



**U.S. Department of Education**  
NCES 2007-364

# **Documentation to the NCES Common Core of Data Local Education Agency Universe Survey: School Year 2005-06**

**Version 1a**





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**May 2007**

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May 2007

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**Suggested Citation**

Sable, J., Gaviola, N, and Garofano, A. (2007). *Documentation to the NCES Common Core of Data Local Education Agency Universe Survey: School Year 2005–06* (NCES 2007-364). U.S. Department of Education. Washington, DC: National Center for Education Statistics.

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## **I. Introduction to the NCES Common Core of Data Local Education Agency Universe Survey: School Year 2005–06, 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. CCD data are sent to NCES by SEA personnel acting as CCD coordinators, are edited and maintained in machine-readable datasets 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 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 (100,890 in 2005–06) and open agencies (17,971 in 2005–06)<sup>1</sup> 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 2005–06 CCD Local Education Agency Universe Survey, there are 18,213 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 BIA, and the four outlying areas. Agencies that were coded as open in last year's (2004–05) files, but that are coded as closed for the 2005–06 school year (242 agencies), are kept in the file for one year, and then removed (i.e., not kept on the file after that). Their status is indicated by a value of 2 for the variable BOUND05. Once these closed agencies are removed from the count, 17,971 agencies remain. Of these 17,971 open agencies, 14,219 are regular local school districts, 1,443 are supervisory unions or regional educational centers, 198 are state-operated agencies, and 2,111 are federally operated or other agencies.

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 2005–06, 21 percent of all

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<sup>1</sup> 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.

open school districts were unlike typical districts (i.e., non-typical districts are types 3, 4, 5, 6, or 7).<sup>2</sup>

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: 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, 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, number of diploma recipients, number of other high school completers, 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, including information on when the data files were submitted by each state.

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<sup>2</sup>Type codes for school districts (TYPE05) 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

Information at all levels of aggregation—school, agency, and state—is provided to NCES 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, CCD 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.

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 decide where to report students unless it becomes clear to CCD staff that survey rules are not being properly applied.

### Comments About the Local Education Agency Universe Data File

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

Coverage, response, and nonsampling error. 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 Affairs, 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
- 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

On the record layout, the imputation variable in each case is identified by the name of the variable preceded by an “I.” The documentation explains any action taken by NCES regarding each variable. A frequency distribution of the values of each imputation flag is included in appendix B.

Missing value options. 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.

### **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 is presented in table 1.

(LEAID) NCES Education Agency ID. Each record contains a unique NCES Education Agency ID number. The first two characters of this number are the FIPS code.

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 2005-06. The state reported a total of 34 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 (TYPE05=2) of the New York City Public Schools, which is identified as a Supervisory Union (TYPE05=3). The Supervisory Union number item (UNION05) allows users to aggregate the geographic districts into a single entity for the New York City Public Schools.

(STID05) State Education Agency ID. State Local Education Agency ID numbers are assigned by SEAs and may not be unique across states.

(NAME05) Name of Education Agency. Each record contains an agency name. NCES reviewed any record filling the 60 characters assigned and may have adjusted the agency name to improve readability (i.e., applied standard abbreviations).

(PHONE05) Area Code + Telephone Number. Telephone number of the education agency. Telephone number was reported as “M” for 99 agencies.

(MSTREE05) 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.

(MCITY05) 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.

(MSTATE05) 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 16 agencies that have a mailing state code different from their FIPS state code is included at the end of this section in table 2.

(MZIP05, MZIP405) 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.

(LSTREE05) 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 535 records.

(LCITY05) Location City. Location city of the agency. Each record contains a location city.

(LSTATE05) 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.

(LZIP05, LZIP405) 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.

(TYPE05) 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 (TYPE05 = 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.

(UNION05) Supervisory Union Number. The records for 186 supervisory union components (TYPE05 = 2) and supervisory union administrative centers (TYPE05 = 3) contain an “M” in this field. The records for 172 supervisory union components and supervisory union administrative centers contain an “N” in this field.

(CONAME05) County Name. Name of county in which the agency is located. There are nine 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.

(CONUM05) 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 nine 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.

(CSA05) CSA Code. The Combined Statistical Area (CSA) Code associated with the agency’s address. Each record has a valid entry in this field. A value in this field indicates 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 geographic components of combined New England City and Town Areas (NECTAs) are individual metropolitan and micropolitan NECTAs in various combinations. The areas that combine retain their own designations as metropolitan or micropolitan statistical areas (or NECTAs) within the larger CSA (or combined NECTA).

(CBSA05) 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. For all states but those in New England, the assignment was made using a file of FIPS county codes matched to CBSA codes. For the New England states, the assignment was made using the NECTA codes of the schools within the corresponding agency. The metropolitan area definitions used were those issued by the U.S. Office of Management and Budget as of June 2003. Each record has a valid entry for this field.

(METMIC05) 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.

(MSC05) Metropolitan (Metro) Status Code. NCES’s classification of the agency’s service area relative to a CBSA. This code is based upon the locale codes of the schools within the agency. Local education agencies in which all schools have a locale code of 5, 6, or 7 (large town, small town, or rural, inside CBSA) are assigned a Metro Status Code of “3” (does not serve a CBSA). Within this code, any agency with a value other than 00000000 in the CBSA field—i.e., any agency whose address is within a CSA/CBSA—is assigned a Metro Status Code of “2” (serves a

CBSA but not primarily its principal city). For agencies whose schools have locale codes of 1, 2, 3, 4 or 8 (large city; midsize city; urban fringe of a large city; urban fringe of a midsize city; rural within a CBSA), enrollments are aggregated by locale code and the agency is assigned a Metro Status Code of “1” (primarily serves a principal city of a CBSA) or “2” (serves a CBSA but not primarily its principal city). Note that this procedure differs from that used prior to 1998–99, in which Metro Status Code was assigned solely on the basis of the agency’s mailing address. (See a more detailed description of the Metro Status Code methodology at the end of this section.) Metro Status Code contains an “N” for 14 records for the outlying areas and the Department of Defense overseas.

(BOUND05) Operational Status Code. The boundary change indicator is a 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 2005–06 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.

(GSLO05, GSHI05) 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.

(AGCHRT05) 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 = All associated schools are charter or noncharter schools.
- 3 = All associated schools are noncharter schools.

(UG05) 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.

(PK1205) 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. Some regular school districts contract with other agencies to provide services for some of their students (such as special education students) rather than operate schools for these students directly. To avoid duplication, these student counts are not reported for the receiving district. Conversely, in cases where all services are provided by a contracting district, no student counts are reported for the sending district. Student counts are also not generally attributed to supervisory union administrative centers or regional education services agencies.

(MIGRNT05) 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 2005–06 school year (i.e., data are for the previous [2004–05] school year).

(SPECED05) Special Education/IEP Students. Count of all students having a written Individualized Education Program (IEP) under the Individuals With Disabilities Education Act (IDEA), Part B.

(ELL05) English Language Learner Students. The number of English language learner (ELL) students served in appropriate programs.

(TOTDPL05) Diploma Recipients. Includes regular diploma recipients and other diploma recipients. Diploma recipient total counts that were not reported were calculated using reported diploma recipient detail. Data are for the previous (2004–05) school year. Data on diploma recipients by race/ethnicity and gender are not published in this file to prevent the possible identification of individuals.

(TOTOHC05) Other High School Completers. Some states grant a certificate of attendance or completion in lieu of a diploma, as reported in these fields. Other high school completers totals that were not reported were calculated using reported other high school completers detail. Data are for the previous (2004–05) school year. Data on other high school completers by race/ethnicity and gender are not published in this file to prevent the possible identification of individuals.

Disclosure Risk Analysis, Data Suppression, and Data Perturbation for High School Completers (Diploma Recipients and Other High School Completers).

The data files for the 2005–06 CCD Local Education Agency Universe Survey and the State Nonfiscal Survey of Public Elementary and Secondary Education have undergone disclosure risk analysis to eliminate the possibility of using the data to identify individuals who did not graduate with a diploma at the end of 12th grade. Each record in the two data files was examined to determine where a comparison of the diploma count to the affiliated 12th-grade membership could be used to accurately predict whether an individual was a diploma nonrecipient.

