

File Documentation for:
The Common Core of Data
Public Elementary and Secondary School Universe:
School Year 1995-96

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I. Introduction to the NCES Common Core of Data (CCD) Public Elementary and Secondary School Universe

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, American Samoa, Guam, the Commonwealth of the Northern Mariana Islands, Puerto Rico, the Virgin Islands, and the Department Defense. In order to provide data comparable across states to the maximum extent feasible, common data items and definitions have been developed and accepted by NCES and representatives of SEAs over a period of time from the 1950's to the present. CCD data are sent to NCES by SEA personnel acting as CCD coordinators, are edited and maintained in machine-readable data sets by NCES, and 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 LEA administrators, and the general public.

The Public School Universe includes all settings in which free public education is provided to children by a public agency. (Some SEAs do not provide information on education outside of the traditional public school system.)

Public School Universe data include NCES and state identification numbers, name and ID number of the agency that operates the school, name, address, and phone number of school, school type (regular, special education, vocational education, and alternative), locale code (seven categories from urban to rural), number of students by grade and ungraded, number of students eligible for free lunch, and number of students by five race/ethnic categories.

The purpose of the Common Core of Data (CCD) Nonfiscal surveys is to provide a listing of all schools and agencies providing free public elementary and secondary education in the United States and its outlying areas, along with basic descriptive statistical information on each unit listed. The CCD system was developed and is designed to be inclusive rather than exclusive. In accordance with this purpose, CCD files contain a substantial number of records representing administrative and operating units which are unlike typical public schools and school districts. The CCD system provides features which enable the data provider and the data user to identify and select records according to the categories of interest to them. Definitions and categories used in 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.

II. Users Guide

A. Methodology

Information at all levels of aggregation--school, agency, and state--is provided to NCES by officials in each state education agency. Since it is understood that local education staff have already provided information to SEA officials in conjunction with established administrative records systems, it is not the policy of CCD survey staff to contact local personnel for data verification 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 judgement of the respondent unless there is a clear conflict or unacceptable inconsistency. Appendix E provides information on when and how the data files were submitted by each state.

In the context of CCD, a school is an organization composed of students and staff. The CCD definition recognizes that this organization may encompass several locations, but must have a single contact point, which is the mailing address to be entered on the CCD school record. There may be situations in which pupils are served by two schools at the same time (e.g., a regular school and a vocational school). In these situations, a judgement must be made as to where the student should be counted. Typically, such judgement is left to the SEA official who reports the data. Users should keep in mind that the CCD school universe encompasses units that may not be within the scope of every survey. In most cases, CCD files contain enough data so that decision rules can be applied to the file without the need for manual review of every case.

Undercoverage and Vertical Consistency--Although CCD coverage of traditional public schools and school districts is virtually 100 percent, the same cannot be said for publicly funded education outside of the traditional settings and organizations. There are states that do not report schools for the deaf and blind, university lab schools, and other schools not covered by the authority of the state education agency. Conversely, when these institutions are reported on the school and agency universes, 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 CCD, it is impossible for NCES to guarantee that state coordinators follow CCD conventions with regard to the deletion of closed schools and the addition of new ones. While the number of records affected is small relative to the size of the universe, certain categories of schools are more likely than others to be incorrectly reported as "drops" and "adds." These schools are typically very small schools, nontypical educational programs, and schools involved in agency reorganizations.

Comments for Users of the Data File

Users of the data set need to be aware of certain conditions which are unique to the data file.

Imputation Flag Options - Care has been taken to provide a meaningful entry in every cell of this data set. 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 coordinator responding to the CCD surveys. For each data cell, there is a companion cell containing a flag indicating whether the figure in the cell was reported by the state or was placed in the cell by NCES using one of several methodologies.

- R - As reported by the state
- A - Adjusted, but no arithmetic manipulation (example, “blank” changed to “M”)
- P - Imputation based on prior years data
- I - Imputation based on a source other than prior year’s data
- T - Total based on sum of internal or external detail
- C - Combined with data provided elsewhere by the state
- N - Not applicable

On the record layout, the companion cell in each case is identified by the name of the data cell preceded by an “I”. The documentation explains any action taken by NCES in regard to each variable. A frequency distribution of the values of each imputation flag is attached in appendix B and appendix D contains nonresponse tables.

Missing Value Options - All data elements are either completed by the state or they have been filled with a “0”, “M”, or “N”.

0 - There are no occurrences of this data element. A value was expected and measured, but there were 0 (zero) cases found in the category.

M - Data are missing. A value was expected and none was measured.

N - Data are not applicable. A value was neither expected nor measured.

FIPST Codes - The Common Core of Data Public Education Agency Universe and the Common Core of Data Public School Universe used the “old” FIPST codes for the outlying areas prior to the 1991-92 survey year. A list of the FIPST codes is attached.

(A01) NCES Education Agency ID - Each record contains a unique NCES agency identification number.

(A02) State Education Agency ID - Each record contains a state agency identification number.

(A03) Name of Education Agency - Each record includes an agency name with which the school is affiliated. NCES reviewed any record filling the 30 characters assigned, and may have adjusted the agency name to improve readability (e.g., applied standard abbreviations).

(B01) State School ID - Each record contains a state school identification number.

(B02) NCES School ID - Each record contains a unique NCES school identification number.

(B03) Name of School - Each record has a school name. NCES reviewed any record filling the 30 characters assigned, and may have adjusted the school name to improve readability (e.g., applied standard abbreviations).

(B04) Mailing Address - Some mailing addresses consist solely of a city and state, indicated by an “N” in the street address field.

(B05) City - Each record has a city name in the address. There are valid cases in which a school may be located in one city and have a mailing address in another city.

(B06) State - Each record has a two-letter post office code indicating the state in which the school’s mailing address is located. There are instances where a school that is part of one state’s education system reports a mailing address in another state; these situations have been confirmed by the reporting state. There are 20 schools in the 1995-96 School Universe that have a different FIPST code from the state abbreviation. A list of these schools is attached.

(B07) Zip Code - Each record has a valid zip code.

(B08) Telephone Number - Telephone numbers were reported as “M” or “N” for 717 schools.

(C01) School Type - Each record has a school type code. See appendix A and the *Instructions for Completing the Nonfiscal Surveys of the Common Core of Data 1995-96* for a detailed definition of each of these codes.

(C02) Operational Status Code - All schools are coded to reflect their status as reported for the 1995-96 school year. Valid responses include:

- 1 - School continues operational from the previous year
- 2 - School closed
- 3 - New school
- 4 - School was operational during the previous year, but was not reported

Schools with an operational status code of “2” will remain on the file for one year for historical purposes.

(C03) Locale Code - Puerto Rico and the Department of Defense Dependents schools have not been assigned a type of locale and have an “N” for this field. All other records have a code ranging from 1-7 indicating the location of the school relative to populous areas, based on the school’s mailing address. See section IV, appendix A, and the *Instructions for Completing the Nonfiscal Surveys of the Common Core of Data 1995-96* for a detailed definition of each locale code.

(C04) FTE Teachers - Full-time equivalent teachers are collected to the nearest tenth. Some schools may report teachers, but no pupils, while other schools may report pupils in membership but no teacher FTE. These are valid records indicating situations in which more than one school provides services to pupils, but the pupils are attributed to a single school to avoid double counting; or where a teacher provides services to pupils at multiple schools. An example of the

former situation might be an Area Vocational School whose pupil membership is attributed to high schools that send pupils for vocational services.

These data were not provided by Massachusetts and Virginia. Massachusetts reported “N” in the teacher field for its 1,831 schools because teacher data are only collected at the district level. However, NCES adjusted reports to show FTE as missing for these school records by placing an “M” in the teacher field since a value was expected, but none was measured.

The submission from Colorado contained a group of records that accounted for district-wide teaching staff. In order to avoid undercounting of teachers at the school and state level, it was decided in consultation with Colorado's CCD coordinator, to apportion these teacher counts across the schools within the associated district. The methodology used was:

- a. The Colorado file was divided into the district-wide records and the remaining school records.
- b. The ratio of each school's reported teachers to the sum of teachers across all schools in a district was calculated.
- c. These school records were then matched with the district-wide records and each school's ratio applied to the district-wide teacher total. This resulted in the number to be added to the school's originally reported teacher count.
- d. Records which were adjusted through this process may be identified by the value “C” in the teacher flag field (IFTE93, Position 300).

(D01)Ungraded Membership - The classification of "ungraded" is not used for students in Alabama, Alaska, Florida, Georgia, Minnesota, Nebraska, North Dakota, South Carolina, Texas, Washington, and Department of Defense Dependents Schools. Also, no ungraded students were reported for Hawaii, Idaho, Wisconsin, Wyoming. Delaware and Northern Marianas have small numbers of ungraded pupils in unique settings and reported those numbers where applicable and “0” where there were no pupils in that category.

(D02-D15) Prekindergarten Membership, Kindergarten Membership, Grades 1-12, Membership, by Grade - NCES uses the sum of students by grade (ungraded and prekindergarten through 12) as the official count of students for the school.

(E01)Free Lunch Eligible - These counts may be taken by the schools at a different time than the membership counts, and free lunch and membership totals may not be comparable in a given school. In some states, a single school may provide the free lunch program for a cluster of schools, and the free lunch eligible count for the school providing services may be over represented relative to the school's total membership. To avoid identifying any student as eligible for free lunch, the maximum number reported has been adjusted to 95 percent of a schools total membership.

