Documentation to the NCES Common Core of Data Local Education Agency Universe Survey: School Year 2006–07

Version 1a

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I. Introduction to the NCES Common Core of Data Local Education Agency Universe Survey: School Year 2006–07, Version 1a

The Common Core of Data (CCD) nonfiscal surveys consist of data submitted annually to NCES by state education agencies (SEAs) in the 50 states, the District of Columbia, Puerto Rico, the four outlying areas (American Samoa, Guam, the Commonwealth of the Northern Mariana Islands, and the U.S. Virgin Islands), the Department of Defense (DoD) dependents schools (overseas and domestic), and the Bureau of Indian Education (BIE). In order to provide data comparable across states, NCES and representatives of SEAs have worked since the 1950s to develop and accept common data items and definitions. School, local education agency, and state education data for the CCD are collected through the U.S. Department of Education's Education Data Exchange Network (EDEN). The data are edited by the U.S. Census Bureau and maintained in machine-readable datasets by NCES. They are used to produce general-purpose publications and specialized reports. The principal users of CCD nonfiscal data are the federal government; the education research community; state and local government officials, including school boards and local education agency (LEA) administrators; and the general public.

The purpose of the CCD nonfiscal surveys is to provide a listing of all open schools (101,683 in 2006–07) and open agencies (17,783 in 2006–07)[1] that provide free public elementary and secondary education in the United States and its jurisdictions, along with basic descriptive statistical information on each school and agency listed. The CCD includes all settings in which free public education is provided to children. However, some SEAs do not provide information on education outside of the traditional public school system—such as schools that reside in correctional facilities or hospitals—while others do provide this information.

In the 2006–07 CCD Local Education Agency Universe Survey, there are 18,250 records, one for each public elementary and secondary education agency in the 50 states, the District of Columbia, Puerto Rico, the DoD schools (overseas and domestic), the BIE, and the four outlying areas. Agencies that were coded as open in last year's (2005–06) files, but that are coded as closed for the 2006–07 school year (467 agencies), are kept in the file for one year, and then removed (i.e., they do not appear in files for subsequent years). Their status is indicated by a value of 2 for the variable BOUND06. Once these closed agencies are removed from the count, 17,783 agencies remain. Of these 17,783 open agencies, 14,039 are regular local school districts, 1,349 are supervisory unions or regional educational centers, 228 are state-operated agencies, and 2,167 are federally operated or other agencies. The BIE did not report CCD data for 2006–07. The information for BIE in this file was taken from public websites.

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[1] These counts of schools and agencies include only those where the operational status codes (STATUS and BOUND, respectively) equal 1, 3, 4, 5, 6, 7, or 8. These codes denote schools and agencies that are currently operational, are temporarily inoperable, or that plan to open in the near future. Schools and agencies with status codes of 2 (closed) are not included in these counts.

The CCD system is designed to be inclusive rather than exclusive. Definitions and categories used in the CCD are deliberately generic so that they may accommodate the many and varied organizational structures used in the provision of public elementary and secondary education across the nation. Thus, CCD files contain a substantial number of records representing administrative and operating units that are unlike typical public schools and school districts—for example, regional administrative service centers without students. In 2006–07, 21 percent of all open school districts were unlike typical districts (i.e., non-typical districts are types 3, 4, 5, 6, or 7).[2]

The CCD system provides variables that enable the data provider and the data user to identify and select records according to the categories of interest to them. The Local Education Agency Universe data file includes the following variables: Survey year, NCES agency ID number, state agency ID number, agency name, phone number, mailing address, physical location address, agency type code, supervisory union number, Federal Information Processing Standards (FIPS) county code, county name, combined statistical area (CSA) code, core based statistical area (CBSA) code, metropolitan/micropolitan code, metropolitan status code, district locale code, congressional district code, operational status code, low/high grade span offered, agency charter school code, number of schools, number of full-time-equivalent (FTE) teachers, number of ungraded students, number of PK–12 students, number of migrant students served in summer programs, number of special education/Individualized Education Program (IEP) students, number of English language learner (ELL) students, instructional staff fields, support staff fields, and imputation flags.

The remainder of this document contains a user's guide and four appendixes. The user's guide contains information on CCD methodology, including certain conditions that are unique to the data file.

- **Appendix A—Record Layout** gives the variable names and labels of the data elements discussed throughout the documentation, as well as their location in the data file.

- **Appendix B—Value Distribution and Field Frequencies** lists the minimum, maximum, and mean value of each numeric variable as well as the total number of agencies and the number of agencies for which data are missing. Appendix B also lists the frequency of responses by option for each of the categorical values.

- **Appendix C—Glossary** defines all of the CCD data items.

- **Appendix D—State Notes** provides comments for data users on individual states.

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[2] Type codes for school districts (TYPE06) are as follows: 1—local school district that is not a component of a supervisory union; 2—local school district component of a supervisory union sharing a superintendent and administrative services with other local school districts; 3—supervisory union administrative center, or a county superintendent serving the same purpose; 4—regional education services agency, or a county superintendent serving the same purpose; 5—state-operated institution charged, at least in part, with providing elementary and/or secondary instruction or services to a special-needs population; 6—federally operated institution charged, at least in part, with providing elementary and/or secondary instruction or services to a special-needs population; and 7—other education agencies, including charter school agencies, that do not fit into the first six categories.

II. User's Guide

A. Methodology

Data collected at different levels of aggregation (school, agency, and state)—are provided by officials in each SEA. Since it is understood that local education staff have already provided information to SEA officials in conjunction with established administrative records systems, U.S. Department of Education survey staff do not contact local personnel to verify data except in unusual circumstances. Certain edits are performed by survey staff and referred to SEA respondents for resolution. It is CCD policy to accept the judgment of the respondent unless there is a clear conflict or unacceptable inconsistency.

States report data to EDEN through multiple file groups that fall into four reporting schedules throughout the year. States may report data outside the collected period and may revise their reported data at any time. The data in this file are those that each state identified as its final submission. NCES stopped accepting 2006–07 school year files from EDEN on April 30, 2008. The data in this file represent submission to EDFacts before April 30, 2008 and may differ from data reported to EDFacts at a later time. Some data changed after this time as states responded to edit reports from NCES staff, and are included in this data file.

Although every public school must be administered by an education agency, it is not true that every education agency must operate schools. Some agencies provide support to other agencies and do not have teachers or students permanently assigned to them. In the event that a student is served by more than one agency, there may be some question about where to count the student's membership. Because the CCD asks for a headcount and not an FTE student count, it is left up to the reporting officials to choose the agency in which the student is counted.

Comments About the Local Education Agency Universe Data File

Users of the data file need to be aware of certain characteristics of the file.

<u>Coverage, response, and nonsampling error.</u> The coverage of the Local Education Agency Universe Survey includes all school districts and administrative units providing education services to prekindergarten, kindergarten, grade 1–12, and ungraded students. There are 59 responding units: the 50 states, the District of Columbia, Puerto Rico, the Department of Defense dependents schools (overseas and domestic), the Bureau of Indian Education, and the four outlying areas.

Nonsampling error is the error in an estimate arising at any stage in a survey from such sources as varying interpretation of questions by respondents, unwillingness/inability of respondents to give correct answers, nonresponse, improper coverage, and other sources exclusive of sampling error. Nonsampling error may occur if the reporting state did not follow the item definitions correctly. This can arise when states follow different education policies and are not able to map their data exactly to the CCD. For example, some states issue several kinds of high school credentials, while other states issue a regular diploma to every student who meets their requirements (which may vary); therefore high school diploma counts may represent different requirements across states. Another source of nonsampling error is the timing of the initial data collection. States may vary from the "as of October 1" requirement of the CCD.

Undercoverage and vertical consistency. Although CCD coverage of traditional (i.e., regular; see Appendix C—Glossary for definition) public schools and school districts is virtually 100 percent, the same cannot be said for publicly funded education outside of traditional settings and organizations. The CCD asks states to report all free public education in their state regardless of who administers the schools or districts. However, there are states that do not report schools that are administered by state organizations other than SEAs (such as health and human services or corrections departments). These include schools for the deaf and blind, university lab schools, and other schools not covered by the authority of the SEA. Conversely, when these institutions are reported in the CCD school and agency universe files, the students and teachers may not be included in the count of persons for whom the state assumes responsibility in its official report.

Longitudinal consistency. Although longitudinal consistency is a key principle of the CCD, it is impossible for NCES to guarantee that state coordinators follow CCD conventions regarding the deletion of closed schools or agencies and the addition of new ones. Confusion is particularly likely when local agencies merge. Coverage issues (deletions of schools/agencies, merging of schools/agencies) all affect the ability to track a given school/agency over time.

Imputation flag options. Care has been taken to provide a meaningful value for every variable in the data file. In order to achieve this result, it was necessary in some cases for NCES to assign a value other than that reported—including a blank response—by the state CCD coordinator. For each variable, there is a companion imputation variable containing a flag indicating whether the value in the variable was reported by the state or was edited by NCES using one of several methodologies. The imputation flag values are as follows:

- A—Adjustment
- C—Combined with data provided elsewhere by the state
- I—Imputation based on method other than prior year's data
- P—Imputation based on prior year's data
- R—As reported by the state
- T—Total based on sum of internal or external detail

On the record layout, the imputation variable in each case is identified by the name of the variable preceded by an "I." A frequency distribution of the values of each imputation flag is included in appendix B. For more information about imputations and adjustments, please refer to Common Core of Data State Nonfiscal Survey of Public Elementary/Secondary Education.

<u>Missing value options</u>. All data elements are either completed by the state or have been filled with "0," "-1," "-2," "M," or "N" by NCES.

- 0—There are no occurrences of this data element. A value was expected and measured, but there are no cases in the category. (For example, a district having no 12th-graders would report 0.)

- M (or -1 for numeric values)—Data are missing. A value was expected and none was measured. (For example, a district that has at least one 12th-grader but cannot measure the number of 12th-graders would report -1.)

- N (or -2 for numeric values)—Data are not applicable. A value was neither expected nor measured. (For example, an elementary school district would report -2 for 12th-graders.)

Note that starting with the 2002–03 CCD, all numeric fields contain a -1 to indicate "missing" and a -2 to indicate "not applicable." Previously, numeric fields contained an "M" for missing and an "N" for not applicable. Character fields continue to use "M" for missing and "N" for not applicable.

In the 2006–07 collection, EDEN allowed states to report null values (i.e., no value at all for a cell), which are not accepted by the CCD. CCD survey staff adjusted null values to missing, not applicable, or zero as appropriate. Appendix D identifies missing and not applicable data items for each state.

Comments About Selected Variables

Data users should also take note of certain conditions regarding some variables in the file. The code in parentheses before the variable description indicates the variable name, which is also referenced in appendix A. *Counts are based on open agencies only (i.e., BOUND = 1, 3, 4, 5, 6, 7, or 8), and do not match counts in appendix B, which include all agencies.*

(FIPST) FIPS Codes. A list of the Federal Information Processing Standards (FIPS) codes for each state and other jurisdiction. See table 1.

(LEAID) NCES Education Agency ID. Unique NCES Education Agency ID number assigned to each record. The first two characters of this number are the FIPS code.

(STID06) State Education Agency ID. State Local Education Agency ID numbers assigned by SEAs. These may not be unique across states.

(NAME06) Name of Education Agency. Agency name contained in each record. NCES reviewed any record filling the 60 characters assigned and may have adjusted the agency name to improve readability (i.e., applied standard abbreviations).

(PHONE06) Area Code + Telephone Number. Telephone number of the education agency.

(MSTREE06) Mailing Address. Mailing address of the agency. This field may contain a street address or a P.O. Box number. If the mailing street, city, state, and ZIP Code fields were left blank, data from the corresponding location address fields were inserted.

(MCITY06) Mailing City Name. Name of the mailing address city. There may be some valid cases in which an agency may be located in one city and have a mailing address in another city. Each record contains a mailing city.

(MSTATE06) Mailing State Abbreviation. Two-letter U.S. Postal Service abbreviation for the state where the mailing address is located. Each record contains a mailing state. There are valid cases in which an agency may be located in one state and have a mailing address in another state. A list of the 7 agencies that have a mailing state code different from their FIPS state code is included at the end of this section in table 2.

(MZIP06, MZIP406) Mailing Zip Code + 4. Mailing 5-digit ZIP Code and Mailing +4 ZIP Five-digit U.S. Postal Service ZIP Code for the mailing address. Each record contains a mailing ZIP Code. The last four digits may be left blank if unknown.

(LSTREE06) Location Address. Location address of the agency. If the location street, city, state, and ZIP Code fields were left blank, data from the corresponding mailing address fields were inserted. Location street was reported as "M" for 990 records.

(LCITY06) Location City. Location city of the agency. Each record contains a location city.

(LSTATE06) Location State Abbreviation. Two-letter U.S. Postal Service abbreviation for the state where the agency is located. Each record contains a location state in this field.

(LZIP06, LZIP406) Location Zip Code + 4. Location 5-digit ZIP Code and Location +4 ZIP Code of the agency. Each record contains a location ZIP Code. The last four digits may be left blank if unknown.

(TYPE06) Education Agency Type Code. NCES code for type of agency. Each record has an education agency type code. Agencies classified as supervisory union administrative centers (TYPE06 = 3) generally do not report student membership, although Massachusetts and Vermont are exceptions and report students in membership for such agencies. The agency type codes are as follows:

    1 = Local school district that is not a component of a supervisory union.
    2 = Local school district component of a supervisory union sharing a superintendent and administrative services with other local school districts.
    3 = Supervisory union administrative center, or a county superintendent serving the same purpose.
    4 = Regional education services agency, or a county superintendent serving the same purpose.
    5 = State-operated institution charged, at least in part, with providing elementary and/or secondary instruction or services to a special-needs population.