Analysis of the Local Education Agency Universe Survey file resulted in the suppression of diploma data for 218 agencies and the suppression of other high school completion data for 70 agencies. Suppressed cells were set to a value of -1 (missing). No changes were made to the imputation flags for these cells, and the suppressed cells are indistinguishable from missing values reported by states. Overall, there are 526 agencies with a missing or suppressed value for the diploma recipient total and 2,453 agencies with a missing or suppressed value for the other high school completers total. Suppression of detail in the Local Education Agency Universe survey file did not directly affect aggregate values for diploma recipients and other high school completer counts in the State Nonfiscal Survey of Public Elementary and Secondary Education file.

The State Nonfiscal Survey of Public Elementary and Secondary Education file also underwent disclosure risk analysis, but no data were suppressed. Rather than suppressing completion data for entire states or outlying areas, data perturbation was used to eliminate the risk of disclosure. Each record was examined to determine if a comparison between the 12th-grade membership and the diploma count, or the difference between the state's reported total and the aggregate total from the Local Education Agency Universe Survey file, could be used to determine with a high degree of certainty a diploma nonrecipient. This analysis led to 44 extra diplomas being added to 18 states or other jurisdictions, with no state receiving more than seven diplomas. These adjustments did not correspond with a change in the imputation flag and are indistinguishable from regular reported values.

Teacher and Staff Data Items. Teacher and staff data items in the file are as follows: Prekindergarten Teachers (PKTCH05), Kindergarten Teachers (KGTCH05), Elementary Teachers (ELMTCH05), Secondary Teachers (SECTCH05), Teachers of Ungraded Classes (UGTCH05), Total FTE Teachers (TOTTCH05), Instructional Aides (AIDES05), Instructional Coordinators/Supervisors (CORSUP05), Elementary Guidance Counselors (ELMGUI05), Secondary Guidance Counselors (SECGUI05), Total Guidance (TOTGUI05), Librarians/Media Specialists (LIBSPE05), Librarians/Media Support Staff (LIBSUP05), LEA Administrators (LEAADM05), LEA Administrative Support Staff (LEASUP05), School Administrators (SCHADM05), School Administrative Support Staff (SCHSUP05), Student Support Services Staff (STUSUP05), and All Other Support Staff (OTHSUP05).

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.

- (SCH05) 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.
- (TEACH05) 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.

### **Metro Status Code Methodology**

Metro status codes were assigned primarily through the use of existing school locale codes by the following methods:

1. The agency file was matched to the school file. Agencies that did not have any associated schools assigned had their previous year's metro status codes pulled forward. If the prior year's code was N, the code was assigned based on the agency city listed in the location address (or mailing address where no location address was provided).
2. Agencies with at least one associated school, but no enrollment, were separated from the main file.
3. The main file was then matched to the school file, and a count of locale codes by agency was obtained. (For a list of the locale codes, see "District Locale Code Methodology" below.)
4. Any agency that had an associated school with a locale code of 1, 2, 3, 4, or 8 was then separated out for further analysis. The remaining agencies were assigned a locale code of 3.
5. Agencies having schools with a locale code of 1, 2, 3, 4, or 8 were then matched back to the school file. Enrollment numbers were aggregated up by locale code for each group of schools belonging to a specific locale code in the agency using the following two sets of groupings: (1) locale codes 1 and 2; and (2) locale codes 3, 4, 5, 6, 7, and 8. Agencies whose schools in the first grouping had a greater enrollment number than those in the second grouping were assigned a metro status code of 1. The remaining agencies were assigned a metro status code of 2. There were no ties.
6. Agencies with at least one associated school, but no enrollment, were then queried by the number of schools within each locale code. Those agencies that had an equal or greater number of schools in the first group (locale codes 1 and 2) were assigned a metro status code of 1. Those that had a predominance of schools in the second group were assigned a metro status code of 2 if any school in the agency had a locale code other than 5, 6, or 7. Otherwise, they were assigned a metro status code of 3.
7. Agencies that had only one school with no enrollment were assigned a metro status code of 1 if the school had a locale code of 1 or 2; a metro status code of 2 if the school had a locale code of 3, 4, or 8; and a metro status code of 3 if the school had a locale code of 5, 6, or 7.
8. Agencies with no associated schools and no prior year's code were assigned a code based on the city listed in the agency location address (or mailing address where no location address was provided).
9. Outlying areas and Department of Defense overseas agencies were assigned a code of "N," as they administer education in foreign countries. Their county codes and county numbers are also coded as "N."
10. Metro status codes of 3 are changed to 2 if the district has a numeric value other than 00000000 in the CBSA field.

## **Metro Status Code**

Metro status code is the classification of an education agency's service area relative to a metropolitan statistical area. The agency classifications are as follows:

- 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.

## **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.

District locale codes are assigned primarily through the use of locale codes assigned to schools using the following methods.

1. If 50 percent or more of students attend schools in a single locale code, that code is assigned to the district.
2. Schools with locale codes 1 and 2 are put in one group; those with locale codes 3, 4, and 8 in another group; and those with locale codes 5, 6, and 7 in another group. The group that has the largest number of students is determined, and a district locale code is assigned based on the largest number of students in that group. If the number of students in two or more groups is the same, then the highest (i.e., most rural) locale code is assigned.
3. Districts with no schools or students are given a locale code of "N."

## **Locale Codes**

- 1 = Large city
- 2 = Midsize city
- 3 = Urban fringe of a large city
- 4 = Urban fringe of a midsize city
- 5 = Large town
- 6 = Small town
- 7 = Rural, outside CBSA
- 8 = Rural inside CBSA

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

State name/jurisdiction	FIPS <sup>1</sup>	Abbreviation <sup>2</sup>	State name/jurisdiction	FIPS <sup>1</sup>	Abbreviation <sup>2</sup>
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			
Kentucky	21	KY	Department of Defense		
Louisiana	22	LA	Dependents Schools		
Maine	23	ME	(overseas)	58 <sup>3</sup>	DO
Maryland	24	MD			
Massachusetts	25	MA	Department of Defense		
Michigan	26	MI	Dependents Schools		
Minnesota	27	MN	(domestic)	61 <sup>3</sup>	DD
Mississippi	28	MS			
Missouri	29	MO	Bureau of		
Montana	30	MT	Indian Education	59 <sup>3</sup>	BI
Nebraska	31	NE			
Nevada	32	NV	American Samoa	60	AS
New Hampshire	33	NH	Guam	66	GU
New Jersey	34	NJ	Northern Marianas	69	MP
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			

<sup>1</sup> Federal Information Processing Standards Codes (01–78).

<sup>2</sup> Postal state abbreviation codes.

<sup>3</sup> Not official U.S. FIPS code. The state abbreviations for Department of Defense (overseas) schools are AA, AE, and AP to indicate schools located in Asia, Europe, and the Pacific, respectively. For Department of Defense (domestic) schools and Bureau of Indian Affairs schools, state abbreviations correspond to the state in which the school is located.

Table 2. Agencies with mailing address in another state, by administration state and NCES agency identification number: School year 2005–06

Administration state and NCES agency ID	Agency name	City	State
Arizona			
0400103	OMBUDSMAN EDUCATIONAL SVCS	LIBERTYVILLE	IL
0400188	ADVANCED EDUCATION SVCS, INC	COLTON	CA
0400234	ACADEMY OF ARIZONA	SOUTHFIELD	MI
0400286	ADVANCED EDUCATION SERVICES	COLTON	CA
0400324	AZ SCHOOL FOR INTEGRATED ACAD	VISTA	CA
0400383	LIFE SKILLS CENTER OF ARIZONA,	AKRON	OH
Idaho			
1602610	PLEASANT VALLEY SCH DIST 364	JORDAN VALLEY	OR
North Dakota			
3803150	BOWLINE BUTTE 19	SIDNEY	MT
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
Texas			
4800077	BEXAR COUNTY ACADEMY	SOUTHFIELD	MI
4842540	TEXHOMA ISD	TEXHOMA	OK
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,” 2005–06, 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 2005–06 Local Education Agency Universe Survey SAS file is called AG051a.SAS7BDAT, and the flat ASCII file is called AG051a.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 (05 = 2005–06 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.

