NCES Common Core of Data
Local Education Agency-Level Public-Use Data File on Public School Dropouts:
School Year 2002–03

File Version 1a

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August 2007

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I. Introduction to the Common Core of Data (CCD)

The CCD nonfiscal surveys consist of data on the status of public elementary and secondary education submitted annually to the National Center for Education Statistics (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 (formerly the Bureau of Indian Affairs). 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 the 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 remainder of this documentation for the CCD Local Education Agency-Level Public-Use Data File on Public School Dropouts: School Year 2002–03 contains information on CCD dropout reporting methodology, as well as information on the data file itself. There are four appendixes, as follows:

- **Appendix A. Record Layout** gives the variable names and labels of the data items discussed throughout the documentation, as well as their locations 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 or not applicable. Appendix B also lists the frequency of responses by option for each of the categorical variables.

- **Appendix C. Dropout Reporting Practices and Guidelines** lists the dropout conformance and reporting practices of each state and jurisdiction, and presents the instructions given to SEAs to report dropouts to NCES.

- **Appendix D. Computation Instructions** provides the data user with information on the computation of enrollment base fields (used as the denominator to calculate dropout rates) and the computation of dropout rates in NCES data reports.

II. The CCD Local Education Agency-Level Public-Use Data File on Public School Dropouts: School Year 2002–03

A. Background

The CCD Local Education Agency-Level Public-Use Data File on Public School Dropouts is constructed from data collected through the CCD Public Elementary/Secondary School Universe Survey and Local Education Agency Universe Survey. In addition to dropout counts, the file contains the enrollment bases that can be used in calculating dropout rates. This file contains data about the number of dropouts from LEAs enrolling 1,000 or more students, as reported on the Common Core of Data (CCD) Local Education Agency survey for school year 2002–03

Dropout data for a particular year are reported in the Local Education Agency Universe Survey for the following year. For example, 2002–03 dropout and high school completer data are reported in the 2003–04 Local Education Agency Universe Survey. Calculating the dropout rate requires CCD files from these 2 years, with the number of dropouts reported in the 2003–04 agency file divided by the enrollment reported in the 2002–03 school file.

The 50 states, Puerto Rico, and three other jurisdictions (American Samoa, the Commonwealth of the Northern Mariana Islands, and the U.S. Virgin Islands) reported dropout data for the 2002–03 school year. (Dropout data for this school year were not reported by the District of Columbia or Guam.) The Bureau of Indian Education and the DoD dependents schools do not participate in the CCD dropout collection.

The Local Education Agency Universe files have reported dropout data since 1991. Dropout numbers and rates originally were published only for states that conformed exactly to NCES reporting standards. However, in 1999 NCES explored the feasibility of adjusting nonstandard dropout data to make them comparable to data based on CCD's reporting guidelines. The study found that the most common nonconforming dropout reporting practice, the use of an alternative reporting calendar that takes a snapshot count of dropouts at the conclusion of a school year, leads to a small, and statistically insignificant, net increase in the number of dropouts reported when compared to data that conform to NCES's CCD reporting guidelines. The other types of nonconformity lead to greater and more variable differences. It was the recommendation of the study that the dropout data of states that use a nonconforming reporting calendar be included in NCES files and publications and that the data from states that follow other reporting variations continue to be withheld (Winglee et al. 2000). In this file, the data of 43 states and other jurisdictions conform to the NCES dropout definition, and the data of 11 states and other jurisdictions use an alternative reporting calendar. See Appendix C. Dropout Reporting Practices and Guidelines for a list of each state's conformance status.

B. Who Is a Dropout?

The CCD provides an event dropout number. An event dropout number represents the proportion of students dropping out each year. According to the CCD definition, a dropout is an individual who

1. was enrolled in school at some time during the previous school year;

2. was not enrolled at the beginning of the current school year;

3. has not graduated from high school or completed a state- or district-approved education program; and

4. does not meet any of the following exclusionary conditions: transfer to another public school district, private school, or state- or district-approved education program; temporary absence due to suspension or school-approved illness; or death.

The following statements apply for the purpose of this definition:

- The school year is the 12-month period of time from the first day of school (operationally set as October 1), with dropouts from the previous summer reported for the year and grade in which they fail to enroll;

- Individuals who are not accounted for on October 1 are considered dropouts;

- A school completer is an individual who graduated from high school or completed a state- or district-approved educational program upon receipt of formal recognition from school authorities. A state- or district-approved educational program may consist of special education and district or state-sponsored GED preparation.

See Appendix C. Dropout Reporting Practices and Guidelines for further description of the dropout definition.

C. Comments About the Data File

Data users need to be aware of certain characteristics of the data file.

Methodology—Data for the CCD Local Education Agency-Level Public-Use Data File on Public School Dropouts are provided to NCES by officials in each SEA. Since it is understood that LEAs have already provided information to SEA officials in conjunction with established administrative records systems, it is not the policy of CCD survey staff to contact local personnel to verify data except in unusual circumstances. Certain edits are performed by CCD 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.

Undercoverage and Vertical Consistency—Although CCD coverage of traditional public schools and school districts (those schools and districts typed as regular[1]) 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 and districts that are administered by state organizations other than SEAs (such as health and human services or corrections departments). Unreported schools may include those for the deaf and blind, university lab schools, and other schools not covered by the authority of the SEA.

