

# **1996-97 School Nonfiscal File Documentation**

## **[Introduction and User's Guide](#)**

Includes methodology, a user's guide for processing the public elementary and secondary school universe, and state codes and abbreviations used in the data set.

## **[Record Layout and Data Element Description](#)**

This provides the variable names and levels of the data elements discussed through the documentation, as well as their location on the data file.

## **[Imputation Flag Frequencies](#)**

Indicates the number of schools for which any data item was imputed.

## **[Glossary](#)**

Defines all of the CCD data items.

## **[School Nonresponse Tables](#)**

Reports data and count of records with zeros for the data items.

## **[State Notes](#)**

Provides comments for data users on individual states.

## **[School Universe Shuttle](#)**

The paper copy of the school survey form.

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**I. Introduction to the 1996–97 NCES Common Core of Data (CCD) Public Elementary and Secondary School Universe**

The Common Core of Data (CCD) Nonfiscal surveys consist of data submitted annually to NCES by state education agencies (SEAs) in the 50 states, the District of Columbia, American Samoa, Guam, the Commonwealth of the Northern Mariana Islands, Puerto Rico, the Virgin Islands, and the Department of Defense. In order to provide data comparable across states to the maximum extent feasible, common data items and definitions have been developed and accepted by NCES and representatives of SEAs over a period of time from the 1950's to the present. CCD data are sent to NCES by SEA personnel acting as CCD coordinators, are edited and maintained in machine-readable data sets by NCES, and are used to produce general-purpose publications and specialized reports.

The principal users of CCD Nonfiscal data are the Federal Government, the education research community, state and local government officials, including school boards and LEA administrators, and the general public.

The purpose of the Common Core of Data (CCD) Nonfiscal surveys is to provide a listing of all schools (90,070) and agencies (16,376) providing free public elementary and secondary education in the United States and its outlying areas, along with basic descriptive statistical information on each unit listed. It includes all settings in which free public education is provided to children by a public agency. (Some SEAs do not provide information on education outside of the traditional public school system.) In the 1996-97 Common Core of Data Public Elementary and Secondary School Universe Survey there were 91,275 records, one for each public elementary and secondary school in the 50 states, District of Columbia, five outlying areas, and the Department of Defense dependent schools outside the United States. Schools that were open on last year's files (1995-96), but are closed for the 1996-97 school year (1,205) are kept on the file for one year. They are indicated by a value of 2 under the variable STATUS96 on the school file. Once these closed schools are stripped off the file, 90,070 open schools remain. Of the 90,070 open schools, 83,656 were regular elementary and secondary schools, 2,068 were special education schools, 959 were vocational/technical schools, and 3,387 were other/alternative schools.

The CCD system was developed and is designed to be inclusive rather than exclusive. In accordance with this purpose, CCD files contain a substantial number of records representing administrative and operating units which are unlike typical public schools (7 percent) and school districts (12 percent), eg. schools or districts without students, special education schools, etc. The CCD system provides features which enable the data provider and the data user to identify and select records according to the categories of interest to them. Definitions and categories used in 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.

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

The remainder of this document contains a User's Guide and six appendices. The User's guide contains information on methodology including certain conditions which 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 on the data file.

Appendix B — Imputation Flag Frequencies indicates the number of schools for which any data item was imputed.

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

Appendix D — School Nonresponse Tables report data and count of records with zeros for the data items.

Appendix E — State Notes provide comments for data users on individual states.

Appendix F — School Universe Shuttle is the paper copy of the school survey form.

## **II. Users Guide**

### **A. Methodology**

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

In the context of CCD, a school is an organization composed of students and staff. The CCD definition recognizes that this organization may encompass several locations, but must have a single contact point, which is the mailing address to be entered on the CCD school record. There may be situations in which pupils are served by two schools at the same time (e.g., a regular school and a vocational school). In these situations, a judgment must be made as to where the student should be

counted. Typically, such judgment is left to the SEA official who reports the data. Users should keep in mind that the CCD school universe encompasses units that may not be within the scope of every survey. In most cases, CCD files contain enough data so that decision rules can be applied to the file without the need for manual review of every case.

### **Comments for Users of the Data File**

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

Undercoverage and Vertical Consistency - Although CCD coverage of traditional public schools and school districts (those schools and districts typed as regular) is virtually 100 percent, the same cannot be said for publicly funded education outside of the traditional settings and organizations. There are states that do not report schools for the deaf and blind, university lab schools, and other schools not covered by the authority of the state education agency. Conversely, when these institutions are reported on the school and agency universes, the students and teachers may not be included in the count of persons for whom the state assumes responsibility in its official report.

Longitudinal Consistency - Although longitudinal consistency is a key principle of CCD, it is impossible for NCES to guarantee that state coordinators follow CCD conventions with regard to the deletion of closed schools or agencies and the addition of new ones. Confusion is particularly likely when agencies are merged.

Imputation Flag Options - Care has been taken to provide a meaningful entry in every cell of this data set. In order to achieve this result, it was necessary in some cases for NCES to assign a value other than that reported—including a blank response—by the state coordinator responding to the CCD surveys. For each data cell, there is a companion cell containing a flag indicating whether the figure in the cell was reported by the state or was placed in the cell by NCES using one of several methodologies.

R - As reported by the state

A - Adjusted, but no arithmetic manipulation (example, “blank” changed to “M”)

P - Imputation based on prior years data

I - Imputation based on a source other than prior year’s data

T - Total based on sum of internal or external detail

C - Combined with data provided elsewhere by the state

N - Not applicable

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

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

0 - There are no occurrences of this data element. A value was expected and measured, but there were 0 (zero) cases found in the category. (For example, a high school having no graduates would report 0)

M - Data are missing. A value was expected and none was measured. (For example, a school that has at least one high school graduate but can not measure the number of graduates would report M.)

N - Data are not applicable. A value was neither expected nor measured. (For example, an elementary school would report N for high school graduates.)

FIPS Codes – Federal Information Processing Standards. A list of the FIPS codes is attached. (The Common Core of Data Public Education Agency and School Universe used the “old” FIPS codes for the outlying areas prior to the 1991-92 survey year.)

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

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

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

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

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

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

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

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

(B06) State - Each record has a two-letter post office code indicating the state in which the school’s mailing address is located. There are instances where a school that is part of one state’s education system reports a mailing address in another state; these situations have been confirmed by the reporting state. There are 27 schools in the 1996-97 School Universe that have a different FIPS code

from the state abbreviation. A list of these schools is attached.

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

(B08) Telephone Number - Telephone numbers were reported as “M” or “N” for 545 schools.

(C01) School Type - Each record has a school type code. See appendix A and the *Instructions for Completing the Nonfiscal Surveys of the Common Core of Data 1996-97* for a detailed definition of each of these codes.

(C02) Operational Status Code - All schools are coded to reflect their status as reported for the 1996-97 school year. Valid responses include:

- 1 - School continues operational from the previous year
- 2 - School closed
- 3 - New school
- 4 - School was operational during the previous year, but was not reported in the 1996–97 collection.

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

(C03) Locale Code - Puerto Rico and the Department of Defense Dependents schools have not been assigned a type of locale and have an “N” for this field. All other records have a code ranging from 1-7 indicating the location of the school relative to populous areas, based on the school’s mailing address. See section IV, appendix A, and the *Instructions for Completing the Nonfiscal Surveys of the Common Core of Data 1996-97* for a detailed definition of each locale code.

(C04) FTE Teachers - Full-time equivalent teachers are collected to the nearest tenth. Some schools may report teachers, but no pupils, while other schools may report pupils in membership but no teacher FTE. These are valid records indicating situations in which more than one school provides services to pupils, but the pupils are attributed to a single school to avoid double counting; or where a teacher provides services to pupils at multiple schools. An example of the former situation might be an Area Vocational School whose pupil membership is attributed to high schools that send pupils for vocational services.