6 = Federally operated institution charged, at least in part, with providing elementary and/or secondary instruction or services to a special-needs population.

7 = Other education agencies that do not fit into the first six categories.

Special Note For New York City Public Schools: New York did not report the New York City Public Schools (LEAID =3620580) as a single district in 2006–07. The state reported a total of 33 geographic districts comprising what had been the New York City Public Schools in previous years. The geographic districts are all identified as components of a Supervisory Union (TYPE06=2) of the New York City Public Schools, which is identified as a Supervisory Union (TYPE06=3). The Supervisory Union number item (UNION06) allows users to aggregate the geographic districts into a single entity for the New York City Public Schools.

(UNION06) Supervisory Union Number. ID number assigned by the state to the supervisory unit and component agencies. The records for 17 supervisory union components (TYPE06 = 2) and supervisory union administrative centers (TYPE06 = 3) contain an "M" in this field. The records for 216 supervisory union components and supervisory union administrative centers contain an "N" in this field.

(CONAME06) County Name. Name of county in which the agency is located. There are 9 records in the Department of Defense overseas that contain an "N" for County Name in the agency file. All other records were reported with county name information based on the location of the district.

Data users should note that starting with 2006-07 CCD, a different methodology was used to assign local education agency counties. In 2006–07, the county assignment is based on the physical location address of the local education agency. In prior years, counties were assigned to local education agencies based on the counties of the schools associated with the local education agency, weighted by student enrollment. As a result, there are about 500 agencies in the 2006–07 agency file with county codes and/or names different from those in the 2005–06 file.

(CONUM06) FIPS County Code. FIPS County Code for county in which agency is located. A small number of supervisory unions in the New England states have a FIPS county code that differs from the county in which the agency is physically located. There are 9 records in the Department of Defense overseas that contain an "N" for County Code in the agency file. All other records were reported with county name information based on the location of the district.

Data users should note that starting with 2006-07 CCD, a different methodology was used to assign local education agency counties. In 2006–07, the county assignment is based on the physical location address of the local education agency. In prior years, counties were assigned to local education agencies based on the counties of the schools associated with the local education agency, weighted by student enrollment. As a result, there are about 500 agencies in the 2006–07 agency file with county codes and/or names different from those in the 2005–06 file.

(CSA06) CSA Code. The Combined Statistical Area (CSA) Code associated with the agency's address. There are 20 records that contain an "M" for the CSA Code. A value in this field

indicates that the agency's address is associated with a recognized CSA. A CSA may comprise two or more metropolitan statistical areas, a metropolitan statistical area and a micropolitan statistical area, two or more micropolitan statistical areas, or multiple metropolitan and micropolitan statistical areas. The use of combined New England City and Town Areas (NECTAs) was discontinued in the 2006–07 CCD.

(CBSA06) CBSA Code. The Core Based Statistical Area (CBSA) Code associated with the agency's address. A value in this field indicates that the agency's address is associated with a recognized population nucleus and adjacent communities that have a high degree of integration with that nucleus and is designated by the U.S. Government as a metropolitan or micropolitan statistical area. If the agency is not in any type of metropolitan/micropolitan statistical area, the field is zero filled. The assignment was made using a file of FIPS county codes matched to CBSA codes. In earlier years, for the New England states, the assignment was made using the NECTA codes of the schools within the corresponding agency. This was discontinued in the 2006–07 CCD. The metropolitan area definitions used were those issued by the U.S. Office of Management and Budget as of June 2003. There are 14 records that contain an "M" for the CBSA code.

(METMIC06) Metropolitan/Micropolitan Type Code. Indicates whether the CBSA is a metropolitan or micropolitan area.

> 0 = CBSA is equal to 70,300 or higher and does not have an associated type code. CBSA equal to 70,300 or higher is the NECTA and is not denoted as metropolitan or micropolitan.
> 1 = CBSA is a metropolitan area.
> 2 = CBSA is a micropolitan area.

(MSC06) Metropolitan (Metro) Status Code. Classifies the reported location of an agency's administrative office relative to a metropolitan statistical area. Agencies with an administrative office located in a principal city of a metropolitan statistical area are assigned an MSC of "1." Agencies with an administrative office located in a metropolitan statistical area but not in a principal city are assigned an MSC of "2." Agencies with an administrative office located outside a metropolitan statistical area are assigned an MSC of "3." Agencies that serve the outlying areas and the Department of Defense overseas are assigned an MSC of "N."

> 1 = Located in a principal city of a metropolitan statistical area.
> 2 = Located in a metropolitan statistical area, but not in a principal city.
> 3 = Located outside a metropolitan statistical area.

(ULOCAL06) District Urban-centric Locale Code.   Indication of district's location relative to a populous area. Beginning with the 2006–07 CCD files, the locale code methodology was changed from a 1-digit code based on metropolitan statistical areas to a 2-digit code based on urban clusters. In order to distinguish the two methodologies, the older system of locale codes is referred to as "metro-centric" and the current system is referred to as "urban-centric." Local education agency (LEA) locale codes are derived from the locale codes of their associated schools, weighted by the number of students in membership for each school. The methodology used to assign locale codes is described at the end of this section.

American Samoa, the Commonwealth of the Northern Mariana Islands, Guam, the Virgin Islands, and the Department of Defense Dependents Schools (overseas) were not assigned locale codes because the geographic and governmental structures of these entities do not fit the definitional scheme used to derive the code. ULOCAL06 is also shown as non-applicable (N) on the records of non-operating (inactive, closed, or future) schools and agencies.

The 12 urban-centric locale code categories are defined below. Locale codes are divided into four main locale types (city, suburb, town, and rural) and each of the four locale types has three subtypes (large, midsize, and small for city and suburb locale types and fringe, distant, and remote for town and rural locale types).

11 = City, Large: Territory inside an urbanized area and inside a principal city with population of 250,000 or more.

12 = City, Midsize: Territory inside an urbanized area and inside a principal city with population less than 250,000 and greater than or equal to 100,000.

13 = City, Small: Territory inside an urbanized area and inside a principal city with population less than 100,000.

21 = Suburb, Large: Territory outside a principal city and inside an urbanized area with population of 250,000 or more.

22 = Suburb, Midsize: Territory outside a principal city and inside an urbanized area with population less than 250,000 and greater than or equal to 100,000.

23 = Suburb, Small: Territory outside a principal city and inside an urbanized area with population less than 100,000.

31 = Town, Fringe: Territory inside an urban cluster that is less than or equal to 10 miles from an urbanized area.

32 = Town, Distant: Territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area.

33 = Town, Remote: Territory inside an urban cluster that is more than 35 miles of an urbanized area.

41 = Rural, Fringe: Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster.

42 = Rural, Distant: Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an urban cluster.

43 = Rural, Remote: Census-defined rural territory that is more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster.

(CDCODE06) Congressional District Code. Legislatively defined subdivisions of a state for the purpose of electing representatives or delegates to the House of Representatives of the United States Congress. Starting in 2006–07, the Congressional Districts of the United States Code was added to the agency file. The FIPS code provides the structure of numeric codes for representing congressional districts and similar areas defined for the various Congresses of the United States. If an agency serves multiple congressional districts, this field will contain the primary one. See Appendix C for more information.

(LATCOD06) Latitude. North or south angular distance from the equator, with positive values going north and negative values going south. When combined with longitude, it reflects an estimation of where the school is physically situated on the street segment to which it was coded. Coordinate degrees, minutes, and seconds have been converted to, and are displayed in terms of, their decimal equivalent. The digits to the left of the decimal point represent the number of degrees from the equator, and the digits to the right of the decimal point represent the fraction of the degree carried out to six decimal places. For example, if a building's latitude is 30 degrees, 30 minutes north, then it is shown as 30.500000. Addresses that could not be found at the Census block level were assigned a blank.

(LONCOD06) Longitude. East or west angular distance from the prime meridian, with positive values going east and negative values going west. When combined with latitude, it reflects an estimation of where the school is physically situated on the street segment to which it was coded. Coordinate degrees, minutes, and seconds have been converted to, and are displayed in terms of, their decimal equivalent. The digits to the left of the decimal point represent the number of degrees from the prime meridian. The digits to the right of the decimal point represent the fraction of the next degree carried out to six decimal places. For example, if a building's longitude is 90 degrees, 15 minutes west, then it is shown as –90.250000.
Addresses that could not be found at the Census block level were assigned a blank.

(BOUND06) Operational Status Code. Classification of changes in an education agency's boundaries since the last report to NCES. All agencies are coded to reflect their status as reported for the 2006–07 school year. The valid responses include the following:

1 = No significant boundary change for this agency since the last report. Currently in operation.
2 = Education agency has closed with no effect on another agency's boundaries.
3 = New agency formed with no effect on another agency's boundaries.
4 = Agency was in existence, but not reported in previous year's CCD agency universe survey, and is now being added.
5 = Agency has undergone a significant change in geographic boundaries or instructional responsibility.
6 = Agency is temporarily closed and may reopen within 3 years.
7 = Agency is scheduled to be operational within 2 years.
8 = Agency was closed on previous year's file but has reopened.

Agencies with an operational status code of "2" remain in the file for one year for historical purposes. Code "6" and "7" response options for the BOUND field were added to the agency file starting in 2002–03. Code "8" response option for the BOUND field was added to the agency file starting in 2005–06.

(GSLO06, GSHI06) Low/High Grade span offered. Lowest grade and highest grade offered by the agency. If low/high grade span was not reported, it was calculated using the low/high grade spans of the associated schools in the CCD school universe file. Reported grade spans were adjusted when grades spans of the associated schools were found outside of the district grade span that was reported.

(AGCHRT06) Agency Charter Code. Code indicating charter schools served. This field was added to the agency file starting in 2002–03. The values for this field were calculated by matching each agency to its associated schools in the school file.

> 1 = All associated schools are charter schools.
> 2 = Some associated schools are charter schools and some are noncharter schools.
> 3 = All associated schools are noncharter schools.

(UG06) Ungraded Membership. Total number of students in classes or programs without standard grade designations. Ungraded students are reported as "-2" (not applicable) for states in which students are not assigned to this grade category.

(PK1206) Prekindergarten–Grade 12 Membership. Total number of students in classes from prekindergarten through grade 12 that are part of the public school program. There are valid agency records that do not include number of students. For example, several school districts may send students to an agency that served only students who are enrolled in these other 'sending' districts, In this case, the 'receiving agency' would report zero student membership. Student counts are also not generally attributed to supervisory union administrative centers or regional education services agencies.

(MIGRNT06) Migrant Students Served in Summer Programs. The number of migrant students, as defined under 34 CFR 200.40, enrolled in summer programs during the summer immediately prior to the 2006–07 school year (i.e., data are for the previous [2005–06] school year).

(SPECED06) Special Education/IEP Students. Count of all students ages 3–21 having a written Individualized Education Program (IEP) under the Individuals With Disabilities Education Act (IDEA), Part B.

(ELL06) English Language Learner Students. The number of English language learner (ELL) students served in appropriate programs.

(TOTDPL06 and TOTOHC06) Diploma Recipients and Other High School Completers. High school completion categories. In prior years, the Local Education Agency Universe Survey published data for regular diploma recipients and other diploma recipients and other high school completers. Starting with the 2006–07 file, these data are not published on the Local Education

Agency Universe Survey data file. Local education agency level data on diploma recipients will be published in the following data files: the NCES Common Core of Data Local Education Agency Universe Survey Dropout and Completion Public-Use Data File: School Year 2006–07, and the NCES Common Core of Data Local Education Agency Universe Survey Dropout and Completion Restricted-Use Data File: School Year 2006–07.

Teacher and Staff Data Items. Categories of LEA employees. Teacher and staff data items in the file are as follows: Prekindergarten Teachers (PKTCH06), Kindergarten Teachers (KGTCH06), Elementary Teachers (ELMTCH06), Secondary Teachers (SECTCH06), Teachers of Ungraded Classes (UGTCH06), Total FTE Teachers (TOTTCH06), Instructional Aides (AIDES06), Instructional Coordinators/Supervisors (CORSUP06), Elementary Guidance Counselors (ELMGUI06), Secondary Guidance Counselors (SECGUI06), Total Guidance (TOTGUI06), Librarians/Media Specialists (LIBSPE06), Librarians/Media Support Staff (LIBSUP06), LEA Administrators (LEAADM06), LEA Administrative Support Staff (LEASUP06), School Administrators (SCHADM06), School Administrative Support Staff (SCHSUP06), Student Support Services Staff (STUSUP06), and All Other Support Staff (OTHSUP06).

See appendix C for definitions of teachers and staff types. All teacher and staff counts are FTEs. Not all states are able to report each of these items.

Derived Variables. Number of Schools and FTE Teachers are derived from the individual school records in the CCD Public Elementary/Secondary School Universe Survey file.

- (SCH06) Number of Schools. This variable is constructed from the public school universe file. It sums the number of operational schools in that file affiliated with the district.

- (TEACH06) FTE Teachers. This variable is constructed from the public school universe file. It sums the FTE teachers reported in that file for schools affiliated with the district. FTE teachers are reported to the nearest tenth in the public school and agency universe files. This is not necessarily the total number of teachers employed by the agency, since some teachers, often those providing special education or services to homebound students, may not be assigned to a particular school. Thus, FTE counts may be less than the total teacher counts obtained from agency staff reports for each state.