Accuracy of Data—There is variation in the degree of rigor with which SEAs verify their dropout data. Agencies that collect dropout and membership data through student-level record systems are better able to verify students' enrollment status than are agencies that collect aggregate reports of dropouts from schools or districts. NCES requires SEAs to confirm whether they conform with the CCD dropout definition and to confirm or amend any numbers that appear considerably out of line with other states' data or with data from previous years. However, NCES does not audit a state's dropout data.

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[1]Regular school districts exclude local supervisory unions, regional education service agencies, state and federally operated school districts, and other agencies that do not fall within these groupings.

Precautions to Prevent Disclosure of Individuals Who Drop Out of School—The data file has undergone disclosure risk analysis to eliminate the possibility of the data being used to identify individuals who dropped out of school. Each record was examined to determine where a comparison of the dropout data to the affiliated grade membership could be used to accurately predict whether an individual was a dropout.

The analysis revealed that the risk of disclosing an individual as a dropout decreased as the total membership of an LEA increased. Restricting the file to LEAs with membership of 1,000 students or more allows dropout and enrollment counts to be published for grade totals (i.e., grades 7, 8, 9, 10, 11, and 12) for all LEAs that submitted dropout data, with the exception of eight LEAs in three states. For these eight LEAs, data in individual cells that had the risk of disclosing individuals who dropped out of school were suppressed (i.e., set to missing). These suppressed cells are indistinguishable from other data cells with missing values.

The data file should not be used to compute state-level estimates of public school dropouts or dropout rates because it is restricted to LEAs with membership of 1,000 or more; therefore, it does not include data for all LEAs within a state.

Missing Value Options—All data elements were 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 were no cases in the category. (For example, a district having no 12th-graders would report 0.)

- M (or -1 for numeric variables)—Data are missing. A value was expected, but 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 variables)—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.

> *Adjustments to missing value options*—Missing data (values of -1) were adjusted to not applicable (values of -2) in the following circumstances:
> 1. The highest grade served by the LEA was less than grade 7;
> 2. the LEA had no associated schools;
> 3. the LEA was newly operational for the 2002–03 school year; or
> 4. the LEA was a regional education service agency (RESA), a state agency, or a federal agency.

D. Comments About the Data Fields

The CCD Local Education Agency-Level Public-Use Data File on Public School Dropouts: School Year 2002–03 contains the following data items for each record: the Federal Information Processing Standards (FIPS) state code; the unique NCES-assigned LEA identification number; the school year for which the data are reported; the LEA's state-assigned identification number; the LEA's name, telephone number, and address; the district locale code; the district operational status code; low and high grades offered by the district; enrollment base by grade for each of grades 7–12; dropout counts by grade for each of grades 7–12; and a dropout definition flag. Data users should also take note of certain conditions regarding each data item in the file, as follows:

(FIPST) FIPS Codes. A list of the Federal Information Processing Standards (FIPS) state codes appears at the end of this section (see table 1). The FIPS code should be used to reference all agencies in a particular state.

(LEAID) NCES-Assigned LEA Identification Number. Each record contains a unique NCES-assigned LEA identification number. The first two characters of this number are the FIPS code.

(YEAR) School Year. School year that students dropped out of school (the 2002–03 school year is represented as "2002" in the data file). It is important to use this field when comparing dropout data from different files.

(STID) State-Assigned LEA Identification Number. State-assigned LEA identification numbers are assigned by SEAs and may not be unique across states.

(NAME) Name of LEA.Each record includes an LEA name. NCES reviewed any name filling the 60 characters assigned and may have adjusted it to improve readability (e.g., applied standard abbreviations).

(PHONE) Area Code + Telephone Number. Telephone number of the LEA.

(MSTREE) Mailing Address. Mailing address of the LEA. This field may contain a street address or a P.O. Box number.

(MCITY) 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 name.

(MSTATE) 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. The mailing address is missing for one LEA.

(MZIP, MZIP4) Mailing ZIP Code + 4. Mailing five-digit ZIP code and Mailing +4 ZIP four-digit U.S. Postal Service ZIP code for the mailing address. Each record contains a mailing ZIP code. The last four digits are left blank if unknown.

(LOCALE) District Locale Code. 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 the 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, the highest (i.e., most rural) locale code is assigned.

3. Districts with no schools or students are given a locale code of "N."

The locale codes are as follows:

    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 core-based statistical area (CBSA)
    8 = Rural inside CBSA

(BOUND) Operational Status Code. The boundary change indicator is a classification of changes in an LEA's boundaries since the last report to NCES. All agencies are coded to reflect their status as reported for the 2002–03 school year. The valid responses include the following:

    1 = No significant boundary change for this agency since the last report. Currently in operation.
    2 = 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 was not reported in the 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.

Agencies with an operational status code of "2" remain in the file for 1 year for historical purposes. Code "6" and "7" response options for the BOUND field were added to the agency file starting in 2002–03.