These data were not provided by Massachusetts, Tennessee, and Virginia. While Tennessee and Virginia reported “M” in the teacher field, Massachusetts reported “N” for its 1,856 schools because teacher data are only collected at the district level. However, NCES adjusted reports to show FTE as missing for these school records by placing an “M” in the teacher field since a value was expected, but none was measured.

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

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

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

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

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

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

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

### **Information on Locale Codes**

Locale codes were systematically assigned by the Geography Division, Bureau of the Census. The codes were assigned based on the classification of the place in which each school is located. This was done by matching the school addresses from the Common Core of Data School Universe Survey to the Census Bureau's City Reference File. The School Universe contained 90,070 records, which were assigned to one of the seven locale code categories. They were unable to assign 2,270 records. Of those, 1,682 were located in Puerto Rico or the Outlying Areas and 165 were DOD Dependents Schools. Codes for the remaining 423 records, located in the United States, were pulled forward from the prior year because of either an inability to geocode the address or an inability to identify the urban/rural status of the school. The latter occurred in areas in which the record could not be assigned to an incorporated place or Census Designated Place.

## **Locale Code Categories**

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

### Schools With Mailing Address in an Alternative State

NCES School ID	School Name	City	State
<u>Arizona School</u>			
040000700160	SHIPROCK, BIA	SHIPROCK	NM
<u>Arkansas Schools</u>			
051311001068	ARKANSAS HIGH SCHOOL	TEXARKANA	TX
051311001069	CARVER KINDERGARTEN	TEXARKANA	TX
051311001070	COLLEGE HILL ELEMENTARY SCHOOL	TEXARKANA	TX
051311001071	COLLEGE HILL JR. HIGH SCHOOL	TEXARKANA	TX
051311001072	FAIRVIEW ELEMENTARY SCHOOL	TEXARKANA	TX
051311001073	NORTH HEIGHTS JR. HIGH SCHOOL	TEXARKANA	TX
051311001074	UNION ELEMENTARY SCHOOL	TEXARKANA	TX
051311001075	VERA KILPATRICK ELEM. SCHOOL	TEXARKANA	TX
051311001076	WASHINGTON INTERMEDIATE SCH	TEXARKANA	TX
051311001264	EDWARD D. TRICE ELEM. SCHOOL	TEXARKANA	TX
<u>California School</u>			
062519003767	STATELINE ELEMENTARY	NEW PINE CREEK	OR
<u>Idaho Schools</u>			
160132000237	POWELL ELEMENTARY JUNIOR HI	LOLO	MT
160261000459	PLEASANT VALLEY ELEM/JR HI	JORDAN VALLEY	OR
<u>Indiana School</u>			
181161001870	UNION ELEMENTARY SCHOOL	COLLEGE CORNER	OH
<u>Minnesota School</u>			
273315001446	SIOUX VALLEY ELEMENTARY SCH	LAKE PARK	IA
<u>Nevada School</u>			
3200510000415	PLEASANT VALLEY	WENDOVER	UT
<u>North Dakota Schools</u>			
380315000073	STEVENSON SCHOOL	SIDNEY	MT
380567000826	SQUAW GAP SCHOOL	SIDNEY	MT
381869000820	UNION SCHOOL	POLLOCK	SD
382034000714	EAST FAIRVIEW ELEMENTARY	FAIRVIEW	MT
<u>South Dakota Schools</u>			
467209000503	KLEIN ELEMENTARY	VALENTINE	NE
467209000504	LAKEVIEW ELEMENTARY	CROOKSTON	NE
467209000506	LITTLEBURG ELEMENTARY	VALENTINE	NE

<u>Texas School</u> 484254004866	TEXHOMA EL	TEXHOMA	OK
<u>Utah School</u> 490114000892	HILDALE SCHOOL	COLORADO CITY	AZ
<u>Wyoming School</u> 560583000337	ALTA ELEMENTARY SCHOOL	DRIGGS	ID

### State Codes and Abbreviations Used in CCD Datasets

<u>STATE NAME</u>	<u>FIPS</u>	<u>STABBREV</u>	<u>STATE NAME</u>	<u>FIPS</u>	<u>STABBREV</u>	
Alabama	01	AL	New York	36	NY	
Alaska		02	AK		NC	
Arizona		04	AZ		ND	
Arkansas		05	AR		OH	
California		06	CA		OK	
Colorado		08	CO		OR	
Connecticut		09	CT		PA	
Delaware		10	DE		RI	
District of Columbia		11	DC		SC	
Florida		12	FL		SD	
Georgia		13	GA		TN	
Hawaii		15	HI		TX	
Idaho		16	ID		UT	
Illinois		17	IL		VT	
Indiana		18	IN		VA	
Iowa		19	IA		WA	
Kansas		20	KS		WV	
Kentucky		21	KY		WI	
Louisiana		22	LA		WY	
Maine		23	ME			
Maryland		24	MD			
Massachusetts		25	MA	DOD Dependents Schools	58	DD
Michigan		26	MI			
Minnesota		27	MN	<u>OUTLYING AREAS</u>		
Mississippi		28	MS	American Samoa	60	AS
Missouri		29	MO	Guam	66	GU
Montana		30	MT	Northern Marianas	69	MP
Nebraska		31	NE	Puerto Rico	72	PR
Nevada		32	NV	Virgin Islands	78	VI
New Hampshire		33	NH			
New Jersey		34	NJ			
New Mexico		35	NM			

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

The SAS file for the 1996-97 National Public Elementary and Secondary School Universe is called CCDSCH96.SD2 and the flat ASCII file is called CCDSCH96.DAT. The record layout for the file is contained in appendix A.

**APPENDIX A**  
**Record Layout for Common Core of Data Public School Universe, 1996-97**

Variable name	Field length	Record position	Data type	Description
NCESSCH	12	001-012	A	ID assigned by NCES to each school.
LEAID	7	001-007	A	ID assigned by NCES to system NOTE: Position # 001-002 is the FIPS state code for the location of the school, and position # 003-012 is the agency code.
SCHNO	5	008-012	A	Unique number for each school within a LEA. NOTE: By combining FIPS state code with SCHNO, each school can be uniquely identified within the total file.
STID96	14	013-026	A	State's own ID for the education agency.
LEANM96	30	027-056	A	Name of the education agency which operates this school.
SEASCH96	20	057-076	A	State's own ID for the school.
SCHNAM96	30	077-106	A	Name of the school.
NOTE: Throughout the remainder of this file, the following codes may appear as representing missing values whenever they are present in the data or the documentation.				
M - when data are missing; that is, a value is expected but none was measured.				
N - when data are not applicable; that is, a value is neither expected nor measured.				
STREET96	30	107-136	A	The mailing address of the school -- may be a street address, a Post Office box number, or, if verified that there is no address beyond CITY, STATE, and ZIP, the character "N."
CITY96	18	137-154	A	City name of the mailing address.
ST96	2	155-156	A	Two-letter U.S. Postal Service abbreviation of the state where the mailing address is located (see attached list).
ZIP96	5	157-161	A	Five-digit U.S. Postal Service ZIP code for the mailing address.
ZIP496	4	162-165	A	If the mailing address has been assigned the additional four-digit ZIP+4, this field contains that number; otherwise, this field is blank.
PHONE96	10	166-175	A	Telephone number of school. NOTE: Position # 166-168 is the area code, and position #169-175 is the exchange and number.
TYPE96	1	176-176	A	NCES code for type of school : 1 = Regular school 2 = Special education school 3 = Vocational school 4 = Other/alternative school
STATUS96	1	177-177	A	NCES code for the school status :

1 = School was operational at the time of the last report and is currently operational.  
 2 = School has closed since the time of the last report.  
 3 = School has been opened since the time of the last report.  
 4 = School was operational at the time of the last report but was not on the CCD list at that time.