District Locale Code Methodology

Locale code is a variable that NCES has created for general description, sampling, and other statistical purposes. It is based upon the location of the school buildings in the district and in some cases may not reflect the entire attendance area or residences of enrolled students.

The district urban-centric locale codes were derived from the locale codes of schools within the district, weighted by the number of students in each locale type. District locale codes were assigned using the following rules.

1. If 50 percent or more of students attend schools with the same locale and locale subtype, that code is assigned to the district. For example, if 50 percent of the students in a district were in

schools with the locale code of "town, fringe," the district would be assigned a locale code of "town, fringe."

2. For those districts where the majority of students do not fall into one of the 12 locale and subtype groupings, the student counts are aggregated into the 4 main locale types (city, suburb, town, or rural). The main locale type with the largest number of students is then examined to determine which subtype had the greatest number of students. That locale code and subtype is assigned to the district. For example, if 40 percent of students were in schools with a "town" locale code, 30 percent were in schools with a "suburb" locale code, and 30 percent were in schools with a "rural" locale code, the district would be assigned one to the subtypes of the "town" locale code. If 80 percent of the students in schools with "town" locale codes were in "town, remote" schools, the district would be assigned a locale code of "town, remote."

3. If the number of students is the same for two or more locale codes is the same, then the highest (i.e., most rural) locale code is assigned.

4. Districts with no schools or students were given a locale code of "N."

The 12 urban-centric locale codes are identified in the section, Comments About Selected Variables.

Table 1. State and other jurisdiction FIPS codes and abbreviations used in CCD Datasets

State name/jurisdiction	FIPS [1]	Abbreviation [2]	State name/jurisdiction	FIPS [1]	Abbreviation [2]
Alabama	01	AL	Ohio	39	OH
Alaska	02	AK	Oklahoma	40	OK
Arizona	04	AZ	Oregon	41	OR
Arkansas	05	AR	Pennsylvania	42	PA
California	06	CA	Rhode Island	44	RI
Colorado	08	CO	South Carolina	45	SC
Connecticut	09	CT	South Dakota	46	SD
Delaware	10	DE	Tennessee	47	TN
District of Columbia	11	DC	Texas	48	TX
Florida	12	FL	Utah	49	UT
Georgia	13	GA	Vermont	50	VT
Hawaii	15	HI	Virginia	51	VA
Idaho	16	ID	Washington	53	WA
Illinois	17	IL	West Virginia	54	WV
Indiana	18	IN	Wisconsin	55	WI
Iowa	19	IA	Wyoming	56	WY
Kansas	20	KS	Department of defense dependents schools (overseas)	58 [3]	DO
Kentucky	21	KY			
Louisiana	22	LA			
Maine	23	ME			
Maryland	24	MD	Department of defense dependents schools (domestic)	61 [3]	DD
Massachusetts	25	MA			
Michigan	26	MI	Bureau of Indian Education	59 [3]	BI
Minnesota	27	MN			
Mississippi	28	MS			
Missouri	29	MO	American Samoa	60	AS
Montana	30	MT	Guam	66	GU
Nebraska	31	NE			
Nevada	32	NV	Commonwealth of the Northern Marianas Islands	69	MP
New Hampshire	33	NH			
New Jersey	34	NJ			
New Mexico	35	NM	Puerto Rico	72	PR
New York	36	NY	U.S. Virgin Islands	78	VI
North Carolina	37	NC			
North Dakota	38	ND			

[1] Federal Information Processing Standards codes (01–78).
[2] U.S. Postal Service state abbreviation codes.
[3] Not official U.S. FIPS code. The state abbreviations for Department of Defense dependents schools (overseas) are AA, AE, and AP to indicate schools located in Asia, Europe, and the Pacific, respectively. For Department of Defense dependents schools (domestic) and Bureau of Indian Education schools, state abbreviations correspond to the state in which the school is located.
SOURCE: U.S. Department of Commerce, National Institute of Standards and Technology, Federal Information Processing Standards, (1987). "Codes for the Identification of the States, the District of Columbia and the Outlying Areas of the United States, and the Associated Areas" (FIPS pub 5-2).

Table 2. Agencies with mailing address in another state, by administration state and NCES agency identification number: School year 2006–07

Administration state and NCES agency ID	Agency name	City	State
Idaho			
1602610	PLEASANT VALLEY SCH DIST 364	JORDAN VALLEY	OR
North Dakota			
3805670	EARL 18	SIDNEY	MT
3820340	YELLOWSTONE 14	FAIRVIEW	MT
South Dakota			
4635010	GREATER HOYT 61-4	HAWARDEN	IA
4665250	GREATER SCOTT 61-5	HAWARDEN	IA
Vermont			
5000024	RIVENDELL INTERSTATE SCH DIST	ORFORD	NH
5099955	SAU 70	HANOVER	NH

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data, "Local Education Agency Universe Survey," 2006–07, version 1a.

B. User Guidelines for Processing the Local Education Agency Universe Survey Data Files

Starting in 1999–2000, CCD data file names were changed to include a two-digit version number. The 2006–07 Local Education Agency Universe Survey SAS file is called AG061a.SAS7BDAT, and the flat ASCII file is called AG061a.DAT. The first two characters of the file name indicate the type of file (SC = School Universe, AG = Agency Universe, ST = State), the third and fourth characters indicate the file year (06 = 2006–07 CCD collection), and the fifth and sixth characters indicate the version number (1 = final file, a = first version). The record layout for the agency universe file is contained in appendix A.

If errors are discovered in the published 1a files (final file, first version) or if states report new or corrected data, NCES may revise the file. The revised file is labeled 1b.

APPENDIX A—Record Layout for the
Common Core of Data Local Education Agency Universe Survey: School Year 2006–07

Common Core of Data Local Education Agency Universe Survey: School Year 2006–07

(*) Fields have one explicit decimal place

(+) Fields represent subfields of the fields immediately preceding them.

The file contains data for school year 2006–07, sorted by the NCES-assigned local education agency identification code (LEAID).

Note that starting with the 2002–03 CCD, all numeric fields contain a -1 to indicate missing and a -2 to indicate not applicable. Previously, numeric fields contained an "M" to indicate missing and an "N" to indicate not applicable. Character fields continue to use "M" for missing and "N" for not applicable.

Variable Name	Start Position	End Position	Field Length	Data Type	Description
LEAID	0001	0007	7	AN	NCES Local Education Agency ID. The first two positions of this field are also the Federal Information Processing Standards (FIPS) state code.
+FIPST	0001	0002	2	AN	Federal Information Processing Standards (FIPS) state code.
STID06	0008	0021	14	AN	State's own ID for the education agency.
NAME06	0022	0081	60	AN	Name of the education agency.
					NOTE: Throughout the remainder of this file, the following codes may appear as representing missing values whenever they are present in the data or the documentation.
					M: when alphanumeric data are missing; that is, a value is expected but none was measured.
					-1: when numeric data are missing; that is, a value is expected but none was measured.
					N: when alphanumeric data are not applicable; that is, a value is neither expected nor measured.
					-2: when numeric data are not applicable; that is, a value is neither expected nor measured.
PHONE06	0082	0091	10	AN	Telephone number of education agency. NOTE: Position #0082–0084 is the area code, and position #0085–0091 is the exchange and number
MSTREE06	0092	0121	30	AN	Mailing address of the agency—may be a street address, a P.O. Box number, or, if there is no address beyond CITY, STATE, and ZIP, the character "N."
MCITY06	0122	0151	30	AN	Name of the agency mailing address city.
MSTATE06	0152	0153	2	AN	Two-letter U.S. Postal Service abbreviation for the state where the mailing address is located.
MZIP06	0154	0158	5	AN	Five-digit U.S. Postal Service ZIP code for the mailing address.
MZIP406	0159	0162	4	AN	Four-digit ZIP+4, if assigned; if none, field is blank.
LSTREE06	0163	0192	30	AN	Location address of agency.
LCITY06	0193	0222	30	AN	Location city of agency.
LSTATE06	0223	0224	2	AN	Location state (two-letter postal abbreviation).

Variable Name	Start Position	End Position	Field Length	Data Type	Description
LZIP06	0225	0229	5	AN	Location 5-digit ZIP Code.
LZIP406	0230	0233	4	AN	Location +4 ZIP Code.
TYPE06	0234	0234	1	AN	Agency type code:

1 = Regular local school district. Locally governed agency responsible for providing free public elementary or secondary education; includes independent school districts and those that are a dependent segment of a local government such as a city or county.

2 = Local school district that is a component of a supervisory union. Regular local school district that shares its superintendent and administrative services with other school districts participating in the supervisory union.

3 = Supervisory Union. An education agency that performs administrative services for more than one school district, providing a common superintendent for participating districts.

4 = Regional Education Service Agency. Agency providing specialized education services to a variety of local education agencies, or a county superintendent serving the same purposes.

5 = State-Operated Agency. Agency that is charged, at least in part, with providing elementary and/or secondary instruction or support services. Includes the State Education Agency if this agency operates schools. Examples include elementary/secondary schools operated by the state for the deaf or blind; and programs operated by state correctional facilities.

6 = Federally-Operated Agency. A federal agency that is charged, at least in part, with providing elementary or secondary instruction or support services.

7 = Other Education Agency. Agency providing elementary or secondary instruction or support services that does not fall within the definitions of agency types 1–6 (NOTE: This includes charter school agencies).

Variable Name	Start Position	End Position	Field Length	Data Type	Description
UNION06	0235	0237	3	AN	Supervisory union number. For supervisory union administrative centers and component agencies, this is a number assigned by the state to the union. Additionally, if the agency is a county superintendent, this is the FIPS county number. If no number was reported, the field will contain "000."
CONUM06	0238	0242	5	AN	FIPS county number (two digit FIPS state numeric code + three digits FIPS county code) based on the location of the administrative office. FIPS county number.
					NOTE: Position #0238–0239 is the FIPS state number, and position #0240–0242 is the FIPS number for county within state.
CONAME06	0243	0272	30	AN	County name based on the location of the administrative office.
CSA06	0273	0275	3	AN	Combined Statistical Area (CSA). The CSA assignment is based on the CSA assignments of schools associated with the agency, weighted by the number of students in each school. A CSA may comprise two or more metropolitan statistical areas, a metropolitan statistical area and a micropolitan statistical area, two or more micropolitan statistical areas, or multiple metropolitan and micropolitan statistical areas. If the school(s) used to weight the assignment are not within a CSA, the field

Variable Name	Start Position	End Position	Field Length	Data Type	Description
					will be assigned an "N" (not applicable).
					NOTE: Starting in 2006–07, this field will contain the CSA code for all areas. Prior to this year, this field contained the New England City and Town Areas (NECTA) codes for agencies in the New England States.
CBSA06	0276	0280	5	AN	Core Based Statistical Area (CBSA). A value in this field indicates that the agency's address is associated with a recognized population nucleus and adjacent communities that have a high degree of integration with that nucleus, and designated by the U.S. Government as a metropolitan or micropolitan statistical area. The integration of adjacent communities is determined by the CBSAs of schools associated with the agency, weighted by the number of students in each school. If the agency is not in any type of metropolitan/micropolitan statistical area the field contains an "N" (not applicable).
					NOTE: Starting in 2006–07, this field will contain the CBSA code for all areas. Prior to this year, this field contained the NECTA codes for agencies in the New England States.–This assignment was made using a file of FIPS county codes matched to CBSA codes.
METMIC06	0281	0281	1	AN	Indicates whether the CBSA is a metropolitan or micropolitan area.
					0 = CBSA is equal to 70,300 or higher and does not have an associated type code. CBSA equal to 70,300 or higher is NECTA and is not denoted as metropolitan or micropolitan.
					1= CBSA is a metropolitan area.
					2 = CBSA is a micropolitan area.
MSC06	0282	0282	1	AN	NCES classification of the agency's service area relative to a CBSA.
					1 = Primarily serves a principal city of a CBSA.
					2 = Serves a CBSA but not primarily its principal city.
					3 = Does not serve a CBSA.
ULOCAL06	0283	0284	2	AN	NCES urban-centric locale code.
					NOTE: Starting in 2006–07, CCD data files contain a new locale code system that is based on the urbanity of the agency location. In prior years, the locale was assigned based on an agency's metro status. See appendix C, Glossary for more detail.
					11 = City, Large Territory inside an urbanized area and inside a principal city with population of 250,000 or more.
					12 = City, Mid-size Territory inside an urbanized area and inside a principal city with a population less than 250,000 and greater than or equal to 100,000.
					13 = City, Small Territory inside an urbanized area and inside a principal city with a population less than 100,000.
					21 = Suburb, Large Territory outside a principal city and inside an urbanized area with population of 250,000 or more.