(GSLO, GSHI) Low/High Grade Span Offered. Lowest grade and highest grade offered by the LEA. If the agency did not report a grade span, it was calculated using the low/high grade spans of the associated schools in the CCD school universe file. Reported grade spans were adjusted if the grades spans of the associated schools were found to be outside of the agency's reported grade span.

(EBS7, EBS8, EBS9, EBS10, EBS11, EBS12) Enrollment Base Variables. Enrollment bases are used as the denominator to calculate dropout rates because states assign ungraded dropouts to grades in their reports to the CCD. The enrollment base is calculated by summing the membership reported for each of grades pre-kindergarten through 12 in public schools within a state. Students who are not in traditional grades (ungraded students) are then assigned to specific grades by prorating them on the basis of each grade's membership. Appendix D. Computation Instructions describes the procedure.

(TOTD07, TOTD08, TOTD09, TOTD09, TOTD10, TOTD11, TOTD12) Dropout Count Variables. Dropout counts are presented by grade for grades 7 through 12. Ungraded students who drop out of school are assigned by the LEA to the grade in the dropout count that most closely matches the grade they would have been enrolled in based on their age. Dropout counts are used as the numerator for dropout rates.

(DROPDEF) Dropout Definition Flag—Each record in the file is flagged to indicate whether the dropout data conform to all components of the CCD dropout definition (C), as was the case for 43 states and other jurisdictions, or if the data conform to all but the Alternative Reporting Calendar component (A), which occurred in 11 states and other jurisdictions. Individual LEAs, but not necessarily all LEAs, in the District of Columbia, Missouri, Rhode Island, South Dakota, and Tennessee did not report dropout data, and the dropout definition flag for these records is set to "N" (not applicable).

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

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

[1] Federal Information Processing Standards codes (01–78).

[2] U.S. Postal Service state abbreviation codes.

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

E. Special Characteristics of This File

Users should be aware of the following special characteristics of the CCD Local Education Agency-Level Public-Use Data File on Public School Dropouts: School Year 2002–03.

1. States that do not conform sufficiently to NCES dropout reporting standards are excluded from NCES dropout files. A nonconforming state is one that does not follow the NCES definition in reporting summer dropouts or adult education/GED students (see appendix C for more information on conforming/nonconforming practices). This dropout file includes states that fully conform to the NCES dropout definition and states that use an Alternative Reporting Calendar, but still conform to all other definitional components. For the 2002–03 school year, NCES published dropout data for every state or other jurisdiction that reported them. Each record in the dropout file contains a flag indicating whether the data fully conform (C) or use an Alternative Reporting Calendar (A). These flags are contained in the field DROPDEF.

2. The reported data were examined to identify any instance in which the identity of an individual dropout might possibly be disclosed. See "Precautions to Prevent Disclosure of Individuals Who Drop Out of School" (in section II.C, above) for more information.

3. As stated in section II.C, data users should not use this dropout file to compute state-level estimates because the file contains data only for those LEAs with student membership of 1,000 or more; it does not contain data for all LEAs within a state.

III. User Guidelines for Processing the CCD Local Education Agency-Level Public-Use Data File on Public School Dropouts: School Year 2002–03

A. File Characteristics

The CCD Local Education Agency-Level Public-Use Data File on Public School Dropouts: School Year 2002–03 is provided in two file formats: an SAS file (called agdr021a.sas7bdat); and a flat ASCII file (called agdr021a.dat). The first four characters of the file name indicate the type of file (agdr = agency dropout file), the fifth and sixth characters indicate the school year (02 = 2002–03), and the seventh and eighth characters indicate the version number (1 = public file, a = first version). The record layout (containing field name, field position, field length, field type, and field description) is located in Appendix A. Record Layout.

B. Linking This File to Other CCD Files

Data users can easily link this file to Local Education Agency Universe Survey files or to other LEA-level dropout files that NCES will be releasing in the future. Local Education Agency Universe Survey files contain many useful data items, including numbers of staff and high school completer data. The variable LEAID is the common link across all LEA-level files and, when used, will produce a valid dataset.

Users should note that the enrollment bases in the dropout file may not match the enrollment counts in other CCD files. This is because enrollment bases are derived from the school file and ungraded students are prorated into grades (see appendix D for information regarding the enrollment field calculations in the dropout file).

IV.   References

Winglee, M., Marker, D, Young, B.A., and Hoffman, L. (2000). *A Recommended Approach to Providing High School Dropout and Completion Rates at the State Level* (NCES 2000-305). U.S. Department of Education. Washington, DC: National Center for Education Statistics.

APPENDIX A. Record Layout

APPENDIX A. Record Layout
NCES Common Core of Data Local Education Agency-Level Public-Use Data File on Public School Dropouts: School Year 2002–03

Number of Variables = 29; Record Length = 270; Number of Observations = 7,422

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

The file contains data for school year 2002–03 sorted by the NCES-assigned local education agency identification number (LEAID). "AN" and "N" are numeric and alphanumeric data, respectively.

