	37	2.93*	35
Language Spoken At Home:	5.05	6.13	2.6**	31	4.73	19
III PERSONAL DATA						
School Transportation:						
Most Used	4.50	4.86	2.4	27.5	4.60	22.5
Distance From School	4.66	4.80	2.0	22	4.73	19
Time to School	4.05*	4.44*				
Known Learning or Activity Limitations:						
Identified	5.55	6.20				
Type (hearing, vision, etc.)	5.95	5.80				
Noon Lunch - Most Often:						
Type (school hot, school box, none, other)	3.39*	4.33*	2.4	27.5	3.46*	33
If "hot" paid for by school, family?	3.66*	3.26*				
IV STANDARDIZED TESTS						
Achievement Test Results	5.16	5.39	1.0	4.5	5.20	6.5
Psychological Test Results	5.27	5.00	1.0	4.5	5.34	4
Intelligence Quotient Score	4.66	4.73	1.0	4.5	4.86	13.5
Aptitude Test Results	5.10	5.00	1.0	4.5	5.14	8.5
V ACCOUNTING, ACADEMIC						
County/District Location	3.94*	4.33*				
School Location	4.16*	4.60	1.0	4.5	4.27*	25
Grade/Class Location	5.05	4.20*	1.4	12.5	5.00	10.5
Homeroom/Activity Teacher	4.33*	4.40*	1.8	16.5	4.68	21
Attendance:						
Times Tardy	4.77	4.40*	4.0**	39	4.73	19
Days Absent	5.66	4.47*	2.8**	32	5.80	2
#Seminar group without high school teachers	3.66*					
*Rejected as rating less than 4.5 (on 7-pt scale)						
**Rejected as rating more than 2.5 (on 5-pt scale)						
Rejected as rating less than 4.0						
Rejected as rating less than 3.0						

TABLE I cont.

Data Item	Role-		Task Force		Adj. Seminar#	
	Seminar Mean	playing Mean	Mean	Rank	Mean	Rank
Discipline Referrals	5.22	4.87	1.8	16.5	5.14	8.5
Special Education:						
Program(s)	5.44	5.07	1.2	10	5.37	3
Performance	5.38	5.75				
Academic Performance:						
Course Marks	4.61	5.60	1.0	4.5	4.46*	24
Honors	4.49*	4.86				
School Activities:						
(Sports, arts, clubs, etc.)						
Participation Record	4.55	5.14				
Honors	4.72	4.33*				
VI HEALTH						
Emergency Procedures:						
Family Doctor ID	4.72	3.93*	1.4	12.5	4.60	22.5
Hospital ID	4.44	3.73*	1.8	16.5	4.80	16.5
Physical Exam Results:						
Allergies	4.16*	5.06	2.0	22	4.07*	26.5
Hearing	5.05	6.13	2.0	22	4.87	13.5
Vision	5.05	4.93	2.0	22	4.87	13.5
Height	2.61*	3.40*	3.2**	34	2.46*	39
Weight	2.78*	3.47*	3.2**	34	2.60*	38
Teeth	3.28*	3.86*	3.2**	34	3.06*	36
Immunization	3.39*	3.67*	2.4	27.5	3.40*	34
Disease History	4.00*	5.34	3.6**	37	4.07*	26.5

VII EXCEPTIONAL STUDENTS

Intelligence:		
Gifted	5.66	6.13
Deficient	5.66	6.13
Special Disabilities	5.72	6.33
Behavior Limitations	5.44	6.33
Cerebral Disability	5.61	6.33

VIII SPECIAL

PL 874 Eligibility	4.94	3.40*
Title I Eligibility	4.61	3.80*

#Seminar group without high school teachers

*Rejected as rating less than 4.5 (on 7-pt scale)
 3.66* Rejected as rating less than 4.0

**Rejected as rating more than 2.5 (on 5-pt scale)
 3.6** Rejected as rating more than 3.0

SIMPLE CORRELATION OF MEAN RATINGS (PEARSON'S r)

The most powerful test of the relationship of two series of measurements, in this case ratings by two groups or by two techniques, is Pearson's coefficient of correlation.** In the present situation, four correlations have some meaning:

1. Adjusted Seminar mean rating vs. Task Force mean rating

(The relationship of ratings of identical items by two similarly constituted groups) [Col. 5 vs. Col. 3, Table I].

2. Role Playing mean rating vs. Task Force mean rating

(The relationship of ratings by two groups, both of which were asked to play a role). [Col. 2 vs. Col. 3, Table I].

3. Role Playing mean rating vs. Adjusted Seminar mean rating

(The relationship of one group of people rating identical items from two different points of view, one a role-playing situation. The ratings by the members of the group in both situations were weighted to make membership equivalent). [Col. 2 vs. Col. 5, Table I].

4. Role Playing mean rating vs. Seminar mean rating

(The relationship of one group of people rating identical items (expanded list) from two different points of view, one a role-playing situation. Only the role-playing mean was weighted, hence memberships were not equivalent). [Col. 2 vs. Col. 1, Table I].

** Garrett, Henry E., *Statistics in Psychology and Education* (New York: David McKay, 1966), pp. 197-202.

The resulting Pearson r coefficients of correlation for the four cases cited are as follows:

1. $r = 0.497$ $p < .005$
2. $r = 0.347$ $p < .05$
3. $r = 0.511$ $p < .005$
4. $r = 0.621$ $p < .005$

The weakest correlation of the group (significant beyond the 5% level, however) is that of the Role Playing ratings and the Task Force ratings. Each of the other correlations reach a high level of significance. The degree of correlation (and the level of significance) is increased if one converts the group ratings into group rankings and tests the correlation using the Spearman Rank Correlation Coefficient, r_s .

We can conclude, therefore, that there is a high degree of consistency between ratings of the value of proposed student data items as viewed by groups of education experts in the State of Nevada.