Variable Name	Start Position	End Position	Field Length	Data Type	Description
					22 = Suburb, Mid-size Territory outside a principal city and inside an urbanized area with a population less than 250,000 and greater than or equal to 100,000.
					23 = Suburb, Small Territory outside a principal city and inside an urbanized area with a population less than 100,000.
					31 =Town, Fringe Territory inside an urban cluster that is less than or equal to 10 miles from an urbanized area.
					32 = Town, Distant Territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area.
					33 = Town, Remote Territory inside an urban cluster that is more than 35 miles from an urbanized area.
					41 = Rural, Fringe Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster.
					42 = Rural, Distant Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an urban cluster.
					43 = Rural, Remote Census-defined rural territory that is more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster
CDCODE06	0285	0288	4	AN	Congressional district code based on location of administrative office. FIPS numeric code for the congressional districts that are legislatively defined subdivision of the state for the purpose of electing representatives to the House of Representative of the United States Congress. The first two digits are the FIPS state numeric code, which makes the congressional district code unique across states (see Appendix C Glossary for detail). If an agency serves more than one congressional district, the code represents the primary one.
LATCOD06	0289	0297	9 *	N	Latitude. Based on the location of the administrative office, the value of LATCOD ranges from 17 to 71. It contains an explicit decimal point. The digits to the left of the decimal represent the number of degrees from the equator; the digits to the right of the decimal represent the fraction of the next degree carried out to six decimal places.
LONCOD06	0298	0308	11 *	N	Longitude. Based on the location of the administrative office, the value of LONCOD ranges from -65 to -177. The minus sign (-) indicates west of the prime meridian. It contains an explicit decimal point. The digits to the left of the decimal point represent the number of degrees from the prime meridian; the digits to the right of the decimal point represent the fraction of the next degree carried out to six decimal places.
BOUND06	0309	0309	1	AN	The boundary change indicator is a classification of changes in an education agency's boundaries since the last report to NCES. The options are as follows:
					1 = No significant boundary change for this agency since the last report. Currently in operation.

Variable Name	Start Position	End Position	Field Length	Data Type	Description
					2 = Education agency has closed with no effect on another agency's boundaries.
					3 = This is a new education agency formed with no effect on another agency's boundaries.
					4 = Agency was in existence, but not reported in previous year's CCD agency universe survey, and is now being added.
					5 = Agency has undergone a significant change in geographic boundaries or instructional responsibility.
					6 = Agency is temporarily closed and may reopen within 3 years.
					7 = Agency is scheduled to be operational within 2 years.
					8 = Agency was closed on previous year's file but has reopened.
GSLO06	0310	0311	2	AN	Agency low grade offered. If grade span data were not reported, this field was calculated from the low grade spans of the associated schools in the CCD school universe file.
GSHI06	0312	0313	2	AN	Agency high grade offered. If grade span data were not reported, this field was calculated from the high grade spans of the associated schools in the CCD school universe file. When combined, GSLO and GSHI are the grade span of the school.
AGCHRT06	0314	0314	1	AN	Agency charter. Code indicating charter schools served:
					1 = All associated schools are charter schools.
					2 = Some associated schools are charter schools and some are non-charter schools.
					3 = All associated schools are non-charter schools.
SCH06	0315	0319	5	N	Aggregate number of schools associated with this agency in the CCD school universe file.
TEACH06	0320	0326	7 *	N	Aggregate full-time-equivalent (FTE) classroom teachers reported for schools associated with this agency in the CCD school universe file, reported to the nearest tenth; field includes one explicit decimal point. This is not necessarily the total number of teachers employed by the agency.
UG06	0327	0333	7	N	Total number of students in classes or programs without standard grade designations.
PK1206	0334	0340	7	N	Total number of students in classes from prekindergarten through 12th grade that are part of the public school program.
MEMBER06	0341	0347	7	N	Calculated total student membership of the local education agency: the sum of the fields UG and PK12.
MIGRNT06	0348	0354	7	N	The number of migrant students, as defined under 34 CFR 200.40, enrolled in summer programs during the summer immediately prior to the 2006–07 school year.

Variable Name	Start Position	End Position	Field Length	Data Type	Description
SPECED06	0355	0361	7	N	Count of all students having a written Individualized Education Program (IEP) under the Individuals With Disabilities Education Act (IDEA), Part B.
ELL06	0362	0368	7	N	The number of English language learner (ELL) students served in appropriate programs.
PKTCH06	0369	0375	7 *	N	Prekindergarten teachers. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
KGTCH06	0376	0382	7 *	N	Kindergarten teachers. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
ELMTCH06	0383	0389	7 *	N	Elementary teachers. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
SECTCH06	0390	0396	7 *	N	Secondary teachers. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
UGTCH06	0397	0403	7 *	N	Teachers of classes or programs to which students are assigned without standard grade designation. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
TOTTCH06	0404	0410	7 *	N	Total teachers. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
AIDES06	0411	0417	7 *	N	Instructional aides. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
CORSUP06	0418	0424	7 *	N	Instructional coordinators & supervisors. Full-time equivalency reported to the nearest tenth; includes one explicit decimal.
ELMGUI06	0425	0431	7 *	N	Elementary guidance counselors. Full-time equivalency reported to the nearest tenth; includes one explicit decimal.
SECGUI06	0432	0438	7 *	N	Secondary guidance counselors. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
TOTGUI06	0439	0445	7 *	N	Total guidance counselors. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
LIBSPE06	0446	0452	7 *	N	Librarians/media specialists. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
LIBSUP06	0453	0459	7 *	N	Library/media support staff. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
LEAADM06	0460	0466	7 *	N	LEA administrators. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
LEASUP06	0467	0473	7 *	N	LEA administrative support staff. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
SCHADM06	0474	0480	7 *	N	School administrators. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.

Variable Name	Start Position	End Position	Field Length	Data Type	Description
SCHSUP06	0481	0487	7 *	N	School administrative support staff. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
STUSUP06	0488	0494	7 *	N	Student support services staff. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
OTHSUP06	0495	0501	7 *	N	All other support services staff. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
IGSLO06	0502	0502	1	AN	If this field contains anything other than "R," the GSLO value originally submitted was adjusted.
ISCH06	0504	0504	1	AN	If this field contains anything other than "T," the aggregate number of schools associated with this agency in the school universe file was adjusted.
ITEACH06	0505	0505	1	AN	If this field contains anything other than "T," the aggregate FTE classroom teacher count reported for schools associated with this agency in the school universe file was adjusted.
IUG06	0506	0506	1	AN	If this field contains anything other than "R," the ungraded student count originally submitted was adjusted.
IPK1206	0507	0507	1	AN	If this field contains anything other than "R," the PK through 12 student count originally submitted was adjusted.
IMEMB06	0508	0508	1	AN	If this field contains anything other than "T," the total student count (ungraded plus PK through 12) was adjusted.
IMIGRN06	0509	0509	1	AN	If this field contains anything other than "R," the migrant student count originally submitted was adjusted.
ISPEC06	0510	0510	1	AN	If this field contains anything other than "R," the special education/IEP count originally submitted was adjusted.
IELL06	0511	0511	1	AN	If this field contains anything other than "R," the English language learner student count originally submitted was adjusted.
IPKTCH06	0512	0512	1	AN	If this field contains anything other than "R," the prekindergarten teacher count originally submitted was adjusted.
IKGTCH06	0513	0513	1	AN	If this field contains anything other than "R," the kindergarten teacher count originally submitted was adjusted.
IELTCH06	0514	0514	1	AN	If this field contains anything other than "R," the elementary teacher count originally submitted was adjusted.
ISETCH06	0515	0515	1	AN	If this field contains anything other than "R," the secondary teacher count originally submitted was adjusted.
IUGTCH06	0516	0516	1	AN	If this field contains anything other than "R," the teachers of ungraded classes count originally submitted was adjusted.
ITOTCH06	0517	0517	1	AN	If this field contains anything other than "R," the total FTE teacher count originally

Variable Name	Start Position	End Position	Field Length	Data Type	Description
					submitted was adjusted.
IAIDES06	0518	0518	1	AN	If this field contains anything other than "R," the instructional aides count originally submitted was adjusted.
ICOSUP06	0519	0519	1	AN	If this field contains anything other than "R," the instructional coordinators and supervisors count originally submitted was adjusted.
IELGUI06	0520	0520	1	AN	If this field contains anything other than "R," the elementary guidance counselors count originally submitted was adjusted.
ISEGUI06	0521	0521	1	AN	If this field contains anything other than "R," the secondary guidance counselors count originally submitted was adjusted.
ITOGUI06	0522	0522	1	AN	If this field contains anything other than "R," the total guidance counselors count originally submitted was adjusted.
ILISPE06	0523	0523	1	AN	If this field contains anything other than "R," the librarians/media specialists count originally submitted was adjusted.
ILISUP06	0524	0524	1	AN	If this field contains anything other than "R," the library/media support staff count originally submitted was adjusted.
ILEADM06	0525	0525	1	AN	If this field contains anything other than "R," the LEA administrators count originally submitted was adjusted.
ILESUP06	0526	0526	1	AN	If this field contains anything other than "R," the LEA administrative support staff count originally submitted was adjusted.
ISCADM06	0527	0527	1	AN	If this field contains anything other than "R," the school administrative support staff count originally submitted was adjusted.
ISCSUP06	0528	0528	1	AN	If this field contains anything other than "R," the school administrative support staff count originally submitted was adjusted.
ISTSUP06	0529	0529	1	AN	If this field contains anything other than "R," the student support services staff count originally submitted was adjusted.
IOTSUP06	0530	0530	1	AN	If this field contains anything other than "R," the all other support services staff count originally submitted was adjusted.

APPENDIX B—Value Distribution and Field Frequencies for the
Common Core of Data Local Education Agency Universe Survey: School Year 2006–07

Variable	Label	M	N	Other
FIPST	FIPS State Number	0	0	18,250
LEAID	NCES Agency Identification Number	0	0	18,250
STID06	State Local Education Number	0	0	18,250
NAME06	Education Agency Name	0	0	18,250
PHONE06	Telephone Number	0	0	18,250
MSTREE06	Mailing Address	0	1	18,249
MCITY06	Mailing City	0	0	18,250
MSTATE06	Mailing State	0	0	18,250
MZIP06	Mailing Five Digit Zip Code	0	0	18,250
MZIP406	Mailing Secondary Zip Code	3,075	0	15,175
LSTREE06	Location Address	1,197	0	17,053
LCITY06	Location City	0	0	18,250
LSTATE06	Location State	0	0	18,250
LZIP06	Location Five Digit Zip Code	0	0	18,250
LZIP406	Location Secondary Zip Code	3,216	0	15,034
UNION06	Supervisory Union Identification Number	17	683	17,550
CONUM06	FIPS County Code	1	9	18,240
CONAME06	County Name	1	9	18,240
CSA06	Combined Statistical Area	21	10,500	7,792
CBSA06	Population Nucleus and Adjacent Community Integrated	15	4,479	13,756
METMIC06	Metropolitan or Micropolitan Area	1	41	18,208
MSC06	NCES Classification of Agency's Service to CBSA	1	43	18,206
CDCODE06	Congressional District Code	1	43	18,206
LATCOD06	Latitude	86	0	18,164
LONCOD06	Longitude	86	0	18,164

NOTE: M indicates that the data are missing; a value was expected, but no value was measured. N indicates that the data are not applicable; a value was neither expected nor measured.

Variable	Label	Minimum	Maximum	Mean	-1	-2
SCH06	Aggregate Number of Schools Associated with Agency	0	1,519.0	5.8	0	683
TEACH06	Aggregate FTE Classroom Teachers	0	40,514.4	140.9	2,825	1,561
UG06	Ungraded Students	0	20,317.0	91.7	1,585	13,458
PK1206	PK - 12 Students	1	707,627.0	3,078.40	335	1,828
MEMBER06	Calculated Total Student Membership	0	707,627.0	3,086.20	375	1,733
MIGRNT06	Migrant Students Served in a Summer Programs	1	2,181.0	83.9	15,575	2,348
SPECED06	Special Education - Individualized Education Plan	1	169,308.0	439.6	2,177	1,611
ELL06	English Language Learner Students	0	67,955.0	218.9	5,184	1,551
PKTCH06	Teachers - Prekindergarten	0	1,503.4	2.8	3,134	684
KGTCH06	Teachers - Kindergarten	0	3,845.3	10.9	1,687	683
ELMTCH06	Teachers - Elementary	0	31,848.4	87.6	724	683
SECTCH06	Teachers - Secondary	0	22,427.8	75.3	770	683
UGTCH06	Teachers - Ungraded	0	11,263.7	17.3	520	3,999
TOTTCH06	Teachers - Total	0	70,888.6	190.5	811	683
AIDES06	Instructional Aides / Paraprofessionals	0	12,092.0	43.6	3,575	683
CORSUP06	Instructional Coordinators and Supervisors	0	1,638.0	4	1,736	683
ELMGUI06	Guidance Counselors - Elementary	0	379.3	2.2	4,356	683
SECGUI06	Guidance Counselors - Secondary	0	600.0	3.5	4,892	683
TOTGUI06	Guidance Counselors - Total	0	2,388.4	6.8	2,070	683
LIBSPE06	Librarians / Media Specialists	0	1,109.0	3.3	911	683
LIBSUP06	Librarians / Media Support Staff	0	321.0	2.4	5,233	683
LEAADM06	LEA Administrators	0	710.5	3.6	854	683
LEASUP06	LEA Administrative Support Staff	0	2,329.0	11.2	3,160	683
SCHADM06	School Administrators	0	3,577.9	9.4	877	683
SCHSUP06	School Administrative Support Staff	0	5,280.0	17.4	4,441	683
STUSUP06	Student Support Services Staff	0	4,628.0	15.5	1,882	683
OTHSUP06	All Other Support Staff	0	17,016.0	72.7	3,073	683

† Not applicable.
NOTE: -1 indicates that the data are missing; a value was expected, but no value was measured. -2 indicates that the data are not applicable; a value was neither expected nor measured.