(E02-E06) Membership, by Race - These counts may be taken by the schools at a different time than membership counts, thus, racial/ethnic and membership totals may not be the same.

Appendix C is a glossary of the definitions of the variables on the dataset.

Information on Locale Codes

Locale codes were systematically assigned by the Geography Division, Bureau of the Census. The codes were assigned based on the classification of the place in which each school is located. This was done by matching the school addresses from the Common Core of Data School Universe Survey to the Census Bureaus City Reference File. The School Universe contained 88,981 records, which were assigned to one of the seven locale code categories. They were unable to assign 2,140 records. Of those, 1,685 were located in Puerto Rico or the Outlying Areas and 171 were DOD Dependents Schools. The remaining 284 were assigned manually because of either an inability to geocode the address or an inability to identify the urban/rural status of the school. The latter occurred in areas in which the record could not be assigned to an incorporated place or Census Designated Place and the county subdivision in which the school is located contained a mixture of urban and rural territory.

The manual assignment was done in two steps. First the unassigned records were matched to the prior year file. If record matched a record on the prior year file the locale code was pulled forward. The records that remained unassigned were assigned by matching zip codes of the unassigned records to the systematically assigned records. For records where the zip codes matched the locale code of the systematically assigned record, a code was manually assigned to the unassigned record.

Locale Code Categories

- 1 **Large City**
A central city of a CMSA or MSA, with the city having a population greater than or equal to 250,000.
- 2 **Mid-size City**
A central city of a CMSA or MSA, with the city having a population less than 250,000.
- 3 **Urban Fringe of a Large City**
Any incorporated place, Census designated place, or non-place territory within a CMSA or MSA of a Large City and defined as urban by the Census Bureau.
- 4 **Urban Fringe of a Mid-size City**
Any incorporated place, Census designated place, or non-place territory within a CMSA or MSA of a Mid-size City and defined as urban by the Census Bureau.
- 5 **Large Town**
An incorporated place or Census designated place with a population greater than or equal to 25,000 and located outside a CMSA or MSA.
- 6 **Small Town**
An incorporated place or Census designated place with population less than 25,000 and greater than or equal to 2,500 and located outside a CMSA or MSA.
- 7 **Rural**
Any incorporated place, Census designated place, or non-place territory designated as rural by the Census Bureau.

Schools With Mailing Address in an Alternative State

NCESSCH	School Name	City	PO
<u>Alaska Schools</u>			
020000200001	ANN C. STEVENS ELEMENTARY SCJ	FPO AP	WA
020000200003	BOB REEVE HIGH/MT MOFFETT MID	FPO AP	WA
<u>Arizona School</u>			
040000700160	SHIPROCK, BIA	SHIPROCK	NM
<u>California School</u>			
062519003767	STATELINE ELEMENTARY	NEW PINE CREEK	OR
<u>Georgia School</u>			
130537001749	FAIRYLAND ELEMENTARY SCHOOL	LOOKOUT MNTN	TN
<u>Idaho Schools</u>			
160132000237	POWELL ELEMENTARY JUNIOR HI	LOLO	MT
160261000459	PLEASANT VALLEY ELEM/JR HI	JORDAN VALLEY	OR
<u>Indiana School</u>			
181161001870	UNION ELEMENTARY SCHOOL	COLLEGE CORNER	OH
<u>Minnesota School</u>			
273315001446	SIOUX VALLEY ELEMENTARY SCH	LAKE PARK	IA
<u>Nevada School</u>			
3200510000415	PLEASANT VALLEY	WENDOVER	UT
<u>North Dakota Schools</u>			
380315000073	STEVENSON SCHOOL	SIDNEY	MT
380567000826	SQUAW GAP SCHOOL	SIDNEY	MT
381869000820	UNION SCHOOL	POLLOCK	SD
382034000714	EAST FAIRVIEW ELEMENTARY	FAIRVIEW	MT
<u>South Dakota Schools</u>			
467209000503	KLEIN ELEMENTARY	VALENTINE	NE
467209000504	LAKEVIEW ELEMENTARY	CROOKSTON	NE
467209000506	LITTLEBURG ELEMENTARY	VALENTINE	NE
<u>Utah Schools</u>			
490105000578	WENDOVER SCHOOL	WENDOVER	NV
490114000892	HILDALE SCHOOL	COLORADO CITY	AZ
<u>Wyoming Schools</u>			
560583000337	ALTA ELEMENTARY SCHOOL	DRIGGS	ID

B. User Guidelines for Processing the Public Elementary and Secondary School Universe

The SAS file for the 1995-96 National Public Elementary and Secondary School Universe is called CCDSCH95.SD2 and the flat ASCII file is called CCDSCH95.DAT. The record layout for the file is contained in appendix A.

In the 1995-96 Common Core of Data Public Elementary and Secondary School Universe Survey there were 88,981 records, one for each public elementary and secondary school in the 50 states, District of Columbia, five outlying areas, and the Department of Defense dependent schools outside the United States. Of the 88,981 schools, 82,763 were regular elementary and secondary schools, 2,016 were special education schools, 949 were vocational/technical schools, and 3,253 were other/alternative schools.

Schools that were open on last year's files (1994-95), but are closed for the 1995-96 school year are kept on the file for one year. They are indicated by a value of 2 under the variable STATUS95 on the school file. Once these closed schools are stripped off the file, a file of 88,981 schools open in 1995-96 will remain.

APPENDIX A
Record Layout for Common Core of Data Public School Universe, 1995-96

Variable name	Field length	Record position	Data type	Description
NCESSCH	12	001-012	A	ID assigned by NCES to each school.
LEAID	7	001-007	A	ID assigned by NCES to system NOTE: Position # 001-002 is the FIPS state code for the location of the school, and position # 003-012 is the agency code.
SCHNO	5	008-012	A	Unique number for each school within a state. NOTE: By combining NCES AGENCY ID and NCES SCHOOL ID, each school can be uniquely identified within the total file.
STID95	14	013-026	A	State's own ID for the education agency.
LEANM95	30	027-056	A	Name of the education agency which operates this school.
SEASCH95	20	057-076	A	State's own ID for the school.
SCHNAM95	30	077-106	A	Name of the school.
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 data are missing; that is, a value is expected but none was measured.				
N - when data are not applicable; that is, a value is neither expected nor measured.				
STREET95	30	107-136	A	The mailing address of the school -- may be a street address, a Post Office box number, or, if verified that there is no address beyond CITY, STATE, and ZIP, the character "N."
CITY95	18	137-154	A	City name of the mailing address.
ST95	2	155-156	A	Two-letter U.S. Postal Service abbreviation of the state where the mailing address is located (see attached list).
ZIP95	5	157-161	A	Five-digit U.S. Postal Service ZIP code for the mailing address.
ZIP495	4	162-165	A	If the mailing address has been assigned the additional four-digit ZIP+4, this field contains that number; otherwise, this field is blank.
PHONE95	10	166-175	A	Telephone number of school. NOTE: Position # 166-168 is the area code, and position #169-175 is the exchange and number.

Record Layout for Common Core of Data School Universe, 1995-96

Variable name	Field length	Record position	Data type	Description
TYPE95	1	176-176	A	<p>NCES code for type of school :</p> <p>1 = Regular school 2 = Special education school 3 = Vocational school 4 = Other/alternative school</p>
STATUS95	1	177-177	A	<p>NCES code for the school status :</p> <p>1 = School was operational at the time of the last report and is currently operational. 2 = School has closed since the time of the last report. 3 = School has been opened since the time of the last report. 4 = School was operational at the time of the last report but was not on the CCD list at that time.</p>
LOCALE95	1	178-178	A	<p>NCES code for location of the school relative to populous areas :</p> <p>1 = Large City - A central city of Consolidated Metropolitan Statistical Area (CMSA) with the city having a population greater than or equal to 250,000.</p> <p>2 = Mid-size City - A central city of a CMSA or Metropolitan Statistical Area(MSA), with the city having a population less than 250,000.</p> <p>3 = Urban Fringe of Large City - Any incorporated place, Census Designated Place, or non-place territory within a CMSA or MSA of a Large City and defined as urban by the Census Bureau.</p> <p>4 = Urban Fringe of Mid-size City - Any incorporated place, Census Designated Place, or non-place territory within a CMSA or MSA of a Mid-size City and defined as urban by the Census Bureau.</p> <p>5 = Large Town - An incorporated place or Census Designated Place with a population greater than or equal to 25,000 and located outside a CMSA or MSA.</p> <p>6 = Small Town - An incorporated place or Census Designated Place with a population less than 25,000 and greater than 2,500 and located outside a CMSA or MSA.</p> <p>7 = Rural - Any incorporated place, Census Designated Place, or non-place territory designated as rural by the Census Bureau.</p>
FTE95	5	179-183	N	<p>Full-time equivalent of classroom teachers, reported to the nearest tenth; field includes one implied decimal point .</p>

Record Layout for Common Core of Data School Universe, 1995-96

Variable name	Field length	Record position	Data type	Description
GRSPAN95	4	184-187	A	<p>Range of grades taught in the school, derived from the grades for which students were reported. The following codes are used :</p> <p>UG = Ungraded PK = Prekindergarten KG = Kindergarten 01 -- 12 = First through Twelfth grade 00 = School had no students reported</p> <p>UG and 00 each occurs only in isolation from other codes. When one of these does occur, it is both the lowest and the highest grade.</p>
GSLO95	2	184-185	A	NCES code for lowest grade taught.
GSHI95	2	186-187	A	NCES code for highest grade taught.
UG95	5	188-192	N	Students in ungraded classes.
PK95	5	193-197	N	Prekindergarten students.
KG95	5	198-202	N	Kindergarten students.
G0195	5	203-207	N	1 st grade students.
G0295	5	208-212	N	2 nd grade students.
G0395	5	213-217	N	3 rd grade students.
G0495	5	218-222	N	4 th grade students.
G0595	5	223-227	N	5 th grade students.
G0695	5	228-232	N	6 th grade students.
G0795	5	233-237	N	7 th grade students.
G0895	5	238-242	N	8 th grade students.
G0995	5	243-247	N	9 th grade students.
G1095	5	248-252	N	10 th grade students.
G1195	5	253-257	N	11 th grade students.
G1295	5	258-262	N	12 th grade students.
MEMBER95	6	263-268	N	Calculated total of all students reported; if any grades contain missing values, this may not represent the school's actual total.
FLE95	6	269-274	N	Count of students eligible to participate in the Free Lunch Program under the National School Lunch Act.
IND95	5	275-279	N	American Indian or Alaskan Native students.
ASIAN95	5	280-284	N	Asian or Pacific Islander students.