Variable name	Start position	End position	Field length	Data type	Description
LEAID	1	7	7	AN	NCES local education agency identification number. The first two positions of this field are also the FIPS state code.
+ FIPST	1	2	2	AN	Federal Information Processing Standards (FIPS) state code.
YEAR	8	11	4	AN	School year.
STID	12	25	14	AN	State's own identification code for the local education agency.
NAME	26	85	60	AN	Name of the education agency. NOTE: Throughout the remainder of this file, the following codes may appear as representing missing values whenever they are present in the data or the documentation.
					M: when alphanumeric data are missing; that is, a value was expected, but none was measured.
					-1: when numeric data are missing; that is, a value was expected, but none was measured.
					N: when alphanumeric data items are not applicable; that is, a value was neither expected nor measured.
					-2: when numeric data items are not applicable; that is, a value was neither expected nor measured.
PHONE	86	95	10	AN	Telephone number of education agency. NOTE: Position #0086–0088 is the area code, and position #0089–0095 is the exchange and number.
MSTREE	96	125	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."
MCITY	126	155	30	AN	Name of the mailing address city.
MSTATE	156	157	2	AN	Two-letter U.S. Postal Service abbreviation for the state where the mailing address is located.
MZIP	158	162	5	AN	Five-digit U.S. Postal Service ZIP code for the mailing address.
MZIP4	163	166	4	AN	Four-digit ZIP+4, if assigned; if none, field is blank.
LOCALE	167	167	1	AN	NCES code for location of the agency relative to populous areas derived from the locale codes of the agency's schools: 1 = Large city: 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 = Midsize city: A principal city of a metropolitan CBSA, with the city having a population less than 250,000. 3 = Urban fringe of a large city: Any incorporated place, Census-designated place, or nonplace territory within a metropolitan CBSA of a large city and defined as urban by the Census Bureau. 4 = Urban fringe of a midsize city: Any incorporated place, Census-designated place, or nonplace territory within a CBSA of a midsize city and defined as urban by the Census Bureau.

Variable name	Start position	End position	Field length	Data type	Description
					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.
					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.
BOUND	168	168	1	AN	The boundary change indicator is a classification of changes in a local 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 = Agency has closed with no effect on another agency's boundaries. 3 = This is a new agency formed with no effect on another agency's boundaries. 4 = Agency was in existence, but was not reported in the 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.
SUBMIT	169	169	1	AN	Flag indicating the CCD submission file in which the directory data were reported. 1 = Directory and enrollment data from the 2002–03 CCD submission file. 2 = Directory data from 2003–04 CCD submission file.
GSLO	170	171	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. PK = Prekindergarten KG = Kindergarten 01–12 = 1st through 12th grades UG = Ungraded (UG occurs only in isolation from other GSLO codes) 00 = no students reported (00 occurs only in isolation from other GSLO codes).
GSHI	172	173	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. PK = Prekindergarten KG = Kindergarten 01–12 = 1st through 12th grades UG = Ungraded (UG occurs only in isolation from other GSLO codes) 00 = no students reported (00 occurs only in isolation from other GSLO codes).
EBS7	174	181	8	N	Total 7th-Grade Enrollment Base aggregated from the school universe file (see appendix D for computation procedures).
EBS8	182	189	8	N	Total 8th-Grade Enrollment Base aggregated from the school universe file (see appendix D for computation procedures).
EBS9	190	197	8	N	Total 9th-Grade Enrollment Base aggregated from the school universe file (see appendix D for computation procedures).
EBS10	198	205	8	N	Total 10th-Grade Enrollment Base aggregated from the school universe file (see appendix D for computation procedures).
EBS11	206	213	8	N	Total 11th-Grade Enrollment Base aggregated from the school universe file (see appendix D for computation procedures).
EBS12	214	221	8	N	Total 12th-Grade Enrollment Base aggregated from the school universe file (see appendix D for computation procedures).

Variable name	Start position	End position	Field length	Data type	Description
TOTD07	222	229	8	N	Count of Grade 7 dropouts - Total.
TOTD08	230	237	8	N	Count of Grade 8 dropouts - Total.
TOTD09	238	245	8	N	Count of Grade 9 dropouts - Total.
TOTD10	246	253	8	N	Count of Grade 10 dropouts - Total.
TOTD11	254	261	8	N	Count of Grade 11 dropouts - Total.
TOTD12	262	269	8	N	Count of Grade 12 dropouts - Total.
DROPDEF	270	270	1	AN	Code indicating CCD Dropout Definition conformance type: A = The reported dropout data are based upon an alternative reporting calendar. C = The reported dropout data conform to all components of the CCD Dropout Definition. N = Not applicable.

APPENDIX B. Value Distribution and Field Frequencies

APPENDIX B. Value Distribution and Field Frequencies
NCES Common Core of Data Local Education Agency-Level Public-Use Data File On School Dropouts: School Year 2002-03

Variable	Label	M	N	Other
LEAID	Unique Local Education Agency ID (NCES assigned)	0	0	7,422
FIPST	Federal Information Processing Standards (FIPS) State Code	0	0	7,422
YEAR	School Year	0	0	7,422
STID	State-Assigned Local Education Agency ID	0	1	7,421
NAME	Name Of Local Education Agency	0	0	7,422
PHONE	Telephone Number Of Agency	0	0	7,422
MSTREE	Mailing Address of Local Education Agency	1	0	7,421
MCITY	Mailing City Name	0	0	7,422
MSTATE	Mailing USPS State Abbreviation	0	0	7,422
MZIP	Five-digit USPS ZIP code for the mailing address.	0	0	7,422
MZIP4	Four-digit ZIP+4	0	0	6,947

