NCES Common Core of Data Local Education Agency Universe Survey Dropout and Completion Public-Use Data File: School Year 2006–07

File Version 1b

ies **NATIONAL CENTER FOR EDUCATION STATISTICS**

Institute of Education Sciences

NCES Common Core of Data Local Education Agency Universe Survey Dropout and Completion Public-Use Data File: School Year 2006–07

File Version 1b

April 2011

Robert Stillwell
**National Center for
Education Statistics**

CCD
COMMON CORE OF DATA

ies NATIONAL CENTER FOR
EDUCATION STATISTICS
Institute of Education Sciences

U.S. Department of Education
Arne Duncan
Secretary

Institute of Education Sciences
John Q. Easton
Director

National Center for Education Statistics
Jack Buckley
Commissioner

The National Center for Education Statistics (NCES) is the primary federal entity for collecting, analyzing, and reporting data related to education in the United States and other nations. It fulfills a congressional mandate to collect, collate, analyze, and report full and complete statistics on the condition of education in the United States; conduct and publish reports and specialized analyses of the meaning and significance of such statistics; assist state and local education agencies in improving their statistical systems; and review and report on education activities in foreign countries.

NCES activities are designed to address high-priority education data needs; provide consistent, reliable, complete, and accurate indicators of education status and trends; and report timely, useful, and high-quality data to the U.S. Department of Education, the Congress, the states, other education policymakers, practitioners, data users, and the general public. Unless specifically noted, all information contained herein is in the public domain.

We strive to make our products available in a variety of formats and in language that is appropriate to a variety of audiences. You, as our customer, are the best judge of our success in communicating information effectively. If you have any comments or suggestions about this or any other NCES product or report, we would like to hear from you. Please direct your comments to

April 2011

The NCES World Wide Web Home Page address is http://nces.ed.gov.
The NCES World Wide Web Electronic Catalog address is http://nces.ed.gov/pubsearch.

This publication is only available online. To download, view, and print the report as a PDF file, go to the NCES World Wide Web Electronic Catalog address shown above.

Contents

Appendixes

List of Tables

I. Introduction

This document provides information about the Common Core of Data (CCD) Local Education Agency Universe Survey Dropout and Completion Public-Use Data File: School Year 2006–07. The CCD Local Education Agency Dropout and Completion Public-Use Data File is one of several data files released through the CCD nonfiscal survey system. This file contains data on students who drop out of and those who complete public school.

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

This documentation for the CCD Local Education Agency Universe Survey Dropout and Completion Public-Use Data File: School Year 2006–07 contains information on CCD dropout and completion 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, Field Frequencies, and Data Tables** lists the minimum, maximum, and mean value of each numeric variable as well as the total number of states and the number of LEAs for which data are missing or not applicable. For categorical variables, Appendix B also lists the frequency of responses for each variable. Data tables are provided for high school completers, dropouts, and enrollment base fields by state or jurisdiction.

- **Appendix C. Dropout Reporting Practices and Guidelines** presents the instructions given to SEAs for reporting dropouts to the CCD.

- **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 and completion rates in NCES data reports.

II. The CCD Local Education Agency Universe Survey Dropout and Completion Public-Use Data File: School Year 2006–07

A. Sources of Data Used to Construct the File

The CCD Local Education Agency Dropout and Completion Public-Use Data File is constructed from data collected through two CCD nonfiscal surveys: the Public Elementary/Secondary School Universe Survey and the Local Education Agency Universe Survey. In addition to dropout and completion counts, the file contains the enrollment bases that can be used in calculating dropout and completion rates.

The numbers of high school diploma recipients, the numbers of other high school completers, and the numbers of dropouts are taken from the Local Education Agency Universe Survey data file. The membership data used to create the enrollment bases (denominator) for the 2006–07 event dropout rate and the Averaged Freshman Graduate Rate (AFGR) are taken from the Public Elementary/Secondary School Universe Survey data file. The grade-level membership data were aggregated to the LEA level from schools associated with the LEA.