Record Layout for Common Core of Data School Universe, 1995-96

Variable name	Field length	Record position	Data type	Description
HISP95	5	285-289	N	Hispanic students.
BLACK95	5	290-294	N	Black, Non-Hispanic students.
WHITE95	5	295-299	N	White, Non-Hispanic students.
TOTETH95	6	300-305	N	Sum of American Indian Alaskan; Asian/Pacific Islander; Hispanic; Black, Non-Hispanic; and White, Non-Hispanic students.
PUPTCH95	6	306-311	N	Total students divided by FTE classroom teachers, reported to the nearest tenth; filed include one implied decimal point .
IFTE95	1	312-312	A	If the field contains anything other than "R", the FTE of classroom teachers originally submitted was adjusted.
IUG95	1	313-313	A	If the field contains anything other than "R", the count of Ungraded students originally submitted was adjusted.
IPK95	1	314-314	A	If the field contains anything other than "R",the count of Prekindergarten students originally submitted was adjusted.
IKG95	1	315-315	A	If the field contains anything other than "R",the count of Kindergarten students originally submitted was adjusted.
IG0195	1	316-316	A	If the field contains anything other than "R", the count of First Grade Students originally submitted was adjusted.
IG0295	1	317-317	A	If the field contains anything other than "R", the count of Second Grade Students originally submitted was adjusted.
IG0395	1	318-318	A	If the field contains anything other than "R", the count of Third Grade Students originally submitted was adjusted.
IG0495	1	319-319	A	If the field contains anything other than "R", the count of Fourth Grade Students originally submitted was adjusted.
IG0595	1	320-320	A	If the field contains anything other than "R", the count of Fifth Grade Students originally submitted was adjusted.
IG0695	1	321-321	A	If the field contains anything other than "R", the count of Sixth Grade Students originally submitted was adjusted.
IG0795	1	322-322	A	If the field contains anything other than "R", the count of Seventh Grade Students originally submitted was adjusted.
IG0895	1	323- 323	A	If the field contains anything other than "R", the count of Eighth Grade Students originally submitted was adjusted.
IG0995	1	324-324	A	If the field contains anything other than "R", the count of Ninth Grade Students originally submitted was adjusted.
IG1095	1	325-325	A	If the field contains anything other than "R", the count of Tenth Grade Students originally submitted was adjusted.

Record Layout for Common Core of Data School Universe, 1995-96

Variable name	Field length	Record position	Data type	Description
IG1195	1	326-326	A	If the field contains anything other than "R", the count of Eleventh Grade Students originally submitted was adjusted.
IG1295	1	327-327	A	If the field contains anything other than "R", the count of Twelfth Grade Students originally submitted was adjusted.
IMEMB95	1	328-328	A	If the field contains anything other than "R", the computed Total Membership originally submitted was adjusted.
IFLE95	1	329-329	A	If the field contains anything other than "R", the count of Free Lunch Eligible students originally submitted was adjusted.
IIND95	1	330-330	A	If the field contains anything other than "R", the count of AM Indian/Alaskan students originally submitted was adjusted.
IASIAN95	1	331-331	A	If the field contains anything other than "R", the count of Asian/Pacific Island students originally submitted was adjusted.
IHISP95	1	332-332	A	If the field contains anything other than "R", the count of Hispanic students originally submitted was adjusted.
IBLACK95	1	333-333	A	If the field contains anything other than "R", the count of Black/Non-Hispanic students originally submitted was adjusted.
IWHITE95	1	334-334	A	If the field contains anything other than "R", the count of White/Non-Hispanic students originally submitted was adjusted.
IETH95	1	335-335	A	If the field contains anything other than "R", one or more of the Racial/Ethnic counts originally submitted was adjusted.
IPUTCH95	1	336-336	A	If the field contains anything other than "R", one or more of the Racial/Ethnic counts originally submitted was adjusted.

Appendix B—Imputation Flag Frequencies

Common Core of Data Public School Universe, 1995-1996
Imputation Flag Frequencies

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14:10 Monday, October 27, 1997

ADJUSTED TEACHERS FLAG

IFTE95	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	5260	5.8	5260	5.8
N	1007	1.1	6267	7.0
R	83721	93.0	89988	100.0

ADJUSTED UNGRADED STUDENTS FLAG

IUG95	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	58523	65.0	58523	65.0
N	1007	1.1	59530	66.2
R	30458	33.8	89988	100.0

ADJUSTED PREKINDERGARTEN STUDENTS FLAG

IPK95	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	54080	60.1	54080	60.1
N	1007	1.1	55087	61.2
R	34901	38.8	89988	100.0

Imputation Flags:

- A - Adjustment
- C - Combined with Data Provided Elsewhere by the State
- I - Imputation Based on a Method Other than Prior Year's Data
- 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

ADJUSTED KINDERGARTEN STUDENTS FLAG

IKG95	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	28913	32.1	28913	32.1
N	1007	1.1	29920	33.2
R	60068	66.8	89988	100.0

ADJUSTED 1ST GRADE STUDENTS FLAG

IG0195	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	27724	30.8	27724	30.8
N	1007	1.1	28731	31.9
R	61257	68.1	89988	100.0

ADJUSTED 2ND GRADE STUDENTS FLAG

IG0295	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	27625	30.7	27625	30.7
N	1007	1.1	28632	31.8
R	61356	68.2	89988	100.0

Imputation Flags:

- A - Adjustment
- C - Combined with Data Provided Elsewhere by the State
- I - Imputation Based on a Method Other than Prior Year's Data
- 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

14:10 Monday, October 27, 1997

ADJUSTED 3RD GRADE STUDENTS FLAG

IG0395	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	27692	30.8	27692	30.8
N	1007	1.1	28699	31.9
R	61289	68.1	89988	100.0

ADJUSTED 4TH GRADE STUDENTS FLAG

IG0495	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	28275	31.4	28275	31.4
N	1007	1.1	29282	32.5
R	60706	67.5	89988	100.0

ADJUSTED 5TH GRADE STUDENTS FLAG

IG0595	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	29485	32.8	29485	32.8
N	1007	1.1	30492	33.9
R	59496	66.1	89988	100.0

Imputation Flags:

- A - Adjustment
- C - Combined with Data Provided Elsewhere by the State
- I - Imputation Based on a Method Other than Prior Year's Data
- 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

14:10 Monday, October 27, 1997

ADJUSTED 6TH GRADE STUDENTS FLAG

IG0695	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	38850	43.2	38850	43.2
N	1007	1.1	39857	44.3
R	50131	55.7	89988	100.0

ADJUSTED 7TH GRADE STUDENTS FLAG

IG0795	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	46489	51.7	46489	51.7
N	1007	1.1	47496	52.8
R	42492	47.2	89988	100.0

ADJUSTED 8TH GRADE STUDENTS FLAG

IG0895	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	46561	51.7	46561	51.7
N	1007	1.1	47568	52.9
R	42420	47.1	89988	100.0

Imputation Flags:

- A - Adjustment
- C - Combined with Data Provided Elsewhere by the State
- I - Imputation Based on a Method Other than Prior Year's Data
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ADJUSTED 9TH GRADE STUDENTS FLAG

IG0995	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	49736	55.3	49736	55.3
N	1007	1.1	50743	56.4
R	39245	43.6	89988	100.0

ADJUSTED 10TH GRADE STUDENTS FLAG

IG1095	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	50322	55.9	50322	55.9
N	1007	1.1	51329	57.0
R	38659	43.0	89988	100.0

ADJUSTED 11TH GRADE STUDENTS FLAG

IG1195	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	50512	56.1	50512	56.1
N	1007	1.1	51519	57.3
R	38469	42.7	89988	100.0

Imputation Flags:

- A - Adjustment
- C - Combined with Data Provided Elsewhere by the State
- I - Imputation Based on a Method Other than Prior Year's Data
- 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

ADJUSTED 12TH GRADE STUDENTS FLAG

IG1295	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	50878	56.5	50878	56.5
N	1007	1.1	51885	57.7
R	38103	42.3	89988	100.0

ADJUSTED TOTAL STUDENTS FLAG

IMEMB95	Frequency	Percent	Cumulative Frequency	Cumulative Percent
N	1007	1.1	1007	1.1
T	88981	98.9	89988	100.0