Approximately 1 year after the release of the first version of the final file (version number 1a), NCES releases a revised data file. The purpose of the revised data file is to allow SEAs to submit any corrections to their data. The revised file is labeled 1b unless an additional revision of the file (version 1a) has occurred sometime in that year due to an error NCES found in the file.

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(\*) Fields have one explicit decimal place

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

The file contains data for school year 2005–06, 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.

<b>Variable Name</b>	<b>Start Position</b>	<b>End Position</b>	<b>Field Length</b>	<b>Data Type Description</b>
LEAID	0001	0007	7	AN NCES Local Education Agency ID. The first two positions of this field are also the FIPS state code.
+FIPST	0001	0002	2	AN Federal Information Processing Standards (FIPS) state code.
STID05	0008	0021	14	AN State’s own ID for the education agency.
NAME05	0022	0081	60	AN Name of the education agency.
<p>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.</p> <p>M: when alphanumeric data are missing; that is, a value is expected but none was measured.</p> <p>-1: when numeric data are missing; that is, a value is expected but none was measured.</p> <p>N: when alphanumeric data are not applicable; that is, a value is neither expected nor measured.</p> <p>-2: when numeric data are not applicable; that is, a value is neither expected nor measured.</p>				
PHONE05	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.
MSTREE05	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.”
MCITY05	0122	0151	30	AN Name of the mailing address city.
MSTATE05	0152	0153	2	AN Two-letter U.S. Postal Service abbreviation for the state where the mailing address is located.
MZIP05	0154	0158	5	AN Five-digit U.S. Postal Service ZIP code for the mailing address.
MZIP405	0159	0162	4	AN Four-digit ZIP+4, if assigned; if none, field is blank.
LSTREE05	0163	0192	30	AN Location address.
LCITY05	0193	0222	30	AN Location city.
LSTATE05	0223	0224	2	AN Location state (two-letter postal abbreviation).

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Variable Name	Start Position	End Position	Field Length	Data Type Description
LZIP05	0225	0229	5	AN Location 5-digit ZIP Code.
LZIP405	0230	0233	4	AN Location +4 ZIP Code.
TYPE05	0234	0234	1	AN NCES code for type of agency:  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.
UNION05	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."
CONUM05	0238	0242	5	AN FIPS county number. NOTE: Position #0238–0239 is the FIPS state number, and position #0240–0242 is the FIPS number for county within state.
CONAME05	0243	0272	30	AN Name of county.
CSA05	0273	0275	3	AN A value in this field indicates the agency's address is associated with a recognized combined statistical area (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 geographic components of combined New England City and Town Areas (NECTAs) are individual metropolitan and micropolitan NECTAs in various combinations. The areas that combine retain their own designations as metropolitan or micropolitan statistical areas (or NECTAs) within the larger CSA (or combined NECTA).
CBSA05	0276	0280	5	AN 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



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Variable Name	Start Position	End Position	Field Length	Data Type Description
				field is zero filled. For all states but those in New England, the assignment was made using a file of FIPS county codes matched to core based statistical area (CBSA) codes. For the New England states, the assignment was made using the NECTA codes of the schools within the corresponding agency. The metropolitan area definitions used were those issued by the U.S. Office of Management and Budget as of June 2003.
METMIC05	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.
MSC05	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.
LOCALE05	0283	0283	1	AN NCES code for location of the agency relative to populous areas derived from the locale codes of the agency’s schools: 1 = <u>Large city</u> : A principal city of a metropolitan core based statistical area (CBSA), with the city having a population greater than or equal to 250,000.  2 = <u>Midsized city</u> : A principal city of a metropolitan CBSA, with the city having a population less than 250,000.  3 = <u>Urban fringe of a large city</u> : Any incorporated place, Census-designated place, or non-place territory within a metropolitan CBSA of a large city and defined as urban by the Census Bureau.  4 = <u>Urban fringe of a midsized city</u> : Any incorporated place, Census-designated place, or non-place territory within a CBSA of a midsized city and defined as urban by the Census Bureau.  5 = <u>Large town</u> : 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.  6 = <u>Small town</u> : An incorporated place or Census-designated place with a population less than 25,000 and greater than or equal to 2,500 and located outside a metropolitan CBSA or inside a micropolitan CBSA.  7 = <u>Rural, outside CBSA</u> : Any incorporated place, Census-designated place, or non-place territory not within a metropolitan CBSA or within a micropolitan CBSA and defined as rural by the Census Bureau.

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Variable Name	Start Position	End Position	Field Length	Data Type Description
				8 = <u>Rural, inside CBSA</u> : Any incorporated place, Census-designated place, or non-place territory within a metropolitan CBSA and defined as rural by the Census Bureau.
BOUND05	0284	0284	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.  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.
GSLO05	0285	0286	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.
GSHI05	0287	0288	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, GSLO05 and GSHI05 are the grade span of the school.
AGCHRT05	0289	0289	1	AN Agency charter. Code indicating charter schools served:  1 = All associated schools are charter schools.  2 = All associated schools are charter and noncharter schools.  3 = All associated schools are noncharter schools.
SCH05	0290	0294	5	N Aggregate number of schools associated with this agency in the CCD school universe file.
TEACH05	0295	0301	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.
UG05	0302	0308	7	N Total number of students in classes or programs without standard grade

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Variable Name	Start Position	End Position	Field Length	Data Type Description
				designations.
PK1205	0309	0315	7	N Total number of students in classes from prekindergarten through 12th grade that are part of the public school program.
MEMBER05	0316	0322	7	N Calculated total student membership of the local education agency: the sum of the fields UG05 and PK1205.
MIGRNT05	0323	0329	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 2005–06 school year.
SPECED05	0330	0336	7	N Count of all students having a written Individualized Education Program (IEP) under the Individuals With Disabilities Education Act (IDEA), Part B.
ELL05	0337	0343	7	N The number of English language learner (ELL) students served in appropriate programs.
PKTCH05	0344	0350	7*	N Prekindergarten teachers. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
KGTCH05	0351	0357	7*	N Kindergarten teachers. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
ELMTCH05	0358	0364	7*	N Elementary teachers. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
SECTCH05	0365	0371	7*	N Secondary teachers. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
UGTCH05	0372	0378	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.
TOTTCH05	0379	0385	7*	N Total teachers. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
AIDES05	0386	0392	7*	N Instructional aides. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
CORSUP05	0393	0399	7*	N Instructional coordinators & supervisors. Full-time equivalency reported to the nearest tenth; includes one explicit decimal.
ELMGUI05	0400	0406	7*	N Elementary guidance counselors. Full-time equivalency reported to the nearest tenth; includes one explicit decimal.
SECGUI05	0407	0413	7*	N Secondary guidance counselors. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
TOTGUI05	0414	0420	7*	N Total guidance counselors. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
LIBSPE05	0421	0427	7*	N Librarians/media specialists. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.

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<b>Variable Name</b>	<b>Start Position</b>	<b>End Position</b>	<b>Field Length</b>	<b>Data Type Description</b>
LIBSUP05	0428	0434	7*	N Library/media support staff. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
LEAADM05	0435	0441	7*	N LEA administrators. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
LEASUP05	0442	0448	7*	N LEA administrative support staff. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
SCHADM05	0449	0455	7*	N School administrators. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
SCHSUP05	0456	0462	7*	N School administrative support staff. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
STUSUP05	0463	0469	7*	N Student support services staff. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
OTHSUP05	0470	0476	7*	N All other support services staff. Full-time equivalency reported to the nearest tenth; field includes one explicit decimal.
TOTDPL05	477	482	6	N Total diploma recipients. Includes both regular and other diploma recipients.
TOTOHC05	483	488	6	N Total other high school completers.
IGSLO05	489	489	1	AN If this field contains anything other than “R,” the GSLO value originally submitted was adjusted.
IGSHI05	490	490	1	AN If this field contains anything other than “R,” the GSHI value originally submitted was adjusted.
ISCH05	491	491	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.
ITEACH05	492	492	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.
IUG05	493	493	1	AN If this field contains anything other than “R,” the ungraded student count originally submitted was adjusted.
IPK1205	494	494	1	AN If this field contains anything other than “R,” the PK through 12 student count originally submitted was adjusted.
IMEMB05	495	495	1	AN If this field contains anything other than “T,” the total student count (ungraded plus PK through 12) was adjusted.
IMIGRN05	496	496	1	AN If this field contains anything other than “R,” the migrant student count originally submitted was adjusted.
ISPEC05	497	497	1	AN If this field contains anything other than “R,” the special education/IEP count originally submitted was adjusted.
IELL05	498	498	1	AN If this field contains anything other than “R,” the English language learner student count originally submitted was adjusted.