B. Data Collection Methods

The 2006–07 data were reported during the pilot test of the collection of CCD data through the Department of Education's *EDFacts* system. All states, the District of Columbia, Puerto Rico, and the U.S. Virgin Islands reported their dropout and high school completion data through *EDFacts*; however, American Samoa and the Commonwealth of the Northern Marianas Islands reported through the CCD online collection maintained by the U.S. Census Bureau and Kforce Government Solutions. Guam, the Department of Defense (DoD) dependent schools (overseas and domestic), and the Bureau of Indian Education did not report any data on dropouts or graduates for the 2006–07 school year.

C. Who Is a Dropout?

The CCD provides an event dropout number that 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 General Educational Development (GED) preparation.

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

Treatment of ungraded students in calculating dropout rates—The dropout rate denominator is based on enrollments by grade. However, some states report ungraded students (students who are not assigned a regular grade designation). To adjust for this, the data for ungraded enrollment counts were redistributed across grades in proportion to the graded enrollment of the state, based on the race/ethnicity and gender of the ungraded students and the race/ethnicity and gender of the graded students (where this information was available). In this procedure, the ungraded enrollment is subtracted from the total enrollment to get the total graded enrollment; the reported enrollment in each grade is used to compute the proportion of graded students in each grade; these proportions are multiplied by the count of ungraded students to allocate the ungraded students across the individual grades; and the counts of ungraded students allocated to each grade are added to the reported enrollments by grade. Ungraded enrollments account for approximately 1 percent of enrollments each year.

Caution in interpreting the dropout rates—There can be situations in which there is a dropout rate of more than 100 percent in any given cell. Since enrollment figures are reported at the school level and dropout counts are reported at the agency level, it is possible that a state may not be able to report enrollment data for all schools in a district, which could create an enrollment figure that is lower than the reported dropout count. Another reason a district could have more dropouts than students enrolled is because of the method by which the CCD counts students who drop out over the summer. If a student finishes a grade and school year but fails to re-enroll in the fall, then the student is counted as a dropout for the grade and district in which he or she fails to enroll in the fall. Therefore, if a student finishes eighth grade in a grade K–8 district, but then fails to enroll in the grade 9–12 district in the fall, that grade 9–12 district would count the student as a dropout even though it would not include the student in its enrollment count. In cases where the dropout rate exceeds 100 percent, the dropout rate cell is set to "-1" (missing).

D. Information on High School Completers and the Averaged Freshman Graduation Rate

For each record in the data file, the CCD Local Education Agency Dropout and Completion Public-Use Data File contains counts of regular diploma recipients, the Averaged Freshman Graduation Rate (AFGR), other high school completers, and enrollment data used to calculate the AFGR and dropout rates.

What is a regular diploma?—The CCD defines a regular diploma as the high school completion credential awarded to students who meet or exceed coursework and performance standards set by the state or other approving authority. There are differences in what a high school diploma represents across states. State and local policies can affect the numbers of diploma recipients reported. Some states award regular diplomas to all students who meet completion requirements, regardless of the extent to which these requirements address state or district academic standards. For example, some states have in-school GED programs that require fewer credit hours than a regular high school track, but lead to the award of regular diplomas. Other states award some form of alternative credential to students who meet some, but not all, requirements. For example, special education students who complete their individual education programs or regular education students in some alternative programs may receive a certificate of completion. As a result of different policies, students who receive a certificate of completion in one state might be awarded a regular diploma in another.

Calculating the AFGR—The AFGR is the number of regular diploma recipients in a given year divided by the average of the membership in grades 8, 9, and 10, reported 5, 4, and 3 years earlier, respectively. For example, the denominator of the 2006–07 AFGR is the average of the 8th-grade membership in 2002–03, 9th-grade membership in 2003–04, and 10th-grade membership in 2004–05. Ungraded students are prorated into these grades. Averaging these three grades provides an estimate of the number of first-time freshmen in the class of 2003–04 freshmen in order to estimate the on-time graduation rate for 2006–07.