Agency Type

TYPE06	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	13,419	73.5	13,419	73.5
2	870	4.8	14,289	78.3
3	271	1.5	14,560	79.8
4	1,121	6.1	15,681	85.9
5	237	1.3	15,918	87.2
6	39	0.2	15,957	87.4
7	2,293	12.6	18,250	100.0

Metro/Micro Code

METMIC06	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	4,457	24.4	4,457	24.4
1	10,159	55.7	14,616	80.1
2	3,592	19.7	18,208	99.8
M	1	#	18,209	99.8
N	41	0.2	18,250	100.0

Metro Status Code

MSC06	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	2,578	14.1	2,578	14.1
2	7,581	41.5	10,159	55.7
3	8,047	44.1	18,206	99.8
M	1	#	18,207	99.8
N	43	0.2	18,250	100.0

Rounds to zero.
Character codes:
A - Adjustment
C - Combined with data provided elsewhere by the state
I - Imputation based on a method other than prior year's data
M - Missing
N - Not applicable
P - Imputation based on prior year's data
R - As reported by the state
T - Total based on sum of internal or external detail

NCES Urban-centric Locale Code

ULOCAL06	Frequency	Percent	Cumulative Frequency	Cumulative Percent
11	1,177	6.5	1,177	6.5
12	482	2.6	1,659	9.1
13	751	4.1	2,410	13.2
21	2,846	15.6	5,256	28.8
22	417	2.3	5,673	31.1
23	332	1.8	6,005	32.9
31	745	4.1	6,750	37.0
32	1,196	6.6	7,946	43.5
33	1,269	7.0	9,215	50.5
41	2,197	12.0	11,412	62.5
42	3,371	18.5	14,783	81.0
43	3,423	18.8	18,206	99.8
M	1	#	18,207	99.8
N	43	0.2	18,250	100.0

Operational Status Code

BOUND06	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	17,127	93.9	17,127	93.9
2	467	2.6	17,594	96.4
3	172	0.9	17,766	97.4
4	114	0.6	17,880	98.0
5	151	0.8	18,031	98.8
6	140	0.8	18,171	99.6
7	76	0.4	18,247	100.0
8	3	#	18,250	100.0

Rounds to zero.
Character codes:
A - Adjustment
C - Combined with data provided elsewhere by the state
I - Imputation based on a method other than prior year's data
M - Missing
N - Not applicable
P - Imputation based on prior year's data
R - As reported by the state
T - Total based on sum of internal or external detail

Agency Low Grade Offered

GSLO06	Frequency	Percent	Cumulative Frequency	Cumulative Percent
01	87	0.5	87	0.5
02	26	0.1	113	0.6
03	22	0.1	135	0.7
04	28	0.2	163	0.9
05	105	0.6	268	1.5
06	176	1.0	444	2.4
07	246	1.4	690	3.8
08	63	0.4	753	4.1
09	804	4.4	1,557	8.5
10	45	0.3	1,602	8.8
11	38	0.2	1,640	9.0
12	4	0.0	1,644	9.0
KG	5,381	29.5	7,025	38.5
N	1,701	9.3	8,726	47.8
PK	9,413	51.6	18,139	99.4
UG	111	0.6	18,250	100.0

Rounds to zero.
Character codes:
A - Adjustment
C - Combined with data provided elsewhere by the state
I - Imputation based on a method other than prior year's data
M - Missing
N - Not applicable
P - Imputation based on prior year's data
R - As reported by the state
T - Total based on sum of internal or external detail

Agency High Grade Offered

GSHI06	Frequency	Percent	Cumulative Frequency	Cumulative Percent
01	10	0.1	10	0.1
02	15	0.1	25	0.1
03	25	0.1	50	0.3
04	45	0.3	95	0.5
05	134	0.7	229	1.3
06	561	3.1	790	4.3
07	87	0.5	877	4.8
08	2,540	13.9	3,417	18.7
09	83	0.5	3,500	19.2
10	69	0.4	3,569	19.6
11	78	0.4	3,647	20.0
12	12,685	69.5	16,332	89.5
KG	19	0.1	16,351	89.6
N	1,701	9.3	18,052	98.9
PK	87	0.5	18,139	99.4
UG	111	0.6	18,250	100.0

Agency Charter

AGCHRT06	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	1,973	10.8	1,973	10.8
2	634	3.5	2,607	14.3
3	14,162	77.6	16,769	91.9
N	1,481	8.1	18,250	100.0

Agency Low Grade Offered Adj Flag

IGSLO06	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	2,695	14.8	2,695	14.8
R	15,555	85.2	18,250	100.0

Rounds to zero.
Character codes:
A - Adjustment
C - Combined with data provided elsewhere by the state
I - Imputation based on a method other than prior year's data
M - Missing
N - Not applicable
P - Imputation based on prior year's data
R - As reported by the state
T - Total based on sum of internal or external detail

Agency High Grade Offered Adj Flag

IGSHI06	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	2,324	12.7	2,324	12.7
R	15,926	87.3	18,250	100.0

Number of Schools Adj Flag

ISCH06	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	683	3.7	683	3.7
T	17,567	96.3	18,250	100.0

Total Classroom Teachers Adj Flag

ITEACH06	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	4,386	24.0	4,386	24.0
T	13,864	76.0	18,250	100.0

Total Ungraded Students Adj Flag

IUG06	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	2,813	15.4	2,813	15.4
R	15,437	84.6	18,250	100.0

Total PK Through 12 Students Adj Flag

IPK1206	Frequency	Percent	Cumulative Frequency	Cumulative Percent
R	18,249	100.0	18,249	100.0
T	1	#	18,250	100.0

Rounds to zero.
Character codes:
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C - Combined with data provided elsewhere by the state
I - Imputation based on a method other than prior year's data
M - Missing
N - Not applicable
P - Imputation based on prior year's data
R - As reported by the state
T - Total based on sum of internal or external detail

Total Calculated Students Adj Flag

IMEMB06	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	2,108	11.6	2,108	11.6
T	16,142	88.5	18,250	100.0

Migrant Adj Flag

IMIGRN06	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	4,917	26.9	4,917	26.9
R	13,333	73.1	18,250	100.0

Special Ed/IEP Students Adj Flag

ISPEC06	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	928	5.1	928	5.1
R	17,322	94.9	18,250	100.0

English Language Learner Students Adj Flag

IELL06	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	1,864	10.2	1,864	10.2
R	16,386	89.8	18,250	100.0

Rounds to zero.
Character codes:
A - Adjustment
C - Combined with data provided elsewhere by the state
I - Imputation based on a method other than prior year's data
M - Missing
N - Not applicable
P - Imputation based on prior year's data
R - As reported by the state
T - Total based on sum of internal or external detail

Prekindergarten Teachers Adj Flag

IPKTCH06	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	2,504	13.7	2,504	13.7
R	15,746	86.3	18,250	100.0

Kindergarten Teachers Adj Flag

IKGTCH06	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	1,063	5.8	1,063	5.8
R	17,187	94.2	18,250	100.0

Elementary Teachers Adj Flag

IELTCH06	Frequency	Percent	Cumulative Frequency	Cumulative Percent
R	18,250	100.0	18,250	100.0

Secondary Teachers Adj Flag

ISETCH06	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	1	#	1	#
R	18,249	100.0	18,250	100.0

Rounds to zero.
Character codes:
A - Adjustment
C - Combined with data provided elsewhere by the state
I - Imputation based on a method other than prior year's data
M - Missing
N - Not applicable
P - Imputation based on prior year's data
R - As reported by the state
T - Total based on sum of internal or external detail

Ungraded Teachers Adj Flag

IUGTCH06	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	3,205	17.6	3,205	17.6
R	15,045	82.4	18,250	100.0

Total FTE Teachers Adj Flag

ITOTCH06	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	2	#	2	#
R	18,248	100.0	18,250	100.0

Instructional Aides Adj Flag

IAIDES06	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	979	5.4	979	5.4
R	17,271	94.6	18,250	100.0

Instruc Coordinators/Super Adj Flag

ICOSUP06	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	54	0.3	54	0.3
R	18,196	99.7	18,250	100.0

Rounds to zero.
Character codes:
A - Adjustment
C - Combined with data provided elsewhere by the state
I - Imputation based on a method other than prior year's data
M -Missing
N - Not applicable
P - Imputation based on prior year's data
R - As reported by the state
T - Total based on sum of internal or external detail

Elementary Guidance Counselor Adj Flag

IELGUI06	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	3,582	19.6	3,582	19.6
R	14,668	80.4	18,250	100.0

Secondary Guidance Counselor Adj Flag

ISEGUI06	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	3,716	20.4	3,716	20.4
R	14,534	79.6	18,250	100.0

Total Guidance Counselor Adj Flag

ITOGUI06	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	469	2.6	469	2.6
R	17,734	97.2	18,203	99.7
T	47	0.3	18,250	100.0

Library/Media Specialist Adj Flag

ILISPE06	Frequency	Percent	Cumulative Frequency	Cumulative Percent
R	18,250	100.0	18,250	100.0

Rounds to zero.
Character codes:
A - Adjustment
C - Combined with data provided elsewhere by the state
I - Imputation based on a method other than prior year's data
M - Missing
N - Not applicable
P - Imputation based on prior year's data
R - As reported by the state
T - Total based on sum of internal or external detail

Library Media Support Staff Adj Flag

ILISUP06	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	1,016	5.6	1,016	5.6
R	17,234	94.4	18,250	100.0

LEA Administrator Adj Flag

ILEADM06	Frequency	Percent	Cumulative Frequency	Cumulative Percent
R	18,250	100.0	18,250	100.0

LEA Admin Support Staff Adj Flag

ILESUP06	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	19	0.1	19	0.1
R	18,231	99.9	18,250	100.0

School Admin Adj Flag

ISCADM06	Frequency	Percent	Cumulative Frequency	Cumulative Percent
R	18,250	100.0	18,250	100.0

School Admin Support Adj Flag

ISCSUP06	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	326	1.8	326	1.8
R	17,924	98.2	18,250	100.0

Rounds to zero.
Character codes:
A - Adjustment
C - Combined with data provided elsewhere by the state
I - Imputation based on a method other than prior year's data
M - Missing
N - Not applicable
P - Imputation based on prior year's data
R - As reported by the state
T - Total based on sum of internal or external detail

Student Support Serv Staff Adj Flag

ISTSUP06	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	173	1.0	173	1.0
R	18,077	99.1	18,250	100.0

All Other Support Staff Adj Flag

IOTSUP06	Frequency	Percent	Cumulative Frequency	Cumulative Percent
R	18,250	100.0	18,250	100.0

Rounds to zero.
Character codes:
A - Adjustment
C - Combined with data provided elsewhere by the state
I - Imputation based on a method other than prior year's data
M - Missing
N - Not applicable
P - Imputation based on prior year's data
R - As reported by the state
T - Total based on sum of internal or external detail

APPENDIX C—Glossary for the Common Core of Data: School Year 2006–07

For the CCD to have comparable data across states, all states must abide by the same standard definitions when reporting on schools, students, and staff. To ensure a common understanding, definitions for critical terms are presented below. The glossary contains definitions for all variables and terms found on the CCD school, agency, or state files.

Alternative Education School

A public elementary/secondary school that addresses needs of students that typically cannot be met in a regular school; provides nontraditional education; serves as an adjunct to a regular school; and falls outside of the categories of regular, special education, or vocational education.

American Indian/Alaska Native

A person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition.

Asian/Pacific Islander

A person having origins in any of the original peoples of the Far East, Southeast Asia, the Indian subcontinent, or the Pacific Islands. This includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa.

Black

A person having origins in any of the black racial groups of Africa.

Boundary Change

See "Operational Status, Agency" for definition. Name of term was changed to "Operational Status, Agency," after 1997–98.

Charter School

A school providing free public elementary and/or secondary education to eligible students under a specific charter granted by the state legislature or other appropriate authority, and designated by such authority to be a charter school. Item was first collected in 1998–99.

City Locale

A city locale code is assigned to a territory inside an urbanized area and inside a principal city. Large city locale is in principal cities with a population of 350,000 or more. Midsize city locale is in principal cities with a population less than 250,000 and greater than or equal to 100,000. Small city locale is in principal cities with a population less than 100,000.

Classroom Teacher

See "Teacher."

Combined Statistical Area (CSA)

If an area that qualifies as a metropolitan area (MA) has more than one million people, two or more core-based statistical areas (CBSAs) may be defined within it. Each CBSA consists of a large urbanized county or cluster of counties (cities and towns in New England) that demonstrate very strong internal economic and social links, in addition to close ties to other portions of the larger area. When CBSAs are established, the larger MA of which they

are component parts is designated a combined statistical area (CSA). CSAs and CBSAs are established only where local governments favor such designations for a large MA.

Congressional District Code

Congressional districts are legislatively defined subdivisions of a state for the purpose of electing representatives or delegates to the House of Representatives of the United States Congress. A state or equivalent entity may comprise a single congressional district or similar representational area. The Federal Information Processing Standard (FIPS) provides the structure of numeric codes for representing congressional districts and similar areas defined for the various Congresses of the United States.

The Congressional Districts Codes are two-digit numeric codes used to represent the congressional districts of each multi-district state of the United States. For example, the First Congressional District is identified as "01", the Second Congressional District as "02," etc. The Congressional District in a state with only a single representative elected "at large" is designated as "00". In the 110th Congress, this applies to Alaska, Delaware, Montana, North Dakota, South Dakota, Vermont, and Wyoming. For an entity with a nonvoting delegate—the District of Columbia, American Samoa, Guam, Puerto Rico (whose delegate is referred to as a "resident commissioner"), and the U.S. Virgin Islands—the representational area is designated as "98". Those entities with no representation in the Congress – the Northern Mariana Islands, Palau, and the several U.S. minor outlying islands are designated as "99".