LOCALE96	1	178-178	A	<p>NCES code for location of the school relative to populous areas :</p> <p>1 = Large City - A central city of Consolidated Metropolitan Statistical Area (CMSA) with the city having a population greater than or equal to 250,000.</p> <p>2 = Mid-size City - A central city of a CMSA or Metropolitan Statistical Area(MSA), with the city having a population less than 250,000.</p> <p>3 = Urban Fringe of Large City - Any incorporated place, Census Designated Place, or non-place territory within a CMSA or MSA of a Large City and defined as urban by the Census Bureau.</p> <p>4 = Urban Fringe of Mid-size City - Any incorporated place, Census Designated Place, or non-place territory within a CMSA or MSA of a Mid-size City and defined as urban by the Census Bureau.</p> <p>5 = Large Town - An incorporated place or Census Designated Place with a population greater than or equal to 25,000 and located outside a CMSA or MSA.</p> <p>6 = Small Town - An incorporated place or Census Designated Place with a population less than 25,000 and greater than 2,500 and located outside a CMSA or MSA.</p> <p>7 = Rural - Any incorporated place, Census Designated Place, or non-place territory designated as rural by the Census Bureau.</p>
FTE96	5	179-183	N	Full-time equivalent of classroom teachers, reported to the nearest tenth; field includes one implied decimal point.
GRSPAN96	4	184-187	A	<p>Range of grades taught in the school, derived from the grades for which students were reported. The following codes are used:</p> <p>UG = Ungraded          PK = Prekindergarten          KG = Kindergarten          01 -- 12 = First through Twelfth grade          00 = School had no students reported</p> <p>UG and 00 each occurs only in isolation from other codes. When one of these does occur, it is both the lowest and the highest grade.</p>
GSLO96	2	184-185	A	NCES code for lowest grade taught.
GSHI96	2	186-187	A	NCES code for highest grade taught.
UG96	5	188-192	N	Students in ungraded classes.
PK96	5	193-197	N	Prekindergarten students.
KG96	5	198-202	N	Kindergarten students.

G0196	5	203-207	N	1 <sup>st</sup> grade students.
G0296	5	208-212	N	2 <sup>nd</sup> grade students.
G0396	5	213-217	N	3 <sup>rd</sup> grade students.
G0496	5	218-222	N	4 <sup>th</sup> grade students.
G0596	5	223-227	N	5 <sup>th</sup> grade students.
G0696	5	228-232	N	6 <sup>th</sup> grade students.
G0796	5	233-237	N	7 <sup>th</sup> grade students.
G0896	5	238-242	N	8 <sup>th</sup> grade students.
G0996	5	243-247	N	9 <sup>th</sup> grade students.
G1096	5	248-252	N	10 <sup>th</sup> grade students.
G1196	5	253-257	N	11 <sup>th</sup> grade students.
G1296	5	258-262	N	12 <sup>th</sup> grade students.
MEMBER96	6	263-268	N	Calculated total of all students reported; if any grades contain missing values, this may not represent the school's actual total.
FLE96	6	269-274	N	Count of students eligible to participate in the Free Lunch Program under the National School Lunch Act.
IND96	5	275-279	N	American Indian or Alaskan Native students.
ASIAN96	5	280-284	N	Asian or Pacific Islander students.
HISP96	5	285-289	N	Hispanic students.
BLACK96	5	290-294	N	Black, Non-Hispanic students.
WHITE96	5	295-299	N	White, Non-Hispanic students.
TOTETH96	6	300-305	N	Sum of American Indian/Alaskan; Asian/Pacific Islander; Hispanic; Black, Non-Hispanic; and White, Non-Hispanic students.
PUPTCH96	6	306-311	N	Total students divided by FTE classroom teachers, reported to the nearest tenth; filed include one implied decimal point.
IFTE96	1	312-312	A	If the field contains anything other than "R", the FTE of classroom teachers originally submitted was adjusted.
IUG96	1	313-313	A	If the field contains anything other than "R", the count of Ungraded students originally submitted was adjusted.
IPK96	1	314-314	A	If the field contains anything other than "R", the count of Prekindergarten students originally submitted was adjusted.
IKG96	1	315-315	A	If the field contains anything other than "R", the count of Kindergarten students originally submitted was adjusted.
IG0196	1	316-316	A	If the field contains anything other than "R", the count of First Grade Students originally submitted was adjusted.
IG0296	1	317-317	A	If the field contains anything other than "R", the count of Second Grade Students originally submitted was adjusted.
IG0396	1	318-318	A	If the field contains anything other than "R", the count of Third Grade Students

				originally submitted was adjusted.
IG0496	1	319-319	A	If the field contains anything other than "R", the count of Fourth Grade Students originally submitted was adjusted.
IG0596	1	320-320	A	If the field contains anything other than "R", the count of Fifth Grade Students originally submitted was adjusted.
IG0696	1	321-321	A	If the field contains anything other than "R", the count of Sixth Grade Students originally submitted was adjusted.
IG0796	1	322-322	A	If the field contains anything other than "R", the count of Seventh Grade Students originally submitted was adjusted.
IG0896	1	323-323	A	If the field contains anything other than "R", the count of Eighth Grade Students originally submitted was adjusted.
IG0996	1	324-324	A	If the field contains anything other than "R", the count of Ninth Grade Students originally submitted was adjusted.
IG1096	1	325-325	A	If the field contains anything other than "R", the count of Tenth Grade Students originally submitted was adjusted.
IG1196	1	326-326	A	If the field contains anything other than "R", the count of Eleventh Grade Students originally submitted was adjusted.
IG1296	1	327-327	A	If the field contains anything other than "R", the count of Twelfth Grade Students originally submitted was adjusted.
IMEMB96	1	328-328	A	If the field contains anything other than "R", the computed Total Membership originally submitted was adjusted.
IFLE96	1	329-329	A	If the field contains anything other than "R", the count of Free Lunch Eligible students originally submitted was adjusted.
IIND96	1	330-330	A	If the field contains anything other than "R", the count of American Indian/Alaskan students originally submitted was adjusted.
IASIAN96	1	331-331	A	If the field contains anything other than "R", the count of Asian/Pacific Island students originally submitted was adjusted.
IHISP96	1	332-332	A	If the field contains anything other than "R", the count of Hispanic students originally submitted was adjusted.
IBLACK96	1	333-333	A	If the field contains anything other than "R", the count of Black, Non-Hispanic students originally submitted was adjusted.
IWHITE96	1	334-334	A	If the field contains anything other than "R", the count of White, Non-Hispanic students originally submitted was adjusted.
IETH96	1	335-335	A	If the field contains anything other than "R", one or more of the Racial/Ethnic counts originally submitted was adjusted.
IPUTCH96	1	336-336	A	If the field contains anything other than "R", one or more of the Racial/Ethnic counts originally submitted was adjusted.

## Appendix B—Imputation Flag Frequencies

Common Core of Data Public School Universe, 1996-97  
Imputation Flag Frequencies

### ADJUSTED TEACHERS FLAG

IFTE96	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	4571	5.0	4571	5.0
N	3475	3.8	8046	8.8
R	83220	91.2	91266	100.0

### ADJUSTED UNGRADED STUDENTS FLAG

IUG96	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	59104	64.8	59104	64.8
N	3475	3.8	62579	68.6
R	28687	31.4	91266	100.0

### ADJUSTED PREKINDERGARTEN STUDENTS FLAG

IPK96	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	40543	44.4	40543	44.4
N	3475	3.8	44018	48.2
R	47248	51.8	91266	100.0

Imputation Flags:

- A - Adjustment
- C - Combined with Data Provided Elsewhere by the State
- I - Imputation Based on a Method Other than Prior Year's Data
- N - Not Applicable
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Common Core of Data Public School Universe, 1996-97  
Imputation Flag Frequencies

ADJUSTED KINDERGARTEN STUDENTS FLAG

IKG96	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	26893	29.5	26893	29.5
N	3475	3.8	30368	33.3
R	60898	66.7	91266	100.0

ADJUSTED 1ST GRADE STUDENTS FLAG

IG0196	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	25872	28.3	25872	28.3
N	3475	3.8	29347	32.2
R	61919	67.8	91266	100.0