Treatment of ungraded students in calculating the AFGR—The AFGR denominator is based on enrollments by grade. However, some states report ungraded students (students who are not assigned a regular grade designation). To adjust for this, the data for ungraded enrollment counts were redistributed across grades in proportion to the graded enrollment of the state, based on the race/ethnicity and gender of the ungraded students and the race/ethnicity and gender of the graded students (where this information was available). The redistributed counts of ungraded enrollments were added to the reported enrollment counts for the 8th, 9th, and 10th grades. In this procedure, the ungraded enrollment is subtracted from the total enrollment to get the total graded enrollment; the reported enrollment in each grade is used to compute the proportion of graded students in each grade; these proportions are multiplied by the count of ungraded students to allocate the ungraded students across the individual grades; and the counts of ungraded students allocated to each grade are added to the reported enrollments by grade. Ungraded enrollments account for approximately 1 percent of enrollments each year.

Caution in interpreting the AFGR—Although the AFGR was selected as the best of the available alternatives, several factors make it fall short of a true on-time graduation rate. First, the AFGR does not take into account any imbalances in the number of students moving in and out of the nation or individual states over the high school years. As a result, the averaged freshman class is at best an approximation of the actual number of freshmen, where differences in the rates of transfers, retention, and dropping out in the three grades affect the average. Second, by including

all graduates in a specific year, the graduates may include students who repeated a grade in high school or completed high school early and thus are not on-time graduates in that year.

While the AFGR is a reasonable proxy at the aggregate national or state level, the potential effects of three factors should be taken into account when interpreting the results for individual states. First, if more high school students moved out of a population than transferred in during the high school years, the number of graduates in the numerator would be smaller and the estimated graduation rate would be lower than the actual on-time rate for that group of freshmen. On the other hand, if more high school students moved into a population than moved out during this 4-year period, the number of graduates in the numerator would be increased and the estimated on-time graduation rate would be higher than the actual rate for that group of freshmen. This can lead to estimated graduation rates of more than 100 percent for small groups; such cases have been adjusted to 100 percent in this data file.

Second, including the estimate of 8th-graders from the previous year in order to remove the effect of freshmen who were retained (and, thus, are not first-time freshmen) ignores the fact that in some cases there may be a real change in the number of 8th-graders relative to counts of 9th-graders due to transfers between public and private schools. If more students transfer to public schools at this point, using a count of 8th-graders that does not include those students would serve to artificially decrease the estimated number of 9th-graders and, as a result, increase the graduation rate for that class. Conversely, if more students were to transfer out of public schools between the 8th and 9th grades, using the 8th-grade count that includes students leaving the population would artificially increase the estimated number of 9th-graders and, in turn, decrease the graduation rate.

Third, there may be a tradeoff between the adjustment for retentions and grade-specific differences in the number of dropouts. The use of the 10th-grade enrollment count also helps to dampen the effect of 9th-grade retentions, but ignores the fact that 9th-grade dropouts result in a smaller 10th-grade population. Excluding these 9th-grade dropouts lowers the estimate of freshmen and, as a result, increases the graduation rate.

<u>What is an other high school completer?</u>— The CCD defines an other high school completer as a student who has received a certificate of attendance or other certificate of completion in lieu of a diploma during the previous school year and subsequent summer school. Other high school completer credentials are not awarded in every state. See section F. Comments About the Data Items, for a list of states that do not award other high school completer credentials.

E. Comments About the Data File

Data users should be aware of certain characteristics of the data file.

<u>Methodology</u>—Data for the CCD Local Education Agency Dropout and Completion Public-Use Data File 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.

<u>Undercoverage and vertical consistency</u>—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 the 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.

<u>Accuracy of data</u>—The degree of rigor with which SEAs verify their dropout data is not uniform. 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 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.