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
NCES Common Core of Data Local Education Agency-Level Public-Use Data File On
School Dropouts: School Year 2002-03

Variable	Label	Minimum	Maximum	Mean	-1	-2
EBS7	TOTAL 7TH-GRADE ENROLLMENT BASE AGGREGATED FROM THE SCHOOL UNIVERSE	0	81,124	527.4	904	211
EBS8	TOTAL 8TH-GRADE ENROLLMENT BASE AGGREGATED FROM THE SCHOOL UNIVERSE	0	79,653	509.3	837	202
EBS9	TOTAL 9TH-GRADE ENROLLMENT BASE AGGREGATED FROM THE SCHOOL UNIVERSE	0	110,455	577.8	150	498
EBS10	TOTAL 10TH-GRADE ENROLLMENT BASE AGGREGATED FROM THE SCHOOL UNIVERSE	0	91,026	502.0	116	503
EBS11	TOTAL 11TH-GRADE ENROLLMENT BASE AGGREGATED FROM THE SCHOOL UNIVERSE	0	50,506	448.8	91	507
EBS12	TOTAL 12TH-GRADE ENROLLMENT BASE AGGREGATED FROM THE SCHOOL UNIVERSE	0	42,345	412.3	105	508
TOTD07	COUNT OF GRADE 7 DROPOUTS - TOTAL	0	955	2.5	889	216
TOTD08	COUNT OF GRADE 8 DROPOUTS - TOTAL	0	1,598	3.6	818	212
TOTD09	COUNT OF GRADE 9 DROPOUTS - TOTAL	0	5,846	18.6	138	499
TOTD10	COUNT OF GRADE 10 DROPOUTS - TOTAL	0	8,608	18.5	103	503
TOTD11	COUNT OF GRADE 11 DROPOUTS - TOTAL	0	7,365	18.0	76	508
TOTD12	COUNT OF GRADE 12 DROPOUTS - TOTAL	0	6,572	19.5	91	510

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
NCES Common Core of Data Local Education Agency-Level Public-Use Data File On School Dropouts: School Year 2002-03

Agency Locale Code

LOCALE	Frequency	Percent	Cumulative frequency	Cumulative percent
1	165	2.22	165	2.22
2	584	7.87	749	10.09
3	1,979	26.66	2,728	36.76
4	1,260	16.98	3,988	53.73
5	90	1.21	4,078	54.94
6	1,284	17.30	5,362	72.24
7	1,090	14.69	6,452	86.93
8	965	13.00	7,417	99.93
N	5	0.07	7,422	100.00

Operational Status Code

BOUND	Frequency	Percent	Cumulative frequency	Cumulative percent
1	7,415	99.91	7,415	99.91
3	7	0.09	7,422	100.00

Dropout file name and address year flag

SUBMIT	Frequency	Percent	Cumulative frequency	Cumulative percent
1	7,417	99.93	7,417	99.93
N	5	0.07	7,422	100.00

Agency Low Grade Offered

GSLO	Frequency	Percent	Cumulative frequency	Cumulative percent
01	11	0.15	11	0.15
02	1	0.01	12	0.16
05	3	0.04	15	0.20
06	9	0.12	24	0.32
07	47	0.63	71	0.96
08	9	0.12	80	1.08
09	194	2.61	274	3.69
KG	2,363	31.84	2,637	35.53
PK	4,781	64.42	7,418	99.95
UG	4	0.05	7,422	100.00

APPENDIX B. Value Distribution and Field Frequencies
NCES Common Core of Data Local Education Agency-Level Public-Use Data File On
School Dropouts: School Year 2002-03

Agency High Grade Offered

GSHI	Frequency	Percent	Cumulative frequency	Cumulative percent
05	2	0.03	2	0.03
08	489	6.59	491	6.62
09	6	0.08	497	6.70
10	2	0.03	499	6.72
11	3	0.04	502	6.76
12	6,916	93.18	7,418	99.95
UG	4	0.05	7,422	100.00

Dropout Definition Flag

DROPDEF	Frequency	Percent	Cumulative frequency	Cumulative percent
A	1,727	23.27	1,727	23.27
C	5,690	76.66	7,417	99.93
N	5	0.07	7,422	100.00

APPENDIX C. Dropout Reporting Practices and Guidelines

APPENDIX C. Dropout Reporting Practices and Guidelines
NCES Common Core of Data Local Education Agency-Level Public-Use Data File on Public School Dropouts: School Year 2002–03

Each year, Common Core of Data (CCD) staff contact state coordinators to verify their dropout reporting practices. There are three main ways in which a state's reporting practices may differ from the CCD definition (a more detailed description of each component is presented later in this appendix):

- Alternative Reporting Calendar – the state does not follow a fall-to-fall school year.
- Summer Dropouts – dropouts are not accounted to the grade and school year for which they do not meet their obligation.
- Adult Education/GED – students enrolled in adult education are not counted as dropouts.