ADJUSTED 2ND GRADE STUDENTS FLAG

IG0296	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	25786	28.3	25786	28.3
N	3475	3.8	29261	32.1
R	62005	67.9	91266	100.0

Imputation Flags:

- A - Adjustment
- C - Combined with Data Provided Elsewhere by the State
- I - Imputation Based on a Method Other than Prior Year's Data
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Common Core of Data Public School Universe, 1996-97  
 Imputation Flag Frequencies

ADJUSTED 3RD GRADE STUDENTS FLAG

IG0396	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	25840	28.3	25840	28.3
N	3475	3.8	29315	32.1
R	61951	67.9	91266	100.0

ADJUSTED 4TH GRADE STUDENTS FLAG

IG0496	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	26307	28.8	26307	28.8
N	3475	3.8	29782	32.6
R	61484	67.4	91266	100.0

ADJUSTED 5TH GRADE STUDENTS FLAG

IG0596	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	27383	30.0	27383	30.0
N	3475	3.8	30858	33.8
R	60408	66.2	91266	100.0

Imputation Flags:

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- C - Combined with Data Provided Elsewhere by the State
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- N - Not Applicable
- P - Imputation Based on Prior Year's Data
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Common Core of Data Public School Universe, 1996-97  
Imputation Flag Frequencies

ADJUSTED 6TH GRADE STUDENTS FLAG

IG0696	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	36151	39.6	36151	39.6
N	3475	3.8	39626	43.4
R	51640	56.6	91266	100.0

ADJUSTED 7TH GRADE STUDENTS FLAG

IG0796	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	42733	46.8	42733	46.8
N	3475	3.8	46208	50.6
R	45058	49.4	91266	100.0

ADJUSTED 8TH GRADE STUDENTS FLAG

IG0896	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	42766	46.9	42766	46.9
N	3475	3.8	46241	50.7
R	45025	49.3	91266	100.0

Imputation Flags:

- A - Adjustment
- C - Combined with Data Provided Elsewhere by the State
- I - Imputation Based on a Method Other than Prior Year's Data
- N - Not Applicable
- P - Imputation Based on Prior Year's Data
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Common Core of Data Public School Universe, 1996-97  
Imputation Flag Frequencies

ADJUSTED 9TH GRADE STUDENTS FLAG

IG0996	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	45748	50.1	45748	50.1
N	3475	3.8	49223	53.9
R	42043	46.1	91266	100.0

ADJUSTED 10TH GRADE STUDENTS FLAG

IG1096	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	46300	50.7	46300	50.7
N	3475	3.8	49775	54.5
R	41491	45.5	91266	100.0

ADJUSTED 11TH GRADE STUDENTS FLAG

IG1196	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	46464	50.9	46464	50.9
N	3475	3.8	49939	54.7
R	41327	45.3	91266	100.0

Imputation Flags:

- A - Adjustment
- C - Combined with Data Provided Elsewhere by the State
- I - Imputation Based on a Method Other than Prior Year's Data
- N - Not Applicable
- P - Imputation Based on Prior Year's Data
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Common Core of Data Public School Universe, 1996-97  
Imputation Flag Frequencies

ADJUSTED 12TH GRADE STUDENTS FLAG

IG1296	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	46777	51.3	46777	51.3
N	3475	3.8	50252	55.1
R	41014	44.9	91266	100.0

ADJUSTED TOTAL STUDENTS FLAG

IMEMB96	Frequency	Percent	Cumulative Frequency	Cumulative Percent
N	3475	3.8	3475	3.8
T	87791	96.2	91266	100.0

ADJUSTED FREE-LUNCH ELIGIBLE STUDENTS

IFLE96	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	5096	5.6	5096	5.6
N	3475	3.8	8571	9.4
R	82695	90.6	91266	100.0

Imputation Flags:

A - Adjustment

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

N - Not Applicable

P - Imputation Based on Prior Year's Data

R - As Reported by the State

T - Total Based on Sum of Internal or External Detail

Common Core of Data Public School Universe, 1996-97  
Imputation Flag Frequencies

ADJUSTED AM INDIAN/ALASKAN STUDENTS FLAG

IIND96	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	6944	7.6	6944	7.6
N	3475	3.8	10419	11.4
R	80847	88.6	91266	100.0

ADJUSTED ASIAN/PACIFIC ISLANDER STU FLAG

IASIAN96	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	5027	5.5	5027	5.5
N	3475	3.8	8502	9.3
R	82764	90.7	91266	100.0

ADJUSTED HISPANIC STUDENTS FLAG

IHISP96	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	3395	3.7	3395	3.7
N	3475	3.8	6870	7.5
R	84396	92.5	91266	100.0

Imputation Flags:

- A - Adjustment
- C - Combined with Data Provided Elsewhere by the State
- I - Imputation Based on a Method Other than Prior Year's Data
- N - Not Applicable
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Common Core of Data Public School Universe, 1996-97  
Imputation Flag Frequencies

ADJUSTED BLACK NON-HISPANIC STUDENT FLAG

IBLACK96	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	4472	4.9	4472	4.9
N	3475	3.8	7947	8.7
R	83319	91.3	91266	100.0

ADJUSTED WHITE NON-HISPANIC STUDENT FLAG

IWHITE96	Frequency	Percent	Cumulative Frequency	Cumulative Percent
A	3190	3.5	3190	3.5
N	3475	3.8	6665	7.3
R	84601	92.7	91266	100.0

ADJUSTED ETHNICITY FLAG

IETH96	Frequency	Percent	Cumulative Frequency	Cumulative Percent
N	3475	3.8	3475	3.8
T	87791	96.2	91266	100.0

Imputation Flags:

- A - Adjustment
- C - Combined with Data Provided Elsewhere by the State
- I - Imputation Based on a Method Other than Prior Year's Data
- N - Not Applicable
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Common Core of Data Public School Universe, 1996-97  
 Imputation Flag Frequencies

ADJUSTED PUPIL TEACHER RATIO FLAG

IPUTCH96	Frequency	Percent	Cumulative Frequency	Cumulative Percent
N	3475	3.8	3475	3.8
T	87791	96.2	91266	100.0

Imputation Flags:

A - Adjustment

C - Combined with Data Provided Elsewhere by the State

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

N - Not Applicable

P - Imputation Based on Prior Year's Data

R - As Reported by the State

T - Total Based on Sum of Internal or External Detail

# **APPENDIX C**

## **Glossary**

For CCD to have comparable data across states, all states must abide by the same standard definitions when reporting on schools, students, and staff. To ensure a common understanding, definitions for critical terms are presented below.

### **Alternative Education School**

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

### **American Indian/Alaskan 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**

Classification of changes in an education agency's boundaries or jurisdiction. Classifications include no change; closed with no effect on another agency's boundaries; new agency with no effect on another agency's boundaries; and action taken to create, close, or modify affected the boundaries of at least one other agency.

### **Central City**

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

### **Classroom Teachers**

See "Teachers"

### **Consolidated Metropolitan Statistical Area (CMSA)**

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

### **Diploma, High School**

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

## **Dropout**

A dropout is a student who was enrolled in school at some time during the previous school year; was not enrolled at the beginning of the current school year; has not graduated from high school or completed a state or district-approved educational program; and does not meet any of the following exclusionary conditions: has transferred to another public school district, private school, or state- or district-approved educational program; is temporarily absent due to suspension or school-approved illness; or has died.

## **Education Agency**

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

## **Elementary**

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

## **Federally Operated Education Agency**

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

## **Free Lunch Program**

The free lunch program is defined as a program, under the National School Lunch Act, that provides cash subsidies for free lunches to students based on family size and income criteria.

## **Full-time Equivalency (FTE)**

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

## **General Education Development (GED) Test**

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

## **Graduate, High School**

A high school graduate is defined as 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, other diploma recipients, and other high school completers (e.g., those granted a certificate of attendance).