ADJUSTED FREE-LUNCH ELIGIBLE STUDENTS

IFLE95	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	14957	16.6	14957	16.6
N	1007	1.1	15964	17.7
R	74024	82.3	89988	100.0

Imputation Flags:

- A - Adjustment
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- I - Imputation Based on a Method Other than Prior Year's Data
- N - Not Applicable
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ADJUSTED AM INDIAN/ALASKAN STUDENTS FLAG

IIND95	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	2611	2.9	2611	2.9
N	1007	1.1	3618	4.0
R	86370	96.0	89988	100.0

ADJUSTED ASIAN/PACIFIC ISLANDER STU FLAG

IASIAN95	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	2072	2.3	2072	2.3
N	1007	1.1	3079	3.4
R	86909	96.6	89988	100.0

ADJUSTED HISPANIC STUDENTS FLAG

IHISP95	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	2132	2.4	2132	2.4
N	1007	1.1	3139	3.5
R	86849	96.5	89988	100.0

Imputation Flags:

- A - Adjustment
- C - Combined with Data Provided Elsewhere by the State
- I - Imputation Based on a Method Other than Prior Year's Data
- 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

ADJUSTED BLACK NON-HISPANIC STUDENT FLAG

IBLACK95	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	2210	2.5	2210	2.5
N	1007	1.1	3217	3.6
R	86771	96.4	89988	100.0

ADJUSTED WHITE NON-HISPANIC STUDENT FLAG

IWHITE95	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	1549	1.7	1549	1.7
N	1007	1.1	2556	2.8
R	87432	97.2	89988	100.0

ADJUSTED ETHNICITY FLAG

IETH95	Frequency	Percent	Cumulative Frequency	Cumulative Percent
N	1007	1.1	1007	1.1
T	88981	98.9	89988	100.0

Imputation Flags:

- A - Adjustment
- C - Combined with Data Provided Elsewhere by the State
- I - Imputation Based on a Method Other than Prior Year's Data
- 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

ADJUSTED PUPIL TEACHER RATIO FLAG

IPUTCH95	Frequency	Percent	Cumulative Frequency	Cumulative Percent
N	1007	1.1	1007	1.1
T	88981	98.9	89988	100.0

Imputation Flags:

A - Adjustment

C - Combined with Data Provided Elsewhere by the State

I - Imputation Based on a Method Other than Prior Year's Data

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 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.

Alternative Education School

A public elementary/secondary school that addresses needs of students which 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.

Average Daily Attendance (ADA)

Average Daily Attendance is defined as the aggregate days of attendance by students of a given school during a given reporting period, divided by the number of days in session during this period; or attendance determined in accordance with state law. Since some States use their own definition and others use the NCES definition, the data on average daily attendance are not completely comparable across States. As a result, the expenditures per pupil in attendance may not be comparable.

Central City

A central city is defined as a city within a Metropolitan Statistical Area (MSA) with a minimum population of 50,000; and has a Census Urbanized Area Code.

Classroom Teachers

See “Teachers”

Community Services Expenditures

Expenditures for community services are defined as expenditures for community services to students, staff and community residents, such as community swimming pools, day care centers or recreation or transportation programs for the elderly; although property expenditures (e.g., vehicles, equipment, furniture, etc.) are not included.

These services are provided by a governmental entity as a service, and are not run as a business.

Consolidated Metropolitan Statistical Area (CMSA)

CMSA is defined as an area of greater than 1,000,000 population, totality of the PMSAs in a single geographical area.

Current Expenditures

Current expenditures for the categories of instruction, support services, and non-instructional services include fixed charges (employee benefits, rent, interest). They do not include expenditures for debt service and capital outlay.

Instructional expenditures include those for activities dealing directly with the interaction between students and teachers (salaries, including sabbatical leave, employee benefits, and purchased instructional services).

Support services current expenditures include—support services (attendance, guidance, health, speech, psychological); staff support services (improvement of instruction, educational media, including librarians); general administration (board of education, central office); school administration (principal); business (fiscal services, purchasing, warehousing, printing); operation and maintenance of plant; student transportation services; and central expenditures (research, information services, data processing).

Non-instructional services current expenditures include food service operations, and other auxiliary enterprise operations (bookstore, interscholastic athletics) and exclude community services (child care, swimming pool).

Current Expenditures

Current expenditures are defined as expenditures for the categories of instruction, support services, and non-instructional services for salaries, employee benefits, purchased services and supplies; and payments by the state made for or on behalf of school systems. This does not include expenditures for debt service and capital outlay, and property (i.e., equipment); or direct costs (e.g., Head Start, adult education, community colleges, etc.) and community services expenditures.

Diploma, High School

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

Direct Cost Expenditures

Direct cost expenditures are expenditures made by LEAs for programs that are not considered part of the public pre-kindergarten through grade 12 educational programs, such as expenditures for: adult education, community colleges, and non-public school programs, such as compensatory education programs for both public and private students.

Direct Support Expenditures

Direct support expenditures are expenditures made by a state for the benefit of the LEA, or contributions of equipment or supplies; including those expenditures for the employer's contribution to LEA staff state pension funds, and contributions of property (equipment) and supplies such as school buses and textbooks.

Dropout

A dropout is 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.

Education Agency

An education agency is defined as a government agency administratively responsible for providing public elementary and/or secondary instruction or educational support services.

Elementary

Elementary is defined as 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.

Employee Benefits

Employee benefits include amounts paid by school districts on behalf of employees.

Examples include: group insurance, social security and retirement contributions, and employee reimbursement for unused sick leave.

Facilities Acquisition and Construction

Facilities acquisition and construction is defined as expenditures for equipment for facilities, facilities acquisition and construction services, both property and non-property-including expenditures for buildings built and alterations performed by LEA staff or contracted out by the LEA; the purchase of land and land improvements; the initial, additional, and replacement items of equipment, such as machinery, furniture and fixtures, and vehicles.

Federally Operated Education Agency

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

Fiscal Year

A fiscal year is defined as the 12-month period beginning July 1 and ending June 30.

Fixed Charges

Fixed charges include employee benefits paid on behalf of employees, including employer contributions to retirement systems, FICA, health and life insurance premiums, workman's compensation, and other personnel benefits; and other fixed charges, such as, payments for liability and casualty insurance premiums, rental, interest on short-term current loans, and judgments against local agencies.

Free Lunch Program

The free lunch program is defined as 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)

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

General Education Development (GED) Test

General education development test is defined as 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.

Graduate, High School

A high school graduate is defined as a person who has received formal recognition from school authorities, by the granting of a diploma, for completing a prescribed course of studies in a secondary level school.

This term does not include other completers, or high school equivalency recipients, or GED recipients.

Graduate, Regular High School

A regular high school graduate is defined as individuals who received a regular diploma recognizing the completion of secondary school requirements during the previous school year and subsequent summer school.

It excludes high school equivalency and other diploma recipients, and other high school completers (e.g., those granted a certificate of attendance).

Guidance Counselors/Directors

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 should apply 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 regular diploma recipients, other diploma recipients, other high school completers, and high school equivalency recipients (State Nonfiscal Survey only).

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 Recipients

Individuals age 19 years or younger who received a high school equivalency certificate during the previous school year or subsequent summer.

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)

IEP is a written instructional plan for students with disabilities designated as special education students under IDEA-Part B. This includes statement of present levels of educational performance of a child; statement of annual goals, including short-term instructional objectives; statement of specific educational services to be provided and the extent to which the child will be able to participate in regular educational programs; projected date for initiation and anticipated duration of services; appropriate objectives, criteria and evaluation procedures; and schedules for determining, on at least an annual basis, whether instructional objectives are being achieved.

Instructional Aides

Instruction aides is defined as staff members 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

Instruction coordinators and supervisors supervise instructional programs at the school district or subdistrict level and are defined as educational television staff; coordinators and supervisors of audio-visual services; and curriculum coordinators and in-service training staff; Chapter 1 and home economics supervisors; staff engaged in the development of computer-assisted instruction. School-based department chairpersons are excluded.

Instructional Expenditures

Instructional expenditures are expenditures for activities dealing directly with the interaction between students and teachers (salaries, including sabbatical leave, employee benefits, and purchased instructional services).

Interest on Debt

Interest on debt is defined as debt services payments for interest on bonds and notes for obligations exceeding one year. This does not include payments on the redemption of principle.

Kindergarten

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

Large City

A central city of a CMSA or MSA, with the city having a population greater than or equal to 250,000.

Large Town

An incorporated place or CDP with a population greater than or equal to 25,000 and located outside a CMSA or MSA.

LEA Administrative Support Staff

LEA administrative support staff is defined as all staff members who provide direct support to LEA administrators, business office support, and data processing.

Local Education Agency (LEA) Administrative Support Staff

Staff members who provide direct support to LEA administrators, *including secretarial and other clerical staff.*

LEA Administrators

LEA administrators are chief executive officers of the education agencies, including superintendents, deputies, and assistant superintendents; other persons with district-wide responsibilities: e.g., business managers, administrative assistants, professional instructional support staff, Chapter I coordinators, and home economics supervisors. *Exclude supervisors of instructional or student support staff.*

Librarians

Librarians are defined as professional staff members and supervisors assigned specific duties and school time for professional library services activities.