<u>Response rates</u>—The Department of Defense Dependents Schools, the Bureau of Indian Education, and Guam did not report completion data for the 2006–07 school year. Pennsylvania, Vermont, Puerto Rico, American Samoa, Guam, the Department of Defense Dependents Schools, and the Bureau of Indian Education did not report dropout data.

For the 2006–07 collection dropout data, it was not always possible to distinguish true zero counts of dropouts from missing data (see section E., Data values, for more information about zero counts and missing data.) NCES identified all districts with zero reported dropouts and a 2006–07 student membership in grades 9–12 of 400 or more students. These zero values of dropouts were changed to missing except in cases when the state CCD coordinator confirmed that there were zero dropouts for the district.

<u>Precautions to prevent disclosure of individuals who drop out of school</u>—The data file has undergone disclosure risk analysis to eliminate the possibility of the data being used to identify individuals who dropped out school or those who did not receive a diploma at the end of the 12th grade. Each record was examined individually, in combination with the other records in the file, and across reporting levels due to the hierarchical nature of the CCD collections. In order to protect the identity of individuals who dropped out of school, dropout data are presented as an aggregate for grades 9–12 on this data file.

This file has undergone perturbation. A perturbation is an adjustment to one or more counts in the file and is done to protect the identity of students. Only data fields associated with dropout counts and high school diploma counts have been perturbed. In no instances did any one count change by a magnitude greater than 2 when data are aggregated to the state level. In the case of perturbations done to dropout counts, the perturbation was necessary to prevent the disclosure of individual students who dropped out of school. In the case of perturbations done to regular high school diploma counts, the perturbation was necessary to prevent the disclosure of individual students who did not receive a regular high school diploma at the end of 12th grade. These

---

[1] Regular school districts are operated by a local authority and offer instruction to students within their service areas. They exclude local supervisory unions, regional education service agencies, state and federally operated school districts, and other agencies that do not fall within these groupings.

changes were done in such a way as to minimize their impact on the analytical value of the data file.

This file has also undergone suppression. Suppression is the recoding of data in one or more cells with the purpose of protecting the identity of some students. Only data fields associated with dropout counts and high school diploma counts have been suppressed. If a data field associated with a dropout count is reported as -3, then the actual dropout count for that district was either 1, 2, or 3. If a data field associated with a dropout count is -4, then the actual dropout count was equal to the associated student membership or differed by the associated student membership by 1 or 2. If a data field associated with a diploma count is -1 then the diploma count was either reported as missing by the SEA or suppressed.

Data values— All data elements are presented as reported by the state coordinator or have been filled with codes "-1," "-2," "-3," "-4," "M," or "N" by NCES. Descriptions of zero or other codes are listed below.

- 0: A zero value represents a report of no occurrences of a data element. A value was expected and measured, but zero cases were found in the category. (For example, a district having no 12th-graders would report "0.")

- M (or -1 for numeric values): A value of M (or -1) indicates that 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 values): A value of N (or -2) indicates that data are not applicable. A value was neither expected nor measured. (For example, an elementary school district would report "-2" for 12th-graders.)

- -3: A value of -3 is used only in data fields that contain dropout counts, and indicates a dropout count that equaled a value of "1," "2," or "3." Reported dropout counts of 1, 2, or 3 were set to "-3" by NCES to protect the confidentiality of dropout data.

- -4: A value of -4 is used only in data fields that contain dropout counts, and indicates a dropout count that exceeded the associated enrollment base count. Reported dropout counts that exceeded the associated enrollment base count were set to "-4" by NCES to protect the confidentiality of dropout data. See "Caution in interpreting the dropout rates" (in section C).