## **Guidance Counselors/Directors**

Professional staff assigned specific duties and school time for any of the following activities in an elementary or secondary setting: counseling with students and parents; consulting with other staff members on learning problems; evaluating student abilities; assisting students in making educational and career choices; assisting students in personal

and social development; providing referral assistance; and/or working with other staff members in planning and conducting guidance programs for students.

The state should apply its own standards in apportioning the aggregate of guidance counselors/ directors into the elementary and secondary level components.

## **Head Start Program**

A Federally funded program that provides comprehensive educational, social, health, and nutritional services to low-income preschool children and their families, and children from ages 3 to school entry age (i.e., the age of compulsory school attendance).

Head Start students and teachers are reported on the CCD only when the program is administered by a local education agency.

## **High School Completion Count**

A count of graduates and other high school completers including regular diploma recipients, other diploma recipients, other high school completers, and high school equivalency recipients (State Nonfiscal Survey only).

## **High School Equivalency Certificate**

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

## **High School Equivalency Recipients**

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

## **Hispanic**

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

## **Individualized Educational Program (IEP)**

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

## **Instructional Aides**

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

## **Instructional Coordinators and Supervisors**

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

## **Kindergarten**

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

## **Large City**

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

## **Large Town**

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

## **Local Education Agency (LEA) Administrative Support Staff**

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

## **LEA Administrators**

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

*Exclude supervisors of instructional or student support staff.*

## **Librarians**

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

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

## **Library and Media Support Staff**

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

Their duties include selecting, preparing, caring for, and making available to instructional staff, equipment, films, filmstrips, transparencies, tapes, TV programs, and similar materials maintained separately or as part of an instructional materials center.

Also included are activities in the audio-visual center, TV studio, related work-study areas, and services provided by audio-visual personnel.

## **Media Specialists**

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

See point under Librarians.

## **Membership**

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

## **Metropolitan Status (Metro Status)**

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

## **Metropolitan Areas**

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

## **Metropolitan Statistical Area (MSA)**

An area consisting of one or more contiguous counties (cities and towns in New England) that contain a core area with a large population nucleus, as well as adjacent communities having a high degree of economic and social integration with that core. An area is defined as MSA if: It is the only MSA in the immediate area and it has a city of at least 50,000 population; or it is an urbanized area of at least 50,000 with a total metropolitan population of at least 100,000 (75,000 in New England).

## **Mid-size City**

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

## **Non-MSA City**

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

## **Officials and Administrators**

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

## **Operational Status**

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

## **Other Diploma Recipients**

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

## **Other High School Completers**

Other high school completers are individuals who have received a certificate of attendance or other certificate of completion in lieu of a diploma during the previous school year and subsequent summer school.

## **Other Support Staff**

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

## **Outside Urbanized Area**

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

## **Prekindergarten Students**

Prekindergarten students are defined as students who are enrolled in a group or class that is part of a public school program taught during the year or years preceding kindergarten, excluding Head Start students.

## **Prekindergarten Teachers**

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

## **Primary Metropolitan Statistical Area (PMSA)**

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

## **Public School**

Public school is defined as an institution that provides educational services and has one or more grade groups (PK-12), or which 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.

## **Regional Education Service Agency**

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

## **Regular Diploma Recipients**

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

## **Regular School**

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

## **Rural**

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

## **School Administrative Support Staff**

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

## **School Administrators**

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

## **School District**

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

## **Secondary**

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

## **Small Town**

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

## **Special Education School**

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

## **State Education Agency**

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

## **State-Operated Agency**

A State-operated agency is one 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**

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

## **Student Support Services Staff**

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

## **Supervisory Union**

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

## **Teachers**

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

## **Ungraded Students**

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

## **Urban Fringe**

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

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

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

## **Urban Fringe of a Mid-size City**

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

## **Urbanized Area**

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

## **Vocational Education School**

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

## **White**

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

## Appendix D—Nonresponse Tables

COMMON CORE OF DATA PUBLIC SCHOOL UNIVERSE, 1996-97  
 TOTAL NUMBER OF OPEN SCHOOLS, TOTAL STUDENT MEMBERSHIP, FREE-LUNCH ELIGIBLE, AND STUDENTS BY RACE  
 DATA AND COUNT OF RECORDS WITH ZEROES, BY STATE

State	Number of Schools	Student Membership			Free-Lunch Eligible		Students By Race	
		Total	Records w/o Data	Records w/ Zero	Records w/o Data	Records w/ Zero	Records w/o Data	Records w/ Zero
Total On File	90,070	44,946,984	4,466	0	19,859	3,513	5,104	52,919
Alabama	1,345	737,649	5	0	37	9	28	1,107
Alaska	497	129,919	15	0	14	130	15	294
Arizona	1,340	796,213	43	0	1,340	0	43	428
Arkansas	1,104	460,957	0	0	0	3	0	871
California	7,984	5,614,060	3	0	0	578	3	2,502
Colorado	1,531	673,438	63	0	63	96	63	583
Connecticut	1,027	525,632	4	0	55	21	4	640
Delaware	183	110,549	0	0	19	0	0	117
District of Columbia	184	78,553	0	0	15	2	0	175
Florida	2,801	2,244,996	11	0	11	164	11	1,253
Georgia	1,798	1,346,761	0	0	0	19	0	1,178
Hawaii	249	189,163	0	0	2	0	1	82
Idaho	629	245,196	5	0	5	69	629	0
Illinois	4,185	1,985,344	14	0	4,185	0	14	3,295
Indiana	1,929	983,416	61	0	110	5	61	1,439
Iowa	1,552	500,782	5	0	5	30	5	1,169
Kansas	1,464	466,203	1	0	1	12	1	920
Kentucky	1,407	629,500	66	0	132	0	66	1,187
Louisiana	1,477	792,690	2	0	2	44	2	1,121
Maine	721	213,679	30	0	56	3	30	586
Maryland	1,286	818,583	2	0	17	3	2	608
Massachusetts	1,856	933,898	16	0	1,856	0	15	1,258
Michigan	3,853	1,661,958	383	0	336	330	383	2,011
Minnesota	2,116	792,162	330	0	325	235	330	996
Mississippi	1,007	506,709	131	0	135	0	131	775
Missouri	2,291	898,447	171	0	164	46	171	1,606
Montana	892	164,627	0	0	0	149	0	735
Nebraska	1,396	291,967	17	0	17	335	17	1,099
Nevada	442	282,406	6	0	82	2	6	119
New Hampshire	512	198,296	0	0	28	69	0	421
New Jersey	2,279	0	2,279	0	2,279	0	2,279	0
New Mexico	732	330,334	1	0	732	0	1	411
New York	4,172	2,841,870	6	0	6	234	7	2,212
North Carolina	2,005	1,210,001	8	0	24	5	8	1,027
North Dakota	609	120,123	40	0	40	28	40	474
Ohio	3,876	1,844,280	151	0	94	422	151	3,060
Oklahoma	1,828	618,673	9	0	7	15	9	1,026
Oregon	1,222	533,072	0	0	0	74	0	466
Pennsylvania	3,178	1,804,256	68	0	3,178	0	68	2,420
Rhode Island	316	151,323	0	0	2	1	0	172
South Carolina	1,088	644,602	41	0	71	0	56	774
South Dakota	832	143,331	12	0	17	101	12	694
Tennessee	1,565	882,883	53	0	1,565	0	28	1,211
Texas	6,875	3,828,975	0	0	0	238	0	4,295
Utah	742	480,680	0	0	45	0	0	301
Vermont	395	106,102	32	0	110	0	32	325
Virginia	1,895	1,096,279	103	0	180	0	103	1,100
Washington	2,180	974,504	209	0	2,180	0	209	444
West Virginia	869	304,052	40	0	74	2	40	755
Wisconsin	2,096	879,259	4	0	34	11	4	1,193
Wyoming	411	99,058	3	0	19	28	3	316
DoD Dependents Schools	165	80,510	0	0	165	0	0	27
American Samoa	31	14,766	0	0	0	0	0	31
Guam	35	33,352	0	0	0	0	0	19
Northern Marianas	26	9,051	0	0	0	0	0	26
Puerto Rico	1,555	619,652	22	0	22	0	22	1,533
Virgin Islands	35	22,243	1	0	3	0	1	32