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Variable Name	Start Position	End Position	Field Length	Data Type Description
IPKTCH05	499	499	1	AN If this field contains anything other than “R,” the prekindergarten teacher count originally submitted was adjusted.
IKGTCH05	500	500	1	AN If this field contains anything other than “R,” the kindergarten teacher count originally submitted was adjusted.
IELTCH05	501	501	1	AN If this field contains anything other than “R,” the elementary teacher count originally submitted was adjusted.
ISETCH05	502	502	1	AN If this field contains anything other than “R,” the secondary teacher count originally submitted was adjusted.
IUGTCH05	503	503	1	AN If this field contains anything other than “R,” the teachers of ungraded classes count originally submitted was adjusted.
ITOTCH05	504	504	1	AN If this field contains anything other than “R,” the total FTE teacher count originally submitted was adjusted.
IAIDES05	505	505	1	AN If this field contains anything other than “R,” the instructional aides count originally submitted was adjusted.
ICOSUP05	506	506	1	AN If this field contains anything other than “R,” the instructional coordinators and supervisors count originally submitted was adjusted.
IELGUI05	507	507	1	AN If this field contains anything other than “R,” the elementary guidance counselors count originally submitted was adjusted.
ISEGUI05	508	508	1	AN If this field contains anything other than “R,” the secondary guidance counselors count originally submitted was adjusted.
ITOGUI05	509	509	1	AN If this field contains anything other than “R,” the total guidance counselors count originally submitted was adjusted.
ILISPE05	510	510	1	AN If this field contains anything other than “R,” the librarians/media specialists count originally submitted was adjusted.
ILISUP05	511	511	1	AN If this field contains anything other than “R,” the library/media support staff count originally submitted was adjusted.
ILEADM05	512	512	1	AN If this field contains anything other than “R,” the LEA administrators count originally submitted was adjusted.
ILESUP05	513	513	1	AN If this field contains anything other than “R,” the LEA administrative support staff count originally submitted was adjusted.
ISCADM05	514	514	1	AN If this field contains anything other than “R,” the school administrative support staff count originally submitted was adjusted.
ISCSUP05	515	515	1	AN If this field contains anything other than “R,” the school administrative support staff count originally submitted was adjusted.
ISTSUP05	516	516	1	AN If this field contains anything other than “R,” the student support services staff count originally submitted was adjusted.

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<b>Variable Name</b>	<b>Start Position</b>	<b>End Position</b>	<b>Field Length</b>	<b>Data Type Description</b>
IOTSUP05	517	517	1	AN If this field contains anything other than “R,” the all other support services staff count originally submitted was adjusted.
ITDPL05	518	518	1	AN If this field contains anything other than “R,” the total diploma recipients count originally submitted was adjusted.
ITOHC05	519	519	1	AN If this field contains anything other than “R,” the total other high school completers count originally submitted was adjusted.

**APPENDIX B—Value Distribution and Field Frequencies for the  
Common Core of Data Local Education Agency  
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**APPENDIX B—Value Distribution and Field Frequencies**  
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Variable	Label	M	N	Other
FIPST	FIPS State Number	0	0	18,213
LEAID	Unique Agency ID (NCES Assigned)	0	0	18,213
STID05	State Agency ID	0	0	18,213
NAME05	Name of Local Education Agency	0	0	18,213
PHONE05	Telephone Number of Agency	172	0	18,041
MSTREE05	Mailing Address	0	3	18,210
MCITY05	Mailing City Name	0	0	18,213
MSTATE05	Mailing USPS State Abbreviation	0	0	18,213
MZIP05	Mailing 5-Digit ZIP Code	1	0	18,212
MZIP405	Mailing ZIP+4 (if assigned)	0	0	15,294
LSTREE05	Location Address	544	0	17,669
LCITY05	Location City Name	0	0	18,213
LSTATE05	Location USPS State Abbreviation	0	0	18,213
LZIP05	Location 5-Digit ZIP Code	1	0	18,212
LZIP405	Location ZIP+4 (if assigned)	0	0	15,131
UNION05	Supervisory Union Number	186	414	17,613
CONUM05	FIPS County Number (FIPS St + County)	9	9	18,195
CONAME05	County Name	9	9	18,195
CSA05	CSA Code	0	0	18,213
CBSA05	CBSA Code	0	0	18,213

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.

**APPENDIX B—Value Distribution and Field Frequencies**  
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Variable	Label	Minimum	Maximum	Mean	-1	-2
SCH05	Number of Schools (School Univ)	0	1,523.0	5.7	0	414
TEACH05	Total Classroom Teachers (School Univ)	0	42,036.0	165.6	1,411	1,343
UG05	Total Ungraded Students	0	30,808.0	37.8	0	9,040
PK1205	Total PK Through 12 Students	0	696,511.0	2,990.9	11	1,681
MEMBER05	Total Calculated Students	0	727,319.0	3,003.0	15	1,628
MIGRNT05	Migrant Students	0	5,981.0	29.6	6,598	3,246
SPECED05	Count of Special Ed/IEP Students	0	83,972.0	411.7	142	1,612
ELL05	English Language Learner Students	0	293,711.0	296.3	2,497	1,347
PKTCH05	Prekindergarten Teachers	0	1,503.4	2.7	4,069	771
KGTCH05	Kindergarten Teachers	0	3,845.3	11.1	2,471	893
ELMTCH05	Elementary Teachers	0	33,219.1	92.0	1,118	938
SECTCH05	Secondary Teachers	0	21,057.1	70.3	1,117	1,069
UGTCH05	Teachers of Ungraded Classes	0	11,263.7	21.8	1,027	7,068
TOTTCH05	Total FTE Teachers	0	70,888.5	186.1	285	873
AIDES05	Instructional Aides	0	11,764.5	41.6	1,420	888
CORSUP05	Instructional Coordinators/Supervisors	0	1,462.1	2.8	654	799
ELMGUI05	Elementary Guidance Counselors	0	868.5	2.6	1,304	1,071
SECGUI05	Secondary Guidance Counselors	0	1,519.8	3.9	1,304	1,102
TOTGUI05	Total Guidance	0	2,388.4	6.2	402	985
LIBSPE05	Librarians/Media Specialists	0	1,118.0	3.3	388	1,005
LIBSUP05	Library Media Support Staff	0	253.0	2.5	5,723	847
LEAADM05	LEA Administrators	0	1,687.0	3.9	382	787
LEASUP05	LEA Administrators Support Staff	0	2,267.0	10.4	2,163	821
SCHADM05	School Administrators	0	3,577.9	10.1	404	883
SCHSUP05	School Administrative Support Staff	0	4,530.0	17.5	3,240	889
STUSUP05	Student Support Services Staff	0	3,825.7	12.9	659	786
OTHSUP05	All Other Support Staff	0	18,510.0	75.0	2,612	838
TOTDPL05	Diploma Recipients (Total)	0	29,741.0	230.6	526	5,571
TOTOHC05	Other High School Completers (Total)	0	1,505.0	10.6	2,453	11,663

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.