Dropout data that conform to all components of the CCD definition are included in this file as reported by the state. Please note that states that do not conform to CCD's reporting calendar year (but conform to all other components) are in the file. The CCD Local Education Agency-Level Public-Use Data File on Public School Dropouts: School Year 2002–03 contains a field (DROPDEF) to distinguish dropout data that fully conform to the CCD definition (C) from dropout data based on an Alternative Reporting Calendar, but that conform in other ways (A). States that do not conform to the Summer Dropouts and/or the Adult Education/GED components are suppressed from the file. The table below identifies each state's conformance status.

Table C-1. Dropout reporting conformance status, by state or jurisdiction: School year 2002–03

State or jurisdiction	Conforms (C)	Alternative Reporting Calendar (A)	Did not report any dropout data
Alabama		X	
Alaska		X	
Arizona		X	
Arkansas	X		
California	X		
Colorado	X		
Connecticut	X		
Delaware	X		
District of Columbia			X
Florida		X	
Georgia	X		
Hawaii	X		
Idaho	X		
Illinois		X	
Indiana	X		
Iowa	X		
Kansas	X		
Kentucky	X		
Louisiana	X		
Maine	X		
Maryland		X	
Massachusetts	X		
Michigan	X		
Minnesota	X		
Mississippi	X		

See notes at end of table.

APPENDIX C. Dropout Reporting Practices and Guidelines
NCES Common Core of Data Local Education Agency-Level Public-Use Data File on Public School Dropouts: School Year 2002–03

Table C-1. Dropout reporting conformance status, by state or jurisdiction: School year 2002–03—Continued

State or jurisdiction	Conforms (C)	Alternative Reporting Calendar (A)	Did not report any dropout data
Missouri	X		
Montana	X		
Nebraska	X		
Nevada	X		
New Hampshire	X		
New Jersey		X	
New Mexico	X		
New York		X	
North Carolina	X		
North Dakota	X		
Ohio	X		
Oklahoma	X		
Oregon	X		
Pennsylvania	X		
Rhode Island	X		
South Carolina	X		
South Dakota	X		
Tennessee		X	
Texas	X		
Utah	X		
Vermont		X	
Virginia	X		
Washington	X		
West Virginia	X		
Wisconsin	X		
Wyoming	X		
Department of Defense (DoD) dependents schools, Bureau of Indian Education, and other jurisdictions			
DoD dependents schools (overseas)			([1])
DoD dependents schools (domestic)			([1])
Bureau of Indian Education			([1])
American Samoa	X		
Guam			X
Commonwealth of the Northern Marianas Islands	X		
Puerto Rico		X	
U.S. Virgin Islands	X		

[1] State or jurisdiction is not a participant in the Common Core of Data (CCD) dropout collection.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Common Core of Data (CCD), "Local Education Agency-Level Public-Use Data File on Public School Dropouts," 2002–03, version 1a.

Please be aware that due to definitional clarification work between NCES and the states, some states' conformance status may not match their conformance status indicated in previous publications.

APPENDIX C. Dropout Reporting Practices and Guidelines
NCES Common Core of Data Local Education Agency-Level Public-Use Data File on Public School Dropouts: School Year 2002–03
STATE REPORTING INSTRUCTIONS

These are the instructions for reporting dropouts for the National Center for Education Statistics in the Common Core of Data (CCD) survey. These instructions ensure that the reported dropout data are comparable across all states' school districts. The dropout count is reported at the school district level in the CCD Local Education Agency Universe Survey.

I. Dropout Definition
The CCD dropout definition is based on a "snapshot" count of students at the beginning of the school year: A dropout is an individual who
1. was enrolled in school at some time during the previous school year[1] and was not enrolled on October 1 of the current school year; or
2. was not enrolled on October 1 of the previous school year although expected to be in membership (i.e., was not reported as a dropout the year before); and
3. has not graduated from high school or completed a state- or district-approved education program and
4. does not meet any of the following exclusionary conditions:
    i.   transfer to another public school district, private school, or state- or district-approved education program;
    ii.   temporary school-recognized absence due to suspension or illness, or
    iii. death.

For purposes of applying this dropout definition, the following definitions also apply:

A. *School year* is the 12-month period beginning on October 1, 2002, and ending September 30, 2003. Thus, it includes the summer following the regular school year.

B. *School completer* is an individual who has graduated from high school or completed some other education program that is approved by the state or local education agency.

C. *State- or district-approved program* is one that leads to the receipt of formal recognition of completion from school authorities. It may include special education programs, home-based instruction, and programs administered by a secondary education agency (but not adult or postsecondary) leading to a GED-based diploma or some other certification differing from the regular diploma. Programs recognized as legitimate by the state are considered approved even if the public education system does not directly administer them; home schooling and charter schools may be examples of such programs.

D. *Transfer to another school or program* may be confirmed by a method selected by the state or school district. A transcript request, withdrawal notice signed by a parent that includes assurances the student will be enrolled elsewhere, and the like are acceptable. States are discouraged from accepting hearsay reports or unsubstantiated statements of intent from departing students.