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

COMMON CORE OF DATA PUBLIC SCHOOL UNIVERSE, 1996-97  
TOTAL NUMBER OF OPEN SCHOOLS, STUDENT MEMBERSHIP, AND CLASSROOM TEACHERS WITH COUNT OF RECORDS LACKING  
DATA AND COUNT OF RECORDS WITH ZEROES, BY STATE

State	Number of Schools	Student Membership			Teachers		
		Total	Records w/o Data	Records w/ Zero	Total	Records w/o Data	Records w/ Zero
Total On File	90,070	44,946,984	4,466	0	2,390,065	8,286	1,550
Alabama	1,345	737,649	5	0	4,363	3	0
Alaska	497	129,919	15	0	735	0	30
Arizona	1,340	796,213	43	0	4,011	173	1
Arkansas	1,104	460,957	0	0	2,721	0	1
California	7,984	5,614,060	3	0	24,076	12	1
Colorado	1,531	673,438	63	0	3,640	3	61
Connecticut	1,027	525,632	4	0	3,650	4	0
Delaware	183	110,549	0	0	646	17	0
District of Columbia	184	78,553	0	0	407	1	0
Florida	2,801	2,244,996	11	0	11,995	1	182
Georgia	1,798	1,346,761	0	0	7,901	0	0
Hawaii	249	189,163	0	0	1,042	2	0
Idaho	629	245,196	5	0	1,308	9	3
Illinois	4,185	1,985,344	14	0	11,350	0	52
Indiana	1,929	983,416	61	0	5,485	38	0
Iowa	1,552	500,782	5	0	3,322	1	2
Kansas	1,464	466,203	1	0	3,061	0	1
Kentucky	1,407	629,500	66	0	3,893	0	42
Louisiana	1,477	792,690	2	0	4,733	29	3
Maine	721	213,679	30	0	1,419	3	1
Maryland	1,286	818,583	2	0	4,661	0	11
Massachusetts	1,856	933,898	16	0	---	1,856	0
Michigan	3,853	1,661,958	383	0	8,656	141	161
Minnesota	2,116	792,162	330	0	4,503	122	357
Mississippi	1,007	506,709	131	0	2,909	6	1
Missouri	2,291	898,447	171	0	5,930	0	64
Montana	892	164,627	0	0	1,027	0	0
Nebraska	1,396	291,967	17	0	2,010	0	23
Nevada	442	282,406	6	0	1,447	4	10
New Hampshire	512	198,296	0	0	1,268	0	3
New Jersey	2,279	0	2,279	0	---	2,279	0
New Mexico	732	330,334	1	0	1,947	1	0
New York	4,172	2,841,870	6	0	17,695	0	7
North Carolina	2,005	1,210,001	8	0	7,642	0	0
North Dakota	609	120,123	40	0	789	0	15
Ohio	3,876	1,844,280	151	0	10,549	1	66
Oklahoma	1,828	618,673	9	0	3,885	3	1
Oregon	1,222	533,072	0	0	2,631	0	4
Pennsylvania	3,178	1,804,256	68	0	10,107	2	26
Rhode Island	316	151,323	0	0	1,066	1	0
South Carolina	1,088	644,602	41	0	4,093	0	0
South Dakota	832	143,331	12	0	947	1	0
Tennessee	1,565	882,883	53	0	---	1,565	0
Texas	6,875	3,828,975	0	0	24,659	0	223
Utah	742	480,680	0	0	2,239	1	0
Vermont	395	106,102	32	0	775	15	15
Virginia	1,895	1,096,279	103	0	---	1,895	0
Washington	2,180	974,504	209	0	4,818	34	163
West Virginia	869	304,052	40	0	2,040	14	0
Wisconsin	2,096	879,259	4	0	5,476	49	0
Wyoming	411	99,058	3	0	656	0	8
DoD Dependents Schools	165	80,510	0	0	429	0	0
American Samoa	31	14,766	0	0	73	0	0
Guam	35	33,352	0	0	150	0	0
Northern Marianas	26	9,051	0	0	44	0	12
Puerto Rico	1,555	619,652	22	0	3,970	0	0
Virgin Islands	35	22,243	1	0	158	0	0

NOTE: Totals Represent Data After Post-edit And Are The Summaries Of Data On The File And May Undercount  
Categories To The Extent That Data Are Not Reported.  
---These States Did Not Provide Classroom Teachers At School Level.

COMMON CORE OF DATA PUBLIC SCHOOL UNIVERSE, 1996-97  
NUMBER OF SCHOOLS LACKING TELEPHONE NUMBER AND STREET ADDRESS, BY STATE

State	Total Schools	Schools Lacking Telephone Number		Schools Lacking Street Address
		N	M	
Total On File	90,070	74	471	341
Alabama	1,345	0	0	0
Alaska	497	0	1	0
Arizona	1,340	0	15	8
Arkansas	1,104	0	0	0
California	7,984	1	36	0
Colorado	1,531	0	50	8
Connecticut	1,027	0	3	4
Delaware	183	0	0	0
District of Columbia	184	0	0	0
Florida	2,801	0	7	2
Georgia	1,798	0	0	0
Hawaii	249	0	1	0
Idaho	629	0	0	2
Illinois	4,185	1	12	0
Indiana	1,929	0	0	4
Iowa	1,552	1	0	107
Kansas	1,464	0	0	44
Kentucky	1,407	0	11	14
Louisiana	1,477	0	0	0
Maine	721	0	1	5
Maryland	1,286	0	0	0
Massachusetts	1,856	0	0	0
Michigan	3,853	0	34	0
Minnesota	2,116	57	0	0
Mississippi	1,007	0	0	0
Missouri	2,291	0	33	0
Montana	892	1	0	33
Nebraska	1,396	0	0	0
Nevada	442	0	1	11
New Hampshire	512	0	0	1
New Jersey	2,279	0	0	0
New Mexico	732	0	1	11
New York	4,172	7	2	16
North Carolina	2,005	0	0	0
North Dakota	609	0	0	0
Ohio	3,876	0	2	2
Oklahoma	1,828	0	6	0
Oregon	1,222	0	0	0
Pennsylvania	3,178	0	3	16
Rhode Island	316	0	0	0
South Carolina	1,088	0	0	0
South Dakota	832	0	0	0
Tennessee	1,565	0	16	0
Texas	6,875	4	0	0
Utah	742	0	1	9
Vermont	395	0	0	31
Virginia	1,895	0	3	5
Washington	2,180	0	1	0
West Virginia	869	0	0	0
Wisconsin	2,096	0	2	0
Wyoming	411	0	0	7
DoD Dependents Schools	165	0	165	0
American Samoa	31	0	0	0
Guam	35	0	0	1
Northern Marianas	26	0	0	0
Puerto Rico	1,555	2	64	0
Virgin Islands	35	0	0	0

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

**APPENDIX E**  
**STATE NOTES FOR 1996-97 COMMON CORE OF DATA**

Alabama

**Date Received:** Agy 4/01/97 Sch 10/08/97

**Requested Option:** Diskette

**Submission:** Agy Internet Sch Diskette

**Anomalies:** Missing Data: Sch - Prekindergarten Students; Agy - Prekindergarten Teachers.  
Not Applicable Data: Sch - Ungraded Students; Agy - Ungraded Students, Other Diploma Recipients, and Ungraded Teachers. Attendance data was collected by student for the first time.

Alaska

**Date Received:** 7/17/97

**Requested Option:** Diskette

**Submission:** Internet

**Anomalies:** Missing Data: Agy - Ungraded Teachers, Instructional Coordinators and Supervisors, Student Support. Not Applicable Data: Sch - Ungraded Students; Agy - Ungraded Students, Other Diploma Recipients, and Other High School Completers. Ungraded Students were reported as zero on the school file and were changed to not applicable in the post editing process.