**APPENDIX B—Value Distribution and Field Frequencies**  
**Common Core of Data Local Education Agency Universe Survey: School Year 2005-06**

Agency Type

TYPE05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	12,768	70.10	12,768	70.10
2	1,547	8.49	14,315	78.60
3	287	1.58	14,602	80.17
4	1,171	6.43	15,773	86.60
5	203	1.11	15,976	87.72
6	39	0.21	16,015	87.93
7	2,198	12.07	18,213	100.00

Metro/Micro Code

METMIC05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
0	5,837	32.05	5,837	32.05
1	9,144	50.21	14,981	82.25
2	3,232	17.75	18,213	100.00

Metro Status Code

MSC05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	2,293	12.59	2,293	12.59
2	7,522	41.30	9,815	53.89
3	8,142	44.70	17,957	98.59
N	256	1.41	18,213	100.00

Agency Locale Code

LOCALE05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	940	5.16	940	5.16
2	978	5.37	1,918	10.53
3	2,585	14.19	4,503	24.72
4	1,502	8.25	6,005	32.97
5	133	0.73	6,138	33.70
6	1,688	9.27	7,826	42.92
7	5,251	28.83	13,077	71.80
8	2,669	14.65	15,746	86.45
N	2,467	13.55	18,213	100.00

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**APPENDIX B—Value Distribution and Field Frequencies**  
**Common Core of Data Local Education Agency Universe Survey: School Year 2005-06**

Operational Status Code

BOUND05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	17,455	95.84	17,455	95.84
2	242	1.33	17,697	97.17
3	252	1.38	17,949	98.55
4	48	0.26	17,997	98.81
5	43	0.24	18,040	99.05
6	18	0.10	18,058	99.15
7	154	0.85	18,212	99.99
8	1	0.01	18,213	100.00

Agency Low Grade Offered

GSLO05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
01	78	0.43	78	0.43
02	25	0.14	103	0.57
03	28	0.15	131	0.72
04	25	0.14	156	0.86
05	104	0.57	260	1.43
06	173	0.95	433	2.38
07	289	1.59	722	3.96
08	43	0.24	765	4.20
09	890	4.89	1,655	9.09
10	58	0.32	1,713	9.41
11	19	0.10	1,732	9.51
12	4	0.02	1,736	9.53
KG	5,315	29.18	7,051	38.71
N	1,497	8.22	8,548	46.93
PK	9,569	52.54	18,117	99.47
UG	96	0.53	18,213	100.00

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**APPENDIX B—Value Distribution and Field Frequencies**  
**Common Core of Data Local Education Agency Universe Survey: School Year 2005-06**

Agency High Grade Offered

GSHI05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
01	12	0.07	12	0.07
02	11	0.06	23	0.13
03	20	0.11	43	0.24
04	48	0.26	91	0.50
05	145	0.80	236	1.30
06	604	3.32	840	4.61
07	71	0.39	911	5.00
08	2,752	15.11	3,663	20.11
09	82	0.45	3,745	20.56
10	50	0.27	3,795	20.84
11	44	0.24	3,839	21.08
12	12,718	69.83	16,557	90.91
KG	18	0.10	16,575	91.01
N	1,497	8.22	18,072	99.23
PK	45	0.25	18,117	99.47
UG	96	0.53	18,213	100.00

Agency Charter

AGCHRT05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
1	1,987	10.91	1,987	10.91
2	595	3.27	2,582	14.18
3	14,465	79.42	17,047	93.60
N	1,166	6.40	18,213	100.00

Agency Low Grade Offered Adj Flag

IGSLO05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	1,418	7.79	1,418	7.79
N	414	2.27	1,832	10.06
R	16,381	89.94	18,213	100.00

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**APPENDIX B—Value Distribution and Field Frequencies**  
**Common Core of Data Local Education Agency Universe Survey: School Year 2005-06**

Agency High Grade Offered Adj Flag

IGSHI05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	1,331	7.31	1,331	7.31
N	414	2.27	1,745	9.58
R	16,468	90.42	18,213	100.00

Number of Schools Adj Flag

ISCH05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
N	414	2.27	414	2.27
T	17,799	97.73	18,213	100.00

Total Classroom Teachers Adj Flag

ITEACH05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
N	414	2.27	414	2.27
T	17,799	97.73	18,213	100.00

Total Ungraded Students Adj Flag

IUG05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	1,752	9.62	1,752	9.62
N	414	2.27	2,166	11.89
R	14,323	78.64	16,489	90.53
T	1,724	9.47	18,213	100.00

Total PK Through 12 Students Adj Flag

IPK1205	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	376	2.06	376	2.06
N	414	2.27	790	4.34
R	15,699	86.20	16,489	90.53
T	1,724	9.47	18,213	100.00

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**APPENDIX B—Value Distribution and Field Frequencies**  
**Common Core of Data Local Education Agency Universe Survey: School Year 2005-06**

Total Calculated Students Adj Flag

IMEMB05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
N	414	2.27	414	2.27
T	17,799	97.73	18,213	100.00

Migrant Adj Flag

IMIGRN05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	2,417	13.27	2,417	13.27
N	414	2.27	2,831	15.54
R	15,382	84.46	18,213	100.00

Special Ed/IEP Students Adj Flag

ISPEC05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	490	2.69	490	2.69
N	414	2.27	904	4.96
R	17,309	95.04	18,213	100.00

English Language Learner Students Adj Flag

IELL05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	616	3.38	616	3.38
N	414	2.27	1,030	5.66
R	17,183	94.34	18,213	100.00

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**APPENDIX B—Value Distribution and Field Frequencies**  
**Common Core of Data Local Education Agency Universe Survey: School Year 2005-06**

Prekindergarten Teachers Adj Flag

IPKTCH05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	2,703	14.84	2,703	14.84
N	414	2.27	3,117	17.11
R	15,096	82.89	18,213	100.00

Kindergarten Teachers Adj Flag

IKGTCH05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	1,104	6.06	1,104	6.06
N	414	2.27	1,518	8.33
R	16,695	91.67	18,213	100.00

Elementary Teachers Adj Flag

IELTCH05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	50	0.27	50	0.27
N	414	2.27	464	2.55
R	17,749	97.45	18,213	100.00

Secondary Teachers Adj Flag

ISETCH05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	50	0.27	50	0.27
N	414	2.27	464	2.55
R	17,749	97.45	18,213	100.00

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**APPENDIX B—Value Distribution and Field Frequencies**  
**Common Core of Data Local Education Agency Universe Survey: School Year 2005-06**

Ungraded Teachers Adj Flag

IUGTCH05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	1,463	8.03	1,463	8.03
N	414	2.27	1,877	10.31
R	16,336	89.69	18,213	100.00

Total FTE Teachers Adj Flag

ITOTCH05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	50	0.27	50	0.27
N	414	2.27	464	2.55
R	17,749	97.45	18,213	100.00

Instructional Aides Adj Flag

IAIDES05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	1,355	7.44	1,355	7.44
N	414	2.27	1,769	9.71
R	16,444	90.29	18,213	100.00

Instruc Coordinators/Super Adj Flag

ICOSUP05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	420	2.31	420	2.31
N	414	2.27	834	4.58
R	17,379	95.42	18,213	100.00

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**APPENDIX B—Value Distribution and Field Frequencies**  
**Common Core of Data Local Education Agency Universe Survey: School Year 2005-06**

Elementary Guidance Counselor Adj Flag

IELGUI05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	3,632	19.94	3,632	19.94
N	414	2.27	4,046	22.21
R	14,167	77.79	18,213	100.00

Secondary Guidance Counselor Adj Flag

ISEGUI05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	3,632	19.94	3,632	19.94
N	414	2.27	4,046	22.21
R	14,167	77.79	18,213	100.00

Total Guidance Counselor Adj Flag

ITOGUI05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	298	1.64	298	1.64
N	414	2.27	712	3.91
R	17,501	96.09	18,213	100.00

Library/Media Specialist Adj Flag

ILISPE05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	271	1.49	271	1.49
N	414	2.27	685	3.76
R	17,528	96.24	18,213	100.00

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**APPENDIX B—Value Distribution and Field Frequencies**  
**Common Core of Data Local Education Agency Universe Survey: School Year 2005-06**