This includes selecting, acquiring, preparing, cataloguing, and circulating books and other printed materials; planning the use of the library by students, teachers, and instructional staff; and guiding individuals in use of library books and material maintained separately or as a part of an instructional materials center.

Library and Media Support Staff

Library and media support staff are defined as staff members who render other professional library and media services; also includes library aides and those involved in library/media support.

Their 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 audio-visual center, TV studio, related work-study areas, and services provided by audio-visual personnel.

Media Specialists

Media specialists are defined as directors, coordinators, and supervisors of media centers.

See point under Librarians.

Membership

Membership is defined as 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.

Metro Status (Metropolitan Status)

Metro status is defined as the classification of an education agency's service area relative to a Metropolitan Statistical Area.

Metropolitan Areas

The term Metropolitan Area (MA) refers collectively to Metropolitan Statistical Areas, Consolidated Metropolitan Statistical Areas, Primary Metropolitan Statistical Areas, and New England County Metropolitan Areas. The Office of Management and Budget (OMB) defines new MA's and revised definitions of existing MAs by applying published standards to decennial census data.

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. An area is defined as MSA if: It is the only MSA in the immediate area and it has a city of at least 50,000 population; or it is an urbanized area of at least 50,000 with a total metropolitan population of at least 100,000 (75,000 in New England).

Mid-size City

A central city of a CMSA or MSA, with the city having a population less than 250,000.

Non-instructional Expenditures

Non-instructional expenditures are defined as expenditures for food service operations and other auxiliary enterprise operations (bookstore and interscholastic athletics), excluding community services (e.g., child care or swimming pool).

Non-MSA City

A Non-MSA city is a city or place not in an MSA with a minimum population of 25,000 inhabitants and a population density of at least 1,000 per square mile; and does not have a Census Urbanized Area Code.

Officials and Administrators

Officials and administrators are chief executive officers of the education agencies, including superintendents, deputies, and assistant superintendents; and other persons with district-wide responsibilities, such as business managers, administrative assistants, etc.

Operational Status

Classification of the operational condition of a school. Classifications include currently operational, closed, and opened.

Other Diploma Recipients

Other diploma recipients are individuals who received a diploma from other than a regular school program during the previous school year and subsequent summer school.

Other High School Completers

Other high school completers are individuals who have 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

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

Outside Urbanized Area

Outside urbanized area is defined as an area not contiguous to any city or urban fringe area with a minimum population of 2,500 inhabitants; an area with a population density of at least 1,000 per square mile; and without a Census Urbanized Area Code.

Prekindergarten Students

Prekindergarten students are defined as students who are 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.

Prekindergarten Teachers

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

Primary Metropolitan Statistical Area (PMSA)

If an area meets the requirements to qualify as a MSA and has a population of one million or more, one or more PMSAs may be defined within it if statistical criteria are met and local opinion also is in favor. A PMSA consists of a large urbanized county, or a cluster of such counties (cities and towns in New England) that have substantial commuting interchange. When one or more PMSAs have been recognized the larger area of which they are component parts then is designated a CMSA.

Property Expenditures

Property expenditures, not included in current expenditures, are defined as expenditures for property, machinery, and equipment; for items that are not consumed or worn out through use; and for all public education functions.

Supplies such as textbooks, periodicals, teaching, medical and audio-visual supplies, oil, gasoline, and property maintenance are NOT included as property expenditures, but as current expenditures. For example, buildings, computers, desks, furniture, furnishings, land tools, typewriters and vehicles.

Public School

Public schools are defined as institutions that provide educational services and have one or more grade groups (PK-12); or which is ungraded; and 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.

Regional Education Service Agency

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

Regular Diploma Recipients

Graduates who received a regular diploma during the previous school year and subsequent summer school.

Regular School

A regular school is defined as a public elementary/secondary school that does not focus primarily on vocational, special, or alternative education.

Revenues

Increases in the net current assets of a government fund type from other than expenditure refunds and residual equity transfers.

Revenues are reported from local, intermediate, state and federal sources.

Revenues, Exclusions

Excluded are proceeds from bond sales; cash received from sale of assets; other non-revenue receipts; intergovernmental transfers among LEAs; and revenues from community services.

Revenues from Federal Sources

Revenues from federal sources include direct grants-in-aid from the federal government; federal grants-in-aid through the state or an intermediate agency; and other revenue that, in lieu of taxes, had the tax base been subject to taxation.

Revenues from Intermediate Sources

Revenues from an educational government agency, which should have independent fund-raising capability; that is, not a local education agency or state agency, e.g., New York's Board of Cooperative Educational Services (BOCES).

Revenues from Local Sources

Revenues from a local source include revenues from a local education agency, including local property and non-property tax revenues; local government; tuition; transportation; food services; student activities; textbook sales; donations; and property rentals.

Revenues from local sources include:

Taxes levied or assessed by an LEA; revenues from a local government to the LEA; tuition received; transportation fees; earnings on investments from LEA holdings; net revenues from food services (gross receipts less gross expenditures); net revenues from student activities (gross receipts less gross expenditures); and other revenues (textbook sales, donations, property rentals).

Revenues from State Sources

Revenues from a state government source; including those that can be used without restriction; those for categorical purposes; and revenues in lieu of taxation.

Revenues from the State for/on Behalf of School Districts

Revenues from payments made by a state for the benefit of the LEA; or contributions of equipment or supplies. Such revenues include: the payment of a pension fund by the state on behalf of an LEA employee for services rendered to the LEA; contributions of fixed assets (property, plant, and equipment) such as school buses and textbooks.

Rural

An area designated as rural is an area with 2,500 inhabitants or fewer; and/or a population density of less than 1,000 per square mile; and/or does not have a Census Urbanized Area Code.

Salaries for Instruction

Salaries for instruction include gross salary of regular and part-time teachers, teachers' aides, homebound teachers, hospital based teachers, substitute teachers and teachers on sabbatical leave who are on LEA payrolls.

Salaries for Support Services

Salaries for support services include salaries for all LEA employees providing administrative, technical (such as guidance and health), operation, maintenance and transportation services that facilitate and enhance instruction.

School Administrative Support Staff

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

School Administrators

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

School District

A school district is an educational agency or administrative unit that operates under a public board of education.

Secondary

Secondary is defined as 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.

Small Town

An incorporated place or CDP with population less than 25,000 and greater than or equal to 2,500 and located outside a CMSA or MSA.

Special Education School

A special education school is defined as a public elementary/secondary school that focuses primarily on special education; including instruction for any of the following: hard of hearing, deaf, speech-impaired, health-impaired, orthopedically impaired, mentally retarded, seriously emotionally disturbed, multi-handicapped, visually handicapped, deaf and blind, and adapted curriculum, materials or instruction for students served.

State Education Agency

State education agency is defined as an agency of the state charged with primary responsibility for coordinating and supervising public instruction including setting of standards for elementary and secondary instructional programs.

State-Operated Agency

A State-operated agency is defined as a state-operated agency 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

A student is 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

Student support services staff are 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.

Supervisory Union

Supervisory Union is defined as an educational agency where administrative services are performed for more than one school district, by a common superintendent.

Support Services Expenditures

Expenditures for student support services (attendance, guidance, health, speech, and psychological), staff support services (improvement of instruction, and educational media, including librarians), general administration (board of education and central office), school administration (principal), business (fiscal services, purchasing, warehousing, and printing), operation and plant maintenance, student transportation services, and central expenditures (research, information services, and data processing).

Teachers

Teachers are defined as individuals who provide instruction to pre-kindergarten, kindergarten, grades 1 through 12, or ungraded classes; or individuals who teach in an environment other than a classroom setting; and maintains daily student attendance records.

Total Education Expenditures

They include increases in net financial resources for the purposes of public education. These consist of current, property, and facilities acquisition expenditures, and other current expenditures directly related to pre-K through 12 programs. These "other current expenditures" are reported as community services and direct cost expenditures.

Ungraded Students

Ungraded students are defined as individuals assigned to classes or programs that do not have standard grade designations.

Urban Fringe

Urban fringe is defined as a closely settled area, contiguous to a central city outside a central city; with a minimum population of 2,500 inhabitants; with a population density of at least 1,000 per square mile; and has a Census Urbanized Area Code.

Urban Fringe of a Large City

Any incorporated place, CDP, or non-place territory within a CMSA or MSA of a Large City and defined as urban by the Census Bureau.

Urban Fringe of a Mid-size City

Any incorporated place, CDP, or non-place territory within a CMSA or MSA of a Mid-Size City and defined as urban by the Census Bureau.

Urbanized Area

An urbanized area is defined as an area with a population concentration of at least 50,000; generally consisting of a central city and the surrounding, closely settled, contiguous territory and with a population density of at least 1,000 per square mile.

Vocational Education School

A vocational educational school is defined as a public elementary/secondary school that focuses primarily on vocational education; and provides education and training in one or more semi-skilled or technical occupations.