E. *Race/ethnicity* of dropouts currently is reported using the pre-1997 standards set by the Office of Management and Budget. The categories approved for the CCD for the 2002–03 school year are American Indian/Alaska native; Asian/Pacific Islander; Hispanic; Black, not Hispanic; and White, not Hispanic. Definitions are included in the CCD Instructions Manual

F. *Gender* of dropouts is to be reported as male or female.

G. *Grade classifications*, grades 7 through 12, are used to report dropouts, not the student's age.

H. *Ungraded dropouts* should be allocated to the grade most appropriate for their age.

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[1] A student who was enrolled in September 2002, dropped out of school in February 2003, and was not enrolled in school on October 1, 2003, would be reported as a 2002–03 dropout (*previous* year) in the 2003–04 CCD (*current* year).

APPENDIX C. Dropout Reporting Practices and Guidelines
NCES Common Core of Data Local Education Agency-Level Public-Use Data File on Public School Dropouts: School Year 2002–03

II. Other Basic Guidelines

The CCD reports an *event* dropout count – the number of students who leave school during a defined period of time, in this case, a calendar year. The dropout count is taken on October 1, 2003, or the school day closest to this date, in order to agree with the CCD membership count that is taken a year earlier, but on the same date.

The defining decision is whether a student is a dropout on October 1, 2003. A student who missed much of the previous school year (2002–03) but who is in membership on October 1, 2003, is not a dropout, while a student who is not in membership on October 1, 2003, but who returns later in that school year is a dropout (for the previous year, 2002–03). CCD publications compute a dropout rate by dividing the number of dropouts for a year by the membership count taken at the beginning of that year.

More guidelines:

1. "*Summer dropouts*" are students who were not dropouts at the close of the previous school year (2002–03) but who fail to enroll by October 1, 2003. Summer dropouts are reported as dropouts for the grade and school year for which they fail to report. For example, a student who completes the 10th grade in 2002–03 but who is not re-enrolled on October 1, 2003, is reported as a 2003–04 dropout for 11th grade.

2. Students who enroll in adult education programs are counted as dropouts unless *the elementary/secondary school system remains responsible for the student.* The intent of this guideline is to ensure that students who do not complete a program but for whom the district no longer takes responsibility are counted as dropouts.

    i. Transferring to an alternative education setting, if it is part of the elementary/secondary education system, is not considered dropping out. For example, students enrolled in elementary/secondary education in prisons, hospitals, "storefront" locations, or other nontraditional locations are not dropouts if the program is part of the elementary/secondary system. This means that a student who enrolls in a school-operated program for high-risk students *is not a dropout*, even if the program is preparing the student to take the GED examination.

    ii. A student who leaves an elementary/secondary school and enrolls in adult education *is a dropout*. The exception to this guideline is when the public school system monitors the student's enrollment and reports the student as a dropout if the student drops out of the adult program. An example of this would be a cooperative arrangement between a public school district and a local technical institute that provides GED preparation for students referred directly by the district. The district counts as dropouts the referred students who did not complete the GED study program.

    iii. Students who drop out during the 2002–03 school year but who have obtained a completion credential recognized by the state or district (such as a GED-based diploma or certificate of completion), on October 1, 2003, are not reported as dropouts.

3. An early college admissions student, one who transfers to a postsecondary program leading to a baccalaureate or associate's degree, is not a dropout.

4. Students who fail to meet some graduation requirements, and who leave school without a diploma or other credential, are dropouts even if they have completed the 12th grade.

5. Students who leave the United States are not considered to be dropouts even if the school district cannot document the student's subsequent enrollment in school in that other country.

6. Students who drop out during the 2002–03 school year, after October 1, 2002, but are re-enrolled on October 1, 2003, are not reported as dropouts.

7. Students who drop out multiple times in a school year are reported only once for a single school year. However, students who drop out in more than one year are reported as dropouts for each year in which they are not in membership on October 1.

APPENDIX C. Dropout Reporting Practices and Guidelines
NCES Common Core of Data Local Education Agency-Level Public-Use Data File on Public School Dropouts: School Year 2002–03

8. Underage dropouts, those who leave school when they are still too young to do so legally, should be reported in the CCD if they drop out of any of grades 7 through 12. These dropouts should be reported even if the state or district considers them "truants" rather than dropouts.

Summary of School Leaver Status

A Student Who:	Dropout?
1. Graduated or received some other recognized credential, such as a certificate of attendance or GED	No
2. Only attended summer school in this school district (was not enrolled during the regular school year)	No
3. Left school without a diploma or other certification after passing the age up to which the district was required to provide a free, public education	Yes
4. Died	No
5. Is gone; status is unknown	Yes
6. Moved to another district in this or some other state, not known to be in school	Yes
7. Moved out of the United States, enrollment status not known	No
8. Transferred, enrolled in:	
Another public school, a private school, or charter school	No
Home schooling	No
Early college (baccalaureate or associate's program)	No
9. Is in an institution that is not primarily academic (military, possibly Job Corps, corrections, etc.)	
Offers a secondary education program	No
Does not offer a secondary education program	Yes
10. Is not in school, but known to be:	
Planning to enroll late (e.g., extended family vacation, seasonal work)	No
Ill, verified as legitimate	No
Ill, not verified as legitimate	Yes
Suffering long-term illness and not receiving education services (residential drug treatment, severe physical or mental illness)	No
Suspended or expelled, term of suspension or expulsion not yet over	No
Suspended or expelled, term of suspension or expulsion over	Yes
Expelled, no option to return	Yes
Expelled, enrolled in another school and/or district	No
11. In a nontraditional education setting, such as hospital/homebound instruction, residential special education, correctional institution, community or technical college:	
Program administered by agency considered a special school district or extension of regular school district	No
Program is off-campus offering of regular school district	No
Program classified as Adult Education not approved, administered, or tracked by regular district	Yes