Although congressional district codes are unique within each state and equivalent entity, and for each Congress, the congressional districts in different states may have the same code. For example, the First Congressional District of Alabama and of Arizona are both coded "01". Since the Common Core of Data (CCD) requires the identification of congressional districts in more than one state, the congressional district code is preceded by the FIPS State numeric code. For example, the First Congressional District of Arizona is coded "0401", with the first two digits (04) representing the FIPS State numeric code.

Core Based Statistical Area (CBSA)

Each CBSA must contain at least one urban area of 10,000 or more people.

Under the Census standards, the county (or counties) in which at least 50 percent of the population resides within urban areas of 10,000 or more people, or that contains at least 5,000 people residing within a single urban area of 10,000 or more people, is identified as a "central county" (or counties). Additional "outlying counties" are included in the CBSA if they meet specified requirements of commuting to or from the central counties. Counties or equivalent entities form the geographic "building blocks" for metropolitan and micropolitan statistical areas throughout the United States and Puerto Rico.

Diploma, High School

A formal document certifying the successful completion of a secondary school program prescribed by the state education agency or other appropriate body.

Diploma Recipient

A student who has received a diploma during the previous school year or subsequent summer school.

District Locale Code

A code based upon the school locale codes to indicate the location of the district in relation to populous areas. (See also "City Locale," "Suburb Locale," "Town Locale," and "Rural Locale."

Dropout

A student who was enrolled in school at some time during the previous school year; was not enrolled at the beginning of the current school year; has not graduated from high school or completed a state- or district-approved

educational program; and does not meet any of the following exclusionary conditions: has transferred to another public school district, private school, or state- or district-approved educational program; is temporarily absent due to suspension or school-approved illness; or has died. Item was first collected in 1992–93.

Education Agency

A government agency administratively responsible for providing public elementary and/or secondary instruction or educational support services.

Elementary

A general level of instruction classified by state and local practice as elementary, composed of any span of grades not above grade 8; preschool or kindergarten included only if it is an integral part of an elementary school or a regularly established school system.

English Language Learner (ELL)

"English language learner (ELL)" was formerly referred to as "limited English proficient (LEP)." Refers to students being served in appropriate programs of language assistance (e.g., English as a Second Language, High Intensity Language Training, bilingual education). Does not include pupils enrolled in a class to learn a language other than English. Also, ELL students are individuals who were not born in the United States or whose native language is a language other than English; individuals who come from environments where a language other than English is dominant; or individuals who are American Indians or Alaskan Natives and who come from environments where a language other than English has had a significant impact on their level of English language proficiency; and who, by reason thereof, have sufficient difficulty speaking, reading, writing, or understanding the English language to deny such individuals the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in our society. Item was first collected in 1998–99.

Federally Operated Education Agency

A federally operated agency that is charged, at least in part, with providing elementary and/or secondary instruction or support services.

Free Lunch Program

A program under the National School Lunch Act that provides cash subsidies for free lunches to students based on family size and income criteria.

Full-time Equivalency (FTE)

The amount of time required to perform an assignment stated as a proportion of a full-time position and computed by dividing the amount of time employed by the time normally required for a full-time position.

General Educational Development (GED) Test

A comprehensive test used primarily to appraise the educational development of students who have not completed their formal high school education and who may earn a high school equivalency certificate through achievement of satisfactory scores.

Grade Span Offered

The span of grades intended to be served by a school or agency, whether or not there are students currently enrolled in all grades. If a high school also has a prekindergarten program, the grade span of the high school is reported as a high school, not as a PK–12 school. For example, if a school has PK as well as grades 9, 10, 11, and 12, the grade

span will be reported as grades 9 through 12 (0912). Also, the ungraded designation (UG) cannot be used in a grade span unless the whole school consists of ungraded students, and in this case the grade span is reported as UGUG. "Grade span" was calculated from school membership through 1997–98 and first collected as a separate item in 1998–99.

Graduate, High School

A high school graduate is defined as an individual who received a diploma recognizing the completion of secondary school requirements during the previous school year and subsequent summer school. It excludes high school equivalency and other high school completers (e.g., those granted a certificate of attendance).

Guidance Counselor/Director

Professional staff assigned specific duties and school time for any of the following activities in an elementary or secondary setting: counseling with students and parents; consulting with other staff members on learning problems; evaluating student abilities; assisting students in making educational and career choices; assisting students in personal and social development; providing referral assistance; and/or working with other staff members in planning and conducting guidance programs for students. The state applies its own standards in apportioning the aggregate of guidance counselors/directors into the elementary and secondary level components.

Head Start Program

A federally funded program that provides comprehensive educational, social, health, and nutritional services to low-income preschool children and their families, and children from ages 3 to school entry age (i.e., the age of compulsory school attendance). Head Start students and teachers are reported on the CCD only when the program is administered by a local education agency.

High School Completion Count

A count of graduates and other high school completers including diploma recipients and other high school completers.

High School Equivalency Certificate

A formal document certifying that an individual met the state requirements for high school graduation equivalency by obtaining satisfactory scores on an approved examination, and meeting other performance requirements (if any) set by a state education agency or other appropriate body.

High School Equivalency Recipient

Individual age 19 years or younger who received a high school equivalency certificate during the previous school year or subsequent summer. Item was last reported on the Local Education Agency Survey in 1990–91, but was collected by the State Nonfiscal Survey through 2002–03. Beginning with the 2003–04 collection, the item was replaced by the number of individuals age 19 or younger who passed the GED examination, as reported by the GED Testing Service.

High School Graduate, Other Programs

A student who received a high school diploma, equivalency diploma, or other completion credential during the previous school year or subsequent summer school; the credential is based upon completion of other than the standard high school requirements or is achieved through nontraditional means. Term was last used in 1986–87. See "Other Diploma Recipient," "High School Equivalency Recipient," and "Other High School Completer."

High School Graduate, Regular Day School

A student who received a high school diploma during the previous school year or subsequent summer school; the diploma is based upon completion of high school requirements through traditional means. Term was last used in 1986–87. See "Regular Diploma Recipient."

Hispanic

A person of Mexican, Puerto Rican, Cuban, Central or South American, or other Spanish culture or origin, regardless of race.

Individualized Educational Program (IEP)

A written instructional plan for students with disabilities designated as special education students under the Individuals With Disabilities Education Improvement Act (IDEA), Part B. The written instructional plan includes a statement of the child's present level of educational performance; a statement of annual goals, including short-term instructional objectives; a statement of specific educational services to be provided and the extent to which the child will be able to participate in regular educational programs; the projected date for initiation and anticipated duration of services; the appropriate objectives, criteria, and evaluation procedures; and the schedule for determining, on at least an annual basis, whether instructional objectives are being achieved.

Instructional Aide

Staff member assigned to assist a teacher with routine activities associated with teaching, i.e., activities requiring minor decisions regarding students, such as monitoring, conducting rote exercises, operating equipment, and clerking. Includes only paid staff, and excludes volunteer aides.

Instructional Coordinators and Supervisors

Persons who supervise instructional programs at the school district or subdistrict level: category includes educational television staff; coordinators and supervisors of audiovisual services; curriculum coordinators and in-service training staff; Title I coordinators and home economics supervisors; and staff engaged in the development of computer-assisted instruction. School-based department chairpersons are excluded.

Kindergarten

A group or class that is part of a public school program and is taught during the year preceding first grade.

Large City

A principal city of a metropolitan CBSA, with the city having a population greater than or equal to 250,000. (See also "Locale Code.") Prior to 1994–95, "Large City" was defined as a principal city of a metropolitan area with a population of 400,000 or more, or a population density of at least 6,000 people per square mile.

Large Town

An incorporated place or Census-designated place with a population greater than or equal to 25,000 and located outside a metropolitan CBSA or inside a micropolitan CBSA.

Latitude

Latitude is the north or south angular distance from the equator, with positive values going north and negative values going south. When combined with longitude, it reflects an estimation of where the school is physically situated on the street segment to which it was coded. Coordinate degrees, minutes, and seconds have been converted to, and are

displayed in terms of, their decimal equivalent. The digits to the left of the decimal point represent the number of degrees from the equator, and the digits to the right of the decimal point represent the fraction of the degree carried out to six decimal places. For example, if a school's latitude is 30 degrees, 30 minutes north, then it is shown as 30.500000.

Local Education Agency (LEA) Administrative Support Staff

All staff members who provide direct support to LEA administrators, business office support, and data processing.

LEA Administrator

Chief executive officers of education agencies, including superintendents, deputies, and assistant superintendents; other persons with districtwide responsibilities, e.g., business managers, administrative assistants, and professional instructional support staff. Excludes supervisors of instructional or student support staff.

Librarian

A professional staff member or supervisor assigned specific duties and school time for professional library services activities. These include selecting, acquiring, preparing, cataloging, and circulating books and other printed materials; planning the use of the library by students, teachers, and instructional staff; and guiding individuals in the use of library books and material maintained separately or as a part of an instructional materials center.

Library and Media Support Staff

Staff member who renders other professional library and media services; also includes library aides and those involved in library/media support. Duties include selecting, preparing, caring for, and making available to instructional staff, equipment, films, filmstrips, transparencies, tapes, TV programs, and similar materials maintained separately or as part of an instructional materials center. Also included are activities in the audiovisual center, TV studio, related work-study areas, and services provided by audiovisual personnel.

Limited-English Proficient (LEP)

See "English Language Learner (ELL)."

Locale Code

A code indicating a school's location relative to populous areas, based on the school's address. "City Locale," "Suburb Locale," "Town Locale," and "Rural Locale."

Longitude

Longitude is the east or west angular distance from the prime meridian, with positive values going east and negative values going west. When combined with latitude, it reflects an estimation of where the school is physically situated on the street segment to which it was coded. Coordinate degrees, minutes, and seconds have been converted to, and are displayed in terms of, their decimal equivalent. The digits to the left of the decimal point represent the number of degrees from the prime meridian. The digits to the right of the decimal point represent the fraction of the next degree carried out to six decimal places. For example, if a school's longitude is 90 degrees, 15 minutes west, then it is shown as −90.250000.

Magnet School or Program

A special school or program designed to attract students of different racial/ethnic backgrounds for the purpose of reducing, preventing, or eliminating racial isolation (50 percent or more minority enrollment); and/or to provide an

academic or social focus on a particular theme (e.g., science/math, performing arts, gifted/talented, or foreign language). Item was first collected in 1998–99.

Media Specialist

Directors, coordinators, and supervisors of media centers. See "Library and Media Support Staff."

Membership

The count of students on the current roll taken on the school day closest to October 1, by using either the sum of original entries and re-entries minus total withdrawals or the sum of the total present and the total absent.

Metropolitan Statistical Area (MSA)

An area consisting of one or more contiguous counties (cities and towns in New England) that contain a core area with a large population nucleus, as well as adjacent communities having a high degree of economic and social integration with that core.

Metropolitan Status (Metro Status)

Metro status is defined as the classification of the reported location of an education agency's administrative office relative to a metropolitan statistical area. (See also Metropolitan Statistical Area.)

Micropolitan Statistical Area

A core based statistical area associated with at least one urban cluster that has a population of at least 10,000 but less than 50,000. The micropolitan statistical area comprises the central county or counties that contain the core, plus adjacent outlying counties having a high degree of social and economic integration with the central county as measured through commuting.

Migrant Student

Defined under 34 CFR (Code of Federal Regulations) 200.40: (1) (a) Is younger than 22 (and has not graduated from high school or does not hold a high school equivalency certificate), but (b) if the child is too young to attend school-sponsored educational programs, is old enough to benefit from an organized instructional program; and (2) A migrant agricultural worker or a migrant fisher or who has a parent, spouse, or guardian who is a migrant agricultural worker or a migrant fisher; and (3) Performs, or has a parent, spouse, or guardian who performs qualifying agricultural or fishing employment as a principal means of livelihood; and (4) Has moved within the preceding 36 months to obtain or to accompany or join a parent, spouse, or guardian to obtain, temporary or seasonal employment in agricultural or fishing work; and (5) Has moved from one school district to another; or in a state that is comprised of a single school district, has moved from one administrative area to another within such district; or resides in a school district of more than 15,000 square miles, and migrates a distance of 20 miles or more to a temporary residence to engage in a fishing activity. (Provision 5 currently applies only to Alaska.) Item was first collected in 1998–99.

Officials and Administrators

Chief executive officers of education agencies, including superintendents, deputies, and assistant superintendents; and other persons with districtwide responsibilities, such as business managers, administrative assistants, etc.

Operational Status, Agency

Classification of changes in an education agency's boundaries or jurisdiction. Classifications include no change, currently in operation; closed with no effect on another agency's boundaries; new agency with no effect on another agency's boundaries; added; significant change in geographic boundaries or instructional responsibility; temporarily closed and may reopen within 3 years; scheduled to be operational within 2 years. Prior to 1998–99, the term "Boundary Change" was used.

Operational Status, School

Classification of the operational condition of a school. Classifications include currently operational; closed; new; added; changed agency; temporarily closed and may reopen within 3 years; and scheduled to be operational within 2 years.

Other Diploma Recipient

A student who received a diploma through other than a regular school program during the previous school year or subsequent summer. Last reported in 1997–98; combined with "Regular Diploma Recipient" in 1998–99, with both categories reported as "Diploma Recipient."