White

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

Appendix D—Nonresponse Tables

COMMON CORE OF DATA PUBLIC SCHOOL UNIVERSE, 1995-96
 TOTAL NUMBER OF SCHOOLS, TOTAL STUDENT MEMBERSHIP, FREE-LUNCH ELIGIBLE, AND STUDENTS BY RACE
 DATA AND COUNT OF RECORDS WITH ZEROES, BY STATE

October 27, 1997 14:37

State	Number of Schools	Student Membership			Free-Lunch Eligible		Students By Race	
		Total	Records w/o Data	Records w/ Zero	Records w/o Data	Records w/ Zero	Records w/o Data	Records w/ Zero
Total On File	88,981	45,472,034	88,890	1,915	22,300	4,174	2,670	55,137
Alabama	1,319	735,715	1,319	13	1,319	0	3	1,078
Alaska	495	127,006	495	89	16	135	16	293
Arizona	1,133	723,598	1,133	17	1,133	0	56	324
Arkansas	1,098	455,897	1,098	8	3	4	3	895
California	7,876	5,468,287	7,876	140	4	526	1	2,505
Colorado	1,486	656,098	1,485	17	68	86	68	579
Connecticut	1,045	507,202	1,045	11	99	19	69	606
Delaware	181	108,461	181	7	20	0	0	121
District of Columbia	186	79,802	186	2	6	23	1	177
Florida	2,760	2,175,308	2,760	0	71	102	74	1,272
Georgia	1,763	1,311,126	1,763	0	0	19	0	1,181
Hawaii	246	187,190	245	6	0	1	0	74
Idaho	618	242,984	617	16	9	66	618	0
Illinois	4,142	1,956,738	4,130	115	4,142	0	17	3,295
Indiana	1,924	976,835	1,922	21	109	7	61	1,477
Iowa	1,556	500,289	1,556	0	5	37	5	1,227
Kansas	1,487	463,783	1,487	13	2	11	2	947
Kentucky	1,402	639,531	1,402	13	1,402	0	34	1,244
Louisiana	1,470	797,366	1,438	30	0	52	0	1,142
Maine	726	213,767	726	14	52	3	29	608
Maryland	1,276	805,544	1,276	18	0	21	0	638
Massachusetts	1,850	915,007	1,844	44	1,850	0	18	1,269
Michigan	3,748	1,650,392	3,744	56	233	324	293	2,016
Minnesota	2,157	834,140	2,157	120	199	254	199	1,148
Mississippi	1,011	506,272	1,008	0	125	0	123	800
Missouri	2,256	873,652	2,256	0	886	8	184	1,597
Montana	894	165,547	894	85	1	150	1	740
Nebraska	1,411	289,744	1,411	240	21	352	21	1,124
Nevada	423	265,180	423	11	74	1	4	108
New Hampshire	460	194,171	459	22	24	10	0	365
New Jersey	2,279	1,197,381	2,278	20	73	0	1	1,740
New Mexico	721	328,610	721	0	721	0	0	410
New York	4,149	2,811,680	4,142	23	1,108	191	1	2,324
North Carolina	1,985	1,182,780	1,983	1	29	5	10	1,076
North Dakota	613	120,678	613	27	42	25	40	470
Ohio	3,865	1,837,041	3,855	170	130	1,101	161	3,052
Oklahoma	1,830	612,215	1,830	9	6	13	11	1,047
Oregon	1,216	525,521	1,215	31	0	205	0	464
Pennsylvania	3,182	1,787,533	3,180	14	3,182	0	69	2,459
Rhode Island	310	149,799	310	2	3	2	1	178
South Carolina	1,095	637,693	1,095	8	71	0	58	803
South Dakota	824	144,685	823	67	824	0	6	703
Tennessee	1,563	887,063	1,563	0	1,563	0	48	1,227
Texas	6,638	3,740,260	6,638	256	0	236	0	4,121
Utah	735	475,521	735	7	43	0	0	353
Vermont	384	105,565	382	3	22	90	22	328
Virginia	1,889	1,079,854	1,889	0	195	1	108	1,135
Washington	2,124	956,572	2,124	64	2,124	0	175	459
West Virginia	877	307,096	875	10	33	45	35	763
Wisconsin	2,037	870,175	2,037	32	36	5	0	1,180
Wyoming	410	99,859	410	22	9	44	9	310
DoD Dependents Schools	171	81,771	171	4	171	0	0	32
American Samoa	31	14,576	31	0	0	0	0	31
Guam	35	32,960	35	0	0	0	0	21
Northern Marianas	24	8,687	24	0	0	0	0	24
Puerto Rico	1,561	627,620	1,561	17	41	0	14	1,547
Virgin Islands	34	22,207	34	0	1	0	1	30

NOTE: Totals Represent Data After Post-edit And Are The Summaries Of Data On The File And May Undercount Categories To The Extent That Data Are Not Reported.

TOTAL NUMBER OF SCHOOLS, STUDENT MEMBERSHIP, AND CLASSROOM TEACHERS WITH COUNT OF RECORDS LACKING
DATA AND COUNT OF RECORDS WITH ZEROES, BY STATE

State	Number of Schools	Student Membership			Teachers		
		Total	Records w/o Data	Records w/ Zero	Total	Records w/o Data	Records w/ Zero
Total On File	88,981	45,472,034	88,890	1,915	245,230	3,924	1,939
Alabama	1,319	735,715	1,319	13	4,298	0	1
Alaska	495	127,006	495	89	724	0	38
Arizona	1,133	723,598	1,133	17	3,781	48	1
Arkansas	1,098	455,897	1,098	8	2,652	3	13
California	7,876	5,468,287	7,876	140	22,325	0	11
Colorado	1,486	656,098	1,485	17	3,542	14	34
Connecticut	1,045	507,202	1,045	11	3,477	15	0
Delaware	181	108,461	181	7	639	12	0
District of Columbia	186	79,802	186	2	427	2	0
Florida	2,760	2,175,308	2,760	0	11,729	0	153
Georgia	1,763	1,311,126	1,763	0	7,858	10	0
Hawaii	246	187,190	245	6	1,042	1	0
Idaho	618	242,984	617	16	1,279	3	2
Illinois	4,142	1,956,738	4,130	115	11,080	0	31
Indiana	1,924	976,835	1,922	21	5,467	27	0
Iowa	1,556	500,289	1,556	0	3,278	1	4
Kansas	1,487	463,783	1,487	13	3,059	0	3
Kentucky	1,402	639,531	1,402	13	3,924	0	7
Louisiana	1,470	797,366	1,438	30	4,619	0	3
Maine	726	213,767	726	14	1,407	1	1
Maryland	1,276	805,544	1,276	18	4,548	0	7
Massachusetts	1,850	915,007	1,844	44	---	1,850	0
Michigan	3,748	1,650,392	3,744	56	8,280	0	256
Minnesota	2,157	834,140	2,157	120	3,411	0	784
Mississippi	1,011	506,272	1,008	0	2,886	3	3
Missouri	2,256	873,652	2,256	0	5,791	0	60
Montana	894	165,547	894	85	1,009	0	0
Nebraska	1,411	289,744	1,411	240	1,996	0	27
Nevada	423	265,180	423	11	1,348	12	2
New Hampshire	460	194,171	459	22	1,261	0	0
New Jersey	2,279	1,197,381	2,278	20	8,172	0	1
New Mexico	721	328,610	721	0	1,914	0	0
New York	4,149	2,811,680	4,142	23	17,335	0	6
North Carolina	1,985	1,182,780	1,983	1	7,469	0	0
North Dakota	613	120,678	613	27	766	0	19
Ohio	3,865	1,837,041	3,855	170	10,417	2	86
Oklahoma	1,830	612,215	1,830	9	3,859	1	2
Oregon	1,216	525,521	1,215	31	2,621	0	0
Pennsylvania	3,182	1,787,533	3,180	14	9,945	2	22
Rhode Island	310	149,799	310	2	1,048	1	0
South Carolina	1,095	637,693	1,095	8	4,006	0	0
South Dakota	824	144,685	823	67	974	0	3
Tennessee	1,563	887,063	1,563	0	5,061	5	0
Texas	6,638	3,740,260	6,638	256	23,928	0	175
Utah	735	475,521	735	7	2,212	3	0
Vermont	384	105,565	382	3	768	1	17
Virginia	1,889	1,079,854	1,889	0	---	1,889	0
Washington	2,124	956,572	2,124	64	4,689	0	149
West Virginia	877	307,096	875	10	2,044	0	7
Wisconsin	2,037	870,175	2,037	32	5,381	9	0
Wyoming	410	99,859	410	22	657	9	10
DoD Dependents Schools	171	81,771	171	4	437	0	1
American Samoa	31	14,576	31	0	73	0	0
Guam	35	32,960	35	0	178	0	0
Northern Marianas	24	8,687	24	0	47	0	0
Puerto Rico	1,561	627,620	1,561	17	3,930	0	0
Virgin Islands	34	22,207	34	0	162	0	0

NOTE: Totals Represent Data After Post-edit And Are The Summaries Of Data On The File And May Undercount Categories To The Extent That Data Are Not Reported.

---These States Did Not Provide Classroom Teachers At School Level.