Library Media Support Staff Adj Flag

ILISUP05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	3,053	16.76	3,053	16.76
N	414	2.27	3,467	19.04
R	14,746	80.96	18,213	100.00

LEA Administrator Adj Flag

ILEADM05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	271	1.49	271	1.49
N	414	2.27	685	3.76
R	17,528	96.24	18,213	100.00

LEA Admin Support Staff Adj Flag

ILESUP05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	1,983	10.89	1,983	10.89
N	414	2.27	2,397	13.16
R	15,816	86.84	18,213	100.00

School Admin Adj Flag

ISCADM05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	271	1.49	271	1.49
N	414	2.27	685	3.76
R	17,528	96.24	18,213	100.00

School Admin Support Adj Flag

ISCSUP05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	3,029	16.63	3,029	16.63
N	414	2.27	3,443	18.90
R	14,770	81.10	18,213	100.00

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**APPENDIX B—Value Distribution and Field Frequencies**  
**Common Core of Data Local Education Agency Universe Survey: School Year 2005-06**

Student Support Serv Staff Adj Flag

ISTSUP05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	366	2.01	366	2.01
N	414	2.27	780	4.28
R	17,433	95.72	18,213	100.00

All Other Support Staff Adj Flag

IOTSUP05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	1,864	10.23	1,864	10.23
N	414	2.27	2,278	12.51
R	15,935	87.49	18,213	100.00

Diploma Recipients (Total) Adj Flag

ITDPL05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	4,072	22.36	4,072	22.36
N	346	1.90	4,418	24.26
R	13,795	75.74	18,213	100.00

Other High School Completers (Total) Adj Flag

ITOHC05	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	6,887	37.81	6,887	37.81
N	389	2.14	7,276	39.95
R	10,937	60.05	18,213	100.00

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**APPENDIX C—Glossary for the Common Core of Data:  
School Year 2005-06**



## **APPENDIX C—Glossary for the Common Core of Data: School Year 2005–06**

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.

### **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.

### **Core Based Statistical Area (CBSA)**

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

## **APPENDIX C—Glossary for the Common Core of Data: School Year 2005–06**

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 “Large City,” “Midsize City,” “Urban Fringe of a Large City,” “Urban Fringe of a Midsize City,” “Large Town,” “Small Town,” “Rural, Outside CBSA,” and “Rural, Inside CBSA.”)

### **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 that, when combined with longitude, reflects an estimation of where the school is physically situated on the street segment to which it was coded. Latitudes that are north of the equator are shown with a prefix of “N” while those south of the equator have a prefix of “S.” Coordinate degrees, minutes, and seconds have been converted to and are displayed in terms of their decimal equivalent. The first 3 digits of the code represent the number of degrees from the equator; the last 6 digits represent the fraction of the next degree carried out to six decimal places, with an implied decimal. For example, if a school’s latitude is 30 degrees, 30 minutes north, then it is shown as 030500000.

## **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

## **APPENDIX C—Glossary for the Common Core of Data: School Year 2005–06**

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**

Locale code is defined based on how the school is situated in a particular location relative to populous areas, based on the school’s address. (See also “Large City,” “Midsize City,” “Urban Fringe of a Large City,” “Urban Fringe of a Midsize City,” “Large Town,” “Small Town,” “Rural, Outside CBSA,” and “Rural, Inside CBSA.”)

### **Longitude**

Longitude is the east or west angular distance from the prime meridian that, when combined with latitude, reflects an estimation of where the school is physically situated on the street segment to which it was coded. Longitude values west of the prime meridian are shown with a prefix of “-” and longitudes east of the prime meridian are shown with a prefix of “+”. Coordinate degrees, minutes, and seconds have been converted to and are displayed in terms of their decimal equivalent. The first 3 digits of the code represent the number of degrees from the prime meridian; the last 6 digits represent the fraction of the next degree carried out to six decimal places, with an implied decimal. For example, if a school’s longitude is 90 degrees, 15 minutes west, then it is shown as -090250000.

### **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 an education agency’s service area relative to a CBSA. (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.

## **Midsized City**

A principal city of a metropolitan CBSA, with the city having a population less than 250,000. (See also “Locale Code.”) Prior to 1994–95, term was defined as a central city of a metropolitan area with a population less than 400,000 and a population density less than 6,000 people per square mile.

## **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. (See also “Locale Code.”)

### **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**

Any incorporated place, Census-designated place, or non-place territory not within a metropolitan CBSA or within a micropolitan CBSA and defined as rural by the Census Bureau. From 1998–99 onward, the category was separated into “Rural, Inside CBSA” and “Rural, Outside CBSA.”

## **Rural, Inside CBSA**

Any incorporated place, Census-designated place, or non-place territory within a metropolitan CBSA and defined as rural by the Census Bureau. Category represents a subset of “Rural,” and was introduced in 1998–99. (See also “Locale Code.”)

## **Rural, Outside CBSA**

Any incorporated place, Census-designated place, or non-place territory not within a metropolitan CBSA or within a micropolitan CBSA and defined as rural by the Census Bureau. Category represents a subset of “Rural,” and was introduced in 1998–99. (See also “Locale Code.”)

## **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.

## **Small Town**

An incorporated place or Census Designated Place (CDP) with a population less than 25,000 and greater than or equal to 2,500 and located outside a metropolitan CBSA or inside a micropolitan CBSA. (See also “Locale Code.”)

## **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.

## **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.

## **Ungraded Student**

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



## **Urban Fringe**

A closely settled area, contiguous to a principal city, outside a principal city; with a minimum population of 2,500 inhabitants; with a population density of at least 1,000 per square mile; and with a Census Urbanized Area Code. (See also “Locale Code.”)

## **Urban Fringe of a Large City**

Any incorporated place, Census-designated place, or non-place territory within a metropolitan CBSA of a large city and defined as urban by the Census Bureau. Prior to 1994–95, defined as any incorporated place, Census-designated place, or non-place territory within a CBSA or CSA and defined as urban by the Census Bureau, with a principal city with a population of 400,000 or more, or a population density of at least 6,000 people per square mile. (See also “Locale Code.”)

## **Urban Fringe of a Midsize City**

Any incorporated place, Census-designated place, or non-place territory within a CBSA of a midsize city and defined as urban by the Census Bureau. Prior to 1994–95, defined as any incorporated place, Census-designated place, or non-place territory within a CBSA or CSA and defined as urban by the Census Bureau, with a principal city with a population less than 400,000, or a population density less than 6,000 people per square mile. (See also “Locale Code.”)

## **Urbanized Area**

An area with a population concentration of at least 50,000—generally consisting of a principal city and the surrounding, closely settled, contiguous territory—and with a population density of at least 1,000 inhabitants per square mile.

## **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 2005-06**



## APPENDIX D—State Notes for the Common Core of Data: School Year 2005–06

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

### Alabama

**Anomalies:** Missing Data: Agn – Diploma Recipients, Other High School Completers. Not Applicable: Sch – Charter School; Agn – Teachers of Ungraded Classes, Ungraded Students.

**Comments:** Agency-level student membership vs. state-level student membership—Agency-level student membership exceeds the total membership reported for the state.

### Alaska

**Anomalies:** Not Applicable: Sch – Ungraded Students; Agn – Teachers of Ungraded Classes, Ungraded Students.

### Arizona

**Anomalies:** Not Applicable: Agn – Teachers of Ungraded Classes.

**Comments:** Prekindergarten (PK) students—The number of prekindergarten students increased by 35 percent from 2004–05 due to improvements in reporting of prekindergarten students by the state.

### Arkansas

**Anomalies:** None.

### California

**Anomalies:** Missing Data: Sch – Prekindergarten Students; Agn – Prekindergarten Teachers, Library Media Support Staff. Not Applicable: Agn – Other High School Completers.

**Comments:** Other support staff—The agency-level count of other support staff exceeds the count on the state-level because the state-level count was adjusted to disaggregate other staff categories which were included in the other support staff state-level count.