Other High School Completer

Student who has received a certificate of attendance or other certificate of completion in lieu of a diploma during the previous school year and subsequent summer school.

Other Support Staff

Staff who serve in a support capacity and who are not included in the categories of central office administrative support, library support, student support, or school administrative support: e.g., data processing staff; bus drivers; and health, building, equipment maintenance, security, and cafeteria workers.

Prekindergarten Student

Student who is enrolled in a group or class that is part of a public school program taught during the year or years preceding kindergarten, excluding Head Start students unless part of an authorized public education program of a local education agency.

Prekindergarten Teacher

Teacher of a group or class that is part of a public school program that is taught during the year or years preceding kindergarten; includes teachers of Head Start students if part of authorized public education program of a local education agency.

Principal City

The largest city in each metropolitan or micropolitan statistical area is designated a "principal city." Additional cities qualify if specified requirements are met concerning population size and employment. The title of each metropolitan or micropolitan statistical area consists of the names of up to three of its principal cities and the name of each state into which the metropolitan or micropolitan statistical area extends. Titles of metropolitan divisions also typically are based on principal city names but in certain cases consist of county names.

Public School

An institution that provides educational services and has one or more grade groups (PK–12) or that is ungraded, has one or more teachers to give instruction, is located in one or more buildings, has an assigned administrator, receives public funds as primary support, and is operated by an education agency.

Reduced-Price-Lunch Student

A student who is eligible to participate in the Reduced-Price Lunch Program under the National School Lunch Act. (See also "Free Lunch Program")

Regional Education Service Agency

Agency providing services to a variety of local education agencies, or a county superintendent serving the same purposes.

Regular Diploma Recipient

See "High School Graduate, Regular Day School." Last reported in 1997–98; combined with "Other Diploma Recipient" in 1998–99, with both categories reported as "Diploma Recipient."

Regular School

A public elementary/secondary school that does not focus primarily on vocational, special, or alternative education.

Rural Locale

A rural locale code is assigned to any Census-defined rural area. "Rural fringe locale" is no more than 5 miles from an urbanized area, or no more than 2.5 miles from an urban cluster. "Rural distant locale" is more than 5 miles, but not more than 25 miles from an urbanized area, or more than 2.5 miles but not more than 10 from an urban cluster. "Rural remote locale" is more than 25 miles from an urbanized area, and more than 10 from an urban cluster.

School Administrative Support Staff

Staff whose activities are concerned with support of the teaching and administrative duties of the office of the principal or department chairpersons; this includes clerical staff and secretaries.

School Administrator

Staff member whose activities are concerned with directing and managing the operation of a particular school, including principals, assistant principals, and other assistants; and those who supervise school operations, assign duties to staff members, supervise and maintain the records of the school, and coordinate school instructional activities with those of the education agency, including department chairpersons.

School District

An education agency or administrative unit that operates under a public board of education.

Secondary

The general level of instruction classified by state and local practice as secondary and composed of any span of grades beginning with the next grade following the elementary grades and ending with or below grade 12.

Shared Time School

A school offering vocational/technical education or other education services, in which some or all of the students are enrolled at a different school of record and attend the shared time school on a part-day basis: for example, a regional vocational center attended by students from multiple high schools on a part-day basis.

Special Education School

A public elementary/secondary school that focuses primarily on special education—including instruction for any of the following: autism, deaf-blindness, developmental delay, hearing impairment, mental retardation, multiple disabilities, orthopedic impairment, serious emotional disturbance, specific learning disability, speech or language impairment, traumatic brain injury, visual impairment, and other health impairments—and that adapts curriculum, materials, or instruction for students served.

State Education Agency (SEA)

An agency of the state charged with primary responsibility for coordinating and supervising public instruction, including setting standards for elementary and secondary instructional programs.

State-Operated Agency

Agency that is charged, at least in part, with providing elementary and/or secondary instruction or support services. Examples include elementary/secondary programs operated by the state for the deaf or blind; and programs operated by state correctional facilities.

Student

An individual for whom instruction is provided in an elementary or secondary education program that is not an adult education program and is under the jurisdiction of a school, school system, or other education institution.

Student Support Services Staff

Staff members whose activities are concerned with the direct support of students and who nurture, but do not instruct, students. Includes attendance officers; staff providing health, psychology, speech pathology, audiology, or social services; and supervisors of the preceding staff and of health, transportation, and food service workers.

Suburb Locale

Suburb locale is assigned to territory outside a principal city but inside an urbanized area. Suburb large locale has a population 250,000 or more. Suburb midsize locale has a population at least 100,000 but less than 250,000. Suburb small locale has a population of less than 100,000.

Supervisory Union

An education agency where administrative services are performed for more than one school district by a common superintendent.

Teacher

An individual who provides instruction to prekindergarten, kindergarten, grade 1–12, or ungraded classes; or individuals who teach in an environment other than a classroom setting and who maintain daily student attendance records.

Title I Eligible School

A school designated under appropriate state and federal regulations as being eligible for participation in programs authorized by Title I of Public Law 103-382. Item was first collected in 1998–99.

Title I Schoolwide Program

A school in which all pupils are designated under appropriate state and federal regulations as being eligible for participation in programs authorized by Title I of Public Law 103-382. Item was first collected in 1998–99.

Town Locale

An area that is inside an urban cluster. "Town fringe locale" is not more than 10 miles from an urbanized area. "Town distant locale" is more than 10 miles but no more than 35 miles from an urbanized area. "Town remote locale" is more than 35 miles from an urbanized area.

Ungraded Student

Individual assigned to class or program that does not have standard grade designations.

Urbanized Area

An area that is a densely settled core with a population concentration of at least 50,000.

Vocational Education School

A public elementary/secondary school that focuses primarily on providing formal preparation for semiskilled, skilled, technical, or professional occupations for high school-age students who have opted to develop or expand their employment opportunities, often in lieu of preparing for college entry.

White

A person having origins in any of the original peoples of Europe, North Africa, or the Middle East.

APPENDIX D—State Notes for the Common Core of Data: School Year 2006–07

This appendix provides information on known anomalies and comments for data users for individual states on the school, agency, and state files. Counts are based on currently operational (status 1, 3, 4, 5, 8) units only. Sch=School File, Agn=Agency File, St=State.

Alabama
> **Anomalies:** <u>Missing Data</u>: Sch – Shared Time School, Migrant Students; Agn – Aides, Instructional Coordinators, Elementary and Secondary Guidance Counselors; St – Aides, Instructional Coordinators, Elementary and Secondary Guidance Counselors. <u>Not Applicable</u>: Sch – Charter School, Ungraded Students; Agn – Teachers of Ungraded Classes, Ungraded Students; St – Teachers of Ungraded Classes, Ungraded Students.

Alaska
> **Anomalies:** <u>Missing Data</u>: Sch – Migrant Students. Agn – Migrant Students, Instructional Coordinators. <u>Not Applicable</u>: Sch – Ungraded Students; Agn – Teachers of Ungraded Classes, Ungraded Students; St – Teachers of Ungraded Classes, Ungraded Students.

Arizona
> **Anomalies:** <u>Missing Data</u>: Sch – Migrant Students. Agn – Migrant Students. <u>Not Applicable</u>: Agn – Teachers of Ungraded Classes; St – Teachers of Ungraded Classes

Arkansas
> **Anomalies:** <u>Missing Data</u>: Sch –Migrant Students. Agn – English Language Learner Students.

California
> **Anomalies:** <u>Missing Data</u>: Sch – Shared Time School, Migrant Students, Prekindergarten Students; Agn – English Language Learner Students, Migrant Students. Prekindergarten Teachers, Library Media Support Staff; St – Prekindergarten Teachers, Prekindergarten Students.
> **Comments:** The agency-level count of student membership exceeds the count on the state-level.

Colorado
> **Anomalies:** <u>Missing Data</u>: Sch – Shared Time School, Migrant Students. Agn – English Language Learner Students, Students with Individualized Education Programs. <u>Not Applicable</u>: Sch – Ungraded Students. Agn – Ungraded Students, Teachers of Ungraded Classes; St – Ungraded Students, Teachers of Ungraded Classes.

Connecticut
> **Anomalies:** Missing Data: Sch – Migrant Students; Agn – Migrant Students. Not Applicable: Sch – Ungraded Students; Agn – Ungraded Students; St – Ungraded Students.

Delaware
> **Anomalies:** Missing Data: Sch – Migrant Students; Agn – Migrant Students. Not Applicable: Sch – Ungraded Students; Agn – Ungraded Students, Teachers of Ungraded Classes; St – Ungraded Students, Teachers of Ungraded Classes.

District of Columbia
> **Anomalies:** Missing Data: Sch – Shared Time School; Agn – Prekindergarten Teachers, Kindergarten Teachers, Elementary Teachers, Secondary Teachers, Teachers of Ungraded Classes, Total Teachers, Instructional Aides, Instructional Coordinators/Supervisors, Guidance Counselors, Librarians/Media Specialists, Library Media Support Staff, LEA Administrators, LEA Administrative Support Staff, School Administrators, School Administrative Support Staff, Student Support Services Staff, All Other Support Staff; St – Prekindergarten Teachers, Kindergarten Teachers, Elementary Teachers, Secondary Teachers, Teachers of Ungraded Classes, Total Teachers, Instructional Aides, Instructional Coordinators/Supervisors, Guidance Counselors, Librarians/Media Specialists, Library Media Support Staff, LEA Administrators, LEA Administrative Support Staff, School Administrators, School Administrative Support Staff, Student Support Services Staff, All Other Support Staff. Not Applicable: Sch – Migrant Students; Agn – Migrant Students.
> **Comments:** Migrant Students—Migrant student programs have been terminated in the District of Columbia and these programs are not offered.

Florida
> **Anomalies:** Missing Data: Sch – Migrant Students. Not Applicable: Sch – Ungraded Students; Agn – Ungraded Students; St – Ungraded Students.

Georgia
> **Anomalies:** Missing Data: Agn – Migrant Students. Not Applicable: Sch – Ungraded Students; Agn – Ungraded Students, Teachers of Ungraded Classes; St – Ungraded Students, Teachers of Ungraded Classes

Hawaii
> **Anomalies:** Missing Data: Sch – Migrant Students. Agn— Migrant Students. Not Applicable: Sch – Magnet School.

Idaho
> **Anomalies:** Missing Data: Sch – Migrant Students. Agn – Migrant Students. Not Applicable: Sch – Magnet School, Ungraded Students; Agn – Ungraded Students,

Teachers of Ungraded Classes; St – Ungraded Students, Teachers of Ungraded Classes.
Comments: The agency-level count of student membership exceeds the count on the state-level.

Illinois
    Anomalies: <u>Missing Data</u>: Sch – Migrant Students; Agn – Migrant Students; St – Teachers of Ungraded Classes, Instructional Aides, Library Media Support Staff, School Administrative Support Staff. <u>Not Applicable</u>: Sch – Ungraded Students; Agn – Ungraded Students; St – Ungraded Students; St – Ungraded Students.
    Comments: The agency-level count of teachers exceeds the count on the state-level.

Indiana
    Anomalies: <u>Missing Data</u>: Sch – Shared Time School, Migrant Students, FTE Teachers; Agn – Migrant Students; <u>Not Applicable</u>: Sch – Ungraded Students; Agn – Ungraded Students; St – Ungraded Students.

Iowa
    Anomalies: <u>Missing Data</u>: Sch – Migrant Students; Agn –Migrant Students. <u>Not Applicable</u>: Sch – Magnet School, Ungraded Students; Agn – Ungraded Students, Teachers of Ungraded Classes; St – Ungraded Students, Teachers of Ungraded Classes.

Kansas
    Anomalies: <u>Missing Data</u>: Sch – Migrant Students; Agn –Migrant Students.

Kentucky
    Anomalies: <u>Missing Data</u>: Sch – Migrant Students; Agn – Migrant Students; St – Elementary Guidance Counselors, Secondary Guidance Counselors, Prekindergarten Students. <u>Not Applicable</u>: Sch – Charter School.

Louisiana
    Anomalies: <u>Missing Data</u>: Sch – Migrant Students; Agn –Migrant Students. <u>Not Applicable</u>: Sch – Ungraded Students; Agn – Ungraded Students, Teachers of Ungraded Classes; St – Ungraded Students, Teachers of Ungraded Classes

Maine
    Anomalies: <u>Missing Data</u>: Sch – Migrant Students; Agn – Migrant Students, Prekindergarten Teachers, Kindergarten Teachers; St – Prekindergarten Teachers, Kindergarten Teachers; Elementary Guidance Counselors; Secondary Guidance Counselors. <u>Not Applicable</u>: Sch – Charter School, Ungraded Students; Agn – Ungraded Students, Teachers of Ungraded Classes; St – Ungraded Students, Teachers of Ungraded Classes.

Maryland
>**Anomalies:** Missing Data: Sch – Migrant Students; Agn – Migrant Students, English Language Learner Students. Not Applicable: Sch – Ungraded Students; Agn – Ungraded Students, Teachers of Ungraded Classes; St – Ungraded Students, Teachers of Ungraded Classes.

Massachusetts
>**Anomalies:** Missing Data: Sch – Migrant Students; Agn –Prekindergarten Teachers, Library Media Support Staff; St – Prekindergarten Teachers, Library Media Support Staff. Not Applicable: Agn– Migrant Students.
>**Comments:** The agency-level count of teachers exceeds the count on the state-level.