APPENDIX C. Dropout Reporting Practices and Guidelines
NCES Common Core of Data Local Education Agency-Level Public-Use Data File on Public School Dropouts: School Year 2002–03
CCD State Dropout Data Verification: CCD Report

This form provides the documentation that determines whether or not the National Center for Education Statistics (NCES) will publish the dropout data reported by your state. Please answer the three questions below, sign this verification, and return it to the Census Bureau fax number: 1-866-394-0138.

1. **Alternative Reporting Calendar**: The CCD dropout count is based on an October–September school year in which a student's dropout status is determined at the beginning of the year. Some states follow a July–June calendar in which a student's dropout status is determined at the end of the school year. Under the CCD procedure, a student enrolled but not completing 2002–03 who returns after October 1, 2003, is reported as a 2002–03 dropout, while a student enrolled but not completing 2002–03 who is enrolled on October 1, 2003, would not be a dropout. *Note that data not conforming to this condition will be published, with an explanation, by NCES.* Please indicate if your dropout report:

   _____ conforms to CCD   _____ does not conform to CCD

2. **Summer Dropouts**: Students who complete one school year but fail to enroll in the next school year should be counted as dropouts from the school year and grade for which they failed to return. For example, a student completing grade 10 in 2001–02 who does not enroll the next year would be reported as a grade 11 dropout for 2002–03. Please indicate if your dropout report:

   _____ conforms to CCD   _____ does not conform to CCD

3. **Adult Education/GED**: Students who leave high school to enroll in adult education/GED preparation should be reported as dropouts. They should not be counted as dropouts if they enroll in a secondary school GED program, or if the district tracks programs in adult education/GED programs and reports the students as dropouts should they fail to complete the GED program. Also, students who have received a high school equivalency by October 1 are not dropouts regardless of where they prepared for the test, if the GED is an accepted high school credential in your state. Please indicate if your dropout report:

   _____ conforms to CCD   _____ does not conform to CCD

State:_____ Signature:_____ Date:_____

Comments/Explanations: _____

_____

_____

_____

_____

_____

_____

APPENDIX D. Computation Instructions

COMPUTATION OF DROPOUT RATE FIELDS

The following method is used to compute dropout rates in NCES Common Core of Data (CCD) reports, unless otherwise noted:

$$Rg = Dg/Eg$$

where Rg = the grade 7–12 dropout rate (rounded to a single decimal place),[1] Dg = the number of grade 7–12 dropouts, and Eg = the grade 7–12 enrollment.

COMPUTATION OF ENROLLMENT BASE FIELDS

1. Enrollment is not reported by grade at the agency level; enrollment in the dropout file is aggregated to the agency and to the state level from the Public Elementary/Secondary School Universe file.[2]

2. Ungraded enrollment within each agency is redistributed across other grades in proportion to the graded enrollment. The following steps are used to prorate ungraded enrollments into graded enrollments:

    a. Calculate the number of students in each grade (PK, KG, grade 1, …, grade 12) and the number of ungraded students by summing enrollments as reported by grade by race/ethnicity by gender. Enrollments are reported by grade by race/ethnicity by gender in one of five racial/ethnic categories (American Indian/Alaska Native; Asian/Pacific Islander; Hispanic; Black, non-Hispanic; and White, non-Hispanic) and one of three gender categories (male, female, and gender unknown).

    b. Create a sixth race/ethnicity count of enrollments ("unreported race/ethnicity") by subtracting the totals calculated in step a from the reported grade total (e.g., total PK, total KG, total grade 1,…, total ungraded). (In the CCD, states can report students in a grade total without reporting the same students in a grade by race/ethnicity by gender category.)

    c. Prorate ungraded American Indian/Alaska Native, Asian/Pacific Islander, Hispanic, Black, non-Hispanic, and White, non-Hispanic students into the graded enrollments by race/ethnicity by gender counts.

    d. Prorate ungraded "unreported race/ethnicity" students into the "unreported race/ethnicity" counts by grade.

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[1] The rate is set to -2 (not applicable) if the corresponding enrollment base value is 0 (zero). The rate is set to -1 (missing) if the number of dropouts or the enrollment is missing. The rate is set to -2 (not applicable) if the number of dropouts or the enrollment is not applicable.

[2] Missing enrollment data in grade, race, or gender categories are treated as zero when calculating enrollment base fields. Enrollment base fields are set to -2 (not applicable) when all detail components are not applicable. Enrollment base fields are set to -1 (missing) when all detail components are missing or a combination of missing and not applicable.

e.   Calculate each grade's total prorated enrollment by summing prorated grade by race/ethnicity by gender counts for each of the five race/ethnicity categories and adding the prorated "unreported race/ethnicity" grade count.