COMMON CORE OF DATA PUBLIC SCHOOL UNIVERSE, 1995-96
NUMBER OF RECORDS LACKING TELEPHONE NUMBER AND STREET ADDRESS, BY STATE

October 27, 1997 14:37

State	Total Records	Records Lacking Telephone Number		Records Lacking Street Address
		N	M	
Total On File	88,981	87	626	423
Alabama	1,319	0	0	1
Alaska	495	0	0	0
Arizona	1,133	0	15	12
Arkansas	1,098	0	0	0
California	7,876	0	0	0
Colorado	1,486	0	49	8
Connecticut	1,045	0	0	2
Delaware	181	0	0	0
District of Columbia	186	0	0	0
Florida	2,760	0	7	0
Georgia	1,763	0	0	0
Hawaii	246	0	1	0
Idaho	618	0	0	2
Illinois	4,142	0	3	0
Indiana	1,924	0	0	4
Iowa	1,556	0	0	126
Kansas	1,487	0	0	58
Kentucky	1,402	0	1	23
Louisiana	1,470	0	0	0
Maine	726	0	1	8
Maryland	1,276	0	0	0
Massachusetts	1,850	0	0	0
Michigan	3,748	0	94	0
Minnesota	2,157	74	0	0
Mississippi	1,011	0	0	0
Missouri	2,256	0	37	1
Montana	894	2	0	34
Nebraska	1,411	0	0	0
Nevada	423	0	1	9
New Hampshire	460	0	0	2
New Jersey	2,279	0	0	0
New Mexico	721	0	1	15
New York	4,149	1	0	21
North Carolina	1,985	0	1	0
North Dakota	613	0	0	0
Ohio	3,865	0	2	3
Oklahoma	1,830	0	5	0
Oregon	1,216	0	0	0
Pennsylvania	3,182	0	4	17
Rhode Island	310	0	0	0
South Carolina	1,095	0	0	0
South Dakota	824	0	0	1
Tennessee	1,563	0	0	0
Texas	6,638	4	0	0
Utah	735	0	1	12
Vermont	384	0	0	41
Virginia	1,889	0	0	12
Washington	2,124	1	1	0
West Virginia	877	0	0	0
Wisconsin	2,037	0	0	0
Wyoming	410	2	0	7
DoD Dependents Schools	171	0	171	0
American Samoa	31	0	0	0
Guam	35	0	0	1
Northern Marianas	24	0	0	0
Puerto Rico	1,561	3	231	3
Virgin Islands	34	0	0	0

NOTE: N - No Telephone Number
M - Telephone Number Missing

APPENDIX E

STATE NOTES FOR 1995-96 COMMON CORE OF DATA

Alabama

Date Received: 4/24/96

Requested Option: Diskette

Submission: Diskette

Anomalies: Missing Data: Sch - Prekindergarten Students, Free-Lunch Eligible; Agy - Prekindergarten Teachers. Not Applicable Data: Sch - Ungraded Students; Agy - Ungraded Teachers.

Alaska

Date Received: Agy 8/26/96 Sch 8/21/96

Requested Option: Diskette

Submission: Internet

Anomalies: Missing Data: Agy - Other High School Completers, Ungraded Teachers, Instructional Coordinators, Student Support, and Dropouts for 40 agencies (55 total agencies). Not Applicable Data: Sch - Ungraded Students; Agy - Ungraded Students, Other Diploma, and Dropouts for 15 agencies.

Arizona

Date Received: 9/27/96

Requested Option: Diskette

Submission: Internet

Anomalies: Missing Data: Sch - Free-lunch Eligible. Not Applicable Data: Agy -Other Diplomas.

Arkansas

Date Received: 8/7/95

Requested Option: Diskette

Submission: Diskette

Anomalies: None

California

Date Received: Agy 10/21/96 Sch 9/24/96

Requested Option: Diskette

Submission: Diskette

Anomalies: Missing Data: Agy - Prekindergarten Teachers, Library/Media Support

Colorado

Date Received: 7/2/96

Requested Option: Diskette

Submission: Internet

Anomalies: Report teachers that teach in more than one school in schools called 'More than one school'. We run a program to apportion those teachers to all schools in the district.

Connecticut

Date Received: Agy 8/2/96 Sch 7/30/96

Requested Option: Diskette

Submission: Diskette

Anomalies: Not Applicable Data: Agy - Other High School Completers.

Delaware

Date Received: 3/16/96

Requested Option: Shuttle

Submission: Shuttle

Anomalies: Not Applicable Data: Other Diploma 19/22 agencies, Ungraded teachers. Schools with Intensive Learning Center in their name are actually programs.

District of Columbia

Date Received: 7/23/96

Requested Option: Diskette

Submission: Diskette

Anomalies: Ungraded dropouts were assigned to grades 7-12 using a formula supplied by NCES.

Florida

Date Received: 4/24/96

Requested Option: Diskette

Submission: Diskette

Anomalies: Not Applicable Data: Sch - Ungraded Students (for all but one agency). Agy - Ungraded Students. Due to a difference in coding methods between NCES and Florida it was necessary to change some school type codes. The Florida Department of Education expects that the school totals will be higher than the State totals on the cross file consistency report because they include totals from the University Laboratory Schools. These unique schools are not required to report data electronically to the Department of Education data base which is where the State totals are derived.

Georgia

Date Received: 9/4/96

Requested Option: Diskette

Submission: Internet

Anomalies: Missing Data: Agy - Library/Media Support. Not Applicable Data: Sch - Ungraded Teachers; Agy - Ungraded Students and Ungraded Teachers. The classification of elementary teachers was shifted from PK-7th to PK-5 and the classification of secondary teachers was shifted from 8-12 to 6-12. Georgia allows for 6 ethnic race categories for students, the five in CCD plus the multi-racial category. They independently reclassify the multi-racial category for reporting CCD data.

Hawaii

Date Received: 9/5/96

Requested Option: Diskette

Submission: Diskette

Anomalies: Not Applicable Data: Agy - Prekindergarten and Kindergarten Teachers, Elementary and Secondary Guidance Counselors.

Idaho

Date Received: 5/9/96

Requested Option: Diskette

Submission: Diskette

Anomalies: Missing Data: Sch - Students by race. Not Applicable Data: Sch - Ungraded students; Agy - Ungraded students. Total student enrollment in the agency universe is greater than the school universe. These students are enrolled under state funded contract in privately administered programs or in schools in another state.

Illinois

Date Received: 9/16/96

Requested Option: Tape

Submission: Diskette

Anomalies: Missing Data: Sch - Free-lunch eligible, LEA Administrative Support, and School Administrative Support. Not Applicable Data: Agy - Other Diploma and Other High School Completers.

Indiana

Date Received: 5/20/96

Requested Option: Diskette

Submission: Internet

Anomalies: None

Iowa

Date Received: 3/26/96
Requested Option: Diskette
Submission: Internet
Anomalies: None

Kansas

Date Received: 9/16/96
Requested Option: Diskette
Submission: Internet
Anomalies: At the state level only pre-school programs for special education are recognized as Prekindergarten. The pre-school programs operated by some schools are considered private daycare and are licensed by a state social services agency.

Kentucky

Date Received: 4/17/96
Requested Option: Diskette
Submission: Internet
Anomalies: Missing Data: Sch - Free-Lunch Eligible; Agy - Special Education IEP, Other Diploma, Other High School Completers, and Dropouts. The Department of Education does not collect enrollment/teacher information for vocational and technical centers separately it is included under public schools where appropriate. Free-Lunch Eligible, Special Education IEP, and Dropout Data are not included in the Departments data base.

Louisiana

Date Received: 9/3/96
Requested Option: Diskette
Submission: Internet
Anomalies: Missing Data: Agy - Kindergarten Teachers, Elementary Teachers, Secondary Teachers, Ungraded Teachers, Elementary Guidance Counselors 66/72 agencies, Secondary Guidance Counselors 66/72 agencies. Not Applicable Data: Agy - Other Diploma and Other High School Completers. Non-graded students are taught with both elementary and secondary students. Therefore, the elementary, secondary and nongraded teachers are combined in the Total FTE teacher count.

Maine

Date Received: 5/2/96

Requested Option: Diskette

Submission: Diskette

Anomalies: Missing Data: Agy - LEA Admin Support and School Admin Support. Not Applicable Data: Agy - Prekindergarten Teachers, Kindergarten Teachers, and Ungraded Teachers.

Maryland

Date Received: Sch 4/15/96 Agy 6/18/96

Requested Option: Diskette

Submission: Diskette

Anomalies: Missing Data: Agy - Ungraded Teachers. Not Applicable Data: Agy - Other Diploma. Ungraded dropouts were assigned to grades 7-12 using a formula supplied by NCES.

Massachusetts

Date Received: Sch 8/26/96 Agy 7/22/96

Requested Option: Diskette

Submission: Diskette

Anomalies: Missing Data: Sch - Classroom Teachers and Free-Lunch Eligible. Not Applicable Data: Agy - Other Diploma and Other High School Completers. Reported FTE teachers as 'N' on the school universe. NCES adjusted the file to show FTE as 'M' since a value was expected but none was measured.

Michigan

Date Received: 10/03/96

Requested Option: Diskette

Submission: Internet

Anomalies: Reported total guidance counselors without a breakdown between elementary and secondary.

Minnesota

Date Received: 9/23/96

Requested Option: Diskette

Submission: Diskette

Anomalies: Missing Data: Agy - Special Education IEP, Prekindergarten Teacher, Kindergarten Teachers, Elementary Teachers, Secondary Teachers, FTE Teachers, Instructional Coordinators, Elementary Guidance, Secondary Guidance, Library/Media Specialists, LEA Administrators, and School Administrators. Not Applicable Data: Sch - Ungraded Students; Agy - Ungraded Students, Other Diploma, Other High School Completers, and Ungraded Teachers.

Mississippi

Date Received: 5/21/96

Requested Option: Diskette

Submission: Internet

Anomalies: None

Missouri

Date Received: 4/24/96

Requested Option: Diskette

Submission: Internet

Anomalies: Missing Data: Agy - Library/Media Support and School Administrative Support. Not Applicable Data: Sch - Prekindergarten Students; Agy - Other Diploma and Other High School Completers.