F. Comments About the Data Items

The CCD Local Education Agency Dropout and Completion Public-Use Data File: School Year 2006–07 contains the following data items for each record: the school year for which the data are reported; the NCES-assigned unique identification number for the LEA; the Federal Information Processing Standards (FIPS) state code; the dropout count for grades 9–12 (aggregate); the dropout rate for grades 9–12 (aggregate); enrollment base for dropout rate for grades 9–12 (aggregate); the total regular diploma count; the Averaged Freshman Graduation Rate (AFGR); the enrollment base for the AFGR; and the total count of other high school completers.

The districts included on this data file are also included in the NCES Common Core of Data Local Education Agency Universe Survey: School Year 2006–07 (NCES 2009-301). Data items, such as school district name, state identification numbers, contact information, and school district classification information were not included to reduce redundant reporting of CCD data items. Use the NCES School District Identification Number (LEAID) to merge this data file with the LEA Universe File.

Data users should take note of certain conditions regarding each data item in the file, as follows:

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

Special Note For New York City Public Schools: New York did not report the New York City Public Schools (LEAID =3620580) as a single district in 2006–07. The state reported a total of 34 geographic districts comprising what had been the New York City Public Schools in previous years. The geographic districts are all identified as components of a Supervisory Union (TYPE=2) of the New York City Public Schools, which is identified as a Supervisory Union (TYPE=3). A list of the 34 geographic districts comprising what had been the New York City Public Schools appears at the end of this section so data file users can aggregate data for the 34 geographic districts into one number for the New York City Public Schools if desired (see table 1).

(FIPST) FIPS Codes. A list of the Federal Information Processing Standards (FIPS) state codes appears at the end of this section (see table 2). The FIPS code should be used to reference all agencies in a particular state.

(SURVYEAR) School Year. The school year in which students dropped out of school or graduated from high school (the 2006–07 school year is represented as "2006" in the data file). It is important to use this field when comparing dropout data from different files.

(AFGR) Averaged Freshman Graduation Rate (AFGR). The AFGR is presented for the LEA.

(TOTDPL) Regular Diploma Count. Diploma counts are presented for the LEA.

(AFGEB) Enrollment Base for the Averaged Freshman Graduation Rate. The AFGR enrollment base is presented for the LEA. The enrollment base variable is used as the denominator in the calculation of the AFGR and represents an estimate of the number of first-time freshmen in the class of 2003–04 freshmen in order to estimate the on-time graduation rate for 2006–07. See Appendix D. Computation Instructions for the procedure.

(TOTD912) Dropout Count Variables. The dropout count for the LEA is for grades 9– 12.

(DRP912). The dropout rate for the LEA is presented for grades 9–12.

(EBS912) Dropout Rate Enrollment Base. The enrollment base is 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

prekindergarten 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.

(TOTOHC) Other High School Completers. Some states grant a certificate of attendance or completion in lieu of a diploma. Other high school completer credentials are not offered by the following states and jurisdictions: California, Illinois, Kansas, Minnesota, Missouri, Montana, New Jersey, North Dakota, Ohio, Oklahoma, Pennsylvania, South Carolina, South Dakota, Texas, West Virginia, the Bureau of Indian Education, the Department of Defense Schools (overseas and domestic), Guam, the Commonwealth of the Northern Mariana Islands, and Puerto Rico.

Table 1. Local Education Agency Identification Number (LEAID) and name of New York City Public School
District geographic districts: School year 2006–07

LEAID	Name
3600075	NYC Alternative HS District
3600076	New York City Geographic District # 1
3600077	New York City Geographic District # 2
3600078	New York City Geographic District # 3
3600079	New York City Geographic District # 4
3600081	New York City Geographic District # 5
3600083	New York City Geographic District # 6
3600084	New York City Geographic District # 7
3600085	New York City Geographic District # 8
3600086	New York City Geographic District # 9
3600087	New York City Geographic District #10
3600088	New York City Geographic District #11
3600090	New York City Geographic District #12
3600091	New York City Geographic District #13
3600092	New York City Geographic District #15
3600094	New York City Geographic District #16
3600095	New York City Geographic District #17
3600096	New York City Geographic District #18
3600097	New York City Geographic District #32
3600098	New York City Geographic District #24
3600099	New York City Geographic District #26
3600100	New York City Geographic District #28
3600101	New York City Geographic District #29
3600102	New York City Geographic District #30
3600103	New York City Geographic District #31
3600119	New York City Geographic District #14
3600120	New York City Geographic District #19
3600121	New York City Geographic District #23
3600122	New York City Geographic District #25
3600123	New York City Geographic District #27
3600135	NYC Special Schools - District 75
3600151	New York City Geographic District #20
3600152	New York City Geographic District #21
3600153	New York City Geographic District #22