Michigan
>**Anomalies:** Missing Data: Sch – Shared Time School, Migrant Students; Agn – Migrant Students; St – Elementary Guidance Counselors, Secondary Guidance Counselors.
>**Comments:** Michigan reported incorrect FTE and membership data for 158 operating schools in the 2006–07 school year. Corrected data were not received in time to revise the school file. These schools can be identified on the file because each has a membership of -2 and a teacher FTE of 1.0. The Michigan CCD Coordinator confirmed that the majority of these schools offer career/technical programs or prekindergarten programs for which student membership data were not available.

Minnesota
>**Anomalies:** Missing Data: Sch – Shared Time School, Migrant Students; Agn – Migrant Students. Not Applicable: Sch – Ungraded Students; Agn – Ungraded Students; St – Ungraded Students.

Mississippi
>Missing Data: Sch – Migrant Students; Agn – Migrant Students**.**

Missouri
>**Anomalies:** Missing Data: Sch – Shared Time School, Migrant Students; Agn – English Language Learner Students, Migrant Students, School Administrative Support Staff; St – School Administrative Support Staff. Not Applicable: Sch – Ungraded Students. Agn – Ungraded Students.

Montana
>**Anomalies:** Missing Data: Sch – Shared Time School, Migrant Students; Agn – Migrant Students, Prekindergarten Teachers, Kindergarten Teachers, Library Media Support Staff, LEA Administrative Support Staff, School Administrative Support Staff, All Other Support Staff; St–Prekindergarten Teachers, Kindergarten Teachers, Library Media Support Staff, LEA Administrative Support Staff, School Administrative Support Staff, All Other Support Staff . Not Applicable: Sch – Magnet School, Charter School; Agn – Teachers of Ungraded Classes; St – Teachers of Ungraded Classes.

Nebraska
>   **Anomalies:** <u>Missing Data</u>: Sch – Migrant Students; Agn – Migrant Students, Prekindergarten Teachers, Kindergarten Teachers, School Administrative Support Staff; St –Prekindergarten Teachers, Kindergarten Teachers, School Administrative Support Staff. <u>Not Applicable</u>: Sch – Charter School, Ungraded Students; Agn – Ungraded Students; St – Ungraded Students.

Nevada
>   **Anomalies:** <u>Missing Data</u>: Sch – Shared Time School, Free Lunch Eligible Students, Reduced-price Lunch Eligible Students, Ungraded Students; Agn –Migrant Students, Ungraded Students, Library Media Support, LEA Administrative Support Staff, School Administrative Support Staff.

New Hampshire
>   **Anomalies:** <u>Missing Data</u>: Sch – Shared Time School, Migrant Students; Agn – Migrant Students, Instructional Coordinators; St – Instructional Coordinators. <u>Not Applicable</u>: Sch – Magnet School, Ungraded Students; Agn – Ungraded Students, Teacher of Ungraded Classes; St Ungraded Students, Teacher of Ungraded Classes.

New Jersey
>   **Anomalies:** <u>Missing Data</u>: Sch – Magnet School; Agn – Students with Individualized Education Programs , English Language Learner Students, Migrant Students, Elementary Guidance Counselors, Secondary Guidance Counselors, Instructional Aides, Library Support Staff, LEA Administrative Support Staff, School Administrative Support Staff, Other Support Staff; St – Elementary Guidance Counselors, Secondary Guidance Counselors, Instructional Aides, Library Support Staff, LEA Administrative Support Staff, School Administrative Support Staff, Other Support Staff.

New Mexico
>   **Anomalies:** <u>Missing Data</u>: Sch – Shared Time School, Migrant Students; Agn – Migrant Students <u>Not Applicable</u>: Sch – Ungraded Students; Agn – Ungraded Students, Teachers of Ungraded Classes; St – Ungraded Students, Teachers of Ungraded Classes.

New York
>   **Anomalies:** <u>Missing Data</u>: Sch – Migrant Students; Agn – Migrant Students, Elementary Guidance Counselors, Secondary Guidance Counselors; St –Elementary Guidance Counselors, Secondary Guidance Counselors
>
>   New York City Public Schools—The New York City Public Schools agency has been assigned a supervisory union number and its component sub-districts are identified as components of the supervisory union. The supervisory union component number can be used in aggregating data to a single observation for the New York City Public Schools district.

North Carolina
>   **Anomalies:** <u>Missing Data</u>: Sch – Shared Time School, Migrant Students. <u>Not Applicable</u>: Sch – Ungraded Students; Agn – Ungraded Students; St – Ungraded Students.

North Dakota
>   **Anomalies:** <u>Missing Data</u>: Sch – Agn – Students with Individualized Education Programs, Migrant Students. <u>Not Applicable</u>: Sch – Magnet School, Charter School, Ungraded Students; Agn – Ungraded Students, Teachers of Ungraded Classes; St – Ungraded Students, Teachers of Ungraded Classes.

Ohio
>   **Anomalies:** <u>Missing Data</u>: Sch – Ungraded Students; Agn – Migrant Students, Ungraded Students; St – Ungraded Students. <u>Not Applicable</u>: Sch – Magnet School.

Oklahoma
>   **Anomalies:** <u>Missing Data</u>: Sch – Shared Time School, Migrant Students; Agn – Migrant Students. <u>Not Applicable</u>: Sch – Magnet School.

Oregon
>   **Anomalies:** <u>Missing Data</u>: Sch – Migrant Students.

Pennsylvania
>   **Anomalies:** <u>Missing Data</u>: Sch – Migrant Students; Agn – Instructional Aides, Library Support Staff, LEA Administrative Support Staff, School Administrative Support Staff, Other Support Staff; St – Instructional Aides, Library Support Staff, LEA Administrative Support Staff, School Administrative Support Staff, Other Support Staff

Rhode Island
>   **Anomalies:** <u>Missing Data</u>: Sch –Migrant Students; Agn – Migrant Students, Instructional Aides, Library/Media Support Staff, LEA Administrative Support Staff, School Administrative Support Staff, Student Support Staff; St – Instructional Aides, Library/Media Support Staff, LEA Administrative Support Staff, School Administrative Support Staff, Student Support Staff. <u>Not Applicable</u>: Sch – Ungraded Students; Agn – Ungraded Students; St – Ungraded Students.

South Carolina
>   **Anomalies:** <u>Missing Data</u>: Sch –Migrant Students; Agn – Instructional Coordinators/Supervisors, School Administrative Support Staff; St – Instructional Coordinators/Supervisors, School Administrative Support Staff. <u>Not Applicable</u>: Sch –Magnet School, Ungraded Students; Agn – Ungraded Students; St– Ungraded Students.

South Dakota
Anomalies: Missing Data: Sch –Migrant Students; Agn – Migrant Students, English Language Learner Students, Instructional Aides, Library/Media Support Staff, LEA Administrative Support Staff, School Administrative Support Staff, Other Support Staff; St– Instructional Aides, Library/Media Support Staff, LEA Administrative Support Staff, School Administrative Support Staff, Other Support Staff. Not Applicable: Sch – Magnet School, Charter School, Ungraded Students; Agn – Ungraded Students; St – Ungraded Students.

Tennessee
Anomalies: Missing Data: Sch – Migrant Students.

Texas
Anomalies: Missing Data: Sch – Shared Time School, Migrant Students; St – Elementary Guidance Counselors, Secondary Guidance Counselors. Not Applicable: Sch – Magnet School, Ungraded Students; Agn – Ungraded Students; St – Ungraded Students.

Utah
Anomalies: Missing Data: Sch – Shared Time School, Migrant Students; Agn – Migrant Students. Not Applicable: Sch – Ungraded Students; Agn – Ungraded Students; St– Ungraded Students.

Vermont
Anomalies: Missing Data: Sch – Migrant Students; Agn – Migrant Students. Not Applicable: Sch – Magnet School, Charter School, Ungraded Students; Agn – Ungraded Students; St – Ungraded Students.

Virginia
Anomalies: Missing Data: Sch – Migrant Students; Agn – Migrant Students. Not Applicable: Sch – Ungraded Students; Agn – Ungraded Students, Teachers of Ungraded Classes; St – Ungraded Students, Teachers of Ungraded Classes.

Washington
Anomalies: Missing Data: Sch – Shared Time School, Migrant Students; Agn – Migrant Students. Not Applicable: Sch – Magnet School, Charter School, Ungraded Students; Agn – Ungraded Students; St – Ungraded Students.

West Virginia
Anomalies: Missing Data: Sch – Migrant Students; Agn – Migrant Students, Library/Media Support Staff, LEA Administrative Support Staff; St – Library/Media Support Staff, LEA Administrative Support Staff. Not Applicable: Sch – Magnet School, Charter School, Ungraded Students; Agn – Ungraded Students; St – Ungraded Students.

Wisconsin
>   **Anomalies:** Missing Data: Sch – Shared Time School, Migrant Students; Agn –
>   Migrant Students. Not Applicable: Sch – Ungraded Students; Agn – Ungraded
>   Students; St– Ungraded Students.

Wyoming
>   **Anomalies:** Missing Data: Sch – Shared Time School, Migrant Students; Agn –
>   Migrant Students. Not Applicable: Sch – Magnet School, Ungraded Students; Agn –
>   Ungraded Students; St – Ungraded Students.

Bureau of Indian Education (BIE)
>   **Anomalies:** Missing Data: Sch – Classroom Teachers, Free Lunch Eligible
>   Students, Reduced-price Lunch Eligible Students, Total Free and Reduced Lunch
>   Students, Migrant Students, Student Membership, Pupil Teacher Ratio, Shared
>   Students; Agn – Classroom Teachers, Migrant Students, English Language Learner
>   Students, Prekindergarten Teachers, Kindergarten Teachers, Elementary Teachers,
>   Secondary Teachers, Teachers of Ungraded Classes, FTE Teachers, Instructional
>   Aides, Instructional Coordinators/Supervisors, Elementary Guidance Counselors,
>   Secondary Guidance Counselors, Total Guidance Counselors, Librarians/Media
>   Specialists, Library Media Support Staff, LEA Administrators, LEA Administrative
>   Support Staff, School Administrators, School Administrative Support Staff, Student
>   Support Services Staff, All Other Support Staff; St – Prekindergarten Teachers,
>   Kindergarten Teachers, Elementary Teachers, Secondary Teachers, Instructional
>   Aides, Instructional Coordinators/Supervisors, Elementary Guidance Counselors,
>   Secondary Guidance Counselors, Total Guidance Counselors, Librarians/Media
>   Specialists, Library Media Support Staff, LEA Administrators, LEA Administrative
>   Support Staff, School Administrators, School Administrative Support Staff, Student
>   Support Services Staff, All Other Support Staff, Student Membership Not Applicable:
>   Sch – Magnet School, Charter School, Ungraded Students; Agn – Ungraded Students;
>   St – Teachers of Ungraded Classes, Ungraded Students.

Department of Defense Dependents (overseas) Schools
>   **Anomalies:** Missing Data: Sch – Free Lunch Eligible Students, Reduced-price
>   Lunch Eligible Students, Total Free and Reduced Lunch Students; Agn – Library
>   Media Support Staff; St – Library Media Support Staff. Not Applicable: Sch –
>   School-Wide Title I, Magnet School, Charter School, Migrant Students, Ungraded
>   Students; Agn – Ungraded Students, Migrant Students; St – Ungraded Students.
>   **Comments:** No schools in this jurisdiction are Title I or School-wide Title I eligible.

Department of Defense Dependents (domestic) Schools
>   **Anomalies:** Missing Data: Sch – Free Lunch Eligible Students, Reduced-price
>   Lunch Eligible Students, Total Free and Reduced Lunch Students; Agn – Library
>   Media Support Staff; St – Library Media Support Staff.   Not Applicable: Sch –
>   School-Wide Title I, Magnet School, Charter School, Migrant Students, Ungraded
>   Students; Agn – Ungraded Students, Migrant Students; St – Ungraded Students.
>   **Comments:** No schools in this jurisdiction are Title I or School-wide Title I eligible.

American Samoa
> **Anomalies:** Not Applicable: Sch – Magnet School, Charter School, Migrant Students, School Wide Title I; Agn – Migrant Students.
> **Comments:** No schools in this jurisdiction are Title I or School-wide Title I eligible.

Guam
> **Anomalies:** Missing Data: Sch – All Student Membership; All Program Participation data; Agn – All Student Membership; All Program Participation data; All Staff Counts; St – All Student Membership; All Staff Counts. Not Applicable: Sch – Magnet School, Charter School, Ungraded Students; Agn – Ungraded Students; St – Ungraded Students.

Northern Marianas
> **Anomalies:** Missing Data: Sch – Migrant Students, English Language Learner Students; Agn – Migrant Students, English Language Learner Students, Other High School Completers. Not Applicable: Sch – Magnet School, Charter School, Title I School Wide.
> **Comments:** No schools in this jurisdiction are Title I or School-wide Title I eligible.

Puerto Rico
> **Anomalies:** Missing Data: Sch – Migrant Students; Agn – Migrant Students; St – Elementary Guidance Counselors, Secondary Guidance Counselors. Not Applicable: Sch – Magnet School, Charter School, Agn – Teachers of Ungraded Classes.

Virgin Islands
> **Anomalies:** Missing Data: Sch – Free Lunch Eligible Students, Reduced-price Lunch Eligible Students, Total Free and Reduced Lunch Students, Migrant Students, Total Prekindergarten Students; Agn – Migrant Students, Prekindergarten Teachers; St – Prekindergarten Teachers. Not Applicable: Sch – Magnet School, Charter School.