### Colorado

**Anomalies:** Not Applicable: Sch – Ungraded Students. Agn – Ungraded Students, Teachers of Ungraded Classes.

### Connecticut

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

## APPENDIX D—State Notes for the Common Core of Data: School Year 2005–06

### Delaware

**Anomalies:** Not Applicable: Sch – Ungraded Students; Agn – Ungraded Students, Teachers of Ungraded Classes.

### District of Columbia

**Anomalies:** Missing Data: 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. 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:** Not Applicable: Sch – Ungraded Students; Agn – Ungraded Students.

**Comments:** Prekindergarten (PK) teachers—The number of prekindergarten teachers increased by 195 percent from 2004–05 due to the implementation of a new prekindergarten program in Florida that resulted in a large number of prekindergarten teacher hires.

Migrant Students—The number of migrant students increased by 1,042 percent from 2004–05 due to improved reporting practices by the state. In 2004–05, Florida reported migrant students served during the regular school year only. In 2005–06, Florida reported migrant students served during both the regular school year and summer.

### Georgia

**Anomalies:** Not Applicable: Sch – Ungraded Students; Agn – Ungraded Students, Teachers of Ungraded Classes.

### Hawaii

**Anomalies:** Missing Data: Agn— Kindergarten Teachers. Not Applicable: Sch – Magnet School.

**Comments:** Elementary teachers—The agency-level count of elementary teachers exceeds the count on the state-level because the state-level count was adjusted to disaggregate other level teachers which were included in the elementary teacher state-level count.

### Idaho

**Anomalies:** Not Applicable: Sch – Magnet School, Ungraded Students; Agn – Ungraded Students, Teachers of Ungraded Classes.

## APPENDIX D—State Notes for the Common Core of Data: School Year 2005–06

### Illinois

**Anomalies:** Missing Data: Agn – English Language Learner Students, Instructional Aides, Library Media Support Staff, LEA Administrative Support Staff, School Administrative Support Staff, All Other Support Staff. Not Applicable: Agn – Other High School Completers.

### Indiana

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

### Iowa

**Anomalies:** Not Applicable: Sch – Magnet School, Ungraded Students; Agn – Ungraded Students, Teachers of Ungraded Classes.

**Comments:** Prekindergarten (PK) teachers—The number of prekindergarten teachers increased by 30 percent from 2004–05 due to the implementation of a prekindergarten programs in Iowa that resulted in a large number of prekindergarten teacher hires.

### Kansas

**Anomalies:** Not Applicable: Agn – Other High School Completers.

**Comments:** Agency-level student membership vs. state-level student membership—Agency-level student membership exceeds the total membership reported for the state.

### Kentucky

**Anomalies:** Missing Data: Sch – Prekindergarten Students. Not Applicable: Sch – Charter School.

### Louisiana

**Anomalies:** Not Applicable: Sch – Ungraded Students; Agn – Ungraded Students, Teachers of Ungraded Classes.

**Comments:** Effects of Hurricane Katrina on schools, students, and staff—Damage and displacement due to Hurricane Katrina resulted in: large increases in inactive schools between 2004–05 and 2005–06 (an increase from 1 to 122); a loss of approximately 70,000 students in membership between 2004–05 and 2005–06; and a loss of almost 10,000 instructional and support staff between 2004–05 and 2005–06.

### Maine

**Anomalies:** Missing Data: Sch – Migrant Students; Agn – Migrant Students, Prekindergarten Teachers, Kindergarten Teachers. Not Applicable: Sch – Charter School, Ungraded Students; Agn – Ungraded Students, Teachers of Ungraded Classes.

**Comments:** Elementary teachers—The agency-level count of elementary teachers exceeds the count on the state-level because the state-level count was adjusted to disaggregate other level teachers which were included in the elementary teacher state-level count.

## APPENDIX D—State Notes for the Common Core of Data: School Year 2005–06

### Maryland

**Anomalies:** Missing Data: Sch – Magnet School. Not Applicable: Sch – Ungraded Students; Agn – Ungraded Students, Teachers of Ungraded Classes.

### Massachusetts

**Anomalies:** Missing Data: Agn – Prekindergarten Teachers, Library Media Support Staff. Not Applicable: Sch – Ungraded Students; Agn – Ungraded Students.

**Comments:** Elementary teachers and secondary teachers/Elementary guidance counselors and secondary guidance counselors—The numbers of elementary teachers and elementary guidance counselors increased between 2004–05 and 2005–06 while the numbers of secondary teachers and secondary guidance counselors decreased due to misclassification of elementary staff as secondary staff in the state’s 2004–05 CCD submission.

Kindergarten (KG) teachers—The agency-level count of kindergarten teachers exceeds the count on the state-level because the state-level count was adjusted to disaggregate prekindergarten teachers which were included in the kindergarten state-level count.

### Michigan

**Anomalies:** Missing Data: Sch – Prekindergarten Students; Agn – Prekindergarten Teachers, Kindergarten Teachers, Elementary Teachers, Secondary Teachers, Teachers of Ungraded Classes, Elementary Guidance Counselors, Secondary Guidance Counselors.

**Comments:** Agency-level student membership vs. state-level student membership—Agency-level student membership exceeds the total membership reported for the state.

### Minnesota

**Anomalies:** Missing Data: Sch – Shared Students. Not Applicable: Sch – Ungraded Students; Agn – Other High School Completers.

### Mississippi

**Anomalies:** None.

**Comments:** Effects of Hurricane Katrina on schools, students, and staff—Damage and displacement due to Hurricane Katrina resulted in decreases in students and staff between 2004–05 and 2005–06.

### Missouri

**Anomalies:** Missing Data: Agn –, Library Media Support, School Administrative Support Staff. Not Applicable: Sch—Ungraded Students. Agn – Ungraded Students, Teachers of Ungraded Classes, Other High School Completers.

**Comments:** Agency-level student membership vs. state-level student membership—Agency-level student membership exceeds the total membership reported for the state.



## APPENDIX D—State Notes for the Common Core of Data: School Year 2005–06

### Montana

**Anomalies:** Missing Data: Sch – 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. Not Applicable: Sch – Magnet School, Charter School; Agn – Teachers of Ungraded Classes, Other High School Completers.

**Comments:** Elementary teachers—The agency-level count of elementary teachers exceeds the count on the state-level because the state-level count was adjusted to disaggregate other level teachers which were included in the elementary teacher state-level count.

### Nebraska

**Anomalies:** Missing Data: Sch – Magnet School; Agn – Prekindergarten Teachers, Kindergarten Teachers, School Administrative Support Staff. Not Applicable: Sch – Charter School, Ungraded Students; Agn – Ungraded Students, Teachers of Ungraded Students.

**Comments:** Elementary teachers—The agency-level count of elementary teachers exceeds the count on the state-level because the state-level count was adjusted to disaggregate other level teachers which were included in the elementary teacher state-level count.

### Nevada

**Anomalies:** Missing Data: Sch – Magnet School, Free Lunch Eligible Students, Reduced-price Lunch Eligible Students; Agn –Library Media Support, LEA Administrative Support Staff, School Administrative Support Staff. Not Applicable: Agn – Other High School Completers.

**Comments:** Agency-level student membership vs. state-level student membership—Agency-level student membership exceeds the total membership reported for the state.

### New Hampshire

**Anomalies:** Missing Data: Agn – English Language Learner Students, Instructional Coordinators/Supervisors, Student Support Services Staff. Not Applicable: Sch – Magnet School; Agn – Teachers of Ungraded Classes.

**Comments:** School administrators, School support staff—The agency-level count of school administrators and school support staff exceed the count on the state-level because the state-level counts were adjusted to disaggregate other staff categories which were included in the school administrator state-level count.

### New Jersey

**Anomalies:** Missing Data: Sch – Magnet School; Agn – Migrant students, Elementary Guidance Counselors, Secondary Guidance Counselors, All Other Support Staff. Not Applicable: Agn – Teachers of Ungraded Classes, Other High School Completers.