Table 2.   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	Oregon	41	OR
Alaska	02	AK	Pennsylvania	42	PA
Arizona	04	AZ	Rhode Island	44	RI
Arkansas	05	AR	South Carolina	45	SC
California	06	CA	South Dakota	46	SD
Colorado	08	CO	Tennessee	47	TN
Connecticut	09	CT	Texas	48	TX
Delaware	10	DE	Utah	49	UT
District of Columbia	11	DC	Vermont	50	VT
Florida	12	FL	Virginia	51	VA
Georgia	13	GA	Washington	53	WA
Hawaii	15	HI	West Virginia	54	WV
Idaho	16	ID	Wisconsin	55	WI
Illinois	17	IL	Wyoming	56	WY
Indiana	18	IN			
Iowa	19	IA	Department of Defense		
Kansas	20	KS	dependents schools		
Kentucky	21	KY	(overseas)	58 [3]	DO
Louisiana	22	LA			
Maine	23	ME	Department of Defense		
Maryland	24	MD	dependents schools		
Massachusetts	25	MA	(domestic)	61 [3]	DD
Michigan	26	MI			
Minnesota	27	MN	Bureau of		
Mississippi	28	MS	Indian Education	59 [3]	BI
Missouri	29	MO			
Montana	30	MT	American Samoa	60	AS
Nebraska	31	NE			
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			
Oklahoma	40	OK	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 dependents schools (overseas) are AA, AE, and AP to indicate schools located in Asia, Europe, and the Pacific, respectively. For Department of Defense dependents schools (domestic) and Bureau of Indian Education schools, state abbreviations correspond to the state in which the school is located.

SOURCE: U.S. Department of Commerce, National Institute of Standards and Technology, Federal Information Processing Standards, (1987). "Codes for the Identification of the States, the District of Columbia and the Outlying Areas of the United States, and the Associated Areas" (FIPS pub 5-2).

G. Special Characteristics of This File

Data users should be aware of the following special characteristics of the CCD Local Education Agency Dropout and Completion Public-Use Data File: School Year 2006–07.

1. The reported data were examined to identify any instance in which the identity of an individual dropout might be disclosed. To protect against the possibility of disclosure, data in some cells have been suppressed. See "Precautions to prevent disclosure of individuals who drop out of school" (in section II.E above) for more information.

2. Unless confirmed as accurate by the state CCD coordinator, reports of zero dropouts for any LEA enrolling 400 or more students in grade 9–12 were changed to missing (-1).

3. Unless confirmed as accurate by the state CCD coordinator, reports of zero diploma recipients for any LEA enrolling 20 or more students in grade 12 were changed to missing (-1).

4. This file does not include imputation flags. The data values indicate when data were adjusted.

III. User Guidelines for Processing the CCD Local Education Agency Universe Survey Dropout and Completion Public-Use Data File: School Year 2006–07

A. File Characteristics

The CCD Local Education Agency Universe Survey Public-Use Dropout and Completion Data File: School Year 2006–07 is provided in two file formats: a SAS file (dr06p1b.sas7bdat); and a tab delineated ASCII file (dr06p1b.txt). The first two characters of the file name indicate the type of file (dr = dropout and completer file), the third and fourth characters indicate the school year (06 = 2006–07), the fifth character indicates that the data file is a public-use file (p = public-use) and the sixth and seventh characters indicate the version number (1 = released file, a = first release 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 the Common Core of Data Local Education Agency Universe Survey files or to other LEA-level dropout files that NCES will be releasing in the future. LEA files contain many useful data items such as the school district name, state identification numbers, contact and location information, school district classification information, and the numbers of staff. 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 this file may not match the enrollment counts in other CCD files because enrollment bases are derived from the Public Elementary/Secondary School Universe Survey and ungraded students are prorated into grades (see appendix D for

information regarding the enrollment field calculations in the dropout file).