Montana

Date Received: 5/15/96

Requested Option: Diskette

Submission: Diskette

Anomalies: Missing Data: Agy - Prekindergarten Teachers, Kindergarten Teachers, Instructional Aides, Library/Media Support Staff, LEA Administration Support, School Administration Support, and All Other Support. Not Applicable Data: Agy - Other Diploma, Other High School Completers, and Ungraded Teachers. The Montana Department of Public Instruction only collects data for certified staff so support staff data cannot be reported.

Nebraska

Date Received: 4/11/96

Requested Option: Diskette

Submission: Diskette

Anomalies: Missing data: Agy - Prekindergarten Teachers and Kindergarten Teachers. Not Applicable Data: Sch - Ungraded Students; Agy - Ungraded Students, Ungraded Teachers, and School Administrative Support . Instructional staff is not broken down into Prekindergarten and Kindergarten, in the past an FTE was prorated based on Prekindergarten and Kindergarten membership. Total FTE of teachers is not the total of elementary and secondary, it includes teachers assigned to the district level that are not assigned to a specific school.

Nevada

Date Received: 5/23/96

Requested Option: Diskette

Submission: Diskette

Anomalies: None

New Hampshire

Date Received: 3/15/96

Requested Option: Diskette

Submission: Diskette

Anomalies: Missing data: Agy - Instructional Coordinators, Student Support, and Dropouts. Not Applicable Data: Agy - Other High School Completers, and Ungraded Teachers.

New Jersey

Date Received: 11/15/96

Requested Option: Tape

Submission: Internet

Anomalies: Not Applicable Data: Agy - Other Diploma and Other High School Completers.

New Mexico

Date Received: 4/15/96

Requested Option: Diskette

Submission: Diskette

Anomalies: Missing data: Sch - Free-Lunch Eligible. Not Applicable Data: Agy - Other Diploma.

New York

Date Received: 8/13/96
Requested Option: Tape
Submission: Diskette
Anomalies: None

North Carolina

Date Received: 6/4/96
Requested Option: Tape
Submission: Internet
Anomalies: Missing Data: Agy - Library/Media Support, LEA Administrative Support, and School Administrative Support. Not Applicable Data: Agy - Elementary Guidance Counselors, and Secondary Guidance Counselors,

North Dakota

Date Received: 4/2/96
Requested Option: Diskette
Submission: Diskette
Anomalies: Not Applicable Data: Sch - Ungraded Students; Agy - Ungraded Students, Other Diploma, Other High School Completers, and Ungraded Teachers. State values only include public schools while the school and agency totals include public, state, and BIA schools.

Ohio

Date Received: 4/12/96
Requested Option: Internet
Submission: Internet
Anomalies: None

Oklahoma

Date Received: Agy 10/9/96 Sch 8/19/96
Requested Option: Diskette
Submission: Tape
Anomalies: Not Applicable Data: Agy - Other Diploma and Other High School Graduates.

Oregon

Date Received: 5/20/96
Requested Option: Diskette
Submission: Internet
Anomalies: None

Pennsylvania

Date Received: 4/29/96
Requested Option: Diskette
Submission: Diskette
Anomalies: Missing data: Sch - Free-Lunch Eligible. Not Applicable Data: Agy - Other Diplomas, Other High School Completers, Prekindergarten Teachers, and Kindergarten Teachers.

Rhode Island

Date Received: 5/2/96
Requested Option: Tape
Submission: Internet
Anomalies: Missing Data: Agy - Other High School Completers. Not Applicable Data: Agy - Other Diploma. The Board of Regents schools are included in the state level data but not in the agency or school totals.

South Carolina

Date Received: Agy 3/15/96 Sch 5/20/96
Requested Option: Diskette
Submission: Internet
Anomalies: Missing Data: Agy - Instructional Aides, Library/Media Support, LEA Administrative Support, School Administrative Support, Student Support, and All Other Support. Not Applicable Data: Sch - Ungraded Students and Prekindergarten Students; Agy - Ungraded Students, Other Diplomas, and Ungraded Teachers.

South Dakota

Date Received: 4/12/96
Requested Option: Diskette
Submission: Internet
Anomalies: Missing Data: Sch - Free-Lunch Eligible; Agy - Library/Media Support.

Tennessee

Date Received: 5/23/96

Requested Option: Diskette

Submission: Diskette

Anomalies: Missing Data: Sch - Free-Lunch Eligible; Agy - Instructional Coordinators, Library/Media Support, and Student Support . Not Applicable Data: Agy - Other Diplomas.

Texas

Date Received: Agy 5/02/96 Sch 5/01/96

Requested Option: Diskette

Submission: Diskette

Anomalies: Missing data: Agy - Elementary guidance Counselors, Secondary Guidance Counselors, and Library/Media Support. Not Applicable Data: Sch - Ungraded Students; Agy - Ungraded Students, Other Diplomas, and Other High School Completers.

Utah

Date Received: 5/2/96

Requested Option: Diskette

Submission: Internet

Anomalies: Missing data: Agy - Other High School Completers for 25 agencies (47 total agencies.)

Vermont

Date Received: 10/2/96

Requested Option: Diskette

Submission: Diskette

Anomalies: None

Virginia

Date Received: 5/17/96

Requested Option: Diskette

Submission: Diskette

Anomalies: Missing Data: Sch - Classroom teachers; Agy - Prekindergarten Teachers, Kindergarten Teachers, and Ungraded Teachers. Not Applicable Data: Agy - Other Diplomas and Other High School Completers. The Virginia Department of Education does not collect teacher counts by school.

Washington

Date Received: 7/25/96

Requested Option: Tape

Submission: Diskette

Anomalies: Missing data: Sch - Free-lunch eligible; Agy - Instructional Coordinators, Student Support, and Dropouts. Not Applicable Data: Sch - Ungraded Students; Agy - Ungraded Students, Other Diplomas, and Other High School Completers.

West Virginia

Date Received: 4/5/96

Requested Option: Diskette

Submission: Diskette

Anomalies: Not Applicable Data: Agy - Other High School Completers.

Wisconsin

Date Received: 11/27/96

Requested Option: Diskette

Submission: Internet

Anomalies: Not Applicable Data: Sch - Ungraded Students; Agy - Ungraded Students, Other Diplomas, Other High School Completers, and Ungraded Teachers.

Wyoming

Date Received: 5/20/96

Requested Option: Diskette

Submission: Internet

Anomalies: Not Applicable Data: Sch - Ungraded Students and Prekindergarten Students; Agy - Ungraded Students, Prekindergarten Teachers, and Ungraded Teachers.

American Samoa

Date Received: 4/1/96

Requested Option: Shuttle

Submission: Shuttle

Anomalies: None

Guam

Date Received: 3/15/96

Requested Option: Shuttle

Submission: Shuttle

Anomalies: Not Applicable Data: Agy - Other Diplomas and Other High School Completers.

Northern Marianas

Date Received: 4/19/96

Requested Option: Diskette

Submission: Diskette

Anomalies: Not Applicable Data: Sch - Ungraded Students; Agy - Ungraded Students, Other Diplomas, Other High School Completers, and Ungraded Teachers.

Puerto Rico

Date Received: Agy 10/18/96 Sch 8/5/96

Requested Option: Diskette

Submission: Agy-Shuttle Sch-Diskette

Anomalies: Missing data: Agy - Special Education IEP's, and Instructional Aides.

Virgin Islands

Date Received: 4/8/96

Requested Option: Shuttle

Submission: Shuttle

Anomalies: Not Applicable Data: Sch - Prekindergarten Students; Agy - Prekindergarten Teachers.

Department of Defense Dependents Schools

Date Received: 3/29/96

Requested Option: Diskette

Submission: Internet

Anomalies: Ungraded, Free-Lunch Eligible, Other Diploma, Other High School Completers and Dropout data are not collected by the Defense Department. Prekindergarten includes Sure Start. The student by race category will be less than membership because students are not required to report race. State abbreviations are AA AE and AP. FIPS, CMSA, MSC, and Locale codes are not applicable.

Date Due: 03/15/96

Description -----	Item Code -----	Description -----	Item Code -----
NCES Education Agency ID:	A01 _____	Classroom teachers:	C04 _____
State Education Agency ID:	A02 _____	Students by Grade:	
Name of Education Agency:	A03 _____	Ungraded:	D01 _____
		Prekindergarten:	D02 _____
State School ID:	B01 _____	Kindergarten:	D03 _____
NCES School ID:	B02 _____	Grade 01:	D04 _____
		Grade 02:	D05 _____
Name of School:	B03 _____	Grade 03:	D06 _____
Mailing Address:	B04 _____	Grade 04:	D07 _____
City:	B05 _____	Grade 05:	D08 _____
State (PO Abbreviation):	B06 _____	Grade 06:	D09 _____
ZIP Code + 4:	B07 _____	Grade 07:	D10 _____
		Grade 08:	D11 _____
Area Code + Phone Number:	B08 _____	Grade 09:	D12 _____
		Grade 10:	D13 _____
School Type Code:	C01 _	Grade 11:	D14 _____
Operational Status Code:	C02 _	Grade 12:	D15 _____
Type of Locale Code:	C03 _	Free lunch eligible:	E01 _____
		Students by Race:	
		American Indian/Alaskan Native:	E02 _____
		Asian/Pacific Islander:	E03 _____
		Hispanic:	E04 _____
		Black, Not Hispanic:	E05 _____
		White, Not Hispanic:	E06 _____