Arizona

**Date Received:** 7/30/97

**Requested Option:** Internet

**Submission:** Diskette

**Anomalies:** Not Applicable Data: Sch - Free-Lunch Eligible; Agy - Other Diploma Recipients.

Arkansas

**Date Received:** 9/30/97

**Requested Option:** Diskette

**Submission:** Diskette

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

## California

**Date Received:** Agy 6/20/97 Sch 6/10/97

**Requested Option:** Internet

**Submission:** Diskette

**Anomalies:** Missing Data: Sch - Prekindergarten Students; Agy - Other High School Completers (454 Agencies), Prekindergarten Teachers, and Library/Media Support; Not Applicable Data - Other Diplomas. Free-lunch eligible - report participants not eligible students.

## Colorado

**Date Received:** 6/23/97

**Requested Option:** Diskette

**Submission:** Internet

**Anomalies:** Not Applicable Data - Other Diploma. Report teachers that teach in more than one school in schools called 'More than one school'. Teachers reported in those schools were apportioned to all schools in the district.

## Connecticut

**Date Received:** Agy 9/30/97 Sch 4/28/97

**Requested Option:** Diskette

**Submission:** Agy Internet School Diskette

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

## Delaware

**Date Received:** 4/09/97

**Requested Option:** Diskette

**Submission:** Shuttle

**Anomalies:** Not Applicable Data: Sch - Ungraded Students; Agy - Other Diploma Recipients, Ungraded Teachers. Schools with Intensive Learning Center in their name are actually programs.

## District of Columbia

**Date Received:** 7/30/97

**Requested Option:** Diskette

**Submission:** Diskette

**Anomalies:** Missing Data: Agy - Other High School Completers and Dropouts. Free-lunch eligible data are from January 1997.

## Florida

**Date Received:** 4/07/97

**Requested Option:** Diskette

**Submission:** Diskette

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

## Georgia

**Date Received:** 5/30/97

**Requested Option:** Internet

**Submission:** Internet

**Anomalies:** Not Applicable Data: Sch - Ungraded Students; Agy - Ungraded Students and Ungraded Teachers. Beginning with the 1995-96 data files the classification of elementary teachers was shifted from PK-7 to PK-5 and the classification of secondary teachers was shifted from 8-12 to 6-12. Georgia allows for 6 ethnic race categories for students, the five in CCD plus the multi-racial category. They independently reclassify the multi-racial category for reporting CCD data.

## Hawaii

**Date Received:** Agy 10/23/97 Sch 9/18

**Requested Option:** Diskette

**Submission:** Agy Shuttle Sch Diskette

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

## Idaho

**Date Received:** 3/10/97

**Requested Option:** Diskette

**Submission:** Diskette

**Anomalies:** Missing Data: Sch - Students by race. Not Applicable Data: Sch - Ungraded students; Agy - Ungraded students. Total student enrollment in the agency universe is greater than the school universe. These students are enrolled under state funded contract in privately administered programs or in schools in another state. Idaho does not collect meaningful student ethnicity data by building. Ethnicity data on the school file in all cases is reported as "M".

Illinois

**Date Received:** 9/16/97

**Requested Option:** Diskette

**Submission:** Diskette

**Anomalies:** Not Applicable Data: Sch - Free-Lunch eligible; Agy - Other Diploma Recipients, Other High School Completers, Instructional Aides, Library\Media Support, School, LEA Administrative Support, School Administrative Support, and All Other Support.

Indiana

**Date Received:** 03/10/97

**Requested Option:** Diskette

**Submission:** Diskette

**Anomalies:** None

Iowa

**Date Received:** 3/31/97

**Requested Option:** Diskette

**Submission:** Internet

**Anomalies:** None

Kansas

**Date Received:** 10/24/97

**Requested Option:** Diskette

**Submission:** Internet

**Anomalies:** Not Applicable Data: Agy - Other Diploma and Other High School Completers. At the state level only pre-school programs for special education are recognized as Prekindergarten. The pre-school programs operated by some schools are considered private daycare and are licensed by a state social services agency. Student counts are from September 20.

## Kentucky

**Date Received:** 10/20/97

**Requested Option:** Diskette

**Submission:** Internet

**Anomalies:** Missing Data: Agy - Special Education IEP, Other Diploma Recipients, and Other High School Completers. The Department of Education does not collect enrollment/teacher information for vocational and technical centers separately it is included under public schools where appropriate. Preschool/Head Start are not required to report student counts and non-certified staff. Grades are not designated below the fourth grade, for this file they have been estimated. Free-Lunch Eligible counts are taken at a different time from membership counts. Special Education IEP is not included in the Department's database.

## Louisiana

**Date Received:** 8/14/97

**Requested Option:** Internet

**Submission:** Internet

**Anomalies:** Missing Data: Agy - Other Diploma Recipients, Other High School Completers, Prekindergarten Teachers, Kindergarten Teachers, Elementary Teachers, Secondary Teachers, Ungraded Teachers, Elementary Guidance Counselors, Secondary Guidance Counselors. Non-graded students are taught with both elementary and secondary students. Therefore, the elementary, secondary and nongraded teachers are combined in the Total FTE teacher count. Alternative schools or new schools that do not have students enrolled prior to the reporting cutoff have no student or teacher counts. Race counts do not always equal membership counts due to reporting procedures. Preschool/Head Start are not required to report student counts or non-certified staff

## Maine

**Date Received:** 3/25/97

**Requested Option:** Diskette

**Submission:** Diskette

**Anomalies:** Not Applicable Data: Agy - Prekindergarten Teachers, Kindergarten Teachers, Ungraded Teachers, LEA Admin Support and School Admin Support. There are 55 school administrative units that do not operate schools, but tuition all students to surrounding school systems.

## Maryland

**Date Received:** 4/23/97

**Requested Option:** Diskette

**Submission:** Diskette

**Anomalies:** Missing Data: Agy - Ungraded Teachers. Not Applicable Data: Agy - Other Diploma Recipients.

## Massachusetts

**Date Received:** 7/31/97

**Requested Option:** Diskette

**Submission:** Diskette

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

## Michigan

**Date Received:** 11/1/97

**Requested Option:** Internet

**Submission:** Internet

**Anomalies:** Missing Data: Agy - Elementary Guidance Counselors and Secondary Guidance Counselors.

## Minnesota

**Date Received:** 10/31/97

**Requested Option:** Diskette

**Submission:** Diskette

**Anomalies:** Missing Data: Agy - Other High School Completers. Not Applicable Data: Sch - Ungraded Students; Agy - Ungraded Students, and Other Diploma Recipients. Several schools that were opened in 1995-96 were not reported in 1996-97. Those schools were pulled forward and the data were recorded as missing.

## Mississippi

**Date Received:** 4/28/97

**Requested Option:** Diskette

**Submission:** Diskette

**Anomalies:** None

## Missouri

**Date Received:** 4/8/97

**Requested Option:** Internet

**Submission:** Internet

**Anomalies:** Missing Data: Agy - LEA Administrative Support and All Other Support. Not Applicable Data: Agy - Other Diploma Recipients, Other High School Completers, Library/media Support, and School Administrative Support. LEA Administrative Support and All Other Support were estimated in prior years. Timing of data collection changed so these items were not reported this year, actual data will be included on the 1997-98 survey.

## Montana

**Date Received:** 4/18/97

**Requested Option:** Diskette

**Submission:** Internet

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

## Nebraska

**Date Received:** 3/24/97

**Requested Option:** Diskette

**Submission:** Diskette

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

## Nevada

**Date Received:** 4/15/97

**Requested Option:** Diskette

**Submission:** Internet

**Anomalies:** None

## New Hampshire

**Date Received:** 3/18/97

**Requested Option:** Internet

**Submission:** Diskette

**Anomalies:** Missing data: Agy - Ungraded Teachers, Instructional Coordinators and Supervisors, Student Support, and Dropouts. Other High School Completers were reported as zero.