C. Revisions Included in the 1b Version of This Data File

In March 2011, Nevada informed NCES that the data submitted for 2006-07 was incorrect. In this release (1b) of the file, the variables TOTDPL, TOTD912, AFGR, DRP912, and OHC were set to missing (-1) for all Nevada LEAs.

APPENDIX A. Record Layout

APPENDIX A. Record Layout
NCES Common Core of Data Local Education Agency Universe Survey Dropout and Completion
Public-Use Data File: School Year 2006–07

Number of Variables = 10
Number of Observations = 18,250

The file contains data for school year 2006–07 sorted by the local education agency identification number (LEAID). "AN" and "N" indicate alphanumeric and numeric data, respectively. Data presented in this release are available in two formats—SAS datasets (.sas7bdat) and tab-separated values text files (.txt). An asterisk (*) in the order column indicates that the field has one explicit decimal place.

Variable name	Order	Data type	Description
SURVYEAR	1	AN	School year.
FIPST	2	AN	Federal Information Processing Standards (FIPS) state code.
LEAID	3	AN	NCES local education agency identification number. The first two positions of this field are also the FIPS state code.
TOTD912	4	N	Count of dropouts (Grades 9–12).
EBS912	5	N	Enrollment Base (Grades 9–12).
DRP912	6*	N	Dropout Rate (Grades 9–12).
TOTDPL	7	N	Regular diploma count.
AFGEB	8	N	Enrollment base Averaged Freshman Graduation Rate (AFGR).
AFGR	9*	N	Average Freshmen Graduation Rate (AFGR).
TOTOHC	10	N	Total Other High School Completers

APPENDIX B. Value Distribution, Field Frequencies, and Data Tables

APPENDIX B. Value Distribution, Field Frequencies, and Data Tables
NCES Common Core of Data Local Education Agency Universe Survey Dropout and
Completion Public-Use Data File: School Year 2006–07

Variable	Label	M	N	Valid response
SURVYEAR	School year.	0	0	18,250
FIPST	Federal Information Processing Standards (FIPS) state code.	0	0	18,250
LEAID	NCES local education agency identification number.	0	0	18,250

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

Variable	Label	Minimum	Maximum	Mean	-1	-2	-3	-4
TOTD912	Total Dropouts (Grades 9 through 12).	0	16,262	65.0	873	5,772	2,193	37
DRP912	Dropout rate (Grades 9–12).	0.0	98.8	5.8	852	6,067	2,193	37
EBS912	Enrollment base (Grades 9–12) aggregated from the school universe file.	0	162,207	955.8	57	5,940	0	0
TOTDPL	Regular diploma count.	0	31,718	244.2	887	5,521	0	0
AFGR	Averaged Freshman Graduation Rate (AFGR).	0.0	100.0	80.6	330	7,028	0	0
AFGEB	Enrollment base AFGR.	0	92,231	328.5	42	6,914	0	0
TOTOHC	Other high school completer count.	0	1,844	17.3	4,166	11,770	0	0

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); -3 indicates that a dropout count of 1, 2, or 3 was suppressed; and -4 indicates that the dropout count exceeded the corresponding enrollment base.

APPENDIX C. Dropout Reporting Practices and Guidelines

The following is a copy of the dropout reporting instructions sent to states.

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.

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, 2006, and ending September 30, 2007. 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.