## APPENDIX D—State Notes for the Common Core of Data: School Year 2005–06

### New Mexico

**Anomalies:** Not Applicable: Sch – Ungraded Students; Agn – Ungraded Students, Teachers of Ungraded Classes.

**Comments:** Instructional coordinators—The number of instructional coordinators decreased by 75 percent between 2004–05 and 2005–06. This decrease was confirmed as correct by the state.

### New York

**Anomalies:** Missing Data: Agn – Migrant Students, Other High School Completers.

**Comments:** Agency-level student membership vs. state-level student membership—Agency-level student membership exceeds the total membership reported for the state.

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:** Not Applicable: Sch – Ungraded Students; Agn – Ungraded Students.

**Comments:** Agency-level student membership vs. state-level student membership—Agency-level student membership exceeds the total membership reported for the state.

### North Dakota

**Anomalies:** Missing Data: Agn – English Language Learning Students. Not Applicable: Sch – Magnet School, Charter School, Ungraded Students; Agn – Ungraded Students, Teachers of Ungraded Classes, Other High School Completers.

### Ohio

**Anomalies:** Missing Data: Agn – Migrant Students. Not Applicable: Sch – Magnet School, Ungraded Students; Agn – Ungraded Students, Teachers of Ungraded Classes, Other High School Completers.

### Oklahoma

**Anomalies:** Not Applicable: Sch – Magnet School; Agn – Other High School Completers.

**Comments:** Agency-level student membership vs. state-level student membership—Agency-level student membership exceeds the total membership reported for the state.

### Oregon

**Anomalies:** Missing Data: Sch – Magnet School, Shared Students.

**Comments:** Oregon's school and local education agency universes were constructed using multiple sources and techniques. School and local education agency universe

## APPENDIX D—State Notes for the Common Core of Data: School Year 2005–06

information from the 2002–03 and 2004–05 CCD collections, along with information taken from the Oregon Department of Education website for school year 2005–06, were used to create school and agency universes for 2005–06. Oregon also submitted information to NCES to allow for further cleaning of the universe data.

Agency-level student membership vs. state-level student membership—Agency-level student membership exceeds the total membership reported for the state.

Elementary teachers—The agency-level count of elementary teachers exceeds the count on the state-level because the state-level count was adjusted to disaggregate other level teachers which were included in the elementary teacher state-level count.

### Pennsylvania

**Anomalies:** Not Applicable: Agn – Other High School Completers.

### Rhode Island

**Anomalies:** Missing Data: Sch – Magnet School, Migrant Students; Agn – Migrant Students, Prekindergarten Teachers, Teachers of Ungraded Classes, Instructional Aides, Instructional Coordinators/Supervisors. Not Applicable: Sch – Ungraded Students; Agn – Ungraded Students.

### South Carolina

**Anomalies:** Missing Data: Agn – LEA Administrative Support Staff, School Administrative Support Staff. Not Applicable: Sch – Ungraded Students; Agn – Ungraded Students.

### South Dakota

**Anomalies:** Not Applicable: Sch – Magnet School, Charter School, Ungraded Students; Agn – Ungraded Students, Other High School Completers.

### Tennessee

**Anomalies:** Missing Data: Sch – Free Lunch Eligible Students, Reduced-price Lunch Eligible Students; Agn – Migrant Students, English Language Learning Students, Library Media Support Staff.

**Comments:** Enrollments outside of grade spans—Tennessee allows 8<sup>th</sup>-grade students to be enrolled in schools that offer curricula for grades 9–12. These students are recognized as 8<sup>th</sup>-graders by the state, but attend schools that offer educational services and curricula for higher grades. Therefore, there are schools in Tennessee where the lowest grade offered is grade 9, but 8<sup>th</sup>-graders are enrolled in the school.

Other support staff—The agency-level count of other support staff exceeds the count on the state-level because the state-level count was adjusted to disaggregate other staff categories which were included in the other support staff state-level count.

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### Texas

**Anomalies:** Missing Data: Sch – Shared Students; Agn – Migrant Students, Library Media Support Staff. Not Applicable: Sch – Magnet School, Ungraded Students; Agn – Ungraded Students, Other High School Completers.

**Comments:** Other support staff—The agency-level count of other support staff exceeds the count on the state-level because the state-level count was adjusted to disaggregate other staff categories which were included in the other support staff state-level count.

### Utah

**Anomalies:** Not Applicable: Sch – Ungraded Students; Agn – Ungraded Students.

### Vermont

**Anomalies:** Not Applicable: Sch – Magnet School, Charter School.

**Comments:** Agency-level student membership vs. state-level student membership—Agency-level student membership exceeds the total membership reported for the state.

### Virginia

**Anomalies:** Missing Data: Sch – Shared Students. Not Applicable: Sch – Ungraded Students; Agn – Ungraded Students, Teachers of Ungraded Classes.

### Washington

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

### West Virginia

**Anomalies:** Not Applicable: Sch – Magnet School, Charter School.

**Comments:** Agency-level student membership vs. state-level student membership—Agency-level student membership exceeds the total membership reported for the state.

### Wisconsin

**Anomalies:** Missing Data: Sch – Free Lunch Eligible Students, Reduced-price Lunch Eligible Students; Agn – Other High School Completers. Not Applicable: Sch – Ungraded Students; Agn – Ungraded Students.

### Wyoming

**Anomalies:** Missing Data: Agn – Other High School Completers. Not Applicable: Sch – Magnet School, Ungraded Students; Agn – 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

## APPENDIX D—State Notes for the Common Core of Data: School Year 2005–06

Students, Migrant Students, Total Prekindergarten Students, 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, Diploma Recipients. Not Applicable: Sch – Magnet School, Charter School, Ungraded Students; Agn – Ungraded Students, Other High School Completers.

**Comments:** The Bureau of Indian Education did not submit any universe or directory information at the school or agency level for the Common Core of Data, school year 2005–06. NCES obtained directory information for BIE from the Office of Indian Education Programs (OIEP) 2005–06 National Directory posted on the Internet at <http://www.oiep.bia.edu>. School and agency universes were constructed based on information from this website and by examining school and agency universe information from earlier CCD collections. School-level student enrollment data was then obtained from BIE staff. This school-level enrollment data was aggregated to the agency and state level to populate the Local Education Agency file and the State Nonfiscal file.

### 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, Diploma Recipients. Not Applicable: Sch – Magnet School, Charter School, Migrant Students, Ungraded Students; Agn – Ungraded Students, Migrant Students, Other High School Completers.

**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, Diploma Recipients. Not Applicable: Sch – Magnet School, Charter School, Migrant Students, Ungraded Students; Agn – Ungraded Students, Migrant Students, Other High School Completers.

**Comments:** No schools in this jurisdiction are Title I or School-wide Title I eligible. Agency-level student membership vs. state-level student membership—Agency-level student membership exceeds the total membership reported for the state.

### American Samoa

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

**Comments:** No schools in this jurisdiction are Title I or School-wide Title I eligible.

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### Guam

**Anomalies:** Missing Data: Sch – Migrant Students; Agn – Migrant Students, Teachers of Ungraded Classes. Not Applicable: Sch – Magnet School, Charter School, Ungraded Students; Agn – Ungraded Students, Other High School Completers.

**Comments:** No schools in this jurisdiction are Title I or School-wide Title I eligible.

### Northern Marianas

**Anomalies:** Missing Data: Sch – Migrant Students, Asian/Pacific Islander Students; Agn – Migrant Students, English Language Learner Students, Other High School Completers. Not Applicable: Sch – Magnet School, Charter School.

**Comments:** No schools in this jurisdiction are Title I or School-wide Title I eligible.

### Puerto Rico

**Anomalies:** Missing Data: Sch – Magnet School, Free Lunch Eligible Students, Reduced-price Lunch Eligible Students, Total Free and Reduced Lunch Students, Migrant Students; Agn – Migrant Students, English Language Learner Students, Prekindergarten Teachers, Kindergarten Teachers, Elementary Teachers, Secondary Teachers, Teachers of Ungraded Classes, Elementary Guidance Counselors, Secondary Guidance Counselors. Not Applicable: 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. Not Applicable: Sch – Prekindergarten Student Detail, Charter School; Agn – Other High School Completers.