## \*\*\*New Jersey\*\*\* - Prior Year Identification Data

New Jersey did not submit data for the 1996-97 survey cycle. The identifying information included in these files was pulled forward from the 1995-96 data submission. All current year data elements were coded with "N" or "M" as appropriate.

**Date Received:** 11/15/96

**Requested Option:** Tape

**Submission:** Internet

**Anomalies:** Not Applicable

## New Mexico

**Date Received:** 4/7/97

**Requested Option:** Diskette

**Submission:** Internet

**Anomalies:** Missing data: Sch - Free-Lunch Eligible. Not Applicable Data: Agy - Other Diploma Recipients. Head Start Students are only included on the Agency file.

## New York

**Date Received:** 9/23/97

**Requested Option:** Diskette

**Submission:** Diskette

**Anomalies:** None

## North Carolina

**Date Received:** 5/19/97

**Requested Option:** Diskette

**Submission:** Internet

**Anomalies:** Not Applicable Data: Agy - Elementary Guidance Counselors, Secondary Guidance Counselors, Library/Media Support, LEA Administration Support, and School Administrative Support.

North Dakota

**Date Received:** 3/25/97

**Requested Option:** Diskette

**Submission:** Diskette

**Anomalies:** Not Applicable Data: Sch - Ungraded Students; Agy - Ungraded Students, Other Diploma Recipients, Other High School Completers, and Ungraded Teachers. State values include public, state, and BIA schools for the first time.

Ohio

**Date Received:** 6/24/97

**Requested Option:** Internet

**Submission:** Internet

**Anomalies:** On the Agency file Other Diploma Recipients, Other High School Completers, and Instructional Coordinators and Supervisors were all reported as zero.

Oklahoma

**Date Received:** 10/1/97

**Requested Option:** Diskette

**Submission:** Diskette

**Anomalies:** Not Applicable Data: Agy - Other Diploma Recipients and Other High School Graduates. Other Support Staff includes Library/Media Support Staff.

Oregon

**Date Received:** 5/12/97

**Requested Option:** Internet

**Submission:** Internet

**Anomalies:** None

Pennsylvania

**Date Received:** 4/23/97

**Requested Option:** Diskette

**Submission:** Internet

**Anomalies:** Missing data: Sch - Free-Lunch Eligible. Not Applicable Data: Agy - Other Diploma Recipients, Other High School Completers, Prekindergarten Teachers, and Kindergarten Teachers. Prekindergarten and Kindergarten Teachers are included in Elementary Teachers.

## Rhode Island

**Date Received:** 6/3/97

**Requested Option:** Diskette

**Submission:** Diskette

**Anomalies:** Other High School Completers reported as zero. The Board of Regents schools are included in the state level data but not in the agency or school totals.

## South Carolina

**Date Received:** 3/14/97

**Requested Option:** Internet

**Submission:** Internet

**Anomalies:** Not Applicable Data: Sch - Ungraded Students and Prekindergarten Students; Agy - Ungraded Students, Other Diploma Recipients, and Ungraded Teachers, Instructional Aides, Library/Media Support, LEA Administrative Support, School Administrative Support, Student Support, and All Other Support. The FTE count on the agency file is greater than the FTE on the school file because it includes teachers that are not assigned to a specific school.

## South Dakota

**Date Received:** 3/19/97

**Requested Option:** Diskette

**Submission:** Internet

**Anomalies:** Missing Data: Other High School Completers (175/218 records).

## Tennessee

**Date Received:** Agy 9/19/97 Sch 8/14/97

**Requested Option:** Diskette

**Submission:** Internet

**Anomalies:** Missing Data: Sch - Classroom Teachers, Prekindergarten Students, and Free-Lunch Eligible; Agy - Not Applicable Data: Agy - Other Diploma Recipients, Instructional Coordinators and Supervisors, Library/Media Support, LEA Administrative Support, and Student Support.

Texas

**Date Received:** 4/30/97

**Requested Option:** Diskette

**Submission:** Diskette

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

Utah

**Date Received:** 3/26/97

**Requested Option:** Internet

**Submission:** Internet

**Anomalies:** None

Vermont

**Date Received:** 10/31/97

**Requested Option:** Diskette

**Submission:** Internet

**Anomalies:** None

Virginia

**Date Received:** 6/5/97

**Requested Option:** Diskette

**Submission:** Internet

**Anomalies:** Missing Data: Sch - Classroom Teachers; Agy - Prekindergarten Teachers, Kindergarten Teachers, Elementary Teachers, Secondary Teachers, Ungraded Teachers, Total FTE Teachers, Instructional Aides, Instructional Coordinators and Supervisors, Elementary Guidance Counselors, Secondary Guidance Counselors, Total Guidance, Library/Media Specialists, Library Media Support, LEA Administrators, LEA Administrative Support, School Administrators, School Administrative Support, Student Support, and All Other Support. Not Applicable Data: Agy - Other Diploma Recipients and Other High School Completers. The Virginia Department of Education does not collect teacher counts by school.

## Washington

**Date Received:** 5/5/97

**Requested Option:** Diskette

**Submission:** Internet

**Anomalies:** Missing data: Sch - Free-Lunch Eligible; Agy - Instructional Coordinators and Supervisors, Student Support, and Dropouts. Not Applicable Data: Sch - Ungraded Students; Agy - Ungraded Students, Other Diploma Recipients, and Other High School Completers.

## West Virginia

**Date Received:** 5/21/97

**Requested Option:** Diskette

**Submission:** Internet

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

## Wisconsin

**Date Received:** 8/4/97

**Requested Option:** Internet

**Submission:** Internet

**Anomalies:** Not Applicable Data: Sch - Ungraded Students; Agy - Ungraded Students, Other Diploma Recipients, Other High School Completers, and Ungraded Teachers. Total FTE for teachers and guidance counselors may not equal the sum of these staff categories when broken down into elementary and secondary. Some districts did not identify the grade level for these categories.

## Wyoming

**Date Received:** 4/1/97

**Requested Option:** Internet

**Submission:** Internet

**Anomalies:** Not Applicable Data: Sch - Ungraded Students (409/411 schools) and Prekindergarten Students; Agy - Ungraded Students (54/57 agencies), Prekindergarten Teachers, and Ungraded Teachers.

## American Samoa

**Date Received:** 3/21/97

**Requested Option:** Shuttle

**Submission:** Shuttle

**Anomalies:** None

## Guam

**Date Received:** 3/18/97

**Requested Option:** Diskette

**Submission:** Internet

**Anomalies:** Missing Data: Agy - Regular Diploma Recipients. Not Applicable Data: Sch - Ungraded Students; Agy - Other Diploma Recipients and Other High School Completers.

## Northern Marianas

**Date Received:** Agy 3/18/97 Sch 9/24/97

**Requested Option:** Diskette

**Submission:** Agy-Diskette Sch-Shuttle

**Anomalies:** Not Applicable Data: Sch - Ungraded Students; Agy - Ungraded Students, Other Diploma Recipients, and Other High School Completers. Prekindergarten and Ungraded Teachers were reported as zero.

## Puerto Rico

**Date Received:** 6/23/97

**Requested Option:** Diskette

**Submission:** Diskette

**Anomalies:** Blank Data: Agy - Instructional Aides.

## Virgin Islands

**Date Received:** 3/24/97

**Requested Option:** Diskette

**Submission:** Diskette

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

## Department of Defense Dependents Schools

**Date Received:** 10/24/97

**Requested Option:** Diskette

**Submission:** Internet

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

# APPENDIX F — School Universe Shuttle

UNITED STATES DEPARTMENT OF EDUCATION

Office of Educational Research and Improvement

National Center for Education Statistics

1995-96

Public Elementary/Secondary

School Universe Shuttle

State: NO STATE SELECTED

Date Due: 03/15/97

OMB No. 1850-0067

Expires 12/31/97

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