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 2006–07 school year are American Indian/Alaska native; Asian/Pacific Islander; Hispanic; Black, not Hispanic; and White, not Hispanic.

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

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

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

---

[1] A student who was enrolled in September 2006, dropped out of school in February 2007, and was not enrolled in school on October 1, 2007, would be reported as a 2006–07 dropout (*previous* year) in the 2007–08 CCD collection (*current* year).

APPENDIX C. Dropout Reporting Practices and Guidelines
NCES Common Core of Data Local Education Agency Universe Survey Dropout and Completion
Public-Use Data File: School Year 2006–07

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, 2007, 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, 2007. A student who missed much of the previous school year (2006–07) but who is in membership on October 1, 2007, is not a dropout, while a student who is not in membership on October 1, 2007, but who returns later in that school year is a dropout (for the previous year, 2006–07). 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 (2006–07) but who fail to enroll by October 1, 2007. 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 2006–07 but who is not re-enrolled on October 1, 2007, is reported as a 2007–08 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 2006–07 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, 2007, 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 2006–07 school year, after October 1, 2006, but are re-enrolled on October 1, 2007, 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.

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 D. Computation Instructions

COMPUTATION OF DROPOUT RATE FIELDS

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

$$Rg = Dg/Eg$$

where Rg = the grade 9–12 dropout rate (rounded to a single decimal place), Dg = the number of
grade 9–12 dropouts, and Eg = the grade 9–12 enrollment.

COMPUTATION OF AVERAGED FRESHMAN GRADUATION RATE FIELDS

The Averaged Freshman Graduation Rate (AFGR) is the number of regular diploma recipients in
a given year divided by the average of the membership in grades 8, 9, and 10, reported 5, 4, and
3 years earlier, respectively. For example, the denominator of the 2006–07 AFGR was the
average of 8th-grade membership in 2002–03, 9th-grade membership in 2003–04, and 10th-grade
membership in 2004–05. Ungraded students are prorated into these grades. Averaging these three
grades provides an estimate of the number of first-time freshmen in the class of 2003–04 in order
to estimate the on-time graduation rate for 2006–07.

The following method is used to compute AFGRs in CCD reports, unless otherwise noted:

$$AFGR = \text{Regular Diplomas}_{(x)}/\text{mean}(8^{th}\text{-grade prorated enrollment}_{(x-4)}, 9^{th}\text{-grade prorated}$$
$$\text{enrollment}_{(x-3)}, \text{ and } 10^{th}\text{-grade prorated enrollment}_{(x-2)})$$

where x = the school year for which diploma recipients were counted.

COMPUTATION OF AFGR AND DROPOUT RATE ENROLLMENT BASE FIELDS

Proration of ungraded students. Student membership data that comprise the denominator for the
AFGR and the enrollment base (denominator) for the 2006–07 dropout rate are taken from the
CCD Public Elementary/Secondary School Universe Survey data file. The grade-level
membership data were aggregated to the LEA level from schools associated with the LEA.

To compute enrollment base fields for both AFGRs and dropout rates, 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:

1. 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).

2. Create a sixth race/ethnicity count of enrollments ("unreported race/ethnicity") by subtracting the totals calculated in step 1 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.)

3. 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.

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

5. 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.

Dropout enrollment base fields are composed of enrollment data from the same year as the dropout count (e.g., dropout enrollment base fields for school year 2006–07 dropouts are computed from school year 2006–07 enrollment data). AFGR enrollment base fields are an estimate of first-time freshmen 4 years prior to the graduation count (e.g., the AFGR enrollment base field for school year 2006–07 is an estimate of first-time freshman in school year 2003–04). Therefore, to compute the AFGR enrollment base fields, the proration of ungraded students as described above is performed for 8th-grade membership in 2002–03, 9th-grade membership in 2003–04, and 10th-grade membership in 2004–05. Averaging these three grades provides an estimate of the number of first-time freshmen in the class of 2003–04 in order to estimate the on-time graduation rate for 2006–07.